

Quality Approaches in Education



Author Guidelines

Quality Approaches in Education is a double-blind, peer-reviewed journal that is published online by the Education Division of the American Society for Quality (ASQ). The purpose of this journal is to engage the education community in a discussion of significant topics related to improving quality and identifying best practices in education as well as expanding the literature specific to quality in education topics. We will only consider articles that have not been published previously and currently are not under consideration for publication elsewhere.

General Information

Articles in *Quality Approaches in Education* generally should contain between 3,500 and 5,000 words and can include up to six charts, tables, diagrams, photos, or other illustrations. See the “Submission Format” section for more detail.

The following types of articles fit the purview of *Quality Approaches in Education*:

- Case studies on how to improve quality in a college, school system, or workforce development program using evidence-based analysis and continuous improvement approaches, especially related to improving student retention and degree completion.
- Research articles reporting on survey findings such as a national survey on students’ attitudes toward confidence, success, social networking, student engagement, access and affordability, etc.
- Case studies or research articles addressing issues such as the role of faculty, administrators, and trainers in quality systems.
- Case studies or research studies focusing on the role of quality in accreditation.
- Case studies demonstrating best practices and systems thinking in education using the *Baldrige Education Criteria for Performance Excellence*, Lean Six Sigma or other national quality models, standards from the Council for the Advancement of Standards in Higher Education (CAS), or national frameworks and protocols, including preparing K-16 teachers for teaching in the 21st century learning environment.
- Case studies or research studies on scholarship of teaching and approaches to improve teaching, enhancing and supporting student learning, learning outcomes assessment best practices, and best practices for using technology in the classroom.
- Case studies or research studies on how student service units and intervention programs impact the quality of student experience and student learning.
- Case studies or research studies specific to collaboration with industry on STEM education through internships, co-ops, and capstone experiences for providing experiential and deep learning experiences and preparing students for STEM careers.
- Research studies on how education practices impact the quality of student life and student success for different student populations, including underrepresented groups, first generation in college students, and students from low-income families.
- Case studies that highlight the emerging improvement science for education and the continuous improvement cycle.
- Significant conceptual articles discussing theories, models, and/or best practices related to quality in higher education, K-12, and workforce development.

Quality Approaches in Education



Author Guidelines

Manuscript Review Process

We log all article submissions into a database and delete all references to you. These “blinded” versions then go to the editorial review team for comments and recommendations. Both author(s) and reviewers remain anonymous in this process. The review process takes approximately three months during which time the reviewers advise the editor regarding the manuscript’s suitability for the audience and/or make suggestions for improving the manuscript. Reviewers consider the following attributes:

1. Contribution to knowledge: Does the article present innovative or original ideas, concepts, or results that make a significant contribution to knowledge in the field of quality in education?
2. Significance to practitioners: Do the reported results have practical significance? Are they presented clearly in a fashion that will be understood and meaningful to the readers?
3. Conceptual rigor: Is the conceptual basis of the article (literature review, logical reasoning, hypothesis development, etc.) adequate?
4. Methodological rigor: Is the research methodology (research design, qualitative or quantitative, methods, survey methodology, limitations, etc.) appropriate and applied correctly? For a conceptual paper, is the framework appropriate and applied correctly?
5. Conclusions and recommendations: When appropriate, are the conclusions and recommendations for further research insightful, logical, and consistent with the research results?
6. Readability and clarity: Is the article well organized and presented in a clear and readable fashion? Is the article written in English and in a grammatically acceptable manner?
7. Figures and tables: When submitted, are the figures and/or tables used appropriately to enhance the ability of the article to summarize information and to communicate methods, results, and conclusions?
8. Organization and style: Is the content of the article logically organized? Are technical materials (survey scales, extensive calculations, etc.) placed appropriately? Is the title representative of the article’s content?
9. Attributions: Are the sources cited properly using APA style? Are attributions indicated properly in the reference list?

You should use these attributes as a checklist when reviewing your manuscript prior to submission; this will improve its likelihood of acceptance.

Review Process Outcomes

There are three possible outcomes of the review process:

- Accept with standard editorial revisions. In this case, the content of the article is accepted without requiring any changes by you. As always, however, we reserve the right to edit the article for style.
- Accept with author revisions. An article in this category is suitable for publication, but first requires changes by you, such as editing it to fit our length requirements or providing more detail for a section. We provide specific feedback from our reviewers to guide the revision process.
- Decline to publish. Occasionally articles are submitted that do not fit our editorial scope. We may provide you with suggestions for modifying the article to make it more appropriate to our publication.

Please note that after articles are edited for publication, we return them to you to approve the technical content. A response may be required within 48 hours or the article may be held over for a subsequent issue.

Articles that appear to be advertising or do not fit the general topics addressed by *Quality Approaches in Education* will be rejected without receiving peer reviews.

Quality Approaches in Education



Author Guidelines

1. Articles should emphasize application and implications of what is being presented, whether conceptual or research-based.
 - Use the early paragraphs to summarize the significance of the research.
 - Make the opening interesting; use the opening and/or background to answer the “so what?” question.
 - Spell out the practical implications for those involved in education.
2. Detailed technical description of the research methods or conceptual/theoretical framework is important, but not necessarily of interest to everyone. The description should enhance the narrative or be critical to the understanding of the article’s material.
3. Throughout the article, keep sentence structure and word choice clear and direct.
4. Avoid acronyms and jargon that are industry- or organization-specific. Try not to use variable names and other abbreviations that are specific to the research. Restrict the use of acronyms to those that most readers recognize. When acronyms are used, spell them out the first time they are used and indicate the acronym in parentheses.
5. Occasionally, our reviewers and readers view articles that include reference to the author(s) proprietary products or methods as a form of advertising. Although we encourage you to share personally developed theories and application approaches, we ask that you refrain from using our publication as a marketing tool. Please take great care when including information of this nature in your article.
6. If the article cites cost savings, cost avoidance, or cost-benefit ratios, or provides the results of statistical evaluations, include an explanation of the method of calculation, along with any underlying assumptions and/or analysis considerations.
7. Access to any survey discussed in the manuscript is important for our review and must be included with the manuscript. Depending on the length of the survey, we may include the entire survey with the article.
8. When submitting an article that is based on qualitative methodology, please be sure to describe the research questions, the information that is the basis of the data analysis, and report the developing themes. Also remember to include text analysis as part of data analysis. Please include the protocols in a separate Word document; review of the protocols will be important in our technical review. Consider including the protocols in the methodology section of the manuscript, if they can be presented concisely.
9. Our staff does not have the means to compile references or verify usage permissions; therefore, it is important for you to provide all that information with your article, including written letters of authorization when appropriate. Plagiarism is a rapidly growing crime—particularly due to the use of information from the Internet. Please help yourself, and us, to maintain professional integrity by investing the time necessary to verify your sources and to obtain and document all necessary permissions. Information on our requirements for documenting references, along with specific examples, is included at the end of these guidelines.

Quality Approaches in Education



Author Guidelines

Submission Format

1. We accept only electronic submissions in Microsoft Word format. The first page should be a title page with the title, names of the authors, and their affiliations. The second page should be the start of the proposed article with the title and abstract (150 words maximum) at the top of the page. There should be no reference to the author(s) or affiliation in the text that follows. Instead of the name of a university for a case study, the text should state “the University”. The margins should be one inch all around on 8½ x 11 pages with Word’s one-column format, left-justified. The title and section titles should be 14-point bold Calibri font. The text font should use 11-point Calibri font and a line spacing of 1.5 is preferred.
Section headings should be 12-point bold Calibri and left justified. Typical section names are: Abstract, Introduction, Background, Literature Review, Methodology, Results, Discussion, Suggestions for Best Practices, Summary or Conclusions, Recommendations, Future Work/Research, Acknowledgments, and References. The actual headings will depend on the focus of the manuscript. There may be two additional levels of sub-headings. The first set of subheadings would be left-justified with the first letter of each word capitalized and in bold, 12-point Calibri. The second level of sub-headings would be the same but in italics.
2. If you are familiar with the APA formatting, we prefer the APA format, but will accept a well-formatted manuscript following these already mentioned guidelines.
3. The manuscript should be between 3,500 and 5,000 words including the abstract, tables, and references. It should include no more than six tables or figures. If you feel strongly that more tables or figures are needed to support the manuscript, we ask that you submit the additional tables or figures and provide an explanation for including them.
4. Tables should be included at the end of the article and must be in Microsoft Word. Each table must be referenced in the article and labeled and centered on a separate line, such as <Insert Table 1 About Here> with the caption for Table 1 on the next line, such as Table 1: Graduation Rate by Major. Do not embed .jpg, .tif, .gif, or tables in other similar formats in your article.
5. Drawings, graphs, and other illustrations should be sent in an email as separate .jpg files with 300dpi; each item should be included in a separate file. All drawings and other illustrations must be referenced in the article, and must be labeled and centered on a separate line, such as <Insert Figure 1 About Here> with the caption for Figure 1 on the next line: “Figure 1: Pareto Analysis of Student Participation in Department Activities.”
6. We can use photos if they enhance the article’s content. If you choose to submit a photo with your article, it must be a high-resolution .jpg or (at least 300 dpi and at least 4” by 6” in size). Photos should be sent in separate files and referenced in the article. Photos should be accompanied by a complete caption, including a left-to-right listing of people appearing in the photo, when applicable. Do not include any text with the photo file. All persons in the photo must have given permission to have their photo published in *Quality Approaches in Education*.
7. Also submit a separate high-resolution electronic photo (at least 300 dpi) for each author. Author photos should be at least 1” by 2”. Author photos should have a plain background, and the author should be facing toward the camera. Please include a separate Word document with a 75- to 100-word biography for each of the authors, mentioning the place of employment, as well as contact information.

Quality Approaches in Education



Author Guidelines

Citations and References

Quality Approaches in Education follows the 6th edition of the *Publication Manual of the American Psychological Association*. Citations and references should use the (author's last name, year of publication) notation in a citation in the text and use the APA style.

The reference section should be headed with the section heading of "References" and all references are to be listed alphabetically by the first author's last name. Each reference should list all authors. List the online URL with a hyperlink. Retrieved date is not needed. Here are some examples:

Book examples:

Veenstra, C., Padró, F., & Furst-Bowe, J. (eds). (2012). *Advancing the STEM agenda: Quality improvement supports STEM*. Milwaukee, WI: ASQ Quality Press.

Sorensen, C. W., Furst-Bowe, J. A., & Moen, D. M. (2005). *Quality and performance excellence in higher education*. Bolton, MA: Anken Publishing Company, Inc.

Journal article examples:

Dew, J. (2009). Quality issues in higher education, *Journal for Quality and Participation* 32(1), 4-9. Retrieved from <http://asq.org/pub/jqp/past/2009/april/index.html>

Plotkowski, P. (2013). Guest commentary: Real-World engineering education: The role of continuous improvement, *Quality Approaches in Higher Education*, 4 (1), 2-4. Retrieved from <http://rube.asq.org/edu/2013/05/best-practices/quality-approaches-in-higher-education-vol-4-no-1.pdf>

Reference example:

National Science Board. (2012). *Science and engineering indicators 2012*. Arlington, VA: National Science Foundation. Retrieved from <http://www.nsf.gov/statistics/seind10/>.

If the authors cite their own work, they should simply state (Author, year) and the same in the reference list (no title) in the initial manuscript (since the reviews are double-blind).

One of the most common errors we have observed with submitted articles is improper referencing due to improper attribution in the text and reference section. Please make sure that all the material in the submitted article is properly referenced and cited as appropriate.

Submission

Send an electronic copy of the Word document of the manuscript including the title page, abstract, text of the manuscript, acknowledgments, and references, with a separate file of any surveys used, separate .jpg files of the figures and photos of authors, and a Word document of the author biographies to Dr. Marianne Di Pierro at QAEJournal@gmail.com.

Note on Copyright Transfer

Prior to publication, you must sign a form affirming your work is original and is not an infringement of an existing copyright. Additionally, we ask you to transfer copyright to ASQ. The copyright transfer allows you to reproduce your article in specific ways, provided you request permission from ASQ and credit the copyright to ASQ. The transfer also allows ASQ to reproduce the work in other publications, on its website, etc.

If you use materials from other works in your articles (other than standard references), you must obtain written permission from the copyright owner (usually the publisher) to reprint each item of borrowed material. This includes any illustrations, tables, or substantial extracts (direct quotations) outside the realm of fair use. Submit these permission letters with the article. Articles cannot be published until copies of all permission letters are received.

For example, an article includes a PDSA illustration from a book. The permission statement would include: Figure 1 is from Nancy R. Tague's *The Quality Toolbox*, 2nd ed., ASQ Quality Press, 2005, page 391. This permission statement would appear in the caption just below the PDSA figure.