



**Applying the Baldrige/EHE Model to the College's Accreditation Self Evaluation Process  
Final Report: July 1, 2011**

**NACUBO CHALLENGE 2010:** In November 2009, Rogue Community College (RCC or the College) responded to the National Association of College and University Business Officers' (NACUBO) project challenge/grant proposal seeking a way to improve existing assessment efforts while facing the challenge of completing a 10-year self-evaluation under revised accreditation standards. NACUBO's goals in the proposal were to select colleges/universities that would apply the grant award in the following ways:

- To support the efforts of a selected group of institutions in a change initiative.
- To examine the efficacy of the Baldrige/Excellence in Higher Education (EHE) method as a planning and assessment framework.
- To identify key lessons and insights that could be helpful for others seeking data-informed, results-oriented improvement strategies within a culture of assessment and accountability.

**BACKGROUND:** RCC was one of a six educational institutions (and the only community college) selected for the grant opportunity from the Lumina Foundation through NACUBO. In January 2010, RCC's *NACUBO Challenge 2010 Team* (the NACUBO Team) including Lynda Warren, Vice President (VP) of College Services/Chief Financial Officer, Cheryl Markwell, Vice President of Instructional Services/ Chief Academic Officer, and Denise Swafford, Accreditation Liaison Officer (ALO)/Administrative Coordinator<sup>1</sup> participated in approximately four (4) days of training on the EHE framework and learning about change leadership concepts in Tampa, Florida. Denise Swafford has served as project leader and liaison between RCC and NACUBO. You may contact Denise at Rogue Community College, President's Office, 3345 Redwood Highway, Grants Pass, OR 97527; dswafford@rogucecc.edu; 541-956-7087.

## **1. PROJECT OVERVIEW**

**A. Description of the Project/Underlying Needs and Purposes:** The purpose of RCC's project was to respond to new accreditation standards issued by the Northwest Commission on Colleges and Universities (NWCCU or the Commission). NWCCU is the regional accreditation agency responsible for private and public colleges and universities in Oregon and six other states. A comprehensive self-evaluation under ideal conditions is a major undertaking; however, in this case, RCC was scheduled to complete the 10-year self-evaluation under a revised set of standards and processes that were evolving. The new standards were adopted by the NWCCU Board in January 2010 and modified in June 2010. RCC fell into NWCCU's timeline for a comprehensive self-evaluation at a time when the Commission was able to present RCC with an option (because

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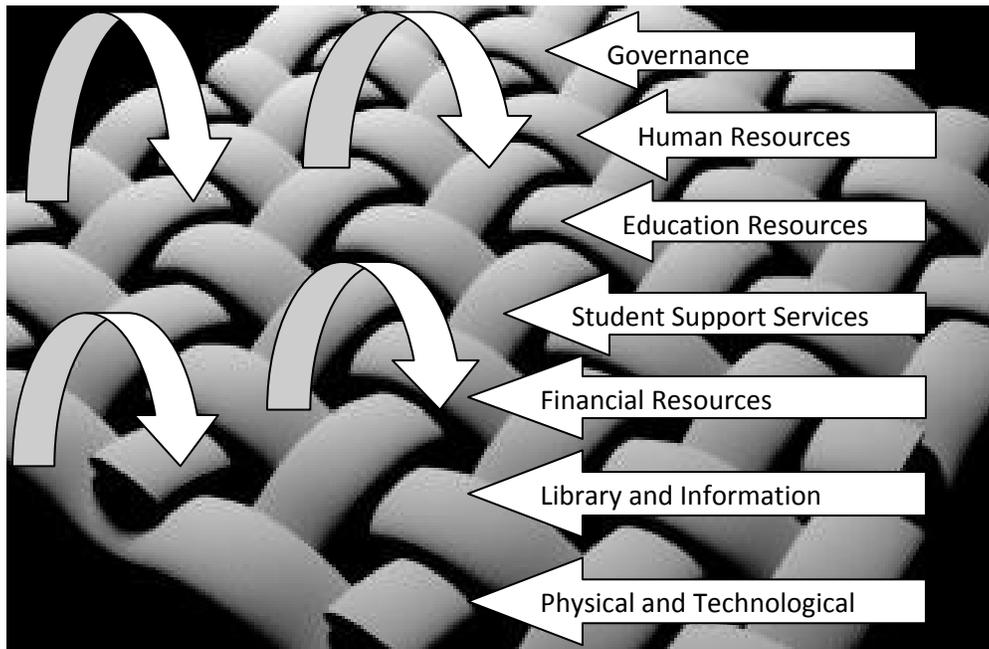
<sup>1</sup> / Note: Title changes effective July 1, 2010.

of limited time to do extensive work) to report under former standards or new. RCC chose to embrace the new. RCC's *NACUBO Challenge 2010* project; therefore, became known as RCC's *Accreditation Challenge 2011*. The former standards were centered on resources and capacity (or function) and the new standards are centered on purposes and plans, resources and capacity, assessment and continuous improvement culminating in a final standard on mission fulfillment, sustainability and adaptability. Choosing the new standards meant RCC would be required to assess itself in a more interconnected and holistic way.

Since EHE is based on the Malcolm Baldrige National Quality Award Program (Baldrige)—an assessment system used by the U.S. National Institute of Standards and Technology—and modeled to address higher education standards and terminology used in accreditation processes, it sounded like a perfect fit. RCC applied for the grant with plans to incorporate the concepts into planning, evaluation and improvement processes, where applicable in the self-evaluation. NWCCU's revised standards seek to engage colleges in self-reflective processes that combine analysis of communities of function (resources and capacity) with synthesis of communities of interest (mission and themes). The addition of Core Themes was also a required change in the new standards.

By April 2010, four RCC themes—a manifestation of the College's Mission emerged and were approved by the RCC Board of Education as follows: (1) *Advance Student Learning*, (2) *Promote Student Access and Success*, (3) *Model Stewardship* and (4) *Strengthen our Diverse Communities*. The following visual is provided to demonstrate the analysis/ synthesis methodology. Core themes are represented by the curved arrows in the weave.

### WEAVING CORE THEMES WITH RESOURCES AND CAPACITY



**B. Outline of Major Project Phases:** For purposes of this report, the NACUBO project has been divided into two (2) phases:

Phase 1 – Action Plans, Communication Plans, Timelines and Guidelines for Accreditation and Progress Reports for NACUBO

Phase 2 – Assignments, Training, Intended Outcomes and Practical Application of EHE to Current RCC Assessment Processes

**B.1 Phase 1: Action Plans, Communication Plans and Progress Reports**

Preliminary plans, action plans, communication plans, timelines and updates regarding the upcoming accreditation challenge, were provided to NACUBO in three quarterly reports submitted March 31, 2010, July 1, 2010 and October 25, 2010.

Note: Assessment is the central theme of the NWCCU Revised Standards and communication and orientation about the Baldrige/EHE was critical to alignment of RCC's current processes and outcomes.

**B.1.1 Phase 1 - Objectives/Goals**

- To establish support from senior leaders
- To apply EHE concepts learned into the *Accreditation Challenge 2011*
- To incorporate NACUBO deadlines into the revised *Accreditation Challenge 2011* timeline
- To determine best use of assistance from NACUBO consultant assigned to work with RCC To establish RCC's new Core Themes (NWCCU Standard 1)
- To discuss College Effectiveness Council's (CEC) role (formerly Institutional Planning and Effectiveness Council)
- To inform and engage college beneficiaries and constituents of *NACUBO Challenge 2010* and *Accreditation Challenge 2011*

**B.1.2 Phase 1 - Intended Outcomes**

- Assure college constituents were provided with training on the EHE process
- Improve communication and clarify expectations for all stakeholders
- Obtain advice from NACUBO consultant on most effective use of her time
- Include as many college beneficiaries and constituents in EHE training as possible
- Complete NWCCU-driven Core Theme Planning
- Reach agreement with the RCC Effectiveness Council on its role in accreditation

**B.1.3 Action Taken**

**Revised Timeline:** Created a revised *Accreditation Challenge 2011* timeline incorporating *NACUBO Challenge 2010* requirements. Two (2) versions of the timeline were created. One includes expanded, comprehensive details of plans and actions from application of the grant award to completion of the final comprehensive self-evaluation report to next steps in NWCCU's timeline that begins with a report on Standard 1 (Mission, Core Themes and Expectations only) in fall 2012.

### RCC's Biennial Reporting Schedule under NWCCU's New Process

DEADLINE	TASK
Fall 2011	10-year Comprehensive Self-Evaluation including Chapters 1-5
Year 1 (Fall 2012)	Chapter 1, Standard 1 – Mission, Core Themes and Expectations
Year 3 (Fall 2014)	Chapter 2, Standard 2 – Resources and Capacity
Year 5 (Fall 2016)	Chapter 3 - Standard 3.A – College Planning Chapter 4 - Standard 3.B – Core Theme Planning; Standard 4.A – Assessment Standard 4.B – Improvement
Year 7 (Fall 2018)	Chapter 5 - Standard 5 – Mission Fulfillment, Adaptation, and Sustainability

The other was designed as a one-page schedule of key deadlines for quick reference. Both calendars were evolving and changing on a regular basis for flexibility as lessons were learned, NWCCU guidelines were also revised as recently as March 2, 2011 and time limits, resources and expectations become clearer. Pilot institutions and a few other colleges and universities completed comprehensive reports that could be used as references but they all had different outcomes and different issues, which NWCCU has expressed as one of the key reasons for the revised standards—to give each college and university and opportunity to refine its mission, assessment and improvement processes. Various timelines have been provided to NACUBO as requested in previous progress reports and the current timeline is available upon request; however, the deadline for final draft, including edits is fast approaching by August 1, which gives the publications department approximately four weeks to finalize the report before the report is due to be mailed to evaluators.

**Discussed Training/Use of NACUBO's Consultant Services:** The RCC Project team discussed approach with consultant, Louise Sandmeyer and developed plans for training which occurred on October 4-5, 2010 at the College's Table Rock Campus. RCC's *October 2010 NACUBO Progress Report* outlines this successful process including scoring of assessment results, RCC strengths and opportunities by EHE/Baldrige Categories (1) Leadership; (2) Purposes and Plans (3) Beneficiaries and Constituents (4) Programs and Services, (5) Faculty/Staff Workplace; (6) Assessment and Information Use; and (7) Outcomes and Achievements and four (4) Action Plans.

**Purchased EHE Guidebooks for College President:** All of RCC's senior leaders participated in the October training (Outstanding Leadership Support, EHE Category 1). NACUBO provided fifty (50) guidebooks, covered by the grant, for all RCC participants. The remaining extra sets of Guidebooks were filed in the RCC Josephine and Jackson County Libraries for RCC faculty and staff to reference and a set will be provided in the meeting room for NWCCU accreditation evaluators during their October 26-28, 2011 site visit. (See Item B.2.3 for more details).

**Established Communication Plan:** Developed and implemented a communication plan to inform all college faculty, staff, board and others regarding the *Accreditation Challenge 2011* and to introduce the Core Themes and the EHE Assessment Tool. Details of the Communication Plan were reported in the *October 25, 2010 NACUBO Progress Report*. The plan included presentations for College councils, management and faculty teams and the Board, monthly RCC email on progress, information on the

College's website <[www.roguecc.edu/accreditation](http://www.roguecc.edu/accreditation)>, a standing agenda item on the weekly Executive Team (E-Team) and CEC meetings, a quarterly CEC newsletter, and internal and external training.

**Established Core Themes:** Core Themes (Standard 1)/Purposes and Plans (Category 2 EHE) were approved by the RCC Board on April 20, 2010. Core Theme Objectives, Indicators of Achievement, and Rationale were completed and approved by the Board in September 2010. These have been shared college-wide and recently constituents were asked to submit information about work they are doing/done in support of one or more of the core themes, as theme champions gear up to respond to standards on core theme planning and assessment.

**B.1.4 Timeline** – See B.1.3, *Revised Timeline*

**B.1.5 Challenges and Key Insights**

**Timeline Setback:** Further work has been required from RCC by NWCCU: (1) In addition to the *Fall 2011 Comprehensive Self-Evaluation*, the Commission requested a *Fall 2010 Progress Report* on three outstanding recommendations under the former standards. (2) A response from the Commission on RCC's *Fall 2010 Progress Report* last month directed RCC to provide an addendum report to the forthcoming self-evaluation on two of those recommendations.

**Comprehensive College Master Plan** – A facilities-driven, student-centered master plan was started in 2009, with continuous revisions and additions directed by the College President and the Board which also required timeline setback. This project was directed by the Commission under former standards; and had been delayed due to limited time and resources. Timing for completion of the Master Plan was not ideal but it was finished and received by the Board in April 2011 (Purposes and Plans, EHE Category 2) and was highlighted as a major accomplishment in the 2011 Comprehensive Self-Evaluation.

**Moving Targets, Changing Processes and the Learning Curve:**

Core Theme Planning was an arduous task lacking clear direction or a pre-designed process. Nonetheless, four practical themes emerged and took on meaning for all constituents over the past year.

There was confusion about the relationship between RCC's present plans and processes and the new planning processes required by NWCCU, especially trying to decipher how core theme planning and strategic planning would align to create synthesis between the college mission, resources and capacity.

The NACUBO Project Team felt the best approach to teaching and learning EHE at RCC would be to apply the methodology to one of the standards (on Governance) within Chapter 2 of the Self-Evaluation Report on "Resources and Capacity." Therefore, when constituents were invited to EHE training in October 2010, they were told they would be able to work on assessment of their own departments or processes on Day 2, including their own Self-Study assignments (after learning the EHE Methodology on Day 1). However, those plans changed and the NACUBO project coordinator and NACUBO consultant decided that an actual college-wide assessment over the two-day training period would be a better use of the time.

While EHE and accreditation share the common goal of assessment and continuous improvement, given the tremendous amount of work to be accomplished in such a short time frame, college leaders felt adding the EHE process to the college's present assessment process would add a layer of confusion and conflicting directions to college constituents and accreditation evaluators.

**Effectiveness Council's Role Changed:** The former Institutional Planning and Effectiveness Council changed its name to CEC, revised its role/charter and appointed a new chair. Details regarding Council changes were reported in the *October 25, 2010 NACUBO Progress Report*. All members of CEC

participated in the EHE training at RCC (see Phase 2). And the College was notified of changes via email and CEC's quarterly newsletter. The essential clarification was that CEC would serve as a guide/liaison for RCC planning processes.

**Developed Keys to Success for Accreditation Project:** RCC faculty and staff are producing a high quantity, and quality of work and they understand the significance of the accreditation challenge. With this in mind, the ALO/NACUBO *Challenge 2010* Project Coordinator added the following keys to success to RCC's *Accreditation Challenge 2011*: Communication, Trust and Patience.

**Support Staff Setback** – One of the requirements of NWCCU for Accreditation Liaison Officer is “availability of clerical resources” Policy A-1 – Accreditation Liaison Officer. Assigned support staff was not consistently available due to leave issues, which required the College to engage with a temporary clerical employee who has done a great job with edits, follow-up and connecting hot links in the report.

**B.2. Phase 2:** Assignments, Training (EHE, Accreditation, NWCCU Guidelines, RCC Guidelines)  
Intended Outcomes and Practical Application of EHE to Current Assessment Processes

### **B.2.1 Objectives/Goals**

- To complete EHE training based on an actual RCC assessment and determine best use of results.
- To establish assignments, write internal guidelines, update calendar, and train internal constituents on responses to standards.
- To encourage application of EHE principles in current and future work, where applicable.
- To complete NWCCU's evaluator training (by invitation) discuss insights into process
- To complete NWCCU's ALO and Year 7, Standard 5 training and share insights into project.

### **B.2.2 Intended Outcomes**

- Establishing a baseline, holistic evaluation of the College utilizing a cross-functional team in coordination with training on the EHE process.
- Communicating results of the EHE process to NACUBO and College-wide, including next steps.
- Incorporating EHE principles into Program and Service Area Evaluations
- Completing NWCCU Evaluator Training in December 2010, as requested by NWCCU
- Completing NWCCU Training for ALOs and training on Year 7, Standard 5 – Mission Fulfillment for insights and examples from pilot institutions on completing this Standard.

### **B.2.3 Action Taken**

**Completed Training with NACUBO Consultant:** On October 4-5, RCC's NACUBO Consultant Louise Sandmeyer did an outstanding job engaging 45 administrators, including the college president, all three vice presidents, five deans, faculty and classified representatives, one Board and one student representative in the EHE process. NACUBO provided an *EHE Guide* (2010 Edition) and an *EHE Workbook and Scoring Guide* (2009 Edition), by Brent D. Ruben, Ph.D., for each participant via the grant. Training included an actual, practical assessment of the College, including review of all seven categories in the model. The results were communicated to AllofRCC and reviewed by E-team and CEC. It was determined that follow-through on the action plans would create another layer of work that RCC was not prepared to handle; however, all four action plans were closely related to the current *2008-12 Strategic Plan* goals and were referenced as an indicator of achievement in the accreditation report. This

was also communicated to stakeholders. Details of the training and EHE Assessment results were provided in RCC's *October 25, 2010 NACUBO Progress Report*. Also see B.2.5 – "EHE Action Plans."

**EHE Incorporated into Revised Program Evaluation Instrument and Processes:** As staff began to internalize EHE concepts, Instructional Services, headed by Vice President/Chief Academic Officer, Cheryl Markwell, began developing a new program evaluation tool using Baldrige/EHE concepts to revise the College's long-standing Program, Continuing/Transfer Education (CTE) and Service Area evaluation instruments. The new tools will be incorporated in 2011-12 program, CTE and service area evaluations including a connection to student learning outcomes and core theme objectives. Evaluations will also include use of data to improve instruction and other services for students.

**Accreditation assignments were established:** Assignments for researchers and writers on the five standards were established and disseminated. Faculty volunteers were also recruited at fall inservice. Guidelines for submitting reports and timelines for completion were also provided to responsible teams and posted on the College's accreditation website < [www.rogucecc.edu/accreditation](http://www.rogucecc.edu/accreditation)>.

**NWCCU Training:** Three RCC administrators, Lynda, Warren, Denise Swafford, and Kirk Gibson, Dean of Instruction and chair of CEC chair were appointed by the college president and invited to evaluator training by NWCCU in December 2010. Denise also participated in ALO training hosted by NWCCU in February 2011 and Year 7, Standard 5 training in March 2011.

**B.2.4 Timeline** - See B.1.3 – Revised Timeline

### **B.2.5 Challenges and Key Insights**

**NWCCU Training for Evaluators, ALO and Standard 5:** RCC had an opportunity to participate in NWCCU training as evaluators, ALOs/editors and in other special sessions on new standards; however, no simple answers or formulas were revealed. The new standards are designed to articulate the quality and effectiveness of each college under NWCCU's purview in a way that meets eligibility requirements but also addresses each college's unique purpose in a process that is self-reflective and blends analysis of functions with synthesis of mission and themes in a holistic fashion based on assessment and continuous improvement processes.

**Limited Resources:** While many colleges enjoy the luxury of institutional research and planning directors and coordinators and departments with different mixes of leaders on various councils responsible for various components of planning and assessment, at RCC a few individuals are responsible for quite a heavy load. All three VPs and the ALO are members of E-team and CEC in addition to being responsible for *2008-12 Strategic Plan* goals, and *2010 Core Theme* plans and objectives and the facilities-driven *Master Plan* described above as well as a variety of other mission-critical responsibilities.

**EHE Action Plans:** EHE action plans closely matched current college plans. Upon completion of EHE training at RCC, the Scorecard, Strengths, Areas of Improvement and Action Plans were shared college-wide and provided to NACUBO as part of the *October 25, 2010 Progress Report*. All four October 2010 Action Plan(s) included reference to or emphasis on better use of data or improved decision-making processes, which has been a goal under RCC's *2008-12 Strategic Plan* for the past three years.

**Proposal for College-Wide EHE Assessment Process Proposed for Future Assessment:** CEC and E-Team will revisit the possibility of applying the EHE framework on a regular basis every 2-3 or 4 years to get an overall assessment from a variety of constituents in a continuous, cyclical, systematic process or to

coincide with the four-year *Strategic Plan* process. Details of this proposal have yet to be worked out just as the *2008-12 Strategic Plan* is also presently being realigned with the accreditation processes. CEC is hesitant to create an unnecessary layer (example: resulting action plans that will require follow-through).

**EHE Process Supported:** College constituents are encouraged to implement EHE concepts in their internal assessment work as applicable but the process is not mandatory. Lynda Warren has recommended College Services leaders apply the process in their annual assessment processes and would like to facilitate an annual session with the division using EHE. Cheryl Markwell has been working on adding components of the EHE model in Program Evaluation process for 2011-12 and Denise Swafford has volunteered to provide an overview of the EHE methodology and to facilitate future evaluation processes, as requested once the self-evaluation report is completed.

**C. Progress Report** (Accomplishments and Tasks/Activities yet to be Completed): RCC's *2011 Self-Evaluation*, including preface, overview, glossary/acronyms, reference material and URL references, Chapters 1, 2, 3, and 5 have been drafted. The first draft of Chapter 4 (on each core theme) is presently being drafted by a core theme champions assigned to each theme:

**Promote Student Access and Success** – Core Theme Champion: Kori Bieber, Vice President of Student Services/Chief Student Services Officer

**Advance Student Learning** – Core Theme Champion: Cheryl Markwell, Vice President of Instructional Services/Chief Academic Officer, and (NACUBO Project Team)

**Strengthen our Diverse Communities** – Core Theme Champions: Denise Swafford, Accreditation Liaison Officer/Administrative Coordinator, President's Office and (NACUBO Project Team Leader)

**Model Stewardship** – Core Theme Champion, Lynda Warren, Vice President of College Services/Chief Financial Officer and (NACUBO Project Team Member)

Chapter 4 on the core themes (planning, improvement and effectiveness) should be completed by the second week in July.

While the final Chapter 5, Standard 5, on Mission Fulfillment, Sustainability and Adaptation has been drafted, there is some difference of opinion on how/if mission should be graded or scored. The College has defined mission fulfillment on progress towards achievement of Core Theme Objectives which are based on performance indicators used. Therefore, the *EHE Percentage Rating Guide Summary* would be an excellent tool for rating the indicators (for example: 90-100% = ALL document results were exceptional; 70-80% = MOST document results were favorable; 50-60% = MANY document results were favorable to outcomes; 30-40% SOME document results were favorable; 10-20% - FEW and 0% - NONE; however, there has been some disagreement that this scoring guide would also create confusion for evaluators since it does not match the scoring mechanism used to assess 2010-11 Strategic Plan Goals and Objectives.

The College will also need to define how it measures its ability to sustain its mission. The ALO and Dean of Instruction and Transfer Education and (Chair of College Effectiveness Council) are working on an assessment system or guide on mission fulfillment to be completed by the end of July so that a final draft report may be completed and turned over to Marketing and Community Relations Department for publication and distribution to the Commission and site evaluators on by no later than September 14, 2011. Target date is September 1, 2011.

**D. Description of Ways Baldrige/EHE Framework was used in Planning and Assessment and Leadership at Various Stages in Project:** Key College leaders including the College President, and the College's Vice President of College Services, Vice President of Instructional Services and Vice President of Student Services have engaged in the EHE learning opportunity and concepts. Initial thoughts were to apply the assessment to each section of Standard 2 (Resources and Capacity) and to provide that analysis in responses to the *Self-Evaluation* report. However, the ALO determined that while that level of detail was not discouraged it was also not required by NWCCU and would be optional.

From the beginning, the NACUBO Team did not want to enforce the EHE process as a mandatory process, especially because of time constraints, but to introduce it as an optional, widely-regarded and valuable tool. A few remaining guidebooks were available and provided to faculty and staff who were unable to attend the October 2010 training. A set was also provided for the RCC Library at Riverside Campus and Redwood Campus.

The ways Baldrige/EHE has been applied at RCC are described herein and in previous progress reports for NACUBO; however, a summary list is provided as follows:

- ✓ College-Wide Training and Actual Assessment of Rogue Community College Resulting in: (1) Developed List of Strengths by EHE Category; (2) List of Opportunities by EHE Category and (3) four action plans.
- ✓ EHE categories are covered throughout the accreditation standards:

#### **Chapter 1- Mission, Core Themes and Expectations**

Standard 1.A - Mission (EHE Category Purposes and Plans)

Standard 1.B - Core Themes (EHE - Purposes and Plans )

#### **Chapter 2 – Resources and Capacity**

Standard 2A – Governance (EHE –Leadership and Beneficiaries/Constituents)

Standard 2.B – Human Resources (EHE - Faculty/Staff Workplace; Leadership; Beneficiaries and Constituents)

Standard 2.C – Education Resources (EHE – Programs and Services)

Standard 2.D – Student Support Resources (EHE – Beneficiaries and Constituents)

Standard 2.E– Library and Information Resources (EHE – EHE Programs and Services)

Standard 2.F – Financial Resources (EHE-Programs and Services and Purposes/Plans)

Standard 2.G – Physical and Technological Infrastructure (Programs and Services and Purposes and Plans)

### **Chapter 3 – Institutional Planning**

Standard 3.A – Institutional Planning (EHE – Purposes and Plans)

### **Chapter 4 – Core Theme Planning, Assessment and Improvement**

Standard 3.B – Core Theme (EHE – Purposes and Plans)

Standard 4.A – Effectiveness (EHE Assessment and Outcomes)

Standard 4.B – Improvement (EHE – Assessment and Outcomes)

### **Chapter 5 – Mission Fulfillment, Adaptability and Sustainability**

Standard 5.A – Mission Fulfillment (EHE - Purposes and Plans)

Standard 5.B – Adaptation and Sustainability (EHE – Assessment and Outcomes)

- ✓ EHE principles are being incorporated into three evaluation instruments for Instructional Services in 2011-12:
  - Program Area Evaluation
  - CTE Area Evaluation
  - Service Area Evaluation
- ✓ EHE Assessment results from RCC's October 4-5, 2010 session will be discussed in the comprehensive self-evaluation report (accreditation) as described herein.
- ✓ CEC is exploring dashboard indicators -- a work in progress.
- ✓ College Services Division is planning EHE Assessment and Improvement for evaluation of services in that division including but not limited to Facilities, Human Resources, Auxiliary Services, Budget and Financial Services, Information Services

#### **E. Observations on the value the Baldrige/EHE framework for your project.**

*You never know a line is crooked unless you have a straight one to put next to it. --Socrates*

EHE has provided a straight line for measuring college success. Being able to complete an assessment of RCC using the EHE process during training and the positive reactions was a valuable and validating experience.

EHE and concepts have been the subject of conversations at the College Effectiveness Council, Executive Team and Board of Education meetings including establishment of key indicators or dashboard performance indicators—required for success in the *2011 Self-Evaluation*.

The required NACUBO Project Reports have been useful in setting goals in the accreditation process. In addition, the reports have resulted in describing processes and progress and observations that have been useful for cutting and pasting into the *2011 Self-Evaluation Report*.

With more time and consideration, and a successful self-evaluation behind RCC by Fall 2011, the EHE process may become a regular (every 2-3 or 4 years) way for the college to work with a cross-functional team to examine the overall quality of leadership, programs and services, purposes and plans, workplace (faculty and staff), beneficiaries and constituents, assessment and information use, outcomes and achievements in a systematic way.

Even though EHE was not adopted as a mandatory process for the college in accomplishing the self-evaluation; responses to the standards demonstrating excellence in the areas of college function and interest outlined on pages 8 and 9 could be further validated by the work college constituents did in October 2010.

**F. Summary of the Findings and “lessons learned” thus far from the project as a whole.**

*Unless we change our direction, we are likely to end up where we are headed.* – Ancient Chinese Proverb

**Change is necessary and unavoidable:** Learning and responding to new accreditation standards and grasping a new planning and assessment methodology have been opportunities for the College to re-energize plans and improvement processes.

**Be Careful not to Overload:** Doing a good job, as a team, without overwhelming faculty, staff and administrators who are already carrying significant workloads with unnecessary, confusing tasks, reports and assignments is a challenge. It is important to focus on the essential tasks and to set reasonable expectations of what can be accomplished in specified time frames.

**Evolving Expectations:** NWCCU and RCC expectations, timelines, and guidelines have changed throughout the process making an already daunting task more challenging. With state budget cuts looming and student enrollments on the rise maintaining positive attitude and a spirit of trust in the professionals who were supporting and contributing to the work, coupled with clear communication and patience have proven RCC is a well-managed, high performing, mission-oriented college and the *Accreditation Challenge 2011* is destined to be a great success.

**EHE grant and associated training have contributed to that inevitable outcome.** Introducing the EHE process on the heels of new accreditation standards has forced RCC to become better aligned and more communicative with regard to existing college-wide planning efforts and indicators of success.

**Data-informed decision making is being established and implemented.** This has been a longstanding goal for the College. The Self-Study and EHE training through the *NACUBO Project 2010* have forced positive movement toward that end result.

**Continuous Improvement:** As the college continues to integrate planning and assessment relationships in a systematic college-wide effort and as RCC continues to use results and relative data, information and reports to sustain or adapt mission and core themes, a more inclusive, innovative, and intuitive College is emerging.

**Assessment is the central theme of the accreditation standards and the central theme of the EHE framework.** One of the most important lessons learned is that effectiveness and

improvement are ongoing within RCC's daily activity and communication from the College as a whole to the various divisions, departments, programs, councils, bargaining units and Faculty Senate to specific plans like the strategic plan, facilities, student persistence, and academic plans. This lesson was validated in an article by Schroeder, A., Symank, K., Trexler, G., (September 2010) Business Officer Magazine, *Destination: excellence*, pages 32-39, assessed from <http://www.nacubo.org>, which was also added to the Chapter Five of the 2011 Self-Evaluation on Mission Fulfillment, Adaptability and Sustainability: "The whole gamut of college planning, resources and capacity, mission effectiveness and sustainability relates to and builds upon the needs of constituents, changing environmental conditions and operational issues and efficiencies. It is ongoing, even if the formal term "continuous improvement" is never used. It is a cycle – an ongoing effort that the college is engaged in building proficiency, eliminating inefficiency and providing excellent service to students."

## 2. VALUE/USE OF BALDRIGE/EHE METHODOLOGY

**(Category 1.0 – Leadership):** All senior leaders at RCC were fully supportive of the use and value of EHE and were key in development and implementation of the project. Without the support of the College President and at least two Vice-Presidents, Cheryl Markwell and Lynda Warren, the project progress and outcome would have paled in comparison to what was accomplished.

**(Category 2.0- Purposes and Plans):** Strategic planning is, of course, a critical part of the success of the self-evaluation project, but it also has been a source of confusion in the EHE work as well as the accreditation report. Even in the EHE training exercises when constituents were evaluating Category 2.0 on "**Purposes and Plans**" their evaluation was done in view of the 2008-12 Strategic Plan being the college's *only* plan. In NWCCU's standards the words "strategic plan" do not even appear. The Commission is seeking information on **Institutional Planning** (Chapter 3, Standard 3.A), which includes, Strategic Plan, Academic Plan, Facilities Plan (Comprehensive College Master Plan described herein), Budget, Emergency Preparedness, Distance Learning and more. All of those plans will eventually be tied to the Core Themes which were derived through *new*, NWCCU-driven "Core Theme Planning" (Standard 3.B). For this reason, when using the EHE model, leaders and participants need to be clear on this point under this category.

RCC's *Strategic Plan* subcommittee is beginning to sort this out by pulling the Mission, Vision and Core Values and Core themes from the Strategic Plan for 2012-16 and placing them in a planning component of its own not to be amended for the next four years. Over time the Core Themes will become the overarching statements that will guide strategic plan goals and objectives set to be revised in 2012.

Also, as discussed at the NACUBO training in Tampa last January, sorting out the terminology is key to communication and success. Nonetheless, having a clear Mission and Vision Statement, and Core Values, including well-established goals and objectives in the 2008-12 *Strategic Plan* were critical to success of the project.

**(Category 3.0 - Beneficiaries and Constituents):** Over 45 faculty/department chairs, administrators, staff, a student and Board representative participated in the EHE training over two days. An equally broad group of constituents and beneficiaries contributed to an all day workshop to establish Core Themes last summer. The impact of engagement of these stakeholders is immeasurable but critical to the end results of the project. The College is only successful in its parts with a contribution to its whole. Input from all constituents is also required in Standard 3.A on institutional planning.

**(Category 4.0 - Programs and Services):** All of RCC’s programs and services were included in the EHE training and college-wide assessment discussions under this category (results were reported to NACUBO in the *October 25, 2010 Progress Report*).

**(Category 5.0) - Faculty/Staff Workplace):** Faculty and staff are included as one of the “communities” in the College’s Core Theme: *Strengthen our Diverse Communities*. This theme was not developed with a focus on culture diversity so much as to include the different beneficiaries and constituents that RCC strives to encourage, enhance and grow. Here is a snapshot of what that theme looks like and how it will be measured in the *Accreditation Challenge 2011* report:

**Strengthen our Diverse Communities:** To fulfill its “community” role, RCC works with both internal and external stakeholders – the beneficiaries of the work the institution does within its two-county district. *Strengthen our Diverse Communities* addresses the services and relationships RCC has with employees, students, and the community such as professional growth, business development, social, and cultural activities.

**Objective 3.1 Provide a positive, inclusive place for all beneficiaries to work and learn.**

**Intended Outcome:** All beneficiaries will be able to work and learn in a positive, safe, and welcoming environment

Indicator(s) of Achievement	Rationale for Indicator
(1) Student Survey Data (CCSSE) (2) President’s Annual Employee Survey (3) College policies and procedures regarding rights and expectations of students, faculty and staff. (a) Academics (b) Students (c) Human Resources	(1) Reflects student opinion on learning environment. (2) Reflects employee opinion on working environment (3) Proves college’s commitment to core values and fair and equitable treatment of students and staff.

**Objective 3.2 Engages and supports beneficiaries in cultural and civic community activities/events.**

**Intended Outcome:** RCC participates or hosts community activities that build relationships and a sense of belongingness, motivation and purpose including but not limited to musical theater, art and learning events e.g. student orientation, employee inservice and leadership training, consistent with the college mission and core themes.

Indicator(s) of Achievement	Rationale for Indicator
(1) Review calendar of college events and other data like RCC’s FaceBook page, press releases and <i>News to Use</i> ; representing opportunities and activities for beneficiaries and constituents.	(1) Creates baseline to provide RCC with information that forms basis for whether or not to increase or decrease outreach efforts in cultural and civic activities/events. Also, informs the college professional dev. opportunities for faculty and staff.

Lynda Warren has been championing a strategic plan goal on shaping the College’s culture for the past three years. On the EHE assessment scorecard Faculty/Staff Workplace earned the second highest rating of all categories with an average of 47%. The highest rating was scored in the leadership category at 52%. With these ratings half the battle is won in terms of meeting project deadlines and achieving desired outcomes. In the *President’s Annual Survey (2011)* – the top two strengths about RCC as described by faculty and staff included: (1) caring, friendly, dedicated leaders, faculty and staff and (2) teaching and learning.

**(Category 6.0 - Assessment and Information Use):** Prior to the EHE training, an annual assessment process took place every summer with CEC and E-team, Goal Champions and others to assess the previous year’s goals based on a scoring model of 1-10 ( from “not meeting expectations to exceeding expectations”). In that process, recommendations are developed and presented to the Board for review and approval. Quarterly reports and action plans are produced and shared college-wide and serve as a feedback mechanism. The EHE methodology adds elements that may easily be incorporated and improve the existing process and may better meet Commission standards and expectations. For each category in the EHE model the process is designed to include: (1) review and discussion; (2) identification of “strengths” and “areas of improvement;” (3) consideration of exemplary practices; (4) rates and scores; (5) continuous feedback loops. To achieve this, the ALO is recommending that Core Theme Champions and their work groups consider providing a summary of their work (Chapter 4, Core Themes, Effectiveness and Improvement) in their final draft response to the self-evaluation report in the following way:

Theme: Advance Student Learning

Strengths:	Demonstrated by:
Areas of Improvement:	Recommended:

In Fall 2011, when CEC begins the work on the *2012-16 Strategic Plan*, these recommendations may be examined and assigned for feedback and follow-through and rates and scoring has been recommended on the indicators of achievement in Mission Fulfillment:

**Core Theme: Promote Student Access and Success**

**Objective 1.1:** Promote educational opportunities through affordable, practical marketing and recruitment practices, adequate programs and course offerings, clear admissions processes, and inviting buildings and grounds.

Indicators	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	TOTAL	AVG
Intelliworks™													
Financial Aid													
Student Retention													
CCSSE													

$$\frac{\text{Weighted Total}}{\text{\# Voting}} = \text{Average \%} = \text{Score}$$

**(Category 7.0 - Outcomes and Achievements):** These achievements were identified at the October 4-5, 2010 Training and represents a good summary of highlights:

- RCC’s transfer students maintain highest GPAs (sixth consecutive year) compared to other community college transfer students in state.
- RogueNet Applications Program designed and implemented by RCC instructor and administrator is recognized and valued by peers in the state.
- A professional foundation with \$6.2 million in endowment and scholarships has contributed significant funding to students and college projects for over 20 years.
- Efficient financial aid processes with record-breaking funding and scholarships
- Numerous programs, departments and individuals are recognized for excellence
- Solid, collaborative and responsive local partnerships.  
Example: A Faculty Senate is supported by top leadership.

### 3. INSIGHTS/LESSONS LEARNED

**A. What were three most important lessons the college learned from using EHE framework and/or methodology to design and implement this project that you believe could make a difference for other institutions undertaking a similar project or change effort?**

- (1) **The Baldrige/EHE process works.** RCC participants learned the EHE process and applied it in a practical way to an analysis of the College. Resulting action plans, strengths and areas of improvement were identified in the training and matched the College's previous assessment and continuous improvement processes and plans and confirm that the College has communicated its plans and purposes in a meaningful and widely understood manner.

Further, the EHE assessment results will be useful in defining mission fulfillment in Standard 5. E-team and CEC is considering implementation of the EHE process on a college-wide, routine schedule to either coincide with biennial accreditation reports and/or or the four-year institutional planning process.

- (2) **The Baldrige/EHE process may be used in a variety of ways.** For example, the Instructional Services Division has included parts of the EHE model into its Program Evaluation Instrument. And, a modified version of the assessment process will be designed to receive college feedback on Mission Fulfillment (Standard 5). The model may be applied to individual processes and plans or individual departments and divisions.

As the Core Themes serve as communities of interest for the entire college community to aspire to in mission fulfillment, additional core elements of college success are evidenced in effectiveness of communities of function (or *Standard 2 – Resources and Capacity*). While the College has not adopted the Baldrige/EHE model for its assessment processes, it is interesting to note that the seven major categories in the EHE framework are also focus points the accreditation standards which demonstrate an outstanding community college. These core concepts are: (1) leadership (*Standard 2*), (2) purposes and plans (*Standard 3.A and 3.B*) (3) beneficiaries and constituents (*Standard 2*), (4) programs and services (*Standard 2*), (5) faculty/staff and workplace (*Standard 2*), (6) assessment and information use (*Standard 3.B, 4.A and 4.B*) and (7) outcomes and achievements (*Standard 5*)—concepts that serve as guides for assessment at all levels, be it the college whole, the various divisions (Student Services, Instructional Services, College Services and Governance), departments (from Budget and Finance to Human Resources), programs (from Art to Writing), and/or specific plans; for example, the Strategic Plan, Comprehensive Master Plan, Core Theme Plan, Emergency Preparedness and the whole spectrum of planning, function, continuous improvement and sustainability.

- (3) **The Baldrige/EHE process is not widely used in the Northwest region of the United States.** After all the NWCCU training and in reviewing the work of pilot institutions in response to NWCCU's Revised Standards over the past two years, there has been no discussion of the Baldrige/EHE model for assessment and continuous improvement. RCC has an opportunity to boast about this unique training and the assessment results (even under training circumstances) and to describe what the College has learned from the model. Completing the comprehensive, self-study in a timely, purposeful manner with contributions from all beneficiaries and receiving commendations from peer evaluators and accolades from the Commission in the reaffirmation process is an

opportunity to become a leader in NWCCU's new process as well as drawing attention to the EHE methodology, which compliment the College's achievements.

#### 4. ADDITIONAL TOPICS TO ADDRESS

**A. How were the Baldrige/EHE framework and change leadership concepts provided in Tampa last year used in the process and how did they influence the process and results?** As Dr. Ruben pointed out during Baldrige/EHE training in Tampa last year, educators can be a critical group, slow to point out the positive and quick to zero in on the negative. Therefore, some negativity was anticipated, especially since the training was scheduled during the second week of fall term with another record-breaking enrollment increase at RCC. However, the EHE model was well received by all participants. In Tampa it was also emphasized that support from key leadership was critical to success of implementation of a new idea, process or change. At RCC, the College president, and all three college Vice Presidents were highly supportive of the NACUBO Team and the team included two of those four key leaders. The training was so well received that it has been incorporated into current planning efforts at various levels.

**B. How was the consulting assistance used? In what ways was it beneficial? Are there ways in which this support might have been more beneficial?** The NACUBO consultant's support exceeded RCC's expectations. As described in this report and the *October 25, 2010 NACUBO Progress Report*, the consulting assistance was primarily used for two (2) full days of training for RCC beneficiaries and constituents resulting in a true assessment of the college in all seven (7) EHE categories, including action plans. In addition, the NACUBO Team had 2 or 3 scheduled telephone conversations with Ms. Sandmeyer and she worked directly with the project leader on preparations for the two-day training event. The outcomes of the actual, college-wide assessment concluded in the training process confirmed RCC's institutional planning efforts are in sync with constituents' and beneficiaries' understanding. Louise Sandmeyer exceeded expectations in her consultant role for RCC on this project.

#### PROJECT UPDATE/FUTURE PLANS:

- RCC's 10-year Comprehensive Self-Evaluation is scheduled for completion by September 1, 2011.
- Strong senior leadership evidenced and emphasized in accreditation report.
- President supports regular, EHE college-wide assessment if supported by College Effectiveness Council.
- Core themes will be folded in as overarching goals for the strategic plan in 2012-16
- Annual assessment process will include Strengths and Areas of Improvement
- Emphasis will be placed in current process for follow-through on recommendations.
- Components of the Baldrige/EHE framework will be added to Program and Service Area Evaluation processes in 2012.

- CEC will establish and implement dashboard or key indicators of achievement based on the Self-Evaluation Report and continued discussions with Chief Information Officer and Institutional Research Coordinator (new position July 1, 2011).
- Time permitting, planning to implement EHE Scoring Methodology on Indicators of Achievement in Chapter 5, Standard 5 on Mission Fulfillment.

**CONCLUDING REMARKS:** As demonstrated throughout this report and in past NACUBO project progress reports, RCC has enjoyed learning and applying the Baldrige/EHE framework and other concepts. The training has been useful, and the process is systematic, participatory, self-reflective, and evidence-based. It is the perfect tool for planning and assessment and exactly what the College's accreditation commission is seeking in its revised standards. In addition to identifying college-wide strengths and opportunities, the model establishes standards of excellence, provides strategic direction and includes an inventory of existing planning and improvement activities. While EHE was not adopted as a mandatory assessment tool at RCC due time constraints and fear of adding another layer of work to existing processes, this method will be on the College Effectiveness Council meetings agenda through accreditation reporting and recommendations.

On behalf of Rogue Community College, the *NACUBO Challenge 2010* team, would like to again thank the Lumina Foundation and NACUBO for this generous grant award and training opportunity. The Baldrige/EHE framework has made a difference in the College's approach to self-evaluation and continuous improvement processes. The framework has provided a guide for future planning and evaluation at department, division and college-wide levels. It has been a privilege to work with Louise Sandmeyer, RCC's *NACUBO Challenge 2010* consultant and Susan Jurrow, Subject Matter Consultant for NACUBO, in addition to learning from Dr. Brent D. Ruben, author of the EHE Guide, Workbook and Scoring Guide. RCC hopes to draw the attention of accreditation site evaluators and peer colleges to the EHE framework in the College's self-evaluation report scheduled for completion on or about September 1, 2011.