Amy Hissom

Homework #3 – Total Quality in Organizations

TECH 50000 - Quality Standards

Sunday, January 23, 2011

Chapter 2

Discussion Question

6. Discuss the implications of the following statements with respect to introducing TQ principles in a college classroom. Do you agree with them? How do they reflect TQ principles? What changes in traditional learning approaches would they require for both students and instructors?

A. **Embracing a customer focus doesn't mean giving students all As and abandoning standards.**
   I agree with this statement. What I would think in terms of a college classroom, embracing customer (student) focus is making available the materials and instruction needed to obtain an A. It is the student's (customer's) responsibility to use those resources to learn what is needed to earn an A. An A should not be given unless the student earns it. If the student (customer) is given an A when they did not earn it, the college and/ or instructor is not focusing on the customer (student). Also, giving an A regardless of whether or not the student earned it is not focusing on the high standards of learning that a college or instructor should be concerned with, which in turn, is not implementing TQ principles. It would not look good on the college or instructor if students are sent out into the world to obtain jobs with skills that they really do not have.

B. **If students fail, the system has failed.**
   I do not necessarily agree with this statement. As long as there is a system in place with resources that are designed to help students succeed, it is up to the student to use them. A college and/or instructor can do everything possible to create a great learning experience for the students. However, if the student is not willing to learn or use the resources available to them, it is their own fault if they fail. As long as the college is implementing TQ principles in terms of the students learning experience, if the student fails, it can only be the student's fault. However, if the system the college is using does not reflect the TQ principles that are needed to ensure academic excellence, then it is the system's fault. I guess the bottom line here is that it takes both the college and the student.
   - A college that implements TQ in its instruction process + a student willing to learn = success
   - A college that implement TQ in its instruction process + a student who doesn't care if he/she learns anything = Failure

- A college that does not implement TQ principles in its instruction process + a student who is willing to learn = Failure on the college's part, but could = success for the student who is willing to obtain learning resources on his/her own.

C. **Facility members are customers of those who teach prerequisites.**
I would have to agree with this statement. Instructors are customers of other instructors whose class only enrolls students who have taken certain classes beforehand. For example, I could not take a Web Database Integration class without having taken a Visual Basic class first. The instructor teaching the Web Database Integration class is a customer of the instructor teaching the Visual Basic class because the Web Database Integration instructor cannot fill her class if there are no student who have taken the VB class. I hope that made sense. This reflects TQ by insuring that students have the required knowledge needed for the next class.

D. **Treating students as customers means allowing students to choose not to come to class.**
I agree and disagree with this statement. College is different than high school. While a student is required to attend high school by law, college is different. College students are considered adults who are in charge of themselves. Again, it is the college student's responsibility to do what is right in terms of his/her learning. I have been in college classes where the instructor requires you to come to class, allowing you to miss as much as maybe three days. After that, points are reduced for absenteeism. I have also been in college classes where the instructor will add a grade to the overall curriculum based on participation (attendance). And I have been in college classes where the instructor does not require students to come to class because the instructor believes that if a student wants to learn, they will show up. Again, it is the students' responsibility to show up. A college and/or instructor is not responsible for dragging a grown college student to class. The student is paying for the classes they are taking. Therefore, it is their responsibility to show up if they want to get what they are paying for.

E. **Completing the syllabus is not a measure of success.**
I agree and disagree. I have taken college classes that do not list all projects and due dates on the syllabus. And, I have taken classes that do. I have also taken classes that do list all projects and due dates on the syllabus, and then the instructor changes them. I feel that completing all class requirements is a measure of success as long as the answers you provided were right or the projects you completed were completed successfully. You can complete all projects, but they must be completed right to be successful. Did that make sense?

F. **New and tenured instructors should visit each other's classrooms.**
Sure! Why not? Doing so reflects TQ principles in terms of constant learning on the instructor's part. Just because you are a tenured instructor doesn't mean there is not more things you can learn, especially from each other, to ensure TQ. Instructors can learn from each other's' techniques when trying to improve their own.
.

G. Performance appraisals based on classroom evaluations should be eliminated.

I do not agree with this statement. Eliminating these would not help with the fundamental principle of TQ that focuses on continuous learning and improvement. How can you improve on something if you don't learn about what needs improved. These evaluations are tools that help a college learn about what improvements are needed. The collection of information from all customers, internal (faculty) and external (students), should be an on-going process!

H. No matter how good the test, luck will be involved.

I totally disagree! In my eyes, there is no such thing as luck concerning a test. You must study to pass. Relying on luck will ensure failure!

My Addition: A college or university can go above and beyond to ensure total quality in all areas possible; however, external customers such as students must do their part in ensuring their own success.

Case: Toyota Motor Corp

1. **What do Toyota's guiding principles mean for its management system? In particular, how do they reflect the principles of total quality?**

Toyota's guiding principles reflect all the principles of total quality, by focusing on internal and external customers worldwide including cultures. It fosters teamwork among all employees where everyone helps whenever they can, The fact that even top and middle managers jumping in to help the productions line is a great testament to the teamwork within the company. By adopting 99 percent of the 650,000 suggestions submitted by its employees, is proof of the empowerment Toyota gives its employees and shows that everyone's thoughts and ideas are welcomed. This can only ensure constant growth. Toyota's education system ensures that employees are kept up-to-date and new hires are trained within the company. Toyota implements constant improvement in technology. Also, because Toyota continually seeks to redefine itself to adapt to changes in society and the business environment, including all of the above, can ensure them the competitive advantage globally.

KSU & AQIP

Do a web search for the Higher Learning Commission and AQIP. Get a feel for what AQIP is and what are the expected outcomes of this program. Then check the Kent State Website to understand where KSU is in the process. Write up a page or two commenting on what you think about the process and how KSU is responding, specifically your own college or department.

According to the Higher Learning Commission's Website, "colleges and universities are affiliated with the Commission in one of two ways: by gaining and maintaining accredited status or by gaining candidate status. The Commission provides two programs for maintaining accredited status: the Program to Evaluate and Advance Quality (PEAQ) and the Academic Quality Improvement Program (AQIP). The Commission is developing a new model called Pathways."

Kent State University's status is "accredited" and it is a participant of the AQIP program to maintain this status. Prior to becoming a participant in AQIP, Kent must have been a participant of PEAQ program because Kent's profile on the Higher Learning Commission's site shows that PEAQ's last Comprehensive Evaluation of Kent was during the 1993 – 1994 year, however, AQIP was not launched until 1999 and Kent did not gain admission into the AQIP program until 09/14/2000. The Higher Learning Commission explains that "the Academic Quality Improvement Program (AQIP) provides an alternative evaluation process for institutions already accredited by the Commission. AQIP is structured around quality improvement principles and processes and involves a structured set of goal-setting, networking, and accountability activities."

Every four years, Kent undergoes AQIP's systems appraisal to reaffirm its accreditation.   After researching the AQIP section of Kent's site, I was able to log into Kent's Assessment and planning management system (WEAVE Online), where I could run a report on the College of Technology's 2010-2011 Technology MTEC program. According to this report, institutional review of the MTEC Program is currently in progress for the 2009-2010 year cycle. Priority for completing this review successfully is high, and it will be completed by the end of this spring semester during May of 2011.

The AQIP departmental review for the College of Technology's Master of Technology (MTEC) Program, which I am enrolled in, is scheduled for Thursday February 10, 2011. A comprehensive department review includes examination of goals and objectives, curriculum, faculty quality and productivity, administrative quality and productivity, teaching/learning environment, space needs, resources, and program demand.