



July 11, 2011

Tampa, FL

CHALLENGE 2010 DEBRIEF SESSION

The California State University

Ken DeVane, Project Manager, Office of
the Chancellor

Robert Gardner, VP Admin & Finance,
CSU San Bernardino

The California State University (CSU)



- Public system
- 23 campuses
- Over 400,000 students
- ~ 17,000 FTE faculty
- ~ 23,000 FTE staff



The California State University (CSU)

- Campuses range in size from:
 - 850 student Maritime Academy
 - 10 campuses over 20,000 students
 - 2 campuses with 35,000+ students



San Luis Obispo



Fullerton

EHE pilots conducted at 3 campuses

- **CSU San Bernardino** ~ 12k FTE students, 660 FTE Faculty, 900 FTE Staff.



- **CSU Chico** ~ 14k FTE students, 740 FTE Faculty, 950 FTE Staff.



- **California Polytechnic, San Luis Obispo** ~ 17k FTE students, 900 FTE Faculty, 1,000 FTE Staff.

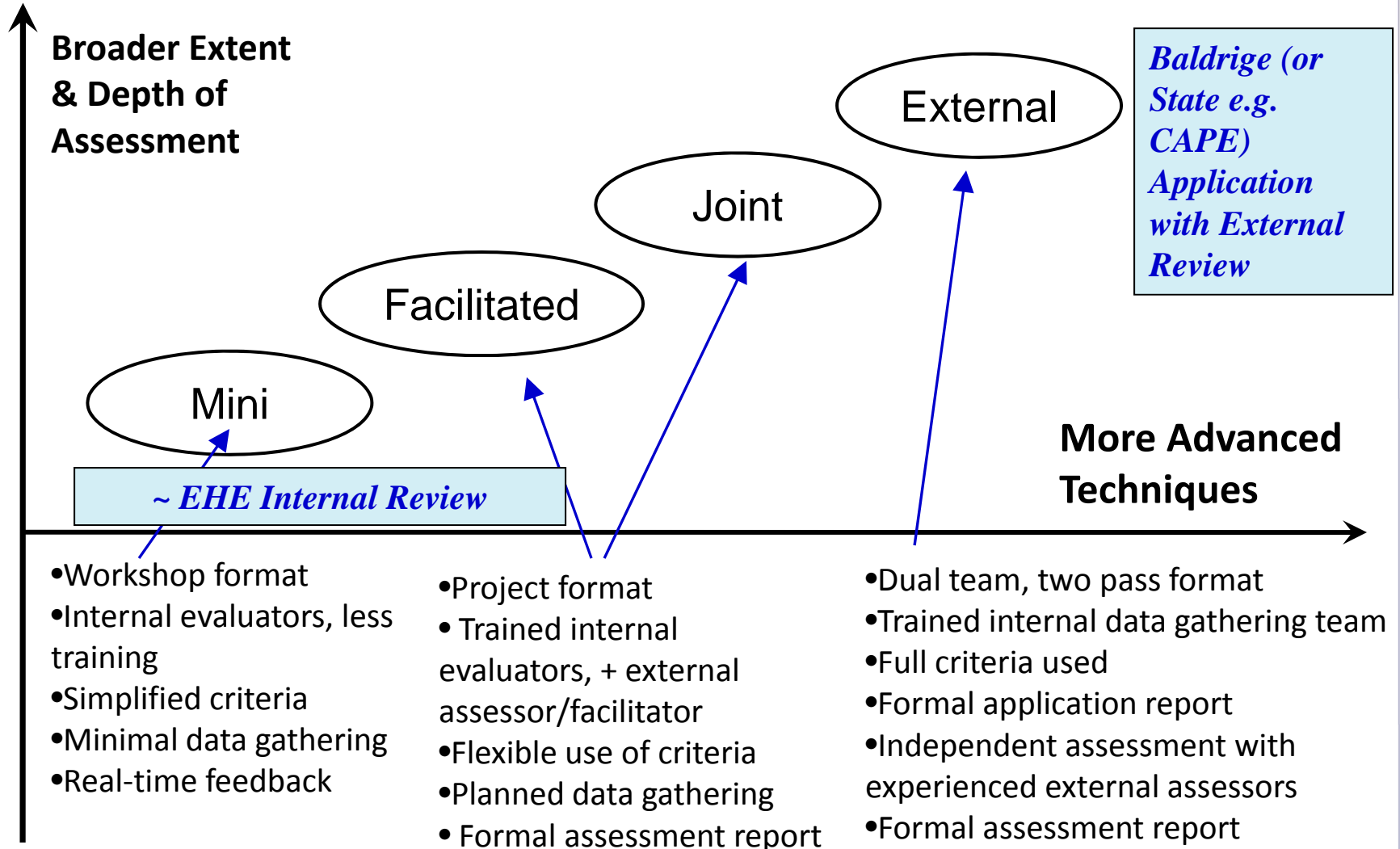


- Reviewed work at **CMA, HSU**

- 12 main contributors from 7 campuses
 - 5 Ph.D from 4 Colleges of Business
 - 1 Ed.D
 - 1 VP Admin & Finance
 - 5 other admin or support personnel
- 6 attended January '10 NACUBO training

PROJECT DESCRIPTION/SUMMARY

- NACUBO Goals
 - Examine efficacy of Baldrige/EHE
 - Identify lessons and insights
- CSU Project Goals
 - Use the EHE framework → value, efficacy
 - Review prior CSU use of Baldrige & EHE
 - Lessons from outside CSU
 - Lessons → Strategy to use, deploy & support



1. Learn the EHE methodology
2. Conduct pilots at multiple campuses
3. Study prior Baldrige use in CSU
4. Study prior use of EHE in CSU
5. Attend Baldrige & CAPE conferences
6. Participate in California State quality award as examiners using Baldrige
7. Meetings with CAPE leadership

8. Leadership lessons from a senior executive in an organization with significant Baldrige experience
9. Summarize lessons and outline a strategy for Baldrige/EHE
10. Review Lean improvement approach from University of Central Oklahoma, and initiate comparison to other approaches and training programs

- General interest within CSU for improvement frameworks
- General interest within the CSU to use the Baldrige Criteria for assessments
- Prior interest to use EHE
- Limited use/success with adopting EHE



- Why? Drivers of success? Strategy?

- Key Steps for pilots
 - Facilitators trained in EHE in January 2010
 - Identify pilot units and schedule sessions
 - Prepare materials
 - Conduct assessments
 - Summary report
 - Post-session review/survey results
- Other tasks: Surveys, interviews, meetings, & analysis

Pilot Assessment Project Areas

1. CSU Chico – Disabled Student Services (W)
2. CSU SB – Parking Services (W)
3. CSU SB – College of Business (I + W)
4. CSU SB – Payroll Services (W)
5. Cal Ploy SLO – Department of Industrial Technology (W)

I = Independent Review W = Workshop

Assessment Criteria & Methods

Baldrige/CAPE, EHE, Accreditation, CAS, Professional Standards, Others

Examine performance against a set of criteria on a set frequency



Different assessment findings may require different approaches.

Process Improvement: Improve an existing process.

Scientific approach, DMAIC, FOCUS-PDCA, Lean, etc.

Process Development: Create a new process or major redesign of existing.

DMADV, Quality Planning, Re-engineering, etc.

Problem-Solving: Shorter-term , less extensive. Root cause analysis, feedback loops.

Policy Development or Revision: Formalize best practices.

Other: Benchmarking, Measurement systems, Suggestion Systems, Hoshin Planning, Voice of Customer, etc.

Project Management: Methodical approach to planning & implementation.

Useful in all approaches listed above and more.

Examples of Improvement Opportunities – Parking Services Team

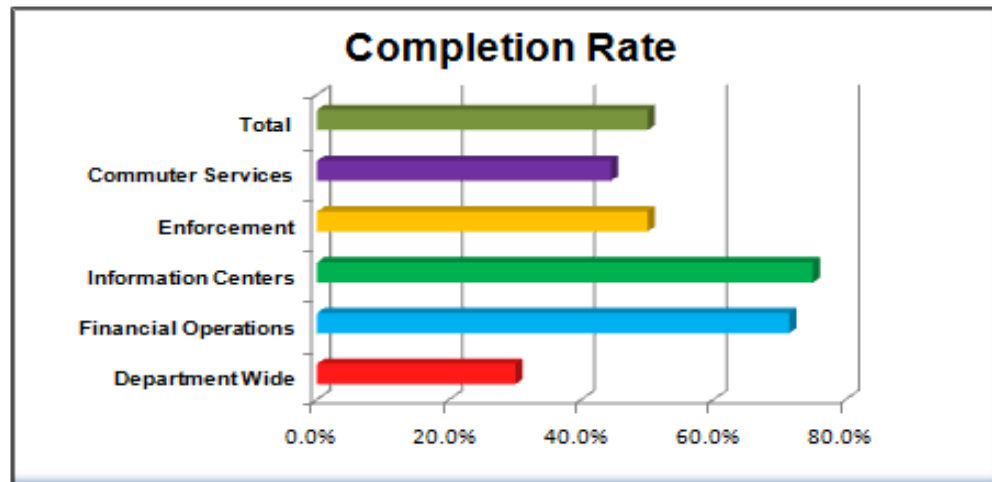
- Conduct an annual student survey.
- Include student assistants in department meetings and updates/changes.
- Implement evaluations for student employees.
- Create an online complaint/suggestion form and box available at Information Centers and in the Parking office.
- Develop/improve performance measures in each area of Parking Services.
- Fix issues with the online parking permit ordering system.
- Enable credit card usage at information centers and dispersers.
- Prepare a 5-year budget plan.
- Develop emergency plan brochure.

- Use of Action Plan Summary at CSUSB

	A	B	C	D	E	F	G
1	Project Leader	Sponsor	Project Description	Target Start Date	Target Completion Date	Status Updates	Completed
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5	Josh Thomas	Parking Services	Annual survey to students	06/30/10	09/15/10	Survey conducted. Currently evaluating and implementing changes.	Yes

- Use of Action Plan Summary at CSUSB

Parking Services Action Plans Summary				
Department Area	Total Projects	Projects Incomplete	Projects Complete	Completion Rate
Department Wide	10	7	3	30.0%
Financial Operations	7	2	5	71.4%
Information Centers	4	1	3	75.0%
Enforcement	4	2	2	50.0%
Commuter Services	9	5	4	44.4%
Total	34	17	17	50.0%



Assessing results of the pilot applications

- Desire to determine \$ value, but....

Activity & Results of the actual EHE pilots

- Count of pilots, OFIs, & priorities
- Survey of pilot participants

Results of process to set up & do EHE

- Survey of pilot facilitators
- Survey of past EHE course attendees

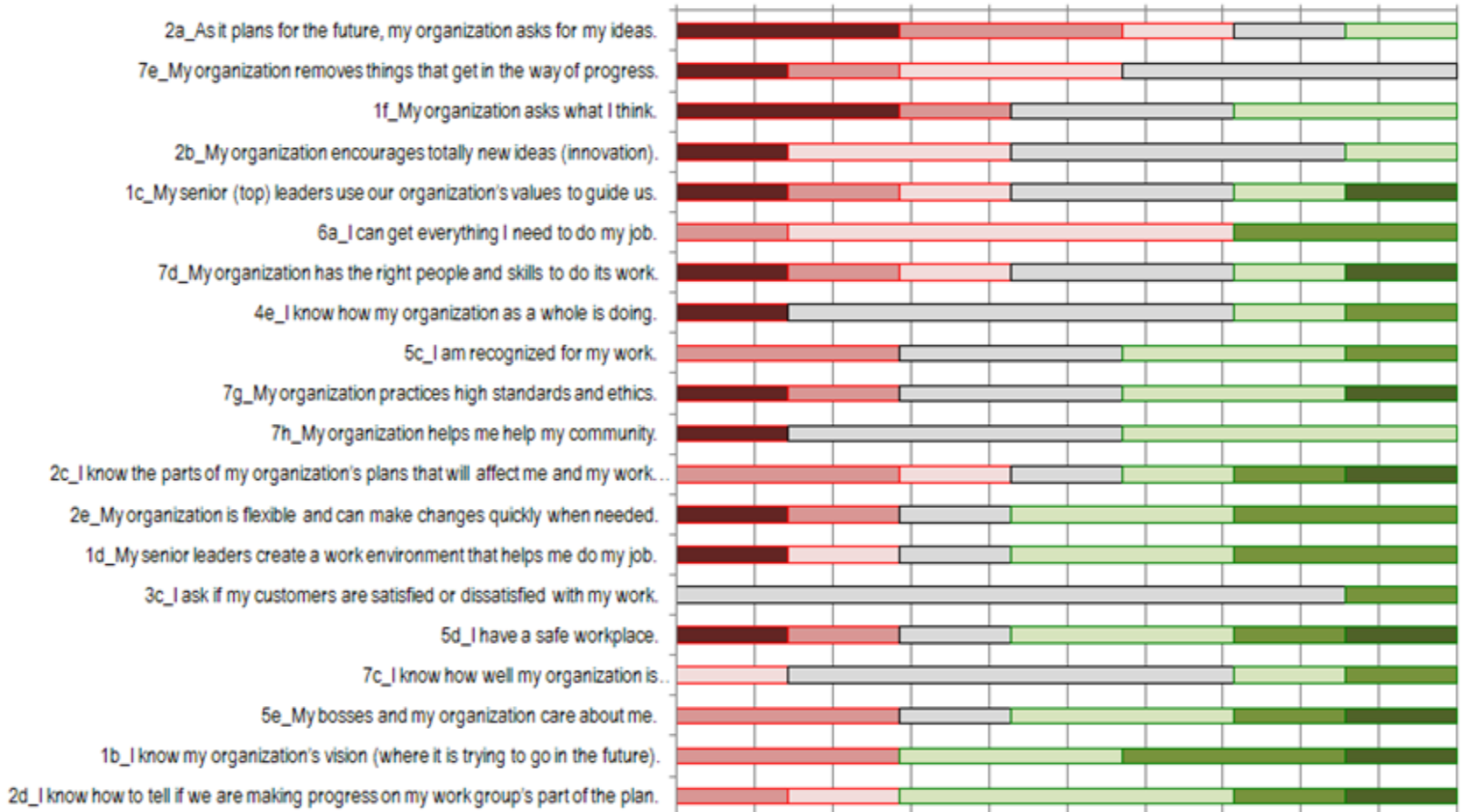
Pilot Assessment Projects (#Priorities / #OFls)

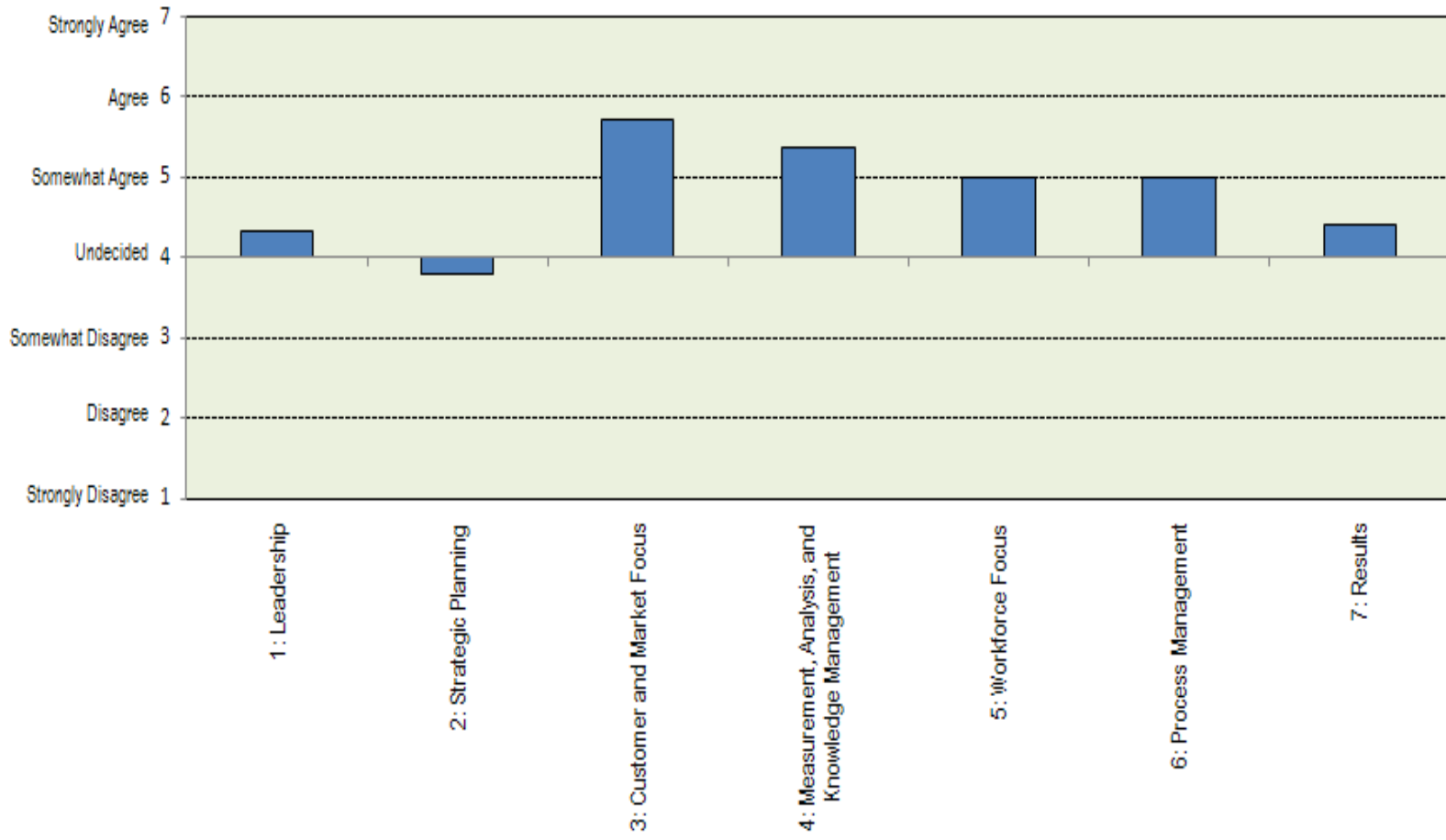
1. CSU Chico – Disabled Student Services (3/11)
2. CSU SB – Parking Services (24/50)
3. CSU SB – College of Business (22 → 2/80)
4. CSU SB – Payroll Services (23/70)
5. Cal Ploy SLO – Department of Industrial Technology (45/150)

- Utilized modified NIST “Are We Making Progress” survey before sessions.
- 3 of 5 pilot teams used self-scoring during sessions.
- Utilized evaluation survey for process & facilitators after sessions.
- Monitor progress of OFIs after sessions.

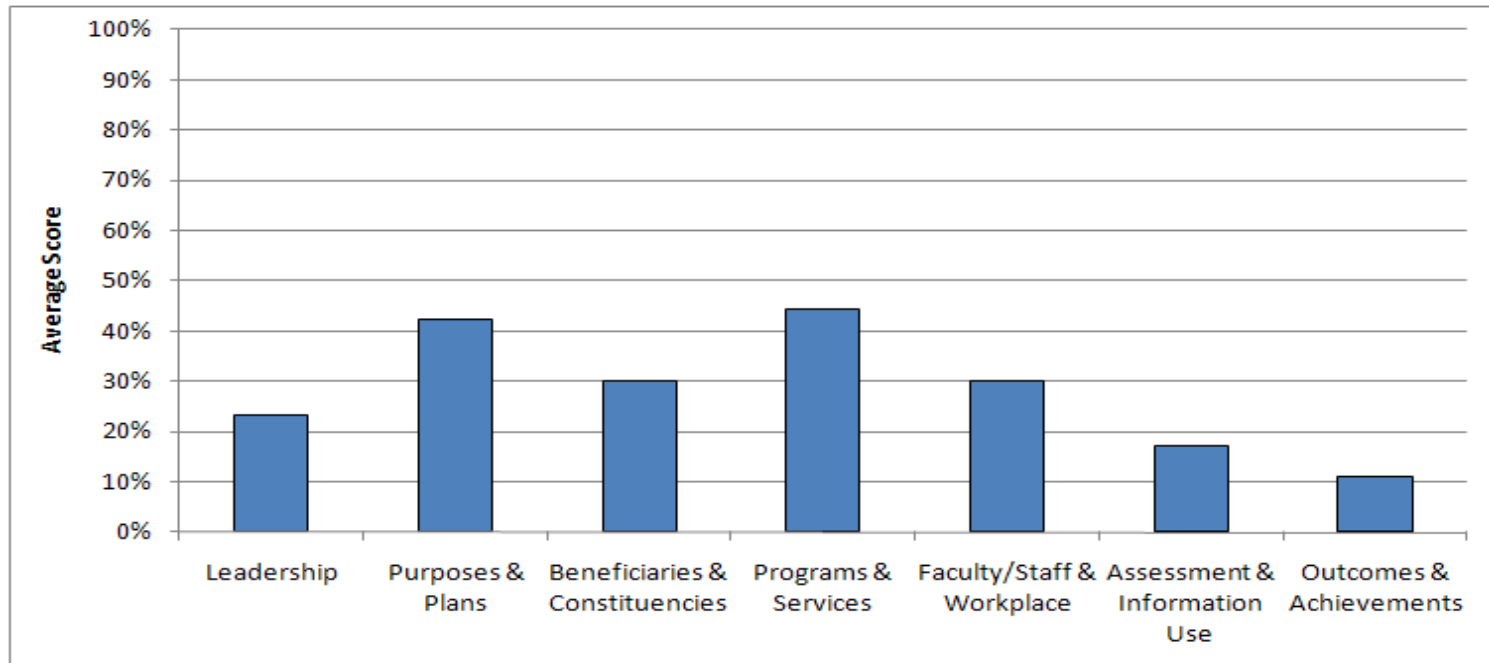
■ Strongly Disagree
 ■ Disagree
 ■ Somewhat Disagree
 ■ Undecided
 ■ Somewhat Agree
 ■ Agree
 ■ Strongly Agree

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%





Category	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	Average
Leadership	0	3	2	2	2	0	0	0	0	0	0	23%
Purposes & Plans	0	1	0	3	1	2	0	2	0	0	0	42%
Beneficiaries & Constituencies	0	3	2	3	0	1	2	0	0	0	0	30%
Programs & Services	0	0	1	4	0	2	3	1	0	0	0	45%
Faculty/Staff & Workplace	0	2	3	2	2	1	1	0	0	0	0	30%
Assessment & Information Use	1	4	5	0	0	1	0	0	0	0	0	17%
Outcomes & Achievements	5	2	0	1	0	1	0	0	0	0	0	11%

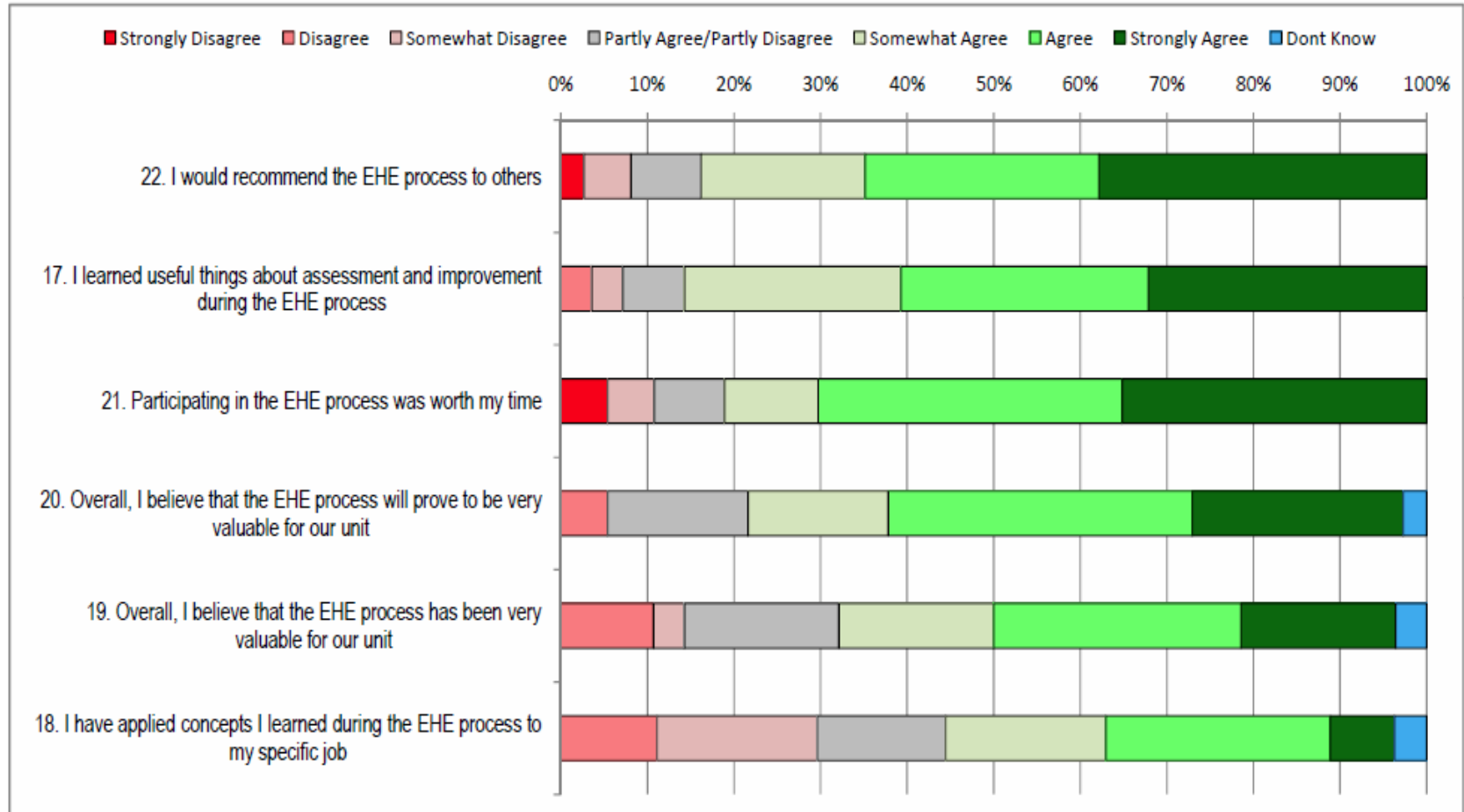


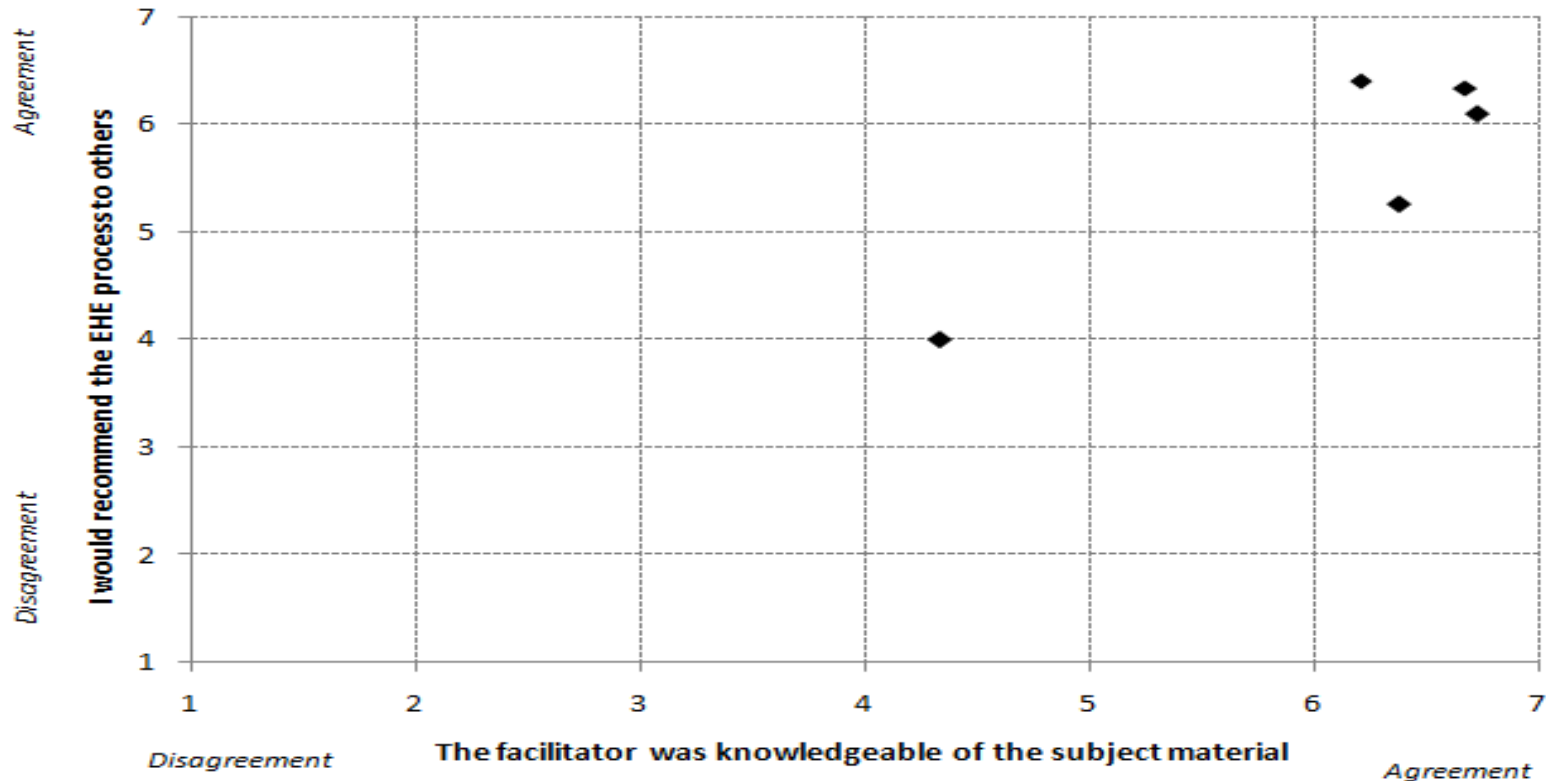


Participant Opinion Regarding Overall Value of EHE Process

How much do you agree or disagree with the following statements?

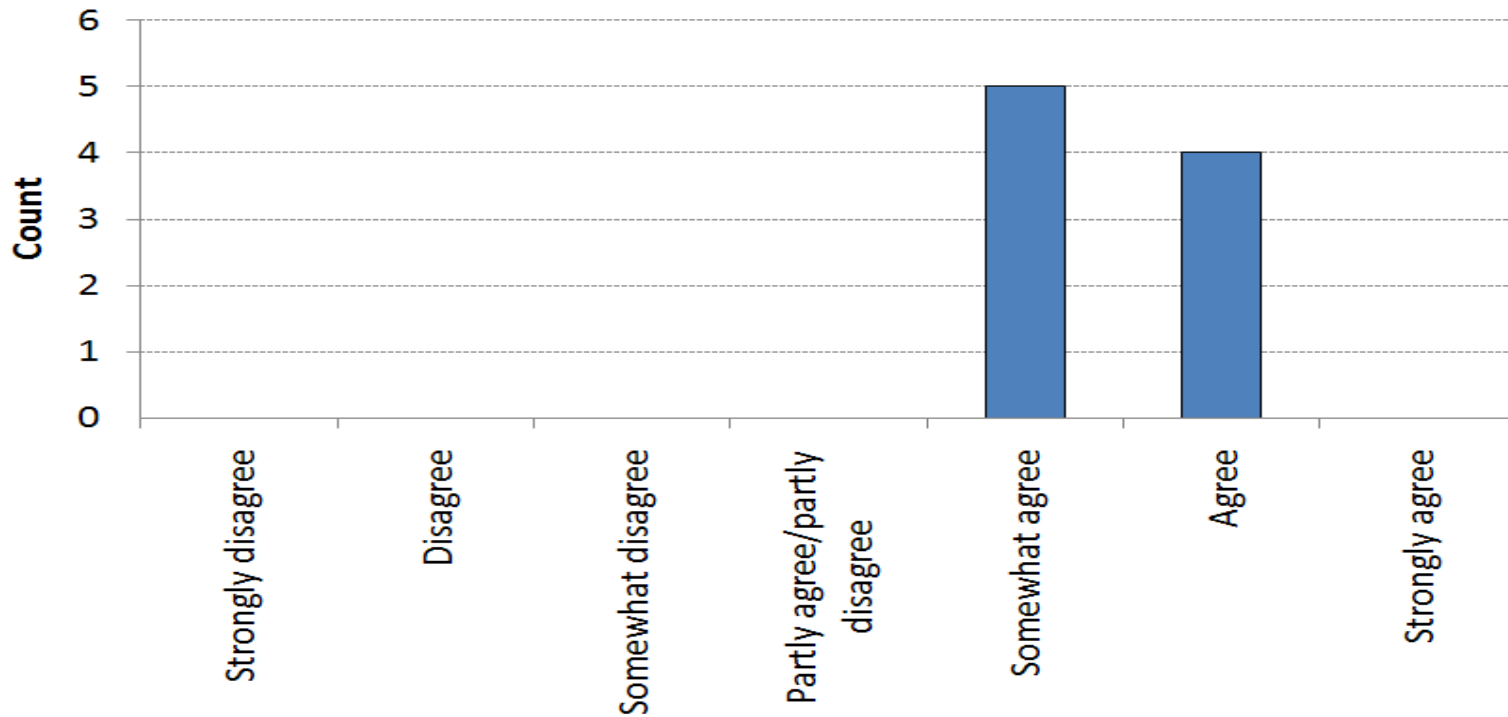
Response Distribution
Sorted with highest averages at top





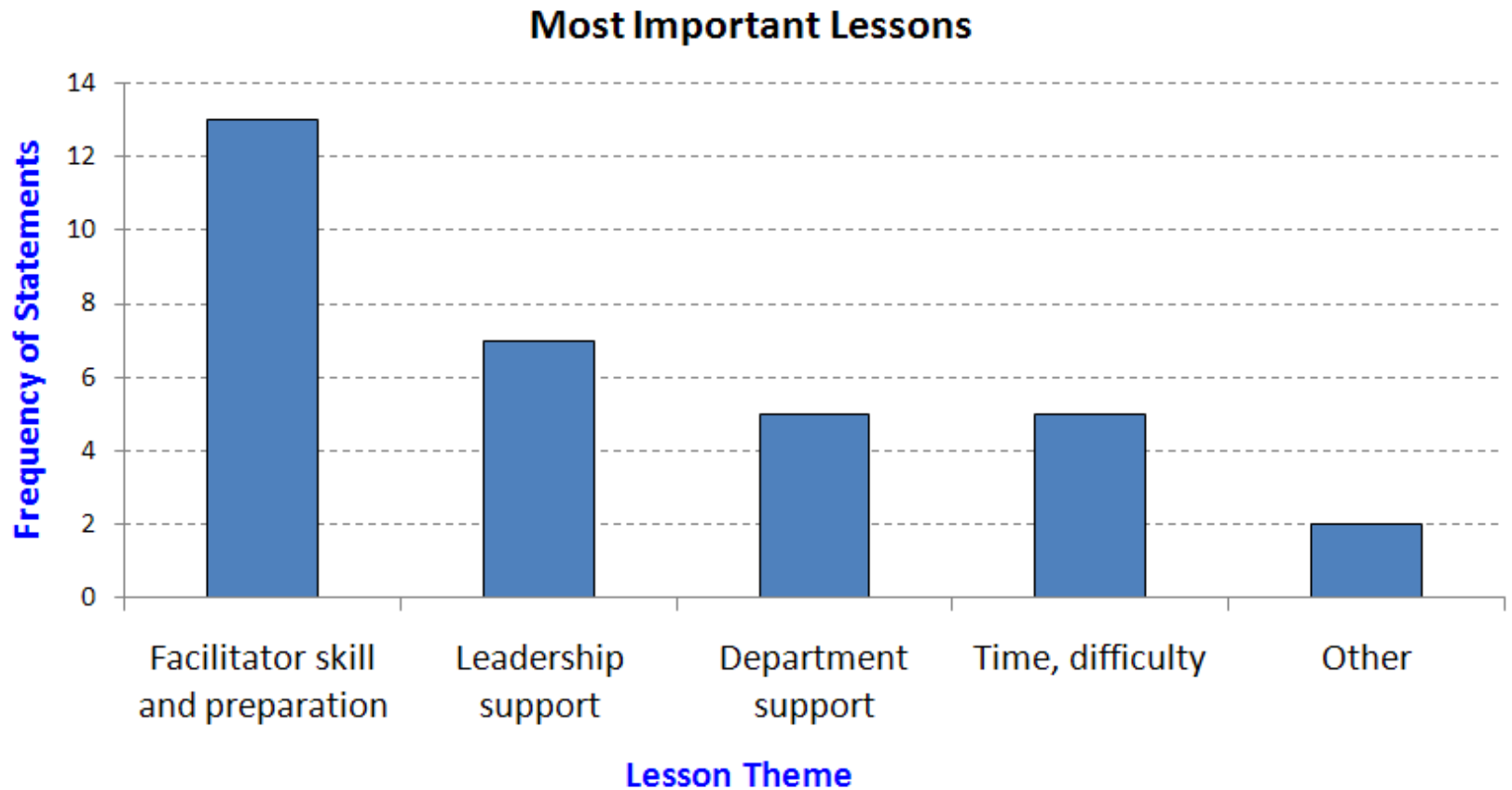
- Impression of facilitator knowledge, skill, preparation related to willingness to recommend.

“I feel that I was well-prepared to facilitate the EHE assessment sessions.”



- *“...My familiarity with the criteria [by being a CAPE examiner] gave me more confidence in leading EHE sessions.... Being a CAPE examiner also assisted me with grasping and demonstrating the “big picture” – how EHE concepts can be successfully incorporated into an organization’s present and future operations to promote excellence and continuous improvement.” (Facilitator A)*
- *“I think that I would not have been “adequately knowledgeable” without also being trained as a CAPE Examiner and participating in a Baldrige assessment site visit.” (Facilitator B)*

Themes for most important lessons by facilitators



***ADDITIONAL* PROJECT ANALYSIS & QUESTIONS**

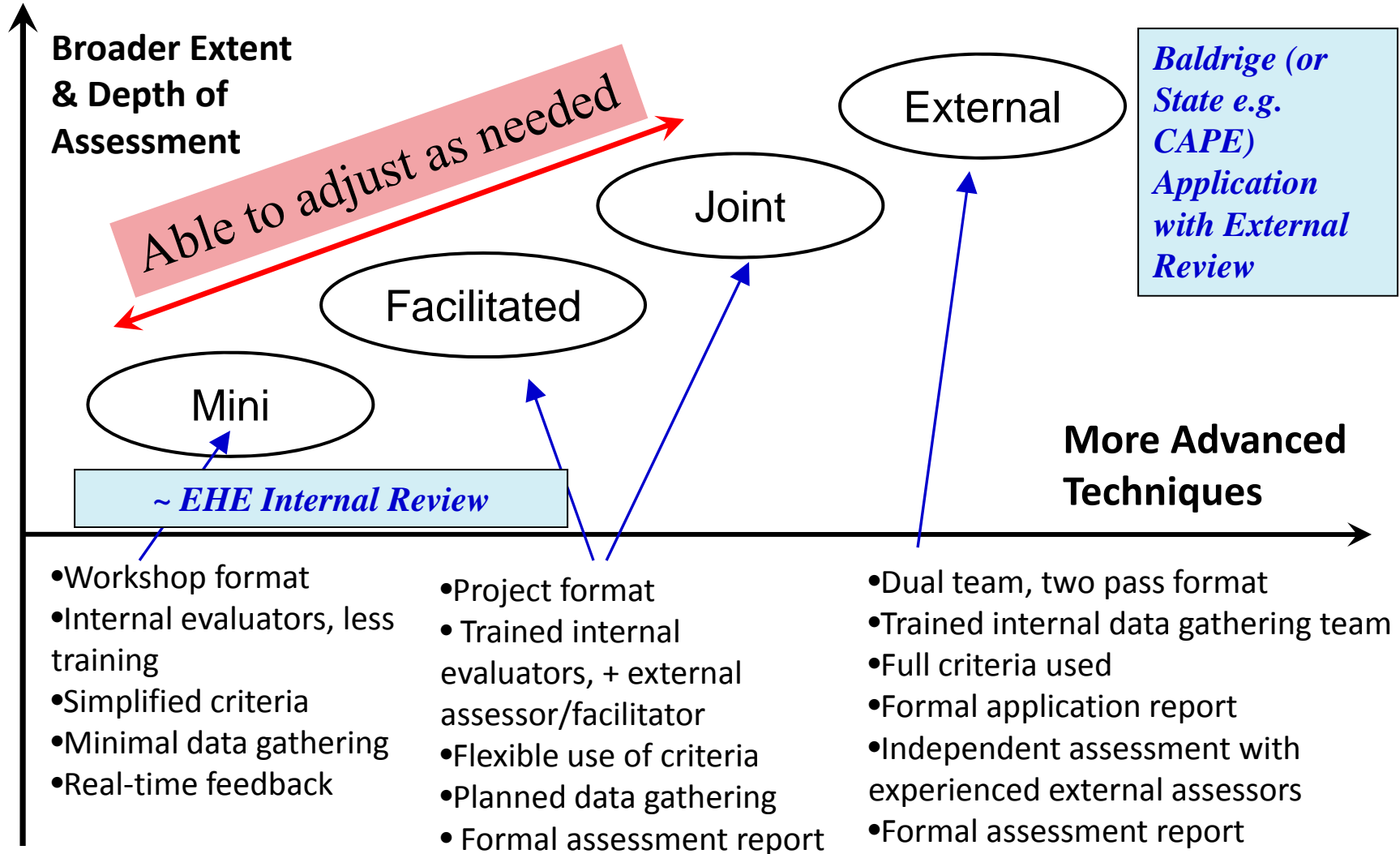
- Size & diversity
- Complexity, layers
- Geographic dispersion
- Capability, resources
- Culture, expectations
- Differences in schedules and timing
- Other initiatives including WASC, CAS, academic accreditation, etc.



- Key factors to address:
 - Providing adequate training, mentoring and support to facilitators.
 - Ensuring consistency of delivery while allowing appropriate levels of flexibility.
 - Engaging leadership & ensuring adequate leadership participation.
 - Monitoring progress and getting adequate feedback.
 - Leveraging CAPE/Baldrige resources.

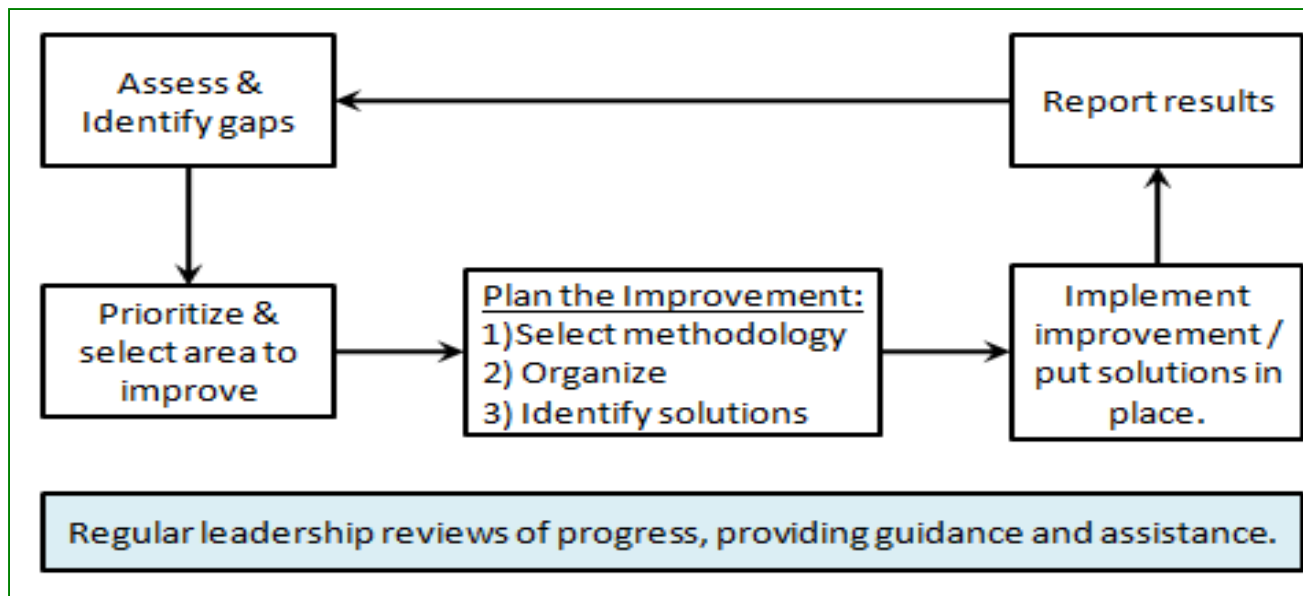
- How can this integrate with other initiatives such as accreditation?
 - WASC, CAS, AACSB, etc.
- Communication. Persistence. Involvement.
- *Baldrige provides a more comprehensive assessment and a stronger emphasis on a wider variety of results than AACSB; business schools can use Baldrige to meet and possibly exceed AACSB standards.*

Jing, S., and W. Zhiying. Contrast Analysis of AACSB Accreditation Standards and Education Criteria for Performance Excellence. *IEEE International Conference on Service Systems and Service Management, 2007.*



- *What are the challenges & Issues with telling this kind of story (150+ pages) for internal & external audiences?*
- *Which audiences are critical?*
- *How do you decide?*
- The report, 150+ pages, is not intended for broad communication. It is a summary of work done, and to be used for reference.
- Additional communication being planned.

- Different settings had different approaches to improvement and to leadership follow-up.
- Leadership involvement needed in ongoing review & assistance for the selected improvement projects.
- Strategy must encompass entire life-cycle



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Other: Benchmarking, Measurement systems, Suggestion Systems, Hoshin Planning, Voice of Customer, etc.

Project Management: Methodical approach to planning & implementation.
Useful in all approaches listed above and more.

Category	Examples
Waiting	Idle time while individuals wait for work to arrive, customers waiting for service.
Inventory	Excessive inventory that ties up space and capital.
Underutilized resources	Not getting what is possible from people, processes and resources. Limiting worker authority or responsibility. Inadequate resources to do the job. Inadequate training or education for workers.
Defects, Errors or Mistakes	Errors or mistakes made in products or services. Not doing it right the first time.
Correction or rework	Additional work or resources necessary to correct, rework or otherwise mitigate defects and mistakes.
Overproduction	Producing more of a product or item than is needed.
Unneeded Motion	Unnecessary motion required by a worker to complete a task.
Travel or conveyance	Unnecessary movement of materials used when producing an item.
Over-processing	Doing more work than is necessary to complete a task.

Example of Lean Approach Steps

Step	Description
1	Identify “Pain Point” – Process to be addressed
2	Meet with Leadership Team – complete a Mapping Charter
3	Orient Lean Team members on Lean terms and principles
4	Facilitate Lean Team mapping
4a	Create Current State Value Stream Map
4b	Create Future State Value Stream Map
5	Define the Action Plan (how to move from current to future state)
6	Present Action Plan to Leadership Team
7	Celebrate
	<i>(A different team may be employed to implement the changes specified above)</i>
8	Meet with Kaizen* Team – complete a Kaizen Charter
9	Gather metrics on process prior to Kaizen Event
10	Implement change in process
11	Gather metrics on process after Kaizen Event
12	Celebrate
13	Train employees on new process
14	Monitor for compliance and additional changes to streamline the process
15	Celebrate
16	Check the process compliance based on a defined schedule (weekly, monthly, quarterly, semi-annually, etc.)

Source: University of Central Oklahoma’s Lean University Program

Executive of CAPE recognized Organization:

Wayne Ferch, CEO of Feather River Hospital, Paradise Ca.

Myth: “I don’t have the time.” *Using the Baldrige takes too much time.*

Correct! You don’t. But you must make the time or be content with being average.

*Wayne Ferch, President & CEO of Feather River Hospital,
Paradise Ca.*

“While it is possible for a senior leader to have that level of commitment without having been an examiner, it is a huge advantage to go through the training and to be an examiner. A senior leader can then speak the language. They can understand and influence more things in subtle and profound ways.”

“My participation ... had a dramatic influence on my ability to promote and support this process.”

“When you are faced with resistance, you’ve got to be able say that we’re going to do this anyway.”

- Communication.
- Some locations ready to proceed.
- System leadership reviewing process and options.
- Key steps → Interest/Resources
 - Explorers/pioneers becoming interested and starting self-education
 - Gradual building of internal resources in personnel skills & materials



Regarding Use of Baldrige



“I wish they taught this in school, in colleges and universities. This is what business students need.”

*Wayne Ferch, President & CEO, Feather River Hospital, Paradise Ca.
Interview with CSU Project Team*