

## Preparing to read your feedback report . . .

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

*Applicant organizations read and use feedback comments in different ways. We've gathered some tips and practices from prior applicants for you to consider:*

- Take a deep breath and approach your Baldrige feedback with an open mind. You applied to get the feedback. Read it, take time to digest it, and read it again.
- Especially note comments in **boldface type**. These comments indicate particularly important observations—those the Examiner Team felt had substantial impact on your organization's performance practices, capabilities, or results (either a strength or opportunity for improvement) and, therefore, had more influence on the team's scoring of that particular Item.
- You know your organization better than the Examiners know it. There might be relevant information that was not communicated to them or that they did not fully understand. Therefore, not all of their comments may be equally accurate.
- Although we strive for "perfection," we do not achieve it in every comment. If Examiners have misread your application or misunderstood your organization on a particular point, don't discount the whole feedback report. Consider the other comments and focus on the most important ones.
- Celebrate your strengths and build on them to achieve world-class performance and a competitive advantage. You've worked hard and should congratulate yourselves.
- Use your strength comments to understand what the Examiners observed you do well and build upon them. Continue to evaluate and improve the things you do well. Sharing those things you do well with the rest of your organization can speed organizational learning.
- Prioritize your opportunities for improvement. You can't do everything at once. Think about what's most important for your organization at this time and decide which things to work on first.
- You may decide to address all, some, or none of the opportunities in a particular Item. It depends on how important you think that Item or comment is to your organization.
- Use the feedback as input to your strategic planning process. Focus on the strengths and opportunities for improvement that have an impact on your strategic goals and objectives.

## KEY THEMES

Lorain County Community College (LCCC) scored in band 2 in the first-stage review of written applications for the Malcolm Baldrige National Quality Award. For an explanation of the scoring bands, please refer to Figure 6, “2006 Scoring Band Descriptors.”

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

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

- LCCC is focused on learning and the needs of students as exhibited by a number of approaches. The ACT Student Survey and the Graduate Tracking Survey gather information about students; both the Enrollment Planning Council and the Office of Institutional Effectiveness analyze survey data, external information, and student outcomes; and faculty and staff committees use the data in planning and decision making. In addition, courses and programs are continuously reviewed using the Program Review and the Evaluation Program.
- LCCC organizes its work environment, activities, and job classifications in a flattened, committee-based organizational structure that facilitates knowledge sharing across academic and support functions. This flattened organizational structure allows the Faculty Senate and Staff Council to play critical roles in designing, organizing, and managing work processes that promote collaboration and cooperation. For example, employees participate in the strategic planning process and the program review process through the committee structure; the Human Resource Development (HRD) Committee determines staff development needs.
- LCCC has embraced technology and thus gleaned benefits and improvements in several areas. It uses the Internet to communicate its mission, vision, and values to students, employees, and the community; and uses email and electronic surveys for listening and learning in order to rapidly identify and respond to changes. Students use the Internet for registration, tuition payment, and library access. Employee training is delivered online; interactive television, smart classrooms, and the Internet are used for the delivery of some courses.

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

- Some key information is not provided, such as measures and goals for surpassing regulatory, safety, and legal requirements in Item 1.2, goals and timetables for priorities in Item 2.1, key human resource plans and performance projections in Item 2.2, selection criteria for comparative data in Item 4.1, and performance measures for health, safety, and ergonomics in Item 5.3.
- LCCC has the opportunity to increase its capacity for faster and more flexible responses in a few areas. For example, the decision to limit the long-term strategic planning process to every five- to-seven years may impede LCCC's ability to be agile—to respond quickly to the needs of students, especially with respect to major changes in education reform and major shifts in technology. Also, LCCC uses a five-to-six year review cycle for a comprehensive review of its compensation structure, which may inhibit its ability to remain competitive or responsive to changes. In addition, since LCCC does not appear to segment student and employee requirements, it may not be able to identify and respond quickly to the needs and preferences of certain segments of this population when unexpected economic, political, or other environmental changes occur.

**c. Considering LCCC's key business/organization factors, the most significant strengths, opportunities, vulnerabilities, and/or gaps (related to data, comparisons, linkages) found in its response to Results Items are as follows:**

- Many of the results provided by LCCC are not current. For example, results for Figure 7.2-1 are for 1997–2001 and results for Figures 7.1-18, 7.2-17, and 7.3-6 are only provided up to 2003. In addition, no dates or time frames are given for the results noted in Figures 7.1-11, 7.1-12, 7.2-8, 7.2-9, 7.2-12, 7.2-13, 7.3-5, and 7.6-4.
- Comparative data are not provided in numerous cases, such as Graduate Tracking Survey results, distance education outcomes, financial and market results from the State Board of Regents, nor are comparative dates included in any of the figures provided in Item 7.6. Without comparisons, it may be difficult for LCCC to determine its performance relative to institutions with whom it may be competing for students, tax dollars, or grants.
- Results are missing for some of the data described in Categories 1–6. For example, results are not given for learning outcomes, satisfaction or perceived value for noncredit offerings, workforce training for adults, customized education offerings, corporate retainer contracts, or the University Partnership (UP) students. Item 5.1 describes an annual report by HR on diversity that is used for minority recruitment efforts, but no results from these reports or other sources related to minority recruitment are provided. Section P.2a(2) lists facilities as a key factor in retaining students, and Figure 6.6 identifies sources of data and includes comparative data

related to student perceptions of facilities, but no results are provided for facilities or for accessibility as it relates to capacity. Finally, no results are provided to demonstrate support of the key communities listed in Item 1.2. Without linkages from approaches and measures to results, it may be difficult for LCCC to understand the impact of its improvement efforts.

- LCCC does not segment data for students or employees to ensure that the needs of all groups are being addressed. These data include general education outcomes (Figures 7.1-4 through 7.1-6), tutoring (Figure 7.1-11), current position (Figure 7.1-13), skills (Figures 7.1-14 through 7.1-17), convocation topics (Figure 7.4-2), conferences and other training and travel (Figure 7.4-4), fee waivers (Figure 7.4-7), the NorthCoast99/Employee Resource Council (ERC) outcomes, (Figure 7.4-8), and the national Personal Assessment of the College Environment (PACE) data (Figure 7.4-9). Further, none of the results provided in Item 7.2 for student satisfaction are segmented by program, degree, day/evening, or demographics. Without segmentation, it may be difficult for LCCC to determine challenges or identify best practices that may be shared across its diverse communities.

## DETAILS OF STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

### Category 1 Leadership

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

#### 1.1 Senior Leadership

##### STRENGTHS

- Senior leaders use input from over 600 external stakeholders and 75% of the college employees to revise the mission, vision, and values during the Vision 21 strategic visioning process. LCCC uses a variety of written, electronic/technology, and verbal tools to share its mission, vision and values (Figure 1.1). These tools are used to communicate high-performance expectations regarding institutional directions and opportunities, learning, continuous improvement, ethics and equity, social responsibility, and community service and involvement. The flattened organizational structure and the decision-making committees facilitate communication with faculty and staff; the councils help to deploy the vision, mission, and values to employees and student groups.
- LCCC uses its Campus Code of Conduct as well as the Professional Code of Ethics to ensure ethical and legal behavior. In addition, the District Board of Trustees (DBT) sets the parameters for ensuring ethical and legal structure. Discussion of legal and ethical issues is regularly incorporated into weekly Operations Council (OC) meetings, monthly Administrative Leadership Team (ALT) meetings, District Board of Trustees (DBT) meetings, and organizational unit meetings; updates are published in FYI weekly newsletter.
- LCCC ensures the sustainability of the college through its New Decade Challenge, which addresses cost avoidance strategies. The Challenge also includes The Academic Transformations initiative to increase student achievement and lower the overall cost per student and a Lean/Six Sigma Center that focuses on continuous improvement and cost savings. Other strategies to accomplish objectives, innovation, and organizational agility include data and market analysis, the strategic visioning process, and Employee Engagement Sessions.
- Senior leaders create a focus on action as a part of the Vision 21 strategic planning process. During the fourth step, Acting on the Vision, the college selects the appropriate person, committee/council, or design team to provide the leadership for each initiative. Action plans with timelines are put into place, the IPC and Strategic Visioning Project Coordinator monitor progress, and status updates are provided through various media.

##### OPPORTUNITIES FOR IMPROVEMENT

- It is not clear how the college deploys its mission to all stakeholders, such as potential students, employers, key partners and suppliers, and the community (Figure 0.6). Given that identified partnerships are an integral part of the growth and success of the college, a lack of communication, e.g., communication of the mission, vision, and values to these groups could adversely affect the understanding and support of LCCC's strategic direction.
- It is not known what senior leaders' roles are with respect to monitoring, overseeing, and ensuring that all employees adhere to the Campus Code of Conduct and the Professional Code of Ethics. It may be difficult for senior leaders to promote an environment that fosters and requires legal and ethical behavior without specific clearly delineated roles in the implementation of the policies and procedures of the college.
- LCCC did not describe how senior leaders create an environment for performance improvement, innovation, and organizational agility. Specifically, while LCCC has implemented a number of actions within the context of Six Sigma and Academic Transformations, how senior leaders personally participate in these two strategies is not apparent. Without clarity regarding their roles and responsibilities, it may be difficult for senior leaders to fully support and sustain these and other approaches used within the organization.
- It is not clear how senior leaders take an active role in faculty and staff reward and recognition to reinforce high performance. Examples of these roles might include determining how high performance will be recognized, selecting individuals for rewards and recognitions, and delivering the rewards and recognition.

## 1.2 Governance and Social Responsibilities

### STRENGTHS

- The DBT directly oversees the President, who is charged with providing management accountability in concert with other senior leaders. Management accountability is primarily measured through the formal annual performance review process with each vice president, and subsequently the 28 directors. Fiscal accountability is monitored by fiscal policies and procedures, which is administered by the Vice President for Administrative Services; the state's independent audit process that requires an annual audit; and the quadrennial state Board of Regents audits.
- LCCC measures how its programs and services impact the county and society in general through assessments such as graduate placement; co-op placements for work-based learning; job growth; and economic indicators. LCCC proactively addresses future impacts through planning efforts driven by data analysis. In 2000, its Joint Center for Policy Research (JCPR) convened a series of more than 50 community conversations to share data and engage in conversations and planning efforts.
- LCCC provides community support through the service of its DBT members and senior leaders on nonprofit boards. The Vice President for Strategic and Institutional Development has a direct role in the integration of organizational units that support the community at large. This role includes tracking participation in activities and events, such as corporate and community outreach services, cultural arts performances, and Familyfest, an annual campus event that draws over 10,000 people. LCCC values employee involvement in the community as reflected in its performance management process criteria.

### OPPORTUNITIES FOR IMPROVEMENT

- It is not clear what internal controls are in place to ensure accountability for management's actions or to address fiscal responsibility, transparency of operations, or going beyond mandated requirements for audits. The implementation of such controls may better support LCCC's value of Community Responsibility and Stewardship.
- It is not clear how LCCC's evaluation of senior leaders, through the College's performance management system, improves both the personal leadership effectiveness of the senior leaders and the leadership system. In addition, it is not clear how the performance of the DBT is evaluated.
- It is not clear whether LCCC addresses any adverse impacts on society of its programs, offerings, services, and operations. It is also unclear what key processes, measures, and goals LCCC uses for addressing risks associated with its programs, offerings, services, and operations.

- It is unclear what key compliance processes, measures, and goals LCCC has in place for achieving and surpassing regulatory, safety, and legal requirements. Without having these components clearly articulated, it may be difficult for LCCC to effectively direct its efforts and resources toward these issues.
- It is not clear how the new employee orientation process, policies, and procedures, and the communication of the President's expectations through meetings, Convocation, and the President's Forum enable LCCC to effectively promote and ensure ethical behavior in all of its interactions. Moreover, it is not known what the key processes and measures or indicators are that would enable LCCC to monitor ethical behavior and respond to breaches of ethical behavior.
- It is not clear what LCCC's key communities are, how those communities are identified for organizational involvement and support, or how senior leaders, faculty and staff, and students contribute to improving those communities.

## **Category 2 Strategic Planning**

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

### **2.1 Strategy Development**

#### **STRENGTHS**

- LCCC has implemented a strategic planning process—Vision 21—consisting of four distinct phases: Listening and Learning (Figure 2.1), Building the Vision (Figure 2.2), Sharing the Vision, and Acting on the Vision. Short-term planning horizons are set at 18 months, and longer-term targets are listed.
- LCCC engages a large number of participants in its strategic planning process. These participants include current students, prospective students, citizens, full-time employees, and various external stakeholders representing a broad range of community demographics. During the most recent process, Vision 21, LCCC engaged over 600 students and stakeholders in external listening and learning sessions; 75% of the full-time employees were engaged in internal listening and learning sessions.
- LCCC's strategic planning process enables LCCC to collect and analyze data. As an example, the Listening and Learning phase includes six processes for collecting and analyzing information: literature review, environmental scan, external listening sessions, internal listening sessions, President's Gateway Sessions which are hosted with Foundation board members, DBT's Community Connection sessions, and Voices & Choices citizen interviews. The Building the Vision and Sharing the Vision phases similarly include processes for collecting and analyzing data and information from multiple sources.
- LCCC's key strategic priorities are shown in Figure 2.3: Raise the Community's Technological Competencies; Develop the Whole Person; Advance Creative Learning Opportunities: Any Time, Any Place; Stimulate Workforce and Economic Development; Promote Community Collaboration and Growth; and Build the College's Infrastructure to Accomplish These Priorities.
- To balance short- and longer-term challenges and opportunities, LCCC uses the Decade Challenge as well as annual plans associated with enrollment and budget planning. These two approaches—The strategic visioning process and the Decade Challenge—provide a framework that assists LCCC to address key operational, human resources, and community-related issues.

## OPPORTUNITIES FOR IMPROVEMENT

- It is not clear how LCCC sets time horizons for strategic objectives, or how the planning process addresses time horizons, such as the five-to-seven and seven-to-ten year time frames mentioned in the application.
- Although the Listening and Learning and Building the Vision phases enable LCCC to collect and analyze data, it is not clear what factors are addressed in the strategic planning process. Specifically, it is not known if the process addresses such factors as long-term organizational sustainability and continuity in emergencies, or LCCC's ability to execute its strategic plan.
- **Because the strategic visioning process takes 18 to 24 months for implementation of the first three steps and acting on the vision lasts five-to-seven years, it is not clear that LCCC has the ability to respond quickly as it executes its plan. This is a concern, especially with respect to educational reform, major shifts in technology, the length of time between successive iterations of the process, or rapid or unexpected economic, political, or other environmental changes.**
- LCCC does not provide short-term and long-term planning time horizons or timetables for its specific initiatives. Therefore, it is difficult to determine which of the strategic priorities and initiatives shown in Figure 2.3 are short-term and which are long-term, or what the timetable is for accomplishing priorities and initiatives.
- **It is not known how the strategic visioning process addresses all of the strategic challenges identified in LCCC's Organizational Profile. Specifically, of the three strategic challenges listed, (1) difficult fiscal environment (reduction in funding with an increase in employee health care costs); (2) responding to statewide enrollment goals; and (3) growing jobs and enhancing economic development; the first and second do not appear to be addressed by the priorities and initiatives listed in Figure 2.3.**

## 2.2 Strategy Deployment

### STRENGTHS

- Key action plans to support LCCC's institutional strategy are initially developed during the Acting on the Vision phase of the strategic visioning process and continuously revised during the annual planning process. Each initiative leader and assigned team review the data and information and begin to discuss the plans for the project, milestones, needed resources, and outcomes. Allocation of resources is accomplished through the annual comprehensive budget planning process.
- All design teams and organizational units responsible for a strategic initiative respond and adapt to external or internal situations that cause a change in initial plans. This involves identifying and discussing the issues within the team, sharing the issues with the appropriate Vice President or President and Operations Council, and revising the plan.

### OPPORTUNITIES FOR IMPROVEMENT

- It is unclear what short- and longer-term action plans LCCC has in place, how these plans align to initiatives and strategies, and how the established target of 75–85% of strategic initiatives/action plans are completed before the next strategic planning process supports the tracking of progress and the evaluation of performance on a routine basis. Further, it is unclear whether this broad target is broken down into phased short- and longer-term action plans with milestones, specific expected completion dates, or resource requirements.
- LCCC does not provide human resource plans that derive from initiatives or action plans. Without key human resource plans to support the action plans, it may be difficult for LCCC to ensure that such elements as education and training, essential partnerships, redesign of work or jobs, or other human resource initiatives are in place to support the deployment of strategy.
- **LCCC does not provide any performance measures or milestones for its strategic initiatives. Without knowing the measures and milestones, it may be difficult for LCCC to reinforce organizational alignment or cover all key deployment areas and stakeholder and student needs.**
- LCCC does not provide short- and longer-term performance projections. Without such projections, it may be difficult for LCCC to track its rate of improvement and change relative to that of competitors and comparable organizations.

### **Category 3 Student, Stakeholder, and Market Focus**

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

#### **3.1 Student, Stakeholder, and Market Knowledge**

##### **STRENGTHS**

- LCCC segments students as prospective or enrolled. Figure 3.1 shows the primary segments and subcategories, as well as the short- and long-term requirements for current and prospective students. LCCC’s JCPR performs external market assessments, facilitates community sessions, and analyzes county growth trends to aid in determining future needs and planning for enrollment growth.
- The ERC determines the needs and key requirements of students using a variety of surveys and other methods for each group (Figure 3.1), as well as data from the Office of Institutional Effectiveness. In addition, the Graduate Tracking Survey provides feedback from recent graduates.
- LCCC keeps listening and learning methods current through the use of technology that is readily available to the students. This technology includes e-mail surveys, an Audience Response System (ARS), surveys, and engagement sessions, all of which allow students to rapidly identify and respond to changes. For example, the ARS enables LCCC to administer real-time assessments of audience participants and see the results within minutes of the questions being asked.

##### **OPPORTUNITIES FOR IMPROVEMENT**

- It is not clear how LCCC listens and learns from groups such as former students who have left the college without completing their degree—either by dropping out of college (voluntary departure) or by transferring to another institution—as a way to make process improvements. Similarly, it is not clear how LCCC uses complaint data to improve programs, offerings, or processes.
- It is unclear what process LCCC uses to identify student and market segments. For example, student and stakeholder groups are segmented into broad groups with enrolled students segmented by goals, but it is unclear how those segments were chosen. Without a systematic process to determine student and stakeholder segments, there is a possibility that some students may be overlooked, such as those among a specific economic or demographic segment.
- It is not clear how student requirements match student subcategories, and whether the methods used to determine both student and stakeholder requirements differ by segments. For example, it is unclear if the same method is used for students who are enrolled full-

time as is used for transient students who may take one or two classes. If determination methods do not vary according a segment LCCC may find it difficult to understand and meet the needs or preferences specific to that segment.

## 3.2 Student and Stakeholder Relationships and Satisfaction

### STRENGTHS

- Figure 3.1, Key Student Groups, shows the methods used by LCCC to build relationships with prospective and enrolled students, as well as the student requirements that will help to ensure that LCCC meets and exceeds expectations. Figure 3.2, Key Stakeholder Groups, lists the methods LCCC uses to build relationships with other stakeholders, such as employers, the UP, and the community.
- The school's Web page serves as the primary access mechanism for students to seek information related to the college and to gain access to library resources. In-person contact is facilitated by the central location of the campus, county-provided transit service to the campus, and an off-campus learning center. Also, several of the student services offices have extended and weekend hours during high-demand periods.
- The College Catalog and the Student Code of Conduct provide formal grievance and complaint processes with a resolution and report process. Students and stakeholders may also make complaints through the "contact us" portal on the Web site, in person, or through surveys. Complaints are analyzed, addressed, and answered based on the mode of receipt.
- LCCC uses internal performance measures such as time to degree, persistence rates, enrollment growth, and levels of engagement as indicators of student satisfaction, dissatisfaction, and loyalty. In addition, the ACT Student Survey and the Graduate Tracking Survey are used for review and feedback. The college receives comparative student satisfaction data from other state institutions through the state Board of Regents, and national student satisfaction data from the ACT Student Survey. The Operations Systems Review (OSR) process uses ACT survey results to improve support services.

### OPPORTUNITIES FOR IMPROVEMENT

- Although LCCC gathers complaint data, it is not clear how the data are aggregated and analyzed to be used for improvements throughout LCCC. This may be significant given that student and stakeholder dissatisfaction information in the form of complaints can be an early indication of an area of dissatisfaction that may adversely affect relationships with students.
- LCCC describes how it keeps relationship-building information current, such as through community meetings, employee orientation, and convocation. However, it is not apparent that LCCC has a systematic process to identify improved approaches or mechanisms for relationship building to keep its relationship-building processes current. Without such approaches, it may be difficult for LCCC to respond to the strategic challenge of meeting statewide enrollment goals or other organizational needs.

- It is unclear what method is used to determine key student and stakeholder requirements for each mode of access. In addition, it is difficult to determine if these requirements have been deployed to necessary personnel involved in maintaining these relationships. Without understanding the requirements for each mode of access, it may be difficult to meet the key student requirement—receiving accurate and timely information.
- While LCCC systematically collects data and information to determine student and stakeholder perceptions, levels of satisfaction, and engagement with academic programs and services, it is not apparent how LCCC translates the satisfaction and dissatisfaction data into actionable information for performance improvement.

## **Category 4 Measurement, Analysis, and Knowledge Management**

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

### **4.1 Measurement, Analysis, and Review of Organizational Performance**

#### **STRENGTHS**

- The strategic visioning process provides the opportunity to define, select, align, integrate, collect, and use data. The academic program/cluster review process includes demographic data from the CDMS/Jenzabar information system, external market assessment, and assessment of student learning. The Academic Quality Improvement Program (AQIP) Assessment Design Team works with faculty to assess student learning using a Course Assessment Record (CAR), and develops an institutional report called the Course Assessment Record Database (CARD), which provides an institutional overview of student learning. The CAR and the CARD both came about as a result of the Design Team’s identifying a need for a central methodology to track and organize student assessment results.
- LCCC determines and selects the needs and priorities for comparative information and data based on the following: (1) the issue being addressed, (2) the relevance and availability of data and information, (3) the reliability and validity of the data and information, and (4) the types of institutions and organizations used for comparison (e.g., higher education, business/industry) and the scope of the comparison (e.g., national, regional, state). LCCC has identified a number of focused sources of academic comparative data, including the state Board of Regents Higher Education Information system, North Coast 99, PACE/Climate, Community College Survey of Student Engagement (CCSSE), and the ACT.
- Figure 4.3 illustrates how LCCC uses more than ten Committees and Councils to review organizational performance and assess progress. This assessment includes a list of results reviewed, the reviewing entity, and the frequency of the review. Specifically, the Institutional Effectiveness and Planning (IEP) Office collects and analyzes the data and, together with a subcommittee, reviews the data. Subsequently the data are presented to the ALT and The DBT, both of which review the indicators of effectiveness annually. During the presentation, each group discusses and reviews the data and identifies key indicators on which to focus over the coming months. LCCC analyzes information and data regarding overall performance through the indicators of effectiveness process shown in Figure 4.4.
- LCCC then translates institutional performance review findings into priorities for continuous and breakthrough improvements through the indicators of effectiveness process. Once strengths and opportunities for improvement have been identified, the IEP

Office convenes a subcommittee to develop action plans that are shared with each group for refinements. The status of these action plans is monitored as part of the process.

## OPPORTUNITIES FOR IMPROVEMENT

- Accessibility is part of LCCC's mission, and an indicator of effectiveness (Figure 4.2). However, the only measurement provided for accessibility is the distance learning headcount (Figure 7.3-15). Lack of measures or indicators of accessibility may limit LCCC's understanding of performance on this key indicator.
- It is unclear what process LCCC uses for selecting and ensuring the effective use of comparative data and information to support operational and strategic decision making and innovation. For example, it is not clear what selection criteria were used to determine that ACT and the CCSSE are the most appropriate outside sources of information. Also, it is not clear why the CCSSE is only used every three years, which could impact LCCC's ability to quickly identify and respond to changes.
- Although it is clear that several organizational units are involved in bringing ideas to Oregon institutions LCCC's collective awareness, the systematic process used to keep the performance measurement system current with educational service needs and directions is not evident. Further, it is not known how these activities enable LCCC to ensure its performance measurement system is sensitive to rapid or unexpected changes.
- It is unclear how LCCC uses performance reviews to make a comparative assessment against competitors or peer institutions. For example, committees and councils are responsible for conducting reviews, but it is unclear where or how the senior leaders participate in these reviews. It is also not clear how the senior leaders and committees listed in Figure 4.3 consider and use competitive and comparative data to assess organizational success.
- It is difficult to determine how LCCC's process for translating review findings into priorities is effectively used for identifying opportunities for innovation. Further, it is not known how priorities and opportunities are deployed to key stakeholders, such as feeder high schools, potential students, the community, or the UP to help ensure organizational alignment.

## 4.2 Information and Knowledge Management

### STRENGTHS

- LCCC makes data and information available through the CMDS/Jenzabar, web portal (intranet/Campus Net), Board of Regents Performance Reports, and offices such as IEP, JCPR, and Information Systems and Services (IS & S). Students and external stakeholders can access data such as class registration, financial aid, tuition payment, and an up-to-date calendar of class times and locations through the web portal. Employees may access the CampusNet for personal calendars, e-mail, institutional reports, human resource information, policies and procedures.
- LCCC backs up data and information nightly to ensure that the most recent data and information are available in case of emergency. In addition, LCCC continually monitors for viruses, maintains a firewall, and routinely runs virus software on PCs to maintain a clean system.
- LCCC collects and transfers organizational knowledge to faculty and staff through printed materials, technology, and also through the CMDS/Jenzabar system. Transfer of relevant knowledge to and from students and stakeholders is through CMDS/Jenzabar and the CRM database. A second approach LCCC uses is through the committee/council-based organizational structure. The structure facilitates the collection and transfer of knowledge throughout LCCC as well to students and the community via the respective participation of its members on committees and councils.
- Data, information, and knowledge integrity and confidentiality are assured through individual passwords and user IDs given to full-time and part-time employees, campus-wide software training, nightly backups, and daily monitoring. Reliability is assured through preventive maintenance and software testing. Security is assured through firewalls and other security devices.

### OPPORTUNITIES FOR IMPROVEMENT

- It is unclear how LCCC makes needed data and information available to all stakeholders, including the 599 adjunct faculty members; important suppliers and partners such as colleges in the UP program: The 14 county school districts; and the Foundation.
- It is not clear how LCCC measures the effectiveness of its approaches for ensuring that all hardware and software are reliable, secure, and user-friendly. Such approaches include the use of performance measures to determine the effectiveness of the three-year computer churn program, the requirement that computers have a minimum level of software, the reliability testing of software, training, and a Help Desk. Specifically, there is no indication that these approaches are measured or monitored, or that LCCC takes these approaches into consideration when assessing its performance. Failure to measure,

monitor, and assess hardware and software reliability, security, and user-friendliness might jeopardize LCCC's success in achieving its Vision 21 strategic priority of "Build the College's Infrastructure to Accomplish These Priorities" (Figure 2.3).

- There is no indication that the availability of data and information is measured or monitored, or that LCCC takes this factor into consideration in assessing its performance. Further, it is not evident that LCCC has an emergency preparedness plan/protocol that makes all stakeholders aware of how to access important data and information should an emergency occur.
- It is unclear how membership and participation with organizations such as the Higher Learning Commission (HLC), the League for Innovation, the Consortium for Community College Development (CCCD), and the use of advisory boards and other groups enable LCCC to manage best practices. Specifically, there is no evidence of a systematic, repeatable approach to rapidly identify, share, and implement best practices across the entire population of faculty and staff, students, stakeholders, suppliers, partners, and collaborators.
- While LCCC has established methods to assure integrity, confidentiality, reliability, and security of organizational data, information, and knowledge, it is not evident that LCCC has taken similar steps to also assure the accuracy, reliability, and timeliness of its knowledge, information, and organizational knowledge.

## **Category 5 Faculty and Staff Focus**

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

### **5.1 Work Systems**

#### **STRENGTHS**

- LCCC’s flattened organizational structure allows the Faculty Senate and Staff Council to play critical roles in designing, organizing, and managing work processes that promote collaboration and cooperation. LCCC’s HR Design Team developed an HR Strategic Asset Model (Figure 5.1) to help move the HR function from being a service provider to becoming a greater strategic asset, and to continuously improve and transform its HR functions, work environment, activities and job classifications.
- Interactions with stakeholders on community committees and through the campus groups such as advisory committees and the Vision Council provide opportunities to capitalize on diverse ideas, cultures, and thinking. LCCC tracks employee diversity patterns and works with the Urban League, NAACP, El Centro, and the Coalition for Hispanic Issues in Progress to improve minority recruitment.
- LCCC’s cross-functional committee structure promotes knowledge sharing across academic functions, and the organizational support units use a cross-training approach to skill sharing. The organizational units providing direct support utilize a cross-training approach so that multiple individuals can perform various duties.
- LCCC uses the Hay Group (national consultants) and the SkillsMAX process to review all nonfaculty position descriptions to ensure internal and external equity, and also to review the position description prior to filling a position, which helps to ensure that positions meet current and future needs.

#### **OPPORTUNITIES FOR IMPROVEMENT**

- Although LCCC describes a system of jobs in the organization, it is not clear how the work is accomplished or organized to promote initiative, empowerment, or innovation. Further, it is difficult to discern how the outcome reflects the organizational culture, achieves high performance or accomplishes the overall mission.
- Although LCCC uses cross-functional councils and committees to communicate and share skills across jobs and departments, it is unclear how it determines the effectiveness of the communication and skill sharing.
- It is unclear how LCCC’s practices related to compensation, recognition, and reward- and incentive practices reinforce high-performance work. For example, LCCC uses a five-to-

six year review cycle for its comprehensive review of the compensation structure that may inhibit its ability to remain competitive. Also, Figure 5.3 (Reward and Recognition Programs) lists one celebration for staff (not related to performance); years of service recognitions; and only two performance recognitions—one performance award given biennially, and one teaching award given annually.

## 5.2 Faculty and Staff Learning and Motivation

### STRENGTHS

- LCCC's employee orientation offers a combination of online learning and a half-day workshop that includes coverage of mission, vision, ethical practices, relationship building, and a meeting with senior leaders. New staff members are paired with a mentor to support the orientation process. The HR Development Committee develops other campus-wide training opportunities, such as leadership development, technology, and job specific training.
- The HR Development Committee determines staff development needs through input from online surveys of employees, soliciting ideas from councils/committees, and evaluating organizational priorities. Both the Professional Development Matrix and the Individual Development Matrix help to align training to LCCC's organizational values. In addition, the performance appraisal process identifies training needs for employees.
- The transfer of knowledge from departing or retiring faculty and staff is conducted at the organizational unit level. The organizational unit administrator works with the person who is departing to ensure the transfer of knowledge. The steps in the process include: identification of the person; the discussion of what key projects and knowledge needs to be shared and captured; the development of a plan to capture and transfer the information; and finally, the review and refinements with the person who is departing.
- Faculty and staff are motivated to develop and utilize their full potential through individual work plans and the availability of individual training and development funds. Also, the Staff Council's Executive Committee is charged with creating a positive work environment for all employees.

### OPPORTUNITIES FOR IMPROVEMENT

- A variety of training and development initiatives are given in Figure 5.4, but it is not clear how these training options are directly linked or aligned with the achievement of action plans or related to improving organizational performance measures. Also, it is difficult to determine which of the training options listed in Figure 5.4 are currently being offered and which are in the planning stage.
- It is not clear what criteria or methods are used to ensure that faculty are qualified to deliver learning-centered processes with respect to subject matter content, or to understand the technology for new delivery systems, such as distance technologies, smart classrooms, and online delivery technology.
- It is not clear how LCCC seeks and uses input from faculty, staff, and their supervisors in determining training and education delivery methods. Also, information on how LCCC uses both formal and informal delivery approaches, including mentoring, is not given.

- LCCC has recognized an opportunity to improve its evaluation of training and effectiveness and is currently developing a formalized evaluation plan that will be integrated with the training matrix.

### 5.3 Faculty and Staff Well-Being and Satisfaction

#### STRENGTHS

- To ensure and improve workplace health, LCCC's LiveSmart! Program provides annual health fairs for employees and families, personal trainers for employees, lunch and learn programs, walking programs, Weight Watchers on campus, noncredit courses in health and fitness, and nutrition coaches.
- LCCC's Crisis Management Plan provides for the safety and well-being of the campus community by detailing the protocol to respond and effectively manage an incident safely, to protect physical and emotional welfare, to mitigate injuries, to minimize the disruption of business, and to return to normal business operations as quickly as possible. Steps in the protocol include: determining the effects of the emergency, ordering the evacuation or shutdown of facilities, interfacing with outside organizations and media, and returning to normal business operations. Emergency information is communicated through multiple media.
- In addition to standard state employee benefits, the college offers free tuition for LCCC's classes for employees and their family members, up to \$1000 annually for tuition reimbursement at other institutions, a computer purchase program, and flexible work schedules.
- The "Best Places to Work" program assesses attraction, retention, and motivation of employees and provides comparative data that the college uses to strengthen practices. Also, the biennial PACE Climate Survey evaluates employee perceptions of the campus climate.

#### OPPORTUNITIES FOR IMPROVEMENT

- LCCC does not provide any performance measures or improvement goals for LiveSmart! or any other health, safety, security, or ergonomic measures or goals.
- While LCCC has implemented several initiatives (biennial administration of the PACE Climate survey, Employee Engagement sessions, IEP's administration of an annual survey regarding Convocation, and the newly developed staff progression plan), it is not clear how these initiatives enable LCCC to determine the key factors that affect faculty and staff well-being, satisfaction, and motivation.
- It is unclear if assessment methods for satisfaction and motivation differ for the categories of employees. For example, it is unclear if the PACE Climate Survey is given to all staff. Further, it is not apparent what measures are in place for the different work groups.

- LCCC does not describe its approach to relating assessment findings to key organizational performance results in order to identify priorities for improving the work environment and faculty and staff support climates. This may be important in supporting LCCC's value of Excellence in Learning and Teaching.

## Category 6 Process Management

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

### 6.1 Learning-Centered Processes

#### STRENGTHS

- LCCC’s leadership and faculty determine the key learning processes through their Vision 21 strategic visioning process: (1) assessment of student learning, (2) subsequent curriculum improvement and development, and (3) improved support services. Assessment of student learning is done across the curriculum with 11 general outcomes (assessed on a three year cycle) infused into every course. Using the CAR, which is identified as a best practice, and the Program Assessment Record (PAR), faculty and adjunct faculty select and assess one or more classes each semester. These classes are then recorded in an institutional report—the CARD.
- The most important requirements for the key learning-centered processes are the documentation of student learning, continuous improvement to ensure quality programs, quality pedagogy, and quality support services. These requirements are determined by input from students through surveys such as the Graduate Tracking and CCSSE. Feedback from faculty and external stakeholders is collected through external market assessments and discussions as part of the assessment of student learning and the curriculum development processes.
- LCCC's key learning-centered processes are designed to meet key requirements through a six-step process. LCCC learns about new technology and organizational learning through participation in professional development organizations, reading professional literature about best practices, and attending professional conferences. Technology considerations and organizational knowledge are also incorporated in the third step, “discuss with key internal and external stakeholders”; and agility is addressed in the last step, “continuous refinements.”
- Key performance measures for learning-centered processes include general education outcomes, assessments of student learning through Graduate Tracking, Course CAR, CARD, PAR, Program/cluster review, CCSSE, surveys of student engagement and satisfaction, and general data relating to student success. Each applied/career program operates with an advisory committee that provides information on student preparation for the workforce.

## OPPORTUNITIES FOR IMPROVEMENT

- **LCCC describes its assessment of student learning and curriculum improvement, but the only methods of education delivery (instructional approaches or modes of teaching) described are new technologies, such as interactive television, Internet delivery, and smart classrooms, which are used to reduce cost. Also, it is not clear how these new high-technology delivery methods address the well-being of students or their educational and developmental needs and maximize student success. These may be important considerations when LCCC addresses its strategic challenges: Difficult Fiscal Environment, Responding to Statewide Enrollment Goals, and Growing Jobs and Enhancing Economic Development.**
- It is not evident how LCCC uses performance measures and indicators to manage, control, and improve learning-centered processes, or to ensure key process requirements are met. Specifically, outcomes for some of the general education goals are given in Item 7.1, but outcome measures are not given for the general education goals related to the areas mentioned in LCCC's application. These include professional competencies, technological literacy, scientific inquiry, history, writing, or spoken communication. Further, it is not clear what specific measures or indicators are used on the student evaluation instrument to determine quality pedagogy. Finally, Item 7.5 gives the percent of PAR completed and how department chairs rate the usefulness of the PAR, but LCCC does not provide the measures or indicators used on the PAR.
- It is not clear whether characteristics such as cycle time, efficiency, and effectiveness are included in LCCC's design process for learning-centered processes. It is also unclear how sequencing and linkage among the educational programs is achieved across disciplines. An approach to designing learning-centered processes that fails to include efficiencies and effectiveness characteristics may run the risk of failing to honor LCCC's value of Ongoing Assessment of Effectiveness.
- While LCCC collects process measurement results and implements refinements to its processes, it is not clear whether a systematic process is used for overall process improvement. Such overall process improvements may lead to maximized student success; improved educational programs, offerings, and student services; and processes that are current with educational needs and directions.

## 6.2 Support Processes and Operational Planning

### STRENGTHS

- LCCC determines key support process requirements during its six-step process for designing processes, “Step 1: determine outcomes based on key requirements from students and stakeholders.” In addition, LCCC determines support process requirements by (1) seeking external funding for improving support services and (2) its OSR process. The key requirements for each process and the data sources used to evaluate and improve the processes are listed in Figures 6.5 and 6.6.
- Key support processes are designed to meet essential requirements through a six-step design methodology. Also, the OSR performs a comprehensive assessment of the academic support units on a five-year cycle with continuous self-assessment by the units during the five-year period to ensure agility and continuous improvement.
- The annual comprehensive budgeting process integrates all the annual processes (budget, technology, equipment, strategic visioning) to ensure that adequate budgetary and financial resources are available to support the plans and to ensure that the plans are aligned.

### OPPORTUNITIES FOR IMPROVEMENT

- While LCCC learns about new technology and organizational learning through participation in professional development organizations, attending professional conferences, and reading professional literature about best practices, how LCCC incorporates this information into the systematic process for the design of support processes described in 6.1a(3) is not evident.
- It is not known what the key performance measures or indicators designed by academic support organization units are; how those measures are used for the control, management, and improvement of support processes; or how they are used to meet key process requirements. Specifically, performance measures are not provided for the following key processes and respective requirements: Bursar; cafeteria/foods services; financial aid, quality service/accurate information (only the number receiving aid); library/learning resource center, accessibility, testing services, quality services and safe environment (only number tested); distance learning, quality service (only headcount); facilities; foundation, integrity/visibility (only dollars); marketing and media relations, accurate and timely information (only overall satisfaction).
- It is not known how the regular review of performance information by administrators and appropriate faculty and staff enables LCCC to prevent errors and rework in its support processes, or to ensure overall costs associated with inspections, tests, and process or performance audits of support processes are minimized.

- It is not known whether the submission of ideas to improve operational processes, and the use of grant funding criteria, processes, and procedures to improve support processes, constitute an effective, systematic approach. Such an approach to improving support processes may result in positive outcomes such as achieving better performance, a reduction in variability, and the ability to keep processes current with organizational needs and directions.
- It is not clear how LCCC utilizes its annual budget process to assess the financial risks associated with current operations and major new initiatives. It is also unclear how the Six Sigma process is used to help identify risks and reduce costs to ensure financial resources are available. Given LCCC's strategic challenge of a constrained financial environment, a failure to plan for resources needed in the present and future may further constrain its operations.

## Category 7 Results

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

### 7.1 Student Learning Outcomes

#### STRENGTHS

- RN and LPN Passing Rates (Figures 7.1-7 and 7.1-8) were above the cohort average for most years during the period 2000–2004. In addition, passing rates increased for RNs during the period 2002–2004, and for LPNs during the period 2001–2004.

#### OPPORTUNITIES FOR IMPROVEMENT

- **Many of the figures LCCC provides do not show current results. For example, time frames are not provided for Figures 7.1-11 and 7.1-12. The data shown in Figure 7.1-18 is for 2003. In addition, the data for Figures 7.1-1, 7.1-2, 7.1-4 through 7.1-8, 7.1-10, 7.1-13 through 7.1-17, 7.1-19, and 7.1-21 reflect results in 2004. Without current data, it may be difficult for LCCC to determine the direction of trends in its results.**
- Some of the student learning outcomes trend data are not reported (i.e., Figures 7.1-14, 7.1-15, 7.1-17, and 7.5-1).
- Comparative results are not given for the Graduate Tracking Survey (Figures 7.1-13 through 7.1-17), a key data gathering instrument identified in Items 3.1 and 3.2; learning outcome assessments (Figure 7.5-1); or results related to distance education outcomes (Figure 7.1-21). Without comparisons, LCCC may find it difficult to understand its performance relative to other public and private competitors, including distance education providers.
- Key outcome results for general education (Figures 7.1-4 through 7.1-6), tutoring (Figures 7.1-11 and 7.1-12), current position (Figure 7.1-13), and skills (Figures 7.1-14 through 7.1-17) are not segmented by program, degree, day/evening, or demographics. Such segmentation may help to demonstrate the college’s commitment to improvement for all students.
- No learning outcome results are provided for noncredit offerings, workforce training for adults, customized education offerings, corporate retainer contracts, or the UP students.

## 7.2 Student- and Stakeholder-Focused Outcomes

### STRENGTHS

- Enrollment in the Post Secondary Education Option has increased 84% since 2000, and Figure 7.2-16 shows that for the last three years 96%–99% of the participants have indicated they would participate again and that they would recommend to others.

### OPPORTUNITIES FOR IMPROVEMENT

- **Many of the figures provided do not show current results. Results in Figure 7.2-1 are for 1997–2001; the results indicated in Figure 7.2-17 are for 2002–2003, and Figures 7.2-2, 7.2-5, 7.2-7, 7.2-10, and 7.2-14 are for 2004 or end at 2004.**
- Results from the OSR using the ACT survey (Figures 7.2-7 through 7.2-13) do not show improvement trends over time. Also, these figures do not show comparative data which are available from the survey. LCCC does not provide results for the 2003 CSSE or for internal satisfaction surveys referenced in Item 3.1.
- None of the results provided in Item 7.2 for student satisfaction are segmented by program, degree, day/evening, or demographics to demonstrate the college's commitment to improvement for all students.

### 7.3 Budgetary, Financial, and Market Outcomes

#### STRENGTHS

- With decreased state funding, the college has been successful from 2001 through 2005 in getting the community to pass increasing levies to support its programs, and also support the UPs (Figure 7.3-3).
- The college has had steady total enrollment increases from 2000–2001 through 2004–2005 (Figure 7.3-8), as well as increased participation in high school Tech Prep students, who matriculate to the college (Figure 7.3-9). Also, distance learning headcount (Figure 7.3-15) has increased annually since 2000.

#### OPPORTUNITIES FOR IMPROVEMENT

- With decreasing state funding, the college has had annual decreases in scholarships and other support (Figure 7.3-2) since 2002, from a high totaling approximately \$1.3 million to just over \$700,000.
- **LCCC did not present data on key measures or indicators of budgetary and financial performance to demonstrate cost avoidance, cost containment, or savings. Such information may be helpful to illustrate how it is addressing the current strategic challenge of a difficult fiscal environment, or how it is overcoming this significant issue.**
- For the past two years, the total number of students graduating from the UP programs has decreased from 320 to 219, with the number of masters graduates decreasing from 165 to 68 (Figure 7.3-13).
- **Many of the figures do not show current results. No dates or time frames are given for the results in Figure 7.3-5. Figure 7.3-6 is for 2000–2003, the results in Figures 7.3-10, 7.3-11, 7.3-14, and 7.3-17 end at 2004.**
- LCCC receives comparative financial and market results from the state Board of Regents, but comparative data available from the Board of Regents for other state institutions are not given for Figures 7.3-1, 7.3-2, 7.3-6 through 7.3-10, 7.3-14, and 7.3-15.

## 7.4 Faculty and Staff Outcomes

### STRENGTHS

- LCCC has spent nearly \$700,000 in the past three years on travel related to conferencing and training, with annual expenditures increasing 14% since 2002–2003 (Figure 7.4-4).
- Figure 7.4-3 shows increases over three years in the number of HR Development activities supported by the Faculty Committee, the Staff Committee, and the Administrative Committee.

### OPPORTUNITIES FOR IMPROVEMENT

- Figure 7.4-6 shows decreases in the number of employees receiving tuition reimbursement from 2003–2004 to 2004–2005; Figure 7.4-7 indicates decreases during 2004–2005 in fee waivers for employees and their dependents.
- The results for employee satisfaction are not current. The NorthCoast 99/ERC results in Figure 7.4-8 are for 2004, and the latest results for the national PACE shown in Figure 7.4-9 are for 2003.
- Item 5.1 describes an annual report by HR on diversity that is used for minority recruitment efforts, but no results are provided from these reports nor are results related to minority recruitment provided.
- **Item 5.3 lists the indicators used by the HR AQUIP Design Team, including turnover segmented by employee type, and three indicators each for recruiting and performance management. However, no results are provided.**
- **Key results are given for all employees but not segmented in any way. Without such segmentation, LCCC may find it difficult to demonstrate valuing all faculty and staff or identify gaps, (e.g., Figure 7.4-2 [Convocation Topics], Figure 7.4-4 [Conferences and Other Training Travel], Figure 7.4-7 [Fee Waivers], Figure 7.4-8 [NorthCoast 99/ERC Results], and Figure 7.4-9 [National PACE Results]). Also, LCCC provides neither target performance levels nor any comparative data for key measures of faculty, which are available from the state Board of Regents Higher Education Information System.**

## 7.5 Organizational Effectiveness Outcomes

### STRENGTHS

- The number of students using the testing center has increased each year from approximately 4,000 in 2001–2002 to about 7,700 in 2003–2004 (Figure 7.5-4). Results in Figure 7.5-6, Web Page Hits, indicate that the number of page visits, 3,846,961, and home page visits, 1,141,180, in 2003–2004 increased to 5,105,314 and 1,452,195, respectively in 2004–2005.

### OPPORTUNITIES FOR IMPROVEMENT

- There are no data presented that reflect the current levels and trends in the operational performance of LCCC's key learning-centered processes or impact the assessment of student learning, subsequent curriculum improvement, and the improved support services, mentioned in Category 6. Also, data that reflect LCCC's capacity to improve student performance, student development, the educational climate, responsiveness to student or stakeholder needs, or supplier/partner performance are not provided.
- Current levels and trends in organizational effectiveness outcomes were missing in several instances. Specifically, the latest data for the number of students using the testing center (Figure 7.5-4) is the 2003–2004 academic year; and there are no dates or time frames for user attitudes regarding technology infrastructure and provisioning (Figure 7.5-5) or Quality Support Services results (Figure 7.5-7). This may be of importance in tracking trends.
- It is not known what the results of the comprehensive program/cluster reviews (Figure 7.5-2) are, what the time frame of the reviews was, or how the reviews relate to the operational performance of LCCC's key learning-centered processes. Without clarification on these points, it may be difficult for LCCC to assess its performance in this area.
- Section P.2a(2) lists facilities as a key factor in retaining students, and Figure 6.6 gives sources of data related to student perceptions of facilities, as well as comparative data, but no results are provided for facilities. In addition, part of LCCC's mission is accessible programs, and Figure 4.2 lists accessible and affordable learning as an indicator of effectiveness; but no results are provided for accessibility as it relates to capacity, such as buildings, classrooms, laboratories, and parking.
- Data are not presented for productivity, cycle time, supplier/partner performance, or other effectiveness and efficiency factors especially with regard to the UP, the feeder high schools in the area, and the Early College High School partners.
- No data were presented that compare LCCC's organizational effectiveness outcomes to those of its competitors or peer institutions. Without such data, it may be difficult for

LCCC to determine its performance relative to other colleges and universities, proprietary schools, or degree programs that it competes with for students.

## 7.6 Leadership and Social Responsibility Outcomes

### STRENGTHS

- Each year, LCCC has made steady progress on its Vision 21 initiatives. LCCC completed or substantially completed 55% of the initiatives by 2000–2001; by 2004–2005, 81% were either completed or substantially completed.
- Stakeholder trust is demonstrated by the levies the community passed to support the college. Levy Passage Rates (Figure 7.6-2) lists the four types of levies passed from 1992 to 2004 with the respective percent of votes for the levy. Also, the results shown in Figure 7.6-3, Strategic Horizon Survey Results, indicate that the college ranks very high when compared with 12 other community colleges; is ranked first on awareness of strategic capabilities; and ranked third on both awareness/external environment and commitment to developing leaders through the institution. Perception of the UP (Figure 7.6-4), shows 65% rated educational quality as “Good” or “Excellent.”
- An analysis of LCCC's socioeconomic impact on the community revealed social savings of over \$27 million as a result of positive impacts on higher earnings, health, crime, and welfare/unemployment. There are several specific results to support this finding. Figure 7.6-10 shows the number of individuals and the number of companies assisted. Figure 7.6-11 presents the number of jobs created by LCCC's partnership with the Chamber of Commerce. Figure 7.6-12 shows the number of youth who have participated in an on campus event from 2003–2005. Figure 7.6-13 presents the number of events provided for youth over the same time period. Also, Figure 7.6-15 shows the number of people who have attended events at the college's conference center from 2001–2005, with the number of attendees increasing each academic year.

### OPPORTUNITIES FOR IMPROVEMENT

- **Neither results of ethical behavior nor measures of breaches in ethical behavior are presented. Given the challenging fiscal environment and the need to ensure that public funds are sustained, not tracking measures of ethical behavior may impact LCCC's ability to understand and communicate progress in honoring its value of Community Responsibility and Stewardship.**
- LCCC's only indications of fiscal accountability are statements of “consistently unqualified, clean audit opinions” from its annual independent audits, and the results of the 2002 OBOR audit. Inasmuch as only one data point was presented in the latter, it may be difficult for LCCC to determine whether its accountability is improving, consistent, or declining. Similarly, it is not known what LCCC's results are for key measures or indicators of regulatory and legal compliance, accreditation, or safety (other than data on campus crime, Figure 7.6-5).

- **There are no results presented that reflect LCCC’s support of its key communities. Specifically, no results are presented that reflect LCCC’s service on boards of directors, support for community and professional organizations, or its organizational value of employee involvement in the community as described in Item 1.2.**
- Comparative data are not provided for any of the results in Item 7.6. Additionally, some of the figures do not show current results. Specifically, the date or time frame is not given for Figure 7.6-4, and the results for Figures 7.6-5, 7.6-7, 7.6-8, and 7.6-9 are reported only through 2004.

## **APPENDIX**

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

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

### **APPLICATION REVIEW**

#### **Stage 1, Independent Review**

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

# Award Process Review Cycle

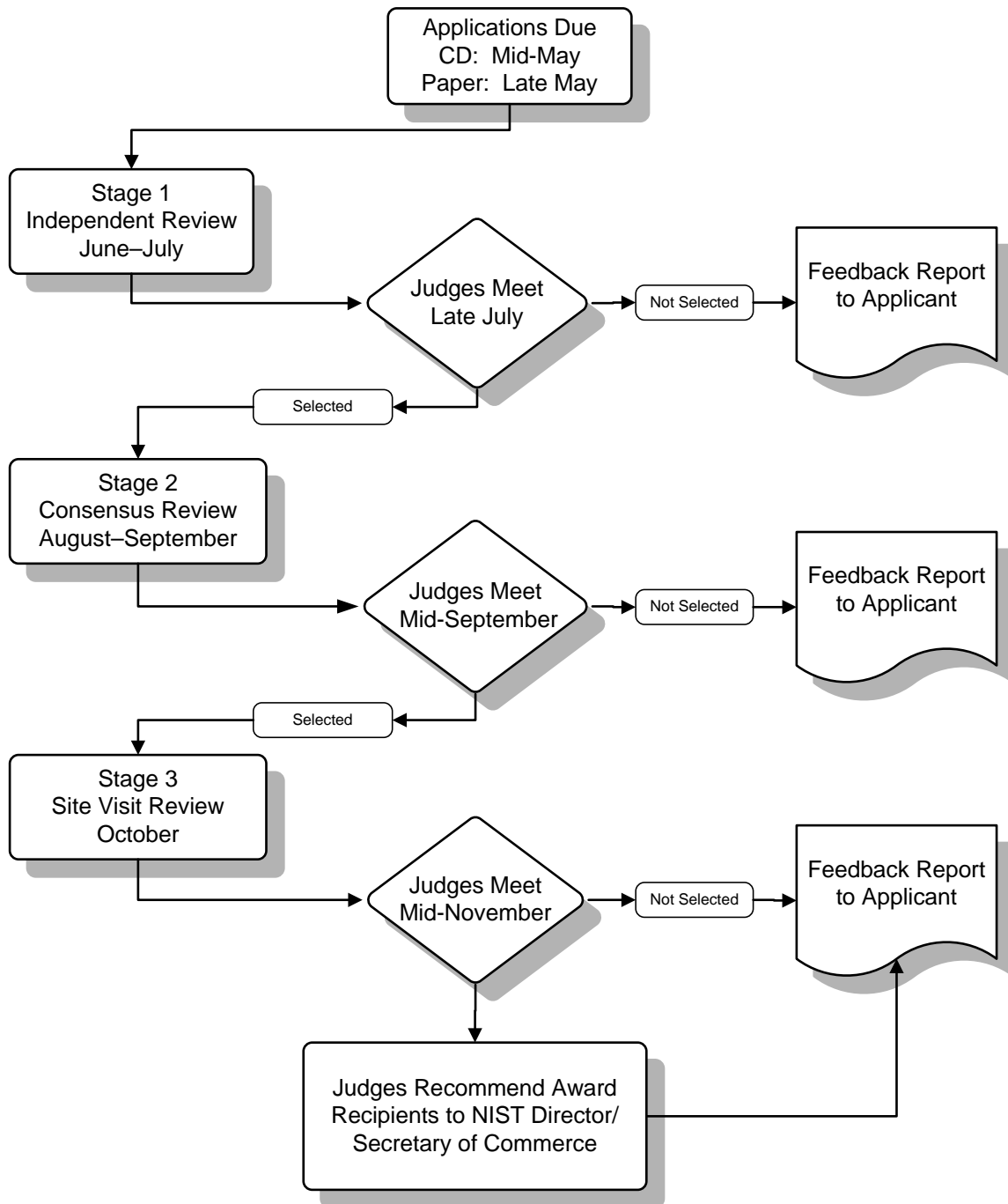


Figure 1—Award Process Review Cycle

## Stage 2, Consensus Review

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

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

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

**Figure 2—Consensus Review Process**

## Stage 3, Site Visit Review

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

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

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

**Figure 3—Site Visit Review Process**

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

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

**Figure 4—Judges’ Review Process**

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

## **SCORING**

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

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

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

<b>SCORE</b>	<b>PROCESS (For Use With Categories 1–6)</b>
<b>0% or 5%</b>	<ul style="list-style-type: none"> <li>▪ No systematic approach is evident; information is anecdotal. (A)</li> <li>▪ Little or no deployment of an approach is evident. (D)</li> <li>▪ An improvement orientation is not evident; improvement is achieved through reacting to problems. (L)</li> <li>▪ No organizational alignment is evident; individual areas or work units operate independently. (I)</li> </ul>
<b>10%, 15%, 20%, or 25%</b>	<ul style="list-style-type: none"> <li>▪ The beginning of a systematic approach to the basic requirements of the Item is evident. (A)</li> <li>▪ The approach is in the early stages of deployment in most areas or work units, inhibiting progress in achieving the basic requirements of the Item. (D)</li> <li>▪ Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L)</li> <li>▪ The approach is aligned with other areas or work units largely through joint problem solving. (I)</li> </ul>
<b>30%, 35%, 40%, or 45%</b>	<ul style="list-style-type: none"> <li>▪ An effective, systematic approach, responsive to the basic requirements of the Item, is evident. (A)</li> <li>▪ The approach is deployed, although some areas or work units are in early stages of deployment. (D)</li> <li>▪ The beginning of a systematic approach to evaluation and improvement of key processes is evident. (L)</li> <li>▪ The approach is in early stages of alignment with your basic organizational needs identified in response to the other Criteria Categories. (I)</li> </ul>
<b>50%, 55%, 60%, or 65%</b>	<ul style="list-style-type: none"> <li>▪ An effective, systematic approach, responsive to the overall requirements of the Item, is evident. (A)</li> <li>▪ The approach is well deployed, although deployment may vary in some areas or work units. (D)</li> <li>▪ A fact-based, systematic evaluation and improvement process and some organizational learning are in place for improving the efficiency and effectiveness of key processes. (L)</li> <li>▪ The approach is aligned with your organizational needs identified in response to the other Criteria Categories. (I)</li> </ul>
<b>70%, 75%, 80%, or 85%</b>	<ul style="list-style-type: none"> <li>▪ An effective, systematic approach, responsive to the multiple requirements of the Item, is evident. (A)</li> <li>▪ The approach is well deployed, with no significant gaps. (D)</li> <li>▪ Fact-based, systematic evaluation and improvement and organizational learning are key management tools; there is clear evidence of refinement and innovation as a result of organizational-level analysis and sharing. (L)</li> <li>▪ The approach is integrated with your organizational needs identified in response to the other Criteria Items. (I)</li> </ul>
<b>90%, 95%, or 100%</b>	<ul style="list-style-type: none"> <li>▪ An effective, systematic approach, fully responsive to the multiple requirements of the Item, is evident. (A)</li> <li>▪ The approach is fully deployed without significant weaknesses or gaps in any areas or work units. (D)</li> <li>▪ Fact-based, systematic evaluation and improvement and organizational learning are key organization-wide tools; refinement and innovation, backed by analysis and sharing, are evident throughout the organization. (L)</li> <li>▪ The approach is well integrated with your organizational needs identified in response to the other Criteria Items. (I)</li> </ul>

**Figure 5—Scoring Guidelines for the Education Criteria**

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

**Figure 5—Scoring Guidelines for the Education Criteria (continued)**

## 2006 Scoring Band Descriptors

Band	Band Number	% Applicants in Band <sup>1</sup>	Descriptors
0–275	1	1	The organization demonstrates the early stages of developing and implementing approaches to Category requirements, with deployment lagging and inhibiting progress. Improvement efforts focus on problem solving. A few important results are reported, but they generally lack trend and comparative data.
276–375	2	13	The organization demonstrates effective, systematic approaches responsive to the basic requirements of the Items, but some areas or work units are in the early stages of deployment. The organization has developed a general improvement orientation that is forward-looking. The organization obtains results stemming from its approaches, with some improvements and good performance. The use of comparative and trend data is in the early stages.
376–475	3	41	The organization demonstrates effective, systematic approaches responsive to the basic requirements of most Items, although there are still areas or work units in the early stages of deployment. Key processes are beginning to be systematically evaluated and improved. Results address many areas of importance to the organization’s key requirements, with improvements and/or good performance being achieved. Comparative and trend data are available for some of these important results areas.
476–575	4	30	The organization demonstrates effective, systematic approaches responsive to the overall requirements of the Items, but deployment may vary in some areas or work units. Key processes benefit from fact-based evaluation and improvement, and approaches are being aligned with organizational needs. Results address key customer/stakeholder, market, and process requirements, and they demonstrate some areas of strength and/or good performance against relevant comparisons. There are no patterns of adverse trends or poor performance in areas of importance to the organization’s key requirements.
576–675	5	13	The organization demonstrates effective, systematic, well-deployed approaches responsive to the overall requirements of the Items. The organization demonstrates a fact-based, systematic evaluation and improvement process and organizational learning that result in improving the effectiveness and efficiency of key processes. Results address most key customer/stakeholder, market, and process requirements, and they demonstrate areas of strength against relevant comparisons and/or benchmarks. Improvement trends and/or good performance are reported for most areas of importance to the organization’s key requirements.
676–775	6	1	The organization demonstrates refined approaches responsive to the multiple requirements of the Items. These approaches are characterized by the use of key measures, good deployment, evidence of innovation, and very good results in most areas. Organizational integration, learning, and sharing are key management tools. Results address many customer/stakeholder, market, process, and action plan requirements. The organization is an industry <sup>2</sup> leader in some areas.
776–875	7	0	The organization demonstrates refined approaches responsive to the multiple requirements of the Items. It also demonstrates innovation, excellent deployment, and good-to-excellent performance levels in most areas. Good-to-excellent integration is evident, with organizational analysis, learning, and sharing of best practices as key management strategies. Industry leadership and some benchmark leadership are demonstrated in results that address most key customer/stakeholder, market, process, and action plan requirements.
876–1000	8	0	The organization demonstrates outstanding approaches focused on innovation, full deployment, and excellent, sustained performance results. There is excellent integration of approaches with organizational needs. Organizational analysis, learning, and sharing of best practices are pervasive. National and world leadership is demonstrated in results that fully address key customer/stakeholder, market, process, and action plan requirements.

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

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

**Figure 6—Scoring Band Descriptors**