Baldrige Express

2005 Performance Indicator Feedback Report

Black Hawk College

THE LINCOLN FOUNDATION FOR PERFORMANCE EXCELLENCE

c/o Tellabs, Inc. • 1415 West Diehl Road – MS 514 • Naperville, Illinois 60563
Telephone: (630) 637-1595 • Fax: (630) 579-1620
Email: info@lincolnaward.org • Website: www.LincolnAward.org

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Demographics

The Demographic Section is designed to provide the organization with an overall response rate relative to the total number of respondents and their percentage weight for each demographic category they have chosen.

Survey Demographics

SURVEYS DISTRIBUTED	68
SURVEYS RETURNED	62
PERCENT RESPONDING	91%

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Organization Demographics

Demographic	Number Responded	Response as % of Total
Position		
Board of Trustees	4	6.5
Cabinet	7	11.3
Faculty	18	29.0
Staff	9	14.5
Supervisor	24	38.7
Total	62	100 %

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Summary Results

Overall Category-Level Totals

Categories	Total Points	Points Scored	% of Total Pts.
1. Leadership	120	33	27
2. Strategic Planning	85	19	22
3. Student, Stakeholder, and Market Focus	85	19	22
4. Measurement, Analysis, & Knowledge Management	90	16	18
5. Faculty and Staff Focus	85	17	20
6. Process Management	85	17	20
7. Organizational Performance Results	450	90	20
Totals	1000	211	21%

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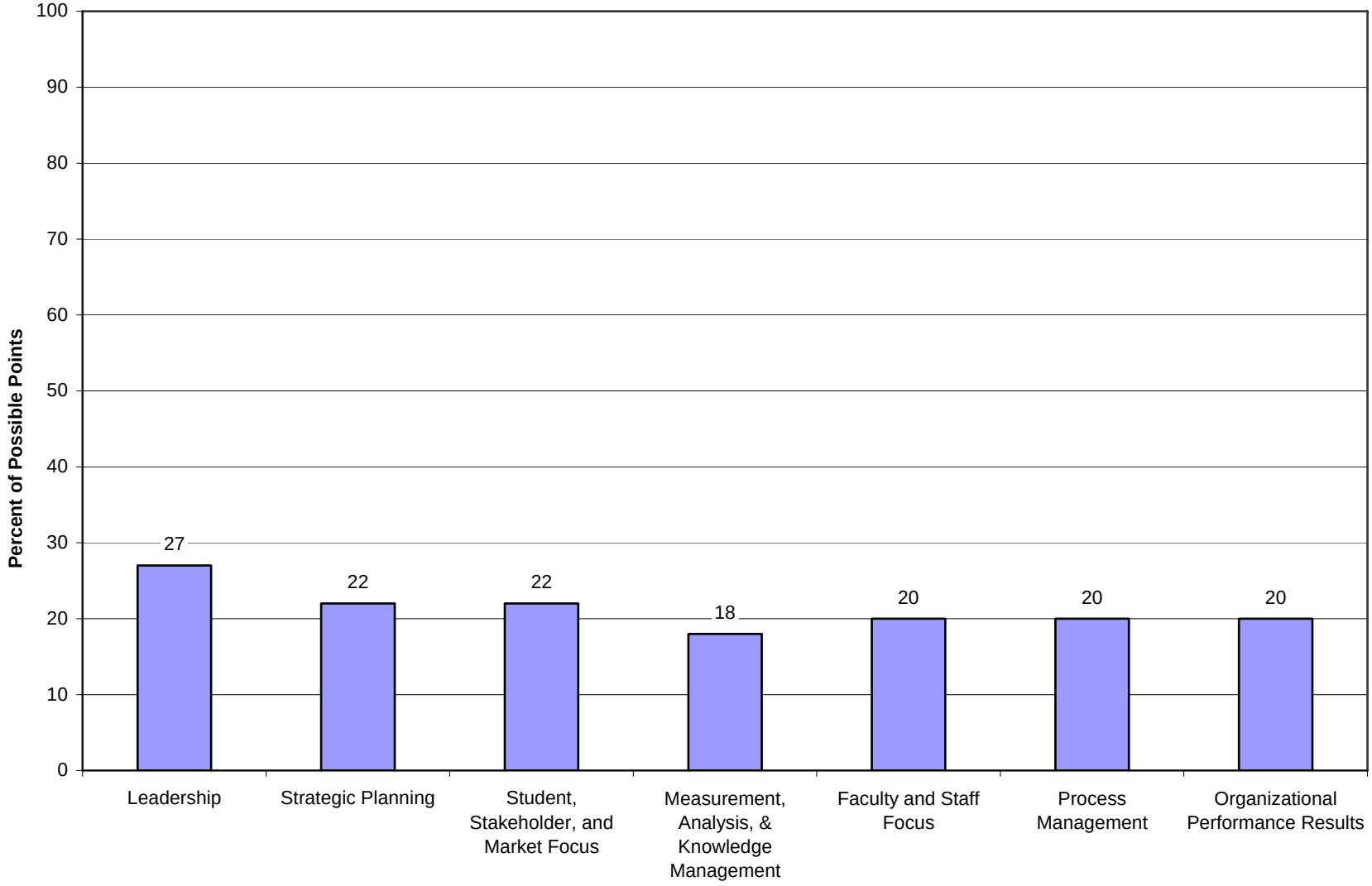
Overall Category Level Percent Scores



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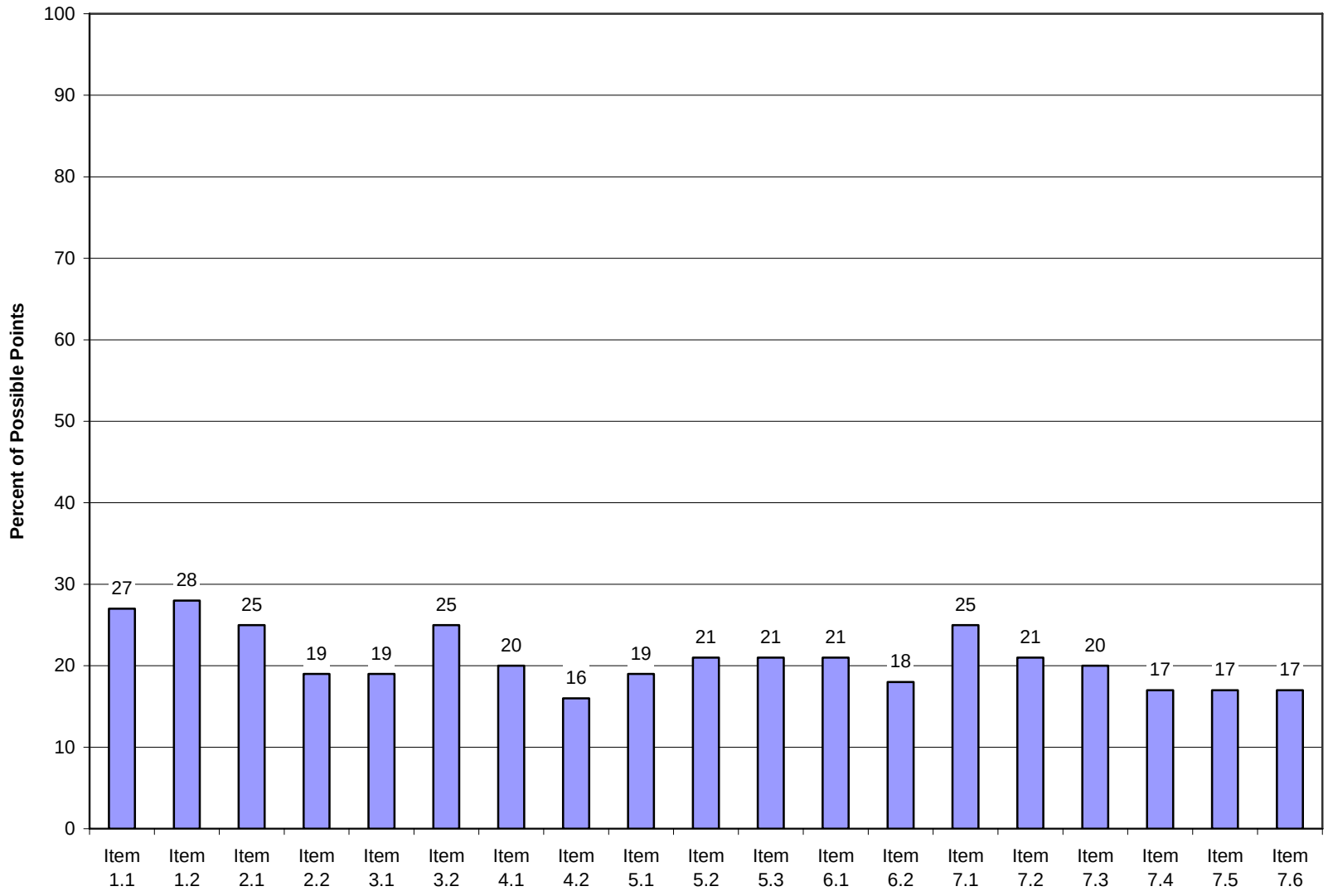
Overall Item Level Percent Scores



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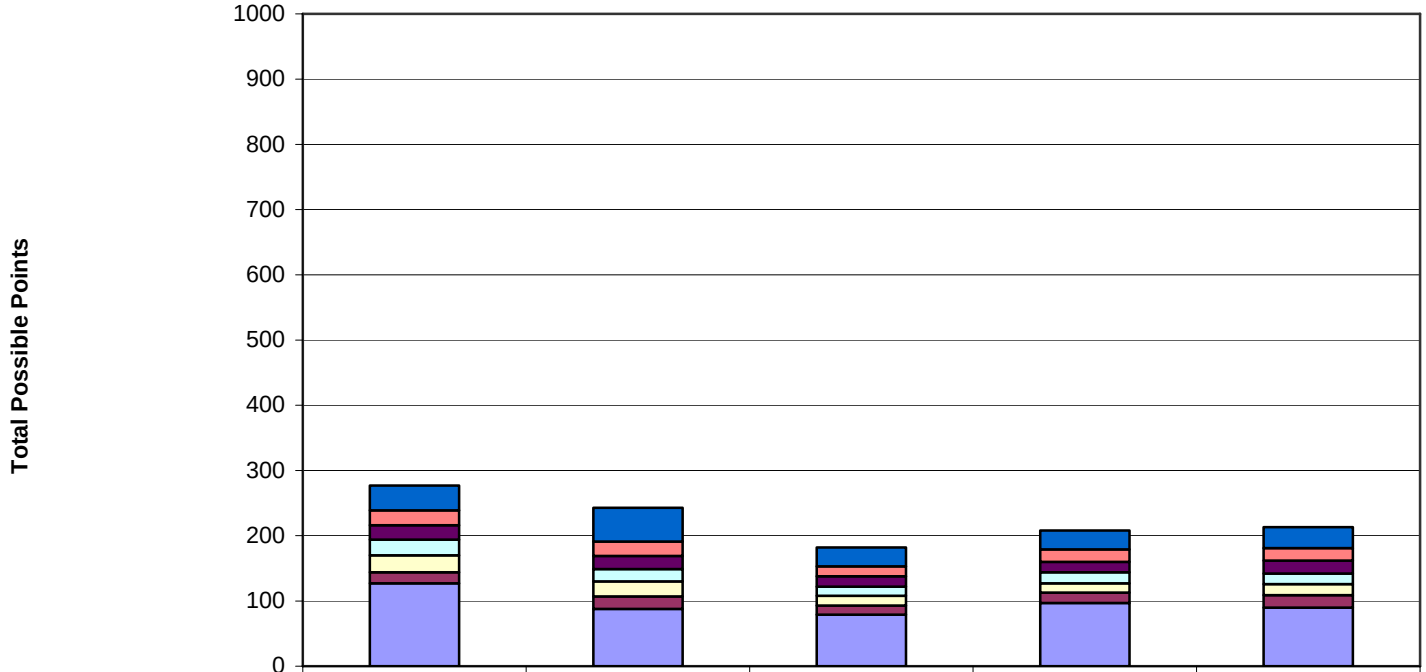
Category Level Point Scores By Position



	Board of Trustees	Cabinet	Faculty	Staff	Supervisor
Leadership	38	52	29	29	32
Strategic Planning	23	22	15	19	19
Student, Stakeholder, and Market Focus	22	20	16	16	20
Measurement, Analysis, & Knowledge Management	24	19	14	17	16
Faculty and Staff Focus	26	23	15	14	17
Process Management	17	19	14	16	19
Organizational Performance Results	127	88	79	97	90

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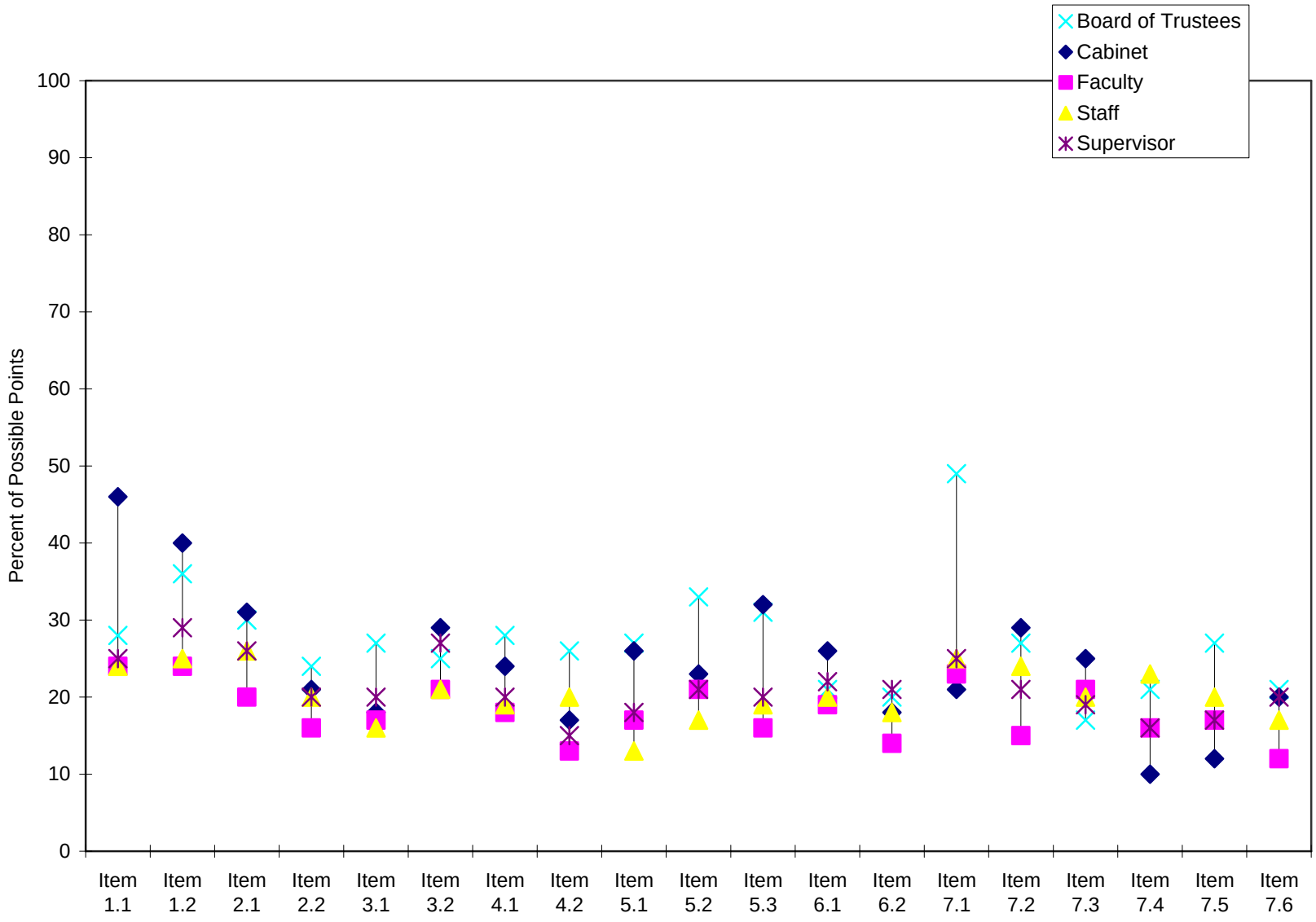
Item Level Point Scores By Position



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Category 1 - Leadership

Overall Question Scores and Current-State Descriptors

%	Question	Description
%	**1A**	**Vision and Values: Set and Deploy Vision and Values [Baldrige ref: 1.1a(1)]**
27	**Current**	Basically Effective - Some top leaders effectively guide the organization by establishing and conveying directions to many faculty and staff. Leaders are starting to gather data to evaluate the effectiveness of some of these processes.
	Next Level	Mature - Many top leaders effectively guide the organization and convey the organization's vision and values to many faculty and staff. Leaders sometimes evaluate the effectiveness of these processes and check to see if the vision and values are understood. They may have made some changes as a result.
	Role Model	Nearly all top leaders effectively establish and convey the organization's vision and values to nearly all faculty and staff, and appropriate suppliers, partners, and students and stakeholders. Their personal actions nearly always follow these values. Leaders regularly evaluate the effectiveness of these processes and check to see if the vision and values are understood. They consistently make process improvements as a result. They have developed innovative approaches in these areas and share best practices with leaders across the organization.
%	**1B**	**Vision and Values: Promoting a Climate for Legal and Ethical Behavior [Baldrige ref: 1.1a(2)]**
36	**Current**	Basically Effective - Legal and ethical behavior is addressed by some top leaders as part of the organization's required values but no special emphasis is provided unless a problem occurs in this area.
	Next Level	Mature - Legal and ethical behavior is addressed by many top leaders as part of the organization's required values but no special emphasis is provided unless a problem occurs in this area. When a problem arises, they usually check compliance and may have made some changes as a result.
	Role Model	Nearly all top leaders effectively promote a climate where organizational behavior is fully in line with nearly all legal and ethical codes of conduct. They work to prevent bad conduct, rather than wait for the problem to occur. Ethical and legal behavior is a part of the core value of the organization. Leaders regularly check compliance and make ongoing improvements in effectiveness. They have developed innovative approaches in these areas and share best practices across the organization.

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%	Question	Description
%	**1C**	**Vision and Values: Sustaining the Organization Through Innovation, Learning, Developing Future Leaders, and Organizational Agility [Baldrige ref: 1.1a(3)]**
25	**Current**	Beginning - Organizational agility and innovation is discussed by top leaders but not systematically addressed.
	Next Level	Basically Effective - Organizational agility and innovation are addressed by some top leaders as part of the organization's required values but no special emphasis is provided unless a problem occurs in this area.
	Role Model	Top leaders have created an environment of learning and innovation to sustain educational success and prepare for future challenges in nearly all parts of the organization. Nearly all leaders have improved organizational agility in their areas of responsibility by reducing bureaucratic "red tape" and encouraging individual initiative and work-related decision-making for their faculty and staff. Nearly all top leaders are involved in future leader development. They regularly check to see if their efforts in the areas above are effective and they make ongoing improvements as a result. They have developed innovative approaches in these areas and share best practices across the organization.
%	**1D**	**Communication and Organizational Performance: Empowerment, Motivation, Taking Action to Improve Performance, and Create Student and Stakeholder Value [Baldrige ref: 1.1b(1&2)]**
19	**Current**	Beginning - A few top leaders have started to communicate systematically with a few faculty and staff to reinforce organizational direction. The process is not very effective. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - Top leaders communicate with some faculty and staff to reinforce organizational direction. They are starting to check the effectiveness of some of these processes.
	Role Model	Top leaders effectively communicate with, empower, and motivate nearly all faculty and staff throughout the organization. Nearly all leaders make sure that frank, two-way communication occurs nearly all the time. They actively participate in reward and recognition and reinforce high performance and a student, stakeholder, and organization focus. They consistently emphasize taking action to achieve objectives and vision, including creating and balancing value for students and stakeholders. They regularly check the effectiveness of these processes and make ongoing improvements. They have developed innovative approaches in these areas and share best practices across the organization.

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%	Question	Description
%	**1E**	**Organizational Governance: Management Accountability, Protecting Stakeholder Interests, and Improving Leader Effectiveness [Baldrige ref: 1.2a(1&2)]**
21	**Current**	Beginning - The governing board is beginning to set up systems to hold leaders and managers accountable for the organization's actions. The processes are not very effective since they are not used consistently. The processes are not evaluated to check effectiveness or see how they could be improved.
	Next Level	Basically Effective - The governing board is involved in occasional reviews to hold leaders accountable for the organization's actions and protect stakeholder interests against serious problems. They are starting to gather data about the effectiveness of some of these processes.
	Role Model	Effective processes are in place to ensure management and fiscal accountability and transparency in nearly all governing board and organization operations. Independent audits provide complete and accurate information to support effective governance and help ensure stakeholder interests are protected. The performance of nearly all senior leaders (including the chief executive) and the governance board is regularly evaluated based on organizational performance results and other feedback (such as peer and subordinate reviews). The governing board, and most senior leaders and supervisors throughout the leadership system use this information to improve their personal effectiveness and governance and leadership system processes. Ongoing refinements are made to the processes as a result. Innovative processes have been developed and shared as appropriate.
%	**1F**	**Legal and Ethical Behavior: Following Laws and Regulations, and Addressing Public Risks and Concerns [Baldrige ref: 1.2b(1)]**
27	**Current**	Basically Effective - The organization effectively considers how some current programs, offerings, services, facilities, or operations are likely to affect the public. It does little to consistently address public concerns. Some effective processes have been put in place to meet legal requirements. They are starting to gather data about their effectiveness in meeting some of these legal processes.
	Next Level	Mature - The organization effectively considers how many of its current programs, offerings, services, facilities, and operations are likely to affect the public. It acts to reduce potential problems and sometimes checks how well these actions work. Effective processes have been put in place to meet legal requirements. Sometimes it evaluates the effectiveness of processes to meet legal requirements and may have made some changes as a result.
	Role Model	The organization effectively considers how nearly all of its current and future programs, offerings, services, facilities, and operations are likely to affect the public. It effectively reduces or eliminates potential problems. Fully effective processes have been put in place to meet legal requirements and even exceed many. It has developed innovative approaches to addressing public concerns and exceeding legal requirements and shares best practices across the organization.

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%	Question	Description
%	**1G**	**Legal and Ethical Behavior: Ensuring Ethical Behavior [Baldrige ref: 1.2b(2)]**
29	**Current**	Basically Effective - Policies and practices across some parts of the organization reflect a commitment to ethical practices. Organized and effective steps are taken to monitor behavior and ensure compliance in some areas. The organization has started to gather data about the effectiveness of some of it processes to ensure ethical behavior.
	Next Level	Mature - Policies and practices across many parts of the organization including top leaders reflect a commitment to ethical practices most of the time. Organized and effective action is taken to monitor behavior and ensure compliance in many areas. The effectiveness of these policies and practices is sometimes checked and may have made some changes as a result.
	Role Model	Policies and practices across nearly all parts of the organization, including leaders, the governing board, partners, students, and stakeholders reflect a commitment to ethical practices in all interactions. Organized and effective action is taken to monitor behavior and ensure breaches of conduct are addressed. The effectiveness of these processes is regularly checked and ongoing improvements are made. It has developed innovative approaches to ensuring ethical behavior and shares best practices across the organization.
%	**1H**	**Support of Key Communities: Providing Community Support [Baldrige ref: 1.2c]**
37	**Current**	Basically Effective - The organization provides some support to key community groups by involving some faculty, staff, and leaders. The organization has identified a few areas of emphasis to support. The organization has started to gather data about the effectiveness of some of its community support processes.
	Next Level	Mature - The organization provides some support to key community groups by involving many faculty, staff, and leaders. The organization has identified some areas of emphasis to support. It sometimes checks the effectiveness of its efforts. The organization gathers data to evaluate the effectiveness of its community support and may have made some changes as a result.
	Role Model	The organization is a community role model and provides extensive support to key community groups consistent with organizational needs. It involves nearly all faculty, staff, and leaders in planned and structured ways. The organization has identified many key areas of emphasis to support. It regularly checks the effectiveness of its community support efforts and makes ongoing improvements. It has developed innovative approaches to community support and shares best practices across the organization.

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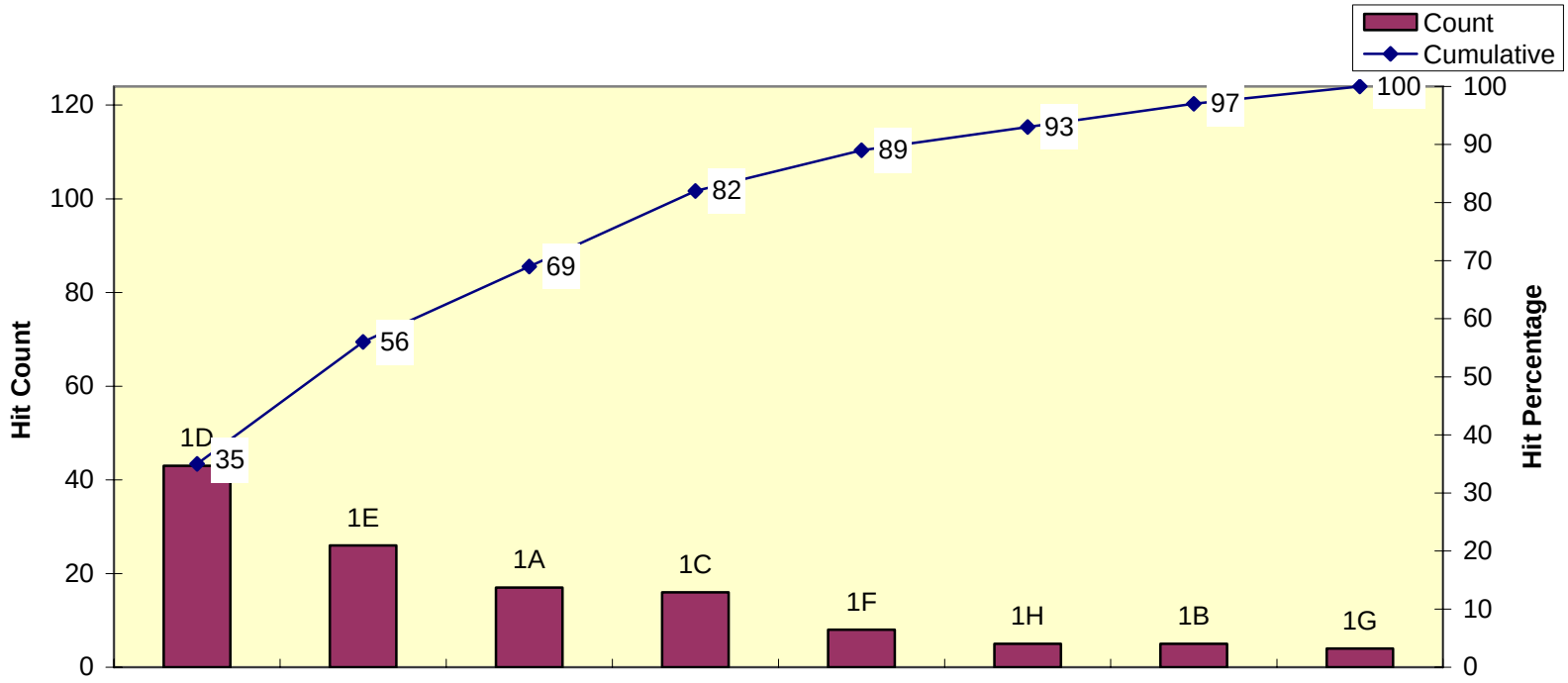
Category 1 - Leadership - Areas Most Needing Improvement - Pareto Chart



Letter key for Category 1 - Leadership - Areas Most Needing Improvement	
1A	Vision and Values: Set and Deploy Vision and Values [Baldrige ref: 1.1a(1)]
1B	Vision and Values: Promoting a Climate for Legal and Ethical Behavior [Baldrige ref: 1.1a(2)]
1C	Vision and Values: Sustaining the Organization Through Innovation, Learning, Developing Future Leaders, and Organizational Agility [Baldrige ref: 1.1a(3)]
1D	Communication and Organizational Performance: Empowerment, Motivation, Taking Action to Improve Performance, and Create Student and Stakeholder Value [Baldrige ref: 1.1b(1&2)]
1E	Organizational Governance: Management Accountability, Protecting Stakeholder Interests, and Improving Leader Effectiveness [Baldrige ref: 1.2a(1&2)]
1F	Legal and Ethical Behavior: Following Laws and Regulations, and Addressing Public Risks and Concerns [Baldrige ref: 1.2b(1)]
1G	Legal and Ethical Behavior: Ensuring Ethical Behavior [Baldrige ref: 1.2b(2)]
1H	Support of Key Communities: Providing Community Support [Baldrige ref: 1.2c]

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Category 1 - Leadership - Priority Improvement Counts and Percentages - Position

	Count									Percentage							
	1D	**1E**	**1A**	**1C**	**1F**	**1B**	**1H**	**1G**	**Total**	**1D**	**1E**	**1A**	**1C**	**1F**	**1B**	**1H**	**1G**
Board of Trustees	2	0	2	0	1	2	0	1	8	25	0	25	0	13	25	0	13
Cabinet	4	3	1	2	1	0	2	1	14	29	21	7	14	7	0	14	7
Faculty	11	11	7	5	1	1	0	0	36	31	31	19	14	3	3	0	0
Staff	7	2	2	3	3	0	0	1	18	39	11	11	17	17	0	0	6
Supervisor	19	10	5	6	2	2	3	1	48	40	21	10	13	4	4	6	2
All	43	26	17	16	8	5	5	4	124	35	21	14	13	6	4	4	3

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Category 2 - Strategic Planning

Overall Question Scores and Current-State Descriptors

%	Question	Description
%	**2A**	**Strategy Development Process: Developing Strategic Plans Based on Educational Service Data [Baldrige ref: 2.1a(1&2)]**
24	**Current**	Beginning - The organization is beginning to plan consistently. Leaders use very little organizational-related data to help plan. The process is not very effective. The planning process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - An effective strategic planning process is in place that considers some organizational requirements and challenges that are key to future organizational success, such as student and stakeholder requirements; competition; organizational strengths and weaknesses; and human resource capabilities. The organization has started to gather data about the effectiveness of the planning process.
	Role Model	A clear, effective strategic planning process is in place to identify what the organization must accomplish to be successful in the short- and long-term. The planning process considers nearly all of the following areas: organizational strengths, weaknesses, opportunities, and threats (SWOT analysis—including areas such as student and stakeholder/market expectations, human resource capabilities, financial, societal, ethical, or other potential risks); educational reform, major shifts in technology, markets, competition, or the regulatory environment; long-term sustainability and organizational service continuity in emergencies; and its ability to execute the strategic plan. The organization regularly checks the accuracy of its planning assumptions and the effectiveness of its planning process and makes ongoing improvements. It has developed innovative approaches to strategic planning and shares best practices across the organization.
%	**2B**	**Strategic Objectives: Developing Clear Strategic Objectives and Timetables for Meeting the Objectives [Baldrige ref: 2.1b(1)]**
23	**Current**	Beginning - The organization has developed general strategic objectives but many just list activities (such as “improve performance” and “increase student and stakeholder satisfaction”). They do not define in measurable terms the outcomes that must be achieved to be successful in the future. The process of setting strategic objectives is not very effective and it is not evaluated to see how it could be improved.
	Next Level	Basically Effective - The organization has developed measurable, outcome-based strategic objectives (not just a list of activities) for some areas important to future success. The organization has started to gather data about the effectiveness of some of the process of defining measurable strategic objectives.
	Role Model	The organization has developed measurable, outcome-based strategic objectives (not just a list of activities) for nearly all areas important to competitive position, overall performance, and future success. There is a specific timetable with measures for carrying out nearly all of the objectives. The timetable matches the leaders’ performance review intervals. The organization regularly checks the effectiveness of timetables to be sure they support and are consistent with the frequency of decision-making and progress reviews. Ongoing improvements to the timetables are made as needed. It has developed innovative approaches to defining and using outcome-based strategic objectives and timetables and shares best practices across the organization.

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%	Question	Description
%	**2C**	**Strategic Objectives: Ensuring that Strategic Objectives Address Key Challenges and Balance the Needs of Students and Key Stakeholders [Baldrige ref: 2.1b(2)]**
27	**Current**	Basically Effective - The organization has an effective process for developing strategic objectives. The organization has started to gather data about the effectiveness of some of these processes.
	Next Level	Mature - The organization has an effective process for developing strategic objectives for many areas important to challenges it faces such as competitive position, overall performance, and future success. The organization evaluates the effectiveness of these processes and may have made some changes as a result.
	Role Model	The organization has an effective process for developing strategic objectives that address nearly all key challenges the organization faces. In addition, strategic objectives balance the needs of nearly all students and key stakeholders. The effectiveness of these processes is regularly evaluated and improvements are usually made. It has developed innovative approaches to ensure strategic objectives address the organizational challenges and shares best practices across the organization.
%	**2D**	**Action Plan Development and Deployment: Developing and Deploying Action Plans and Aligning Resources to Support Them [Baldrige ref: 2.2a(1&4)]**
19	**Current**	Beginning - The organization converts a few strategic objectives into action plans at the top levels of the organization. Its strategy and related actions are not well known and usually "sit on executive book shelves." Resources are not effectively allocated to achieve desired actions. The process is not very effective and is not evaluated to see how it could be improved.
	Next Level	Basically Effective - The organization systematically converts some strategic objectives into action plans at some levels in the organization. The organization has started to evaluate the effectiveness of the process to develop action plans but no improvements have been made.
	Role Model	The organization systematically converts nearly all strategic objectives into action plans and related human resource plans at nearly all levels in the organization. Resources are effectively allocated to achieve nearly all desired actions/plans. Nearly all improvements or changes resulting from the action plans are consistently maintained. The organization regularly evaluates the effectiveness of its process to develop and deploy action plans/human resource plans, allocate resources to achieve them, and ensure key changes are sustained. Processes for developing, deploying, and sustaining these plans are usually improved. The organization has put in place innovative approaches to develop and deploy these plans and share best practices.

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%	Question	Description
%	**2E**	**Action Plan Development and Deployment: Align Work, Track Progress, and Make Changes to Plans Quickly [Baldrige ref: 2.2a(2&5)]**
18	**Current**	Beginning - The organization systematically converts a few strategic objectives into action plans at the top levels of the organization. It has not developed measures to reinforce organizational alignment or make sure action plans are carried out. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - Although the organization systematically converts some strategic objectives into action plans, it has developed few or no measures to reinforce organizational alignment, track progress day-to-day, or make sure action plans are carried out. The organization has started to evaluate the effectiveness of some of these processes but no improvements have been made.
	Role Model	The organization has put in place an effective measurement system that covers nearly all action plans to help reinforce organizational alignment, track progress day-to-day, and make sure action plans are carried out at nearly all levels. A system has been put in place and is used by nearly all leaders to modify and deploy new action plans quickly if a change is required. The organization regularly evaluates the effectiveness of measures, action plan alignment, and processes to modify action plans and makes ongoing improvements. It has put in place innovative approaches in these areas and shares them across the organization.
%	**2F**	**Performance Projection: Developing Appropriate Goals [Baldrige ref: 2.2b]**
19	**Current**	Beginning - The organization has a few action plans and is just beginning to project its future level of performance. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - Although the organization systematically converts some strategic objectives into action plans, it projects its future level of performance for few or no key success indicators. The process is sometimes checked but no improvements have been made.
	Role Model	For nearly all key performance measures or indicators used to track progress and carry out action plans, the organization has identified the projected (future) levels of performance for itself and many of its key competitors. It also identifies and takes steps to address (close) nearly all current and projected gaps. The accuracy of these projections is regularly checked and improvements are ongoing. It has put in place innovative approaches to project performance and close gaps. It shares these best practices across the organization.

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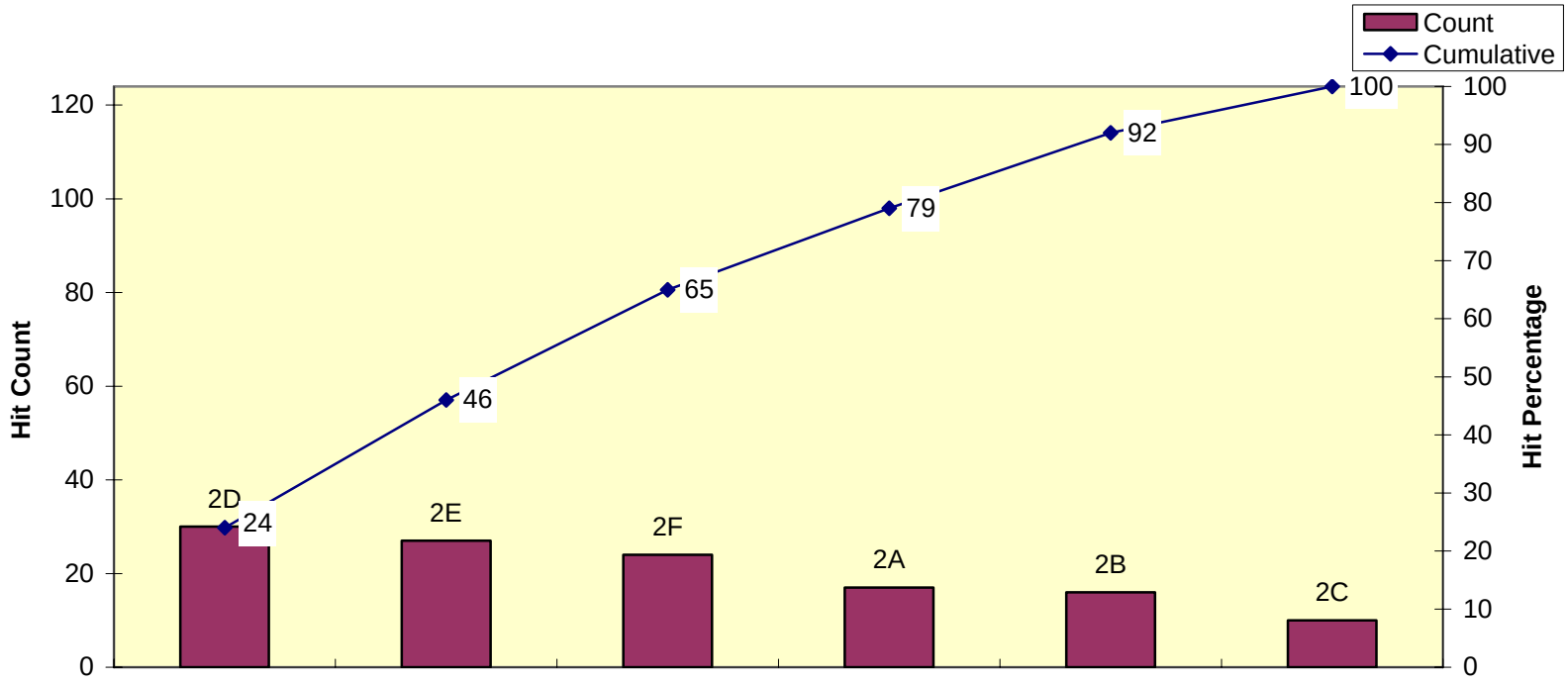
Category 2 - Strategic Planning - Areas Most Needing Improvement - Pareto Chart



Letter key for Category 2 - Strategic Planning - Areas Most Needing Improvement	
2A	Strategy Development Process: Developing Strategic Plans Based on Educational Service Data [Baldrige ref: 2.1a(1&2)]
2B	Strategic Objectives: Developing Clear Strategic Objectives and Timetables for Meeting the Objectives [Baldrige ref: 2.1b(1)]
2C	Strategic Objectives: Ensuring that Strategic Objectives Address Key Challenges and Balance the Needs of Students and Key Stakeholders [Baldrige ref: 2.1b(2)]
2D	Action Plan Development and Deployment: Developing and Deploying Action Plans and Aligning Resources to Support Them [Baldrige ref: 2.2a(1&4)]
2E	Action Plan Development and Deployment: Align Work, Track Progress, and Make Changes to Plans Quickly [Baldrige ref: 2.2a(2&5)]
2F	Performance Projection: Developing Appropriate Goals [Baldrige ref: 2.2b]

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Category 2 - Strategic Planning - Priority Improvement Counts and Percentages - Position

	Count							Percentage					
	2D	**2E**	**2F**	**2A**	**2B**	**2C**	**Total**	**2D**	**2E**	**2F**	**2A**	**2B**	**2C**
Board of Trustees	2	0	1	1	3	1	8	25	0	13	13	38	13
Cabinet	2	5	4	2	1	0	14	14	36	29	14	7	0
Faculty	7	7	9	7	2	4	36	19	19	25	19	6	11
Staff	6	5	2	1	4	0	18	33	28	11	6	22	0
Supervisor	13	10	8	6	6	5	48	27	21	17	13	13	10
All	30	27	24	17	16	10	124	24	22	19	14	13	8

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Category 3 - Student, Stakeholder, and Market Focus

Overall Question Scores and Current-State Descriptors

%	Question	Description
%	**3A**	**Student and Stakeholder and Market Knowledge: Determining Student and Stakeholder Groupings and Segments [Baldrige ref: 3.1a(1)]**
18	**Current**	Beginning - The organization has developed the beginnings of a process to identify appropriate student and stakeholder groups and market segments for the purpose of determining their different requirements. The process is not very effective and not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - An effective process is in place to identify student and stakeholder groups and market segments to understand their differing needs in order to identify some of the best groups to pursue to market current programs, offerings, and services. The organization has started to evaluate the effectiveness of its process to define student and stakeholder groups and segments.
	Role Model	An effective process is in place to identify student and stakeholder groups and market segments to understand their differing needs in order to identify nearly all of the best groups to pursue for current and future programs, offerings, and services. When deciding how to group its students, stakeholders, and markets, the organization considers students and stakeholders of competitors and potential students and stakeholders. Nearly all students and stakeholders in the chain from immediate students and stakeholders are defined. The organization regularly checks the process for accuracy and ongoing improvements are made. It has put in place innovative approaches to student and stakeholder segmentation and shares these approaches across the organization.
%	**3B**	**Student and Stakeholder and Market Knowledge: Gathering Information on Student and Stakeholder Requirements to Help Plan for Programs, Offerings, Services, Marketing, and Developing More Educational Services [Baldrige ref: 3.1a(2&3)]**
19	**Current**	Beginning - The organization has started to gather “bits and pieces” of information on student and stakeholder requirements. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - The organization has an effective process in place to listen to some former, current, or potential student and stakeholder groups and learn about their requirements. The organization has started to gather data about the effectiveness of some of these processes but does not use the information to make improvements.
	Role Model	The organization has an effective process in place to listen to nearly all former, current, and potential students and stakeholder groups and learn about their requirements. It also uses extensive data about students and stakeholder retention, complaints, and marketing to understand student and stakeholder requirements fully. Ongoing refinements in planning, marketing, process improvement, and organizational development have been made using this information. Nearly all of the processes to determine student and stakeholder requirements are adjusted as needed to make sure information from the different student and stakeholder groups is accurate. Most of these listening and learning processes are regularly evaluated and are consistently improved based on changing organizational needs and directions. It has put in place innovative approaches to listen and learn about student and stakeholder requirements and shares these approaches across the organization.

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%	Question	Description
%	**3C**	**Student and Stakeholder and Market Knowledge: Understanding What Students and Stakeholders Value Most in Programs, Offerings, and Services [Baldrige ref: 3.1a(2&3)]**
18	**Current**	Beginning - The organization has just started to determine the requirements of a few student and stakeholder groups or segments for a few programs, offerings, and services. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - An effective system is in place to determine requirements of some student and stakeholder groups or segments for some programs, offerings, and services. The organization has started to gather data about the effectiveness of some of these processes.
	Role Model	An effective system is in place to determine the requirements, expectations, and preferences/priorities of nearly all student and stakeholder groups or segments for nearly all programs, offerings, and services for the entire program/service life cycle. This information helps the organization understand the relative importance of these requirements to student and stakeholders' enrollment and participation decisions. These processes are regularly checked for accuracy and completeness and consistently improved. It has put in place innovative approaches to identify student and stakeholder requirements and priorities and shares these approaches across the organization.
%	**3D**	**Student and Stakeholder Relationship Building: Building Student and Stakeholder Relationships, Loyalty, and Repeat Educational Service [Baldrige ref: 3.2a(1,2&4)]**
26	**Current**	Beginning - The organization is beginning to develop processes to build better relationships with a few students and stakeholders. The process is not very effective since it is not used consistently. The processes are not evaluated to see how they could be improved.
	Next Level	Basically Effective - The organization has developed a few basic processes to build better relationships with a few students and stakeholders. The organization has started to gather data about the effectiveness of some of these processes.
	Role Model	The organization has developed effective processes to build excellent relationships with nearly all students and stakeholders to acquire, satisfy, and develop new opportunities. The organization makes it very easy for students and stakeholders to get assistance, transact business, and complain. It regularly checks how well the processes work and makes ongoing improvements. It has put in place innovative approaches to strengthen relationships with students and stakeholders and shares these approaches across the organization.

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%	Question	Description
%	**3E**	**Student and Stakeholder Relationship Building: Identifying and Meeting Student and Stakeholder Contact Requirements and Resolving Student and Stakeholder Complaints Effectively and Promptly [Baldrige ref: 3.2a(2,3&4)]**
26	**Current**	Beginning - The organization has started to put in place a process to build good relationships with students and stakeholders by resolving basic student and stakeholder complaints. However, issues may not be resolved in a timely manner. Complaint information is not used in the organization to improve work processes and prevent problems from recurring. The process to build good relationships is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - An effective process is in place for building good relationships by resolving basic student and stakeholder complaints. The organization has started to evaluate the effectiveness of some of these processes.
	Role Model	An effective process is in place to identify nearly all key student and stakeholder contact requirements and related performance standards. Almost all faculty and staff who are contacted by students and stakeholders understand and work to meet these standards. Once a student or stakeholder complaint is received, an effective process is in place for promptly settling them. Nearly all faculty and staff who receive complaints are trained and authorized to resolve nearly all of them quickly. Complaint data are collected, analyzed, and used in nearly all parts of the organization (and with key organizational partners) to prevent problems from happening again to satisfy, retain, and increase student and stakeholder loyalty. These processes are regularly evaluated and ongoing improvement has resulted. Some innovations to these processes have been made and best practices are shared across the organization.
%	**3F**	**Student and Stakeholder Satisfaction Determination: Determining Student and Stakeholder Satisfaction and Dissatisfaction [Baldrige ref: 3.2b(1&4)]**
22	**Current**	Beginning - The organization is beginning to assess student and stakeholder satisfaction. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - An effective process is in place for determining the satisfaction of many student and stakeholder groups/ segments. The organization has started to evaluate the effectiveness of some of these processes.
	Role Model	An effective process is in place for determining student and stakeholder satisfaction and dissatisfaction and is used with nearly all student and stakeholder groups consistent with organizational educational service needs. Satisfaction and dissatisfaction measurements accurately and effectively predict student and stakeholder intentions for future educational services and/or positive referral. Assessment methods vary according to the needs of different student and stakeholder groups or segments. These measurements are used in nearly all parts of the organization to support planning and make improvements in programs, offerings, and services. These processes are regularly evaluated and ongoing improvement has resulted. Some innovations have been made and the organization shares the best practices in these areas across the organization.

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%	Question	Description
%	**3G**	**Student and Stakeholder Satisfaction Determination: Getting Timely Feedback and Information About the Satisfaction of Current and Potential Students and Stakeholders [Baldrige ref: 3.2b(2,3&4)]**
23	**Current**	Beginning - The organization is beginning to look for feedback from students and stakeholders about programs, offerings, and services. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - An effective process is in place to obtain feedback from a few students and stakeholders about recent experiences with the organization's programs, offerings, and services. The organization has started to gather data about the effectiveness of its process to gather timely feedback.
	Role Model	An effective process is in place to obtain prompt feedback from nearly all students and stakeholders about programs, offerings, services, and recent transactions. In addition, the organization has an effective process is in place to learn about the satisfaction levels of the student and stakeholders of most key competitors and/or similar organizations. This feedback is regularly used to improve. The organization regularly checks the effectiveness of these processes and makes ongoing improvements. They innovate in these areas and/or share the best practices across the organization.

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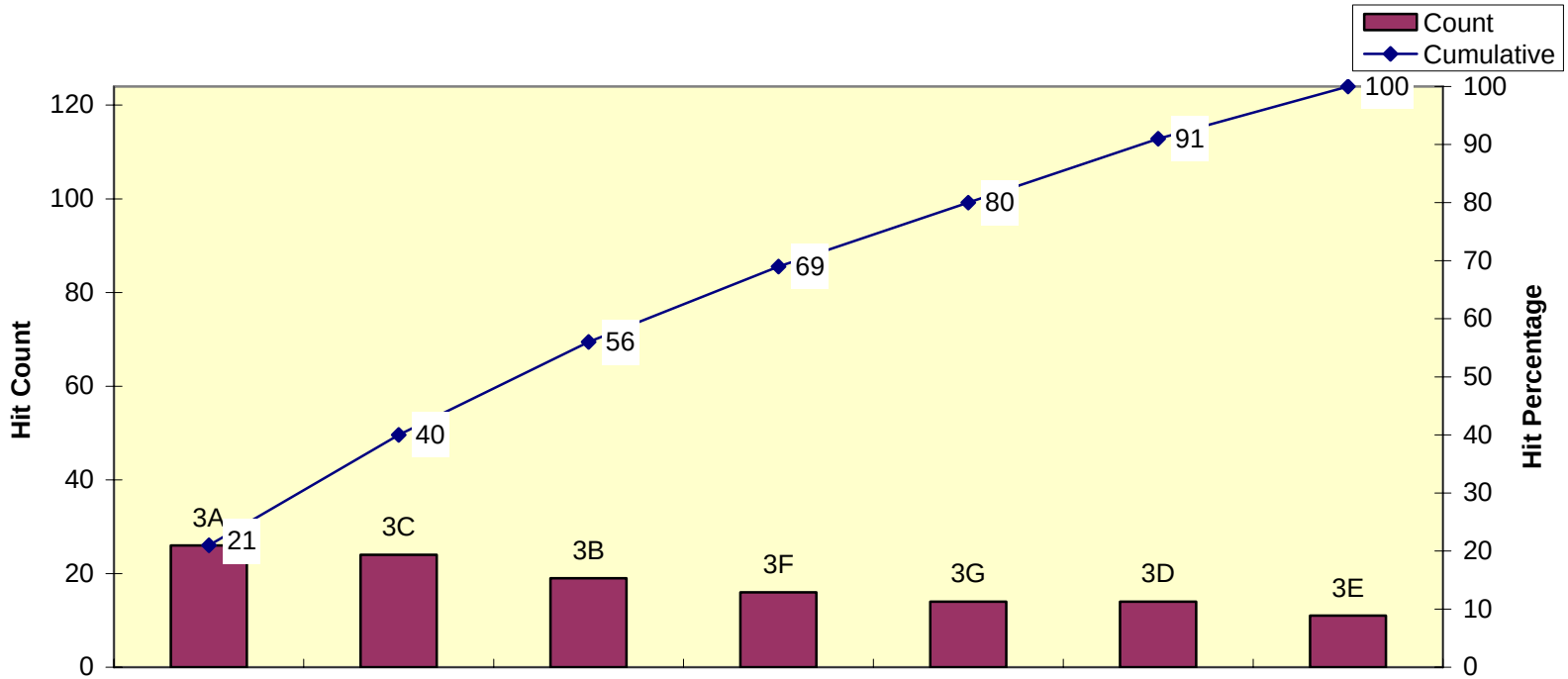
Category 3 - Student, Stakeholder, and Market Focus - Areas Most Needing Improvement - Pareto Chart



Letter key for Category 3 - Student, Stakeholder, and Market Focus - Areas Most Needing Improvement	
3A	Student and Stakeholder and Market Knowledge: Determining Student and Stakeholder Groupings and Segments [Baldrige ref: 3.1a(1)]
3B	Student and Stakeholder and Market Knowledge: Gathering Information on Student and Stakeholder Requirements to Help Plan for Programs, Offerings, Services, Marketing, and Developing More Educational Services [Baldrige ref: 3.1a(2&3)]
3C	Student and Stakeholder and Market Knowledge: Understanding What Students and Stakeholders Value Most in Programs, Offerings, and Services [Baldrige ref: 3.1a(2&3)]
3D	Student and Stakeholder Relationship Building: Building Student and Stakeholder Relationships, Loyalty, and Repeat Educational Service [Baldrige ref: 3.2a(1,2&4)]
3E	Student and Stakeholder Relationship Building: Identifying and Meeting Student and Stakeholder Contact Requirements and Resolving Student and Stakeholder Complaints Effectively and Promptly [Baldrige ref: 3.2a(2,3&4)]
3F	Student and Stakeholder Satisfaction Determination: Determining Student and Stakeholder Satisfaction and Dissatisfaction [Baldrige ref: 3.2b(1&4)]
3G	Student and Stakeholder Satisfaction Determination: Getting Timely Feedback and Information About the Satisfaction of Current and Potential Students and Stakeholders [Baldrige ref: 3.2b(2,3&4)]

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Category 3 - Student, Stakeholder, and Market Focus - Priority Improvement Counts and Percentages - Position

	Count								Percentage						
	3A	**3C**	**3B**	**3F**	**3D**	**3G**	**3E**	**Total**	**3A**	**3C**	**3B**	**3F**	**3D**	**3G**	**3E**
Board of Trustees	1	2	0	2	1	1	1	8	13	25	0	25	13	13	13
Cabinet	2	5	1	3	2	0	1	14	14	36	7	21	14	0	7
Faculty	10	5	6	2	5	4	4	36	28	14	17	6	14	11	11
Staff	3	2	5	2	2	4	0	18	17	11	28	11	11	22	0
Supervisor	10	10	7	7	4	5	5	48	21	21	15	15	8	10	10
All	26	24	19	16	14	14	11	124	21	19	15	13	11	11	9

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Category 4 - Measurement, Analysis, & Knowledge Management

Overall Question Scores and Current-State Descriptors

%	Question	Description
%	**4A**	**Performance Measurement: Selecting Measures to Track Daily Operations and Overall Organizational Performance [Baldrige ref: 4.1a(1&3)]**
24	**Current**	Beginning - The organization collects data to track financial performance but very few other areas. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - The organization collects data to track one or two of the following key areas of organizational performance: student learning; student and stakeholder satisfaction; financial, market and budgetary; faculty and staff motivation, morale, and well-being; operational effectiveness; and governance and social responsibility. The organization has started to gather data about the effectiveness of some of these processes.
	Role Model	Effective processes are in place to select, collect, align, and integrate data to track organizational performance in at least six of the following key areas: student learning; student and stakeholder satisfaction; financial, market and budgetary; faculty and staff motivation, morale, and well-being; operational effectiveness; and governance and social responsibility. The organization regularly checks how well the data enable tracking and promote alignment throughout the organization and makes ongoing improvements. Some innovations to these processes have been made and best practices are shared across the organization.
%	**4B**	**Performance Measurement: Using Internal and External Data to Support Organizational Decision-Making and Innovation [Baldrige ref: 4.1a(1,2&3)]**
19	**Current**	Beginning - Data are used to support decision-making only in a few parts of the organization. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - Data are used to support decision-making for a few levels, in some parts of the organization, including top levels. Some relevant data collected at the work unit level can be rolled-up for organization-wide decision-making. The organization has started to gather data about the effectiveness of its data collection and analysis processes.
	Role Model	Data are consistently used to support organizational decision-making and innovation in nearly all parts of the organization, including top levels. An effective benchmarking process consistent with organizational needs is in place to collect data and information from competitors or best performing organizations for nearly all programs, offerings, processes, and services to support operations and strategic decision-making. The organization regularly checks how well the data are aligned to effectively support decision-making throughout the organization and makes ongoing improvements. Some innovations to these processes have been made and best practices are shared across the organization.

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%	Question	Description
%	**4C**	**Performance Analysis and Review: Analyzing Data to Support Organizational Performance Review and Strategic Planning [Baldrige ref: 4.1b(1)]**
22	**Current**	Beginning - The organization and a few senior leaders analyze very little data to support performance reviews and planning. The process of analyzing data is not very effective since it is not used consistently. Data analysis processes are not evaluated to see how they could be improved.
	Next Level	Basically Effective - The organization and some senior leaders review performance and analyze some relevant data such as financial, operational, and a few aspects of student and stakeholder and employee satisfaction data. The organization has started to evaluate the effectiveness of some of these analysis processes.
	Role Model	Effective processes are in place for the organization and nearly all senior leaders to review performance and analyze nearly all relevant data in financial, operational, student and stakeholder, and faculty and staff satisfaction areas. The analyses help leaders understand the overall health of the organization related to challenges, organizational results, and strategic objectives as well as identify the need to make changes in response to changing organizational needs or challenges. The organization regularly checks the usefulness of the analyses and makes ongoing improvements in the analyses. Some innovations to these processes have been made and best practices are shared across the organization.
%	**4D**	**Performance Analysis and Review: Translate Performance Review Findings into Priorities for Improvement and Innovation. Communicate the Priorities to Support Decision-Making [Baldrige ref: 4.1b(2)]**
14	**Current**	Beginning - The organization uses a few results of organizational performance reviews to support decision-making for a few faculty and staff. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - The organization uses some results of organizational performance review to support decision-making for some faculty and staff. The organization has started to evaluate the effectiveness of some of these processes.
	Role Model	The organization translates its performance review analyses and findings to help prioritize action, align work, and support decision-making for nearly all faculty and staff. These priorities and targets for improvement are communicated to nearly all leaders, faculty, and staff, and when appropriate, suppliers and partners. The organization regularly checks the effectiveness of the process and makes ongoing improvements. Some innovations to the processes for identifying and communicating priorities have been made and best practices are shared across the organization.

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%	Question	Description
%	**4E**	**Data and Information Availability: Ensuring Needed Data are Accessible to Faculty, Staff, Suppliers, Partners, Students, and Stakeholders to Enhance Communications and Improve Decision-Making; and Ensuring Hardware and Software are Reliable and User Friendly [Baldrige ref: 4.2a(1,2,3&4)]**
17	**Current**	Beginning - The organization has a basic process in place so that limited data are available to a few faculty and staff to support decision-making when needed. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - An effective process is in place so that needed data are available to some faculty, staff, partners, students, and stakeholders to support decision-making when needed. The organization has started to evaluate the effectiveness of some of the processes used to make data available to those who need them.
	Role Model	An effective process is in place to ensure that needed data are accessible to nearly all faculty, staff, partners, students, and stakeholders to communicate priorities and support decision-making when needed. Nearly all key hardware and software systems are reliable, secure, and easy to use. In addition, the organization has processes in place to make sure key systems will continue to operate in an emergency. The organization regularly checks the effectiveness and timeliness of its data availability (including hardware and software) and makes ongoing improvements. Some innovations to these processes have been made and best practices are shared across the organization.
%	**4F**	**Organizational Knowledge Management: Managing Organizational Knowledge [Baldrige ref: 4.2b]**
15	**Current**	Beginning - The organization has a basic process in place so that limited knowledge is shared among faculty and staff. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - An effective process is in place so that some relevant knowledge and effective practices are shared among a few faculty and staff. The organization has started to gather data about the effectiveness of some of these processes.
	Role Model	An effective process, consistent with organizational needs, is in place to ensure that nearly all relevant knowledge and effective practices from faculty, staff, students, stakeholders, suppliers, and partners are identified and shared. The organization regularly checks process effectiveness and makes ongoing improvements. Some innovations to these processes have been made and best practices are shared across the organization.

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%	Question	Description
%	**4G**	**Data, Information, and Knowledge Quality: Ensuring the Integrity, Reliability, Accuracy, Timeliness, Security, and Confidentiality of Information [Baldrige ref: 4.2c]**
15	**Current**	Beginning - The organization has started to make sure data are correct, consistent, and available when needed in a few parts of the organization. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - An effective process is in place to ensure the completeness, reliability, accuracy, and timeliness of some key data elements in some parts of the organization. The organization has started to gather data about the effectiveness of some of these processes.
	Role Model	An effective process, consistent with organizational needs, is in place to ensure nearly all key data elements in nearly all parts of the organization are complete, consistent, correct, and available when needed. It has effective security and confidentiality safeguards to prevent data from inappropriate release. The organization regularly checks the effectiveness of these processes and makes ongoing improvements. Some innovations to these processes have been made and best practices are shared across the organization.

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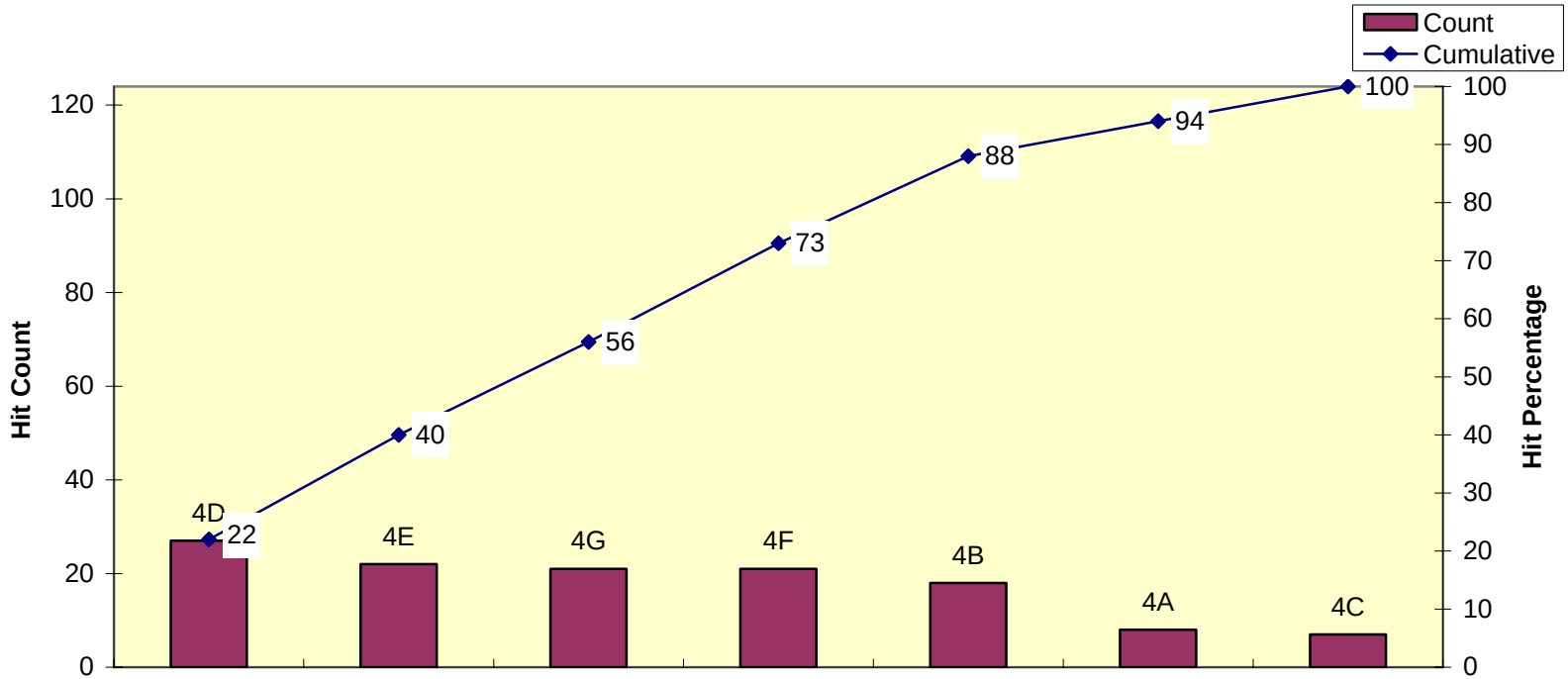
Category 4 - Measurement, Analysis, & Knowledge Management - Areas Most Needing Improvement - Pareto Chart



Letter key for Category 4 - Measurement, Analysis, & Knowledge Management - Areas Most Needing Improvement	
4A	Performance Measurement: Selecting Measures to Track Daily Operations and Overall Organizational Performance [Baldrige ref: 4.1a(1&3)]
4B	Performance Measurement: Using Internal and External Data to Support Organizational Decision-Making and Innovation [Baldrige ref: 4.1a(1,2&3)]
4C	Performance Analysis and Review: Analyzing Data to Support Organizational Performance Review and Strategic Planning [Baldrige ref: 4.1b(1)]
4D	Performance Analysis and Review: Translate Performance Review Findings into Priorities for Improvement and Innovation. Communicate the Priorities to Support Decision-Making [Baldrige ref: 4.1b(2)]
4E	Data and Information Availability: Ensuring Needed Data are Accessible to Faculty, Staff, Suppliers, Partners, Students, and Stakeholders to Enhance Communications and Improve Decision-Making; and Ensuring Hardware and Software are Reliable and User Friendly [Baldrige ref: 4.2a(1,2,3&4)]
4F	Organizational Knowledge Management: Managing Organizational Knowledge [Baldrige ref: 4.2b]
4G	Data, Information, and Knowledge Quality: Ensuring the Integrity, Reliability, Accuracy, Timeliness, Security, and Confidentiality of Information [Baldrige ref: 4.2c]

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Category 4 - Measurement, Analysis, & Knowledge Management - Priority Improvement Counts and Percentages - Position

	Count								Percentage						
	4D	**4E**	**4F**	**4G**	**4B**	**4A**	**4C**	**Total**	**4D**	**4E**	**4F**	**4G**	**4B**	**4A**	**4C**
Board of Trustees	1	1	1	2	1	1	1	8	13	13	13	25	13	13	13
Cabinet	2	5	2	1	3	1	0	14	14	36	14	7	21	7	0
Faculty	8	9	2	6	7	2	2	36	22	25	6	17	19	6	6
Staff	5	1	5	3	3	1	0	18	28	6	28	17	17	6	0
Supervisor	11	6	11	9	4	3	4	48	23	13	23	19	8	6	8
All	27	22	21	21	18	8	7	124	22	18	17	17	15	6	6

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Category 5 - Faculty and Staff Focus

Overall Question Scores and Current-State Descriptors

%	Question	Description
%	**5A**	**Organization and Management of Work: Promoting Empowerment, Cooperation, Initiative, Innovation, Diverse Ideas, Thinking, Communication, and High Performance Culture Among Faculty and Staff Throughout the Organization [Baldrige ref: 5.1a(1,2&3)]**
19	**Current**	Beginning - A few leaders and supervisors are beginning to organize and manage work to enable some faculty and staff to achieve high performance objectives. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - Some leaders and supervisors effectively and systematically organize and manage work to enable some faculty and staff to achieve high performance objectives. The organization has started to gather data about the effectiveness of some of these processes.
	Role Model	Nearly all leaders and supervisors effectively and systematically organize and manage work and jobs to enable nearly all faculty and staff to achieve high performance objectives by promoting nearly all of the following among their faculty and staff: cooperation, initiative, empowerment, innovation, a high performance culture, diverse ideas and thinking, communication, and effective skill sharing. They regularly check the effectiveness of these processes and make ongoing improvements, consistent with organizational needs to keep current with changing organizational needs. Some innovations to these processes have been made and best practices are shared across the organization.
%	**5B**	**Faculty and Staff Performance Management System: Providing Feedback, Compensation, and Recognition to Support High Performance Goals and a Student and Stakeholder Focus [Baldrige ref: 5.1b]**
13	**Current**	Beginning - The organization is beginning to provide effective feedback and recognition to a few faculty and staff to enable them to achieve high performance objectives. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - The organization provides effective feedback and recognition to some faculty and staff to enable them to achieve high performance objectives. The organization has started to evaluate the effectiveness of some of these processes.
	Role Model	The organization provides effective feedback about performance to nearly all faculty and staff. It ties compensation and recognition to nearly all high performance, student and stakeholder focus, and organizational goals and strategies, consistent with organizational needs. The organization regularly checks its feedback and compensation processes and makes ongoing improvements. Some innovations to these processes have been made and the best reward and recognition practices are shared across the organization.

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%	Question	Description
%	**5C**	**Hiring and Career Progression: Building a Skilled Workforce, Ensuring Effective Succession Planning Throughout the Organization, and Managing Career Progression [Baldrige ref: 5.1c(1,2&3)]**
22	**Current**	Beginning - The organization is beginning to identify workforce skills needed by faculty and staff to enable them to achieve high performance objectives. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - Effective processes are in place to identify the development and skill needs by some potential faculty and staff to support the achievement of high performance objectives. The organization has started to gather data about the effectiveness of some of these processes.
	Role Model	Effective processes are in place to develop future leaders and supervisors and identify the skills needed by nearly all potential faculty and staff to ensure organizational success. It has closed most of the existing skill gaps by recruiting, hiring, and retaining needed faculty and staff. It has an effective process to ensure that faculty and staff represent the diverse thinking and culture of most parts of the hiring community. The organization is almost always prepared when a leadership vacancy occurs at all levels of leadership and supervision. It also effectively promotes career progression for most faculty and staff. It regularly checks how well these processes are working and makes ongoing improvements. Some innovations to these processes have been made and best practices are shared across the organization.
%	**5D**	**Faculty and Staff Education, Training, and Development: Educating, Training, and Developing the Workforce to Meet Action Plans and Other Organizational and Faculty/Staff Needs [Baldrige ref: 5.2a(1,3,5&6)]**
20	**Current**	Beginning - The organization has started to use education and training to help faculty and staff build their knowledge and skills to achieve high performance objectives. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - Effective education and training processes are in place to help faculty and staff build their knowledge and skills to achieve high performance objectives. The organization has started to gather data about the effectiveness of some of these processes.
	Role Model	Effective education and training processes are in place to support nearly all long- and short-term action plans and organizational needs/faculty and staff needs, including training related to performance measurement and improvement, and technological change. Nearly all faculty and staff provide effective input to identify education and training needs. Training is provided to nearly all faculty and staff for orientation and/or to develop skills to improve performance, decision-making, benchmarking, safety, ethical organizational practices, diversity, and leadership techniques, to name a few areas. Nearly all leaders/supervisors effectively reinforce training on the job to ensure that most of the organization's critical knowledge is retained and/or transferred to others. These processes are regularly checked and ongoing improvements are made. Some innovations to these processes have been made and best practices are shared across the organization.

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%	Question	Description
%	**5E**	**Faculty and Staff Education, Training, and Development: Designing and Delivering Training and Education [Baldrige ref: 5.2a(2,4&6)]**
19	**Current**	Beginning - A few courses are offered to faculty and staff such as performance measurement, new employee orientation, and technical skills. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - Effective processes are in place to design and deliver training through formal and informal approaches. Some faculty and staff develop skills to improve organizational performance, decision-making, safety, ethical organizational practices, and leadership techniques. The organization has started to gather data about the effectiveness of some of these processes.
	Role Model	Effective processes, consistent with organizational needs, are in place to design and deliver training through comprehensive formal and informal approaches. Nearly all faculty and staff develop skills to improve organizational performance, decision-making, benchmarking, employee orientation, safety, ethical organizational practices, diversity, and leadership techniques, to name a few areas. Nearly all are properly prepared to deliver educational services. The processes are regularly checked and ongoing improvements are made. Some innovations to these processes have been made and best practices are shared across the organization.
%	**5F**	**Motivation and Career Development: Motivating Faculty and Staff to Develop Their Full Potential [Baldrige ref: 5.2b]**
23	**Current**	Beginning - A few faculty and staff are supported in their career development. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - Effective career development processes are used by the organization to help some faculty and staff achieve high performance. The organization has started to gather data about the effectiveness of some of these processes.
	Role Model	Effective processes are used by the organization to motivate nearly all faculty and staff to develop and use their full potential. The organization and nearly all of its leaders and supervisors work effectively to help these faculty and staff achieve their job- and/or career-related development and learning goals. The organization regularly checks how well it develops the potential of faculty and staff and makes ongoing improvements. Some innovations to these processes have been made and best practices are shared across the organization.

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%	Question	Description
%	**5G**	**Work Environment: Creating a Safe, Secure, and Healthful Work Environment and Preparing for Emergencies and Disasters [Baldrige ref: 5.3a(1&2)]**
27	**Current**	Basically Effective - Effective processes are in place to ensure a safe work environment. The organization works to meet minimum worker health and safety requirements. The organization has started to gather data about the effectiveness of some of these processes.
	Next Level	Mature - Effective processes are in place to ensure a safe, secure, and healthful work environment that contributes to the well-being, satisfaction, and motivation of all faculty and staff The organization sometimes evaluates the effectiveness of these processes and may have made some changes as a result.
	Role Model	Effective processes and performance measures are in place to ensure a safe, secure, and healthful work environment and ensure it is fully prepared for emergencies and disasters in order to continue to provide nearly all programs, offerings, and services. The organization focuses on work environment issues of top concern to nearly all groups of faculty and staff and has developed performance targets for these areas. It always meets and usually exceeds many worker safety and health requirements. The process is regularly checked and ongoing improvements are made. Some innovations to these processes have been made and best practices are shared across the organization.
%	**5H**	**Faculty and Staff Support and Satisfaction: Providing Appropriate Services and Benefits to Enhance the Well-Being, Satisfaction, and Motivation of All Types of Faculty and Staff [Baldrige ref: 5.3b(1&2)]**
15	**Current**	Beginning - The organization has begun to provide a supportive work climate for faculty and staff. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - The organization provides a work climate that contributes to the well-being and satisfaction of most faculty and staff. The organization has started to gather data about the effectiveness of some of these processes.
	Role Model	The organization uses effective processes to understand most of the key factors that affect faculty and staff well-being, satisfaction, and motivation and provides services and benefits to enhance the work climate for nearly all faculty and staff. The appropriateness of these services and benefits for these faculty and staff groups is regularly checked and ongoing improvements are made. Some innovations to these processes have been made and best practices are shared across the organization.

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%	Question	Description
%	**5I**	**Faculty and Staff Support and Satisfaction: Assessing and Improving Faculty and Staff Satisfaction, Well-Being, and Motivation [Baldrige ref: 5.3b(3&4)]**
16	**Current**	Beginning - The organization is beginning to provide a support climate that contributes to the well-being and satisfaction of faculty and staff in some parts of the organization. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - Effective processes are in place to provide a support climate that contributes to the well-being and satisfaction of faculty and staff in many parts of the organization. The organization has started to evaluate the effectiveness of some of these processes.
	Role Model	Effective processes are in place to assess nearly all aspects of faculty and staff satisfaction, well being, and motivation using surveys and other data such as absenteeism, turnover, grievances, and productivity. Ongoing meaningful improvements in work climate are made based on how they affect organizational results. The organization regularly checks the methods it uses to determine satisfaction, well-being, and motivation and makes ongoing improvements. Some innovations to these processes have been made and best practices are shared across the organization.

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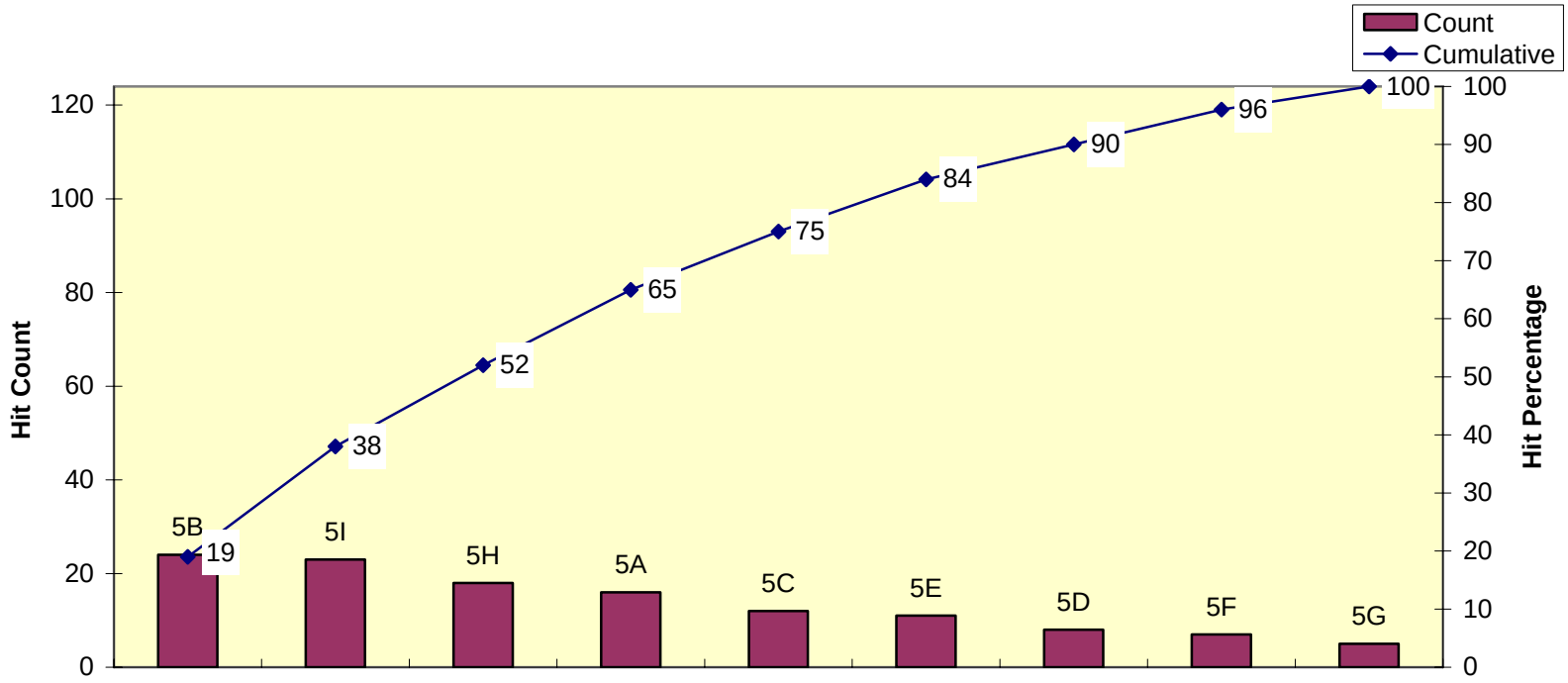
Category 5 - Faculty and Staff Focus - Areas Most Needing Improvement - Pareto Chart



Letter key for Category 5 - Faculty and Staff Focus - Areas Most Needing Improvement	
5A	Organization and Management of Work: Promoting Empowerment, Cooperation, Initiative, Innovation, Diverse Ideas, Thinking, Communication, and High Performance Culture Among Faculty and Staff Throughout the Organization [Baldrige ref: 5.1a(1,2&3)]
5B	Faculty and Staff Performance Management System: Providing Feedback, Compensation, and Recognition to Support High Performance Goals and a Student and Stakeholder Focus [Baldrige ref: 5.1b]
5C	Hiring and Career Progression: Building a Skilled Workforce, Ensuring Effective Succession Planning Throughout the Organization, and Managing Career Progression [Baldrige ref: 5.1c(1,2&3)]
5D	Faculty and Staff Education, Training, and Development: Educating, Training, and Developing the Workforce to Meet Action Plans and Other Organizational and Faculty/Staff Needs [Baldrige ref: 5.2a(1,3,5&6)]
5E	Faculty and Staff Education, Training, and Development: Designing and Delivering Training and Education [Baldrige ref: 5.2a(2,4&6)]
5F	Motivation and Career Development: Motivating Faculty and Staff to Develop Their Full Potential [Baldrige ref: 5.2b]
5G	Work Environment: Creating a Safe, Secure, and Healthful Work Environment and Preparing for Emergencies and Disasters [Baldrige ref: 5.3a(1&2)]
5H	Faculty and Staff Support and Satisfaction: Providing Appropriate Services and Benefits to Enhance the Well-Being, Satisfaction, and Motivation of All Types of Faculty and Staff [Baldrige ref: 5.3b(1&2)]
5I	Faculty and Staff Support and Satisfaction: Assessing and Improving Faculty and Staff Satisfaction, Well-Being, and Motivation [Baldrige ref: 5.3b(3&4)]

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Category 5 - Faculty and Staff Focus - Priority Improvement Counts and Percentages - Position

	Count										Percentage								
	5B	**5I**	**5H**	**5A**	**5C**	**5E**	**5D**	**5F**	**5G**	**Total**	**5B**	**5I**	**5H**	**5A**	**5C**	**5E**	**5D**	**5F**	**5G**
Board of Trustees	3	1	1	1	1	0	0	1	0	8	38	13	13	13	13	0	0	13	0
Cabinet	1	2	1	2	0	4	2	2	0	14	7	14	7	14	0	29	14	14	0
Faculty	6	7	6	4	4	2	3	2	2	36	17	19	17	11	11	6	8	6	6
Staff	5	3	1	3	2	2	1	1	0	18	28	17	6	17	11	11	6	6	0
Supervisor	9	10	9	6	5	3	2	1	3	48	19	21	19	13	10	6	4	2	6
All	24	23	18	16	12	11	8	7	5	124	19	19	15	13	10	9	6	6	4

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Category 6 - Process Management

Overall Question Scores and Current-State Descriptors

%	Question	Description
%	**6A**	**Learning-Centered Processes: Understanding Learning-Centered and Organizational Process Requirements [Baldrige ref: 6.1a(1,2&6)]**
22	**Current**	Beginning - The organization defines a few of the basic process requirements important for learning-centered and organizational success. However, specific performance requirements are not well defined. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - For some learning-centered processes, the organization identifies performance requirements in measurable terms to foster educational growth. The organization has started to gather data about the effectiveness of some of these processes.
	Role Model	For nearly all learning-centered processes that lead to student success and educational growth, the organization accurately and completely identifies performance requirements in measurable terms based on student and stakeholder input. The organization regularly checks the effectiveness of these processes, makes ongoing improvements, and nearly always shares the lessons learned and improvements with other organizational units. Some innovations to these processes have been made and best practices are shared across the organization.
%	**6B**	**Learning-Centered Processes: Designing Learning-Centered and Organizational Processes to Meet Requirements [Baldrige ref: 6.1a(3&6)]**
22	**Current**	Beginning - The organization has started to use a standard design process for a few key learning-centered areas. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - Effective design processes are in place to address key student, stakeholder, and operational requirements in some learning-centered areas. The organization has started to gather data about the effectiveness of some of these processes.
	Role Model	For nearly all key learning-centered areas, effective design processes are in place to address nearly all key student, stakeholder, and operational requirements and at least four of the following factors: new technology, organizational knowledge, the need for agility, cycle time reduction, productivity improvements, cost control, or other efficiency and effectiveness factors. The organization regularly checks the effectiveness of these processes and makes ongoing improvements. Some innovations to these processes have been made and best practices are shared across the organization.

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%	Question	Description
%	**6C**	**Learning-Centered Processes: Managing and Improving Learning-Centered and Organizational Processes to Consistently Meet Requirements [Baldrige ref: 6.1a(4,5&6)]**
20	**Current**	Beginning - The organization is starting to use measures or other control mechanisms to ensure a few learning-centered processes consistently produce or deliver desired results. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - The organization effectively controls some learning-centered processes to ensure they usually deliver desired results. These measures are taken during the development cycle to check for consistency and make adjustments. The organization has started to gather data about the effectiveness of some of these processes.
	Role Model	The organization effectively uses measures or other control mechanisms to ensure nearly all learning-centered processes consistently deliver desired results. These measures are taken during the development cycle to check for consistency and make adjustments. The organization also uses student, faculty, staff, stakeholder, and key partner input to ensure educational delivery processes consistently meet requirements. The organization regularly checks the effectiveness of these processes and makes ongoing improvements. Some innovations to these processes have been made and best practices are shared across the organization.
%	**6D**	**Support Processes: Understanding Support Requirements and Designing Processes to Meet Requirements [Baldrige ref: 6.2a(1,2,3&6)]**
21	**Current**	Beginning - The organization has started to use a standard design process for a few key support areas. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - Effective design processes are in place to address key student, stakeholder, and operational requirements in many support areas. The organization has started to gather data about the effectiveness of some of these processes.
	Role Model	For nearly all key support areas, systems are in place to understand and address nearly all student, stakeholder, and operational requirements and at least four of the following factors: new technology, organizational knowledge, the need for agility, cycle time reduction, productivity improvements, cost control, or other efficiency and effectiveness factors. The organization regularly checks the effectiveness of these processes and makes ongoing improvements. Some innovations to these processes have been made and best practices are shared across the organization.

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%	Question	Description
%	**6E**	**Support Processes: Managing Support Processes to Consistently Meet Requirements and Preventing Errors and Rework While Reducing Costs of Inspections, Tests, and Audits for Support Processes [Baldrige ref: 6.2a(4,5&6)]**
15	**Current**	Beginning - The organization is starting to use measures or other control mechanisms to ensure a few support processes deliver desired results. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - The organization effectively controls some support processes to ensure they usually deliver desired results. The organization sometimes evaluates the effectiveness of these monitoring and control mechanisms and may have made some changes as a result. The organization has started to gather data about the effectiveness of some of these processes.
	Role Model	The organization effectively uses measures or other control mechanisms to ensure nearly all support processes consistently deliver desired results. These measures are taken during the production cycle to check for consistency and make adjustments. The organization also uses student and stakeholder and key supplier/partner input to ensure nearly all support areas consistently meet requirements. Effective systems are in place to prevent costs for inspections, tests, and performance audits and to prevent rework and defects. The organization regularly checks the effectiveness of these processes and makes ongoing improvements. Some innovations to these processes have been made and best practices are shared across the organization.
%	**6F**	**Operational Planning: Meeting Financial and Investment Obligations and Emergency Planning [Baldrige ref: 6.2b(1&2)]**
17	**Current**	Beginning - For a few organizational requirements, the organization has started an operational planning process to ensure resources are adequate to support organizational needs. The process is not very effective since it is not used consistently. The process is not evaluated to see how it could be improved.
	Next Level	Basically Effective - For some organizational requirements, operational planning processes are in place to ensure resources are adequate to support organizational needs. The organization has started to gather data about the effectiveness of some of these processes.
	Role Model	For nearly all organizational, financial, and investment obligations, operational planning processes are in place to ensure resources are adequate to meet needs. Financial risks are assessed for nearly all current and new investments. The organization also ensures it can continue to operate nearly all key operations during emergencies. It regularly checks the effectiveness of these processes and makes ongoing improvements. Some innovations to these processes have been made and best practices are shared across the organization.

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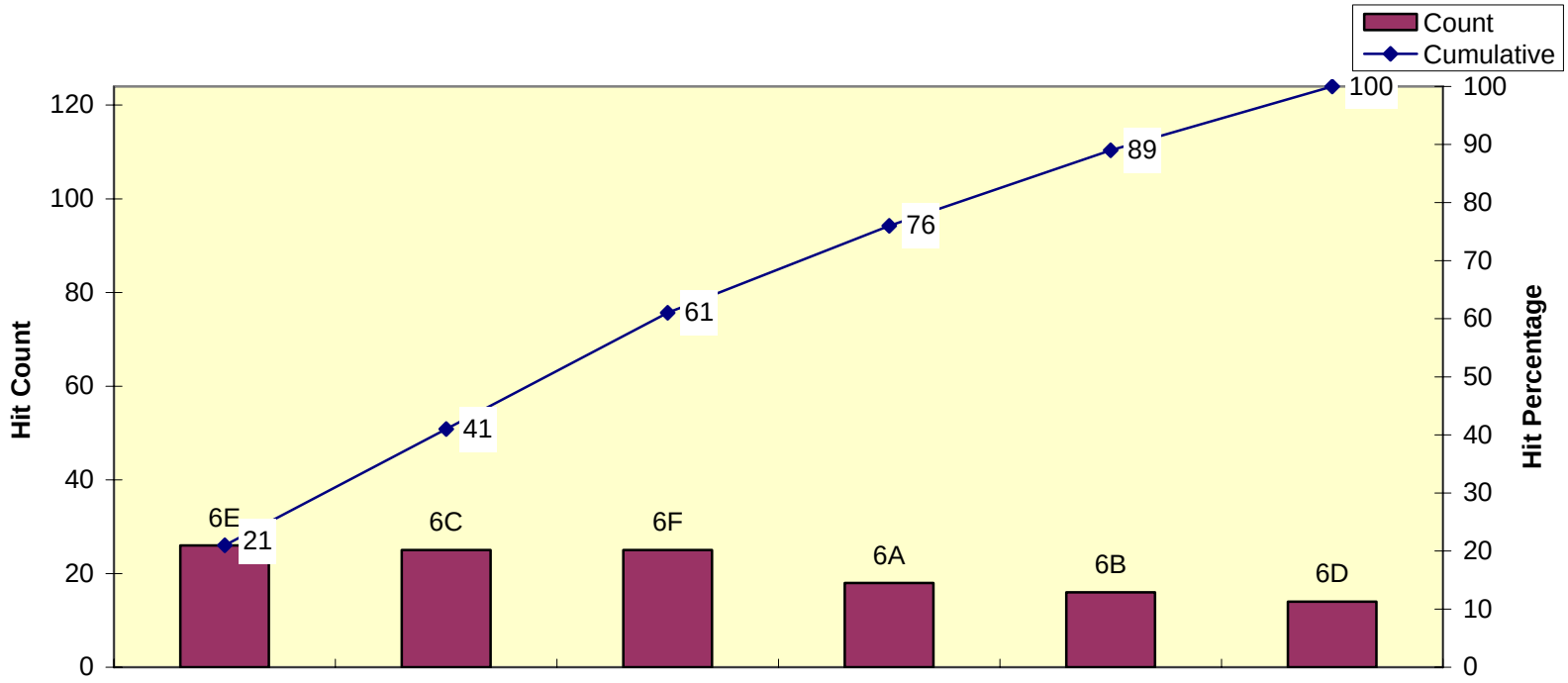
Category 6 - Process Management - Areas Most Needing Improvement - Pareto Chart



Letter key for Category 6 - Process Management - Areas Most Needing Improvement	
6A	Learning-Centered Processes: Understanding Learning-Centered and Organizational Process Requirements [Baldrige ref: 6.1a(1,2&6)]
6B	Learning-Centered Processes: Designing Learning-Centered and Organizational Processes to Meet Requirements [Baldrige ref: 6.1a(3&6)]
6C	Learning-Centered Processes: Managing and Improving Learning-Centered and Organizational Processes to Consistently Meet Requirements [Baldrige ref: 6.1a(4,5&6)]
6D	Support Processes: Understanding Support Requirements and Designing Processes to Meet Requirements [Baldrige ref: 6.2a(1,2,3&6)]
6E	Support Processes: Managing Support Processes to Consistently Meet Requirements and Preventing Errors and Rework While Reducing Costs of Inspections, Tests, and Audits for Support Processes [Baldrige ref: 6.2a(4,5&6)]
6F	Operational Planning: Meeting Financial and Investment Obligations and Emergency Planning [Baldrige ref: 6.2b(1&2)]

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Category 6 - Process Management - Priority Improvement Counts and Percentages - Position

	Count							Percentage					
	6E	**6C**	**6F**	**6A**	**6B**	**6D**	**Total**	**6E**	**6C**	**6F**	**6A**	**6B**	**6D**
Board of Trustees	2	1	1	2	2	0	8	25	13	13	25	25	0
Cabinet	6	3	3	0	2	0	14	43	21	21	0	14	0
Faculty	4	6	8	6	6	6	36	11	17	22	17	17	17
Staff	4	3	3	4	1	3	18	22	17	17	22	6	17
Supervisor	10	12	10	6	5	5	48	21	25	21	13	10	10
All	26	25	25	18	16	14	124	21	20	20	15	13	11

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Category 7 - Organizational Performance Results

Overall Question Scores and Current-State Descriptors

%	Question	Description
%	**7A**	**Student Learning Results: Trends, Levels, and Comparisons [Baldrige ref: 7.1a]**
25	**Current**	Beginning - Performance levels are good in very few areas that are important to student learning and improvement.
	Next Level	Basically Effective - Performance levels are good in some areas important to student learning and improvement. The organization is beginning to demonstrate improvement trends and get comparison data.
	Role Model	Performance levels are good to excellent in many to most areas of student learning and improvement when compared to top performing competitors or benchmarks. Unless the actual level of performance is already at the top levels, most trends in areas of importance to the organization's mission and primary improvement objectives continue to improve and show sustained growth. No pattern of adverse trends and no poor performance levels are evident in areas of importance to the organization's mission.
%	**7B**	**Student- and Stakeholder-Focused Results: Trends, Levels, and Comparisons [Baldrige ref: 7.2a(1&2)]**
21	**Current**	Beginning - Performance levels are good in very few areas that are important to the educational service.
	Next Level	Basically Effective - Performance levels are good in some areas important to the educational service. The organization is beginning to demonstrate improvement trends and get comparison data.
	Role Model	Performance levels are good to excellent in many to most areas of importance to the organization's key educational service requirements (such as student and stakeholder satisfaction, dissatisfaction, and measures of student and stakeholder-perceived value, student and stakeholder retention, and positive referral) when compared to top performing competitors or benchmarks. Unless the actual level of performance is already at the top levels, most trends in areas of importance to the organization's key educational service requirements continue to improve and show sustained growth. No pattern of adverse trends and no poor performance levels are evident in areas of importance to the organization's key educational service requirements.
%	**7C**	**Budgetary, Financial and Market Results: Trends, Levels, and Comparisons [Baldrige ref: 7.3a(1&2)]**
19	**Current**	Beginning - Performance levels are good in very few areas that are important to the educational service mission.
	Next Level	Basically Effective - Performance levels are good in some areas important to the educational service mission. The organization is beginning to demonstrate improvement trends and get comparison data.
	Role Model	Performance levels are good to excellent in many to most areas of importance to the organization's educational service mission) when compared to top performing competitors or benchmarks. Unless the actual level of performance is already at the top levels, most trends in areas of importance to the organization's educational service mission continue to improve and show sustained growth. No pattern of adverse trends and no poor performance levels are evident in areas of importance to the organization's educational service mission.

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%	Question	Description
%	**7D**	**Faculty and Staff Results: Trends, Levels, and Comparisons [Baldrige ref: 7.4a(1,2&3)]**
16	**Current**	Beginning - Performance levels are good in very few areas that are important to the educational service mission.
	Next Level	Basically Effective - Performance levels are good in some areas important to the educational service mission. The organization is beginning to demonstrate improvement trends and get comparison data.
	Role Model	Performance levels are good to excellent in many to most areas of importance to the organization's educational service mission when compared to top performing competitors or benchmarks. Unless the actual level of performance is already at the top levels, most trends in areas of importance to the organization's educational service mission continue to improve and show sustained growth. No pattern of adverse trends and no poor performance levels are evident in areas of importance to the organization's educational service mission.
%	**7E**	**Organizational Effectiveness Results: Trends, Levels, and Comparisons [Baldrige ref: 7.5a(1&2)]**
17	**Current**	Beginning - Performance levels are good in very few areas that are important to the educational service mission.
	Next Level	Basically Effective - Performance levels are good in some areas important to the educational service mission. The organization is beginning to demonstrate improvement trends and get comparison data.
	Role Model	Performance levels are good to excellent in many to most areas of importance to the organization's educational service mission (such as productivity, cycle time, supplier/partner performance, and efficient design, production, and support services) when compared to top performing competitors or benchmarks. Unless the actual level of performance is already at the top levels, most trends in areas of importance to the organization's educational service mission continue to improve and show sustained growth. No pattern of adverse trends and no poor performance levels are evident in areas of importance to the organization's educational service mission.
%	**7F**	**Leadership, Governance, and Social Responsibility Results: Trends, Levels, and Comparisons [Baldrige ref: 7.6a(1,2,3,4&5)]**
16	**Current**	Beginning - Performance levels are good in very few areas that are important to the educational service mission.
	Next Level	Basically Effective - Performance levels are good in some areas important to the educational service mission. The organization is beginning to demonstrate improvement trends and get comparison data.
	Role Model	Performance levels are good to excellent in many to most areas of importance to the organization's educational service mission (such as ethical behavior and stakeholder trust, regulatory and legal compliance, and organizational citizenship) when compared to top performing competitors or benchmarks. Unless the actual level of performance is already at the top levels, most trends in areas of importance to the organization's educational service mission continue to improve and show sustained growth. No pattern of adverse trends and no poor performance levels are evident in areas of importance to the organization's educational service mission.

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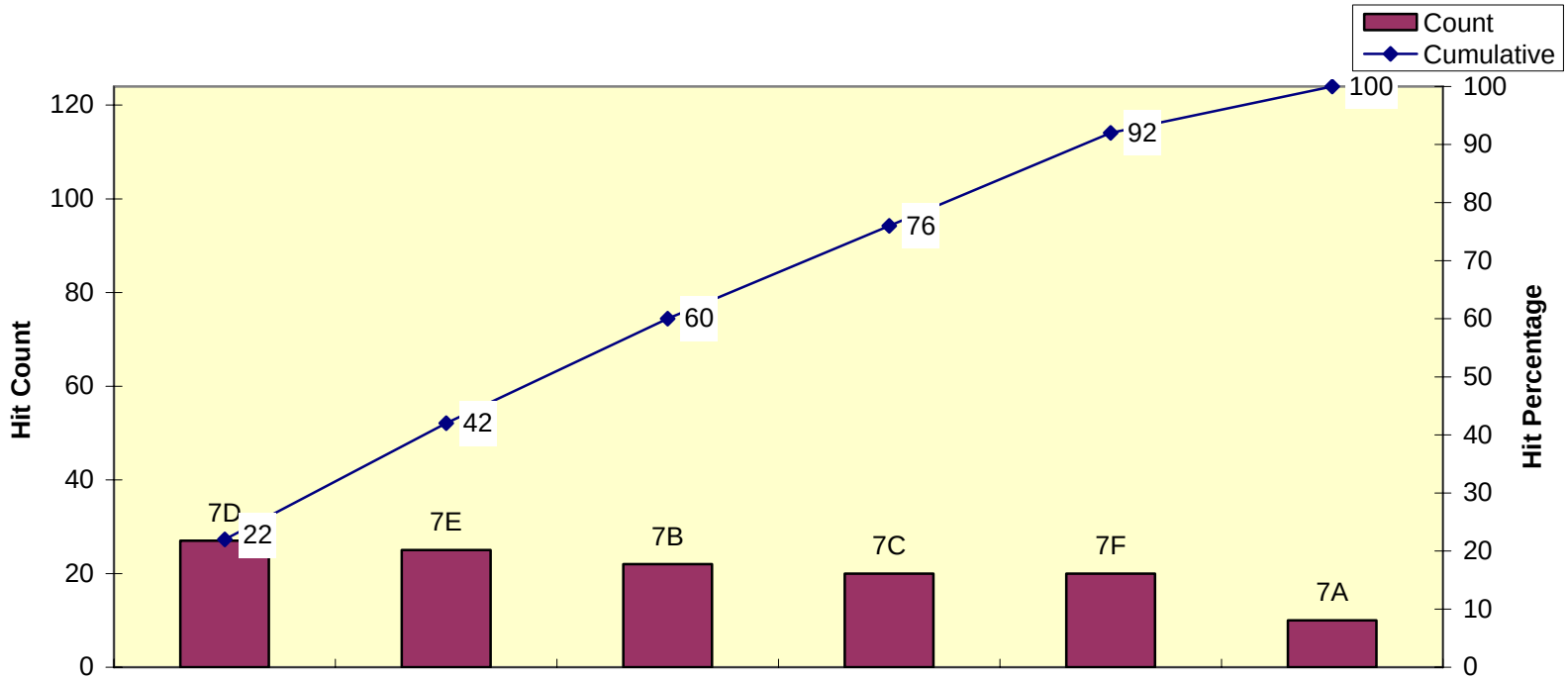
Category 7 - Organizational Performance Results - Areas Most Needing Improvement - Pareto Chart



Letter key for Category 7 - Organizational Performance Results - Areas Most Needing Improvement	
7A	Student Learning Results: Trends, Levels, and Comparisons [Baldrige ref: 7.1a]
7B	Student- and Stakeholder-Focused Results: Trends, Levels, and Comparisons [Baldrige ref: 7.2a(1&2)]
7C	Budgetary, Financial and Market Results: Trends, Levels, and Comparisons [Baldrige ref: 7.3a(1&2)]
7D	Faculty and Staff Results: Trends, Levels, and Comparisons [Baldrige ref: 7.4a(1,2&3)]
7E	Organizational Effectiveness Results: Trends, Levels, and Comparisons [Baldrige ref: 7.5a(1&2)]
7F	Leadership, Governance, and Social Responsibility Results: Trends, Levels, and Comparisons [Baldrige ref: 7.6a(1,2,3,4&5)]

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Category 7 - Organizational Performance Results - Priority Improvement Counts and Percentages - Position

	Count							Percentage					
	7D	**7E**	**7B**	**7C**	**7F**	**7A**	**Total**	**7D**	**7E**	**7B**	**7C**	**7F**	**7A**
Board of Trustees	0	1	1	2	2	2	8	0	13	13	25	25	25
Cabinet	5	4	2	1	1	1	14	36	29	14	7	7	7
Faculty	6	9	5	6	6	4	36	17	25	14	17	17	11
Staff	4	4	4	2	4	0	18	22	22	22	11	22	0
Supervisor	12	7	10	9	7	3	48	25	15	21	19	15	6
All	27	25	22	20	20	10	124	22	20	18	16	16	8

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Appendix A - Assessment Themes and Values

The point values of the scoring system are linked directly to the points and scoring system of the Malcolm Baldrige Criteria for Performance Excellence. Each item and the questions included in the items are also derived from the Baldrige Criteria.

Categories, Items, and Point Values

1.0 Leadership 120

1.1 Senior Leadership 70

- 1A Vision and Values: Set and Deploy Vision and Values [Baldrige ref: 1.1a(1)]
- 1B Vision and Values: Promoting a Climate for Legal and Ethical Behavior [Baldrige ref: 1.1a(2)]
- 1C Vision and Values: Sustaining the Organization Through Innovation, Learning, Developing Future Leaders, and Organizational Agility [Baldrige ref: 1.1a(3)]
- 1D Communication and Organizational Performance: Empowerment, Motivation, Taking Action to Improve Performance, and Create Student and Stakeholder Value [Baldrige ref: 1.1b(1&2)]

1.2 Governance and Social Responsibility 50

- 1E Organizational Governance: Management Accountability, Protecting Stakeholder Interests, and Improving Leader Effectiveness [Baldrige ref: 1.2a(1&2)]
- 1F Legal and Ethical Behavior: Following Laws and Regulations, and Addressing Public Risks and Concerns [Baldrige ref: 1.2b(1)]
- 1G Legal and Ethical Behavior: Ensuring Ethical Behavior [Baldrige ref: 1.2b(2)]
- 1H Support of Key Communities: Providing Community Support [Baldrige ref: 1.2c]

2.0 Strategic Planning 85

2.1 Strategy Development 40

- 2A Strategy Development Process: Developing Strategic Plans Based on Educational Service Data [Baldrige ref: 2.1a(1&2)]
- 2B Strategic Objectives: Developing Clear Strategic Objectives and Timetables for Meeting the Objectives [Baldrige ref: 2.1b(1)]
- 2C Strategic Objectives: Ensuring that Strategic Objectives Address Key Challenges and Balance the Needs of Students and Key Stakeholders [Baldrige ref: 2.1b(2)]

2.2 Strategy Deployment 45

- 2D Action Plan Development and Deployment: Developing and Deploying Action Plans and Aligning Resources to Support Them [Baldrige ref: 2.2a(1&4)]
- 2E Action Plan Development and Deployment: Align Work, Track Progress, and Make Changes to Plans Quickly [Baldrige ref: 2.2a(2&5)]
- 2F Performance Projection: Developing Appropriate Goals [Baldrige ref: 2.2b]

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3.0 Student, Stakeholder, and Market Focus 85

3.1 Student, Stakeholder, and Market Knowledge 40

3A Student and Stakeholder and Market Knowledge: Determining Student and Stakeholder Groupings and Segments [Baldrige ref: 3.1a(1)]

3B Student and Stakeholder and Market Knowledge: Gathering Information on Student and Stakeholder Requirements to Help Plan for Programs, Offerings, Services, Marketing, and Developing More Educational Services [Baldrige ref: 3.1a(2&3)]

3C Student and Stakeholder and Market Knowledge: Understanding What Students and Stakeholders Value Most in Programs, Offerings, and Services [Baldrige ref: 3.1a(2&3)]

3.2 Student and Stakeholder Relationships and Satisfaction 45

3D Student and Stakeholder Relationship Building: Building Student and Stakeholder Relationships, Loyalty, and Repeat Educational Service [Baldrige ref: 3.2a(1,2&4)]

3E Student and Stakeholder Relationship Building: Identifying and Meeting Student and Stakeholder Contact Requirements and Resolving Student and Stakeholder Complaints Effectively and Promptly [Baldrige ref: 3.2a(2,3&4)]

3F Student and Stakeholder Satisfaction Determination: Determining Student and Stakeholder Satisfaction and Dissatisfaction [Baldrige ref: 3.2b(1&4)]

3G Student and Stakeholder Satisfaction Determination: Getting Timely Feedback and Information About the Satisfaction of Current and Potential Students and Stakeholders [Baldrige ref: 3.2b(2,3&4)]

4.0 Measurement, Analysis, & Knowledge Management 90

4.1 Measurement, Analysis, Review of Organizational Performance 45

4A Performance Measurement: Selecting Measures to Track Daily Operations and Overall Organizational Performance [Baldrige ref: 4.1a(1&3)]

4B Performance Measurement: Using Internal and External Data to Support Organizational Decision-Making and Innovation [Baldrige ref: 4.1a(1,2&3)]

4C Performance Analysis and Review: Analyzing Data to Support Organizational Performance Review and Strategic Planning [Baldrige ref: 4.1b(1)]

4D Performance Analysis and Review: Translate Performance Review Findings into Priorities for Improvement and Innovation. Communicate the Priorities to Support Decision-Making [Baldrige ref: 4.1b(2)]

4.2 Information and Knowledge Management 45

4E Data and Information Availability: Ensuring Needed Data are Accessible to Faculty, Staff, Suppliers, Partners, Students, and Stakeholders to Enhance Communications and Improve Decision-Making; and Ensuring Hardware and Software are Reliable and User Friendly [Baldrige ref: 4.2a(1,2,3&4)]

4F Organizational Knowledge Management: Managing Organizational Knowledge [Baldrige ref: 4.2b]

4G Data, Information, and Knowledge Quality: Ensuring the Integrity, Reliability, Accuracy, Timeliness, Security, and Confidentiality of Information [Baldrige ref: 4.2c]

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5.0 Faculty and Staff Focus 85

5.1 Work Systems 35

5A Organization and Management of Work: Promoting Empowerment, Cooperation, Initiative, Innovation, Diverse Ideas, Thinking, Communication, and High Performance Culture Among Faculty and Staff Throughout the Organization [Baldrige ref: 5.1a(1,2&3)]

5B Faculty and Staff Performance Management System: Providing Feedback, Compensation, and Recognition to Support High Performance Goals and a Student and Stakeholder Focus [Baldrige ref: 5.1b]

5C Hiring and Career Progression: Building a Skilled Workforce, Ensuring Effective Succession Planning Throughout the Organization, and Managing Career Progression [Baldrige ref: 5.1c(1,2&3)]

5.2 Faculty and Staff Learning and Motivation 25

5D Faculty and Staff Education, Training, and Development: Educating, Training, and Developing the Workforce to Meet Action Plans and Other Organizational and Faculty/Staff Needs [Baldrige ref: 5.2a(1,3,5&6)]

5E Faculty and Staff Education, Training, and Development: Designing and Delivering Training and Education [Baldrige ref: 5.2a(2,4&6)]

5F Motivation and Career Development: Motivating Faculty and Staff to Develop Their Full Potential [Baldrige ref: 5.2b]

5.3 Faculty and Staff Well-Being and Satisfaction 25

5G Work Environment: Creating a Safe, Secure, and Healthful Work Environment and Preparing for Emergencies and Disasters [Baldrige ref: 5.3a(1&2)]

5H Faculty and Staff Support and Satisfaction: Providing Appropriate Services and Benefits to Enhance the Well-Being, Satisfaction, and Motivation of All Types of Faculty and Staff [Baldrige ref: 5.3b(1&2)]

5I Faculty and Staff Support and Satisfaction: Assessing and Improving Faculty and Staff Satisfaction, Well-Being, and Motivation [Baldrige ref: 5.3b(3&4)]

6.0 Process Management 85

6.1 Learning-Centered Processes 45

6A Learning-Centered Processes: Understanding Learning-Centered and Organizational Process Requirements [Baldrige ref: 6.1a(1,2&6)]

6B Learning-Centered Processes: Designing Learning-Centered and Organizational Processes to Meet Requirements [Baldrige ref: 6.1a(3&6)]

6C Learning-Centered Processes: Managing and Improving Learning-Centered and Organizational Processes to Consistently Meet Requirements [Baldrige ref: 6.1a(4,5&6)]

6.2 Support Processes and Operational Planning 40

6D Support Processes: Understanding Support Requirements and Designing Processes to Meet Requirements [Baldrige ref: 6.2a(1,2,3&6)]

6E Support Processes: Managing Support Processes to Consistently Meet Requirements and Preventing Errors and Rework While Reducing Costs of Inspections, Tests, and Audits for Support Processes [Baldrige ref: 6.2a(4,5&6)]

6F Operational Planning: Meeting Financial and Investment Obligations and Emergency Planning [Baldrige ref: 6.2b(1&2)]

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7.0 Organizational Performance Results 450

7.1 Student Learning Results 100
7A Student Learning Results: Trends, Levels, and Comparisons [Baldrige ref: 7.1a]
7.2 Student- and Stakeholder-Focused Results 70
7B Student- and Stakeholder-Focused Results: Trends, Levels, and Comparisons [Baldrige ref: 7.2a(1&2)]
7.3 Budgetary, Financial, and Market Results 70
7C Budgetary, Financial and Market Results: Trends, Levels, and Comparisons [Baldrige ref: 7.3a(1&2)]
7.4 Faculty and Staff Results 70
7D Faculty and Staff Results: Trends, Levels, and Comparisons [Baldrige ref: 7.4a(1,2&3)]
7.5 Organizational Effectiveness Results 70
7E Organizational Effectiveness Results: Trends, Levels, and Comparisons [Baldrige ref: 7.5a(1&2)]
7.6 Leadership and Social Responsibility Results 70
7F Leadership, Governance, and Social Responsibility Results: Trends, Levels, and Comparisons [Baldrige ref: 7.6a(1,2,3,4&5)]

TOTAL POINTS 1000

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Appendix B––Scoring Guidelines

Scoring Guidelines for Categories 1-6: Process

SCORE	PROCESS
0% to 5%	• No systematic approach is evident; information is anecdotal. (A) • Little or no deployment of an approach is evident. (D) • No evidence of an improvement orientation; improvement is achieved through reacting to problems. (L) • No organizational alignment is evident; individual areas or work units operate independently. (I)
10%, 15%, 20%, or 25%	• 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%	• 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%	• 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%	• 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%	• 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)

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Scoring Guidelines for Category 7 – Results

SCORE	RESULTS
0% or 5%	• There are no business 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 organization's key business requirements.
10%, 15%, 20%, or 25%	• A few business 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 organization's key business requirements.
30%, 35%, 40%, or 45%	• 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 organization's key business requirements.
50%, 55%, 60%, or 65%	• 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 organization's key business requirements. • Some trends and/or current performance levels—evaluated against relevant comparisons and/or benchmarks—show areas of good to very good relative performance. • Business results address most key customer, market, and process requirements.
70%, 75%, 80%, or 85%	• 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. • Business results address most key customer, market, process, and action plan requirements.
90%, 95%, or 100%	• 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 industry and benchmark leadership is demonstrated in many areas. • Business results fully address key customer, market, process, and action plan requirements.

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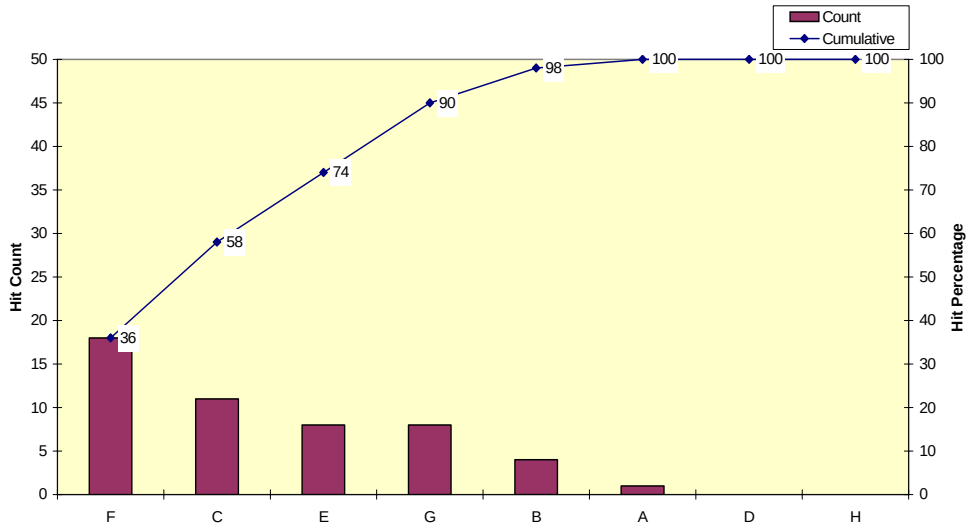
Appendix C – How to Interpret Pareto Charts

Staff members in your organization have been asked to select two areas in each of the seven categories for performance excellence, which they feel, is in most need of improvement. The concept of a Pareto chart is to show that the areas in need of improvement are usually a vital few, allowing leaders to concentrate their focus on specific improvement efforts.

We have supplied you with a Pareto chart for each of the seven categories of the Malcolm Baldrige Criteria for Performance Excellence, which reference each of the seven sections of the Organization Assessment Survey.

Each chart will display the letters that correspond to the question rows for each of the seven categories along the x-axis. Along the y-axis both Count and Percentages are charted. The count of staff votes (Hits) for each area they believe is most in need of improvement is represented as bars on the graph. The chart is arranged with the largest hit count on the left of the graph, indicating the area selected by staff which they overall feel is most in need of improvement. The line charted above the bars represents the cumulative percentages of each bar, from left to right.
For example, in Figure 1, the letters F, C, and E represent an opportunity to solve 74% of key issues in 38% of the areas (3 of 8) for the category (Leadership). In this example, the letters D and H did not receive any votes since these areas were not selected by staff as areas most in need of improvement.



	Letter Key for Category 1 - Leadership - Areas Most Needing Improvement
1A	Vision and Values: Set and Deploy Vision and Values [Baldrige ref: 1.1a(1)]
1B	Vision and Values: Promoting a Climate for Legal and Ethical Behavior [Baldrige ref: 1.1a(2)]
1C	Vision and Values: Sustaining the Organization Through Innovation, Learning, Developing Future Leaders, and Organizational Agility [Baldrige ref: 1.1a(3)]
1D	Communication and Organizational Performance: Empowerment, Motivation, Taking Action to Improve Performance, and Creating Customer Value [Baldrige ref: 1.1b(1&2)]
1E	Organizational Governance: Management Accountability, Protecting Stakeholder Interests, and Improving Leader Effectiveness [Baldrige ref: 1.2a(1&2)]
1F	Legal and Ethical Behavior: Following Laws and Regulations, and Addressing Public Risks and Concerns [Baldrige ref: 1.2b(1)]
1G	Legal and Ethical Behavior: Ensuring Ethical Behavior [Baldrige ref: 1.2b(2)]
1H	Support of Key Communities: Providing Community Support [Baldrige ref: 1.2c]

Figure 1

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Baldrige National Quality Program. The organizational assessment instrument/survey is based on the 2003 Malcolm Baldrige National Quality Award Criteria for Performance Excellence. The author wishes to recognize the hard work and dedication of the entire Award Office staff led by Dr. Harry Hertz. Their efforts are making a significant difference in the quality of life and business competitiveness in the United States. For more information about other services, call Baldrige National Quality Program at (301) 948-3716; E-mail: nqp@nist.gov

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