

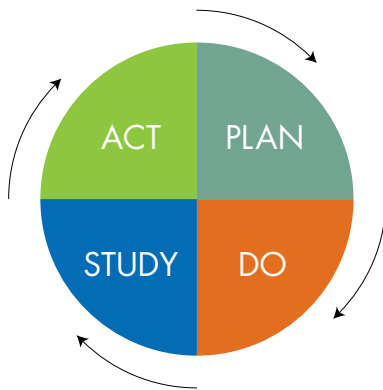
QED NEWS

Quality in Education K-12 • Higher Education • Workforce Development



Editor: Marianne Di Pierro

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PLAN – DO – STUDY – ACT CYCLE



What is this? This is a matrix bar code image for the newsletter, readable by smart phone cameras. Free apps are available on the iPhone so your smart phone can “read” the bar code image and access the URL for our newsletter. Then you have the entire newsletter on your phone—to read, download, or e-mail.

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MISSION STATEMENT: To become the preferred resource for quality in education networking.

QED News is the ASQ Education Division’s newsletter for members with articles contributed by members. It is published twice a year, in the fall and spring.

Message From the Chair

by Cindy Veenstra, Ph.D.



Welcome to this issue of *QED News*. Spring in Pittsburgh, PA, is always pleasant and I am looking forward to this year's ASQ World Conference on Quality and Improvement May 16–18! The division has some great sessions planned. We are continuing our yearlong efforts in supporting Baldrige in education with systemic thinking for our schools and colleges and discussions on the support of

STEM (science, technology, engineering, and math) education. As we do every year, we will hold our annual business meeting Sunday, May 15. We are celebrating! This is the first year that I can recall that we have active division members who are recipients of ASQ awards: Deborah Hopen and Jamison Kovach.

I cordially invite you to join us!

Newsletter news! First, we have a new design to represent the growth in the division's activities and to complement our new conference booth design. Second, we hope this new look will encourage your sharing of "news" on quality in education with other division members through *QED News*. *QED News* is "news for our members, by our members." It is a way for all of us to support each other through a collaborative exchange of information. For the last two issues we have received very few articles despite a members' call for articles. Consider writing an article for the fall newsletter. I welcome your comments/ideas on the newsletter (chair@asqedu.org).

Division's Support of Collaboration

Our business plan includes the exploration of collaboration with other ASQ divisions and other professional education organizations. For example, this year, we offered to share our publications with other ASQ divisions, have placed announcements of our call for papers for our journal and our conference in the e-newsletters of the ASHE, ASEE, and AIR education organizations, and made presentations on the Baldrige framework for education at non-ASQ conferences. We think this collaboration will lead to more synergy in discussing and implementing quality in education. This past November, Fernando Padró, our chair-elect, presented a paper at the ASHE (Association for the Study of Higher Education) Conference. I joined him, and together we networked with ASHE attendees. We were encouraged by the possibility of further collaboration with ASHE (and other education organizations) on quality in education topics such as educational policies, college student retention, and the Baldrige framework.

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Keynote Speakers for the Division's STEM Agenda Conference

by Cindy Veenstra, Ph.D., Conference Co-chair



The Education Division is proudly joining with the University of Wisconsin-Stout to sponsor the division's Advancing the STEM Agenda in Education, the Workplace, and Society Conference July 19–20 at the University of Wisconsin-Stout. It will be held in a new state-of-the-art science building, which is very exciting for our first STEM (science, technology, engineering, and math) Conference.

As a recipient of the Malcolm Baldrige National Quality Award, UW-Stout is an ideal setting for blending the ideas of quality systems thinking with advancing the STEM agenda. National policy makes STEM a priority because the STEM fields are the basis of an evolving knowledge society. Businesses need qualified graduates to advance technologically. Education is addressing curriculum content to advance knowledge and ensure a smooth transition to the workplace. The three conference tracks will represent the division's three focus areas: K-12 STEM, higher education STEM, and STEM workforce transition.

Keynote Speakers

Keith T. Miller, Ph.D., president, Virginia State University, brings a wealth of knowledge in academics and business from both the public and private sectors. Virginia State University is an exemplary HBCU with a strong student-focused culture and STEM program. Miller is also past president of Lock Haven University, supporting its mission of service learning, global education, and integrated use of technology in the learning process. Prior to these positions, Miller was provost and vice chancellor of the University of Wisconsin-Oshkosh where he focused on faculty support, learning outcomes and curricular innovation, and the encouragement of student-faculty research activities. He earned his bachelor's, master's, and doctoral degrees from the University of Arizona.

Michele Brinn is vice president of workforce development and education at the Greenville, SC, Chamber of Commerce. Brinn manages the chamber's workforce and education programs. Trained in mathematics education, guidance, and organizational development, she taught math at the middle school and technical college level. She founded and directs the Carolina First Center for Excellence, providing training and services to K-12 schools and classrooms on continuous quality improvement, including Baldrige principles and practices. She contributed the article "Quality in the Classroom: Engagement, STEM, and Achievement All in One" to the 2011 special issue on STEM of the ASQ Education Briefs. She has been a presenter at NQEC for several years.

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The Observation Tower

Resistance to Assessment: Why You Can't Get "There" From "Here"

by Marianne Di Piero, Ph.D., Editor



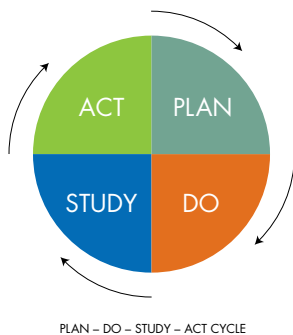
Institutions' cultural resistance to assessment, as well as inadequate procedures for utilization of data are two factors that may inhibit or protract process improvement in higher education.

Plan, do, study, act (PDSA) is an interesting concept with which many of us who work in the area of assessment and process improvement are already familiar. Adapting quality principles,

however, assumes that educators have pushed past the barriers that impede implementation of these concepts to see the value—economic, pedagogical, and other—of the application and the outcomes derived. It is clear that when assessment is used sporadically or employed in pockets, its true value as a tool or instrument to craft unilateral enhanced outcomes through purposeful change is concealed to a certain degree. This is true for all organizations, and especially for colleges and universities whose business is education, assessment of student learning outcomes, program efficiency, curriculum quality, and viability. Transparency of effort and outcomes is critical to engagement in this process, yet there are times when assessment processes run against this concept and meet with opposition, except for those times when assessment dovetails into accreditation. Once the “brass ring” of accreditation is attained, however, assessment may be abandoned.

Among the higher education set, resistance to assessment efforts bears some exploration.

Consciously or unconsciously, some of the resistance in applying quality initiatives in higher education may lie in the fact that academe frequently does not see itself in quite the same light as business or industry, a fact that invalidates the purpose and nature of assessment: to improve processes and outcomes. Public universities may not regard themselves as product-driven or profit-driven, and even for-profits frequently present themselves as knowledge-based first and profit-driven as a distant second. The concept of the “student as customer” seems antithetical to the knowledge-delivery imperative because it appears as if the



student is purchasing a degree rather than earning one. Resistance also may be centered in the idea of program excision: Programs that are not big producers and that lack a significant output may find themselves slated for elimination, and if assessment is an instrument leading to that end, it should be ignored—or so goes the thought. Faculty members wonder about where to place the assessment initiative among a cadre of demands competing for their time, energy, and resources, with little perceivable benefit to themselves or their careers. At some institutions, assessment work may not figure into tenure and promotion, and may not even count as a service or publication requirement. All in all, it may seem that the work of assessment is threatening, dreary, difficult, demanding, and without reward. So why do it?

Riding the Carousel – Circling on the Feedback Loop
Yet, there are many universities and colleges that have pushed past the more obvious barriers and are well placed on the data collection pathways. Their efforts reflect institutional buy-in

Education Division Achieves Blue Ribbon Award for Presidents' Race to Retain

ASQ President David Spong, the only two-time winner of the Malcolm Baldrige National Quality Award for two different organizations in two different sectors, has initiated the Presidents' Race to Retain—a special program designed to promote and retain ASQ membership. The purpose of this initiative is to create a more vibrant member community; increase member satisfaction; energize and grow the membership; earn recognition for efforts; and expand active leadership.

These outcomes are exactly what occurred through the efforts of member units, including the Education Division, which was ranked in the top award category, the Blue Ribbon, for July to December 2010 with 11 ASQ divisions and sections. The other divisions designated as Blue Ribbon recipients were the Service Quality, Measurement Quality, Quality Management, Statistics, and Customer-Supplier divisions.

The improvement in the Education Division's member retention is attributed to its increase in publications, monthly e-mails to members, and other efforts that engage more members in the activities of the division.

and accountability, but they are, ironically enough, caught inside of their own feedback loops, unable to act upon their collected data. This unforeseen barrier to process improvement is a finding teased out by the Wabash National Study, a longitudinal study designed to correlate the impact of educational practices with outcomes of college across 49 universities and colleges. The resulting report, *From Gathering to Using Assessment Results: Lessons From the Wabash National Study*, addresses the difficulty that participating institutions had in implementing purposeful change in response to their collected data. Charles Blaich and Kathleen Wise, authors of the study, conclude that the “measuring [of] student learning and experience is by far the easiest step in the assessment process” and that the “real challenge begins once faculty, staff, administrators, and students...try to use the evidence to improve student learning.” The Wabash study is a study in continuous process improvement: Blaich and Wise changed directions in the study to move its focus from cultivating high-quality data, only part of the process, toward dissemination and utilization of data, which represented challenges more formidable than simply measuring what students learn. This observation created a philosophically critical paradigmatic approach to the study: from data collection, analysis, and reporting—to data usage. Interestingly, the researchers also point to institutional/political barriers that may impede or compromise taking action. Another distinguishing factor regarding this study that George Kuh, director of the National Institute for Learning Outcomes Assessment, observes is that Blaich and Wise facilitate the utilization of data by lending their assessment expertise to institutions of higher learning to help them improve, steps that far surpass the original goals of the study.

In response to their study, these researchers have created five practical steps for campuses to consider as they embark upon assessment initiatives:

1. “Perform thorough audits of useful information about student learning and experience that your institution has already collected.
2. Set aside resources for faculty, student, and staff responses to the assessment information before assessment evidence is distributed around campus.
3. Develop careful communication plans so that a wide range of campus representatives have an opportunity to engage in discussions about the data.
4. Use these conversations to identify one, or at most two, outcomes on which to focus improvement efforts.
5. Be sure to engage students in helping you make sense of and form responses to assessment evidence.”

Conclusion

Barriers to conducting institutional assessment, combined with the exhilaration of collecting data, sans utilization, are reminiscent of riding a carousel—perceived movement within circuitous confines. You’re moving, but going nowhere, a dangerous destination for any institution of higher learning. Being aware of this propensity helps us to avoid the inherent trap of stasis.

Access the complete Wabash National Study at <http://www.learningoutcomesassessment.org/documents/wabash.pdf>.

About the Author

Marianne Di Pierro, Ph.D., is director of the Graduate Center for Research and Retention at Western Michigan University and is a member of the University Assessment Steering Committee.

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Jamison V. Kovach Receives Prestigious Feigenbaum Medal

by Marianne Di Pierro, Ph.D., Editor



ASQ is pleased to confer the Feigenbaum Medal upon Jamison V. Kovach, Ph.D., assistant professor, technology leadership and supervision program at the University of Houston.

The Feigenbaum Medal is presented to an individual who is 35 years of age or younger and who has displayed outstanding characteristics of leadership, professionalism, and potential in the

field of quality and also whose work has been or will become of distinct benefit to humankind. This prestigious award is named for Armand V. Feigenbaum, former ASQ president, who is well known for his success with total quality management. Kovach was presented with the award in honor of her “contributions to the field of quality engineering and management, where she applies practical experience as a process improvement engineer and academic expertise in innovative instructional techniques to prepare students and practitioners to engage in problem-solving activities.”

She states that she is honored at this acknowledgment of her personal career achievements, but also is honored to serve as a representative of the ASQ Education Division, as well as the University of Houston and the College of Technology. She pledges

that she will “strive to continually engage in meaningful research and teaching activities that make a positive impact on the field of quality for many years to come.”

Kovach is an established scholar and has authored more than 20 peer-reviewed articles, garnered more than \$250,000 in grants, and presented her research at national and international conferences. She was personally invited by the Production and Operations Management Society (POMS), an international professional organization representing POMS professionals worldwide, as well as by the Industrial Engineering Research Conference to serve as speaker at their conferences. In addition, she has been an active ASQ member, serving as session reviewer for the World Conference on Quality and Improvement. She currently directs and serves as the anchor instructor for the University of Houston’s Six Sigma certification program, a program that she developed and through which she has trained more than 125 professionals in the use of Six Sigma methodology. She also



teaches both graduate and undergraduate quality management courses that are part of the project management (TPM) and the organizational leadership and supervision (LEAD) programs at the University of Houston. She received her bachelor’s degree in textile engineering from North Carolina State University and earned a master’s degree in textile technology from the Institute of Textile Technology. She holds a master’s degree and doctorate in industrial engineering from Clemson University and has served as a product and process improvement engineer in the U.S. textile industry. Her research interests include robust design, D-optimal design, and quality improvement and management methods. She is certified in Six Sigma Black Belt training and instructs industrial clients on the use of Six Sigma and other quality improvement initiatives within their organizations.

Kovach has been very supportive of the Education Division, and will be presenting at the 2011 World Conference for a division-supported session. Her 2009 World Conference session was extremely well-received. She has generated five-minute tutorial podcasts on quality tools. She was nominated for the Feigenbaum Medal by Cindy Veenstra, division chair.

Kovach, who will officially receive her medal at the World Conference in May, joins other distinguished Feigenbaum Medalists, among them Kanthassamy Senthilmaran, for his contributions to developing a methodology for dashboard metrics by applying the critical to quality process and for his leadership and professional activities, and Harriet Black Nembhard, associate professor of industrial and manufacturing engineering at Penn State University, for her research in employing statistics, quality, and productivity methods with economic measurements to make real-world applications.

Contact Kovach at jvkovach@uh.edu.

National Quality Education Conference: A Great Return on Investment!

by J. Jay Marino, Ed.D.



Every year, hundreds of educators attend the National Quality Education Conference, which is hosted by ASQ and supported by the Education Division. For the past 12 years, I’ve had the fortunate opportunity to attend the conference as both a participant and a presenter. There hasn’t been a year that I’ve questioned the return on investment for me as a professional or for the educational organization that I was representing. As the new superintendent of the Dunlap Community Unit School District No. 323 in my first year (2009), I was looking for a strategy to expose teachers and administrators to the world of quality in education. A key initiative in the district strategic plan was to embed continuous improvement practices throughout the organization from the boardroom to the classroom. I found myself reflecting on the key question any leader asks: “How do I take the system from where it is today to where we want it to be tomorrow?” Rather than discuss the concept or have employees read about quality in education, I chose to bring 15 people—including central office personnel, building administrators, frontline teachers, and the teacher’s union leadership—to the premier conference focusing on quality in education. Our group had a dynamic experience at NQEC, networking with other educators, learning best practices, and hearing dynamic presenters share their frontline experiences with continuous improvement. We used the experience not only to build our team, but to also build a vision of how continuous improvement practices could impact our district.

Volunteer to Help the Division

Check out opportunities to participate in the division’s activities. We welcome your participation.

We returned to Illinois different than when we left. We had experienced how educators around the country were improving student achievement and creating 21st century educational learning environments. We were sold! We drank the Kool-Aid! We were inspired to take what we learned and implement it in our school system.

Immediately upon returning from NQEC, our team regrouped to debrief the experience and determine our next steps. Unanimously, our team suggested that we begin immediate implementation of the continuous improvement process and tools that we learned from our experience at NQEC. Enthusiasm was high and much synergy had been created from our dynamic experience.

Within a few months of the conference, 50 teachers participated in the first round of training to learn the tools and techniques for creating a classroom learning community focused on 21st century learning. Can you guess who the first participants in the training were? Every teacher and administrator who attended NQEC chose to participate in five days of training to learn how to implement the continuous improvement classroom practices that were learned at NQEC.

The rest of the story is history. Out of the first group of teachers that were trained, about a dozen teachers stepped forward to serve as “continuous improvement trainers” in Dunlap schools. Within the first year of its respective teachers attending NQEC, Dunlap schools had more than 50 percent of its teachers participate in the continuous improvement classroom training, which was led by those who had attended NQEC.

During the course of our first-year’s journey, we began by building teacher and administrator capacity for continuous improvement practices. The district created a stakeholder-driven five-year strategic plan with a key focus on continuous improvement and 21st century learning. A district balanced scorecard was developed to measure the five key strategic goals. Schools are now writing school improvement plans with SMART goals that support district strategic goals.

School leadership teams are driving continuous improvement in their schools through the modeling of teamwork, collaboration, and shared leadership. Capacity is being developed for the implementation of professional learning communities throughout all schools. Classrooms have empowered students through the implementation of classroom mission statements, the creation of ground rules, a focus on SMART goals through the classroom data center, differentiation of instruction through student data folders, innovation and creativity via student-led classroom meetings, application of quality tools and the plan, do, study, act cycle in the classroom, and accountability through student-led conferences.

Continuous improvement has become the focus of our journey from good to great. Stakeholders are involved in our transformational efforts, and all employees have been empowered to drive



improvements within their area of responsibility. Most importantly, students are involved in their learning and are empowered 21st century learners.

I’m pleased to tell you that the story I described is not an isolated incident. I’ve served as a central office administrator in four separate school systems in the past 14 years. In each of the four school systems, a continuous improvement approach was adopted in an attempt to increase student achievement. What do all four school systems’ journeys have in common? In every situation, the National Quality Education Conference was used as a catalyst to bring a team together to formulate a vision for continuous improvement that could be brought back to the system for implementation.

To use the example of a popular credit card commercial:

- Sending 15 administrators to a random out-of-town professional development workshop: \$15,000.
- Implementing change top-down with outside consultants: \$30,000.
- Sending your own representative team to the National Quality Education Conference to bring lasting change to your system: PRICELESS!

Learn more about the continuous improvement journey in the Dunlap Community Unit School District No. 323 in Peoria, IL, at <http://www.dunlapcusd.net/>.

About the Author

Jay Marino is the superintendent of the Dunlap Community Unit School District in Peoria, IL. He has delivered keynote presentations at local, state, national, and international conferences. Marino also serves as an international consultant, assisting government and educational organizations in their continuous improvement efforts. He is the coauthor of *Quality Across the Curriculum: Integrating Quality Tools and PDSA With Standards* (Quality Press 2004) and serves as the K-12 systems chair for the Education Division.

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Editor’s note: The 19th NQEC will be held in Indianapolis, IN, November 6–8, 2011 (see article on page 16).

ASQ Education Division's Publications on Quality in Education

In two years, the number of ASQ publications on quality in education topics has grown in an effort to respond to the diverse needs of our members from our education sectors: K-12, higher education, and workforce development. Some of these publications are sponsored by the Education Division and some by ASQ. Except for *The Journal for Quality and Participation*, articles from these publications are available in our online library. The table below summarizes the various publications.

QED News, the division newsletter, provides information to members on our activities and includes contributed articles on interesting topics related to quality in education. All articles are contributed by division members.

The newest addition to our publications is the division-launched tri-annual *Workforce Development Brief* for members interested in workforce development. This publication includes two series, one on the basics of adult learning theory and instructional design and the other on the framework for the field of workforce development. In the latter series, the current issue discusses workforce development and globalization. If you have an article that describes instructional design or delivery, adult learning theory, or other education topics related to workforce development, please submit it to Deborah Hopen (debhopen@nventure.com). Articles should be 1,000–2,000 words and should be accompanied by a brief biography (75-100 words).

The purpose of *Quality Approaches in Higher Education*, the new peer-reviewed online publication, is to engage the higher education

community and division membership in a discussion of topics related to improving quality and identifying best practices in higher education and to expand the literature specific to quality in higher education topics. The journal Web page includes the latest call for articles and all the issues. The third issue will be published in the spring of 2011.

The Journal for Quality and Participation is a long-standing, peer-reviewed, combination print and online publication that focuses on the people side of quality. Each issue includes the department Educators' World, which is dedicated to quality in education.

The ASQ Primary and Secondary Education Brief and *The ASQ Higher Education Brief* feature invited articles associated with each issue's particular education-oriented theme. Themes and articles are often suggested by the division's leadership team. As a special publication, a joint issue on STEM issues is published annually in February to coincide with the celebration of Engineers' Week, since many of our ASQ members are engineers or in the engineering field.

The current issue of all these publications can be accessed from the homepage at <http://www.asq.org/edu/>. Look for the links on the right side of the Web page. We encourage you to tell us more about your activities and what you are doing to enhance quality at your institutions. An exchange of ideas, via published articles, helps us to further your research and get your ideas out into our learning communities so that we can all profit from your expertise.

We welcome your participation as a contributor and reader!

Publication	Sponsor	Invited/Contributed	Peer-reviewed	Frequency	Editors
QED News	Division	Contributed by division members	No	Bi-annual	Marianne Di Pierro
Workforce Development Brief	Division	Contributed and invited	No	Tri-annual	Deborah Hopen
Quality Approaches in Higher Education	Division	Contributed	Yes	Bi-annual	Deborah Hopen
ASQ Primary and Secondary Education Brief	ASQ Marketing	Invited	No	Six issues per year	Nicole Adrian
ASQ Higher Education Brief	ASQ Marketing	Invited	No	Six issues per year	Nicole Adrian/ Marianne Di Pierro
The Journal for Quality and Participation, "Educators' World" Department	ASQ	Contributed	Yes	Quarterly	Deborah Hopen

Deborah Hopen Among Members Granted ASQ Fellow Status

by Marianne Di Piero, Ph.D., Editor



Fifteen new members were granted special recognition by their ASQ peers as ASQ Fellows January 6, 2011, for their exemplary work and contributions, including our division treasurer and workforce development chair Deborah Hopen. Hopen was the only new Fellow from our division. The new Fellows have achieved professional excellence, distinction, and recognition in technology, theory,

and education, as well as in the application or management of quality control. This year's awardees represent a rich diversity of global industries, including healthcare, government, and business. ASQ president E. David Spong notes that "ASQ Fellows have an exceptional commitment to making our world work better through quality. They're passionate about sharing their time, ideas, and expertise—in their communities and globally. These men and women are today's leaders of the quality movement." The Education Division membership boasts 35 other ASQ Fellows: Melvin Alexander, Theodore Allen, Steven Arndt, Steven Bailey, James Bischof, Donald Brecken, Kenneth Case, Kenneth Chatto, Barry Colby, Taz Daughtrey, John R. Dew, Donald Dewar, Hira Fotedar, Louis Goffrion, Greg Gruska, M. Hussan, Maureen Heaphy, G.B. Jadanath, F. Johnson, Michael Jones, Robert Krone, Edwin Landauer, David Little, Geri Markley, Chester McCall, Harry Mottley, Steven Pollock, Larry Seiford, Paula Sommer, Frank Toda, William Trappen, Cindy Veenstra, Floyd Washburn, Casimir Welch, and Andrew West. We thank you for your participation in the division and the contributions to the quality field you have made. According to ASQ bylaws, Fellow membership status may be awarded to those individuals who have been ASQ members in good standing and meet the following criteria:

- Have at least 15 years of quality-related experience.
- Meet minimum score requirements across six professional categories.
- Are nominated by their ASQ divisions or sections.
- Have been a Senior member for five years or longer.

Nominations for Fellow must be submitted by an ASQ division or section by the first week in May. Please reference Maureen Heaphy's article in the fall issue of *QED News* for important details regarding the nomination process at <http://asq.org/edu/2010/09/continuous-improvement/qed-news-fall-2010.html>. We congratulate all of the new ASQ Fellows and encourage division members to contact Cindy Veenstra, division chair, if you are interested in being nominated.



PDSA and School Improvement Plans

by Lynda D. Hickey, Ed.D.

Winchester Public Schools' quest for excellence began in the fall of 2003, but schools began realizing actual change in 2007 after providing all staff intense professional development and adopting a PDSA (plan, do, study, act) cycle for continuous improvement as the framework for school improvement plans.

Each year, schools would revisit or rewrite their school improvement plans in the hopes to make a difference in student achievement, but what generally occurred was a listing of activities that addressed the superficial issues of their school. The reality of ineffective school improvement plans struck home after educators read a question posed by Rick and Becky DuFour and Robert Eaker in *On Common Ground* (2005), "What evidence do we have that this initiative or this practice is helping us to become more effective in assisting all students to achieve at high levels?" A process for improvement was necessary to ensure our mission, "Learning for All," was accomplished. The PDSA cycle enhanced the problem solving, analysis, and monitoring of student learning data, but also provided a tool for school staff to "study" and evaluate existing and new programs and strategies. Defining the issues, problems, or opportunities for improvement as well as identifying the gaps in current versus desired performance were seemingly simple first steps.

These advances were achieved by identifying the potential root causes for the performance gaps, conducting courageous conversations, and delving deeper into the whys for low achievement in many of the student groups. With support, guidance, and collaboration, central office instructional staff assisted school administrative teams in looking long and hard into the reasons why their schools were not accomplishing their goals. For example, the middle school's initial root cause for low student achievement was the lack of student motivation and attendance. After completing a root cause analysis, the staff better understood the actual reasons for poor performance—the need for teachers to have a step-by-step understanding of the process and procedures for monitoring student achievement and effectively

adjusting the instruction. The PDSA process enabled the leadership and staff at the middle school to ask the following questions to come to that conclusion:

- Why is our middle school not meeting the passing percentage rates as defined by the state?
- Why isn't the curriculum fully aligned with the Virginia Standards of Learning?
- Why doesn't instruction consistently meet student academic needs?
- Why don't all teachers modify the instruction to meet individual student needs?

Professional discussions were the next steps that addressed the identification of SMART goals and strategies aligned directly with those goals. On multiple occasions, staff returned to the primary question that asked them to identify the evidence that a practice was effective in ensuring all students achieve at high levels.

After four years into the PDSA process, schools are now able to study more in-depth programs, initiatives, and personnel positions to determine the effectiveness and the relationship between these and student achievement. School staff has become more confident in decision-making when determining what practices to standardize, modify, or abandon. After intensive study, the middle school realized the impact and effectiveness that three initiatives had on increasing student performance: professional learning communities, response to intervention and hiring of intervention resource teachers, and writing across all curricular areas. Through a process of collecting and analyzing data that demonstrated evidence of these initiatives, staff decided to aggressively support the programs with additional resources and professional training. To assess the implementation of the school improvement plans as well as the status of student achievement, two essential district meetings occur mid-year. 1) Central office instructional staff meets with school administrative teams to identify the supports needed to assist the school in accomplishing its goals. 2) A peer review is conducted, wherein, central office administrators and principals break into small groups to discuss the status of the school improvement plans. Questions asked during the peer review are as follows:

- What data have you collected to monitor the progress of your school improvement plan's goals for achievement?
- Based on the current data collected, what gaps or concerns need to be addressed?
- Are there other strategies not mentioned in your school improvement plan that need to be implemented to meet your goals for achievement?
- What areas have you identified to study this year? What are your findings at this point in time?

Winchester Public Schools with its ever-changing demographics continues to move forward in reaching its goals. The PDSA improvement cycle has permeated our system of thinking and provided us a doable framework for action planning and decision-making. Teachers are using the process for improvement as they review student-learning data and determine appropriate and effective solutions. Student-teacher conferences have taken a new look as students are asked to develop a plan for personal improvement (plan), implement their plan (do), analyze whether their actions are making a difference (study), and use their learning data to make changes in their plans (act). In addition, through the PDSA improvement cycle's implementation for school improvement plans, the school division has been able to decrease variances of instruction within its schools by identifying effective programs and initiatives that produce high student achievement.

School improvement plans in themselves may take years to implement with success. A continuous improvement process provides the catalyst for identifying efficient and effective practices, actions, and resources needed to ensure the success of each child. Ongoing support needs to be established to assist the school leadership and improvement planning teams to increase the impact of school improvement efforts. Through a collaborative effort using the PDSA cycle, central office and school-based teams are able to realize the best solutions and increase student learning.

About the Author

Lynda D. Hickey is the PK-12 director of instruction at Winchester Public Schools in Winchester, VA, with more than 20 years of teaching experience at the elementary and middle school level. In addition, she is a gifted resources teacher and coordinator. She holds an Ed.D. in education, administration, and supervision from Walden University, a master's degree in educational psychology and gifted education from the University of Virginia, and a bachelor's degree in elementary education from Southeastern University. Hickey is an adjunct professor at both the University of Virginia and Shenandoah University.

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2011 ASQ World Conference on Quality and Improvement Sessions and Activities of Interest

ASQ's 2011 World Conference on Quality and Improvement will be held May 16–18 at the David L. Lawrence Convention Center in scenic Pittsburgh, PA. The conference offers an exceptional opportunity for educators, legislators, business executives, and anyone else interested in learning more about quality-focused education to meet and exchange ideas about the implementation of quality initiatives into the educational process. The conference theme, *The New Role of Quality: Tomorrow's Applications of Proven Quality Tools*, will consider innovations in quality tools that can be applied to respond to the ever-emerging educational needs of our students. The 2011 conference builds logically from last year's theme on expanding the reach of quality.

Conference sessions are centered in learning to build quality cultures, quality improvement in healthcare, building a Baldrige culture, restoring creativity to your organization, improving teamwork via sports metaphors, working with resistance, and acknowledging the importance of diversity, among many other topics. Attendees will learn new and classic quality tools, methodologies, and techniques; network with more than 2,000 attendees and exhibitors; and benchmark best practices with the International Team Excellence Award Process.

The World Conference is special this year for the division because two very active members are recipients of ASQ awards. Deborah Hopen has been awarded the Gryna Award (page 16) and Jamison Kovach has been awarded the Feigenbaum Medal (page 4). The Education Division sessions and other activities of interest are as follows:

Sunday, May 15

11:45 a.m.

Fellows Luncheon (invitation-only; current and new Fellows)
Deborah Hopen recognized as new Fellow (nominated by division).

2:00 p.m.

ASQ Education Division Annual Business Meeting,
Omni Hotel, Sternwheeler Room

3:30 p.m.

Baldrige in Education Networking Session (open to all),
Omni Hotel, Sternwheeler Room

5:00 p.m.

ASQ Annual Business Meeting (ASQ award recipients
recognized)

Monday, May 16

10:30 a.m.

Networking With ASQ Award Recipients
Meet and congratulate ASQ award recipients Deborah Hopen and Jamison Kovach.

3:00 p.m.

ICQI W2 Workshop: STEM Education: Changing the Direction
Cindy Veenstra and Julie Furst-Bowe

Tuesday, May 17

9:15 a.m.

WCQI T06 The New Environmental Factors
Deborah Hopen and Christine Robinson

10:45 a.m.

WCQI T16 The New Importance of Diversity
Christine Robinson and Liz Peotter

2:45 p.m.

WCQI T26 The New Ways of Thinking
Deborah Hopen and Christine Robinson

This series of sessions is based on Deborah Hopen's quality management article that won this year's inaugural ASQ Gryna Award for best paper on quality management in 2010. (See page 16.)

Wednesday, May 18

9:30 a.m.

WCQI W15 Online Technologies That Improve Engaged Learning
Jamison Kovach and Lee Revere

Visit our exhibit booth!

We also invite you to visit our booth in the exhibit hall and see our newly designed exhibit. The booth features a slideshow and images that represent our three areas of focus in quality in education networking: K-12, higher education, and workforce development, as well as global education throughout all three areas. The design was created by Liz Peotter, our membership and marketing chair. Check out our booth and congratulate Liz!



Is Online Education the New Paradigm?

by Elaine Allen, Ph.D.



Nearly 30 percent of all students in higher education now take at least one course online. This translates to more than 5.5 million students in the fall of 2009¹. Added to this are the more than 1 million K–12 students now studying online in almost 75 percent of all school districts². Do these numbers of students, which continue to show double-digit increases each year, represent a transformation of education?

Online learning is still in its nascent stages in K-12 education. It started in earnest with the new millennium and the more than 1 million students enrolled in online or blended learning courses. This approximation represents only 2 to 3 percent of the K-12 student population and while a number of states have established virtual schools, they serve more as models rather than as evidence of a major penetration of online learning into K-12 schools. In the limited research in K–12 online education that does exist, several major issues are apparent.

1. The issue of the quality and appropriateness of online learning for K-12 students is real and has to be further studied and addressed. While there has been a modest homeschool movement in the United States, the vast majority of K-12 students attend and will continue to attend brick and mortar public schools. The majority of existing K-12 online learning is conducted at the secondary level where students are older and beginning to come into their own socially and emotionally.
2. The enrollment of K-12 students in online courses, while partially driven by student needs, has also begun to take root in rural school districts. Here, online learning is not simply an attractive alternative to face-to-face instruction but is becoming a lifeline to a basic quality education. Shortages of teachers in science, mathematics, and foreign languages, as well as modest property tax bases, have forced rural school districts to use their financial resources as wisely and effectively as possible. Online learning provides these districts with a cost beneficial method of providing courses that otherwise would require hiring additional teachers. This is true not only for electives and enrichment subjects but increasingly for advanced required courses as well.
3. In K-12 education, academic programs and planning including pedagogical practice are closely aligned if not coupled with public policy, much of which exists at the state and local levels. The early research indicates that policy and funding issues in particular need more attention before the foundation for a transformation is established. While it is too early to tell, it appears that the U.S. Education Department may be preparing to propose major incentives for states that promote and support policies conducive to the development and sustenance of online learning technology in K-12 schools. While a foundation for a transformation is still evolving at the K-12 level, the foundation for a transformation in American higher education may already be in place. It is not inevitable and additional development needs to be done before an actual transformation can be realized.

Chair's Quotes

“Putting CQI tools and strategies into teachers’ and students’ hands yields improved student engagement, responsibility, problem-solving skills, and achievement.”

– Michele Brinn and
Stephanie Morgan,
ASQ Education Brief, 2011

“When time actually ‘is’ money, it may be wise to explore certifications, rather than pursue actual degrees.”

– Marianne Di Pierro,
Workforce Development Brief,
2011

“We are seeing the results of many decades of work to improve the quality of life for many lower income people, aiming to raise their economic status by developing an educated workforce.”

– Thomas Berstene,
Workforce Development Brief,
2011

“Technology that is integrated into the course design effectively fosters student engagement, builds a learner-centered environment, and makes course content come alive.”

– Jamison Kovach and
Lee Revere,
ASQ Higher Education Brief,
2010

“To prepare the number of career-ready workers that our country needs, we must aggressively reach out to traditionally underserved students.”

– Jamie Merisotis,
QAHE, 2010

1. Understanding the nature of institutions supporting online learning is critical to speculating whether the new technology will usher in a transformation of teaching in higher education. Eight years of data have consistently indicated that public colleges and universities, especially community colleges, are the major providers of online learning courses and programs. In addition, there are a small but growing number of successful for-profit colleges (e.g., University of Phoenix, DeVry, Kaplan, Cappella) that have developed and successfully marketed online learning.

2. Important classes of higher education institutions have resisted or have not become major providers of online learning. Private four-year liberal arts colleges have shown very little interest in online education in any form. Research-based universities report that online is a critical part of their long-term strategy, but it is relegated to non-core academic areas, such as their continuing education departments, and not in degree granting programs.

3. A particularly critical factor is faculty attitude to online learning. Even among faculty who have developed, taught, and continue to teach online, the quality of online learning is perceived by many faculty to be of a lesser caliber than face-to-face instruction. Part of this perception may be related to the comfort levels developed among faculty whose initial teaching experiences were in face-to-face environments. However, another part may be based on the observation that online learning is still evolving and what constitutes good teaching online is likewise evolving and no benchmarks of good online teaching yet exist. The studies of online education referenced earlier³ also provided critical evidence that the opinion among a significant minority of faculty is that developing and teaching online takes more time and effort. Technology that promises to be faster, easier, and more efficient than traditional ways of doing things may not translate to the intense human relationship activities related to education. One possible approach that might alleviate the problems associated with online education is combining face-to-face with online instructional activities in a blended or hybrid model. However, the growth in blended courses and programs in the United States has been flat for the last five years⁴. Finally, student access issues may be the most important forces driving a transformation of higher education through online technology. Higher education institutions that see students as customers who drive their academic programs will have to adjust to the demands of the market and increasingly provide courses and programs that meet the needs of incredibly busy individuals. The growth of online education during this economic downturn is an indicator of this strong demand. These student customers sought online courses to enter new fields or advance their careers. The any time, anyplace nature of online learning appeals to these students and is generally accepted by them, not necessarily because of the quality of the program but because of the convenience⁵.

References

- ¹This is the last semester for which data are available; see http://sloanconsortium.org/publications/survey/class_differences for the complete survey report.
- ²<http://sloanconsortium.org/publications/survey/k-12online2008>
- ³The most recent report, "Class Differences: Online Education in the United States," 2010, and the previous seven years of reports can be downloaded from <http://sloanconsortium.org/publications/survey/index.asp>.
- ⁴http://sloanconsortium.org/publications/survey/class_differences
- ⁵http://sloanconsortium.org/sites/default/files/v11n1_6garrett_0_0.pdf



When Higher Education Listens to Social Responsibilities It Often Thinks in Terms of Social Justice: Two Approaches at Meeting Community Needs That Represent Different Response Mechanisms

by Fernando F. Padró, Ph.D.

John Clark (2006) begins his article "Social Justice, Education, and Schooling: Some Philosophical Issues" by stating that:

The concept of social justice is central to theorising about education and schooling... However, while general agreement can be reached on the desirability of social justice as a worthy goal deserving of our attention, this is matched by a corresponding contestation about what the expression 'social justice' actually means in relation to the formulation of policy and how it is to be included in practice. (p. 272)

And this is the problem for those who are looking at education from a quality framework perspective because it shows how this notion, controversial to certain elements of the political spectrum, is confused with the idea of social responsibility

as defined in the Malcolm Baldrige National Quality Award Criterion 1.2 (Baldrige National Quality Program, 2011). As an individual who has taught educational leadership courses for more than a decade and used the Baldrige criteria to frame best organizational practice in an educational setting, discussing SR always proved to be a challenge simply because my students already think that what they do as teachers or administrators is automatically being socially responsible to the community because what they do is tied to many of the concepts associated with social justice. As a person who heads an Ed.D. program in educational leadership based on social justice, identifying the differences and similarities becomes a priority because where the concepts diverge and when there is congruence is an important crossroad illustrating an epistemological difference that separates education at all levels (p-12, adult and post-secondary education, and higher education) from most other organizations.

Social Justice

Finding a definition of social justice that does not enter into political apoplexies is a difficult thing to do, if not impossible, as exemplified in the problems NCATE faced as it felt it had to remove the term social justice from its dispositions glossary of terms (Heybach, 2009). The model I want to use in this discussion reflects the structural nature of the concept of justice as posited by Gewirtz (2006) based on a three-fold categorization of justice:

- Distributive – The manner in which fundamental rights and duties are distributed by social institutions (that can lead to deprivation and marginalization from resulting social stratification).
- Recognitional – Avoidance of cultural domination, non-recognition, or respect for the values or way of life others maintain.
- Associative – Patterns of association amongst individuals preventing full participation by some affecting the conditions in which people live, creating the potential for disadvantage.

One of the reasons for the controversy behind social justice is not an emphasis on empowerment of individuals or enactment in the sense that people understand their environment and are able to act on that knowledge (Weick, 1995); rather, the discomfort rests on how the collective is supposed to respond to individual shortcomings, i.e., who is responsible for what (the extent of the obligation) and the extent of the responsibility (cf. Rawls, 1971). The congruity between justice, morality, and law as proposed by H.L.A. Hart (1997) leads directly to policy steering public morality upon some action hitherto considered private. (Lowi, 1972) Educators believe that social justice is at the base of what education is supposed to do because education, as a process, aims at providing individuals the tools to improve their lot and to access a better standard of living and improve

their ability to contribute to their community. This is especially true in a knowledge-based economy. Thus, it makes sense for educators to see their roles as encouraging and supporting society's agenda in a democratic society: transforming students into contributing members of society by empowering them to access better opportunities personally and professionally. "As it might be understood from these arguments, the question when handling these concepts in current discussions is not just the definition in itself, not a semantic problem, but the underlying social context which make specific normative documents and practices in education to be labeled as more or less equals." (Herrera, 2007, p. 321)

Social Responsibility

The Baldrige Education 2011 Criterion 1.2 "examines how your organization ensures that everyone in the organization behaves legally and ethically and how your organization fulfills its societal responsibilities and supports its key communities." (p. 35) Furthermore,

An integral part of performance management and improvement is proactively addressing (1) the need for ethical behavior; (2) all legal, regulatory, and accreditation requirements; and (3) risk factors... Your organization should be sensitive to issues of public concern, whether or not these issues currently are embodied in laws and regulations. Role-model organizations look for opportunities to exceed requirements and to excel in areas of legal and ethical behavior. (p. 35)

Public concerns under this criterion refer to:

- Cost of programs, services, and operations.
- Timely and equitable access to programs and services.
- Perceptions about the educational institution's stewardship of resources.
- Conservation of natural resources, the use of "green" technologies, the replacement of hazardous chemicals with water-based chemicals, energy conservation, the use of cleaner energy sources, or the recycling of materials.
- Organizational contributions (and that of employees) in areas of core competence.

Under criterion 1.2, societal responsibility means more than a compliance orientation. As can be seen from the list above, educational institutions should contribute to the well-being of environmental, social, and economic systems. Nevertheless, a close look at the evolution of the language of this criterion provides evidence of how its foundation are many of the key provisions found in the Sarbanes-Oxley Act of 2001 and, to a lesser extent to the NACUBO 2003 recommendations on the application of Sarbanes-Oxley (Padró, 2006, 2008). The focus of SR as identified in the criterion goes beyond the relationship between social responsiveness and financial performance (cf.

Cochran and Wood, 1984). There is an ethical component to criterion 1.2, reflecting a response to negative trends that have resulted from a lack of confidence based on financial irregularities (Uccello, 2009). It also manifests the belief that corporate social policy is beneficial to an organization's bottom line, its culture, the environment, and society at large (Kanji and Chopra, 2010). The criterion, in regard to its value-added stance regarding organizational performance, has not done an about-face as did the Committee on Economic Development as noted in the differing underlying principles of its 1971 and 1979 declarations: "A spirit of social concern and an emphasis upon social equity suffuses CED's 1971 statement while CED's 1979 statement speaks mainly of the importance of the economic efficiency of markets." (Frederick, 1981, p.22)

Mixing Metaphors

One of Kaufman, Stamper, and Tesluk's (2001) findings suggests that "[p]romoting and fostering a supporting organizational climate may receive great benefits in terms of employees expanding their repertoire of behavior to include tasks as well as good citizenry actions," (p. 447) potentially increasing employee productivity. These results support the view that social responsibilities should be seen in a strategic context as exemplified in the questions asked in the new 2011-2012 Baldrige criteria's P.2b.: the organization's strategic situation.

If one looks at the Educational Leadership Constituent Council (ELCC) standards for the preparation of primary and secondary education administrators (<http://www.suu.edu/ed/pdf/elccstandards.pdf>) and the standards put forth by the Council for the Advancement of Standards in Higher Education (CAS, 2009), the temptation is to say that social justice issues are more focused to primary and secondary education and college student personnel services rather than the whole of academia. However, Braskamp and Ory (1994) talk about the importance of citizenship as part of higher education's effectiveness. They identify three forms of citizenship: (1) institutional contributions, (2) disciplinary and professional contributions, and (3) private and community contributions. While these may or may not be considered as part of a faculty person's expected responsibilities as Braskamp and Ory (1994) point out, Rice (2006) suggests that scholars practice what they preach.

The scholarship of engagement, which is only beginning to attract the attention it deserves, will require the greatest change in our thinking about what counts as scholarship. In the future, the walls of the academy will become increasingly permeable. Academics on the inside will be moving out into

the larger world, and many on the outside will be moving in. There is serious concern about college and university faculty becoming disengaged, particularly at a time when knowledge creation is at the heart of economic development. Civic engagement and social responsibility can hardly be expected of the students of the future if faculty are not themselves engaged and responsible in their scholarly work. (p. 13)

The inclusion of the service learning model on many campuses also suggests a changing emphasis when it comes to faculty and institutional engagement with the community. "Engagement focuses not just on faculty service to the campus, but also on the broader idea of serving the community." (Hollander and Saltmarsh, 2000, p. 31) In some respects this approach echoes the sentiments espoused by Goodlad (1997) that higher education promotes individual learning within the context of sustaining a democratic society. He takes the argument a step further by suggesting that for education to be moral it must do both. This view is in line with George Counts' (1978) view that education was all about building a new social order. Thus, as social reconstructionists have posited over the years, faculty have an opportunity and obligation to address society's major problems (Weltman, 2002).

Right now, proponents of civic engagement within higher education lack key quality indicators for engagement (Creighton, 2006). A look at this narrative shows why. When the external environment talks about SR that institutions should foster and faculty espouse, what many academics and educators hear is a challenge to what they often feel they do: tackle society's problem one student at a time and through putting research through the public crucible of peer review. The irony is that social responsibilities as espoused by Baldrige criteria P2b and 1.2 is a more limited version of what social justice stands for. The difference is, however, as philosophical as it is structural. Notions of social responsibilities are designed to model good behavior as suggested by statutes and regulations to engender trust and demonstrate how organizations support the common weal. Institutional social responsibilities are about showing how institutions support and meet the needs of the general community. It is much about showing that the institution is an integral component within the community as suggested by Landecker's (1951, 1952) cultural integration theory. Social justice, on the other hand, is about effecting change. The way many of its proponents suggest promoting change creates political friction due to approach, extent, and role. But there is a middle ground because the two are not mutually exclusive. If anything, they

can be supportive within the context of improving the quality of life of individuals and communities. The real challenge, as can be seen for both models, is that of perspective from a Randian perspective because the issue is the role of personal liberty to act without pre-imposed limitations from the external environment. Applying this to higher education, the challenge is really one of institutional autonomy while the issue is autonomy to meet its mission to create and disseminate knowledge to improve society based on its experience and the collective learning of the institution's faculty.

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About the Author

Fernando F. Padró, Ph.D., is interim director of the Educational Leadership Program at Cambridge College and chair-elect of the Education Division.

19th National Quality Education Conference in Indianapolis



Mark your calendar to join us in Indianapolis, IN, November 6–8, 2011, for the 19th National Quality Education Conference. This year's theme is Inspiring Quality Education Worldwide: A Systems Perspective.

ASQ is continuing its tradition of offering the world's premier conference focusing on quality in education and improving student achievement with the 2011 NQEC. For two and a half days you will learn from the best educators using quality methods in their classrooms. This is the best opportunity for K-12 educators, school leaders, and administrators to learn and support each other's achievement.

At last year's NQEC, the division's activities were well received. We sold out of our PDSA posters (now online), introduced our new booth design, and many of the sessions were moderated by division leaders. If you would like to volunteer to help with this year's NQEC, contact Jay Marino at jaymarino@dunlapcusd.net.

Member Unit Survey Open

Participate in the ASQ Member Unit Satisfaction and Loyalty Study for the Education Division. Let us know your degree of satisfaction with the division and preferred activities for the next year. The survey is open through April 30, 2011, and can be accessed at https://asq.qualtrics.com/SE/?SID=SV_1RgpNrvfmJUAZh2.

Deborah Hopen Receives ASQ's First Gryna Award

by Marianne Di Piero, Ph.D., Editor



Deborah Hopen, editor of *The Journal for Quality and Participation and Quality Approaches in Higher Education*, and a newly elected ASQ Fellow, is the first recipient of ASQ's new Gryna Award for her article "The Changing Role and Practices of Successful Leaders." The

paper has been judged as the best paper on quality management published in 2010, and will serve as the foundation for three special sessions that Hopen and several colleagues will present at the World Conference on Quality and Improvement in May. The Gryna Award, founded in 2010, is presented for the paper published in the preceding year that has made a seminal contribution to furthering the "understanding and knowledge of the philosophy, principles, or methods of quality management." In being awarded this special recognition, Hopen follows in the footsteps of Frank M. Gryna, for whom this prestigious award is named.

Gryna, a professor emeritus of industrial engineering at Bradley University, was recognized as an ASQ Honorary member for an "exemplary lifetime of dedicated service to the global quality community as author, educator, consultant, and mentor for his exceptional contributions to the disciplines of quality management and industrial engineering," and is a well published scholar.

Access Hopen's article at <http://asq.org/quality-participation/2010/04/leadership/the-changing-role-and-practices-of-successful-leaders.pdf>.

Deborah Hopen is a past president of ASQ with more than 20 years of experience as a practitioner in quality and human resources management. She is a consultant to the private, public, and nonprofit sectors and can be reached at debhopen@nventure.com.

Social Networking Discussion: Boards and Blog

In the last year, the Education Division has endeavored to increase the number of discussion boards and blogs. The activity is picking up and we encourage you to look at our discussion boards. These include the Education Division Discussion Board (open to all) and a Baldrige in Education Network (must sign in to access the forum discussion board). We also have a LinkedIn ASQ Education Division Member Group (open only to division members).

In January, Becky Martin re-energized our discussion on quality in education for K-12 schools with her Quality in Education blog. Martin recently joined our leadership team and welcomes your comments on what you would like to see on the blog.

Baldrige in Education Collaboration

Division leaders are collaborating with other organizations on presentations on the Baldrige education criteria. Below is a planned Baldrige in Education event:

- Julie Furst-Bowe and John Dew, Troy University, will present on Baldrige in Education at the NCCI Conference in Tampa, FL, July 7–9.

We invite you to support this and other Baldrige in Education events. Also, let us know if you are participating in events that support Baldrige in Education. (Contact Julie Furst-Bowe at furst-bowej@uwstout.edu.) We will include your event in the fall newsletter.

Message From the Chair, continued from page 2

On the subject of collaboration, I would like to highlight the address of the outgoing ASHE president, William Zumeta, professor in the Daniel J. Evans School of Public Affairs at the University of Washington, to ASHE Conference attendees.¹ Zumeta discussed the topic of public accountability and the manner in which accountability leads to improved outcomes. This topic is critical to the quality in education conversation. Zumeta's message is very powerful; he suggested that universities must recognize that "new investments will only follow from an earned trust" and that "visible accountability and performance lead to additional investment, which leads to more and better outcomes... and in the end a more prosperous country." My insight from this is that universities must be more proactive on public accountability, often through collaboration both within and outside the university; communicate more on their successes; and adopt more quality approaches in accomplishing their goals. These efforts will lead to additional investments and more successful and rewarding partnerships with stakeholders. In these uncertain times, we must remind ourselves that collaboration goes a long way in engaging stakeholders and improving student success, accountability, and organizational success.

¹William Zumeta, *ASHE Presidential Address: What Does It Mean to Be Accountable? Dimension and Implications of Higher Education's Public Accountability*, November 10, 2010, 2010 ASHE Conference.

About the Author

Cindy P. Veenstra, Ph.D., is principal of Veenstra and Associates and chair of the Education Division. She is an ASQ CRE and Fellow. Her research includes strategies for improving college STEM student retention, and she has a strong interest in collaboration between universities and industry. She can be reached at chair@asqedu.org.

Keynote Speakers, continued from page 2

Preconference Workshops

We are planning several preconference workshops that will be hands-on or interactive and exciting. As we go to print for this newsletter, three workshops have been announced: The first one, Development and Continuous Improvement of K-12 Outreach Programs in STEM, will be led by Paul D. Plotkowski, dean of the Padnos College of Engineering and Computing at Grand Valley State University. GVSU has been very successful in developing a K-12 outreach program in STEM and Plotkowski will lead you in interactive discussions relevant to designing and improving outreach programs.

The second one is Creating a K-12 Learning Community With Quality Tools and PLC and will be led by Becky Martin, our K-12 classroom quality tools chair. She is the continuous improvement facilitator at Cedar Rapids Community School District in Cedar Rapids, IA. She will share her success in creating a K-12 learning community. Expect this workshop to be very interactive!

The third workshop is Effective Strategies in Development Math Education and will be led by Deborah Kruschwitz-List and Krystle Mayer from the UW-Stout Math Center for Teaching and Learning. They will share their success with improving student success in developmental math courses.

Closing Session

In addition, Julie Furst-Bowe, provost and vice chancellor for academic and student affairs at UW-Stout and the division's higher education chair, will lead the closing session on her thoughts on using Baldrige to develop the next steps for improving STEM student success at your educational institution.

This STEM conference is exceptional to division members because it is the only STEM education conference that will blend the ideas of quality systems thinking such as the Baldrige framework with national STEM initiatives. If you would like more information on the STEM initiatives, check out the February 2011 special STEM issue of the ASQ Education Briefs. We hope you will consider attending this conference and tell your colleagues about it! Help us spread the word by displaying our conference poster (8½ x 11). If you have questions, contact Cindy Veenstra at conference@asqedu.org.