Building a Culture for Continuous Improvement

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Organizational Culture

Policies, Image, Systems

What we <u>officially</u> do around here

Behaviors & Practices

The way we <u>actually</u> do things around here

Beliefs, Values, Attitudes, Assumptions

How we <u>really</u> feel, and what we really care about around here

Approach

Culturally Grounded

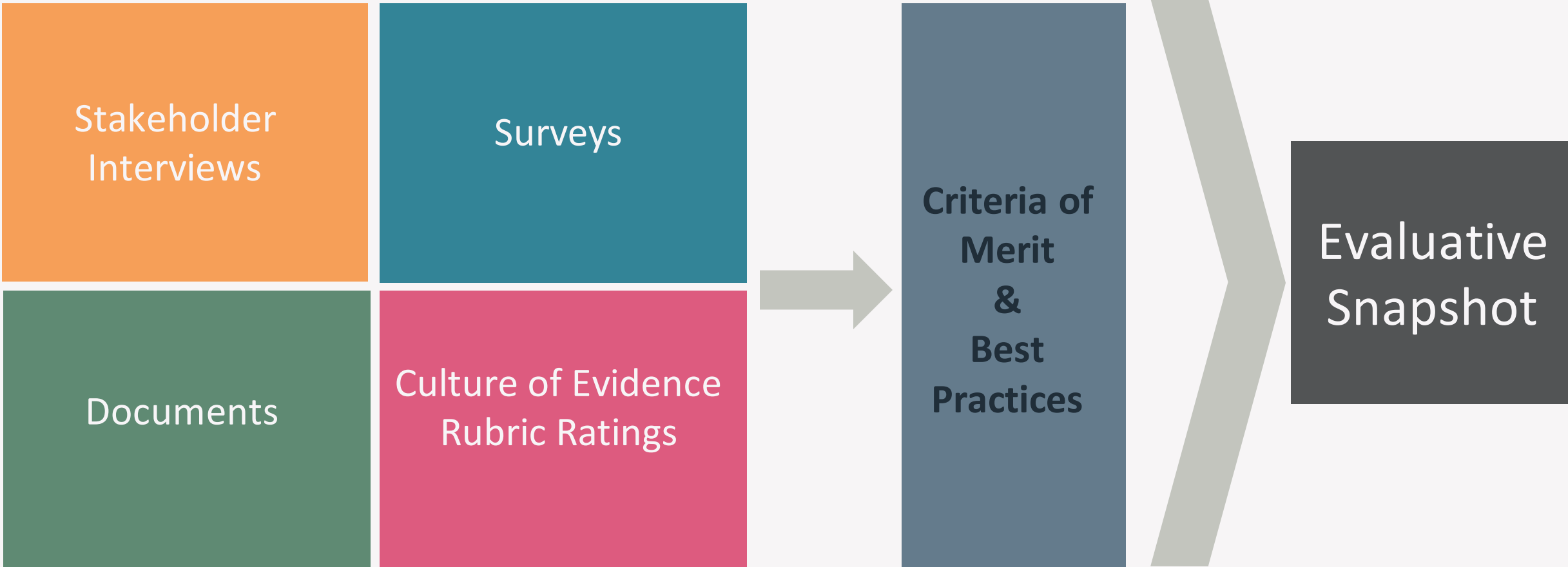Integrates cultural assets and strengths within a community or group

Human Centered

Stakeholders are active participants in designing and co-constructing outcomes

Evidence Informed

Stories and experiences *are* evidence

Evidence to Inform Action

Stakeholder Interviews	Surveys
Documents	Culture of Evidence Rubric Ratings

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Criteria of Merit & Best Practices

Evaluative Snapshot

CSUCI Rating on Assessment Culture Maturity

Program Design Process

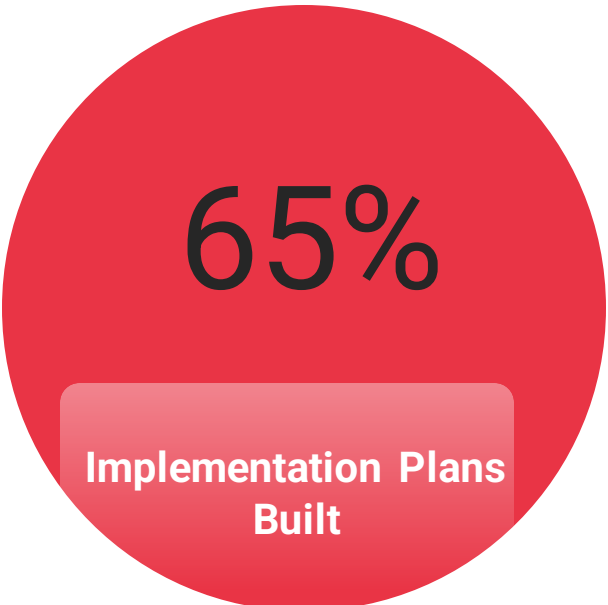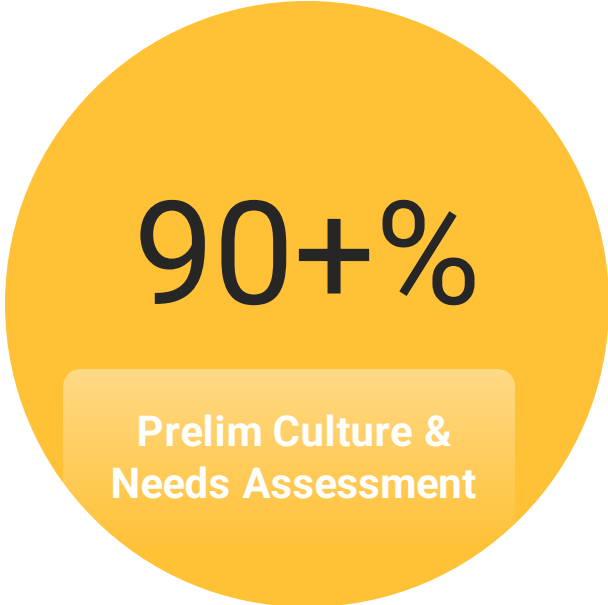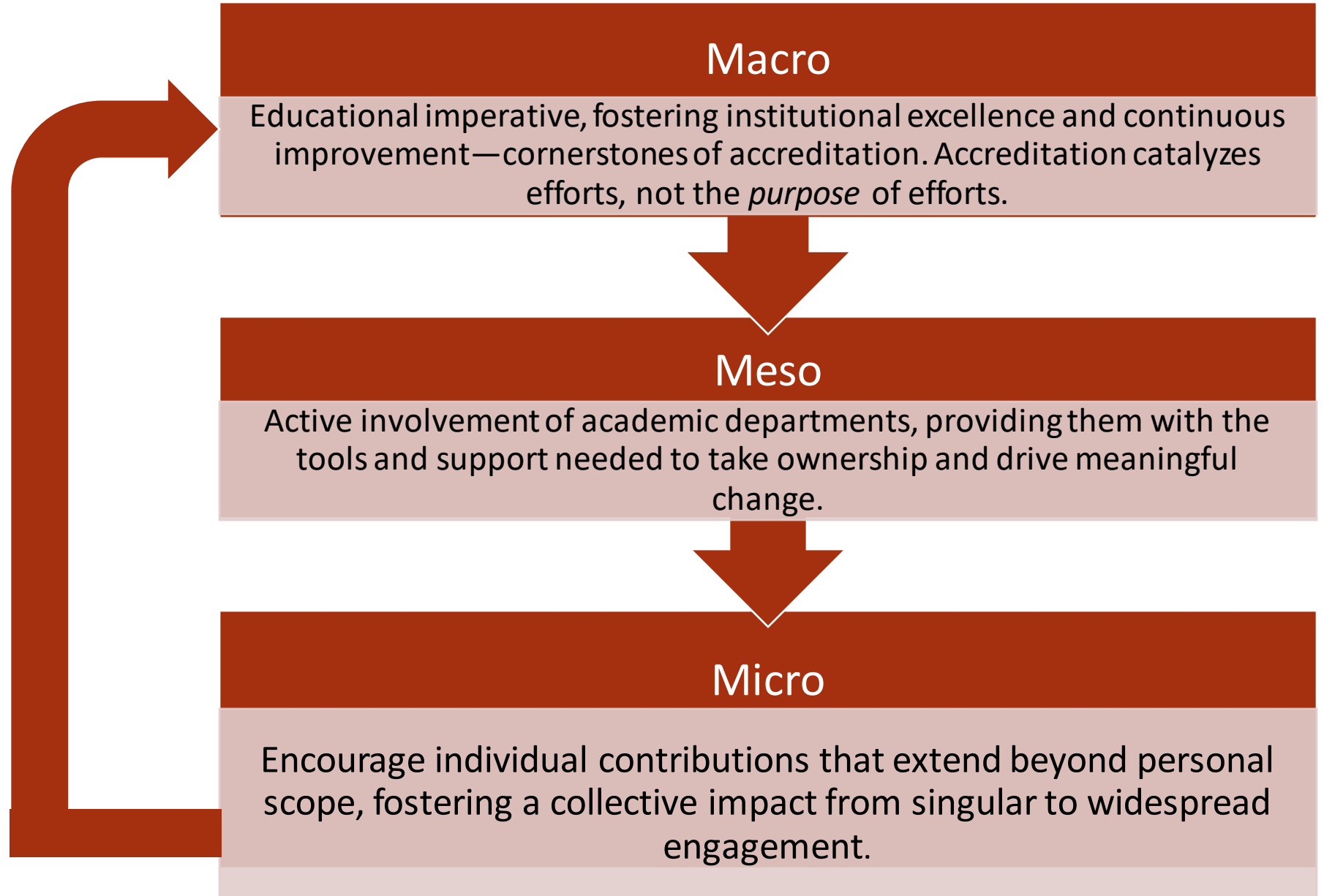|	**Diagnosis:** Assessing Departmental Culture and Needs — 1	**Focus:** Identify & Select a Starting Point — 2	**Implement:** Developing & Enacting the Plan — 3
Purpose	Understand each department uniquely, using their specific language and goals.	Choose an initial focus aligned with the department's needs and priorities *and to* existing processes (e.g., Program Review, Accreditation, Strategic Planning).	Create and communicate road map for area of focus
Key Process	**Share-back and plan-forward** relying on contextual awareness and evidence informed planning	Intergroup dialogue to build consensus and shared language.	Outline specific steps for each action, establish criteria for success, schedule discussion for ongoing sense-making and planning.
Deliverable	A tailored **Culture and Needs Assessment** profile for each department.	Department-specific **direction** for engaging in meaningful assessment.	Dynamic **action plan** that deepens the department's engagement with assessment, each other, and ability to improve from within

Engagement of Academic Programs in Process

90+%

Prelim Culture & Needs Assessment

90+%

Collective Culture & Needs Assessment

65%

Implementation Plans Built

Impact of Work

Macro

Educational imperative, fostering institutional excellence and continuous improvement—cornerstones of accreditation. Accreditation catalyzes efforts, not the *purpose* of efforts.

Meso

Active involvement of academic departments, providing them with the tools and support needed to take ownership and drive meaningful change.

Micro

Encourage individual contributions that extend beyond personal scope, fostering a collective impact from singular to widespread engagement.

From One to Many: Evidence Inclusivity

- Break into groups and appoint a note-taker.

- Share your own views on the institution's status regarding the priority area.

- Briefly review the assigned priority area in Component 8 of Institutional Report.

- Group Discussion: document your findings
  1. Confirm if the group's discussion points are reflected in Institutional Report.
  2. Identify any new information learned from skim of the priority area
  3. List any notable/significant omissions
  4. Discuss ways to combine evidence into a balanced story of success, challenges, and plans in place for improvement.

8.0 Student Success Framework (p. 41)

8.1 Academic Quality and Student-Centered Infrastructure (p. 46)

8.2 Student Services, Support, & Development (p. 64)

8.3 Diversity, Equity, Inclusion, and Accessibility (p. 88)