Coyote Community College Feedback Report

Malcolm Baldrige
National
Quality
Award

Department of Commerce • Technology Administration • National Institute of Standards and Technology
Baldrige National Quality Program

2000

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The Coyote Community College Case Study was prepared for use in the 2000 Malcolm Baldrige National Quality Award Examiner Preparation Course. This report provides a sample feedback report for that case study.

The Coyote Community College Case Study describes a fictitious college. There is no connection between the Coyote Community College Case Study and any college, either named Coyote Community College or otherwise. Other organizations cited in the case study are also fictitious. To learn about successful quality practices based on real organizations, you can attend *Quest for Excellence*, the official conference of the Malcolm Baldrige National Quality Award.

INTRODUCTION

Your application for the Malcolm Baldrige National Quality Award has been evaluated by the Board of Examiners. This feedback report[1] contains their findings, including a summary of key themes of the application evaluation, a detailed listing of strengths and opportunities for improvement, and scoring information. Strict confidentiality is observed at all times and in every aspect of the application review and feedback. Background information on the examination process is also provided.

APPLICATION REVIEW

The application evaluation process (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.[2] Assignments are made according to the Examiners' areas of expertise and avoiding 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.

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, one Examiner reviews the comments written by the other Examiners at Stage 1 and uses those evaluations to prepare a feedback report.

When an applicant progresses to Stage 2, a team of Examiners, led by a Senior Examiner, conducts a series of conference calls to reach consensus on comments that capture the team's collective view of the applicant's strengths and opportunities for improvement, the score for each Item, and the issues to clarify and verify if the applicant is selected for a site visit. The team documents its comments, scores, and site visit issues in a consensus scorebook. The consensus process is shown in Figure 2.

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[1] The Coyote Community College Feedback Report is written as if the Coyote Community College application reached the consensus stage, but did not receive a site visit.

[2] There were 49 applications received in 2000; all 49 went through Stage 1 of the evaluation process.
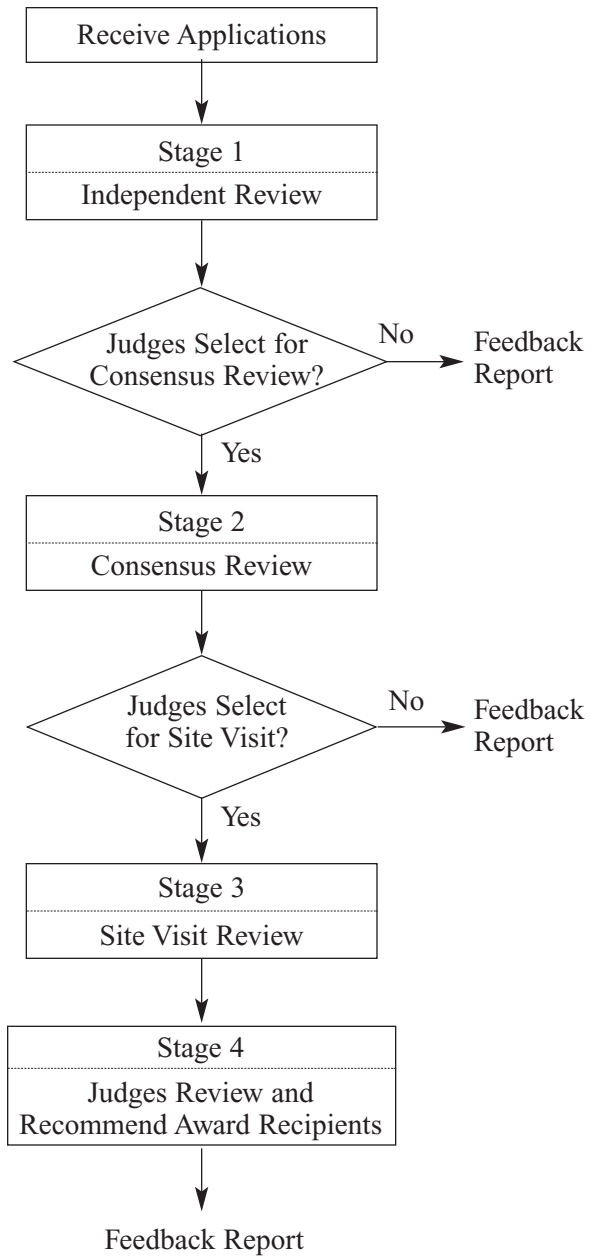
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Figure 1 — Application Evaluation Process

Step 1	Step 2	Step 3
Consensus Planning: • Prioritize Items for Discussion • Assign Category/Item Discussion Leaders • Review Findings From the Independent Evaluations	**Consensus Calls:** • Discuss Key Business/ Organization Factors • Discuss Items, Categories, and Key Themes • Achieve Consensus on Comments, Scores, and Site Visit Issues • Document Findings	**Post-Consensus Call Activities:** • Prepare Final Consensus Report • Prepare Feedback Report

Figure 2 — Consensus Review Process

After the consensus review process, the Panel of Judges verifies that the evaluation process was properly followed. Following this review, the Judges select applicants to receive a site visit based upon the scoring profiles of all consensus review applicants. 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 had regarding the written application and to verify that the information provided in the application is correct. After the site visit is completed, the team of Examiners prepares a final site visit scorebook. The site visit examination process is shown in Figure 3.

Step 1	Step 2	Step 3
Team Preparation: • Review Consensus Findings • Review Site Visit Issues • Plan Site Visit	**Site Visit:** • Make/Receive Presentations • Conduct Interviews • Record Observations • Review Records	**Site Visit Scorebook:** • Resolve Issues • Summarize Findings • Finalize Comments • Prepare Final Site Visit Scorebook • Prepare Feedback Report

Figure 3 — Site Visit Review Process

Application reports, consensus scorebooks, and site visit scorebooks for all applicants receiving a site visit are forwarded to the Panel of Judges who make final recommendations on which applicants should receive an Award. The Judges discuss applications in each of the five Award categories separately and then vote to keep or eliminate each applicant. The Judges then 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. The Judges' evaluation process is shown in Figure 4.

Step 1	Step 2	Step 3
Panel of Judges' Review: • Application Reports • Consensus Scorebooks • Site Visit Scorebooks • Feedback Reports	**Evaluation by Category:** • Manufacturing • Service • Small Business • Education • Health Care	**Assessment of Top Organizations:** • Overall Strengths/ Opportunities for Improvement • Appropriateness as National Model of Performance Excellence

Figure 4 — Judges' Review Process

Judges do not have access to applicant information. They do not 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, one of the Examiners on the Site Visit Team 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 Stage 1 and Stage 2 reviews and to facilitate feedback. The Scoring Guidelines for Business,

Education, or Health Care (shown in Figure 5) are based on: (1) evidence that a performance excellence system is in place; (2) the depth and breadth of its deployment; and (3) the results it is achieving.

In the feedback report, the applicant receives a percentage range for each Criteria Category (e.g., Leadership, Strategic Planning). The percentage range is based on the Scoring Guidelines which describe the characteristics typically associated with specific percentage ranges.

An applicant's total scores fall into one of eight scoring bands. Each band corresponds to a descriptor associated with that scoring range. Figure 6 provides scoring information on the percentage of applicants scoring in each band at Stage 1. Scoring adjustments resulting from the consensus review and site visit stages are not reflected in the distribution. Site visit teams find that some applicants are stronger in some or all of the Categories than was indicated by their original score; others are weaker. Consequently, some applicants may move up in range if they had been scored again, while others may have moved down.

SCORING GUIDELINES—EDUCATION CRITERIA

SCORE	APPROACH/DEPLOYMENT
0%	▪ no systematic approach evident; anecdotal information
10% to 20%	▪ beginning of a systematic approach to the basic purposes of the Item ▪ major gaps exist in deployment that would inhibit progress in achieving the basic purposes of the Item ▪ early stages of a transition from reacting to problems to a general improvement orientation
30% to 40%	▪ an effective, systematic approach, responsive to the basic purposes of the Item ▪ approach is deployed, although some areas or work units are in early stages of deployment ▪ beginning of a systematic approach to evaluation and improvement of basic Item processes
50% to 60%	▪ an effective, systematic approach, responsive to the overall purposes of the Item ▪ approach is well-deployed, although deployment may vary in some areas or work units ▪ a fact-based, systematic evaluation and improvement process is in place for basic Item processes ▪ approach is aligned with basic organizational needs identified in the other Criteria Categories
70% to 80%	▪ an effective, systematic approach, responsive to the multiple requirements of the Item ▪ approach is well-deployed, with no significant gaps ▪ a fact-based, systematic evaluation and improvement process and organizational learning/sharing are key management tools; clear evidence of refinement and improved integration as a result of organizational-level analysis and sharing ▪ approach is well-integrated with organizational needs identified in the other Criteria Categories
90% to 100%	▪ an effective, systematic approach, fully responsive to all the requirements of the Item ▪ approach is fully deployed without significant weaknesses or gaps in any areas or work units ▪ a very strong, fact-based, systematic evaluation and improvement process and extensive organizational learning/sharing are key management tools; strong refinement and integration, backed by excellent organizational-level analysis and sharing ▪ approach is fully integrated with organizational needs identified in the other Criteria Categories

SCORE	RESULTS
0%	▪ no results or poor results in areas reported
10% to 20%	▪ some improvements *and/or* early good performance levels in a few areas ▪ results not reported for many to most areas of importance to key organizational requirements
30% to 40%	▪ improvements *and/or* good performance levels in many areas of importance to the key organizational requirements ▪ early stages of developing trends and obtaining comparative information ▪ results reported for many to most areas of importance to key organizational requirements
50% to 60%	▪ improvement trends *and/or* good performance levels reported for most areas of importance to key organizational requirements ▪ no pattern of adverse trends and no poor performance levels in areas of importance to key organizational requirements ▪ some trends *and/or* current performance levels — evaluated against relevant comparisons *and/or* benchmarks — show areas of strength *and/or* good to very good relative performance levels ▪ organizational performance results address most key student/stakeholder, market, and process requirements
70% to 80%	▪ current performance is good to excellent in areas of importance to key organizational requirements ▪ most improvement trends *and/or* current performance levels are sustained ▪ many to most trends *and/or* current performance levels — evaluated against relevant comparisons *and/or* benchmarks — show areas of leadership and very good relative performance levels ▪ organizational performance results address most key student/stakeholder, market, process, and action plan requirements
90% to 100%	▪ current performance is excellent in most areas of importance to key organizational requirements ▪ excellent improvement trends *and/or* sustained excellent performance levels in most areas ▪ evidence of education sector and benchmark leadership demonstrated in many areas ▪ organizational performance results fully address key student/stakeholder, market, process, and action plan requirements

Figure 5

2000 SCORING BAND DESCRIPTORS

Band	Band Number	% Applicants in Band [3]	Descriptors
0-250	1	**	Early stages of developing and implementing approaches to Category requirements. Important gaps exist in most Categories.
251-350	2	**	Beginning of a systematic approach responsive to the basic purposes of the Items, but major gaps exist in approach and deployment in some Categories. Early stages of obtaining results stemming from approaches.
351-450	3	**	A systematic approach responsive to the basic purposes of most Items, but deployment in some key Areas to Address is still too early to demonstrate results. Early improvement trends in areas of importance to key organizational requirements.
451-550	4	**	Effective approaches to many Areas to Address, but deployment may vary in some areas or work units. Fact-based evaluation and improvement occur responsive to the basic purposes of the Items. Results address key customer/stakeholder and process requirements, and demonstrate some areas of strength and/or good performance.
551-650	5	**	An effective, systematic approach responsive to many of the Areas to Address, with a fact-based evaluation and improvement process in place in key Areas. No major gaps in deployment, and a commitment exists to organizational learning and sharing. Improvement trends and/or good performance reported for most areas of importance. Results address most key customer/stakeholder and process requirements and demonstrate areas of strength.
651-750	6	**	Refined approaches, including key measures, good deployment, and very good results in most Areas. Organizational alignment, learning, and sharing are key management tools. Some outstanding activities and results that address customer/stakeholder, process, and action plan requirements. Industry [4] leader in some Areas.
751-875	7	**	Refined approaches, excellent deployment, and good to excellent performance improvement and levels demonstrated in most Areas. Good to excellent integration and alignment, with organizational analysis, learning, and sharing of best practices as key management strategies. Industry leadership and some benchmark leadership demonstrated in results that address most key customer/stakeholder, process, and action plan requirements.
876-1000	8	**	Outstanding approaches, full deployment, excellent and sustained performance results. Excellent integration and alignment, with organizational analysis, learning, and sharing of best practices pervasive. National and world leadership in results that fully address key customer/stakeholder, process, and action plan requirements.

Figure 6

[3] Percentages are based on scores from the Stage 1 review.

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

KEY THEMES

Coyote Community College (Coyote) scored in band 4 in the consensus review of written applications for the Malcolm Baldrige National Quality Award. For an explanation of the scoring bands, please refer to Figure 6, "2000 Scoring Band Descriptors."

Coyote demonstrates effective approaches to many of the Areas to Address, but deployment may vary in some areas or work units. Fact-based evaluation and improvement occur responsive to the basic purposes of the Items. Results address key student/stakeholder and process requirements, and they demonstrate some areas of strength and/or good performance.

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

- The Leadership Team developed and implemented the LEARN philosophy in order to achieve Coyote's vision of becoming one of the leading community colleges in the nation. The LEARN philosophy provides a focus for Coyote that supports several core values, including Learning-Centered Education, Organizational and Personal Learning, and Focus on Results and Creating Value. The Leadership Team is involved in setting and communicating direction and developing strategies through its participation in strategic planning and the development of the LEARNing Board. The Leadership Team values organizational and personal learning and sharing and provides a number of forums and opportunities to gain knowledge and share improvements and lessons learned.

- Coyote's team structure facilitates the achievement of educational objectives and high performance. Teams are aligned to strategic processes and are responsible for organizing and managing work and jobs for both faculty and staff. There are numerous opportunities for stakeholders to participate in developing strategies, deploying action plans throughout Coyote, and improving processes. The team structure supports Coyote's focus on organizational learning and demonstrates the high value Coyote places on partnerships among faculty, staff, students, employers, and the communities. These partnerships help create an environment that focuses on students and learning and encourages collaboration and creativity.

- The six-phase strategic planning process incorporates the needs of most stakeholders. The LEARNing Board balanced scorecard and deployment of critical outcomes to Operational Quality Measures (OQMs) at the operational level enable communication and the deployment of values and performance expectations throughout Coyote. Key inputs and considerations used in the development of strategies and goals are built around external and internal stakeholder input.

- Coyote uses a variety of formal and informal mechanisms to identify student and stakeholder needs and expectations and to further build relationships. Information regarding stakeholder needs is fed into the strategic planning process. Indicators of the

quality and effectiveness of stakeholder relationships are built into LEARNing Board measures and are tracked and monitored.

- The Wide Integrated Learning Excellence Environment (WILEE) computer information system supports Coyote's performance management and measurement system. Key organizational, process, work group, and individual data and information are collected, analyzed, and used to measure and manage performance and drive improvement. The Academic Coordinated Measurement Environment (ACME) analysis system is integrated with WILEE to systematically link LEARNing Board measures to actionable OQMs and to ensure alignment with the strategic plan. ACME also supports analyses that establish causal relationships between processes.

- A team-based Curriculum Design Process ensures that objectives, skills, course sequencing, emerging technology, and the needs and requirements of key stakeholders are incorporated into curriculum design. Outcomes are monitored to ensure that students and faculty achieve learning objectives.

b. The most significant concerns, weaknesses, or vulnerabilities are:

- Despite the Leadership Team's longer-term direction to leverage technology, faculty, staff, and operational capabilities to improve learning, reduce cost, and improve accessibility, there is a lack of alignment around these strategies and the measures currently in place. Although three technology-based strategies are identified in the Overview, measures of utilizing distance-learning delivery methods are rarely discussed. The focus on attracting new groups of students (economically disadvantaged, single parents, and physically disabled) is addressed in some places; however, current processes do not appear to identify the special needs of these student segments. This lack of alignment and information makes it difficult to understand how Coyote will effectively manage this expansion and achieve near- and long-term goals.

- While Coyote states that it uses best-in-class data from within and outside the academic community, comparative data analyses appear limited to state averages or state best. There are no comparisons to key competitors identified in the Overview, including proprietary colleges and out-of-state on-line offerings. The lack of competitive data and best-in-class comparisons makes it difficult to understand how Coyote will achieve its goal of being one of the leading community colleges in the nation.

- While Coyote promotes shared organizational and personal learning, it has not focused on identifying the key attributes that satisfy faculty and staff and contribute to their well-being and development, nor does it appear that improvement strategies are established around these issues. In addition, there appears to be little differentiation in staff and faculty needs by category or ethnicity of employee. This lack of attention to the diverse needs of its workforce carries over into the student population, as Coyote

provides little differentiation in the approaches and results for the student groups it is determined to attract.

• Although Coyote has three campuses and a number of facilities that could pose potential health and safety risks, such as the science, manufacturing, and technology laboratories, there is little evidence of a systematic, prevention-based approach for ensuring a safe and healthful workplace for all. Key measures and targets appear to be compliance oriented, and it does not appear that Coyote takes into account its differing work environments and requirements.

• Although there are a variety of ways for students or stakeholders to register a complaint, there is no evidence of a systematic approach for tracking, aggregating, and analyzing complaints in order to identify root causes, resolve complaints, and prevent recurrences.

• There is little evidence of systematic approaches for evaluating and improving the processes described throughout the application. In some cases, evaluation processes are limited in scope (e.g., evaluation of training), while in others the process is missing or described in general terms. Few examples of improvements derived from these processes are provided. Without a systematic evaluation of its approaches, it is difficult to understand how Coyote drives ongoing improvement and organizational learning.

c. Considering Coyote's key organization factors, the most significant strengths, vulnerabilities, and/or gaps (data, comparisons, linkages) found in its results are:

• Virtually all student performance results, including those related to attainment of skills and competencies, course and program completion, student persistence, and success of transfer students and graduates, are improving steadily. Levels for completion of occupational degree and certificate programs are approaching the national best, while other indicators compare favorably to the state average or local comparison, when provided.

• The focus on individualized learning and learner-centered education has resulted in increases since 1995 in the percentage of faculty and courses using technology, faculty mentoring, student use of individualized learning, and faculty and staff self-assessments. The number of organizations providing internships has also increased since 1997, providing students additional learning methods.

• Results demonstrate that Coyote is meeting or exceeding its financial performance goals and has made significant improvements in budgetary and revenue performance, even as education funding and spending have been constrained in recent years and the performance of other state institutions has been erratic. Coyote is strengthening its budget and financial position and performance capabilities to better meet the competitive challenges and risks associated with functioning in a restricted state economy.

• Results data are missing in a number of significant areas, including effectiveness in increasing access to programs, achievement of human resource plans, cost control and fiscal effectiveness, supplier performance, organizational effectiveness, and the satisfaction levels of the State Board of Community Colleges (SBCC), Board of Governors (BOG), taxpayers, and community. The absence of results makes it difficult to understand how Coyote is evaluating its performance in these key areas.

• Results are reported in the aggregate and are not segmented to better understand the workforce and the student population or to address the strategic priorities of Coyote. The absence of segmented data makes it difficult to understand how Coyote evaluates relative performance in these areas and makes adjustments accordingly to better meet its strategic objectives.

• The lack of relevant comparative and competitive data makes it difficult to understand how Coyote evaluates its relative performance and sets aggressive improvement targets to achieve its goal of becoming one of the leading community colleges in the nation.

• Student satisfaction ratings are at or below the community college average for several key attributes listed in Figure 7.2-2 (e.g., financial aid, registration effectiveness, responsiveness to a diverse population, and schedule flexibility), all of which relate to key student requirements listed in the Overview.

DETAILS OF STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

Category 1   Leadership

Your score in this Criteria Category for the consensus stage is in the 50–60 percentage range. (Refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

• The President and the Leadership Team provide direction for Coyote through the LEARN philosophy and leverage leadership through Process Teams. The Leadership Team and the Process Teams use the strategic planning process to set priorities and identify plans, goals, and measures that are aligned throughout Coyote. The LEARN philosophy facilitates a focus on learning, an understanding of stakeholder needs and expectations, and measures to assess performance.

• The team operating structure provides an infrastructure for effective communication to set direction, obtain information needed for strategic planning, drive strategic plans into action plans, and review performance. Through their participation on Process Teams and subteams, students and key stakeholders are an integral part of the decision making process for strategic planning, performance review, and continuous improvement. The Leadership Team and the Process Teams are essential links to the entire organization for all leadership approaches and public responsibility.

• The Leadership Team participates in a variety of weekly, monthly, quarterly, and annual performance reviews, which are open to faculty, staff, and students. These reviews use a common format and incorporate a variety of inputs, including results of LEARNing Board measures (Figure 1.1-4) and data from the WILEE system. The Leadership Team derives key measures from a variety of internal sources and combines them with external data and information, such as stakeholder surveys, feedback from the state quality award process, and input from participation in community activities, to develop priorities for improvement. The Leadership Team's use of these measures and information in the strategic planning and periodic performance review processes demonstrate management by fact and using data to drive strategic decisions that will impact Coyote's future success.

• The wide variety of approaches used in setting, communicating, and deploying direction, reviewing performance, and addressing public responsibility all reflect a strong focus on students and stakeholders. A strong emphasis on two-way communication between the members of the Leadership Team and all stakeholders and reliance on a wide variety of communication vehicles provide an effective system for ensuring that plans and performance results are disseminated to all campuses, students, faculty, and staff.

- Coyote maintains an active relationship with its key communities, a factor of particular note because Coyote serves three service areas through its main campus and its two branch campuses. Through a strategic selection process, Coyote identifies opportunities for organizational involvement that will bring value to itself and its communities.

OPPORTUNITIES FOR IMPROVEMENT

- Individual involvement of the Leadership Team members in various leadership approaches and the breadth and depth of involvement by leaders, faculty, and staff in public responsibility activities are not apparent. Although a wide variety of approaches to leadership and community involvement provide ample opportunity for leaders to act as role models and for faculty and staff to practice good citizenship, lack of information concerning the extent of their involvement makes it difficult to understand whether Coyote's approaches reflect all aspects of the core values of visionary leadership and citizenship.

- Although the LEARNing Board provides an extensive set of measures for reviewing performance, it is not clear to what extent a number of factors are addressed in these reviews. These factors include: comparative and benchmark information; measures and targets related to state and local laws, rules, and regulations; accreditation measures and targets; and health and safety of students and other key stakeholders. Without this information, it is difficult to assess the extent to which the Leadership Team understands and addresses these factors in its leadership approaches.

- While results of the Leadership Team's reviews are communicated and resultant plans are deployed internally to appropriate teams, there is no evidence of similar communications or deployment to other stakeholder groups, namely feeder high schools, receiving colleges and universities, employers, and the community. This makes it difficult to understand how Coyote ensures adequate communication with these key stakeholders to build the partnerships described in the Overview.

- The measures and targets for Key Public Responsibilities (Figure 1.2-1) only address basic federal requirements. Other areas of public responsibility, such as state and local laws, North Central Association of Colleges and Schools (NCACS) accreditation requirements, and health and safety of students and stakeholders, are not addressed. It is also not clear how targets are established for the existing measures. Without this information, it is difficult to determine if Coyote's measures are driving continuous improvement rather than mere compliance.

Category 2   Strategic Planning

Your score in this Criteria Category for the consensus stage is in the 50–60 percentage range. (Refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

- Coyote's formal, six-phase strategic planning process gathers stakeholder input and identifies LEARNing Board critical outcomes and measures to focus on areas of critical importance to stakeholders and fulfill the mission for each stakeholder to achieve lifelong learning opportunities to succeed in a global society. Action plans are developed that link to the strategy, and all Process Team action plans are integrated into Coyote's Operating Plan. Opportunity ratings for LEARNing Board outcomes are determined through a process that considers the importance of the outcomes and current stakeholder satisfaction.

- Students and most essential stakeholders are involved in the strategy development and deployment process to ensure that their requirements are reflected in the strategic initiatives and action plans. Participation in Process Teams ensures that stakeholders understand performance expectations and are involved in performance reviews, which ensures alignment of students and stakeholders with strategic direction throughout Coyote.

- Based on the vision and mission and stakeholder inputs, the Strategic Planning Council (SPC) develops critical outcomes for each of four LEARNing Board views (Figure 2.1-3). LEARNing Board measures are based on these outcomes, and, at the operational level, Operational Quality Measures (OQMs) are linked to the LEARNing Board measures and action plans. This approach links strategic direction and priorities to day-to-day operations and individual work and supports Coyote's drive toward its vision by aligning effort and focus.

- Near- and long-term strategic objectives (Figures 2.1-4 and 2.1-5) and action plans (Figure 2.2-1) reflect the LEARN philosophy and demonstrate the strategic alignment of Coyote. The team operating structure provides the necessary linkage to ensure that this alignment is extended through subteams, academic divisions, and support offices.

OPPORTUNITIES FOR IMPROVEMENT

- While Coyote compares its projected performance to the expected performance of other state community colleges, it does not appear to use performance data for key competitors (e.g., private colleges, distance-learning institutions, and national best performers) in the strategic planning process. The absence of comparative data for key competitors and best-in-class performance makes it difficult to understand how Coyote determines whether its plans are sufficient to achieve its vision of becoming one of the leading community colleges in the nation.

- Although the balanced scorecard approach (Figure 1.1-4) represents key measures used to monitor performance, only a small segment of these measures is addressed in the planning process. It is not clear how the 15 LEARNing Board outcomes (Figure 2.1-3) not selected as strategic objectives are considered in the planning process, nor is it clear whether performance projections, comparisons, and/or OQMs are developed for LEARNing Board measures not tied directly to strategic objectives (Figure 2.2-1). This makes it difficult to understand whether Coyote's approach for plan development and deployment is effective and to assess its rate of progress in key areas, including student outcomes, student success, and curriculum.

- It is not clear how resource allocation decisions are made across strategic objectives and/or Process Teams. Also, it appears that each Process Team develops its own action plans to support the strategic objectives, although ownership of four of the five strategic objectives is shared by two teams (Figures 2.1-4 and 2.1-5). This makes it difficult to understand how Coyote ensures alignment of action plans.

Category 3   Student and Stakeholder Focus

Your score in this Criteria Category for the consensus stage is in the 50–60 percentage range. (Refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

• Coyote uses a variety of formal and informal methods to identify the needs and expectations of its students and to monitor student utilization of offerings, facilities, and services. These data are aggregated in WILEE and used by the Leadership Team, Process Teams, divisions, and offices to drive strategic initiatives and ongoing improvement activities.

• Coyote uses a variety of approaches to build and maintain relationships with students and key stakeholder groups. Twenty LEARNing Board measures related specifically to student and stakeholder needs enable the Leadership Team to assess relationships with each of these groups.

• Coyote uses a systematic Student Satisfaction Survey for determining student satisfaction, which allows for a comprehensive assessment of key areas throughout the college. Results are segmented in a variety of ways and can be compared to national averages and scores from 300 other community colleges. This approach enables Coyote to fully determine satisfaction levels of students and drive future improvements.

OPPORTUNITIES FOR IMPROVEMENT

• Although Coyote provides a variety of methods for registering a complaint, there is little evidence of a systematic approach for collecting, aggregating, and analyzing complaint information in order to identify root causes and prevent their recurrence. This makes it difficult to understand how this information is used for planning purposes or for improving Coyote's educational services, programs, and offerings.

• It is not clear how Coyote segments results from the Student Satisfaction Survey in order to determine satisfaction levels for all of its key student segments. There is little evidence of systematic approaches for determining and using satisfaction results for stakeholders other than students. This makes it difficult to understand how Coyote effectively monitors student and stakeholder satisfaction in order to obtain actionable information that drives improvements.

- There is little evidence of a systematic approach for following up on interactions with students and key stakeholders that allows Coyote to address the issue, record the interaction, or track the results. This makes it difficult to understand how Coyote determines the overall effectiveness of follow-up processes and how they affect overall performance.

- Although Coyote's approaches for determining student needs and expectations, building and maintaining student and stakeholder relationships, and determining student and stakeholder satisfaction are evaluated annually, it is not clear how these evaluations are carried out. There are also limited examples of improvements resulting from these evaluations. This makes it difficult to assess the effectiveness of the approaches in driving improvement and organizational learning.

Category 4   Information and Analysis

Your score in this Criteria Category for the consensus stage is in the 50–60 percentage range. (Refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

• The Data Management Team (DMT), the Coyote Research Center (CRC), and the Leadership Team all ensure that data and information are aligned with the LEARN environment. Since 1997, Coyote has used a balanced scorecard approach, the LEARNing Board, to monitor performance across all stakeholder groups. During the annual planning process, the Leadership Team reviews the LEARNing Board measures to ensure that they support Coyote's strategic objectives and systematically links lower-level Operational Quality Measures (OQMs) to the LEARNing Board measures.

• Coyote uses WILEE and ACME to perform a variety of analyses of LEARNing Board measures and OQMs in support of organizational performance reviews and planning. These include ongoing and ad hoc analyses by Process Teams and subteams, trend and correlation analyses by the CRC and IS Office, and organization-level analyses by the Leadership Team. The linkages within this measurement system, as well as its alignment with Coyote's strategic objectives and stakeholder needs, ensure that data analyses address the overall health of Coyote and support the LEARN philosophy.

• Coyote uses several approaches to ensure that analyses address faculty/staff or educational program processes, thereby supporting effective decision making. The CRC develops relationship maps between key results measures and learning and educational program processes which it uses to perform quarterly correlation analyses, to predict success or demonstrate outcomes of educational programs and student performance, and to develop reports for external stakeholders and grants. The Learning Team also contributes by investigating new approaches for measuring student performance and organization-level learning.

OPPORTUNITIES FOR IMPROVEMENT

- Although WILEE and ACME provide the capability to perform analyses to support daily operations, it is not clear if this capability is deployed beyond Process Teams and subteams. For example, it is not clear what analyses are performed or used by individual faculty members or administrative staff to improve student performance or support processes, respectively.

- There is no evidence that the LEARNing Board process addresses cost/benefit options and the impact on financial and budgetary outcomes. This makes it difficult to understand how Coyote effectively allocates limited resources.

- Although Coyote provides comparisons for state academic, financial, and faculty performance results, it is not clear how these comparative data or other competitive comparisons are considered as part of Coyote's various analyses. This makes it difficult to understand how Coyote monitors its progress and evaluates current performance levels in order to develop strategies to achieve the vision of becoming one of the nation's leading community colleges.

- Although measures are reviewed annually and plans are in place to evaluate the effectiveness of the LEARNing Board in the future, there is little evidence of a systematic approach for ensuring that the overall measurement systems stay current with changing educational needs. This makes it difficult to understand how Coyote ensures that its measurement systems and resulting analyses continue to support the needs of Coyote and its students and stakeholders.

Category 5   Faculty and Staff Focus

Your score in this Criteria Category for the consensus stage is in the 50–60 percentage range. (Refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

- Coyote's team-based operating structure fosters cross-functional communication and collaboration throughout Coyote, which in turn drives innovation and individual initiative. The Leadership Team and the five key Process Teams create an environment with a strong focus on students and learning, and support the development of faculty and staff, enabling them to adapt to change. Because the teams are aligned with Coyote's key processes and are responsible for developing and managing related action plans, they encourage high performance, process improvement, and innovation. The involvement of faculty, staff, and students on these teams promotes cooperation and collaboration among these groups.

- Coyote's approach to performance management ensures the basic alignment of human resource management with Coyote's overall mission and strategy. All faculty and staff are encouraged to develop their full potential through Individual Development Plans (IDPs) and the multi-tiered compensation system, which emphasizes the development of skills and capabilities in support of Coyote's strategic objectives and the LEARN philosophy. A formal orientation program, mentoring process, and Master Learning Facilitators are instrumental in the development of new faculty.

- The approach for faculty and staff education and training is integrated with the performance management system and aligned with Coyote's mission and strategy. Faculty and staff use Guidebooks published by the Learning Team to identify their individual training needs. These needs are aggregated at the organization level and by each division and office to align individual needs with goals and to develop training plans. Approaches for identifying and prioritizing training needs ensure that education and training take into account both organizational and individual needs.

- Multiple formal and informal evaluation methods and measures (Figure 5.3-2) are used to determine faculty and staff well-being, satisfaction, and motivation. In addition to an annual formal faculty and staff satisfaction survey, other approaches such as internal focus groups, Brown Bag Lunches, and measures of turnover and workers compensation are used to help determine satisfaction. These approaches are linked to the team-based operating structure through the Leadership Team and the Human Resource Subteam for inclusion in process reviews and for strategic planning purposes.

OPPORTUNITIES FOR IMPROVEMENT

- It is unclear whether the performance management system completely supports Coyote's team-based operating structure. For example, it is not clear how team skills and team performance are addressed in the IDP, performance evaluation, and compensation processes. It appears that some of these performance management components are more reflective of individual achievement than team-based achievement.

- Although several approaches are used to facilitate workplace health and safety, there appears to be little emphasis given to the health and safety exposures inherent in Coyote's differing work environments. For example, Coyote does not appear to address the unique health and safety risks associated with the science, manufacturing, or technology laboratories at the various campuses. Without specific approaches and health and safety measures, it is not clear how Coyote can effectively address health and safety concerns in its differing work environments.

- It is not clear how Coyote identifies the key factors contributing to faculty and staff well-being, satisfaction, and motivation or how it tailors its satisfaction determination approaches to the needs of its various categories and types of faculty and staff. While the Leadership Team considers several sources of input when evaluating faculty and staff satisfaction, it is not clear how these data are aggregated and analyzed, or how opportunities for improvement are identified and addressed. This makes it difficult to assess the effectiveness of Coyote's approaches to satisfaction determination and evaluation.

Category 6   Educational and Support Process Management

Your score in this Criteria Category for the consensus stage is in the 50–60 percentage range. (Refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

- Coyote uses a systematic Curriculum Design Process to develop new educational programs and course offerings. This process defines specific roles for the Leadership Team, Learning Team, and Curriculum Teams and ensures the development of courses, curricula, delivery methods, and assessment strategies that are based on student and stakeholder needs, that are aligned with strategic and operating plans, and which satisfy BOG, SBCC, and accreditation and certification requirements.

- Coyote demonstrates its commitment to learner-centered education through the LEARN philosophy that is pervasive across all aspects and levels of Coyote. The attention to individual learning styles and preferences in course and program design demonstrates that instruction is learner-centered with in-process and outcome measures of student performance linked directly back to LEARNing Board measures. The Curriculum Design Process integrates input from key stakeholders to ensure that their needs are addressed and expectations are met. Coyote is also using technology in its program design to support the differing levels of interactivity, learning styles, and self-paced learning required by its students.

- Performance indicators on three instructional objectives established by the Learning Team are developed for each course by faculty during the annual planning process. These indicators, which are linked to LEARNing Board indicators (e.g., student performance, employability, enrollment trends, satisfaction, and persistence), are included in the faculty IDPs and used by the Learning and Leadership Teams to monitor student achievement of divisional and organization-wide objectives.

- Coyote uses a variety of approaches to develop partnerships that facilitate student transitions into and from the college. These include articulation agreements with both feeder and receiving schools, a High School Joint Council, and inclusion of colleges and universities, as well as employers, on its advisory boards and teams. Coyote has also formed strong partnerships with the organizations to which it has outsourced the book-store and on-campus transportation, thus ensuring their ability to support Coyote's strategies and action plans.

OPPORTUNITIES FOR IMPROVEMENT

- While the Curriculum Design Process is used to design and revise full degree programs, the design process for developing individual courses, contract training, or community development programs is not as clear. This makes it difficult to determine how Coyote incorporates all key aspects of learner-centered education design and delivery, as well as key performance requirements, into these program offerings so that Coyote is systematically aligned with its LEARNing Board critical outcomes.

- Although Coyote identifies requirements and measures for its educational programs and offerings, it does not appear to be as systematic for support processes. A lack of definition of the requirements for key support processes makes it difficult to determine how these processes combine to support overall organizational performance.

- While Coyote describes a number of improvements in its design and delivery processes, and there are measures for various partnering processes, it is not clear that these are linked to a systematic evaluation and improvement process. Approaches for sharing improvements across Coyote are not sufficiently described to understand how they ensure that improvements are deployed to all relevant areas.

Category 7   Organizational Performance Results

Your score in this Criteria Category for the consensus stage is in the 50–60 percentage range. (Refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

• Most student performance results, including those related to attainment of skills and competencies, course and program completion, student persistence, and success of transfer students and graduates, are improving steadily. Levels for completion of occupational degree and certificate programs (Figure 7.1-2) are approaching the national best, while other indicators compare favorably to the state average or local comparison, when provided.

• Trends in student satisfaction are generally positive and compare favorably to the community college average, both overall and at the attribute and segment levels. Stakeholder satisfaction results are also improving. These results demonstrate that Coyote has been successful in identifying and addressing student and stakeholder needs.

• Indicators of financial performance improved steadily over the past five years, reflecting Coyote's focus on fiscal efficiency. In particular, overall revenues increased significantly, due primarily to increased enrollments, and resource utilization and budget management also improved.

• Trends for most human resource indicators, including those for satisfaction, turnover, and faculty and staff development and involvement, are positive or remain at relatively high levels. These results reflect Coyote's ongoing focus on the needs and expectations of its faculty and staff.

• Organizational effectiveness results demonstrate steady improvement in several areas of importance to Coyote's strategic objectives, including curriculum development cycle time, enrollment of disadvantaged students, implementation of individualized learning and approaches to increase learner involvement in active learning, and availability and use of technology.

OPPORTUNITIES FOR IMPROVEMENT

- Most student performance results are not segmented by student type, which makes it difficult to assess performance at the segment level. Trends for student persistence are relatively flat for the economically disadvantaged and single parent segments. Few student satisfaction attribute ratings improved for non-degree and contract segments, and overall satisfaction for the credit segment is also lagging. These results indicate that Coyote may not be meeting some needs for specific student segments.

- Student satisfaction ratings are at or below the community college average for several key attributes listed in Figure 7.2-2 (e.g., financial aid, registration effectiveness, responsiveness to a diverse population, and schedule flexibility), all of which relate to key student requirements identified in the Overview. Performance levels for student satisfaction with transportation and food service are significantly lower than for other attributes, which makes it difficult to assess Coyote's approaches for managing its outsourcing partners.

- Results are not provided for many key performance indicators discussed throughout the application. There are no results reported on the level of satisfaction or dissatisfaction of the SBCC, BOG, taxpayers, and the community. Results are also lacking for most of the key measures related to the long-term action plan to increase access to programs and related human resource plans identified in Figure 2.2-1 and key organizational effectiveness goals identified in Figure 6.2-1. Comprehensive results related to faculty and staff well-being are lacking, specifically technology use, work environment, and well-being results, which are either not shown in sufficient detail to fully understand the significance of Coyote's performance levels or are omitted altogether. Without comprehensive performance results, it is difficult to evaluate Coyote's performance in these areas, which are important for it to achieve its strategic goals.

- Coyote does not provide meaningful comparative data for most results. While state average or state best comparisons are sometimes provided, there are few comparisons to national leaders and none to direct competitors identified in the Overview, such as local proprietary schools and out-of-state community colleges offering on-line programs. Without comparisons to best-in-class and direct competitors, it is difficult to understand how Coyote evaluates its relative performance and develops performance targets that address its core value of promoting innovation and discovery. The lack of these comparisons also makes it difficult to understand how Coyote assesses whether its rate of improvement is adequate to achieve its vision of becoming one of the leading community colleges in the nation.

1.1 Organizational Leadership

STRENGTHS

• The team operating structure (Figure 1.1-1) provides the President and Leadership Team with an infrastructure for guiding Coyote. This infrastructure facilitates setting direction; communicating vision, mission, values, and performance expectations; and deploying the LEARN philosophy throughout Coyote. Through involvement of faculty, staff, students, and other stakeholders in Process Teams and ad hoc subteams, this infrastructure, coupled with the strategic planning process, enables the Leadership Team to create and balance value for students and stakeholders.

• A key component of Coyote's vision of shifting from an internally focused teaching organization to an externally focused "learning center" has been the LEARN philosophy, which provides the structure for performance measurement and review and which drives daily decision making. LEARN also provides direction for the strategic planning process and structure for communicating accomplishments and results. The LEARN philosophy provides a focus for Coyote that supports several core values, including Learning-Centered Education, Organizational and Personal Learning, and Focus on Results and Creating Value.

• The Leadership Team and Process Teams use a wide variety of approaches to communicate values, strategic direction, LEARN, and performance results. All stakeholder groups participate in the communication process, either through their involvement in Process Teams or subteams, or through attendance at events such as the monthly Board of Governors (BOG) meeting. The variety of approaches to communication helps Coyote ensure that "listening" and "talking" posts address all key stakeholders.

• Using a wide range of information from both internal and external stakeholder sources, the Leadership Team and the Process Teams implement a strategic planning process to set direction and address opportunities for Coyote. The planning process includes the use of an annual assessment by Thinkers Nearing Tomorrow (TNT), which considers the future role of Coyote in light of changing trends and potential developments in the community college and technological environments. This approach has led to the development of three technology-based strategies that address current and future student learning needs.

- The Leadership Team participates in a variety of weekly, monthly, quarterly, and annual performance reviews (Figure 1.1-3), which are open to faculty, staff, and students. These reviews focus on a balanced scorecard of performance measures, the LEARNing Board (Figure 1.1-4), which demonstrates how well Coyote is operating and where improvement is needed. These reviews provide a comprehensive approach for translating performance findings into priorities for improvement and a mechanism for deploying findings and opportunities throughout Coyote.

OPPORTUNITIES FOR IMPROVEMENT

- It is not clear to what extent all members of the Leadership Team actually participate in creating and maintaining a learning environment, communicating the mission/vision/core values, and reinforcing ethical behavior. There is also little evidence of a systematic approach for evaluating and improving the effectiveness of the Leadership Team. This makes it difficult to understand the extent to which each member of the Leadership Team serves as a role model, reinforces the LEARN philosophy, and improves their leadership effectiveness.

- Although the Leadership Team conducts periodic performance reviews and assessments to improve Coyote's effectiveness, there is no evidence that comparative data or benchmarks are used in these reviews. It is also not clear how these reviews are translated into key opportunities for improvement or how they are used to develop opportunities for innovation. This makes it difficult to understand how the Leadership Team ensures that performance goals are appropriate, and how it uses performance reviews to drive towards the vision of becoming one of the nation's leading community colleges.

- Although the Leadership Team communicates review findings and deploys resultant plans internally to appropriate teams, there is no evidence of similar communications or deployment to other stakeholder groups, including feeder high schools, receiving colleges and universities, employers, and the community. This makes it difficult to understand how Coyote ensures adequate communication with these key stakeholders, other than inclusion on process subteams, in order to develop the partnerships described in the Overview.

1.2 Public Responsibility and Citizenship

STRENGTHS

• Through the strategic planning process, the Leadership Team assesses Coyote's regulatory and legal environment, evaluates associated risks, and develops priorities, measures, goals, and plans related to laws, rules, regulations, and community involvement. Key measures associated with health and safety, environmental protection, and equal opportunity employment are shown in Figure 1.2-1. The strategic planning process and related performance measures help ensure that public responsibility is a key component of organizational action plans and reviews.

• Coyote interacts with a variety of community groups and representatives to gather information relating to current and emerging community needs. These interactions include participating in a network of community agencies with a shared mission of community improvement, regular meetings with the Chamber of Commerce and the mayor, and faculty participation on local school boards. Information gathered from these sources is factored into the annual planning process and used to address public concerns with Coyote's operations.

• The Code of Ethics for students, faculty, and staff was developed by a cross-functional team representing each of these stakeholders. The Code of Ethics is communicated in six hours of training for new faculty and administrative staff, three hours of training for new support staff, and a presentation at orientation for new students. Ethical practices are reinforced quarterly with professional, administrative, and support staff, and with students through Town Hall Meetings and case studies in the school newspaper. This continuous dialogue reinforces the importance of ethical practices in all student and stakeholder interactions.

• The Leadership Team uses selection criteria to target community activities as part of the strategic planning process. The criteria ensure that community activities are consistent with Coyote's values, supported by the community, and result in a positive impact. Involvement in the National Technology Literacy Challenge and Coyote's support of various local health organizations demonstrate the effectiveness of this approach.

- Coyote implements service learning programs to involve students in organized community service. These programs address community needs while developing the students' academic skills, sense of civic responsibility, and commitment to community. With 92% of Coyote's students coming from the surrounding two-county area, these community service programs demonstrate Coyote's active involvement in strengthening its key communities.

OPPORTUNITIES FOR IMPROVEMENT

- Although Coyote provides several measures and targets for key public responsibilities (Figure 1.2-1), these measures only address basic federal requirements. There are no measures and targets for other key areas of public responsibility, including state and local laws, rules, and regulations; accreditation by the North Central Association of Colleges and Schools (NCACS) and other appropriate organizations; and the health and safety of students and other key stakeholders. This makes it difficult to understand how Coyote adequately anticipates and reacts to all public concerns with current and future operations in order to proactively address key public responsibilities.

- Although Coyote uses a comprehensive approach for communicating the Code of Ethics, it is not clear how it ensures that the Code of Ethics is followed. It is also not clear how faculty are trained in the Code of Ethics. Without faculty training or practices, measures, and targets reflecting student and faculty behavior as it relates to the Code of Ethics, it is difficult to understand how Coyote determines whether the Code of Ethics is being followed.

- Although the breadth of community involvement and activities indicates that senior leaders, faculty, and staff are involved in community support, there is little evidence of the level and depth of that support. Without more information regarding who is involved with the various programs described in the application, it is difficult to assess the extent to which the faculty and staff support Coyote's key communities.

2.1 Strategy Development

STRENGTHS

- The Strategic Planning Council (SPC) spearheads the strategic planning process using a comprehensive, six-phase process that has been adopted by the State Board of Community Colleges (SBCC) as a model for strategic planning throughout the state. The process leads the SPC through identifying critical outcomes (Figure 2.1-3), developing appropriate measures, and prioritizing essential near- and long-term goals and objectives (Figures 2.1-4 and 2.1-5). Refinement of the process since its inception in 1994 has enabled Coyote to deploy strategic initiatives more effectively.

- The SPC uses a variety of approaches to collect input from multiple stakeholders including the BOG, SBCC, accreditation agencies, students, employers, four-year colleges, high schools, faculty, and staff (Figures 2.1-1 and 2.1-2). Additional information used in the strategic planning process includes LEARNing Board performance outcomes (Figure 1.1-4), student/stakeholder needs (Figures 2.1-1 and 2.1-2), expectations and future requirements, curricula information, college and university data, current capabilities, emerging learning technologies, and assessments. This array of input enables Coyote to develop objectives based upon relevant and essential data from stakeholders, and ensures that the planning process is fact based and future oriented.

- Coyote presents three key near-term and two key long-term strategic objectives, along with four major program/delivery changes required to support the strategic objectives. LEARNing Board measures and owners are identified for each strategic objective. Associated action plans incorporate the concerns of key stakeholders and are focused on the near- and long-term strategic objectives of cost effectiveness, skilled and productive faculty and staff, increased value of programs, and program accessibility.

- The strategic objectives are identified using a prioritization process in which the SPC calculates an opportunity rating that is based on the importance of the outcome and key stakeholder satisfaction levels. Long-term objectives reflect information related to demographics, employment, and business trends, emerging technologies, and long-term success factors, and both near- and long-term objectives are developed from strengths and opportunities identified during Phases I and II of the planning process. This data-driven prioritization process allows the SPC, along with process owners and subteam leaders, to select the strategies that are most beneficial to stakeholders and Coyote.

OPPORTUNITIES FOR IMPROVEMENT

- Although Coyote uses an extensive array of data in the planning process, inputs related to its competitive environment, operational capabilities, budgetary risks, and resource needs and availability appear to be limited in scope. For example, it is unclear how competitive implications associated with school growth, individualized learning, technology-based delivery of educational programs, and costs are linked to the critical strategic objectives. This makes it difficult to understand how Coyote identifies strategic objectives that effectively address the challenges from local proprietary colleges and out-of-state community colleges offering on-line programs, which may impact Coyote's ability to achieve its vision of becoming one of the leading community colleges in the nation.

- There is little evidence that Coyote systematically considers either supplier capabilities or its own ability to meet student learning and development needs during the planning process. Other than having two suppliers represented on the Business Support Services Team, it is not clear how key suppliers participate in the planning process, nor is it clear whether input from potential students is related to existing programs and course offerings or to new courses and programs. This makes it difficult to understand how Coyote's planning process effectively considers information related to emerging practices in order to effectively plan for future directions such as distance learning and increased use of technology.

- Although the Overview describes three critical strategies for technology investment designed to improve student learning and meet learner requirements, this emphasis does not appear to be reflected in the strategic objectives listed in Figures 2.1-4 and 2.1-5. This makes it difficult to understand how these three key technology strategies are translated into key objectives and action plans in order to ensure alignment of actions and strategic intent.

2.2 Strategy Deployment

STRENGTHS

- Coyote's team operating structure ensures that strategic objectives identified by the SPC and Leadership Team are used by responsible Process Teams to develop action plans and goals through the involvement of subteams, academic divisions, and support offices. The SPC integrates all of the Process Team action plans into an overall Operating Plan. Action plans are linked with LEARNing Board measures, targets, resource requirements, budgetary needs, and key milestones (Figure 2.2-1). This approach ensures alignment of action plans with strategic objectives and provides an opportunity for widespread involvement in the planning process by faculty, staff, and students.

- Human resource plans (Figure 2.2-2) addressing faculty and staff requirements in terms of recruitment needs, changes in work design, and preparation and development needs are identified for each of the five strategic objectives. This facilitates development of the work designs and human resource capabilities required to achieve the strategic objectives. These plans also reflect Coyote's value of faculty and staff and the LEARN philosophy.

- LEARNing Board measures (Figure 1.1-4) are defined based on LEARNing Board outcomes during the planning process, and all operational action plans are linked to at least one of these measures. Each Process Team also develops lower-level Operational Quality Measures (OQMs) that are linked to or support the LEARNing Board. This allows the Leadership Team to track progress and maintain alignment of strategic objectives.

- Strategic objectives and LEARNing Board measures are communicated at campus all-hands meetings, by posting on the Intranet, and through chat room discussions. Operational action plans are also posted on the Intranet, and progress reports are provided on a monthly basis. These approaches enable key internal stakeholders to have access to the plans and monitor performance against them.

- Coyote presents three-year projections for near- and long-term action plans (Figure 2.2-1), along with comparative performance data for other community colleges in the state. These projections allow Coyote to assess the impact of key plans on its leadership position among community colleges in the state.

OPPORTUNITIES FOR IMPROVEMENT

- While Process Teams work with subteams to determine budget requirements to support their plans, it is not clear how decisions for resource allocations are made and priorities are established among the different Process Teams. There is little evidence that Coyote uses a systematic process or criteria to prioritize needs or make decisions regarding use of its limited resources. This makes it difficult to understand how Coyote allocates resources effectively in order to support the strategic plan.

- It is not clear if Coyote develops performance projections, comparisons, and/or OQMs for LEARNing Board measures not directly linked to strategic objectives (Figure 2.2-1), since projections are only provided for five measures directly linked to the LEARNing Board. In addition, it appears that Coyote has already reached several of the key performance targets presented in Figure 2.2-1 such as for direct costs as a percent of total budget. This makes it difficult to understand how Coyote assesses its rate of progress in key areas, including student outcomes, student success, and curriculum, in order to set stretch targets as a basis for continuous improvement.

- Although performance projections are compared to the expected performance of other state community colleges, there are no comparative data for key competitors such as proprietary colleges, on-line programs, and national best performers. Without more complete comparisons reflecting the best-performing community colleges in the nation, it is difficult to understand how Coyote determines if its plans are sufficient to achieve its vision of becoming one of the nation's leading community colleges.

3.1 Knowledge of Student Needs and Expectations

STRENGTHS

- The Learning, Entry, and Exit Teams have each developed and implemented formal and informal mechanisms to determine student needs and expectations in support of the Recognizing Needs aspect of the LEARN philosophy. Data obtained through these mechanisms reflect input from incoming and current students, recent graduates, transfer students, and contract students and are aggregated and analyzed by the Process Teams. Findings are deployed through biannual reports to all divisions and offices and through an annual report to the Leadership Team, thereby ensuring that Coyote is maintaining an awareness of the general needs and expectations of current students.

- As part of a structured approach for obtaining information regarding nonacademic offerings and the services they provide, divisions and offices use multiple data sources, including Town Hall Meetings, Brown Bag Lunches, focus groups, divisional performance indicators, and face-to-face meetings with students. This information is aggregated and analyzed by the offices or divisions to identify improvement recommendations for the appropriate Process Team or the Leadership Team. Analysis of results from these data sources has led to several recent initiatives that address the learning needs of specific student segments, including the new Native American Campus Center, Internet-based courses, interactive video, and the Day Care Center.

- Coyote uses multiple sources to determine and anticipate students' changing needs, including an annual District Needs Survey, high school senior surveys, feedback from Curriculum Advisory Teams and Business Council meetings, and demographic projections. Data are input into WILEE, analyzed, linked to the appropriate strategies or operational plans, and organized into reports that are used by Process Teams and the Learning Team for planning.

OPPORTUNITIES FOR IMPROVEMENT

- There is little information regarding the specific offerings, facilities, and services for which Coyote collects utilization data or the types of data collected. This makes it difficult to understand how utilization data are used to assess the impact of key services on active learning, satisfaction, and development.

- With the exception of enrollment data and surveys, it is not clear how Coyote ensures that its data collection methods regarding current student needs and expectations yield data that are representative of the overall student population. This makes it difficult to understand how Coyote identifies priorities and action plans that reflect the needs and expectations of key student groups as well as the overall student population.

- Although Coyote collects a variety of data in order to determine the changing needs and expectations of students, it is not clear how the Learning Team aggregates and analyzes these data to identify significant issues and trends or how they prioritize their findings for action by the Leadership Team, divisions, or offices. This makes it difficult to understand how the changing needs and expectations of students are effectively incorporated into action plans and used to drive decisions that impact student learning.

- Although Coyote states that the Learning Team conducts an annual review of its approaches to listening and learning, the process used for this review is not clear. There is also little evidence that the review has improved Coyote's overall methods for anticipating students needs and expectations in order to stay current with changing educational needs and directions.

3.2 Student and Stakeholder Satisfaction and Relationships

STRENGTHS

• Coyote uses a variety of approaches to build relationships with students and other key stakeholders, including chat rooms, Curriculum Advisory Teams, and satisfaction surveys (Figure 3.2-1). LEARNing Board measures are used to monitor the effectiveness and progress of Coyote's key relationships, and 20 of these key measures relate directly to specific stakeholders (Figure 3.2-1). This allows the Leadership Team to effectively assess relationships with each of Coyote's student and stakeholder groups.

• Coyote evaluates its relationships with key stakeholders by analyzing data from various stakeholder satisfaction measurement methods and feedback from each stakeholder group (Figure 3.2-2). Annually, the Leadership Team develops a matrix that links each stakeholder to its key contact area within the college. This helps identify "weak" relationships and provides an approach for sharing learnings between divisions and offices.

• Coyote conducts the independently administered Coyote Student Satisfaction Survey (CSSS) annually, which provides student satisfaction and importance ratings in 12 key areas, including academic advising, instructional effectiveness, schedule flexibility, and the learning environment. The CSSS measures how satisfied students are, as well as what is important to them, and provides comparative data from 300 community colleges across the nation. Results of the survey are used for divisional goal-setting and action planning, development of annual assessment plans, and assessment of institutional effectiveness.

OPPORTUNITIES FOR IMPROVEMENT

• Although there are a variety of forums to register a complaint (e.g., SGA, roundtables, and Town Hall Meetings), there is little evidence of a systematic approach for gathering, aggregating, analyzing, and using information obtained through these forums to resolve complaints or to identify improvement opportunities. Without a consistent and proactive complaint management process, it is difficult to understand how Coyote ensures that educational services continue to meet the needs of students and stakeholders.

• It is not clear how Coyote's approaches for determining satisfaction address the differing needs of its various student segments. For example, it is not clear if contract students are included in the CSSS or if the survey is modified to address their unique requirements. This makes it difficult to understand whether the current approaches to satisfaction determination provide relevant, actionable data for each student segment.

- There is little evidence of a systematic approach to follow up on interactions with students and key stakeholders. While the responsibility for follow-up is placed at the individual faculty and staff levels, it is not clear how or when this follow-up occurs, how information from these follow-ups is recorded and tracked, and how the results are used to improve performance.

- Although Figure 3.2-2 lists various formal and informal methods for determining stakeholder satisfaction and dissatisfaction, it is not clear which of these approaches is deployed to each stakeholder group, what types of information are collected, or how the information is used in improvement. It is also not clear how Coyote ensures the validity and reliability of the data obtained through these methods. This makes it difficult to understand how Coyote assesses the satisfaction of its nonstudent stakeholders in order to build relationships, enhance student performance, or develop new educational services.

4.1 Measurement of Organizational Performance

STRENGTHS

- Coyote has been using a balanced scorecard, the LEARNing Board, since 1997 to monitor performance in key areas for each stakeholder. Measures tracked through the LEARNing Board are integrated with the strategic planning process and the annual metrics review process, and lower-level OQMs are systematically linked to the LEARNing Board measures and action plans. Deployment of the LEARNing Board through the Wide Integrated Learning Excellence Environment (WILEE) computer system helps ensure that Coyote's measures are actionable and aligned with strategic objectives at all levels.

- A cross-organizational Data Management Team (DMT) is responsible for selecting and coordinating data and information to support the learning environment using specific criteria. The team is co-led by managers from the Coyote Research Center (CRC) and the Information Systems (IS) Office and includes representatives from the student body, faculty, and administration. This approach ensures input from key stakeholders, as well as coordination between the two key functional organizations involved in data management and technology use.

- Coyote uses a six-step Strategic Benchmarking Process (Figure 4.1-1) to select comparative data and to identify best practices across the state. Current trends in measures and practices are identified through the American Legion for Education Excellence (ALEE). One year after completion, benchmarked processes are evaluated in an effort to assess their impact on Coyote.

- The Academic Coordinated Measurement Environment (ACME) is a data analysis system that resides in WILEE. ACME ensures data reliability and validity, provides rapid access to information, and links LEARNing Board measures to OQMs, enabling users to see related higher- and lower-level measures through a relationship map. ACME is also used to identify correlations and projections to support forecasting and planning.

OPPORTUNITIES FOR IMPROVEMENT

- It is not clear how Coyote's measurement system supports a cost/financial and budgetary understanding of improvement options. Without this capability, it is not clear how Coyote prioritizes improvement activities and allocates resources to them.

- Although Coyote has access to comparative data through ALEE, these data are not described in sufficient detail to enable an understanding of their scope or relevance for Coyote. For example, it is not clear if the comparisons available represent benchmark performance or if they include performance data for nonacademic processes. Without more information concerning this data source and/or other national and competitive comparisons, it is difficult to understand whether Coyote has sufficient comparative data to gauge its progress toward its vision of becoming one of the leading community colleges in the nation.

- It is not clear how the DMT, CRC, and IS Office systematically evaluate the effectiveness of Coyote's overall measurement system. This makes it difficult to understand how Coyote ensures that its overall measurement systems stay current with changing educational needs in order to support the needs of its leadership, students, and stakeholders.

4.2 Analysis of Organizational Performance

STRENGTHS

- Coyote uses WILEE and ACME to perform a variety of analyses of LEARNing Board measures and OQMs in support of organizational performance reviews and planning. These include ongoing and ad hoc analyses by Process Teams and subteams, trend and correlation analyses by the CRC and IS Office, and organization-level analyses by the Leadership Team. The linkages within Coyote's measurement system, as well as its alignment with Coyote's strategic objectives and stakeholder needs, ensure that data analyses address the overall health of Coyote and support the LEARN philosophy.

- The CRC and Learning Team use several methods to ensure that information and data analyses address faculty/staff or educational program processes, thereby supporting effective decision making through LEARN. These include relationship mapping between results measures and learning and educational program processes. The results are used to perform quarterly correlation analyses, to predict success or demonstrate outcomes of educational programs and student performance, and to develop reports for external stakeholders and grants.

OPPORTUNITIES FOR IMPROVEMENT

- Although Coyote provides comparisons for state academic, financial, and faculty performance results, it is not clear how these comparative data or other competitive comparisons are considered as part of Coyote's various analyses. This makes it difficult to understand how Coyote monitors its progress and evaluates current performance levels in order to develop strategies to achieve its vision of becoming one of the nation's leading community colleges.

- Although WILEE and ACME provide the capability to perform analyses to support daily operations, it is not clear if this capability is deployed beyond Process Teams and subteams. For example, it is not clear what analyses are performed or used by individual faculty members or administrative staff to improve student performance or support processes, respectively.

- There is not enough information concerning the relationship maps to understand the scope and effectiveness of the correlations performed. For example, it is not clear if correlations are performed across types of measures, e.g., the impact of faculty development on student performance or of process improvement on financial performance. Without an understanding of whether such student outcomes are measured and analyzed, it is difficult to evaluate the effectiveness of Coyote's approach to analyzing overall performance.

5.1 Work Systems

STRENGTHS

- Coyote uses a team-based structure (Figures 1.1-1 and 5.1-1) to design, organize, and manage work and jobs for faculty and staff. Process Teams coordinate subteams responsible for day-to-day operations in support of action plans aligned with key strategies. Involvement of faculty, staff, and students on these teams promotes individual initiative and innovation, cross-functional cooperation and collaboration, and an increased understanding of how work and jobs are connected.

- The Industry-Team Knowledge Building (ITKB) process promotes cooperation, collaboration, and innovation. This process, which pairs full-time faculty with adjunct faculty in the same discipline, enriches student learning by providing both theory and industry experience in a given subject area. The ITKB approach also allows instructors to learn from each other and to keep current with educational service and student development needs.

- Coyote uses several approaches for encouraging and motivating faculty and staff to develop and utilize their full potential. These include Individual Development Plans (IDPs), whereby faculty and staff members develop competency goals and skills aligned with Coyote's strategic plan, and multiple formal and informal assessments that provide feedback to faculty and staff and support high performance. Faculty are formally evaluated annually by Division Chairs and twice each semester by students. Formal staff evaluations are conducted by supervisors.

- Coyote's approach for faculty and staff compensation supports achievement of the overall objectives for high performance and student learning reflected in its LEARN philosophy. This approach includes defining performance expectations and capabilities for each of four tiers that are aligned with LEARN objectives: learning, team performance, administrative skills, and the use of technological skills.

- Coyote uses a Behavior Quality Index (BQI) to guide the process for hiring new faculty and staff. The BQI, which is maintained in WILEE, assesses candidates' abilities against 30 desired attributes (e.g., team orientation, leadership, and continuous improvement) that are aligned with the values of Coyote. Use of the BQI helps to ensure new faculty and staff have the characteristics required for maximum contribution to organizational performance.

OPPORTUNITIES FOR IMPROVEMENT

- More information is needed in order to understand clearly how feedback to faculty and staff on their performance as team members is addressed in the performance evaluation process. It is also not clear how reward and recognition programs directly support teams and the team-based operating structure as opposed to individuals. Without this information, it is difficult to understand how the performance management and compensation and recognition practices systematically reinforce Coyote's team-based approach to work and job design or fully support high performance throughout Coyote.

- Although the team-based operating structure brings together faculty and staff from various parts of Coyote to improve processes and accomplish specific tasks, there is little evidence of a systematic approach for communicating and sharing knowledge and skill across work units, functions, or Coyote's three locations. Without such an approach, it is difficult to understand how Coyote ensures an organization-wide focus on student and stakeholder needs and requirements, as well as an environment of encouragement, trust, and mutual commitment.

- Although Coyote has a Diversity Subteam and a Strategic Diversity Plan in place, there is little evidence of a systematic approach for taking into account the diversity of its communities in the recruitment and hiring of new faculty and staff. Given that Coyote's goal, as stated in the Overview, is to increase both Native American and Hispanic representation on the faculty (currently 5% and 21%, respectively), it does not appear that there are specific plans in place to increase the percentage of diverse hires.

5.2 Faculty and Staff Education, Training, and Development

STRENGTHS

- The Learning Team compares the capabilities and performance of current faculty and staff with a list of the 30 most important skills and behaviors to develop a prioritized list of development needs. Prioritization is accomplished using a decision matrix that reflects Coyote's strategic goals, and priorities are published on-line in guidebooks that faculty and staff use in conjunction with the IDP process to identify their individual education and training needs. This approach supports the achievement of Coyote's overall objectives for education and development; builds faculty and staff knowledge, skills, and capabilities; and contributes to improved faculty and staff performance.

- Coyote uses a variety of formal and informal approaches to deliver faculty and staff education and training. Delivery methods include mentoring, interactive video classes, shadowing Master Learning Facilitators, on-line training, conferences, and traditional classroom training. Additionally, an Employee Education Program (EEP) provides an 80% waiver of course fees for faculty and staff to take up to six hours of course work each semester during work hours.

- New faculty and staff members participate in a comprehensive one-week orientation that addresses performance excellence factors as well as the LEARN philosophy and culture and the importance of teamwork and process improvement. Process Team leaders and members of the Leadership Team attend these orientations, and new faculty and staff members are assigned Master Learning Facilitators as mentors during the sessions. This approach appears to be systematically deployed to familiarize new faculty and staff with Coyote's vision, mission, and values.

- Coyote uses several approaches to enable on-the-job skill and knowledge reinforcement. Supervisors are notified upon completion of education and training events and update the WILEE system with performance changes attributable to that education and training. Recognition letters and the fulfillment of supervisory requirements for developing faculty and staff members also contribute to reinforcing skills and knowledge while on the job.

OPPORTUNITIES FOR IMPROVEMENT

- Although the Learning Team and the Human Resource Subteam use a decision matrix to prioritize those development needs that best support Coyote's strategic goals, it is not clear how this process balances long-term and short-term organizational needs, nor is it clear how the process accounts for faculty and staff needs. Without a systematic approach for balancing the short- and longer-term needs of Coyote, it is difficult to understand how Coyote achieves its overall performance and personnel objectives.

- Although Coyote states that the Human Resource Subteam continually evaluates classes and instructors and implements improvements based on their assessments, there is no evidence of a systematic approach for ensuring that the education of faculty and staff meets Coyote's strategic goals or individual learning or development goals.

- While Coyote indicates that the Leadership Team identifies college-wide training needs, there is not enough information provided to understand if and how key faculty and staff developmental and training needs, such as diversity training, leadership development, and safety training, are considered. Without this information, it is difficult to understand if Coyote is addressing these needs.

5.3 Faculty and Staff Well-Being and Satisfaction

STRENGTHS

• Coyote uses a variety of approaches to address and improve workplace health, safety, and ergonomic factors. Internal safety inspections are conducted by the Business Support Services Team and Division Chairs using safety checklists, with nonconformities logged into WILEE with an associated corrective action plan. Additionally, students, faculty, staff, and key stakeholders are surveyed on their satisfaction with workplace conditions at the college. Survey responses are compiled and analyzed by the Business Support Services Team and used to develop action plans.

• Coyote uses a wide variety of services and benefits to enhance the work climate for faculty and staff, including a Wellness Center staffed with nurses and counselors, a fully equipped gymnasium, a complete benefits package, day care programs, and a tax deferred annuity program.

• Coyote has established a Diversity Subteam, which reports directly to the Leadership Team, and an ombudsperson to consider and support the needs of its diverse workforce. Additionally, a Strategic Diversity Plan provides a roadmap for future actions designed to meet the diverse needs of all constituents. These actions directly support Coyote's LEARN philosophy, which recognizes the diversity in learning styles and rates of learning.

• Multiple formal and informal evaluation methods and measures are used to determine faculty and staff well-being, satisfaction, and motivation (Figure 5.3-2). Focus groups, Brown Bag Lunches, and exit interviews provide qualitative information, and a written satisfaction survey is conducted each year to provide quantitative information on faculty and staff satisfaction in a multitude of areas. Key measures for turnover, workers compensation, and IDP performance are also used in the satisfaction determination process.

OPPORTUNITIES FOR IMPROVEMENT

• There is little evidence of a systematic approach for addressing and improving workplace health and safety factors on any of the three campuses. For example, although facilities such as science, manufacturing, and technology laboratories present special health and safety exposures, there is no mention of any consideration of health and safety standards associated with those environments.

- There is no evidence of a systematic approach for tailoring Coyote's satisfaction determination methods and measures to its diverse workforce and to different categories and types of faculty and staff. The lack of a systematic approach for selecting and tailoring enhancements in services, benefits, and policies or for differentiating the needs of each category and type of faculty and staff makes it difficult to understand how Coyote maintains a climate that contributes to the well-being, satisfaction, and motivation of all faculty and staff.

- It is not clear how Coyote determines the key factors that affect faculty and staff well-being, satisfaction, and motivation. Although Coyote states that employees have individualized plans and that factors differ by employee, there is little evidence of a systematic approach for determining these key factors. Without this information, it is difficult to understand how Coyote identifies and addresses factors that are reliable indicators of faculty and staff well-being, satisfaction, and motivation.

- Although the Leadership Team and Process Teams review and use employee satisfaction data to identify and address potential problems relating to the work environment and support climate, it is not clear how Coyote relates evaluation findings to key organizational performance results. Without such information, it is difficult to understand how Coyote identifies priorities for improving the work environment and the faculty and staff support climate. It is also difficult to understand how Coyote makes decisions that will have the greatest impact on overall organizational performance without this linkage.

6.1 Education Design and Delivery

STRENGTHS

• Coyote uses a systematic Curriculum Design Process (Figure 6.1-1) to develop new educational programs and course offerings. This process defines specific roles for the Leadership Team, Learning Team, and Curriculum Teams and ensures the development of courses, curricula, delivery methods, and assessment strategies that are based on student and stakeholder needs; aligned with strategic and operating plans; and satisfy BOG, SBCC, and accreditation and certification requirements.

• The Learning/Education Preferences for Everyone Workshop (LEPEW) enables students to understand their individual learning styles and preferences and to manage their own learning more effectively. LEPEW has resulted in improved performance as measured by Graduation Grade Point Average (GPA) and Student Persistence. In a related pilot program, faculty are provided with a composite profile of student learning styles and suggested teaching strategies for each profile, facilitating the alignment of instructional strategies with student learning needs.

• The Learning Team and Curriculum Design Teams are responsible for ensuring that new technologies are incorporated into new and revised course offerings. Curriculum Design Teams use a structured approach to ensure that appropriate technologies are selected to support different levels of interactivity, learning styles, and self-paced learning. This effort supports Coyote's goal to develop distance learning and web-based instruction capabilities.

• In order to sequence the appropriate information for enhancing the probability of student success, Division Curriculum Teams construct a matrix of learning objectives and skills to be introduced, mastered, and reinforced in each course. The Learning Team then coordinates these matrices throughout the college to ensure that all key learning objectives and skills are mastered in an integrated fashion by the time students have completed the coursework required for their degrees or certificates. This coordination guards against duplication and unintentional gaps in student learning.

• Indicators of performance on three instructional objectives established by the Learning Team are developed for each course by faculty during the annual planning process. These indicators, which are linked to LEARNing Board indicators (e.g., student performance, employability, enrollment trends, satisfaction, and persistence), are included in the IDPs for faculty and are used by the Learning and Leadership Teams to monitor student achievement of divisional and college-wide objectives.

- Coyote has developed several approaches to facilitate sharing of research and learning among faculty, including faculty development workshops, the CRC Research Seminar, Brown Bag Lunches, and an Intranet page called "What's New!" In addition, information from Curriculum Advisory Team meetings is used to improve educational programs. These approaches enable faculty to be more responsive to student learning preferences and changing educational requirements.

OPPORTUNITIES FOR IMPROVEMENT

- The extent to which the Curriculum Design Process is used to develop and revise individual courses, contract training, and community development programs is not clear. This makes it difficult to understand the extent to which this design process is deployed.

- Although Coyote states that student needs drive instructional delivery practices and that the faculty incorporates those needs into instructional designs, there is no discussion of key delivery processes or how they are designed. Without a systematic approach for designing key delivery processes, it is not clear how Coyote ensures that delivery of educational programs is consistent with curriculum design and delivery requirements.

- Although Coyote lists several measures of educational programs and offerings, they appear to be selected annually based on three broad objectives established by the Learning Team. It is not clear exactly how these measures are selected or whether they are linked to specific curriculum design and delivery requirements.

- It is not clear how Coyote evaluates and improves its educational design and delivery processes. For example, it does not appear that feedback from the various formative and summative assessments is aggregated and analyzed to identify improvement opportunities, nor does it appear that the approaches for sharing improvements across Coyote are systematic. Without structured, systematic approaches for evaluating, improving, and sharing, it is difficult to understand how Coyote increases the effectiveness of its programs in support of the LEARN philosophy.

6.2 Education Support Processes

STRENGTHS

• Key education support processes are identified in Figure 6.2-1, along with their respective principal requirements and key measures. Driven by student and stakeholder needs, the performance of these processes is tracked using measures that evaluate performance against key requirements and track their efficiency and effectiveness. Several teams, including the Entry Team, Exit Team, and Business Support Services Team, share the responsibility for ensuring that these key processes meet expectations.

• The Entry, Exit, and Business Support Services teams and related subteams share responsibility for monitoring performance of support processes. Both in-process and outcome measures are stored in WILEE and used to evaluate process performance. Subteams are empowered to make immediate process corrections or to establish problem-solving teams, if necessary. Problem-solving teams use root cause and "what if" analyses to correct and improve process performance.

• Coyote ensures integration of outsourced processes by including partner representatives on the Business Support Services Team. This allows partners to provide input into the day-to-day management of Coyote's processes, as well as input into the strategic planning process. The successful outsourcing of the bookstore and intercampus transportation (BEEP) demonstrates a commitment to developing long-term partnerships to meet student and other stakeholder requirements.

• Coyote uses benchmarking, process mapping, and an annual "Lessons Learned" symposium to improve support processes and to share improvements across Coyote. Benchmarking is conducted with external and internal sources based on "best-in-class" performance levels and practices to identify and develop improvement solutions. These approaches have resulted in cost, cycle time, and customer satisfaction improvements for most support processes.

OPPORTUNITIES FOR IMPROVEMENT

• While Coyote indicates that it uses a process similar to the one described in Figure 6.1-1 to design its support processes, it is not clear how this process is adapted to support process design. There is also no indication of how key requirements and measures are determined for support processes. Without more information concerning how the performance requirements for support processes are identified and managed, it is difficult to understand how these support processes effectively contribute to overall organizational performance.

• Although Coyote states in the Overview that it has eight key suppliers, several of which manage support processes, there is no evidence of a systematic approach for selecting and measuring these supplier relationships. For example, cafeteria services, intercampus transportation, and the bookstore have been outsourced, but it is not clear how the performance of these critical suppliers or of the suppliers of information technology is monitored to ensure that they are meeting Coyote's requirements in support of strategic objectives.

• There is little evidence of a systematic approach for sharing support process improvements throughout Coyote on an ongoing basis. The lack of proactive approaches for sharing information makes it difficult to understand how Coyote rapidly deploys improvements across Coyote.

6.3 Partnering Processes

STRENGTHS

- The Entry Team is responsible for developing meaningful relationships with area high schools, which represent nearly half of Coyote's entering students. Articulation agreements between Coyote and these feeder schools facilitate both the communication of expectations and the sharing of resources to support student achievement. Coyote's High School Joint Council provides a mechanism through which alignment of curriculum and expectations can be accomplished. The combination of these approaches ensures that student needs are addressed through a continuum of appropriate programs and offerings.

- The Exit Team uses articulation agreements to understand the requirements of schools that receive Coyote's students. The Exit Team has developed agreements with all colleges and universities in its state and surrounding states, as well as 27 other out-of-state institutions. These agreements provide an opportunity to communicate and develop relationships to promote ongoing success for transitioning students.

- Through their participation on various Curriculum Advisory Teams, area employers provide input on the curriculum and learn about Coyote's requirements for the students they provide. One result of this approach, the "Re-Entry for Success" workshop, has increased the GPAs of participating students. Based on a successful partnership with Telecom Unlimited (TU), Coyote is also developing bilateral needs and fosters direct support from local employers.

OPPORTUNITIES FOR IMPROVEMENT

- It is not clear how employers are selected for Curriculum Advisory Teams or if they are representative of all area employees. This makes it difficult to assess the effectiveness of this approach in identifying employer requirements. It is also not clear if Coyote proactively seeks out potential employers for its students and builds positive relationships with them.

- Coyote appears to be in the early stages of developing a process for managing partnering relationships with feeder schools, colleges and universities, and employers. Although three teams appear to be working on in-process measures that will predict LEARNing Board outcome measures, none of these measures are presented, nor is any information presented on when the process will be implemented. Without additional information, it is not possible to fully assess how Coyote is improving partnering processes with other schools and employers.

7.1 Student Performance Results

STRENGTHS

• Results for course completion rates (Figure 7.1-4) are at the national best, and results for students who complete occupational degree and certificate programs (Figure 7.1-2) are significantly better than the state average; both are improving steadily. These results, along with improving levels of full-time, part-time, and physically disabled student persistence, demonstrate Coyote's success in its efforts to become more flexible and accessible to its students.

• Results for student success at transfer institutions (Figure 7.1-5) demonstrate steady improvement and are significantly better than the state average. Graduates' hourly wages (Figure 7.1-7) have also been improving at a faster rate than the area median, while improvements in graduate placement rates (Figure 7.1-6) have resulted in performance levels approaching the national best. These results are evidence of the alignment of Coyote's programs with the requirements of receiving schools and area employers.

• All indicators of Coyote's success in developing basic student skills and competencies reflect steady improvement. Coyote is performing at levels better than the state best for basic skills improvement (Figure 7.1-8) and attainment of program competencies (Figure 7.1-10). State competency examination pass rates (Figure 7.1-9) and first-time pass rates on ESL and remedial courses (Figure 7.1-11) are significantly better than the state average.

OPPORTUNITIES FOR IMPROVEMENT

• Although student persistence results are improving for full-time, part-time, and physically disabled students, results for economically disadvantaged students and single parents appear to be relatively flat (Figure 7.1-1). While Coyote has a long-term plan to increase enrollment of these student segments, the data indicate little progress against the key objective of increasing access to programs for these groups.

- There are no comparisons provided for Student Persistence (Figure 7.1-1) and Passing Rates on Licensure and Certification Exams (Figure 7.1-3). Although Coyote's results are significantly better than the state average for a number of indicators (Figures 7.1-2, 7.1-5, and 7.1-11), comparisons to state or national best are not provided. There are also no results provided for key competitors such as proprietary colleges and out-of-state community colleges that offer on-line programs. The lack of relevant comparative data makes it difficult to assess Coyote's actual performance in these areas.

- Although Coyote identifies its ethnically diverse student population, three types of programs (degree granting, certificate, and community outreach), and three strategically focused student groups (physically disabled, single parents, and economically disadvantaged), few results data are segmented along any of these dimensions. Without analysis and use of segmented results, it is not clear how Coyote is able to assess student performance across population segments and use results to drive decisions regarding various student populations.

7.2 Student and Stakeholder Focused Results

STRENGTHS

• Overall student satisfaction (Figure 7.2-1) has steadily improved over the last five years for three student segments, with current performance above the community college average. Segmented results for student satisfaction with goal attainment (Figures 7.2-3 and 7.2-4) and student satisfaction with programs (Figure 7.2-6) reflect similar rates of improvement. These results demonstrate success in implementing the LEARN philosophy.

• Results presented in Figure 7.2-2 demonstrate that 1999 satisfaction levels improved for more than half of the attributes within the degree segment, as well as for several attributes within the non-degree segment. Attribute ratings across all segments are also generally better than the community college average. These results provide evidence of the positive impact of Coyote's approaches for improving performance in areas of importance to its students.

• Satisfaction with the capabilities of Coyote's graduates has improved steadily for both four-year colleges and universities and for employers (Figure 7.2-7). The level of citizen participation in community programs and events has also improved, widening the lead relative to the state average (Figure 7.2-8). These results reflect Coyote's focus on the needs and requirements of these key stakeholder groups.

OPPORTUNITIES FOR IMPROVEMENT

• Results for student goal attainment are lower for disadvantaged segments (Figure 7.2-4) than for any of the student segments presented in Figure 7.2-3. Few attribute ratings improved for non-degree and contract segments in 1999, and in particular, these segments rated two key attributes, acquiring useful skills and campus support services, significantly lower than did degree students (Figure 7.2-2). These results may indicate that Coyote is not adequately addressing the unique needs of all student segments.

- Results do not reflect student satisfaction with several requirements identified in the Overview, including learning skill development, affordability, and increased capacity for self-directed learning. Results are not provided for student satisfaction with course delivery methods, which would reflect performance in the key strategic goal of incorporating technology into the traditional classroom, nor are results for measures and/or indicators of student dissatisfaction provided. There are also no results that demonstrate the loyalty of students, positive referral, perceived value, or relationship building. Finally, no graduate or former student results are presented, which makes it difficult to understand whether or not Coyote includes the opinions of these key stakeholders in its performance assessment.

- Results do not reflect employer satisfaction relative to key requirements of cost-efficient learning and specific student skills (e.g., innovative problem-solving and team skills, leadership skills, computer proficiency, and professional proficiency). Results also do not reflect satisfaction/dissatisfaction levels for the SBCC, BOG, taxpayers, and community. There are no results for measures and/or indicators of stakeholder dissatisfaction. Without this information, it is difficult to evaluate the extent to which Coyote is satisfying stakeholders in these key areas or how Coyote understands the effectiveness of its efforts to improve stakeholder satisfaction.

- Comparisons are not provided for student goal attainment (Figures 7.2-3 and 7.2-4), student satisfaction with programs (Figure 7.2-6), and satisfaction with capabilities of graduates (Figure 7.2-7). Although all of the satisfaction measures provided are compared to the national average for community colleges, there are no comparisons to key competitors identified in the Overview. Without more meaningful and complete comparative data, it is difficult to understand how Coyote can fully assess the strength of its student and stakeholder satisfaction results.

7.3 Budgetary and Financial Results

STRENGTHS

• Coyote's overall revenue increased steadily over the last four years (Figure 7.3-1), while tuition costs held steady, despite the fact that the reimbursement rate per FTE per semester in the state has decreased since 1995 (Figure 7.3-2). The improvement is the result of significant increases in both credit and noncredit student enrollments (Figure 7.3-3), which drive both tuition and reimbursement revenues, and a slight increase in grant and foundation funding (Figure 7.3-4). These results demonstrate the success of the LEARN philosophy in attracting more students and its impact on Coyote's financial performance.

• Segmented results for grant and foundation funding levels (Figure 7.3-4) demonstrate Coyote's success in attracting funding in areas that are aligned with its strategic objectives. Its success in attracting capital funding relative to the state average (Figure 7.3-5) also enables upgrades in facilities and infrastructure required to support Coyote's plans (e.g., to improve access for the physically disabled and to develop the Three Nations Reservation Campus Center [Figure 2.2-1]).

• Over the past five years, Coyote improved resource utilization and budget management, as demonstrated by steady increases in the percentage of funds devoted to direct costs and significant reductions in budget variances, respectively. Current levels represent the best performance in the state, reflecting Coyote's ongoing efforts to improve its fiscal efficiency (Figures 7.3-6 and 7.3-7).

• Investment in technology resources is helping to build the infrastructure needed to deliver instructional services at an overall lower cost in the future (Figure 7.3-8). Coyote has improved technology investment dollars per FTE from $63 in 1995 to over $70 in 1999, and has performed better than the state best of $65 each year during that cycle. This sustained investment demonstrates Coyote's commitment to developing its technology infrastructure in support of state-of-the-art teaching and learning (Figure 7.3-8).

OPPORTUNITIES FOR IMPROVEMENT

- Comparative data are included for only five of the eight indicators presented. There is only one national comparison (Figure 7.3-2), and there are no comparisons to direct competitors identified in the Overview. Without a clearer understanding of performance relative to comparable organizations and competing institutions, it is difficult to assess the overall performance of Coyote outside the state academic community, particularly in areas such as providing value and containing costs.

- Financial results are not segmented by division, office, and/or program. Without this segmentation, it is difficult to understand how Coyote ensures that improvement initiatives are consistently deployed across Coyote and how it identifies segment-specific opportunities for improvement.

- Results for cost containment (e.g., savings or reduction in costs as a result of process improvement, outsourcing, or technology improvements) are not presented. Without these results, it is difficult to assess Coyote's progress in improving fiscal efficiency, a key strategic objective.

7.4 Faculty and Staff Results

STRENGTHS

- Overall staff satisfaction, as shown in Figure 7.4-1, has increased since 1996. It is at 83% in 1999 and exceeds the state average of 79% for community colleges. Current staff are also more satisfied than the state average with the work environment, maintenance and cleanliness, food services, grounds, benefits, and compensation. Faculty satisfaction in 1999 compares favorably to the state average in nine of eleven satisfaction measures presented (Figure 7.4-1).

- The percentage of faculty and staff trained since 1996 is increasing in the areas of process improvement methods, team dynamics, technology use, and budget management, addressing a key near-term objective to increase the percentage of faculty and staff who have the tools to increase productivity. Most notable is that nearly 100% of faculty and staff have been trained in technology use, because a key direction for Coyote is in the area of technology expansion into both the traditional and virtual classroom learning environments. Other results showing consistently favorable trends include faculty training for individualized learning and mentoring (Figure 7.4-2), faculty and staff participation on teams (Figure 7.4-4), and faculty ESL expertise (Figure 7.4-6), reflecting accomplishments that support Coyote's key strategic directions and priorities.

- Results for full-time faculty turnover (Figure 7.4-5) have consistently improved over the past four years, dropping from approximately 12% in 1996 to approximately 7% in 1999. Adjunct turnover has improved in the last two years, dropping from a three-year average of over 20% to less than 10 percent. These results reflect a focus on the needs and expectations of both segments of the faculty.

- Coyote has experienced a reduction in the number of incidents of carpal tunnel syndrome (Figure 7.4-7) from a high in 1995 of approximately 42 to the current level of approximately 12, and in corresponding associated costs from approximately $147,000 to $50,000. These results demonstrate the effectiveness of Coyote's carpal tunnel awareness program, furniture replacement program, and purchase of ergonomic devices. Additionally, the safety inspection index has averaged 99.8% or better over the past three years, and absenteeism continues to be at least 20% better than the Bureau of Labor Statistics average for colleges and universities in the Southwest.

OPPORTUNITIES FOR IMPROVEMENT

- Coyote appears to be in the early stages of developing comparative information in the area of faculty and staff results. The only comparative data used are the average of the state's community college satisfaction results. The lack of best-in-class comparative data makes it difficult to understand how Coyote will realize its vision of becoming one of the nation's leading community colleges.

- Results for numerous key measures relating to faculty and staff are not provided. Key work environment factors (Figure 5.3-1) include safety and physical health and measures for number of accidents per month and percent sick days, but results are not provided other than a reference to one reportable accident in three years and a better than average absenteeism rate. Although Figure 5.3-2 lists Worker's Compensation Rate as a key measure for determining well-being, there are no results provided beyond costs associated with carpal tunnel syndrome. Without these results, it is difficult to understand how Coyote can fully assess its performance in maintaining and improving employee well-being.

- Coyote does not provide measures of reward/recognition, work system performance, results of the IDP, improvement in the compensation tiered classification approach, and job rotation. Without these results, it is not clear how Coyote can fully assess how well it is creating and maintaining a positive, productive, learning, and supportive work environment.

- The percentage of staff turnover (Figure 7.4-5) is higher in both 1998 and 1999 than in 1996 and 1997, and staff satisfaction results (Figure 7.4-1) indicate lower levels of overall satisfaction and satisfaction with professional development for staff compared with that of faculty. Thus, it appears that Coyote may not be addressing the needs and expectations of staff as completely as those of faculty. Furthermore, the results presented for faculty training for individualized learning and mentoring (Figure 7.4-2), faculty and staff training (Figure 7.4-3), and faculty ESL expertise (Figure 7.4-6) lack segmentation of various faculty and staff groups. Without segmented data, it is difficult to understand how Coyote can target and set priorities for improvement for meeting the needs of its diverse workforce.

7.5 Organizational Effectiveness Results

STRENGTHS

• Cycle times for new program development, credit courses, business workshops, and outreach demonstrate sustained improvements since 1995 (Figure 7.5-1). This demonstrates improvements in Coyote's ability to respond quickly to changing student and stakeholder requirements.

• Results for all factors related to implementing individualized learning and for approaches to increasing learner involvement in active learning improved steadily since 1995 (Figures 7.5-2 and 7.5-3). Opportunities for internships increased significantly in the past two years (Figure 7.5-7), and more technology delivered course offerings have been made available (Figure 7.5-6). These results demonstrate Coyote's commitment to the LEARN philosophy.

• Results related to the key objective to increase the enrollment of single parents and economically disadvantaged students are favorable. Sustained improvement is evident for disadvantaged student enrollment over the past five years (Figure 7.5-4).

• Favorable results are demonstrated for the key objective of increasing the ability of faculty to use technology to enhance learning and productivity. Computer lab utilization increased from 48% in 1995 to 83% in 1999; Internet utilization is up 100 percent, use of multimedia is up 85 percent, and participation in telecourses is up 8 percent. Participation in an internship program increased from 20% to 40% in two years (Figures 7.5-5 through 7.5-7).

• Results for technology delivered offerings as a percentage of courses show steady increases in implementing the three strategically targeted learning technologies (Figure 7.5-6).

• Coyote disposes of hazardous waste each month, and 65% of waste is recycled. Results for the loan default rate are favorable over the past five years and are better than the national average for all higher education institutions (Figure 7.5-9).

OPPORTUNITIES FOR IMPROVEMENT

- Results are not presented for a variety of key indicators described throughout the application. These include results for key education support processes (Figure 6.2-1), partnering processes (Item 6.3), and several key action plans (Figure 2.2-1). Results are also not provided for key human resource measures, including compensation costs per worker, average sick days per person, and percentage of facilities that are accessible. This makes it difficult to assess Coyote's progress in key areas.

- With the exception of comparative results for the national loan default rate, comparative or competitive results are not provided for key measures of organizational effectiveness identified in Figures 7.5-1 through 7.5-8. The lack of comparative data makes it difficult to assess the performance of Coyote relative to other organizations.

- Although improving, the current level of technology delivered offerings (Figure 7.5-6) is relatively low. This is a key issue relative to meeting student needs and to competing with out-of-state community colleges that offer on-line programs. Similarly, the availability of business/industry mentors, a key means of expanding student learning opportunities, is low (Figure 7.5-7).

Baldrige National Quality Program

The National Institute of Standards and Technology (NIST) is a non-regulatory federal agency within the Commerce Department's Technology Administration. NIST's primary mission is to strengthen the U.S. economy and improve the quality of life by working with industry to develop and apply technology, measurements, and standards. The Baldrige National Quality Program at NIST manages the Malcolm Baldrige National Quality Award.

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