

The Governor's Education Achievement Awards

Higher Education and K-12



Governor of Mississippi
Ronnie Musgrove



Mississippi Quality Awards
MS Community and Junior Colleges

Mission: To provide recognition for Mississippi educational organizations that have experienced recent breakthrough achievement/improvement in areas of Student Learning Results, which are of importance to them and to the State of Mississippi. The awards will be presented by the Honorable Governor Ronnie Musgrove, in conjunction with the Excellence in Mississippi/Mississippi Quality Awards (MQA) conference/award ceremony in April of 2002.

Purpose: These awards are designed to continue building positive relationships between the Governor's office and Mississippi educational organizations, provide recognition, enhance positive perceptions of the public toward Mississippi educational organizations, and motivate organizations to continue their pursuit of performance excellence, while introducing them to and encouraging them to participate in the Mississippi Quality Awards Program; a program based on the Criteria for Performance Excellence from the Baldrige National Quality Awards program.

Eligibility: Participation is open to for-profit and not-for-profit public, private, and government organizations that provide education services to students in Mississippi. Eligibility is intended to be as open as possible. For example, eligible organizations include: elementary and secondary schools and school districts; colleges, universities, and university systems; schools or colleges within universities; professional schools; community colleges; and technical schools. Departments within schools or colleges are ineligible. Note: *For-profit education organizations may choose to apply under the Governor's Business Achievement Award.*

Student Learning Results Criteria: The criteria for the Awards are intended to provide winning organizations an opportunity to gain a high level of visibility for achieving recent breakthrough improvements in *Student Learning Results (shaded area on page 3)*. These Criteria and the accompanying guidelines are taken from the MQA Criteria for Performance Excellence booklet (Based on the Baldrige National Quality Award). Additional guidance and a full description that program can be found in the MQA Criteria booklet, which can be obtained by calling 601-432-6480 or by visiting <http://www.sbcjc.cc.ms.us/progs.html>

Documentation Requirements: (a.) *Organizational Overview* - All applicants will provide an Organizational Overview consisting of up to five pages in response to the questions contained in the *Organizational Profile (shaded area on page 2)*. This Overview is used by the Panel of Judges as they review your Criteria Response to understand your organization and what you consider important. (b.) *Criteria Response* - In addition, all applicants will provide a Criteria Response consisting of up to three pages in response to the Student Learning Results Criteria described in the paragraph above. This response is an opportunity for you to describe your achievements in Student Learning Results to the Panel of Judges.

Administration:

- **Award Process:** The process will be administered through the Governor's office and the MQA program of the State Board for Community and Junior Colleges.
- **Judging:** The initial judging process will be accomplished through the Panel of Judges for the MQA program (business, industry, and education professionals from across the state). The Panel will recommend up to three finalists in each category to the Governor's office; the final decision will be made through the Governor's office.
- **Awards:** The awards will be presented by the Honorable Governor Ronnie Musgrove, in conjunction with the Excellence in Mississippi/Mississippi Quality Awards (MQA) conference/award ceremony in April of 2002.

Process and Timeline

- Applications available October 22, 2001
- Applications deadline November 30, 2001
- Winners announced April 2002

P.1 Organizational Description

Describe your organization's environment and your key relationships with students, stakeholders, suppliers, and other partners.

Within your response, include answers to the following questions:

a. Organizational Environment

- (1) What are your organization's main educational programs and/or services? Include a description of how they are delivered to students.
- (2) What is your organizational context/culture? Include your purpose, vision, mission, and values, as appropriate.
- (3) What is your faculty and staff profile? Include education levels, workforce and job diversity, bargaining units, use of contract employees, and special safety requirements, as appropriate.
- (4) What are your major technologies, equipment, and facilities?
- (5) What is the legal/regulatory environment under which your organization operates? Include mandated standards, curricula, programs, and assessments; occupational health and safety regulations; accreditation requirements; and environmental and financial regulations. Also include district boundaries and service offering restrictions, as appropriate.

b. Organizational Relationships

- (1) What are your key student and stakeholder groups and/or market segments? What are their key requirements for your programs and services? Include how these requirements differ among student and stakeholder groups and/or market segments, as appropriate.
- (2) What are your key supplier and partnering relationships and communication mechanisms?

P.2 Organizational Challenges

Describe your organization's competitive environment, your key strategic challenges, and your system for performance improvement.

Within your response, include answers to the following questions:

a. Competitive Environment

- (1) What is your competitive position? Include your relative size and growth in the education sector and the numbers and types of your competitors.
- (2) What are the principal factors that determine your success relative to the success of your competitors and other organizations delivering similar services? Include any changes taking place that affect your competitive situation.

b. Strategic Challenges

What are your key strategic challenges? Include education and learning, operational, human resource, and community challenges, as appropriate.

c. Performance Improvement System

How do you maintain an organizational focus on performance improvement? Include your approach to systematic evaluation and improvement of key processes and to fostering organizational learning and knowledge sharing.

NOTES:

N1. Student and stakeholder groups and market segment requirements (P.1b [1]) might include special accommodation, customized curricula, reduced class size, customized degree requirements, student advising, and electronic communication.

N2. Communication mechanisms (P.1b [2]) should be two-way and might be in person, electronic, by telephone, and/or written. For many organizations, these mechanisms might be changing.

N3. Factors (P.2a [2]) might include differentiators such as program leadership, services, e-services, geographic proximity, and program options.

N4. Challenges (P.2b) might include electronic communication with key stakeholders, reduced educational program introduction cycle times, student transitions, entry into new markets or segments, changing demographics and competition, student persistence, and

Summarize your organization's key student learning results. Segment your results by student groups and market segments, as appropriate. Include appropriate comparative data relative to competitors, comparable organizations, and student populations. Explain how the results reported relate to your overall mission and/or primary improvement objectives as appropriate.

Provide data and information to answer the following question.

a. Student Learning Results

What are your current levels and trends in key measures/indicators of student learning and improvement in student learning? Segment data by student groups and market segments, as appropriate, and include results normalized to comparable student populations.

NOTES:

N1. Results reported might be based upon a variety of assessment methods that reflect the organization's overall mission and primary improvement objectives and that together represent holistic appraisals of student learning. For some recently implemented measures and/or assessment methods, data might not yet be sufficient to demonstrate meaningful trends. Such data should be reported, because they provide useful information regarding the organization's current performance levels. Results may include data indicating performance of recent graduates.

N2. Demonstrations of improvement in student learning should be normalized to comparable student populations. Methods for demonstrating improvement in student learning might involve longitudinal studies and cohort studies. Results covering three years or more are preferred.

N3. Comparisons should include a brief description of how the appropriateness of each comparison is ensured. Comparable organizations might include those of similar types/sizes, both domestic and international, as well as organizations serving similar populations of students.

Guidelines for Responding

The following information, guidelines, and example relate to effective and complete reporting of results.

1. Focus on the most critical organizational results.

Results reported should cover the most important requirements for your organizational success, highlighted in your Organizational Profile. Emphasis should be placed on results related to strategic initiatives.

2. Note the meaning of the four key requirements for effective reporting of results data:

- *trends* to show directions of results and rates of change
- *performance* levels on a meaningful measurement scale
- *comparisons* to show how results compare with those of other, appropriately selected organizations
- *breadth and importance of results* to show that all important results are included

3. Include trend data covering actual periods for tracking trends.

No minimum period of time is specified for trend data. Trends might span five years or more for some results. For important results, new data should be included even if trends and comparisons are not yet well established.

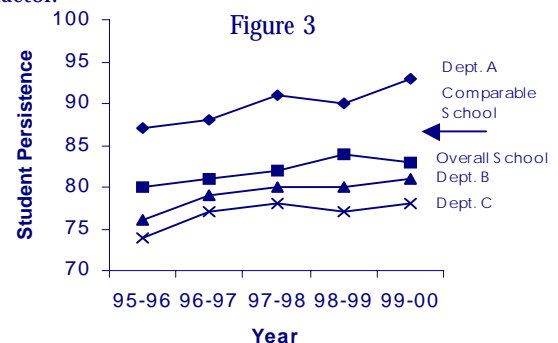
4. Use a compact format—graphs and tables.

Many results can be reported compactly by using graphs and tables. Graphs and tables should be labeled for easy interpretation. Results over time or compared with others should be "normalized," i.e., presented in a way (such as use of ratios) that takes into account various size factors. For example, reporting absenteeism trends in terms of unexcused absences per 100 students would be more meaningful than total unexcused absences if the student population has varied over the time period or if you are comparing your results to organizations differing in numbers of students.

5. Integrate results into the body of the text.

Discussion of results and the results themselves should be close together in an Award application. Trends *that show a significant positive or negative change should be explained. Use figure numbers*

that correspond to the text. For example, the third figure would be Figure 3 (See example in the figure that follows). The following graph illustrates data an organization might present as part of a response to Student and Stakeholder-Focused Results. In the Organizational Profile, the organization has indicated student persistence as a key success factor.



Using the graph, the following characteristics of clear and effective data reporting are illustrated:

- A figure number is provided for reference to the graph in the text.
- Both axes and units of measure are clearly labeled.
- Trend lines report data for a key success factor - student persistence.
- Results are presented for several years.
- Appropriate comparisons are clearly shown.
- The school shows, using a single graph, that its three departments separately track persistence rates.

To help interpret scoring, the following comments on the graphed results would be appropriate:

- The current overall school performance level shows a generally improving trend. The current level is good but still slightly below the comparable school.
- Department A is the current performance leader showing sustained excellent performance and a positive trend.
- Department B shows a lower level of performance but a generally improving trend.
- Although Department C has the overall lowest student retention rate, with the exception of the '98 - '99 school year, there is a generally improving trend. (The single point drop in student persistence should be briefly explained.)

GOVERNOR'S EDUCATION ACHIEVEMENT AWARD

APPLICATION FORM

(SUBMIT 7 COPIES OF THIS AND YOUR RESPONSE TO THE CRITERIA)

Applicant Organization _____

Street _____

City _____

State _____

Zip _____

Telephone Number _____

Fax Number _____

E-mail _____

Identify level of recognition for which applying. Check one Award Category:
Participation is open to for-profit and not-for-profit public, private, and government organizations. For-profit education organizations may choose to apply under the Governor's Business Achievement Award.

K - 12

Elementary and secondary schools and school districts.

Higher Education

Colleges, universities, and university systems; schools or colleges within universities; professional schools; community colleges; and technical schools.

Attach to the application the documents required by the "Documentation Requirements"

(a.) Organizational Overview - Up to 5 pages

(b.) Criteria Response - Up to 3 Pages

Return your Application form and the documents noted above to:

**Mississippi Quality Award
Governor's Achievement Awards
c/o SBCJC
3825 Ridgewood Road
Jackson, MS 39211**

Signature _____

Date _____

Name and Title _____