

Continuous Quality Improvement in Higher Education Institutions

Esad Bajramović

Faculty of Technical Engineering, University of Bihać, Bihać, Bosnia and Herzegovina

E-mail: bajramovic_e@yahoo.com

Abstract. Adopting the concept of internal users' quality management system will change the culture of the higher education institution in several useful ways, such as: improving inter-functional cooperation, abolishing the necessary administration, encouraging the morale of students as well as teaching and administrative staff. Continuous improvement is one of the critical aspects of total quality management. It is important to understand that continuous improvement is not a project, a task to be done and then forgotten. The quality system never ends. It is the way to TQM, which must be continuously improved. Quality improvement in higher education institutions consists of the following processes: improvement of teaching, scientific research and knowledge transfer. Understanding the philosophy of continuous business management at the level of a higher education institution is a strategic goal of a higher education institution. The objective is for students to master critical thinking and problem-solving skills. Students should be provided with quality education through new programs that will prepare them for the labor market, the continuation of the second and third cycle of studies, and prepare them for life in the 21st century.

1. Introduction

Observing the development of society from its inception to the present day, it can be said that the quality of education was always taken care of to a greater or lesser extent, which depended on the level of social development. The degree of social development depends on the quality of higher education. The industrial revolution led to the development of large companies with mass production, with the use of modern machines and technology. This type of production requires a high level of product quality and the need for quality management. The key factor affecting the level of quality is a highly educated and competent staff with highly professional knowledge [1].

The goal of quality assurance in the system of higher education, scientific and artistic activities is the continuous assurance and improvement of the quality of the work of higher education and all scientific workers working in scientific institutes, as well as monitoring the quality of study programs and studies at higher education institutions, in accordance with European and international quality assurance standards in the field of higher education and scientific activity. Quality assurance in the higher education system of scientific and artistic activities is carried out by the system of internal assurance and quality improvement and the system of external quality evaluation and accreditation.

The purpose of the standards and guidelines is to:

- To improve the education available to students at higher education institutions in the European Higher Education Area;

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Continuous Quality Improvement Dean Leon Hubbard, 1993 A collection of TQM case studies by pioneers in the field Sample successful techniques from business industry settings potential application in education field **Continuous Quality Improvement in Higher Education** John R. Dew, Molly McGowan Nearing, 2004-08-10 Continuous improvement is so important for leaders in higher education today because they find it now being embedded in the re accreditation process for many accrediting associations The Practice of Continuous Improvement in Higher Education Deborah M. Thalner, 2005 **Quality Improvement in Higher Education** David L. Sylwester, 1992 Forever Better Peter Knight, E. Nola Aitken, Robert J. Rogerson, 2000-01-01 This guide to teaching improvement is geared primarily to college faculty and administrators who want to improve teaching The book covers major themes such as course planning assessing student learning lecturing working with small groups handling large classes and the use of new technologies Based on research findings and experience in undergraduate teaching the book recommends that the teacher improve a piece at a time using well tried ideas at a comfortable rate The essence of its discussion is continuous quality improvement The chapters are 1 Forever Better 2 The Student Learning Environment 3 The Course Syllabus Planning for Practice 4 Assessment 5 Presentations 6 Maximizing Student Interaction Group Work and Other Interactive Learning Techniques 7 Working with Large Classes 8 Mainly for New Faculty Sessional Staff and Teaching Assistants and 9 Frequently Asked Questions Contains 14 tables 3 figures 45 boxes and 66 references SLD *Total Quality Management in Higher Education* Serbrenia J. Sims, Ronald R. Sims, 1995-08-22 If institutions of higher education are serious about improving quality in both their educational and administrative components then they should look to Total Quality Management TQM as an all encompassing method for achieving these objectives An understanding of TQM and the ability to adapt it to unique college and university environments is essential to improving the quality of college administration This book provides a brief history and review of the development of TQM as we know it today Various educators who have taken part in successful TQM efforts analyze its application in the higher education environment This volume will be of considerable use to college and university administrators as well as those teaching education administration Caribbean Quality Culture Sandra Ingrid Gift, 2021-04-13 Influences of the Implementation of Continuous Quality Improvement Training at a Community College Susan B. Wilson, 2003 This study was undertaken to look at a particular structured change effort the implementation of continuous quality improvement CQI at an institution of higher education and to determine the influences of that effort as perceived by individuals who took part in the change effort The general research question for this study was What have been the influences of the continuous quality improvement training effort at the Metropolitan Community Colleges as perceived by employees who participated in the training Using an embedded case study design the study addressed this purpose by seeking information from a purposeful sample of individuals who participated in the training sessions that constituted the

formal beginnings of the change effort Interviews with these 26 individuals focused on their perceptions of influences on their individual thinking and practice and on the observed practice of others that took place as a result of the training Institutional documents were reviewed to confirm interview findings The study found that the CQI concepts of continuous improvement data driven decision making inclusion collaboration and empowerment and teams and teamwork had the most influence on study participants thinking and practice on the observed practice of others and on general observations of the organization The training influences were found to be facilitated by predisposing factors association and integration with other concepts application and effectiveness of the model leadership social support and expectation for use Barriers to the influence of the training were found to be lack of leadership consistency limited use of teams troublesome language lack of overt ties to assessment limited empowerment lack of faculty acceptance and need for continued training The training itself was found to have had attributes that served as both facilitators and barriers to training influence The study concluded that leadership and social support played key roles in the change effort Participant predisposition also played a major role on the extent to which the innovation was accepted Honoring the culture of higher education and translating the innovation and its language to fit with the institutional context were also seen as important in the acceptance of the innovation Developing connections between change efforts was seen to validate the individual efforts create synergy and provide opportunities for greater participation Finally it was concluded that although institutional transformation is difficult to identify given the complexity of institutions of higher education collection of evidence by individual institutions undertaking change efforts is essential to understanding change in the academy

Assurance of Learning Olin Oedekoven, William Parrott, Paul Mallette, Clarice Tate, Mick Thomas, Deborah Robbins, Alimaa Jamiyansuren, Christina Perry, Mathew Ramey, Doug Gilbert, 2019-11 A workbook for understanding how assessment is used to evaluate higher education goals objectives and learning outcomes

Continuous Quality Improvement - Advancing Understanding of Design, Application, Impact and Evaluation of CQI Approaches Ross Bailie, Sarah Larkins, Edward Broughton, 2017-12-12 Continuous Quality Improvement CQI methods are increasingly widely used to bridge the gaps between the evidence base for best clinical practice what actually happens in practice and the achievement of better population health outcomes Among a range of quality improvement strategies CQI methods are characterised by iterative and ongoing use of specific processes to identify quality problems develop solutions and implement and evaluate changes The application of CQI processes in health is evolving and evidence of their success continues to emerge There is however a need to enhance understanding of how best to implement scale up and evaluate CQI programs for the purpose of improving quality of care and population health outcomes in different contexts This research topic aims to attract articles that add to knowledge of useful approaches to tailoring CQI methods for different contexts or purposes and for implementation scale up and evaluation of CQI interventions programs

Application of Continuous Quality Improvement to Selected Community Colleges in New York State William Michael

Casolaro,1996 **Continuous Quality Improvement in Higher Education** Joyce A. Rodham,1995 Evaluating Global Accreditation Standards for Higher Education Naim, Arshi,Saklani, Alok,Khan, Shad Ahmad,Malik, Praveen Kumar,2024-04-22 Higher education institutions must urgently overcome the difficulty of negotiating the complex web of international accreditation standards in a rapidly globalized world Academic researchers teachers and administrators struggle with the intricacy of making sure their programs adhere to strict standards while still attempting to maintain their competitiveness on a global level These organizations run the risk of stagnation and missing out on possibilities for advancement and recognition if there is no clear path forward Evaluating Global Accreditation Standards for Higher Education is a comprehensive guide for overcoming the modern accreditation conundrum This invaluable resource equips academic scholars and professionals with the tools and knowledge they need to successfully navigate the accreditation process at both local and international levels From program criteria and curriculum development to faculty professional development and alumni engagement this book offers a roadmap to excellence By following the expert guidance within these pages institutions can unlock their potential achieve accreditation and gain the recognition they deserve Academic Initiatives in Total Quality for Higher Education Harry V. Roberts,1995 A compilation of 31 papers addressing the improvement of teaching and learning through total quality Case studies cited in many of the papers devote attention to the idea of regarding students as customers and emphasize making the student teacher relationship more mutually responsive

Annotation co **Continuous Quality Improvement in Higher Education** New Jersey. Department of Higher Education,1994 **Total Quality in Higher Education** Ralph G. Lewis,Douglas H. Smith,1994 This book provides a framework for implementing total quality principles in the college or university environment It includes the history and principles of quality management and an assessment of factors in the college and university environment that are leading to serious questions concerning higher education effectiveness and efficiency **Higher Education Administrators' Perceptions of the Academic Quality Improvement Project as Compared to the Program to Evaluate and Advance Quality Within the North Central Association of Colleges and Schools** Jennifer Nobles McDonough,2012 The purpose of this study was to examine higher education administrators perceptions of the effectiveness of the Academic Quality Improvement Project AQIP as compared to the Program to Evaluate and Advance Quality PEAQ within the North Central Association of Colleges and Schools NCA The Higher Learning Commission HLC a commission of the North Central Association of Colleges and Schools is recognized by the U S Department of Education and the Council on Higher Education Accreditation CHEA Internal and external constituents pressure institutions of higher education to continuously account for and examine their processes goals and outcomes Accreditation allows institutions to address their constituents by conducting self assessments and receive critical peer evaluations through non governmental agencies These self assessments and peer evaluations enable institutions to better understand and communicate institutional objectives and processes while continually

engaging in institutional strategic planning NCA member institutions currently holding an accredited status following AQIP and institutions following PEAQ were surveyed to determine comparisons between the processes stakeholder involvement effect on strategic planning effect on academic quality and outcomes As of August 28 2008 the total number of AQIP and PEAQ institutions accredited within the NCA through the HLC was confirmed by Lil Nakutis Information Management Coordinator at the HLC to be 190 AQIP and 819 PEAQ The 190 AQIP institutions represent all the traditional classifications of higher education institutions with varying enrollments comparable to the PEAQ accredited institutions in the NCA There are currently several hundred PEAQ accredited member institutions of the NCA Of the PEAQ institutions a stratified random sample of 190 institutions was selected The survey sample was comprised of college or university presidents or other higher education administrators who either oversaw or were directly affiliated with the accreditation process at the AQIP and the PEAQ institutions The letter of consent asked these institutional leaders to participate or to forward the survey link onto the individual on their campus that could best respond to the survey questions A web based survey was developed to gauge the participants perceptions of the effectiveness of the accreditation processes as it pertains to stakeholder involvement continuous quality improvement of institutional operations and programs and impact on institutional strategic planning Descriptive statistics were run to compare means and standard deviations A t test was run to determine if there were statistically significant differences between administrators perceptions of the AQIP processes and impact on continuous quality improvement as compared to those processes and impacts of PEAQ While no statistically significant differences existed between administrators perceptions the results provided evidence that administrators at institutions within the NCA do perceive the overall regional accreditation process on their campus to be effective regardless of the type of accreditation used by their institution

Continuous Quality Improvement in the Classroom Robert Cornesky, William Lazarus, 1995
Resources in Education , 1997-04 *Cost Containment and Continuous Quality Improvement in Higher Education*
Rahnl A. Wood, Dean L. Hubbard, 2001

The Enigmatic Realm of **Continuous Quality Improvement In Higher Education**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing lacking extraordinary. Within the captivating pages of **Continuous Quality Improvement In Higher Education** a literary masterpiece penned with a renowned author, readers embark on a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting effect on the hearts and minds of those that partake in its reading experience.

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