



Quality Review Process

- Increased data quality
- Wider access to data
- Continuous Improvement

Overview

The Quality Review Process (QRP) was developed to evaluate educational programs, apprenticeships, basic and general education as well as student services in the Wisconsin Technical College (WTC) System. The System Office and colleges began a collaborative process of transitioning program evaluation requirements in the spring of 2001. The foundation of the QRP is a Continuous Improvement Process (Plan, Do, Check, Act).

The benefits include:

- *Providing Presidents, Vice Presidents and Deans with a data tool that goes beyond basic data reporting so they can conduct more effective evaluations of quality*
- *Providing a web resource for instructional & service staff to learn from other colleges*
- *Increasing efficiency by using a common data reporting tool*
- *Supporting colleges' continuous improvement initiatives related to accreditation*
- *More effectively demonstrating the System's accountability to public policy maker*

Common Goal

In 2000, the WTC System Office charged the colleges to develop a common, standard tool to support evaluation activities. The colleges developed and now use a web-based software tool which supports administrative activities associated with quality improvement and evaluation.

Evaluating programs and services with a Quality Improvement model is based on the tenets of the continuous improvement philosophy. The QRP aligns with the strategic planning activities currently used in the technical colleges (Plan, Review, Study, and Adjust). Another advantage is that the QRP model establishes statewide benchmarks.

The QRP enabled the WTC System Office and individual colleges to make a shift from collecting and reviewing data, to using data to guide performance improvement. Essential to this new process is a critical analysis of data to determine the cause of performance gaps as well as identify and evaluate strategies to improve performance.

The purposes of the QRP are to:

- Identify factors of program/service quality through quantitative and qualitative analysis
- Facilitate program/service continuous improvement through data based decisions
- Innovate programs by anticipating future trends
- Identify and prioritize state and local resources
- Ensure responsiveness and accountability to customers and stakeholders
- Improve overall organizational performance practices and capabilities;
- Facilitate communication and sharing of best practices information among the colleges through the Internet
- Develop a guide for further planning and training; and
- Foster and document innovations developed by colleges.

QRP Project Fact Sheet

Basic College-Wide Quality Improvement Model

Each program
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Requirement: Each program must be evaluated at least once every five years. The college has the option to conduct the quality review on a more frequent basis. Each review must be reported in the Quality Review Process Data System (QRPDS). The overall goal is a complete report about the research/analysis and improvement plan/results.

If a program is beginning a QRP process, all of the steps listed below will be followed to examine or analyze the program. College staff are expected to identify areas for improvement, develop solutions for improvement areas and create the improvement plan. In subsequent years, the scorecard results will be reviewed, implemented improvements will be studied or monitored for impact, and adjustments will be made as needed.

The following steps are a basic model for conducting a quality improvement review. Colleges have the option to supplement this model and conduct a more comprehensive review than the components required by the WTC System Office.

PLAN – Getting Organized

- A. College internally schedules a program or service to review
- B. Creates a review committee and plans the review process

REVIEW - What Needs Improvement?

- C. Launch quality review teams
- D. Create a Program Profile in QRPDS
- E. Analyze the Scorecards in QRPDS

STUDY- What Should be Done to Improve?

- F. Conduct research about causes, impacts, and trends
- G. Conduct quality review activities
- H. Create an Analysis Summary in QRPDS
- I. Create an Improvement Plan in QRPDS

ADJUST-What Are the Results?

- J: Implement the Improvement Plan
- K: Monitor Improvement Plans and record results in QRPDS
- L: Evaluate Process and Adjust Program or Service

QRP Scorecards

The WTCS colleges and System Office staff have developed Scorecards that includes state, college and program level indicators for each type of evaluation. There are six types of evaluations. Indicators are based on priorities of the college, system, and strategic directions related to federal grant requirements. Identified priorities such as course completion rates have consistent data available annually on a statewide basis through the Client Reporting System (CRS).

Overall data comparisons within a program or service are made through a system of:

- **Thresholds**
- **Targets**
- **Actual Performance**

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A threshold level has been established for each indicator that is the lowest acceptable level of performance (calculated as the average performance of the four lowest performing programs). The target level represents a preferred level of attainable performance (the average performance of the four highest performing programs). Adjustments to the threshold and target calculations are made when less than 10 colleges have less than 10 students in the program.

The scorecard allows colleges to compare similar programs across the state. The establishment of a threshold and target for each indicator gives a college the opportunity to see where their program stands in relation to other colleges. This assists the program in benchmarking as well as seeking best practice information from high performers.

Colleges are allowed to add up to eight college level indicators to the scorecard and each program may create two unique indicators. These are integrated with the 10 state indicators to create a scorecard. The original performance data is normalized using a linear transformation formula to arrive at the scorecard chart. This process equalizes all of the thresholds at 50 and targets at 100, placing the actual performance at the appropriate range between the two. The normalization process makes it possible to compare the level of performance on all indicators from an equal perspective.

This new approach puts deans, associate deans, and service administrators/managers in a more active role than the previous process. They are now clearly “process owners”.

Reporting Improvement Solutions and Tracking Improvements

At the completion of a Quality Review, colleges are expected to report on Scorecards as well as:

- Future trends
- Best practices
- Innovations
- Analysis Summary
- Improvement Plans
- Annual Update of Programs with Improvements

These are developed into a library of information for use in the ongoing Quality Review Process. The reporting system is designed to display data related to areas targeted for improvement. These strategies are then formulated into an improvement plan which is tracked annually and used to document the results of the improvement initiatives.

Measurements of Quality

The model includes the following:

State Level Indicators

(Required-10-23 indicators depending on evaluation type)

These apply to all colleges and all programs and sub-programs:

Evaluation Type	# of Indicators	Example
Educational Programs	10 Indicators	Course Completion
Apprenticeship	10 Indicators	Apprentice Retention in Paid Instruction (Semester to Semester)
Adult Basic Education	11 Indicators	ABE-One Year Math Gains
Adult Secondary Education	15 Indicators	ASE-One Year Math Gains
Development/Remedial	13 Indicators	Pass Rate for General Studies Students Taking Remedial
English as a Second Language (ESL)	14 Indicators	Writing/Grammar Learning Gains
General Education	10 Indicators	Course Completion AAS All General Studies
Liberal Arts Transfer	23 Indicators	Special Populations Course Completion

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College Level Indicators (Optional-up to 8 indicators)

These apply to all programs within a college.

Example: Student Satisfaction

Program Level Indicators (Optional-up to 2 indicators)

These apply to only a designated program(s) within a single college.

Example: Non Traditional Occupation (NTO) Recruitment

A tool for:

- College Executive Staff
- Evaluation Directors
- Research Directors
- Instructional Staff
- Service Staff
- WTC System Office
- Others

Data System

WTCS created the Quality Review Process Data System (QRPDS) in December 2004 to support the Quality Review Process. Colleges use the data system to report and track their quality improvement projects. The system is available to all WTCS staff via the Internet (See below.). Each user needs a security account established by the System Office prior to using the system and reports. An internet browser is needed to access the reports. No other special software is needed.

Resources

The resources listed below can be found at the WTC System Office Web Site:

<http://systemattic.wtcsystem.org/qrp/>.

- A. Access to the Quality Review Process Data System (QRPDS)
- B. Access to the COGNOS Reports-Scorecards etc.
- C. Data Definitions and Calculations of Indicators
- D. Calculation of Thresholds and Targets
- E. QRPDS User Guide (Step by Step Instructions)
- F. WTCS Evaluation Model
- G. QRP Supplemental Reports
 - 1. Program Data Sheet (Hard data-Numerators and Denominators)
 - 2. QRP Indicators Listing
 - 3. QRPDS User List (Users in Security System)
- H. QRPDS On-line Tutorials

More Information

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