

2013



St. Philip's College

REPORT OF THE BOARD OF EXAMINERS

EXECUTIVE SUMMARY

This report summarizes strengths and opportunities for improvement for St. Philip's College as a result of assessment against the 2012-2013 Texas Award for Performance Excellence criteria. St. Philip's College scored in Band 5 for processes and in Band 2 for results during the Site Visit review of written applications. An organization scoring in process band 5 typically demonstrates effective, systematic, well-deployed approaches responsive to the overall requirements of most Criteria items. The organization demonstrates a fact-based, systematic evaluation and improvement process and organizational learning, including innovation, that result in improving the effectiveness and efficiency of key processes. Results for organizations scoring in band 2 typically are reported for several areas responsive to the basic Criteria requirements and the accomplishment of the organization's mission. Some of these results demonstrate good performance levels. The use of comparative and trend data is in the early stages.

a. The most important strengths or outstanding practices (of potential value to other organizations) are:

- Senior leaders use an effective, systematic process to develop the organization's vision and values on an annual basis through the use of Good to Great (GTG) strategic planning processes. The planning team consists of approximately 90 individuals from a broad spectrum of the institution representing faculty, staff, administration and students, as well as community, business and industry partners. Continuing to improve on this process may allow the college to ensure the long term sustainability of the organization.
- Senior leaders encourage strong community connections and local community engagement through their personal participation. The college fosters customer engagement through advisory groups, community events, and encouraging student participation in the governance process as they seek the voice of the customer. Through these and other initiatives, the college ensures sustainability by identifying and engaging new students, new markets, and new practices while monitoring shifts in educational preferences, needs and requirements.
- St. Philip's College has a formal process in place to adequately train the workforce. New hires are oriented at the District and College levels with a follow-up with the College President and appropriate Vice-President. The college uses an employee review process along with a development plan for full time employees. Employees are offered various training programs, resources, and workshops along with internal certifications such as the Master Teacher Certification and Alamo Leadership Academy for Success (ALAS). The college adapts its training to suit the changing needs of its workforce and sets clear standards for achievement. By continuing these practices, St. Philip's College may be able to meet its strategic objectives despite shifts in its workforce.
- St. Philip's College supports and encourages diversity among its staff, faculty, and student body through a variety of initiatives. Key processes foster diversity, including:

the colleges hiring process, academic initiatives such as AAMI, and participation in community events such as San Antonio's Fiesta. Through these initiatives, the college remains true to its heritage and its Mission, Vision and Values and has positioned itself for future success.

b. The most significant concerns, weaknesses, or vulnerabilities are:

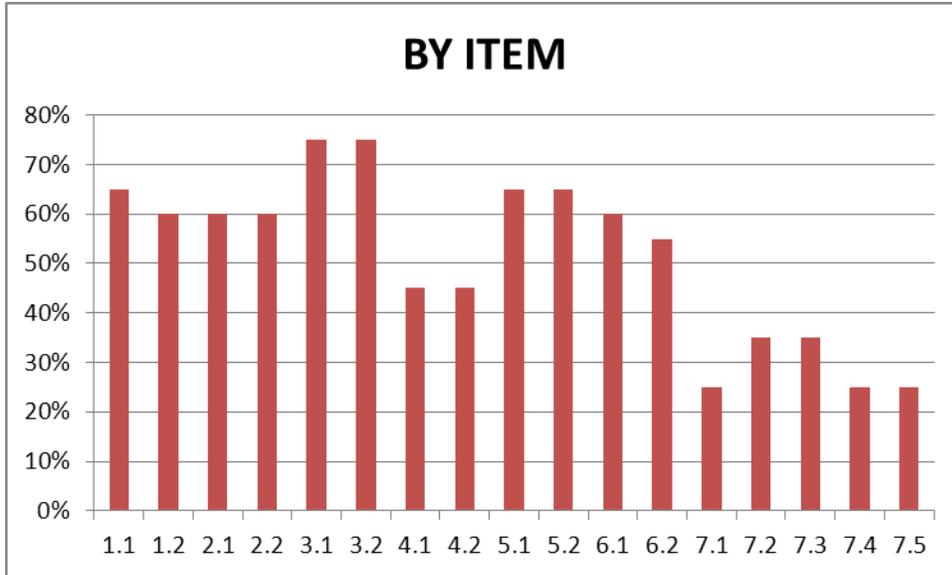
- St. Philip's College is in the early stages of development and deployment of a performance improvement system. Through the development and utilization of the PDCA improvement cycle, the college may be able to identify and make use of appropriate data which can drive improvement, prompt a timely response based on analysis of data, and allow St. Philip's College to accurately evaluate its processes and make data-driven refinements to those processes.
- While St. Philip's College has a positive employee climate in many respects, it faces two known current challenges: adjunct faculty integration and implementation of Alamo District mandates. Faculty, staff and students stated the difficulty of integrating its increasing number of adjunct faculty. St. Philip's College is working to mitigate the adverse impacts of certain district mandates and prevent friction among employees.
- Although St. Philip's College has a systematic process to manage data, information, and organizational knowledge, there is no effective process to identify and share best practices across the college. Failure to systematically share best practices across the college may prevent the organization from capitalizing on practices that may improve overall organizational performance.

c. Considering the applicant's key factors, the most significant strengths (data, comparisons, linkages) found in Category 7 are:

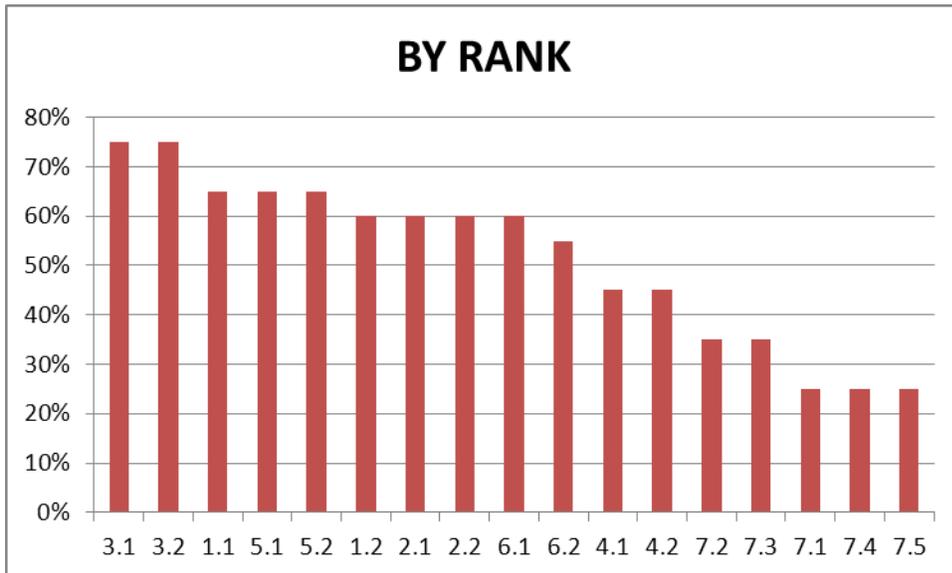
- St. Philip's College reported positive performance results for key student, stakeholder, market, and process requirements. They displayed several positive trends and maintained high levels of performance in some areas, notably through tracking data and improving on the processes that helped achieve the positive results. St. Philip's College continues to progress towards achieving high performance and its strategic objectives.
- St. Philip's College is in the early stages of identifying results in other categories. Segmented data is examined to gain understanding of the multifaceted needs of its diverse customer base. The use of data segmentation will allow St. Philip's College to anticipate and address customer challenges earlier and on a more comprehensive level.
- St. Philip's College displays an effective means of reducing costs and maintaining affordability, resulting in favorable attendance costs compared to that of state peers.

d. Considering the applicant's key factors, the most significant vulnerabilities and/or gaps (data, comparisons, linkages) found in Category 7 are:

- St. Philip's College does not present results for 24 out of 84 key measures as identified by the college. Without all measures being reported, the accomplishment of the organization's strategy and action plans may be jeopardized.
- St. Philip's College competitive comparisons are limited to colleges within the district. Additionally, the targets for key measures were not always identified. Comparative data and targets are necessary to move the organization forward. Without establishing benchmarks through use of comparative data, it may be difficult to accurately evaluate progress toward achieving strategic goals and objectives.
- Some trend data indicated adverse trends. The unfavorable trends presented by St. Philip's College and the favorable results identified by peers indicate the need to determine the root cause regarding the decline in dual credit hours at St. Philip's College. Continuing unfavorable trends may prevent the organization from achieving its strategic objectives of providing access to resources and programs to fulfill individual educational goals.
- St. Philip's College does not include sufficient data points to accurately identify trends in some cases. Adding more data points, either past or projected, would allow St. Philip's College to discern trends in its performance, helping to ensure organizational effectiveness and efficiency.

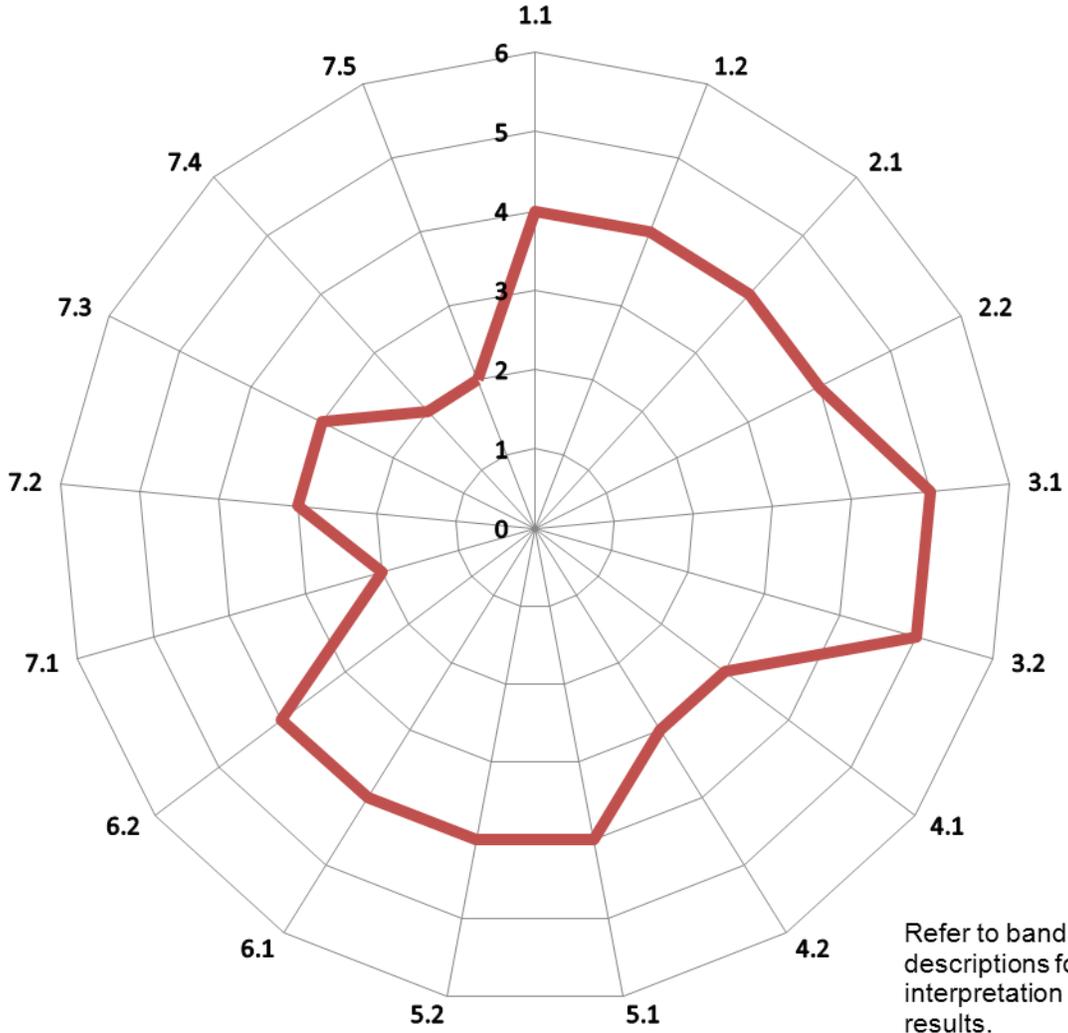


Pareto chart of Quality Texas criteria results notes very strong responses to Customer Focus. Leadership, Strategy Development, Workforce Capability and Operations Focus also scored well. Measurements, Analysis and Knowledge Management and Results categories scored lower.



Highest scoring items show commitment to Customer Focus, with Leadership Impact and Workforce Capability close behind.

SCORE BAND SUMMARY



Refer to band descriptions for interpretation of results.

DETAILS OF STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

Category 1 Leadership

1.1 Senior Leadership

Your score in this Criteria Item for the Site Visit Stage is in the 65% range.
(Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

- Senior leaders at St. Philip’s College use an effective, systematic process to develop the organization’s vision and values on an annual basis through use of the Good to Great (GTG) strategic planning process. The planning team consists of approximately 90 individuals from a broad spectrum of the institution representing faculty, staff, administration and students as well as community, business and industry partners.
- St. Philip’s College uses an effective, systematic process for Senior Leadership to lead and create a sustainable organization by adhering to the College’s Planning, Budgeting and Assessment (PBA) Cycle. The cycle integrates strategic and operational unit planning requirements with organizational and student learning outcomes assessment and funding processes.
- Senior leaders seek to create a sustainable organization by developing future leaders through participation in an intensive year-long training program known as the Alamo Colleges Leadership Academy for Success (ALAS). Several St. Philip’s College participants in this program have been promoted or challenged with higher levels of responsibility.
- St. Philip’s College maintains ethical behavioral standards through mandatory training for all employees. Senior leaders model the expected legal and ethical behaviors for others connected with the institution.
- Senior leaders communicate with and engage the entire workforce through a variety of methods of notifying employees about key organizational decisions, encouraging two-way communication throughout the organization, as shown in Figure 1.2 “Communication of Organizational Performance”.

OPPORTUNITIES FOR IMPROVEMENT

- Senior leaders do not maintain a workforce environment capable of delivering consistent positive employee experiences, as indicated in the May 2012 SWOT Analysis. Failure to create a positive employee climate may adversely affect the ability to maintain a sustainable organization.

1.2 Governance and Social Responsibilities

Your score in this Criteria Item for the Site Visit Stage is in the 60% range.
(Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

- Senior leaders oversee the administration and operations of the organization seeking alignment with the Alamo College Board of Trustees and the Alamo Way (“Always Inspire, Always Improve”). The Baldrige criteria provides a stable long-term framework for improving student achievement and organizational performance, as depicted in Figure 1.3 “Governance Overview”.
- St. Philip’s College assures optimum leadership performance of Senior leaders through annual performance evaluations. Additionally, the Alamo Colleges District has recently initiated Board self-evaluations for the same purpose.
- St. Philip’s College promotes and ensures ethical behavior through training and the use of an ethics hotline. Guidance is provided to all levels of employees, students and partners on ethical behavior expectations.
- St. Philip’s College demonstrates societal well-being by actively supporting and strengthening its key communities. The college’s adverse impacts and other community concerns are prompted by the Citizens' Oversight Committee and the “citizens to be heard process”. Examples include savings through energy consumption and formal recycling programs.
- Senior leaders encourage strong community connections and local community engagement through their personal participation. The President serves on numerous business and civic boards while many other members of the Cabinet maintain extensive community involvement.

OPPORTUNITIES FOR IMPROVEMENT

- Senior leaders do not have a process to anticipate adverse impacts associated with accreditation issues of educational programs or regulations regarding services to students. For example, recent low test score averages in the Associates Degree program in Nursing resulted in the loss of accreditation by the Texas Board of Nursing. Also, St. Philip’s was notified of high default rates on subsidized federal student loans. Failure to proactively anticipate such adverse impacts may jeopardize the college’s ability to fulfill societal responsibility and meet the workforce needs of its key customers and stakeholders.

Category 2 Strategic Planning

2.1 Strategy Development

Your score in this Criteria Item for the Site Visit Stage is in the 60% range.
(Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

- St. Philip’s College has a systematic, seven step strategic planning process (detailed in Figure 2.1: “Strategic Planning Process”) that is aligned with the Mission, Vision, Values and core competencies. Key participants include individuals from a broad spectrum of the institution representing faculty, staff, administration and students, as well as community and business and industry partners during various stages of the process. Core competencies are confirmed through the strategic planning process, identifying strategic challenges and advantages in addition to short and long term goals.
- As detailed in Figure 2.4: “St. Philip’s College Goals, Strategic Objectives and Action Plans for FY13”, the organization maintains five strategic goals along with corresponding objectives adapted from the district’s strategic plan stemming from its own unique strategic challenges and advantages. There are clearly defined timelines, KPIs (Key Performance Indicators), and linkages to the district. The key measures are precise and measurable with numbers and/or percentages, and demonstrate a defined increase or decrease. Stakeholder groups are identified throughout.
- St. Philip’s College engages in SWOT analysis (Strengths, Weaknesses, Opportunities & Threats) and context mapping (detailed in Figure 2.2: “SWOT Analysis” and Figure 2.3: “Context Map”) as part of the strategic planning process. These exercises use data related to enrollment, retention, productive grade rate, class size, student learning outcomes data by unit and other relevant information. Senior leaders also regularly utilize a variety of external sources to review the sustainability of the institution as a whole. Context maps help in the identification of trends, climates, needs, factors, and uncertainties. St. Philip’s College context map provides early indications of shifts in technology, student and community demographics, educational trends, student and stakeholder preferences, and the regulatory environment. This allows St. Philip’s College to remain agile and respond to changes and challenges.
- Strategic challenges and advantages are an integral part of the strategic planning process, as evidenced in Figure 2.1. St. Philip’s College addresses opportunities for innovation in educational programs, services, and operations, with a strong emphasis on managing core competencies. Additionally, the organization is sensitive to changing core competencies and balancing short and long term challenges and opportunities, while considering the needs of students and key stakeholders.

OPPORTUNITIES FOR IMPROVEMENT

- St. Philip's College has the GTG (Good to Great) strategic planning process in place for strategy development; however, the presence of a systematic, fact-based process to evaluate and make refinements to strategy changes and development is not seen. St. Philip's College initiates changes to the strategic planning process; however, these changes are based on informal collection of feedback rather than clearly defined processes and data. Failure to consistently evaluate this process and make refinements based on those evaluations may prevent the organization from making the best use of limited resources and achieving organizational goals and objectives.
- St. Philip's College uses very few forecasts, projections (either for itself or its competitors), or other approaches to envisioning the future for the purposes of decision-making, assessment of long-term sustainability, and resource allocation in the strategic planning process. Without expanded use of forecasting, it may be difficult for St. Philip's College to ensure the sustainability of its organization and achieve its strategic goals and objectives.

2.2 Strategy Implementation

Your score in this Criteria Item for the Site Visit Stage is in the 60% range.
(Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

- St. Philip’s College has an effective, systematic process for development of college action plans (detailed by Figure 2.4: “St. Philips College Goals, Strategic Objectives and Action Plans FY13”) using its annual GTG retreat. Participants break into groups and develop recommendations for college action plans that address strategic objectives where core competencies are emphasized and consider strategic challenges and advantages. Appropriate actions are defined at an institutional level and are a result of ongoing review of SWOT analysis, Context Map, College Scorecard, mid-year operational unit plan report outs as well as KPI, regulatory agency requirements, financial imperatives, and community and business/industry needs. Group recommendations include timelines, recommended measures and targets, and alignment with district goals. Recommendations are shared with the larger group and forwarded to the cabinet for further refinement and confirmation. All employees are informed of the plan each year and work to develop unit plans in alignment with the strategic plan. St. Philip’s College utilizes Weave Online to ensure unit and action plans align with strategic objectives and goals.
- St. Philip’s College manages financial and other risks associated with action plans to ensure the financial viability of the organization through routine and consistent financial reporting and analysis. Adjustments are made to meet course demands, student services, and academic program needs. The Resource Allocation process is fully integrated into budget planning. This is a consistent and systematic process serving as the baseline strategy for prioritizing faculty and staff hiring requests and major departmental purchases. Budget allocations and workforce plans are based on a workload model that accounts for enrollment headcount and contact hour generation. Workforce plans are developed to include short-term strategic objectives and action plans.
- KPI are aligned with strategic objectives and action plans, as evidenced by Figure 2.7: Strategic Objectives and Measures. Senior leaders are responsible for ensuring integration in operational unit plans and students and stakeholders are considered part of these plans. The college scorecard tracks metrics related to the action plans and a system is in place to monitor them by the President’s cabinet. The action plans are “living documents” which can be updated and/or modified as needed.

OPPORTUNITIES FOR IMPROVEMENT

- St. Philip’s College does not use sufficient performance projections for short or long term planning time. St. Philip’s College does not use sufficient comparative data related to competitors, and has few benchmarks in place on these measures to indicate how the organization compares with the projected performance of competitors, comparable organizations, or high-performing organizations. Neglecting these comparison measures may create more difficulty for St. Philip’s College to ensure sustainability through strategic planning and progressing towards its vision.

- Although St. Philip's College has the GTG strategic planning process in place for college action plan development, it does not employ a systematic fact-based process to evaluate and make refinements to the process of developing these action plans. Failure to consistently evaluate this process and make refinements based on those evaluations may prevent the organization from effectively achieving organizational goals and objectives.

Category 3 Customer Focus

3.1 Voice of the Customer

Your score in this Criteria Item for the Site Visit Stage is in the 75% range.
(Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

- St. Philip’s College seeks insights and opinions of current customers and stakeholders through surveys and other forums gaining immediate and useful feedback. While maintaining strong relationships with ex-students and other community stakeholders, organizational leaders and instructors foster advisory panels producing quality improvements for programs and services in many areas. These areas include the culinary, military, aircraft, and allied health programs.
- St. Philip’s College encourages innovative practices to identify new students and market segments through the use of social media outlets and web-based technologies. St. Philip’s College seeks the voice of their customers (students and stakeholders) through the development and initiation of interactive websites including Facebook, Web Advisor, and Web Chat.
- St. Philip’s College identifies and administers surveys uniquely designed for specific groups and purposes to capture actionable information leading to the initiation and development of improvements designed to exceed potential students and stakeholders’ expectations.
- As noted in the St. Philip’s College 5 Strategic Objectives, student and stakeholder satisfaction issues have been identified through polling, surveys, and questionnaires leading to improved engagement and the promoting of the organization’s positive impact to the community.
- St. Philip’s College has strategically positioned several purposeful surveys throughout the student career, providing close and detailed monitoring of student and stakeholder satisfaction, including the Noel-Levitz, CCSSE and others. This allows the college to listen to the voice of the customer via multiple modes and vantage points.

OPPORTUNITIES FOR IMPROVEMENT

- St. Philip’s College does not compare student and stakeholders’ satisfaction information to that of competitors in the community and region. This information may be useful for improving educational programs and support services, creating an overall climate conducive to learning for all students, and understanding the factors that might potentially impact the organizations long-term competitiveness and sustainability.

3.2 Customer Engagement

Your score in this Criteria Item for the Site Visit Stage is in the 75% range. (Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

- St. Philip’s College builds and manages relationships with its student and stakeholder groups by developing advisory panels, providing market direction, and insights into industry practices resulting in improved customer engagement.
- St. Philip’s College leverages its relationships with supporters, ex-students and stakeholders to identify and acquire new students and build market share for its programs, specifically welding, aircraft and other applied science and technology programs.
- St. Philip’s College has identified high-performing programs and developed innovative marketing campaigns (posters, flyers, etc.) to aggressively grow programs and increase student enrollment.
- St. Philip’s College has worked for and attained the rare designation of “military-friendly” and works diligently to maintain a strong relationship with this specific group.
- St. Philip’s College works collaboratively with student organizations empowering members to lead and make improvements to processes and programs. Some of these groups include: African American Men on the Move, Ladies in Motion, Phi Theta Kappa Nursing Organization and many others. Campus groups work together to coordinate on-campus festivals and conferences and community celebrations marking the school’s heritage. The result is a better school environment and enhanced student engagement.

OPPORTUNITIES FOR IMPROVEMENT

- St. Philip’s College does not maintain a robust or systematic process for identifying new markets and student segments adequate to meet the projected needs for the organization’s future educational programs and services. The development of new markets may increase student enrollment and contact hours improving the financial viability of the college and ensuring sustainability.

Category 4 Measurement, Analysis, and Knowledge Management

4.1 Measurement, Analysis and Improvement of Organizational Performance

Your score in this Criteria Item for the Site Visit Stage is in the 45% range.
(Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

- The Operational Unit and Assessment Planning (OUAP) process provides a pathway for creativity at the department and unit level to determine how functional areas can contribute to St. Philip’s College overall success through the strategic objectives and key action plans. The college has a budgeting and resource allocation process that is part of the cyclical Planning, Budgeting, and Assessment Cycle (PBA), allowing units to use data and other evidence to request funding for resources to support their Operational Unit and Assessment Planning Process. This process requires departments and units to align with the organization’s strategic plan. Once submitted through senior leaders, the process provides a basis for the college to distribute critical resources, allocated by the District, to areas focused on continuous improvement of key performance areas, as well as the delivery of new programs based on the needs of key stakeholders.
- St. Philip’s College is in the early stages of implementing a systematic approach for data collection and presenting critical performance measures tied to the strategic objectives and action plans of the organization. The Scorecard is a tool used to accumulate and present findings to key stakeholders. St. Philip’s College also uses Weave as a tool for storing unit action plans. Weave ensures each action plan is aligned with strategic objectives and assigns measures to tasks within the action plans to track progress on accomplishing the strategic objectives.

OPPORTUNITIES FOR IMPROVEMENT

- While St. Philip’s College utilizes benchmark data in certain areas such as student satisfaction and engagement through the Noel Levitz and CCSSE, many areas of information do not effectively utilize comparative and competitive data. Identifying comparative and competitive data is important to the organization to determine how they stand against competitors and to obtain a better understanding of processes and their performance.
- The performance measurement system does not ensure St. Philip’s College will be able to respond to rapid changes in the organization or external environment. The college does not effectively utilize and interpret data from key performance indicators and other measures to timely address these changes. The use of measurements may allow St. Philip’s College to quickly identify potential problems and provide leaders with the appropriate information to adjust unit action plans to achieve strategic objectives.

- St. Philip's College does not use key comparative and competitive data to project future performance. Identifying comparative and competitive performance projections can identify organizational challenges and areas in which innovation is needed. Failure to identify organizational challenges and determine where innovation might produce improvements within the strategic planning process may prevent organizational success and sustainability.
- St. Phillip's College does not effectively utilize KPI from the College Scorecard coupled with a systematic process to interpret and analyze performance results for fact-based decision making. Although St. Philips College has introduced Plan-Do-Check-Act (PDCA) to ensure continuous improvement in the organization, it has not been effectively deployed throughout the organization. Without utilizing an effective performance improvement system, the ability to learn and improve processes to meet future strategic objectives may be impeded.

4.2 Management of Information, Knowledge, and Information Technology

Your score in this Criteria Item for the Site Visit Stage is in the 45% range.
(Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

- St. Phillip’s College has well documented approaches illustrated in Figure 4.4 that demonstrates the collection and transfer of workforce knowledge, the transfer of relevant knowledge from and to students, stakeholders, suppliers, partners and collaborators, and the assembly and transfer of relevant knowledge for use in the strategic planning processes.
- St. Philip’s College provides access to the internet and other systems that provide necessary information to stakeholders. This access is available on or off campus for easy accessibility to a variety of data and information sources. Students can access the Alamo College Educational Services secure portal allowing students to register for classes, check email, access library resources, engage in online courses and obtain financial aid information. Stakeholders, key partners, and collaborators can access information about the college's mission, vision, values, strategic plan, strategic objectives, key action plans, measures and results through the college's website.
- St. Philip’s College has a systematic approach to ensure the continued availability of the key hardware and software systems and continued availability of data and information to serve stakeholders and organizational needs. The college identifies key systems and has redundancy plans to ensure availability of those key systems. Additionally, information is adequately backed up and stored to ensure data and information is safeguarded. Other methodologies and processes are also available for use in case of an interruption of service. A recent example of this was a systems interruption occurring during the registration process. Manual backup processes were immediately available and utilized to enable the college to continue the registration process until systems could be restored.
- St. Phillip’s College has a systematic process to manage data, information, and knowledge to ensure security and confidentiality of organizational information. The college has adequate controls in place through user access level passwords and firewalls to protect against unauthorized access.

OPPORTUNITIES FOR IMPROVEMENT

- St. Philip’s College does not ensure performance measurement data is reliable and/or accurate. The application states, “Data used in official reports and in planning documents all come from the Office of Planning, Research and Effectiveness, where it is collected, verified, stored, and maintained”. Data collected from outside this office is not always verified before posting for use. Failing to ensure accuracy and reliability of

measurements prior to making them available for analysis could allow users to make decisions based on inappropriate or inaccurate information preventing the organizations from meeting strategic objectives.

- Although St. Philip's College has a systematic process to manage data, information, and organizational knowledge, there is not an effective process to identify and share best practices across the college. Failure to systematically share best practices across the college may prevent the organization from capitalizing on practices that increase organizational performance.

Category 5 Workforce Focus

5.1 Workforce Environment

Your score in this Criteria Item for the Site Visit Stage is in the 65% range.
(Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

- St. Philip’s College uses a Resource Allocation Process to systematically determine its staffing levels. Staffing levels are based on student enrollment, contact hours, and unit plans as mandated by the District. Data is collected and researched for discussions of adding FTEs.
- St. Philip’s College has a formal process in place for adequately training the workforce. New hires are oriented at the District and College levels with a follow-up process with the College President and appropriate Vice-President. The college uses an employee review process along with a development plan for full time employees. Employees are offered various training programs, resources, and workshops along with internal certifications such as the Master Teacher Certification and Alamo Leadership Academy for Success (ALAS).
- St. Philip’s College has implemented a district wide tracking system through *AlamoLearn*. This system allows the college to track employees’ certifications, licenses, and training district-wide. Supervisors provide additional certification verifications during annual employee reviews.
- St. Philip’s College uses a systematic approach to ensure diversity in its hiring process. Hiring committees include members from different areas of the college for improved applicant review specific to St. Philip’s College and the Alamo College District. The organization continues to seek diversity through the monitoring of trade journals, newspapers and other resources.

OPPORTUNITIES FOR IMPROVEMENT

- St. Philip’s College does not effectively engage Adjunct faculty. Failure to fully engage Adjunct faculty (projected to be 50% of all faculty) may result in loss of organizational effectiveness.

5.2 Workforce Engagement

Your score in this Criteria Item for the Site Visit Stage is in the 65% range.
(Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

- St. Philip’s College maintains open, top-down communication across the college. Information is relayed through weekly staff meetings, monthly college leadership council meetings, division meetings, quarterly call to conversation meetings and annual OUAP meetings where employees are recognized for exemplary performance. High performance work and workforce engagement are honored through the Faculty Excellence Awards, NISOD and the Professor Piper award.
- St. Philip’s College uses the PACE survey to determine workforce engagement and satisfaction. Survey results are analyzed to determine climate workforce and enable improvements to workforce engagement.
- St. Philip’s College utilizes the PACE survey to identify goals and objectives for the organization. Results indicate high-performing areas in the organization and are used to establish improvement goals for cross-communication and other collaborative activities.
- St. Philip’s College tracks its workforce through use of development plans and *AlamoLearn* which tracks its employee's professional development. Additionally supervisors create yearly employee development action plans to reinforce knowledge and skills.
- St. Philips College provides supervisors the opportunity to participate in the ALAS program to enable career progression and to assist in the execution of the colleges Mission, Vision and Values, as well as strategic objectives.

OPPORTUNITIES FOR IMPROVEMENT

- Although St. Philip’s College has created some process flow charts, their use has not been effectively deployed across the entire college. Completing and maintaining such documentation will help St. Philip’s College mitigate the impact of reductions in staffing levels.

Category 6 Operations Focus

6.1 Work Systems

Your score in this Criteria Item for the Site Visit Stage is in the 60% range.
(Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

- St. Philip’s College has a systematic and effective approach for identifying its work systems through use of the annual GTG meeting. Work systems are designed by the senior leaders and the participants at the GTG meeting or in ad hoc meetings.
- St. Philip’s College designs key work systems aligned with strategic objectives and action plan goals to ensure effectiveness and avoid overlap. Duplication and/or overlap of work systems has occurred in the past but recently been reduced and streamlined through the work of the President's Academy.
- St. Philip’s College has a process in place to control costs for inspections, tests, and audits. This process is aligned with the Alamo district and reviewed at quarterly meetings with the stakeholders.
- St. Philip’s College supports its core competencies (quality instruction, support for learners, business and industry responsiveness, and community engagement) by stressing their importance in work systems. The critical linkage to core competencies is a key resource of organizational sustainability and competitive advantage.

OPPORTUNITIES FOR IMPROVEMENT

- St. Philip’s College is in the early stages of becoming NIMS (National Incident Management System) and ICS (Incident Command System) compliant, as well as initiating an active emergency preparedness committee. The board identified this as a need in May of 2012. The first meeting was in November 2012. The first table top exercise is scheduled for March 2013. Deploying this process may better prepare St. Philip’s College for disasters and emergencies.
- St. Philip’s College does not have a process for evaluating each work system in a timely and systematic manner. Each work system is addressed when there is an overwhelming need or ad hoc to re-evaluate the work system. Establishing a continuous cycle of improvement on all work systems may add value, improve sustainability and increase the organizational success.

6.2 Work Processes

Your score in this Criteria Item for the Site Visit Stage is in the 55% range. (Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

- St. Philip’s College uses a systematic approach through the GTG methodology to identify key work processes and align them with strategic goals. The key work processes relate to the core competencies, strategic objectives, and critical success factors.
- St. Philip’s College communicates feedback comments (anecdotal) and service effectiveness to the organization at the end of each cycle for performance. This feedback provides critical information related to stakeholder satisfaction.
- St. Philip’s College is in the early stages of a systematic approach through the use of Early ALert, TNT, and lab support for addressing increased student learning. This work system, developed through a cycle of organizational learning, will achieve the strategic objective of improving educational services for all students.

OPPORTUNITIES FOR IMPROVEMENT

- St. Philip’s College does not consistently measure and monitor its key work processes. The organization identified 84 key performance measures, 24 of which could not be provided at the time of the site survey. Without a fact-based process to improve work processes, St. Philip’s College may not maximize efficiency and effectiveness of the key work systems.
- St. Philip’s College is in the early stages of establishing continuous, daily improvement through the deployment of the Plan-Do-Check-Act methodology by staff members. This process improvement method may enable the college to reduce waste, improve outcomes and decrease variability of key work processes, improving all educational programs and services.

Category 7 Results

7.1 Product and Process Outcomes

Your score in this Criteria Item for the Site Visit Stage is in the 25% range.
(Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

- St. Philip’s College monitored the adviser visits to show key wait times, as in Figure 7.1k “Advising Cycle Time - Visits, Wait Time, and Session Time”. Team members analyzed the data, made the necessary changes to the process, and observed positive trends resulting in lower wait times.
- St. Philip’s College segments results by ethnicity, as shown in Figure 7.1g “Successful (ABC) Course Completion by Ethnicity” and Figure 7.1n “St. Philip’s College Degrees and Certificates Awarded” to reflect a closing of some of the gaps for their diverse population. Monitoring this aspect of data keeps all student groups poised for improvement opportunities.

OPPORTUNITIES FOR IMPROVEMENT

- St. Philip’s College does not consistently monitor its key work process outcomes. The organization identified 84 key performance measures, 24 of which could not be provided at the time of the site survey. Without a fact-based process to identify failing processes early (long before negative outcomes), St. Philip’s College may not maximize efficiency and effectiveness of the key work systems.
- St. Philip’s College provided competitive comparisons from only within the district, despite identifying the importance of comparisons outside the district. Additionally, the targets for key measures were not always identified. Comparative data and targets may assist in determining organizational positioning. Without establishing benchmarks through comparative data, it may be difficult for St. Philip’s College to evaluate progress towards achieving its strategic goals and objectives.
- St. Philip’s College utilizes outdated results and graphs in critical decision-making relative to student learning capabilities and methods. See Figure 7.1c “Dev. Ed. Successful Completion of College Level Courses by Ethnicity” and Figure 7.1d “Three Year Graduation and Persistence for FT, FTIC Students requiring Dev. Ed”. The use of more current data may be appropriate, providing timely, fact-based knowledge in addressing student performance issues.

7.2 Customer-Focused Outcomes

Your score in this Criteria Item for the Site Visit Stage is in the 35% range. (Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

- Based on student surveys in Figure 7.2a “St. Philip’s College Satisfaction on Key Campus Services”, satisfaction scores reflect favorably in 5 of 8 categories, 2 of which are above the National Benchmark. Campus Services is consistently higher than the National Benchmark.
- In the Community College Survey of Student Engagement in Figure 7.2b “Satisfaction and Importance of Key Student Services”, when asked “Would you recommend this college to a friend or family member” (Q5a), 95% of the respondents indicated “yes”.
- In the Community College Survey of Student Engagement in Figure 7.2b “Satisfaction and Importance of Key Student Services”, when asked to Evaluate your entire educational experience at the college (Q5b) 86.5% of the students indicated a rating of Good or Excellent. Also, scores are markedly higher overall than the St. Philip’s College peer group and Benchmark cohort in Questions 2, 3, and 4, rating 13-15% higher than the identified peer groups.

OPPORTUNITIES FOR IMPROVEMENT

- Figure 7.2a “St. Philip’s College Student Satisfaction on Key Campus Services”, compares St. Philip’s College against the National Average. In analyzing the national averages, all 8 categories increased in satisfaction results, with 7 of the 8 criteria surpassing performance results from that of St. Philip’s College. This data reflects a greater rate of improvement in other colleges than that of St. Philip’s College. National benchmarking may provide a clearer, broader, and perhaps more accurate picture of organizational performance than local or regional data.
- There is no data presented that is related to stakeholder satisfaction or dissatisfaction with services. In addition, there is no evidence of levels and trends associated with stakeholder engagement. Collecting this data may aid in the achievement of strategic goals related to stakeholder satisfaction.

7.3 Workforce-Focused Outcomes

Your score in this Criteria Item for the Site Visit Stage is in the 35% range. (Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

- As demonstrated in Figure 7.3f “Professional Development Activities”, and Figure 7.3i “ALAS Leadership Program”, St. Philip’s College examines segmented data in order to understand the multifaceted needs of its diverse customer base. By continuing to make use of segmented data, St. Philip’s College may be able to better anticipate and address customer service challenges.

OPPORTUNITIES FOR IMPROVEMENT

- St. Philip’s College does not make effective use of comparative data. With Figure 7.3d “Workforce: Professional Development, Safety, Ethical Communication & Overall Experience”, Figure 7.3f “Professional Development Activities”, Figure 7.3g “Satisfaction with Professional Development Opportunities”, comparisons are absent or not provided beyond the district level. Without establishing meaningful benchmarks through the use of comparative data, St. Philip’s College may not be able to effectively evaluate its progress towards meeting organizational goals and objectives.
- St. Philip’s College does not include up to date information as shown in Figure 7.3h “Employee Tuition Reimbursement”. Without examining data in a timely manner, it may be difficult for St. Philip’s College to properly assess its current progress towards meeting its strategic objective of develop employees and strengthen financial, technological, and physical capacities.

7.4 Leadership and Governance Outcomes

Your score in this Criteria Item for the Site Visit Stage is in the 25% range. (Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

- St. Philip’s College displays several positive trends and maintains consistently high levels of performance in other areas, such as Figure 7.4a: “St. Philip’s College New Employee Orientation with Senior Leaders”, Figure 7.4c: “Living Our Values Employee Recognition”, Figure 7.4g: “Licensure Passage Rates in Workforce Programs”, Figure 7.4j: “United Way Campaign”, Figure 7.4l: “Retention of Student Engagement Grant (SEG) Recipients”, Figure 7.4m: “Energy Savings by Campus Locations”, and Figure 7.4n: “Engagement with Student Social Growth”. By monitoring this data and continuing to improve upon the processes that led to these results, St. Philip’s College may remain on the course to achieving high performance and meeting its strategic objectives.

OPPORTUNITIES FOR IMPROVEMENT

- St. Philip’s College does not make effective use of comparative data. With the exception of Figure 7.4n “Engagement with Student Social Growth”, comparisons are either absent or not offered beyond the district level. Short of establishing benchmarks, St. Philip’s College may not be able to effectively evaluate its progress towards meeting organizational goals and objectives.
- With the exception of Figure 7.4g “Licensure Passage Rates in Workforce Programs” and Figure 7.4m “Energy Savings by Campus Locations”, St. Philip’s College does not include segmented data. The lack of data segmentation may prevent St. Philip’s College from accurately and quickly identifying its strengths and weaknesses, potentially keeping the organization from reaching higher levels of performance.
- Results for key measures achieving and/or surpassing legal and regulatory requirements are not provided. In addition, data related to accreditation requirements indicates multiple negative findings. For example, Radiology Technology and Registered Nurse Training for Percentage of Students Passing Licensure Exam is less than 76%. Loss of accreditation may adversely impact student enrollment and funding at the college.

7.5 Financial and Market Outcomes

Your score in this Criteria Item for the Site Visit Stage is in the 25% range. (Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

- St. Philips College displays great effectiveness in maintaining costs and remaining a low cost, affordable option comparing costs with those of state peers. While costs have increased slightly over the past three years, the cost of attendance has increased by only 3%, compared to a more than 20% increase from the lowest cost peer and a 44.7% increase from the highest peer cost.

OPPORTUNITIES FOR IMPROVEMENT

- St. Philip’s College does not include information measuring market share. The absence of this information may make it difficult to understand the organization’s effectiveness in achieving strategic objectives.
- While St. Philips College reports the development of new programs and majors based on market needs in Figure 7.5c “Number of New Programs Developed based on Market Needs”, there is no information comparing how the new programs impact the college financially. While market needs are being met, it is difficult to understand how effective the new programs are without tracking the financial implications they are having on the college.
- Information regarding Budget, Headcount and Contact Hours were provided at 7.5a “Budget, Student Headcount & Contact Hour Trends”. While these factors do have a significant impact on the financial condition of St. Philip’s College, there is little data showing the performance measurements of the college. The failure to identify, track and improve the financial performance measurements could prevent the college from achieving their strategic objective of developing employees and strengthening the financial, technological and physical capacities.
- Information submitted by St. Philip’s College Dual Credit Enrollment in Figure 7.5d “Dual Credit Enrollment Trends” indicates negative performance movement. The organization has decreased overall dual credit hours for the past 3 years. Comparative data identifies two of St. Philip’s College district peers experiencing increases in dual credit hours. All three state peers, including the state peer average, have shown increases in dual credit hours over the same time period. Continuation of negative trends may prevent the organization from achieving its strategic objectives for providing access to resources and programs fulfilling individual educational goals.

APPLICATION REVIEW PROCESS

Your application was evaluated against the Award Level criteria of the Texas Award for Performance Excellence. This report, which contains the findings of the Board of Examiners, is based upon the information contained in the written application and the findings from the site visit. It includes background information on the assessment process, a summary of the scoring for your organization, and a detailed listing of strengths and opportunities for improvement.

The application review process began with the first stage review, in which a team of eight examiners was assigned to each of the applications meeting the requirements for evaluation. Assignments were made based on the examiners' areas of expertise while avoiding potential conflicts of interest. Each application was independently evaluated using a scoring system that was developed for the award program, and was reviewed and put into practice using case studies in examiner preparation courses. Every examiner scored all items.

In the second-stage review, the examination team developed a consensus score for each item and an aggregated list of comments. A team leader directed the consensus process to ensure the resolution of any scoring differences.

All award level applicants were scheduled for site visits in order to provide the opportunity for more extensive feedback for each applicant. The site visit teams prepared for the visits. Site visit issues were translated into specific site visit agendas, with each member of the team given specific assignments. The site visit teams met prior to the visit to finalize all plans. While on the site visit team members met periodically to review their findings and modify the agenda as appropriate. After the visits were completed, the teams prepared summaries of their findings and recommendations to the Judges.

The Judges separately considered the applicants in the small business, manufacturing, service, education, health care and public sector categories. Each applicant was reviewed and judged on its' own merit, as it relates to the Criteria. One panel member was assigned to serve as the lead judge for each applicant and presented the findings of the site visit team to the panel. Consideration was also given in regard to the applicant's ability to serve as an exemplary role model for other organizations throughout the State of Texas.

Judges followed strict rules involving conflict of interest. Three major types of conflict were considered: (1) direct linkage such as current or recent employment or client relationship; (2) significant ownership; and (3) business competitors of companies for which direct linkages or ownership exists. Judges were allowed to vote only when they did not have any of these types of conflict.

2012-13 TEXAS AWARD FOR PERFORMANCE EXCELLENCE

DISTRIBUTION OF SCORES

Scoring Band Descriptors

| Band Score | Band Number | PROCESS Descriptors |
|---------------|----------------|---|
| 0–150 | 1 | The organization demonstrates early stages of developing and implementing approaches to the basic Criteria requirements, with deployment lagging and inhibiting progress. Improvement efforts are a combination of problem solving and an early general improvement orientation. |
| 151–200 | 2 | The organization demonstrates effective, systematic approaches responsive to the basic requirements of the Criteria, but some areas or work units are in the early stages of deployment. The organization has developed a general improvement orientation that is forward-looking. |
| 201–260 | 3 | The organization demonstrates effective, systematic approaches responsive to the basic requirements of most Criteria items, although there are still areas or work units in the early stages of deployment. Key processes are beginning to be systematically evaluated and improved. |
| 261–320 | 4 | The organization demonstrates effective, systematic approaches responsive to the overall requirements of the Criteria, but deployment may vary in some areas or work units. Key processes benefit from fact-based evaluation and improvement, and approaches are being aligned with overall organizational needs. |
| 321–370 | 5 | The organization demonstrates effective, systematic, well-deployed approaches responsive to the overall requirements of most Criteria items. The organization demonstrates a fact-based, systematic evaluation and improvement process and organizational learning, including innovation, that result in improving the effectiveness and efficiency of key processes. |
| 371–430 | 6 | The organization demonstrates refined approaches responsive to the multiple requirements of the Criteria. These approaches are characterized by the use of key measures, good deployment, and evidence of innovation in most areas. Organizational learning, including innovation and sharing of best practices, is a key management tool, and integration of approaches with current and future organizational needs is evident. |
| 431–480 | 7 | The organization demonstrates refined approaches responsive to the multiple requirements of the Criteria items. It also demonstrates innovation, excellent deployment, and good-to-excellent use of measures in most areas. Good-to-excellent integration is evident, with organizational analysis, learning through innovation, and sharing of best practices as key management strategies. |
| 481–550 | 8 | The organization demonstrates outstanding approaches focused on innovation. Approaches are fully deployed and demonstrate excellent, sustained use of measures. There is excellent integration of approaches with organizational needs. Organizational analysis, learning through innovation, and sharing of best practices are pervasive. |

| Band Score | Band Number | RESULTS Descriptors |
|---------------|----------------|--|
| 0–125 | 1 | A few results are reported responsive to the basic Criteria requirements, but they generally lack trend and comparative data. |
| 126–170 | 2 | Results are reported for several areas responsive to the basic Criteria requirements and the accomplishment of the organization's mission. Some of these results demonstrate good performance levels. The use of comparative and trend data is in the early stages. |
| 171–210 | 3 | Results address areas of importance to the basic Criteria requirements and accomplishment of the organization's mission, with good performance being achieved. Comparative and trend data are available for some of these important results areas, and some beneficial trends are evident. |
| 211–255 | 4 | Results address some key customer/stakeholder, market, and process requirements, and they demonstrate good relative performance against relevant comparisons. There are no patterns of adverse trends or poor performance in areas of importance to the overall Criteria requirements and the accomplishment of the organization's mission. |
| 256–300 | 5 | Results address most key customer/stakeholder, market, and process requirements, and they demonstrate areas of strength against relevant comparisons and/or benchmarks. Improvement trends and/or good performance are reported for most areas of importance to the overall Criteria requirements and the accomplishment of the organization's mission. |
| 301–345 | 6 | Results address most key customer/stakeholder, market, and process requirements, as well as many action plan requirements. Results demonstrate beneficial trends in most areas of importance to the Criteria requirements and the accomplishment of the organization's mission, and the organization is an industry* leader in some results areas. |
| 346–390 | 7 | Results address most key customer/stakeholder, market, process, and action plan requirements. Results demonstrate excellent organizational performance levels and some industry* leadership. Results demonstrate sustained beneficial trends in most areas of importance to the multiple Criteria requirements and the accomplishment of the organization's mission. |
| 391–450 | 8 | Results fully address key customer/stakeholder, market, process, and action plan requirements and include projections of future performance. Results demonstrate excellent organizational performance levels, as well as national and world leadership. Results demonstrate sustained beneficial trends in all areas of importance to the multiple Criteria requirements and the accomplishment of the organization's mission. |

* "Industry" refers to other organizations performing substantially the same functions, thereby facilitating direct comparisons.

SCORING GUIDELINES – 2012-13 Texas Award for Performance Excellence

Process Scoring Guidelines

| SCORE | PROCESS (For use with categories 1–6) |
|-----------------------|--|
| 0% or 5% | <ul style="list-style-type: none"> • No SYSTEMATIC APPROACH to item requirements is evident; information is ANECDOTAL. (A) • Little or no DEPLOYMENT of any SYSTEMATIC APPROACH is evident. (D) • An improvement orientation is not evident; improvement is achieved through reacting to problems. (L) • No organizational ALIGNMENT is evident; individual areas or work units operate independently. (I) |
| 10%, 15%, 20%, or 25% | <ul style="list-style-type: none"> • The beginning of a SYSTEMATIC APPROACH to the BASIC REQUIREMENTS of the item is evident. (A) • The APPROACH is in the early stages of DEPLOYMENT in most areas or work units, inhibiting progress in achieving the BASIC REQUIREMENTS of the item. (D) • Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L) • The APPROACH is ALIGNED with other areas or work units largely through joint problem solving. (I) |
| 30%, 35%, 40%, or 45% | <ul style="list-style-type: none"> • An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the BASIC REQUIREMENTS of the item, is evident. (A) • The APPROACH is DEPLOYED, although some areas or work units are in early stages of DEPLOYMENT. (D) • The beginning of a SYSTEMATIC APPROACH to evaluation and improvement of KEY PROCESSES is evident. (L) • The APPROACH is in the early stages of ALIGNMENT with your basic organizational needs identified in response to the Organizational Profile and other process items. (I) |
| 50%, 55%, 60%, or 65% | <ul style="list-style-type: none"> • An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the OVERALL REQUIREMENTS of the item, is evident. (A) • The APPROACH is well DEPLOYED, although DEPLOYMENT may vary in some areas or work units. (D) • A fact-based, SYSTEMATIC evaluation and improvement PROCESS and some organizational LEARNING, including INNOVATION, are in place for improving the efficiency and EFFECTIVENESS of KEY PROCESSES. (L) • The APPROACH is ALIGNED with your overall organizational needs identified in response to the Organizational Profile and other process items. (I) |
| 70%, 75%, 80%, or 85% | <ul style="list-style-type: none"> • An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A) • The APPROACH is well DEPLOYED, with no significant gaps. (D) • Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING, including INNOVATION, are KEY management tools; there is clear evidence of refinement as a result of organizational-level ANALYSIS and sharing. (L) • The APPROACH is INTEGRATED with your current and future organizational needs identified in response to the Organizational Profile and other process items. (I) |
| 90%, 95%, or 100% | <ul style="list-style-type: none"> • An EFFECTIVE, SYSTEMATIC APPROACH, fully responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A) • The APPROACH is fully DEPLOYED without significant weaknesses or gaps in any areas or work units. (D) • Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING through INNOVATION are KEY organization-wide tools; refinement and INNOVATION, backed by ANALYSIS and sharing, are evident throughout the organization. (L) • The APPROACH is well INTEGRATED with your current and future organizational needs identified in response to the Organizational Profile and other process items. (I) |

SCORING GUIDELINES – 2012-13 Texas Award for Performance Excellence

Results Scoring Guidelines

| SCORE | RESULTS (For use with category 7) |
|-------------------------------------|---|
| <p>0% or 5%</p> | <ul style="list-style-type: none"> • There are no organizational PERFORMANCE RESULTS and/or poor RESULTS in areas reported. (Le) • TREND data either are not reported or show mainly adverse TRENDS. (T) • Comparative information is not reported. (C) • RESULTS are not reported for any areas of importance to the accomplishment of your organization's MISSION. (I) |
| <p>10%, 15%, 20%, or 25%</p> | <ul style="list-style-type: none"> • A few organizational PERFORMANCE RESULTS are reported, responsive to the BASIC REQUIREMENTS of the item, and early good PERFORMANCE LEVELS are evident. (Le) • Some TREND data are reported, with some adverse TRENDS evident. (T) • Little or no comparative information is reported. (C) • RESULTS are reported for a few areas of importance to the accomplishment of your organization's MISSION. (I) |
| <p>30%, 35%, 40%, or 45%</p> | <ul style="list-style-type: none"> • Good organizational PERFORMANCE LEVELS are reported, responsive to the BASIC REQUIREMENTS of the item. (Le) • Some TREND data are reported, and a majority of the TRENDS presented are beneficial. (T) • Early stages of obtaining comparative information are evident. (C) • RESULTS are reported for many areas of importance to the accomplishment of your organization's MISSION. (I) |
| <p>50%, 55%, 60%, or 65%</p> | <ul style="list-style-type: none"> • Good organizational PERFORMANCE LEVELS are reported, responsive to the OVERALL REQUIREMENTS of the item. (Le) • Beneficial TRENDS are evident in areas of importance to the accomplishment of your organization's MISSION. (T) • Some current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of good relative PERFORMANCE. (C) • Organizational PERFORMANCE RESULTS are reported for most KEY CUSTOMER, market, and PROCESS requirements. (I) |
| <p>70%, 75%, 80%, or 85%</p> | <ul style="list-style-type: none"> • Good to excellent organizational PERFORMANCE LEVELS are reported, responsive to the MULTIPLE REQUIREMENTS of the item. (Le) • Beneficial TRENDS have been sustained over time in most areas of importance to the accomplishment of your organization's MISSION. (T) • Many to most TRENDS and current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of leadership and very good relative PERFORMANCE. (C) • Organizational PERFORMANCE RESULTS are reported for most KEY CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I) |
| <p>90%, 95%, or 100%</p> | <ul style="list-style-type: none"> • Excellent organizational PERFORMANCE LEVELS are reported that are fully responsive to the MULTIPLE REQUIREMENTS of the item. (Le) • Beneficial TRENDS have been sustained over time in all areas of importance to the accomplishment of your organization's MISSION. (T) • Evidence of industry and BENCHMARK leadership is demonstrated in many areas. (C) • Organizational PERFORMANCE RESULTS and PROJECTIONS are reported for most KEY CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I) |