



# continuous quality improvement bulletin

## Who says we're not a democracy?

At our most recent Steering Committee meeting, we decided that the truly CQI thing to do about selecting a fabulous new name for the *CQI Bulletin* is to open the vote to the entire campus, since the entire campus will be reading it (you will, won't you?). Toward that end, we are sharing with you all the suggestions we have received, and we are asking you to vote for your favorite. As you can see from some of the entries, we do have a sense of humor about CQI, and we're not afraid to show it.

You may fill out the ballot below and mail it to Rachel Schaffer in LA 437 (the English & Philosophy Dept.), e-mail your choice to [rschaffer@msubillings.edu](mailto:rschaffer@msubillings.edu), or even call Rachel at 2954 and tell her in person or leave a voice mail stating your preference. There is just one condition: to avoid Chicago-style voting (vote early—and often), we're asking that you give your name (first and last); no anonymous votes will be counted. Only Rachel will know who voted for what, and she promises not to tell.

Deadline for receipt of ballots: Friday, November 17.

Please vote for just one title by placing a mark on the line in front of it (the titles are alphabetized).

- |  |  |
|--|--|
| <input type="checkbox"/> CQI: FYI        | <input type="checkbox"/> Incenticide                 |
| <input type="checkbox"/> CQI Informer    | <input type="checkbox"/> MFM: Management Fad Monthly |
| <input type="checkbox"/> CQI Observer    | <input type="checkbox"/> Qualicide                   |
| <input type="checkbox"/> CQI Shop Talk   | <input type="checkbox"/> Quality Matters             |
| <input type="checkbox"/> CQI View        |  |
| <input type="checkbox"/> Death by Survey |  |



### CQI Library Collection

Do you have a question about accreditation or assessment? The CQI Office, located in McMullen 308, now has a collection of library books for individuals to use. Visit the CQI website at: [www.msubillings.edu/cqi](http://www.msubillings.edu/cqi) to view the listing of materials (under Activities and Projects).



## FAQs about CQI

**Q**uestions and concerns about CQI and accreditation that you would like to see addressed in this column can be e-mailed to Rachel Schaffer at [rschaffer@msubillings.edu](mailto:rschaffer@msubillings.edu). Questions may be edited for length and style. Names will be withheld if specifically requested. Many thanks to Dr. Tasneem Khaleel for supplying this month's questions and answers (also posted on the CQI website linked to the MSU-Billings home page).

### Q. What is the role of students in CQI?

**A.** Students are the largest constituency served by the faculty and staff. As such, they can provide information about their educational experiences and can be participants in and beneficiaries of CQI. Students can give input regarding what improvements are needed in the services they receive and in determining how successful the interventions have been. When appropriate, students are invited to serve on teams.

### Q. What is the role of faculty in CQI?

**A.** Faculty play an important role in CQI. Some serve on the CQI Steering Committee and are delegated the responsibility of heading one of the nine NW accreditation standards for preparing the institutional self-study document. Other faculty will work on subcommittees for each of those standards and will be instrumental in guiding the data collection and other

processes that lead to the self-study.

Other faculty have interactions with the University's administrative and business processes, and CQI will therefore have relevance to them. Faculty may want to look at ways to integrate CQI with the teaching/learning process. Deans and department heads can play an active role in providing leadership for continuous quality improvement.

### Q. What is the role of staff in CQI?

**A.** Quality is not limited to students, faculty, and administration. CQI is a systematic approach that provides methods and tools to enhance the practice of quality and maintain excellence at all levels. This means focusing on quality throughout the University that will improve work processes and services to all the constituents the University serves.

### Q. How committed is administration to following CQI?

**A.** The senior administration is committed to the campus wide initiative/concept of CQI and expects all current and future employees to share that commitment. The Provost has appointed a steering committee to oversee the CQI activities on campus. This committee will oversee the upcoming (fall 2008) Northwest Accreditation visit and cyclic program reviews mandated by the Board of Regents, and will integrate the university strategic initiatives/goals into the two mandated activities mentioned above.

# Another satisfied CQI customer...

This month, it's the Art Department's turn to share some CQI-related good news. They recently received a letter from a graduate updating them on her life after leaving MSU Billings. She writes:

*"I wanted to share my latest project with you. My recent work had reminded me how important it is to stay in touch with one's alma mater. I gained so much confidence and experience during my time at MSU-Billings, but was never quite sure of what I would do with it all. I suppose time has a way of answering many of these questions.*

*"I think that it's probably helpful for current students to see examples of the kind of work that graduates are doing. The enclosed Tufts University admissions materials are the product of about a year and a half of communications and marketing research, including interviews, focus groups, and review of quantitative reports.*

*"My role in the development of the publications was multi-faceted: I managed much of the research implementation, assisted the company principle with the search review and analysis, managed client relations, acted as the 'project manager' for the view book and search brochure [...], and wrote the bulk of the text. The most challenging, albeit least*

*glamorous part of my job was to write each of the 75 program descriptions at the back of the view book.*

*"Please share this with the rest of the Art Department faculty, as I owe much of my ability to do my job to the time that I spent on the first floor of the Liberal Arts Building at MSU-B. I know for certain that my knowledge of art history, printing, photography, and event management (thank you*

*ASL Auction) influenced my employer during the initial interview."*

Now isn't that nice to read? We want to publish even more success stories, so please send them to Rachel Schaffer at [rschaffer@msubillings.edu](mailto:rschaffer@msubillings.edu) (e-mail preferred) or through campus mail to the Dept. of English & Philosophy, LA 437 (for hard copies).

## NWCCU ACCREDITATION VISIT TIMELINE

<b>Fall 2006</b> .....	Ongoing data collection; implement seven-year review cycle
<b>Spring 2007</b> .....	First drafts of Institutional Report (IR) reviewed
<b>Summer 2007</b> .....	Second drafts reviewed; arrangements made for on-site visit
<b>August 2007</b> .....	Draft of Institutional Report completed
<b>October 15-17, 2007</b> .....	Mock NWCCU visit
<b>Fall 2007</b> .....	IR sent to NWCCU; third-party comments solicited; daily schedule planned for on-site visit
<b>Spring 2008</b> .....	Peer review of IR; visit arrangements finalized
<b>Summer 2008</b> .....	IR revised; exhibits organized
<b>October 13-15, 2008</b> .....	NWCCU visit
<b>Spring 2009</b> .....	NCATE visit

## in the know

# Get acquainted with the 9 accreditation standards

Last month's column introduced Standard One: Institutional Mission and Goals, Planning and Effectiveness. This month, it's Standard Two's turn.

**Standard Two:** Educational Program and Its Effectiveness is the 500-pound gorilla of standards. It covers more pages in the NWCCU Accreditation Handbook than any other standard and includes the most substandards and policies. As the heart of any educational institution, its size makes sense.

**Standard 2A:** General Requirements examines how the institution creates and maintains educational programs of high quality, including such concerns as providing sufficient support resources for those programs; defining and assessing learning outcomes and degree objectives; and much more.

**Standard 2B:** Educational Program Planning and Assessment looks in more detail at issues related to developing and evaluating educational programs, including the role played by faculty; the regular assessment of learning outcomes and student achievement; and the use of assessment results in the ongoing improvement of teaching and learning.

**Standard 2C:** Undergraduate Program covers the basic educational structure of general

education, the major, and electives, examining their rationales and components; the requirements and success rates of associate degree programs and certificates; transfer of credit; academic advising; developmental/remedial programs; and the presence of adequate faculty.

**Standard 2D:** Graduate Program examines graduate degrees as they relate to the mission and goals of the institution and determines if the demands they place on students are sufficiently more advanced than those of the undergraduate programs.

**Standard 2E:** Graduate Faculty and Related Resources evaluates the resources available for graduate programs, from faculty to library and laboratories.

**Standard 2F:** Graduate Records and Academic Credit covers graduate admission, retention, and graduation policies, as well as a variety of credit concerns.

**Standard 2G:** Continuing Education and Special Learning Activities looks at programs and courses offered off-campus, distance learning courses, study abroad programs, prior experiential learning, and more.

**Standard 2H:** Non-credit Programs and Courses includes courses that offer Continuing Education Units (CEU).

**Standard One:** Institutional Mission and Goals, Planning and Effectiveness

**Standard Two:** Educational Program and Its Effectiveness

**Standard Three:** Students

**Standard Four:** Faculty

**Standard Five:** Library and Information Resources

**Standard Six:** Governance and Administration

**Standard Seven:** Finance

**Standard Eight:** Physical Resources

**Standard Nine:** Institutional Integrity

Six policies are also related to Standard 2 concerns:

**Policy 2.1:** General Education/Related Instruction Requirements

**Policy 2.2:** Educational Assessment

**Policy 2.3:** Credit for Prior Experiential Learning

**Policy 2.4:** Study Abroad Programs

**Policy 2.5:** Transfer and Award of Academic Credit

**Policy 2.6:** Distance Delivery of Courses, Certificate, and Degree Programs

**FIND MORE CQI NEWS AT [WWW.MSUBILLINGS.EDU/CQI](http://WWW.MSUBILLINGS.EDU/CQI)**