

Preparing to read your feedback report . . .

Your feedback report contains Baldrige Examiners' observations that are based on their understanding of your organization. They have provided comments on your organization's strengths and opportunities for improvement relative to the Education Criteria for Performance Excellence. The feedback is nonprescriptive. It will tell you where Examiners think you have strengths to celebrate and where they think improvement opportunities exist. The feedback will not say specifically how you should address these opportunities. The specifics will depend on what you decide is most important to your organization.

Applicant organizations read and use feedback comments (both strengths and opportunities for improvement) in different ways. We've gathered some tips and practices from prior applicants for you to consider:

- Take a deep breath and approach your Baldrige feedback with an open mind. You applied to get the feedback. Read it, take time to digest it, and read it again.
- Celebrate your strengths. You have worked hard and should congratulate yourselves.
- Use your strength comments to understand what the Examiners observed you do well and build upon them. Continue to evaluate and improve the things you do well.
- You know your organization better than the Examiners know it. There might be relevant information that was not communicated to them or that they did not fully understand. Therefore, not all of their comments may be equally accurate.
- Although we strive for “perfection,” we do not achieve it in every comment. If Examiners have misread your application or misunderstood your organization on a particular point, don't discount the whole feedback report. Consider the other comments and focus on the most important ones.
- Prioritize your opportunities for improvement. You can't do everything all at once. Think about what's most important for your organization at this time and decide which things to work on first.
- You may decide to address all, some, or none of the opportunities in a particular Item. It depends on how important you think that Item or comment is to your organization.
- Use the feedback as input to your strategic planning process. Focus on the strengths and opportunities for improvement that have an impact on your strategic goals and objectives.

KEY THEMES

Rochester Community and Technical College (RCTC) scored in band 3 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, “2005 Scoring Band Descriptors.”

An organization in band 3 typically 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.

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

- RCTC’s planning activities provide focus for senior leadership by linking the Strategic Planning Process (SPP), which guides long-term planning, to the Integrated Planning Process (IPP), which guides short-term planning. A Strategic Planning Task Force, which includes 20 representatives from the faculty, staff and administration, key partners, students, and other stakeholders, is in place. The annual IPP is used to align self-assessment, continuous improvement planning, budgeting and resource allocations, and annual review and goal setting.
- RCTC uses a wide range of surveys directed at students, faculty and staff, and other stakeholders to determine satisfaction with its programs, services, and other offerings. Some surveys measure levels of satisfaction with RCTC based on an individual’s perception or experience. The difference between the perceived importance of an item and the individual’s satisfaction with RCTC’s performance with that same item may indicate a gap. Analysis of gaps allows RCTC to focus its improvement efforts on the most critical issues.
- RCTC clearly demonstrates a focus on continuous improvement through its recent implementation of a number of new initiatives, including cabinet-level dashboards, movement to electronic surveys to increase response rates, expansion of 360-degree assessments to include all non-faculty bargaining units, and creation of a new leadership development program. In addition, senior leaders create an environment for organizational learning through RCTC’s participation in numerous quality award programs. Learning from this participation and involvement has translated into a series of systems and processes, including the Organizational Leadership and Shared Governance System, Student Learning Systems (SLS), IPP and SPP, and diverse communication

systems. These new initiatives may provide RCTC with the ability to effectively identify and track significant areas of importance for the organization and potentially contribute to its strategic goals and directions.

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

- RCTC lacks systematic processes in a number of key areas, including succession planning, community involvement, promotion of ethical behavior, the building of relationships with stakeholders, determination of key student and stakeholder requirements, reinforcement of knowledge and skills, and retention of organizational knowledge. Without systematic approaches in these areas, it may be difficult for RCTC to ensure the effectiveness of its ongoing improvement and organizational learning efforts.
- Although RCTC has identified four strategic challenges (i.e., demonstration of accountability, funding and resource allocation, a focus on what's our niche, and community understanding of RCTC), it is not evident that its SPP effectively addresses all four of these challenges. In addition, it is not apparent how the SPP considers all of the factors that determine RCTC's success (i.e., location, course and program variety, overall value, credit transferability, and access to technology) in developing its strategy. Without addressing these areas, it may be difficult for RCTC to ensure the SPP is effective in preparing the College for the future, as well as achieving its vision of becoming the "gateway to world class learning."
- Although RCTC has identified requirements for its various stakeholder groups, including students, business and industry, non-enrolling customers, partners, and the community, as a component of its design documents, it is not clear how these requirements are incorporated into goals, strategies, and performance indicators. In addition, it is not clear how the College obtains review or input from two of its key stakeholders, the Minnesota State Colleges and Universities Board of Trustees and the Office of the Chancellor, to ensure its objectives fully align with those of the state system.
- Although faculty and staff work systems, learning and motivation, and well-being and satisfaction are addressed, it is not evident that RCTC has established an effective process for managing work and jobs to promote cooperation, initiative, empowerment, and innovation, as well as an organizational culture to achieve organizational agility and keep current with education service needs. It is not evident that that feedback from faculty and staff is systematically collected and analyzed to ensure organizational improvements and effective professional learning, training, and knowledge sharing opportunities. Approximately 65% of RCTC's workforce is either part-time or adjunct faculty, but it is not clear that there are systematic processes in place to facilitate their learning or career development. In addition, approximately 50% of all current employees will reach retirement age in the next decade, whereby, a significant part of the expertise and institutional knowledge that currently exist may potentially leave.

c. 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:

- Results show RCTC is having some success in developing new markets to serve, and it is making progress in achieving its vision of “being a universal gateway to world-class learning opportunities.” Several indicators of market performance show positive trends. For example, overall enrollment increased from 3,039 in 1998 to 4,223 in 2004. Internet-based enrollment increased from 134 in 2001 to 307 in 2005 and currently accounts for 5% of the College’s total enrollment. Post-secondary enrollment option students increased from 453 in 2001 to 540 in 2005.
- RCTC provides few or no results in many areas of importance to the College. Examples of missing results include supporting measures for formative and summative learning, student learning, the core requirements of students and stakeholders, several factors in the Student Satisfaction Inventory (SSI), most survey of stakeholder results, cost-containment performance, faculty and staff learning and development, well-being and dissatisfaction, accomplishment of strategy and action plans, and ethical behavior.
- Although RCTC is involved with a number of organizations—the Continuous Quality Improvement Network (CQIN), Integrated Post-secondary Education Data System (IPEDS), Academic Quality Improvement Process (AQIP), and Executive Peer Tool—that provides access to a wide variety of comparative data, databases, and performance measures, comparisons are not provided for many results areas. These include results for student learning, budgetary and financial performance, allocation and tuition, enrollment (general and Internet), market segments, faculty and staff, and leadership and social responsibility. Without these results, it may be difficult for RCTC to respond proactively to performance shortfalls or improvement opportunities.
- RCTC’s performance lags the national average benchmark in the SSI from 2000 through 2004 for most results presented. These include responses to “overall satisfaction,” “would enroll again,” “expectations met,” “service excellence,” “student centeredness,” “campus climate,” “concern for the individual,” “instructional effectiveness,” “academic advising/counseling,” “experience intellectual growth,” and “responsiveness to diverse populations.”
- Although RCTC has identified 13 student segments, 5 employee segments, and segments of other key stakeholders (e.g., partners, suppliers, alumni, business, community), along with their respective requirements and expectations, many results are not segmented to indicate relative current performance or trends. Examples include student learning by student market segment, faculty and staff by work group, learner-centered process results

by student segment, and support processes by service offering. Without segmented results data, it may be difficult for RCTC to effectively determine whether it is adequately addressing the needs of its diverse workforce, student segments, and other key stakeholder groups.

DETAILS OF STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

Category 1 Leadership

Your score in this Criteria Category is in the 50–65 percentage range. (Please refer to Figure 5, “Scoring Guidelines.”)

1.1 Senior Leadership

STRENGTHS

- RCTC has established signature statements composed of its vision, mission, values, Design Criteria, and statement of desired culture (Figure P.1-2). Senior leaders set and deploy strategic directions and goals through the Performance Improvement System (Figure P.2-2), which includes an Organizational Leadership and Shared Governance System (Figure 1.1-1), Student Learning System (SLS, Figure 5.1-1), diverse communications mechanisms (Figure P.1-5), and the SPP and IPP (Figure 2.1-1). Senior leaders reinforce RCTC’s strategic directions, goals, and values through its IPP, which incorporates a Balanced Scorecard (BSC) approach to managing and tracking performance and is aligned with its signature statements.
- The College uses several approaches to foster legal and ethical behavior. It voluntarily participates in the state’s annual financial reporting and auditing process, as well as other auditing activities sponsored by legislative or regulatory agencies. The Minnesota State Colleges and Universities (MnSCU) has recognized RCTC for its fiscal management performance.
- RCTC creates an environment to foster organizational learning using a variety of approaches that include focused Staff Development Days. These days include topics aligned with RCTC’s strategic directions and goals and provide mandated and/or need-to-know information, team-building activities, and sharing sessions. Organizational learning is further fostered through the Center for Teaching and Learning (CTL) that provides sharing and educational opportunities.
- RCTC uses several methods to encourage two-way communication, including the Baldrige Banterings newsletter, signature cards, RCTC Forums, strategic planning documents, and presentations at staff meetings. The formation of an all-college Fiscal Committee provides a venue to gather input, receive recommendations, and assume accountability for fiscal matters, and the monthly Student Senate/Cabinet meetings provide a listening and talking post to share information, generate ideas, and make improvements that affect students.

OPPORTUNITIES FOR IMPROVEMENT

- Although RCTC's Performance Improvement System (Figure P.2-2) provides a means to set and deploy its vision, values, and strategic direction, it is not apparent how senior leaders' personal actions reflect a commitment to RCTC's values.
- Although RCTC uses a shared governance process and the IPP, it is not clear how these processes enable the College to create a sustainable organization and an environment for innovation and organizational agility. In addition, although a variety of learning opportunities are identified, it is not clear how and at what level senior leaders participate and contribute to RCTC's overall direction and creation of an environment for organizational and faculty and staff learning.
- It is not evident how senior leaders participate in succession planning and development of future leaders. This may be important considering that RCTC has a significant percentage of employees who will reach retirement age in the next 10 years.

1.2 Governance and Social Responsibilities

STRENGTHS

- RCTC has several approaches in place to protect stakeholder interests with regard to accreditation, legal issues, safety, risk management, and equity. The state Attorney General's office provides support for legal, operational, and safety issues, as well as assistance on legal matters. Risk management assessments are conducted, and RCTC has developed a Critical Incident and Response Plan as a contingency for emergencies.
- RCTC has established an annual 360-degree multi-rater process for all members of its Leadership Cabinet. The multi-raters include key customers, suppliers, partners, and other stakeholders. In addition, each cabinet member also submits an individual self-assessment that is shared and discussed with the President to identify areas of improvement and to agree on goals.
- RCTC has identified its compliance areas (Figure 1.2-1) as legal, ethical, and fiscal accountability; risk management; accreditation; and health and safety. Each area has key measures with associated targets identified, and RCTC's legal requirements are monitored and managed by the Office of the President. Each institution is assigned a liaison in the Attorney General's office to assist College leadership in operational, health, safety, and other legal matters, as well as with interpreting policy, procedures, and matters of state law.
- RCTC's faculty, staff, and students voluntarily participate in a variety of community and service organizations that serve targeted or underserved populations. In addition, many leaders and faculty and staff are members of local organizations and serve on local boards. The College provides educational, cultural, and recreational opportunities for youth, and it is a founding member and active participant in its community's Area Quality Council. This involvement strengthens local community services, community education, the environment, and practices of professional associations.

OPPORTUNITIES FOR IMPROVEMENT

- Although RCTC has identified a number of practices and involvement with Baldrige-like assessments and audits (AQIP, Construction-Occupancy-Prevention-Exposure [COPE], and the Attorney General's office), it is not clear that RCTC has a systematic process to address accountability for management's actions, fiscal accountability, transparency, and independence in internal and external audits.

- Although a 360-degree multi-rater system is in place for the Leadership Cabinet members, it is not clear how the performance of the President is evaluated. In addition, there is no evidence as to how RCTC evaluates the effectiveness of the various components of its Organizational Leadership and Shared Governance System (Figure 1.1-1).
- It is not evident that RCTC has a systematic process for determining the adverse impacts on society of its programs, offerings, services, and operations. Also, it is not clear how RCTC anticipates public concerns or risks for current or future services, programs, and offerings, as well as how it would prepare for these concerns in a proactive manner.
- Although RCTC faculty and staff are required to adhere to ethical obligations and a code of conduct established by state statute, it is not clear how the College proactively promotes and ensures ethical behavior in all interactions with students.
- Although RCTC has a mandate to broadly meet the diverse needs of its community and to serve as a resource to its community, and the College has identified a number of organizations that it plays an active role in supporting, it is not evident there is a systematic process in place to identify areas for involvement, so that appropriate resources may be allocated and applied.

Category 2 Strategic Planning

Your score in this Criteria Category is in the 50–65 percentage range. (Please refer to Figure 5, “Scoring Guidelines.”)

2.1 Strategy Development

STRENGTHS

- RCTC conducts its strategic planning through a Strategic Planning Task Force, which has refined RCTC’s second SPP by linking the SPP, which guides long-term planning, to the Integrated Planning Process (IPP), which guides short-term planning. The overall planning process has been shortened from 18 months to five months, and it has a more diverse representation among its participants, including faculty and staff, administration, students, and key community partners. The SPP has five key phases (Landscape Analysis, Signature Review, Organization Review and Program Analysis, Systems and Processes Assessment, and Identification of Strategic Directions and Key Performance Indicators [KPIs]), and it is conducted every 3–5 years. The IPP is conducted annually and has four phases (Annual Review and Goal-Setting, Self-Assessment, Continuous Improvement Planning, and Budgeting Resources Alignment).
- RCTC collects information pertaining to its strengths and opportunities through the Organization Review and Program Analysis Phase, which summarize and prioritize findings from previous accreditations and quality site visit feedback reports (Figures 4.1-2 and 4.2-3). In addition, feedback reports contribute to the Systems and Processes Assessment Phase, in which strengths and opportunities are derived from self-assessment activities and are integrated into improvement efforts of key systems and processes that create and add value for students and stakeholders.
- RCTC has identified 4 goals and 16 core institutional strategies that guide continuous improvement. The goals, strategies, and KPIs are identified in the Strategy Matrix (Figure 2.1-3), and the targets for core measures, including KPIs, are shown in Figure 2.2-3. Goals align and are reviewed annually in conjunction with system-level planning efforts, and goals and strategies are reviewed annually as part of RCTC’s IPP process.

OPPORTUNITIES FOR IMPROVEMENT

- Although a team from the College declared three projects as the “vital few” after attending the AQIP Strategy Forum in June 2003, it is not clear how these specific projects link to and drive the objectives set as part of the SPP conducted in November 2004. Also, it is not clear how the organization’s planning time horizons are set nor how the organization identifies potential blind spots.

- Although RCTC describes five phases (Landscape Analysis, Signature Review, Organization Review and Program Analysis, Systems and Processes Assessment, and Identification of Strategic Directions and Key Performance Indicators) in its SPP and collects information on a number of factors to support the SPP, it is not clear how these five phases address shifts in technology, student and community demographics, or competition. These factors appear to be of significance to RCTC, given its recent emphasis on developing distance-learning programs, the declining population of students in local high schools, and the expected opening of a competing school of business. In addition, it is not clear how RCTC addresses long-term sustainability or its ability to execute the strategic plan as part of its planning process.
- Although RCTC has identified its four strategic challenges, it is not clear how the strategic objectives address those challenges (Figure 2.1-3). Also, although RCTC has identified 4 goals and 16 core institutional strategies (Figure 2.1-3), it is not clear how RCTC ensures its strategic objectives balance short- and longer-term challenges and opportunities.

2.2 Strategy Deployment

STRENGTHS

- The IPP, which guides short-term planning, is the mechanism used to deploy RCTC's strategic plan. This process includes all programs and departments as part of the College's shared governance system. As part of the process, all non-academic departments complete an annual self-assessment based on the College's Design Criteria. All academic and non-academic departments and programs develop improvement plans, including KPIs, which are linked to one of the College's goals. These plans, in turn, drive a subsequent budgeting process.
- Key short- and longer-term action plans are shown in RCTC's Strategy Matrix (Figure 2.1-3). Key changes affecting programs and services include the demand for online courses, programs, and services. In addition, RCTC has heightened its strategic focus on assessment of institutional effectiveness, instructional effectiveness, and student learning, and it has developed a multidimensional approach to assessment (Figure 4.2-1).
- RCTC has identified human resources planning as one of its "vital few" projects, and current human resource initiatives include identifying the "right stuff" (skills and competencies future employees will need to possess), implementing process mapping and review, and identifying partnerships and collaborative ideas.
- RCTC has identified 34 core measures (Figure 2-2-3) and is in the early stages of developing these measures to ensure alignment and linkages to its eight KPIs and 16 core institutional strategies.
- Projections have been set for some of RCTC's core measures (Figure 2.2-3). Core measures for many targets are derived from the SSI and the Community College Survey of Student Engagement (CCSSE). RCTC will administer these surveys on an every-other-year cycle beginning in the 2005–2006 academic year.

OPPORTUNITIES FOR IMPROVEMENT

- It is not evident how the College and its various programs and departments ensure changes resulting from implementation of action plans can be sustained. Also, it is not evident how RCTC establishes and deploys modified action plans. Without systematic approaches to address changing circumstances, it may be difficult for RCTC to ensure continuous and lasting improvement and achieve its vision to be a universal gateway to world-class learning opportunities.

- Although RCTC has identified several key changes, such as online learning, e-services, and e-commerce, that may influence its programs, offerings, and services, it is not clear how these changes are systematically addressed as part of the 16 identified core institutional strategies (Figure 2.1-3) and linked strategies (Figure 2-2-3).
- While RCTC's five key human resource plan goals aligned to its fiscal year (FY) 2006 strategic plan are in the early stages of development (Figure 2.2-2) and RCTC's AQIP has identified human resource planning as important in addressing the expected retirement of a large percentage of faculty and staff, it is not evident that RCTC has identified specific plans to address these future staffing concerns. Without specific human resource action plans, it may be difficult for RCTC to effectively accomplish its longer-term objectives.
- While RCTC has provided 34 core measures and made projections for FY 2006–FY 2008 (Figure 2.2-3), it does not provide comparisons to the projected performance of its competitors or comparable organizations. Without comparing its performance to its competitors, comparable organizations, and benchmarks, it may be difficult for RCTC to gauge its progress toward realizing its vision of being a universal gateway to world-class learning opportunities.

Category 3 Student, Stakeholder, and Market Focus

Your score in this Criteria Category is in the 50–65 percentage range. (Please refer to Figure 5, “Scoring Guidelines.”)

3.1 Student, Stakeholder, and Market Knowledge

STRENGTHS

- RCTC has identified 13 student segments (Figure 3.1-1) and the core requirements for each segment. Student segments include high school graduates, employed learners, prior college learners, workforce learners, transfer learners, pre-college learners, life fulfillment learners, employers/organizational learners, young learners, reverse credential learners, developmental or under-prepared learners, and non-degree seeking learners. In addition, RCTC has identified the core requirements for its various stakeholder groups (Figure 3.1-5).
- RCTC conducts both internal and external assessments, including the CCSSE, SSI, and the Campus Quality Survey, to determine current and future needs and expectations of its key stakeholders. RCTC has established a Learner Life Cycle (LLC, Figure 3.1-4), which outlines key phases of the student’s experience at the College. The LLC has five stages (awareness, inquiry, application, enrollment, and advancement).
- RCTC keeps its listening and learning methods current by regularly reviewing its listening and learning approaches to improve participation rates, reduce intrusions related to survey administration, and enhance its utilization of technology. After survey administration, RCTC conducts discussions with its vendors and educational partners to improve its collection of data and information and to enable the sharing and establishing of best practices

OPPORTUNITIES FOR IMPROVEMENT

- Although RCTC has identified its 13 key customer segments (Figure 3.1-1), emerging markets for e-learning, niche programs, and certificate programs, it is not clear that the College uses a systematic approach to determine which segments to pursue for current and future educational programs, offerings, and services.
- Although RCTC’s market share of Rochester’s high school graduates is 25% and market share from the surrounding areas is 17%, it is not clear how the College pursues other students in these geographical areas for future educational programs and offerings. In addition, RCTC’s overall market share is projected to decrease by 6.6% over the next five years, but it is not evident that it is identifying and creating strategies to address this student population decrease.

- Although RCTC identifies a number of key listening and learning approaches (Figure 3.1-5), it is not clear how its determination methods vary for the College's 13 different student market segments (Figure 3.1-1) and other key stakeholder segments (Figure 3.1-3).

3.2 Student and Stakeholder Relationships and Satisfaction

STRENGTHS

- To attract and retain students, RCTC uses a series of activities and communication approaches (Figure 3.2-1) to build relationships, including e-mail, new customer relationship software (Recruitment Plus), Web landing pages, surveys, the Student Advising and Registration (STAR) sessions, and Student Success Days.
- RCTC uses a four-step Student Grievance Process (SGP) to manage student complaints. Students can file a written grievance and submit it to the supervisor of the employee for which there is a complaint. If no agreement is reached, the student may present the grievance to a Vice President, and if within five days no agreement is reached at this level, the student may present the grievance to the College President. If the grievance involves board policy or the actions of the RCTC President, a student may appeal to the Office of the Chancellor and the Board of Trustees.
- RCTC uses surveys (Figure 3.1-5) to determine various aspects of student and stakeholder satisfaction and dissatisfaction. These surveys include a knowledge and awareness study for community residents, survey of lost inquiries for student prospects not applying to the College, SSI, CCSSE, Campus Climate Survey for enrolled students, client satisfaction and participant satisfaction surveys for clients and workforce learners, and survey of stakeholders for graduates and key stakeholders. Several of the surveys ask participants to rate survey items as to their level of importance. They then rate their own level of satisfaction with RCTC's performance to provide a gap analysis for unmet needs (Figure 3.2-2).
- RCTC has access to comparative data, and many of RCTC's surveys provide comparative data at a national level and to similar-sized institutions. In addition, several surveys provide comparative data with targeted institutions. For example, the CCSSE compares RCTC to the aggregate national sample and to a subset of similar-sized institutions. RCTC is in the early stages of forming a CCSSE Minnesota Consortium, which provides state-level comparison data.

OPPORTUNITIES FOR IMPROVEMENT

- Although RCTC has identified approaches for building relationships to attract and retain students, it is not clear how the College builds relationships with its other key stakeholders, including business and industry, alumni, Board of Trustees, the Office of the Chancellor, and the advisory and advocacy groups.

- Although RCTC has identified several key access mechanisms for students and stakeholders, it is not evident the College has a systematic approach to determine student and stakeholder contact requirements for each mode of access for its 13 student segments and other stakeholders. Without a systematic approach, it may be difficult for RCTC to ensure the organization's relationship management approaches are effective.
- Although RCTC uses a four-step grievance process to manage students' formal complaints, it is not evident that the College has a process in place for capturing and responding to other stakeholder complaints. In addition, it is not evident how RCTC aggregates and analyzes complaints for use in improvement throughout the organization and by its partners.
- It is not clear how RCTC systematically follows up with students and other stakeholders to receive prompt and actionable feedback on its programs, services, and offerings.

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, Analysis, and Review of Organizational Performance

STRENGTHS

- RCTC selects data and information based on its eight KPIs and 34 core measures (Figures 2.1-3 and 2.2-3). RCTC is in the early stages of developing an organization-wide Balanced Scorecard (BSC) to track and link its performance to the organization’s strategic directions and goals. Currently, data and information on various measures are available to faculty, staff, and program leaders via the intranet.
- RCTC has access to comparative data and information through various memberships, including CQIN, AQIP, and the newly developed Integrated Post-secondary Education Data System (IPEDS) executive peer tool. RCTC has initiated discussions with existing aggregate data information coalitions (e.g., Noel-Levitz) and with other MnSCU institutions to create state-level benchmarks.
- RCTC has identified several performance review approaches (Figure 4.1-2). Senior leaders participate in many of these reviews, which are conducted on an on-going, periodic, or annual basis. KPIs and core measurement data are reviewed continuously at leadership and council meetings. Reviews are supported through various analyses, which include level and trend reviews, a gap analysis, and comparisons with other institutions or other comparative measures.
- RCTC has developed a “Dimensions of Assessment” model (Figure 4.2-1) that supports continuous improvement through diverse analyses and focuses on assessment of staff development; course outcomes; programs, department, and division reviews; landscape analysis; and institutional assessment. At the staff development level, assessments are completed after staff development events to determine effectiveness and satisfaction with topics and the overall day. Performance review findings and priorities for continuous improvement are communicated to the faculty through several different downward communications methods, such as a weekly column by the President, weekly market facts, data briefs of college research studies, and annual staff and faculty development days.

OPPORTUNITIES FOR IMPROVEMENT

- While RCTC selects data and information based on its eight KPIs and 34 core measures, it is not clear how the measures are used to support organizational decision making and innovation. Also, it is not clear how measures are used to track daily operations

and student learning. Without a systematic process to ensure it can fully utilize the performance information it collects, RCTC may miss key improvement and innovation opportunities.

- Although RCTC indicates it has access to a wide variety of comparative data and that data are selected based upon numerous criteria, it is not clear what criteria are used to select the various measures available from multiple sources.
- It is not clear that RCTC has a systematic process to keep its performance measurement systems current with education needs and directions. In addition, it is not clear how RCTC is sensitive to rapid or unexpected organizational or external changes.
- Although ten different review approaches, participants, and frequency of reviews are identified in Figure 4.1-2, it is not clear that RCTC has a process to systematically review organizational performance and capabilities, as well as its performance relative to competitors and comparable institutions. It is not clear how these various reviews create systematic and effective linkages to RCTC's strategic objectives and action plans to ensure it will be able to achieve its goals.

4.2 Information and Knowledge Management

STRENGTHS

- All faculty and staff can access data and information on RCTC's intranet site. Workstations are available for all faculty and staff members, allowing them access to the college Web sites and electronic publications. Faculty and staff also have access to the MnSCU Information Technology Services (ITS) Web site to generate standard and custom reports.
- RCTC has developed workstation standards, including network passwords, workstation security measures, daily back-ups and network maintenance, and file management protocols, to ensure its hardware and software systems are reliable and secure. RCTC's Help Desk provides faculty and staff with a support mechanism to report and fix errors, and an eight-step process has been established to assist staff and ensure responsiveness to problems. In addition, faculty and staff are surveyed each year in the Campus Quality Survey and asked to rate hardware and software user-friendliness.
- RCTC has adopted workstation and software standards for keeping the technology infrastructure current with educational service needs and directions. Common software packages are updated on cycles linked to software releases.
- RCTC uses a number of approaches to support the development and transfer of organizational knowledge among faculty and staff. These include Staff Development Day functions to promote skill development and sharing across the College; the CTL for faculty to come together for the purposes of attending educational workshops and sharing teaching and learning practices; "Fifth Tuesday" events for showcasing new ideas, technology, and best practices; and the University Center Rochester (UCR) Faculty Lecture Series, showcasing RCTC and UCR faculty research.

OPPORTUNITIES FOR IMPROVEMENT

- While RCTC indicates that needed data and information are available to faculty and staff via the intranet, it is not evident how RCTC makes data and information accessible to students, key stakeholders, and its partners. In addition, it is not clear how RCTC makes needed data and information available to faculty and staff outside of electronic means.
- Although several mechanisms, including network passwords, screen savers, and virus protection software, are in place to provide for safe and secure workstations for faculty and staff, RCTC does not appear to address its part-time and adjunct faculty who account for 44% of its workforce. In addition, it is not clear how RCTC addresses hardware and software reliability, security, and user-friendliness for its students and other stakeholders.

- It is not apparent that RCTC has a systematic process in place to ensure continued availability of software, hardware, data, and information, both in regular service and during emergencies.
- Although RCTC has identified a number of approaches to support development and transfer of organizational knowledge, it is not evident that the College has a systematic process to manage these various approaches or to effectively collect and transfer knowledge among both full-time and part-time faculty and staff. No information is provided regarding the process RCTC utilizes for transfer of relevant knowledge from and to students and stakeholders. Without a systematic process to manage organizational knowledge, it may be difficult for RCTC to effectively achieve its vision of “a universal gateway to world-class learning opportunities.”
- Although RCTC has established procedures to address accuracy, integrity, reliability, timeliness, and security, it is not clear how the organization fully ensures the confidentiality of its data, information, and organizational knowledge for all of its various data sources (electronic and paper).

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

- RCTC’s work system is organized around the SLS and nine key processes that interconnect and support teaching and learning (Figure 5.1-1). Each of RCTC’s key processes has a number of interconnected subprocesses.
- RCTC utilizes several approaches to achieve communication and skill sharing across programs and departments (Figure P.1-5). These include RCTC Forums, Echo and Stinger publications, e-mail, Internet-based kiosks, surveys, electronic message boards, and the College catalog and Web site. An example of a team that utilizes communication and skill sharing is the Student Development and Services Leadership Team, which includes supervisors representing each department within the division. The team meets monthly to share information and discuss topics important to the division, and the supervisors are expected to serve as links to facilitate further communication from campus leadership to faculty and staff.
- RCTC’s performance management system requires that all faculty and staff be evaluated on a regular basis. Faculty evaluation components (Figure 5.1-1) include class observations, syllabus review, student evaluations, and professional development plans. Administrators utilize a 360-degree multi-feedback mechanism for their reviews from 10–40 different customers, and support staff receives annual performance evaluations based on state policy and collective bargaining agreements. RCTC has multiple reward and recognition mechanisms, including a college-wide employee recognition task force, monetary merit awards, policies in place for the nomination and award process, individual or team awards, recognition of awards, and several non-monetary awards.
- RCTC uses a defined search process to recruit and hire potential faculty and staff. Search teams are established for most positions and include diverse representation from all college constituencies, including students, staff, partners, and the community. This initiative is part of the College’s strategic human resource planning process to help ensure the “right stuff” for new hire characteristics, and competencies support RCTC’s values and culture. In addition, RCTC has an active affirmative action task force with specific hiring goals and objectives established to help ensure the faculty and staff represent the diversity of the communities RCTC serves.

- RCTC implemented a new leadership development program, “Leadership RCTC,” in the fall of 2004 to develop emerging leaders at the College. RCTC also supports and participates in the “MnSCU Leadership Academy,” a system-wide effort started in 2004 as a comprehensive program for top leadership development at the President, Vice President, and Dean levels. Approximately 30 employees participated in these programs in the 2004-2005 academic year, and new supervisors regularly attend the “MnSCU Supervisory Core” training program.

OPPORTUNITIES FOR IMPROVEMENT

- Although RCTC’s work system is organized around the SLS, it is not clear how this system promotes cooperation, initiative, empowerment, innovation, and the organizational culture. In addition, it is not clear how the work system enables RCTC to achieve the agility to keep current with educational service needs and to achieve its action plans. Also, it is not evident how RCTC ensures the skill levels and experiences of its workforce are equitably distributed among the seven divisions and 70 credit-based programs.
- While RCTC has a performance review process for full-time faculty, it is not clear how the organization performance review processes contributes to the achievement of its action plans or how it supports a student and stakeholder focus.
- Although RCTC uses a defined search process that includes diverse representation from all college constituencies and uses multiple approaches to ensure greater sensitivity to diversity, it is not clear how the organization capitalizes on these approaches to ensure representation of the diverse ideas, cultures, and thinking of its hiring community.
- Although several leadership development programs have been initiated, it is not clear that RCTC has developed a systematic process for succession planning for key leadership positions in the organization. This may be particularly important given that approximately half of RCTC’s employees will reach retirement age in the next 10 years.

5.2 Faculty and Staff Learning and Motivation

STRENGTHS

- In support of its goal to “enhance learning through improved instruction, support services, technology, and facilities,” RCTC plans four Staff Development Days annually to address common training needs. Faculty and staff also develop plans to address individual needs, as well as areas of training and development that include educational technology and assessment of student learning.
- RCTC faculty and staff use electronic surveys to evaluate staff development and other training activities. These surveys also enable the faculty and staff the opportunity to provide input into future education and training needs they would like to see offered by the College. RCTC is in the early stages of deploying additional resources and projects for staff and faculty input into training and development.
- To help RCTC’s job- and career-related development and learning objectives, its faculty and administrators are given opportunities to take sabbatical leave and participate in business and industry internship experiences.

OPPORTUNITIES FOR IMPROVEMENT

- While RCTC has many training opportunities, it is not evident how the education, training, and development initiatives address needs associated with performance measurement and improvement, nor how these objectives balance short- and long-term organizational objectives. This may make it difficult for RCTC to demonstrate that its education, training, and development efforts are effective in fully supporting the College’s strategic objectives.
- It is not clear how RCTC incorporates its organizational learning and knowledge assets into its faculty and staff training and education.
- Although RCTC has individual development plans in place for full-time faculty, it is not evident that a systematic process is in place to ensure all faculty and staff are properly prepared to deliver its learning-centered processes of “teaching and learning” and “student development and services.” For example, part-time and adjunct faculty, who comprise approximately 65% of the teaching staff, are not required to have professional development plans (Figure 5.1-2).
- It is not evident that RCTC has a systematic approach to reinforce the use of new knowledge and skills on the job. Also, it is not evident that the College has systematic approaches in place to retain critical knowledge and skills for long-term organizational use. This may be important given that a significant percentage of faculty and staff will be eligible for retirement in the next ten years.

- While RCTC assesses faculty and staff satisfaction with training and development activities by administering surveys, it is not evident how the College evaluates the effectiveness of faculty and staff training initiatives, taking into account organizational performance. This may make it difficult for RCTC to ensure its training and development efforts contribute to high performance in support of its strategic objectives.

5.3 Faculty and Staff Well-Being and Satisfaction

STRENGTHS

- RCTC ensures workplace preparedness for disasters or emergencies through its crisis management plan. This plan details policies, procedures, and steps to be undertaken for crises and disasters covering a wide range of campus emergencies, including chemical/hazardous substance spills, civil protests, criminal or violent behavior, gas leaks, fire, flood, aircraft down on campus, death on campus, and weather emergencies. Eight student security officers from the Law Enforcement Program support a full-time Campus Security Coordinator, and a Facilities Committee also monitors health and safety issues.
- RCTC conducts an annual Campus Quality Survey to determine faculty and staff well-being, satisfaction, and motivation. The survey has been used since 2000 and is compared to several other external benchmarks.

OPPORTUNITIES FOR IMPROVEMENT

- Although RCTC has an Employee Wellness Program and has identified seven different wellness activities and a number of participants per event (Figure 5.3-1), it is not apparent how the Employee Wellness Program effectively addresses issues related to workplace safety and security to ensure faculty and staff well-being. Although RCTC has identified key workplace requirements of faculty and staff (Figure 5.3-2), no measures or targets are evident for these factors.
- Although RCTC has identified key factors that affect faculty and staff well-being, motivation, and satisfaction, it is not evident how it segments these factors for its diverse workforce to ensure it effectively addresses the various needs and requirements of all types and categories of employees.
- No information is provided to demonstrate how RCTC uses indicators, such as union grievances, absenteeism, and turnover rates, to assess and improve faculty and staff well-being, satisfaction, and motivation.
- Although RCTC provides anecdotal information about how it relates its assessment findings, it is not evident that the College has a systematic process in place to use its organizational performance results and outcomes to identify priorities for improving the work environment and faculty and staff support climate.

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 determines its learner-centered processes (Figure 6.1-1) through its mission, vision, values, and Design Criteria (Figure P.1-1). The key learner-centered processes are teaching, learning, and student development and services. Each process also includes defined subprocesses, KPIs, and related core measures.
- RCTC uses the SSI to obtain input from students on requirements for the learner-centered processes. Students are asked to rate the importance of various requirements and have identified ten student needs and expectations that are ranked in order of importance (Figure 3.1-6).
- In addition to identifying a series of KPIs and core measures for its learner-centered processes (Figure 6.1-1), RCTC identifies a number of related formative and summative measures, including graduation rates, job placement, pass rates on certifying exams, and retention rates.

OPPORTUNITIES FOR IMPROVEMENT

- While RCTC obtains input from students regarding requirements for key learner-centered processes, it is not evident how the College seeks and uses input from its faculty and staff, partners, and other stakeholders.
- RCTC does not describe how it anticipates and prepares for individual differences in rates of student learning or how it uses information on various student segments to engage all students in active learning. Without a systematic approach to address individual differences in student learning rates, it may be difficult for RCTC to ensure it is adequately meeting the specific needs of each of its 13 student segments.
- RCTC does not describe how it incorporates organizational knowledge and learning into the design of its learner-centered processes. In addition, no information is provided to indicate how RCTC’s learning-centered processes are implemented to ensure they meet all design requirements. Without information in these areas, it may be difficult for RCTC to ensure its learning-centered processes are achieving the desired performance for its educational programs, offerings, and services.

- Although RCTC identifies a series of in-process and formative and summative measures for its learner-centered processes, it is not apparent how these measures are used to manage its processes. In addition, it is not evident how input from students, faculty, staff, partners, and other stakeholders is used to manage the learner-centered processes effectively.

6.2 Support Processes and Operational Planning

STRENGTHS

- RCTC's key support processes are identified in Figure 6.2-1. The SLS (Figure 5.1-1) and Organizational Leadership and Shared Governance System (Figure 1.1-1) define these support processes and the organization of work by providing a focus on student learning. These support processes enhance the key learning-centered processes identified in Figure 6.1-1.
- RCTC incorporates the use of new technology and software into the Learner-Life Cycle (Figure 3.1-4). RCTC is increasing its online services to students and, in June 2004, launched Recruitment Plus (RP), which facilitates the receipt of electronic, Web-based requests for information and inquiries from prospective students, as well as applications for enrollment. In addition, a Degree Audit Record System (DARS) is available for students to audit and verify their progress towards degree completion, grades, transcripts, and class registration on-line.
- RCTC has identified the key performance measures for its support processes (Figure 6.2-1). Each area has unique measures directly linked to the processes they perform. Figure 6.2-2 provides some examples of how support processes have been further defined by work units.
- To improve its support processes to achieve better performance, RCTC uses several approaches, including process mapping, use of the Plan-Do-Check-Act (PDCA) cycle, and rapid response teams. RCTC support process teams meet regularly to discuss issues and concerns related to work performance and take action from these dialogues. Rapid response teams have been used in several areas to drive short- and longer-term improvements.

OPPORTUNITIES FOR IMPROVEMENT

- Although RCTC uses student ratings of importance to identify key support process requirements, these requirements have not been provided. In addition, RCTC does not indicate how, or if, input on support process requirements is sought or used from faculty, staff, partners, and stakeholders.
- By recently implementing several technology solutions to assist and enable student requests, applications, and the tracking of class completion, RCTC describes how it incorporates new technology and software into the Learner-Life Cycle; however, it does not describe how it designs its support processes to meet all key requirements. In addition, it is not evident how the College implements its support processes to ensure they meet all design requirements.

- While RCTC has identified key performance measures for its key support processes (Figure 6.2-1), these measures do not include in-process measures. In addition, it is not apparent how input from faculty, staff, partners, and other stakeholders is used to manage these processes.
- RCTC does not describe how it manages its support processes to minimize work errors and rework.
- Although RCTC has a formal annual budgeting process that includes a strategic contingency fund, it is not evident how the College assesses the financial risks associated with its current operations and new initiatives.

Category 7 Organizational Performance Results

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

7.1 Student Learning Results

STRENGTHS

- Pass Rates on Licensure and Certification Exams (Figure 7.1-1) for the Central Regional Dental Testing Service have been near or at 100% from 2000 through 2004.
- Total Student Awards (Figure 7.1-4), a measure of the total number of students graduating, have increased from 750 in 2000 to 1,111 in 2004.
- RCTC performed slightly higher than the Academic Challenge (Figure 7.1-8) national average benchmark in 2002, with a score of 56.9 for the College compared to 56.8 for other medium-sized community colleges in its sample, and, in 2003, RCTC received a score of 50.4 compared to a score of 49.9 for other medium-sized community colleges. This composite survey assesses the amount of assigned work, complexity of assignments, and standards used to evaluate performance.

OPPORTUNITIES FOR IMPROVEMENT

- Although RCTC identifies a number of formative and summative metrics related to the KPIs and core measures for its learner-centered processes (Figure 6.1-1), results are not presented for any of these supporting measures. Examples of measures not presented include graduation rates and grades by student segment.
- With the exception of Pass Rates on Licensure and Certification Exams (Figure 7.1-1), no results are provided to demonstrate current levels and trends for measures of actual student learning.
- Results presented in Item 7.1 are not segmented. This may make it difficult for RCTC to demonstrate the relative academic performance of its 13 student segments.
- Comparisons are not provided for the results presented in Item 7.1. Without comparisons, RCTC may have difficulty assessing its relative student learning performance.

7.2 Student- and Stakeholder-Focused Results

STRENGTHS

- Fall-to-Fall Retention Rates (Figure 7.1-5) have increased from 58.5% in the 2000–2001 academic year to 60.5% in the 2003–2004 academic year.
- RCTC’s score for Active and Collaborative Learning (Figure 7.1-9) in 2003 outperformed the national benchmark and the benchmark for medium-sized schools, with RCTC’s score of 52.3 compared to the national benchmark of 50 and medium-sized schools of 50.6.
- RCTC’s indicators of referral show some positive performance. For “would you recommend this college to a friend or family member” (Figure 7.2-10), RCTC has increased from 87% of the respondents in 2002 to 90% in 2003; and in the 2003 Survey of Stakeholders, 49% of the respondents indicated they “definitely would recommend RCTC to others” (Figure 7.2-16).

OPPORTUNITIES FOR IMPROVEMENT

- Although RCTC has identified the core requirements for its 13 student segments (Figures 3.1-1 and 3.1-6), results are not presented for the College’s performance for any of these factors. Without results, RCTC may have difficulty assessing how effectively it is meeting the identified requirements.
- Although RCTC has identified the core requirements of its stakeholder groups, results are not presented for the College’s performance for any of these factors. Without results, RCTC may have difficulty gauging its progress in meeting the requirements of its stakeholders.
- While RCTC conducts surveys to determine student satisfaction and performs gap analysis on key issues, current levels and trends are not reported for the SSI items listed in Figure 3.2-2. Without these results, RCTC may have difficulty assessing its performance and progress in factors related to student satisfaction.
- RCTC consistently has underperformed the national benchmark from 2001–2004 in reported indicators of student satisfaction in the SSI. Examples include (Overall) Student Satisfaction (Figure 7.2-1), Enroll Again (Figure 7.2-2), Experiences Met (Figure 7.2-3), Service Excellence Benchmark (Figure 7.2-4), Student Centeredness Benchmark (Figure 7.2-13), and SSI Concern for the Individual (Figure 7.2-15).

7.3 Budgetary, Financial, and Market Results

STRENGTHS

- After a reduction in allocation to higher education in Minnesota in 2003, RCTC was able to increase its fund balance to 5% in 2004 (Figure 7.3-2).
- RCTC increased its percent of allocated funds spent on direct instruction from 45.1% in 2001 to 50.0% in 2004. The 2004 level exceeds the state average of 46.8% (Figure 7.3-6).
- Several indicators of market performance show positive trends, indicating RCTC is having some success in developing new markets to serve. Overall enrollment increased from 3,039 in 1998 to 4,223 in 2004 (Figure 7.3-4). Internet-based enrollment increased from 134 in 2001 to 307 in 2005 and currently accounts for 5% of the College's total enrollment (Figure 7.3-7). Post-secondary-enrollment-option students increased from 453 in 2001 to 540 in 2005 (Figure 7.3-8).

OPPORTUNITIES FOR IMPROVEMENT

- Although RCTC has increased its tuition rates each year from 1999 to 2005, allocation per full year equivalent student has declined from \$3,628 to \$2,603 in the same period (Figure 7.3-1). No information is provided to demonstrate cost containment performance. Without this information, RCTC may have difficulty in determining whether it is achieving its mission to “provide accessible, affordable, quality learning opportunities to serve a diverse and growing community.”
- Although comparative information is available through the state's management reports' Web site, no budgetary or financial performance comparisons are presented. Without this information, RCTC may have difficulty assessing its relative performance with other state educational institutions and determining its overall financial and market success.
- Although RCTC has increasing enrollment growth in several segments, including Internet-Based Education Enrollments (Figure 7.3-7) and Post-Secondary-Enrollment (PSEO) Students (Figure 7.3-8), no comparison data are presented. Without comparisons, it may be difficult for RCTC to fully assess its increasing market share against its local competitors.

7.4 Faculty and Staff Results

STRENGTHS

- Several indirect measures of work system performance and effectiveness from the Campus Quality Survey demonstrate positive trends. Quality and productivity improvement show an increase from 2.96 in 2000 to 3.29 in 2004 (Figure 7.4-4). Quality assurance increased from 3.19 in 2000 to 3.52 in 2004 (Figure 7.4-5). Strategic planning increased from 3.16 to 3.47 over the same period (Figure 7.4-6). Employee empowerment and teamwork increased from 2.95 to 3.41 (Figure 7.4-9), and measurement and analysis increased from 3.07 to 3.42 in the same period (Figure 7.4-10).
- One of RCTC's key employee development and learning opportunities is through participation in Staff Development Day activities that are offered periodically throughout the year. RCTC's Staff Development Day Satisfaction (Figure 7.4-11) demonstrates an aggregate improvement rating from 2003 to 2005 of approximately 20%.
- The percentage of employees who would recommend the College as a good place to work increased from 56% in 2003 to 66% in 2004, with a 5% increase in "strongly agree" responses year over year (Figure 7.4-2).

OPPORTUNITIES FOR IMPROVEMENT

- No results are provided for key measures related to faculty and staff learning and development.
- Overall faculty and staff satisfaction, as measured by the Campus Quality Survey, decreased from 77% in 2003 to 67% in 2004 (Figure 7.4-1).
- No results are provided relating to faculty and staff well-being. In addition, no results are provided for indicators of faculty and staff satisfaction. Without results in these areas, it may be difficult for RCTC to fully assess the impact of its employee well-being and satisfaction approaches.
- While RCTC presents a number of diverse employee segments (e.g., full-time and part-time faculty; professional, support, administrative, and managerial staff; ethnicity; persons with disabilities; and employees represented by unions), faculty and staff results presented are not segmented to indicate the relative performance across RCTC's various work groups. Without this information, it may be difficult for RCTC to assess the impact of its human-resource focused improvement activities relative to these various segments.
- No comparisons are provided for any results presented in Item 7.4. Without comparisons, it may be difficult for RCTC to demonstrate its relative performance compared to other educational institutions.

7.5 Organizational Effectiveness Results

STRENGTHS

- The instructional cost study ranks educational programs and disciplines based in the Classification of Instructional Program (CIP) codes according to cost efficiency and effectiveness. An analysis of 58 CIP codes shows that 24 or 40% of RCTC's programs are among the top three most efficient in the state-wide college system.
- A single-point result from the SSI indicates that students in all age groups were satisfied that the faculty provides timely feedback about student progress in a course (Figure 7.5-2).
- Student, faculty, and staff satisfaction with computer support shows some positive trends. The SSI response to the question "computer labs are adequate and accessible" shows an increase from 4.47 in 2001 to 5.29 in 2004 (Figure 7.5-10). The Campus Quality Survey response to the question "RCTC has computer systems which are 'user-friendly' for faculty, staff, and students" increased from 3.20 in 2001 to 3.61 in 2004 (Figure 7.5-11).

OPPORTUNITIES FOR IMPROVEMENT

- Several indicators of the effectiveness of key learner-centered processes from the SSI show flat or declining results and are consistently below the national benchmark average. Instructional effectiveness has been consistently below the benchmark from 2001 through 2004 (Figure 7.5-1). Academic advising/counseling declined slightly over the same period and has been below the national average each year (Figure 7.5-5). Students' responses to the question "I am able to experience intellectual growth here" declined from 5.46 in 2000 to 5.32 in 2004, and each year was below the national benchmark (Figure 7.5-4).
- Most results for measures of learner-centered processes are not segmented by student group. Without these measures, it may be difficult for RCTC to demonstrate its relative performance across all 13 student segments.
- Most results for support processes are not segmented by service offering. Without these results, it may be difficult for RCTC to respond proactively with appropriate improvement activities.
- While student SSI results for academic services indicate a positive trend from 4.99 in 2001 to 5.22 in 2004, results for each of these years lagged below the national average benchmark (Figure 7.5-13).
- SSI results for Responsiveness to Diverse Populations (Figure 7.5-18) assess RCTC's commitment to specific groups of students enrolled at the College (e.g., under-represented populations, students with disabilities, commuters, part-time

students, and older, returning learners). RCTC's responsiveness to diverse populations reflects relatively flat scores from 2001–2003, and results are consistently below the national average benchmark. This may make it difficult for RCTC to effectively achieve part of its mission to “serve a diverse and growing community.”

7.6 Leadership and Social Responsibility Results

STRENGTHS

- Results for the Campus Quality Survey question “leadership clearly communicates institutional goals, priorities, and future direction” show a slight increase from 3.36 in 2000 to 3.51 in 2004 (Figure 7.6-2).
- RCTC conducts financial audits utilizing external auditors, and the past two audits have been unqualified with no significant findings.
- RCTC’s campus serves as a regional educational and cultural hub in the community. A positive trend is evident in the percentage of persons 18 to 49 who have been on campus, with 43% in 2002 to 57% in 2004.

OPPORTUNITIES FOR IMPROVEMENT

- No results are provided for key measures related to accomplishment of the College’s strategy and action plans. Without results, this may make it difficult for RCTC to gauge its progress in achieving its vision “to be a universal gateway to world-class learning opportunities.”
- No results are provided for RCTC’s performance related to ethical behavior.
- No performance trends are presented for RCTC’s key measures for regulatory, safety, accreditation, or legal compliance. This may make it difficult for RCTC to ensure sustained performance in these areas.
- Although RCTC provides participation rates for local community organizations (Figure 7.6-3), there is no segmentation by type of employee. Without segmentation, it may be difficult for the College to effectively assess the breadth of involvement of its faculty, staff, and administrators.
- RCTC provides no comparative data for its leadership and social responsibility results. Without comparisons, RCTC may have difficulty evaluating its relative progress in these areas.

APPENDIX

By submitting a Baldrige application, you have differentiated yourself from most U.S. organizations. 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 provided below.

APPLICATION REVIEW

Stage 1, Independent Review

Following the receipt of the Award applications, the first step of the Award Process review cycle (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.

Award Process Review Cycle

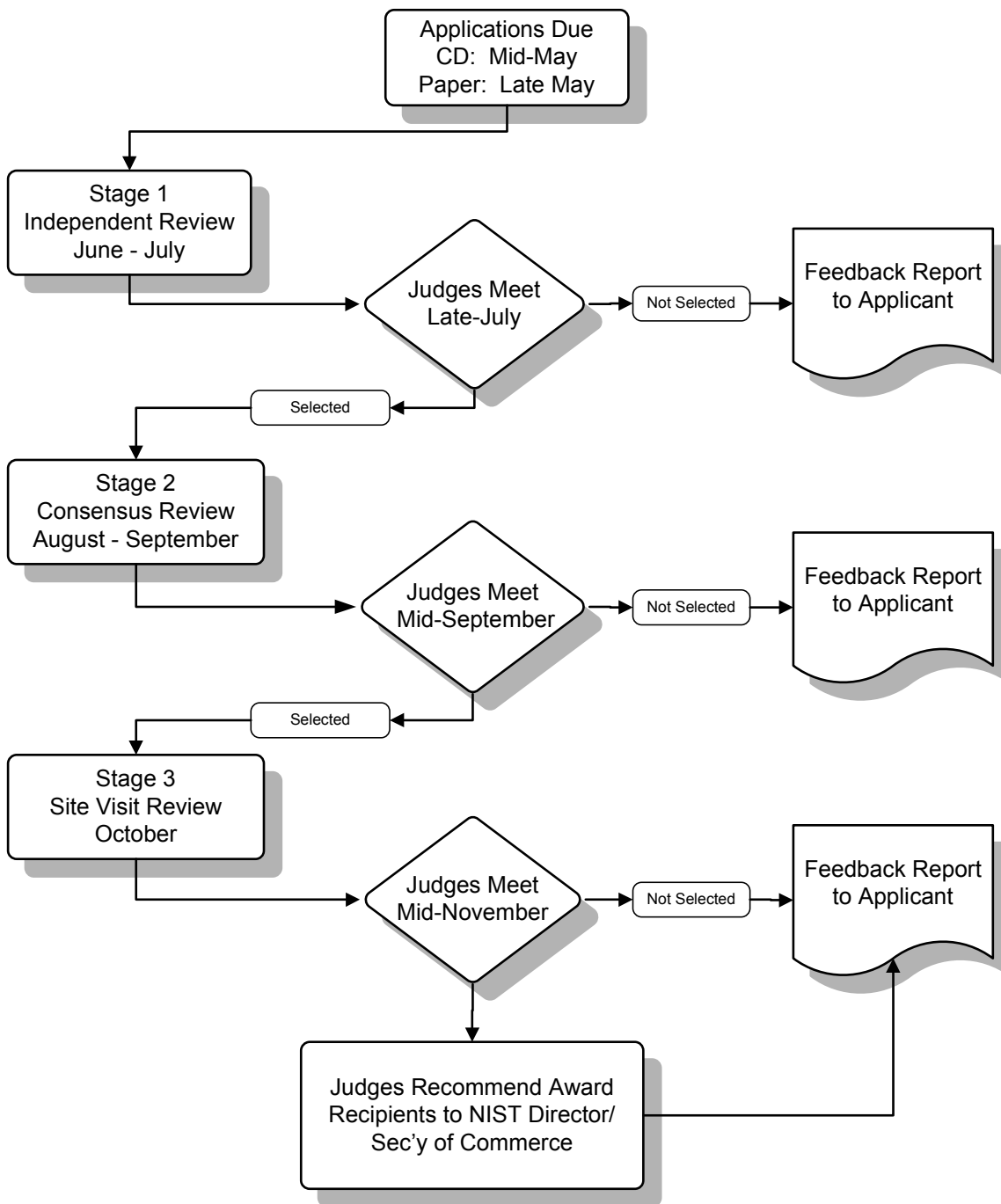


Figure 1—Award Process Review Cycle

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) ▪ An improvement orientation is not evident; 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 performance 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)

2005 Scoring Band Descriptors

Band	Band Number	% Applicants in Band ¹	Descriptors
0–275	1	5	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	17	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	34	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	28	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	14	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	2	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