2019–2020

QUALITY
TEXAS
ENCOURAGING
& RECOGNIZING
EXCELLENCE

Education

Progress Level Criteria for Performance Excellence

Effective June 2019

Note from the CEO:

Thank you for taking the time to consider applying for the Quality Texas Foundation Progress Level of Recognition (the five-page Organizational Profile and a thirty-five-page application). Your next step is our State Award Level of Recognition (five-page Organizational Profile + 50-page application). If this is probably your first entry with Quality Texas Foundation, welcome aboard.

It is our sincere hope that the questions embedded in the five-page organizational profile will cause your organization to evaluate exactly where you are, where you should be, and how you can significantly improve by prioritization of your improvement steps. The Baldrige Framework is used the world over 70 countries to make systematic improvements to organizations. Proposed steps are shown below.

1) Assign a minimum of seven personnel in your office to become Internal Coach/Examiners (preferably ten to twelve) trained with the Quality Texas Foundation (www.quality-texas.org/training for dates. This training is where QTF actually teaches the Internal Coach/Examiner how to help lead continuous improvement efforts in the organization, write the responses to the questions and discover the reasons behind the questions. You can just begin writing if you like, but past information received from applicants indicate the Internal Coach/Examiner training was a major milestone in writing at any level.

2) Write your responses and allow other people in your office to edit your work. Don't fall in love with your first draft. This application to be really effective will undergo several iterations with substantial improvements along the way. The application process will allow the organization to ask very difficult questions and address organizational priorities.

3) Revise multiple times and submit.

4) We also have organizational writing seminars where we will help you accomplish organizational improvements and complete the narrative for this level.

If we here at the Quality Texas Foundation can be of assistance to you, please allow us that opportunity. We offer coaching and training to help maximize your positive experience. Remember that the Baldrige Journey is never finished! Happy travels!

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About the Baldrige Excellence Framework

The Baldrige Excellence Framework empowers your organization to reach its goals, improve results, and become more competitive.

Thousands of organizations around the world use the Baldrige Excellence Framework to improve and get sustainable results. Those recognized as national role models receive the Malcolm Baldrige National Quality Award, a Presidential award. At the Quality Texas Foundation, there have been 21 national recipients and fifty-seven state award recipients.

What can Baldrige do for my organization?

Whether your organization is new, is growing, or has existed for many years, it faces daily and long-term challenges. It also has strengths that have served you well so far. The Baldrige Excellence Framework helps you identify and leverage your strengths and prepare to face your challenges. It helps you address issues that are important to your organization:

- Understanding what it takes to be competitive or just continue organizational success and achieve long-term success in your environment
- Getting your leaders, managers, and workforce all on the same page
- Ensuring that your employees understand and can contribute to the drivers of your organization's success
- Understanding, and meeting or exceeding, customer, patient/family, or student/family requirements and expectations
- Ensuring that your operations are efficient and lead to short- and long-term success

As a result, you will be better able to position your organization to succeed and accomplish your mission—with a sense of greater clarity and with alignment among your leaders, employees, customers, and key partners.

Criteria for Performance Excellence. By answering the questions in the Criteria for Performance Excellence, you explore your strengths and your opportunities for improvement in seven critical aspects of managing and performing as an organization (called categories):

1. Leadership: How do you share your vision and lead your organization? How do you ensure good governance?

2. Strategy: How do you prepare for the future?

3. Customers: How do you listen to, satisfy, and engage your customers?

4. Measurement, analysis, and knowledge management: How do you use reliable data and information to make decisions?

5. Workforce: How do you engage and empower your people?

6. Operations: How do you ensure efficient and effective operations that deliver customer value?

7. Results: How well are you doing?

The linkages among these categories provide a systems perspective on your organization. Some of these linkages are:

- the connections between your approaches in categories 1–6 and the results you achieve (category 7);
- (2) the connection between workforce planning and strategic planning; and (3) the need for customer and market knowledge in creating your strategy and action plans.

Scoring guidelines. With Baldrige, just having stated processes or sets of results is not enough. You can assess the maturity of your responses based on four evaluation dimensions for the process categories and four for the results category.

Processes **are the methods your organization uses to accomplish its work. With the Baldrige framework, you assess and improve your processes along four dimensions:**

1. *Approach:* **How do you accomplish your organization's work? How systematic and effective are your key approaches?**
2. *Deployment:* **How consistently are your key approaches used in relevant parts of your organization?**
3. *Learning:* **How well have you evaluated and improved your key approaches? How well have improvements been shared within your organization? Has new knowledge led to innovation?**
4. *Integration:* **How well do your approaches reflect your current and future organizational needs? How well are processes and operations harmonized across your organization to achieve key organization-wide goals?**

Results **are assessed along these four dimensions:**

1. *Levels:* **What is your current performance on a meaningful measurement scale?**
2. *Trends:* **Are the results improving, staying the same, or getting worse?**
3. *Comparisons:* **How does your performance compare with that of competitors, or with benchmarks or industry leaders?**
4. *Integration:* **Are you tracking results that are important to your organization? Are you using the results in decision making?**

As you respond to the Criteria questions and assess your responses against the scoring guidelines, you will begin to identify strengths and gaps—first within the Criteria categories and then among them. The coordination of key processes, and feedback between your processes and your results, will lead to cycles of improvement. As you continue to use the framework, you will learn more and more about your organization and begin to define the best ways to build on your strengths, close gaps, and innovate.

How do I get started?

However, you plan use the Baldrige framework, the Baldrige community is there to help your organization learn, grow, and improve. See the following pages and visit https://www.quality-texas.org **to see the possibilities.**

The [Baldrige] Criteria help you link your strategy, your human capital process, your leadership development process, and all of your core operations together and help them focus on what your customers actually want.
—Scott McIntyre, President and CEO, Managing Partner, Guidehouse (formerly Baldrige Award recipient PricewaterhouseCoopers Public Sector Practice)

How to Use the Baldrige Excellence Framework

Whether your organization is large or small, you can use the Baldrige Excellence Framework for improvement. Your experience with Baldrige will help you decide where to begin.

The Quality Texas Foundation can help you assess your level of expertise and where your journey should begin. Please contact Lin Wrinkle-McGuire, COO, at linwrinkle@quality-texas.org or Dr. Mac McGuire, CEO at drmac@quality-texas.org for more information.

There are three different applications. Business/NFP is the most often used. Healthcare has a healthcare version if the primary customers are patients and families. Education has an education version if the primary customers are students and families.

If you are just learning about the Baldrige framework . . .

Here are some ways to begin using the Baldrige framework to improve your organization.

Step 1: Scan the questions in the Organizational Profile. Discussing the answers to these questions with your senior leadership team might be your first Baldrige self-assessment.

Step 2: Study the 11 Baldrige core values and concepts. Consider how your organization measures up in relation to the core values. Are there any improvements you should be making?

Step 3: Review the criteria on the website for your particular industry (www.quality-texas.org).

Step 4: Review the questions in the titles of the 17 Criteria for Performance Excellence items of the Commitment Level (normal starting point) to reach a basic understanding of the Criteria and your organization's performance.

Step 5: Contact QTF for additional information and how to learn more.

Step 6: Enroll in the Pre-Examiner Training with QTF. This training is specifically designed for those who are new to the Baldrige process.

Step 7: Enroll in the Internal Coach/Examiner Training with QTF.

Step 8: Consider the Leadership, Strategic Planning, Writing Seminars, and Workforce Engagement Training. This training has the potential to greatly accelerate your learning and development.

Step 9: Attend the Quest for Excellence® Conference, the Baldrige Fall Conference, or the Quality Texas Foundation Baldrige-based conference. These events highlight the role-model approaches of recipients of the Baldrige Award or Baldrige-based awards. These organizations have used the Baldrige framework to improve performance, innovate, and achieve world-class results. Workshops on Baldrige self-assessment are often offered in conjunction with these conferences.

Criteria for Performance Excellence
Items and Point Values

Organizational Profile

P.1 Organizational Description
P.2 Organizational Situation

Categories and Items Point Values

	Points	Value
Leadership		**120**
1.1 Senior Leadership	70	
1.2 Governance and Societal Contributions	50	
Strategy		**85**
2.1 Strategy Development	45	
2.2 Strategy Implementation	40	
Customers		**85**
3.1 Customer Expectations	40	
3.2 Customer Engagement	45	
Measurement, Analysis, and Knowledge Management		**90**
4.1 Measurement, Analysis, and Improvement of Organizational Performance	45	
4.2 Information and Knowledge Management	45	
Workforce		**85**
5.1 Workforce Environment	40	
5.2 Workforce Engagement	45	
Operations		**85**
6.1 Work Processes	45	
6.2 Operational Effectiveness	40	
Results		**450**
7.1 Student Learning and Process Results	120	
7.2 Customer Results	80	
7.3 Workforce Results	80	
7.4 Leadership and Governance Results	80	
7.5 Financial, Market, and Strategy Results	90	
TOTAL POINTS		**1,000**

Criteria for Performance Excellence
Begin with the Organizational Profile

The Organizational Profile is the most appropriate starting point for self-assessment and for writing an application. It is critically important for the following reasons:

- You can use it as an initial self-assessment. If you identify topics for which conflicting, little, or no information is available, use these topics for action planning.
- It sets the context for understanding your organization and how it operates and allows you to address unique aspects of your organization in your responses to the Baldrige Criteria questions in categories 1–7. Your responses to all other questions in the Criteria should relate to the organizational context you describe in this profile.
- It helps you identify gaps in key information about your organization and focus on key performance requirements and results.

Organizational Profile

The **Organizational Profile** is a snapshot of your organization and its strategic environment.

P.1 Organizational Description: What are your key organizational characteristics?

    a. Organizational Environment

    (1) Educational Program and Service Offerings What are your main educational program and service offerings (see the note on the next page)? What is the relative importance of each to your success?

    (2) Mission, Vision, Values, and Culture What are your mission, vision, and values? Other than values, what are the characteristics of your organizational culture, if any? What are your organization's core competencies, and what is their relationship to your mission?

    (3) Workforce Profile What is your workforce profile? What recent changes have you experienced in workforce composition or in your needs with regard to your workforce? What are

- your workforce or faculty/staff groups and segments;
- the educational requirements for different faculty/staff groups and segments;
- the key drivers that engage them;
- your organized bargaining units (union representation), if any; and
- your special health and safety requirements, if any?

(4) Assets What are your major facilities, equipment, technologies, and intellectual property?

(5) Regulatory Environment What are your key applicable occupational health and safety regulations; accreditation, certification, or registration requirements; industry standards; and environmental, financial, and educational program and service regulations?

b. Organizational Relationships

(1) Organizational Structure What are your organizational leadership structure and governance structure? What structures and mechanisms make up your organization's leadership system? What are the reporting relationships among your governance board, senior leaders, and parent organization, as appropriate?

(2) Students, Other Customers and Stakeholders What are your key market segments, customer groups, and stakeholder groups, as appropriate? What are their key requirements and expectations for your educational program and services, customer support services, and operations, including any differences among the groups?

(3) Suppliers, Partners, and Collaborators What are your key types of suppliers, partners, and collaborators? What role do they play in producing and delivering your key educational program and services and other customer support services, and in enhancing your competitiveness? What role do they play in contributing and implementing innovations in your organization? What are your key supply-network requirements?

Notes

P.1a(1). Educational program and service offerings are the activities you offer to engage students in learning or contribute to scientific or scholarly investigation. Modalities for delivering programs and services to your students might be direct or might be indirect, through partners and collaborators.

P.1a(2). If your organization has a stated purpose as well as a mission, you should include it in your response. Some organizations define a mission and a purpose, and some use the terms interchangeably. In some organizations, purpose refers to the fundamental reason that the organization exists. Its role is to inspire the organization and guide its setting of values.

P.1a(2). Your values are part of your organization's culture. Other characteristics of your organizational culture might include shared beliefs and norms that contribute to the uniqueness of the environment within your organization.

P.1a(3). Workforce or faculty/staff groups and segments (including organized bargaining units) might be based on type of employment or contract-reporting relationship, location (including telework), tour of duty, work environment, use of certain family-friendly policies, or other factors.

Organizations that also rely on volunteers and interns to accomplish their work should include these groups as part of their workforce.

P.1a(5). Education standards might include statutory requirements and sector-wide codes of conduct and policy guidance. Depending on the regions in which you operate, environmental regulations might cover greenhouse gas emissions, carbon regulations and trading, and energy efficiency.

P.1b(1). The Organizational Profile asks for the "what" of your leadership system (its structures and mechanisms). Questions in categories 1 and 5 ask how the system is used.

P.1b(2). Student and other customer groups might be based on common expectations, behaviors, preferences, or profiles. Within a group, there may be segments based on differences, commonalities, or both. You might subdivide your market into segments based on educational programs, services, or features; delivery modalities; geography; or other defining factors.

P.1b(2). Student, other customer, stakeholder, and operational requirements and expectations will drive your organization's sensitivity to the risk of program, service, support, and supply-network

interruptions, including those due to natural disasters and other emergencies.

P.1b(3). Suppliers and partners should include key feeder schools that prepare students for your organization.

P.1b(3). Your supply network consists of the entities involved in producing your programs and services and delivering them to your students. For some organizations, these entities form a chain, in which one entity directly supplies another. Increasingly, however, these entities are interlinked and exist in interdependent rather than linear relationships. The Education Criteria use the term supply network, rather than supply chain, to emphasize the interdependencies among organizations and their suppliers.

For additional guidance on this item, see the Education Criteria Commentary (https://www.nist.gov/baldrige/baldrige-criteria -commentary-education).

P.2 Organizational Situation: What is your organization's strategic situation?

a. Competitive Environment

(1) Competitive Position What are your relative size and growth in your industry or the markets you serve? How many and what types of competitors do you have?

(2) Competitiveness Changes What key changes, if any, are affecting your competitive situation, including changes that create opportunities for innovation and collaboration, as appropriate?

(3) Comparative Data What key sources of comparative and competitive data are available from within your industry? What key sources of comparative data are available from outside your industry? What limitations, if any, affect your ability to obtain or use these data?

b. Strategic Context
What are your key strategic challenges and advantages?

c. Performance Improvement System
What is your performance improvement system, including your processes for evaluation and improvement of key organizational projects and processes?

Notes

P.2a. Education organizations are frequently in highly competitive environments. Aside from direct competition for students, they must often compete to secure financial, volunteer, and human resources. This competition may involve other education organizations, as in competition for grant funding or suppliers, or the opportunity to provide supplemental services. For public education organizations, competition may involve other public agencies or departments, as in the competition for scarce budget resources.

P.2b. Strategic challenges and advantages might be in the areas of educational programs and services, operations, societal contributions, and workforce. They might relate to educational programs and services; finances, including funding mechanisms; organizational structure and culture; emerging technology; digital integration; data and information security; reputation, such as for student success, innovation rate, geographic proximity, and accessibility; and the ability to recruit and retain staff.

P.2c. The Baldrige Scoring System uses performance improvement through learning and integration as a dimension in assessing the maturity of organizational approaches and their deployment. This question is intended to set an overall context for your approach to performance improvement. The approach you use should be related to your organization's needs. Approaches that are compatible with the overarching systems approach provided by the Baldrige framework might include implementing PDSA methodology; completing accreditation self-studies; applying nationally validated systems to improve teaching performance; and performing independent institutional, departmental, or program assessments. It also might include using a Lean Enterprise System, applying Six Sigma methodology, or employing other improvement tools.

For additional guidance on this item, see the Education Criteria Commentary (https://www.nist.gov/baldrige/baldrige-criteria -commentary-education).

1 Leadership (120 pts.)

The **Leadership** category asks how senior leaders' personal actions guide and sustain your organization. It also asks about your organization's governance system; how your organization fulfills its legal and ethical responsibilities; and how it makes societal contributions.

1.1 Senior Leadership: How do your senior leaders lead the organization? (70 pts.)

a. Vision and Values
(1) Setting Vision and Values How do senior leaders set your organization's vision and values? How do senior leaders deploy the vision and values through your leadership system, to the workforce, to key suppliers and partners, and to students and other customers, and other stakeholders, as appropriate?

(2) Promoting Legal and Ethical Behavior How do senior leaders' personal actions demonstrate their commitment to legal and ethical behavior? How do senior leaders promote an organizational environment that requires it?

b. Communication How do senior leaders communicate with and engage the entire workforce, key partners, students and other key customers? How do they
• encourage frank, two-way communication; and,
• communicate key decisions and needs for organizational change?

c. Mission and Organizational Performance
(1) Creating an Environment for Success How do senior leaders create an environment for success now and in the future? How do they
• create an environment for the achievement of your mission; and,
• create and reinforce your organizational culture, and a culture that fosters student and other customer and workforce engagement?

(2) Creating a Focus on Action How do senior leaders create a focus on action that will achieve the organization's mission? How do senior leaders
• create a focus on action that will improve the organization's performance; and,
• identify needed actions?

Notes

1.1. Your organizational performance results should be reported in items 7.1–7.5. Results related to the effectiveness of leadership and the leadership system should be reported in item 7.4.

1.1a(1). Your organization's vision should set the context for the strategic objectives and action plans you describe in items 2.1 and 2.2.

1.1b. Two-way communication may include use of social media, such as delivering periodic messages through internal and external websites; tweets;

blogging; and student, other customer, and workforce electronic forums, as well as monitoring external social media outlets and responding, when appropriate.

1.1b. Senior leaders' direct role in motivating the workforce may include participating in reward and recognition programs.

1.1b. Senior leaders' direct role in motivating the workforce may include participating in reward and recognition programs.

1.1b. Organizations that rely heavily on volunteers to accomplish their work should also discuss efforts to communicate with and engage the volunteer workforce.

1.1c(1). A successful organization is capable of addressing current organizational needs and, by addressing risk, agility, and strategic management, is capable of preparing for its future organizational, market, and operating environment. In creating an environment for success, leaders should consider both external and internal factors. Factors might include risk appetite and tolerance, organizational culture, work systems, the potential need for transformational changes in structure and culture, workforce capability and capacity, resource availability, core competencies, and the need for technological

and organizational innovation. Other factors include risks and opportunities arising from emerging technology, data integration, safety considerations, data and information security, and environmental considerations.

1.1c(2). Senior leaders' focus on action considers your strategy, workforce, work systems, and assets. It includes taking intelligent risks, implementing innovations and ongoing improvements in performance and productivity, taking the actions needed to achieve your strategic objectives (see 2.2a[1]), and possibly establishing plans for managing major organizational change or responding rapidly to significant new information.

For additional guidance on this item, see the Education Criteria Commentary (https://www.nist.gov/baldrige/baldrige-criteria -commentary-education).

1.2 Governance and Societal Contributions: How do you govern your organization and make societal contributions? (50 pts.)

a. Organizational Governance

(1) Governance System How does your organization ensure responsible governance? How does your governance system review and achieve the following?
• Accountability for senior leaders' actions
• Accountability for strategy
• Fiscal accountability
• Transparency in operations

(2) Performance Evaluation How do you evaluate the performance of your senior leaders and your governance board? How do you use performance evaluations in determining executive compensation?

b. Legal and Ethical Behavior
(1) Legal and Regulatory Compliance How do you address current and anticipate future legal, regulatory, and community concerns with your products and operations? How do you
• address any adverse societal impacts of your educational program and services and operations?

(2) Ethical Behavior How do you promote and ensure ethical behavior in all interactions? What are your key processes and measures or indicators for promoting and ensuring ethical behavior in your governance structure; throughout your organization; and in interactions with your workforce, students, other customers, partners, suppliers, and other stakeholders?

c. Societal Contributions

(1) Societal Well-Being How do you consider societal well-being and benefit as part of your strategy and daily operations? How do you contribute to the well-being of your environmental, social, and economic systems?

(2) Community Support How do you actively support and strengthen your key communities? What are your key communities? How do you identify them and determine areas for organizational involvement?

Notes
1.2. Societal contributions in areas critical to your ongoing marketplace success should also be addressed in Strategy Development (item 2.1) and Operations (category 6). Key societal results should be reported as Leadership and Governance Results (item 7.4).

1.2. The health and safety of your workforce are not addressed in this item; you should address these workforce factors in items 5.1 and 6.2, respectively.

1.2a(1). The governance board's review of organizational performance and progress, if appropriate, is addressed in 4.1(b).

1.2a(1). Transparency in the operations of your governance system should include your internal controls on governance

processes. For some education organizations, the parent's board or an external advisory board may provide some or all governance board functions. For education organizations that serve as stewards of public funds, areas of emphasis are stewardship of those funds and transparency in operations. (including government) organizations, an external advisory board may provide some or all governance board functions.

1.2a(2). The evaluation of leaders' performance might be supported by peer reviews, formal performance management reviews, and formal or informal feedback from and surveys of the workforce and other stakeholders. For educational organizations that serve as stewards of public funds, areas of emphasis are stewardship of those funds and transparency in operations.

1.2a(2). The evaluation of leaders' performance might be supported by peer reviews, formal performance management reviews, reviews by external advisory boards, and formal or informal feedback from and surveys of the workforce and other stakeholders.

1.2b(1). Proactively preparing for any adverse societal impacts and concerns may include conservation of natural resources and effective supply-network management processes, as appropriate.

1.2b(1). Proactively preparing for any adverse societal impacts and concerns may include conservation of natural resources and effective

supply-network management processes, as appropriate.

1.2b(2). Measures or indicators of ethical behavior might include instances of ethical conduct or compliance breaches and responses to them, survey results showing workforce perceptions of organizational ethics, ethics hotline use, the results of ethics reviews and audits, the integrity of testing, equal access to resources, and implementation of institutional review board principles in research involving human and animal subjects. Measures or indicators of ethical behavior might also include evidence that policies, workforce training, and monitoring systems are in place for conflicts of interest; protection and use of sensitive data, information, and knowledge generated through synthesizing and correlating these data; and proper use of funds.

1.2c(1). Areas of societal well-being and benefit to report are those that are in addition to the compliance processes you describe in 1.2b(1). They might include organizational or collaborative efforts to improve the environment; strengthen local community services and education and improve the practices of professional associations.

1.2c(2). Areas for organizational involvement in supporting your key communities might include areas that leverage your core competencies.

For additional guidance on this item, see the Education Criteria Commentary (https://www.nist.gov/baldrige/baldrige-criteria -commentary-education).

2 Strategy (85 pts.)

The **Strategy** category asks how your organization develops strategic objectives and action plans, implements them, changes them if circumstances require, and measures progress.

2.1 Strategy Development: How do you develop your strategy? (45 pts.)

a. Strategy Development Process

(1) Strategic Planning Process How do you conduct your strategic planning? What are the key process steps? Who are the key participants? What are your short- and longer-term planning horizons? How are they addressed in the planning process?

(2) Innovation How does your strategy development process stimulate and incorporate innovation? How do you identify strategic opportunities?

(3) Strategy Considerations How do you collect and analyze relevant data and develop information for use in your strategic planning process? In this collection and analysis, how do you include these key elements of risk?
- Your strategic challenges and strategic advantages
- Potential changes in your regulatory and external environment

(4) Work Systems and Core Competencies How do you decide which key processes will be accomplished by your workforce and which by external suppliers, partners, and collaborators? How do those decisions consider your strategic objectives, your core competencies, and the core competencies of potential suppliers, partners, and collaborators?

b. Strategic Objectives

(1) Key Strategic Objectives What are your organization's key strategic objectives and timetable for achieving them? What are your most important goals for these strategic objectives?

(2) Strategic Objective Considerations How do your strategic objectives achieve appropriate balance among varying and potentially competing organizational needs? How do your strategic objectives
- address your strategic challenges and leverage your core competencies, strategic advantages, and strategic opportunities?

Notes
2.1. This item deals with your overall organizational strategy, which might include changes in educational program and service offerings and processes for student and other customer engagement and educational program and service design strategies, respectively, in items 3.2 and 6.1, as appropriate.

2.1. Strategy development refers to your organization's approach to preparing for the future. In developing your strategy, you should consider your level of acceptable enterprise risk. To make decisions and allocate resources, you might use various types of forecasts, projections, options, scenarios, knowledge (see 4.2b for relevant organizational knowledge), analyses, or other approaches to envisioning

the future. Strategy development might involve key suppliers, collaborators, distributors, partners, students, and other customers.

2.1. The term "strategy" should be interpreted broadly. Strategy might be built around or lead to any or all of the following: new educational programs and services; services to new, changing, and special student populations; definition or redefinition of your role in your organizational ecosystem (your network of partners, suppliers, collaborators, competitors, students, other customers, communities, and other relevant organizations inside and outside the education sector that serve as potential resources); new partnerships, alliances, or roles within them; differentiation of your image; new core competencies; acquisitions or entry into new services to improve access, grow revenue, or reduce costs; and new staff or volunteer relationships. It might also be directed toward meeting a community or public need.

2.1a(1). Organizational agility refers to the capacity for rapid change in strategy and the ability to adjust your operations as opportunities or needs arise.

2.1a(3). Integration of data from all sources to generate strategically relevant information is a key consideration. Data and information might relate to student, other customer, and market requirements; expectations, opportunities, and risks; financial, societal, ethical, regulatory, technological, security and cybersecurity, and other potential opportunities and risks; your core competencies; the competitive environment and your performance now and in the future relative to competitors and comparable organizations; education reform; technological and other key innovations or changes that might affect your programs and services and the way you operate, as well as the rate of innovation; workforce and other

resource needs; your ability to capitalize on diversity; opportunities to redirect resources to higher-priority programs, services, or areas; your ability to prevent and respond to disasters and emergencies; changes in the local, national, or global economy; requirements for and strengths and weaknesses of your partners and supply network; changes in your parent organization; and other factors unique to your organization.

2.1a(3). Your strategic planning should address your ability to mobilize the necessary resources and knowledge to execute the strategic plan. It should also address your ability to execute contingency plans or, if circumstances require, to shift strategy and rapidly execute new or changed plans.

2.1a(4). Your work systems are the coordinated combination of internal work processes and external resources you need to develop and produce products, deliver them to students, and succeed in your marketplace. External resources might include partners, suppliers, collaborators, competitors, customers, and other entities or organizations that are part of your ecosystem. Decisions about work systems involve protecting intellectual property, capitalizing on core competencies and mitigating risk.

2.1b(1). Strategic objectives should focus on your specific challenges, advantages, and opportunities—those most important to your ongoing success and to strengthening your overall performance and your success now and in the future.

For additional guidance on this item, see the Education Criteria Commentary (https://www.nist.gov/baldrige/baldrige-criteria -commentary-education).

2.2 Strategy Implementation: How do you implement your strategy? (40 pts.)

     a. Action Plan Development and Deployment
     (1) Action Plans What are your key short- and longer-term action plans? What is their relationship to your strategic objectives?

     (2) Action Plan Implementation How do you deploy your action plans? How do you deploy your action plans to your workforce and to key suppliers, partners, and collaborators, as appropriate, to ensure that you achieve your key strategic objectives?

     (3) Resource Allocation How do you ensure that financial and other resources are available to support the achievement of your action plans while you meet current obligations? How do you allocate these resources to support the plans?

     (4) Workforce Plans What are your key workforce plans to support your short- and longer-term strategic objectives and action plans? How do the plans address potential impacts on your workforce members and any potential changes in workforce capability and capacity needs?

     (5) Performance Measures What key performance measures or indicators do you use to track the achievement and effectiveness of your action plans? How does your overall action plan measurement system reinforce organizational alignment?

     (6) Performance Projections For these key performance measures or indicators, what are your performance projections for your short- and longer-term planning horizons? If there are gaps between your projected performance and that of your competitors or comparable organizations, how do you address them in your action plans?

     b. Action Plan Modification How do you recognize and respond when circumstances require a shift in action plans and rapid execution of new plans?

Notes
2.2. The development and deployment of your strategy and action plans are closely linked to other Education Criteria items. The following are examples of key linkages:
• Item 1.1: how your senior leaders set and communicate organizational direction
• Category 3: how you gather student, and other customer and market knowledge as input to your strategy and action plans and to use in deploying action plans
• Category 4: how you measure and analyze data and manage knowledge to support key information needs, support the development of strategy, provide an effective basis for performance measurements, and track progress on achieving strategic objectives and action plans
• Category 5: how you meet workforce capability and capacity needs, determine needs and design your workforce learning and development system, and implement workforce-related changes resulting from action plans
• Category 6: how you address changes to your work processes resulting from action plans
• Item 7.1: specific accomplishments relative to your organizational strategy and action plans
• Item 7.5: results for overall strategy and action plan achievement

2.2a(6). Projected performance might consider changes resulting from significant anticipated innovations in educational programs, services, and technology; the redirection of resources; market entry and shifts; improved administrative and other support functions; improvements in safety; new legislative mandates, legal requirements, education standards, or accreditation standards; and significant anticipated innovations in programs, services, and technology. Your process for projecting future performance should be reported in 4.1c(1).

For additional guidance on this item, see the Education Criteria Commentary (https://www.nist.gov/baldrige/baldrige-criteria -commentary-education).

3 Customers (85 pts.)

The **Customers** category asks how your organization engages its students and other customers for ongoing marketplace success, including how your organization listens to the voice of the customer, serves and exceeds students' and other customers' expectations, and builds long-term relationships with students and other customer.

3.1 Customer Expectations: How do you listen to your students, and other customers and design products and services to meet their needs? (40 pts.)

a. Listening to Students and Other Customers

(1) Current Students and Other Customers   How do you listen to, interact with, and observe students, and other customers to obtain actionable information? How do your listening methods vary for different student groups, other customers groups, or market segments?

(2) Potential Students and Other Customers   How do you listen to potential students, and other customers to obtain actionable information? How do you listen to former, competitors', and other potential customers to obtain actionable information on your educational products and services, student, and other customer support, and transactions, as appropriate?

b. Student and Other Customer Segmentation and Program and Services Offerings

(1) Student and Other Customer Segmentation   How do you determine your student and other customer groups and market segments? How do you
        • use information on students, other customers, markets, and program and service offerings to identify current and anticipate future student and other customer groups and market segments?

(2) Program and Service Offerings How do you determine Educational Program and Service offerings? How do you
        • determine students, and other customer and market needs and requirements for program and service offerings?

Notes

3.1. Your results on performance relative to key product features should be reported in item 7.1.

3.1a(1). Your methods for listening to students and other customers might include social media and web-based technologies. Listening through social media may include monitoring comments on social media outlets you moderate and on those you do not control.

3.1a(1). Your listening methods should include all stages of your involvement with students and other customers. These stages might include relationship building, the active relationship, and a follow-up strategy, as appropriate. 3.1b(2). In identifying educational program and service offerings, you should consider all their important characteristics and their performance in each stage of students' and other customers' relationships with you. The focus should be on features that affect students' and other customers' preference for and loyalty to you and your organization—for example, features that differentiate your programs and services

from those of competing organizations. Those features might include curricular focus, delivery modality, student placement following completion, workforce composition, extracurricular activities, or tuition and associated costs. Key program and service features might also take into account how transactions occur and factors such as the privacy and security of student and other customer data.

For additional guidance on this item, see the Education Criteria Commentary (https://www.nist.gov/baldrige/baldrige-criteria -commentary-education).

3.2 Customer Engagement: How do you build relationships with students and other customers and determine satisfaction and engagement? (45 pts.)

    a. Student and Other Customer Relationships and Support

    (1) Relationship Management   How do you build and manage student and other customer relationships? How do you market, build, and manage relationships with students and other customers to
        • acquire students and other customers and build market share?

    (2) Student and Other Customer Access and Support   How do you enable students and other customers to seek information and support? How do you enable them to access your programs and services? What are your key means of student and other customer support and communication?

    (3) Complaint Management   How do you manage student and other customer complaints? How do you resolve complaints promptly and effectively?

    b. Determination of Student and Other Customer Satisfaction and Engagement

    (1) Satisfaction, Dissatisfaction, and Engagement   How do you determine student and toher customer satisfaction, dissatisfaction, and engagement? How do your determination methods differ among your students and other customer groups and market segments, as appropriate? How do your measurements capture actionable information?

    (2) Satisfaction Relative to Other Organizations How do you obtain information on students' and other customers' satisfaction with your organization relative to other organizations? How do you obtain information on your students' and other customers' satisfaction
        • relative to their satisfaction with your competitors?

    c. Use of Voice-of-the-Customer and Market Data How do you use voice-of-the-customer and market data and information? How do you use voice-of-the customer and market data and information to build a more student-focused culture and support operational decision making?

Notes
3.2. Results for student and other customer perceptions and actions (outcomes) should be reported in item 7.2.

3.2b(1). Determining student and other customer dissatisfaction should be seen as more than reviewing low satisfaction scores. It should be independently determined to identify root causes and enable a systematic remedy to avoid future dissatisfaction.

3.2b(2). Information on relative satisfaction may include comparisons with competitors, comparisons with other organizations that deliver similar educational programs or services in a noncompetitive market, or comparisons obtained through education sector or other organizations. Such information may also include information on why students and other customers choose your competitors over you.

3.2c. Student and other customer data and information should be used to support the overall performance reviews addressed in 4.1b. Voice-of-the-customer and market data

and information to use might include aggregated data on complaints and, as appropriate, data and information from social media.

4 Measurement, Analysis, and Knowledge Management (90 pts.)

The **Measurement, Analysis, and Knowledge Management** category asks how your organization selects, gathers, analyzes, manages, and improves its data, information, and knowledge assets; how it uses review findings to improve its performance; and how it learns.

4.1 Measurement, Analysis, and Improvement of Organizational Performance:
How do you measure, analyze, and then improve organizational performance? (45 pts.)

 a. Performance Measurement

 (1) Performance Measures How do you track data and information on daily operations and overall organizational performance? How do you
 • select, collect, align, and integrate data and information to use in tracking daily operations and overall organizational performance?

 (2) Comparative Data How do you select comparative data and information to support fact-based decision making?

 (3) Measurement Agility How do you ensure that your performance measurement system can respond to rapid or unexpected organizational or external changes and provide timely data?

 b. Performance Analysis and Review How do you review your organization's performance and capabilities? How do you use your key organizational performance measures, as well as comparative data, in these reviews? What analyses do you perform to support these reviews and ensure that conclusions are valid?

 c. Performance Improvement

 (1) Future Performance How do you project your organization's future performance? How do you use findings from performance reviews and key comparative and competitive data in your projections?

 (2) Continuous Improvement and Innovation How do you use findings from performance reviews to develop priorities for continuous improvement and opportunities for innovation? How do you deploy these priorities and opportunities
 • to faculty, staff, other work group, and functional-level operations?

Notes
4.1. The questions in this item are closely linked to each other and to other Criteria items. The following are examples of key linkages:
• Your organizational performance measurement (4.1a)—including the comparative data and information you select, and the performance measures reported throughout your Criteria item responses—should inform your organizational performance reviews (4.1b).
• Organizational performance reviews (4.1b) should reflect your strategic objectives and action plans (category 2), and the results of organizational performance analysis and review should inform your strategy development and

implementation, and your priorities for improvement and opportunities for innovation (4.1c).

• Your performance projections for your key action plans should be reported in 2.2a(6).

• Your organizational performance results should be reported in items 7.1–7.5.

4.1a. Data and information from performance measurement should be used to support fact-based decisions that set and align organizational directions and resource use at the work unit, key process, department, and organization levels.

4.1a(2). The comparative data and information you select should be used to support operational and strategic decision making. Comparative data and information are obtained by benchmarking and by seeking competitive comparisons. Benchmarking is identifying processes and results that represent best practices and performance for similar activities, inside or outside your industry. Competitive comparisons relate your performance to that of competitors and other organizations providing similar products and services.

4.1a(3). Agility in your measurement system might be needed in response to regulatory changes, other changes in the political environment, innovations in organizational

processes or business models, new competitor offerings, or productivity enhancements. Responses to such changes might involve, for example, adopting different performance measures or adjusting the intervals between measurements.

4.1b. Performance analysis includes examining performance trends; organizational, education sector, and technology projections; and comparisons, cause-effect relationships, and correlations. This analysis should support your performance reviews, help determine root causes, and help set priorities for resource use. Accordingly, such analysis draws on all types of data: student learning; student- and other customer-related; budgetary, financial, and market; operational; and competitive/comparative. The analysis should also draw on publicly mandated measures, when appropriate, and might also be informed by internal or external Baldrige assessments.

4.1b. Rapid response to changing organizational needs and challenges may include responding to the need for transformational change in your organizational structure and work systems.

For additional guidance on this item, see the Education Criteria Commentary (https://www.nist.gov/baldrige/baldrige-criteria -commentary-education).

4.2 Information and Knowledge Management: How do you manage your information and your organizational knowledge assets? (45 pts.)

    a. Data and Information

    (1) Quality   How do you verify and ensure the quality of organizational data and information? How do you manage electronic and other data and information to ensure their accuracy and validity, integrity and reliability, and currency?

    (2) Availability   How do you ensure the availability of organizational data and information? How do you make needed data and information available in a user-friendly format and timely manner to your workforce, suppliers, partners, collaborators, students, and other customers, as appropriate?

    b. Organizational Knowledge

    (1) Knowledge Management   How do you build and manage organizational knowledge? How do you
        • collect and transfer workforce knowledge; and,
        • blend and correlate data from different sources to build new knowledge?

    (2) Best Practices   How do you share best practices in your organization? How do you identify internal and external organizational units or operations that are high performing?

    (3) Organizational Learning   How do you use your knowledge and resources to embed learning in the way your organization operates?

Notes

4.2a(2). Information technology systems include, for example, physical devices and systems (hardware); software platforms and applications; and externally based information systems, such as those stored in the cloud or outside your organization's control.

4.2a(2). The security of your information technology systems is not addressed in this item. You should address this as part of your overall security and cybersecurity management in item 6.2.

4.2b(1). Blending and correlating data from different sources may involve handling big data sets and disparate types of data and information, such as data tables, video, and text, and may involve data analytics and data science techniques. Organizational knowledge constructed from these data may be speculative and may reveal sensitive information about organizations or individuals that must be protected from use for any other purposes.

4.2b(3). Embedding learning in the way your organization operates means that learning (1) is a part of everyday work; (2) results in solving problems at their source; (3) is focused on building and sharing knowledge throughout your organization; and (4) is driven by opportunities to bring about significant, meaningful change and to innovate.

For additional guidance on this item, see the Education Criteria Commentary (https://www.nist.gov/baldrige/baldrige-criteria-commentary-education).

5 Workforce (85 pts.)

The **Workforce** category asks how your organization assesses workforce capability and capacity needs and builds a workforce environment that is conducive to high performance. The category also asks how your organization engages, manages, and develops your workforce to utilize its full potential in alignment with your organization's overall needs.

5.1 Workforce Environment: How do you build an effective and supportive workforce environment? (40 pts.)

> **a. Workforce Capability and Capacity**

> **(1) Capability and Capacity Needs   How do you assess your workforce capability and capacity needs?** How do you assess the skills, competencies, certifications, and staffing levels you need?

> **(2) New Workforce Members   How do you recruit, hire, and onboard new workforce members?** How do you ensure that your workforce represents the diverse ideas, cultures, and thinking of your hiring and customer communities?

> **(3) Workforce Change Management   How do you prepare your workforce for changing capability and capacity needs?** How do you
> • balance the needs of your workforce and your organization to ensure continuity, prevent workforce reductions, and minimize the impact of any necessary reductions?

> **(4) Work Accomplishment How do you organize and manage your workforce?** How do you organize and manage your workforce to
> • accomplish your organization's work, and,
> • capitalize on your organization's core competencies?

> **b. Workforce Climate**

> **(1) Workplace Environment How do you ensure workplace health, security, and accessibility for the workforce?** What are your performance measures and improvement goals for your workplace environmental factors?

> **(2) Workforce Benefits and Policies How do you support your workforce via services, benefits, and policies?** How do you tailor these to the needs of a diverse workforce and different workforce groups and segments?

Notes
5. Results related to workforce environment and engagement should be reported in item 7.3. People supervised by a contractor should be addressed in categories 2 and 6 as part of your larger work system strategy and your internal work processes. For organizations that also rely on volunteers, workforce includes these volunteers.

5.1a(1). Your assessment of workforce capability and capacity needs should consider not only current needs, but also future requirements based on the strategic objectives

and action plans you identify in category 2 and the future performance you discuss in 4.1c(1).

5.1a(3). Preparing your workforce for changing capability and capacity needs might include training, education, frequent communication, consideration of workforce employment and employability, career counseling, and outplacement and other services.

5.1a(3), 5.1a(4). Organizing and managing your workforce may involve organizing the workforce for change as you address changes in technology, your external environment, culture, or strategic objectives.

5.1b(1). Workplace accessibility maximizes productivity by eliminating barriers that can prevent people with disabilities from working to their potential. A fully inclusive workplace is physically, technologically, and attitudinally accessible.

5.1b(1). If workplace environmental factors and their performance measures or targets differ significantly for your different workplace environments, you should include these differences in your response. You should address workplace safety in item 6.2 as part of your overall safety system.

For additional guidance on this item, see the Education Criteria Commentary (https://www.nist.gov/baldrige/baldrige-criteria -commentary-education).

5.2 Workforce Engagement: How do you engage your workforce for retention and high performance? (45 pts.)

      a. Assessment of Workforce Engagement

      (1) Drivers of Engagement   How do you determine the key drivers of workforce engagement? How do you determine these drivers for different workforce groups and segments?

      (2) Assessment of Engagement   How do you assess workforce engagement? What formal and informal assessment methods and measures do you use to determine workforce satisfaction and workforce engagement?

      b. Organizational Culture   How do you foster an organizational culture that is characterized by open communication, high performance, and an engaged workforce? How do you reinforce your organizational culture?

      c. Performance Management and Development

      (1) Performance Management   How does your workforce performance management system support high performance? How does it consider workforce compensation, reward, recognition, and incentive practices?

      (2) Performance Development   How does your learning and development system support the personal development of workforce members and your organization's needs? How does it consider the learning and development desires of workforce members, support organizational performance improvement and intelligent risk taking, and support ethics and ethical business practices?

      (3) Learning and Development Effectiveness   How do you evaluate the effectiveness and efficiency of your learning and development system? How do you
      • correlate learning and development outcomes with findings from your assessment of workforce engagement and with key business results?

      (4) Career Development   How do you manage career development for your workforce and your future leaders? How do you carry out succession planning for management, leadership, and other key positions?

Notes

5.2a(1). Drivers of workforce engagement (identified in P.1a[3]) refer to the drivers of workforce members' commitment, both emotional and intellectual, to accomplishing the organization's work, mission, and vision.

5.2a(2). Other indicators to use in assessing and improving workforce engagement might include workforce retention, absenteeism, grievances, safety, and productivity.

5.2c(1). For some organizations, compensation systems are set by law and regulation; therefore, reward and recognition systems must use other options.

5.2c(2). Your response should include how you address any considerations for workforce development, learning, and career progression that are unique to your organization. These might include development opportunities that address your organization's core competencies, strategic challenges, and action plans;

organizational change and innovation; improvements in student focus; and the reinforcement of new knowledge and skills on the job. Your response should also consider the breadth of development opportunities you might offer, including education, training, coaching, mentoring, and work -related experiences.

For additional guidance on this item, see the Education Criteria Commentary

(https://www.nist.gov/baldrige/baldrige-criteria-commentary-education).

6 Operations (85 pts.)

The **Operations** category asks how your organization designs, manages, improves, and innovates its key educational programs and services and work processes and improves operational effectiveness to deliver value to students and other customers, and achieve ongoing organizational success.

6.1 Work Processes: How do you design, manage, and improve your key educational program and service and your work processes? (45 pts.)

a. Program, Service, and Process Design

(1) Determination of Program, Service, and Process Requirements   How do you determine key educational program and service and work process requirements?

(2) Key Work Processes   What are your organization's key work processes? What are the key requirements for these work processes?

(3) Design Concepts   How do you design your key educational programs and services and work processes to meet requirements? How do you incorporate new technology, organizational knowledge, program and service excellence, customer value, consideration of risk, and the potential need for agility into these programs, services, and processes?

b. Process Management and Improvement

(1) Process Implementation How does your day-to-day operation of work processes ensure that they meet key process requirements? What key performance measures or indicators and in-process measures do you use to control and improve your work processes?

(2) Support Processes   How do you determine your key support processes? What are your key support processes?

(3) Program, Service, and Process Improvement   How do you improve your work processes and support processes to increase student learning, improve educational programs and services and performance, enhance your core competencies, and reduce variability?

c. Supply-Network Management
How do you manage your supply network? How do you select suppliers that are qualified and positioned to meet your operational needs, enhance your performance, support your strategic objectives, and enhance your students' and other customers' satisfaction? How do you
   • promote alignment and collaboration within your supply network?

d. Innovation Management How do you pursue your opportunities for innovation? How do you pursue the strategic opportunities that you determine are intelligent risks?

Notes

6.1. The results of improvements in educational programs and services and your processes should be reported in item 7.1.

6.1a(3). Process design also includes the need to extensively redesign a process due to changes in requirements or other factors. Agility may be needed when work processes need to change as a result of overall work system changes, such as bringing a supply-network product or process in-house to avoid disruptions in supply due to unpredictable external events, or outsourcing a product or process formerly carried out in-house.

6.1b(2). Your key support processes should support your value-creation processes. They might include processes that support leaders and other workforce members engaged in, for example, design and delivery of educational programs and services, interactions with students and other customers, and business and enterprise management. Examples might include accounting and purchasing.

6.1b(3). Your approaches to improve process performance and reduce variability should be part of the performance improvement system

you describe in P.2c in the Organizational Profile.

6.1c. To ensure that suppliers are positioned to meet operational needs and enhance your performance and your students' and other customers' satisfaction, you might partner with suppliers or form alliances among multiple organizations within the supply network for mutual benefit. Communication of expectations and feedback to suppliers should be two-way, allowing suppliers to express what they need from you and other organizations within the supply network. For many organizations, these mechanisms may change as market, student, and other customer, or stakeholder requirements change.

6.1d. Your process for managing opportunities for innovation should capitalize on strategic opportunities identified in 2.1a(2).

For additional guidance on this item, see the Education Criteria Commentary (https://www.nist.gov/baldrige/baldrige-criteria -commentary-education).

6.2 Operational Effectiveness: How do you ensure effective management of your operations? (40 pts.)

      a. Process Efficiency and Effectiveness   How do you manage the cost, efficiency, and effectiveness of your operations? How do you
      • incorporate cycle time, productivity, and other efficiency and effectiveness factors into your work processes?

      b. Security and Cybersecurity   How do you ensure the security and cybersecurity of sensitive or privileged data and information and of key assets? How do you manage physical and electronic data, information, and key operational systems to ensure confidentiality and only appropriate physical and electronic access? How do you
      • maintain your awareness of emerging security and cybersecurity threats?

      c. Safety and Emergency Preparedness

      (1) Safety How do you provide a safe operating environment? How does your safety system address accident prevention, inspection, root-cause analysis of failures, and recovery?

      (2) Business Continuity How do you ensure that your organization is prepared for disasters or emergencies? How does your disaster and emergency preparedness system consider prevention, continuity of operations, and recovery?

Notes

6.2b. For examples of what your information technology systems might include, see the note to 4.2a(2).

6.2b. Managing cybersecurity includes protecting against the loss of sensitive information about employees, students, other customers, and organizations; protecting assets, including intellectual property; and protecting against the financial, legal, and reputational aspects of breaches. There are many sources for general and sector-specific cybersecurity standards and practices. Many are referenced in the *Framework for Improving Critical Infrastructure Cybersecurity* (https://www.nist.gov/cyberframework). The *Baldrige Cybersecurity Excellence Builder* (https://www.nist.gov/baldrige/products-services) is a self-assessment tool incorporating the concepts of the Cybersecurity Framework and the Baldrige systems perspective.

6.2c(2). Disasters and emergencies might be related to weather, climate, utilities, security, or a local or national emergency. The extent to which you prepare for disasters or emergencies will depend on your organization's environment and its sensitivity to disruptions of operations. Acceptable levels of risk will vary depending on the nature of your products, services, supply network, and stakeholder needs and expectations.

For additional guidance on this item, see the Education Criteria Commentary (https://www.nist.gov/baldrige/baldrige-criteria -commentary-education).

7 Results (450 pts.)

The **Results** category asks about your organization's performance and improvement in all key areas—product and process results; customer results; workforce results; leadership and governance results; and financial, market, and strategy results.

7.1 Student Learning and Process Results: What are your product performance and process effectiveness results? (120 pts.)

a. Student Learning and Customer-Focused Product and Service Results   What are your results for student learning and for student and other customer service processes? What are your results for key measures or indicators for student learning outcomes and the performance of services that are important to and directly serve your student and other customers?

b. Work Process Effectiveness Results

(1) Process Effectiveness and Efficiency   What are your process effectiveness and efficiency results? What are your results for key measures or indicators of the operational performance of your key work and support processes, including productivity, cycle time, and other appropriate measures of process effectiveness, efficiency, security and cybersecurity, and innovation?

(2) Safety and Emergency Preparedness What are your safety and emergency preparedness results? What are your results for key measures or indicators of the effectiveness of your organization's safety system and its preparedness for disasters or emergencies?

c. Supply-Network Management Results   What are your supply-network management results? What are your results for key measures or indicators of the performance of your supply network, including its contribution to enhancing your performance?

Notes

7. There is not a one-to-one correspondence between results items and Criteria categories 1–6. Results should be considered systemically, with contributions to individual results items frequently stemming from processes in more than one Criteria category.

The Baldrige scoring system asks for current, trended, comparative, and segmented data, as appropriate, to provide key information for analyzing and reviewing your organizational performance (item 4.1), to demonstrate use of organizational knowledge (item 4.2), and to provide the operational basis for customer-focused results (item 7.2) and financial, market, and strategy results (item 7.5).

In a few areas, your results may be qualitative in nature or not amenable to trending over time. Some examples are results for governance accountability, training hours for suppliers on new products or processes, and results for limited or one-time projects or processes.

Comparative data and information are obtained by benchmarking (inside and outside your industry, as appropriate) and by seeking competitive comparisons. In a few cases, such as results for projects or processes that are unique to your organization, comparative data may not be available or appropriate.

7.1. Results should include those for representative key measures that are publicly reported and/or mandated by accreditors and regulators.

7.1a. Results for student learning and customer service processes should relate to the key requirements and expectations you identify in P.1b(2), which are based on information gathered through processes you describe in category 3. The measures or indicators should address factors that affect student and other customer preference, such as those listed in the notes to P.1b(2) and 3.1b.

7.1b. Results should address the key operational requirements you identify in the Organizational Profile and in category 6.

7.1b. Appropriate measures and indicators of work process effectiveness might include internal and external audit results; rates and results of program, service, and work system innovation; results for simplification of internal jobs and job classifications; waste reduction; changes in supervisory ratios; Occupational Safety and Health Administration (OSHA)-reportable incidents; measures or indicators of the success of emergency drills or simulations, such as cycle time, containment, and meeting of standards; and results for work relocation or contingency exercises.

7.1c. Appropriate measures and indicators of supply-network performance might include supplier and partner audits; just-in-time delivery; and acceptance results for externally provided programs, services, and processes. Measures and indicators of contributions to enhancing your performance might include those for improvements in downstream supplier services delivered directly to students and other customers.

For additional guidance on this item, see the Education Criteria Commentary (https://www.nist.gov/baldrige/baldrige-criteria -commentary-education).

7.2 Customer Results: What are your customer-focused performance results? (80 pts.)

    a. Student- and Other Customer-Focused Results

    (1) Student and Other Customer Satisfaction What are your student and other customer satisfaction and dissatisfaction results? What are your results for key measures or indicators of student and other customer satisfaction and dissatisfaction?

    (2) Student and Other Customer Engagement What are your student and other customer engagement results? What are your results for key measures or indicators of student and other customer engagement, including those for building customer relationships with students and other customers?

Note

7.2. Results for student and other customer satisfaction, dissatisfaction, and engagement should relate to the student and other customer groups and market segments you identify in P.1b(2) and the listening and determination methods you report in Category 3.

(https://www.nist.gov/baldrige/baldrige-criteria-commentary-education).

For additional guidance on this item, see the Education Criteria Commentary

7.3 Workforce Results: What are your workforce-focused performance results? (80 pts.)

      a. Workforce-Focused Results

      (1) Workforce Capability and Capacity   What are your workforce capability and capacity results? What are your results for key measures of workforce capability and capacity, including appropriate skills and staffing levels?

      (2) Workforce Climate   What are your workforce climate results? What are your results for key measures or indicators of your workforce climate, including those for workforce health, security, accessibility, and services and benefits, as appropriate?

      (3) Workforce Engagement   What are your workforce engagement results? What are your results for key measures or indicators of workforce satisfaction and workforce engagement?

      (4) Workforce Development   What are your workforce and leader development results? What are your results for key measures or indicators of workforce and leader development?

Note
7.3. Results reported in this item should relate to the
processes, measures, and indicators you report in category 5.
Your results should also respond to the key work process
needs you report in category 6 and to the action plans and
workforce plans you report in item 2.2. Organizations that
rely on volunteers or interns should report results for them,
as appropriate.

For additional guidance on this item, see the Education Criteria Commentary (https://www.nist.gov/baldrige/baldrige-criteria-commentary-education).).

7.4 Leadership and Governance Results: What are your senior leadership and governance results? (80 pts.)

      a. Leadership, Governance, and Societal Contribution Results

      (1) Leadership   What are your results for senior leaders' communication and engagement with the workforce, partners, student and other customers? What are your results for key measures or indicators of senior leaders' communication and engagement with the workforce, partners, student and other customers to deploy your vision and values, encourage two-way communication, and create a focus on action?

      (2) Governance   What are your results for governance accountability? What are your results for key measures or indicators of governance and internal and external fiscal accountability, as appropriate?

      (3) Law and Regulation   What are your legal and regulatory results? What are your results for key measures or indicators of meeting and surpassing regulatory and legal requirements? How do these results differ by organizational units, as appropriate?

      (4) Ethics   What are your results for ethical behavior? What are your results for key measures or indicators of ethical behavior, breaches of ethical behavior, and stakeholder trust in your senior leaders and governance?

      (5) Society   What are your results for societal well-being and support of your key communities? What are your results for key measures or indicators of your societal contributions and support of your key communities?

Notes

7.4. Responses should relate to the communication processes you identify in item 1.1 and the governance, legal and regulatory, ethics, and societal contribution processes and measures you report in item 1.2. Workforce-related occupational safety and health results (e.g., OSHA-reportable incidents) should be reported in 7.1b(2) and 7.3a(2).

7.4a(2). Responses might include financial statement issues and risks, important internal and external auditor recommendations, and management's responses to these matters.

7.4a(4). For examples of measures of ethical behavior and stakeholder trust, see the note to 1.2b(2).

7.4a(5). Measures of contributions to societal well-being might include those for reduced energy consumption, the use of renewable energy resources and recycled water, reduction of your carbon footprint, waste reduction and utilization, alternative approaches to conserving resources (e.g., increased virtual meetings), and the global use of enlightened labor practices.

For additional guidance on this item, see the Education Criteria Commentary (https://www.nist.gov/baldrige/baldrige-criteria -commentary-education).

7.5 Budgetary, Financial, Market, and Strategy Results: What are your results for financial viability and strategy implementation? (90 pts.)

 a. Budgetary, Financial and Market Results

 (1) Budgetary and Financial Performance What are your financial performance results? What are your results for key measures or indicators of budgetary and financial performance, including aggregate measures of cost containment, financial viability, and budgetary performance, as appropriate?

 (2) Market Performance What are your market performance results? What are your results for key measures or indicators of marketplace performance, including market share or position, market and market share growth, and new markets entered, as appropriate?

 b. Strategy Implementation Results What are your results for the achievement of your organizational strategy and action plans? What are your results for key measures or indicators of the achievement of your organizational strategy and action plans?

Notes

7.5a. Results should relate to the financial measures you report in 4.1a(1) and the financial management approaches you report in item 2.2 and should include those mandated by accreditors and regulators.

7.5a(1). Measures might include those for liquidity, days cash on hand, asset utilization, cash flow, and bond ratings; instructional and general administrative expenditures per student or as a percentage of the total budget; reserves and endowments; tuition and fee levels; cost per academic credit; lowering of costs to students or return of funds as a result of increased efficiency; annual grants and awards; cost performance to budget; cost avoidance or savings; program expenditures as a percentage of budget; annual budget increases or decreases; resources redirected from other areas to direct instruction of students; and scholarship growth.

7.5b. Measures or indicators of strategy and action plan achievement should relate to the strategic objectives and goals you report in 2.1b(1), the elements of risk you report in 2.1a(3), and the action plan performance measures and projected performance you report in 2.2a(5) and 2.2a(6), respectively.

For additional guidance on this item, see the Education Criteria Commentary (https://www.nist.gov/baldrige/baldrige-criteria -commentary-education).