


Richland College


Using Baldrige Discipline to Improve Through Benchmarking & Environmental Scanning



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Teaching, Learning, Community Building



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Session Overview


- Definitions
- Rationale
- Continuous Improvement
- Benchmarking
 - Who, What, Where?
 - Systematically & Strategically
 - Choices & Challenges

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Benchmarking

- Strategic evaluation of processes or performance in relation to best practice
- Strategic evaluation of processes or performance in relation to better practice

Source: *Benchmarking* (n.d.). Retrieved February 16, 2007, from <http://en.wikipedia.org/wiki/Benchmarking>

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Why Do We Benchmark?

- To overcome “paradigm blindness”
- To open the college to new methods, ideas and tools
- To improve the institution’s effectiveness

Source: *Benchmarking* (n.d.). Retrieved February 16, 2007, from <http://en.wikipedia.org/wiki/Benchmarking>



Environmental Scanning

Vigilant monitoring of changes in the environment for the purpose of gaining or maintaining a sustainable competitive edge.



Why Do We Conduct Environmental Scans?

- To identify emerging trends
- To remain agile & proactive
- To *change ahead of the curve*

Source: *Benchmarking* (n.d.). Retrieved February 16, 2007, from <http://en.wikipedia.org/wiki/Benchmarking>



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

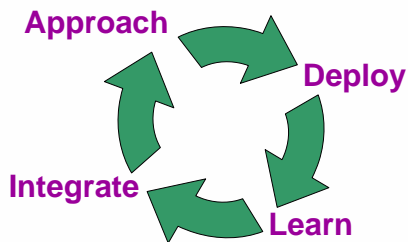


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The Discipline of Continuous Improvement

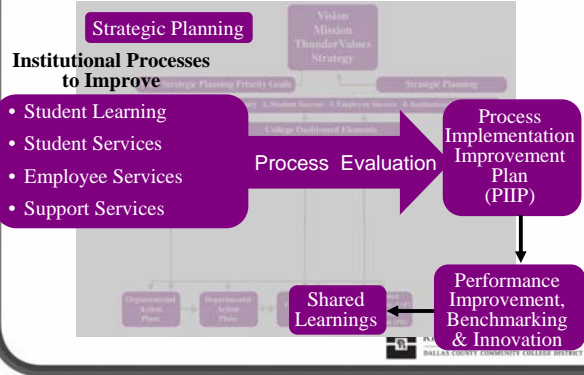


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Performance Excellence Model



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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	Measure	2007-2008 Target	2008-2009 Target	2009-2010 Target	2010-2011 Target	2011-2012 Target	
★ 1.1 Supply practice community relationship building	1.1.1 # of corporate hours from high school	25	20,000	470,000	400,000	240,000	1,000,000
1.1.2 # of service hours in Service Learning including volunteer hours	1.1.2.1 # of service hours in Service Learning including volunteer hours	26	18,800	23,000	21,800	24,000	23,400
★ 1.2 Connect class, teacher, practitioners with service area establishments	1.2.1 % of total service area establishments high school graduates within one year entering an employable	48	20.20	28.00	28.50	28.00	27.00
★ 1.2.2 % of total service area establishments high school graduates within one year entering an employable	1.2.2.1 % of total service area establishments high school graduates within one year entering an employable	48	20.20	28.00	28.50	28.00	27.00
★ 1.2.2.2 % of total service area establishments high school graduates within one year entering an employable	1.2.2.2.1 % of total service area establishments high school graduates within one year entering an employable	48	20.20	28.00	28.50	28.00	27.00
★ 1.3 Increase enrollment in service area historically underserved (A.A.A.)	1.3.1 % of total service area historically underserved (A.A.A.)	90%	100%	90%	100%	90%	100%
★ 1.3.2 % of total service area historically underserved (A.A.A.)	1.3.2.1 % of total service area historically underserved (A.A.A.)	90%	100%	90%	100%	90%	100%
★ 1.3.2.2 % of total service area historically underserved (A.A.A.)	1.3.2.2.1 % of total service area historically underserved (A.A.A.)	90%	100%	90%	100%	90%	100%
★ 1.3.2.2.2 % of total service area historically underserved (A.A.A.)	1.3.2.2.2.1 % of total service area historically underserved (A.A.A.)	90%	100%	90%	100%	90%	100%
★ 1.4 Provide professional continuing work force training	1.4.1 # of service area establishments	100	110,000	320,000	320,000	320,000	320,000
1.4.2 # of service area establishments	1.4.2.1 # of service area establishments	100	110,000	320,000	320,000	320,000	320,000
1.4.3 # of service area establishments	1.4.3.1 # of service area establishments	100	110,000	320,000	320,000	320,000	320,000
★ 1.5 Maintain or increase current hours (ach-measures by R.I.C.A.C.E.T.)	1.5.1 # of on-line contract hours (ach-measures by R.I.C.A.C.E.T.)	180	1,000,000	1,200,000	1,200,000	1,200,000	1,200,000
1.5.2 # of contract hours for courses that are new (ach-measures by R.I.C.A.C.E.T.)	1.5.2.1 # of contract hours for courses that are new (ach-measures by R.I.C.A.C.E.T.)	180	1,000,000	1,200,000	1,200,000	1,200,000	1,200,000
1.5.3 # of on-line contract hours	1.5.3.1 # of on-line contract hours	180	1,000,000	1,200,000	1,200,000	1,200,000	1,200,000
1.5.4 # of development contract hours (ach-measures)	1.5.4.1 # of development contract hours (ach-measures)	180	1,000,000	1,200,000	1,200,000	1,200,000	1,200,000
1.5.5 # of engineering contract hours	1.5.5.1 # of engineering contract hours	180	1,000,000	1,200,000	1,200,000	1,200,000	1,200,000

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Benchmarking Comparatives

Inside Higher Education:

- Nationally Normed Student and Employee Surveys
- Best Performing Peers and Competitors
- State Agency data on Best Performers
- University Transfer Information
- Sharing Groups such as the NCCBP

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Benchmarking Comparatives

Inside the DCCCD:

- Cedar Valley & Brookhaven Colleges' Distance Learning Programs
- Eastfield College Dual Credit Program
- El Centro College Student & Support Services Program Review process
- Mountain View College IR website

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Benchmarking Comparatives

Inside Richland:


- Science Corner
- HEART
- QEP
- Featured Teaching & Learning Practices

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Benchmarking Comparatives

Outside Higher Education:


Organization	Nature of Benchmark Activity
<i>Ritz-Carlton</i>	<i>ThunderValue-of-the-Week</i>
<i>Walt Disney Company</i>	Interview/screening, Orientation
<i>Texas Nameplate</i>	Dashboard
<i>Branch-Smith Printing</i>	Supplier/Partner Score Card
<i>Saint Luke's Hospital</i>	Performance Excellence Model
<i>Jenks Public Schools</i>	Math Success Labs

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Benchmarking and Strategic Planning at Richland

- Our strategic 5-year plan guides our benchmarking decisions
- Performance gaps identify OFIs
- Participation in cooperative benchmarking consortia identifies best/better practices

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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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Benchmark Process Form

Question: Who should use the Best Practice Process form and for what purpose?
Answer: RLCC employees use this form to document external best practice benchmarking. Benchmarking involves researching competing programs or services, identifying, assessing, and replicating the best practices with RLCC faculty and staff, and planning for the budget implications of adopting the practices.

Step 1: Complete #1 - 7 and submit this document electronically to Steve Washington in the Department of Institutional Research and Effectiveness by RLCC Teacher Team's review and approval and posting on the Intranet.
Step 2: After approval, you will receive this document to complete #8 - 11.
Step 3: After you complete #8 - 11, please resubmit electronically to Steve Washington.

PLEASE NOTE: Best information is the best completed form. Items not entered are not done.

1. Identify the best practice

2. How was this best practice identified (select all that apply)?

- participation in a grant, study, or national conference
- networking opportunity
- professional reading
- participation in seminars
- environmental scanning

3. What is the rationale for benchmarking this best practice (select all that apply)?

- to improve performance to RPI target or RLCC
- to improve customer service
- to improve environmental scanning
- to improve financial performance
- to improve other

4. Identify the institutions to be benchmarked

5. Will this really be necessary? Yes No

6. If yes, estimate the cost of the site visit?

7. Estimate the timeline for completion of the research
...DATE OF RESEARCH COMPLETION (Month/Day/Year).....

8. Identify the groups with whom you have discussed incorporation of the best practice

9. What is your final recommendation (choose one)?

- Adopt the best practice at Richland College
- Adapt the best practice with revisions
- Do not adopt unless further research is conducted (submit date:)
- Do not adopt the best practice

10. Identify specific your decisions


11. RPI Goal (select all that apply)

- Goal #1: Increase Student Completion Rates
- Goal #2: Increase All Students to Success
- Goal #3: Increase All Employees to Success
- Goal #4: Improve Efficiency and Effectiveness of College Programs and Operations

Date: _____ Process Owner: _____

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Benchmarking in Education Going from *Good to Great*


Analyze the Credit Schedule of Classes to:

- Out-pace your competition
- Improve market share
- Remain agile

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Richland's Strategic Market Share Focus

- Dual Credit
- Distance Learning
- CORE Courses

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Goals, KPIs, Measures, Targets

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

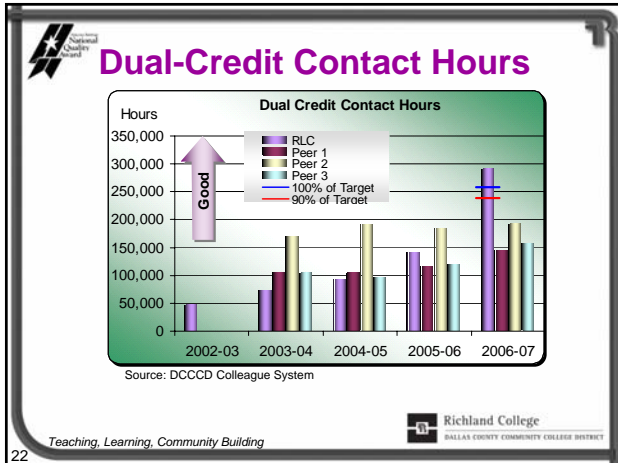
2007 - 2012
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Strategic Planning Priority Goal #1: Identify and Meet Community Educational Needs	2007-2008 Target	2009-2010 Target	2010-2011 Target
1.1.1 Contact hours from dual credit and tech-prep			
2007-2008 Target Range	90% - 100%	90% - 100%	90% - 100%
	360,000 - 400,000	405,000 - 450,000	495,000 - 550,000

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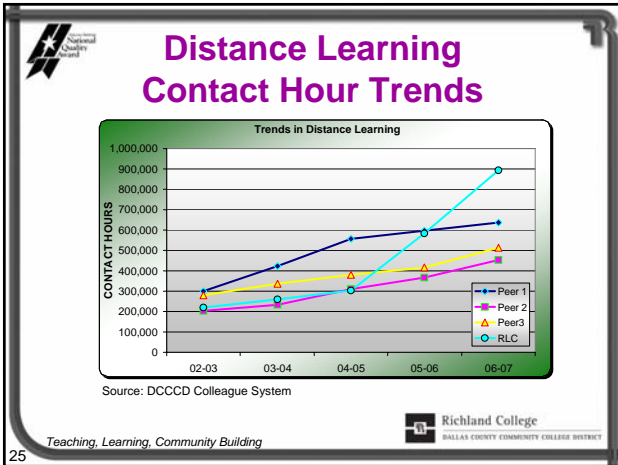
Strategic Planning Priority Goals, Organizational Objectives/KPIs, Measures, and Targets

2007 - 2012
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Strategic Planning Priority Goal #1: Identify and Meet Community Educational Needs	2007-2008 Target	2009-2010 Target	2010-2011 Target
1.5.1 # of on-line contact hours			
2007-2008 Target Range	90% - 100%	90% - 100%	90% - 100%
	832,000 - 925,000	1,080,000 - 1,200,000	1,260,000 - 1,400,000

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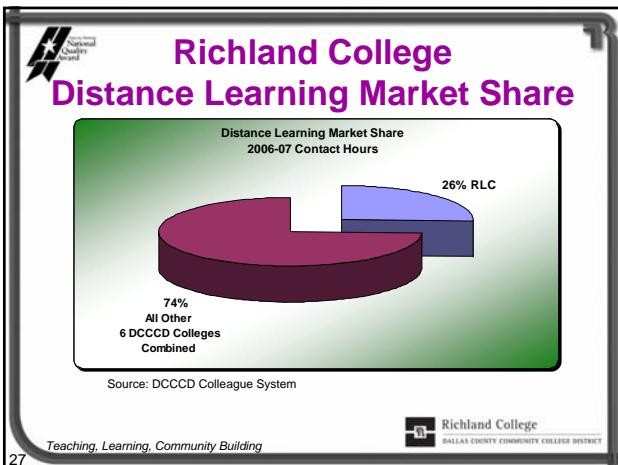
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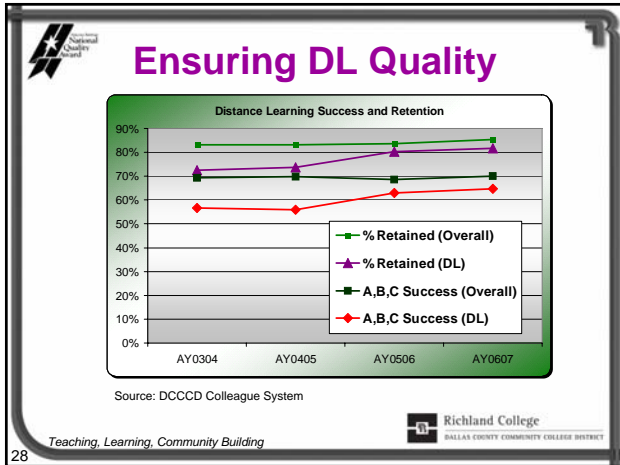
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- ### Strategies for Increasing Distance Learning Market Share
- Schedule Analysis & Efficiency
 - Faculty Professional Development
 - In-house Course Development
 - High Student/Faculty Engagement
 - Online Tutoring
 - Quality Assurance
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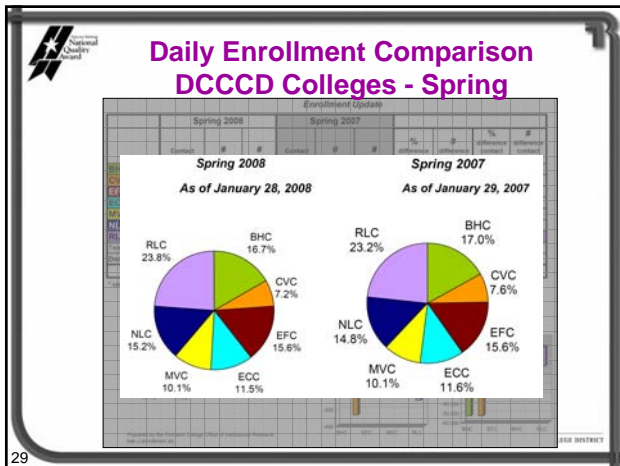
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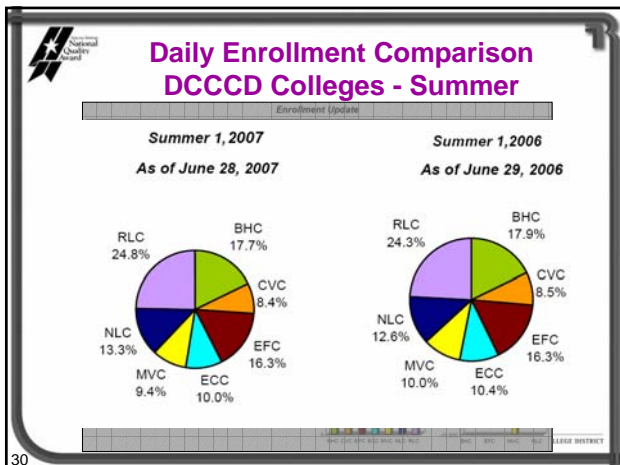
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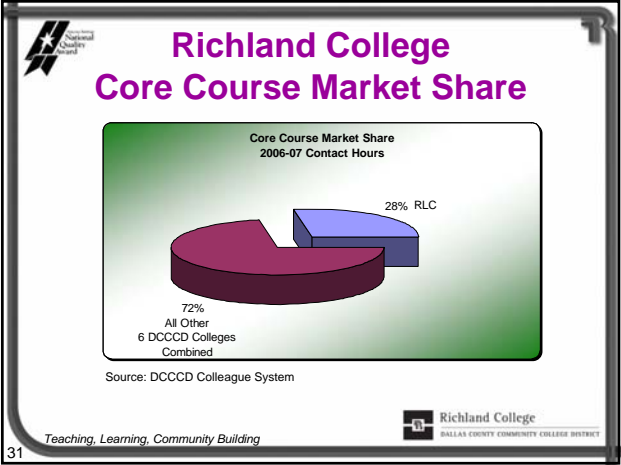
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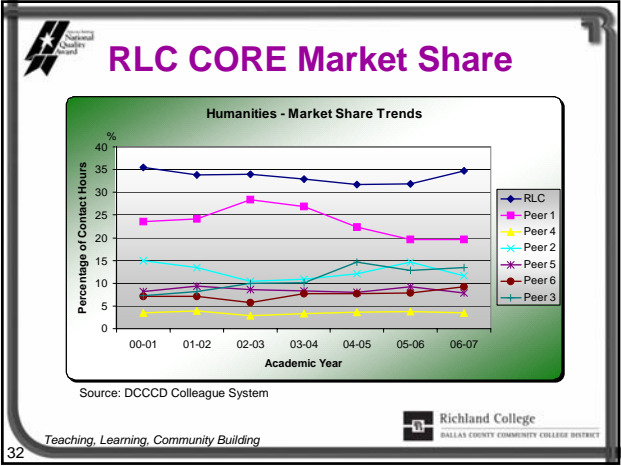
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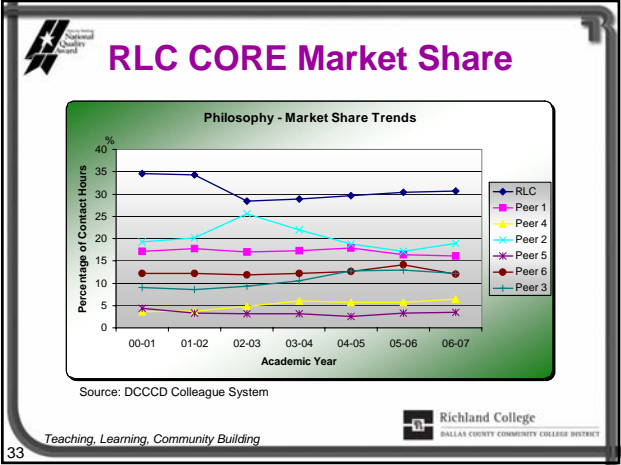
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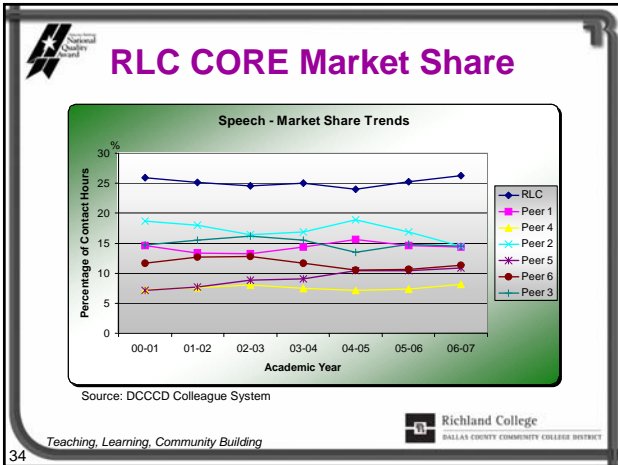
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- ## Choosing A Benchmark
- *Identify* an appropriate institutional profile
 - *Determine* when to benchmark “the best” regardless of institutional profile
 - *Identify* content specialists
 - *Determine* feasibility
 - *Determine* fit within college strategic plan
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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	\$71,456	-	593,773
Greenville CC (AZ)	AZ	Urban	20,692	62.00	27.00	11.00	6.5	\$46,368	31.0	709,896
Phoenix College (AZ)	AZ	Urban	13,195	52.00	35.00	13.00	4.4	\$30,139	43.4	1,528,665
Richland College (TX)	TX	Urban	13,991	71.00	18.00	10.00	6.3	\$43,324	52.7	1,249,996
San Antonio College (TX)	TX	Urban	20,811	67.00	14.00	18.00	5.9	\$73,596	-	1,362,931
Westchester CC (NY)	NY	Urban/Sub	11,981	57.00	33.00	11.00	4.1	\$63,562	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	Mdn	75th	90th	N	Low	High
Credit Developmental/Remedial Course Retention and Success Rates										
Reading Completer Success Rate - 2005	68%	100	68%	75%	82%	87%	93%	12	68%	91%
Reading Completer Success Rate - 2006	74%	142	68%	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
 **Padgett, Tim. (2005, April). An Ivy League Step Ladder. *TIME Magazine*.

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Benchmarking Challenges

- Assigning the *right person* to get the job done
- *Resistance* from faculty and staff
- *Lack of funding* for in-depth benchmarking
- *Using knowledge* gained for substantive and timely change

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