

Preparing to read your feedback report . . .

Your feedback report contains Baldrige Examiners' observations that are based on their understanding of your organization. The Examiner Team has provided comments on your organization's strengths and opportunities for improvement relative to the Baldrige Criteria. 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 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.
- Especially note comments in **boldface type**. These comments indicate particularly important observations—those the Examiner Team felt had substantial impact on your organization's performance practices, capabilities, or results (either a strength or opportunity for improvement) and, therefore, had more influence on the team's scoring of that particular Item.
- 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.
- Celebrate your strengths and build on them to achieve world-class performance and a competitive advantage. You've 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. Sharing those things you do well with the rest of your organization can speed organizational learning.
- Prioritize your opportunities for improvement. You can't do everything 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 consensus review of written applications for the Malcolm Baldrige National Quality Award. For an explanation of the scoring bands, please refer to Figure 6, “2006 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 uses a systematic strategic planning process (SPP) that is aligned and integrated with its performance excellence approaches in its leadership system, measurement management system, and learning-centered processes. The SPP is reviewed periodically and is linked to many of RCTC’s key processes, including the quality improvement process, the governance process, the teaching and learning process, the listening and learning process, and the data management process. The SPP and the Integrated Planning Process (IPP) provide for extensive representation from faculty, staff, administration, key partners, students, and other stakeholders and have been designed to be more agile than the predecessors. The reliance on numerous external resources ensures that RCTC remains abreast of emerging trends in technology, demographics, markets, and expectations of internal and external stakeholders. The IPP is designed to create yearly action plans by functional area and helps to define resource allocations. Each year the Leadership Council reviews and refines the strategic goals and aligns them with the university goals and annual work plan. The alignment and integration evident in the SPP helps to maintain RCTC’s focus on the future and creates value to its students and stakeholders.
- RCTC’s focus on learner-centered education as expressed in the Vision and Values is evident through the Learner Life Cycle (LLC) phases, the nine key student market segments, and the Student Satisfaction Inventory (SSI) administration and data review. Through effective student listening and learning approaches, RCTC made several major shifts in the past several years to address the changing needs of its students. These changes included providing more online courses, increasing access to technology, adding a “personal touch” for student services, and building a stronger relationship with K-12 institutes to increase the PSO customer base. To insure that determination methods vary for different student segments and stakeholder groups, RCTC uses an LLC process to outline key phases of the student experience at the

college (Figure 3.1-1). The alignment and integration of these processes with the rest of RCTC's processes may be helpful to RCTC in the improvement of its learning-centered education.

- RCTC is developing a fully deployed systems perspective approach to measurement of results. RCTC uses a systematic measurement management process that is aligned and integrated with its leadership system, customer focus, and process management. RCTC has implemented a Balanced Scorecard (BSC) designed to align, integrate, and track performance linked to the goals, core institutional strategies, key performance indicators (KPIs), and 23 core measures. To ensure that the BSC allows for a total organizational review of performance, interlocking and cascading dashboards are being established for every division. To support organizational decision making, the college has made the BSC available for viewing on the Web by all individuals. Data and information are being populated on RCTC's continuous improvement (CI) intranet site (Figure 4.1-2). The alignment and integration evident in the measurement management system support RCTC's focus on results and management by fact.

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

- RCTC describes the structure of its Organizational Leadership and Shared Governance system and a structure of the University Center Rochester (UCR) leadership inclusive of multiple partners and groups. However, it does not describe how the senior leaders deploy the Signature Statements throughout the leadership system to all faculty and staff, key suppliers and partners, and students and stakeholders, or how their personal actions reflect a commitment to RCTC's Values. Although RCTC indicates that its Organizational Leadership and System of Shared Governance provide the processes and forums for empowerment and motivation of faculty and staff, it is not clear how this leadership system functions in this capacity. Specifically, Figure 1.1-1 presents several Committees and Councils that comprise the Organizational Leadership and Shared Governance System with reference to interlocking groups. However, it is not clear how these several committees are interconnected and function in ways to assure that the senior leaders effectively empower and motivate all 134 full-time and 252 part-time and adjunct faculty and staff. Instead, the System presents as a committees, subcommittees and councils structure and not as a process of leadership empowerment and motivation. Further, it is not clear how the senior leaders are personally involved in creating an environment for improvement, innovation, and agility, which is important to sustaining a learner-centered organization.
- Although RCTC makes needed data and information available and accessible to faculty and staff, there is no mention of how needed information and data are shared with stakeholders, suppliers, partners, and collaborators. In addition, it is not clear how RCTC deploys priorities and opportunities to these groups to secure

organizational alignment or how it extends its two-way communication methods to these stakeholder groups. Given the relationship-based success factors identified by RCTC, without systematic processes to optimally relate to these groups, RCTC is limited in its ability to capitalize on the diversity of ideas from these sources and to sustain alignment necessary to achieve its performance targets.

- It is not clear how processes that are key to the alignment and achievement of performance results are deployed to all categories of full- and part-time faculty and staff. Specifically, it is not clear how RCTC deploys the outcomes of the SPP and IPP to all layers of faculty, staff, and students to establish aligned divisional and departmental objectives. It is also not clear how the organizational knowledge management processes are structured to strengthen the performance of all staff.
- RCTC has established a Vision of world-class performance and indicates that one of its Values is innovation. However, except for the recent adoption of the eLumen software, there is little indication of how RCTC integrates innovation into its processes to differentiate itself as a two-year community college. For example, it is not clear how innovation is included in, or is a result of, the components of the Performance Improvement System presented in Figure P.2-3. It is also not clear how, individually or collectively, the SPP/IPP, the Student Learning System (SLS) inclusive of its seven Level 1 and interconnected Level 2 processes, and the BSC, address and stimulate learner-centered world-class education. Without systematic approaches to innovation, it may be difficult for RCTC to reach new dimensions of performance and create new value for its stakeholders.
- Absent several disconnected approaches describing how RCTC systematically retains knowledge for short- and long-term organizational use, the staff development days that are held four times during the year, and a list of communication methods, it is not clear how RCTC manages and leverages the knowledge of its 560 full-time and part-time employees, its UCR partners, and key community partners, including the Mayo Clinic, IBM, and the resources available from MnSCU. It is also not clear how RCTC captures diverse ideas from these sources to improve performance and to enable best-practice sharing across the organization. In addition, with almost 50% of the workforce being retirement-eligible in the next decade, it is not clear how knowledge from departing or retiring faculty and staff is systematically captured and transferred.

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:

- RCTC has achieved improved performance in several key student-centered objectives. Specifically, RCTC demonstrates sustained strong improvement on measures reflective of students achieving their objectives and needs. Pass rates on licensure and

certification exams have remained at or close to 100% from 2000 through 2005 (Figure 7.1-1). More than 85% of students have been able to continue their education and secure employment in a field related to their education since 2000 (Figure 7.1-2). Students enrolled in RCTC certification programs have achieved increasing numbers of awards, from 750 in 2000 to 1,185 awards in 2005, exceeding the newly established target of 1,150 in 2004 (Figure 7.1-3). Academic services benchmark, service excellence benchmark, and unmet student needs (Figures 7.2-10, 7.2-12, and 7.2-17) all have achieved sustained improvements since 2001.

- RCTC has achieved improvements in its business results as one of the fastest growing institutions within the state system. It has experienced a 38.5% increase in FYE between 1999 and 2004. Enrollment has continued to increase over the past five years (Figure 7.3-1). RCTC has increased its post secondary enrollment options (Figure 7.3-8) to the point where it is seen by other institutions as a program model. These results are in line with its commitment to business and collaborative partnerships to provide avenues for high school students to gain early access to higher education. Further, with decreasing state revenues and increasing costs of technology and infrastructure, RCTC has identified a key strategic challenge as funding and resource allocation (Figures 2.2-2, 6.1-1, and 6.2-2). Results in a key measure shown in Figure 7.3-6 (percent of allocated funds spent on direct instruction) indicate an increasing percentage of funds to direct instruction over time. At the same time that RCTC has increased its focus on instruction, it has been able to increase its fund balance as a percent of revenue (Figure 7.3-2).
- The majority of results provided have trended data for three years. These data provide RCTC with an understanding of sustained performance and indicate its ability to respond to trend variances appropriately—as supported by the Performance Improvement System and BSCs. However, while many of these trends are positive, the results do not yet exceed national averages and other comparisons in numerous measures of performance. When presented, most comparisons are to a national average without industry benchmark leading comparisons. For example, the students' ratings of their ability to experience intellectual growth (Figure 7.5-2) have improved but remain below the national comparison. In addition, comparative results in many areas of performance are not provided. These areas include tuition, enrollment and appropriations, Internet-based enrollments for similar institutions, and Campus Quality Survey (CQS) results and fill rates. Although RCTC uses the CQS, a national survey instrument, for gathering data on work system performance, RCTC does not present any comparison data from other schools that would make it possible to gauge relative performance. Without appropriate comparisons, it may be difficult for RCTC to assess its performance in key measures that enable it to pursue its Vision as “a universal gateway to world class learning opportunities.”

- There is little segmentation of results. RCTC does not report its student satisfaction data by student segments or diverse groupings. Without such segmentation, it will be difficult for RCTC to determine whether it is meeting its goals with regard to fulfilling the requirements of different student groups. These include the eight student segments, the 70 credit-based and 100-plus credential options, and segmentation by major academic programs, which include liberal arts, allied health, business, services, nursing, allied, health and technical careers. Knowledge of the organization's different segments is key to identifying the needs of different categories of stakeholders and employees and also for designing programs or initiatives to meet the needs of specific groups.
- Results are not presented for several key indicators of performance. In the area of Student Learning Outcomes Results, RCTC does not present results that provide a direct measure of student learning, other than the pass rates on licensure and certification exams. There are no results with regard to collaboration and teamwork; knowledge and skill sharing across work functions, units and locations; faculty and staff retention numbers; flexibility; job simplification; and job rotation. Although RCTC indicates that it deals with seven unions, no results are reported on grievances, and faculty and staff well-being as related to the presence of bargaining units. In terms of leadership and social responsibility outcomes, no overall assessment of the ability to accomplish the SPP or IPP is presented. Results are not provided with respect to ethical behavior on the part of senior leaders or for stakeholder trust in the leaders and governance system. No results are reported for indicators of fiscal accountability beyond two audits for safety, accreditation, and legal compliance risk management, ethics, and affirmative action. Additionally, no results are given for partner and supplier performance. Partnership is one of RCTC's stated commitments and part of its learning-centered processes.

DETAILS OF STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

Category 1 Leadership

1.1 Senior Leadership

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

STRENGTHS

- RCTC states that senior leaders set, deploy, and communicate strategic directions and goals through the Performance Improvement System (Figure P.2-3). In November 2004, RCTC reconvened its Strategic Planning Task Force to reaffirm and recast RCTC’s Signature Statements, including Vision, Mission, Values, Design Criteria, and Statement of Desired Culture. The Task Force of 20 staff was broadly representative of RCTC leadership, labor unions, business and industry leaders, and community opinion leaders, and represents how the senior leaders set RCTC’s direction for the next three years.
- RCTC indicates that organizational sustainability is fostered through its leaders’ reinforcement of strategic directions, goals, and Values through the IPP, which aligns its self-assessment, CI planning, and budgeting to the Signature Statements. Senior leaders set directions and expectations for the achievement of the Mission and strategic objectives through the identification of eight KPIs that comprise the college- and Cabinet-level BSC and through their management of the annual IPP, which serves as the operational planning methodology. Sustainability is further strengthened through organizational learning and staff development approaches such as Staff Development Day, the Center for Teaching and Learning (CTL), and professional development stipends.
- RCTC’s shared governance system encourages frank, two-way communication for the exchange of views among faculty, staff and administration. Communication is further enhanced via councils with the UCR and the local community to include an external view and provide opportunity for stakeholder interests to be represented. RCTC has several communication mechanisms, as presented in Figure P.1-5, which focus on student, stakeholder, and partner communications and include written and electronic one- and two-way communication methods.
- Through its Cabinet dashboards, RCTC established links to learner-centered support processes contained within the SLS in order to create and sustain a focus on action to accomplish objectives and improve performance. To stimulate performance improvement, senior leaders have used past feedback reports from the Baldrige Program, the Minnesota Council for Quality, and the Higher Learning Commission (HLC). To assure that the dashboard measures are not a mix of disconnected targets, the senior

leaders have linked the KPIs with core measures and goals, as presented in Figure 2.2-2. Improvement matrices based on quality feedback are used to identify patterns to determine strategic directions, goals, and actions.

OPPORTUNITIES FOR IMPROVEMENT

- **RCTC discusses the structure of its Organizational Leadership and Shared Governance system as well as the structure of the UCR leadership inclusive of multiple partners and groups. However, it does not describe how the senior leaders deploy the Signature Statements throughout the leadership system, to all faculty and staff, key suppliers and partners, and students and stakeholders, or how the personal actions of the senior leaders reflect a commitment to RCTC’s Values.**
- Although RCTC indicates that it adheres to state law in terms of legal and ethical compliance as a member of Minnesota State Colleges and Universities (MnSCU), consistent with Goal 1 to create a culture of accountability, it does not describe how the actions of the senior leaders individually, or collectively as members of the Organizational Leadership and Shared Governance System, promote an environment that fosters legal and ethical behavior other than in terms of financial transactions.
- RCTC does not make it clear how senior leaders are personally involved in creating an environment for improvement, innovation, and agility—an environment important to sustaining a learner-centered organization. Although RCTC has indicated that a significant percentage of staff will reach retirement age within the next 10 years and has established “Leadership RCTC” to develop future leaders, it is not clear how the senior leaders personally participate in succession planning to assure future leaders for each academic department and nonacademic administrative area.
- Although RCTC indicates that its Organizational Leadership and System of Shared Governance provides the processes and forums for empowerment and motivation of faculty and staff, it is not clear how the leadership system functions in this capacity. Specifically, Figure 1.1-1 presents several Committees and Councils that comprise the Organizational Leadership and Shared Governance System with reference to interlocking groups. However, it is not clear how these several committees are interconnected and function in ways to assure that the senior leaders effectively empower and motivate all 134 full-time and 252 part-time and adjunct faculty and staff. The System presents a structure of committees, subcommittees, and councils, but does not convey a process of leadership empowerment and motivation.
- Except for the “Best Bee” award, which is given monthly by the RCTC President, the Merit Award selection recognition involvement by the senior leadership is limited to one occasion per year of events. Therefore, it is not clear how the senior leaders take an active role in faculty and staff reward and recognition to reinforce high performance inclusive of all full-time, part-time, and adjunct faculty and staff.

1.2 Governance and Social Responsibilities

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

STRENGTHS

- RCTC has identified key societal responsibilities (practices) to ensure legal, safety, risk management, and equity (Figure 1.2-1) within RCTC. Legal requirements are monitored and managed by the Office of the President. Responsibilities for health, ethics, workplace safety, affirmative action, and equity are comanaged by the Human Resources (HR) and Finance and Facilities Office to assure compliance. Compliance with risk management is ensured by assessments that are conducted by Construction-Occupancy-Prevention-Exposure (COPE) in conjunction with the Finance and Facilities Office. Fiscal accountability is addressed through system audits.
- RCTC uses a 360° multirater process that includes input from internal and external individuals who are key customers, suppliers, partners, and stakeholders to assess leadership performance each year. In addition, Leadership Cabinet members submit individual self-assessments, including a summary of achievements important to current and future RCTC goals. The President meets with each member to discuss options for improvements. Improvements have been made to the leadership performance evaluation process by the addition of electronic surveying and by increasing the number of participants in a process that has successfully reduced cycle time.
- RCTC is active in numerous community organizations, service organizations, and in initiatives that focus on specific populations; leadership, faculty, and staff personally support numerous local organizations. Among others, RCTC is engaged in stewardship efforts dealing with organizations such as Adopt a River, Adopt a Highway, United Way, Christmas Anonymous, and Habitat for Humanity. In addition, RCTC is committed to strengthening the local economic and business environment. For example, RCTC promotes educational, cultural, and recreational opportunities for youth through its founding role in the local area Quality Council.

OPPORTUNITIES FOR IMPROVEMENT

- RCTC does not address specific, systematic approaches within its governance system for the accountability of management’s actions; fiscal accountability; transparency of operations, including disclosure policies for members of its governance board; and independence in internal and external audits. Further, RCTC does not describe how its Organizational Leadership and Shared Governance System functions along with the 15- member Board of Trustees of MnSCU to assure accountability for management actions, transparency in operations, and protection of stakeholder interests. It is also not clear which committees, councils, or other components of the Organizational Leadership

and Shared Governance System are responsible for deploying and monitoring processes and performance in these areas.

- Although members of the Leadership Cabinet and others participate in a 360° leadership evaluation process, it is not clear how the President is evaluated, nor is it apparent how the evaluation of the President aligns with the 360° process required of the Leadership Cabinet.
- Although RCTC indicates there are a number of processes in place to address legal requirements, it is not clear how the institution anticipates concerns with current and future programs and offerings and prepares for those concerns in a proactive manner. Without a systematic, proactive approach to anticipate public concerns, such as cost, timely access to new programs, and the emergence of new threats to educational funding, RCTC may miss potential blind spots in its SPP and fail to optimize utilization of scarce resources, which is specifically noted as a strategic challenge. Further, since the Mission of the college includes being responsive to a diverse and growing community, RCTC may miss opportunities to gain insights into how to fulfill its Mission without a clear plan for determining community needs and concerns.
- RCTC states that its employees are required to adhere to ethical obligations and a Code of Conduct. However, except for adhering to state law as a member of MnSCU and the development of its Code of Conduct, RCTC does not describe how it promotes and ensures ethical behavior in all interactions, including adherence to its Design Criteria and Statement of Desired Culture. Although it has a policy on ethics and sets a target of zero ethical violations, RCTC does not describe how it ensures and monitors ethical behavior throughout the organization and in interactions with students, faculty, stakeholders and partners.

Category 2 Strategic Planning

2.1 Strategy Development

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

STRENGTHS

- RCTC has a refined five-stage SPP that is aligned with its four-step, operational IPP (Figure 2.1-1). The process involves the Strategic Planning Task Force, which includes 20 representatives from faculty, staff, administration, key partners, students and other stakeholders. Internal representation includes members of the President’s Advisory Council (PAC), student senate, UCR partners, and collective bargaining units. External representation comes from the community and includes a representative from each of the University Centers and its partners. The IPP focuses on CI and the determination of resources and is conducted on an annual basis. The SPP is conducted every three to five years and is currently in its second iteration, which started in 2004. Key steps in the process include the administration of two surveys, “The Magic of Three Survey” and the “Survey of Stakeholders.” The SPP has been refined to reduce the number of steps in the process, shortening the cycle time from 18 months to 5 months.
- The SPP includes several key factors important to strategy development: a Landscape Analysis that includes the review of the Design Documents (Figure 2.1-2); a Signature Review phase during which the Vision, Mission, and Values statements are refined; and an Organizational Review and Program Analysis that summarizes and prioritizes findings from previous accreditation and quality site-visit feedback reports. The Survey of Stakeholders provides input into the establishment of goals and strategies. The Systems and Process Assessment uses the feedback reports from external quality reviews. Feedback on strengths and opportunities derived from self-assessment activities (including feedback from the HLC and the Malcolm Baldrige National Quality Award Program) are integrated into improvement efforts for students and stakeholders. During the Identification of Strategic Directions and KPIs phase, RCTC has participated in six accrediting and self-assessment cycles in the past nine years.
- RCTC has identified four primary strategic goals with associated core institutional strategies and eight KPIs in its Strategic Matrix (Figure 2.1-3). The eight performance indicators are tied to 11 core measures with targets for completion that range from 2005 to 2006 (Figure 2.1-2). The number of goals in the plan was reduced in 2004 in order to improve the alignment of its strategic focus to the organizational strategic challenges. Each cabinet member has goals and core strategies that are aligned with RCTC’s goals. RCTC’s goals directly align to the strategic challenges (Figure P.2-2). The SPP and IPP ensure that input comes from the diverse stakeholders, students, and partners identified in the Organizational Profile.

OPPORTUNITIES FOR IMPROVEMENT

- Although RCTC has made numerous refinements to its SPP (which projects forward based on a three-to-five-year time horizon) and the IPP (a one-year horizon), RCTC does not describe how these time horizons are set to enable RCTC to effectively address its top strategic challenges dealing with the demonstration of accountability, funding, and resource allocation; the focus on niche competitors; and community understanding of RCTC as presented in Figure P.2-2. It is also not clear how these time horizons address other challenges, such as dealing with the anticipated 50% retirement of staff within ten years, the imperative to become increasingly student-centered, and the effective functioning of the UCR. Except for a reference to the surveys in the Landscape Analysis, RCTC does not describe how it identifies potential blind spots. This could make it difficult for RCTC to address the organizational challenges described in Figure P.2-2.
- Although the SPP includes a number of steps designed to inform RCTC of its strengths, weaknesses, opportunities, and threats, there does not seem to be a clear strategy for ensuring that the planning process addresses relevant data pertaining to early indications of educational reform, major shifts in technology and the student population, and demographic and market fluctuations, including competition from other institutions. In addition, RCTC does not describe how it maintains continuity in emergencies. Without such a plan, it may be difficult for RCTC to sustain its ability to execute its primary objectives.
- Although RCTC has identified goals and strategies, there is no apparent timeline established for accomplishing these goals or meeting the KPIs. Without this information it may be difficult to determine performance levels and results related to accomplishing the goals and strategies.
- **RCTC has a robust SPP that is on a three-to-five year cycle and an IPP that is on a yearly cycle. However, it is unclear where in the process RCTC ensures that the goals and strategies address short- and longer-term challenges and opportunities. For example, although there is a core institutional strategy dealing with the development of a comprehensive HR plan, it is not clear how this plan will address the challenge of the pending large number of retirees. Further, there are no KPIs that appear related to this significant, pending, staffing challenge. This might make it difficult for RCTC to be agile or resilient in its planning process in the event of changes in the market or in the needs of students and stakeholders.**

2.2 Strategy Deployment

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

STRENGTHS

- **RCTC has in place a four-step process (IPP) for the development and deployment of strategic objectives that includes a cost-center budgeting process. The IPP process includes a self-assessment/program and curriculum review, CI planning with cost-center budgeting, and a determination of priorities and alignment of resources. All academic and nonacademic departments and programs take part in the review. The process includes a Web-based interface that allows department and program leaders to input CI plans and to make several types of requests, including staff, repair and replacement, capital, and travel budget, through a common portal. Each year the Leadership Council reviews and refines the strategic goals and aligns them with the university goals and annual work plan. Once established, the goals are shared widely throughout the organizational leadership/shared governance system. The final step in the process is the review and support of budgeting requests linked to departmental improvement plans. Each department completes a midyear update and end-of-the-year summary report of strategies that were part of their CI plans.**
- RCTC has identified HR planning as one of its “vital few” projects required for participation in the Academic Quality Improvement Plan (AQIP). The HR office, in conjunction with the HR Committee, has developed a draft strategic HR Plan that outlines many long-term goals, strategies and KPIs.
- RCTC has identified eight KPIs with multiple core measures for each indicator (Figure 2.2-2). KPIs are segmented for each Leadership Cabinet member to go into his or her dashboard, which reinforces organizational alignment. KPIs are linked to those indicators identified by the state college and university accountability system. KPIs and core measures have been embedded into the IPP to ensure alignment with department and program CI plans and budget requests.
- RCTC identifies short- and long-term performance targets for KPIs and core measures that are captured through the BSC with corresponding data references for the majority of core measures (Figure 2.2-2). Targets are set for fiscal years 2006, 2007, and 2008.

OPPORTUNITIES FOR IMPROVEMENT

- RCTC, except for a midyear update and end-of-year summary report by departments, does not indicate how it ensures that key changes resulting from its action plans are sustained or how plans established from the IPP are modified if circumstances require a shift in plans. In addition, there is no indication of what process(es) have been established

and deployed to enable RCTC to rapidly execute new plans outside of the IPP process that may be required due to changes in circumstances, or its lack of process to identify potential blind spots in either the SPP or the IPP. There also appears to be an absence of systematic process to ensure that changes are able to be sustained. For example, it is not clear how RCTC reviews performance measures for appropriateness after an action plan has been modified.

- Although core institutional strategies are included in Figure 2.1-3, RCTC does not differentiate how these institutional strategies are shorter-term compared to the longer-term goals and in the operational action plans that are derived from the IPP. For example, RCTC indicates that online learning enrollment has increased to 9% of total college enrollment. However, no action plans link to the core institutional strategies that describe what actions RCTC will take to address the increasing opportunity in online learning.
- Although RCTC identifies that human capital is the most important asset and HR planning is one of its “vital few” projects in anticipation of nearly 50% of college personnel reaching retirement age in the next decade, the fiscal year (FY) 2007 strategic HR plan is not finalized at this juncture, and therefore the approach and degree of deployment is unclear. In addition, RCTC has not developed a retention measure in its scorecard as presented in Figure 6.2-2. Without such a plan, it may be difficult to deploy an effective approach to addressing this significant challenge to staff retirement during the next decade.
- RCTC indicates that the KPIs and core measures are embedded into the IPP. However, since RCTC does not present its action plans or action plan targets, it is not possible to determine how it ensures that its overall action plan measurement system reinforces organizational alignment down to the departments, programs, and entities that participate in the action plan development within the IPP. This may make it difficult to determine how the measurement system covers all deployment areas, students, and stakeholders at the action plan level.
- Although RCTC has identified performance targets (or projections) for both the short- and longer-term planning time horizons in Figure 2.2-2, it is not clear how projected performance compares with the projected performance of competitors and comparable organizations. Since many of these indicators are aligned with the University accountability cycle, and RCTC has access to comparative information from MnSCU, national surveys, and membership organizations such as Campus Quality Improvement Network (CQIN), Academic Quality Improvement Program (AQIP), and National Community College Benchmark Project (NCCBP), it is not clear why comparative projections are not presented. Some of the targets seem low, and without a systematic method of setting performance goals through benchmarking and/or projecting performance, RCTC may miss an opportunity to become a viable competitor. Many measures are new, which indicates that the performance measurement system is in the

early stages of development. Without these comparisons, it may be difficult for RCTC to determine gaps in performance against benchmarks or comparable organizations and thus align its performance to its overall strategy.

Category 3 Student, Stakeholder, and Market Focus

3.1 Student, Stakeholder, and Market Knowledge

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

STRENGTHS

- Since 2005, RCTC has reviewed and refined the list of student market segments that will be addressed for educational programming from 13 previous segments into eight key segments that are precisely defined and tracked with measurable needs, expectations, and requirements (Figure 3.1-2). A ninth informal market segment—“emerging markets”—refers to growing educational needs in the community that have not been fully realized or have not been priorities of educational providers. This comprehensive segment review and analysis has been conducted by the Enrollment Management Taskforce, which now serves as a subcommittee that reports to the cabinet-level Strategic Operations Committee. RCTC determines which student and market segments to pursue for current and future educational programs, offerings, and services by analyzing and studying the Top-Ten importance indicator data from the SSI (Figure 3.1-3).
- RCTC uses several diverse approaches to listen and learn about the requirements, needs, and expectations, and to better satisfy students and stakeholders. Both internal and external assessments are conducted to determine the current and future needs and expectations of its eight customer/student segments. Among these include the Community College Survey of Student Engagement (CCSSE), the Noel-Levitz Student Satisfaction Survey, CQS, SNG Knowledge and Awareness Survey, the MnSCU Economic Impact Study, Student Evaluation of Teaching, Stakeholders Survey, and other in-house surveys (Figures 3.1-2 and 3.1-5). The results are analyzed by student segment to better understand the needs of diverse groups of students.
- RCTC uses LLC (Figure 3.1-1) to outline and segment key phases of a student’s experience at the college based on stages in their academic career that are linked to specific listening and learning approaches with sample core measures and aligned with RCTC’s value of learner-centeredness. RCTC also displays the survey cycles related to the learner life-cycle stage relative to the student and stakeholder segments (Figure 3.1-6).
- Several improvements have been made to RCTC’s listening and learning methods to stay current with educational service needs and directions and changes in the education community including an increased use of technology as a success factor, such as student e-mail accounts and online surveying technology. An increased use of electronic surveying is used to reduce classroom intrusion, to access larger populations at lower costs, and to reduce survey cycle time. In addition, RCTC discusses improvement

opportunities with survey vendors and shares best practices with MnSCU and CCSSE regarding their related surveys and best use of results.

OPPORTUNITIES FOR IMPROVEMENT

- Although RCTC indicates that the Enrollment Management Taskforce has identified eight student segments and one “emerging” market, RCTC does not describe a systematic approach to determining those key student and market segments. RCTC does not indicate how these segments were determined or identified and also does not describe a systematic method of determining how they will go about refining student segments if the markets change. Additionally, it is not clear how students currently served by other education providers and competitors are identified, or how these students are addressed related to market determination and stakeholder knowledge relative to the value of the UCR “2+2” model to attract students and otherwise.
- Although RCTC conducts multiple surveys with students and stakeholders and uses a learner life-cycle process to outline key phases of a student’s experience at the college (Figure 3.1-1) linked to key listening and learning approaches (Figure 3.1-6), there is not a description of how the information derived from these methods, or information from former and future students such as pre-college learners, departing, or transferring students, is used. It is also not clear how RCTC uses survey information to develop education program plans, offerings, facilities and services, marketing, process improvements, and new services. Without this information, it may be difficult for RCTC to ensure the continuing relevance of its educational offerings, and to ensure services to create a climate conducive to learning and development related to the College’s Vision to be the universal gateway to world-class learning opportunities.
- Although improvements have been made to the listening and learning methods with a focus on increased use of technology and electronic surveying, RCTC does not describe how its approaches to learning and listening are reviewed and improved, what groups within RCTC are responsible for the improvements, and how the groups function to identify and effectively accomplish needed improvements that would enable RCTC to achieve world-class performance levels in accordance with its Vision. Additionally, it is not clear if the newer, electronic survey methods are being used systematically across the organization, including representative sampling for the SSI and CCSSE. Without this information, it may be difficult to determine all educational service needs that reflect perceived needed changes in the educational community.

3.2 Student and Stakeholder Relationships and Satisfaction

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

STRENGTHS

- RCTC, in order to meet the strategic goal of strengthening enduring relationships, builds and improves relationships with students and stakeholders through a variety of communication methods, as identified in Figure 3.2-1, including e-mail for students and staff, monthly Preview Days with potential students and family members, Student Success Days with currently enrolled students, and Staff Development Days with employees. Additionally, new customer relationship software has been launched—Recruitment Plus (RP)—to build traditional and electronic communication flows targeted to prospective students, applicants, and other stakeholder groups. Student Success Days were launched in 2004 to address performance gaps regarding early warning of college performance to include workshops, research opportunities, assessment activities, and opportunities to meet with faculty and advisors. This corresponds with improvements in SSI data (Figure 3.2-2), which is aligned with the strategic goal to enhance the learning environment and RCTC value of becoming learner-centered.
- RCTC uses multiple key access mechanisms and relationship-building approaches (Figure 3.2-1) to enable students and stakeholders to obtain information and make complaints. More specifically, key access mechanisms include: Career Fair at UCR (2,000 high school students from 25 area schools); improved College Web site (1.2 million visits in 2005 with increases in multiple aspects of the site since 2003 as a function of redesign to be more contact friendly, available for registration, and information exchange); and the development of e-mail policies and electronic approaches based on the increasing importance of consumers to access information. The primary key access mechanism to communicate complaints or a grievance for students is through the formalized Student Grievance Process (SGP).
- RCTC determines student and stakeholder satisfaction and dissatisfaction through the use of several nationally normed and locally developed surveys of each of the eight key customer segments (Figure 3.1-6). RCTC employs different tools for different segments at specific cycles in time, and several surveys ask for perceived importance of the variables, in addition to level of satisfaction to ensure that actionable information for all segments is captured. In general, analysis is performed on subsets of segments, such as gender, race, ethnicity, age, full-time/part-time, to enable more precise use of the time and resources invested in student and stakeholder satisfaction determination. Additionally, gap analysis is applied to the SSI data where differences between perceived importance of an item and the students’ satisfaction with the college’s performance may produce a gap representing an opportunity for improvement (Figure 7.2-17).

- RCTC has in place multiple measures (Figure 3.1-6) for determining student and stakeholder perceptions on the quality of programs, services, and offerings that may vary for different stakeholder segments. The measures are linked to listening and learning approaches and survey cycles. For example, when gap analysis results exceed a value of 1.2, those areas are given a higher priority for action, and rapid response teams are formed around findings and actionable feedback.
- RCTC obtains and uses information from students and stakeholders relative to their comparative satisfaction with competitors, other educational services, and benchmarks from various sources on the national, local, and institutional level. Several approaches include: SSI data comparisons to overall college results, categorical benchmarks, and item-level comparisons. The CCSSE compares internal data to the aggregate national sample and a subset of similarly sized institutions, along with a more recent initiative to access state-level comparison data. For example, to enhance its ability to obtain comparison information, RCTC collaborated with partner institutions in the state CCSSE consortium to include 20 additional state-specific questions and comparative data as part of the CCSSE. When available, comparative data are used to set targeted performance for KPIs and core measures.

OPPORTUNITIES FOR IMPROVEMENT

- **RCTC describes several communication and interactive approaches to building relationships in Figure 3.2-1. However, there is no description of how it systematically determines key contact requirements for each identified mode of access. RCTC also does not indicate how it ensures that these contact requirements are deployed to all people and processes involved in maintaining these relationships. More specifically, there is no description of how RCTC ensures that these contact requirements are deployed to all 560 staff inclusive of full-time, part-time, and adjunct faculty and staff, and in other operations of the UCR in which RCTC students have interaction. Without these systematic and fully deployed approaches, it is not clear how RCTC manages relationships with students and stakeholders in any of its eight segments to ensure that it is able to meet and exceed expectations.**
- **Although RCTC provides a formal four-step SGP for complaints, there is no systematic process for prompt and effective resolution of complaints, and the methods for aggregating and analyzing information for performance improvement is not described. Additionally, there is no evidence of how other stakeholder complaints are captured, managed, or how dissatisfaction is minimized. Without a systematic and fully deployed approach to address and manage complaints/grievances, it may be difficult for RCTC to widely determine and build relationships, satisfaction, and loyalty from all students and stakeholders.**

- Although RCTC has integrated technology as a key access mechanism and offers online catalogs and customer relationship software, and has enhanced its Web sites and online services, it is not clear how RCTC keeps its approaches to building relationships and providing student and stakeholder access current with educational needs and directions that will enable RCTC to achieve its target relative to world-class performance. There is no description of process or responsibility within the Organizational Leadership and Shared Governance System or elsewhere for managing process to assure that technology approaches remain current.
- Although RCTC uses several survey methods to determine student and stakeholder satisfaction and gathers information from rapid response teams and ad hoc task forces in response to SSI data, RCTC does not describe how it follows up with students and stakeholders on program quality, services, and offerings in ways that enable it to achieve prompt and actionable feedback. It is also not clear if forming rapid response teams around feedback is sufficient to close gaps on the SSI. Additionally, the survey cycle of the various listening and learning approaches presented in Figure 3.1-6 are conducted on what appears to be a too-infrequent periodic, annual, or biennial basis to enable receipt of results that would enable prompt and actionable reaction to and improvement across all student and stakeholder segments.
- RCTC indicates that it has several competitors (e.g., Cardinal Stritch, South Central College, etc.) and compares satisfaction data primarily with national- and regional-level sources. However, RCTC does not describe processes that enable it to determine levels of satisfaction or dissatisfaction of any of its eight student segments and stakeholders relative to the performance of these competitors. Given RCTC's objectives to increase enrollment and to leverage increased interest in online learning in which there are increasing numbers of niche competitors, it is not clear how RCTC will achieve these objectives in the absence of timely and accurate competitor comparisons.
- Although RCTC has made several technology-based improvements, including increased use of technology and Web-based tools, it does not describe a systematic method for determining these approaches or how it evaluates the effectiveness of its existing tools. It is also not clear what other leadership and management processes are systematically being used for determining satisfaction levels and how to remain current with its education services, in order to pursue and achieve sustained world-class performance.

Category 4 Measurement, Analysis, and Knowledge Management

4.1 Measurement, Analysis, and Review of Organizational Performance

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

STRENGTHS

- RCTC, in order to track daily operations and overall organizational performance, including progress relative to strategic objectives and action plans, selects and collects data, information, and knowledge assets based on its identification of KPIs and core measures. These include resource generation, stakeholder satisfaction, practiced values, student success, resource accountability, individual and institutional development, process alignment and improvement, and cultivating and engaging stakeholders (Figure 2.1-3). These KPIs were developed by subgroups of internal and external stakeholders. Additionally, RCTC is using a BSC approach to track performance and link it to strategic directions and goals. The BSC includes a series of interconnected dashboards aligning KPIs and core measures, and is available for viewing on the intranet. The BSC has four perspectives (learning, financial, stakeholder, and culture) aligned with eight KPIs (Figure 4.1-1).
- RCTC has access to a wide degree of comparative data and compares itself to a peer group of Minnesota state colleges and also to institutions outside of Minnesota. Comparisons are also made through membership in the CQIN, which includes 50 two-year institutions and some four-year institutions nationally, as well as the NCCBP. The AQIP also serves as a benchmarking group used for the ongoing accreditation process and to make improvements and manage institutional effectiveness. Other comparisons include a Baldrige Best Practices group, a Vanguard Best Practices group, nationally normed surveys, and segments of RCTC’s operations-based data, i.e., student surveys.
- RCTC has established multiple methods for reviewing organizational performance. Continuous review of performance indicators and core measure data is conducted at the Leadership Cabinet and Council meetings. In order to rapidly respond to changing organizational needs and challenges in the operating environment, RCTC has created “Rapid Response” Teams, also known as Solve and Dissolve, on campus. A complete listing of the review approach, the participants, and the frequency are provided in Figure 4.1-5.
- RCTC’s Dimensions of Assessment Model (Figure 4.1-6) defines methods used to conduct analyses of performance throughout the organization. Program and departmental evaluations are assisted by *eLumen* software, a standards-based system that documents student learning. The results of performance reviews are shared with faculty, staff, students, and other stakeholders through the shared governance system, e-mails, Staff

Development Day, and several written communiqués including the *College Crossings* feature, “Weekly Market Facts,” which highlights a single research finding from local, regional, and national college surveys. The President of the college distributes a weekly column in *College Crossings*, “Supalla’s Scribblings,” which delivers timely news, information, data, and other information. Additionally, two-page executive summaries or “Data Briefs” of college research studies are included as attachments to *College Crossings*.

OPPORTUNITIES FOR IMPROVEMENT

- Although RCTC is in the process of implementing a fully deployed BSC, it is not yet fully implemented. Core measures have been identified; however, performance is still being trended, and comparative and benchmark data remain to be identified. RCTC has not yet clarified how it will use the BSC to support organizational decision making. Further, RCTC does not describe how it intends to use the BSC to stimulate innovative policies or practices that will enable it to become a learner-centered, world-class educational organization.
- **RCTC does not address how it keeps its performance measurement system current with educational service needs and directions. Although RCTC explains a number of the changes taking place in its system as it implements the BSC, RCTC does not address the long-term approach to ensuring that the system stays current with educational needs and directions. The lack of a system to keep the performance measurement responsive to challenges and opportunities may limit RCTC’s ability to ensure that its measurement systems are optimally sensitive to rapid or unexpected organizational or external changes. Examples of such changes may include those associated with the recent growth in and potential of online learning.**
- RCTC lists a number of analyses that are conducted to review data gathered for organizational performance assessment. However, there is no indication that RCTC has a process in place to prioritize opportunities for CI based upon the results of these reviews. Although the Plan-Do-Check-Act (PDCA) cycle that is imbedded in the IPP includes process mapping to help departments to identify opportunities for improvement, it is not clear how these opportunities are prioritized. Also unclear is how innovative solutions are adopted in order to ensure continuous growth and development, as set forth in RCTC’s plan. In addition, it is difficult to determine how priorities (other than the results of some analyses) are deployed throughout the organization, especially to partners, suppliers, and feeder schools. This may hinder RCTC’s ability to meet its strategic challenges of focus and demonstrating accountability.

4.2 Information and Knowledge Management

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

STRENGTHS

- RCTC has established workstation standards that ensure hardware and software are reliable and reports that 99% of all full-time faculty and staff are at standard. Security mechanisms include network passwords, screen savers, virus protection and updates, daily maintenance and backup, and file/document management. The Computer Help Desk staff assist faculty and staff using an eight-step process to ensure responsiveness to problems.
- RCTC, in order to ensure consistency in data extraction and calculation, uses the Information Technology Systems (ITS) data management Web site. Data are nearly real-time with only a short period of time lapsing between entry and access to current information. This ensures timeliness. Security privileges are assigned based on the work performed and a need-to-know basis. Reliability and accuracy are managed via adherence to data integrity standards set by the state-system Office of Information Technology and Office of Research. Integrity is maintained by controlling the level of access privileges of faculty and staff. Access is given to those individuals with functional responsibilities for data entry or managing key systems and processes at the College.

OPPORTUNITIES FOR IMPROVEMENT

- Although RCTC makes needed data and information available and accessible to faculty and staff through the intranet, workstations, and student data sources, it is not clear how needed information and data are shared with students, stakeholders, suppliers, partners, and collaborators. Without all sharing this information, it may not be possible to determine the depth of RCTC’s ability to address its Strategic Goal 2: enhanced learning through technology (Figure 2.1-3), by providing increased access to the 7,800 credit students and 2,900 noncredit students of the College. It is also not clear how collaborators or partners, including IBM and the Mayo Clinic, have access to data and information.
- Although RCTC has standards for hardware and software reliability, it is not clear how RCTC ensures that its software/hardware is user-friendly. For example, there is a five-hour downtime each night when access to the server/computer services is not available. It is also not clear how students and stakeholders are included in RCTC’s process of ensuring software/hardware reliability, security, and user-friendliness. Without this information it may be difficult to determine how well RCTC is meeting the organizational challenge of access to technology.

- **Although RCTC discusses software standards and procedures for the installation of software to protect against software conflicts, there is no discussion of processes or procedures for ensuring the continued availability of data and information or of hardware and software systems in emergencies. There also is no indication of regular back-up processes, such as an off-site location, to ensure the protection of data. Without such precautions, there is a risk of losing records and data in the case of a serious emergency. Recovery from a data loss without back up may be difficult and costly.**
- RCTC does not address methods for keeping data and information availability mechanisms current with educational needs and directions, and with technology. Without such methods, it may be difficult to determine whether RCTC's four major goals, as depicted in Figure 2.1-3, as well as growth in online learning, are being and will be met.
- **RCTC cites Staff Development Day workshops and institutional research reports as methods to manage the transfer of knowledge to faculty and staff. However, it is unclear how these two methods of knowledge-transfer encourage the rapid identification and sharing of information and best practices between faculty and staff groups. It is also not clear how information and knowledge is transferred to students and other stakeholders beyond the faculty and staff. Lack of systematic and deployed approaches to managing knowledge may make it difficult to maintain important knowledge for improving and keeping current with educational programs and to continually add educational value for students, stakeholders, and the organization.**

Category 5 Faculty and Staff Focus

5.1 Work Systems

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

STRENGTHS

- RCTC uses a performance evaluation system for all employees that builds on discovered strengths, ensures satisfactory performance, and promotes professional fulfillment and growth to improve teaching and learning effectiveness. A poor evaluation may lead to off-cycle review and evaluations on an accelerated schedule. If improvements are not noted, disciplinary action is possible. Faculty evaluations comprise several components, including classroom evaluation, syllabus review, professional development planning (PDP), and student evaluations. There is an automatic review of the faculty evaluation process every three years. Administrators and staff undergo a 360-degree evaluation process, involving the use of an anonymous online survey completed by 10–50 people identified for this purpose by the employee. The evaluation also involves an employee self-assessment and joint development of an individual development plan (IDP).
- RCTC rewards high performance work through merit awards. The award amount is determined by the Cabinet. Faculty Awards of Excellence allow payments of up to \$5,000 for the completion of an innovative process, program, or activity—all of which must support improved teaching and learning. There are also nonmonetary awards, including the annual teacher-of-the-year program sponsored by Phi Theta Kappa, which sponsors sending exemplary faculty to a conference. The “Best Bee of the Month Award” is given in recognition of committee work, community service, individual achievements, support for diversity, or demonstrated expertise in a field of discipline.
- RCTC, with approximately 50% of its employees reaching retirement age in the next decade, is working to ensure there is effective succession planning in place for leadership and supervisory positions. Additionally, RCTC is building plans to address effective career progression for all faculty and staff throughout the organization. A new leadership development program was started in 2004 to develop emerging leaders. To further strengthen career progression for faculty, RCTC is implementing a new Credentialing Policy requiring that significantly more rigorous educational requirements be met by all probationary, full-time, and adjunct faculty.
- RCTC uses a comprehensive hiring process that includes identification of the characteristics and skills needed by faculty and staff, and recruiting methods for hiring that are inclusive of diverse ideas and cultures. Recruitment is conducted through search teams that include diverse members of the staff, and faculty members knowledgeable about the position. Search teams review applicants based on screening criteria with

structured interview questions in alignment with the skills or interests on which RCTC is focused. Competency demonstrations or skill tests are also incorporated into the interview process. Specific hiring goals and program objectives regarding affirmative action and diversity are supported by a subcommittee and a diversity trainer. These goals and objectives are updated biennially on the affirmative action/diversity plan.

OPPORTUNITIES FOR IMPROVEMENT

- Although RCTC lists seven different collective bargaining groups in Figure P.1-3, RCTC does not describe how it manages contractual relationships that reinforce the need for high-performance work and a student and stakeholder focus for any of the unions. RCTC does not demonstrate how collective bargaining contracts influence compensation, career progression, and related workforce practices. The contract terms with the unions appear focused on compensation and identifying position placement in the position classification system. However, the terms appear absent of contractual components, including individual performance evaluation and compensation, in support of high-performance work. Such contractual components may contribute to the achievement of organizational goals, core institutional strategies, or KPIs.
- RCTC indicates that its work system is organized around the SLS and its seven interconnected Level 1 and Level 2 processes. However, the description of these processes does not explain how RCTC organizes and manages work to promote cooperation, initiative, empowerment, and innovation. Although RCTC indicates that the Level 2 processes are interconnected, it is not clear how this interconnection promotes cooperation. The processes do not describe how skill and experience levels are equitably distributed or how the distribution ensures the agility necessary to remain current with changes in educational service needs. Also, it is not clear how the system achieves RCTC's goals, core institutional strategies, and KPIs that support the provision of over 70 credit-based programs and more than 100 credentialing programs.
- Although the Organizational Leadership and Shared Governance System is a key structural component of RCTC's leadership system, RCTC does not describe how it functions to capitalize on the diverse ideas, cultures, and thinking of its 560 faculty members and staff. RCTC also does not explain how it uses the Organizational Leadership and Shared Governance System to leverage the diversity of potential contributions from the community. There is no description of how the work systems take into account the diversity within the employee segments when considering how to interact with employee groups, including potential hires and other stakeholder communities. Therefore, it is not clear how RCTC capitalizes on such diversity to achieve high performance.
- While RCTC uses several communication approaches as illustrated in Figure P.1-5 and describes a few faculty sharing events such as Staff Development Days, it not clear how

these approaches achieve effective communication and skill sharing across departments, jobs, and locations.

- While RCTC has a performance evaluation system (mandatory for all employees) that builds on discovered strengths, assuring satisfactory performance, and promoting professional fulfillment and growth for faculty and administrators, RCTC does not state what types of systems are in place for classified union workers, including custodians, electricians, landscape, facilities maintenance, and plumbers.

5.2 Faculty and Staff Learning and Motivation

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

STRENGTHS

- To address key organizational needs, RCTC provides both developmental activities focused on employees as well as College-wide needs. Development starts with the employee orientation, which includes supervisory and HR checklists, mentoring, and periodic get-togethers, and then continues with workshops, conferences, and other activities. For College-wide development needs, all employee groups plan four staff development days each academic year that address common training needs. These needs may include new or revised policies or processes; legal, regulatory, or accreditation issues; CI; diversity; health, wellness, or safety programs; and workplace conflict reduction.
- RCTC uses an electronic survey after training and development activities to evaluate the activity and to provide input for future education and training topics. Several widely represented committees provide input into RCTC education, training, and development needs. These committees include the Affirmative Action/Diversity Subcommittee, the Staff Development Subcommittee, and the Staff and Leadership Development Steering Committee. Additionally, an online, systemwide needs assessment survey was conducted in 2005, and the results formed the basis of the MnSCU Staff and Leadership Development report and an Action Plan outlining major system-wide developmental goals.
- RCTC uses various educational and training delivery approaches, including internal, online, and off-site learning. For example, RCTC identifies the assessment of student learning as an important goal and a part of the Vision, Mission, and Values. Training is offered by the Assessment of Student Learning (ASL) Subcommittee and the CTL as a collaborative professional development effort to improve student learning through enhanced teaching effectiveness. This effort is currently supported by a faculty development advocate.

OPPORTUNITIES FOR IMPROVEMENT

- Although RCTC supports the development of its faculty and staff in a number of ways, it is unclear how these development activities are systematically linked to RCTC’s action plans or the collective bargaining process. RCTC does not clearly tie faculty and staff learning to its IPP to identify the alignment of education and training activities for faculty and staff to its operational action plans. Because this alignment is not apparent, it is also not clear how the education and training approach balances short- and longer-term organizational objectives.

- Although PDPs and IDPs are developed by faculty and staff respectively, RCTC does not indicate how the learning specified in these plans is accomplished. In addition, RCTC does not indicate how it reinforces the use of new knowledge and skills on the job in ways that will enable long-term retention of this knowledge. There is also no indication of how RCTC systematically transfers knowledge from departing faculty or staff.
- RCTC is in the early stages of developing methods to evaluate the effectiveness of its education and training. Except for surveys conducted at the conclusion of the four staff-development days and the identification of new indicators for measuring effectiveness, it is not clear how RCTC determines how well its investment in the education and training of faculty and staff contributes to the achievement of its Mission, Vision, and success factors, or helps to effectively address its key strategic challenges.
- **RCTC indicates that PDPs and IDPs are created by and for faculty and staff, respectively. However, RCTC does not indicate how the existence of these plans motivates staff and faculty to develop and use their full potential and enable them to attain their job- and career-related development and learning objectives. For example, there is no indication of how adjunct faculty members advance their career development, should it be included in their PDPs. In addition, there is no indication of how senior leaders or any other members of the administrative staff of RCTC help faculty and staff attain their career development and learning objectives.**

5.3 Faculty and Staff Well-Being and Satisfaction

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

STRENGTHS

- RCTC provides several resources to address faculty and staff health, safety, security, and ergonomics. These methods include access to a fitness center, fitness challenges, training, relevant workplace health topics such as stress reduction, and efforts to prevent workstation-related ergonomic injuries. For example, RCTC allocated \$24,000 to proactively prevent workstation-related ergonomic injuries.
- RCTC’s Crisis Management Plan, which is updated by the Campus Security Officer and Safety Officer, details policies, procedures, and steps covering a full range of possible disasters on campus. Safety and Security resources include a Campus Security Officer, eight law-enforcement student workers, and a Safety Officer to coordinate safety and ergonomic training, compliance with the Occupation Safety & Health Administration (OSHA), and other safety processes. Additionally, RCTC enlists consultative and training services from the MnSCU Safety/Emergency Preparedness Director and staff.
- RCTC, in order to support faculty and staff via services, benefits, and policies, provides a wide variety of benefit programs for diverse employee groups. Employees are eligible for standard and optional benefits, depending on their bargaining unit and employment status. Benefits include health/dental/life insurance, holidays, personal/vacation leave, sick leave, paid and unpaid leave of absence, professional development and training, retirement, supplemental retirement, and tuition waiver. There is also a wide variety of optional benefits including tax deferral options, savings bonds, long-term care insurance, additional employee or spouse life insurance, and accidental death and dismemberment insurance.
- RCTC uses the CQS and other formal surveys to determine the key factors related to faculty and staff well-being, satisfaction, and motivation. These surveys allow faculty and staff to rate items such as their satisfaction with workplace issues, strategies, and environments. RCTC points out that most employees agree with such statements as: “The institution provides a safe, healthy, and supportive work environment”; “Staff morale is positive”; and “Leadership effectively communicates institutional goals, priorities, and future directions.”

OPPORTUNITIES FOR IMPROVEMENT

- Although RCTC provides services and programs that address faculty and staff health, safety, and security, it does not describe its performance measures or improvement goals for any of these workplace factors other than in terms of the numbers of participants.

Information on how the organization addresses these workplace factors uniquely for its various faculty and staff groups of employees, such as full-time, part-time, adjunct faculty, and those represented by any of the seven unions, is lacking. Consequently, although programs exist, it appears that RCTC does not have a fully deployed approach to faculty and staff well-being and is absent targets for same.

- Although the CQS is used to determine the requirements and satisfaction of faculty and staff and, through the CQS, RCTC has identified six areas of positive satisfaction, it does not indicate how these factors are segmented for its different categories of faculty and staff. Therefore, it is not clear how RCTC determines the satisfaction of key segments such as full-time and adjunct faculty to enable the results of the CQS to have actionable value in terms of suggested improvements. For example, without such segmentation it is unclear how RCTC will create a highly satisfied work environment that enables effective recruitment to replace the large number of staff scheduled to retire within the next ten years.
- Although RCTC presents its core measures for workforce satisfaction, training, and other related areas (Figure 5.3-2) and cross-references the results, it is not clear in Item 5.3b(3) or in the results indicated how these measures represent the interests of its diverse workforce and different groups of faculty and staff. In addition, the CQS does not indicate how such measures as employee absenteeism, retention, and grievances are used to assess and improve faculty and staff well-being and satisfaction. RCTC's response indicates that only results from the CQS are used in making these determinations.
- While RCTC captures findings from the CQS for the purposes of supporting strategic planning and goals and its HR plan, it is not clear how RCTC systematically relates assessment findings to key organizational performance results to identify priorities for improving the work environment and the support climate for faculty and staff. There are no core institutional strategies or KPIs presented in Figure 2.1-3 or components of the HR plan presented in Figure 2.2-1, nor are there selected core measures for support processes in Figure 6.2-2 that deal with priorities that will result in improving the well-being and satisfaction of faculty and staff. Without this information, it may be difficult to determine if the results of the CQS are being used effectively to set and achieve improvement strategies and targets for faculty and staff well-being and satisfaction.

Category 6 Process Management

6.1 Learning-Centered Processes

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

STRENGTHS

- RCTC’s key learner-centered processes derive from its Mission, Vision, Values, and Design Criteria. The SLS and the Shared Governance System organize work and provide the focus on student learning. RCTC lists four Level 2 processes that support its Level 1 Process of Teaching and Learning. Level 2 processes (Teaching Excellence, Student Learning, Academic Program Development and Review, and Partnership Development) all have associated core measures as shown in Figure 6.1-1. These indicators include student satisfaction, student learning, retention, job placement, educational goal attainment, and grades.
- RCTC uses several methods to assess its learning-centered processes and practices. In the area of ASL, 2005–2006 improvement projects are identified and tracked by the ASL committee (Figure 6.1-3). These projects include those developed for the assessment of traditional classroom delivery methods, as well as the ASL with online delivery. For example, the *eLumen* software pilot helps faculty track measured learning outcomes in their classes and focuses on skills assessment rather than course grades. Additionally, a refined assessment framework is in the early stages of development where faculty members are engaged in the improvement cycle known as the Power of ONE (Figure 6.1-4).
- To incorporate new technology, organizational knowledge, and the potential need for agility into the design of key learning-centered processes, RCTC uses a variety of approaches that are community driven. For example, RCTC leverages its University partnerships to be agile, offering multiple degree programs and levels. RCTC works closely with partners in designing and delivering career pathways to include the use of program advisory committees. All programs have defined program plans that identify prerequisites for moving through courses and between institutions. Sequencing is achieved via the Minnesota Transfer Curriculum (MNTC), which is a collaborative effort by the two- and four-year institutions in the state. Through this activity, faculty are informed of new or emerging needs that can then be addressed in curriculum development and review.

OPPORTUNITIES FOR IMPROVEMENT

- Although RCTC incorporates input from students as part of determining key learning-centered process requirements, it is not clear how RCTC systematically addresses gaining input from faculty, staff, stakeholders, suppliers, partners, and collaborators. Additionally,

it is not clear how RCTC anticipates and prepares for individual differences in student learning rates and styles or how information on student segments and individual students is developed and used to engage all students in active learning. Without this information it may be difficult to determine if all students are fully involved in the teaching and learning experiences and whether the processes in use are systemically deployed organization-wide.

- Although the Academic Program/Department Review process is used to review performance of all departments on a three-year cycle, RCTC does not describe how this review process is conducted in ways in which cycle time, efficiency, and effectiveness are factored into education-program design. In addition, it is not clear how this review process ensures that each department will meet all key requirements, including consideration of how to best leverage new technology and organizational knowledge to ensure that the design process meets all learning-centered key requirements and its world-class Vision.
- Although RCTC describes the KPIs related to student learning, it is not clear what in-process measures are in place to manage the day-to-day operation of the core learning processes. There is no clear indication of any formative measures in place that are tailored to the educational offerings at the college. It is also not clear what knowledge RCTC has been able to gather and communicate with respect to what students know and are able to do as a result of the educational program offerings.
- RCTC indicates that one of its Values is innovation. However, except for the recent adoption of the *eLumen* software, it is not clear how RCTC emphasizes innovative approaches to improving learning-centered processes that will maximize student success. Further, there is no indication of how RCTC integrates its Performance Improvement System (Figure P.2-3) to ensure that each of the 70 credit-based programs and over 100 credential options are improving at a rate sufficient to enable RCTC to differentiate itself as a two-year community college. It is not clear how the components of the Performance Improvement System individually or collectively enable RCTC to keep processes current with educational needs and directions, improve its learning-centered processes to maximize student success, or share improvements with other organizational units to strengthen learning and innovation.

6.2 Support Processes and Operational Planning

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

STRENGTHS

- RCTC identifies its key support processes and their measures in Figure 6.2-2. The SLS (Figure 5.1-1) provides the basis for key support-process identification with the Level 1 processes established as the key elements of the SLS. When linked to the Organizational Leadership and Shared Governance System (Figure 1.1-1), these key support processes inform RCTC of work providing a focus on student learning. These support processes enhance the key learner-centered processes identified in Figure 6.1-1.
- RCTC’s support process areas have mapped their processes and identified measures to track performance in order to direct efforts toward areas in need of improvements. The PDCA process is used to make improvements. For example, after data indicated that late student applications created a cascading series of problems in learning-centered processes, the Admissions area reset application deadlines. As a result, the college was better able to serve and retain more students. Solve and Dissolve teams have been used in several areas to drive short- and longer-term improvements. For example, the Student Success Day was created by one of these teams to enable students to interact with faculty and attend workshops to enhance their learning experience. This outcome created increased student satisfaction regarding notification of student performance and faculty.
- To protect students, faculty, staff, stakeholders, and the general community from adverse impact in times of emergency, RCTC has established a Critical Incident and Response Plan. The plan addresses the continuity of operations in the event of emergencies, including chemical/hazardous substance spills, civil protest, criminal or violent behavior, gas leaks, fire, flood, aircraft down on campus, death on campus, etc. Additionally, a plan to address the Pandemic Flu is now underway.
- RCTC uses various technology-based and high-touch/face-to-face communication methods to support key requirements associated with students becoming lifelong learners. Many support services are provided for students through online access. RCTC is also striving to maintain a personal touch with students by assigning a personal advisor and encouraging face-to-face meetings with the advisor for help in the academic process. These practices support students throughout their life cycle at the institution. For example, in June 2004 RCTC launched RP, a customer-relationship-management software package, which enables the college to communicate with prospects both electronically and by traditional means even before they become students.

OPPORTUNITIES FOR IMPROVEMENT

- Although RCTC identifies three levels of support processes in Figure 6.2-2, and indicates that the SLS and Organizational Leadership and Shared Governance System help to determine these processes, there is no indication of how this is accomplished. In addition, RCTC does not indicate how it secures input from faculty, staff, students, stakeholders, suppliers, partners, and collaborators in its determination of support process requirements.
- RCTC does not describe how it incorporates into the design of its support processes identified key requirements, such as organizational knowledge, the need for agility, cycle time, productivity, cost control, and efficiency and effectiveness. In addition, there is no indication of how students, stakeholders, faculty, staff, suppliers, partners, and collaborators are used to manage these processes.
- While RCTC has identified key performance measures/indicators used for the control and improvement of support processes (Figure 6.2-2), there is no mention of how the day-to-day operation of key support processes ensure meeting key performance requirements. In this regard, how in-process measures are used in managing these processes is not presented. It is not clear how RCTC's designated Level 1, 2, and 3 support processes are managed throughout the organizational structure, as depicted in its organization charts, to ensure these processes effectively meet requirements.
- RCTC does not describe processes used to minimize costs associated with inspection, testing, and audits of its support processes that will enable it to prevent errors and rework. For example, there is no indication of how it improves the accuracy of its Level 2 admission, enrollment, and registration processes under the Level 1 process of Student Development and Services. In addition, except for references to the use of PDCA and the use of Rapid Response teams, RCTC does not describe how it systematically improves its support processes to achieve better performance, reduce variability, and remain current with organizational needs and directions. No indication of how improvements and lessons learned are shared with organizational units within RCTC and its UCR partners.
- It is not clear how RCTC ensures that adequate financial resources are made available to support new initiatives or those that are created as a result of improvement findings. In addition to the strategic contingency fund, there seems to be no systematic method of ensuring that budgetary and financial resources are adequate to support major new education initiatives. There is no description of how the college assesses financial risks associated with current operations and major new initiatives.

Category 7 Results

7.1 Student Learning Outcomes

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

STRENGTHS

- RCTC demonstrates improvement in measures reflecting the number of students achieving their objectives related to licensure and certification exams. Pass rates on licensure and certification exams have remained at or close to 100% from 2000 through 2005 (Figure 7.1-1). More than 85% of students have been able to continue their education and secure employment in a field related to their education since 2000.
- RCTC results of student paths after graduation as an outcome of education is showing a stable historical trend since 2000 with 86% of students employed in a related field or continuing their education (Figure 7.1-2); data also reveals an upward shift occurring over time of students pursuing continuing education. The number of total student awards/certificates/degrees granted from 2000 through 2005 has increased over time, and the 2005 performance of 1,185 awards exceeded the 1,150 performance target (Figure 7.1-3).
- RCTC considers the retention rate as an indicator of student learning results, as illustrated in Figures 7.1-4 and 7.1-5 for different semester time periods. The results include retained students and students who have graduated. The fall-to-spring retention has historically been stable, ranging from a combined percentage of 71.4% to a high of 76.2%. The fall-to-fall retention for the combined percentage is also stable—in the range of 47.6% to 52.2% as recently as 2003 to 2004 and within reasonable range of the FY2006 performance target of 53%.
- RCTC uses indicators of student perceptions of learning and academic challenges as reported using the CCSSE, as shown in Figures 7.1-6 to 7.1-8. The trend for the Active & Collaborative Learning Benchmark data for RCTC varies from 47.8 in 2002 to 52.3 in 2003 to 50.7 in 2005, demonstrating improvement. In 2005, RCTC results (50.7) compare favorably with the national score (50), and the medium-sized and MN Consortium benchmarks and comparisons. A “50” represents a score established by CCSSE that represents a national aggregate score of measured data for medium-sized community colleges.

OPPORTUNITIES FOR IMPROVEMENT

- **Although RCTC indicates that it has access to extensive comparative data from MnSCU, nationally normed surveys, and organizations including CQIN and AQIP,**

comparative results are only provided for Active & Collaborative Learning indicators in Figures 7.1-6 and 7.1-8. RCTC does not show comparison results to competitors for student pass rates on licensure and certification (Figure 7.1-1), student paths after graduation (Figure 7.1-2), fall-to-spring retention (Figure 7.1-4), and fall-to-fall retention (Figure 7.1-5). There is also no segmentation shown for the results in these categories. In addition, it is not clear how the indexing of national benchmark scores at 50, although useful in assessing differences in improvement, are used to assess how RCTC performs compared to high-performing organizations that would eventually enable it to distinguish itself as a provider of world-class learning in a community college setting. It is also not clear if RCTC is defining a national benchmark at 50 as the average of the comparison group or the best-performing of the comparison group.

- RCTC indicates that student retention rates as presented in Figures 7.1-4 and 7.1-5 serve as an indication of achieving desired student learning outcomes. However, it is not clear how retention rates are an indicator of student learning. There is also lack of clarity regarding what is included in this measure: RCTC indicates that it does not include graduating students as nonretained, but that it does include the percentage of students who did not return due to degree completion in these results. The lack of clarity in these results may create a gap in information regarding the inclusion of graduating students in the fall-to-fall retention rate in Figure 7.1-5, which shows an approximate 30% reduction in retention compared to the fall-to-spring retention rate presented in Figure 7.1-4.
- RCTC's results indicate there have been no improvements and some lower results in the attributes that comprise RCTC's Active & Collaborative Learning Individual Indicators presented in Figure 7.1-7. At least three measures have shown reduced performance in 2005, including "worked with other students on projects during class," "worked with classmates outside of class to prepare class assignments," and "participated in a community-based project." In addition to the absence of comparative information, it is not clear what scale this result represents, since RCTC presents only 0 to 3 as a range for these indicators. There are also no student segmentations for these results. Without this information, it may be difficult to determine which student groups are experiencing downward trends with respect to student learning.
- **Except for providing licensure and certification pass rates on a few of its programs in Figure 7.1-1, RCTC does not provide its key student-learning results by any grouping of the 70 credit-based programs and 100-plus credential options, including, for example, liberal arts, allied health, business, services, and technical career, or by the types of awards offered as listed in Figure P.1-1. Therefore, it is not possible to ascertain how RCTC determines how it is achieving its learner-centered objectives on a program basis or how it should allocate resources to grow or strengthen programs based on student-learning outcomes.**

7.2 Student- and Stakeholder-Focused Outcomes

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

STRENGTHS

- RCTC is able to achieve and sustain high satisfaction levels for students participating in its Customized Training/Workforce Development programs, which serve the area through nontraditional methods. Performance in these programs has remained above 97% satisfaction since 2002 (Figure 7.2-5).
- RCTC uses “word of mouth” as a perceived value. The CCSSE results shown in Figure 7.2-7 indicate that in 2005, 87% of enrolled students would recommend the college to a friend or family member. The trend from 2002 through 2005 has remained within the 87%–90% range as captured in alternating years. In addition, when community stakeholders were asked whether they would recommend the college to others, 95% responded positively in 2005.
- RCTC has identified unmet student needs (Figure 7.2-17) as an indicator for student satisfaction/dissatisfaction and for building positive relationships with students. A positive and consistent trend toward realizing unmet student expectations is demonstrated by the decreasing number of gaps greater than 1.2—from 19 gaps in 2001 to 10 gaps in 2006. These results appear to indicate that RCTC is gaining value from its rapid response Solve and Dissolve improvement efforts (Figure 7.2-18). Additionally, the SSI Service Excellence benchmark and drilldown results (Figures 7.2-12 and 7.2-13) demonstrate positive trends. Figure 7.2-12 depicts a significant trend from 2001 (4.79) to 2006 (4.99) and compares favorably with the FY 2006 target of 5.00 (Figure 2.2-2). As another measure of stakeholder perceived value, the Instructional Effectiveness (Figure 7.2-14) scale on the SSI shows increases over the past three years, from 5.09 in 2004 to 5.17 in 2006.
- Information from the SSI provides RCTC with 12 benchmarks based on the aggregation of individual indicators that provide a more in-depth understanding of student satisfaction. The support process of Student Development & Services and the Academic Support Center are linked to the core measure of the Academic Services Benchmark (Figure 6.2-2). The data in Figure 7.2-10 show a positive and a significant trend from 2001 (4.99) to 2006 (5.23) and are identified as one of the areas of greatest satisfaction for students. Satisfaction is evidenced by responses that include improved computer labs, library services, and study areas through 2005 (Figure 7.2-11). The 2006 result of 5.23 also compares favorably and exceeds the identified FY2006 target of 5.15 (Figure 2.2-2). RCTC has made strong improvements in the recent past and is closing the gap when compared to the national, regional, and state-based results.

OPPORTUNITIES FOR IMPROVEMENT

- **Although RCTC has identified eight key student segments, eight key stakeholder segments, and six partner/supplier segments (Figures 3.1-2 and 3.1-4 through 3.1-6), there is a lack of student segmentation, diversity grouping, and limited stakeholder results, as well as a lack of competitor and comparison data for the majority of the satisfaction measures presented. This lack of segmentation and comparison data may make it difficult for RCTC to determine opportunities for improvement among different student learner groups and/or learning locations. Also, the lack of data may impact the ability to meet the needs and requirements of RCTC’s diverse student populations and stakeholder groups. Further, such gaps may make it difficult for RCTC to meet strategic challenges, such as positioning among competitors and fulfilling its Mission as an open-access institution.**
- **While RCTC measures student and stakeholder satisfaction using a variety of approaches, including student satisfaction levels, enroll-again decisions, experience expectation met, overall satisfaction, and custom training satisfaction that have positive trends over time, these levels remain below the averages of the state and/or national comparisons (Figures 7.2-1 through 7.2-3). Thus, it appears that improvements made by RCTC to date are not sufficient for it to achieve parity with or exceed national averages or to ensure that it will be able to effectively deal with the challenge of niche competitors or the growth opportunities presented by growing interest in online learning. In addition, since the only comparisons provided are those to an average, it is not possible determine what amount of sustained improvement is required to enable RCTC to move toward its Vision. Moreover, in several of the satisfaction-related data figures, there are fluctuations in satisfaction results and, in some cases, downward trends (Figures 7.2-1, 7.2-3, and 7.2-6).**
- While RCTC measures student and stakeholder perceived value and other aspects of relationship building using a variety of approaches, including “word of mouth,” brand equity, academic and service benchmarks and drilldowns, instructional effectiveness, student-faculty interaction, and unmet student needs that have positive trends over time, these levels remain below average compared to the state and/or national comparisons (Figures 7.2-7, 7.2-10, 7.2-12, 7.2-14, and 7.2-17). Also several of the perceived value-related data figures reveal variable patterns of improvement in results over time and, in some cases, with downward trends or unexplained gaps in performance (Figures 7.2-7, 7.2-10, 7.2-11, and 7.2-13). The variability and lack of comparative results may impact RCTC’s ability to build relationships and positive referrals, and meet strategic and competitive challenges.

7.3 Budgetary, Financial, and Market Outcomes

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

STRENGTHS

- RCTC has managed to rebuild its fund balance as a percentage of revenue from 3% in 2003 to 7% in 2005 (Figure 7.3-2), after reductions in allocations per FYE from the state due to increases in enrollment and tuition (Figure 7.3-1). As a result, tuition revenue has increased from \$14 million in 2002 to \$16.3 million in 2005 (Figure 7.3-3). This is a positive response to RCTC’s key strategic challenges of funding and resource allocation.
- **RCTC is one of the fastest growing institutions in the state. It is the third-largest college in the system, as demonstrated in Figure 7.3-5. In addition, RCTC has experienced a 38.5% increase in FYE between 1999 and 2004 (Figure 7.3-4). The FYE performance in 2006 of 4,390 approaches the target of 4,485. Enrollment has continued to increase over the past five years (Figure 7.3-1). This is due in part to the continued growth of key programs, including Internet-based enrollments (Figure 7.3-7) and post-secondary education options (Figure 7.3-8).**
- **Whereas other institutions in the state have decreased the percent of allocated funds spent on direct instruction, RCTC has successfully accomplished the opposite. RCTC has increased its percent of allocated funds spent on direct instruction from 43.2% in 2001 to 49.5% in 2006 (Figure 7.3-6). In most years, RCTC has been higher than the statewide measure on this indicator.**
- RCTC has increased its post-secondary enrollment (PSEO) options from 463 in 2001 to 584 in 2006 (Figure 7.3-8). This enrollment, which allows high school students to take college courses on campus, now accounts for approximately 8% of the fall head count. This growth reflects growing partnerships with the area K-12 districts and is seen by other institutions as a role model practice. This is in line with RCTC’s commitment to partnerships and providing avenues for students who are still in high school to gain early access to higher education.
- RCTC has kept its brand recognition approximately twice as high as the next highest institution in the area in 2005. Simultaneously, the percentage of people in the surrounding area responding that they were not familiar with RCTC at all has declined from 22 percent in 1998 to 7 percent in 2005 (Figure 7.3-10). This significant decline indicates a greater awareness of the college by those within its market area.

OPPORTUNITIES FOR IMPROVEMENT

- **There is a lack of comparative data for most of the important measures provided. RCTC indicates that it has several existing competitors, and there is growing potential competition from niche competitors. However, RCTC provides no comparative information on its market performance, including market share, compared to any of its identified competitors, although many of the financial measures (FYE, state allocation, tuition, and enrollment) could be compared to national, regional, or local peers (Figures 7.3-1 to 7.3-3). Comparative information presented is limited to that of MnSCU on only one of ten results presented. The lack of relative comparisons may make it difficult for RCTC to ascertain the relative effectiveness of its improvement strategies and action plans.**
- RCTC presents very few results of its budgetary and financial performance, including measures of cost containment and endowments. For example, RCTC does not provide results of the financial impact of the UCR, the ability of RCTC to control costs, and the resulting impact on total cost per student and on tuition. Due to the scarcity of financial results presented, it is difficult to determine if RCTC is able to sustain trends in key measures of budgetary and financial performance that will enable it to achieve its distinctive performance goals.
- **RCTC has identified eight key student segments, eight key stakeholder segments, and six partner/supplier segments (Figures 3.1-2 and 3.1-4 to 3.1-6). However, there is little segmentation within the market share and enrollment data presented broken out among these diverse groups. This lack of segmentation may make it difficult for RCTC to determine opportunities for growth among different segments of its potential student populations. Other than growth in Internet-based FYE enrollments (Figure 7.3-7) and PSEO (Figure 7.3-8), there is a lack of segmentation across different programs and/or offerings. For example, there are no results generated from employers via workforce development programs and no results for noncredit enrollments. This makes it difficult to determine RCTC's market performance relative to these student and stakeholder segments across the delivery and program options.**
- Although “top of mind awareness” of community members is double that of the next highest competitor and shows an increase from 2002 to 2004, the results dropped in 2005 from 74% to 68% (Figure 7.3-9). Familiarity with programs and services (Figure 7.3-10) shows an increase in those only slightly familiar with the college and inconsistent results in terms of those familiar with the college. In addition, although RCTC is increasing the percent of allocated funds spent on direct instruction compared to other MnSCU institutions as a general trend and in FY2006 (49.5% vs. 48.1%), RCTC's performance falls below the identified target of 51% (Figure 2.2-2) and may impact identified student success goals.

7.4 Faculty and Staff Outcomes

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

STRENGTHS

- RCTC’s quality assurance benchmark (Figure 7.4-4), a composite of two indicators, examines the approaches used to design, assess, control, and improve processes. From 2000–2006, RCTC’s score on this measure has increased from 3.19 to 3.62 on a 5.0 scale. RCTC states that this increase is due to improvements in two key indicators—that RCTC continually evaluates and upgrades its processes for collecting data and information, and that RCTC’s faculty and staff are encouraged to provide ideas to improve the college. For example, faculty, and staff participation in the CQS grew from 72 in 2004 to 193 in 2006.
- RCTC has been able to secure small gains in measures of faculty and staff satisfaction. The percent of the very satisfied faculty and staff in terms of their overall satisfaction metric has increased to 28% in 2006 from a low of 16% in 2004 and presents as a sustained improvement in the years the CQS survey was conducted (Figure 7.4-1). In addition, the percent of staff who would recommend RCTC as a place to work has increased to 76% in 2005 from a low of 69% in 2004 (Figure 7.4-2).
- RCTC’s data on satisfaction with staff development days, though somewhat inconsistent, show a general positive trend in performance. Staff learning and development are demonstrated in the Staff Development Day Satisfaction Ratings (Figure 7.4-10) and, overall, have improved from 63% in August 2003 to 83% in April 2005 with fluctuations in results in the intervening period; the rating currently approximates the FY2006 target of 85%.
- RCTC presents general improvement trends in certain indicators of faculty and staff satisfaction and opinion. Since 2000, there is general improvement in Strategic Quality Planning Individual Indicators (Figure 7.4-6); Top Management Leadership Support (Figure 7.4-7); and in Employee Empowerment and Teamwork (Figure 7.4-9). These results demonstrate sustained improvement in these key measures of faculty and staff satisfaction.

OPPORTUNITIES FOR IMPROVEMENT

- RCTC’s results on employee satisfaction (Figures 7.4-1 and 7.4-5 through 7.4-10) show declining or unstable trends, with several drops following several periods of increases in the results. These declines may be indications that RCTC is failing to meet employee requirements. Although RCTC has achieved small gains in overall faculty and staff satisfaction (Figure 7.4-1), and in willingness to recommend RCTC as a place to work (Figure 7.4-2), 34% of staff are neither satisfied nor very satisfied. In addition, one in four

employees is either neutral or would not recommend RCTC as a place of employment. Negative trends in employee satisfaction with top management and leadership support, strategic quality planning, and employee empowerment and teamwork may be related to process-related opportunities for improvement identified in this Feedback Report dealing with lack of deployment of action plans and process improvements to the lower levels (below the management level) of the employee structure.

- **Although RCTC uses the CQS, a national survey instrument, for gathering data on work system performance, RCTC does not present any comparison data from other schools that would make it possible to gauge performance. This significant gap may make it difficult for RCTC to fully realize how it stands competitively and thus may hinder its ability to move on its quality improvement goals.**
- **There is an absence of results reported by any of the categories of RCTC's faculty and staff in all of the ten measures presented in Item 7.4. Without results segmented by different types of faculty and staff, it may be difficult for RCTC to determine the effectiveness of its work system performance and education and development efforts, as well as its staff and volunteer well-being, satisfaction, and dissatisfaction.**
- Although there has been an upturn in the faculty and staff familiarity with the Vision, Mission, and Values in 2006, to 3.53 on a 5.0 scale, this increase has been preceded by four years of decline (Figure 7.4-6). Between 2002 and 2005, this result declined from 3.92 to 3.48, and the 2006 value of 3.53 is still below the 2002 result.
- **Although RCTC presents its HR IPP goals dealing with diversity, selection, development, retention, succession, and ongoing human resource management in Figure 2.2-1, no results are presented for any of these goals.**
- **Except for reporting on faculty and staff satisfaction with staff development days, which are held four times per year, RCTC presents no results on faculty and staff learning and development. Although RCTC indicates that it deals with seven unions, there are no results reported in terms of work system performance and effectiveness, including grievances and staff learning and development as related to these bargaining units.**
- No results are reported on staff well-being. Specifically, there are no results on employee safety (with the exception of the campus crime safety statistics [Figure 7.5-17]), absenteeism, turnover, insurance costs, workers' compensation claims, and other measures of faculty safety and well-being.

7.5 Organizational Effectiveness Outcomes

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

STRENGTHS

- A state instructional cost study analyzed expenditures and determined direct and indirect costs of instructional programs at each state college and university. The study ranked programs and disciplines based on the Classification of Instructional Programs (CIP) Codes according to cost efficiency and effectiveness. According to the analysis of 58 CIP codes, 40% of RCTC’s programs are ranked among the top three most efficient in the state for their CIP areas.
- There are positive trends in students’ satisfaction with key learning-centered processes. Students’ satisfaction with their counselors and advisors (Figures 7.5-3 and 7.5-4) show positive trends and levels. Academic advisors have been working on increasing the satisfaction of students after experiencing declines beginning in 2002. The results show that satisfaction with counseling services was significantly greater than for a random sample of students on campus who may have not been using the counseling services. The Support for Learner’s Benchmark from the CCSSE (Figure 7.5-5) has increased over three years.
- RCTC maintains a low-crime campus environment; very few crimes are committed on campus. In each year since 2000, there have been either no crimes committed (2000 and 2004) or crimes have been limited to one or two vehicle thefts or alcohol violations, with the exception of incidents in 2002. In 2002, there was one sex-related offense, one burglary, two incidents of motor vehicle theft, and one alcohol violation (Figure 7.5-17).
- In support of RCTC’s Vision, Mission, and Values, and technology success factor, improvements in user satisfaction with computer labs, the user-friendliness of computer systems, and up-to-date lab equipment are indicated in Figures 7.5-9 through 7.5-11. For example, positive trends are achieved in the results on computer lab satisfaction with a rating of 4.47 in 2001 and a rating of 5.45 in 2005, equaling the national comparative result of 5.47. Lab equipment trends are positive, with a rating of 5.08 in 2001 that improved to a rating of 5.29 in 2005 and is comparable to national results of 5.33 in 2005.

OPPORTUNITIES FOR IMPROVEMENT

- Although RCTC addresses scheduling, intellectual growth of students, advising, and support for learners, there are several measures of the institutional effectiveness of key learning processes that are not reported. These include RCTC’s Academic Program/Department Review Process—no results related to that process are presented. RCTC also refers to its CTL, but no results related to the Center have been presented.

Community-driven development of programs and the university center partnerships are discussed in Item 6.1, but no results are presented. Inclusion of results related to these areas might present a more complete picture of RCTC effectiveness with respect to RCTC's key learning processes.

- **RCTC does not provide any segmented results of organizational effectiveness in terms of any of its largest programs, including liberal arts, nursing, allied health, and business, or by its several grant awards, including the Associate in Arts, Associate in Science, Associate in Applied Science, Diplomas, and Certificates. In addition, no organizational effectiveness results are presented for the major modes of teaching such as face-to-face or online. No effectiveness results of value gained from the UCR relationship are offered, including, for example, how the existence of the UCR has contributed to improved productivity, cycle time, and other measures of effectiveness and efficiency. There are no results related to effectiveness achieved as a result of having two significant stakeholder partners: the Mayo Clinic and IBM, and how these partnerships contribute to learning-centered effectiveness.**
- Several results are reported for which sustained positive results and/or performance comparisons are lacking. Specifically, fill rates (Figure 7.5-1) in 2006 at 65% have dropped to their lowest level since 2001, and current results are 11% lower than the highest year. Although trended data are provided for academic advising and counseling services (Figures 7.5-3 and 7.5-4), no comparative information is provided. In addition, although RCTC's performance has improved since 2004 in its effectiveness of intellectual growth metric, the results remain below the SSI national average each year since 2001 (Figure 7.5-2). These results may indicate that RCTC has not achieved necessary levels of performance relative to its key success factors.
- There are no results for partner and supplier performance. Partnership is one of the institution's stated commitments and part of its learning-centered processes. Without a method of tracking the performance of its partners and suppliers, it is difficult to understand how RCTC will ensure that the requirements of students and other stakeholders are met with regard to these institutions.
- Despite improvements since 2001 in each of the specific measures that comprise RCTC's results with regard to admissions and financial aid (Figures 7.5-6 and 7.5-7), RCTC's performance is consistently below that of all of its regional and national comparisons. RCTC's performances, despite improvements, continue to be below 5.0 on a 7.0 point scale.

7.6 Leadership and Social Responsibility Outcomes

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

STRENGTHS

- RCTC, as an indication of externally validated fiscal accountability, indicates that no significant adverse findings have been found in the last two external audits conducted by MnSCU.
- During the past three years, there have been no adverse OSHA findings. The single Americans with Disabilities Act finding was resolved. RCTC is accredited by the HLC of the North Central Association.

OPPORTUNITIES FOR IMPROVEMENT

- **RCTC identifies its Core Institutional Strategies aligned with Goals, MnSCU Direction, and its Signature Statements, and further indicates in Item 7.5a(3) that the IPP is fully deployed to all departments and programs inclusive of 65 CI plans. Although results of its core measures have been presented throughout Category 7, there is no overall indication of how such performance represents the results necessary to achieve the Core Institutional Strategies.**
- **RCTC has established several goals/targets in terms of legal and ethical behavior as presented in Figure 1.2-1, including legal, risk management, ethics, affirmative action, health and safety, critical incident, accreditation, and other measures of fiscal accountability beyond the two audits. However, results with regard to legal, risk management, ethics, and affirmative action are not provided. The Design Criteria and Statement of Desired Culture in Figure P.1-2 describe the importance of role modeling behaviors and culture-characterized traits important to cultural strength; however, no results for any of these attributes are provided.**
- RCTC provides the percent of faculty and staff volunteering in various community activities (Figure 7.6-2). However, it is not possible to determine if this single snapshot of community support is sustaining or the extent to which these activities are effective measures of community support. For example, it is not clear how participation in religious organizations, which is the single highest type of involvement at 55%, or involvement in athletic associations are meaningful indicators of how RCTC supports its community. In addition, although RCTC has relationships with several community stakeholder groups and key partnerships with the Mayo Clinic and IBM, there are no results presented with regard to stakeholder trust of the senior leaders and governance of RCTC from these or any other segments.

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

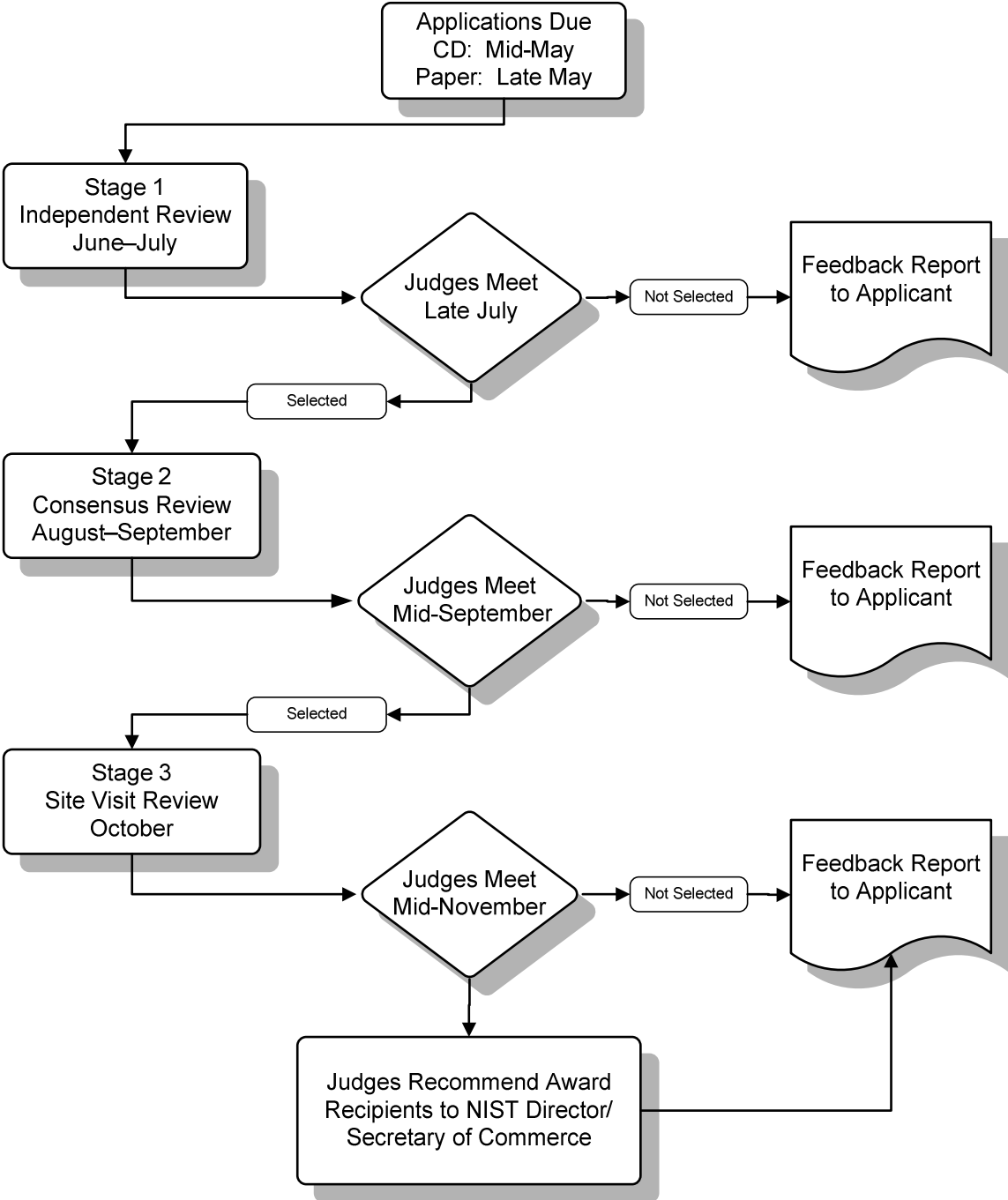


Figure 1—Award Process Review Cycle

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 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 score falls 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 mission or 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 mission or 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 mission or 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 mission or 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 student, stakeholder, 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)

2006 Scoring Band Descriptors

Band	Band Number	% Applicants in Band ¹	Descriptors
0–275	1	1	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	13	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	41	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	30	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	13	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	1	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