







Did It Promote Quality... Or Is It Just Another Report?

Initial Experiences Using Baldrige Criteria for State Accountability Reports

Presented by:

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Overview

- History & Context of Accountability Reporting in South Carolina
- ➤ Institutional Experiences with Baldrige Criteria
 - Approach
 - Obstacles
 - Report Use
- > Lessons Learned











History and Context

- Culture of Public Accountability
 - 1996 Performance Funding (SC Act 359)
 - 2000-01 SC State Budget and Control Board mandates accountability reports for other state agencies
 - 2005-06 Higher education institutions required to submit agency accountability reports for first time









Malcolm Baldrige Criteria

- Senior Leadership, Governance, and Social Responsibility
- 2. Strategic Planning
- 3. Student, Stakeholder, and Market Focus
- 4. Measurement, Analysis, and Knowledge Management
- 5. Faculty and Staff Focus
- 6. Process Management

7. Organizational Performance Results

Report Guidelines:

Executive Summary (3 pp.)
Organizational Profile (4 pp.)
Categories 1-6 (18 pp.)
Category 7 (25 pp.)

5 years of trend data with benchmarks

Student Learning Results

Student and Stakeholder Focused Results

Budgetary, Financial, and Market Results

Faculty and Staff Focus Results

Organizational Effectiveness Results

Leadership and Social Responsibility Results



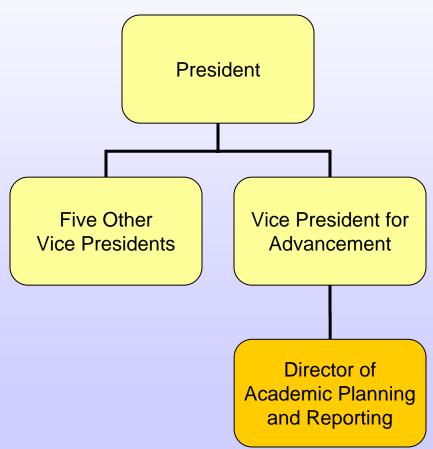






Midlands Technical College - Profile

- > Enrollment 10,779
- > 36% Minority
- > 63% Female
- > 44% Full Time
- > Avg. Age 27
- > 100 Credit Programs
- > 4 Campuses
- > 22,728 CE enrollment











Midlands Technical College - Approach

- >ARP lead the process
- > Reviewed and identified needed resources
- Briefed Executive Council
- > Coordinated with other college units for info
- Commiserated with state IE peer group
- >ARP Director wrote report
- Executive Council reviewed/approved









Midlands Technical College - Obstacles

- Politics of State Board
- > Directions less than clear
- Limited availability of benchmark data (Student and personnel satisfaction)









Midlands Technical College - Report Use

- > Detailed information for the new president
- > Strengthened peer benchmarking process
- ➤ Will help prepare for SACS visit (2010)
- ➤ Will strengthen quantification of college goals and priority initiatives
- ➤ Will impact next strategic plan



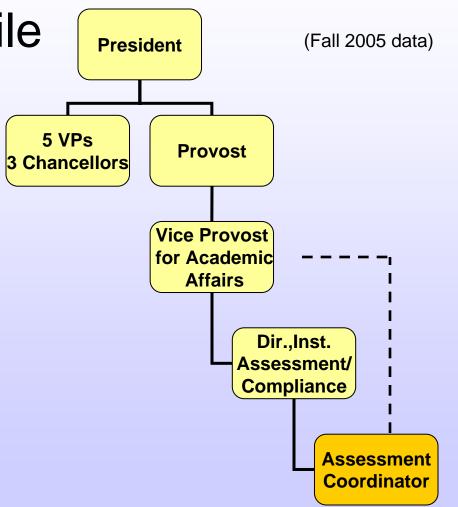






USC Columbia – Profile

- > >27,000 Enrollment
 - >18,000 undergrads
 - >8,500 grads
- ➤ 46% male undergrads
- > 20% minority undergrads
- ➤ 83% retention to 2nd year
- 65% graduation rate within6 years
- Over 350 programs across14 colleges/schools











USC Columbia - Approach

- ➤ Timeline developed
 - Seemed to establish "ownership"
- ➤ Six meetings one for each section
 - Involved only the 1-2 people most critical for each
 - Taped and transcribed question by question
- ➤ Written by Assmt. Coord. and Vice Provost
- > Results section evolved as we wrote 1-6









USC Columbia - Obstacles

- > Few people on campus knew about the report
- Getting data was often difficult and required explaining the report multiple times
- ➤ Was a time-intensive project at the same time the Assessment Coordinator was working on other state-mandated reports









USC Columbia – Report Use

- We learned we don't have a lot of data available in some areas. (Ex. Faculty and staff satisfaction data is limited.)
- ➤ The strategic goal measures have been placed into an on-line peer-analysis system to ensure continued monitoring
- ➤ We have made limited changes on campus based on the report because the report was written around our existing strategic goals



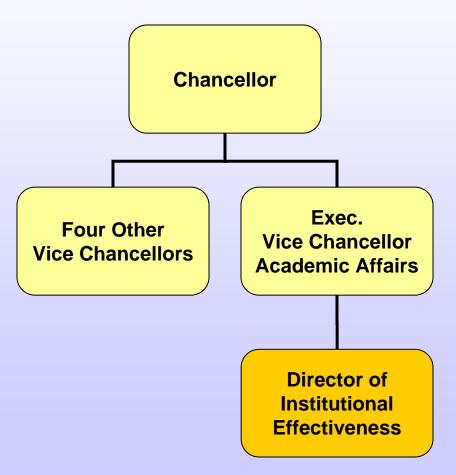






USC Aiken - Profile

- Carnegie Baccalaureate, Diverse Fields
 - 21 Bachelor's Degree Programs
 - 3 Master's Degree Programs
- > 3,350 Headcount
 - 66% Female
 - 32% Minority
 - 85% Full-time
 - 25% Residential
- ➤ 150 Faculty
- NCAA Division II











USC Aiken - Approach

Initial Stages

- Started about a year before submission date
- Garnered support from Chancellor from start
- Began development of institutional dashboard indicators
 - o Identified by IE Director (emphasis on IPEDS Peer Analysis System)
 - o Vetted and approved by senior administration

Report Preparation

- Divided Categories 1-6 among senior administrators to prepare bulletstyle answers
- Answers discussed in two meetings plus ½ day retreat
- Reliance on national models (UW-Stout, Monfort Sch. of Business)
- IE Director wrote report with ongoing feedback while drafting









USC Aiken - Obstacles

- Difficulty in addressing items for which we had weak plans or processes
- Important data weren't routinely collected (and as often what was collected wasn't important)
- ➤ Time → first time report preparation took about 40 hours per week for last six weeks









USC Aiken – Report Use

- ➤ Identified weaknesses → the jury is still out on building consensus for what these are
- Focused senior administrators on high-level institutional indictors
- Communication vehicle for local oversight agency and business leaders (Baldrige has currency with this audience)









Lessons Learned

- Organizational location: Who prepares the report determines:
 - What information you're able to collect and report focus
 - What you're able to do with the report
- > Publicity: Publicity and profile of the project affects scope and cooperation
- Availability: Available data at times supplants important data









Resources

- ➤ Baldrige National Quality Program http://www.quality.nist.gov/
- ➤ South Carolina State Budget and Control Board Agency Accountability Reports http://www.budget.sc.gov/OSB-reports.phtm.









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