

INTRODUCTION

By submitting a Baldrige application, you have differentiated yourself from most U.S. organizations. We are eager to make your efforts achieve the maximum benefit possible. This feedback report was written for your consideration in accelerating your journey toward performance excellence.

The Board of Examiners has evaluated your application for the Malcolm Baldrige National Quality Award. Strict confidentiality is observed at all times and in every aspect of the application review and feedback.

This feedback report contains the Examiners' findings, including a summary of key themes of the application evaluation, a detailed listing of strengths and opportunities for improvement, and scoring information. Background information on the examination process is also provided.

We encourage you to use the feedback as input to your strategic planning process. As a Baldrige applicant, you are already a winner in the journey toward performance improvement!

APPLICATION REVIEW

Stage 1, Independent Review

The application evaluation process (shown in Figure 1) begins with Stage 1, the independent review, in which members of the Board of Examiners are assigned to each of the applications. Assignments are made according to the Examiners' areas of expertise and to avoid potential conflicts of interest. Each application is evaluated independently by Examiners who write comments relating to the applicant's strengths and opportunities for improvement and use a scoring system developed for the Award Program. All applicants in all categories (manufacturing, service, small business, education, and health care) go through the Stage 1 evaluation process.

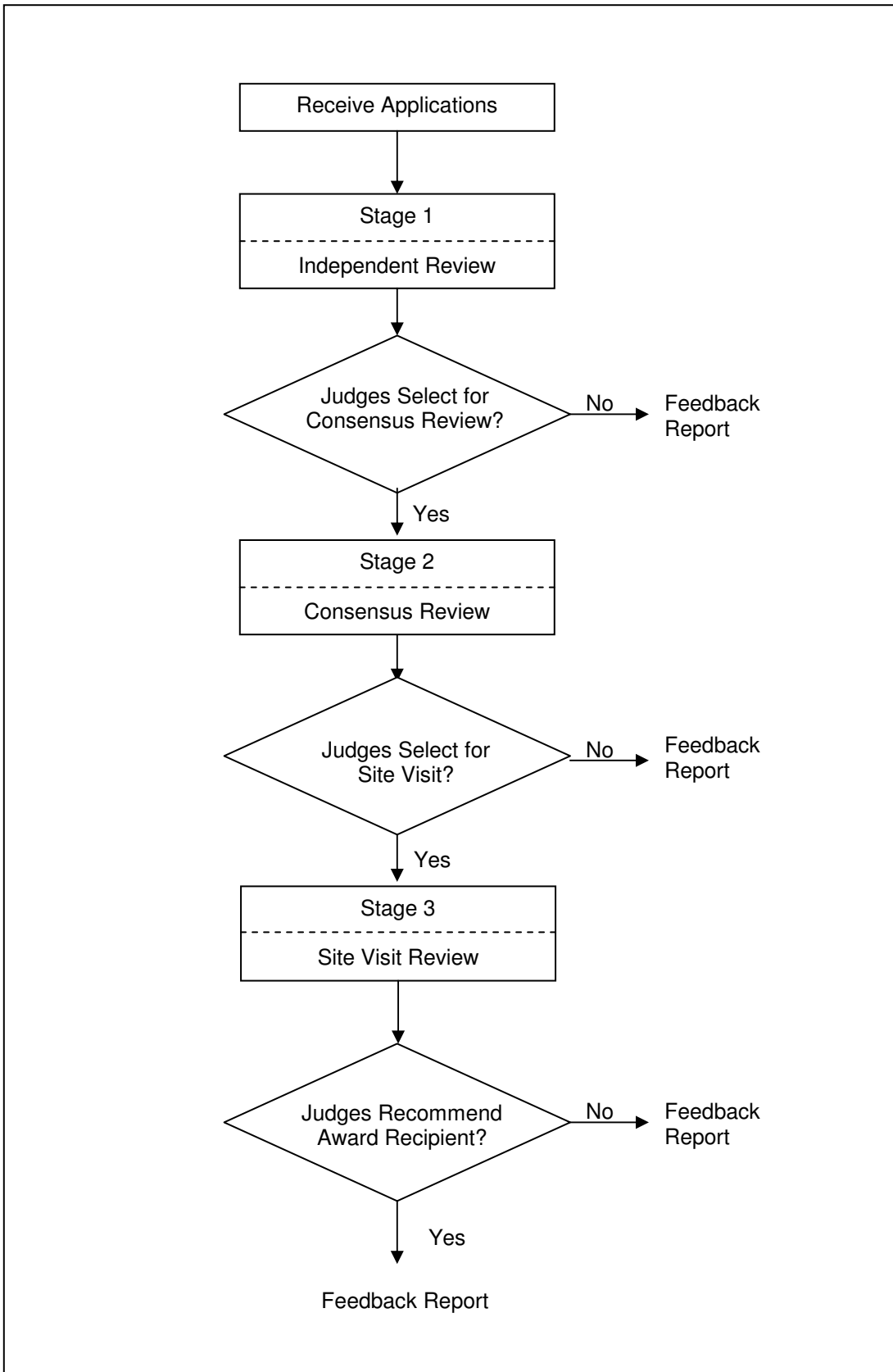


Figure 1—Application Evaluation Process

Stage 2, Consensus Review

Based on Stage 1 scoring profiles, the Panel of Judges selects applicants to go on to Stage 2, the consensus review. If an applicant is not selected for consensus review, the comments written by Examiners at Stage 1 are reviewed and used to prepare a feedback report.

For those applicants that do progress to Stage 2, a team of Examiners, led by a Senior Examiner, conducts a series of conference calls to reach consensus on comments and scores that capture the team’s collective view of the applicant’s strengths and opportunities for improvement. The team documents its comments and scores in a consensus scorebook. The consensus review process is shown in Figure 2.

Step 1	Step 2	Step 3
Consensus Planning: <ul style="list-style-type: none">• Prioritize Items for Discussion• Assign Category/Item Discussion Leaders• Review Findings From the Independent Evaluations	Consensus Calls: <ul style="list-style-type: none">• Discuss Key Business/Organization Factors• Discuss Items and Key Themes• Achieve Consensus on Comments and Scores• Document Findings	Post-Consensus Call Activities: <ul style="list-style-type: none">• Prepare Final Consensus Scorebook• Prepare Feedback Report

Figure 2—Consensus Review Process

Stage 3, Site Visit Review

After the consensus review process, the Panel of Judges selects applicants to receive site visits based upon the scoring profiles. If an applicant is not selected for site visit review, one of the Examiners on the Consensus Team edits the final consensus report that becomes the feedback report.

Site visits are conducted for the highest-scoring applicants to clarify any uncertainty or confusion the Examiners may have regarding the written application and to verify that the information in the application is correct. After the site visit is completed, the team of Examiners prepares a final site visit scorebook. The site visit review process is shown in Figure 3.

Step 1	Step 2	Step 3
Team Preparation: <ul style="list-style-type: none"> • Review Consensus Findings • Develop Site Visit Issues • Plan Site Visit 	Site Visit: <ul style="list-style-type: none"> • Make/Receive Presentations • Conduct Interviews • Record Observations • Review Records 	Site Visit Scorebook: <ul style="list-style-type: none"> • Resolve Issues • Summarize Findings • Finalize Comments • Prepare Final Site Visit Scorebook • Prepare Feedback Report

Figure 3—Site Visit Review Process

Application reports, consensus scorebooks, and site visit scorebooks for all applicants receiving site visits are forwarded to the Panel of Judges, which makes final recommendations on which applicants should receive an Award. The Judges discuss applications in each of the five Award categories separately, and then they vote to keep or eliminate each applicant. If more than three applicants remain in a particular Award category, the Judges rank order the applicants and eliminate those that rank lowest. This process is repeated until the top three applicants remain. Next, the Judges decide whether each of the top applicants should be recommended as an Award recipient based on an “absolute” standard: the overall excellence and the appropriateness of the applicant as a national role model. The process is repeated for each Award category; there may be as many as three recipients in each of the categories. The Judges’ review process is shown in Figure 4.

Step 1	Step 2	Step 3
Panel of Judges’ Review: <ul style="list-style-type: none"> • Application Reports • Consensus Scorebooks • Site Visit Scorebooks • Feedback Reports 	Evaluation by Category: <ul style="list-style-type: none"> • Manufacturing • Service • Small Business • Education • Health Care 	Assessment of Top Organizations: <ul style="list-style-type: none"> • Overall Strengths/ Opportunities for Improvement • Appropriateness as National Model of Performance Excellence

Figure 4—Judges’ Review Process

Judges do not participate in discussions or vote on applications in which they have a competing or conflicting interest or in which they have a private or special interest, such as an employment or a client relationship, a financial interest, or a personal or family relationship. All conflicts are reviewed and discussed so that Judges are aware of their own and others' limitations on access to information and participation in discussions and voting. Following the Judges' review and recommendations of Award recipients, the Site Visit Team leader edits the final site visit scorebook that becomes the feedback report.

SCORING

The scoring system used to score each Item is designed to differentiate the applicants in the various stages of review and to facilitate feedback. The Scoring Guidelines for Business, Education, or Health Care (shown in Figure 5) are based on (1) evidence that a performance excellence system is in place; (2) the maturity of its processes as demonstrated by Approach (A), Deployment (D), Learning (L), and Integration (I); and (3) the results it is achieving.

In the feedback report, the applicant receives a percentage range. The percentage range is based on the Scoring Guidelines, which describe the characteristics typically associated with specific percentage ranges.

An applicant's total scores fall into one of eight scoring bands. Each band corresponds to a descriptor associated with that scoring range. Figure 6 provides scoring information on the percentage of applicants scoring in each band at Stage 1. Scoring adjustments resulting from the consensus review and site visit review stages are not reflected in the distribution.

SCORE	PROCESS (For Use With Categories 1–6)
0% or 5%	<ul style="list-style-type: none"> ▪ No systematic approach is evident; information is anecdotal. (A) ▪ Little or no deployment of an approach is evident. (D) ▪ No evidence of an improvement orientation; improvement is achieved through reacting to problems. (L) ▪ No organizational alignment is evident; individual areas or work units operate independently. (I)
10%, 15%, 20%, or 25%	<ul style="list-style-type: none"> ▪ The beginning of a systematic approach to the basic requirements of the Item is evident. (A) ▪ The approach is in the early stages of deployment in most areas or work units, inhibiting progress in achieving the basic requirements of the Item. (D) ▪ Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L) ▪ The approach is aligned with other areas or work units largely through joint problem solving. (I)
30%, 35%, 40%, or 45%	<ul style="list-style-type: none"> ▪ An effective, systematic approach, responsive to the basic requirements of the Item, is evident. (A) ▪ The approach is deployed, although some areas or work units are in early stages of deployment. (D) ▪ The beginning of a systematic approach to evaluation and improvement of key processes is evident. (L) ▪ The approach is in early stages of alignment with your basic organizational needs identified in response to the other Criteria Categories. (I)
50%, 55%, 60%, or 65%	<ul style="list-style-type: none"> ▪ An effective, systematic approach, responsive to the overall requirements of the Item, is evident. (A) ▪ The approach is well deployed, although deployment may vary in some areas or work units. (D) ▪ A fact-based, systematic evaluation and improvement process and some organizational learning are in place for improving the efficiency and effectiveness of key processes. (L) ▪ The approach is aligned with your organizational needs identified in response to the other Criteria Categories. (I)
70%, 75%, 80%, or 85%	<ul style="list-style-type: none"> ▪ An effective, systematic approach, responsive to the multiple requirements of the Item, is evident. (A) ▪ The approach is well deployed, with no significant gaps. (D) ▪ Fact-based, systematic evaluation and improvement and organizational learning are key management tools; there is clear evidence of refinement and innovation as a result of organizational-level analysis and sharing. (L) ▪ The approach is integrated with your organizational needs identified in response to the other Criteria Items. (I)
90%, 95%, or 100%	<ul style="list-style-type: none"> ▪ An effective, systematic approach, fully responsive to the multiple requirements of the Item, is evident. (A) ▪ The approach is fully deployed without significant weaknesses or gaps in any areas or work units. (D) ▪ Fact-based, systematic evaluation and improvement and organizational learning are key organization-wide tools; refinement and innovation, backed by analysis and sharing, are evident throughout the organization. (L) ▪ The approach is well integrated with your organizational needs identified in response to the other Criteria Items. (I)

Figure 5—Scoring Guidelines for the Education Criteria

SCORE	RESULTS (For Use With Category 7)
0% or 5%	<ul style="list-style-type: none"> ▪ There are no organizational performance results or poor results in areas reported. ▪ Trend data are either not reported or show mainly adverse trends. ▪ Comparative information is not reported. ▪ Results are not reported for any areas of importance to your key organizational requirements.
10%, 15%, 20%, or 25%	<ul style="list-style-type: none"> ▪ A few organizational results are reported; there are some improvements and/or early good performance levels in a few areas. ▪ Little or no trend data are reported. ▪ Little or no comparative information is reported. ▪ Results are reported for a few areas of importance to your key organizational requirements.
30%, 35%, 40%, or 45%	<ul style="list-style-type: none"> ▪ Improvements and/or good performance levels are reported in many areas addressed in the Item requirements. ▪ Early stages of developing trends are evident. ▪ Early stages of obtaining comparative information are evident. ▪ Results are reported for many areas of importance to your key organizational requirements.
50%, 55%, 60%, or 65%	<ul style="list-style-type: none"> ▪ Improvement trends and/or good performance levels are reported for most areas addressed in the Item requirements. ▪ No pattern of adverse trends and no poor performance levels are evident in areas of importance to your key organizational requirements. ▪ Some trends and/or current performance levels—evaluated against relevant comparisons and/or benchmarks—show areas of good to very good relative performance. ▪ Organizational performance results address most key customer, market, and process requirements.
70%, 75%, 80%, or 85%	<ul style="list-style-type: none"> ▪ Current performance is good to excellent in most areas of importance to the Item requirements. ▪ Most improvement trends and/or current performance levels are sustained. ▪ Many to most reported trends and/or current performance levels—evaluated against relevant comparisons and/or benchmarks—show areas of leadership and very good relative performance. ▪ Organizational performance results address most key student, stakeholder, market, process, and action plan requirements.
90%, 95%, or 100%	<ul style="list-style-type: none"> ▪ Current performance is excellent in most areas of importance to the Item requirements. ▪ Excellent improvement trends and/or sustained excellent performance levels are reported in most areas. ▪ Evidence of education sector and benchmark leadership is demonstrated in many areas. ▪ Organizational performance results fully address key student, stakeholder, market, process, and action plan requirements.

Figure 5—Scoring Guidelines for the Education Criteria (Continued)

2004 Scoring Band Descriptors

Band	Band Number	% Applicants in Band ¹	Descriptors
0–275	1	3%	The organization demonstrates the early stages of developing and implementing approaches to Category requirements, with deployment lagging and inhibiting progress. Improvement efforts focus on problem solving. A few important results are reported, but they generally lack trend and comparative data.
276–375	2	22%	The organization demonstrates effective, systematic approaches responsive to the basic requirements of the Items, but some areas or work units are in the early stages of deployment. The organization has developed a general improvement orientation that is forward-looking. The organization obtains results stemming from its approaches, with some improvements and good performance. The use of comparative and trend data is in the early stages.
376–475	3	40%	The organization demonstrates effective, systematic approaches responsive to the basic requirements of most Items, although there are still areas or work units in the early stages of deployment. Key processes are beginning to be systematically evaluated and improved. Results address many areas of importance to the organization's key requirements, with improvements and/or good performance being achieved. Comparative and trend data are available for some of these important results areas.
476–575	4	20%	The organization demonstrates effective, systematic approaches responsive to the overall requirements of the Items, but deployment may vary in some areas or work units. Key processes benefit from fact-based evaluation and improvement, and approaches are being aligned with organizational needs. Results address key customer/stakeholder, market, and process requirements, and they demonstrate some areas of strength and/or good performance against relevant comparisons. There are no patterns of adverse trends or poor performance in areas of importance to the organization's key requirements.
576–675	5	15%	The organization demonstrates effective, systematic, well-deployed approaches responsive to the overall requirements of the Items. The organization demonstrates a fact-based, systematic evaluation and improvement process and organizational learning that result in improving the effectiveness and efficiency of key processes. Results address most key customer/stakeholder, market, and process requirements, and they demonstrate areas of strength against relevant comparisons and/or benchmarks. Improvement trends and/or good performance are reported for most areas of importance to the organization's key requirements.
676–775	6	0%	The organization demonstrates refined approaches responsive to the multiple requirements of the Items. These approaches are characterized by the use of key measures, good deployment, evidence of innovation, and very good results in most areas. Organizational integration, learning, and sharing are key management tools. Results address many customer/stakeholder, market, process, and action plan requirements. The organization is an industry ² leader in some areas.
776–875	7	0%	The organization demonstrates refined approaches responsive to the multiple requirements of the Items. It also demonstrates innovation, excellent deployment, and good-to-excellent performance levels in most areas. Good-to-excellent integration is evident, with organizational analysis, learning, and sharing of best practices as key management strategies. Industry leadership and some benchmark leadership are demonstrated in results that address most key customer/stakeholder, market, process, and action plan requirements.
876–1000	8	0%	The organization demonstrates outstanding approaches focused on innovation, full deployment, and excellent, sustained performance results. There is excellent integration of approaches with organizational needs. Organizational analysis, learning, and sharing of best practices are pervasive. National and world leadership is demonstrated in results that fully address key customer/stakeholder, market, process, and action plan requirements.

1. Percentages are based on scores from the Stage 1 review.

2. Industry refers to other organizations performing substantially the same functions, thereby facilitating direct comparisons.

Figure 6—Scoring Band Descriptors

KEY THEMES

Rochester Community and Technical College (RCTC) scored in band 2 in the first stage review of written applications for the Malcolm Baldrige National Quality Award. For an explanation of the scoring bands, please refer to Figure 6, “2004 Scoring Band Descriptors.”

An organization in band 2 typically demonstrates effective, systematic approaches responsive to the basic requirements of the Items, but some areas or work units are in the early stages of deployment. The organization has developed a general improvement orientation that is forward-looking. The organization obtains results stemming from its approaches, with some improvements and good performance. The use of comparative and trend data is in the early stages.

a. The most important strengths or outstanding practices (of potential value to other organizations) are as follows:

- The leadership team, comprised of the Leadership Cabinet, the Leadership Council, and the President’s Advisory Council, works in partnership with two other universities to form two larger entities, the University Center Rochester (UCR) and Greater Rochester Area University Center (GRAUC), that work together to meet the needs of the community. The Board of Directors of these combined entities includes community leaders, business leaders, and elected officials, who set and deploy organizational direction through a shared governance system. This structure enables RCTC to benefit from wider input to its strategic planning.
- RCTC uses a variety of methods to ensure two-way communication and for deploying its vision, mission, values, strategic direction, and goals. In order to ensure open communication with students, the Student Senate, which is composed of officers and eight student “senators,” meets with the Leadership Cabinet on a monthly basis. Advisory committees are used to support the communication process, also. Listening and learning from key customers, students, stakeholders, and partners is accomplished through student surveys, focus groups, and meetings. Additionally, the student survey supplies student needs, expectations, and satisfaction information, which are ranked in order of importance and used to determine key performance indicators and measures for continuous improvements.
- RCTC utilizes a variety of assessments, both internal and external, to determine current and future needs of key student segments. These include the Student Satisfaction Inventory, as well as qualitative inputs received from focus groups and meetings. Multiple listening and learning approaches are utilized as data sources to create a prioritized list of student needs and expectations. RCTC uses this data to plan, implement, and address the impact of improvements to address key student needs. Priority is given to those items that reflect the greatest gap between perceived importance and satisfaction levels.

- RCTC uses multiple approaches to enable its faculty and staff to achieve high performance and support the overall purpose of teaching and learning. To foster greater understanding and knowledge of core processes within their respective work areas, RCTC cross-trains employees in non-academic areas, where appropriate. As part of the faculty and staff performance management process, each full-time faculty member prepares a professional development plan at the beginning of each academic year. Administrators and support staff are evaluated annually to ensure currency of their job descriptions, as well as performance and growth commensurate with their respective positions. RCTC also uses multiple forms of recognition to reward performance. To attract and retain faculty and staff, RCTC offers a variety of benefits including vacation, sick leave, insurance (health, life, dental, disability, income protection, long-term care), holidays, and annual leave. Career development and progression opportunities are also available.

b. The most significant opportunities, concerns, or vulnerabilities are as follows:

- It is unclear how RCTC's strategic directions, goals, and Key Performance Indicators (KPIs) balance short- and longer-term challenges and opportunities. Nor is it clear that strategic directions, goals, and KPIs address all of RCTC's strategic challenges, including aligning hiring and recruiting practices with values and strategic needs; aligning financial, human, and intellectual resources with focused priorities; and identifying and garnering sustainable financial resources for new revenues, including enhanced state appropriation funding. Finally, it is not clear how the strategic directions have addressed the need to develop a comprehensive human resource plan or how RCTC intends to address the challenge of 50 percent of the staff retiring in a decade. Without addressing all of its strategic challenges, RCTC may have difficulty in achieving its mission and vision.
- While RCTC uses a variety of approaches and methods to understand and address the needs and expectations of faculty, staff, and students in a systematic manner, there is little evidence of activity to engage RCTC's remaining stakeholder groups. For example, it is not clear how relevant priorities and opportunities, as identified during periodic organizational reviews, are shared with K-12 feeder schools, UCR partners, and higher education institutions. Moreover, there is no process for managing complaints initiated by these other stakeholder groups. In the absence of more comprehensive engagement of non-student and non-employee stakeholder groups, it is not clear how RCTC can attain its vision.
- A number of mechanisms are in place for building relationships and achieving satisfaction from student and stakeholder feedback, but there is no evidence of a systematic process for obtaining and addressing concerns and complaints, other than the faculty grievance process. For example, it is unclear how RCTC obtains and resolves complaints from students and other stakeholders, or how RCTC

aggregates and analyzes complaints for learning and improvement within the college or with its partners. Also, it is not clear how any improvements made by RCTC incorporate complaint and survey data.

- While RCTC indicates its sources for comparative data, it is unclear how the data is used to design or improve operational and strategic decision making and innovation and to understand performance. Nor is it clear if a systematic approach is in place to obtain and use comparisons to look at data from RCTC's direct competitors or comparable institutions. Without this information, it is unclear how RCTC can assess its overall performance within or outside the state to address the strategic challenges of ensuring continuous improvement and stakeholder satisfaction, sustaining financial resources, and maintaining the college's information technology infrastructure.
- It is unclear how RCTC incorporates input from students, faculty, staff, stakeholders, suppliers, and partners to determine key learning-centered process requirements. Without an understanding of the key requirements of these various groups, it is unclear how RCTC ensures that faculty and staff are properly prepared to deliver key learning processes or how RCTC anticipates and prepares for individual differences in student learning rates and styles.
- Many of RCTC's processes do not appear to be systematic; therefore, it is unclear how RCTC can ensure these processes will be repeated consistently, or if they will be evaluated for learning and improvement. Examples of these processes include organization performance review; evaluation of the effect of RCTC's programs on society and the college's proactive determination of the public's concerns; evaluation of the leadership system; determination of areas of involvement in the community; aggregation and analysis of information gained through listening and learning approaches to determine requirements and expectations of key stakeholders; relationship building with stakeholders; IT management; evaluation of faculty and staff education that contributes to the achievement of strategic goals; and determination of key requirements of the learning-centered and support processes, with process designs that meet requirements and keep the processes current.

- **Considering RCTC’s key business/organization factors, the most significant strengths, opportunities, vulnerabilities, and/or gaps (related to data, comparisons, linkages) found in its response to Results Items are as follows:**
 - RCTC has experienced steady growth in FYE (enrollment) and tuition from 1999-2003. As a result of higher enrollments and tuition, RCTC has realized a net gain of 37 percent in total receipts from appropriations and tuition, in spite of a 9 percent reduction in per-student allocations during that period.
 - RCTC’s pass rates on various licensure and certification exams are trending upwards and many have 100 percent pass rates.
 - There is no evidence of a process to ensure ethical behavior by non-student and non-employee stakeholders, including key partners. Additionally, no results are included for any measures of ethical behavior or stakeholder trust in the RCTC organization. Given the absence of these processes and measures in the presence of the criticality of ethics and integrity in the current operating environment, it is not clear how RCTC can successfully move in the desired strategic directions, specifically “Position RCTC as the college of choice.”
 - Results data are missing in many of RCTC’s key areas, including the design documents that are used to indicate changing forces affecting the college and the changing student and stakeholder requirements; stakeholder satisfaction and dissatisfaction; student dissatisfaction; the effectiveness of participation of suppliers and partners in key processes, such as fiscal and facilities management; the strategic challenges identified in the Organizational Profile; cost containment and financial performance; the core processes of the student learning system; staff learning and development; faculty and staff well-being and satisfaction; and governance and social responsibility.
 - RCTC’s results in the areas of student and stakeholder focus and organizational effectiveness are lower than those of national norm or medium schools. Few comparisons are provided for results in the areas of student learning; budgetary, financial and market; faculty and staff; and governance and social responsibility. Additionally, it is not clear how RCTC uses this information to identify and analyze those performance areas where performance of the comparative exceeds RCTC for the purposes of organizational learning leading to performance improvement. By not using benchmark or best-in-class comparative data, RCTC may have difficulty understanding its actual level of performance compared to world-class schools, which would assist RCTC’s achieving its vision of being a world-class provider.

DETAILS OF STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

Category 1 Leadership

Your score in this Criteria Category is in the 30–45 percentage range. (Please refer to Figure 5, “Scoring Guidelines.”)

1.1 Organizational Leadership

STRENGTHS

- The organizational leadership and shared governance system (Figure 1.1-1) is used to set and deploy direction and balance value for students and other stakeholders. The Leadership Council reviews and makes modifications to strategic directions and goals each year before engaging faculty and staff in the Integrated Planning Process.
- Senior leaders communicate organizational values, directions, and expectations to their key customer segments, stakeholders, partners, and suppliers on a weekly or monthly basis through numerous communication approaches (Figure 1.1-2). These mechanisms allow for an exchange of views and dialogue to gain input about the needs of the college’s diverse communities.
- An environment of empowerment, innovation, and employee learning is created by senior leaders through a variety of methods, including a shared governance structure and an Integrated Planning Process (IPP). This process empowers academic and non-academic departments with the ability to identify innovative strategies and the agility to meet the college’s strategic directions, as well as the unique needs of key customers, students, and stakeholders.
- Professional and personal training are used by the college to foster organizational learning through focused staff development day activities and annual funding for non-teaching staff members to attend training sessions.
- Fiscal accountability is achieved through the leadership/shared governance system, annual and ongoing financial reporting, and an auditing process. These initiatives have established RCTC as an award winning organization in fiscal management.

OPPORTUNITIES FOR IMPROVEMENT

- RCTC provides overviews of legal and ethical behavior as part of new faculty and staff orientation, and it offers topic session on ethics, fraudulent acts, and reporting requirements during staff development days. It is not clear, however, how senior leaders create an environment to ensure legal and ethical behavior by faculty and staff on a day-to-day basis. Without a systematic approach to maintain these behaviors, the organizational environment might not support RCTC’s desired culture.

- RCTC has established a balanced scorecard (Figure 1.1-3) approach to performance management with nine key performance indicators defined and earmarked to align with specific college strategic directions and goals. However, this balanced scorecard approach is still in the beginning stages of development, implementation, and deployment. For example, it is not clear if the data set is deployed to all programs and departments.
- The Office of the President uses a 360-degree process for evaluating the Leadership Cabinet’s performance, but it is not clear how performance of other governing bodies, for example, directors and board, is evaluated. Also, it is not clear how the findings are used to improve the effectiveness of the leadership system. Without this evaluation, it may be difficult for RCTC to demonstrate innovative, continuous improvement strategies to meet its challenges.
- RCTC does not appear to have a systematic process for reviewing organizational performance and capabilities, including using these reviews to assess organizational success, performance relative to competitors, and progress relative to goals, including student achievement goals. It is unclear how RCTC uses reviews to assess its ability to address changing organizational needs.
- It is not clear how senior leaders create an environment that ensures safety and equity for all students.
- It is not clear how priorities and opportunities are deployed to feeder and/or receiving schools, partners, and suppliers. Articulating these priorities for improvement may facilitate collaborative relationships with stakeholders, thereby supporting organizational strategies and ensuring organizational alignment.

1.2 Social Responsibility

STRENGTHS

- RCTC has established practices, measures, and targets for its societal responsibilities of legal, risk management ethics, equal employment, health and safety, and possible critical incidents. Additionally, the impact on society of RCTC's programs is addressed through accreditation with a Baldrige-like approach, which requires annual activities and imposes a seven-year reporting cycle (Figure 1.1-5).
- Communities are supported through faculty and staff serving in local organizations, on boards, and other community stewardship efforts to support a diverse population. Involvement in the area quality council and solicitation of previous Baldrige winners to support the college and community indicate RCTC's interest in improving the key communities.

OPPORTUNITIES FOR IMPROVEMENT

- Key partnerships and internal offices work with the President's office to achieve compliance and adherence to laws and policies. However, it is unclear what processes, measures, and goals are in place for surpassing accreditation requirements. Without this data, it may be difficult for RCTC to assess its improvement efforts, rather than its compliance indicators.
- It is unclear if key processes, measures, and goals for addressing risks associated with programs, offerings, and services are in place. A systematic approach to effectively address the impacts on society may facilitate achieving the mission of meeting diverse community needs.
- It is unclear how RCTC anticipates public concerns with current or future programs, offerings, services, or operations. Without this information, it is unclear how RCTC can prepare proactively for possible concerns.
- Employees are required to adhere to ethical obligations and a code of conduct; however, it is not clear how ethical behavior is ensured in all student and stakeholder transactions and interactions. With no evidence of established measures or indicators of ethical behavior levels, nor a process for monitoring ethical behavior, resulting undetected or unresolved ethical issues may affect the support of key stakeholder groups.
- It is unclear if RCTC has a systematic approach to determine areas of emphasis for organizational involvement and support. Without a process to decide what community efforts to support, RCTC's efforts may appear to be random and unsustainable and may not meet the needs of its diverse communities.

Category 2 Strategic Planning

Your score in this Criteria Category is in the 30–45 percentage range. (Please refer to Figure 5, “Scoring Guidelines.”)

2.1 Strategy Development

STRENGTHS

- The Innovative Designs Planning Process (IDPP) (Figure 2.1-1), RCTC’s systematic strategic planning process, links the Higher Learning Commission accreditation, future strategic planning, and Baldrige quality self-assessment for focusing on strategic and learning design and for identifying strategic directions. The vision, mission, goals, key performance indicators, and core measures are aligned with the strategic directions of the State and RCTC’s partners.
- The IDPP (Figure 2.1-1) involves representatives from all segments of the workforce, the student body, key suppliers, customers, and partners of RCTC. This broad involvement ensures ownership of all major stakeholders and encourages strategic thinking and deployment at all levels.
- Design documents are gathered to ensure key factors are addressed in the planning process. This variety of data and information (Figure 2.1-2) allows RCTC to identify student requirements, expectations, levels of satisfaction, and comparative information from national benchmarks for setting strategic directions and forms the basis for RCTC’s scorecard.

OPPORTUNITIES FOR IMPROVEMENT

- The steps involved in the strategic planning process are not fully described. Short- and longer-term planning horizons are not clear, nor is it clear how the time horizons are set. Additionally, it is not clear how the strategic planning process addresses these time horizons. Without short- and longer-term horizons, it is unclear how RCTC can attain its vision of becoming a world-class provider.
- Information regarding how RCTC ensures that strategic planning addresses strategic development factors, such as competitive and economic environment, organizational strengths and weaknesses, student learning and development, potential risks, and partners/suppliers’ needs, strengths, and weaknesses, is not evident. Without this information, it is unclear how RCTC is able to relate these key factors to its strategic plan.

- Although RCTC has established strategic directions, has set goals, and has identified key performance indicators (Figure 2.1-4, RCTC Strategic Matrix), it is unclear how priorities are set or what the specific timetables are for accomplishing the goals.
- It is not apparent that the key strategic directions identified in the Strategic Matrix address all the challenges faced by RCTC, as identified in the Organizational Profile. For example, alignment of hiring and recruiting practices with values and needs; alignment of financial, human and intellectual resources with focused priorities; identification of sustainable financial resources for new revenues; rapid responses to changing markets, student needs; or other factors that might affect overall organizational performance do not appear to be addressed.
- It is unclear how the IDPP ensures that the strategic objectives created in the process balance the needs of all stakeholders. Without a systematic process to achieve this balance, it may be difficult for RCTC to ensure that its strategic objective have a positive impact for all of its stakeholder groups.

2.2 Strategy Deployment

STRENGTHS

- Through a systemic strategic planning process RCTC reviews, revises, and aligns goals with the university system and deploys these plans to all departments, programs, and entities (Figure 2.2-1). The Plan-Do-Assess-Implement refinements are accomplished through the use of Strategic Management Software, which ensures alignment of strategies submitted with key performance indicators, core measures, and college goals. Links within the software allow RCTC to connect to budgeting spreadsheets for allocating resources.
- With the use of the Strategic Matrix (Figure 2.1-4), RCTC's key performance indicators are mapped to key student and stakeholder populations and are embedded into the planning process (Figure 2.2-1). This methodology ensures proper alignment of key action plans, key performance indicators, and core measures to organizational goals.
- RCTC has identified key performance measures for each strategic planning key performance indicator (KPI). These indicators provide the mechanism for tracking progress toward achievement of each strategic planning target.

OPPORTUNITIES FOR IMPROVEMENT

- Key performance indicators and core measures are identified (Figure 2.1-4); yet, key short- and longer-term action plans are not clear. Additionally, examples of the short- and longer-term action plans that detail resource commitments and time horizons for accomplishment for effective, organization-wide understanding and deployment are not provided. Without this information, it may be difficult for RCTC to achieve its established goals.
- Although RCTC requires program and department budget requests be supported by continuous improvement plans and internal reviews, it is unclear how senior leadership prioritizes all the budgetary requests. Without specific criteria for determining budgetary priorities, RCTC's limited resources may be allocated in ways that hinder deploying the strategic plan or achieving the vision of becoming a college of choice.
- RCTC has a comprehensive human resources plan to address recruitment, employee diversity, performance evaluation, employee development, and succession planning, which includes identifying future and current initiatives to address their challenges. Nevertheless, it is unclear how the initiatives are integrated into the systematic strategic planning process or if work systems have the ability to drive RCTC's strategic objectives and action plans.

- Targets for selected core measures are provided in the Integrated Planning Process (Figure 2.2-1), but information on organizational performance, performance of competitors, or comparable organizations is not included. Additionally, there is no indication of how targets compare with key benchmarks, goals, and past performance. Without competitive or comparable data, it may be difficult for RCTC to determine whether its plans will enable achieving the college's vision, mission, and strategic priorities.

Category 3 Student, Stakeholder, and Market Focus

Your score in this Criteria Category is in the 30–45 percentage range. (Please refer to Figure 5, “Scoring Guidelines.”)

3.1 Student, Stakeholder, and Market Knowledge

STRENGTHS

- RCTC determines requirements for each student segment through various internal and external assessments. Both current and future needs are established by determining the various learning phases (Figure 3.1-4), which ensures deployment of the process throughout the students’ relationship with the college.
- RCTC uses an array of approaches to listen and learn from key customers, students, stakeholders, and partners. Student surveys, focus groups, and meetings are used to gather data for further segmentation. The Student Satisfaction Inventory (SSI) provides student satisfaction information; these data are ranked in order of importance (Figure 3.1-5) The information is used to determine key performance indicators and measures for continuous improvements.

OPPORTUNITIES FOR IMPROVEMENT

- While RCTC has included its existing student segments and associated requirements (Figure 3.1-1), it is not clear whether student segments currently served by other educational providers or other potential student segments and markets have been included.
- Although RCTC has included its key customer segments, with their associated requirements, and its emerging markets, it is unclear how data are integrated and aggregated to support the identification of these segments. This may result in missing emerging segments and markets or inhibit the ability to provide appropriate offerings that could hinder the college’s ability to fulfill its mission and vision.
- RCTC includes listening and learning approaches and their corresponding student/stakeholder segments and intervals and core measures by associated Learner Life-Cycle Stage (Figure 3.1-4). It is not clear, however, what process is used to analyze these resultant measures or how findings are used for the purposes of planning educational programs, offerings, services, process improvements, and the development of other services.
- While RCTC indicates that listening and learning approaches are constantly reviewed and has recently adopted e-mail as an official form of communication for all college students, information to support a systematic approach for keeping its learning and listening methods current is not evident.

3.2 Student and Stakeholder Relationships and Satisfaction

STRENGTHS

- RCTC identifies several relationship building approaches to engage customers and stakeholders, along with their targeted student and stakeholder segments (Figure 3.2-1). Additionally, RCTC is implementing Recruitment Plus, a new customer relationship software, to enable communications flows targeted to prospective students, applicants, and other groups.
- RCTC has developed a four-step Student Grievance Process for employee complaints that cannot be managed through informal means. The process is tiered to elevate the grievance from a supervisor, to the Vice President, to the President, and, finally, to the Board of Trustees until resolution is received.
- The college provides student and stakeholder access to current educational services through a variety of approaches that include various technology methods, such as the web site, electronic catalogs, and on-line services.
- RCTC uses both nationally normed and locally developed surveys to determine levels of satisfaction and dissatisfaction with programs, services, and other offerings (Figure 3.1-4). Factors are rated by their importance and level of satisfaction. A gap analysis is then performed to help identify prioritized areas for improvement, with the items having the largest gap between importance and performance getting top priority (Figure 3.2-2).

OPPORTUNITIES FOR IMPROVEMENT

- Although RCTC has established multiple access mechanisms for students and stakeholders to find information, share their perceptions or make complaints, and communicate with the college (Figure 3.2-1), it is unclear what systematic approach is used to identify relationship needs, select and develop relationship management methods, deploy these approaches, and improve the effectiveness of its relationship management. Without such a process, the effectiveness of the college's management of relationships may be limited, and, therefore, constrain its ability to fulfill its vision of being a college of preferred choice.
- While RCTC uses a variety of approaches to engage key customers and stakeholders (Figure 3.2-1), the process for determining key contact requirements for each mode of access is not clear.
- Although RCTC has established a formal four-step Student Grievance Process, it is not evident that there is a systematic approach to managing complaints from students and other non-employee stakeholder groups. Additionally, there is no evidence of a process

for aggregating and analyzing complaints for learning and improvement within RCTC or with partners. Without a systematic approach for determining, deploying, and evaluating all stakeholder complaints, RCTC may experience a negative impact on stakeholder satisfaction and, ultimately, may have difficulty achieving its strategic objectives.

- Although RCTC is expanding its efforts to use technology for building relationships and promoting access, there does not appear to be a systematic process for keeping approaches to building relationships and providing student and stakeholder access current with educational service needs and directions.
- Although RCTC uses various surveys (Figure 3.2-2) , it is not clear how it uses the knowledge acquired from aggregated and disaggregated data analysis to drive decision-making and to realize organizational improvements in the area of student and stakeholder satisfaction.
- RCTC uses systematic determination methods to follow up with student and stakeholder satisfaction with programs and services and offerings; however, it is unclear if a systematic approach is in place to obtain prompt and actionable feedback. Without a systematic process, RCTC may have difficulty assessing overall satisfaction and responding with agility to ensure that changes are made in a timely manner.

Category 4 Measurement, Analysis, and Knowledge Management

Your score in this Criteria Category is in the 30–45 percentage range. (Please refer to Figure 5, “Scoring Guidelines.”)

4.1 Measurement and Analysis of Organizational Performance

STRENGTHS

- RCTC collects data from a variety of sources, including listening and learning surveys, system office reports, formal reports/audits, the data warehouse, and the Integrated Student Records System.
- RCTC gathers data for comparisons, some information from like institutions, state universities, and Baldrige-based institutions. These data are used in setting performance targets, indicators, and core measures.
- RCTC has adopted a Dimensions of Assessment model (Figure 4.2-1) to focus on assessment of staff development, course outcomes, program, department, and division reviews, landscape analysis, and institutional assessment.

OPPORTUNITIES FOR IMPROVEMENT

- RCTC is currently working to implement a balanced scorecard approach to performance tracking. However, it is not clear how the current system aligns and integrates data and information for monitoring day-to-day operations and overall organizational performance.
- RCTC has access to comparative data from partner organizations within the Minnesota State Colleges and Universities System (MnSCU), and projects and project results that have been posted on the website by Academic Quality Improvement Project (AQIP) partner organizations. It is not clear, however, what process is used to obtain benchmark (best-in-class) data from within the academic community or meaningful comparative data from outside the academic community.
- Although RCTC is in a cycle of improvement with a new performance measurement system, it is unclear how the performance measurement system keeps current with education's service needs and directions, or how it is sensitive to rapid or unexpected organizational or external changes. Without a systematic approach, RCTC may have difficulty responding to needs and changes with agility.
- RCTC identifies numerous approaches to analysis across a wide spectrum of data sources for each element of the Dimensions of Assessment model. It is not clear, however, what process is used to identify the most appropriate analysis for each

data item/dimension combination to ensure that the resultant information is most appropriate for use by the IPP (in the case of planning inputs) or by organizational leadership (to support fact-based decision-making).

4.2 Information and Knowledge Management

STRENGTHS

- RCTC ensures faculty and staff access to the college intranet, where all data and information are located. Each faculty and staff member has access to a workstation through which he/she can access information online, download standard reports, or request custom reports.
- System security is ensured through network passwords requiring regular updates, password-protected workstation screensavers, and mandatory virus protection software that is updated automatically.
- RCTC updates common software packages, such as the Microsoft Office suite, on a periodic schedule that is linked to the release of newer versions. Additionally, RCTC has an approval process that facilitates the acquisition and installation of software that meets special needs of faculty and staff.

OPPORTUNITIES FOR IMPROVEMENT

- Although RCTC makes data and information available to faculty and staff via intranet, Internet, or special request from data warehouses, it is unclear how students, suppliers, partners, or other stakeholders are afforded access at appropriate levels, as needed.
- Although RCTC surveys staff to determine user friendliness of its applications, information to provide an understanding of how RCTC systematically converts the rating to actions that ensure user friendliness is not provided. Additionally, it is unclear how RCTC seeks information on user friendliness from e-learners who are dependent on the network for course content and who constitute a growing student segment.
- RCTC employs multiple forums to support the development and transfer of organizational knowledge to staff and faculty, including staff development days, the Center for Teaching and Learning, and Two on Tuesdays. It is not clear, however, how key information, knowledge, and best practices are strategically and systematically captured, maintained, and shared with and made accessible to those having the greatest need to know. Nor is it not clear how relevant knowledge is developed and transferred to students, suppliers, partners, and other stakeholders.

Category 5 Faculty and Staff Focus

Your score in this Criteria Category is in the 30–45 percentage range. (Please refer to Figure 5, “Scoring Guidelines.”)

5.1 Work Systems

STRENGTHS

- Information sharing is accomplished with team and departmental meetings, updates by the president, college publications, and leaders’ meetings. Cross-training in non-academic areas promotes skill sharing and augments staff development activities.
- The performance management system supports high-work performance by hiring the right candidate, providing orientation, and instituting the faculty professional development plan and the staff performance review process, which includes successes and areas for improvement. Individual development plans are created to align with the organizational strategic goals.
- Faculty and staff development is supported through funds allocated by the college and the state, paid sabbatical leaves for other training and experience, tuition waivers, and non-faculty development activities. These various methods are used to facilitate the career progression goals of faculty and staff as identified in their individual development plans.

OPPORTUNITIES FOR IMPROVEMENT

- RCTC supports its primary purpose of teaching and learning by organizing work and jobs around nine core processes (Figure 5.1-1). However, within this system, it is not clear how cooperation, initiative, empowerment, and/or innovation are accomplished or how responsibility and authority are determined. Nor is it clear how skill levels and experience of the workforce are equitably distributed. Without addressing these issues, it may be difficult for RCTC to obtain and maintain its desired culture.
- The leadership/shared governance system includes representation from faculty, staff, student, and stakeholder groups. However, it is not apparent that a systematic process for ensuring diverse representation, such as ethnicity, gender, age, program, educational level, or community involvement, exists. Without a process in place to capitalize on its existing diversity, RCTC may miss opportunities to capitalize on new and innovative ideas.
- Effective performance has a number of checks and balances in the evaluation system, such as formal evaluations, feedback to faculty, and 360-degree evaluations for administrators. However, compensation for many employees appears to be based on periodic step advancements. Additionally, it is unclear how compensation, reward,

and incentive programs are linked to student and stakeholder focus. Without this linkage it may be difficult for RCTC to achieve its key performance goals of effective and efficient operational systems and a dedicated high-performing workforce to accomplish high-academic achievement.

- Although position descriptions and responsibilities are reviewed when hiring decisions are made, a process to identify characteristics and skills needed by potential faculty and staff is not evident. Nor is it not clear how RCTC retains faculty and staff, other than compensation and employee benefits negotiated in union contracts.
- RCTC is in the beginning stage of developing a succession planning process that will result in a program for emerging leaders. However, with the limited information provided, it is unclear that this new process will provide the systematic, coordinated, and balanced approach necessary to support levels of performance consistent with RCTC's vision, mission, and core values.
- The process used to ensure that all career and technical faculty are licensed and certified by the appropriate accrediting bodies is unclear. Without a systematic process, RCTC may not be in full compliance at all times.

5.2 Faculty and Staff Learning and Motivation

STRENGTHS

- Faculty and staff education and training efforts, including development day programs, visits by Baldrige Award recipients, and presentations by local law enforcement, address legal, regulatory, accreditation, health/wellness, and safety issues. Continuing skills upgrades are being explored to support the faculty and staff's individual development plans, for example, RCTC is working with Educational Technology Services in the area of educational technology to support the growing demand for online courses. These activities are used to support RCTC's strategic goals to enhance technology infrastructure and to assess student learning and instructional effectiveness.
- A variety of methods are used to deliver education and training to faculty and staff. Both informal and formal methods, including face-to-face, satellite-based, and lab-based options, are available to meet ongoing needs of faculty and staff.
- Faculty and staff are motivated to develop and utilize their full potential through tuition benefits, sabbatical leave, internships, workshops, conferences, courses, and college sponsored activities. Senior leaders established a process for approving professional growth activities to support faculty and staff development; the college president and the Shared Governance Council determine the eligibility and established a process for funding these activities. Additionally, they created the position of Active Learning Advocate to facilitate the training.

OPPORTUNITIES FOR IMPROVEMENT

- Numerous efforts have been established to train and develop faculty and staff; however they are not included in the goals listed in the RCTC Strategic Matrix (Figure 2.1-4). Therefore, it is unclear how RCTC strategically and systematically determines the faculty and staff education training that will contribute to the achievement of action plans; address key needs associated with organizational performance measurement and performance improvement; balance short- and longer-term organizational goals with faculty and staff needs for development, learning, and career progression; address key organizational needs associated with orientation, diversity, ethical practices, and leadership development; and address faculty and staff, workplace, and environmental safety.
- Although input from faculty and staff is solicited with surveys that evaluate training and request suggestions for training topics, it is not clear what process is used to incorporate this input into training sessions. There is little evidence that the data are aggregated, analyzed, and used to improve training activities. Without this aggregation, analysis, and evaluation, RCTC may miss improvement opportunities that ultimately affect student learning outcomes.

- The faculty and staff professional development plans are designed to acquire and reinforce new knowledge and skills on the jobs. However, it is not clear that a systematic method is available to ensure new knowledge is being disseminated and fully deployed, which might make it difficult for RCTC to fulfill its mission of being a world-class provider.
- The effectiveness of education and training as determined by faculty and staff satisfaction levels does not appear to consider individual and organizational performance. Without this consideration, RCTC may have difficulty achieving its desired impact on performance from its training and education initiatives.

5.3 Faculty and Staff Well-Being and Satisfaction

STRENGTHS

- RCTC addresses workplace health through the six dimensions of wellness that are part of the Employee Wellness program (Figure 5.3-1) and is beginning to focus on ergonomics with measures to be initiated in the 2004-2005 school year.
- RCTC's efforts to ensure a safe workplace are evidenced by the establishment of a crisis management plan and personnel to support the plan. The state system's permanent safety director and staff members are available, and an on-campus safety coordinator and student security officers support the plan to make certain it is a safe site for all.
- Key workplace factors affecting faculty and staff well-being, satisfaction, and motivation are acquired through formal surveys. Additional information is available through the shared governance process. The surveys measure both importance and satisfaction to prioritize improvement efforts that exhibit the largest gap.
- A full array of benefits is available to faculty and staff as negotiated in collective bargaining process. Benefits available to each employee depend on his/her bargaining unit and employment status and include standard and optional benefits (Figure 5.3-2).
- The Campus Quality Survey instrument determines levels of faculty and staff satisfaction. Findings from the survey are linked to the strategic plan, improvement plans, and key performance indicators for improving the work environment and climate.

OPPORTUNITIES FOR IMPROVEMENT

- While a safe, healthy, and supportive environment is a key workplace requirement for faculty and staff (Figure 5.3-1), it is unclear how RCTC improves workplace safety and security and if it involves faculty and staff in the improvement process. Measures or targets are not provided for key workplace factors, nor is there any segmentation to denote the significant differences in workplace factors and measures or targets for various faculty, staff, and work groups. The lack of organization-specific measures and targets for these workplace issues may affect RCTC's ability to create and maintain the culture it seeks.
- Although RCTC has a crisis management plan, it is unclear how the faculty, staff, students, and stakeholders are informed of the plan and the actions they need to take in the event of an emergency or disaster. It is also unclear how RCTC ensures organizational continuity for faculty, staff, students, and stakeholders during emergencies or disasters. This lack of information and plan for continuity may affect RCTC's ability to maintain services in the event of an emergency or disaster.

- Formal surveys and the shared governance process determine key factors that affect staff and faculty well-being, satisfaction, and motivation; however, it is unclear how the data are segmented by the five key workplace requirements to address the needs of RCTC's diverse workforce (Figure 5.3-1). Without segmentation, RCTC may be limited in its ability to understand the key factors affecting faculty and staff well-being, satisfaction, and motivation.
- It appears that RCTC uses only one indicator—the Campus Quality Survey (CQS)—to determine well-being, satisfaction, and motivation. Other indicators, such as retention, absenteeism, grievances, or productivity, are not evident. Further, it is not clear how indicators are determined for the various categories and types of faculty and staff members. Thus, RCTC may have difficulty assessing the well-being, satisfaction, and motivation of its diverse workforce.

Category 6 Process Management

Your score in this Criteria Category is in the 30–45 percentage range. (Please refer to Figure 5, “Scoring Guidelines.”)

6.1 Learning-Centered Processes

STRENGTHS

- RCTC’s Technology Enhanced Learning Environments Project, TELEPro, has upgraded student learning tools and access to technology throughout the campus. Further, the project has led to enrollment growth in Internet-based programs, thereby, increasing educational offerings.
- RCTC has designed educational “pathways” between the university center partners which provide sequenced sets of courses for preparation and transfer to the four-year universities. Also, transfers are possible to other state universities if general educational requirements are met. This process supports RCTC’s strategic challenge to maximize stakeholder success and satisfaction and cultivate strategic partnerships.
- RCTC has incorporated new technology in the form of eLumen Achievement, a software package that facilitates delivery of data quantifying educational results and student learning outcomes. This software can aggregate and segment data to facilitate meaningful analysis.

OPPORTUNITIES FOR IMPROVEMENT

- While RCTC identifies key learner processes as those that derive from the college’s mission, vision, values, and design criteria, it is not clear how the KPIs and core measurements in Figure 6.1-1 align with these elements. For example, it is not clear how RCTC ensures accessibility and affordability (Mission) using the processes, KPIs, and core measurements shown.
- It is not clear what methodology is used to determine key learning-centered processes. While RCTC identifies learning centered processes (Figures 6.1-1), it does not describe a systematic process for their determination. Nor does it describe how these processes address student educational, developmental, and well-being needs and also maximize students’ success.
- It is not clear how RCTC determines its key learning-centered process requirements, incorporating input from students, faculty, staff, stakeholders, suppliers, and partners. Additionally, it is not clear how RCTC ensures that faculty and staff are properly prepared to deliver these processes, or how RCTC anticipates and prepares for individual differences in student learning rates and styles.

- RCTC describes three processes for improving programs and offerings—curriculum review, Assessment of Student Learning (ASL), and Program Review. However, it is not clear what systematic process is used to identify needs, assign ownership for improvement, identify and implement new approaches, measure results, and disseminate results.
- It is not clear how RCTC uses information about the eleven identified student segments to engage all students in active learning. Additionally, it is not clear how RCTC anticipates and prepares for individual differences in student learning rates and styles.
- While RCTC includes core measures for its learning-centered processes (Figure 6.1-1), the measures shown appear to be end-of process (lagging). It is not clear what in-process measures, if any, are used in the day-to-day management of these processes.
- It is not clear how process improvements are communicated and shared across RCTC. Without a systematic process to accomplish sharing of improvements and best practices, it is unclear how RCTC can become a learning-centered organization.

6.2 Support Processes

STRENGTHS

- RCTC's key support processes (Figure 6.2-1) are defined by the SLS (Figure 5.1-1) and the organizational Leadership/Shared Governance System (Figure 1.1-1). They have been designed to enhance RCTC's key learner-centered processes (Figure 6.1-1).
- Increasingly, RCTC is incorporating technology into its support processes by providing additional online services.
- The college improves its support processes (Figure 6.2-2) through a variety of mechanisms, including tracking identified measures associated with the support process maps and using the Plan-Do-Assessment-Implement (PDAI) process for improvement and to drive innovation. Additionally, support process teams meet regularly.

OPPORTUNITIES FOR IMPROVEMENT

- While RCTC includes key support processes (Figure 6.2-1) and their KPIs and core measures (Figure 6.2-1 and 6.2-2), no process requirements are identified. Without understanding the requirement(s) that key support processes are intended to meet, it is not clear how these processes can be effectively designed, implemented, and continuously improved.
- It is unclear if the college has a systematic approach for the design of its support processes that incorporate input from faculty, staff, student, stakeholder, supplier, and partner requirements. Additionally, it is unclear how cycle time, productivity, cost control, and other efficiency and effectiveness factors are incorporated into the design of support processes. The lack of a systematic approach for designing support processes may result in key processes that are not aligned with stakeholder requirements or are not designed for efficient and effective performance.
- Although core measures have been established for key support processes, it is not clear how the day-to-day operation of these processes ensures meeting process requirements. Additionally, it is not clear how in-process measures are used in managing these processes.
- RCTC does not include an approach to minimize overall costs associated with inspections, tests, and process or performance audits of support processes. Additionally, no approach is described to prevent errors and rework.
- RCTC uses a PDAI approach to overall process improvement; however it is unclear how PDAI is used specifically to identify, prioritize, and guide implementation of improvements to key support processes.

Category 7 Organizational Performance Results

Your score in this Criteria Category is in the 10–25 percentage range. (Please refer to Figure 5, “Scoring Guidelines.”)

7.1 Student Learning Results

STRENGTHS

- The pass rates on various licensure and certification exams are trending upwards and many are at 100 percent pass rates (Figure 7.1-1). For example, the passing rates on the Mayo-sponsored medical secretary training program have improved to 100 percent (Figure 7.1-2). RCTC has achieved sustained improvement in overall graduation rates for the period 2000 through 2003 (Figure 7.1-5). In addition, Fall to Spring Retention Rate (Figure 7.1-7) reflects improvement from 69.9 percent in 2000 to 73 percent in 2004.
- Results from Active and Collaborative Learning (Figure 7.1-9) reflect positive improvement with 39.1 percent in 2002 to 52.3 percent in 2003. The results surpass both the national average and the medium school average. These results are a favorable indication of the college’s progress toward its vision of being the preferred college of choice.

OPPORTUNITIES FOR IMPROVEMENT

- Placement rates and related employment rates (Figure 7.1-3) are variable and are currently trending downward. Continuing education and transfer data show a downward trend in the percent of students in school one year after graduation from the junior college (Figure 7.1-4). Since 1999, the rate has dropped from 36 percent to 21.7 percent, which represents a 14.3 percent decrease in continuing education participants in possible university center institutions. Additionally, the Academic Challenge Benchmark (Figure 7.1-8) reflects a 6.5 percent decline from 2002 to 2003.
- RCTC does not include comparative data for student results depicted in Figures 7.1-1 through 7.1-7. Additionally, no segmentation by student segment is included for Figures 7.1-3 through 7.1-7 or Active and Collaborative Learning (Figure 7.1-9). Without comparative levels and segmented data, it is not clear how RCTC fully leverages results information to address the learning needs and requirements of its diverse student population.
- RCTC does not include results that correlate its education and design delivery with student learning. Without a comprehensive understanding of this relationship, it is not clear how RCTC can effectively design and implement new offerings or modify existing offerings to achieve the desired student learning outcomes.

7.2 Student- and Stakeholder-Focused Results

STRENGTHS

- Custom Training Workforce Learner Satisfaction (Figure 7.2-8) and Custom Training Client Satisfaction (Figure 7.2-9) reflect performance levels in the 95-100 percent range, up from the 1998 levels. These results provide evidence of satisfaction by client organizations with customized training programs.
- Results reflect positive growth in Positive Word of Mouth (Figure 7.2-11) from 87 percent in 2002 to 90 percent in 2004 and in Student-Faculty Interaction (Figure 7.2-12) from 39.7 percent in 2002 to 52.1 percent in 2003, which surpasses both the national average and the medium schools average.

OPPORTUNITIES FOR IMPROVEMENT

- Several results measures indicate negative or flat trends. For example, student satisfaction, perceived value, and relationship building (Figures 7.2-1–7.2-3 and 7.2-5) show a negative or flat trend, results for alumni satisfaction show a downward trend (Figures 7.2-6 and 7.2-7); and results for Student Centeredness, Campus Climate, and Concern for the Individual (Figures 7.2-14–7.2-16) have declined steadily from 2000 to 2003, with the shortfall between RCTC and the national norm widening in all three instances.
- For the nine measures of student satisfaction and relationship building that are compared to the national norm or average (Figures 7.2-1–7.2-3, 7.2-5, 7.2-11, 7.2-12, and 7.2-14–7.2-16), eight of the measures are below the national norm comparative level. Since the comparison is to an average result, rather than a benchmark or best-in-class institutions' results, RCTC may not have a clear understanding of its performance levels required to be world-class.
- RCTC does not present satisfaction data segmented by the student segments that are identified in Category 3. Nor does it provide satisfaction data segmented by delivery methods, as identified in the Organizational Profile. Without segmented data, RCTC may miss key trends or information that may help it to tailor its offerings to meet the varying learning needs of its diverse student groups and their needs for alternative delivery methods.
- RCTC does not include comparative data for many of its student and stakeholder-focused results, including Figures 7.2-4, 7.2-6–7.2-10, 7.2-13, and 7.2-17. Additionally, no segmentation is included for alumni satisfaction results (Figures 7.2-6, 7.2-7, or 7.2-17). (RCTC indicates that segmented data is available onsite for all remaining figures in

Item 7.2). In the absence of comparative levels and segmented data, it is not clear how RCTC fully leverages results information to address student and stakeholder results in the area of satisfaction/dissatisfaction.

- It is unclear if RCTC is meeting the key customer requirements of its students (Figures 3.1-1 and 3.1-5) and stakeholders (Figure 3.1-2) as measures are not provided in Item 7.2.

7.3 Budgetary, Financial, and Market Results

STRENGTHS

- Enrollment, Allocation, and Tuition Trends (Figure 7.3-1) reflects steady growth in Full Year Equivalent (FYE), an indicator of enrollment, and tuition from 1999–2003. As a result of higher enrollments and tuition, RCTC has realized a net gain of 37 percent in total receipts from appropriations and tuition, in the face of a 9 percent reduction in per-student allocations during that period.
- Student enrollment is trending upward. Results for Full Year Equivalent Trends and Fall Headcount Trends (Figures 7.3-5 and 7.3-8, respectively). FYE has increased by 32 percent from 1998-2003, and Fall Enrollment has increased by 41 percent during the same period. Internet-Based FYE and Course Enrollments (Figures. 7.3-9 and 7.3-10) and Post Secondary Enrollment Options (Figure 7.3-11) reflect significant growth in recent years. Additionally, Top of Mind Awareness (Figure 7.3-12) reflects that in 2003, 71 percent of all residents aged 18–49 within a 30-mile radius of campus, stated that RCTC was the first to come to mind for higher education in the region.

OPPORTUNITIES FOR IMPROVEMENT

- RCTC indicates that it has one of the lowest per student appropriations per fiscal year; however, there are no comparative data for like institutions. Furthermore, RCTC's percent of allocated funds spent on instruction decreased in FY04 as compared to FY03 (Figure 7.3-4), but no comparative data are provided. In the absence of comparative levels and segmented data, it is not clear how RCTC fully leverages results information to address budgetary, financial, and market performance levels.
- The Fund Balance as a Percent of Revenue has decreased from 4.0 percent in 2001 and 2002 to 3.0 percent in 2003 (Figure 7.3-2). Additionally, RCTC's percent of allocated funds spent on instruction decreased in FY04 as compared to FY03 (Figure 7.3-4).
- RCTC does not include any results for expenses or cost containment/efficiency management. Given the reduced per-student state allocation and the current reduced fund balance, it is not clear how RCTC can achieve and maintain financial strength without effective data in these areas.
- RCTC identified a strategic challenge of aligning financial resources with focused priorities (P.2b); identified a fiscal year 2004–2005 goals of enhancing facilities, engaging internal and external partners and assessing institutional effectiveness; and identified budgetary, financial, and market share core measures under the KPIs of access

and opportunity, economic development and community impact and resources management (Figure 2.1-4). However, there are no measures to indicate the results of these strategic efforts.

- While RCTC includes Top of Mind Awareness results (Figure 7.3-12) for the geographic market surrounding the campus, no analogous measures are included for RCTC's current and potential e-learning markets. Given that e-learning and its potential markets are not geographically constrained, it is not clear how RCTC maintains awareness of its current market position or effectively plans market growth in the e-learning arena.
- RCTC presents tuition and fund balance data (Figures 7.3-1–7.3-3) and the expenditure of allocated funds on direct instruction (Figure 7.3-4). However, there are no measures to indicate cost containment and no additional current levels and trends of financial performance, such as instructional and general administration expenditures per student, expenses, program expenses as a percentage of the budget, budget increases and decreases, resources redirected to education from other areas, annual grants and awards, research budget, public service budget, such as reserves, endowments, scholarship growth, fee levels, and cost per academic credit.

7.4 Faculty and Staff Results

STRENGTHS

- Results for faculty and staff satisfaction have improved from 3.25 in 2000 to 3.87 in 2003 (Figure 7.4-1). Employee training and recognition has improved from 3.05 in 2000 to 3.30 in 2003 (Figure 7.4-4). Quality and Productivity Improvement Results (Figure 7.4-5) and Quality Assurance (Figure 7.4-6) are trending upwards. Strategic quality planning has improved from 3.12 in 2000 to 3.52 in 2003 (Figure 7.4-7). Top management and leadership support has improved from 3.18 in 2000 to 3.30 in 2003 (Figure 7.4-8). These improvements reflect positive trends in core measures that link to the strategic plan, continuous improvement, and accreditation.
- The customer focus benchmark has increased from 3.27 in 2000 to 3.49 in 2003 (Figure 7.4-9). Employee empowerment and teamwork have improved from 3.13 in 2000 to 3.30 in 2003 (Figure 7.4-10). Measurement and analysis have increased from 3.07 in 2000 to 3.33 in 2002 (Figure 7.4-11). These results demonstrate improvement in key performance areas of student and stakeholder satisfaction, human resources, and data integrity.
- Results for Staff Development Day program ratings have improved from 62 in February 2003 to 85 in March 2004 (Figure 7.4-12). This improvement links to the key performance indicator of Human Resources and the core measures from the Campus Quality Survey Benchmarks.

OPPORTUNITIES FOR IMPROVEMENT

- Comparisons of measures of work system performance and effectiveness are between RCTC and the national norm rather than a comparison between RCTC and a benchmark institution. Without benchmark comparisons, RCTC may not be able to determine the levels of performance required to achieve its mission of being a world-class institution.
- Overall staff satisfaction has increased since 2003 (Figure 7.4-1), but segmentation of data are not presented, making it unclear which key measures or indicators are used to determine satisfaction and well-being. Also, data related to recommending RCTC as a workplace (Figure 7.4-2) have only one measure and no comparative data. There are no results reported for measures of work system performance or effectiveness. Without benchmarks and/or comparisons, RCTC may not be able to determine the levels of performance required to achieve its mission of being a world-class institution.
- Although RCTC has indicated that segmented data is available for 13 of the 14 faculty and staff results (Figures 7.4-1–7.4-11, 7.4-13 and 7.4-14), it is unclear what key faculty and staff segments have been identified, how the data are segmented, and if the other measures have segmented data. Although quality and productivity, quality and assurance,

and strategic quality planning results (Figures 7.4-5–7.4-7) show positive trends, the data are not segmented. Trends for employee training and recognition have remained mostly flat since 2000 (Figure 7.4-4) and well below the target. Also, no segmented data are provided, making it unclear what means and methods are used to train and develop employees, as well as recognize achievements or how these activities are measured.

- Results for the staff's overall impression of institutional quality (Figure 7.4-3) have remained basically flat since 2000. Also, data are not segmented, making it unclear how RCTC can fully assess performance in satisfaction, dissatisfaction, and well-being.

7.5 Organizational Effectiveness Results

STRENGTHS

- RCTC's results of an Instructional Cost Study includes 21 sample educational programs and disciplines along with their relative state ranking in cost efficiency and effectiveness (Figure 7.5-1). All examples shown rank in the top three in the state, with eight holding the top rank statewide. This accomplishment helps RCTC to address the success factors of course and program variety, overall value, and credit transferability.
- Satisfaction with computer labs increased 5 percent from 2002 to 2003 and exceeded the national satisfaction norm by 9 percent in 2003 (Figure 7.5-12).
- Student diversity representation levels have steadily increased from 2001 through 2004, and currently exceed that of Olmsted County (Figure 7.5-20).

OPPORTUNITIES FOR IMPROVEMENT

- Although the results of the Instructional Cost Study includes 21 sample educational programs and disciplines, along with their relative state ranking in cost efficiency and effectiveness, no data are included for the remaining 34 educational programs and disciplines offered by RCTC.
- Seats sold, a measure of efficiency for RCTC, has trended flat at 74 percent in 2001 and 77 percent in 2004 (Figure 7.5-3). This may hinder RCTC's achievement of its mission to provide accessible and affordable quality educational opportunities in a time of decreasing financial resources and may impede RCTC's efforts to meet the needs of the community.
- Instructional effectiveness (Figure 7.5-2), Academic Advising and Counseling (Figure 7.5-5), Campus Support Services (Figure 7.5-6), Admissions and Financial Aid (Figure 7.5-8), Academic Services (Figure 7.5-14), and Responsiveness to Diverse Populations (Figure 7.5-20) all reflect declining levels of satisfaction from 2000 to 2003. Over that same period, all five indicators have either fallen below or experienced an increasing shortfall when compared to the national norm.
- Results from the campus crime statistics (Figure 7.5-22) and safety and security responses from the student satisfaction inventory (Figure 7.5-23) reveal increasing incidences of crime and results below performance targets and the national norm. These results reflect upon RCTC's ability to provide a safe educational climate for students and other stakeholders.

- RCTC has included approximately 60 percent of the Key Process result items identified in Figure 6.2-1 and identified the remaining 40 percent as available at site. Additionally, segmented data, while not included, is available onsite for most figures in 7.5. In the absence of these additional results and segmentation of the results included, it is unclear how RCTC fully leverages results information to address organizational effectiveness performance issues.
- RCTC does not include any process results in the area of productivity, cycle time, or efficiency. Without measures in this area, it is unclear how RCTC can effectively address organizational effectiveness performance issues.

7.6 Governance and Social Responsibility Results

STRENGTHS

- RCTC's recent audit, conducted by an external auditor on behalf of the Board of Trustees, resulted in a clean audit opinion with no material weaknesses.
- RCTC has received no OSHA findings for the past three years.

OPPORTUNITIES FOR IMPROVEMENT

- Data on many key governance measures, such as ethical behavior, legal and regulatory compliance, and organizational citizenship, are not provided. Without these measures, RCTC may have difficulty fulfilling its missions and vision and establishing itself as the center of learning for the community.
- Although RCTC states that the college received a clean financial audit in 2004, there are no results data, key measures, or indicators provided for this determination. Given the results provided in Item 7.3-2, Budgetary, Financial, and Market Results, absence of this measure represents a gap.
- Although RCTC states that there have been no OSHA findings for the last three years, results for key measures or indicators with segmented data are not provided.