DOCUMENT RESUME

ED 352 070   JC 920 467

AUTHOR   Rieley, James B.
TITLE   Total Quality Management in Higher Education.
PUB DATE   23 Jun 92
NOTE   48p.; Paper presented at the Annual Summer Institute
              on Community College Effectiveness and Student
              Success (4th, Vail, CO, June 21-24, 1992).
PUB TYPE   Viewpoints (Opinion/Position Papers, Essays, etc.)
              (120) -- Speeches/Conference Papers (150)

EDRS PRICE   MF01/PC02 Plus Postage.
DESCRIPTORS   *Administrative Organization; Administrative Policy;
              *College Administration; *College Planning; Community
              Colleges; *Educational Improvement; Higher Education;
              Institutional Mission; *Management Systems; Mission
              Statements; Two Year Colleges
IDENTIFIERS   Continuous Improvement; *Total Quality Management

ABSTRACT
              In order for an educational institution to utilize
Total Quality Management as a tool for improving effectiveness, the
culture of the college must foster a belief in change and a focus on
the customer. A disciplined approach to planning and a commitment to
the concept of Continuous Improvement (CI) are also required.
Concerning acceptance of change, colleges must recognize that just as
the needs of students change, so too must the college change to meet
those needs. With respect to a focus on clients, colleges must
recognize that failing to focus on customers can put a college out of
business. Lacking competition for clients, geographically isolated
colleges must make a special effort to focus on customer needs. A
disciplined approach to planning includes developing a vision of the
college covering a 3- to 5-year period. Following development of a
vision, a planning group can begin formulating a plan for the
college. This group should develop a concise mission statement, a set
of institutional values, and a list of critical processes which the
college utilizes to achieve its purpose. Using one of seven
management planning tools, the critical processes can then be reduced
to "breakthrough" objectives which the institution will include as
part of the college plan. Finally, colleges must adapt the CI
concept, which assumes that no matter how well a college is meeting
the needs of its customers, there is always room for improvement.
Extensive flow charts, illustrations, and tables are included.
(PAA)

Total Quality Management in Higher Education

James B. Rieley

June 23, 1992

Paper presented at the Annual Summer Institute on Community
College Effectiveness and Student Success
(4th, Vail, CO, June 21-24, 1992)

Total Quality Management in Higher Education
James B. Rieley
The Center for Continuous Quality Improvement
Milwaukee Area Technical College

This paper was presented at the
Community College Consortium
Vail, Colorado
June 23, 1992

In these times of ever-increasing competition, accountability, and reduced financial resources, it is becoming increasingly difficult for institutions of higher learning to be able to effectively meet the needs of their customers. This point has raised the issue of "how does a college become more effective?' The answer can be found in the business and industry community. It is Total Quality Management (TQM) and Continuous Improvement (CI).

It is important to note that of all the college moving in this direction, not many are doing it solely due to a realization that TQM and CI can help them become more effective. The driving force in this movement may be directives from state agencies, requirements from accreditation bodies, pressure from government units, as well as shrinking resources and a reduction in customers. Regardless of reason, before an institution of higher learning can begin to move in this direction, it must be willing to make a commitment. This commitment is more than just handing out books by Dr. Deming or teaching statistical process control classes; it is a commitment to begin a journey that has no end, a commitment to the customers, a commitment to the future of the institution. This commitment includes four items: acceptance that change is required in the culture of the college; a belief that the focus of the college must be on the customer; a disciplined approach to planning; and a priority on Continuous Improvement.

No longer can educational institutions just "get by" because they have had a long history. This list of organizations who have fallen by the wayside because they were not effective in meeting the needs of their customers is long. In these times of increased competition, educational institutions must be prepared to go head-to-head with in-house training programs by business and industry, consultants, and private "educational" organizations. The needs of customers are changing, and so must the educational institutions if they wish to compete for them.

Acceptance that change is required.

Many institutions claim to want to move towards a TQM environment, but are unwilling to make this move at the expense of changing the entire culture of the college. This is a problem that has its roots firmly embedded in a belief that the college has done well for many years, so why should anyone want to change it. This is a typical "status-quo" institution, one in which the philosophy is, "if it ain't broken, don't fix it". Unfortunately, this philosophy runs counter to the very idea of institutional effectiveness, for effectiveness means meeting and exceeding the needs of the customers of the college. The needs of customers change, and so must the college if it is to be able to meet them. It will not be a plus to be the best at what your institution does if you do not have any customers for your service. This is not an unreasonable scenario. Without adapting to the technology advances we have seen in this country in the past 30 years, we would all still be teaching typing on manual typewriters.

Competition for customers is increasing, even in the field of education. To attract the customers needed to keep an educational institution in business, it must figure out ways to meet the needs of those customers.

Focus on the customer.

The concept of customer focus is known to be the one way for an organization to stay in business. This is one of those "common-sense" issues. Business and industry have proved this time and time again. If a company does not look to the needs of its customers, it will soon not have any customers, and then it will be on its way out of business. This scenario can hold true for educational institutions as well. The only difference is that in many situations, the college in a given geographic area may have no direct competition. When this happens, it can be difficult for the college to keep the priority on the customer focus.

Key to having a customer focus is the ability to identify who the customers of a college are. The easiest definition of a customer is the one who receives the product or service output of the organization. The one who provides the product or service is the vendor. Contrary to what we would all like to believe, there are no teachers, administrators, staff, or support personnel; there are only customers and

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vendors. When customer identification is brought down to basics, keeping the
focus becomes far easier.

A disciplined approach to planning.

No longer can educational institutions just "get by" because they have a long
and glorious history. The regulatory demands on colleges and the needs of
customers are changing, and so must the institutions. The ability to adapt and be
flexible to the customer must revolve around a sound, comprehensive long-range
plan for the future. The plan is developed through a process known by a variety of
names; Policy Deployment, the Hoshin Planning Process, or more suitably,
common sense. The process is a key element in an overall program of Total
Quality in education, and uses specific process planning tools.

Planning, to be effective, must be centered on the vision of the college. The
vision would normally be developed by the senior management person of the
college, and articulated by a group or committee charged with this task. This vision
should reflect a picture of what the college would like to look like in the next 3-5
years. The vision becomes the basis for the plan.

Once a vision for the college has been established, the planning group
begins the actual process of developing a plan of how to move towards the vision.
To do this, it is important to define several things. First, the purpose or mission of
the college. Educational institutions have a tendency to write lengthy mission
statements, encompassing everything that can be thought of. However, this does
not lead to effectiveness; this leads to confusion. The mission statement of a
college should be short, concise, but clearly state what the mission is. This can be
done in less than 10 words. Examples might include *to provide training and
education for employment,* or *to create an environment for life-long learning.*
These statements are short, but to the point. This is what a mission statement
should be. It does not need to be a shopping list of every agenda item on the
college's things to do list. Short, concise, less than 10 words.

Second, the planning group needs to develop a list of the values of the
college. These values are what the college is all about, what it believes is important.
These values could typically be *quality instruction, meeting the needs of a diverse
community, developing a strong economic base, improving the quality of life in the*

community, life-long learning opportunities, affirmative action and equal opportunities, or *providing educational job links to the business community.* These values become part of the overall planning process, for they help give direction to the college.

The next step is to look at the processes the college uses to achieve it purpose. These processes should be limited to only the major or critical processes. This usually results in a list of only 7 or 8 items. The development of the critical processes of the college is done by the same planning group that has been working on the previous components of the planning process, for continuity of the planning process is extremely desirable. When the critical processes are developed, the planning group should then compose a list of who the customers of the college are, as well as the needs of the customers. These lists are composed through the utilization of the affinity process, one of the 7 Management Planning (MP) tools of quality.

With the needs of the customers refined down to 2 or 3 needs per customer group, the relationship between the critical processes and the needs of the customers are then determined through the use of a simple matrix. The output of the matrix will graphically show which process has the greatest effect on meeting all the needs of the customers of the college. The affinity process is then used to determine the strengths and weaknesses of the institution, as well as the opportunities and threats facing it. This output is then analyzed through the use of an interrelationship digraph, another of the 7 MP tools, to determine which item group is the major driver of the outputs. This output is then compared to the output of another tool, a spider chart, a tool used to visually display the current status of the institution. The resulting comparison output then becomes a breakthrough objective for the college.

Breakthroughs are a key element of the process of Policy Deployment. The breakthrough objectives are the items that the college should concentrate on as keys to achieving the purpose of the institution as it moves towards its vision. The breakthrough objectives are broken down into elements that clearly show how they can be achieved, formulating a plan for achievement. This plan centers on what to do in the next 3 to 5 years, followed up by a plan of annual objectives that will help to insure the success of the overall plan. These plans are then deployed to

divisional managers or Deans of the institution for their input through a process known as "catchball". This input is passed back to the planning group for inclusion into, or modification of, the actual plan. This planning process gives the institution a high level of flexibility in adapting to the changing needs of its customers.

A priority on Continuous Improvement.

The concept of Continuous Improvement (CI) seems to cause much concern, usually due to the lack of understanding of what the two words mean together. CI does not mean that an institution is not doing a good job of meeting the needs of its customers; it simply means that the college can strive to do a better job, both now and forever. Regardless if we are the best college in a given area, or the only college; we must work to better meet the needs of our customers.

Is all this TQM and CI stuff difficult? You bet! Is it worth the pain? Without a doubt! TQM and CI are the answer to institutional effectiveness. They are the way for colleges to meet the needs of their customers. They are the future for effective education in this country.

attachment: *Overheads used in presentation*

DILBERT™ by Scott Adams

Total Quality Program

A new way of thinking

New management of a system

New tools and practices

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Key Concepts of Total Quality

1. Commitment to Purpose
2. Focus on Customer
3. Quality
4. Systems
5. Scientific Approach
6. Teamwork
7. Respect for people

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Four Steps to Implement Quality

1. Accept that change is dynamic
2. Create a vision
3. Develop a plan of action
4. Implement fundamental change

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Pilot Projects

- need to be small

- must have solid foundation

- need to function as a team

- need knowledge and applicaton of tools

- need commitment and support

- need to focus on the process

- must be in alignment with mission

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QIP

Continuous Improvement

Standardization

Work Group QC Circles

Statistical Methods

Audit Tools

Information Systems

Daily Control

Customer Driven Master Plan

Hoshin Planning

Cross-Functional Management

Vertical Teams

7 Management Tools

Quality Appearance

Customer / Supplier

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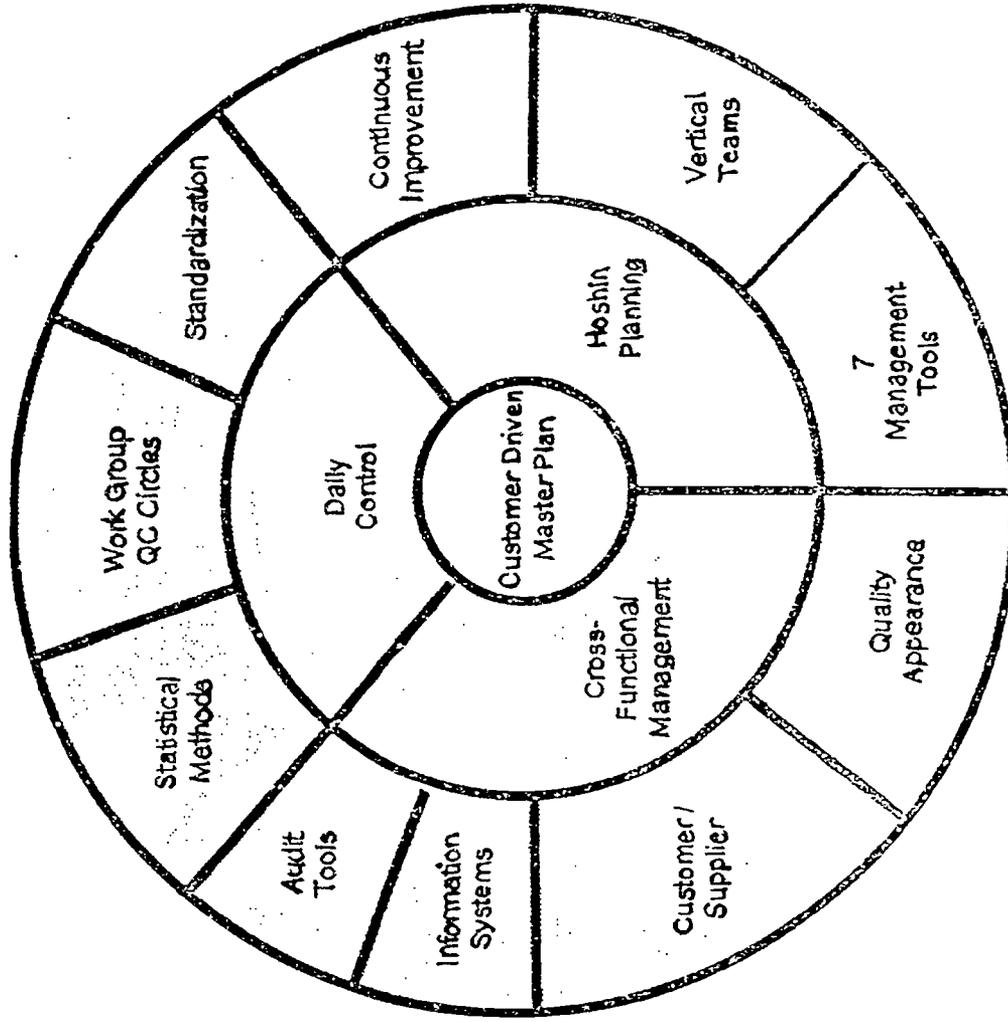
Vertical Alignment with Horizontal Coordination

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Causes of Failure

1. Lack of Commitment and understanding

   Don't understand concepts

   Try to delegate leadership

   Not committed to long-term change

2. Failure to educate all employees

3. Lack of strategic focus

4. No connection to reward system

5. Impatience

Purpose:

To provide training and education for employment.

Values:

Improve the quality of life in the community, quality instruction, skills education, provide education job links, meet the needs of a diverse community, develop a strong economy.

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Critical Processes to achieve purpose:

Assess needs/develop program

recruitment and enrolling

instruction

placement

follow-up/evaluate

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                    ┌──────────────┐
                    │    MATC      │
                    │  Customers   │
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   │Employers │ │The Community │ │ Students │ │ Other Educ.  │
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   │  Unions  │   │Taxpayers │   │ Special  │   │   K-12   │
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Customer Needs:

Employers
Flexible and Innovative Workkforce
Workers who are highly productive

Students
Job Skills
Job Placement

Other Educ. Inst.
Sharing of MATC resources
Develop and sustain functional relationships

The Community
Cost effective training
Linking training to job opps.
Knowledge of job opps.
Articulation
Well educated students

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	asses/devel	recruit/enroll	instruction	placement	follow-up	evauate
flexible and innovative work	○		◎	△		
workforce that is highly productive	○		◎			△
develop & sustain functional partnerships	◎		○			○
sharing of MATC resources	◎	○	△			
skills to obtain jobs	○		◎		△	○
job placement assist & opps			○	◎	○	○
cost effective educ & trng	◎					◎

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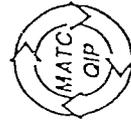Continuing Education / Business Outreach Division - Milwaukee Area Technical College

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SWOT/MATC

Insure adequate capital assets	Responding to accel. cultural diversity	Responding to rapidly changing workforce	Improving MATC culture	Improving effective leadership	Build on the image of MATC
really good instructional facilities	increasing cultural div. in students	rapidly changing worker training skills	inability to remove dead weight	board has different agenda	student perception of MATC
public TV station staff	increasing cultural div. in faculty	ability to change program mix	overwhelming bureaucratic overhead	constant changing leadership	public perception of MATC
adequate telecomm infrastructure	increasing cultural diverse background	from industrial to service occupations	tradition bound delivery systems	lack of clear vision for MATC	taxpayer backlash/quality educ
new facilities coming on line	shifting population mix	ability to change program curriculum	longstanding structure and processes	How the board is structured	atmosphere for school reform
	changing econ stability for comm	greater emphasis on technical jobs	lifetime employed faculty and staff	changing leadership/vision structures	media scrutiny of government
		integrating technology into programs		accountability to WBVTAE	integration of tech into classroom
		rapid change of tech in industry		lack of coordinated planning process	we communicate well with community
		limited Industrial sponsored training			
		industry desire for training			
		community desire for jobs			

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How to develop human resources to meet customer demands	Have the money to fund MATC	How the public views education	Deteriorating urban influence on MATC
development of cross-training	taxpayer backlash @ funding request	taxpayer backlash @ qual of educ results	rising tide of urban violence
focus on quality	cap on spending options	atmosphere for school reform	more urban poverty students
developing teacher empowerment	lack of funds for development	media scrutiny of government	deterioration of MPS
need to change delivery methods	increasing budget limits on faculty	public perception of MATC	unprepared student body
need to change teaching styles	capital intensive training programs		most segregated community
dynamic & committed faculty & staff			
ER&D implementation			

How the public views education   2/3

7/1
Responding to rapid changing workkforce

Deteriorating urban influences on MATC   6/0

4/3
Responding to accelerating cultural diversity

3/6
Build on the image of MATC

0/6
Insure adequate capital assets

8/0
Improving effective leadership process

1/5
How to develop human resources to meet customer demands
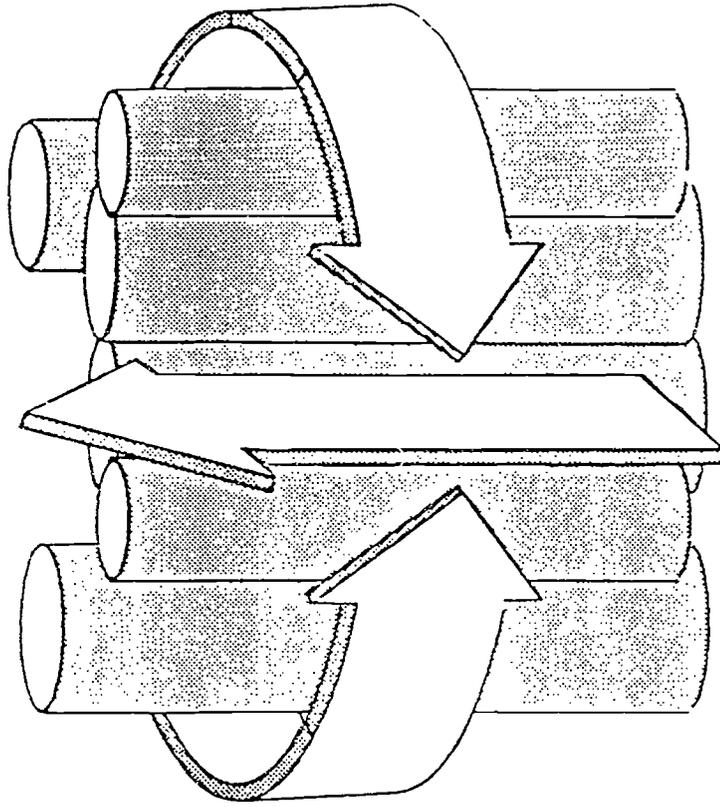
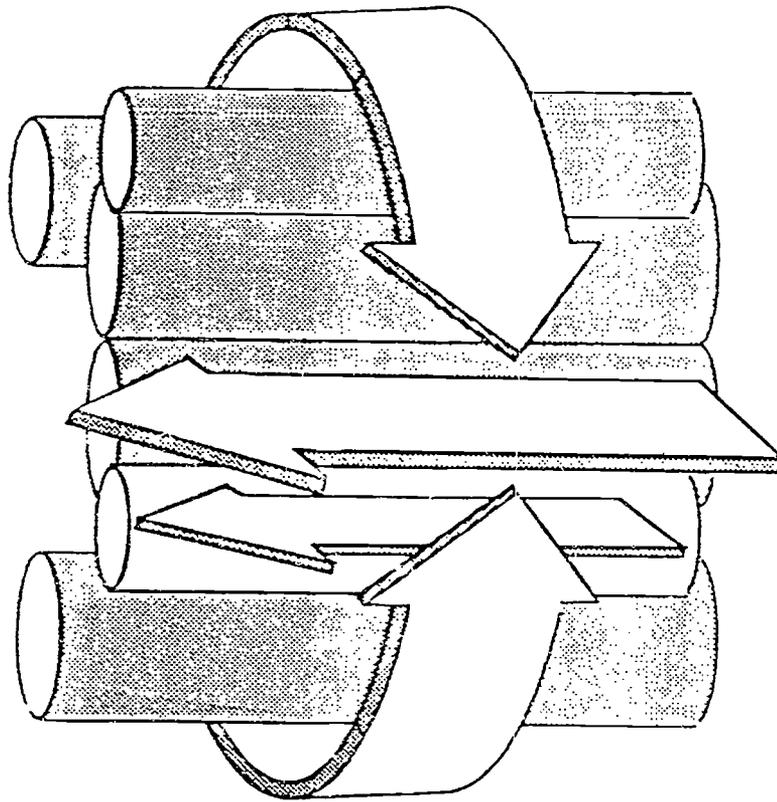Improving MATC culture   1/3

Have money to fund MATC

2/6

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Build on the
Image of MATC — 3/6

8/0
Improving
effective
leadership
process

1/3
Improving
MATC culture

6/0
Deteriorating urban
Influences on MATC

2/3
How the public
views education

7/1
Responding to
rapidly changing
workforce

4/3
Responding to
accelerating
cultural diversity

0/6
Insure
adequate
capital
assets

1/5
How to
develop
human
resources
to meet
customer
demands

2/6
Have money
to fund MATC

60   40   10   15   20   20   30   20   40   70

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MATC QIP

Breakthroughs based on I.D. & Arachnid Output
How to Respond to a Rapidly Changing Workforce

Expand external relationships
- better cooperation w/other trainers
- Increase partnerships w/employers
- loaned worker/exec program
- B&I leaders as classroom resource
- programs @ employer sites
- partnerships with 4 yr. schools
- better services/artic w/high schools

Continuously improve faculty skills
- Increased amount of sabbatical opps
- expand ER&D
- upgrade faculty skills
- alternate delivery methods
- expand occupational currency prog
- recruit proper faculty

Integrate basic skills w/occup. programs
- expand upgrade & retrain opps for students
- develop sources of new trainees
- use of tools for assessment
- train for work process & skills
- linking basic skills to job skills
- improve basic skills
- integrate basic skills into occup programs

Student focused entrance process
- accept credit cards
- touchtone registration process
- new telephone system
- streamline registration process
- easier access to education

Redesign business outreach access
- change marketing method
- expand CEBO utilization
- streamline outside contracting
- programs tailored to employers
- business outreach partnerships
- effective analysis of employee needs
- focus leadership on industry based training
- develop bus/exec support for ind based trng

Create workforce focused
- create future scan process
- establish labor market/trng planning
- labor market planning
- adequate $ to fund programs
- better program curricula
- alter trng to work to work to trng
- effective assessment
- improve planning process
- better analysis of program mix
- quicker sign-off on new curriculum
- increase R&D funding

Student Focused instructional process
- establish trng based enterprise zone concepts
- more use of apprinterns/coop
- focus certificate program
- more workshop formats
- open entry/open exit
- program employer ...
- modification of school calendar
- better use of physical plant
- better use of regional campuses
- more ... program...
- develop modular approach to delivery

Utilize instructional technology
- enterprise computer network
- technology based training
- better use of technology
- teach future workplace tech
- computer accessed indv instruction
- new telephone system

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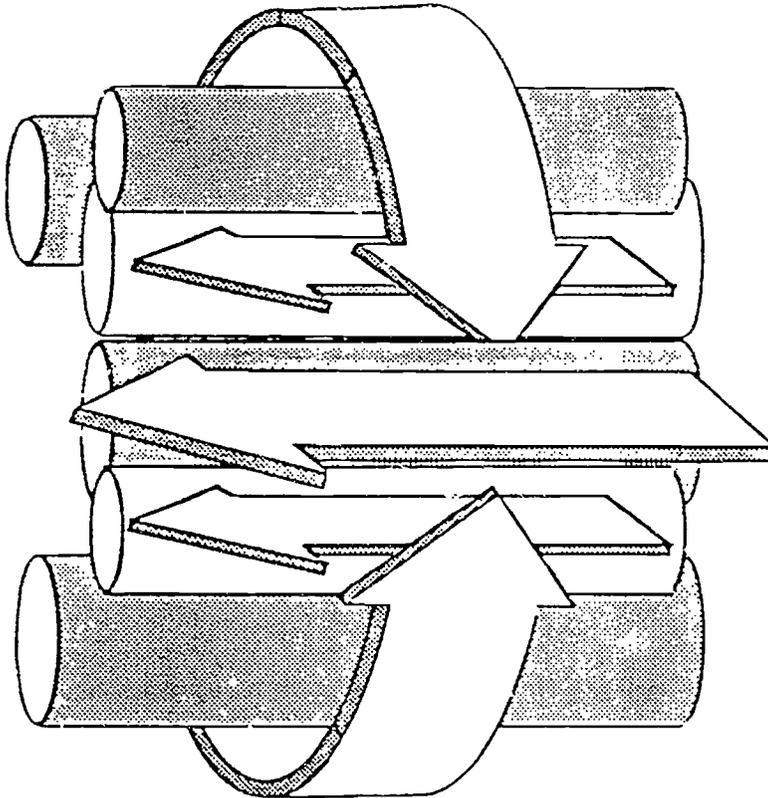
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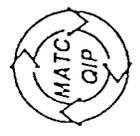Continuing Education / Business Outreach Division - Milwaukee Area Technical College

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	expand ext. relationships	redesign bus outreach access	create wrkfrce focussed curric	stud focus inst process	util inst tech effectively	stud focus entr process	int basic skills w/occ prog	cont improve faculty skills
assess / devel	◎	◎	◎					○
instruction			◎	◎	○		◎	◎
eval / follow-up	○	△						○
flexible and innovative workforce		○	◎		○		◎	○
workforce that is highly productive		△	◎	◎	○		◎	○
develop & sustain functional partnerships	◎	◎					○	○
sharing of MATC resources	◎	◎		○	△			
skills to obtain jobs			◎	○	○		◎	
job placement assist & opps	○	△	◎	◎	△		△	
cost effective educ & trng			◎	◎	○	△	◎	◎

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Create a Workplace-Focused Curriculum

Create better/new ways for students to be placed
- assign acct exec to each customer
- contract w/companies to provide job-ready employees
- create a fast-track from welfare to jobs
- provide workplace transportation systems
- realize open entry-open exit
- get local govt to hire students

Expose, match & guarantee success for students
- create a way to preview career opportunities
- develop overview of programs available
- use chap 10/38 as better marketing tool
- have each prog. alum sponsor job fair
- find alternatives to meet testing
- assess in-coming student skills
- utilize manpower skill testing components
- guarantee grad competency in prog area

Broaden input base for curriculum change
- create database of potential employers
- id alumni by programs
- focus groups of employed recent grads
- survey customers for future needs
- assess current workforce skills
- revise current survey of grads for skill data
- MATC-wide industrial advisory council
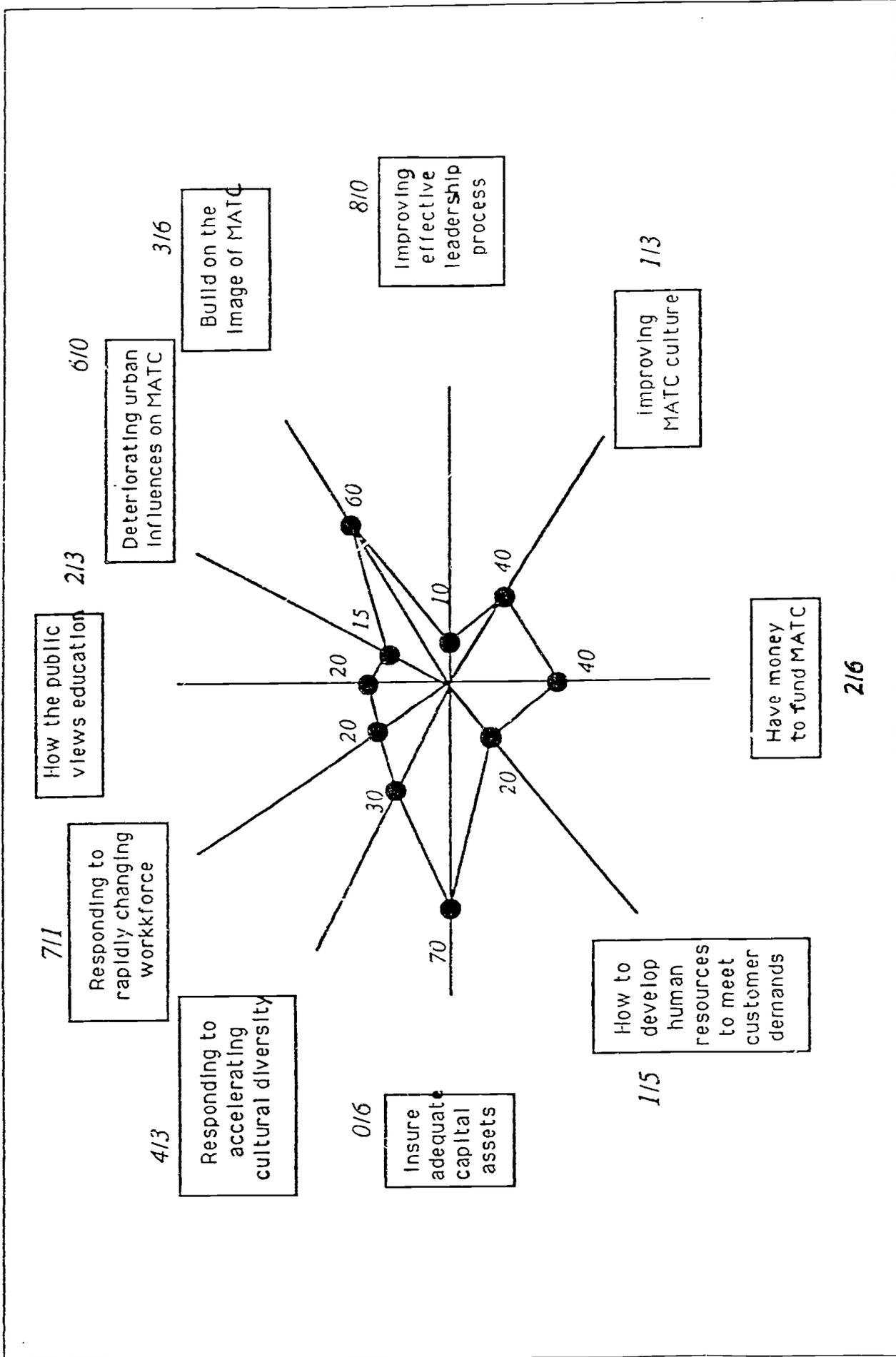- includes Waukesha counties in planning
- include Waukesha county employers in planning
- increase advisory comm input
- do labor mkt planning with JTPA, etc.
- id source of emerging labor market data
- constantly re-evaluate program mix

Continuously Improve Instructional staff
- encourage staff innov in common/prof groups
- staff on business leave in companies
- internal process measurement training
- finance "recess" projects to allow r&d by instruct
- provide internal training in Hoshin planning
- assess current labor contract impact on planning
- require destruction of teaching notes every 5 years
- devel individ trng plan to each instructor
- increase pay for call staff
- require instructor re-cert as program change

Correlate curriculum to Industry practices
- find & evaluate comp-based Instruction
- develop competency based courses for occ prgms
- require 5% turnover in curriculum each year
- develop 2nd cut geared to existing workers

Incorporate workplace, human, and thinking
- incorporate critical thinking in curriculum
- require prob solving instruction in courses
- incorporate creativity trng in curriculum
- incorporate work ethics of attend and teamwork
- study & incorp Alverno model of competencies
- ensure grad of occ prgm to understand TQM
- integrate basic skills with occ programs

Use companies/unions as part of teaching
- ask labor unions for input
- id companies to sponsor programs at college
- increase work-study programs (co-ops)
- get labor unions to sponsor training
- id companies to sponsor interns
- increase apprenticeship program available
- get industry to loan instructors
- increase opps to internships at companies
- have field-trips for classes

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                    ┌─────────────────────┐
                    │ Use Companies/Unions as │
                    │   Part of Teaching    │
                    │    Environment        │
                    └─────────────────────┘
        ┌───────────────────┼───────────────────┐
┌───────────────┐   ┌───────────────┐   ┌───────────────┐
│ Increase labor union │ Increase company │ Increase on-the-job │
│ contribution      │ contribution    │ training in       │
│ ($ and time)      │ ($ and time)    │ conjunction with  │
└───────────────┘   └───────────────┘   └───────────────┘
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Increase labor union contribution ($ and time)	Increase company contribution ($ and time)	Increase on-the-job training in conjunction with
ask for labor unions for input	id companies to sponsor programs at college	increase work-study programs (co-ops)
get labor unions to sponsor training	id companies to sponsor interns	increase apprenticeship programs available
increase apprenticeship prgs available	get industry to loan instructors	increase opportunities to internships @
		have field trips for classes

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                           ┌──────────────────┐
                           │ Correlate        │
                           │ curriculum to    │
                           │ industry         │
                           │ practices        │
                           └──────────────────┘

                           ┌──────────────────┐
                           │ Incorporate      │
                           │ workplace, human │
                           │ & thinking       │
                           │ competencies     │
                           └──────────────────┘
                                               ┌──────────────────┐
                                               │ increase labor union│
                                               │ contribution ($ &  │
                                               │ time)             │
                                               └──────────────────┘
                                                                   ┌──────────────────┐
                                                                   │ id companies to  │
                                                                   │ sponsor programs │
                                                                   │ at college       │
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                           ┌──────────────────┐  ┌──────────────────┐  ┌──────────────────┐
┌──────────────┐          │ Use              │  │ increase company │  │ id companies to  │
│ Create a     │          │ companies/unions │  │ contribution ($ &│  │ sponsor interns  │
│ Workplace    │          │ as part of       │  │ time)            │  └──────────────────┘
│ Focused      │          │ teaching         │  └──────────────────┘
│ Curriculum   │          └──────────────────┘                      ┌──────────────────┐
└──────────────┘                                                     │ get industry to  │
                                                                     │ loan instructors │
                                                                     └──────────────────┘

                                               ┌──────────────────┐
                                               │ increase o-j-t in │
                                               │ conjunction with MATC│
                                               │ training          │
                                               └──────────────────┘

                           ┌──────────────────┐
                           │ Broaden input    │
                           │ base for         │
                           │ curriculum       │
                           │ change           │
                           └──────────────────┘

                           ┌──────────────────┐
                           │ Expose, match, & │
                           │ guarantee        │
                           │ success for      │
                           │ students         │
                           └──────────────────┘

                           ┌──────────────────┐
                           │ Create new ways  │
                           │ for students to  │
                           │ be placed        │
                           └──────────────────┘
```
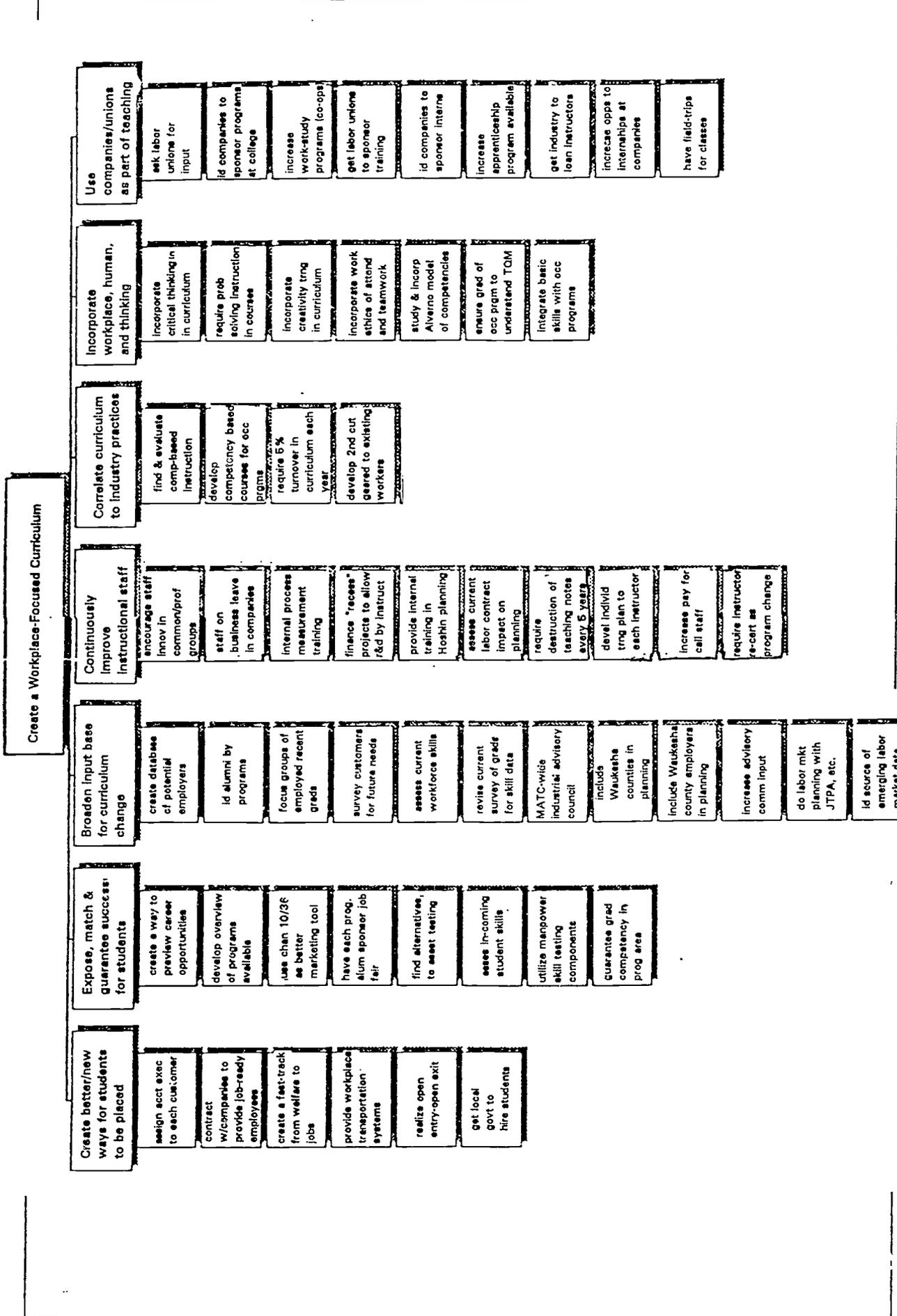
matc

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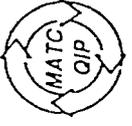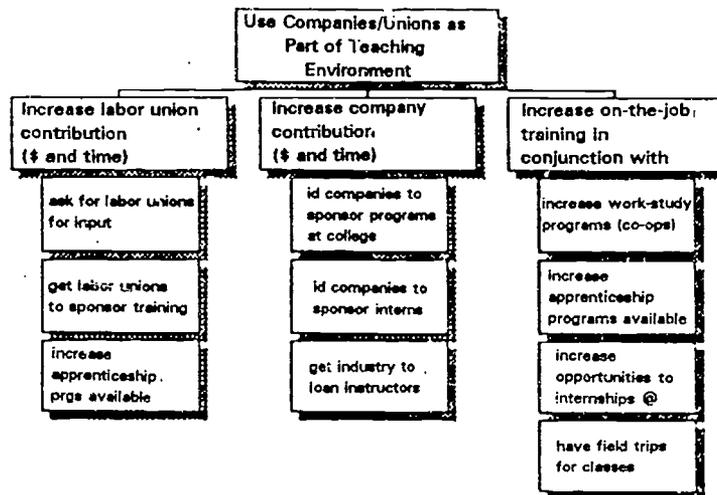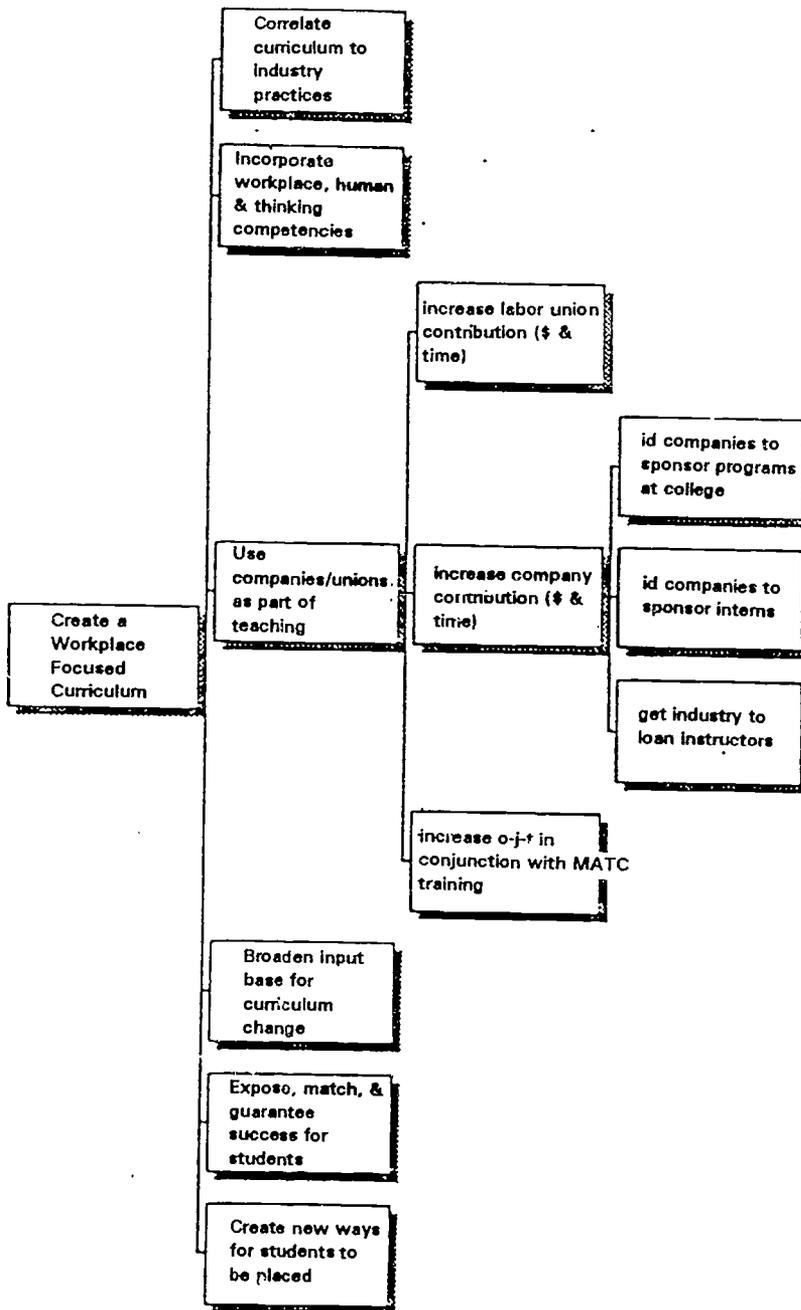Continuing Education / Business Outreach Division - Milwaukee Area Technical College

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Resources Required	Responsibilities	Measurements	Timelines 1 2 3 4 5 6 7 8 9 10 11 12
I.D. Companies to Sponsor Programs at College			
I.D. Companies to Sponsor Interns			1 2 3 4 5 6 7 8 9 10 11 12
Get Industry to Loan Instructors			1 2 3 4 5 6 7 8 9 10 11 12

- Increase Labor Union Contribution ($ & Time)
- Increase Company Contribution ($ & Time)
- Increase O-J-T in Conjunction with MATC Training

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