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education

Community College of the Northwest Case Study

2021

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Baldrige Performance Excellence Program

National Institute of Standards and Technology (NIST) • United States Department of Commerce

July 2021

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The Community College of the Northwest Case Study is a fictitious Baldrige Award application prepared for use in the 2021 Malcolm Baldrige National Quality Award Examiner Preparation Course. The fictitious case study organization is a U.S. community college that provides students access to higher education to prepare them for success in the workforce and to contribute positively to society. The case study illustrates the format and general content of an award application. However, since the case study serves primarily as a tool for training examiners to evaluate organizations against the 2020–2021 Baldrige Excellence Framework (Education) and its Criteria for Performance Excellence, it may not address all Criteria questions or demonstrate role-model responses in all Criteria areas. Please refer to the Community College of the Northwest Feedback Report to learn how the organization was scored by one team of examiners and to see its strengths and opportunities for improvement.

This case study is a work of fiction, created and produced for the sole purpose of training regarding the use of the Baldrige Excellence Framework. There is no connection between the fictitious Community College of the Northwest and any other organization, named either Community College of the Northwest or otherwise. The names of several national and government organizations are included to promote the realism of the case study as a training tool, but any data and content about them may have been fictionalized, as appropriate; all other organizations cited in the case study are fictitious or have been fictionalized.

NIST, an agency of the U.S. Department of Commerce, manages the Baldrige Program. NIST has a 100-plus-year track record of serving U.S. industry, science, and the public with the mission to promote U.S. innovation and industrial competitiveness by advancing measurement science, standards, and technology in ways that enhance economic security and improve our quality of life. NIST carries out its mission in three cooperative programs, including the Baldrige Program. The other two are the NIST laboratories, conducting research that advances the nation's technology infrastructure and is needed by U.S. industry to continually improve products and services; and the Hollings Manufacturing Extension Partnership, a nationwide network of local centers offering technical and business assistance to small manufacturers.

Suggested citation: Baldrige Performance Excellence Program. 2021. *2021 Baldrige Case Study: Community College of the Northwest*. Gaithersburg, MD: U.S. Department of Commerce, National Institute of Standards and Technology. https://www.nist.gov/baldrige.

CONTENTS

2021 ELIGIBILITY CERTIFICATION FORM

2021 Eligibility Certification Form

Malcolm Baldrige National Quality Award

1. Your Organization

Official name	Community College of the Northwest
Other name	CCNW
Prior name	*(if changed within the past 5 years)*

Headquarters address: 100 College Drive
Gaithersville, CP 77777

2. Highest-Ranking Official

☐ Mr. ☐ Mrs. ☐ Ms. ☒ Dr.

Name	Malcolm B. Aldrige
Job title	President
Email	mbaldrige@ccnw.edu
Telephone	555-555-2000
Fax	555-555-2001

Address: ☒ Same as above

3. Eligibility Contact Point

Designate a person who can answer inquiries about your organization. Questions from your organization and requests from the Baldrige Program will be limited to this person and the alternate identified below.

☐ Mr. ☐ Mrs. ☒ Ms. ☐ Dr.

Name	Quisha U. Est
Job title	Director of Outreach and Organizational Development
Email	quest@ccnw.edu
Telephone (office and cell, if possible)	555-555-2345
Fax	555-555-2346

Address: ☒ Same as above

Overnight mailing address: ☒ Same as above *(Do not use a P.O. box number.)*

4. Alternate Eligibility Contact Point

☐ Mr. ☐ Mrs. ☐ Ms. ☒ Dr.

Name	Anders L. Faber
E-mail	alfaber@ccnw.edu
Telephone	555-555-4321
Fax	555-555-4320

5. Application History

a. Has your organization previously submitted an eligibility certification package?

☒ Yes. *Indicate the year(s). Also indicate the organization's name at that time, if different.*

Year(s)	2019
Name(s)	

☐ No

☐ Don't know

b. Has your organization ever received the Malcolm Baldrige National Quality Award®?

☐ Yes.

Did your organization receive the award in 2015 (the year you submitted award-winning application) or earlier?

☐ Yes. *Your organization is eligible to apply for the award.*

☐ No. *If your organization received an award between 2016 and 2020, it is eligible to apply for feedback only. Contact the Baldrige Program at (877) 237-9064, option 3, if you have questions.*

☒ No

c. Has your organization participated in a regional/state/local or sector-specific Baldrige-based award process?

☒ Yes. Years: 2016, 2018

☐ No

d. Is your organization submitting additional materials (i.e., a completed Organizational Profile and two results measures for each of the five Criteria results items [option 8 in section 6k]) as a means of establishing eligibility?

☒ No. *Proceed to question 6.*

☐ Yes. *In the box below, briefly explain the reason your organization chose this eligibility option. (This information will be shared with the Alliance leadership, without revealing your organization's identity.)*

6. Eligibility Determination

See also Is Your Organization Eligible? (https://www.nist.gov/baldrige/baldrige-award/your-organization-eligible/).

a. Is your organization a distinct organization or business unit headquartered in the United States?

☒ Yes ☐ No. *Briefly explain.*

b. Has your organization officially or legally existed for at least one year, or since April 1, 2020?

☒ Yes ☐ No

c. Can your organization respond to all seven Baldrige Criteria categories? Specifically, does your organization have processes and related results for its unique operations, products, and/or services? For example, does it have an independent leadership system to set and deploy its vision, values, strategy, and action plans? Does it have approaches for engaging customers and the workforce, as well as for tracking and using data on the effectiveness of these approaches?

☒ Yes ☐ No

d. If some of your organization's activities are performed outside the United States or its territories and your organization receives a site visit, will you make available sufficient personnel, documentation, and facilities in the United States or its territories to allow a full examination of your worldwide organization?

☐ Yes ☐ No ☒ Not applicable

e. If your organization receives an award, can it make sufficient personnel and documentation available to share its practices at the Quest for Excellence® Conference and at your organization's U.S. facilities?

☒ Yes ☐ No

If you checked "No" for 6a, 6b, 6c, 6d, or 6e, call the Baldrige Program at (877) 237-9064, option 3.

Questions for Subunits Only

f. If your organization is a subunit in education or health care, does your subunit provide direct teaching and instructional service to students or direct health care services to people?

☐ Yes. (https://www.nist.gov/baldrige/baldrige-award/your-organization-eligible). ***Then proceed to item 6k.***

☐ No. *Continue with 6g.*

g. Does your subunit function independently and as a discrete entity, with substantial authority to make key administrative and operational decisions? (It may receive policy direction and oversight from the parent organization.)

☐ Yes. *Continue with 6h.*

☐ No. *Your subunit probably is not eligible to apply for the award. Call the Baldrige Program at (877) 237-9064, option 3.*

h. Does your subunit have a clear definition of "organization" reflected in its literature? Does it function as a business or operational entity, not as activities assembled to write an award application?

☐ Yes. *Continue with 6i.*

☐ No. *Your subunit probably is not eligible to apply for the award. Call the Baldrige Program at (877) 237-9064, option 3.*

i. Is your subunit in manufacturing or service?

☐ Yes. *Does it have 500 or fewer employees? Is it separately incorporated and distinct from the parent organization's other subunits? Or was it independent before being acquired by the parent, and does it continue to operate independently under its own identity?*

☐ Yes. *Your subunit is eligible in the small business category. Attach relevant portions of a supporting official document (e.g., articles of incorporation) to this form.*

If your subunit has 500 or less employees, you may apply under Manufacturing or Service if it is more appropriate than Small Business.* ***Proceed to item 6k.*

☐ No. *Continue with 6j.*

j. Is your subunit self-sufficient enough to be examined in all seven categories of the Criteria?

- Does it have its own senior leaders?
- Does it plan and implement its own strategy?
- Does it serve identifiable customers either inside or outside the organization?
- Is it responsible for measuring its performance and managing knowledge and information?
- Does it manage its own workforce?
- Does it manage its own work processes and other aspects of its operations?
- Can it report results related to these areas?

☐ Yes. *Proceed to 6k (table below).*

☐ No. *Your organization probably is not eligible to apply for the award. Call the Baldrige Program at (877) 237-9064, option 3.*k.

k. Does your organization meet one of the following conditions?

1. My organization has won the Baldrige Award (prior to 2015).	Yes ☐	Your organization is eligible.	No ☐	Continue with statement 2.
2. Between 2015 and 2019, my organization applied for the national Baldrige Award, and the total of the process and results band numbers assigned in the feedback report was 8 or higher.	Yes ☐	Your organization is eligible. Year: Total of band scores:	No ☐	Continue with statement 3.
3. Between 2015 and 2019, my organization applied for the national Baldrige Award and received a site visit.	Yes ☐	Your organization is eligible. Year of site visit:	No ☐	Continue with statement 4.
4. Between 2015 and 2019, my organization received the top award from an award program that is a member of the Alliance for Performance Excellence.	Yes ☒	Your organization is eligible. Award program: Year of top award: 2019	No ☐	Continue with statement 5.
5. More than 25% of my organization's workforce is located outside the organization's home state.	Yes ☐	Your organization is eligible.	No ☐	Continue with statement 6.
6. There is no Alliance for Performance Excellence award program available for my organization.	Yes ☐	Your organization is eligible.	No ☐	Continue with statement 7.

7. Between 2016 and 2019, my organization applied for the national Baldrige Award through the alternate method (option 8 below) and the total of the process and results bands assigned in the feedback report was 6 or higher.	Yes ☐	Your organization is eligible. Year:	☐ No, my organization did not apply using this method. ☐ My organization applied using this method, but did NOT receive a total of 6 or higher.	Continue with statement 8. Your organization is not eligible. Call 877-237-9064, option 3, if you have questions.
8. My organization will submit additional eligibility screening materials (i.e., a complete Organizational Profile and two results measures for each of the five Criteria results items). The Baldrige Program will use the materials to determine if my organization is eligible to apply for the award this year (as described in the fact sheet at Eligibility FAQs).	Yes ☐	The Baldrige Program will review the materials and contact your ECP after determining your eligibility.	No ☐	Call 877-237-9064, option 3, if you have questions.

7. Award Category

a. Award category *(Check one.)*

Your education or health care organization may use the Business/Nonprofit Criteria and apply in the service, small business, or nonprofit category. However, you probably will find the sector-specific (Education or Health Care) Criteria more appropriate.

For-Profit	Nonprofit
☐ Manufacturing	☐ Nonprofit
☐ Service	☒ Education
☐ Small business (≤ 500 employees)	☐ Health Care
☐ Education	
☐ Health Care	

b. Industrial classifications. In table below, list up to three of the most descriptive NAICS codes for your organization (see NAICS list included at the end of this document). *These are used to identify your organizational functions and to assign applications to examiners.*

6112	6115	6116

8. Organizational Structure

a. For the preceding fiscal year, the organization had

		in
☐ up to $1 million	☐ $1.1 million–$10 million	☐ sales
☒ $10.1 million–$100 million	☐ $100.1 million–$500 million	☐ revenue
☐ $500.1 million–$1 billion	☐ more than $1 billion	☒ budget

b. Attach a line-and-box organization chart that includes divisions or unit levels. In each box, include the name of the unit or division and the name of its leader. Do not use shading or color in the boxes.

☒ The chart is attached.

c. The organization is _____ a larger parent or system. *(Check all that apply.)*

☒ not a subunit of (*See item 6 above.*)

☐ a subsidiary of	☒ controlled by	☐ administered by	☐ owned by
☐ a division of	☐ a unit of	☐ a school of	☐ other _____

Parent organization	Central Polk Community College System	Address	123 Polk Ave. Jamestown, CP 77779
Total number of paid employees*	15		
Highest-ranking official	Dr. Zachary Taylor	Job title	Executive Director
Telephone	555-222-1289		

Paid employees include permanent, part-time, temporary, and telecommuting employees, as well as contract employees **supervised by the organization. Include employees of subunits but not of joint ventures.*

Attach a line-and-box organization chart(s) showing your organization's relationship to the parent's highest management level, including all intervening levels. In each box, include the name of the unit or division and its leader. Do not use shading or color in the boxes.

☒ The chart is attached.

d. Considering the organization chart, briefly describe below how your organization relates to the parent and its other subunits in terms of products, services, and management structure.

The system office provides governance and oversight for CCNW.

e. Provide the title and date of an official document (e.g., an annual report, organizational literature, a press release) that clearly defines your organization as a discrete entity.

Title	Central Polk State Statute 12.1456	Date	Jan. 2, 1970

Attach a copy of relevant portions of the document. If you name a website as documentation, print and attach the relevant pages, providing the name only (not the URL) of the website.

☒ Relevant portions of the document are attached.

f. Briefly describe the major functions your parent or its other subunits provide to your organization, if appropriate. *Examples are strategic planning, business acquisition, research and development, facilities management, data gathering and analysis, human resource services, legal services, finance or accounting, sales/marketing, supply chain management, global expansion, information and knowledge management, education/training programs, information systems and technology services, curriculum and instruction, and academic program coordination/development.*

Governance
Oversight

9. Site Listing

You may attach or continue your site listing on a separate page as long as you include all the information requested here. You may group sites by function or location (city, state), as appropriate. Please include the total for **each column** (sites, employees/faculty/staff, volunteers, and products/services). If different sites are located on the same campus (e.g., medical building and acute care hospital), please indicate that in the "Sites" column. See the ABC HealthCare example below. If your organization has any joint ventures, please list and describe those in the second table below.

Please include a detailed listing showing all *your sites. If your organization receives a site visit, an examiner team will use this information for planning and conducting its visit. Although site visits are not conducted at facilities outside the United States or its territories, these facilities may be contacted by teleconference or videoconference.*

Example (ABC HealthCare)					
		Workforce* *List the numbers at each site.*		*List the % at each site, or use "N/A" (not applicable).*	
	Sites (U.S. and Foreign) *List the city and the state or country.*	*Check one or more.* ☒ **Employees** ☐ **Faculty** ☐ **Staff**	**Volunteers (no. or N/A)**	*Check one.* **% of** ☐ **Sales** ☒ **Revenue** ☐ **Budget**	**Relevant Products, Services, and/or Technologies**
	ABC Medical Center, Anytown, NY	1,232	147	77%	Admin. offices, inpatient care, ED, imaging services, lab
	ABC Hospital West, West Anytown, NY	255	78	14%	Inpatient services, ED, lab
	ABC Medical Group, Anytown, NY *Located on same campus as ABC Medical Center*	236	N/A	6%	Primary & specialty physician care
	ABC Imaging Center, West Anytown, NY	11	N/A	1%	Imaging services
	ABC Hospice Services, West Anytown, NY *Different location than ABC Hospital West and ABC Imaging Center*	94	89	1%	On- and off-site hospice services
	ABC Urgent Care, West Anytown, NY	8	N/A	1%	Outpatient emergency and urgent care services
Total	**6**	**1,836**	**314**	**100%**	

Your Organization					
		Workforce* *List the numbers at each site.*		*List the % at each site, or use "N/A" (not applicable).*	
	Sites (U.S. and Foreign) *List the city and the state or country.*	*Check one or more.* ☐ **Employees** ☒ **Faculty** ☒ **Staff**	**Volunteers (no. or N/A)**	*Check one.* **% of** ☐ **Sales** ☐ **Revenue** ☒ **Budget**	**Relevant Products, Services, and/or Technologies**
	Gaithersville, CP	1,210	N/A	N/A	Educational services that lead to associate degrees, certificates, workforce badges, and other coursework
Total		**1,210**	**N/A**	**100%**	

**The term* workforce *refers to all people actively involved in accomplishing the work of an organization. The workforce includes paid employees (e.g., permanent, part-time, temporary, telecommuting, and contract employees supervised by the organization) and volunteers, as appropriate; it also includes team leaders, supervisors, and managers at all levels.*

Joint Ventures					
	Partner Organization	**# of applicant employees included in joint venture**	**% Owned by the Applicant**	**Describe extent/level of operational and managerial responsibility your organization has for the joint venture.**	
	N/A				
Total					

10. Key Business/Organization Factors

List or briefly describe where necessary the following key business/organization factors (we recommend using bullets). Please be concise, but be as specific as possible. Provide full names of organizations (i.e., do not use acronyms). *The Baldrige Program uses this information to avoid conflicts of interest when assigning examiners to your application. Examiners also use this information in their evaluations.*

a. Main products and/or services and major markets served (local, regional, national, and international)

Educational programs (degree-seeking, certificate, workforce development, and continuing education) for CCNW's three-county service area (Mason, Walker, and Marcy counties)

b. Key competitors (those that constitute 5 percent or more of your competitors)

Einstein Technical Institute, St. Theresa Nursing College

c. Key customers/users (those that constitute 5 percent or more of your customers/users)

Recent high school graduates, non-traditional students, transfer students, career-seeking students, non-degree-seeking students, dual-credit high school students

d. Key suppliers/partners (those that constitute 5 percent or more of your suppliers/partners)

Key suppliers: Lifelong LMS, HappyPeople CRM Solutions, Wyatt ERP Systems Key partners: Mason HS, Walker HS, Marcy HS, CCNW Foundation, Gaithersville Chamber of Commerce

e. Financial auditor | Fiscal year (e.g., October 1–September 30)

Dewey, Cheatam, & Howe	Oct. 1–Sept. 30

f. Parent organization (if your organization is a subunit).

11. Nomination to the Board of Examiners

If your organization is eligible to apply for the Baldrige Award in 2021, you may nominate one senior member from your organization to the 2021 Board of Examiners.

Nominees are appointed for one year only. Nominees

- **must not have served previously on the Board of Examiners** and
- must be citizens of the United States, be located in the United States or its territories, and be employees of the applicant organization.

The program limits the number of examiners from any one organization. If your organization already has representatives on the board, nominating an additional person may affect their reappointment.

Board appointments provide a significant opportunity for your organization to learn about the Criteria and the evaluation process. The time commitment is also substantial: examiners commit to a minimum of 200 hours from April to August, including approximately 40–60 hours in April/May to complete self-study, four days in May to attend Examiner Preparation, and 95–130 hours from June through August to complete an Independent and Consensus Review. If requested by the program, examiners also participate in a Site Visit Review of approximately nine days. The nominee or the organization must cover travel and housing expenses incurred for Examiner Preparation.

☐ Mr. ☐ Mrs. ☐ Ms. ☒ Dr.

Rita B. Ayless	from our organization will serve on the 2021 Board of Examiners.
rbayless@ccnw.edu	Email address

☒ I understand that the nominee or the organization will cover travel and hotel costs associated with participation in Examiner Preparation. I also understand that if my organization is determined to be ineligible to apply for the Baldrige Award in 2021, this examiner nomination will not be considered for the 2021 Board of Examiners.

12. Self-Certification and Signature

I state and attest the following:

(1) I have reviewed the information provided in this eligibility certification package.

(2) To the best of my knowledge,

- this package includes no untrue statement of a material fact, and
- no material fact has been omitted.

(3) Based on the information herein and the current eligibility requirements for the Malcolm Baldrige National Quality Award, my organization is eligible to apply.

(4) I understand that if the information is found not to support eligibility at any time during the 2021 award process, my organization will no longer receive consideration for the award and will receive only a feedback report.

Malcolm B. Aldrige	Malcolm B. Aldrige	Jan. 1, 2021
Signature of highest-ranking official	Printed name	Date

13. Submission

To be considered for the 2021 award, your complete eligibility certification package *must be submitted* electronically no later than February 17, 2021.

To submit your Eligibility Certification package, request a link to NIST's secure file transfer system by emailing asqbaldrige@asq.org. Do not email your eligibility package directly to ASQ.

Do you authorize ASQ to return copies of your date-stamped eligibility forms (required to be included in your application package) via email? *If you check "no" below, the copies will be returned to you via Federal Express.*

☒ Yes ☐ No

14. Fee

Indicate your method of payment for the $400 eligibility certification fee.

☒ Check (enclosed) ☐ Money order (enclosed) *Make payable to the **Malcolm Baldrige National Quality Award***			
☐ ACH payment ☐ Wire transfer			
Checking ABA routing number:		Checking account number:	
Before sending an ACH payment or wire transfer, notify the American Society for Quality (ASQ; [414] 298-8789, ext. 7205, or mbnqa@asq.org). Reference the Baldrige Award with your payment.			
☐ Visa ☐ MasterCard ☐ American Express			
Card number		Authorized signature	
Expiration date		Printed name	
Card billing address		Today's date	

W-9 Request: If you require an IRS Form W-9 (Request for Taxpayer Identification Number and Certification), contact ASQ at (414) 298-8789, ext. 7205.

2021 Eligibility Certification Form Checklist

Malcolm Baldrige National Quality Award

OMB Control No. 0693-0006
Expiration Date: 07/31/2022

1. Eligibility Certification Form*

- ☒ I have answered all questions completely.
- ☒ I have included a line-and-box organization chart showing all components of the organization and the name of each unit or division and its leader.
- ☒ The highest-ranking official has signed the form.

For Organizations Submitting Additional Eligibility Screening Materials (to meet the alternative eligibility condition no. 8 for question 6k; see the table on page E-4)

- ☐ I have enclosed a complete Organizational Profile.
- ☐ I have enclosed data for two results measures for each of the five Criteria results items.

For Subunits Only

- ☐ I have included a line-and-box organization chart(s) showing the subunit's relationship to the parent's highest management level, including all intervening levels.
- ☐ I have enclosed copies of relevant portions of an official document clearly defining the subunit as a discrete entity.

**Please do not staple the pages of this form.*

2. Fee

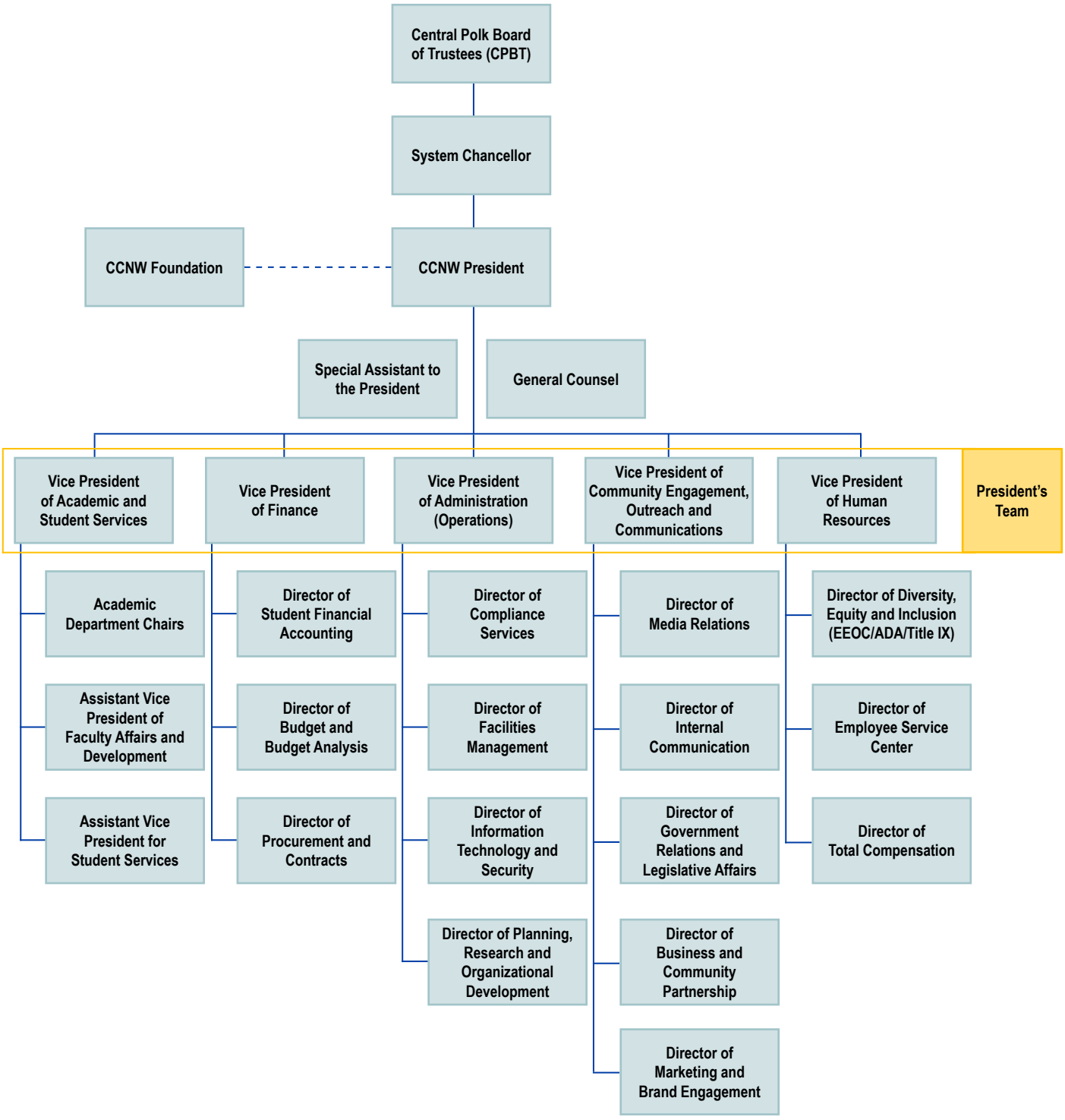
- ☒ I have indicated my method of payment for the nonrefundable $400 eligibility certification fee.
- ☒ If paying by check or money order, I have made it payable to the **Malcolm Baldrige National Quality Award** and included it in the eligibility certification package.

3. Submission and Baldrige Examiner Nomination

- ☒ I am nominating a senior member of my organization to the 2021 Board of Examiners.
- ☐ I am not nominating a senior member of my organization to the 2021 Board of Examiners.
- ☒ I am emailing asqbaldrige@asq.org to request a link to NIST's secure file transfer system to upload my eligibility certification package.

ORGANIZATION CHART

CCNW Organizational Chart



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OF THE
2021 AWARD
APPLICATION FORM

2021 Award Application Form
Malcolm Baldrige National Quality Award

OMB Clearance #0693-0006
Expiration Date: 07/31/2022

1. Your Organization

Official name	Community College of the Northwest
Mailing address	100 College Drive Gaithersville, CP 77777

2. Award Category and Criteria Used

a. Award category *(Check one.)*

- ☐ Manufacturing
- ☐ Service
- ☐ Small business. The larger percentage of sales is in *(check one)* ☐ Manufacturing ☐ Service
- ☒ Education
- ☐ Health care
- ☐ Nonprofit

b. Criteria used *(Check one.)*

- ☐ Business/Nonprofit
- ☒ Education
- ☐ Health Care

3. Official Contact Point

Designate a person with in-depth knowledge of the organization, a good understanding of the application, and the authority to answer inquiries and arrange a site visit, if necessary. *Contact between the Baldrige Program and your organization is limited to this individual and the alternate official contact point. If the official contact point changes during the application process, please inform the program.*

☐ Mr. ☐ Mrs. ☒ Ms. ☐ Dr.

Name	Quisha U. Est
Title	Director of Outreach and Organizational Development
Mailing address	☒ Same as above
Overnight mailing address	☒ Same as above *(Do not use a P.O. box number.)*
Telephone	555-555-2345
Fax	555-555-2346
E-mail	quest@ccnw.edu

4. Alternate Official Contact Point

☐ Mr. ☐ Mrs. ☐ Ms. ☒ Dr.

Name	Anders L. Faber
Telephone	555-555-4321
Fax	555-555-4320
E-mail	alfaber@ccnw.edu

5. Release and Ethics Statements

Release Statement

I understand that this application will be reviewed by members of the Board of Examiners.

If my organization is selected for a site visit, I agree that the organization will

- host the site visit,
- facilitate an open and unbiased examination, and
- pay reasonable costs associated with the site visit (see *Baldrige Award Process Fees* on our website [https://www.nist.gov/baldrige/baldrige-award/award-process-fees]).

If selected to receive an award, my organization will share nonproprietary information on its successful performance excellence strategies with other U.S. organizations.

Ethics Statement and Signature of Highest-Ranking Official

I state and attest that

(1) I have reviewed the information provided by my organization in this award application package.

(2) To the best of my knowledge, this package contains no untrue statement of a material fact and omits no material fact that I am legally permitted to disclose and that affects my organization's ethical and legal practices. This includes but is not limited to sanctions and ethical breaches.

Malcolm B. Aldrige	April 21, 2021
Signature	Date

☐ Mr. ☐ Mrs. ☐ Ms. ☒ Dr.

Printed name	Malcolm B. Aldrige
Job title	President
Applicant name	Community College of the Northwest
Mailing address	☒ Same as above
Telephone	555-555-2000
Email	mbaldrige@ccnw.edu
Fax	555-555-2001

GLOSSARY OF TERMS AND ABBREVIATIONS

Glossary of Terms and Abbreviations

A

ACCT: Association of Community College Trustees

ADA: Americans with Disabilities Act

AOS: Available On-site

APMS: Action Plan Management System

AQIP: Academic Quality Improvement Program

AS: Administrative Support

B

B2P: Benchmark Looking Star Benchmark and Best Practice Process

Best Practices and EOHW: Benefits, Policies, Staffing Relations, and Employee Health

BPS: Benefits, Policies, and Staffing Relations

BYOD: Bring Your Own Device

C

CAD: Computer-aided Drawing

Cap2: Workforce Capacity and Capabilities

CAS: Central Administrative Support

CC: Core Competencies

CCNW: Community College of the Northwest

CCSSE: Community College Survey of Student Engagement

CEE: College Environment Evaluation

CEOC: Communication, Engagement, Outreach, and Communication

COKMP: CCNW Organizational Knowledge Management Process

CP: Central Polk

CPBT: Central Polk Board of Trustees

CPBT-CoW: Committee of the Whole

CPBT-FC: Financial Committee

CPBT-PC: Policy Committee

CPEC: Central Polk Electronic Procurement System

CUPA-HR: College and University Professional Association for Human Resources

D

DASHER: Data Sharing Consortium for Higher Education Research

DC: Dual Credit

DoE: U.S. Department of Education

E

EAP: Employee Assistance Plan

ECHS: Early College High School

EEOC: Equal Employment Opportunity Commission

ES: Environmental Scanning

ESL: English as a Second Language

F

FEMA: Federal Emergency Management Agency

FERPA: Family Educational Rights and Privacy Act

FMLA: Family and Medical Leave Act

FT/PT: Full Time/Part Time

FTIC: First-time in College

FY: Fiscal Year

G

GASB: Governmental Accounting Standards Board

GPA: Grade Point Average

H

HLC: Higher Learning Commission

HR: Human Resources

HRIS: Human Resources Information System

Health Resources and Services Administration

I

IaaS: Infrastructure as a Service

IDEA: Individuals with Disabilities Education Act

IDEF0: A methodology based on identifying inputs (requirements), controls (regulations, CCNW rules, accreditation criteria, risks, etc.), the output based on the requirements, and mechanisms (resources such as faculty and staff, finances, partners, facilities, IT, etc.)

IMP: Innovation Management Program

IP: Innovation Plan

IPEDS: Integrated Post-Secondary Education Data System

IRA: Intelligent Risk Analysis

ISPs: Telcom and Internet Service Providers

J

JPC: Job Design, Performance Management, and Compensation

K

KPI: Key Performance Indicator

L

LCP: Leadership Communication Process

LDC: Learning, Development, and Careers

LEED: Leadership in Energy and Environmental Design

LMS: Learning Management System

LS: Leadership System

M

MDQA: Model of Data Quality and Availability

MOU: Memorandum of Understanding

MVVCC: Mission, Vision, Values, Core Competencies

N

NCCBP: National Community College Benchmarking Project

NEO: New Employee Orientation

NPE: Network for Performance Excellence

NSC: National Student Clearinghouse

NWIP: Northwest Innovation Process

NWPMP: Northwest Performance Management Process

O

OCR: Office for Civil Rights

O-KPI: Unit/Operational KPIs

OPRS: Huddle Star Organizational Performance Review Structure

P

Pandemic: COVID-19

PDCA: Plan, Do, Check, Act Performance Improvement Model

PI: Process Improvement

PMM: Performance Monitoring Model

PMS: Performance Measurement System

POC: Point of Contact

PROD: Office of Planning, Research, and Organizational Development

PT: President's Team

PTO: Paid-time Off

R

RBM: Relationship-based Management Firm

RFPs: Requests for Proposals

RHO: Recruitment, Hiring, and Onboarding

RMP: Relationship Management Process

ROI: Return on Investment

S

S/P/C: Suppliers, Partners, and Collaborators

SA: Strategic Advantage

SAS: Student Academic Success

SC: Strategic Challenges

SGA: Student Government Association

S-KPI: Strategic Performance Metrics

SLs: Senior Leaders

SO: Strategic Opportunities

SObjs: Strategic Objectives

SOPRP: Checkup Star Strategic and Operational Performance Review Process

SOWS: Statements of Work

SP3: Future Star Strategic Performance Projection Process

SPOT: Strategic Planning Office Team

SPP: Strategic Planning Process

SRA: Strategic Resource Allocation

STAR-Point app: Students-Teachers-Action-Results App

STEM: Programs in Science, Technology, Engineering, and Mathematics

SWM: Small/Woman/Minority

SWOT: Strengths, Weaknesses, Opportunities, and Threats

T

TNW: The Northwest Way

V

VOC: Voice of the Customer

W

WBS: Work Breakdown Structure

WORKS: HR Interactive Information System

ORGANIZATIONAL PROFILE

Organizational Profile

P.1 Organizational Description

The Community College of the Northwest (CCNW) provides students access to higher education to prepare them for success in the workforce and to contribute positively to society. Since its beginning in 1970, CCNW has focused on its vision of open access, affordability, career-readiness, and social responsibility. At CCNW, open access means not only making higher education an opportunity for all but delivering educational programs and services that meet the needs of working adults and area employers; CCNW also creates an inclusive environment for first-generation college students. Affordability means graduating students with minimal to no debt. Career readiness means providing an education that prepares graduates to enter the job market with the necessary knowledge and skills to meet employer requirements. Social responsibility means that CCNW strives to meet the needs of the local economic and business environment as well as the adjacent rural communities.

CCNW is part of a 12-college system throughout the state of Central Polk. CCNW has the fifth largest enrollment among the 12 community colleges. Each campus is responsible for managing its own operations, and there is a Central Administrative Support (CAS) System office. CCNW is independently accredited by the Higher Learning Commission (HLC). Additionally, some programs have accreditation bodies specific to their areas of study.

As with most organizations, CCNW has been adapting to the COVID-19 pandemic (pandemic) in ways that leverage organizational agility, resilience, innovation, safety, and continuous improvement. Throughout this application, many adaptations are described. Many more are available on-site (AOS). As the pandemic began in the spring semester of 2020, CCNW chose not to shut down but to transition to virtual learning and working environments.

Figure P.1-1: **Main Educational Programs and Services**

Educational programs and services	Description	Length
Degree-seeking programs	50 associate degrees leading to careers in high-need areas or transfer to a 4-year institution	14-week sessions, as well as accelerated and self-paced courses targeted toward non-traditional students
Certificate programs	25 certificate and workforce training badge programs designed to meet employer needs	3- to 14-week sessions. Some programs are one session and some are multisession.
Workforce development and continuing education programs	Personal development, badges, skill-building courses	1 day to 6 weeks

Figure P.1-1a: **Administrative and Support Services**

Administrative and support services	Admissions, tutoring, ESL, transfer guidance, community service, internships, advising, career services, financial aid, information technology, police and security

P.1a. Organizational Environment

P.1a(1). CCNW offers associate degrees, certificates, workforce badges, and courses for students to prepare for careers, attain new skills, transfer to four-year institutions, and contribute to society. Consistent with its vision to provide all students with access to higher education, CCNW is an open-access institution. (Some of the other colleges in the system have selective admissions requirements.) CCNW is distinctive in its engagement with community and business leaders to determine the educational programs that will be offered, as well as the optimal methods for delivering educational programs to ensure CCNW graduates are career-ready.

CCNW educates approximately 10,000 students per year. Approximately 75% of the courses are delivered face-to-face on the main campus, with 25% being delivered online or in an alternate location (during the pandemic, CDC guidance was followed). The percentage of courses delivered online or in an alternate location has been increasing over the past three years as part of strategic planning efforts. To meet the needs of working adults, the educational delivery model includes weekend, compressed, and evening courses, as well as credit for prior learning. The college also offers dual-credit (DC) academies to allow students to begin their college education for select programs while in high school.

Within the degree-seeking programs, CCNW identifies programs in science, technology, engineering, and mathematics (STEM), and health care-related programs as "critical degree programs." These are programs that directly address community employment needs.

P.1a(2). See Figure P.1-2 for CCNW's culture. CCNW helps students of all ages and ethnic and economic backgrounds achieve career-readiness and social responsibility through degree and non-degree programs that are tailored to meet their needs. Along with our mission, vision and values, our core competencies are integral to our culture, as they enable the operationalization of our mission, vision and values. Additionally, our communication system, (Figure 1.1-2) is an essential facet of our culture in that demonstrates our commitment to ongoing, two-way communication. Mission, vision, values and core competencies (MVVCC) are reviewed at the beginning of each strategy development cycle to ensure they promote culture.

P.1a(3). CCNW recruits a workforce with the qualities and experience to create an excellent educational experience for students. Full-time faculty are contracted for nine months to teach 15 course credits per semester, and the teaching load for adjunct faculty varies based on demand. Infusing their real-world experience into the classes, adjuncts may teach credit or

Figure P.1-2: **CCNW Culture**	
Mission	Empowering students to be successful in the workforce and their communities
Vision	The Community College of the Northwest will be the best in the nation in providing students with accessibility, affordability, career-readiness, and social responsibility.
Values	• Students First • Community-Engaged • Collaboration • Partnership • Excellence
Core Competencies	• CC1: Provide exceptional student support services • CC2: Partner with the local community to achieve excellence and graduate job readiness • CC3: Maintain expert, up-to-date workforce

non-credit courses or a combination. Faculty and administrative positions usually require a master's degree. For some positions, a combination of education and relevant experience is acceptable. Budgeted staff are classified as management, professional, or support staff (Figure P.1-3). The college also employs temporary workers to support short-term services when needed.

CCNW does not have collective bargaining units. A limited number of positions have special health and safety requirements in recognized hazardous work environments such as welding, electrical, chemical, ergonomics, and driving safety for vehicle operators.

The Employee Engagement Survey statements determining key drivers of workforce engagement are the following:

- I am consistently treated well by my supervisor.
- I have the necessary training and resources to do my work.
- I am valued as a member of CCNW.
- The work I do contributes to the mission of CCNW.
- I am confident about the future of this institution.

Such statements are part of the foundation of specific key engagement drivers listed in Figure 5.2-1.

As a result of the financial impacts of the pandemic, CCNW furloughed some professional and support staff in selected areas of its operations beginning in FY21. CCNW has elected not to furlough faculty to ensure the necessary capabilities and capacity to deliver education and training.

Figure P.1-3: **Workforce Segments**	
Segment	**Number**
Tenured and tenure-track faculty	250
Adjunct and non-tenure-track faculty (FT/PT)	200
Management	60
Professional staff	250
Support staff	400
Temporary staff	50
Total workforce	**1,210**

P.1a(4). The CCNW campus of 125 acres houses 25 major academic and administrative buildings, 238 laboratories, and 12 research laboratories. These facilities are used throughout the day, evenings, and weekends to meet the needs of working adults. The campus also provides dining, athletic facilities, art galleries, and theaters, as well as corresponding rehearsal and studio space.

Cutting-edge Technology: With a high proportion of classes available online, CCNW uses advanced technology to support and enhance instruction, student services, and business processes. The STAR (students-teachers-action-results)-Point app is used to connect students with each other and with faculty, and has a newsfeed from leadership option. An internal mobile app was already in place prior to the pandemic for student access to assignments, faculty, schedules, and feedback. With the pandemic, the Student Government Association (SGA) decided to expand its use to keep students connected and engaged. The students added to the app a social news feed and virtual UPS, virtual study circles, video messaging from the president, and text messaging to faculty.

Further, the college engages students through a mobile technology experience with accounts to access the college wireless network and extensive online instructional resources and support services. Technologies used in academic programs include bring-your-own-device (BYOD) convenience, interactive TV, virtual classrooms and podcasting, virtual anatomy tables for dissection in health care-related programs, collaboration technology and virtual discussion rooms, and computer-aided-drawing (CAD) systems.

Hands-on learning: CCNW believes that students learn best through a combination of classroom and hands-on training experiences. As a result, the college has three times more labs than classrooms. Additionally, all associate degree programs require an internship, apprenticeship, or some other applied experience prior to graduation.

P.1a(5). CCNW is subject to a variety of local, state, regional, and federal requirements. Among these, key local regulations relate to county funding for CCNW—specifically use and oversight of county funds to the institution and environmental requirements related to the disposal of hazardous waste, which apply to automotive, welding, and health care-related programs. Regional oversight from CCNW's accrediting body ensures that CCNW maintains high standards of quality in the education it provides. Additionally, several academic programs maintain accreditation specific to their fields of study. The Central Polk Board of Trustees (CPBT) provides strategic direction and sets policy for all colleges in the state system. At the federal level, CCNW complies with laws that govern institutions of higher education, such as the Higher Education Opportunity Act, Americans with Disabilities Act (ADA), Clery Act, and Family Educational Rights and Privacy Act (FERPA). Regarding the open-access nature of CCNW, a student using federal financial aid is required to be a U.S. citizen or eligible non-citizen, have a high school diploma or GED, have a valid social security number, and be enrolled in an eligible degree or certificate program. As an employer, CCNW complies with state and federal regulations related to equal opportunity and affirmative

action, conflicts of interest, tax compliance, and the Family and Medical Leave Act (FMLA). CCNW also complies with industry-related standards, such as the Payment Card Industry Data Security Standard.

The types of regulatory requirements and regulatory bodies are included in Figure P.1-4.

P.1b. Organizational Relationships

P.1b(1). As part of a system of community colleges, CCNW relies on policies, procedures, systems, and processes at the system level. As a public institution, CCNW also relies on these at the county or state level; these include determination of salary ranges; posting and processing of job openings; information technology and cybersecurity requirements, guidance, and some levels of support; purchasing and supply-chain management; and systems for finance and accounting. The governing and policy-setting body of the Central Polk Community College System is the CPBT.

The CCNW president is the chief executive officer and reports to the chancellor of the college system. The chancellor of the college system reports to the CPBT. The President's Team (PT) includes the president and the vice presidents of academic and student services; finance; administration; community engagement, outreach, and communications; and human resources (HR).

The president and PT are the CCNW's senior leaders (SL), responsible for strategy development, organizational performance review, process improvement, and management of college operations.

To inform the president and PT in their leadership of CCNW, a system of faculty governance exists to weigh in on issues and decisions that affect all faculty. Faculty governance consists of a board and committee structure, with faculty elected to serve on these bodies.

P.1b(2). CCNW's key market (service area) is the three-county region surrounding it, and a growing secondary market includes high school students in academies, business internships, and work-study programs. The college's primary customers are credit students. In fall 2019, CCNW had 9,000 credit students registered full-time, with a median age of 24–25, and 70% were from the three-county region. The other 1,000 students enrolled in non-degree-seeking programs. Enrollment of high school students in DC programs is in addition to the approximate annual enrollment of 10,000 degree and non-degree-seeking community college students.

P.1b(3). Key suppliers, partners, and collaborators complement the services offered by CCNW (see Figure P.1-6). They serve three important purposes. First, partners are often directly involved in the delivery of services to students and other customers. Second, partners play an important role in the strategy development and Northwest Innovation Process (NWIP), the two-way communication system, and support of the MVV. Third, the products and services that the college procures directly impact the quality of education provided and how effectively it is delivered.

Figure P.1-4: **Regulatory Requirements**

Type	Regulator
State Coordinating Board	CPBT
Institutional Accreditation	HLC
Specialized Accreditation	7 academic programs have discipline-specific accreditation
Local	Board of County Commissioners
Federal Regulations	DoE, Department of Veterans' Affairs, Office of Civil Rights, Occupational Safety and Health Administration

Figure P.1-5: **Students, Other Customers, and Stakeholders**

Market Segments and Customer Groups	Requirements and Expectations
Key Market Segments	
Recent high school graduates in the 3-county recruiting region	• Focused recruitment • Information about CCNW • Easy access to services
Recent high school graduates outside the 3-county recruiting region	
Non-traditional students	
Transfer students	
Former students	
Key Student and Other Customer Groups	
Career-seeking students	• Degree completion info • Academic support services, including career counseling
Transfer students (i.e., seeking further education)	• Transfer articulation • Degree completion info • Academic challenges
Non-degree-seeking students	• Provision of workforce skills • Provisions for adult learner needs
DC high school students	• College credit courses • Collaboration with high school schedule
Key Stakeholders	
Feeder schools	See Figure P.1-6
Local Community	See Figure P.1-6

P.2 Organizational Situation

P.2a. Competitive Environment

P.2a(1). Fully 66% of students come from the three-county region (Mason, Walker, and Marcy counties), which has a combined population of 300,000. The region's total population has been stable, although the number of high school graduates is expected to decline. Primary competitors are sister colleges. Other competitors include institutions of higher education within the service area with a similar focus on career-readiness and social responsibility (Figure P.2-1).

P.1-6: **Suppliers, Partners, and Collaborators**

Group	Role	Results
Key Partners and Collaborators		
Transfer schools and sister colleges	Partner through articulation agreements and joint transfers	AOS
Feeder schools (Mason High School, Walker High School, Marcy High School)	Provide student enrollment, transition services, and collaborative programs	7.5-12
CCNW Foundation	Provide funding for programs and scholarships to support MVVCC	7.5-5, 7.5-7
Donors	Provide gifts to the CCNW Foundation	AOS
CCNW Alumni Association	Engage alumni to advocate on behalf of CCNW and engage with CCNW as needed	7.2-24
Alumni	Offer a key community connection	7.2-24
Employers and advisory committees	• Hire graduates • Provide input on curriculum • Provide students with hands-on experiences, including internships and apprenticeships	7.1-12, 7.1-15
Technology companies (ICS, Canter)	Partner with CCNW to create technological solutions for higher education, specifically for community colleges	7.1-16, 7.1-16a, 7.2-12, 7.2-23
Local community, including Gaithersville Chamber of Commerce	Provide students with opportunities to support societal needs and engage in hands-on experiences	7.2-12
Key Suppliers		
Technology providers (ICS, Lifelong LMS, HappyPeople CRM Solutions, Wyatt ERP Systems)	Provide technology to support the learning environment, business processes, student services, and HR	7.1-16, 7.1-17
Laboratory support providers	Provide innovative products and tools for hands-on learning, such as simulation tools and supplies to design, build, and implement real-world products	7.2-13
Service providers (Bookstore, Dining)	Provide learning resources and food services for students, employees, and events	7.2-14
Administrative Support (AS)	Provide AS that enhances the efficiency and effectiveness of operations at CCNW	AOS

P.2a(2). The competition to attract new students continues to increase as both national and regional estimates project declines in the number of high school graduates over the next 10 years. As a result, some peers and competitors that have traditionally been more selective have lowered their admission standards to attract more students. In response, CCNW has strengthened its outreach and offered more pathways to entry, including (1) DC academies that allow students to begin their college education for select programs while in high school, (2) articulation agreements, and (3) collaboration with local employers. This increase in enrollment from high school students has led to increased attention on instructor qualifications. CCNW has also increased staffing in the admissions area to address competition for students from online education providers.

Another challenge for public higher education is affordability—not only the cost of tuition but also expenses (food, shelter, transportation, utilities). Keeping CCNW affordable is a critical focus area and a component of its mission.

P.2a(3). CCNW has four categories of comparative data: peers, competitors, national averages, and best-in-class. Guided by the vision to be best in the nation, CCNW sets its targets at best-in-class performance or at the performance level of aspirational peers. Challenges with obtaining comparative data are (1) data

Figure P.2-1: **Comparative Data**

Category	Defined as	Sources
Peers	Institutions with similar characteristics as CCNW	• IPEDS • CCSSE • CollUnivPA-HR • Nome Zevil DASHER • Other Baldrige Award winners (in and out of sector) • NCCBP • Cost and Productivity Project • NSC
Competitors	Other institutions within the 12-college system (i.e., sister colleges) and the service area, including private technical colleges like Einstein Technical Institute and the St. Theresa Nursing College	
National Averages	Mid-point of performance for all institutions reporting data	
Best-in-Class	Top-decile performance in the nation. Also includes performance of aspirational peers (e.g., Hertz Community College, Reimann County College, Fangmeyer Junior College) and of Baldrige Award recipients	

in national databases often lag a year behind, and (2) many of the metrics of importance to CCNW (KPIs) are not available from central sources (thus the college started its own data-sharing consortium called DASHER).

P.2b. Strategic Context

Strategic challenges and advantages are shown in Figure P.2-2.

P.2c. Performance Improvement System

In 2010, after a number of performance improvement initiatives, the college approved implementation of a model for performance improvement and student success, which is based on the Baldrige Excellence Framework. CCNW's long-time history of engaging in performance improvement includes the following:

- 1983—Several administrators attend a W. Edwards Deming workshop.
- 1985—Influenced by a major supplier of the big-three car manufacturers, CCNW begins an internal quality program for non-academic areas.
- 1992—A new president brings in a Philip Crosby-style total quality management program.
- 1994—Several staff and faculty serve as examiners for the Mason County Quality Cup, a local Baldrige-based program (closed in 1996).
- 1997—Several staff and faculty serve as examiners for the Central Polk Society for Performance Excellence. (There is no other Baldrige-based state program until 2013.)
- 1998—CCNW writes a Level 1 application (business profile) to the Central Polk Society for Performance Excellence, and receives feedback.
- 2002—CCNW writes a Level 3 application (all items, 35 pages) to the Central Polk Society for Performance Excellence. CCNW receives detailed feedback that it uses in process improvement (PI) projects.
- 2004—CCNW writes a full application to the Central Polk Society for Performance Excellence, and receives a site visit and a detailed feedback report that is uses to prioritize PI projects.
- 2005—CCNW is one of 15 community colleges that begins to work with Stephen Spangehl's Academic Quality Improvement Project (AQIP) at the North Central Association of Colleges and Schools.
- 2008—CCNW joins AQIP, and subsequently conducts action projects.
- 2010—CCNW approves the Northwest Way (TNW).
- 2013—A regional Baldrige-based program, Network for Performance Excellence (NPE), begins to serve organizations in Central Polk and three other states.
- 2014—Several administrators and two faculty members serve as examiners for NPE, but CCNW focus remains on AQIP rather than state program.

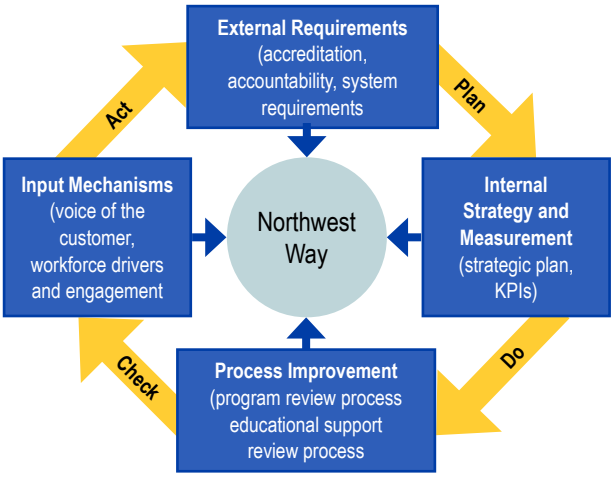
Figure P.2-2: **Strategic Context**

Strategic Advantages
SA1: Student success outcomes
SA2: Societal responsibility outcomes
SA3: Partnerships
SA4: Affordability
Strategic Challenges
SC1: Decreased state funding
SC2: Influx of DC, high school students through Early College High School Development Program (ECHS)
SC3: Increased competition for students
SC4: Demands to close the achievement gap
SC5: Ensuring qualifications of incoming full- and part-time faculty

- 2017—CCNW submits a full application to NPE, receives a site visit and detailed feedback, and receives Silver Award (third highest level); feedback helps prioritize process improvements.
- 2019—CCNW submits another full application to NPE, receives a site visit and detailed feedback, and receives the Governor's Award (highest level).
- 2019—CCNW submits an application to the national Baldrige Performance Excellence Program (BPEP). It does not receive a site visit but receives a detailed feedback report.
- 2020—CCNW is preparing a national application to BPEP for submission in early 2021.

TNW guides strategic planning, leadership, performance improvement, performance measurement, accountability, and accreditation processes. It is central to everything CCNW does. This model is also grounded in the Plan, Do, Check, Act (PDCA) performance improvement model.

Figure P.2-3: **The Northwest Way Model for Performance Improvement**



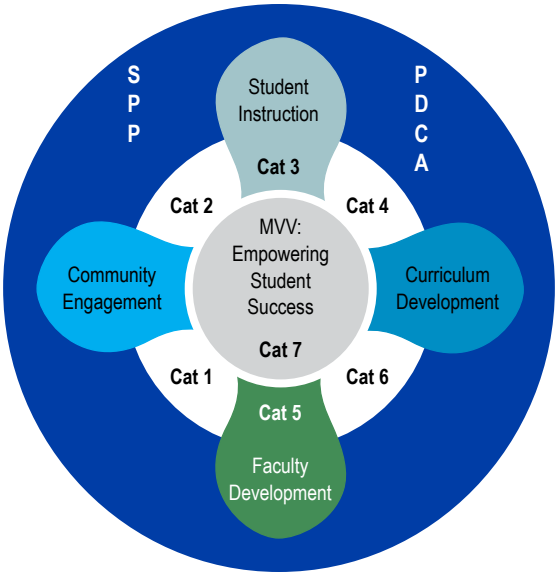
RESPONSES ADDRESSING ALL CRITERIA ITEMS

Category 1—Leadership

1.1 Senior Leadership

SLs include the PT, General Counsel, and president. SLs lead the organization through a Leadership System (LS) that integrates the strategic plan and key work systems and processes to deliver high-performance results, meeting student and key stakeholder expectations. The organization's MVV are the central core of the LS (Figure 1.1-1), connecting open access, affordability, career-readiness, and social responsibility to a central focus on student success, in fulfillment of the mission.

Figure 1.1-1: **CCNW Leadership System**



1.1a. Vision and Values

1.1a(1). SLs establish and re-evaluate the MVV statements triennially through step 1 of the Strategic Planning Process (SPP; Figure 2.1-1), where a Strategy Team uses survey and stakeholder feedback to ensure alignment to the mission and vision. Once established by the Strategy Team and affirmed by the CPBT, the MVV are deployed by the PT through the Leadership Communication Process (LCP; Figure 1.1-2) methods. In addition, all public-facing evidence of the MVV is updated through the Media Relations department and integrated through internal communications, including signage in all public meeting rooms, the website, and regional marketing materials. The vision statement is embedded in the signature line for all employee email and on internal agendas.

Once the strategic plan is completed and approved, leaders cascade and reinforce the MVV with employees through departmental meetings, while SLs explain the MVV in new employee orientation (NEO). A key NEO message is that everyone is expected to reflect the values in action every day, including SLs. Feedback on every role's reflection of the values is part of the annual performance review process.

1.1a(2). CCNW's SLs have developed and adopted a *Culture Walk* program that models ethical and legal behavior, as well as inclusion and equity, in the education sector and makes it easy to view compliance and inclusivity expectations from the top of the organization. The SLs established this program in 2016 to be clear on the ethical, moral, legal, and inclusivity standards of behavior expected at CCNW, based on a national presentation at ACCT Congress, a legal review, and input from a recognized state ethicist. SLs introduce the program in NEO, with the expectation that employees consistently seek to do the right thing when facing a legal, ethical or inclusivity issue. Input or advice from others is expected and encouraged. A *Culture Walk* "first, do no harm" algorithm guides decision making through the program, and PT members serve as resources for all challenging situations. Each *Culture Walk* issue is logged with actions taken, and the outcome is maintained and evaluated annually for ongoing learning and NEO use. Current employees complete an annual review of the *Culture Walk* via the Learning Management System (LMS), and they must successfully pass the post-test, reflecting competency.

Students are informed of the *Culture Walk* program on enrollment, and have access to a confidential online portal to report any issues, concerns or events. Student submissions are evaluated within 48 hours by the program Dean and their PT member, with evaluation, follow-up and process modification as indicated. Any adverse actions are included in the CPBT compliance reports. Vendors and community stakeholders are also informed of the ethical and legal standards of CCNW on the website prior to working with CCNW, and are encouraged to report any anonymous concerns through a confidential hotline.

All *Culture Walk* issues are logged in a secure intranet portal with full visibility by the CPBT, Chancellor, President and General Counsel. Issues are directly routed to the responsible PT member for action and resolution. Concerns related to the President are auto routed to the Chancellor and the CPBT. All reported issues and resolutions are summarized in the CPBT compliance reports. Accountability for timely actions and resolution within the *Culture Walk* program is through Compliance Services, through real-time SL feedback, and annual performance reviews for all PT members and the President, with oversight by the Chancellor. Each year, SLs review program feedback and results, and create an educational update for workforce and SLs via the online learning system; required for all workforce.

1.1b. Communication

In Figure 1.1-2, the LCP methods show how SLs communicate and engage the workforce, key partners, students, and other customers.

Key decisions for organizational change and two-way communication mechanisms are noted above. In two-way communication, a mechanism for exchange of ideas and feedback is involved. For example, students prefer to respond via the student feedback portal on the intranet or via text/STAR-Point to the program faculty or dean. Workforce members prefer to send feedback via a confidential intranet portal or directly via email or text/STAR-Point.

Figure 1.1-2: **Leadership Communication Process**

Method (* = Key Decisions)	Type of Communication	WF	KP	S	OC
*Cabinet (PT) Meetings	2W	W	AN	AN	AN
*CPBT Meetings	2W	M	M	Q	AN
CPBT Committees	2W	BiM	AN	BiA	AN
*Leadership Meetings	2W	M	AN	Q	AN
Dean/Department Meetings	2W	M	AN	Q	AN
SL/Communication Meetings	2W	BiW	AN	BiW	AN
Website/Social Feeds	2W	D	D	D	D
Intranet	2W	D	D	D	D
Email	2W	D	M	W	M
Newsletter (Digital +)	1W	M	BiM	M	BiM
*President Video (Strategy)	2W	M	BiM	BiM	BiM
STAR Awards	2W	M	—	M	—
Student/Faculty Meetings	2W	BiA	—	BiA	—
STAR-Point App	2W	D	D	D	D

KEY
***Types of communication**: 2W = 2 Way, 1W = 1 Way*
***Who**: WF = Workforce (+PT), KP = Key Partners, S = Students, OC = Other (Key) Customers*
***Frequency**: D = Daily, W = Weekly, M = Monthly, Q = Quarterly, BiW = Biweekly, BiM = Bimonthly, BiA = Biannually, AN = As needed*

Strategic management decisions are made through the Strategy Team (see Figure 2.1-1) or at weekly PT cabinet meetings, and decisions are communicated to department chairs and directors through monthly leadership meetings. A director of internal communication and director of media relations ensure that a consistent template is used to cascade communications to the intended stakeholders, using standard communication mechanisms (Figure 1.1-2). Program decisions involve program faculty and deans as subject-matter experts in analysis and recommendations. Strategic board decisions are made at the monthly CPBT meetings, and decisions are either shared with SLs in person or at PT meetings. In urgent issues, the president may gather information from the PT and make a best decision or raise the issue to the chancellor or CPBT. The primary mechanisms used to communicate needs for organizational change are the president's video message and direct communications with involved stakeholders using a cascading communication tree.

SLs, deans, and department chairs all have text access published in the faculty intranet site, which is searchable on the CCNW intranet and the STAR-Point application. STAR-Point was first developed in 2017 to meet the growing connection and convenience needs of student millennials who desire relevant CCNW information on their phones. STAR-Point stands for **S**tudents-**T**eachers-**A**ction-**R**esults. It provides protected and real-time access to internal communications, updated regularly by the Internal Communications department, as a social feed. For students, STAR-Point provides easy access to faculty and course content, registrars, billing, student socials, events, committees, and college updates. For most students, STAR-Point is their primary connection to CCNW from their phone or other electronic device. Communication-level-access permissions in STAR-Point are by role, activated through information technology security on admissions/hires/partnerships. CPBT members also have access to STAR-Point for distribution of board-related, real-time communications and meeting materials.

Effectiveness of communication is evaluated as an element of the Employee Engagement Survey (P.1a[3]), conducted annually. In 2018, the survey vendor was changed from Laney Mess to Canter to simplify questions and gain more frequent and meaningful survey feedback. Communication effectiveness is also evaluated by the CPBT self-evaluation, and key partners are part of annual service commitments.

Motivation of the workforce, students, and organization to high levels of performance metrics is through the STAR Award system. A STAR Award is available each month to a member of the organization who is nominated by a peer or affiliated member of the organization for high-level performance beyond expectations, based on student excellence criteria. Selection of the award is made through the multidisciplinary STAR Award Committee, facilitated by the vice presidents of HR and community engagement, outreach, and communications. The selected recipient is publicly recognized and entered to receive a special award at the annual college CCNW Foundation Gala. The CCNW Foundation Board meets monthly to manage resources during the academic year and serves to advance strong donor relationships with alumni students and local businesses.

1.1c. Mission and Organizational Performance

1.1c(1). SLs create a welcoming and engaged culture that values each workforce member, student, and community relationship through listening mechanisms (Figure 3.1-1), integrated communication processes (Figure 1.1-2), strategic planning (Figure 2.1-1), and a LS (Figure 1.1-1) that focuses on high-performance results. Each activity is designed to support the mission by leveraging core competencies (CC), key work systems, and key work processes through ongoing cycles of improvement using PDCA.

Cultural alignment begins with faculty and workforce selection, NEO, and performance feedback and refinement, along with change management processes to ensure agility to student and community needs. As part of these processes, CCNW ensures inclusion of diverse backgrounds and ideas by soliciting participation from broad cross-sections of the institution. By leveraging the PDCA process inherent in TNW, the organization regularly evaluates equity for students, the workforce, and all stakeholders, to ensure that no one segment is inappropriately favored over another. Questions about workforce inclusion and equity are also included in the Employee Engagement Survey (P.1a[3]) conducted annually. For example, as students needed to stay at home for safety during a recent health emergency, SLs and the SGA worked with the CCNW Foundation to expand the STAR-Point app to serve as a remote, social, communication, and program support channel, connecting faculty and students with a focus on student success. The Change Management Process guided who was involved, the project plan, key milestones,

progress reports, and resources needed. The new STAR-Point features were designed based on student and faculty feedback through rapid cycle improvement; the *sprint* was implemented within two weeks.

The four-step NWIP (Figure 1.1-3) provides a consistent method to advance areas of significant need or opportunity, and to achieve organizational strategy, innovation, or intelligent risk-taking. (Figure 6.1-4 shows the flow of NWIP, with a requesting party submitting a business case for approval by the board that would flow into the "plan" part of Figure 1.1-3.)

The Innovation Management Program (IMP) provides a single point of access, development, progress notation, action, and evaluation for identified innovation and intelligent risk ideas, targeted and sourced from the workforce, community, students, and key partners through STAR-Point, the CCNW website, or a secure telecom and internet service provider (ISP) portal. Ideas are submitted using a template that includes the business case for the innovation. As these ideas are received, a board that includes SLs review them using a criteria matrix and advance those aligned to strategic or operational priorities to a PT member for deployment oversight. Progress updates are reported at least monthly using a stoplight system and through PT cabinet meetings. As a result of the global pandemic, CCNW modified its IMP. In addition to the solicitation of all innovation ideas, SLs have begun requesting ideas from the workforce, community, students and key partners that are specific to sustainability.

The president and the PT have a short-term succession plan that identifies one or more individuals who can manage their key duties for a period up to eight weeks. Individuals verify readiness every six months with the respective SL. The vice president of HR maintains a record of SL skills, knowledge, and abilities, as well as a matrix of individuals. Permanent or long-term succession is managed for the president and the PT through an annual assessment about career plans over the next 1–3 years. Anticipated vacancies are brought to the chancellor through a confidential report, and a plan for replacement is begun at least six months before a SL departure. In some cases, an external search is required based on specific skills, knowledge, and abilities of the role. A succession matrix and plan is AOS.

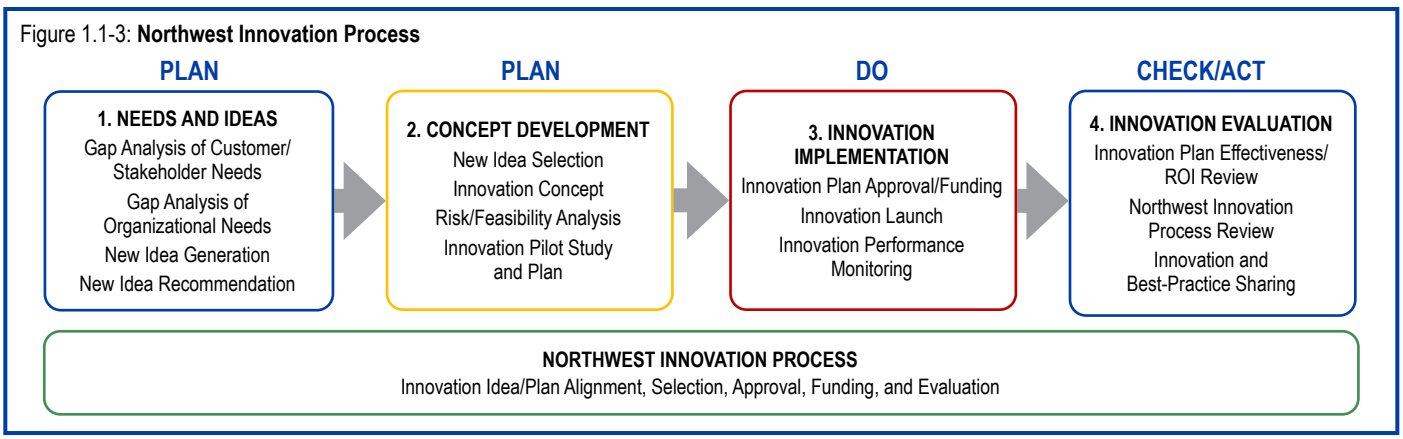
CCNW also has a *Bright Star* program that provides additional formal and informal training to internal candidates viewed to be strong potentials for future SL roles. Candidates are selected based on high-performance results, credentials, and cultural alignment. Once candidates complete the 12-month program, they receive a SL mentor, and are actively considered for an upcoming SL vacancy. Candidates for mid-level leadership roles may apply for the *Rising Star* program through HR as soon as the eligibility criteria are met: ability, credentials, and cultural fit. *Rising Star* program participants are eligible for free tuition at sponsored state colleges, an online leadership academy, and challenge assignments to reflect their abilities in action. *Rising Star* graduates have priority options for new CCNW mid-level leadership roles.

1.1c(2). CCNW's LS (Figure 1.1-1) seamlessly aligns the four key work systems of curriculum development, student instruction, faculty development, and community engagement to the vision of open access, affordability, career-readiness, and social responsibility, with a central focus on the mission. SLs create a sustainable and vibrant organization through clear strategic direction, carried out through the LS and LCP, building strong relationships among students, key partners, faculty, and community stakeholders. Feedback loops in each key communication process help to promote agility and responsiveness, which support and drive each of CCNW's CCs.

The LS guides SL alignment and accountability to strategic priorities. Weekly PT cabinet meetings address a brief progress update on strategic objectives (SObjs) and action plan items, barriers or key decisions needed, and resources needed or available to other priorities. Decisions are primarily made by consensus with a weighted analysis of benefits/risks. SLs then meet monthly with their deans and department chairs, and review progress on key strategies, impacts, and changes needed or key decisions. Department chairs meet monthly and cascade key communications to faculty and the workforce. The vice president of community engagement, outreach, and communications participates in PT meetings, and channels timely communication throughout the organization through the LCP methods.

Performance expectations are set during the SPP and balanced by a distribution of action plans across the PT, while ensuring that each PT member has no more than three priority action plans. Decisions on oversight and accountability assignment occur during the SPP Action Planning Deployment Process

Figure 1.1-3: **Northwest Innovation Process**



and are evaluated at the first monthly PT meeting. Areas that are not on target have PDCA projects activated until progress is back on course. Each PT member provides oversight to departmental plans and metrics that align to strategic performance metrics (S-KPIs). A dashboard of these metrics is reported to the CPBT twice/year. S-KPIs support open access, affordability, career-readiness, and social responsibility, while also addressing financial performance, workforce health and safety, student engagement and results, and community support and engagement.

1.2 Governance and Societal Contributions

1.2a. Organizational Governance

1.2a(1). CCNW is governed by an 11-member board of trustees (CPBT), appointed per state statute with staggered three-year terms. The CPBT ensures responsible governance by fiduciary and leadership oversight of the college enterprise through regular open meetings, committee meetings, performance reviews, and participation in regional events for advocacy, community engagement, and support. The CPBT has primary responsibility for the selection and performance of the CCNW chancellor, who selects the CCNW president to lead the mission and vision of the college through specific programs and services and to support student success.

The CPBT meets monthly as a Committee of the Whole (CPBT-CoW), following a standard agenda with periodic reports and action items. Advance published meeting notices provide an opportunity for local citizens to participate, bring forward concerns, and ask questions at the meeting. The Financial Committee (CPBT-FC) meets 6x/year; reviews fiscal audits, budget plans, new programs, and resources; and verifies financial reports. The Policy Committee (CPBT-PC) meets quarterly and as needed to respond to new policies impacting regulatory, ethical, or stakeholder concerns and risks, as well as the role of the CPBT. At least three members of the CPBT serve on each board committee for discussion and recommendations to the CPBT-CoW, where CPBT actions occur.

The CPBT evaluates the performance of CCNW through committee reports, program reports, metric dashboards, and program audits. The CPBT-FC reviews annual internal and external fiscal audits, while the CPBT-PC reviews all CPBT policies and approves any revisions annually. The fiscal audits are conducted by a qualified and unbiased certified accounting agency, selected by the CPBT, with findings reviewed and approved by the CPBT-CoW annually. CPBT dashboards provide oversight accountability to advance CCNW strategy and action plans, and are reviewed 4x/year, due to the frequency of updated data.

Selection of governance members is guided by state statute and specific criteria. State criteria include county of residence, employment relationship (employer, employee, or elected official), ethnicity, gender, and representation of key programs or areas of needed knowledge on the board. Serving as public notice, an annual Appointment Process is announced to the communities, and all interested and qualified persons apply. An appointment interview meeting with the CPBT determines appointed roles by majority vote of a quorum. Appointees are sworn in to assume their roles as of July 1 annually (triennial terms), taking an oath of office. An orientation follows on duties, CCNW policies, systems, and reports. All CPBT members sign annual conflict-of-interest statements, and members receive training on open meetings and ethics regulations. The CPBT holds the chancellor accountable to annual performance outcomes aligned to SObjs. In addition, the chancellor facilitates an annual CPBT self-evaluation and a 360-degree review of the president. The CPBT participates in 360-degree SL feedback reviews as requested, sharing key findings for development and goal planning for the following year. A triennial written contract reflects the chancellor's role requirements, term, and expectations; compensation may be adjusted by the CPBT based on an annual performance review and fiscal resources.

The CPBT takes a lead role on succession planning for the chancellor and supports an effective succession plan for SLs. As part of the annual performance discussion, CPBT members confer with the chancellor confidentially on the feedback from SLs related to anticipated attrition in those roles within the next 2–3 years. If the CCNW president is planning to leave, the chancellor invokes the Succession Planning Process involving an evaluation of internal prospects or the need for an external search. A one-year minimum notice is requested to provide a suitable knowledge transfer process within the culture. If the chancellor or president anticipates a departure of a PT member, a minimum six month's fair notice is requested for position replacement per the contract. Within that time a *Bright Star* candidate may be selected and mentored into the role, or an external search completed. The 6–8-week, short-term plan is submitted for review annually to the chancellor and CPBT to ensure ongoing readiness.

1.2a(2). Ensuring that leaders are living the *Culture Walk* and reflecting the desired values has been a passion of the CPBT for many years. In 2018, the CPBT expanded the 360-degree performance review tool from the faculty and workforce to the president and PT. This cycle of improvement enabled the CPBT to confidently evaluate the chancellor in cultural alignment with the president. The president's review consists of a strategic dashboard, 360-degree performance review, *Culture Walk* rating, and an ACCT-endorsed president's review instrument with rated and narrative accomplishments.

Similarly, each PT member is evaluated by the president using a standardized leadership performance review tool via the Human Resources Information System (HRIS), with 360-degree feedback, *Culture Walk* rating, and S-KPI report. PT members evaluate their peers and direct reports, and provide performance input to the president. A standard survey tool in the HRIS is distributed as a link to a sampling of direct reports (rotated annually if >5 direct reports), direct supervisor, PT member; the tool includes student and peer feedback, including the *Culture Walk* and communication effectiveness rating. SL compensation is defined through employment contracts based on a weighted matrix: 40% on CCNW performance overall, 60% on achievement of individual, strategic, action plans.

The CPBT uses an annual self-evaluation to determine its strategic performance (on behalf of community stakeholders), financial performance, and advocacy for student success. The CPBT self-evaluation assesses its effectiveness to fulfill the

roles and learning needs for development. Identified learning needs are included in regional trustee educational programs and annual board retreats, as indicated. Performance evaluations are also used to guide formal and informal learning opportunities for existing SLs and *Bright Star* graduates. The president's philosophy supports life-long learning and mentoring, with the expectation that each member of the cabinet is actively mentoring at least one *Bright Star* who could either be his/her successor or a SL. To apply leadership principles for future situations, SL mentors engage mentees in challenging leadership situations. An annual development plan guides activities and accountability for results. Begun in 2015, this mentoring process has undergone multiple cycles of improvement to refine the *Bright Star* program, development plans, outcomes, and alignment to LS and performance results. Program participants rate the *Bright Star* peer mentoring program as a 9.5/10 in effectiveness of learning development.

1.2b. Legal and Ethical Behavior

1.2b(1). SLs manage the CCNW facility and financial, policy, legal, operational, and educational programs and services, aligned to action plans, as accountable to the president and ultimately the chancellor. General Counsel, reporting to the president, provides legal guidance. Position descriptions define SL functional, operational, and regulatory responsibilities, distributed by skills, knowledge, or abilities. For example, community concerns related to educational programs and services are channeled from multiple sources to the vice president of academic and student services, including through the website, social media, open meetings, and formal grievances/complaints. As received, an evaluation and response are provided per the Complaint Management Process. Validated complaints about educational programs impacting student services are filed with the state board of education. General community stakeholder concerns may be shared at open meetings, community forums, or on social media. All concerns are evaluated, and a response to the party is provided if possible; patterns and trends are evaluated as part of ongoing process improvement (see category 6).

When new programs, services, or operations are identified, community stakeholder feedback is gathered in the project exploration phase. Direct communication with stakeholders, including the local community and feeder schools, provides an opportunity to understand concerns and modify proposals to meet stakeholder expectations. Survey feedback is used for remote stakeholders or those where in-person or phone communication is not feasible. In addition, feedback from local business partners and community members is formally gathered through business and community advisory committees and informally through local community business events. These activities, while time consuming, significantly contribute to building lasting, trusted relationships.

Key compliance processes include an employee handbook, updated annually and as needed; formal and informal communication processes; and specific compliance processes for financial, legal, regulatory, and accreditation requirements. Key compliance processes, measures, and goals are listed in Figure 1.2-1.

Figure 1.2-1: **Key Compliance Processes**

Key Compliance Process	Key Compliance Measures	Key Compliance Goals
Data Reporting	Timely, accurate submission	Profiled every 2 months
Secretary of State Board of Education Report	18 compliance measures	Meet 18/18 measures
Budget	Revenue and expense detail	100% compliance
Workers' Compensation	Legal compliance	100% compliance
State Improvement Program	Meet program academic standards	Exceed program academic standards
FERPA	Cited violations	Zero violations
Title IX	Reported concerns	Safe plan in place for 100%
IDEA	Special needs compliance review	100% compliance
OCR	Equal access to education	Zero violations

Compliance processes are deployed through a review of relevant regulations and thresholds, internal process audits, and determination of an initial compliance goal. Ongoing compliance audits are coordinated through Compliance Services. Cycles of improvement are enlisted if audit findings identify variation from regulatory thresholds. Action plans are in place until thresholds are achieved and sustained for 12 months.

Key processes for addressing risks with educational programs and services for degree-seeking and non-degree-seeking students are managed by the vice president of academic and student services, with the department chairs. Key process outcomes are student completion, satisfaction, and transfer rates by program. Goals are >80% completion and >85% satisfaction. Transfer rate measures and goals are noted by program, since some programs are designed with this as a goal. Workforce development and continuing education programs have a goal of student satisfaction and successful completion, as evaluated by either a cognitive test or a psychomotor task demonstration.

1.2b(2). CCNW promotes and ensures ethical behavior through workforce hire to cultural fit, the *Culture Walk*, and the *Walk-It-Right* ethics program, evaluated through 360-degree feedback for all employees and leaders. The *Culture Walk* ensures that desired behaviors in the culture are visible throughout the organization, including listening, valuing the feedback of others, and respecting the rights and dignity of others in all interactions. The *Walk-It-Right* program extends this to provide a mechanism to evaluate ethical and inclusivity conflicts and dilemmas, such that a person may contact any SL and explain his/her situation/concern or raise it anonymously through STAR-Point or the intranet portal. If an answer is readily known, the situation is addressed, is logged, and ends. If the answer is not known, an ethical team of at least three members—and not more than seven—evaluates the situation and ultimately recommends the right path. Issue notation is made to serve as a guide for any future issues. Measures include the number of cases raised,

comfort and ease of reporting, effective process resolution, and number of cases successfully resolved (AOS).

The *Walk-It-Right* program was established in 2016 as a result of several student and faculty questions about how the organization addresses ethical, moral and inclusivity decisions. Using the Just Culture program as a guide, the *Walk-It-Right* program centers on the power of collective learning through an ethical, legal, and moral lens. New faculty and workforce members learn about the program in NEO, where the key question is "what's the right thing to do?" A series of questions determines the right approach. This process is used in leader meetings, classrooms, and stakeholder meetings. *Walk-It-Right* has advanced stakeholder trust and transparency by sharing the learnings in leadership and employee forums. In 2017, *Walk-It-Right* was added to stakeholder surveys; while in 2018, a program score was added to SL reviews. In 2019, the CPBT adopted the model as a piece of the CPBT self-evaluation.

Of reports made to CCNW's hotline, investigations have resulted in no substantiated ethical breaches. This has been the desired effect of the *Walk-It-Right* program, which promotes a proactive and interactive methodology to ethical decision making. If a breach were to occur, it would be evaluated through Compliance Services for actions as needed.

1.2c Societal Contributions

1.2c(1) CCNW incorporates societal well-being and benefit into its strategy and daily operations by leveraging relationships with students, local businesses, and community partners optimally, resulting in student success. These constituent groups are solicited for input, and in some cases, are included in the SPP itself. Their feedback is also solicited in terms of satisfaction and engagement with CCNW operations. Societal well-being to students equates to program graduates, while businesses reflect a program match to local business needs. Community partners consider success in the college's environmental footprint. Societal well-being is considered in step 1 of the SPP, and cascades to action plans through a specific focus or initiative, as identified. In the most recent SPP, the following were areas of focus for societal well-being: students → graduate placements in programs of need; social → faculty and student events for community benefit; businesses → certification and DC programs; and environmental → recycling, green footprint initiatives. If societal well-being results are not at targets, cycles of improvement are enacted. Results are included in the CPBT strategic dashboard (Figure 7.5-17).

1.2c(2). Key communities are considered to be feeder and transfer schools in grades 6–12, local business and community advisory committees, and industry partners who participate as volunteers or collaborators in aligned initiatives that benefit the community. For example, the local electrical company and its workforce are a key community based on its frequent interaction with students, college faculty, local residents, and national experts. CCNW actively supports key communities through focused programs to match employer needs, advisory committees, and programs in grades 6–12 for DC and high school academy courses. These efforts build career-placement and readiness and help retain students in higher-income positions within their community, keeping local students local.

Key community support starts with strong respected relationships among CCNW SLs and faculty, as direct K–12 relationships. These relationships support shared-idea sessions, program meetings, advisory groups, committees, and community learning events. The CPBT also supports key communities by advocating for short- and long-term educational program needs and resources and ensuring that the quality of education exceeds national standards. Key communities were first addressed in the 2018 SPP and are reviewed annually through step 1 of the SPP, with action plans as indicated.

Category 2—Strategy

2.1 Strategy Development

2.1a. Strategy Development Process

2.1a(1). To prepare for the future, throughout the year, CCNW conducts systematic strategic planning following a five-step SPP (Figure 2.1-1). Participants in this iterative, bottom-up, top-down approach include administrators, faculty, staff, students, partners, and community members, as well as suppliers, partners, and collaborators (S/P/C). Strategic planning for the short term of one year is carried out for the update/reaffirmation of the strategic plan and for the creation and execution of action plans by academic departments and operational units. Planning is also done in three-year periods for the development, monitoring, and reporting of long-term action plans, such as those for strategic initiatives above the department/unit level that require sustained funding, involvement of cross-functional teams, and ownership by the PT. SObjs, goals, and KPIs are set in one- and three-year periods. Because the PDCA methodology is integrated into the SPP, plans are regularly evaluated and, as appropriate, updated to be responsive to our operating environment. In this way, CCNW builds resiliency into both short- and long-term planning.

Step 1 of the SPP is the **Strategy Visioning** phase where separate preliminary planning meetings and discussions take place in the early spring by the CPBT, PT, faculty, department/unit teams, students, and community members. In this step, those groups conduct SWOT analysis and review the MVV, SAs, SCs, SObjs, CCs, and stakeholders' needs/priorities. They use this information, along with that from the year-round Environmental Scanning (ES) Process, to initiate discussions on priorities and strategic initiatives, culminating in the CCNW stakeholders' strategic planning retreat where final strategies are formulated and forwarded to the PT for consideration. The ES process also considers anticipated technology changes that may impact operations.

Step 2 (**Strategy Development**) starts in the late spring and summer. In this second phase, the PT and unit leaders discuss recommended strategies, proposed innovations, current

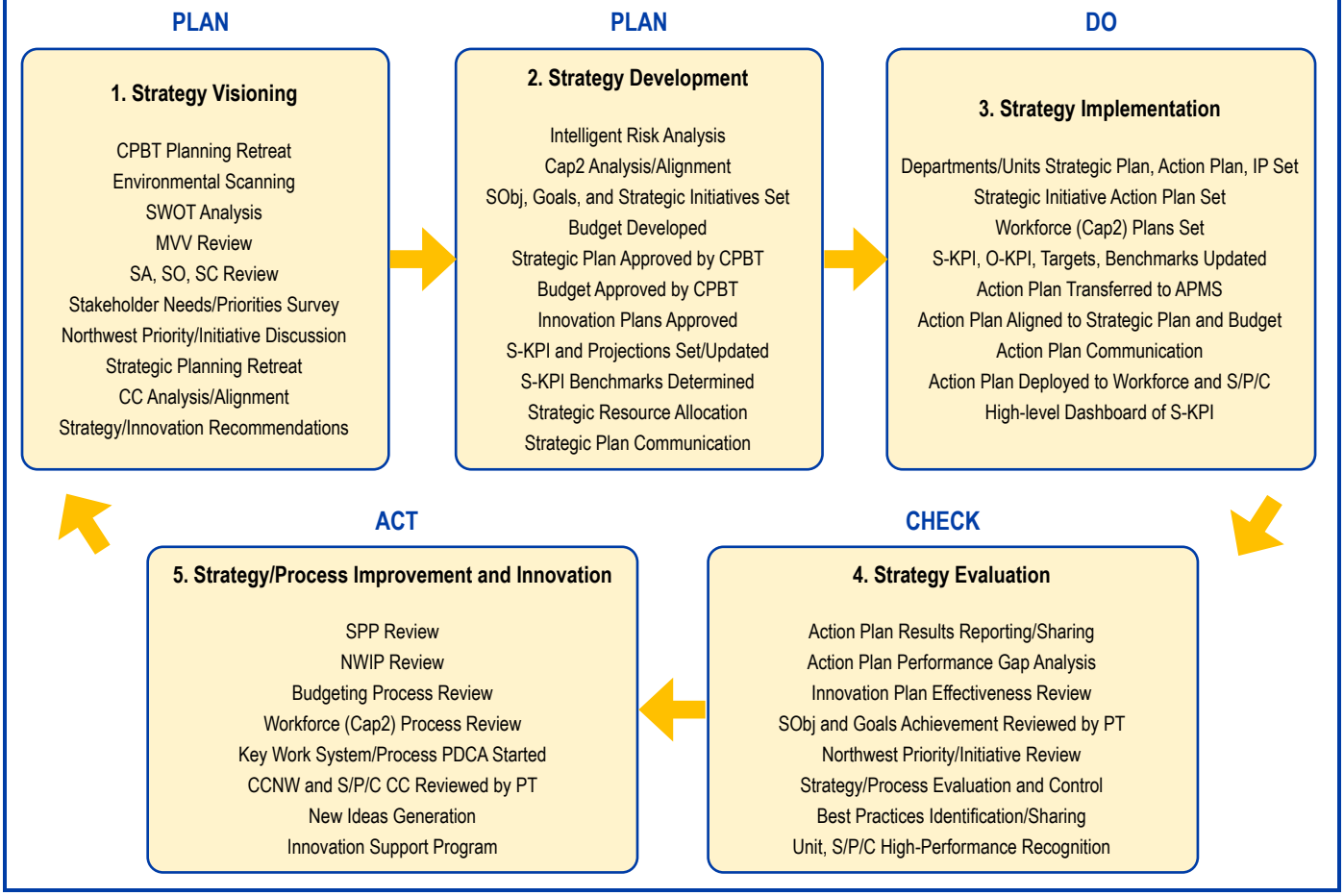
strategies, and SObjs; conduct intelligent risk analysis (IRA) of opportunities; and do gap analysis of workforce capability and capacity (Cap2). This leads to the update of SObjs, goals, and long-term action plans for strategic initiatives and their strategic KPIs, benchmarks, and projections; budget development and strategic resource allocation (SRA); a strategic plan update; and review/approval of innovation plans (IPs). These PT decisions are communicated to all CCNW stakeholders to prepare them for the next step.

Step 3 (**Strategy Implementation**) has departments, units, strategic initiative cross-functional teams, and PT members create and align their action plans, workforce plans, and funded IPs to the updated strategic plan and budget. Action plans, including unit goals, unit strategies, unit/operational KPIs, performance targets, and benchmarks, are transferred to the online Action Plan Management System (APMS) for communication to the workforce, deployment to S/P/C, and review/approval by unit leaders before execution and KPI tracking. The PT aligns KPIs to action plans and SObjs and creates a high-level data dashboard to track and report the senior-level, outcome-based, strategic KPIs (Figure 2.1-2) that cascade down to unit/operational KPIs.

Step 4 (**Strategy Evaluation**) starts at the end of summer of the following year with campus-wide, action-plan-results-sharing events, where reporting units and cross-functional teams present their performance accomplishments to the PT and workforce, and post the information on the intranet and website. This is followed by internal action plan performance gap analyses and the review of IP effectiveness and return on investment (ROI). In this phase, the PT also reviews SObj, goal, and strategic initiative achievement and effectiveness; conducts evaluation and control of strategic initiatives and key systems and processes; identifies best practices for sharing; and organizes a celebratory event to recognize high performance achieved by units and S/P/C.

Step 5 (**Strategy/Process Improvement and Innovation**) takes place not only after the strategy evaluation step but also throughout the annual SPP cycle, depending on the need to improve existing processes or develop innovations. This step focuses on the PDCA-based systematic improvement of strategies, key processes, and the innovation approach by the PT and unit leaders. Opportunities for improvement of these areas arising during the previous strategy evaluation (step 4) are addressed by the review of various key processes (including the SPP itself, NWIP, Budgeting Process, SRA process, and Cap2 Analysis Process), work systems, and the current and desired CCs by CCNW and S/P/C. This approach contributes to effective and systematic cycles of learning and improvement and supports TNW. To enhance its agility, the SPP can be reviewed quarterly, taking into account ES information and updated organizational needs and resources, as part of the response to drastic environmental changes or emergencies. SPP, step 5 is important for the NWIP because in it the college starts

Figure 2.1-1: **CCNW Strategic Planning Process**



collecting innovative ideas for the subsequent generation of innovation proposals and plans administered by the IMP. SWOT analysis, continuous ES, systematic leadership, strategic and operational meetings, and active engagement with partners and the community allows CCNW to remain flexible and agile when managing each of the SPP, steps and daily work. The need for transformational change is addressed during SPP, step 1 when stakeholders review and discuss needs, priorities, and initiatives and share their recommendations with SLs who then prioritize strategies, initiatives, and specific actions for change during SPP, step 2 each year.

2.1a(2). Yearly, the PT and unit leaders incorporate innovation into strategy development during SPP, step 2 by using the NWIP (Figure 1.1-3), conducting IRA of strategic opportunities (SOs) reviewed during SPP, step 1, and implementing recommended innovative ideas from the previous year's SPP, step 5. SOs are identified/revised by stakeholders using SWOT analysis, continuous ES, and discussions during SPP, step 1. Supported by the IMP, NWIP involves IRA of SOs in order to determine which SOs are intelligent risks worth taking before they are prioritized and pursued as strategic initiatives or goals. The incorporation of innovation through the identification of SOs and determination of intelligent risks follows TNW and undergoes cycles of learning (1) through the systematic review for improvement of both the SPP and the NWIP (SPP, step 5) and (2) when the PT and unit leaders develop strategies (SPP, step 2). The current SOs are SO1: Increasing demand for online education and competency-based education by students and employers; SO2: Need for better workforce alignment and transfer articulations through additional partnerships with employers and universities; and SO3: Demand for on-site educational and training support among rural communities.

2.1a(3). The Performance Measurement System (PMS; 4.1a[1]), ES process, and SWOT analysis are used to gather, analyze, and share relevant data and information for incorporation into the SPP. The integration of internal and external data to develop appropriate information for use in the SPP allows a more realistic and effective strategy development phase that meets the expectations of CCNW stakeholders. They review/update SAs, SCs, and SObjs during SPP, step 1 before leveraging and aligning them with SObjs, goals, and action plans. Analysis of data and information about the changing external environment, including legal/regulatory changes, collected through the ES and SWOT analysis (SPP, step 1), enables the identification of potential blind spots in the information and is included in the SPP. Through a cycle of learning, resulting from the pandemic, CCNW includes forward-looking, "worst case scenario" planning to anticipate potential disruptions that could be caused by natural or man-made disasters, and this planning contemplates responses, particularly those of technological nature, to such scenarios. When including the above elements of risk in the collection and analysis of data and information for use in the SPP, IRA is a tool used consistently to minimize risk. IRA is also used in preliminary assessment stages before applying PDCA for process improvement. The IRA, SRA, and budgeting processes enable CCNW to mobilize resources and knowledge to execute the strategic plan. These processes have been simplified and improved through annual PDCA cycles (SPP, step 5) and have now an intrinsic agility that allows quick execution of contingency plans or new/modified action plans in response to external changes or other circumstances.

2.1a(4). One of the benefits of focusing on hiring and developing an expert, up-to-date workforce is the resulting growth in capabilities that enable CCNW to accomplish its own key work processes to deliver exceptional educational programs and services. In some cases, these capabilities must be complemented by the resources and services offered by external sources. To make this decision, the PT and unit leaders review CCNW's key systems and key processes during SPP, step 5. They also review CCs and those of the S/P/C. Conclusions from this gap analysis are subsequently reviewed during the CCNW stakeholders' strategic planning retreat (SPP, step 1), resulting in recommendations on what key work processes or systems to outsource. During SPP, step 2, the PT considers these recommendations and completes various analyses (IRA, Cap2 analysis, alignment of S/P/C competencies to SObjs and goals, cost-control analysis, cost-benefit, and budgeting forecasts) before determining what key processes will be delivered and innovated by S/P/C. The above CC analysis done in SPP, step 5 also allows the PT and unit leaders to determine which CCs or work systems must be developed or strengthened, prompting the creation of action plans to be proposed and approved in SPP, step 2 before deployment in SPP, step 3.

2.1b. Strategic Objectives

2.1b(1). SObjs, the most important strategic goals, action plans, S-KPIs, performance targets, and achievement timeline appear in Figure 2.1-2. The included action plans incorporate in their goals or strategies the key internal changes in educational programs, services, and operations and the external changes in student groups, customers, markets, and S/P/C that are necessary to leverage CCNW's current SOs (2.1a[2]). SObjs, goals, and planned key changes are deployed to the PT and unit leaders via strategic planning and internal meetings during the SPP, steps 1 and 2. PT and unit leaders identify and address opportunities for improvement during SPP, steps 4 and 5.

2.1b(2). SObjs leverage SAs and CCs and focus on SCs and SOs (Figure 2.1-2), so that CCNW can strengthen its current and future performance and accomplish its mission. Yet, effective achievement of SObjs is challenging with regard to balancing competing organizational needs, including different priorities and limited resources. To achieve that balance, the PT reviews the effectiveness of SObj achievement during SPP, step 4. This is complemented by the integrated work done by all CCNW stakeholders participating in the strategic planning retreat (SPP, step 1) who review the SObjs for alignment and relevance with current CCs, SAs, and SOs, followed by an analysis and discussion on how to address SCs via current, modified, or newly proposed SObjs. Their recommendations are used by the PT during SPP, step 2 to balance the SObjs and update them in one- and three-year periods in the new strategic plan. Annually, CCNW measures the level of SObj balance in meeting the needs of key stakeholders using systematic surveys of satisfaction and engagement among students, the workforce, S/P/C, and community members. The results are reviewed and

Figure 2.1-2: **CCNW Strategic Objectives, Goals, Action Plans, and KPI Alignment**

Strategic Objectives	Strategic Goals	SA, SC, SO, CC Aligned	Action Plans or Strategic Initiatives	Strategic Key Performance Indicators	2019 Data	2020 Data	2020 Target	2023 Projection	Figures Ref.
1. Student Access. Improve higher education student access to members of the community via affordability and student accessibility.	Develop/enhance partnerships with local independent school districts and rural community schools.	SA3, SC2, SC3, SO3, CC2	• ECHS • Independent School District Superintendents Support Initiative	Number of DC Students Enrolling at CCNW	2,231	2,316	2,300	2,600	7.4-13
	Increase annual enrollment of students (credit and non-credit).	SC1, SC3, SO1, SO3	• Marketing & Communication Plan • Strategic Enrollment Management • Mobile/Remote Point-of-Contact Orientation and Onboarding Plan	Overall Fall Enrollment (credit and non-credit students) and Satisfaction (credit and non-credit)	11,425; 84	10,125; 85	11,500; 86	12,000; 88	7.1-1, 7.2-1
	Maintain low tuition/fee levels and increase student financial aid.	SA4, SO3, SC1, SC3	• Institutional Advancement Plan • Free College Initiative	Student Loan Default Rate	8.8%	NA	8.5%	5.0%	7.1-11
2. Student Success. Improve academic support to students with a focus on student engagement, course/program completion, persistence, graduation, and transfer.	Improve student support and engagement.	SA1, CC1	• FTIC Student Conversations • Faculty Mentoring Plan	CCSSE Key Student Engagement Factors (Mean)	NA	5.82	5.80	6.00	7.2-20
				Fall-to-Fall Student Persistence Rate	62%	54%	65%	68%	7.1-9
	Increase course completion (productive grade rates) in developmental education and high-risk courses.	SA1, SC4, SO3	• Math and English Labs and Clinics • Developmental Education Student Support Plan	% Students Completing First College-Level Course (Math and English) in Year 1	95.3%	88.2%	93.4%	94.0%	7.1-9a
	Increase engagement and support of students in online programs.	SA1, SO1, CC1	• Mobile/Remote Education Apps • Online College Orientation Plan	Number of Online Degrees Awarded	85	168	120	250	7.1-2a
	Improve academic and technical program completion.	SA1, SO3, SC4	• Reverse Transfer Initiative • Intrusive Advising Plan	Number of Degrees Awarded	1,820	1,640	1,850	2,100	7.1-2
	Improve student support services (advising, communication, mentoring) leading to completion and graduation.	SA1, SC1, SC4, SC5, CC1	• Faculty Mentoring Plan • Intrusive Advising Plan	3- and 4-Year FT FTIC Graduation Rate	3Y 26% 4Y 32%	22% 26%	28% 34%	30% 36%	7.1-3
	Develop/improve academic pathways, transfer articulations, and MOUs with area universities.	SA1, SA3, SO2	• Course Mapping/ Alignment Plan • Reverse Transfer Initiative	Graduation Rate at Transfer Institutions	30%	25%	32%	35%	7.1-3b

Figure 2.1-2: ***(Continued)***

Strategic Objectives	Strategic Goals	SA, SC, SO, CC Aligned	Action Plans or Strategic Initiatives	Strategic Key Performance Indicators	2019 Data	2020 Data	2020 Target	2023 Projection	Figures Ref.
2. Student Success. ***(continued)***	Improve credit and non-credit student satisfaction.	SA1, SC3, SC5, CC1	• Student Support Services Plan • Student Participation and Engagement Plan	Overall Student Satisfaction Level (Leadership, Quality of Instruction, Educational Experience, Professional and Personal Development)	4.60	4.74	4.70	4.90	7.2-5
	Enhance effectiveness of the advising program.	SA1, SC4, CC1, CC3	• Intrusive Advising Plan • Review of Best Advising Practices	Students Satisfied with Advising	5.8	5.9	5.9	6	7.2-3
3. Career Readiness. Align labor market-based pathways and programs to the needs of area employers and all student groups to prepare them to succeed in the workplace.	Develop STEM programs and other critical field areas for businesses and industries.	SA1, SC4, SO1, CC3	• STEM and Critical Field Curriculum and Program Development Plan • STEM Youth Enrichment Plan	Degrees Awarded in Critical Field Occupations (Health Care = H, STEM = S)	H 168 S 383	91 216	180 390	200 400	7.1-2a
	Improve academic, technical, and soft skills preparation of students aligned to current and future external workforce demands.	SA1, SC4, SC5, SO1, SO2, SO3, CC3	• Area Employers and Universities Collaboration Compact • Course Mapping/Alignment Plan • Student Internship, Externship, and Placement Plan	Students Employed within 6 Months of Graduation (Placement)	1,290	640	1,300	1,400	7.1-12
				Employer Satisfaction with CCNW Graduates Hired	4.2	4.2	4.0	4.5	7.2-16
4. Social Responsibility. Collaborate with and strengthen local economic and business entities and rural communities in the service area.	Increase efficiencies in renewable resource utilization and reduce waste/ carbon footprint.	SA2, SC1	• Partnership with State Renewable Energy Agency • LEED Green Building Certification Plan	Reduction in Consumption of Resources: W = Water Consumption (Million gallons/year); C = CO2 Emissions (Tons/ student); T = Trash & Waste Production (lbs x 1000)	W 21.16 C 3.45 T 195.1	21.02 3.10 147.0	21.05 3.20 150.0	20.0 2.90 100.0	7.4-15
	Increase/improve partnerships with community institutions and business organizations.	SA2, SA3, SC1, SC4, SO1, SO2, SO3, CC2	• Area Employers and Universities Collaboration Compact • Education and Training Centers in Service-Area Rural Communities Action Plan	Satisfaction of Employers (E = Businesses, Industries), Transfer Schools (T), and Rural Communities with CCNW's Leadership, Operations, and Support	E 4.2 T 4.9	4.2 4.9	4.0 4.5	4.5 5.0	7.2-16

improvements made during SPP, steps 4 and 5 in support of TNW, the LS, customer focus, and supply chain management.

2.2. Strategy Implementation

2.2a. Action Plan Development and Deployment

2.2a(1). A sample of key action plans aligned to SObja and strategic goals is included in Figure 2.1-2. A full set of action plans is AOS. Execution of CCNW's multiyear strategic initiatives requires the deployment of long-term action plans managed by PT members and cross-functional teams of unit leaders. Short-term (annual) action plans are prepared using a standard format by each academic and operational unit. The fields included in action plans are unit mission, unit goals, unit goal strategies, metrics for each strategy, performance targets, and benchmark. The PT and unit leaders follow strategy development conclusions from SPP, step 2 and receive guidance from the Strategic Planning Office Team (SPOT) to create, modify, upload, and approve action plans in the online APMS during SPP, step 3. Each strategy is checked in the APMS for alignment with CCNW strategic initiatives, strategic goals, and SObjs before implementation. The Action Plan Development and Alignment Process is PDCA-reviewed by the PT and SPOT every year during SPP, step 5.

2.2a(2). Action plans are deployed to the workforce via action plan uploading and monitoring in the APMS, regular meetings with unit leaders and the PT, and regular operational activities during SPP, step 3. The Action Plan Development And Deployment Process is reviewed annually by the SPOT using the PDCA methodology during SPP, step 5. To sustain action plan key outcomes, CCNW carries out action plan updates/modifications, action plan results monitoring and sharing, ROI assessments, and SRA. Action plan implementation integrates with SLs creating a focus on action (1.1c[2]), SObjs and goals (2.1b); performance analysis, review, and improvement (4.1b,c); and workforce performance management (5.2a[4]).

2.2a(3). In annual budgeting cycles, the CPBT applies SRA to allocate financial and other resources to each of the colleges in the Central Polk Community College System using a budget formula based on number of contact hours and strategic expansion priorities. The PT distributes funds to academic and operational units for action plan implementation and achievement at the end of SPP, step 2, taking into account IRA results, strategies and business decisions aligned to SObjs and goals, IMP needs and opportunities, and agility of the Budgeting Process to manage AP-related risks on financial viability. Resource distribution and communication is executed through CPBT meetings and use of the APMS's budget module.

2.2a(4). A list of current key workforce plans supporting the SObjs and their corresponding action plans is shown in Figure 2.2-1.

During SPP, step 2, in coordination with the PT, the HR Team executes the Cap2 Analysis Process involving the review, update, and alignment of workforce plans and the creation of new ones aligned to the strategic plan to ensure adequate workforce Cap2 in support of SObjs, goals, and contingencies. The indicated four workforce plans proactively address the impacts on the workforce and the specific needed or consequential changes in workforce Cap2 associated with implementation of the listed action plans they support. Workforce plans are deployed to the PT, unit leaders, and workforce using the APMS, and they are integrated with the SPP (steps 2 and 3), SRA process, and workforce engagement and performance. They are reviewed/reaffirmed semiannually by SLs during SPP, step 5.

2.2a(5). CCNW uses S-KPIs to track the achievement/effectiveness of longer-term action plans such as strategic initiative action plans (Figure 2.1-2). In addition, the college uses operational key performance indicators (O-KPIs) to track performance of academic and service units via annual action plans hosted in the APMS. Using this system, the PT and unit leaders cascade S-KPIs from the SObj level down to strategic goals, strategic initiatives/priorities, unit goals, strategies, and O-KPIs (unit metrics) during SPP, step 3. This ensures organizational alignment. The PMS undergoes PDCA-based cycles of improvement annually led by the PT and selected unit leaders during SPP, step 5. CCNW performance indicators integrate

Figure 2.2-1: **Key Workforce Plans and Their Impact**

SObj	Workforce Plans	Action Plans Supported
Student Access	Recruitment, Training, and Deployment of Faculty and Staff to Strategic Service-Area Locations	Mobile/Remote Point-of-Contact Orientation and Onboarding Plan
Student Success	Faculty and Advisors Development Plan	(1) FTIC Student Conversations (2) Faculty Mentoring Plan (3) Developmental Education Student Support Plan (4) Online College Orientation Plan (5) Student Participation and Engagement Plan (6) Intrusive Advising Plan (7) Review of Best Advising Practices
Career Readiness	New Employee Training on Competency-Based Education and Career Pathway Alignment	(1) STEM and Critical Field Curriculum and Program Development Plan (2) Area Employers and Universities Collaboration Compact (3) Course Mapping/Alignment Plan
Social Responsibility	Workforce Preparation for Rural Community Development	Education and Training Centers in Service-Area Rural Communities Action Plan

with and support TNW (P.2c), performance management (5.2a[4]), and supply-chain management (5.1c).

2.2a(6). Action plan performance indicators managed in the APMS include performance projections (targets) for the short- and longer-terms (Figure 2.1-2), as well as local, state, and national benchmarks, as available. CCNW identifies action plans among those performance targets and benchmarks during SPP, step 4, and addresses them by carrying out PDCA-based process improvement cycles and corrective action plans in SPP, step 5. These systematic performance projection reviews and remedial actions are conducted by SLs during SPP, steps 4 and 5. They are integrated with SLs creating a focus on action (1.1c[2]), SObjs (2.1b), comparative data (4.1a[2]), future performance (4.1c[1]), performance management (5.2a[4]), and organizational continuity (6.2c[2]).

2.2b. Action Plan Modification

Every year, the SPOT trains administrators and academic and operational unit leaders on how to create, update, modify, and share action plans maintained in the APMS (SPP, step 3). This enables agility among leaders to create or modify action plans for their rapid execution under changing environmental conditions, new strategic priorities dictated by the PT, or emergencies. This process is reviewed for improvement annually by SLs and the SPOT during SPP, step 5. It supports organizational agility (2.1a[1]), customer engagement (3.2b[2]), measurement agility (4.1a[3]), continuous improvement and innovation (4.1c[2]), performance management (5.2a[4]), innovation management (6.1d), and organizational continuity (6.2c[2]).

Category 3—Customers

3.1 Customer Expectations

3.1a. Listening to Students and Other Customers

3.1a(1). CCNW utilizes a relationship-management system including multiple formal and informal methods to listen to, interact with, and observe students and other customers. The system reflects TNW (Figure P.2-3) and MVV at the center of the LS (Figure 1.1-1); aligns the LCP (Figure 1.1-2), PMS (Figure 4.1-1), and data from the voice of customer (VOC; Figure 3.1-1) to understand and prioritize student and customer needs; and leverages the SPP (Figure 2.1-1, step 1) and the IP (Figure 6.1-1) to design, improve, and innovate educational programs and support services.

The VOC system comprises many communication modalities that are segmented by various student groups and regions, customers, CCNW strategic and operational teams, and support service departments (Figure 3.1-1). The VOC system demonstrates varying frequency, stages, and types of engagement among student and customer segments through surveys and audits that are analyzed by unique student and customer groups (Figure P.1-5). VOC data are used to support knowledge management

Figure 3.1-1: **Voice of the Customer**

	Method	Frequency	Life	Cycle	Phase	Customers					
		A, M, O, Q, SA*	Potential Students	Current Students	Alumni	Feeder Schools	Transfer Schools	Employers	Local Community	Service Provider	Donors
Collect Data	Operations Discussions	O	*	*	*	↔	↔	↔	↔	↔	↔
	Day-to-Day/ Dept. Meeting	O	*	*	*	↔	↔	↔	↔	↔	↔
	Strategic Discussions	O	*	*	*	↔	↔	↔	↔	↔	↔
	SPP (Figure 2.1-1)	Q	*	*	*	↔	↔	↔	↔	↔	↔
	CPBT	Q	*	*	*	↔	↔	↔	↔	↔	↔
	Alumni Advisory CPBT	SA	*	*	*	↔	↔	↔	↔	↔	↔
	Regional CC Council	M	*	*	*	↔	↔	↔	↔	↔	↔
	Economic Development Council	SA	*	*	*	↔	↔	↔	↔	↔	↔
	Surveys–Students, Customers	O	*	*	*	←	←	←	←	←	←
	Audits	A	*	*	*	↔	↔	←		←	
	Social Media Scorecard	O	*	*	*	↔	↔	↔	↔	↔	↔
	Corp. Compliance (Figure 1.1-2)	O	*	*	*	←	←	←	←	←	←
	Industry Conferences	O	*	*	*	↔	↔	↔	↔	↔	↔

Continued on next page

Figure 3.1-1: ***(Continued)***

	Method	Frequency*	Life Cycle Phase			Customers					
		A, M, O, Q, SA	Potential Students	Current Students	Alumni	Feeder Schools	Transfer Schools	Employers	Local Community	Service Provider	Donors
Collect Data *(Continued)*	Outreach, Community Events	O	*	*	*	↔	↔	↔	↔	↔	↔
	Contracts	O	*	*	*	↔	↔	↔	↔	↔	↔
	Best-Practice Sharing	O	*	*	*	↔	↔	↔	↔	↔	↔
	Scorecards and Dashboards	O	*	*	*	↔	↔	↔	→	↔	→
Student Transitions	Meetings (Figure 3.1-2)	O	*	*	*	↔	↔	↔	↔	↔	↔
	Surveys–Schools, Employers	Q	*	*	*	↔	↔	↔	↔	↔	↔
	Complaints (Figure 3.2-1)	O	*	*	*	↔	↔	↔	↔	↔	↔
	Conferences	O	*	*	*	↔	↔	↔	↔	↔	↔
	Social Media	O	*	*	*	↔	↔	↔	↔	↔	↔
	SPP (Figure 2.1-1, Step 1)	O	*	*	*	↔	↔	↔	↔	↔	↔
	Surveys, Baldrige Feedback	A	*	*	*	↔	↔	↔	↔	↔	↔
	Leadership Development Report	O	*	*	*	↔	↔	↔	↔	↔	↔
Utilize Input	PDCA–Cross-Function/ PT Teams	O	*	*	*	↔	↔	↔	↔	↔	↔
	Graduation Rates	O	*	*	*	↔	↔	↔	↔	↔	↔
	Best Practice (Figure 6.1-4), IP	O	*	*	*	↔	↔	↔	↔	↔	↔
	Education Conferences	O	*	*	*	↔	↔	↔	↔	↔	↔
	Best Practices (Figure 6.1-1) IP, S-KPI, KPI	O	*	*	*	↔	↔	↔	↔	↔	↔

Legend ↔ 2-way Communication; ← and → in and out respectively
**A = Annual; M = Monthly; O = Ongoing; Q = Quarterly; SA = Semi-Annually*

that includes sharing at key points of transitions in the student educational cycle; providing input to key internal departments; and implementing follow-up on immediate and actionable feedback regarding student and customer experiences. Further, VOC data inform multiple steps in the SPP (Figure 2.1-1) to validate the effectiveness of process improvement initiatives and identify needs for new programs and services.

Overall management of aggregating, analyzing, and distributing VOC data are overseen by the Office of Planning, Research, and Organizational Development (PROD), Student Services, and other PT teams. VOC methods go through cycles of learning annually using PDCA, and improvements are made as opportunities are identified. For example, during the pandemic crisis, all classes were converted to an electronic platform. Faculty required training in the use of the Kollab videoconferencing platform for presenting materials remotely based on feedback from students unable to see presentation materials due to presenter inexperience. CCNW LS and RMP subject-matter experts review survey data using PDCA tools as part of the VOC frequency.

For the student customer group, PROD analyzes data from a variety of sources (Figure 3.1-1) and provides ongoing input on issues and changing requirements to all concerned departments through its Relationship-Management System (Figure 3.1-2) and TNW VOC (Figure P.2-3). RMP meetings incorporate data to make adjustments in programs, processes, and service features to ensure that the organization is proactively addressing emerging needs. RMP's cross-functional representation ensures alignment among faculty and staff members to promote broad understanding of issues and support appropriate and necessary actions. The entire workforce is an integral part of the VOC Process and committed to empowering students to have successful outcomes in accordance with the CCNW MVV—Empowering students to be successful in the workforce and their communities. Faculty and staff stress student contact and personalized service as high priorities and spend time

interacting with students during weekly open-door office hours and periodic in-class office hours. Empowering students supports face-to-face conversations with faculty. Conversations and personalized service are part of the TNW of creating a community of leadership. Faculty, staff, and advisors seek to understand student academic progress and experience during Operations Discussions (Figure 3.1-2) and align cycles of improvement with S-KPIs and O-KPIs. This approach improves service delivery and embeds the culture and characteristic of the workforce in the decision-making process and drives CCNW's CC1 of exceptional student support services.

CCNW has well-developed VOC methods for other customer groups, including donors, advisory committees, and the local community, all of whom are customers of the services provided by the college (Figure P.1-6). VOC data are gathered and analyzed to determine customer needs and expectations, make educational and programs adjustments, and enhance satisfaction and effectiveness. RBM, a relationship-based management firm, manages VOC data collection and analysis with teams from PROD, CEOC, and the CCNW Foundation to differentiate needs from student, community, employer, and stakeholder groups. As issues, concerns, or college-wide improvement actions are identified, information is presented to the PT for discussion and decision making. Student and other customer data are considered in the ES, SWOT, and PI validation during the SPP (Figure 2.2-1, step one) and reviewed as part of RMP strategic and operational discussions throughout the year.

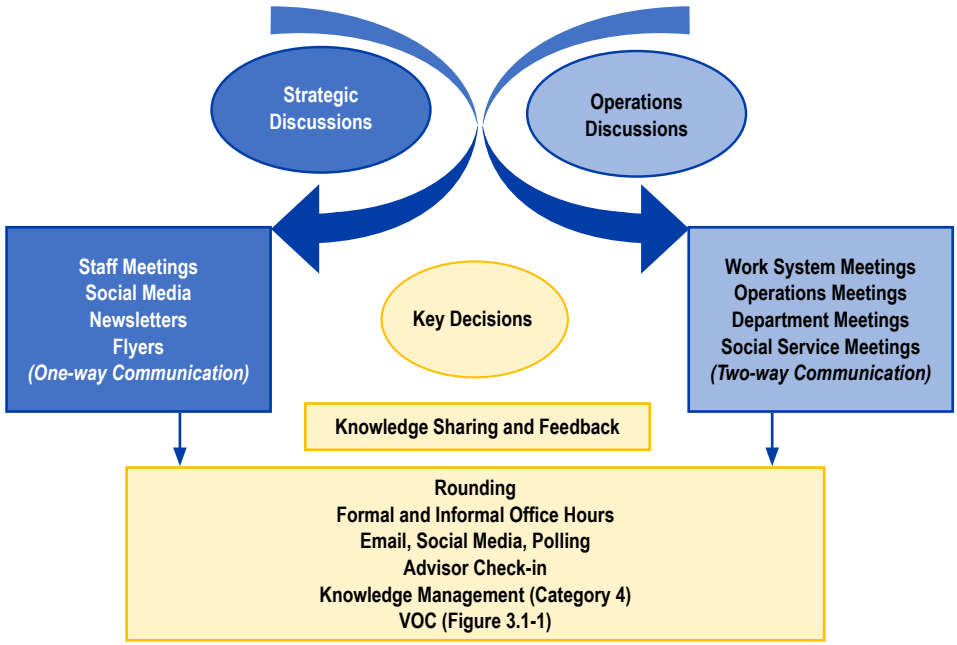
CCNW uses social media and web-based technologies to communicate with current and potential students and customers. Students and the community provide real-time feedback and engage with faculty, staff, and advisors through Kollab chat, email, text, Gabble messaging platform, and Smyle photo/video sharing platform. Student government and advisors seek input through Smyle polling. CEOC teams and RBM's Website and Digital Design Team have implemented social media analytics to evaluate the effectiveness of CCNW's virtual communication with its students and customers, as well as conversations occurring on campuses and among the student, alumni, and communities across the service area (Figures 7.2-10, 7.2-12, and 7.2-20). The CCNW website and WebSpace page have contact pages to encourage two-way communication through general information, questions, and comments. E-newsletters are sent to subscribers, and Gabble and text messaging are used to share urgent information. In 2020, the pandemic resulted in the conversion of the remote-learning platform. In response to an increased number of student complaints regarding internet access and distance-learning tools, a multidisciplinary team met with employers and key community leaders to evaluate and develop approaches to improve the effectiveness of distance-learning systems and instructional strategies across the region. CCNW used pandemic emergency funding to hire a consulting firm to lead campus and community-wide assessments to evaluate and align all aspects of electronic communication and educational approaches among CCNW, its at-risk and vulnerable students, and key community and regional partners.

Methods vary among the stages of relationship building, including for students, alumni, donors, employers, and the community (Figure 3.1-1). CCNW's commitment to a student-first culture is supported by a relationship-management system to understand the varying student/customer requirements and to develop leaders with a sense of service to their community. This commitment fosters loyalty and positive word-of-mouth, a sense of community excellence, collaboration, partnership, and community engagement, consistent with CCNW values.

CEOC oversees agreements related to community involvement, advisory committees, and fundraising campaigns; identifies initiatives reflecting customer needs and expectations; and prioritizes opportunities to improve current and future services. Satisfaction surveys, reviews, focus groups, and feasibility studies are examples of the organization's efforts to explore and evaluate programs and services (Figure 3.1-1). Current customer involvement in the PI Analytic Process is part of a shared effort to understand current performance and identify improvement opportunities. Outreach initiatives are developed for potential students and other customers with whom CCNW may not be engaged and result in understanding the design of educational programs, services, and marketing outreach that might appeal to those groups.

CCNW seeks immediate and actionable feedback that is core to every interaction with customers. Point-of-contact (POC) satisfaction surveys are conducted after

Figure 3.1-2: **Relationship Management Process (RMP)**



advising and orientation sessions, and advisory committees provide input each semester about facilities, technology, and equipment used to teach the skills, curriculum, and workforce needs for the industry. Each student is required to complete faculty evaluations at the close of each semester in order to receive grades.

3.1a(2). CCNW deploys its RMP to listen to and learn about former and potential students and customers with the methods shown in Figure 3.1-1. Information about students at competitors and other colleges is available through discussions with other schools, at conferences and forums, through websites, in journals and research articles, and at job and high school fairs. National databases are purchased to better understand key customer and student groups when needed for key strategic or fundraising initiatives. This information is analyzed and potential impacts discussed during strategic planning sessions, leadership reviews, and PI processes to validate and prioritize program and service design, improvement, or innovation. Community customer data are gathered through fundraising feasibility studies, economic development conferences and forums, the Chamber of Commerce, and community leadership engagement. This information is analyzed and impacts are discussed during step 1 of the SPP (Figure 2.1-1), and is used to design, improve, and innovate community involvement, business partner development, fundraising campaign strategies, and legislative outreach.

Leadership development was identified as an opportunity to improve student recruitment in the 2016 SPP ES. The PT worked with community leaders, donors, alumni, and area high schools to explore the development of a student version of the CCNW STAR program (1.1b).

3.1b. Student and Other Customer Segmentation, and Program and Service Offerings

3.1b(1). In the Northwest, community colleges have a significant role in the higher educational system, providing a bridge from high schools to four-year institutions and/or workforce training and retraining. CCNW also plays a role as a leader in regional economic development initiatives. For this reason, as well as its use of cutting-edge technology, CCNW markets beyond the three-county region to serve the entire state. CCNW operational teams review key issues regarding students, other customers, markets, and education and service offerings during weekly PT and other regularly scheduled meetings (RMP; Figure 3.1-2). Key issues are identified and summarized in reports from the PMS and PI tracking and monitoring. They include grade-point average (GPA) performance and attendance action plans; referrals to advisors or student services; and complaints from the hotline, social media, email, and surveys.

The PT works with RBM to analyze CCNW data and compare them to competitor colleges in the region and national best practices. RBM reviews survey data and interviews regional advertising and social media consultants for insights into existing and potential markets. From this analysis, action plans are developed, reviewed, and revised by SLs, faculty, staff, community leaders, alumni, and student leaders, as part of step 1 of the SPP (Figure 2.1-1). This analysis provides the basis for goals and action plans to be considered for further research or to make changes within the organization. In 2018, a gap in first-year student GPA resulted in research and implementation of training sessions for first-year students to learn how to set and achieve goals. RBM analyzed and segmented the student groups and assigned advisors to develop a plan and check in with them at least once during the semester and at any time there was a faculty referral (referral flow chart and scorecard AOS). Students requiring physical, cultural, or language accommodations are addressed on a case-by-case basis, and summary reports align with the SPP.

The RMP is a cross-functional forum for discussion regarding accessibility issues due to transportation, poverty, immigration, or other barriers to admission. RBM compares CCNW messaging on marketing materials and the website and rates them for effectiveness and readability.

3.1b(2). CCNW determines its educational programs and services during step 1 of the SPP, which includes ESs, competitor analysis, surveys, and other feedback to identify future offerings. Basic program offerings are evaluated every five years, and specialized program offerings and certifications are evaluated in agreed-upon sequences to ensure curriculum and faculty qualifications remain current with industry and regulatory changes. For example, following the pandemic, programs for community health worker certifications required telehealth training in response to social distancing requirements and reimbursement protocols. Services, including financial aid, mental and social health counseling, and technology training, are evaluated annually or as-needed based on regulatory compliance requirements.

Proposed new programs and services are validated through the SPP and RMP and vetted by faculty, staff, and the Curriculum Council. Recommendations are forwarded to key program and faculty leads and provided to the PT. For example, the recommendation for the STAR program resulted from listening to students and community leaders who then worked with faculty and student services leadership to create the operational plan, budget, governance structure, and ongoing evaluation using the NWIP. Working with high schools, faculty, and staff, CCNW examined coursework and services to align, assess, and develop services to prepare middle and high school students. The intention is to support community college students to succeed by setting and achieving goals, and be "job-ready" upon graduation. Approaches were added to increase one- and two-way communication with parents to address questions and expectations. The STAR program has attracted students from across the region who are interested in social justice and leadership, policy development, and public health disciplines. The STAR program seeks continued market and stakeholder feedback through an advisory board of philanthropists; community, business, and governmental leaders; and STAR alumni who serve as guest lecturers, mentors, and advisors and provide community, regional, and statewide internship opportunities.

3.2 Customer Engagement

3.2a. Student and Other Customer Experience

3.2a(1). RBM engages potential students and future business partners through its involvement with the community's

school-readiness efforts, outreach programs including job fairs, college readiness programs, and recruitment strategies. RBM teams manage unique needs of different market segments and stages of the student life cycle by utilizing technology to facilitate online and in-person inquiries, applications, and enrollment. They also facilitate self-service support to advising, financial aid, registration, and billing functions.

As part of CCNW's student-first commitment, faculty and staff are available to provide face-to-face services for students and customers requiring more support with special needs or more complex applications, such as immigration, ESL, international, and non-traditional students. The CEOC and PROD deploy advertising campaigns for digital media, print, television, and radio to target audiences with focused messages. Input from high school student leadership has helped expand social media outreach with Smyle and Gabble to increase one- and two-way communication with many age groups. RBM works with CEOC and PROD to develop an appropriate advertising mix, based on measurement, analysis, and input about student preferences. The CCNW website is updated annually with a "students-first" web design that prioritizes content and navigational needs of prospective students in key areas such as the home page, program description, admissions, enrollment, and financial aid, ensuring readable content and readability. Through the website, RBM supports CCNW management of incoming requests for information to ensure prompt and appropriate responses to prospective inquiries (Figure 7.2-25) and to monitor social media inquiries and conversations that are relevant or meaningful to the college, its prospective students, and the broader community college community. For example, as a result of a cycle of refinement in a 2020 website review, a RBM team developed a Spanish social media platform.

The STAR program students provide another mechanism for continuous supportive conversations with students. Since the STAR students have a commitment to reach out to high school students, CCNW is exploring pathways to ensure that all students can be included with STAR success strategies. After the first year's evaluation, students recommended an app to make access easier from smart phones, and in 2019, the STAR-Point app was introduced.

3.2a(2). Current and prospective students seek information through many methods, including through information sessions, face-to-face and virtual advising, the website, social media, radio and television, campus flyers, and other print publications.

All students use the self-service system to register, pay their bills, process financial aid, evaluate professors, and obtain grades and transcripts. The faculty and staff online LMS was expanded to offer access to students as part of the STAR program in 2018. The CEOC and PROD teams and RBM are analyzing its effectiveness and developing a plan to deploy it to the entire student population. Participation in student government, RMP committees, weekly student life newsletters and posted flyers, Smyle poll reports, and student activities are additional sources of information for students. The Registration Process identifies students requiring financial or language assistance and/or other special assistance, who are then assigned an Advisor Support Team. The vice president of academic and student services office provides mental and physical in-person and telehealth health services to students free of charge. RMP-identified students who are in their last semester of classes often have special needs in career planning and interview preparation and were added to the special needs group during a Strategic Planning Improvement Process. Security phones are available across campus, and all students have an emergency phone app. Additional safety and self-defense training and emergency preparedness drills are part of orientation, and there is a student hotline (6.2c[2]).

CCNW's key means of support are approaches deployed as components of the RMP system to understand the differing requirements of student groups and customers, analysis to determine support mechanisms that meet those requirements, and the comparison of the effectiveness of the approaches with competitors and industry best practices.

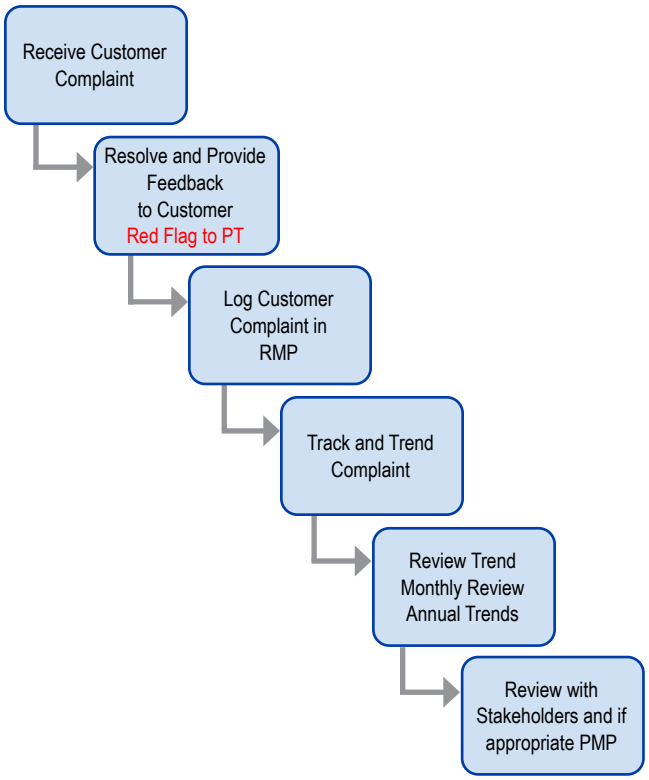
The VOC listening methods, outreach activities, and face-to-face and telecommunication tools are examples of communication supporting student and customer engagement making it easier for students, business partners, and the community to be part of TNW. The vice president of academic and student services oversees the Admissions Process and assigns a team to plan and conduct outreach events and activities to help students with the application and registration processes. Faculty and advisor office hours are available through office appointments, "in-class" office hours, and by phone and Kollab teleconferencing. Students with special needs are assigned an advisor who facilitates completion of necessary documentation and resource procurement. STAR advisors, students, and alumni participate with the outreach activities to provide additional support to create a "community of students" and a "students-first" experience.

CEOC and PROD staff oversee students transitioning to four-year institutions and identifying future career paths in partnership with the community Job Council and Chamber of Commerce, as well as STAR alumni mentors and coaches.

3.2a(3). CCNW has a Complaint Management Process (Figure 3.2-1) to ensure its value "Students First." Complaints can be submitted through comment cards, emails, and phone calls, and office calls are welcomed by administration, faculty, advisors, and STAR leaders. Feedback is sought during advisory check-ins and office hours, Smyle polls, surveys, and focus groups. Information is sought by CCNW, outside agencies, consultants, business partners, and community agencies. RBM screens, assigns, and prioritizes complaints for follow-up teams. Red-flag complaints related to a security, safety, legal, or ethical issue are sent to the PT for immediate response and Crisis Communication Team involvement, if necessary. Complaints are aggregated and analyzed for cycle time, population, and trend evaluation.

During the pandemic school facility closure, a faculty team was made aware through the Complaint Management Process of issues in using Kollab with ineffective faculty presentation approaches; hackers also disrupted the use of technology with inappropriate images displaying during Kollab meetings. As a result, the PT convened a core group and added subject-matter experts to work with the faculty team in the PI process.

Figure 3.2-1:**Complaint Management Process**



Immediate action was taken to add passwords to the sign-on process, and the high school distance-learning specialist began conducting just-in-time training with faculty conducting Kollab.

3.2a(4). As an education provider, CCNW is committed to ensuring fair treatment for all of its different students, student groups, other customer groups, and market segments. This commitment is based, in part, on the need to ensure that the college complies with all federal and state equal opportunity and anti-discrimination laws but also is an extension of the college's values and the professionalism of the workforce.

3.2b. Determination of Student and Other Customer Satisfaction and Engagement

3.2b(1). The CCNW VOC methods (Figure 3.1-1), RMP, and RBM teams comprise a comprehensive process to gather information from students, customers, partners, and stakeholders.

RBM has developed a set of algorithms to disaggregate data from all sources and be able to understand how needs differ among student groups and at different stages of the college experience. The CCNW PDCA and PI process ensure that analysis includes an understanding of the scores using quality management approaches such as root causes, Pareto, and in-process measures (Figure 6.1-1).

3.2b(2). CCNW gathers information on students and others customers within the Central Polk Community College System, which aggregates metrics among all 12 colleges and allows comparison within the regional system. In addition, comparisons are made to national best practices, including CCSSE, Nome Zevil, Baldrige Award recipients, and other education leaders including Hertz and Reimann Community Colleges.

A RBM team collects data from the Chamber of Commerce and economic development surveys, community health improvement planning, and best practices and benchmarks from industries outside of education to ensure the analysis is aligned with business partners and the community at large. The STAR program increased its focus on students in social media stories based on the learnings from a recent Baldrige Award recipient. The recipient indicated that alumni stories scored lower in engagement than student stories. STAR student leaders have also been added to the RBM advisory teams. CCNW now seeks more ways to showcase students and has increased its "sense-of-student-community" scores. CCNW has consistently scored in the top 10 of choices for colleges in the region and been recognized as an outstanding business partner by the Regional Economic Development Authority and the state Chamber of Commerce. The community ranks CCNW as either the top or second choice in selection of college to attend, a key competitive factor (Figures 7.2-9, 7.2-12).

3.2c. Use of Voice-of-the-Customer and Market Data

At each meeting, the RMP, CEOC, and PROD teams review S-KPIs presented by the RBM team from VOC, enrollment reports and other market data, daily reports, campaign data, and web traffic (RBM S-KPIs and dashboard AOS). Based on these data, proposed changes are vetted through the RMP and reviewed through the PI and SPP to determine new programs or services to help CCNW focus on "students-first" initiatives. VOC is among the stakeholder input considered during step 1 of the SPP.

Category 4—Measurement, Analysis, and Knowledge Management

4.1 Measurement, Analysis, and Improvement of Organizational Performance

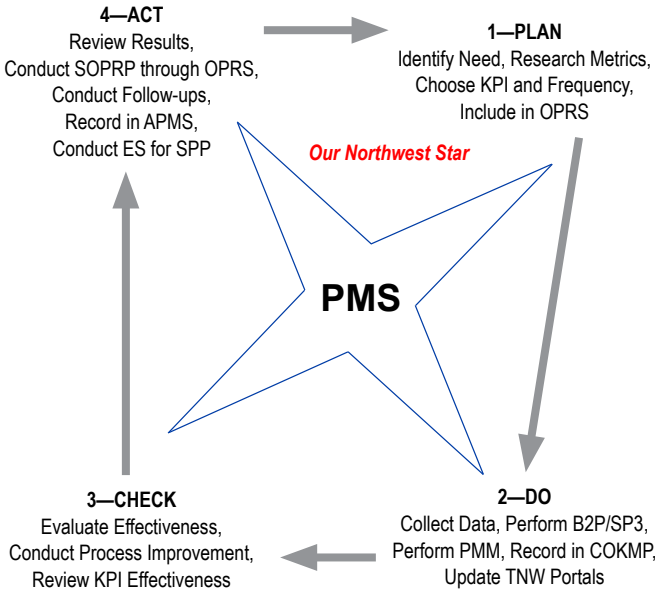
4.1a. Performance Measurement

4.1a(1). CCNW uses the Tracking Star PMS (Figure 4.1-1) to track data and information on daily operations and overall college performance, including the VOC Process and work and support systems. The four-step PMS is the approach to select, collect, align, integrate, act, and evaluate KPIs.

CCNW classifies all KPIs as either strategic (S-KPIs) or operational (O-KPIs). Figure 2.1-2 shows the S-KPIs for SObjs, strategic initiatives, and action plans. Figure 6.1-1 shows O-KPIs for key and support work processes. Figure 4.1-2 shows other O-KPIs key to the organization. CCNW reviews S-KPIs and O-KPIs during organizational performance reviews (Figure 4.1-6).

PROD deploys the PMS through the PT and SPOT down to each academic department and operational unit as well as action plan

Figure 4.1-1: **Performance Measurement System (PMS): Tracking Star**



leads. Item 4.2b(1) describes how results for S-KPIs and O-KPIs are available on four user-friendly TNW portals for faculty and staff, students, the public, and suppliers and partners (special access). PROD, academic departments, and operational units track these O-KPIs on a daily, weekly, monthly, quarterly, semester, semiannually, and/or annual basis, as defined in the PMS.

Annually, the PROD director reviews the PMS and its three O-KPIs (AOS) as part of SPP, step 4. The current PMS is the result of three prior cycles of improvement (AOS). The PT, vice presidents, and/or directors review S-KPIs and some O-KPIs annually (PMS, step 3). Integration of the PMS (PMS, step 4) ties directly to the SPP, step 3. Item 5.2c describes the individual employee Northwest Performance Management Process (NWPMP), and item 4.1b describes how the S-KPIs and O-KPIs feed into the organization performance reviews.

4.1a(2). The Organizational Profile in P.2a(3) and Figure P.2-1 describes sources of comparative data. See 3.1b(1), 3.2a(2), 3.2b(2), and 5.2c(3) regarding the methods CCNW uses to collect student and workforce comparisons. CCNW uses the Benchmark Looking Star Benchmark and Best Practice Process (B2P, Figure 4.1-3) to select comparative data and information to support fact-based decision making. PROD deploys the four-step B2P by applying a benchmark to each S-KPI and most O-KPIs.

Semiannually, PROD and key stakeholders reviews the B2P and its two benchmarking O-KPIs (AOS). B2P has been subject to two cycles of improvement (AOS). The B2P Team reviews each benchmark annually (B2P, step 3). PROD updates sources of typical benchmarks annually. A new S-KPI or O-KPI, either through the SPP or the design of a work process, initiates efforts to find an appropriate benchmark.

CCNW uses B2P as part of PMS, step 2. PROD, academic departments, and operational units integrate these into the organizational performance reviews described in item 4.1b.

4.1a(3). CCNW has several approaches to ensure that its PMS can be used to respond to rapid or unexpected organization or external changes and provide timely data. CCNW tests out S-KPIs and O-KPIs as part of the approaches described in item 6.2c(2) for disasters and emergencies. CCNW also uses the Performance Monitoring Model (PMM; Figure 4.1-4) to identify through trend and other analysis any S-KPI, O-KPI, or benchmark issues requiring review or process improvement.

Feedback from drill and event after-action reviews, the PMS semiannual review, and feedback on individual reviews of

Figure 4.1-2: **Other O-KPIs**

Short-Term O-KPIs	Figures
Innovations	7.1-18
Student Satisfaction—Educational Experience	7.2-7
CCSSE Student Satisfaction—Key Services	7.2-9
Financial Aid Satisfaction	7.2-15
Dissatisfaction	7.2-17
Students Achieving Goals	7.2-23
Customer Engagement—Response Time	7.2-25
Satisfaction with PT Communications	7.4-1
CEE Leadership Reinforcement of Values	7.4-2
PT Focus on Action	7.4-3
On-time and Accurate Compliance	7.4-4
Compliance with Key Measures and Requirements	7.4-7
Ethics Hotline	7.4-8
Workforce Participation Ethics Training	7.4-9
Ethical Environment	7.4-11
Perception of Walk It Right Ethics Program	7.4-12
Employees Giving Back	7.4-14
Long-Term O-KPIs	**Figures**
Student Aid	7.1-10
Savings Due to Online Education	7.1-16
Customer Satisfaction	7.2-10
Overall Satisfaction	7.2-12
STAR Leadership Development	7.2-21
Stakeholder Engagement	7.2-24
Workforce Engagement Factors (CEE Survey)	7.3-10
Workforce Engagement Factors (Canter)	7.3-9
Internal Financial Audit Findings	7.4-5
Accreditation and Legal Compliance	7.4-6
Stakeholders' Trust in SLs	7.4-10
Market Penetration	7.5-11
Market Share	7.5-12
Clock Hours	7.5-13
Total Customers	7.5-14
Enrollment Growth	7.5-15
Market Tuition and Fees Comparison	7.5-16

Figure 4.1-3: **Benchmark Best Practice Process (B2P): Benchmark Best Practice Looking Star**

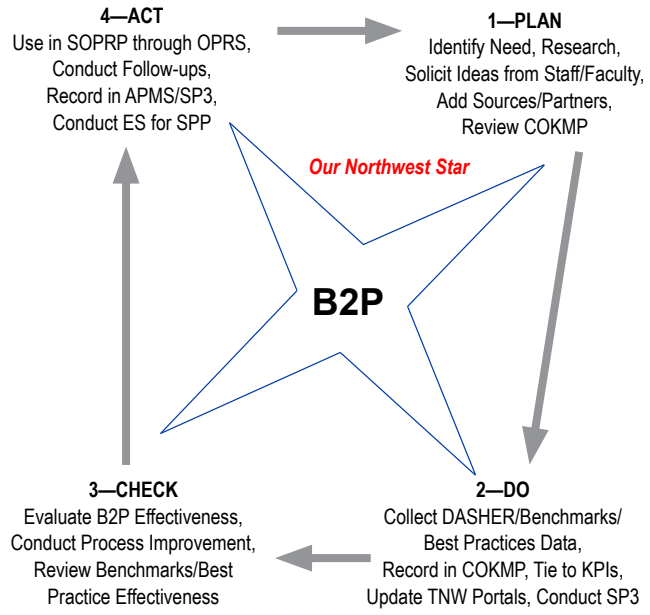
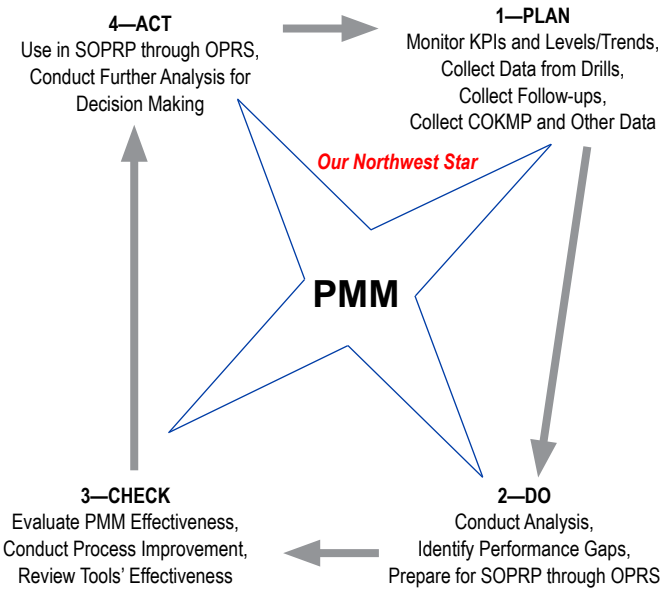


Figure 4.1-4: **Performance Monitoring Model (PMM): Assessment Star**



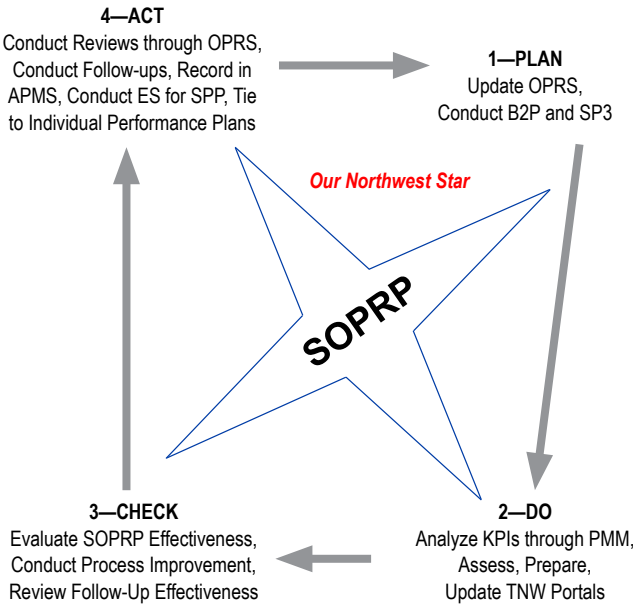
O-KPIs provide cycles of learning to increase measurement agility. CCNW integrates measurement agility into its organizational continuity approaches (see item 6.2c) and as part of PMS.

CCNW tested its PMS and O-KPIs during the pandemic in 2020. CCNW added O-KPIs to the approaches applied toward working remotely for most faculty and staff members, ensuring continuity for many of the student instruction and support systems.

4.1b. Performance Analysis and Review

CCNW uses the Checkup Star Strategic and Operational Performance Review Process (SOPRP; Figure 4.1-5) to conduct organizational reviews. The four-step SOPRP uses S-KPIs and O-KPIs to allow the PT and directors to assess

Figure 4.1-5: **Strategic and Operational Performance Review Process (SOPRP): Check-Up Star**



organizational success to relative benchmarks, financial health, and progress in achieving SObjs and action plans. It also allows CCNW to respond rapidly to changing organizational needs and challenges, as demonstrated in CCNW's actions during the pandemic. PROD, academic departments, and operational units conduct analysis to support these reviews using the PMM (Figure 4.1-4) to alert the PT to performance issues.

The Huddle Star Organizational Performance Review Structure (OPRS; Figure 4.1-6) shows types of review, frequency, and participants. CCNW conducts periodic reviews throughout

Figure 4.1-6: **Organizational Performance Review Structure (OPRS): Huddle Star**

Team	Review Area	Frequency
CPBT	CCNW Performance	Quarterly
CPBT	CCNW Strategic Plan	Annually
PT	Operational Huddle	Weekly
PT	Key O-KPIs	Monthly
PT	All S-KPIs	Quarterly
PT	Action Plan Progress	Quarterly
PT	Process Improvements	Quarterly
PT	Work and Support System	Quarterly
PT	Budget Re-Allocations	Quarterly
PT	Major Baldrige Approaches	Semiannually
PT	Innovation Projects	Semiannually
PT	Strategic Planning	Annually
VP	Budget Teams	Annually
VP	Program Reviews	Annually
Dept./Unit.	Operational Huddle	Weekly
Dept./Unit.	Dept/Unit O-KPIs	Monthly

the academic departments and operational units, with PT and directors responsible for follow-up actions, such as establishment of emergent action plans, process improvement teams, or innovation projects.

Leaders record these actions in the APMS (see item 2.1a[1]), which SPOT uses to integrate throughout CCNW and in its strategic and action planning processes. Supervisors integrate these organizational actions into individual performance plans (see item 5.2c). The chancellor and CPBT receive periodic reports from the CCNW president on all S-KPIs and selected O-KPIs; the president makes an annual presentation to the CPBT.

Two cycles of improvement (AOS) led to the current SOPRP. PROD reviews the three SOPRP O-KPIs semiannually (AOS). CCNW updates the OPRS each year; updates are driven by organizational and planning changes and lessons learned.

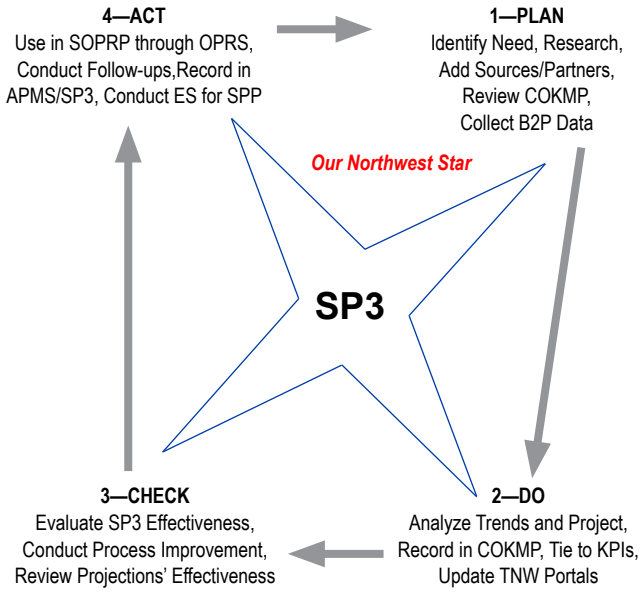
4.1c. Performance Improvement

4.1c(1). CCNW uses the Future Star Strategic Performance Projection Process (SP3; Figure 4.1-7) to project its future performance. SPOT deploys SP3 annually as part of SPP, step 4, and PMS, step 2, by reviewing levels, trends, and performance action plans to benchmarks of each S-KPI and many O-KPIs to identify short- and longer-term performance projections (see item 2.2a[6]). These future performance projections allow CCNW to set quantifiable strategic goals for SObjs. Two cycles of improvement for the SP3 are AOS. PROD reviews the SP3 O-KPIs semiannually (AOS). In April and July 2020, SPOT updated short-term performance projections due to the pandemic.

4.1c(2). CCNW identifies follow-up actions for process improvement or innovation projects from the organizational reviews and records them in APMS as opportunities. APMS requires the lead of each opportunity to determine the financial, workforce, supplier, and other resources estimated to accomplish it. PT and directors then determine a risk status (high, medium, and low) for each opportunity, which the PT then prioritizes quarterly. During the SPP, the SPOT reviews and updates priorities into APMS. These established priorities are available on dashboards on TNW portals for all faculty and staff, students, the public, and other stakeholders.

Directors and other leaders may deploy these opportunities as emergent process improvement or innovation projects within their resources. An example is the director of information technology and security who immediately implemented the STAR-Point app at the suggestion of several students near the beginning of online classes during the 2020 pandemic (see item 3.a[1]). The PT addresses projects requiring resources across CCNW or other sources, and it manages and allocates a specialized fund for innovation projects.

Figure 4.1-7: **Strategic Performance Projection Process (SP3): Future Star**



4.2 Information and Knowledge Management

4.2a. Data and Information

4.2a(1). CCNW verifies and ensures the quality of organizational data and information by using its Data Star Model of Data Quality and Availability (MDQA; Figure 4.2-1). MDQA uses attribute definitions, defines approaches for staff to use, utilizes a common data management system, and defines standard reporting structures. CCNW deploys the model in all information technology systems; defines how users manage data; defines organizational, daily, and in-process O-KPIs; and uses specific validations of data to ensure accuracy, validity, integrity, reliability, and currency. The CCNW Information Technology (IT) Committee reviews processes and makes decisions to change MDQA.

Figure 4.2-1: **Model of Data Quality and Availability (MDQA)**

Factor	Method to Ensure
Accuracy/Validity	Training
Accuracy/Validity	Audit Reports
Accuracy/Validity	Data-Field Validation
Accuracy/Validity	Input Masks
Accuracy/Validity	Error Reporting
Accuracy/Validity	Complaint Data
Accuracy/Validity	Vendor Monitoring
Accuracy/Validity	Relational Database X-Checking
Integrity/Reliability	User Authentication
Integrity/Reliability	Training
Integrity/Reliability	Audit Reports
Integrity/Reliability	Data-Validation Functions
Integrity/Reliability	Comparison to Standards
Integrity/Reliability	Hardware/Software Monitoring
Currency	Computer Access/Availability
Currency	Policies, Reports, and Procedures
Currency	Plan and Process Review Structure
Currency	Work Orders
Currency	Training

Continued on next page

Figure 4.2-1: ***(Continued)***

Factor	Method to Ensure
Currency	Help Desk
Currency	Network Monitoring
Currency	Hardware Recycle Policies
Currency	Student Data Update Prompts
Currency	Employee Data Update Prompts
User-Friendly	Data Prompts
User-Friendly	Online Help Functions
User-Friendly	Hover Prompts
User-Friendly	Pop-Help Definitions
User-Friendly	Availability in Foreign Languages
User-Friendly	Webpage Layouts
User-Friendly	Search Functions
Timeliness	Prompt Updates of Databases
Timeliness	Four TNW Portals
Timeliness	As-of Dates on Most Online Pages
Timeliness	Bullet Point Updates on Home Pages

MDQA has been subject to two cycles of improvement (AOS). PROD reviews the two MDQA O-KPIs semiannually (AOS). It is currently subject to two improvement projects regarding the quality of data and information. CCNW is working on a joint project with Interwebs and ICS on big educational data innovation. This modeling integrates with the SPP, employee NWPMP, PMS, B2P, PMM, SOPRP, and SP3 (see item 4.1).

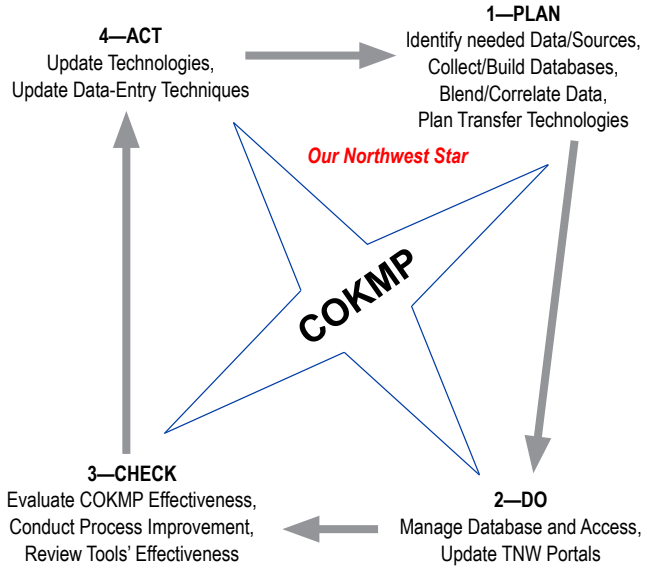
4.2a(2). CCNW uses the MDQA to ensure the availability of organizational data and information, and it has approaches for user-friendliness, timeliness, and reliability. Deployment and integration follow the same methods described in item 4.2a(1). Three improvement projects to MDQA are underway regarding availability of data and information.

4.2b. Organizational Knowledge

4.2b(1). CCNW uses the four-step Retain Knowledge Star CCNW Organizational Knowledge Management Process (COKMP; Figure 4.2-2) to build and manage organizational knowledge. COKMP addresses the methods to collect and transfer workforce knowledge, the VOC, and market data; blend and correlate data; transfer relevant data to staff, students, and other stakeholders; and assemble and transfer knowledge for use in innovation projects and the SPP. PROD reviews COKMP and its three key O-KPIs (AOS) semiannually.

Examples of COKMP methods include job aides for each position; defined work process steps; seamless integration of information technology with work process steps; an inventory of data analytics and data science techniques; standard methods and procedures to identify sources of data and information, especially from outside CCNW; and a searchable database of key process owners and at least three subject-matter experts

Figure 4.2-2: **CCNW Organizational Knowledge Management Process (COKMP): Retain Knowledge Star**



among the CCNW workforce. Entry of data into the knowledge management database is the responsibility of each academic department and operational unit.

CCNW deploys its knowledge management database and other assets through the four user-friendly TNW portals (see item 4.1a[1]). PROD is responsible for COKMP and the underlying knowledge management database, supported by IT operational units.

Two cycles of improvement created COKMP, with a subsequent innovation project establishing the current COKMP approach. Two current improvement projects are underway, and COKMP is in scope for the big educational data (see item 4.2a[1]). Efforts are underway to incorporate in the next version of COKMP with new Interwebs search technologies and data-entry automations. Usage of the four TNW portals integrates COKMP in almost every organizational approach used at CCNW.

4.2b(2). CCNW uses the four-step B2P (Figure 4.1-3) to identify, share, and implement best practices throughout the organization. This also includes identifying internal and external organizations or operations that are high performing. PROD is responsible for B2P. The CCNW workforce, students, and other stakeholders have an easy way through their portals to identify potential best practices and high-performing organizations and operations. CCNW hosts an annual Day of Sharing to highlight notable internal or external best practices (see items 3.1a[1] and 3.2a[2]). CCNW uses similar learning and integration for best practices as it does for benchmarking (see item 4.1a[2]). PROD reviews four best practice O-KPIs semiannually (AOS).

4.2b(3). CCNW embeds organizational learning into TNW and workforce LMS (see item 5.2c). COKMP incorporates many methods to use knowledge and resources to embed learning in the way CCNW operates (see item 4.2a[1]).

Category 5—Workforce

5.1 Workforce Environment

CCNW builds an effective and supportive workforce environment aligned with the MVV through its HR division led by the vice president of HR and a team of directors. A team of generalists provides face-to-face frontline and telephone contact through the HR Information Center to all employees, retirees, job candidates/applicants, and other stakeholders. The generalist team handles documents; receives applications; fields questions; manages manual and electronic paperwork from hiring managers, candidates, and new hires; and answers questions about benefits and other HR issues that have impact for individual staff and departments. Four teams manage the functional teams of Job Design, Performance Management, and Compensation (JPC); Recruitment, Hiring, and Onboarding (RHO); Learning, Development, and Careers (LDC); and Benefits, Policies, Staffing Relations, and Employee Health (Best Practices and EOHW).

HR communications are coordinated through the director of internal communications to deliver timely, consistent, and accurate information to all staff in multiple formats, including online, printed messages, memos, email blasts, and e-newsletters. The vice president of HR maintains a standing Innovation Team with participants from the four units and the communications officer to address continuous changes in technology resources, monitor changes to laws and regulations, and stay abreast of trends in human capital. During the 2020 pandemic, this team worked and met remotely to ensure the effectiveness of HR functionality of all the divisions, making and communicating changes to staff, ensuring availability of technology resources, and communicating with benefits providers.

5.1a. Workforce Capability and Capacity

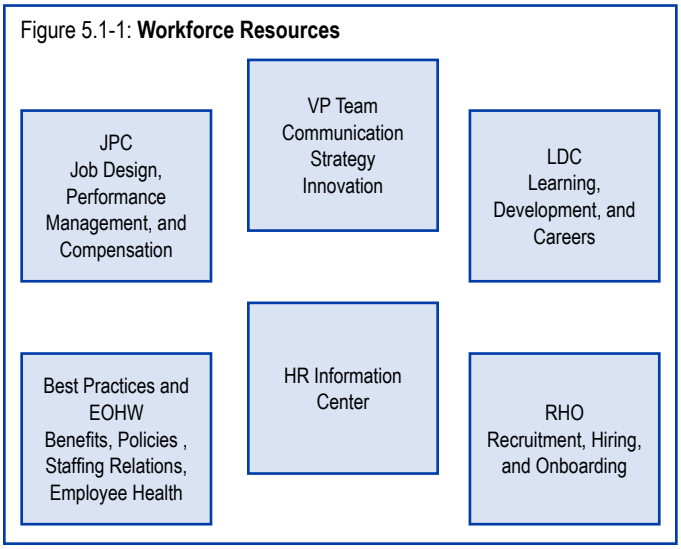
5.1a(1). Annually, the JPC team assesses the capability of current staff, anticipated staffing needs, skills, and knowledge as part of the workforce plans addressed in the SPP. The JPC reviews and evaluates the Capability Review Process annually as part of strategy development for the vice president of HR to keep current with trends in compensation and performance. During this review, consideration is given to the near-term, meaning the upcoming academic year, and the long-term, meaning projections for the next three years, based on anticipated program growth or new programming, if any.

The JPC team analyzes current faculty capabilities; coordinates with high schools, certifying agencies, and academic deans to ensure qualifications are met; and along with RHO team, begins planning for upcoming-year hiring. Ongoing planning is conducted with these stakeholders to ensure any long-term hiring is consistent with certification requirements, societal benefit and institutional stewardship. The JPC team creates, verifies, reviews, and updates position descriptions, and coordinates with the State Community College Compensation Process to ensure salary compliance and equity across the hiring process. These position descriptions describe required education, certification/license, and experience qualifications for faculty and professional staff; include overall qualifications and experience of support staff; and verify the physical requirements of the position. All data and information related to positions and compensation reside in the TNW WORKS system, a comprehensive HR information system that is the repository of the life cycle of HR data and information. Any requests by a department to create a new position will require approval by the vice president of HR based on assessment of need and budgetary restrictions.

Annually, the JPC team updates the Northwest Performance Management Process (NWPMP) based on the previous year's feedback and assessment to ensure that NWPMP successfully evaluates and rewards staff while also identifies the learning and development needs and future position requirements. The JPC team administers the NWPMP annually, providing invaluable outcomes reports for departments and staff members as part of the evaluation of annual salary increases and career progression. Improvements over the past five years have included online administration in WORKS, addition of a 360-degree feedback tool for supervisors, refinement of career planning to include educational goals, and inclusion of a three-year plan of stretch goals for individual professional growth. Department heads and recruiters use these results as part of career management and advancement for internal candidates within the college.

Annually, as part of workforce planning in the SPP, department heads assess the potential needed for new positions based on a community environmental scan for changes to the curriculum. Workforce planning assesses current capacity needs by evaluating projected enrollment and contact hours (workload measures) for the upcoming year. Department heads consider FT/PT faculty ratios, average class size, advising ratios, and student services ratios. Additionally, they evaluate the use of qualified part-time or adjunct faculty along with changes to non-classroom teaching staff to expand or reduce capacity in the short term. Changes to capacity require further budgetary approval. CCNW reassesses annual capacity and growth with five-year rolling data by review of industry standards. The review ensures that current jobs meet industry and certification

Figure 5.1-1: **Workforce Resources**



standards, and projects growth or reduction for the following year to anticipate hiring needs. See 5.1-1 for workforce resources.

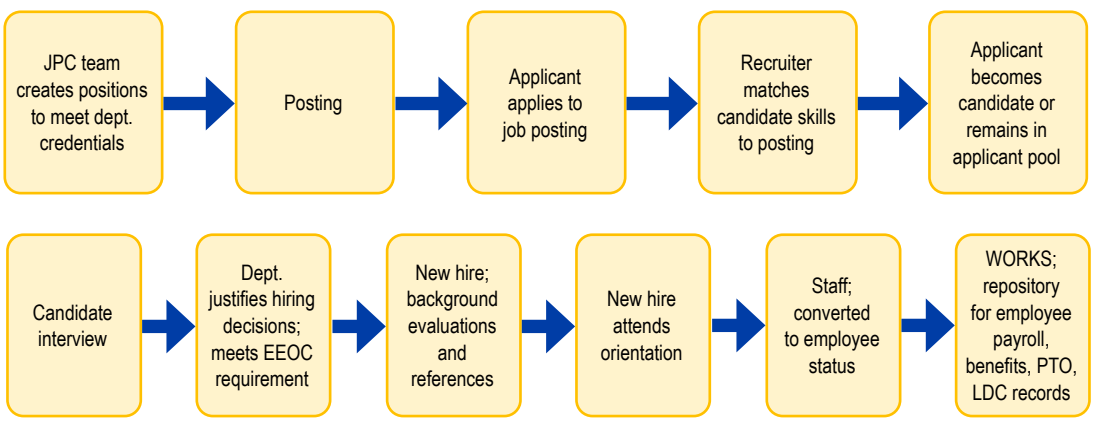
5.1a(2). As part of the internal culture, CCNW believes in supporting, developing, and advancing the careers of internal faculty and staff. As positions become available, they are posted on departmental bulletin boards in departments, on the WORKS system for internal applicants, and on the system college recruitment system for seven calendar days for internal candidate priority. After seven days, positions are widely advertised depending on the audience to standard recruitment sites (JobMe, CareerEnhancer); to academic publications, *Chronicle of Higher Education*, and subject-matter journals; for certifications and licenses through certifying agencies; to career- or work-related websites and organizations; to the local employment security system; to Veterans Affairs career websites; to social media and on the radio; and at career fairs within the community. A recruiter generalist holds a resume-writing workshop twice a month for any internal or external applicant seeking assistance with the Application Process. The generalist also presents to community organizations and local high schools. CCNW seeks to employ a racially, ethnically, diverse applicant pool and has increased advertising for positions through community agencies and diversity websites; one goal of such an approach is to represent the diversity of ideas, cultures, and thinking in the hiring and student communities. For senior-level positions, a search team may be implemented to seek a more extensive applicant pool, with a dedicated recruiter available to answer questions and facilitate the process. All applicants are expected to apply online and can receive assistance setting up their personal application account in the recruitment center or through appointment with a recruiting assistant.

Policies require that the hiring manager must interview at least three candidates. For the past three years, an improvement was introduced to facilitate behavioral-interview training for supervisors and departmental hiring managers to increase skill in evaluating candidates and to help eliminate interview bias. For faculty positions, interviews are conducted by the academic dean, department head, an interdisciplinary faculty team, and an HR representative. Faculty selection is based on academic credentials, recommendations from academic colleagues, and alignment with the college's mission and values. Candidates for senior-level administrative roles also undergo an extensive interview process with department heads and other administrators to assess professional qualifications and alignment with the college's mission and values. For staff positions, candidates are interviewed by a department manager and a team of departmental staff, and they may also be interviewed by other departments who coordinate with the position.

To ensure equity in hiring, recruiters working on the RHO team match applicant knowledge, skills, abilities, and experience with the position requirements through the WORKS system, thus enabling recruiters to maintain information and record interviews and decision-history for all considered candidates to support diversity hiring and meet federal Equal Employment Opportunity Commission (EEOC) requirements. The WORKS system also creates a snapshot report for the CPBT to demonstrate current and trend information on employee demographics, credentials, training, turnover rates, and other workforce data for budgeted and temporary employees. Recruiters forward resumes of pre-qualified "candidates" to hiring managers electronically through the WORKS system for consideration and evaluation. Departmental leaders interview and determine the preferred hire. Once a decision is made, "candidate" status is changed in the WORKS system to "offer." After receiving a conditional offer, applicants complete the Pre-Hire Process by providing proof of certification/license, educational qualifications/certifications, information for a background check, and references. Upon successful review of these qualifications, the recruiter verifies the salary offer for the department to extend the formal offer, salary, and position start-date in writing. Upon hire, candidate status in the WORKS system changes to a "hired" employee status.

Upon hire, all new employees engage in an orientation process that begins with a one-day, college-wide orientation to the facilities, benefits, policies, history, and culture of CCNW. This one-day orientation includes discussion of TNW, the MVV, a presentation by the president of the college, discussion of ethics,safety, inclusion and equity, review of the handbook and compliance, and the STAR rewards program. During the pandemic, hiring was frozen except for the hiring of essential staff. Once the college resumed online classes, initial interviews and group interviews were conducted remotely via Kollab. One-day orientation also was done remotely to ensure appropriate social distancing. After this one-day orientation, the new hire receives departmental orientation either in person or online depending on the role, and he/she is assigned a star buddy. The buddy system proved to be a positive experience for new hires—even during remote work time—in having a one-on-one contact to mentor

Figure 5.1-2: **WORKS Descriptive Chart**



the new hire through the changes. Departmental orientation includes at least a half-day orientation and training on the various IT systems and software programs relevant to the position.

An improvement that resulted from the pandemic was the development and implementation by the Knowledge Management Group of online technology training so that all staff could receive orientation to the secure internal WORKS system since this is where they record their work time and paid-time off (PTO), enroll in benefits, and receive pay statements and tax documents. The website includes a dedicated new employee web page to answer questions and provide detailed information. Additional systems training is position-specific and has set training requirements.

New hires and transfers are asked to assess the Onboarding Process in WORKS after six months in the position as part of the HR focus on improvement, which has led to increased IT training and expansion of the buddy system. To strengthen collaboration, enhance individual development, and promote agility, the LDC team offers monthly departmental training options that advance teamwork, including using PDCA, managing difficult conversations, developing supervisory and leadership skills, and other enrichment courses. CCNW seeks to create a cordial, inclusive, professional workforce, dedicated to the values of students first, community-engaged, collaboration, partnership and excellence.

5.1a(3). Workforce change and organizational resilience became essential in the spring of 2020 with the pandemic that caused sudden changes across all sectors of the U.S. economy, including to educational delivery systems, challenging every organization in the education sector to develop new modes of delivering content, maintaining standards, ensuring quality, and meeting student needs. Even before spring 2020, CCNW, through the PT, faculty leadership, and IT and LDC teams, had instituted a Center for Faculty Development. Between 2017 and 2019, CCNW had been increasing online content to deliver classroom interactive materials and lectures through faculty-designed courses. This process required the faculty to participate in training on technology and platforms to develop at least one online course per year to be delivered fully online as part of the College Transfer-Course Content Process.

Additionally, most faculty members had begun to develop online lectures that students could access in case of illness or absence. Some of the courses focused on workforce and career content were already delivered digitally, since many of these were one-time courses accessed remotely with online assessment processes. A joint team evaluated the delivery systems, content, and student success, with improvements made to each course and adapted for the next round of content development. With the sudden occurrence of the pandemic, CCNW staff were thrust quickly into an active emergency situation. Faculty and staff stepped up quickly and began leveraging knowledge already in place to meet the new demands on the workforce to prepare existing classroom-based coursework for online delivery and evaluation.

At the same time, CCNW began to leverage new remote work models and tools for professional and support staff who are not needed for face-to-face interaction with students or colleagues. These innovations include Kollab technology to provide scheduled faculty office hours for students, exam-prep review sessions, and virtual laboratories. The president has convened a dedicated Emergency Innovation Response Team to evaluate the policies and procedures for distance work, sick leave, and vacations and to prepare and plan for future sudden changes as part of sustainability that will remain part of the SPP and workforce planning.

CCNW prepares the workforce for changing Cap2 through a three-year systematic change management strategy during the SPP with the PT and HR leadership. A twice-yearly snapshot evaluation is used to assess more immediate changes in enrollment and course of study requirements, changes to content and delivery methods, changes in expectations, and changes in state budgeting and staffing costs mandated by law. These evaluations occur in early March for September enrollment and early October for January enrollment. Faculty hours and class sizes are adjusted as needed to meet demands, with the addition of adjunct faculty to meet increased demand. Evaluations for workforce development and certification programs occur quarterly. Additionally, systematic change management evaluation evaluates the work environment by deliberately assessing the effectiveness of physical space and technology (hardware, software and cloud-based resources). This evaluation is made in the broader context of CCNW's operating environment. Because of its PDCA-based SPP, CCNW adjusted its work environment, vis-à-vis on-site vs. work-from-home and the attendant use of technology. To prepare the workforce for such changes, the applicant leveraged its communications system and intranet to deliver just-in-time training.

CCNW prepares the workforce for growth through HR communications to all staff that describe opportunities for advancement and innovation, coaching employees to manage change proactively and meeting challenges through adherence to the vision of students first. The LDC team provides monthly, departmental, professional development training in teaching, use of technology, and online course development for all teaching staff, and quarterly skills enhancement in technology, business writing, records management, and personal growth for professional and support staff that is designed to be relevant to their roles at CCNW.

Should enrollment or course of study expectations shift down or alter direction, adjustments are made to the number of adjunct and part-time faculty first. CCNW has rarely had to downsize the professional and support staff, but if necessary, it manages reductions through temporary assignments, priority hiring into vacant positions on campus and across the system, cross-training, job sharing, early retirement packages for qualified individuals, and outplacement counseling. In times of reduction, CCNW notifies affected staff first of the changes in job status before any other announcement to the community. By policy, if a qualified regular staff or faculty member experiences layoff due to reduction in force, that employee is eligible to be rehired within a year as a priority candidate into a comparable position.

Annually and more frequently as needed, CCNW reviews this change management strategy and makes policy

recommendations or revisions of processes as required to the SPP workforce team. In 2018, this review led to a change in policy to establish outplacement services, and in 2019, the college revised education/training opportunities for all staff to enable them to take up to 12 hours of approved coursework in support of career development or to support additional skills. In 2020, adjustments were made to offer more just-in-time training to communicate new or revised processes that may be needed during times of rapid changes that impact the workforce.

5.1a(4). Broadly defined areas of expertise and responsibility are the foundation of an annual strategy that is aligned to and supports the work of the college SPP through committees and teams under the direction of a vice president. Unit-level teams promote collaboration and continuous improvement to achieve goals and establish action plans for the coming year. Cross-functional teams work on issues affecting the larger organization, and ad-hoc teams address specific, timely issues. Departments are aligned to a specific functional area, with both faculty and staff representation on teams and committees. Faculty chairs manage interests and decisions affecting faculty, adjuncts, and part-time teachers. Administrators manage staffing, budgeting, and departmental goals. Students work within these departments in order to gain internship hours and advance career interests. Each individual staff member is aligned with a departmental supervisor or faculty chair.

Individuals set annual performance and goals aligned to departmental goals and plans, which are rolled up to division and organizational goals to achieve the MVVCC of the college.

During the 2020 pandemic, these teams met weekly through Kollab technology platforms and addressed immediate issues to establish procedures in navigating the move to virtual operations. The Student Academic Success (SAS) department evaluated and established policies on "attendance," access to and security of learning platforms, and management of assignments, and the division facilitated team-based, hands-on learning through supportive internet technology. Over the summer, the SAS team, along with CCNW's five divisions convened a one-day "Let's Evaluate" symposium for all faculty, staff, and students to review what worked, what did not, what could be improved, what new ideas were learned, and what's next. The information from this symposium was incorporated by the five organizational division vice presidents and teams into the Emergency Innovation Response team's planning to ensure that the college provides exceptional student support services in all situations; partners effectively with the local community to achieve excellence and graduate job-readiness; and ensures that it continually educates an expert, up-to-date workforce for the future.

The Emergency Innovation Response team also conducts table-top exercises multiple times per year, considering scenarios that range from minor disruptions in operations to "worst case" events. Organizational agility is evaluated as part of these table top exercises, and affected operations are assessed and improved to ensure greater resiliency.

Figure 5.1-3: **Student Academic Success and Student Support Systems**

5.1b. Workplace Climate

5.1b(1). CCNW ensures workplace health, security, and accessibility for the workforce through a cross-campus interdisciplinary Wellness Team. Wellness programs that promote healthy lifestyle habits are available through the HR Employee Health and Wellness Team and other campus organizations, and programs include a fully equipped wellness center, exercise classes, diet and nutrition counseling, focused weight loss and wellness programs, and access at a reduced rate for family members of staff to participate. Wellness programs focus on stress management, good work habits, time management, meditation, and financial planning. The Employee Assistance Plan (EAP) is available to any employee experiencing personal difficulties. During the spring, summer, and early fall, the college sponsors a weekly campus farmers' market in cooperation with the community's Extension Agency that provides fresh locally grown products as well as healthy lunch options for sale to all campus students, staff, and visitors. CCNW offers a campus health fair in early spring each year, with community health agencies available to promote smoking cessation, healthy eating, and the latest news and information on addiction counseling available locally. In the fall, CCNW holds several flu vaccine clinics on campus through the local health department to promote health for the individual and the campus. The college evaluates wellness programs each year through a campus-wide survey sent via email to all staff and faculty that asks for feedback and suggestions for new programs; the survey has an average 82% return rate over the last three years.

CCNW maintains campus security through the public safety office under the leadership of the campus police who are equipped with both police cruisers and bicycles, and through video surveillance of buildings and walkways, security lighting

in all campus areas and parking lots, Blue Box emergency telephones, after-hours student and security safe rides, classroom panic buttons and locks, and active-shooter drills and training. CCNW adheres to reporting of all campus crimes required under the Clery Act and to local and state authorities in the community. Students, staff, and visitors to the campus can report any incident to a dedicated "800" number 24/7 or submit a complaint or incident via the Complaint Management Process to the director of compliance services as well as in-person. The college convenes a dedicated Safety Committee that meets bi-weekly and reviews all safety incidents and issues, documents any investigation, and reports resolution of the issue to the president's office. The committee evaluates the effectiveness of safety programs through a public safety survey annually and makes recommendations for needed changes to the security office.

All buildings, facilities, renovations, and new designs comply with architectural standards and building requirements built to American Institute of Architects standards and consistent with the ADA. These laws help CCNW ensure that all facilities meet legal standards and are equipped with automated doors, ramps, accessible bathrooms, Braille signage, and hearing and visually impaired technology. The college ensures that employees who request physical accommodations to accomplish their work receive appropriate supportive equipment including accommodated workstations and/or technology.

5.1b(2). CCNW has a comprehensive benefits package available to all staff depending on status (e.g., FT/PT, active or retired).

The secure employee portal in the WORKS system enables the staff member to access all benefits information at any time. Any change in position or work schedule automatically is reflected in changes to benefits. The employee can report time worked through the system for payroll, enter time off to maintain precise information for PTO, review time-off balances, and view other available benefits. Employees can enter changes such as addition of a family member, name change, and marital status by entering the change and submitting supporting documentation to the HR office. The Children's Learning Center provides on-campus child care for staff and faculty while also providing a laboratory setting for students enrolled in early childhood development classes. An annual flu clinic is available to all students and staff. In fall 2020, CCNW participated as a community site for initial pandemic vaccination clinics sponsored by the local health department.

Policies that affect the workforce are established and reviewed annually by a cross-functional team of directors from the president's office, HR, and professional and support staff and faculty. Policies are administered through the HR office of equity, which evaluates grievances and harassment and seeks to establish and maintain a fair and equitable environment. Policies are updated in the WORKS system as they are approved, and a notice to review the change is sent out to all employees through an HR communication, through a policy change flag in WORKS, and in email blasts to the college community. CCNW adheres to federal and state level policies such as FMLA, Title IX, and EEOC, and it maintains policies for sick and vacation leave, retirement, separation, and reduction in force.

Figure 5.1-4: **Benefits Eligibility**

Benefit	Eligible Workforce *FT = Full Time, PT = Part Time*
Health Insurance	FT, PT
Dental Insurance	FT, PT
Life Insurance	FT, PT
Retirement Plan	FT, PT
Tuition Reimbursement or Waiver (with supervisor approval)	FT, PT, Adjunct
Flexible Spending Account	FT, PT
Paid Leave	All Employees
FMLA	All Employees
Personal Leave (12 weeks)	All Employees
Short- and Long-Term Disability	FT, PT
Retiree Health Insurance	Former FT, PT
EAP	FT, PT
Facilities Access (i.e., library, gym, computer labs)	All Employees
Children's Learning Center Discount	FT, PT
Business Memberships & Discounts	All Employees
Wellness Center	All Employees
Flu Clinic	All Employees
Wellness Fair	All Employees
Smoking Cessation	All Employees
Tuition Support (other colleges)	All Eligible Employees (having 2+ years)
Tuition Discount: Eligible Children & Dependents	FT
Personal, Civic, Bereavement, Military, Developmental Leave	All Employees
Ergonomic Furniture	All Employees

5.2 Workforce Engagement

5.2a. Assessment of Workforce Engagement

5.2a(1). SLs drive engagement through TNW. To determine the key drivers of engagement, CCNW conducts a systematic, annual, environmental scan of cutting-edge research into factors of engagement from organizations, such as Baldrige Award winners, Canter, Great Higher Ed Employers, the Lead Creatively Institute, and the Society for Human Resource Management. The CCNW also convenes quarterly focus groups from across the college to assess and understand factors that support or hinder currently defined key drivers of engagement, such as effectiveness of organizational communication and managerial styles, trust and respect among colleagues, quality and effectiveness of departmental and administrative leaders, and belief and pride in the college's achievements and reputation.

If CCNW identifies a new key driver of engagement, it convenes a team to evaluate what is identified and determine how to use this information in strategic and workforce planning to focus efforts on improving skills of leaders and managers

to create an organizational culture that leverages the core competencies and demonstrates the core values. CCNW validates this systematic process to determine key driver of engagement through annual staff satisfaction surveys (Great Higher Ed Employers, Canter, College Environment Evaluation [CEE] Survey); performance evaluations and historical data on retention; exit interviews; and involvement of staff in collaborative teams, committees, and improvement efforts.

5.2a(2). CCNW assesses workforce engagement, as well as inclusivity and equity, formally by means of surveys and workforce performance data, and informally by examining involvement in various activities and feedback from less formal indicators.

The primary survey instrument is the online CEE Climate Survey for Community Colleges that allows institutions to assess their progress and highlight areas for growth, to define areas needing change or improvement, and to set the stage for more in-depth strategic planning. This survey has been conducted annually since 2015.

Every other year, CCNW assesses engagement with the 12-question online Canter 12Q survey, and assesses workplace climate, culture, inclusivity and staff development with the Great Higher Ed Employers survey. The Q12 survey was first used in 2017. The Great Higher Ed Employers survey was first used in 2016.

The information from these three survey instruments provides benchmarks of top-performing organizations outside the education sector on progress toward achieving the success factors of Students First, Community-Engaged, Collaboration, Partnership, and Excellence. The surveys provide data to evaluate the components of the key drivers of engagement (see also P.1a[3] and Figure 5.2-1) about supervisor relationships, training and resource availability and relevance, feeling valued as a team member, and being satisfied with the sense of contribution to the mission and with the future of CCNW. The LDC team evaluates the data received from these surveys, focus groups, and performance evaluation departmental summaries, and rolls the results into the workforce plans of the SPP (see Figure 2.2-1). Results of surveys are reported by departmental units and are used in setting action plans for the upcoming year.

Faculty provide annual feedback on the effectiveness of training and development of online learning skills, quality and availability of student-focused resources (library, laboratories, online learning effectiveness), availability and quality of administrative leadership and support, quality of internal communications, and participation in external relations. Included in assessments are formal data on retention, turnover, faculty and staff participation in required and elective educational resources, exit interviews, and informal information measures on overall satisfaction with the campus culture. The Employee Exit Interview Process was improved and enhanced in 2017 to increase participation and the depth of information collected by using a third party who calls employees after they separate. Areas evaluated included communication, leadership abilities, collegial environment, inclusivity and equity, and management of conflict. This information is now used to identify opportunities to improve the workplace and increase employee engagement. In 2019, an additional enhancement was the addition of an evaluation of compensation equity, opportunity for advancement, and quality of managerial relationship. These other indicators help support decision making in revising engagement and success factors and setting the strategy for upcoming years.

5.2b. Organizational Culture

CCNW fosters a work culture driven by the organization's TNW and values: Students First, Community-Engaged, Collaboration, Partnership, and Excellence.

This work culture supports and engages employees to strive for student success, to expect principled leadership, to embody performance excellence through communication and improvement, and to engage in continuous learning. Within the work culture, CCNW actively seeks to benefit from the diverse ideas, cultures, and thinking of the entire staff and student community, which includes having one-day seminars to highlight literature, music, technology, and history and focusing on diverse cultures led by students, faculty, and outside speakers. Beginning with the recruitment, hiring, and onboarding processes, the college engages the workforce to achieve the MVV. Part of the engagement are recruitment interview teams and student-led tours, with staff representing the many cultures within the college.

From point-of-hire, CCNW empowers workforce members to take on new roles, with individual staff members serving as buddies to new hires, participating on committees and team improvement activities, attending forums and campus events, becoming involved in supporting student committees and activities, expanding personal educational skillsets through academic or professional development classes taught both at CCNW and universities, and advancing professional knowledge. New hires establish with their managers a personal performance plan, setting goals aligned with departmental action plans that are aligned to the college's S-KPIs and O-KPIs. Monthly recognition from the college president cites achievements across campus of individual and departmental goals. Staff members are recognized upon achievement of new educational or professional milestones and certifications, as well as for service on committees through HR e-newsletter blasts. CCNW honors faculty and staff with the Northwest Star for achievements and contributions to the community at bi-monthly staff recognition luncheons. Beyond length-of-service compensation mandated by the state community college system, staff compensation recognizes individual achievement on performance reviews, personal educational advancement, contribution to the achievement of departmental goals and action plans, personal commitment to student success, and peer input.

5.2c. Performance Management and Development

5.2c(1). The NWPMP resides organizationally under the JPC team, which monitors all positions, and maintains and updates changes mandated by the state community college compensation system to ensure equity. The JPC team manages staff and faculty performance management assessment, review, and improvement. The NWPMP is a fully automated program within the employee's personal, password-protected account in the WORKS system into which both individual and supervisor have the secure ability to enter achievements and

Figure 5.2-1: **Key Drivers of Engagement**

Engagement Factor	Characterized by
Open Communication (supervisor relationships)	Deployment of MVV
	Communication and System Engagement
	SL Visibility
	SL Interaction with the Workforce
	Faculty Interaction with the Workforce
High-Performance Work (feeling valued as a team member)	TNW Leadership Model Deployed to all Units
	Unit Planning Processes
	Measurement System
	Innovation Teams
	Continuous learning
Focus on Continuous Improvement and Innovation (training and resource availability and relevance)	Learning and Development Coursework Availability
	360-Degree Performance Reviews for Faculty and Staff
	Tuition Support
Engaged and Empowered Workforce (being satisfied with the sense of contribution to the mission)	Decision Making at the Point of Impact through Collaborative Work Environments
	Team-based Approach
	Participation in Planning and Budgeting
	Leadership Training
	Interdisciplinary Councils
	Career Progression
	Cross-training
Diverse Ideas, Cultures, Thinking (being satisfied with the sense of the mission and with the future of CCNW)	Focus on Diversity, Recruiting and Hiring Approach
	Team Selection Approach
	Diversity Workshops and Celebrations
	Action Plans for Underrepresented Minority Groups
	Open Campus that Meets Accessibility Requirements of All
Inclusion and Equity	Programming content that reflects the backgrounds and experiences of the CCNW campus community and the broader community
	Training for leadership, supervisors and workforce on issues related to inclusion and equity
	Regular assessment of internal and market pay scales

accomplishments, to add historical and current performance data, to set and monitor goals and educational achievements, and to prepare annual reviews of performance. By having a single point of entry, the individual can keep track of day-to-day, month-to-month accomplishments and review longer-term goals for action and planning.

The WORKS system also enables the employee and supervisor to ask for feedback from selected peers and colleagues as part of the 360-Degree Review Process. Faculty performance reviews are managed by departmental chairs and include academic growth challenges, participation in research and/or publication, and involvement in student mentorship. The performance of academic chairs and deans is reviewed every three years. The performance of adjunct and part-time faculty is reviewed annually, with continuation of employment dependent on funding along with quality of the teaching assessment. Student evaluations of individual faculty are included in the review process to support excellence in teaching from the student's point of view.

5.2c(2). Being able to maintain a performance profile within WORKS encourages staff and faculty alike to self-monitor and manage continuous professional improvement. The Performance Review Process consists of self-evaluation and goal setting on five areas of performance that are aligned to the values and core competencies. Individuals review progress toward departmental-aligned goals with their supervisors at mid-year and again at year's end. Achievement is evaluated on three levels (i.e., exceeds performance expectations, achieves expectations, and attention required to achieve for each of the five areas under review). Goal setting for the next year provides remediation for items yet achieved and provides expansion or new direction for goals fully achieving performance expectations. Included in the goal-setting review are learning and development goals, plans for participation in organizations or teams, and innovative ideas to explore in support of intelligent risk. Compensation is based on level of achievement and state-budgeted funding available for workforce support.

5.2c(3). CCNW evaluates the Learning Management System (LMS) to ensure its effectiveness in preparing the workforce to meet the demands of student achievement. As a learning organization, CCNW believes that learning never ends. Annually, the LDC team evaluates current performance review outcomes to determine and establish new learning opportunities and curriculum. Each faculty and staff member is required to take one class designed to address issues in student learning and achievement, one position-specific class that is skills- or financially based, and one class on how to use new technology to teach/perform job/participate in online meetings/design new technology, etc. All faculty members must participate in a full-day each semester that focuses on cutting-edge design and delivery of online learning. In addition, all faculty participate in a comprehensive development program to improve mentoring, student success, and college completion. Feedback from each of these learning opportunities enables the LDC team to make continuous improvements and innovate offerings.

After the 2020 pandemic experience, in late summer 2020 and prior to commencing classes, CCNW instituted a one-day online review and evaluation of what it had accomplished and where the blind spots were, approaches to enriching online curriculum, and next steps. Going forward, the college anticipates that each semester faculty and staff will participate in an all-school convocation that will include a formal presentation focused on developing new ways to teach, learn, and work online effectively.

In 2016, a multidisciplinary team of selected faculty, staff, and HR directors began a biennial campus-wide learning and

development needs assessment to understand what areas of development and training were needed to sustain the focus on the future of the college. As a result of this needs assessment, in 2018, the LDC team developed a cluster of professional development seminars and classes open to all levels of faculty and staff; the seminar and classes included leadership and administrative skills development, advanced technology skills training, and effective interpersonal communication skills. As of fall 2020, over 600 participants had begun these tracks, with more than 350 having completed a full track.

Participants and trainers evaluate the effectiveness and efficiency of individual classes in the learning and development curriculum using the Kirkpatrick four-level training evaluation model: reaction, learning, behavior, and results. This approach enables CCNW to assess outcomes at the individual, professional, team, and organization levels and to benchmark against "best-performing organizations" and CEE community college peer groups. In addition, CCNW seeks feedback from participants on the effectiveness of the teacher, the coursework, and the applicability of what has been learned and applied to the individual participant's job after six months.

5.2c(4). CCNW supports career progression for faculty and staff through priority recruiting and hiring into open positions, cross-training within departments and career paths for support staff, tuition reimbursement, waivers and support, stretch assignments for promising staff, and outplacement support for staff affected by reductions or changes in current positions. All classes in the Learning and Development System are offered at no cost to any staff member with supervisor support.

Through the annual PMS, employees demonstrate progress toward goals and can demonstrate readiness for advancement. Faculty have established steps needed for advancement that are tracked through the PMS. SLs encourage advancement in support of succession through stretch goals, assignments, and educational advancement. Backed by HR policy, the RHO team seeks qualified internal applicants first to fill vacancies. Over the last five years, CCNW has filled 43% of open staff positions through internal advancement and 22% of professional/managerial positions through transfer.

5.2c(5). CCNW ensures that diversity, equity, and inclusion are promoted through its PMS and performance and career development processes through affinity mentorship programs in which senior leaders, who represent diverse and intersectional groups, are available to mentor newer members of the workforce. Through experience forums, which use "Heard, Seen, Respected" dialogues, people of diverse backgrounds come together to share and hear the lived experiences of others. Additionally, the communication system is used to spotlight diverse individuals and groups on campus, as well as the impact they have on the campus and surrounding communities.

Category 6—Operations

6.1 Work Processes

6.1a. Program, Service, and Process Design

6.1a(1). Requirements are primarily gathered from VOC data (employers, students, surveys, regulators, accreditation bodies, etc.) and through faculty and partners. Requirements are first sorted by the responsible operational units and academic departments. Actionable requirements are determined by analyzing requirements, determining numbers, and ranking importance using Pareto analysis, a Likert grading scale (1 to 5), and a criteria-based threshold based on cost, resources, and other factors. Regulatory and accreditation requirements bypass the selection process and are passed to implementation.

6.1a(2). Key work processes, along with their requirements, measures, and results linkages, are shown in Figure 6.1-1. Key work processes support key work systems and are education-based. Key work processes follow the student life cycle from matriculation, instruction, to graduation and placement.

6.1a(3). Work processes and products are designed based on the TNW (Figure P.2-3). After adoption of the Baldrige Criteria, a number of work processes and products were piloted across CCNW. All designs now incorporate a PDCA loop, which has resulted in cycles of improvement and learning.

For the design of work processes, applicable process requirements defined in 6.1a(1) are selected for implementation. Initially, existing work processes are reviewed to see if the requirement can be met by an existing process; if not, whether a modification can be made. If a new work process is required, it is designed. Work process design is based upon the NIST IDEF0 methodology (Figure 6.1-2). A commercial software tool is used to implement the methodology. A process team is formed from the responsible operational unit or academic department, although in some cases the team may be cross-cutting; a process team leader is appointed.

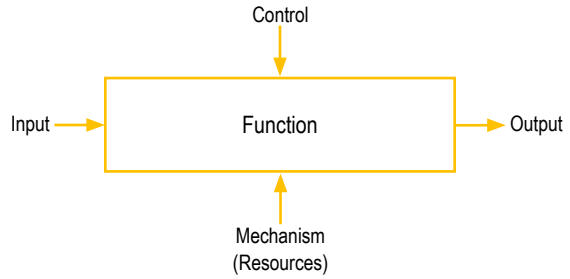
The selection of applicable product or process requirements is defined in 6.1a(1). The work process design using IDEF0 is tiered using decomposition to define the process steps. The individual steps will vary based on the desired work process. A step common to all designs is the identification of in-process measures and O-KPIs for measurements; these are input into the Tracking Star PMS along with requirements defined for ongoing monitoring (continuous, monthly, quarterly, etc.). Agility is achieved by having scalable processes and the use of PDCA feedback for improvements. This was shown in the spring 2020 semester with the scale up of online learning throughout CCNW.

The design of educational programs and services is based on the Project Management Institute's Project Management Body of Knowledge. A team and team leader are selected from the responsible organizational unit or academic department. The scope of the educational program or service is defined based on selected requirements from 6.1a(1). A work breakdown structure (WBS) is defined for required activities and deliverables (can

Figure 6.1-1: **Key Work Processes**

Work Process	Work (or Support) System Supported	Requirement	Measure (O-KPIs)	Figures
Key Work Processes				
Registration	Student Instruction	Student Input	Number of Students, Credit & Continuing Education Hours	7.1-1, 7.1-4, 7.1-5, 7.1-16a
Advising	Student Instruction	Education Plans	Required Education Plans	7.1-12, 7.2-3, 7.2-11, 7.2-3, 7.2-12
Curriculum Design and Instruction	Curriculum Development, Community Engagement (High School)	Conduct Courses	Courses Conducted (and High School), Satisfaction	7.1-1 to 7.1-9; 7.2-1, 7.2-2, 7.2-7, 7.2-7
Placement	Community Engagement	Employment Opportunities	Job Offers, Student and Employer Satisfaction	7.1-12, 7.1-15; 7.2-16
Faculty Development	Faculty Development	Continuing Education and Development	Continuing Education, HR	7.3-13, 7.3-15
Support Processes				
Finance	Multiple	Budget Formulation and Execution; Recover Tuition, Fees, Donations, Payments	Performance vs Budget; Funds Collected and Disbursed	7.5-1 to 7.5-10
Procurement	Multiple	Available Resources/Cost	Cost and Cycle Time	7.1-20 to 7.1-23
Security/Safety	Multiple	Safe Environment	Incidents/Audits/Drills	7.1-19, 7.2-6, 7.3-5, 7.3-7
Food Service	Student Services	Satisfaction/Cost	Costs/Satisfaction	7.1-21, 7.2-6, 7.2-25
Bookstore	Student Services	Availability/Cost	Costs/Satisfaction	7.1-21, 7.2-6
HR	Employment, Faculty Support	Adequate Faculty and Staff	Staffing and Satisfaction	7.3-1 to 7.3-3, 7.3-6, 7.3-9, 7.3-10
IT	Technology	Resources Available	Availability	7.1-17, 7.2-13, 7.2-23, 7.2-25
Scheduling	Matriculation, Counseling	Course and Facility Availability	Offerings	7.1-4 , 7.1-5, 7.2-5

Figure 6.1-2: **IDEF0 Process Design Block**



be the educational program, teaching material, catalog entry, textbook ordering, etc.). A schedule is laid out for the WBS activities and deliverables. A budget is developed to achieve the output. HR are planned and allocated (faculty and staff). Quality and acceptance standards are set. Communications are defined (measurement and reporting, catalog, online content, textbooks, etc.). Risks are identified, analyzed, and mitigated. If required, procurement is conducted with vendor or partner selection, and the contract vehicle is chosen, awarded, and monitored. The design is monitored and controlled through the use of KPIs input into the Tracking Star PMS. Analysis and improvement steps are done as part of the PDCA loop.

6.1b. Process Management and Improvement

6.1b(1). As part of CCNW work process and product design, O-KPI measures are linked to requirements and entered into the Tracking Star PMS (Figure 4.1-1). Ongoing monitoring in the dashboard (4.1b) ensures the meeting of organizational requirements. Operational key performance measures are shown in Figure 6.1-1 and are linked to requirements. As part of the pilots in 6.1a(3), regular reviews were held using a stoplight monitoring of processes in the dashboard, where criteria are set based on measures such as cost/budget, schedule, and outcomes. Thresholds are established to take interventions, if required. This methodology is now implemented across CCNW.

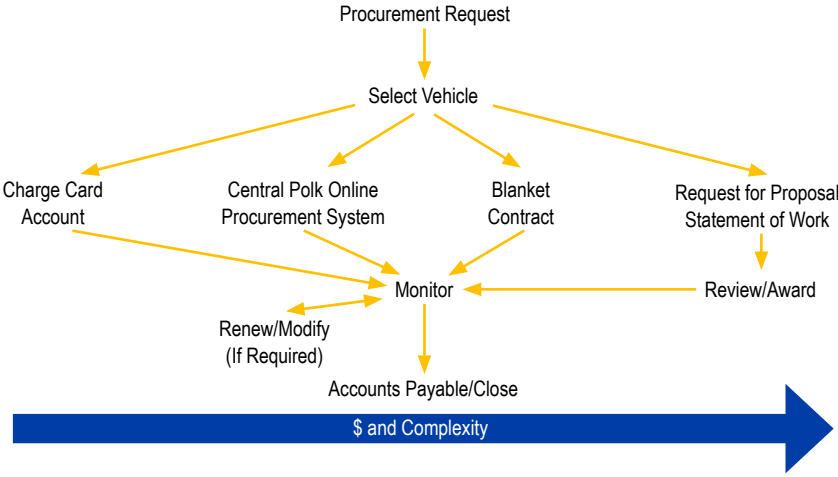
6.1b(2). Support processes are determined to be processes not directly linked to the education of students but required to operate CCNW. Support processes, the work systems they support, requirements, and measures with linkages to associated results are shown in Figure 6.1-1.

6.1b(3). Previously, most of CCNW's work processes were open ended. As part of the Baldrige journey, TNW was modified to incorporate a PDCA loop that includes monitoring and improvement steps. As a result of this, CCNW's processes were improved to include the PDCA methodology, and it is now implemented across CCNW. This resulted in the use of the PMS dashboard for stoplight reviews in processes with pre-determined threshold values for the measures. The reviews result in analysis and possible revision if results are below thresholds, which reduces variability and provides linkages to enhance core competencies.

6.1c. Supply-Network Management

CCNW is under Central Polk and CAS procurement regulations (AOS). The CCNW Procurement Process is shown in Figure 6.1-3. The process is based on cost and complexity ranging from simple purchases of less than $5,000; through commodity materials and services using the Central Polk online procurement system; to blanket contracts with pre-approved suppliers; to complex, often capital, procurements requiring detailed statements of work (SOWs) and requests for proposals (RFPs). After training three years ago, CCNW shifted a growing number of procurements to the Central Polk Electronic Procurement (CPEC) system. This has resulted in reduced cycle times and cost savings; for example, in procurement effort; reduced acquired product or service costs; more agility to respond to changes; and an increase in small, woman, and minority vendor and supplier participation and procurement dollars (Figure 7.1-20), which is a requirement and measured at the state level. Integration of the registration and scheduling systems, along with online textbooks, resulted in a win-win situation, with savings shared between CCNW and students, and an incentive payment to the vendor (Figures 7.1-21 and 7.1-22). With this success, incentive payments are being incorporated into vendor contracts where applicable.

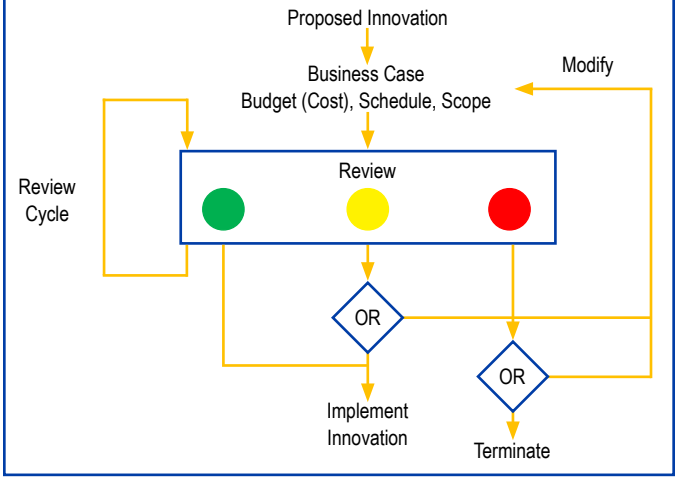
Figure 6.1-3: **Procurement Process**



6.1d. Management of Opportunities for Innovation

Direction for CCNW innovations is described in 2.1a(2). CCNW established an Innovation Board with membership from SLs, operational units, and academic departments. The NWIP (Figure 1.1-3) is a consistent method (using PDCA) to advance identified areas of significant need or opportunity, and to achieve organizational strategy, innovation, or intelligent risk-taking. Figure 6.1-4 shows the flow of NWIP, with a requesting party submitting a business case for approval by the board that would flow into the "plan" part of Figure 1.1-3. Innovations may come from step 5 of the SPP or other sources in CCNW, such as performance reviews, Culture Walk, COKMP, and include a benefit/cost analysis, schedule, risks, and outcome. If approved, the innovation is monitored using a stoplight review (green, yellow, red) based on criteria: green, no problem; yellow, 10% over budget/schedule or risk of not meeting objective (possible modification); red, 20% over budget/schedule or not meeting objective (modify or consider cancelling). Completed innovations are evaluated for performance and for future lessons learned. Innovations are shown in Figure 7.1-18. After deployment of the Innovation Process, the percentage of innovations completed increased and the percentage of innovations canceled decreased.

Figure 6.1-4: **Innovation Process**



6.2 Operational Effectiveness

6.2a. Process Efficiency and Effectiveness

Processes are designed using the methodology and measurements shown in 6.1. The use of PDCA has led to cycles of improvements and learnings in processes and reviews. The use of the stoplight reviews with pre-determined criteria places an emphasis on adherence to budget/cost and schedules. The continuous improvement cycle leads to improvements in cycle time and cost control. The integration of the registration and scheduling system with food services and the bookstore resulted in cost savings (Figure 7.1-19) and the use of the Central Polk electronic procurement system. Blanket contracts reduced the cycle time and processing costs of procurements (Figure 7.1-20).

6.2b. Security and Cybersecurity

CCNW comes under the state and Central Polk Community College System chief information officers for cybersecurity policies; CCNW sets the procedures. CCNW uses a server-based architecture with three virtual machine partitions for security purposes:

- Public facing for the website, social media, and public emails
- Education for course conduct, registration, advising, and records
- Administrative for HR, financial, procurement, security, bookstore, food service, etc.

CCNW has an enterprise license for the CASTLE security suite of products, as well as for consulting services. This provides functions such as firewalls, virus scans, access permissions, and password management. All CCNW computers use the product; students use their own computers; suppliers, partners,

faculty, and staff use remote access; however, all must use the client-side software to access CCNW systems. The CASTLE security suite is updated as required, with passwords changed every 90 days.

To protect systems from threats, students in the IT cybersecurity concentration, along with the faculty, were split into red (attackers) and blue (defenders) teams for an exercise as their graduation project. In addition, the Baldrige Cybersecurity Excellence Builder and NIST Cybersecurity Framework are used for guidance, as well as ongoing monitoring of the United States Computer Emergency Readiness Team (US-CERT) website. The attacks were detected; however, the procedures were lacking in the response and recovery areas and the procedures were updated.

During the spring 2020 semester, the move to online classes outran the capacity of the college's servers. A pre-approved state Infrastructure as a Service (IaaS) vendor, Polk Web Services, with verified security measures, was placed under contract to meet the demand. This resulted in a slight initial degradation in availability but was quickly restored to prior levels.

Cybersecurity results are shown in Figure 7.1-16; a general increase in cybersecurity activity, both in attacks and vendor software protection updates, can be seen over the past few years.

6.2c. Safety, Business Continuity, and Resilience

6.2c(1). Safety at CCNW is based on a culture of prevention. The college borrowed some common phrases to promote its safety program such as "Prevent Defense" and "If you see something, say something." The college established a safety drop box accessible by phone, text, and email to report safety issues (Figure 7.1-17). Learning from emergency preparedness drills was adapted into the Emergency and Safety Process (Figure 6.2-1), with an emphasis on preparation.

Safety training is required for all faculty and staff, with follow-on topics and added safety measures required for certain occupations such as drivers, cafeteria workers, physical plant staff, etc. General safety measures are part of classes for students, with more extensive training in classes such as labs, electrical, machinery, culinary, health sciences, etc. Safety audits and inspections are conducted with an external firm and with internal staff from respective operating units and academic departments on a regular schedule, as well as unannounced. As part of safety preparation, planned future and temporary safety issues to resolve are part of ongoing discussions. Some discussions were rescheduled when the pandemic shut down the campus in 2020.

For other customers and stakeholders who come to campus, CCNW posts safety-related messages at all entrances and at key locations within our facilities. For pre-arranged visits to campus, the CCNW contact for the visit or meeting provides the visitor, by email, any pertinent safety information for their visit.

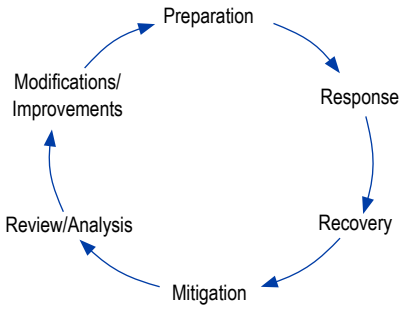
6.2c(2). The CCNW emergency process is based on the Federal Emergency Management Agency (FEMA) four phases of emergency management processes, with the addition of after-action analyze and improve steps (Figure 6.2-1). The Emergency Plan (AOS) is based on the FEMA Emergency Plan framework, and required training is conducted online with all faculty and staff and specialized training for targeted groups. Drills and audits are conducted based on a schedule, as well as unannounced; as an innovation, drills and audits were moved to targeted areas (Figure 7.1-19). Students are exposed to emergency planning the first day of class.

The Central Polk Community College System has a backup, secure, server facility that is utilized by CCNW for backup software and storage. Storage is backed up daily, and cutover tests are performed monthly. The backup server is also connected into the redundant Central Polk Electronic Procurement (CPEC) system for communication with suppliers. It was found that the extensive backup systems of the ISPs provide sufficient communication capabilities with faculty, staff, and students.

An after-action review and analysis of a state-county-city-school exercise found that campus security could not communicate with all first-responder groups. Radios were modified to permit interoperability. Based on the FEMA-driven Emergency Plan, targeted drills are now held in areas such as fire, medical, shooter/hostage, weather, and chemical spill.

During the spring 2020 semester, the move to online classes outran the capacity of the school's servers. A pre-approved vendor, Polk Web Services, with verified security measures, was placed under contract to meet the demand.

Figure 6.2-1: **Emergency and Safety Process**



Category 7—Results

7.1 Student Learning and Process Results

In category 7 figures, comparisons are made to a Baldrige Award recipient and the top decile for schools of comparable size as part of the National Community College Benchmarking Project (NCCBP), if available, as well as appropriate peer institutions.

Where FY21 data are shown, the result is a combination of actual results and projected data. Updated data are AOS.

7.1a. Student Learning and Customer-Focused Service Results

Student learning results were impacted during the move to virtual operations in the spring 2020 semester, and the impact is

still being felt. The greatest impacts were in courses that could not be easily transitioned online; these included labs. Online delivery also impacted overall course delivery and graduations. Initial 2021 registrations and attendance figures show an increase (Figure 7.1-1); updated results are AOS. Segmentation by academic departments and majors is also AOS. Degrees awarded are shown in Figure 7.1-2.

Critical degrees are identified in CCNW as being in health care and STEM fields. These majors were impacted by the pandemic to a greater extent than the college overall due to the dependence on laboratory courses and projects such as nursing, engineering technology, pre-engineering, and science (physics, chemistry, etc.). There is an increase in the actual and projected degrees award for 2021 as students were able to complete required courses (Figure 7.1-2a).

CCNW has seen an increase in degrees awarded through online courses (Figure 7.1-2a). There are many non-traditional students, including international and military students, in online programs. This cohort felt the least educational impact from the pandemic and shows an increase with students completing degree requirements online.

Graduation rates are shown in Figures 7.1-3 and 7.1-3b.

Credit hours delivered (Figure 7.1-4) fell during the pandemic, with courses requiring in-person contact suffering the most; these included labs and projects. Initial data from re-opening the campus show that registrations and attendance are increasing. Updated results are AOS. Continuing education hours are shown in Figure 7.1-5.

Due to the pandemic, the lack of available classes in 2020 negatively impacted students transferring to four-year institutions (Figure 7.1-6). This result is expected to recover with required course completions.

Figure 7.1-1: **Enrollment**

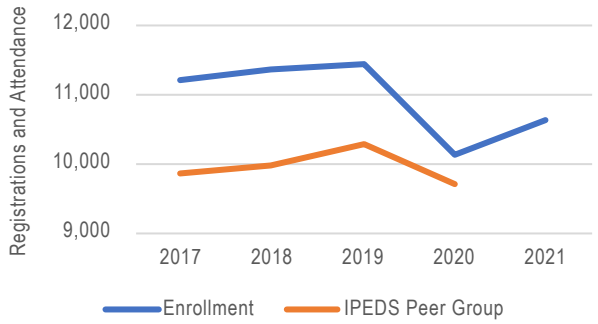


Figure 7.1-2: **Degrees Awarded**

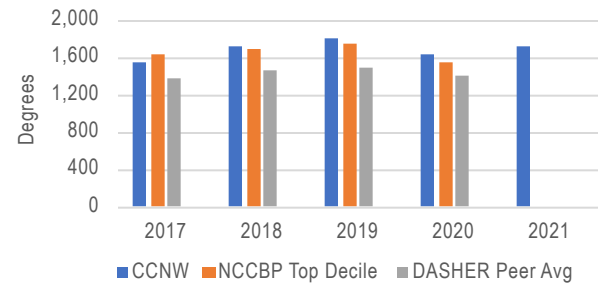


Figure 7.1-2a: **Critical (Health Care and STEM) and Online Degrees Awarded**

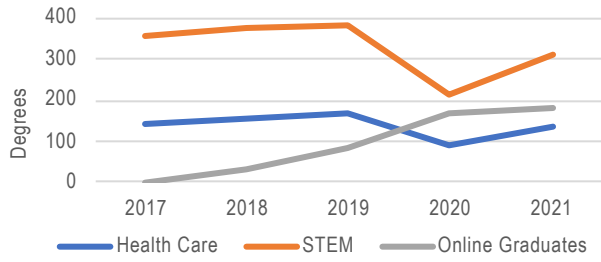


Figure 7.1-3: **Graduation Rate**

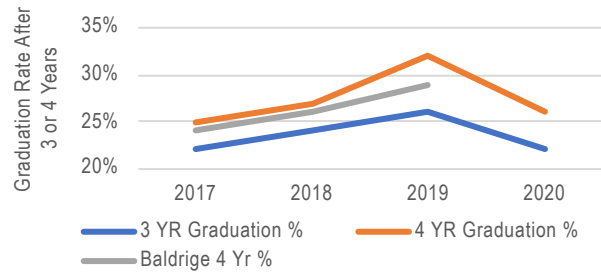


Figure 7.1-3b: **Graduation Rate at Transfer Institutions**

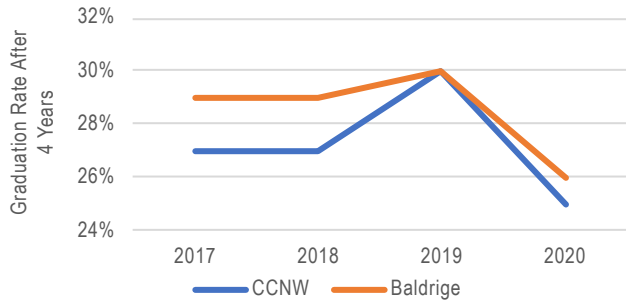


Figure 7.1-4: **Credit Hours Delivered**

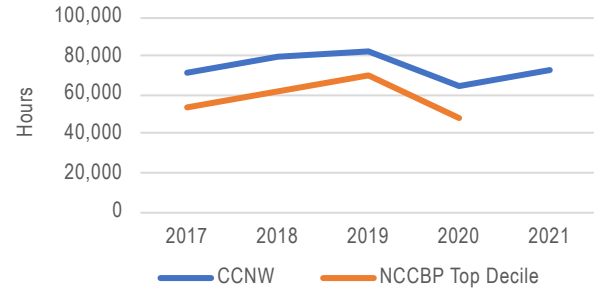


Figure 7.1-5: **Continuing Education Hours**

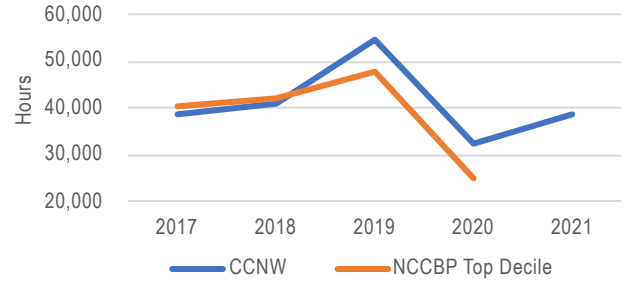
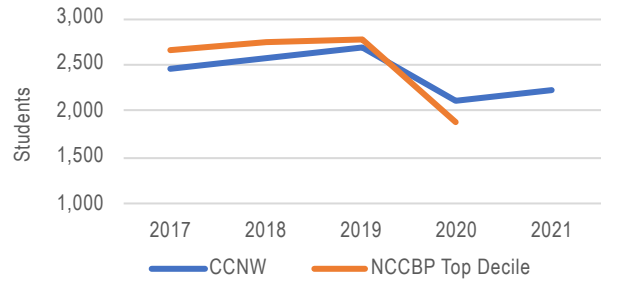


Figure 7.1-6: **Students Transferring to Four-Year Institutions**



Online delivery of courses was previously initiated and accelerated during the spring 2020 semester (Figure 7.1-7). This trend is continuing into the current year.

CCNW engages with the community through adult education. Most adult students (Figure 7.1-7b) carry less than a full-time credit load, and they attend evening or online classes.

With the acceptance of online education during the pandemic, there was an increase in the number of credit hours taken by advanced high school students; the increase was both in the number of students and the number of credit hours taken (Figure 7.1-8); this trend is continuing. Advanced high school credit hours is a community outreach program in CCNW.

CCNW provides contact for K–12 students and their families through methods such as career days, science fairs, and recruiting; during the pandemic, contacts were limited to online high school recruitment and orientation, and limited teaching support (Figure 7.1-8a).

The persistence rate is defined as the percentage of students enrolling in consecutive terms. CCNW considers the fall-to-fall student persistence rate part of strategic objective #2, Student Success (Figure 7.1-9).

Figure 7.1-7: **Online Hours (Thousands)**

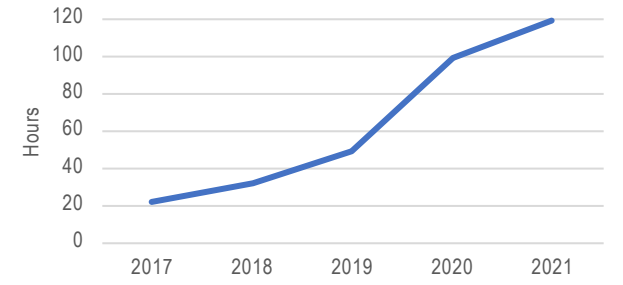


Figure 7.1-7b: **Percentage of Adult Students**

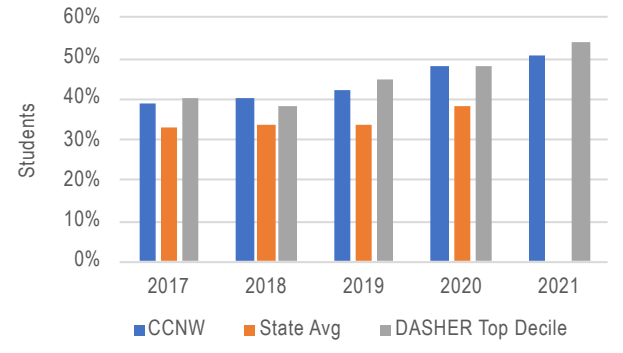


Figure 7.1-8: **Advanced High School Credit Hours**

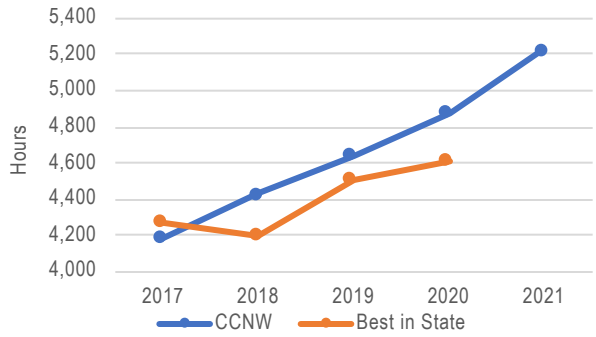


Figure 7.1-8a: **K–12 Contact HR**

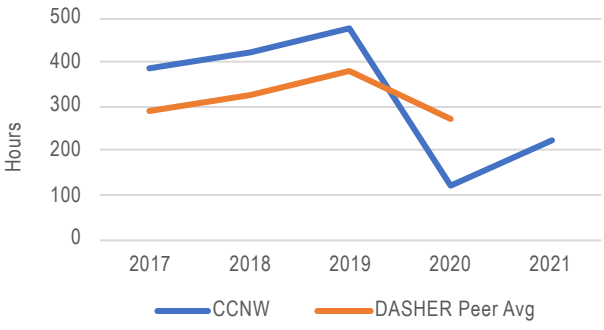
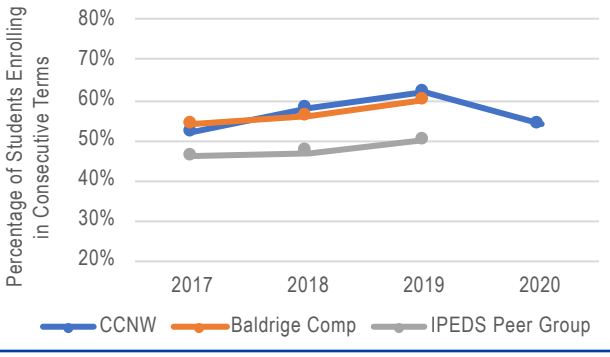


Figure 7.1-9: **Persistence Rate**



Successful completion of a student's first college course is seen as a predictor of future success (Figure 7.1-9a). The 2020 percentage result for CCNW was impacted by the cancellation of many classes and a shift to an online format.

Student aid requests and amounts increased over the years (Figure 7.1-10). Although CCNW saw a decline in enrollment during the pandemic, there was an increase in student aid requests and amounts.

The student loan default rate is better than the DoE average (Figure 7.1-11); however, almost half the student loans in the country are in some form of deferral or forbearance. 2020 data are not shown here since there were multiple student loan deferrals put in place due to the pandemic.

Placement assistance has been traditionally reserved for post-high school students, as well as job and career changers (Figure 7.1-12). Reflecting the general economy, placement requests from displaced workers increased in the spring of 2020 due to decreased demand from employers.

Figure 7.1-9a: **Percentage Students Completing First Course**

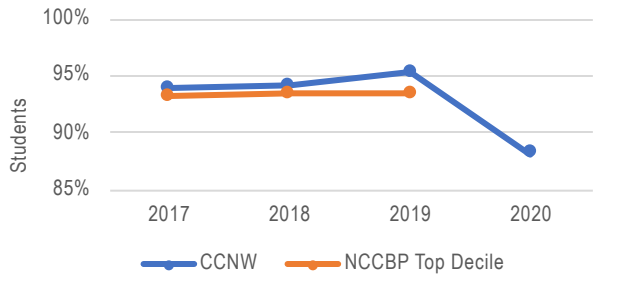


Figure 7.1-10: **Student Aid**

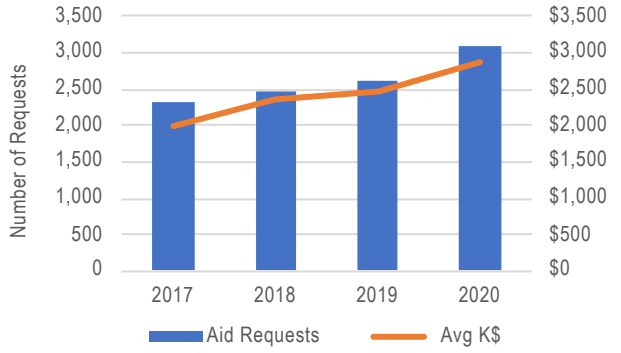


Figure 7.1-11: **Student Loan Default Rate**

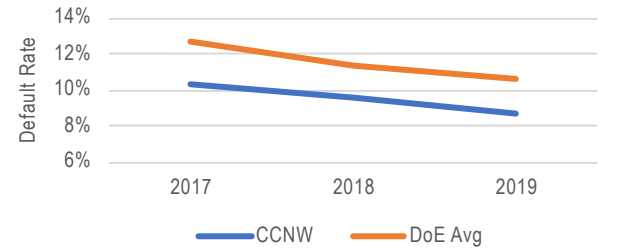


Figure 7.1-12: **Placement Assistance**

	Students Requesting Placement Assistance	Students Placed Within 6 Months	Percentage Students Placed	DASHER Top Decile	DASHER Peer Average
2017	1,150	880	77%	77%	70%
2018	1,320	1,050	80%	81%	73%
2019	1,550	1,290	83%	84%	75%
2020	2,360	640	27%	35%	31%

Students in degree or certificate programs are required to have a lesson plan as a result of advising (Figure 7.1-13).

A number of programs present the opportunity to gain external certifications (Figure 7.1-14). The main areas are in health care (e.g., MRI, current procedural terminology [CPT], certified EKG technician [CET], certified medical assistant [CMA]), IT (e.g., COMP-TIA, Microsoft, CISCO), and trade (e.g., Automotive Service Excellence [ASE], welding)-related programs. The number of certifications are greater than the number of students obtaining them since many are receiving multiple certifications.

Figure 7.1-13: **Percentage Students with Education Plan**

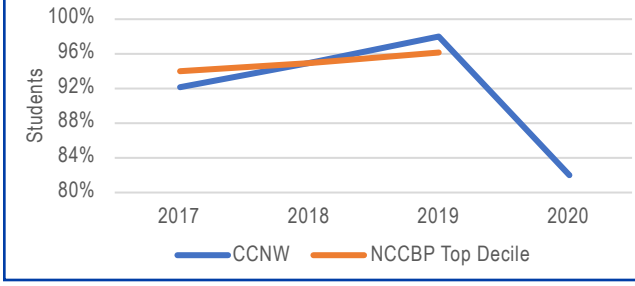
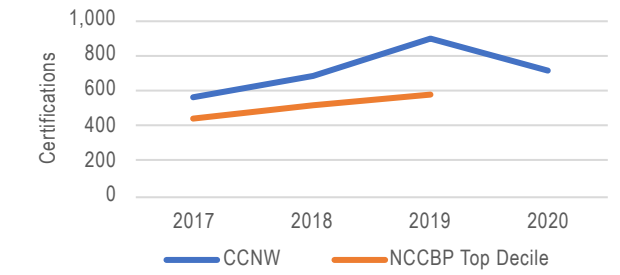


Figure 7.1-14: **External Certifications Awarded**



7.1b. Work Process Effectiveness Results

7.1b(1). Many students take part in an internship opportunity at CCNW. A measure of success is the percentage of students who receive full-time job offers from their placements (Figure 7.1-15). CCNW stresses the relationship with local organizations as employers.

Online education has resulted in savings due to reduced physical facility costs (utilities, janitorial service, security, etc.; Figure 7.1-16). Further savings are expected with the deferral of physical plant expansion in the future. CCNW supports both paper and online admissions and registrations.

There has been a move to online for both admissions and registrations resulting in reduced times for completion (Figures 7.1-16a). Paper registration is planned to be phased out in 2022. CCNW is compiling the cost savings with the move to online education, and the data should be AOS.

The increase in cybersecurity activity (attempted attacks) reflects a general trend and is reflected in CCNW and vendor efforts (Figure 7.1-17). There was a decrease in IT availability during the spring of 2020 with the addition of online classes

Figure 7.1-15: **Percentage Interns Receiving Full-Time Offers from Employer**

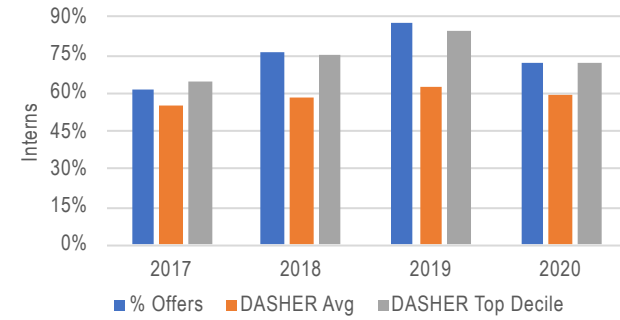


Figure 7.1-16: **Savings Due to Online Education, and Percentage of Online Applications and Registrations**

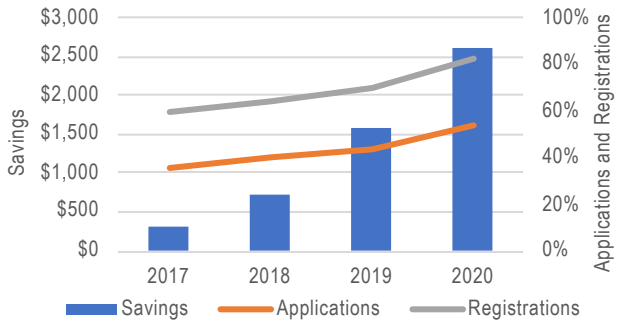


Figure 7.1-16a: **Admission and Registration Times**

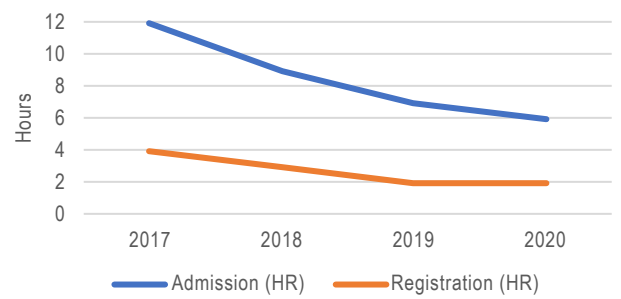


Figure 7.1-17: **Cybersecurity, IT**

	2017	2018	2019	2020
Training Modules	4,208	5,680	6,233	7,125
Security Software Updates	45	96	157	246
Issues Detected	62	115	239	462
Audits/Exercises	4	8	18	28
Availability	99.1%	99.4%	99.8%	97.2%

and external capacity. The transition has since recovered to pre-pandemic levels.

Both the number of innovations submitted and innovations completions increased from 2017 to 2019 after the adoption of the Innovation Board and a defined process (Figure 7.1-18).

7.1b(2). The number of safety and emergency drills increased in 2019 after the adoption of the FEMA-based Emergency Plan and process (Figure 7.1-19). Drills shifted to targeted areas rather than only campus-wide.

Figure 7.1-18: **Innovations**

	Innovations Submitted	Innovations Completed	% Completed	DASHER Peer Avg % Completed	DASHER Top Decile
2017	5	2	40%	56%	70%
2018	12	6	50%	62%	75%
2019	22	18	82%	67%	80%
2020	13	10	77%	69%	75%

Figure 7.1-19: **Safety and Emergency**

	2017	2018	2019	2020
Safety Drop Box Inputs	18	34	53	36
Safety Audit Issues	4	9	12	6
Audit Issues Resolved	4	9	12	6
OSHA Incidents	0	0	0	0
Workers Comp Claims	2	1	0	0
Emergency Drills Held	4	6	14	18
Table-top Exercises Held	3	3	4	4

7.1c. Supply-Network Management Results

An increase in small, woman, and minority (SWM) vendor and supplier participation and procurement dollars, a requirement and measure at the state level, was the result of a shift to the CPEC system (Figure 7.1-20). The increase supports the key workforce engagement factor of supporting diverse ideas, cultures, and thinking.

The integration of the registration and scheduling systems with food services and the bookstore resulted in savings due to just-in-time ordering and less inventory and wastage (Figure 7.1-21). Also, textbooks are shifting to online ebooks; textbook savings were shared between CCNW, students, and a $25,000 contract-incentive payment to the vendor (Figure 7.1-22).

The use of the CPEC system and blanket contracts resulted in procurement cycle time and processing cost savings (Figure 7.1-23). 2020 savings may be lower than expected due to the small number of time and labor-intensive capital projects.

Figure 7.1-20: **Small/Woman/Minority-Owned Procurements**

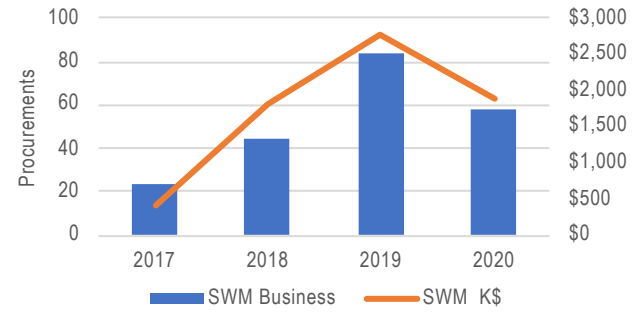


Figure 7.1-21: **Support Savings**

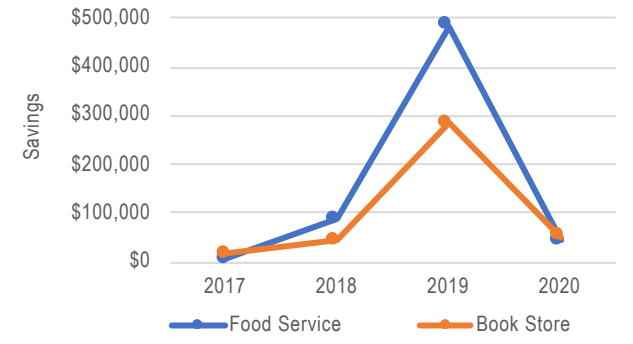


Figure 7.1-22: **Online Textbook Savings**

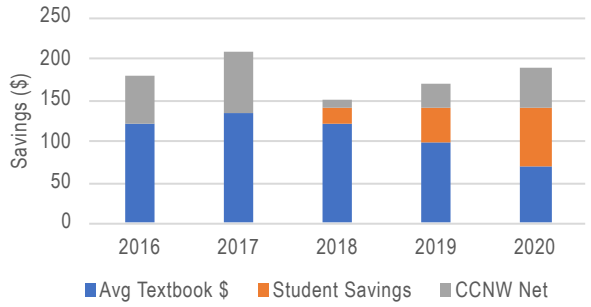
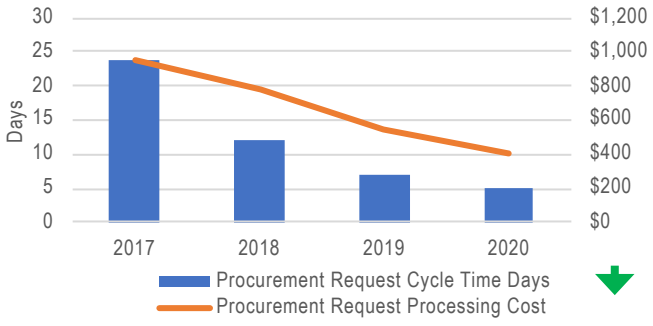


Figure 7.1-23: **Procurement Request Cycle Time (Days) and Cost ($)**



7.2 Customer Results

7.2a. Student- and Other Customer-Focused Results

7.2a(1). As indicated in 3.2a, CCNW uses RBM and CCSSE to determine student engagement and satisfaction in an alternating biennial schedule; RBM in even years and CCSSE in odd years.

Figures 7.2-1 and 7.2-2 show RBM results for the 2014, 2016, 2018, and 2020 survey years. Overall satisfaction exceeds competitor schools in the market and compares favorably with a community college Baldrige Award recipient (Figure 7.2-1).

Figure 7.2-1: **RBM Overall Satisfaction**

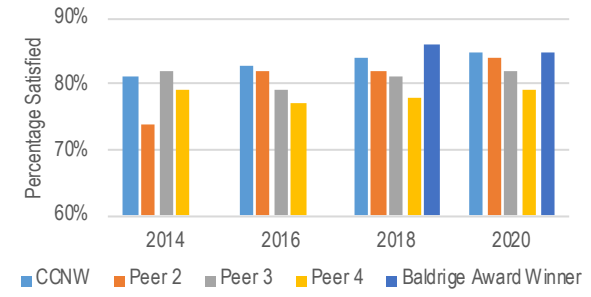
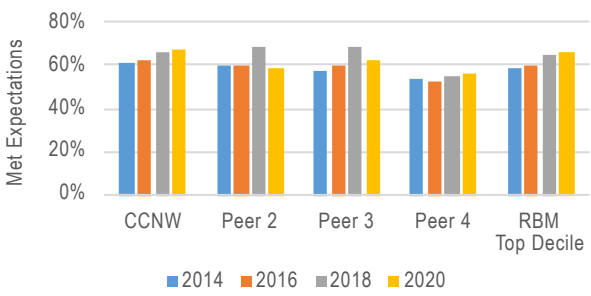


Figure 7.2-2: **RBM College Met Expectations**



College met expectations results for key elements of academic services and satisfaction have improved in all areas (Figures 7.2-3 through 7.2-6). Performance projections for satisfaction with student focus reflect continued PI work with business partners and high schools (3.2b[2]) to improve and expand remote-learning capabilities (Figure 7.2-4).

Figures 7.2-7 through 7.2-10 show Nome Zevil results, and Figures 7.2-11 through 7.2-13 show CCSSE results for survey years.

Figure 7.2-3: **Satisfaction with Academic Services**

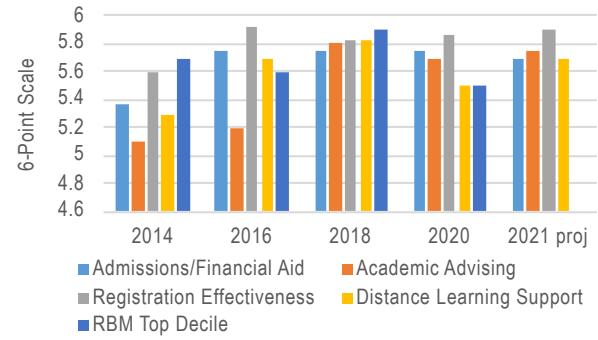


Figure 7.2-4: **Satisfaction with Student Focus**

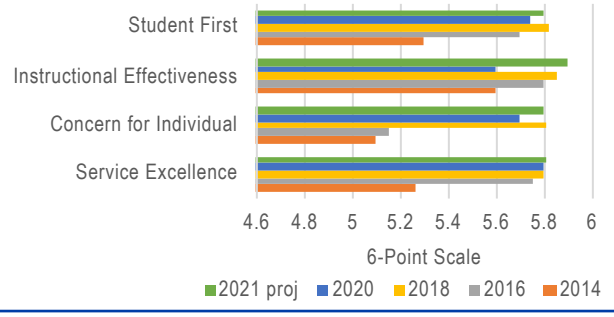


Figure 7.2-5: **Student Satisfaction with CCNW Programs**

Student Satisfaction with:	2015	2017	2019	Benchmark for 2019
Degree programs	3.59	4.50	4.55	4.33
Certificate programs	4.02	4.73	4.73	4.57
Workforce development programs	4.33	4.39	4.90	NA
Continuing education programs	4.57	4.73	4.75	NA
All Programs	4.12	4.60	4.74	NA

Source: CCSSE top decile

Figure 7.2-6: **Satisfaction with Campus Environment**

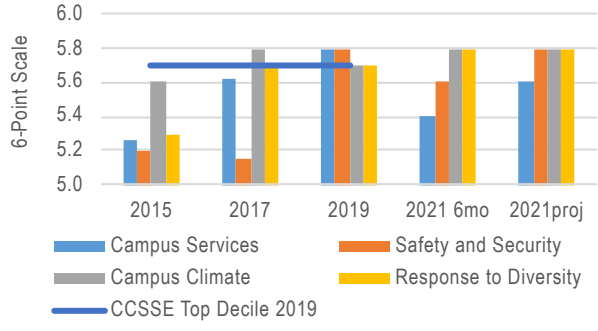


Figure 7.2-7: **Nome Zevil Educational Experience**

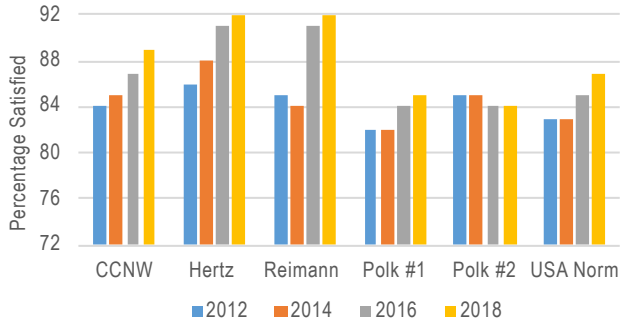


Figure 7.2-8: **Top-Box Satisfaction in Key Academic Services Areas**

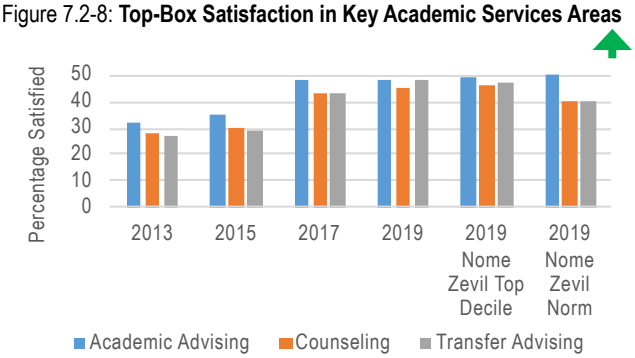


Figure 7.2-9: **Overall Satisfaction**

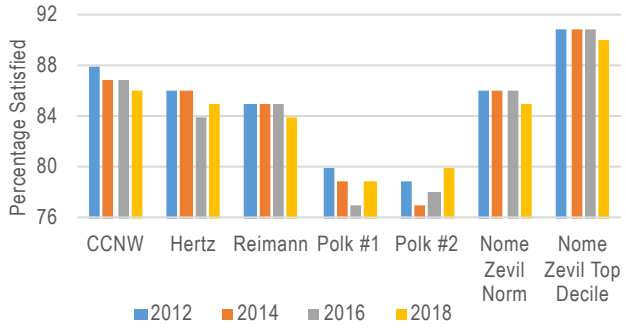
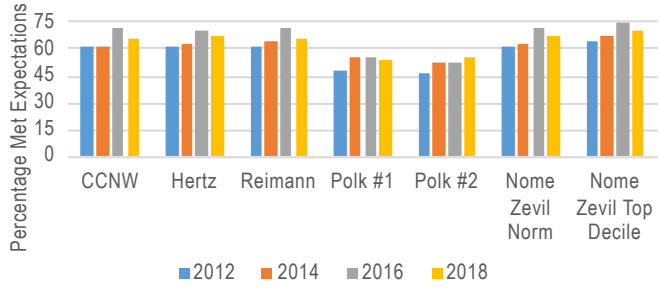


Figure 7.2-10: **Nome Zevil Met Expectations**



Satisfaction with the educational experience has improved year over year and is outperforming the national norm (Figures 7.2-7 and 7.2-11). Satisfaction with student services, as measured by top-box scores, indicates improvement in key areas of performance (Figures 7.2-8 and 7.2-13).

Figure 7.2-11: **CCSSE Educational Experience**

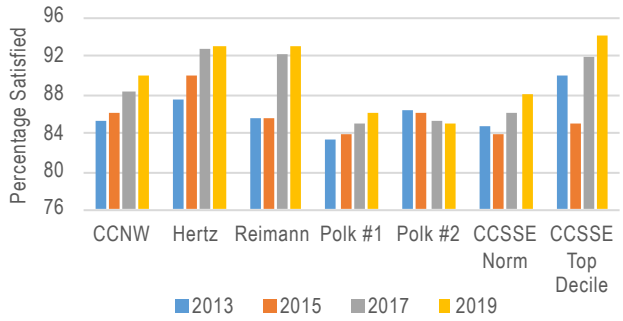


Figure 7.2-12: **CCSSE Overall Satisfaction**

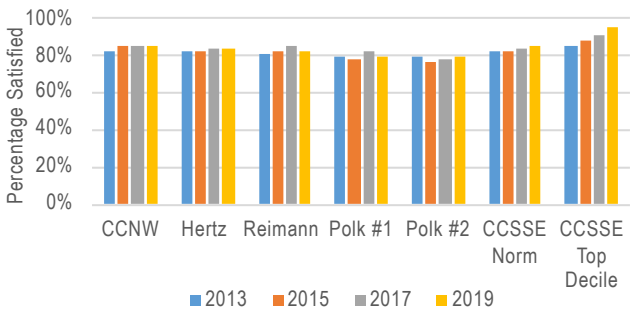
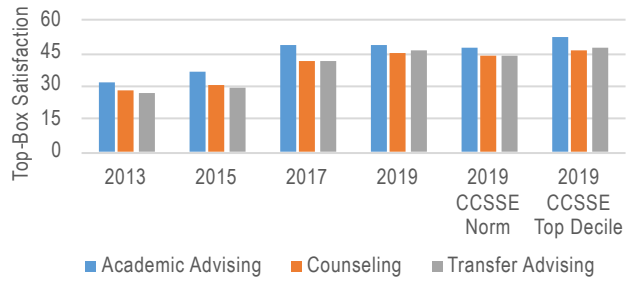


Figure 7.2-13: **CCSSE Top-Box Satisfaction in Key Services**



Satisfaction with CCNW student services demonstrates excellent levels of customer satisfaction in key student segments (Figure 7.2-14). CCNW student groups are very satisfied with the support provided; all scores in 2020 are above 4.2 on a 5-point scale.

Financial aid satisfaction (Figures 7.2-15) and community satisfaction measured by RBM (Figure 7.2-16) demonstrate positive scores. Community perception (Figure 7.2-17) and community

Figure 7.2-14: **Customer Satisfaction with CCNW Student Services**

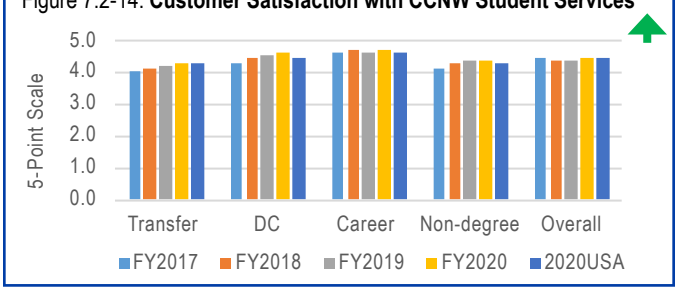


Figure 7.2-15: **Financial Aid Student Satisfaction**

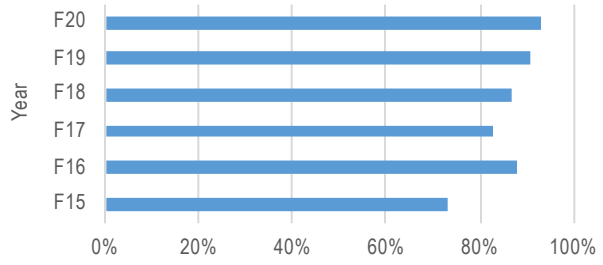


Figure 7.2-16: **Community Satisfaction with CCNW (RBM Survey)**

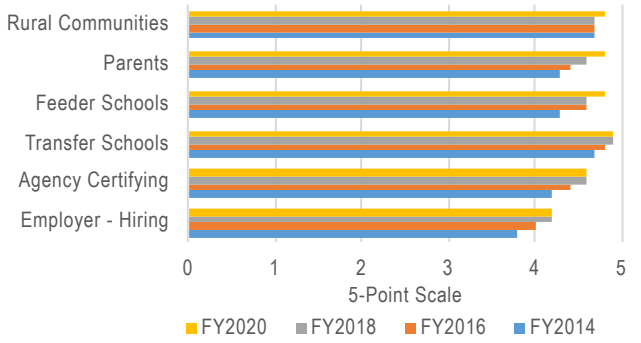
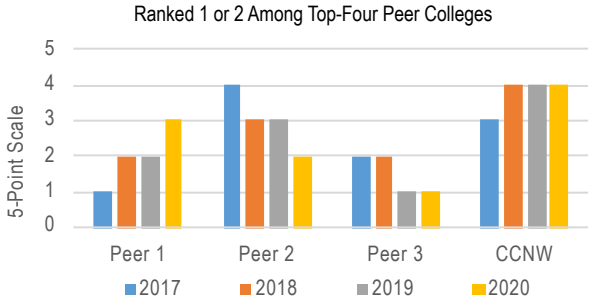


Figure 7.2-17: **Community Perception**



grading (Figure 7.2-18) indicate favorable rankings/results. In Figure 7.2-18, respondents ranked CCNW as either the top or second choice (A or B) in selection of college to attend, a key competitive factor.

Student dissatisfaction is determined by assessment of low scores. Figure 7.2-19 shows that results have improved and outperform the national Nome Zevil benchmarks.

Figure 7.2-18: **Community Grading**

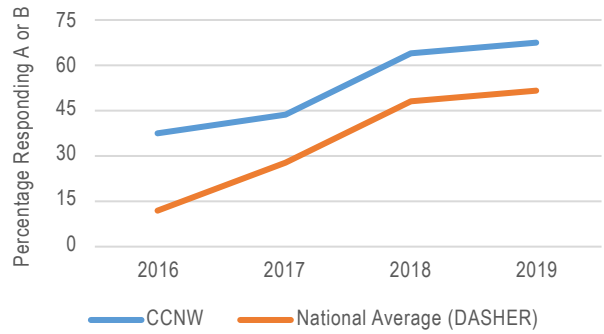
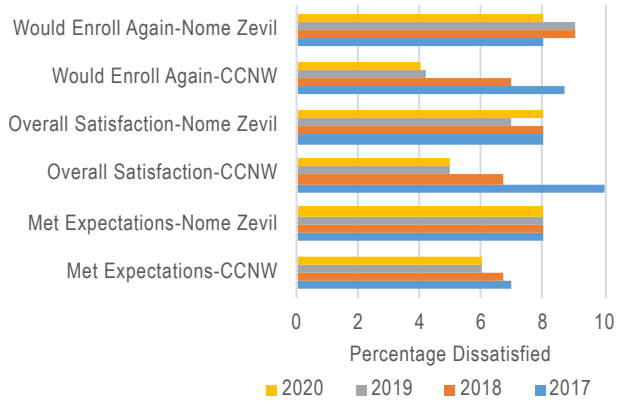


Figure 7.2-19: **Dissatisfaction**



7.2a(2). CCNW determines the level of student engagement by RBM and CCSSE student engagement questions, and the college compares results against benchmarks in six areas: active and collective learning, student effort (AOS), academic challenge, student/faculty interaction (AOS), intellectual growth, and support for learners (Figure 7.2-20). In 2019, measures for leadership development were added as part of the STAR program (Figure 7.2-21). The CCNW goal is to exceed the external survey's top decile. Figures 7.2-21 and 7.2-22 show that CCNW has improved in most areas and exceeds national norms in the STAR program.

Student-faculty interaction results dipped in 2020 during the remote-learning transition. NWPMP and Innovation Teams oversee the ongoing PDCA process to review and revise distance-learning practices. STAR Leadership Development (Figure 7.2-21) is tracked to determine engagement and student performance to goals at different stages (Figure 7.2-23),

Figure 7.2-20: **Level of Student Engagement**

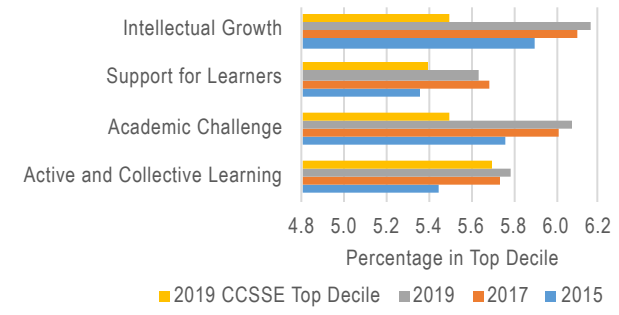


Figure 7.2-21: **STAR Leadership Development**

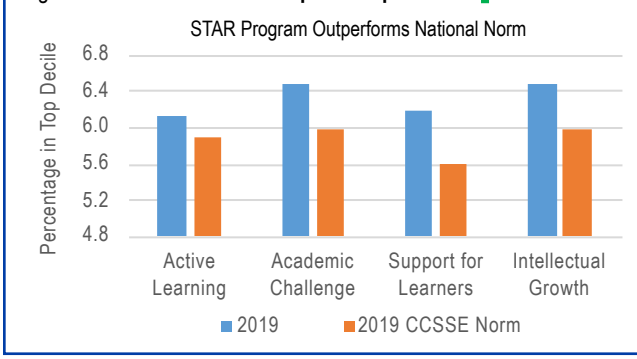


Figure 7.2-22: **STAR Customer Engagement**

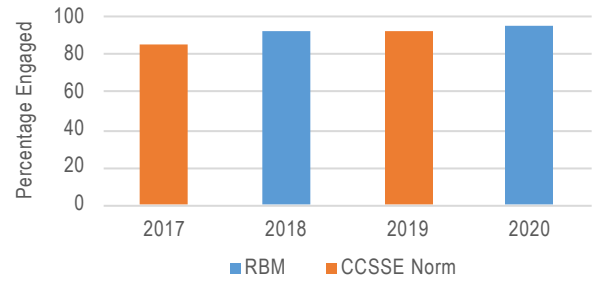
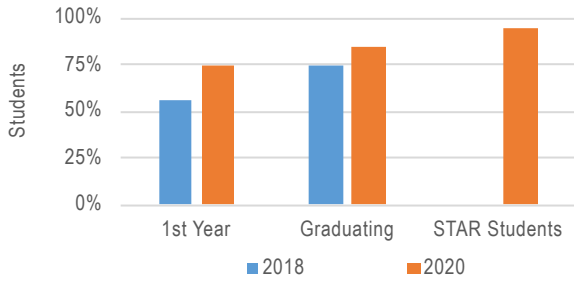


Figure 7.2-23: **Percent Students Achieving Goals**



illustrating CCNW students-first value and commitment to serving all student segments. Other indications of engagement are "would recommend" and "would enroll again"—both included in Nome Zevil and CCSSE surveys. In both cases, CCNW exceeds the national norms. Stakeholder engagement is demonstrated in growth of total contributions, primarily from scholarship programs, from 2017 to 2020 (Figure 7.2-24), and improving response times for all student and customer inquiries (Figure 7.2-25).

Figure 7.2-24: **Stakeholder Engagement (Thousands)**

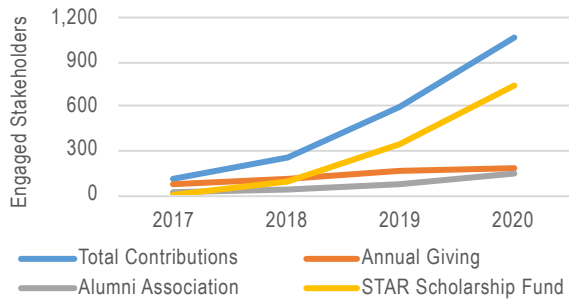
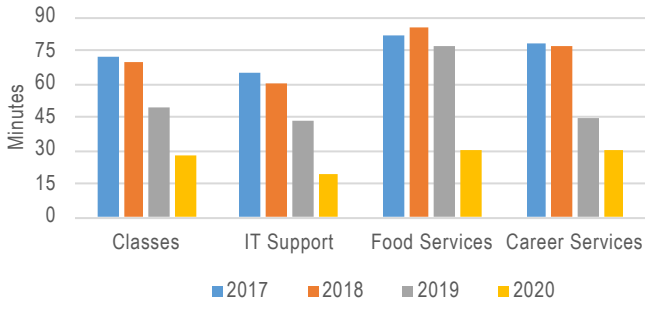


Figure 7.2-25: **Customer Engagement Response Times**



7.3 Workforce Results

7.3a. Workforce-Focused Results

7.3a(1). Using a five-point scale for questions related to processes, information sharing, and satisfaction with opportunities for job-related training, the Great Higher Ed Employers survey of employees at all staff levels (Figure 7.3-1) informs assessment of CCNW's capability needs of staff to achieve the MVV, meet the academic needs of students, and understand employee attitudes.

Attrition rates vary by staffing level and indicate positive retention levels relative to national norms against CollUnivPA-HR comparisons (Figure 7.3-2).

Vacancy rates indicate the percentage of open positions and reflect positive levels of retention within a healthy recruitment environment (Figure 7.3-3).

CCNW seeks to maintain a faculty-student ratio (Figure 7.3-4) below the national average. The national comparison is to Univstats, which is a compilation from IPEDS, the DoE, academic year 2019–2020 data, and self-research data.

7.3a(2). Great Higher Ed Employers data demonstrate that perceived safety for CCNW is above the top decile (Figure 7.3-5).

Figure 7.3-1: **Faculty/Staff/Administrative Workforce Capability**

	2016	2018	2020
Faculty	3.74	3.82	3.91
Staff	3.48	3.51	3.55
Administration	4.1	4.3	4.3
National Top Decile	3.6	3.8	3.9

Figure 7.3-2: **Workforce Attrition**

	2017	2018	2019	2020	2020 CollUnivPA-HR Top Decile
Faculty	5.90%	6.00%	5.80%	5.70%	7%
Staff	14.20%	14.10%	13.90%	14%	11%
Administration	13.20%	13.50%	13.40%	13.10%	20%

Figure 7.3-3: **Vacancy Rates**

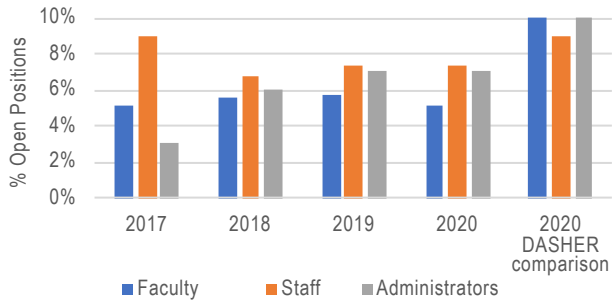
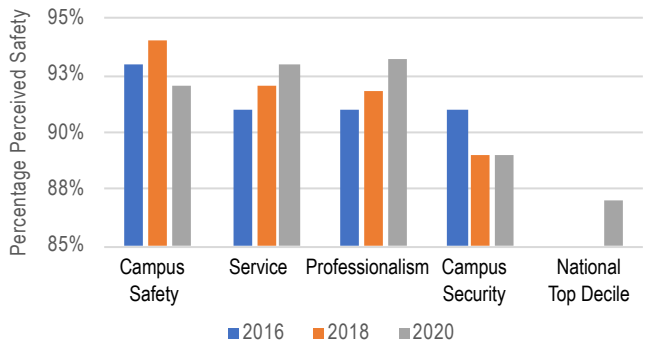


Figure 7.3-4: **Faculty-Student Ratio**

2017	2018	2019	2020	National Average
14:1	14:1	14:1	13:1	15:1

Figure 7.3-5: **Perceived Safety**

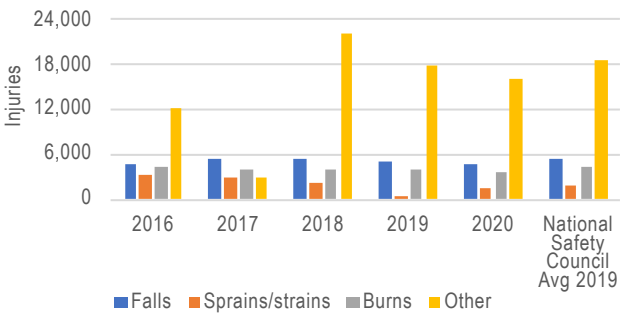


CCNW evaluates workforce beliefs in its overall climate through a five-point survey in the Canter Q12 (Figure 7.3-6).

Through its low number of injuries (Figure 7.3-7), CCNW maintains a safe environment through the work of the faculty and staff and the focus of its safety committee.

Figure 7.3-6: **Overall Workplace Climate**

Figure 7.3-7: **Workers' Compensation Injuries**



Data on CCNW's *Culture Walk* program are provided in Figure 7.3-8. The program models ethical and legal behavior in the education sector and requires an annual review and post-test to demonstrate competency in the program.

7.3a(3). Figure 7.3-9 provides data on workforce engagement from the Canter Survey using a five-point scale. Figure 7.3-10 provide data on key workforce engagement factors from the CEE survey also using a five-point survey.

Figure 7.3-8: **Culture Walks**

	% of Employees passing culture walk test	Culture walk issues logged	Avg time to resolution on culture walk issues
2017	100%	25	7 days
2018	99%	30	4 days
2019	100%	21	5 days
2020	100%	25	5 days

The CEE survey designed specifically for community colleges enables CCNW to evaluate its institutional structure through a workforce survey that addresses teamwork and student focus (Figure 7.3-11).

The Great Higher Ed Employers survey enables institutions to benchmark themselves against top-performing colleges and receive recognition for achieving top levels of performance by category. CCNW has participated in the online survey since 2016 and has received recognition since 2019 as a great place to work. Categories include collaborative governance, professional/career development programs, teaching environment (faculty only), facilities, workspace and security, job satisfaction, work life balance, confidence in senior leadership, supervisor/department chair relationship, respect and appreciation, tenure clarity and process (faculty only), and diversity. In 2019, CCNW employees rated the college higher than the two-year college top decile on dimensions of compensation, respect/appreciation, work life balance, and teaching environment. 2020 results are provided in Figure 7.3-12.

Figure 7.3-9: **Workforce Engagement Factors**

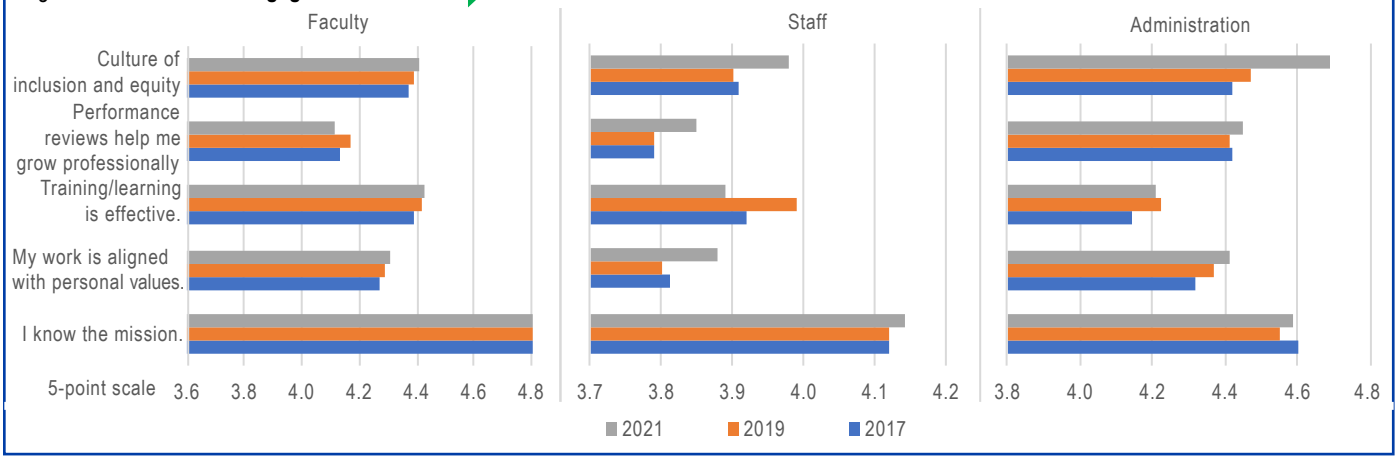


Figure 7.3-10: **Workforce Engagement Factors**

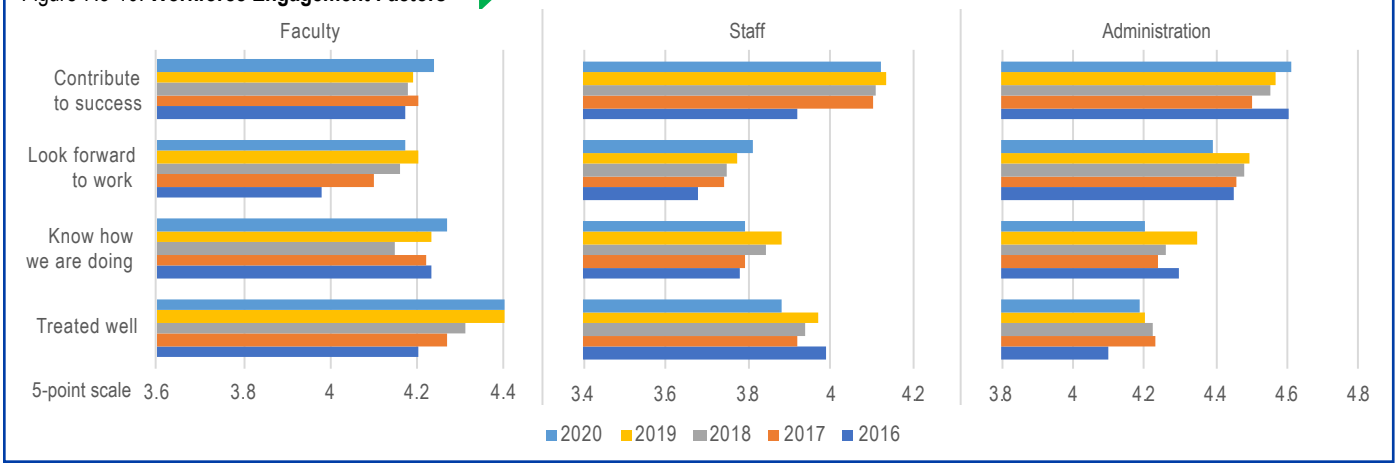


Figure 7.3-11: **Workforce Satisfaction**

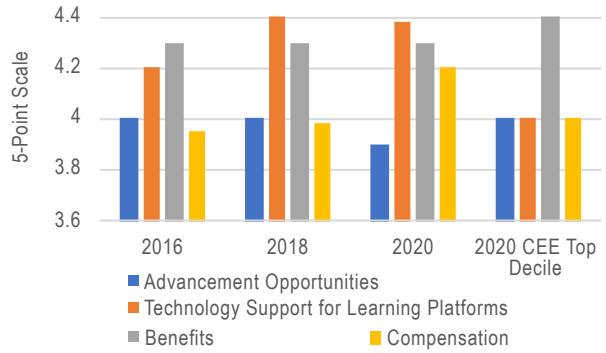
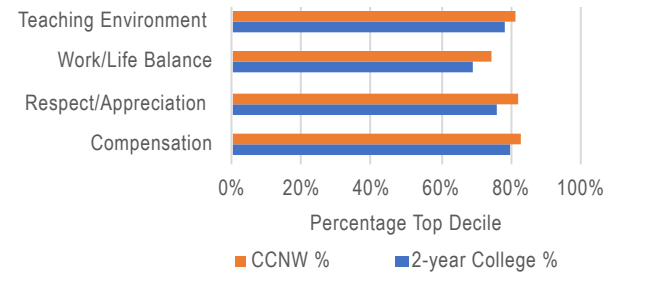


Figure 7.3-12: **Great Higher Education Employers Survey (2020)**



7.3a(4). Investment in education for all employees supports both in-person and online learning, and provides opportunities to support off-campus learning. Figure 7.3-13 shows the annual Institutional support for employee education per FTE, and/ or tuition support for off-campus opportunities.

Figure 7.3-14 shows satisfaction ratings on a 10-point scale for the *Bright Star* program, which provides additional formal and informal training to internal candidates viewed to be strong potentials for future SL roles.

Leadership development at all levels of the workforce is part of effective career management and succession planning. Figure 7.3-15 results also are used in assessing the effectiveness of training approaches.

Figure 7.3-13: **Workforce Learning and Development Investment**

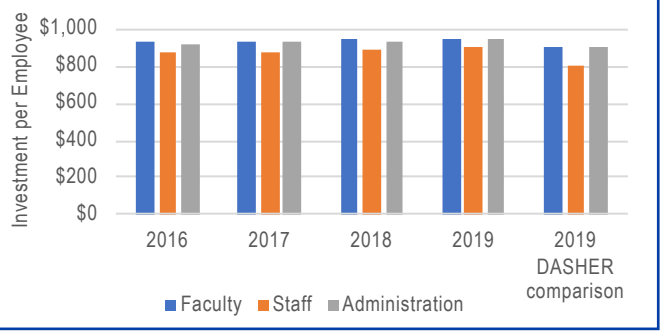


Figure 7.3-14: **Satisfaction Ratings of Bright Star Peer-Mentoring Program**

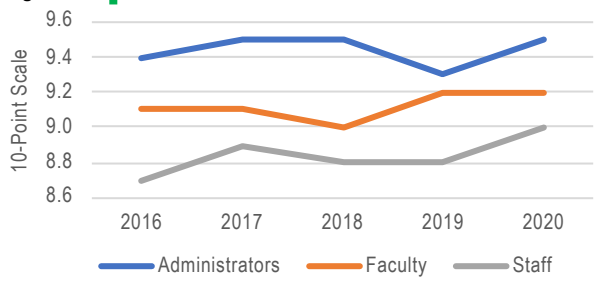
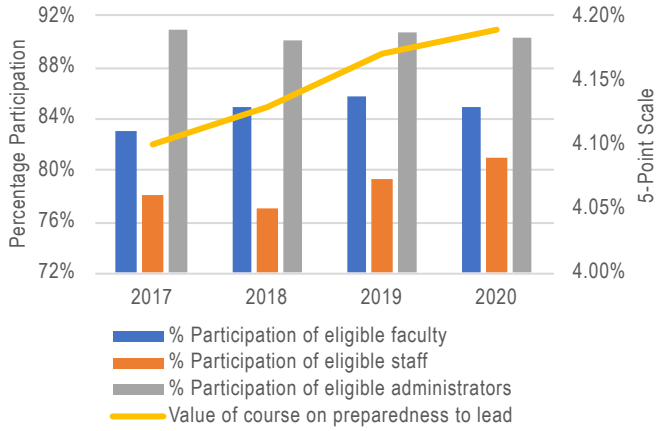


Figure 7.3-15: **Leadership Development Effectiveness**



7.4 Leadership and Governance Results

7.4a. Leadership, Governance, and Societal Contribution Results

7.4a(1). Figure 7.4-1 shows increasing satisfaction scores on a five-point scale for CCNW, particularly for administrators and faculty, demonstrating SLs' communication effectiveness in the last three years relative to the national benchmark.

Figure 7.4-2 shows increasing CEE scores for CCNW over the last three years, particularly for administrators and staff, demonstrating SLs' effectiveness in deploying and reinforcing its five institutional values relative to the national CEE norm.

For the last five years, internal survey results show an increase in the number of innovation plans that have been funded and the proportion successfully implemented, the overall organizational performance improvement rate change, and favorable workforce perception of SL's focus on action (Figure 7.4-3). See Figure 1.1-3 for information on innovations submitted and approved.

7.4a(2). Figure 7.4-4 shows CCNW's on-time and accurate compliance with required state and federal reports. Figure 7.4-5 shows consistent improvement in oversight and compliance of federal and state programs, as well as perfect audits over the last three years.

Figure 7.4-1: **Satisfaction with Communication from Senior Leaders**

	FY17	FY18	FY19	FY20	Data Source
Administrators	3.9	4.0	4.5	4.7	Canter
Faculty	3.9	3.9	4.1	4.3	Canter
Staff	4.2	4.2	4.3	4.2	Canter
Partners	4.1	4.3	4.5	4.5	Stakeholder Survey
Business/Industry	3.9	4.1	4.2	4.3	Stakeholder Survey
CCNW Overall	**4.0**	**4.1**	**4.3**	**4.4**	Canter; Stakeholder Survey
Canter Survey of Employee Engagement, Top Decile	4.7	4.4	4.2	4.2	Canter

Figure 7.4-1a: **Satisfaction with Senior Leaders Cultivating Innovation and Intelligent Risk Taking**

	FY17	FY18	FY19	FY20	Data Source
Administrators	3.7	4.0	3.9	4.5	Canter
Faculty	3.7	3.9	4.0	4.1	Canter
Staff	4.1	4.0	4.3	4.2	Canter
Partners	4.0	4.2	4.4	4.4	Stakeholder Survey
Business/Industry	3.8	4.0	4.1	4.2	Stakeholder Survey
CCNW Overall	**3.9**	**4.0**	**4.1**	**4.2**	Canter; Stakeholder Survey

Figure 7.4-3: **PT Focus on Action**

	FY16	FY17	FY18	FY19	FY20
Favorable Workforce Perception of SL's Focus on Action (5-Point Scale)	4.10	4.10	4.33	4.52	4.84

Figure 7.4-2: **CEE Leadership Reinforcement of Values**

	Students First			Community-Engaged			Collaboration			Partnership			Excellence		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Administrators	3.83	3.88	3.93	3.64	3.82	3.81	3.58	3.58	3.60	3.86	3.88	3.93	3.95	3.96	3.96
Faculty	3.69	3.79	3.78	3.42	3.50	3.69	3.33	3.33	3.34	3.73	3.78	3.74	3.74	3.81	3.77
Staff	3.74	3.84	3.84	3.56	3.60	3.66	3.55	3.75	3.75	3.75	3.78	3.79	3.98	3.98	3.96
CCNW Overall	**3.76**	**3.84**	**3.85**	**3.55**	**3.64**	**3.73**	**3.50**	**3.56**	**3.57**	**3.78**	**3.81**	**3.83**	**3.89**	**3.92**	**3.90**
CEE, Top Decile	3.82	3.94	3.68	3.61	3.66	3.67	3.41	3.43	3.38	3.72	3.77	3.67	3.88	3.83	3.79

Figure 7.4-4: **On-Time and Accurate Compliance with Required State and Federal Reports**

	FY16	FY17	FY18	FY19	FY20
State Reports	98%	99%	100%	100%	100%
Federal Reports	100%	100%	100%	100%	100%

Figure 7.4-5: **Internal Financial Audit Finding Results**

	FY16	FY17	FY18	FY19	FY20
Compliance Audits	1	1	1	1	1
Opinion	Unmodified	Unmodified	Unmodified	Unmodified	Unmodified
Findings (Deficiencies)	4	2	0	0	0

7.4a(3). Figure 7.4-6 shows that CCNW has consistently met all accreditation requirements at the state, region, and specialty levels, certifying it as a higher education institution meeting all standards of quality during each of the last three accreditation process cycles. Likewise, CCNW has successfully met all county and federal legal/regulatory requirements since FY14.

Figure 7.4-7 shows favorable levels and trends for compliance over the last three years. This reflects an effective performance by SLs and the workforce to meet all legal, regulatory, and internal requirements for delivering programs and services.

Figure 7.4-6: **Accreditation and Legal Compliance**

	FY14	FY17	FY20
Specialized Accreditation of 7 Academic Programs	96%	99%	100%
Central Polk State Coordinating Board Accreditation	100%	100%	100%
Institutional Higher Learning Commission Accreditation	100%	100%	100%
Board of County Commissioners regulations	100%	100%	100%
Federal Agencies Higher Education Laws and Requirements	98%	100%	100%

Figure 7.4-7: **Compliance with Key Measures and Requirements**

	FY18	FY19	FY20
On-Time and Accurate Data Reporting	100%	100%	100%
Meeting All 18 Secretary of State Board of Education Report Measures	100%	100%	100%
Reporting All Revenue and Expense Information	100%	100%	100%
Workers' Compensation Compliance	98%	100%	100%
Meeting Academic Program Standards by the State Improvement Program	99%	100%	99%
No FERPA Violations	99%	100%	100%
Safe Title IX Reporting Plan in Place	100%	100%	100%
Review of Special Needs (IDEA)	97%	100%	100%
No Violations in Equal Access to Education (OCR)	100%	100%	100%

7.4a(4). Figure 7.4-8 shows that the number of substantiated reports (number of reported ethics violations investigated using supporting evidence) has decreased over the last three years, with a count below 30; the national higher education substantiated reports average is used as a benchmark.

Ethics training was first required of all FT employees in FY16, and CCNW had a participation rate of 94%. Since FY18, the college has consistently reached its goal of 100% participation every year (Figure 7.4-9).

Figure 7.4-10 shows a high level of trust in SLs. On a scale of 1 to 5, CCNW's stakeholders "trust in PT members" has improved from 2.89 to 4.53 in the last three years, with the 2020 score above the national top-decile level.

Figure 7.4-11 shows continued improvement over the last five years in how ethics are viewed (scale of 1 to 5) by the workforce when addressing bad behaviors, using established policies, considering the MVV when making decisions, ensuring integrity in testing and service, and ensuring a diversity of employees.

Figure 7.4-8: **Substantiated Ethics Hotline Reports**

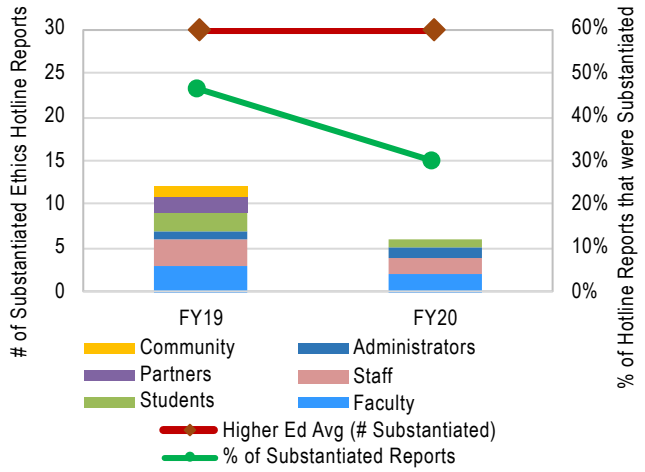


Figure 7.4-9: **Employee Participation in Ethics Training**

Ethics Training	FY16	FY17	FY18	FY19	FY20
CCNW Total Employee Participation in Ethics Training (%)	94%	98%	100%	100%	100%
CCNW Academic Division Employee Participation in Ethics Training (%)	96%	99%	100%	100%	100%
CCNW Operational Division Employee Participation in Ethics Training (%)	92%	97%	100%	100%	100%
Top Sister College in the System	97%	98%	100%	98%	93%

Figure 7.4-10: **Stakeholders' Trust in SLs**

Trust in SLs	FY17	FY18	FY19	FY20	Data Source
Trust in PT Members by All Stakeholders	3.38	2.89	3.18	4.53	Canter Survey of Employee Engagement, Top Decile
Trust in PT Members by Faculty	2.76	2.77	3.00	4.32	Canter Survey of Employee Engagement, Top Decile
Trust in PT Members by Staff	4.00	3.00	3.35	4.73	Canter Survey of Employee Engagement, Top Decile
Trust in PT Members by Students	4.15	4.30	4.38	4.42	CCSSE, Community College Survey of Student Engagement
Canter Survey Top Decile, Employee Engagement	4.12	3.99	4.00	4.20	Canter Survey of Employee Engagement, Top Decile

Figure 7.4-11: **Ethical Environment**

	FY16	FY17	FY18	FY19	FY20	FY20 National Benchmark (Canter)
Misbehaviors Addressed	3.75	3.73	3.75	3.76	3.77	3.64
Policies Guide Work	3.70	3.75	3.78	3.81	3.83	3.68
Decisions Reflect MVV	3.78	3.80	3.82	3.85	3.93	3.80
Testing/Service Integrity	4.16	4.15	4.15	4.16	4.21	4.00
Workforce Diversity	3.90	3.91	3.92	3.94	3.96	3.82
Ethical Environment, Top Decile, Great Higher Ed Employers	3.90	3.85	3.95			

Using a five-point scale, Figure 7.4-12 shows continued improvement over the last four years on how SLs are seen by CCNW's stakeholders regarding their actions, judgment, and transparency as a result of the Walk It Right program.

Figure 7.4-12: **Perception of Walk It Right Ethics Program Effectiveness**

	2017	2018	2019	2020
SLs	3.50	4.01	4.58	4.68
Faculty	3.52	3.58	3.63	3.74
Staff	3.57	3.62	3.67	3.84
Students	3.90	3.88	3.98	4.12
Partners	3.68	3.81	4.01	4.22
Community (businesses and service-area citizens)	4.68	4.72	4.76	4.87

7.4a(5). Figure 7.4-13 shows that DC enrollment has increased for the last five fall semesters, providing over $1.7 million in tuition waivers to 2,316 students in fall 2020. This societal benefit has trended favorably for DC students from rural communities whose proportion relative to all DC-enrolled students grew from 5% in fall 2016 to 31% in fall 2020. In fall 2020, CCNW became the leading recruiter of DC students when it surpassed the best-in-state benchmark of 2,300.

Figure 7.4-13: **Dual-Credit Enrollment**

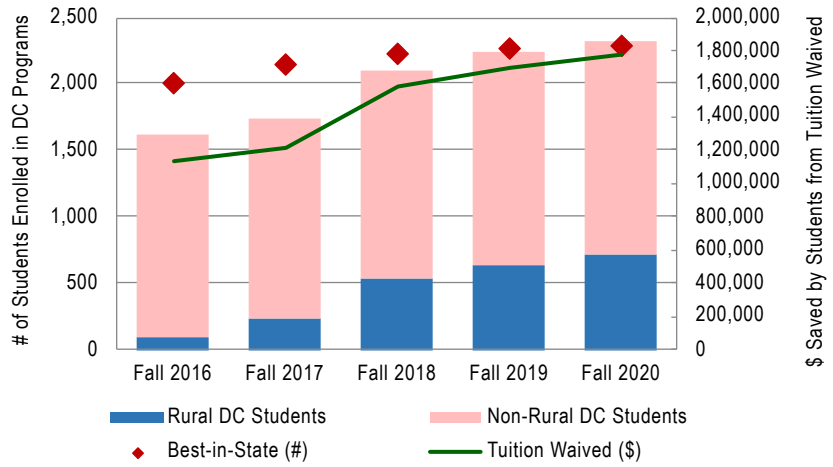


Figure 7.4-14 demonstrates the continued commitment of employees to the area community via annual donations to support student scholarships and programs. The beneficial trend in the proportion of employee giving (participation) has been maintained for the last five years, and in 2020, it surpassed both the best-in-state and top-decile-in-the-nation benchmarks.

Figure 7.4-14: **Employees Giving Back**

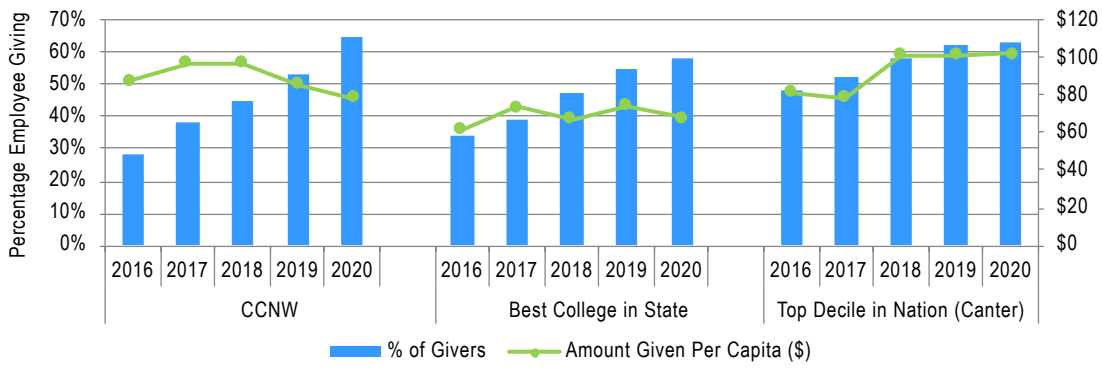


Figure 7.4-15 shows an increase in dollars saved from reduction in energy (electricity and gas) and water consumption, as well as a decrease in water consumption, CO^2 emissions, and waste production over the last five years.

Figure 7.4-15: **Reduction in Consumption of Resources**

	FY16	FY17	FY18	FY19	FY20	Arrow
Electricity Savings ($)	4,878,438	7,985,981	11,860,257	16,717,717	21,582,900	Up is better
Gas Savings ($)	2,044,955	2,930,573	3,808,166	4,744,551	5,506,663	Up is better
Water Consumption (Millions of Gallons/year)	25.64	25.17	23.37	21.16	21.02	Down is better
CO^2 Emissions (Tons/student)	3.44	3.31	3.51	3.45	3.10	Down is better
CO2 Emissions Benchmark: Second Nature Avg (Tons/student)	6.13	1.49	9.96	13.31	3.15	Down is better
Waste/Trash Production (Pounds)	321,785	318,930	239,036	195,113	147,032	Down is better

7.5 Budgetary, Financial, Market, and Strategy Results

CCNW evaluates its O-KPIs by obtaining relevant comparisons through B2P, top peer(s) DASHER benchmarks, top-decile performance NCCPB benchmarks, top-quartile performance, IPEDS benchmarks, and best-in-class benchmarks from other community colleges. Segmentation of all financial performance results is AOS.

CCNW records all accounting, budgetary, and other financial information in the Central Polk State Community College Financial System in accordance with the Governmental Accounting Standards Board (GASB). The CCNW fiscal year (FY) coincides with the academic year (AY) from the beginning of August to the end of July (FY20 began in August 2019). In the figures below, "FY21Proj" is six months actual and six months projection for FY21. The PT reviews all key financial O-KPIs monthly (Figure 4.1-2).

7.5a. Budgetary, Financial, and Market Results

7.5a(1). All key financial O-KPIs suffered in FY20 due to the pandemic in spring and summer 2020. CCNW went to online courses, but some students and partners for non-credit programs decided not to continue.

Critical to CCNW's financial performance is the net revenue from non-credit education programs and services: certificate, workforce development, and continuing education programs (Figure P.1-1). Figure 7.5-1 shows improved performance through FY19 better than two benchmarks. Based on the economic recovery occurring in its area, CCNW expects FY21 to partly return to a positive net revenue. Note: FY20 is the 2019–2020 AY and FYs (August 2019–July 2020).

Figure 7.5-1: **Net Revenue of Certificate, Workforce Development, and Continuing Education**

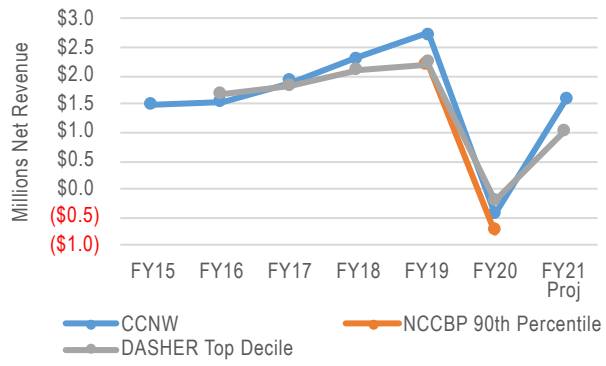


Figure 7.5-2a shows CCNW total revenues and expenditures, and Figure 7.5-2b shows net margin percentage of revenues to expenditures, except FY20, compared to benchmarks.

Funding for CCNW (Figure 7.5-3) comes from five primary sources. (Benchmarks are AOS.) Through B2P, the college has obtained benchmarks on peer and other community college percentages. CCNW has long sought a balanced source of funding, so if one area, such as if the state, reduced appropriations, it is able to increase funding in other areas.

Despite a financial setback during FY20, CCNW remains in a strong fiscal position. Figure 7.5-4 shows net position (net assets) at the end of each FY compared to two relevant comparisons and reduction in unrestricted assets in FY18 due to the

Figure 7.5-2a: **Revenues and Expenditures**

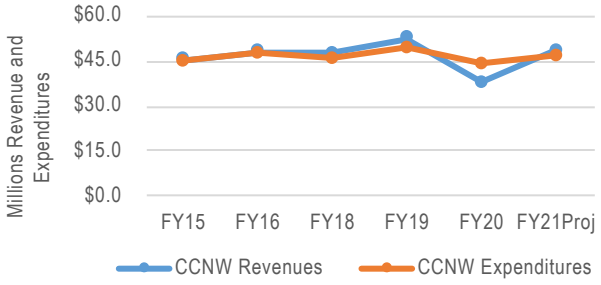


Figure 7.5-2b: **Net Margin**

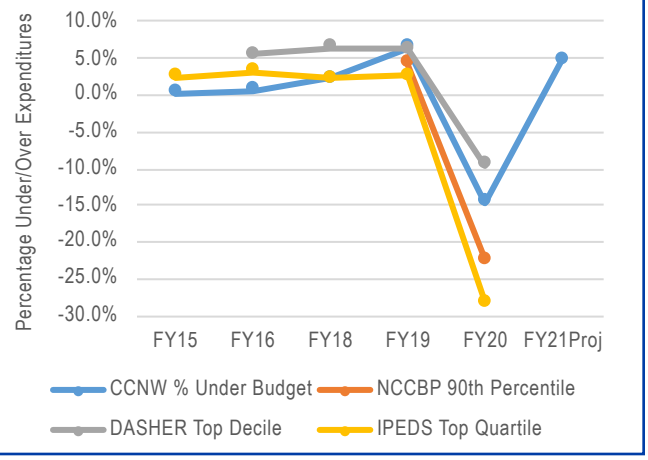


Figure 7.5-3: **Sources of Revenues and Funding**

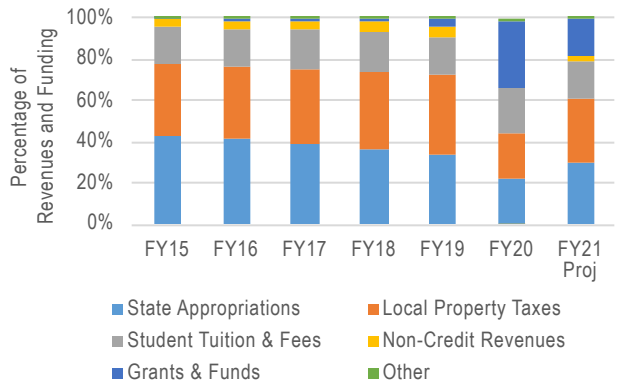
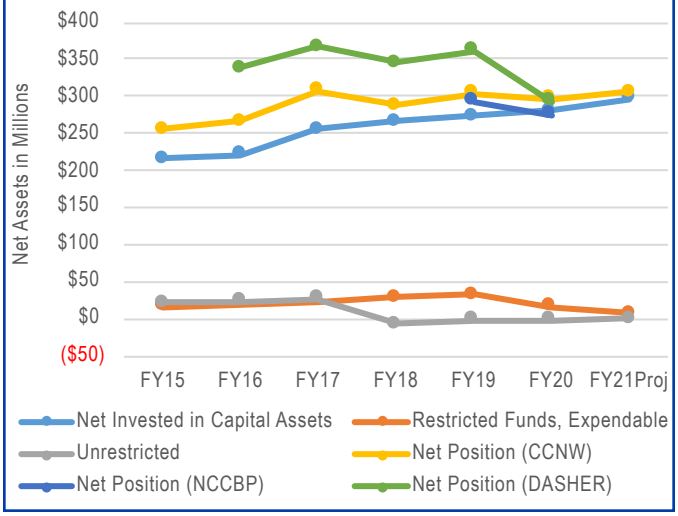


Figure 7.5-4: **Net Position**



implementation of GASB 75 (post-employment benefits other than pensions). Figure 7.5-5 shows the assets and gifts from the CCNW Foundation against three benchmarks.

CCNW continues to have strong bond credit ratings (Figure 7.5-6), as only eleven community colleges across the nation had AAA and Aaa ratings in FY18 (none in Central Polk).

Figure 7.5-5: **CCNW Foundation Assets and Gifts**

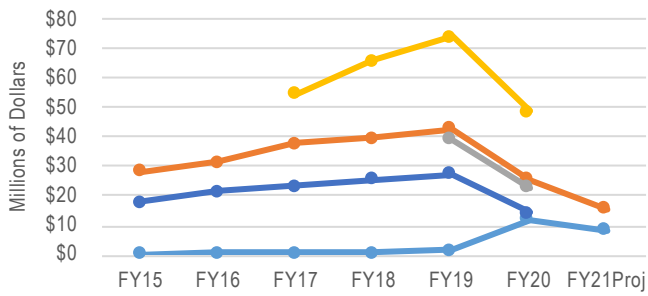


Figure 7.5-6: **Bond Credit Rating**

Metric	FY15	FY16	FY17	FY18	FY19	FY20	FY21Proj
S&P	AA	AA+	AA+	AAA	AAA	AA	AA+
Moody's	Aa3	Aa2	Aa1	Aaa	Aaa	Aaa	Aaa

Due to losses in state and property taxes during the pandemic, the CCNW Foundation elected to provide grants and gifts to CCNW and its students to offset these reductions in funding (Figures 7.5-5 and 7.5-7), while CCNW was able to make significant reductions in expenditures (Figure 7.5-2). The CCNW Foundation anticipates more gifts to CCNW to support increased scholarships for students and grants and endowments to the institution in FY21.

CCNW's focus on process improvement and innovation has generated reductions in expenditures, better than its best DASHER peer institution (Figure 7.5-8). CCNW's strong financial position allows it to devote more resources than most community colleges to instruction and academic support (Figure 7.5-9). CCNW has been highlighted three out of the last five years at the annual HLC Conference for its cost containment and efforts to increase support to instruction and academic support. These reductions allowed CCNW to lower the cost per FTE each year (Figure 7.5-10).

Figure 7.5-7: **Scholarships, Endowments, and Grants Raised**

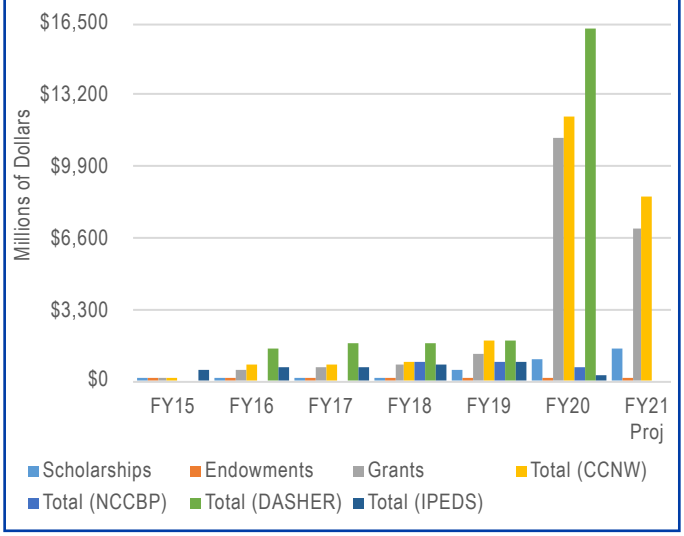


Figure 7.5-8: **Cost Containment**

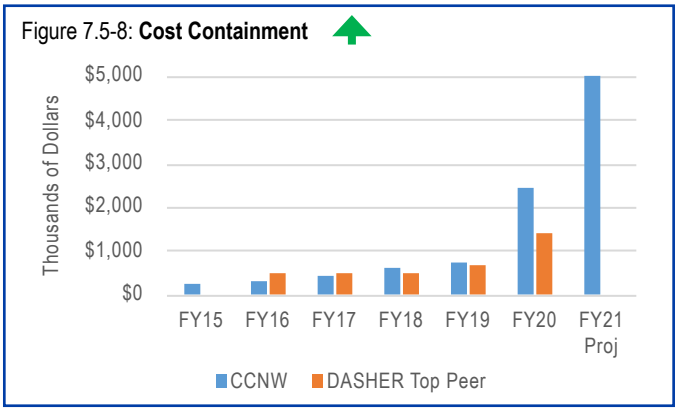


Figure 7.5-9: **Percent Expenditures on Instruction and Academic Support**

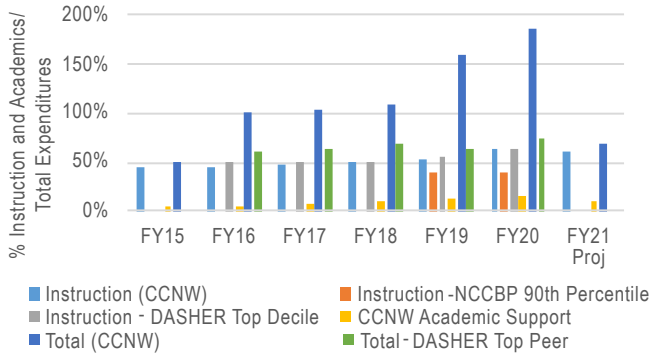
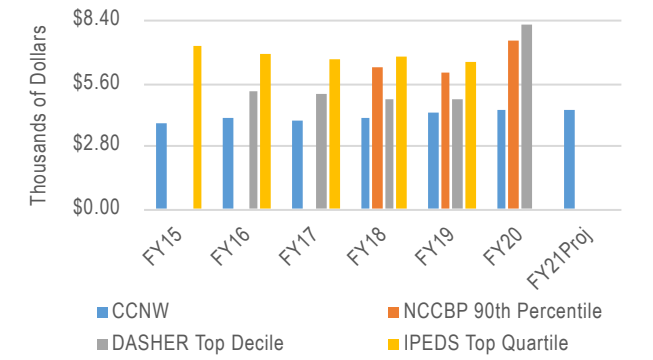


Figure 7.5-10: **Cost per Enrollment**



7.5a(2). CCNW maintains information on its market performance in the databases of the COKMP. It defines its market as the three-county region (Mason, Walker, and Marcy) in the northwestern area of Central Polk (Figure P.1-5). The PT reviews market performance S-KPIs and most O-KPIs monthly (Figure 4.1-2). Segmentation of market performance results is AOS.

Figure 7.5-11 shows the market penetration for credit, non-credit, and DC students, compared to benchmarks. While the region and state are experiencing a declining number of high school graduates, CCNW's approaches have increased enrollments and market share in three counties (Figure 7.5-12).

Figure 7.5-11: **Market Penetration**

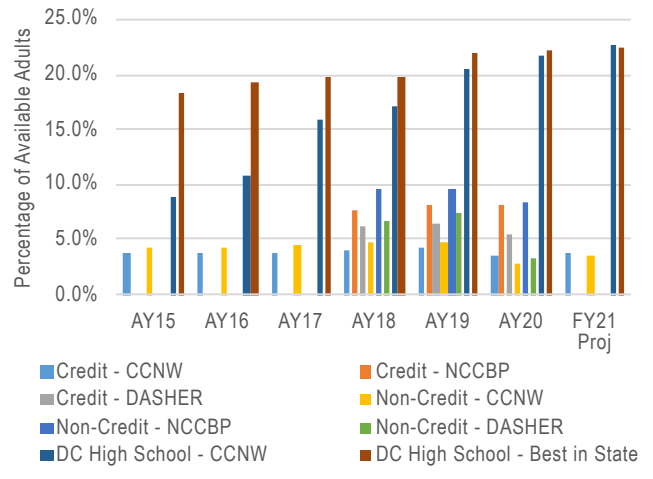
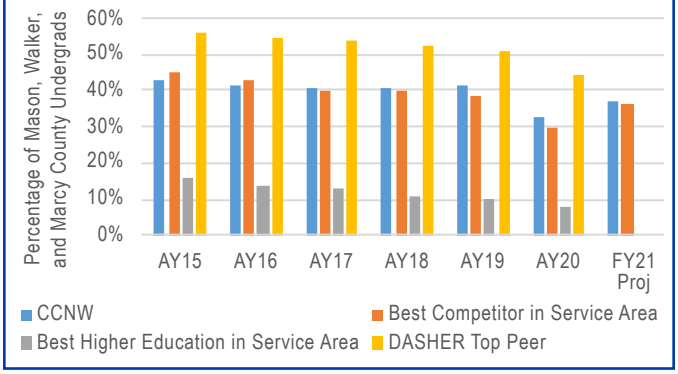


Figure 7.5-12: **Market Share**



CCNW clock (or contact) hours had been improving through FY19 (Figure 7.5-13). Total customers likewise increased each year prior to the coronavirus pandemic (Figure 7.5-14). In addition, positive enrollment growth exceeded benchmarks (Figure 7.5-15).

Due to CCNW's strong financial position in August 2019, CCNW elected to defer the $450 overall tuition increase all other Central Polk community colleges were authorized by the CPBT to take. That contributed to an increase in enrollment during the 2019 fall semester (AOS). Figure 7.5-16 shows a comparison of tuition and fees against competitor, peer, and best-in-class institutions (Figure P.2-1).

Figure 7.5-13: **CCNW Clock**

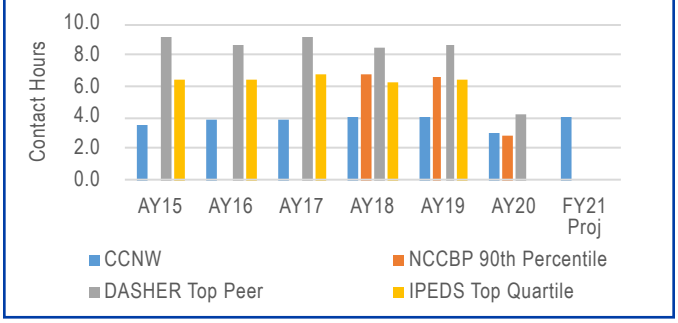


Figure 7.5-14: **Total Customers**

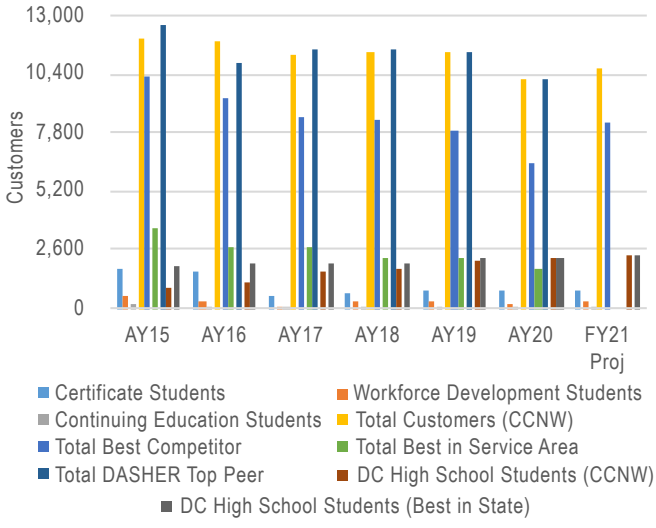


Figure 7.5-15: **Enrollment Growth**

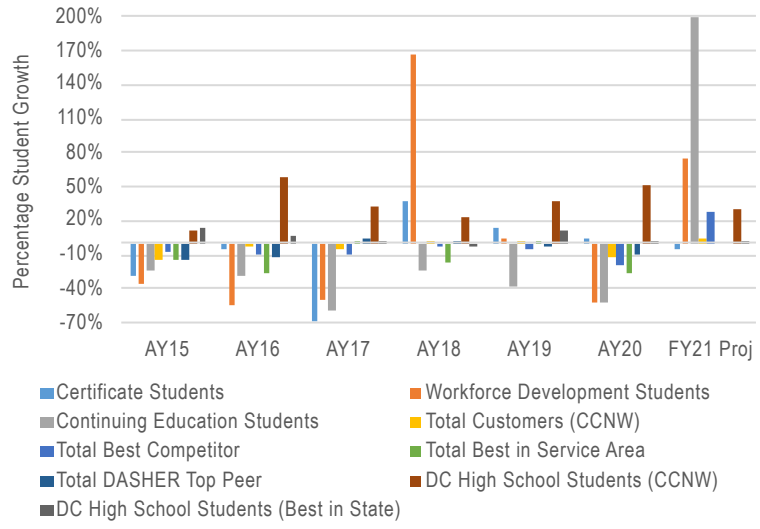


Figure 7.5-16: **Market Tuition and Fees Comparison AY20**

College	AY20
CCNW	$2,200
St. Theresa Nursing College	$6,965
Central Polk State University	$4,985
Hertz Community College—Best in Class	$2,315
Reimann County College—Best in Class	$2,303
Fangmeyer Junior College—Best in Class	$2,768

7.5b. Strategy Implementation Results

CCNW's strategic plan contains strategic objectives, strategic goals, action plans or strategic initiatives, and S-KPIs (Figure 2.1-2). Figure 7.5-17 shows the accomplishment of strategic goals over the last three FYs, with a projection for FY21.

As described in the Organizational Profile (see P.2c), CCNW is using Baldrige assessments to provide internal and external assessments of its progress in performance excellence.

Figure 7.5-18 provides the status by quarter of action plans or strategic initiatives from the strategic plan. Results for taking intelligent risks in innovations are AOS.

Figure 7.5-17: **CCNW Strategic Dashboard**

Strategic Objective	Strategic Goals	AY18	AY19	AY20	AY21 Proj
Student Access	Partnerships	not started			
	Enrollment				
	Tuition & Fees				
Student Success	Student Support & Engagement				
	Course Completion				
	Online Support & Engagement				
	Academic/Technical Program Completion				
	Student Support Services				
	Pathways & Transfers				
	Student Satisfaction				
	Advising Program				
Career Readiness	STEM Programs				
	Preparation of Students				
Social Responsibility	Renewables & Carbon Footprint				
	Partnerships	not started	not started		

Figure 7.5-18: **Strategic Initiatives and Action Plan Status**

Strategic Initiatives/Action Plans	S-KPIs	Figure	4th Qtr AY20	1st Qtr AY21	2nd Qtr AY21	3rd Qtr Proj AY21	4th Qtr Proj AY21
ECHS Development Program	Number of DC Students Enrolling at CCNW	7.4-13					
Independent School District Superintendents Support Initiative							
Marketing & Communication Plan	Overall Fall Enrollment (Credit and Non-Credit students)	7.1-1, 7.2-1					
Strategic Enrollment Management							
Mobile/Remote Point-of-Contact Orientation and Onboarding Plan							
Institutional Advancement Plan	Student Loan Default Rate	7.1-11					
Free College Initiative							
FTIC Student Conversations	CCSSE Overall Score of Student Engagement	7.2-20					
Faculty Mentoring Plan	Fall-to-Fall Student Persistence Rate	7.1-9					
Math and English Labs and Clinics	% Students Completing First College-Level Course (Math and English) in Year 1	7.1-9a					
Developmental Education Student Support Plan							
Mobile/Remote Education Apps	Number of Students Completing Online Programs	7.1-2a					
Online College Orientation Plan							
Reverse Transfer Initiative	Number of Degrees and Certificates Awarded	7.1-2					
Intrusive Advising Plan							
Faculty Mentoring Plan	3- and 4-Year FT FTIC Graduation Rate	7.1-3					
Intrusive Advising Plan							
Course Mapping/Alignment Plan	Graduation Rate at Transfer Institutions	7.1-3b					
Reverse Transfer Initiative							
Student Support Services Plan	Student Satisfaction Level (Overall, Leadership, Quality of Instruction, Educational Experience, Non-Credit [Professional vs Personal Development])	7.2-5					
Student Participation and Engagement Plan							
Intrusive Advising Plan	% Students Satisfied with Advising	7.2-3					
Review of Best Advising Practices							
STEM and Critical Field Curriculum and Program Development Plan	Degrees Awarded in Critical Field Occupations	7.1-2a					
STEM Youth Enrichment Plan							
Area Employers and Universities Collaboration Compact	% Students Employed within 6 Months of Graduation	7.1-12					
Course Mapping/Alignment Plan	Employer Satisfaction with CCNW Graduates Hired	7.2-16					
Student Internship, Externship, and Placement Plan							
Partnership with State Renewable Energy Agency	Reduction in Consumption of Resources	7.4-15					
LEED Green Building Certification Plan							
Area Employers and Universities Collaboration Compact	Satisfaction of Businesses, Industries, and Rural Communities with CCNW's Leadership, Operations, and Support (Communication, Trust, Area Workforce and Economic Development, Business Support, Education and Training Services in Local Community, Environment/ Resources Conservation)	7.2-16					
Education and Training Centers in Service Area Rural Communities Action Plan							