



education



Community College of the Northwest Case Study Feedback Report

2021

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The Community College of the Northwest Feedback Report is a fictitious Baldrige Award feedback report developed by a team of experienced Baldrige examiners who evaluated the corresponding case study against the 2020–2021 Baldrige Criteria for Performance Excellence. The fictitious case study organization is a U.S. community college that provides students access to higher education to prepare them for success in the workforce and to contribute positively to society. There is no connection between the fictitious Community College of the Northwest and any other organization, named either Community College of the Northwest or otherwise. The names of several national and government organizations are included to promote the realism of the case study as a training tool, but all data and content about them have been fictionalized, as appropriate; all other organizations cited in the case study are fictitious or have been fictionalized.

The Community College of the Northwest scored in band 4 for process items and band 4 for results items. An organization in band 4 for process items typically demonstrates effective, systematic approaches generally responsive to the overall Criteria questions. Deployment may vary in some areas or work units. Key processes benefit from fact-based evaluation and improvement, and approaches are being aligned with overall organizational needs. For an organization that scores in band 4 for results items, results typically address some key customer/stakeholder, market, and process requirements, and they demonstrate good relative performance against relevant comparisons. Beneficial trends and/or good performance are reported for many areas of importance to the overall Criteria questions and the accomplishment of the organization's mission.

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Community College
of the Northwest

Guided by the Education Criteria and Baldrige feedback received, we had well-defined work systems and clearly understood key processes with tracked metrics. At the beginning of the pandemic, the faculty and staff could quickly Zoom together to figure out how to transition to an online environment—which they accomplished in just two weeks.

*Zoe Irvin, Executive Director for Planning, Research, and Organizational Development
Howard Community College
2019 Baldrige Award Recipient*

Preparing to read your feedback report . . .

Your feedback report contains Baldrige examiners' observations based on their understanding of your organization. The examiner team has provided comments on your organization's strengths and opportunities for improvement relative to the Baldrige Criteria. The feedback is not intended to be comprehensive or prescriptive. It will tell you where examiners think you have important strengths to celebrate and where they think key improvement opportunities exist. The feedback will not necessarily cover every question in the Criteria, nor will it say specifically how you should address these opportunities. You will decide what is most important to your organization and how best to address the opportunities.

If your organization has not applied in the recent past, you may notice a change in the way feedback comments are now structured in the report. In response to applicant feedback, the Baldrige Program now asks examiners to express the main point of the comment in the first sentence, followed by relevant examples, resulting in more concise, focused comments. In addition, the program has included Criteria item references with each comment to assist you in understanding the source of the feedback. Each 2021 feedback report also includes a graph in Appendix A that shows your organization's scoring profile compared to the median scores for all 2021 applicants at Consensus Review.

Applicant organizations understand and respond to feedback comments in different ways. To make the feedback most useful to you, we've gathered the following tips and practices from prior applicants for you to consider.

- Take a deep breath and approach your Baldrige feedback with an open mind. You applied to get the feedback. Read it, take time to digest it, and read it again.
- Before reading each comment, review the Criteria questions that correspond to each of the Criteria item references (which now precede each comment); doing this may help you understand the basis of the examiners' evaluation. The *2021–2022 Baldrige Excellence*

Framework (Education) containing the Education Criteria for Performance Excellence can be purchased at http://www.nist.gov/baldrige/publications/education_criteria.cfm.

- Especially note comments in **boldface type**. These comments indicate observations that the examiner team found particularly important—strengths or opportunities for improvement that the team felt had substantial impact on your organization’s performance practices, capabilities, or results and, therefore, had more influence on the team’s scoring of that particular item.
- You know your organization better than the examiners know it. If the examiners have misread your application or misunderstood information contained in it, don’t discount the whole feedback report. Consider the other comments, and focus on the most important ones.
- Celebrate your strengths and build on them to achieve world-class performance and a competitive advantage. You’ve worked hard and should congratulate yourselves.
- Use your strength comments as a foundation to improve the things you do well. Sharing those things you do well with the rest of your organization can speed organizational learning.
- Prioritize your opportunities for improvement. You can’t do everything at once. Think about what’s most important for your organization at this time, and decide which things to work on first.
- Use the feedback as input to your strategic planning process. Focus on the strengths and opportunities for improvement that have an impact on your strategic goals and objectives.

Using the Baldrige framework has led to a lot of learning for us. ... Baldrige is systemic at our organization. We attribute everything we do to the framework and its Criteria. ... [and are] committed to the entire process, not just to parts of it. As a result, we can point to a couple of things that we didn’t expect as a result of using the Criteria. We have had significant efficiencies in business operations Results have also led to more process and operational consistency and one of the highest completion and retention rates for students at a public education institution in the United States.

*Lindel Fields, Superintendent and CEO
Tri County Tech
2018 Baldrige Award Recipient*

KEY THEMES

Key Themes—Process Items

Community College of the Northwest (CCNW) scored in band 4 for process items (1.1–6.2) in the Consensus Review for the Malcolm Baldrige National Quality Award. For an explanation of the process scoring bands, please refer to Figure 6a, Process Scoring Band Descriptors.

An organization in band 4 for process items typically demonstrates effective, systematic approaches generally responsive to the overall Criteria questions. Deployment may vary in some areas or work units. Key processes benefit from fact-based evaluation and improvement, and approaches are being aligned with overall organizational needs.

a. The most important strengths or outstanding practices (of potential value to other organizations) identified in CCNW’s response to process items are as follows:

- Demonstrating a systems perspective, CCNW uses its Strategic Planning Process (SPP) to integrate organizational components into an interconnected ecosystem that delivers results. Built around a Plan, Do, Check, Act (PDCA) continuous-improvement framework, the five steps of the SPP include engaging with key stakeholders, partners, suppliers, collaborators, and workforce members. For example, voice-of-the-customer (VOC) and market data are used to determine program and service offerings, with key performance metrics set and fully deployed throughout the applicant, and several cycles of improvement of the Performance Management System are completed during the SPP. Workforce skills, competencies, certifications, and staffing levels necessary to achieve organizational results are also considered and systematically determined through the SPP. In addition, senior leaders create an environment for success by integrating communication approaches and addressing innovation opportunities that may arise as part of the SPP.
- CCNW embeds PDCA methodology into many process implementation loops, thus using it as a key improvement tool and creating opportunities for innovation. The PDCA-based Performance Management System (Figure 4.1.1) and Operational Performance Review (Figure 4.1-6) support the performance review framework. CCNW’s Organizational Knowledge Management Process (COKMP, Figure 4.2-2) allows it to build and manage organizational knowledge gleaned from the PDCA reviews, as well as transfer knowledge among workforce members. Many key organizational processes undergo PDCA cycles, including those for determination of programs and services, legal and ethical compliance, learning and development, and workforce capacity and capability. In addition, the President’s Team and unit leaders use PDCA in step 5 of the SPP to make improvements in strategies and key processes. Further, the Northwest Innovation Process (Figure 1.1-3) uses PDCA to conduct intelligent-risk analyses and manage innovation opportunities that may arise from PDCA-based reviews of processes.

- CCNW supports its vision to be the best in the nation by systematically monitoring organizational performance to drive fact-based decision making. Using strategic key performance indicators (S-KPIs) for longer-term action plans and unit-level, operational KPIs (O-KPIs), CCNW tracks its performance through its Performance Measurement System (PMS, Figure 4.1-1) to reinforce organizational alignment. The organization uses the Operational Performance Review (Figure 4.1-6) structure to determine teams, areas, and frequencies for reviews and uses the four-step B2P process to select comparative data and information. Additionally, CCNW's Model of Data Quality and Availability (Figure 4.2-1) includes multiple approaches to systematically verify and ensure the quality of organizational data and information.
- In support of its core competency of maintaining an expert, up-to-date workforce, CCNW uses systematic approaches to engage its workforce members, provide for their development, and address changing capacity and capability needs. For example, CCNW identifies key drivers of workforce engagement through annual environmental scans and assesses engagement levels using multiple methods, including three national surveys that allow for benchmarking to top-performing organizations. Additionally, CCNW systematically evaluates and improves its learning and development process, which includes professional development seminars and classes open to all faculty and staff levels. CCNW also requires employees to participate in an annual review of Culture Walk and successfully complete a competency test to ensure their currency on expected ethical and legal behavior. Further, CCNW addresses key changes and impacts to the workforce through workforce plans developed using Cap2 analysis during the SPP, and these are aligned to budget and action plans and reviewed throughout the year.

b. The most significant opportunities, concerns, or vulnerabilities identified in CCNW's response to process items are as follows:

- Some gaps are apparent in CCNW's use of its PDCA improvement approach to evaluation and improvement and in how it makes information available for improvement and innovation. For example, it is unclear how the processes used to evaluate Board and senior leader performance are evaluated for effectiveness. It is also not evident that the institution regularly evaluates and improves its overall approach to listening to potential students and other customers, as well as its processes for determining student/customer groups and market segments and determining educational program and service offerings. It is not clear how the organization transfers relevant knowledge for use in strategic planning and innovation processes. Several aspects of how the organization manages best practices are unclear, such as how best practices are identified for sharing at the annual Day of Sharing or for inclusion in The Northwest Way (TNW) portal. Further, CCNW does not appear to systematically analyze the success of or identify opportunities for improvement for its diversity-related processes for recruiting, hiring, and onboarding new workforce members.

- It is unclear how CCNW's approaches consider the different needs and expectations of its various student and workforce segments. For example, it is unclear that the organization's partnership with RBM reflects a well-ordered and repeatable approach to identifying future student and market segments, including identifying which groups and segments to pursue for future growth. It is also not evident how listening methods vary for different student groups, or that CCNW deploys its Relationship Management Process (RMP, Figure 3.1-2) to effectively understand varying student requirements. It is also unclear how key means of student support vary for different student groups or segments through the RMP or other approaches. Additionally, it is not clear how the organization considers various workforce segments (e.g., professional support staff vs. faculty members, full-time vs. part-time, those working at various locations such as labs) in determining drivers of workforce engagement, as well as in its approaches for managing workplace capability and capacity, the workplace environment, and benefits/policies.
- Processes to sustain and grow a culture that inspires the workforce and students and treats them fairly are not apparent. Beyond the Culture Walk program, a systematic method for senior leaders to create a culture that fosters inclusion and develops future students and leaders to ensure inclusion of those of diverse backgrounds is not evident. Nor is it evident how senior leaders' personal actions demonstrate a commitment to organizational values and accountability. Additionally, it is not clear how senior leaders effectively communicate with and engage the entire workforce, students, partners, and other stakeholders using the communications methods listed in Figure 1.1-2. A systematic approach to effectively respond to ethical breaches, such as potential Family Educational Rights and Privacy Act (FERPA) or Title IX complaints and/or student harassment at remote worksites, also is not evident. In addition, in CCNW's efforts to ensure fair treatment for different students and student groups, it is unclear how approaches for compliance with federal/state equal opportunity and antidiscrimination laws align with Just Culture guidelines and the institution's Walk-It-Right ethics program. Further, a systematic approach is not evident for promoting equity and inclusion in processes for workforce performance management, performance development, and career development.
- Addressing an apparent lack of systematic approaches to engage suppliers, partners, and the community may help CCNW create more value for them. For example, a process to balance the needs of all stakeholders in the SPP is not evident; nor is it clear that a systematic approach is in place to deploy action plans to key suppliers, partners, and collaborators. In addition, a systematic leadership approach is not evident for identifying key communities and determining areas for organizational involvement. Further, in the collection and analysis of data, it is unclear how CCNW engages its technological partners to assess changes and innovations in technology, including in planning to anticipate and prepare for disruptions of a technological nature. It is also not clear how CCNW deploys priorities from its performance reviews to its key suppliers, partners, and collaborators. Specifically, it is unclear how the leader of each priority captured in the

Action Plan Management System (APMS) deploys the priority to suppliers of student support services, such as providers of technology, laboratory support, the bookstore, and dining services. Moreover, it is unclear whether the organization's Central Administrative Support (CAS) processes for managing the supply network include approaches to communicating performance expectations, measuring suppliers' performance, providing feedback, or addressing suppliers' poor performance.

Key Themes—Results Items

CCNW scored in band 4 for results items (7.1–7.5). For an explanation of the results scoring bands, please refer to Figure 6b, Results Scoring Band Descriptors.

For an organization in band 4 for results items, results typically address some key customer/stakeholder, market, and process requirements, and they demonstrate good relative performance against relevant comparisons. Beneficial trends and/or good performance are reported for many areas of importance to the overall Criteria questions and the accomplishment of the organization's mission.

c. Considering CCNW's key business/organization factors, the most significant strengths found in response to results items are as follows:

- CCNW demonstrates good levels, trends, and comparisons in many results related to its strategic objectives of student access and success, reflecting its value of Students First. For example, supporting the strategic objectives of student access and success, results for enrollment, graduation rate, credit hours delivered, and number of students transferred (Figures 7.1-1, 7.1-3, 7.1-4, and 7.1-6) show a pre-pandemic beneficial trend and outperform key comparatives. In many instances, the organization has continued to outperform comparisons even in the midst of pandemic downturns in others' performance, such as in results for degrees awarded (Figure 7.1-2) and continuing education hours (Figure 7.1-5). In support of CCNW's value of Students First, RBM Overall Satisfaction (Figure 7.2-1) levels have continuously improved and outperform three peer institutions and equal the performance of a Baldrige Award winner in 2020. Similarly, CCNW's results for RBM College Met Expectations (Figure 7.2-2) outperform those of all peers and meet the RBM top decile in 2020. Additionally, results for Satisfaction with Student Focus (Figure 7.2-4) have improved steadily from 2014 to 2019 in four key measures; and results for Customer Satisfaction with Student Services (Figure 7.2-14) have increased for four student segments from 2017 to 2020. Further, results for Level of Student Engagement (Figure 7.2-20) exceed the Community College Survey of Student Engagement (CCSSE) top decile for all four dimensions measured. These performance levels may significantly contribute to CCNW's market share penetration in its three-county service area, which outperforms the best service-area competitor (Figure 7.5-12).
- Favorable financial results may assist CCNW in maintaining its strategic advantage of affordability and addressing its strategic challenge of decreased state funding. For

example, cost containment results indicate that CCNW is performing at or above the level of DASHER (Data Sharing Consortium for Higher Education Research) top peer (Figure 7.5-8), and CCNW also outperforms the DASHER top peer for percentage of expenditures for instruction and academic support (Figure 7.5-9), while maintaining a lower cost per enrollment than all three of its comparators (Figure 7.5-10). The organization's shift to online textbooks has decreased the average cost and increased student savings (Figure 7.1-22), and CCNW's integration of systems has resulted in support savings for food service and the bookstore (Figure 7.1-21). In addition, financial results for revenue and margin have remained stable or better than comparative benchmarks. For example, the Net Asset position (Figure 7.5-4) is better than the NCCBP comparison; revenue and expenditures outperform the IPEEx2 top quartile (Figure 7.2a), and the net margin has continued to improve from 2016 through 2019. Further, CCNW's bond credit rating (Figure 7.5-6) continues to be strong.

- CCNW's leadership and workforce results demonstrate a focus on the future by creating an environment for success and ethical behavior. Senior leader (SL) results for communication, engagement, and support of organizational values (Figure 7.4-1), as well as scores for SL reinforcement of each of those values (Figure 7.4-2) demonstrate beneficial trends and outperform top-decile levels of comparisons. Results for stakeholder trust in the President's Team demonstrate beneficial trends for the past three years and outperform the top decile in fiscal year (FY) 2020 for all four stakeholder groups. Additionally, CCNW invests more in workforce development than its peers and that investment garners favorable satisfaction ratings for effectiveness of leadership development programs; for example, CCNW results for Workforce Learning and Development Investment (Figure 7.3-13) exceed the DASHER comparison for all three workforce segments. In addition, participation rates of eligible employees and perceptions of effectiveness (Figure 7.3-15) and satisfaction with peer mentoring (Figure 7.3-14) demonstrate general beneficial trends and good performance levels for faculty members and administrators. Further, most compliance and regulatory measures are at or near 100% for the last one to two years; and employee participation in ethics training has outperformed the top sister college in the system for four of the last five years. Results for workplace climate also are favorable; for example, perceived safety results related to service and professionalism (Figure 7.3-5) show beneficial trends, with all areas exceeding the national top decile. In addition, results of the Canter Q12 survey (Figure 7.3-6) show consistently good levels that exceed top-decile scores for overall workplace climate.

d. Considering CCNW's key business/organization factors, the most significant opportunities, vulnerabilities, and/or gaps (related to data, comparisons, linkages) found in response to results items are as follows:

- Missing results may prevent CCNW from fully understanding its progress in relation to its vision to be the best in the nation. For example, the organization lacks results demonstrating student learning and also does not present results for its efforts to close

the student achievement gap, a strategic challenge, including results on student use of support services or interventions to promote equitable access. Also missing are results for the satisfaction and engagement of some suppliers and partners, including those for engagement of employers and advisory committee members, technology companies, the community (including the local chamber of commerce), and engagement of lab support providers. Additionally, some key workforce-related results are missing, such as workforce capability results related to academic credentials or appropriate skills, accessibility results (which may impact inclusion), and participation in and satisfaction with wellness programs (the applicant's indicator of workplace health). Further, a number of expected leadership and governance results are missing, including measures of legal and regulatory compliance and accreditation performance. Other examples are missing measures of SL communications and engagement with students, Board self-assessments, and grievances and complaints, as well as measures addressing risk with educational programs. CCNW also has not provided many expected performance results for societal well-being and key community support, including measures related to students (graduate placements in programs of need, faculty and student events for community benefit), businesses (certification, advisory groups, and dual-credit programs), and community learning events. Results are also not reported for the socially important indicators of career-placement and readiness, retaining students in higher-income positions, and keeping students local.

- Addressing missing segmentation in some key results may help CCNW in understanding its performance in relation to all key groups or areas. For example, no data are presented for student learning by different student population segments. Indicators of student success, such as annual (fall-to-fall) student persistence rates (Figure 7.1-9), graduation rates (Figure 7.1-3,3b), and number of students transferring to four-year institutions (Figure 7.1-6) are not segmented to provide results for CCNW's certificate programs, workforce badges, or career preparation courses. Segmentation of results by student sub-groups is missing for measures of satisfaction, dissatisfaction, and engagement, such as RBM Overall Satisfaction (Figure 7.2-1), Satisfaction with Academic Services (Figure 7.2-3), Level of Student Engagement (Figure 7.2-20), and Percent Students Achieving Goals (Figure 7.2-23). Additionally, workforce-focused results do not show data for non-tenure-track, full-time, part-time, and adjunct faculty members, particularly key indicators such as workforce capacity and capability, climate, engagement, and development. Most key leadership, governance, and societal well-being results also lack segmentation. For example, segmentation of results by student groups (career seeking vs. non-career seeking) and faculty groups (PT vs. FT) is lacking in Leadership Reinforcement of Values (Figure 7.4-2), Stakeholder Trust in Senior Leaders (Figure 7.4-10), Ethical Environment (Figure 7.4-11), and Perception of Walk It Right Ethics Program (Figure 7.4-12). Further, no results are provided on the net revenue related to credit/degree students who make up 70% of the student population or on affordability by market, educational offering, or student group (career seeking, transfer, non-degree, and dual-credit students).

- Several key results highlight areas where unfavorable levels, trends, or comparisons may limit CCNW's ability to achieve its vision of being the best. For example, CCNW's clock hours have consistently been below the DASHER top peer, the National Community College Benchmarking Project (NCCBP) 90th percentile, and the IPEEx2 top quartile (Figure 7.5-13), and CCNW's market share for credit students has been flat over the last five years and below the Dasher and NCCBP benchmarks (Figure 7.5-11). Even during a move to remote operations precipitated by the pandemic, safety drop-box inputs have remained higher than pre-pandemic levels in 2018 (Figure 7.1-19). In addition, both the Canter and CEE surveys indicate that engagement results for the staff segment are lower for all workforce engagement factors (Figures 7.3-9 and 7.3-10) than for other workforce segments. Lower results for the staff segment relative to faculty and administrator segments are also reflected in the measures showing lower investment in staff learning and development (Figure 7.3-13), lower satisfaction for this work group with Bright Star peer mentoring (Figure 7.3-14), lower participation in leadership development (Figure 7.3-15), and an uneven trend for attrition. Further demonstrating performance that may limit CCNW's advancement, seven of the organization's 15 strategic goals have a red status, indicating that they have not been met, and many action plans (Figure 7.5-18) have a red or yellow status.

DETAILS OF STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

The numbers and letters preceding each comment indicate the Criteria item questions to which the comment refers. Not every Criteria question will have a corresponding comment; rather, these comments were deemed the most significant by a team of examiners.

Category 1 Leadership

1.1 Senior Leadership

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- a(2) Based on nationally recognized best practices, senior leaders (SLs) implemented a Culture Walk program in 2016 to demonstrate their commitment to ethical and legal behavior. President’s Team (PT) members serve as resources for workforce questions and guidance. CCNW logs Culture Walk issues, takes action, and records outcomes; SLs conduct an annual Culture Walk review. Employees are required to participate in an annual review and pass a test on their Culture Walk competency; new employees receive Culture Walk information during new-employee orientation (NEO).
- a(1) CCNW’s vision and values are established by SLs within the Strategic Planning Process (SPP) and are communicated and reinforced to employees through various communications methods (Figure 1.1-2). For example, SLs introduce the vision and values at NEO, and they are discussed at department meetings. SLs receive feedback on how they reflect CCNW’s values in their annual performance reviews, providing some opportunities for learning. This approach helps reinforce CCNW’s Students First value.
- c(1) SLs create an environment for success by integrating communications approaches to drive the achievement of CCNW’s mission. SLs help ensure cultural alignment through feedback and integration with change management approaches, NEO, and employee surveys. In SPP, step 5, the PT and unit leaders address innovation and change management, and they use PDCA to continually evaluate and improve these processes. Short- and longer-term systematic succession plans are in place for CCNW’s president and PT to ensure continuity and smooth transitions, as needed. These approaches may help CCNW achieve organizational sustainability.

OPPORTUNITIES FOR IMPROVEMENT

- **a(1), c(2) It is not evident how SLs’ personal actions reflect a commitment to CCNW’s values or how SLs demonstrate personal accountability for the organization’s actions. For example, the Culture Walk appears to be limited to promoting ethical and legal behavior, inclusion, and equity, rather than addressing values and personal accountability more broadly. In addition, it is not clear how SLs demonstrate their**

commitment to the values of being community-engaged and of partnership excellence. Systematic approaches in these areas may enable SLs to enhance the mission of empowering students.

- c(1) Beyond the Culture Walk program, systematic processes for SLs to create a culture that fosters inclusion and cultivates organizational agility and resilience is not evident. For example, it is not evident how the organization ensures inclusion of individuals with diverse backgrounds in efforts to develop future leaders; nor is it evident how innovation processes contribute to cultivating agility or resilience. Approaches in these areas may enhance CCNW's ability to empower students in a diverse society and diverse communities.
- b It is not evident how SLs effectively encourage two-way communication with the workforce, students, and key partners using CCNW's communications methods (Figure 1.1-2). For example, it is not evident how STAR-Point achieves frank, two-way communication or how such communication is achieved in department meetings. Fully engaging the workforce and students may advance CCNW's performance excellence journey.

1.2 Governance and Societal Contributions

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- b(2) CCNW promotes and ensures ethical behavior in all of its interactions through the well-deployed and integrated Culture Walks and Walk It Right programs, with the latter integrated into stakeholder surveys and added to SL reviews in cycles of improvement. Deployment occurs through NEO, leader meetings, the classroom, and stakeholder surveys. These approaches support leaders' effectiveness in addressing CCNW's key drivers of workforce engagement, especially inclusion and equity (Figure 5.2-1).
- a(2) CCNW evaluates the performance of SLs and governance board members through a systematic, multilevel process. Annually, the CPBT conducts a self-evaluation to determine learning needs. The president is evaluated using an ACCT-endorsed review instrument, as well as the measures of the strategic dashboard and Culture Walk. Performance review results lead to an annual development plan for SLs and Bright Star graduates. Providing accountability for performance and development opportunities supports CCNW in maintaining expert, up-to-date leadership.
- a(1) CCNW's governance approaches support its ability to deliver on its value of being community engaged. The organization ensures responsible governance through the board's fiduciary and leadership oversight; transparency is accomplished through regular open meetings, the board committee structure and meetings, performance reviews, regional events, and community engagement. Annual performance outcomes are aligned with strategic objectives.

OPPORTUNITIES FOR IMPROVEMENT

- b(2) A systematic approach is not evident to effectively respond to ethical breaches, such as potential FERPA violations, Title IX complaints, and students being harassed at remote worksites. For example, Compliance Services would respond to ethical breaches, but it is not clear what specific process would be used to address breaches, as none have yet to occur. Given CCNW's regulatory requirements and commitment to societal responsibility, being unable to systematically address ethical breaches may have a negative impact on CCNW's reputation.
- c(2) It is not clear how CCNW identifies its key communities (identified as feeder and transfer schools, local business and community advisory committees, and industry partners) and determines areas for organizational involvement. For example, the electric company, which is identified as a key community, does not appear to be a target for organizational involvement. Given that the organization's key partner/collaborator is

the local community, a systematic approach may allow CCNW to better anticipate and evaluate any changes in its key communities or their needs.

- a, c Systematic evaluation and improvement, as well as use of best practices and innovations, are not evident for CCNW's governance and societal contributions approaches. For example, it is not evident how CCNW evaluates the effectiveness of its processes to ensure responsible governance or to assess the performance of its SLs and Board; it is not clear how CCNW arrived at the decision to expand the CPBT in 2018. Applying its PDCA system to these approaches may help CCNW move toward its vision to be the best.
- b(1) It is not clear how CCNW systematically addresses current and anticipates future concerns with its educational programs, services, and operations. For example, it is unclear that the organization's Complaint Management Process (Figure 3.2-1) includes systematic approaches to effectively manage escalation, resolution, and follow-up; nor is it clear how complaints are validated prior to filing with the state. The lack of a systematic approach in this area may limit CCNW's ability to demonstrate its value of Students First.

Category 2 Strategy

2.1 Strategy Development

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- **a(1) CCNW’s systematic Strategic Planning Process (SPP; Figure 2.2-1) includes five steps built around PDCA and engages key stakeholders, partners, suppliers, and collaborators, as well as the workforce. Monitoring of short- and long-term goals quarterly for agility and annually for improvement allows CCNW to strengthen its core competencies and support its values. The process cascades organizational goals to the workforce through the online Action Plan Management system, with action plan performance posted on the web for transparency.**
- b(1) CCNW’s strategic objectives are aligned with its strategic advantages, strategic challenges, and core competencies (Figure 2.2-1). Each objective has associated strategic goals, KPIs, and corresponding action plans or strategic initiatives. The action plans incorporate key changes in educational programs and services that may help CCNW succeed in its changing competitive environment.
- a(2) CCNW systematically stimulates and incorporates innovation through SPP step 1 (Visioning) and step 5 (Strategy/Process and Innovation). Through the Intelligent Risk Analysis, the college prioritizes strategic opportunities. The strategic opportunities for online and competency-based education, transfer articulation, and on-site educational and training among rural communities were results of this process. This approach may help CCNW address the strategic challenge of closing the achievement gap.

OPPORTUNITIES FOR IMPROVEMENT

- **b(2) A systematic process is not evident for balancing the needs of all key stakeholders while addressing CCNW’s strategic challenges and leveraging its core competencies and strategic advantages. In particular, CCNW’s strategic objectives do not appear to address the key changes planned for educational programs and competitive changes, or to address strategic challenges such as decreased state funding and differentiation of multiple student segments’ learning needs. Without addressing these key areas, CCNW may limit its ability to achieve its vision of being the best in the nation in a highly competitive and changing environment.**
- a(4) It is not clear how CCNW determines what core competencies it will need in the future or how it includes the core competencies of suppliers and partners in this determination. Considering CCNW’s need for the core competencies of technology partners, the need to understand and meet the needs of rural students, and the

changing demographics of students in a more diverse learning environment, a systematic approach in this area may help the organization sustain its strategic advantage of student success outcomes.

- a(3) In CCNW's collection and analysis of data, it is unclear how it engages its technology partners to assess changes and innovations in technology. For example, it is unclear how the college engages these partners to anticipate and prepare for technological disruptions and in the use of the IRA tool to minimize risk. Given changes such as the increased use of technology in STEM programs and the decrease in state funding, an approach in this area may help CCNW address the risk of not having adequate resources to execute its strategic plan.

2.2 Strategy Implementation

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- a(4) Workforce plans are systematically developed to address key changes and their impact on CCNW's workforce, supporting the organization's core competency of maintaining an expert, up-to-date workforce. The Cap2 Analysis Process, a part of step 2 of the SPP, is integrated with the strategic objectives (SOBjs) and action plans (APs). Four workforce plans (Figure 2.2-1) are aligned to specific SOBjs, deployed to the organization's leaders and workforce through the Action Plan Management System (APMS), and reviewed semiannually.
- a(3) Through its systematic Strategic Resource Allocations (SRA) process, CCNW ensures that workforce, financial, and other resources are available to support the achievement of action plans at a time of declining state funding. Step 5 of the SPP includes a review of the budgeting process used by the Finance Committee (CPBT-FC), which ensures that financial resources are available to support current or modified action plans. A review of the Workforce Process (Cap2) ensures that workforce resources are available to execute the plans.
- a(5) Through its use of S-KPIs for longer-term action plans and O-KPIs, CCNW tracks its performance through its Performance Measurement System (PMS). During step 3 of the SPP (Figure 2.1-1), the PT and unit leaders deploy the action plans through the Action Plan Management System (APMS), which cascades SOBjs and S-KPIs down to strategic initiatives/priorities, unit goals, strategies, and O-KPIs. This approach supports the organization's ability to execute on its strategic objectives.

OPPORTUNITIES FOR IMPROVEMENT

- **a(2) A systematic approach is not evident for deploying action plans to key suppliers, partners, and collaborators. For example, the Action Plan Development and Deployment Process does not indicate who is involved in the supplier and partnership plans or how the relationship process takes place. Deployment of action plans to these and other stakeholders may help CCNW achieve its strategic objectives related to student access and readiness.**
- a(6) In CCNW's review of projected performance against that of competitors or comparable organizations, it is not clear how the organization addresses performance gaps. For example, the processes used to address these gaps during the strategy evaluation and process improvement phases of the SPP are not evident. Addressing such gaps may help CCNW attain its vision of being the best in the nation.

- a(1) It is unclear which action plans (Figure 2.1-2) are short-term and which are long-term; nor is it clear how the action plans align with the short-term and long-term SObjs. Clear time frames and alignment may help CCNW more effectively address the competitiveness changes of a decline in projected high school graduates, lowering of some peers' admission standards, and increasing dual-credit academies.
- b In the APMS, it is not clear how CCNW recognizes when circumstances (e.g., the pandemic or changing economic conditions) require a shift in action plans and rapid execution of new plans. A systematic approach may enable CCNW to be positioned for success in a rapidly changing environment.

Category 3 Customers

3.1 Customer Expectations

Your score in this Criteria item for the Consensus Review is in the 30–45 percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- a(1) CCNW uses a systematic approach (Figure 3.1-1) to listen to, interact with, and observe students and other customers, such as feeder and transfer schools, to obtain actionable data and information. Formal and informal VOC methods include a variety of modalities at varying frequencies. The VOC data flow to the RMP (Figure 3.1-2) to provide actionable information in support of operational and strategic discussions.
- b(2) During step 1 of the SPP, CCNW uses multiple methods to determine program and service offerings. These methods incorporate data and information from the applicant's VOC (Figure 3.1-1) and RMP (Figure 3.1-2). Other data, including environmental scans, competitor information, and stakeholder feedback, are incorporated during SPP step 1 to analyze opportunities. Some additional services and programs have resulted from the VOC and RMP analyses, including the STAR program and pandemic-related initiatives, and these expand CCNW's reach into new markets based on community and local needs.

OPPORTUNITIES FOR IMPROVEMENT

- b(1) CCNW's partnership with RBM does not appear to be a systematic approach for identifying future student and other customer groups and market segments, including which groups and segments to pursue for future growth. The approach does not appear to be well ordered or repeatable by CCNW, as it is not clear which processes the college has outsourced to its RBM partner. A systematic approach may help CCNW address its strategic objectives for student access and success.
- a, b Beyond evaluating specific VOC methods, CCNW does not appear to use its Baldrige-based PDCA performance improvement system to evaluate and improve its overall approach to student and other customer listening. Nor are cycles of improvement evident for CCNW's processes to determine student/customer groups and market segments and to determine educational program and service offerings. Systematic use of PDCA in these areas may help CCNW address its student-related strategic challenges.
- a(2) Approaches for listening to potential students and other customers to obtain actionable information do not appear to be systematic. For example, it is not clear how frequently CCNW gathers information about competitors' students via discussions, conferences, websites, and job/high school fairs; nor is it clear who gathers this

information. Additionally, approaches to listening to former, competitors', and other potential customers do not appear to focus on CCNW's tri-county service area. Systematic processes may help CCNW address the strategic challenge of increased competition in its service area.

- a(1) It is not evident how CCNW varies its listening methods for different student groups and across the stages of students' relationships with the applicant, or how the college deploys its RMP (Figure 3.1-2) to understand varying student and other customer requirements. This may limit CCNW's ability to address the requirements of key market segments.

3.2 Customer Engagement

Your score in this Criteria item for the Consensus Review is in the 30–45 percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- c In support of achieving its strategic objectives for student access and success, CCNW systematically uses VOC and market data and information to make decisions on students-first initiatives. Specifically, RMP, CEOC, and PROD teams review S-KPIs presented by the RBM team and derived from VOC, enrollment reports/market data, daily reports, campaign data, and web traffic. Based on analysis and integration of these data, changes are vetted through RMP and reviewed through PI and SPP to determine programs/services focused on students first.
- a(3) CCNW's six-step complaint management process (Figure 3.2-1) reinforces its value of Students First. CCNW relies on RBM to screen, assign, and prioritize complaints. Red-flag complaints related to security, safety, legal, or ethical issues are brought to the immediate attention of the President's Team and to the Crisis Communication Team, if necessary. Complaint data are aggregated, analyzed, tracked, and trended to determine if patterns exist and to support cycles of evaluation and improvement.

OPPORTUNITIES FOR IMPROVEMENT

- b CCNW's processes for determining student and other customer satisfaction and engagement do not appear to be systematic. For example, the provision of inputs via the VOC methods and RMP and the disaggregation of data by RBM do not appear to constitute a systematic approach. Furthermore, the outsourcing of key elements to RBM may make it difficult for CCNW to ensure the repeatability of this approach if the college chooses to conduct these activities internally or to use another partner/vendor.
- a(4) In CCNW's efforts to ensure fair treatment for different students and student groups, alignment of the Walk-It-Right ethics program to the Just Culture guidelines is not evident; that is, compliance with federal/state equal opportunity and antidiscrimination laws does not appear to align with Just Culture and Walk-It-Right. Such alignment may help ensure that CCNW can provide exceptional support services for all students.
- a(2) It is unclear how the RMP (Figure 3.1-2) systematically ensures that key means of student support vary for different student groups or segments; nor are cycles of learning and improvement evident for this process. A systematic process, along with evaluation and improvement, may reinforce CCNW's core competency in providing exceptional student support services.

- a(1) It is not clear how CCNW builds and manages student and other customer relationships through its RBM partner; the processes managed by RBM are not described, and it is unclear how CCNW evaluates and improves them. Without well-ordered, repeatable processes that are accessible to the college, its ability to acquire students and other customers and meet their expectations may be at risk.

Category 4 Measurement, Analysis, and Knowledge Management

4.1 Measurement, Analysis, and Improvement of Organizational Performance

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- b CCNW systematically reviews organizational performance across the college. Through the Operational Performance Review structure (Figure 4.1-6), CCNW identifies the teams (including the governance board), areas, and frequencies for reviews. CCNW uses the Strategic and Operational Performance Review Process (Figure 4.1-5) to review S-KPIs and O-KPIs. Opportunities are recorded in the Action Plan Management System, which is integrated with the SPP. Two cycles of improvement have led to the current SOPRP. These systems help CCNW identify improvement opportunities to support its vision to be the best.
- a(2) CCNW's PMS (Figure 4.1-1) is supported by the four-step B2P process to select comparative data and information to support fact-based decision making (Figure 4.1-3). The PROD selects benchmarks for each S-KPI and most O-KPIs through the B2P process. The B2P has undergone two cycles of improvement through semiannual reviews by PROD and key stakeholders. These systematic processes may help CCNW address the strategic challenge of increased competition.
- a(1) Key performance measures, including strategic and operational, are systematically selected, collected, and aligned using the four-phase Performance Management System (PMS; Figure 4.1-1). The resulting key data and information are used to monitor daily operations and overall performance. Key metrics and the PMS are fully deployed, through a number of key methods, down to the various departments and operational units. Several cycles of improvement have occurred as part of the SPP, step 4. This approach may enable CCNW to effectively manage and track its strategic and operational KPIs, leading to achieving its strategic objectives.

OPPORTUNITIES FOR IMPROVEMENT

- c(2) It is not clear how CCNW deploys priorities from its performance reviews to its key suppliers, partners, and collaborators. For example, it is unclear how the leader of each priority captured in the APMS deploys those priorities to suppliers of student support services such as providers of technology, laboratory support, the bookstore, and dining. Ensuring deployment of improvement priorities to key suppliers may help in reinforcing CCNW's first core competency—providing exceptional student support services.

- b, c(1) It is unclear how CCNW considers competitive performance and data as it reviews organizational performance and projects future performance. For example, it is unclear how this occurs in the SOPRP, the SP3, or other related processes. Inclusion of competitive performance and data in these processes may assist CCNW in understanding the impact of increased competition for students and qualified staff members.
- a(1) Key short- and longer-term financial measures are not evident among CCNW's S-KPIs. For example, no financial measures are listed with S-KPIs (Figure 2.1-1); nor are any listed in the short-term O-KPIs (Figure 4.1-2). The lack of broad, strategically focused financial measures among the S-KPIs may limit CCNW leaders' ability to manage county funds and to successfully navigate an environment with reduced state funding.

4.2 Information and Knowledge Management

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- b(1) In support of the workforce engagement driver of training and resource availability, the four-step COKMP (Figure 4.2-2) allows CCNW to build and manage organizational knowledge as well as conduct workforce knowledge transfer. This process resulted from two improvement cycles and a subsequent innovation project, with the current version being improved to include search technology and data entry automations.
- a CCNW uses multiple approaches through its MDQA (Figure 4.2-1) to systematically verify and ensure data and information quality as well as attributes including accuracy, validity, integrity, reliability, and currency. The MDQA has undergone two cycles of improvement and is currently subject to two improvement projects regarding quality of data and information. The MDQA is integrated with several other key processes such as the SPP, PMS, BwP, PMM, and SP3. These approaches allow users to get accurate and timely information from CCNW's many information technology platforms.

OPPORTUNITIES FOR IMPROVEMENT

- b(1) It is not clear how CCNW transfers relevant knowledge to and from students and other groups; nor is it clear how it transfers relevant knowledge for use in strategic planning and innovation processes. For example, it is not evident how students and other stakeholders are made aware of knowledge available in the TNW portals, and it is unclear what process triggers other departments to use TNW portal information in innovation and strategic planning processes. Systematically transferring knowledge may help CCNW's various stakeholder groups more fully engage to create an environment of organizational success.
- b(2) Several aspects of how CCNW manages best practices are not evident, potentially limiting its efforts to become one of the best in the nation. For example, it is unclear how CCNW identifies best practices to be shared at its annual Day of Sharing or for inclusion in the TNW portal, or whether any best practices come from the highest-performing role models. Further, it is not evident how best practices are implemented once they are identified and shared.
- a(2) CCNW's approach to making needed data and information available in a user-friendly format and timely manner to students and the workforce does not appear to be systematic. For example, it is not evident how or when PROD reviews user satisfaction data to determine whether students and the workforce perceive that information is

user-friendly and timely. A more systematic approach may be important given the centrality of the STAR-Point app (introduced in 2019) and the Students First value.

Category 5 Workforce

5.1 Workforce Environment

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- a(1) The JPC team systematically assesses workforce capability and capacity needs through the annual Capability Review Process, which is part of the SPP and undergoes annual reviews. Skills, competencies, certifications, and staffing levels are considered and aligned to the SPP, budget, and the NWPMP processes to evaluate performance and future development needs. Capacity analysis for academics includes projected enrollment, contact hours with consideration for FT/PT faculty ratios, average class size, and advising and student services ratios. Achieving appropriate workforce capability and capacity supports CCNW's Students First value.
- a(3) Changes to addressing workforce capacity and capability needs are systematically determined through the SPP and are reviewed twice a year for degree instruction and quarterly for workforce development. Changes in capacity are addressed through the Center for Faculty Development, the Emergency Innovation Response Team, and the three-year systematic change management strategy. Improvements over the last three years include established outplacement, revised training opportunities, and more just-in-time hiring. These improved processes may help CCNW strengthen its core competency of an expert, up-to-date workforce.
- a(4) CCNW systematically addresses work accomplishment through a defined structure focused on aligning the organization to achieve goals/action plans with a focus on continuous improvement. Committees and teams promote collaboration and continuous improvement across the organization. Unit-level teams focus on achieving SPP goals and establish action plans for the coming year. Cross-functional teams work on issues affecting the larger organization, and ad hoc teams address specific issues. Departments are aligned by function. Both faculty and staff members participate on teams and committees.

OPPORTUNITIES FOR IMPROVEMENT

- **a, b It is not clear how CCNW considers its various workforce segments in managing workplace capability and capacity, workplace environment, and benefits/policies. For example, for workplace health, security, and accessibility processes, it is unclear how CCNW takes into account potential differences between professional staff vs. faculty members, full-time vs. part-time employees, or employees in labs vs. those in other locations. Considering workforce segments in these approaches may strengthen CCNW's core competency of maintaining an expert, up-to-date workforce.**

- a(4) CCNW's team-based structure to accomplish work does not appear to capitalize on the college's three core competencies, reinforce resilience and a student focus, or manage the workforce to exceed performance expectations. Systematically addressing these components of its work accomplishment approach may help CCNW meet or exceed its stated performance expectations.
- a(2) A systematic process is not evident for improving the effectiveness of CCNW's diversity-related processes for recruiting, hiring, and onboarding new workforce members. Specifically, it is unclear how processes such as using community agencies, diversity websites, behavioral interviewing, and the Works System ensure that the workforce represents the ideas, cultures, and thinking of CCNW's student community. Such an evaluation process may help CCNW succeed in an environment of increased competition for students.

5.2 Workforce Engagement

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- a(1) CCNW systematically identifies the key drivers of workforce engagement through an annual environmental scan including data from Baldrige Award recipients and surveys from CCSSE, Dasher, and Great Higher Ed Employers. Further, focus groups, performance evaluations, training feedback, and exit interviews help CCNW identify potential improvements. Examples of improvement include enhancements to the surveys in 2017 and the addition of exit interviews in 2019. These actions support CCNW's core competency of maintaining an expert, up-to-date workforce.
- a(2) Through analysis of surveys, focus groups, and departmental performance review summaries, CCNW systematically assesses workforce engagement. Three surveys (CEE Climate, Canter 12Q and the Great Higher Ed Employers surveys) include benchmarks of top-performing organizations outside education as well as data to evaluate and understand the key workforce drivers. Further, focus groups and departmental performance review summaries are combined with the survey results for analysis, with findings used as an input into the SPP.
- c(3) CCNW systematically evaluates and improves its LDC process, which includes Kirkpatrick for benchmarking against best-performing organizations. A multidisciplinary team began a biennial learning and development assessment, which led to improvements such as the development of professional development seminars and classes open to all levels of faculty and staff. This approach responds to CCNW's workforce engagement driver of training and resource availability and relevance.

OPPORTUNITIES FOR IMPROVEMENT

- c(1) CCNW's approach to performance management does not appear to support high performance. For example, the NWPMP defines how performance is tracked, but not how the process supports high performance or how it reinforces intelligent risk taking and the achievement of action plans. In addition, goal setting considers innovative ideas and intelligent risk, but it is not clear how this is actually accomplished. Supporting high performance through the NWPMP may help CCNW respond to the engagement factor of high-performance work.
- a(1) CCNW's approach for determining drivers of workforce engagement does not appear to differentiate these drivers for the college's various workforce segments, such as faculty vs. staff members. Determining these drivers for each workforce segment may assist CCNW in responding to the needs of its workforce.

- c(5) It is not clear how CCNW's approaches to performance management, performance development, and career development systematically promote equity and inclusion. Such an approach may help CCNW achieve its strategic objectives and enhance its ability to recruit diverse workforce members, which may support its Students First value.

Category 6 Operations

6.1 Work Processes

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- a(3) CCNW uses best practices such as NIST IDEF0 (Figure 6.1-2) and PMI's Project Management Body of Knowledge to systematically design its educational programs and services and work processes. PDCA, an addition resulting from the organization's learning during its Baldrige journey, is embedded into process implementation loops. These processes include a WBS for all required activities and deliverables. This approach integrates with the KPIs and Tracking Star PMS and supports CCNW's core competency of providing exceptional student support services.
- b(1, 3) CCNW implements and improves its work processes using approaches that have been updated through its Baldrige journey. For example, processes are implemented through monitoring O-KPIs on the dashboard. The PDCA approach embedded into process implementation loops is triggered when O-KPIs cross predetermined thresholds. These approaches support CCNW's vision of being the best in the nation in providing students with accessibility, affordability, and career-readiness.
- d The PDCA-based innovation process (Figure 6.1-4) helps CCNW manage opportunities for innovation. Innovation initiatives are accompanied by a business case that includes cost, schedule, and scope and are monitored with spotlight reviews for budget, schedule, and meeting of objectives. These processes support CCNW in pursuing innovation opportunities that are likely to be successful.

OPPORTUNITIES FOR IMPROVEMENT

- a(1, 2) It is unclear how CCNW systematically determines key educational program, service, and process requirements; work processes and requirements (Figure 6.1-1) do not appear to align with strategic objectives, goals, action plans, and KPIs (Figure 2.1-1). In regard to the sorting of inputs by operational units and departments, the frequency, criteria, and decision makers are unclear. In addition, no work processes align with learning, graduation, or work-readiness of students. Systematically determining requirements that are aligned with strategic elements may assist CCNW in addressing its strategic challenge of increased competition for students.
- c CCNW's CAS processes for managing the supply network do not appear to include approaches for communicating performance expectations, measuring suppliers' performance, providing feedback, or addressing suppliers' poor performance. Considering suppliers' role in providing information technology, the bookstore, and

dining services (Figure 6.1-1), supplier management may be critical to meeting students' requirements.

- b(2) It is unclear how CCNW systematically determines its key support processes and their requirements and determines whether these processes meet key business requirements during daily operations; nor is full deployment to the key assets and locations (P.1a[4]) or other support functions (Figure P.1-1a) evident. Without a systematic approach and full deployment, CCNW may not meet its students' or other customers' requirements or maintain its core competency in providing exceptional student support services.

6.2 Operational Effectiveness

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- b CCNW systematically protects its systems from and detects cybersecurity events through the *Baldrige Cybersecurity Excellence Builder*, the NIST Cybersecurity Framework, and US-CERT; PDCA processes are used to improve these approaches. By using students to both attack and defend CCNW’s cyber systems, the college identifies and acts on opportunities for improvement, as well as providing a learning opportunity for students. Such improvements may help CCNW maintain cybersecurity, which has become increasingly important given the reliance on online instruction and use of technology platforms during the pandemic.
- c(1) CCNW systematically provides a safe operating environment for its workforce, students, and others in the workplace through its Emergency and Safety Process (Figure 6.2-1). CCNW regularly performs safety audits and inspections, provides for multiplatform reporting of safety issues, and customizes safety training for all faculty and staff members for their respective roles.
- a CCNW’s stoplight reviews provide an emphasis on budget/cost control and schedules in order to manage process efficiency and effectiveness. As an improvement made through the PDCA process, CCNW integrated the registration and scheduling system with food services and the bookstore, which resulted in cost savings. This approach may help CCNW manage its strategic challenge of decreased state funding.

OPPORTUNITIES FOR IMPROVEMENT

- b It is not clear how CCNW manages physical and digital data, information, and key operational systems to ensure confidentiality and only appropriate physical and digital access by employees, partners, and suppliers. Ensuring that these stakeholders understand their roles may help CCNW mitigate the risk of inappropriate access inherent in moving operations online.
- c(2) It is not clear how CCNW’s emergency process allows it to anticipate disasters, emergencies, and other disruptions; nor is it clear how the process is deployed to suppliers, other people in the workplace, and several locations (such as the bookstore, athletics, art galleries, and dining areas). For example, when the pandemic struck, plans were put into place as needed rather than according to a continuity-of-operations plan. Without a fully deployed process that includes the ability to anticipate disruptions, CCNW may find its business continuity at risk.

- a It is not clear how CCNW systematically balances the need for cost control and efficiency with students' and customers' needs. For example, CCNW has a strategic challenge of reduced state funding while also facing the increasing need to develop dual-credit options and meet employers' needs. By addressing process efficiency and effectiveness, CCNW may better mitigate the effects of declining state funding and still meet student and stakeholder requirements.

Category 7 Results

7.1 Student Learning and Process Results

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. (Please refer to Figure 5b, Results Scoring Guidelines.)

STRENGTHS

- **a Student access and success results demonstrate good levels and favorable performance against comparisons. Enrollment, four-year graduation rate, credit hours delivered, and number of students transferred (Figures 7.1-1, 7.1-3, 7.1-4, and 7.1-6), among other results, were improving prior to the pandemic and showed better performance than the IPEEx2 peer group, the NCCBP top decile, and Baldrige Award recipient comparisons. In many cases (e.g., degrees awarded and continuing education hours, Figures 7.1-2 and 7.1-5, respectively), CCNW's results outperform comparisons even during the pandemic downturn in performance.**
- **c Supply-network results demonstrate good levels and beneficial trends prior to the pandemic. A change in the procurement system has resulted in a tripling of participation by and procurement dollars from small, woman, and minority suppliers (Figure 7.1-20) and a decrease in cycle times (Figure 7.1-23). A shift to online textbooks has decreased the average cost and increased student savings (Figure 7.1-22); integrating systems has resulted in support savings in food service and the bookstore (Figure 7.1-21). These results are evidence of CCNW's core competency in providing exceptional student support services, many of which are delivered by suppliers.**
- **b(1) CCNW's indicators for innovation performance (Figure 7.1-18) demonstrate good pre-pandemic trends and comparisons. Both the number of innovations submitted and the percentage of innovations completed doubled prior to the pandemic and exceeded the DASHER top decile for 2019 and 2020. Continuing to effectively manage innovation processes may help CCNW manage its strategic challenges around funding, competition, and the achievement gap.**

OPPORTUNITIES FOR IMPROVEMENT

- **a CCNW lacks results demonstrating student learning as well as results for its efforts to close the student achievement gap. For example, there are no results that demonstrate students' attainment of new knowledge through study or experience while enrolled at CCNW. In regard to the student achievement gap, CCNW is missing data on student learning by different population segments, utilization of student support services, and interventions to promote equitable access. Tracking student learning results may enable CCNW to meet its mission of empowering students to be successful in the workplace and in their communities; in addition, tracking student performance by key population segments as well as results for key services supporting**

student learning may help the organization to effectively address its strategic challenge of demands to close the student achievement gap.

- a CCNW does not provide segmented results for its educational program and service offerings (P.1-1). For example, fall-to-fall student persistence rates (Figure 7.1-9), graduation rates (Figure 7.1-3, 7.1-3b), and the number of students transferring to four-year institutions (Figure 7.1-6) are not segmented by certificate programs, workforce badges, or career preparation courses. Results for CCNW's various programs may reveal progress toward meeting the requirements of its key market segments.
- b Some of CCNW's results for work process effectiveness demonstrate poor levels. Even during a pandemic move to remote operations, safety drop-box inputs remain higher than pre-pandemic levels in 2018 (Figure 7.1-19). In addition, the percentage of students with a required education plan has declined by more than 10 percentage points (Figure 7.1-13). Probing and improving these pandemic-era results may help CCNW improve its resilience.

7.2 Customer Results

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. (Please refer to Figure 5b, Results Scoring Guidelines.)

STRENGTHS

- **a(1) In support of the Students First value, student satisfaction results show beneficial trends and good performance against comparisons. RBM Overall Satisfaction (Figure 7.2-1) levels continuously improved and outperformed peer institutions in 2014, 2016, 2018, and 2020, and were equal to the Baldrige Award recipient’s levels in 2020. For RBM College Met Expectations (Figure 7.2-2), CCNW outperformed peers and was at the RBM top decile in 2020. In addition, results for Satisfaction with Student Focus (Figure 7.2-4) improved steadily from 2014 to 2019 for four key measures, and Customer Satisfaction with Student Services (Figure 7.2-14) increased from 2017 to 2020 for four student segments.**
- a(2) CCNW demonstrates beneficial trends and favorable comparisons for some measures of stakeholder and student engagement. For example, results for Stakeholder Engagement (Figure 7.2-24) from 2017 through 2020 show charitable giving trending beneficially overall for annual giving, the STAR scholarship fund, and the alumni association. Customer Engagement Response Times (Figure 7.2-25) have generally improved, and response times have been cut in half during the pandemic. In addition, Level of Student Engagement (Figure 7.2-20) exceeds the CCSSE top decile for all four dimensions reported.

OPPORTUNITIES FOR IMPROVEMENT

- a Results for most measures of student satisfaction, dissatisfaction, and engagement lack segmentation by key student groups (Figure P.1-5). Examples are Figures 7.2-1 through 7.2-3 as well as Figures 7.5, 7.8, and 7.9 for satisfaction; Figure 7.2-19 for dissatisfaction; and Figures 7.2-20 and 7.2-23 for engagement. Such segmentation may help CCNW uncover opportunities for improving the satisfaction and engagement of key student groups.
- a Some customer results lack comparisons that may help CCNW determine its progress toward its goal of being best in the nation. For example, results for Financial Aid Student Satisfaction (Figure 7.2-15), Community Satisfaction (Figure 7.2-16), Percent of Student Achieving Goals (Figure 7.2-23), Stakeholder Engagement (Figure 7.2-24), and Customer Engagement Response Times (Figure 7.2-25) lack comparisons.
- a Results are missing for the satisfaction and engagement of most of the customers listed in Figure 3.1-1. For example, no results are provided for engagement of employers and advisory committee members, technology companies, the community (including the local chamber of commerce), and lab support providers. Such results may help CCNW

strengthen its core competency of partnering with the local community to achieve excellence and graduate job-readiness.

7.3 Workforce Results

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. (Please refer to Figure 5b, Results Scoring Guidelines.)

STRENGTHS

- a(1) Workforce capacity results show good levels and good performance relative to comparisons. For example, Vacancy Rates (Figure 7.3-3) and Faculty-Student Ratio (Figure 7.3-4) both demonstrate consistent good levels and exceed the comparisons shown. In addition, Workforce Attrition (Figure 7.3-2) for faculty members and administrators has been consistently better than that of the top-decile comparators. Such results may help CCNW achieve its strategic objectives during a period of decreased state funding.
- a(4) CCNW invests more in workforce development than its peers do, which garners good satisfaction ratings for the effectiveness of leadership development programs. Workforce Learning and Development Investment (Figure 7.3-13) exceeds that of the DASHER comparison for all three workforce segments. Results for satisfaction with peer mentoring and participation in leadership development (Figures 7.3-14 and 7.3-15) also demonstrate generally beneficial trends. These results evidence progress in responding to CCNW's workforce engagement driver of training and resource availability and relevance.
- a(2) CCNW's results for workplace climate demonstrate good levels and favorable comparisons. Perceived safety results for service and professionalism (Figure 7.3-5) show beneficial trends and exceed the national top decile in all areas. Results for workers' compensation injuries compare favorably to the National Safety Council average. These results support CCNW in meeting the workforce engagement factors it has identified.
- a(3) CCNW's results for the engagement of faculty members and administrators demonstrate good levels, beneficial trends, and good performance relative to comparisons. Performance on the Great Higher Education Employers Survey exceeds the two-year college top decile for all factors. Overall Workplace Climate (Figure 7.3-6) and Workforce Engagement Factors (Figure 7.3-10) show good relative levels, trends, and comparisons for faculty members and administrators. This good performance evidences CCNW's success in responding to the workforce engagement driver of feeling valued as a team member.

OPPORTUNITIES FOR IMPROVEMENT

- a(1, 2, 3) Some key workforce-related results are missing. For example, workforce capability results do not address academic credentials or appropriate skills. In addition, accessibility results, which may impact inclusion, are missing, as are results for

participation in and satisfaction with wellness programs, CCNW's indicator of workplace health. Tracking these results may assist CCNW in strengthening its core competency of maintaining an expert, up-to-date workforce and in responding to the increased attention on instructor quality.

- a(3) Engagement results for staff members, the largest segment of the workforce, lag behind those for other workforce segments. This is reflected in results for all workforce engagement factors (Figures 7.3-9 and 7.3-10), lower investment in staff learning and development (Figure 7.3-13), lower satisfaction with peer mentoring (Figure 7.3-14), lower participation in leadership development (Figure 7.3-15), and a mixed attrition trend. Improvement in these areas may help CCNW meet students' needs as it works to increase entry pathways to the college.
- a CCNW's results for workforce capacity and capability, climate, engagement, and development are not segmented by non-tenure-track, adjunct, full-time, and part-time faculty members, a significant portion of the faculty ranks. Segmented results may help CCNW ensure that it is fulfilling the engagement drivers for all employees.

7.4 Leadership and Governance Results

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. (Please refer to Figure 5b, Results Scoring Guidelines.)

STRENGTHS

- **a(3, 4) CCNW’s key ethics and legal/regulatory results show good levels, beneficial trends, and good relative performance against comparisons (Figures 7.4-4 through 7.4-7 and Figures 7.4-9 through 7.4-12). Most compliance and regulatory measures have been at or near 100% for the most recent one or two years reported, and employee participation in ethics training has outperformed that of the top sister college in the system for four of the last five years. In addition, stakeholders’ trust in the President’s Team demonstrates beneficial trends for the past three years and outperforms the top-decile comparison in FY2020 for all stakeholder groups (overall, faculty, staff, and students).**
- a(1) For senior leaders’ communication, engagement, and support of organizational values (Figure 7.4-1), CCNW reports good-to-excellent results levels, sustained improvement, and good relative performance against comparisons among several key student and stakeholder groups. For example, leadership scores for reinforcement of each of CCNW’s values demonstrate overall consistent beneficial trends for administrators, faculty members, staff members, and overall for the past three years (Figure 7.4-2). Results for both measures outperform top-decile comparisons. These results demonstrate that the workforce and key stakeholders perceive that senior leaders support CCNW’s values.
- a(5) Some results for societal well-being and support of key communities demonstrate good levels, beneficial trends, and good relative performance against comparisons. For example, dual-credit enrollment has saved students over \$1.7 million, and enrollment of rural students increased to 31% in the latest fall term, achieving the best-in-the-state level in fall 2019-2020 (Figure 7.4-13). Other examples of such results are the increased percentage of employees giving back and a reduction in consumption of resources (Figures 7.4-14 and 7.4-15). These results demonstrate CCNW’s value of being community-engaged.

OPPORTUNITIES FOR IMPROVEMENT

- a(1, 2, 3, 4) Results are missing for a number of measures related to CCNW’s leadership; governance; and legal and regulatory, compliance, and accreditation performance. For example, no results are reported for senior leaders’ communication and engagement with students, for the Board self-assessment, for grievances and complaints, and for measures addressing risk with educational programs. Tracking such results may enable CCNW to more effectively demonstrate being the best in the nation.

- a(5) Performance results are missing for several expected measures of societal well-being and key community support. These results relate to students (graduate placements in programs of need); faculty and student events for community benefit; businesses (certification, advisory groups, and dual-credit programs); and community learning events. In addition, results are not reported for career placement and readiness, for retaining students in higher-income positions, or for keeping students local. Tracking these results may help CCNW assess its performance relative to the social responsibility aspect of its vision.
- a(1,2,5) Most of CCNW's key leadership, governance, and societal well-being results are not segmented by student segments, faculty segments, or programs. For example, in Figures 7.4-2, 7.4-3, and 7.4-10 through 7.4-12, results for career-seeking vs. non-career-seeking students or for part-time vs. full-time faculty segments are not reported. Tracking results by these key segments may enable CCNW leaders to ensure that they are effectively meeting each group's requirements and expectations (Figure P.1-5).

7.5 Budgetary, Financial, Market, and Strategy Results

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. (Please refer to Figure 5b, Results Scoring Guidelines.)

STRENGTHS

- a(1) Some financial performance results demonstrate sustained top-decile or top-quartile levels. For example, the bond credit report (Figure 7.5-6) is positive, and for cost containment, CCNW's results are equal to or better than those of the DASHER top peer (Figure 7.5-8). CCNW's results for the percentage of expenditures for instruction and academic support (Figure 7.5-9) outperform results of the DASHER top peer, while CCNW's results for cost per enrollment are lower than results of all three comparators (Figure 7.5-10). These results may help CCNW maintain its strategic advantage of affordability.
- a(2) CCNW reports beneficial trends for market performance and growth, with some results comparing favorably to in-state competitors and the top decile. For example, there is consistent growth in results for dual-credit enrollment (Figure 7.5-11), which are now above the best in the state; results for total number of customers (Figure 7.5-14) show CCNW outperforming the best competitor and equal to the DASHER top peer. In addition, CCNW's market share penetration in the three-county service area is better than that of the best service-area competitor (Figure 7.5-12).
- a(1) Revenue and margin results have remained stable or are better than benchmarks. For example, net asset position (Figure 7.5-4) is better than the NCCBP comparison, revenue and expenditures outperform the IPEEx2 top quartile (Figure 7.5-2a), and net margin continued to improve from 2016 to 2019 (Figure 7.5-2b). These results may enable CCNW to use its resources to address its challenge of decreased state funding.

OPPORTUNITIES FOR IMPROVEMENT

- a Some key financial and marketplace measures demonstrate unfavorable performance relative to comparisons. For example, CCNW's clock hours have consistently been below the DASHER top peer, the NCCBP 90th percentile, and the IPEEx2 top quartile (Figure 7.5-13). Market share for credit students, who compose 70% of the student population, has been flat over the last five years and is below the DASHER and NCCBP benchmarks (Figure 7.5-11). Closing these gaps may assist CCNW in meeting the strategic challenge of increased competition for students.
- b CCNW reports performance below expectations for achieving its organizational strategy (Figure 7.5-17). Seven of CCNW's 15 strategic goals have a red status, indicating that they have not been met. Among these are goals for enrollment, academic/technical program completion, pathways, and transfer. Many action plans (Figure 7.5-18) show a red or yellow status. Without progress on achievement of its strategic goals and action

plans, CCNW may not be able to meet its strategic challenges in its competitive environment.

- a Results in some areas of financial and market performance are not segmented by student groups, other customer groups, or programs. For example, net revenue results are not segmented to show results for credit/degree students, who are 70% of the student population. Nor are results for affordability segmented by markets, educational offerings, or student groups (such as career-seeking, transfer, nondegree, and dual-credit students) or relative to the local community. Segmented results in these areas may help CCNW eliminate any blind spots and focus on which student groups persist and which need assistance.

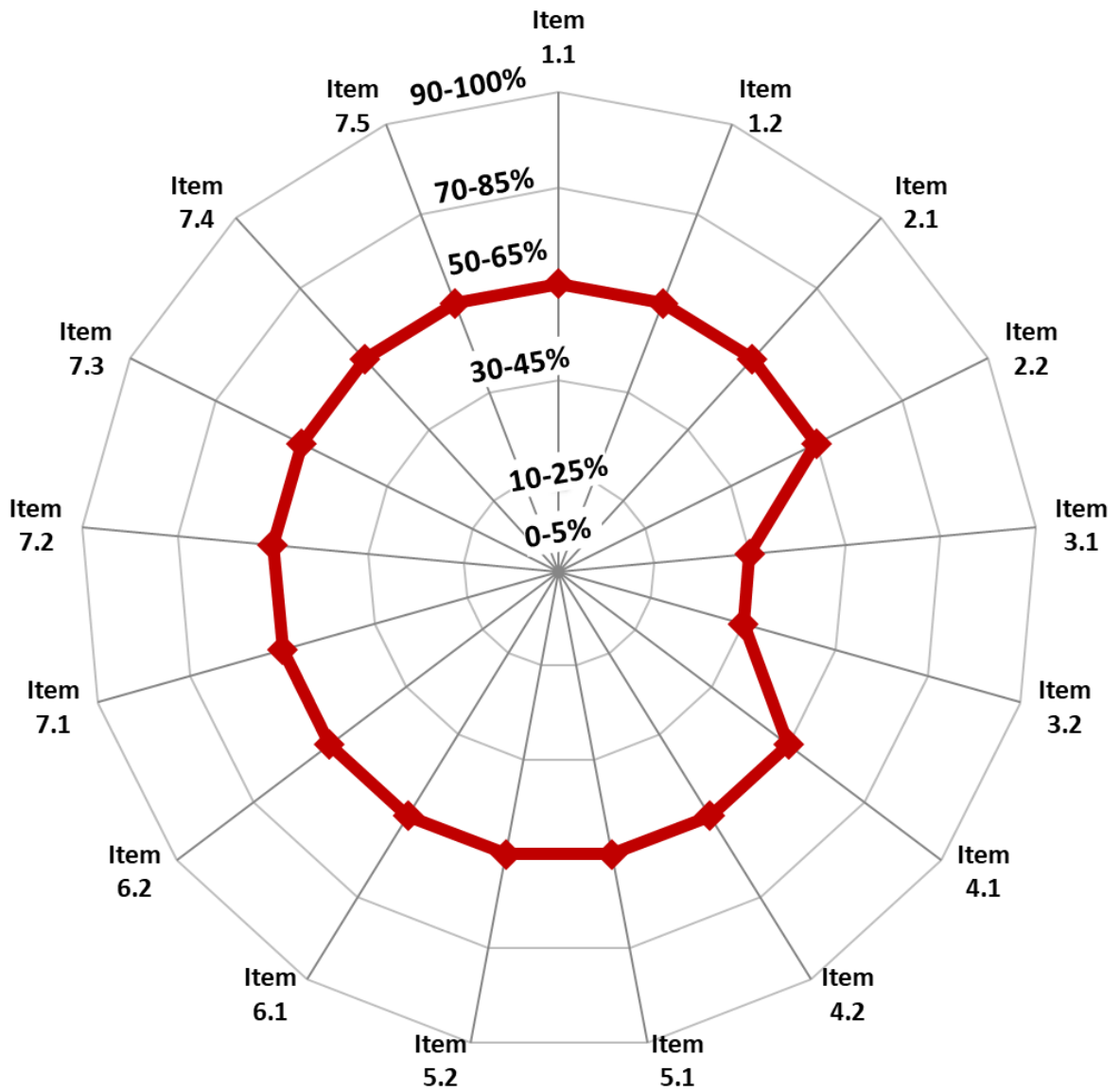
APPENDIX A

The spider, or radar, chart that follows depicts your organization's performance as represented by scores for each item. This performance is presented in contrast to the median scores for all 2021 applicants at Consensus Review. You will note that each ring of the chart corresponds to a scoring range.

Each point in red represents the scoring range your organization achieved for the corresponding item. The points in blue represent the median scoring ranges for all 2021 applicants at Consensus Review. Seeing where your performance is similar or dissimilar to the median of all applicants may help you initially determine or prioritize areas for improvement efforts and strengths to leverage.

◆ Scores for Community College of the Northwest

▲ Median for All 2021 Applicants After Consensus Review



APPENDIX B

By submitting a Baldrige Award application, you have differentiated yourself from most U.S. organizations. The Board of Examiners has evaluated your application for the Malcolm Baldrige National Quality Award. Strict confidentiality is observed at all times and in every aspect of the application review and feedback.

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

APPLICATION REVIEW

Independent Review

Following receipt of the award applications, the award process review cycle (shown in Figure 1) begins with Independent Review, in which members of the Board of Examiners are assigned to each of the applications. Examiners are assigned based on their areas of expertise and with attention to avoiding potential conflicts of interest. Each application is evaluated independently by the examiners, who write observations relating to the scoring system described beginning on page 29 of the *2021–2022 Baldrige Excellence Framework (Education)*.

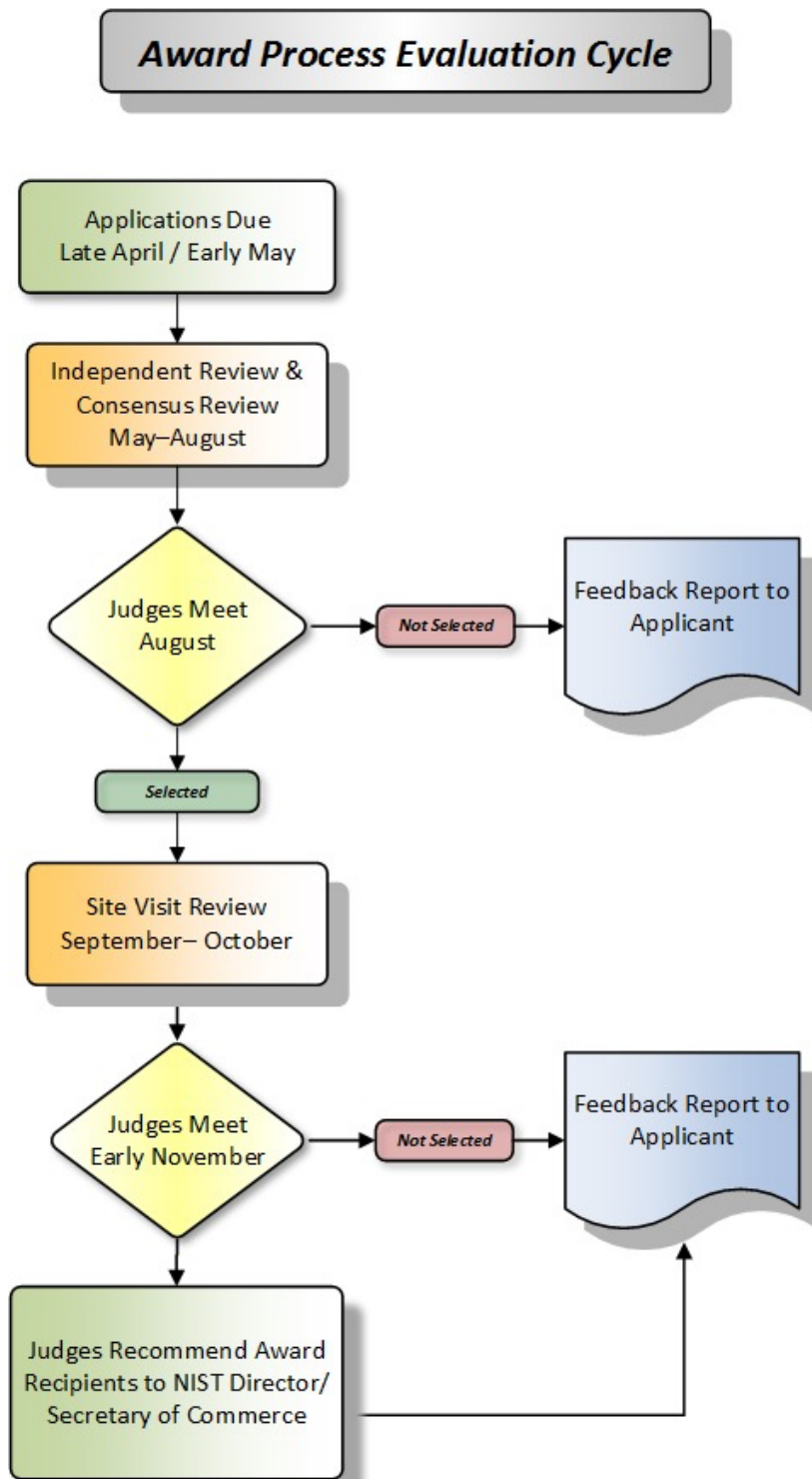


Figure 1—Award Process Evaluation Cycle

Consensus Review

In Consensus Review (see Figure 2), a team of examiners, led by a senior or master examiner, conducts a series of reviews, first managed virtually through a secure database called BOSS and eventually concluded through a focused conference call. The purpose of this series of reviews is for the team to reach consensus on comments and scores that capture the team’s collective view of the applicant’s strengths and opportunities for improvement. The team documents its comments and scores in a Consensus Scorebook.

Step 1 Consensus Planning	Step 2 Consensus Review in BOSS	Step 3 Consensus Call	Step 4 Post–Consensus Call Activities
<ul style="list-style-type: none"> • Clarify the timeline for the team to complete its work. • Assign category/item discussion leaders. • Discuss key business/organization factors. 	<ul style="list-style-type: none"> • Review all Independent Review evaluations—draft consensus comments and propose scores. • Develop comments and scores for the team to review. • Address feedback, incorporate inputs, and propose a resolution of differences on each worksheet. • Review updated comments and scores. 	<ul style="list-style-type: none"> • Discuss comments, scores, and all key themes. • Achieve consensus on comments and scores. 	<ul style="list-style-type: none"> • Revise comments and scores to reflect consensus decisions. • Prepare final Consensus Scorebook. • Prepare feedback report.

Figure 2—Consensus Review

Site Visit Review

After Consensus Review, the Judges Panel of the Malcolm Baldrige National Quality Award selects applicants to receive site visits based on the scoring profiles. If an applicant is not selected for Site Visit Review, the final Consensus Scorebook receives a technical review by a highly experienced examiner and becomes the feedback report.

Site visits are conducted for the highest-scoring applicants to clarify any uncertainty or confusion the examiners may have regarding the written application and to verify that the information in the application is correct (see Figure 3 for the Site Visit Review process). After the site visit, the team of examiners prepares a final Site Visit Scorebook.

<p style="text-align: center;">Step 1</p> <p style="text-align: center;">Team Preparation</p>	<p style="text-align: center;">Step 2</p> <p style="text-align: center;">Site Visit</p>	<p style="text-align: center;">Step 3</p> <p style="text-align: center;">Post–Site Visit Activities</p>
<ul style="list-style-type: none"> • Review consensus findings. • Develop site visit issues. • Plan site visit. 	<ul style="list-style-type: none"> • Make/receive presentations. • Conduct interviews. • Record observations. • Review documents. 	<ul style="list-style-type: none"> • Resolve issues. • Summarize findings. • Finalize comments. • Prepare final Site Visit Scorebook. • Prepare feedback report.

Figure 3—Site Visit Review

Applications and Site Visit Scorebooks for all applicants receiving site visits are forwarded to the Judges Panel for review (see Figure 4). The judges recommend which applicants should receive the Baldrige Award and identify any non-award recipient organizations demonstrating one or more Category Best Practices. The judges discuss applications in each of the six award sectors separately, and then they vote to keep or eliminate each applicant. Next, the judges decide whether each of the top applicants should be recommended as an award recipient based on an “absolute” standard: the overall excellence of the applicant and the appropriateness of the applicant as a national role model. For each organization not recommended to receive the Baldrige Award, the judges have further discussion to determine if the organization demonstrates any Category Best Practices. The process is repeated for each award sector.

Step 1 Judges Panel Review	Step 2 Evaluation by Sector	Step 3 Assessment of Top Organizations
<ul style="list-style-type: none"> • Applications • Consensus Scorebooks • Site Visit Scorebooks 	<ul style="list-style-type: none"> • Manufacturing • Service • Small business • Education • Health care • Nonprofit 	<ul style="list-style-type: none"> • Overall strengths/ opportunities for improvement • Appropriateness as national model of performance excellence • Determination of organizations demonstrating one or more Category Best Practices

Figure 4—Judges’ Review

Judges do not participate in discussions or vote on applications from organizations in which they have a competing or conflicting interest or in which they have a private or special interest, such as an employment or a client relationship, a financial interest, or a personal or family relationship. All conflicts are reviewed and discussed so that judges are aware of their own and others’ limitations on access to information and participation in discussions and voting.

Following the judges’ review and recommendation of award recipients, the Site Visit Team Leader edits the final Site Visit Scorebook, which becomes the feedback report.

SCORING

The scoring system used to score each item is designed to differentiate the applicants in the various stages of review and to facilitate feedback. As seen in the Process Scoring Guidelines and the Results Scoring Guidelines (Figures 5a and 5b, respectively), the scoring of responses to Criteria items is based on two evaluation dimensions: process and results. The four factors used to evaluate process (categories 1–6) are approach (A), deployment (D), learning (L), and integration (I), and the four factors used to evaluate results (items 7.1–7.5) are levels (Le), trends (T), comparisons (C), and integration (I).

In the feedback report, the applicant receives a percentage range score for each item. The range is based on the scoring guidelines, which describe the characteristics typically associated with specific percentage ranges.

As shown in Figures 6a and 6b, the applicant’s overall scores for process items and results items each fall into one of eight scoring bands. Each band score has a corresponding descriptor of attributes associated with that band. Figures 6a and 6b provide information on the percentage of applicants scoring in each band at Consensus Review.

SCORE	DESCRIPTION
0% or 5%	<ul style="list-style-type: none"> No systematic approach to item questions is evident; information is anecdotal. (A) Little or no deployment of any systematic approach is evident. (D) An improvement orientation is not evident; improvement is achieved by reacting to problems. (L) No organizational alignment is evident; individual areas or work units operate independently. (I)
10%, 15%, 20%, or 25%	<ul style="list-style-type: none"> The beginning of a systematic approach to the basic question in 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 question in the item. (D) Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L) The approach is aligned with other areas or work units largely through joint problem solving. (I)
30%, 35%, 40%, or 45%	<ul style="list-style-type: none"> An effective, systematic approach, responsive to the basic question in 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 the early stages of alignment with the basic organizational needs identified in response to the Organizational Profile and other process items. (I)
50%, 55%, 60%, or 65%	<ul style="list-style-type: none"> An effective, systematic approach, responsive to the overall questions in the item, is evident. (A) The approach is well deployed, although deployment may vary in some areas or work units. (D) Fact-based, systematic evaluation and improvement, and some examples of use of best practices, instances of innovation, or sharing of refinements, are in place for improving the efficiency and effectiveness of key processes. (L) The approach is aligned with your overall organizational needs as identified in response to the Organizational Profile and other process items. (I)
70%, 75%, 80%, or 85%	<ul style="list-style-type: none"> An effective, systematic approach, responsive to multiple questions in the item, is evident. (A) The approach is well deployed, with no significant gaps. (D) Fact-based, systematic evaluation and improvement, adoption of best practices, managing for innovation, and sharing of refinements are key tools for improving organizational efficiency and effectiveness. (L) The approach is integrated with your current and future organizational needs as identified in response to the Organizational Profile and other process items. (I)
90%, 95%, or 100%	<ul style="list-style-type: none"> An effective, systematic approach, fully responsive to the multiple questions in 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, development of best practices, achievement of innovation, and sharing of refinements are key organization-wide tools for improving efficiency and effectiveness. (L) The approach is well integrated with your current and future organizational needs as identified in response to the Organizational Profile and other process items. (I)

Figure 5a—Process Scoring Guidelines (For Use with Categories 1–6)

SCORE	DESCRIPTION
0% or 5%	<ul style="list-style-type: none"> • There are no organizational performance results, or the results reported are poor. (Le) • Trend data either are not reported or show mainly adverse trends. (T) • Comparative information is not reported. (C) • Results are not reported for any areas of importance to the accomplishment of your organization’s mission. (I)
10%, 15%, 20%, or 25%	<ul style="list-style-type: none"> • A few organizational performance results are reported, responsive to the basic question in the item, and early good performance levels are evident. (Le) • Some trend data are reported, with some adverse trends evident. (T) • Little or no comparative information is reported. (C) • Results are reported for a few areas of importance to the accomplishment of your organization’s mission. (I)
30%, 35%, 40%, or 45%	<ul style="list-style-type: none"> • Good organizational performance levels are reported, responsive to the basic question in the item. (Le) • Some trend data are reported, and most of the trends presented are beneficial. (T) • Early stages of obtaining comparative information are evident. (C) • Results are reported for many areas of importance to the accomplishment of your organization’s mission. (I)
50%, 55%, 60%, or 65%	<ul style="list-style-type: none"> • Good organizational performance levels are reported, responsive to the overall questions in the item. (Le) • Beneficial trends are evident in areas of importance to the accomplishment of your organization’s mission. (T) • Some current performance levels have been evaluated against relevant comparisons and/or benchmarks and show areas of good relative performance. (C) • Organizational performance results are reported for most key student and other customer, market, and process requirements. (I)
70%, 75%, 80%, or 85%	<ul style="list-style-type: none"> • Good-to-excellent organizational performance levels are reported, responsive to multiple questions in the item. (Le) • Beneficial trends have been sustained over time in most areas of importance to the accomplishment of your organization’s mission. (T) • Many to most trends and current performance levels have been evaluated against relevant comparisons and/or benchmarks and show areas of leadership and very good relative performance. (C) • Organizational performance results are reported for most key student, other customer, market, process, and action plan requirements. (I)
90%, 95%, or 100%	<ul style="list-style-type: none"> • Excellent organizational performance levels are reported that are fully responsive to the multiple questions in the item. (Le) • Beneficial trends have been sustained over time in all areas of importance to the accomplishment of your organization’s mission. (T) • Industry and benchmark leadership is demonstrated in many areas. (C) • Organizational performance results and projections are reported for most key student and other customer, market, process, and action plan requirements. (I)

Figure 5b—Results Scoring Guidelines (For Use with Category 7)

Band Score	Band Number	% Applicants in Band ¹	Process Scoring Band Descriptors
0–150	1	0	The organization demonstrates early stages of developing and implementing approaches to the basic Criteria questions, with deployment lagging and inhibiting progress. Improvement efforts are a combination of problem solving and an early general improvement orientation.
151–200	2	0	The organization demonstrates effective, systematic approaches responsive to the basic Criteria questions, with some areas or work units in the early stages of deployment. The organization has developed a general improvement orientation that is forward-looking.
201–260	3	10	The organization demonstrates effective, systematic approaches responsive to the basic questions in most Criteria items, with some areas or work units still in the early stages of deployment. Key processes are beginning to be systematically evaluated and improved.
261–320	4	65	The organization demonstrates effective, systematic approaches generally responsive to the overall Criteria questions. Deployment may vary in some areas or work units. Key processes benefit from fact-based evaluation and improvement, and approaches are being aligned with overall organizational needs.
321–370	5	20	The organization demonstrates effective, systematic, well-deployed approaches responsive to the overall questions in most Criteria items. The organization demonstrates a fact-based, systematic evaluation and improvement process and organizational learning, including some innovation, that result in improving the effectiveness and efficiency of key processes.
371–430	6	5	The organization demonstrates refined approaches generally responsive to the multiple Criteria questions. These approaches are characterized by the use of key measures and good deployment in most areas. Organizational learning, including innovation and sharing of best practices, is a key management tool, and there is some integration of approaches with current and future organizational needs.
431–480	7	0	The organization demonstrates refined approaches responsive to the multiple questions in most Criteria items. It also demonstrates innovation, excellent deployment, and good-to-excellent use of measures in most areas. There is good-to-excellent integration of approaches with organizational needs; organizational analysis, learning through innovation, and sharing of best practices are key management strategies.
481–550	8	0	The organization demonstrates outstanding approaches fully responsive to the multiple Criteria questions. Approaches are fully deployed and demonstrate excellent, sustained use of measures. There is excellent integration of approaches with organizational needs. Organizational analysis, learning through innovation, and sharing of best practices are pervasive.

¹ Percentages are based on scores from the Consensus Review.

Figure 6a—Process Scoring Band Descriptors

Band Score	Band Number	% Applicants in Band ¹	Results Scoring Band Descriptors
0–125	1	TBD	A few results are reported responsive to the basic Criteria questions, but they generally lack trend and comparative data.
126–170	2	TBD	Results are reported for several areas responsive to the basic Criteria questions and the accomplishment of the organization’s mission. Some of these results demonstrate good performance levels. The use of comparative and trend data is in the early stages.
171–210	3	TBD	Results address areas of importance to the basic Criteria questions and accomplishment of the organization’s mission, with good performance being achieved. Comparative and trend data are available for some of these important results areas, and some beneficial trends are evident.
211–255	4	TBD	Results address some key customer/stakeholder, market, and process requirements, and they demonstrate good relative performance against relevant comparisons. Beneficial trends and/or good performance are reported for many areas of importance to the overall Criteria questions and the accomplishment of the organization’s mission.
256–300	5	TBD	Results address most key customer/stakeholder, market, and process requirements, and they demonstrate areas of strength against relevant comparisons and/or benchmarks. Beneficial trends and/or good performance are reported for most areas of importance to the overall Criteria questions and the accomplishment of the organization’s mission.
301–345	6	TBD	Results address most key customer/stakeholder, market, and process requirements, as well as many action plan requirements. Results demonstrate beneficial trends in most areas of importance to the Criteria questions and the accomplishment of the organization’s mission, and the organization is an industry ² leader in some results areas.
346–390	7	TBD	Results address most key customer/stakeholder, market, process, and action plan requirements. Results demonstrate excellent organizational performance levels and some industry ² leadership. Results demonstrate sustained beneficial trends in most areas of importance to the multiple Criteria questions and the accomplishment of the organization’s mission.
391–450	8	TBD	Results fully address key customer/stakeholder, market, process, and action plan requirements and include projections of future performance. Results demonstrate excellent organizational performance levels, as well as national and world leadership. Results demonstrate sustained beneficial trends in all areas of importance to the multiple Criteria questions and the accomplishment of the organization’s mission.

¹ Percentages are based on scores from the Consensus Review.

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

Figure 6b—Results Scoring Band Descriptors

2021 BALDRIGE AWARD APPLICANTS

Sector	Total Number of Award Applications	Number of Award Applicants Recommended for Site Visit
Health Care	5	TBD
Nonprofit	4	TBD
Education	3	TBD
Business–Small Business	0	TBD
Business–Service	2	TBD
Business–Manufacturing	0	TBD
Total	14	TBD

BALDRIGE AWARD RECIPIENT CONTACT INFORMATION 1988–2020

Baldrige Award winners generously share information with numerous organizations from all sectors. To contact an award winner, please see <https://www.nist.gov/baldrige/award-recipients>, which includes links to contact information as well as profiles of the winners.