



## 2021 Community College of the Northwest

### Case Study Key Factors

#### P.1a Organizational Environment

1. **Educational Program and Service Offerings** 50 associate; 25 certificate/workforce training badge; workforce development/continuing education—personal development, badges/skill-building courses. All associate programs require internship, apprenticeship, or other applied experience.
2. **Enrollment** 10,000 students/year, 75% face-to-face courses; 25% courses online/alternate location. Weekend, compressed, evening courses, dual-credit academies, prior learning credit.
3. **Context** Founded 1970; focused on open access, affordability, career-readiness, social responsibility; part of 12-college separately accredited state system; 5th largest enrollment of system. Manages own operations with central administrative support system office.
4. **Mission, Vision, Values** Mission—Empowering students to be successful in the workforce and their communities; Vision—Will be the best in the nation in providing students with accessibility, affordability, career-readiness, social responsibility. Values—Students First; Community-Engaged; Collaboration; Partnership Excellence.
5. **Core Competencies** CC1: Provide exceptional student support services; CC2: Partner with local community to achieve excellence/graduate job readiness; CC3: Maintain expert, up-to-date workforce.
6. **Workforce Profile** Tenured/tenure-track faculty (250); Adjunct/non-tenure-track faculty, FT & PT (200); management (60); professional support (250); support (400); temp. (50).
7. **Workforce Engagement Drivers** Open communication (supervisor relationships); high-performance work (valued as team member); focus on continuous improvement/innovation (training/resource availability/relevance); engaged/empowered workforce (satisfied with sense of contribution to mission); diverse ideas, cultures, thinking (satisfied with sense mission and college future); inclusion/equity.
8. **Assets and Locations** 125 acres: 25 major academic/admin. buildings; 238 labs; 12 research labs. Dining, athletic facilities, art galleries, theaters, rehearsal/studio space. 3X more labs than classrooms.
9. **Technology** STAR-Point app; Internal mobile app; college wireless network; online instructional resources/ support services; BOYD, interactive tv, virtual classrooms/podcasting, virtual anatomy table, collaboration technology/virtual discussion rooms, CAD systems.
10. **Regulatory Requirements** State coordinating board (Central Polk Board of Trustees); regional accred. (HLC); specialized accred. (7 academic programs w/discipline-specific);



local (Board of County Commissioners); federal regs (DoE, Veterans Affairs, OCR, OSHA).

### **P.1b Organizational Relationships**

11. **Organizational Structure** CPBT is governing/policy-setting body; President is CEO, reports to Chancellor, who reports to CPBT; President's Team (senior leaders): president, VPs of academic & student services; finance; administration; community engagement, outreach, communications; human resources. Elected faculty governance w/board & committee structure.
12. **Key Market Segments and Key Requirements** Recent high school graduates inside/outside service area; non-traditional, transfer, former students—focused recruitment, information about institution, easy access to services. Primary customers: credit students, over 70% in 3-county service area.
13. **Key Student and Other Customers and Requirements** Career-seeking students—degree completion info, academic support services. Transfer—transfer articulation, degree completion info, academic challenges. Non-degree-seeking—workforce skills, adult learner needs. Dual Credit—college credit courses, collaboration with high school schedule.
14. **Key Stakeholders, Partners and Collaborators** Transfer schools/sister colleges, feeder high schools, Foundation, donors, alumni association, alumni, employers/advisory committees, technology partners, local community including chamber of commerce.
15. **Key Suppliers** Technology providers, laboratory support providers, service providers (bookstore, dining), admin. support.

### **P.2a Competitive Environment**

16. **Competitive Position** 66% of students from 3-county service area w/300,000 population. Declining high school graduates, primary competition is sister colleges. Other competitors: private technical colleges in service area, online higher ed. providers.
17. **Competitiveness Changes** National/regional estimates: declines in high school graduates over next decade; some peers/competitors lowering admissions standards; dual-credit academies, articulation agreements, collaboration with local employers to increase entry pathways; more attention to instructor qualifications due to increase in high school enrollment.
18. **Comparative Data** peers, competitors, national averages, best-in-class—IPEEx2, CCSSE, CollUnivPA-HR; Nome Zevil DASHER; other Baldrige winners; NCCBP, Cost and Productivity Project, NSC.

### **P.2b Strategic Context**

19. **Strategic Advantages** Student success outcomes, societal responsibility outcomes, partnerships, affordability.
20. **Strategic Challenges** Decreased state funding, influx of dual-credit high school students, increased competition for students, demands to close achievement gap, ensuring qualifications of incoming FT/PT faculty; Covid-19 pandemic, related disruptions.



21. **Strategic Objectives** student access, student success, career readiness, social responsibility.

### **P.2c Performance Improvement System**

22. **Performance Improvement System** Baldrige-based PDCA. External requirements (accreditation, accountability, system requirement) inform internal strategy/measurement (strategic plan, KPIs), leading to process improvement (program review process, educational support review process validated by input mechanisms (VOC, workforce drivers/engagement)).