


# Richland College


## Using Baldrige Discipline to Improve Through Benchmarking & Environmental Scanning



**2008 AIR Forum  
Seattle, Washington**

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for Institutional Effectiveness

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
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# Session Overview

- Definitions
- Baldrige Discipline
- Performance Excellence Model
- Benchmarking
  - Who, What, Where?
  - Systematically & Strategically
  - Choices, Challenges, Lessons Learned

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# Benchmarking

- What is benchmarking?
- Why should institutions benchmark?

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## Environmental Scanning

- What is environmental scanning?
- Why should institutions conduct environmental scans?

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## Changing Ahead of the Curve

*“Many institutions wait too long to attempt transformations, doing so only when the signs of trouble have become obvious. But in today’s unforgiving environment, that’s probably too late. High performers by contrast, change before they must, knowing that the best way to transform is from a position of strength.”*

Source: Breene, Tim, Shill, Walter E., & Nunes, Paul F. (2007). *Transformation: Changing Ahead of the Curve*. Retrieved June 29, 2007 from [http://www.accenture.com/Global/Research\\_and\\_Insights/Outlook/By\\_Issue/Y2007/ChangingAheadCurve.htm](http://www.accenture.com/Global/Research_and_Insights/Outlook/By_Issue/Y2007/ChangingAheadCurve.htm)

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## Baldrige Journey

- CQI, TQM
- Framework
- Focus
- Discipline
- Wise Socratic Teacher

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# The Discipline of Continuous Improvement

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# Performance Excellence Model

- Student Learning
- Student Services
- Employee Services
- Support Services

Process Evaluation

Process Implementation Plan (PIIP)

Performance Improvement, Benchmarking & Innovation

Shared Learnings

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# Goals, KPIs, Measures, Targets

Strategic Planning Priority Goals, Organizational Objectives/KPIs, Measures, and Targets

2007 - 2012  
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Strategic Planning Priority Goal #1: Identify and Meet Community Educational Needs	2007-2009 Target	2009-2010 Target	2011-2013 Target
<b>1.1 Provide extensive community retraining, including:</b>			
1.1.1 15% of total hours from dual credit	36	400,000	400,000
1.1.2 10% of total hours from dual credit	36	18,000	18,000
1.1.3 10% of total hours from dual credit	18	18,000	18,000
<b>1.2 Provide support, transfer, and retraining for service area populations:</b>			
1.2.1 10% of total service area population historically underserved (AF-Am, Hisp) population enrolled as students	43	20,200	20,200
1.2.2 10% of total service area population historically underserved (AF-Am, Hisp) population enrolled as students	25	4,500	4,500
1.2.3 10% of total service area population historically underserved (AF-Am, Hisp) population enrolled as students	18	0.54	0.72
<b>1.3 Increase enrollment in service area historically underserved (AF-Am, Hisp) populations:</b>			
1.3.1 10% of total service area historically underserved (AF-Am, Hisp) population enrolled as students	18	5.40	8.10
1.3.2 10% of total service area historically underserved (AF-Am, Hisp) population enrolled as students	25	8.10	8.10
1.3.3 10% of total service area historically underserved (AF-Am, Hisp) population enrolled as students	26	0.17	0.17
<b>1.4 Provide business and industry work force training:</b>			
1.4.1 10% of total service area population historically underserved (AF-Am, Hisp) population enrolled as students	18	18,000	18,000
1.4.2 10% of total service area population historically underserved (AF-Am, Hisp) population enrolled as students	18	18,000	18,000
1.4.3 10% of total service area population historically underserved (AF-Am, Hisp) population enrolled as students	18	18,000	18,000
<b>1.5 Respond to community educational needs:</b>			
1.5.1 10% of total service area population historically underserved (AF-Am, Hisp) population enrolled as students	18	18,000	18,000
1.5.2 10% of total service area population historically underserved (AF-Am, Hisp) population enrolled as students	18	18,000	18,000
1.5.3 10% of total service area population historically underserved (AF-Am, Hisp) population enrolled as students	18	18,000	18,000
1.5.4 10% of total service area population historically underserved (AF-Am, Hisp) population enrolled as students	18	18,000	18,000
1.5.5 10% of total service area population historically underserved (AF-Am, Hisp) population enrolled as students	18	18,000	18,000

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## Benchmarking Comparatives

- Inside Richland College
- Inside the Dallas County Community College Dist.
- Inside Higher Education
- Outside Higher Education

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## Benchmarking Systematically and Strategically (cont.)

Formalizing the Benchmarking Process helps Richland to:

- *Focus* efforts on high priority areas
- *Seek* selective best-in-class comparisons
- *Increase* timely follow-through
- *Improve* cost/benefit

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## Benchmarking Systematically and Strategically (cont.)

Formalizing the Benchmarking Process helps Richland to:

- Identify *who* will collect the information
- Ask the *right* questions of the *right* people
- *Document* findings quarterly
- *Share* and *integrate* learning

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12

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**Goals, KPIs, Measures, Targets**

Strategic Planning Priority Goals, Organizational Objectives/KPIs, Measures, and Targets

2007-2012  
Richland College

Strategic Planning Priority Goal #1: Identify and Meet Community Educational Needs

	2007-2008 Target	2009-2010 Target	2011-2012 Target
<b>1.1.1 Contact hours from dual credit and tech-prep</b>			
<b>2007-2008 Target Range</b>	<b>90% - 100%</b>		
<b>2009-2010 Target Range</b>		<b>90% - 100%</b>	
<b>2010-2011 Target Range</b>			<b>90% - 100%</b>
	<b>360,000 - 400,000</b>	<b>405,000 - 450,000</b>	<b>495,000 - 550,000</b>

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16

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**Dual-Credit Contact Hours**

Hours

Dual Credit Contact Hours

Legend: RLC, Peer 1, Peer 2, Peer 3, 100% of Target, 90% of Target

Source: DCCCD Colleague System

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17

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**Strategies for Increasing Dual Credit Market Share**

- RCHS Established
- Increased Dual Credit staff
- Targeted Outreach to:
  - service area high schools
  - home schooled students

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18

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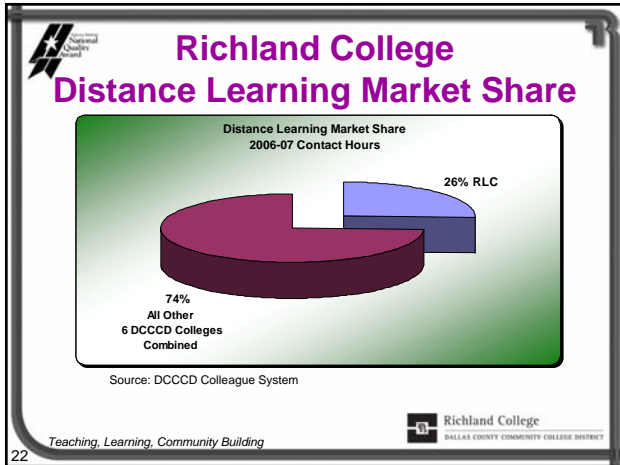
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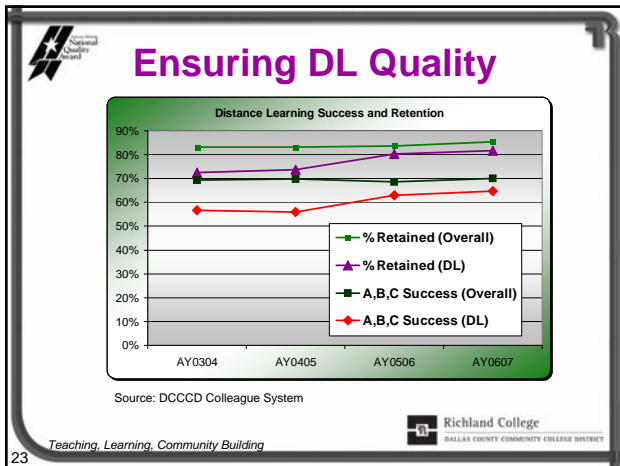
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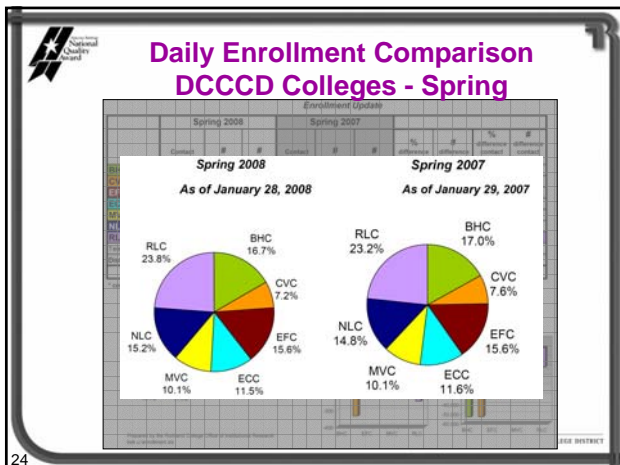
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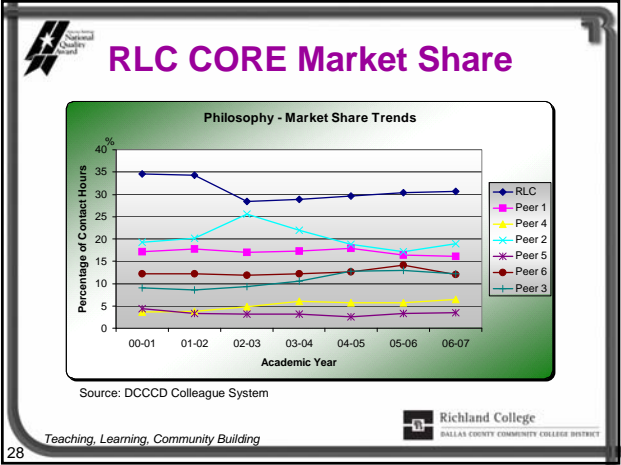
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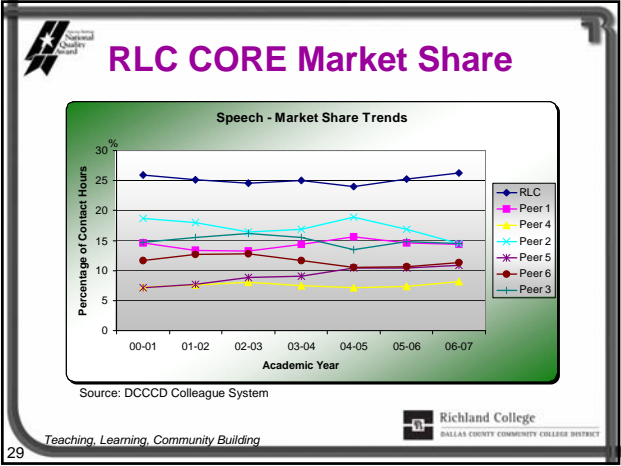
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- ### Choosing A Benchmark
- Institutional profile
  - “Best practice” vs. “Better practice”
  - Content specialists
  - Feasibility
  - Strategic plan fit
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- 30

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## Benchmarking Sources

- State & National Quality Award Recipients
- Consortia
- College Web Pages
- Professional Associations
- Professional Colleagues
- Internal Reports

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## Choosing a Peer Group

Peer Groups from the National Community College Benchmark Project

College Name	State	Environment	IPEDS Enrollment	% Transfer	% Tech Occ	% Developmental	Unemployment Rate	Median Income	Minority Credit Enrollment	Service Area Pop.
Austin CC (TX)	TX	Urban	30,638	-	-	-	6.2	\$47,182	38.2	1,437,129
CC of Philadelphia (PA)	PA	Urban	19,719	52.00	17.00	31.00	7.4	\$31,240	64.6	1,470,151
Central Piedmont CC (NC)	NC	Urban	16,245	53.00	29.00	18.00	5.8	\$44,674	40.7	773,299
Collin Co. CC (TX)	TX	Suburban	16,574	80.00	10.00	10.00	5.9	\$71,458	-	593,773
Shenandoah CC (AZ)	AZ	Urban	20,892	62.00	27.00	11.00	5.5	\$45,358	31.0	709,896
Phoenix College (AZ)	AZ	Urban	13,150	52.00	35.00	13.00	4.4	\$39,130	43.4	1,536,668
Richland College (TX)	TX	Urban	13,087	71.00	10.00	18.00	6.9	\$43,324	52.7	1,249,986
San Antonio College (TX)	TX	Urban	20,831	67.00	14.00	18.00	5.9	\$73,996	-	1,362,931
Westchester CC (NY)	NY	Urban/Sub	11,981	57.00	33.00	11.00	4.1	\$63,582	43.4	942,444

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## Potential Benchmarking Studies for the NCCBP

Selected Results of the National Community College Benchmark Project - 2005

	Richland	N	Aggregate Percentile					Peer Group		
			10th	25th	50th	75th	90th	N	Low	High
<b>Credit Developmental/Remedial Course Retention and Success Rates</b>										
Reading Completer Success Rate - 2005	68%	100	68%	75%	82%	87%	93%	12	68%	91%
Reading Completer Success Rate - 2006	74%	142	66%	74%	81%	88%	95%	10	65%	92%

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## Choosing A Benchmark

- On-line tutoring (Best Practice)
  - Who: Housatonic\* & Rio Salado Community Colleges
  - Where: *CCSSE Best Practice Highlights*
- Honors program (Best Practice)
  - Who: Miami Dade College
  - Where: Time Magazine\*\*
- College Values Assessment (Better Practice)
  - Who: Estrella Mountain Community College
  - Where: Professional Conference

\*CCSSE Best Practice: *Highlights*. (Volume 4, Issue 4, 2005 February). Retrieved July 16, 2007 from [http://www.ccsse.org/publications/February2005\\_2.pdf](http://www.ccsse.org/publications/February2005_2.pdf)

\*\*Padgett, Tim. (2005, April). An Ivy League Step Ladder. *TIME Magazine*.



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34

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## Benchmarking Challenges

- *Resistance* from faculty and staff
- *Lack of funding* for in-depth benchmarking



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## Benchmarking Lessons Learned

- Assign the *right person* to get the job done
- Use knowledge gained for substantive and timely change



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## Richland College

### Using Baldrige Discipline to Improve Through Benchmarking & Environmental Scanning

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