



# Scorebook

for Business,  
Education, and Health Care

accomplishment



recognition



# Scorebook

## for Business, Education, and Health Care

Examiner's Name \_\_\_\_\_ Number of Hours Worked \_\_\_\_\_

Application Number \_\_\_\_\_

Sent to Examiner \_\_\_\_\_  
*date*

Return Scorebook via overnight mail before \_\_\_\_\_  
*due date*

### Process Stage:

Stage 1  
Independent Review

Stage 2  
Consensus Review

Stage 3  
Site Visit Review

### Criteria, Score Summary Worksheet, and Scoring Guidelines Used:

Business

Education

Health Care



Return Scorebook to:

Malcolm Baldrige National Quality Award  
American Society for Quality  
600 North Plankinton Avenue  
Milwaukee, WI 53203  
(800) 248-1946, ext. 7205

# CONTENTS

1	Introduction and General Instructions
1	Introduction
1	Timeliness
1	Confidentiality
1	Scorebook Completion and Return—Stage 1
2	Flowchart—Scorebook Development Process
3	Recommended Processes for Evaluating Applications and Completing Scorebooks
3	Step 1: Prepare
3	Step 2: Evaluate
6	Step 3: Finalize
7	Step 4: Return
8	Comment Guidelines
9	Worksheet Format Essentials
10	Key Factors Worksheet
11	Key Themes Worksheet
12	Item Worksheets
31	Scoring Guidelines—Business Criteria
32	Score Summary Worksheet—Business Criteria
33	Scoring Guidelines—Education Criteria
34	Score Summary Worksheet—Education Criteria
35	Scoring Guidelines—Health Care Criteria
36	Score Summary Worksheet—Health Care Criteria
37	Conflict of Interest Statement
38	Code of Ethical Standards Statement
38	Checklist

## CONTENTS (CONTINUED)

39	Stage 3, Site Visit Review
40	Introduction and General Instructions—Stage 3, Site Visit Review
40	Introduction
40	Key Factors Worksheet at Stage 3, Site Visit
40	Key Themes Worksheet at Stage 3, Site Visit
40	Item Worksheet at Stage 3, Site Visit
40	Site Visit Issue Worksheet
41	Summary of Sites Visited
41	Requirements for a Good Scorebook
41	Score Summary Worksheet—Site Visit
41	Signature Page
42	Site Visit Scorebook Composition
42	Site Visit Scorebook Submission
■	
43	Site Visit Issue Worksheet
44	Summary of Sites Visited
45	Score Summary Worksheet—Site Visit
46	Signature Page

## INTRODUCTION AND GENERAL INSTRUCTIONS

### Introduction

This Scorebook provides Examiners with a concise, organized, and standardized method to record their comments and scores as they evaluate an applicant for the Malcolm Baldrige National Quality Award. In Stage 1, this Scorebook is used to record the individual Examiner's findings. In Stages 2 and 3, the Scorebook is used to record the findings of the Examiner Team.

A suggested process for Scorebook completion (beginning on page 2) illustrates a systematic method for evaluating an applicant.

### Timeliness

The cooperation of Examiners in adhering to due dates in the application review process is critical to the Program's success in every stage of the process.

### Confidentiality

The application, the Scorebook, all notes, computer files, and all other information relating to the applicant are highly confidential. Examiners should not conduct their review in the presence of others or leave any applicant-related documents where other people can have access to them.

### Scorebook Completion and Return—Stage 1

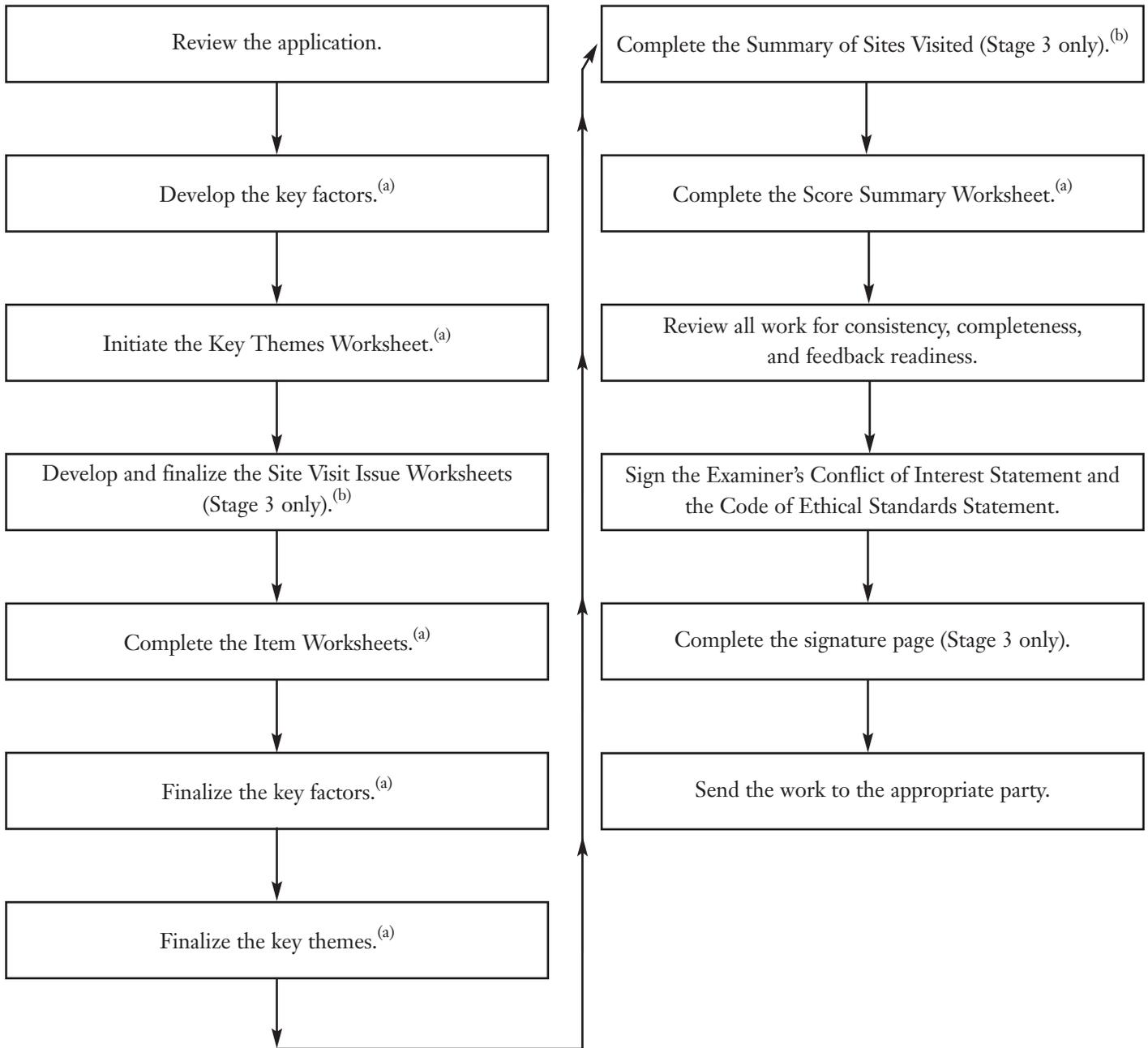
A copy of this Scorebook can be downloaded from the NIST Baldrige National Quality Program Web site at <http://www.quality.nist.gov/01scorebook.htm>.

Examiners should use word processing software to prepare their Scorebooks. It is strongly recommended that Examiners prepare or save all scorebook worksheets in Word 6, 12 point, Times New Roman. In addition, it is important that Examiners

- use a format similar to that in the Scorebook, including the Key Factors Worksheet, the Key Themes Worksheet, all Item Worksheets, the appropriate Score Summary Worksheet (Business, Education, or Health Care), the Checklist, and the Conflict of Interest Statement

- check that all Item Worksheets are complete and that they are collated in ascending numerical order (e.g., 1.1, 1.2, 2.1)
- record the scores on the appropriate Score Summary Worksheet (Business, Education, or Health Care)
- read and sign the Conflict of Interest Statement on page 37
- read and sign the Code of Ethical Standards Statement on page 38
- complete the Checklist on page 38
- return a complete paper copy of the Scorebook to the American Society for Quality (ASQ), with the following:
  - the cover sheet
  - the Key Factors Worksheet
  - the Key Themes Worksheet
  - one Item Worksheet for each Item
  - the Score Summary Worksheet
  - a signed Conflict of Interest Statement
  - a signed Code of Ethical Standards Statement
  - a completed Checklist

# SCOREBOOK DEVELOPMENT PROCESS



## Notes:

- <sup>(a)</sup> Stage 1—Individual Examiners complete, develop, and finalize.  
Stages 2 and 3—Assigned team members develop and finalize.
- <sup>(b)</sup> Stage 3 Only—Assigned team members develop and finalize.

## RECOMMENDED PROCESSES FOR EVALUATING APPLICATIONS AND COMPLETING SCOREBOOKS

Examiners receive and evaluate an application and communicate their findings in a Scorebook. The Scorebook Development Process is depicted in the flowchart on page 2. The following is a description of the continuum of activities from evaluating an application to completing the Scorebook.

### Step 1: Prepare

- A. Check to confirm there is no conflict of interest with the applicant by reading the applicant's Eligibility Certification Form and Organizational Profile, with particular attention to the applicant's organization chart, customers, competitors, and suppliers. Examiners must notify the National Institute of Standards and Technology (NIST) immediately if they identify any situation, including business, personal, or financial relationships, that could be perceived as affecting their ability to review the applicant fairly and objectively.
- B. Assemble supplies. To complete an evaluation, Examiners will need the following:
  - the appropriate *Criteria for Performance Excellence* booklet (Business, Education, or Health Care)
  - the application report
  - the *Scorebook for Business, Education, and Health Care*
  - a calculator
  - writing implements/marketing tools
  - a watch or clock

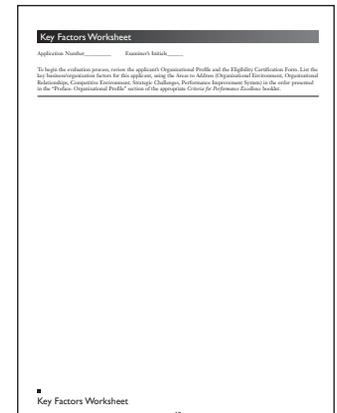
Evaluating an application typically takes 30–40 hours. Therefore, Examiners must set aside large blocks of time for the process. Examiners should keep track of their time and record the total hours worked on the front cover of the Scorebook.

- C. Mark the organization chart and glossary of the application for easy reference.
- D. Review the appropriate *Criteria for Performance Excellence* booklet (Business, Education, or Health Care). The review process requires a working knowledge of all sections (e.g., Criteria, Scoring System, Core Values and Concepts, and Glossary of Key Terms) in order to evaluate an applicant properly.
- E. Read the entire application report from cover to cover, including the Eligibility Certification Form, the Organizational Profile, and the applicant's response to the Criteria Items, to gain a comprehensive understanding of the organization.
- F. Reread the Organizational Profile and Eligibility Certification Form, noting (with highlighters or margin notes) the points that are particularly relevant and important to the proper evaluation of the applicant, as well as any emerging key themes. The applicant's

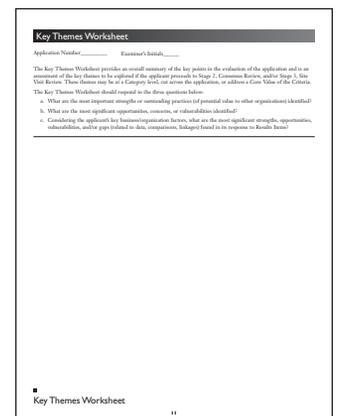
responses throughout the application and the Examiner's evaluation should reflect the key business/organization factors (KFs) identified by the applicant in its Organizational Profile and in the Key Business/Organization Factors section of the applicant's Eligibility Certification Form.

### Step 2: Evaluate

- A. Prepare the **Key Factors Worksheet** by listing the KFs for the applicant. The purpose of the Key Factors Worksheet is to give a concise summary of the most important aspects of the applicant's organizational environment. Each KF describes a significant fact about or aspect of the applicant (e.g., environment, key working relationships, strategic challenges). The Key Factors Worksheet is generally 1–2 pages in length. It consists of phrases delineated by bullets and arranged into the five Areas to Address from the Preface: Organizational Profile section of the *Criteria for Performance Excellence* booklets (e.g., P.1a., Organizational Environment; P.1b., Organizational Relationships; P.2a., Competitive Environment).
- B. Begin to prepare the **Key Themes Worksheet**. A key theme is a strength or opportunity for improvement (OFI) that is common to more than one Category (cross-cutting), is especially significant in terms of the applicant's KFs, or addresses a Core Value of the Criteria. This worksheet provides an overall summary of the key points in the evaluation of the application and is an assessment of the key themes to be explored if the applicant proceeds to Stage 2, Consensus Review, and/or Stage 3, Site Visit Review.



The image shows a sample of the Key Factors Worksheet. It is a rectangular form with a header that reads "Key Factors Worksheet" and "Application Number: \_\_\_\_\_ Examiner's Initials: \_\_\_\_\_". Below the header, there is a large blank area for writing. At the bottom of the form, it says "Key Factors Worksheet" and "11".



The image shows a sample of the Key Themes Worksheet. It is a rectangular form with a header that reads "Key Themes Worksheet" and "Application Number: \_\_\_\_\_ Examiner's Initials: \_\_\_\_\_". Below the header, there is a large blank area for writing. At the bottom of the form, it says "Key Themes Worksheet" and "11".

1. The Key Themes Worksheet should respond to three questions:
  - a. What are the most important strengths or outstanding practices (of potential value to other organizations) identified?

- b. What are the most significant opportunities, concerns, or vulnerabilities identified?
  - c. Considering the applicant's KFs, what are the most significant strengths, opportunities, vulnerabilities, and/or gaps (related to data, comparisons, linkages) found in its response to Results Items?
2. Several iterations of the Key Themes Worksheet will be made throughout the evaluation process. In the first iteration, Examiners should capture first impressions and not spend a great deal of time crafting the comments. The Key Themes Worksheet should be updated based on the analysis performed for the Item Worksheets. Once the Item Worksheets have been finalized, the Key Themes Worksheet should capture the final assessment of the three questions.
  3. Comments on the final version of the Key Themes Worksheet should consist of a single complete thought tied to the Criteria requirements, the applicant's KFs, or the Criteria Core Values, as appropriate. Each comment should be delineated by a bullet, and there should be two lines between comments. The Key Themes Worksheet is generally 2–3 pages in length and consists of comments that respond to the Key Themes questions. Comments should follow the Comment Guidelines on page 8.
  4. The contents of the Key Themes Worksheet will be revised as part of the consensus review and/or the site visit review if an applicant proceeds to Stage 2 or Stage 3.
- C. Prepare the **Item Worksheet**. Start by reading the Criteria requirements for the Item being reviewed, noting if the Item requests the applicant to discuss an approach and its deployment or the results of approaches discussed in other parts of the application.
1. Review the applicant's KFs. These KFs should already be included on the Key Factors Worksheet. Identify and write the most important 4–6 KFs for this Item in the appropriate section of the Item Worksheet.
  2. Read the applicant's response to the same Item. Assess the applicant's response against the Criteria requirements. It is helpful to make notes by highlighting key information and writing margin notes. If the applicant provides cross-references or relevant information elsewhere in the application report, Examiners should consider that information also in their assessment of the Item. However, Examiners should not make assumptions, positive or negative, that cannot be supported by the information presented in the application report.
3. Synthesize from your notes the most important observations into 6–10 comments about the applicant's approach and deployment or results for the Item. Importance should be based on the content and completeness of the Approach-Deployment Item responses and the trends, performance, comparisons, breadth, and importance of Results Item responses, taking into account the organization's KFs.
  4. Record the comments as strengths or OFIs in the space provided on the Item Worksheet for that Item. Comments should meet the following requirements:
    - Each comment should consist of a single, simple, complete thought tied to the Criteria requirements. Comments also should be linked to the applicant's KFs or the Criteria Core Values, as appropriate.
    - An OFI should be written for any Area to Address to which the applicant has not responded.
    - Comments should be prefaced with a + or ++ sign for strengths or a – or – – sign to indicate OFIs. The use of ++ and – – should indicate particularly important observations that have a major impact on the applicant's score for the Item and/or particular significance to the applicant's performance management system. Examiners should designate comments concerning important missing information with a – or – – sign. For both strengths and OFIs on each Item, use a, b, c, (1), (2), (3), to indicate the corresponding Area to Address found in the Item. An example of the use of these signs and typical comments is provided on page 8.
  5. Begin scoring an Item by reviewing the Item requirements, the Item comments, and the relative importance of the strengths and OFIs.
    - a. Read the description of the scoring ranges in the appropriate Scoring Guidelines on pages 31, 33, and 35 of this Scorebook. The Scoring Guidelines are divided into two parts: the left side contains scoring dimensions for Approach-Deployment Items, and the right side contains scoring dimensions for Results Items.

**Note:** Approach-Deployment Item scoring ranges are determined by the strength of the applicant's approach, deployment, improvement, and integration. Results scoring ranges are determined by levels, trends, comparisons, and relevance to improving the organization's performance.

- b. Determine the scoring range (0%, 10–20%, 30–40%, 50–60%, 70–80%, 90–100%) that best reflects the comments written about the applicant’s level of performance on the Item being scored. Each Item is scored independently; the scoring range for or impressions about one Item should not influence evaluations and scoring of other Items. Applicants typically will be stronger in some Items than others.
  - c. Determine an appropriate score within the scoring range (e.g., 30% out of the 30–40% range). For Stage 1, Independent Review, only multiples of 10 (i.e., 10%, 20%—not 15%, 28%) are used. Verify that the score for an Item is consistent with the comments, both in terms of the number of strengths and OFIs for the Item and the weight and substance of the comments themselves. For example, for an Item scoring at 20%, the majority of comments would be OFIs.
6. Reread the comments to ensure they are consistent with both the score and the language of the scoring range. Alter the comment language/score as necessary.

7. Record the application number, Item score, and Examiner’s initials in the spaces provided on the Item Worksheet.

8. (For Stage 2, Consensus Review, Only)

- Consensus Teams are required to prepare a scorebook that represents the consensus opinion of the entire team. The consensus scorebook should include the Key Factors Worksheet, Key Themes Worksheet, Item Worksheets, and Score Summary Worksheet. Comments found in the consensus scorebook should be well-written, “feedback ready” comments. Therefore the comments must consist of 1–3 complete, actionable, nonprescriptive sentences that cite specific examples from the application, link to the applicant’s KFs or the Criteria Core Values as appropriate, and meet the content and style requirements of the Comment Guidelines.
- Record site visit issues in the space provided on the Item Worksheet. These are major/important issues that would need to be verified or clarified on site in the event that the applicant goes to Stage 3, Site Visit Review. Issues for on-site **verification** include the applicant’s approach, the extent of deployment of the approach, and the results presented. For example, if a strength comment discusses the existence of a systematic process, the team would verify that the process

exists and operates as presented in the written application. During the site visit, the Examiner Team will verify that appropriate credit was given during the consensus review of the written application. This is particularly true in instances where the Consensus Team gave the applicant the benefit of the doubt.

Issues for **clarification** include those that were unclear or not addressed in the application yet have been determined to be central to Item requirements and relevant and important to the applicant’s organization. This information gap may have prevented the Consensus Team from fully or fairly evaluating the applicant. For example, if the Item requires the applicant to present comparison data but those data are not provided, a site visit issue would be to clarify if the applicant has comparison data and, if so, how they are used and what the data show about the applicant’s reported results relative to other organizations. (Examples of site visit issues are shown below.)

**7.4**

**Key Factors**

- Highly competitive industry
- Three main customer groups
- Five manufacturing plants and two call centers
- Community-oriented culture

**Strengths**

++ a The applicant has established internal product and service quality measures that are directly linked to the key requirements of its customers and has shown consistent improvement over the past five years on many of them, including Mean Time between Calls, Parts Availability, Product Liability and

Accrual, and Telephone Answering Time (Figures 7.4-1 and 7.4-3 through 7.4-5).

+ a Nonindustry comparisons are provided for Parts Availability, Telephone Answering Time, and Technical Response Time (Figures 7.4-3, 7.4-5, and 7.4-6). The applicant’s current year performance is better in all three cases.

+ b The applicant has had substantial improvement in employee participation in community service activities since 1994 and has achieved a participation rate of more than 96%.

**Opportunities for Improvement**

- a Neither direct competitive comparisons nor benchmarks are provided for any nonprice product and service quality measures presented in the application, making it difficult for the applicant to assess its performance relative to its competition or industry best.
- a Except for on-time performance, results are not segmented (e.g., by location or product), limiting the applicant’s ability to assess the consistency of performance across business and field units.

**Site Visit Issues (For Stage 2, Consensus Review, Only)**

- Verify the results presented, and clarify results/trends for all key indicators from application to date.
- Clarify whether segmented results (e.g., by location and/or product) and additional competitive data exist and, if so, the performance shown.
- Verify on-time shipments, and validate industry averages and benchmark results.

- For Stage 2, Consensus Review, Examiners may use any whole number when coming to a consensus score (e.g., 15%, 28%, 60%). When using the average, if necessary, round the percent score to the nearest whole number (0–4 round down, 5–9 round up). Also, round the point scores to the nearest whole number.

9. (For Stage 3, Site Visit Review, Only) Please see the Site Visit Review section found at the back of this book for instruction on the use of the Item Worksheets during Stage 3, Site Visit Review. At Stage 3, Site Visit Review, no rescoring is done; however, the Site Visit Team will be asked to indicate the impact of its findings on the consensus score. The impact is captured by selecting one of the following options: raise small, raise large, lower small, lower large, or no change.

D. Repeat the above components of “Step 2: Evaluate” for each Item of the appropriate *Criteria for Performance Excellence*.

E. Complete the Key Themes Worksheet begun earlier in the evaluation process. Add, delete, or modify themes as a result of the analysis performed while preparing the Item Worksheets.

The Key Themes Worksheet should not just repeat the findings given in the Item Worksheets. Instead, key themes offer a more comprehensive, higher-level perspective, based on strengths and OFIs common to more than one Category or Item, Category linkages, KFs, and Core Values. The Key Themes Worksheet should provide information from the evaluation of the written application and, when applicable, from the consensus and site visit review processes.

### Step 3: Finalize

A. Review the Key Factors Worksheet, all Item Worksheets, and the Key Themes Worksheet, ensuring that

- comments are consistent within and among Items and Key Themes (e.g., an aspect of the application cannot be a strength in one Item/Key Theme and an OFI in the same or another Item/Key Theme); and
- comments cover the major points and objectives of the appropriate Criteria, focus on what is important to the applicant as determined by the KFs, or reflect the Core Values.

B. Provide the appropriate **Score Summary Worksheet** (Business, Education, or Health Care), with scores for each Category and Item.

- Transfer the percent score from each Item Worksheet to Column B of the appropriate Score Summary Worksheet.

- Compute and record the point score for each Item in Column C, rounding to the nearest whole number, as necessary.

Item	Point Score	Percent Score	Sum C
Category 1	10	100%	100%
Category 2	10	100%	100%
Category 3	10	100%	100%
Category 4	10	100%	100%
Category 5	10	100%	100%
Category 6	10	100%	100%
Category 7	10	100%	100%
GRAND TOTAL (D)	70	100%	700%

- Compute and record in Column C (Sum C) the Category score for each Category by adding together the Item points.
- Compute and record at “D” a Grand Total by summing the Category point scores in Column C.
- Verify scores and calculations.

C. Complete the cover sheet, indicating the number of hours spent completing the evaluation.

D. Sign the Conflict of Interest and the Code of Ethical Standards Statements, indicating that you have no conflict with this applicant and will abide by the Code of Ethical Standards.

E. Complete the Checklist on page 38.

**CODE OF ETHICAL STANDARDS/DECLARATION OF PRINCIPLES**

Members of the Maltese Registry National Quality Award Board of Examiners pledge to uphold the professional principles in the absence of their responsibilities as defined in the administration of Public Law 100/101, the Maltese Registry National Quality Improvement Act of 1992, which establishes the Maltese Registry National Quality Award.

By accepting high standards of public service and ethical conduct, board members:

- shall conduct themselves professionally, with truth, accuracy, fairness, respect, and responsibility to the public;
- shall not represent conflicting or competing interests nor their themselves to such a position where the Board member's interest may be in conflict, or appear to be in conflict, with the purposes and administration of the Award;
- shall abstain from the disclosure of all parties involved in the holding or maintenance of power of former applicants;
- shall not offer confidential information or disclosure that may in any way influence the Award granting or process, currently or in the future;
- shall not serve any person or special interest in fulfillment of the duties of a Judge or Examiners, therefore excluding the definition, the maintenance of any organization or subject of an organization by which he/she is employed or with which a consulting arrangement is in effect or anticipated;
- shall not serve as Examiners of a person competing, currently or applicant of any organization or subject of an organization of which he/she is an employee, has a financial interest, or is affiliated to, or anticipate a consulting arrangement;
- shall not intentionally communicate false or misleading information that may compromise the integrity of the Award process or decision system;
- shall never accept any compensation that has been referred for their personal gain, including the establishment of an employment or consulting relationship;
- if approached by an organization they have referred, shall not accept employment from that organization for a period of five years after the evaluation;

By accepting, we pledge that we are members of good standing of the Maltese Registry National Quality Award Board of Examiners, we have declared that we are not in conflict with the Maltese Registry National Quality Award and as a result we remain objective, competent and open-minded to improve quality, productivity, and overall performance.

Signature of Examiners: \_\_\_\_\_ Date: \_\_\_\_\_

**CONFLICT**

Application Number: \_\_\_\_\_ Examiners' Initials: \_\_\_\_\_

**Before you return this Scorebook to ASQ:**

If this is the first time, have you received this Scorebook in increments of 10% (e.g., 10%, 20%, 30%)?

Have you included the following in the package to be returned?

- the Key Factors Worksheet
- the Key Themes Worksheet
- the Score Summary Worksheet (Business, Education, or Health Care)
- a signed Conflict of Interest Statement
- a signed Code of Ethical Standards Statement
- a completed Checklist

F. Assemble a paper copy of the Scorebook with the pages in the following order:

- the cover sheet
- the Key Factors Worksheet
- the Key Themes Worksheet
- one Item Worksheet for each Item

5. the appropriate Score Summary Worksheet
6. a signed Conflict of Interest Statement
7. a signed Code of Ethical Standards Statement
8. a completed Checklist

#### **Step 4: Return**

A. Insert the completed Scorebook (*not* the application) in the return envelope provided by ASQ. Return it to ASQ by the due date given on the front cover of the Scorebook.

1. ASQ will provide the overnight mail service account number to be used.
2. The package should be sent by overnight carrier to ASQ's street address:

Malcolm Baldrige National Quality Award  
American Society for Quality  
600 North Plankinton Avenue  
Milwaukee, WI 53203  
(800) 248-1946, ext. 7205

- B. Contact ASQ if you do not receive a fax acknowledging receipt of the Scorebook.
- C. Retain the application until notified by ASQ to return it, and then respond to that request immediately. ASQ will acknowledge receipt by fax.
- D. After being notified by ASQ that the application has been received, the Examiner should destroy all computer files and notes relating to the application.

## COMMENT GUIDELINES

A well-written comment addresses the following.

Content Guidelines	Style Guidelines
<ol style="list-style-type: none"> <li>1. Uses a <b>single, simple, complete thought</b> to clearly specify the strength (using specific examples from the application) or OFI (using specific omissions or problems identified from the application).</li> <li>2. Addresses central requirements of the Criteria and does not go beyond the requirements of the Criteria.</li> <li>3. Is most relevant and important to the applicant based on its key factors.</li> <li>4. Draws linkages between Items or between an Item and the applicant’s Organizational Profile.</li> <li>5. Does not contradict other comments found elsewhere in the scorebook. Contradictions may occur when a writer does not clearly specify the strength or opportunity as noted above.</li> <li>6. Is nonprescriptive. Refrain from using “could,” “should,” and “would.”</li> <li>7. Is nonjudgmental. Refrain from using terms such as “good,” “bad,” or “inadequate.” State the observation in a factual manner, e.g., “customer satisfaction rates have increased over the past three years.”</li> </ol>	<ol style="list-style-type: none"> <li>1. For Stage 1 and 2 Scorebooks, use such words as “the applicant,” “the organization,” “the company,” or “the school,” to refer to the applicant. The applicant’s name is used only in Stage 3 Scorebooks.</li> <li>2. Uses the applicant’s terminology when appropriate.</li> <li>3. Uses a polite, professional, and positive tone.</li> <li>4. For Stage 1 and 2 Scorebooks, tell what is missing if something “is not clear.” However, do not use “It is not clear” in Stage 3 Scorebooks.</li> <li>5. Highlights an applicant’s substantive strength or OFI, not its writing style or graphics. For example, it avoids phrases such as “should be addressed in Item 3.2,” “x axis is not clear,” or “is poorly described,” because these are criticisms of the writing, not the applicant’s performance system.</li> <li>6. Identifies strengths or OFIs according to where the Item falls in the Criteria, not by where the applicant places the information in the application.</li> <li>7. Uses vocabulary and phraseology from the Criteria, Core Values, and Scoring Guidelines.</li> <li>8. Avoids jargon and acronyms, unless they are used by the applicant.</li> <li>9. Provides a figure number when reference is made to information from a figure.</li> </ol>

## Sample Comments

The following are examples of comments that meet the Comment Guidelines.

### Item 2.1

- + b(2) The Strategic Planning Process (Figure 2.1-1) uses a systematic approach to determine short-term organizational strategic objectives that considers the needs of all key stakeholders (Figure 2.1-3) aligned with the applicant’s most important strategic challenges.
- a(2) Although the applicant uses a systematic strategy development process (Strategic Planning Process, Figure 2.1-1) to develop short-term plans and objectives, there does not appear to be a longer-term planning process that includes long-term considerations such as market changes, customer requirements, and competitive environment or that develops longer-term strategic plans and objectives.

### Item 6.2

- a(4) Although the applicant obtains feedback from all stakeholders regarding the management of student services, there is no process in place to systematically use this feedback for improvement of the services.

### Item 7.1

- a Although the applicant identifies several key student groups (physically disabled, single parent, and economically disadvantaged) as important to its overall success, few results data are segmented by these different student groups.

## WORKSHEET FORMAT ESSENTIALS

### Key Factors Worksheet

- Organize into five sections, using the Areas to Address (Organizational Environment, Organizational Relationships, Competitive Environment, Strategic Challenges, Performance Improvement System) from the “Preface: Organizational Profile” section of the appropriate *Criteria for Performance Excellence* booklet.
- Limit the worksheet to 1–2 pages.
- Use phrases rather than complete sentences.
- Delineate phrases with bullets.
- Use a single line between phrases.
- Leave two lines between each of the five sections.

### Key Themes Worksheet

- Organize into three sections to address the three questions concerning important strengths, significant opportunities, and key results.
- Limit the worksheet to 2–3 pages.
- Write 2–3 sentences per comment.
- Write comments that use complete sentences and that meet the Comment Guidelines.
- Delineate comments with bullets.
- Leave two lines between each of the comments.
- For Stage 2 and Stage 3, write comments that are “feedback ready.” These comments should consist of 1–3 complete, actionable, nonprescriptive sentences that cite specific examples from the application, link to the applicant’s KFs or the Criteria Core Values as appropriate, and also meet both the Content and Style requirements of the Comment Guidelines.

### Item Worksheet

- Complete one worksheet for each Item.
- Organize the information into three sections addressing the most important key business/organization factors, strengths, and opportunities for improvement.
- Limit the worksheet to 1–2 pages.
- Capture the 4–6 most important Key Factors for the Item.
- Use a single, simple, complete thought per comment.
- Write 1–3 sentences per comment.
- Provide 6–10 comments per Item.
- Write comments that meet the Comment Guidelines.
- Use notations (e.g., a, b, c and +, ++, –, – –) to delineate comments.
- Leave two lines between each of the comments.
- Complete the Site Visit Issues section for Stage 2 only—do not fill out this section for Stages 1 and 3.
- Complete the Change Due to Site Visit Findings section only for Stage 3; do not fill out this section for Stages 1 and 2.
- For Stage 2 and Stage 3, write comments that are “feedback ready.” These comments should consist of 1–3 complete, actionable, nonprescriptive sentences that cite specific examples from the application, link to the applicant’s KFs or the Criteria Core Values as appropriate, and also meet both the Content and Style requirements of the Comment Guidelines.

# Key Factors Worksheet

Application Number \_\_\_\_\_ Examiner's Initials \_\_\_\_\_

To begin the evaluation process, review the applicant's Organizational Profile and the Eligibility Certification Form. List the key business/organization factors for this applicant, using the Areas to Address (Organizational Environment, Organizational Relationships, Competitive Environment, Strategic Challenges, Performance Improvement System) in the order presented in the "Preface: Organizational Profile" section of the appropriate *Criteria for Performance Excellence* booklet.

---

# Key Themes Worksheet

Application Number \_\_\_\_\_ Examiner's Initials \_\_\_\_\_

The Key Themes Worksheet provides an overall summary of the key points in the evaluation of the application and is an assessment of the key themes to be explored if the applicant proceeds to Stage 2, Consensus Review, and/or Stage 3, Site Visit Review. These themes may be at a Category level, cut across the application, or address a Core Value of the Criteria.

The Key Themes Worksheet should respond to the three questions below:

- a. What are the most important strengths or outstanding practices (of potential value to other organizations) identified?
  - b. What are the most significant opportunities, concerns, or vulnerabilities identified?
  - c. Considering the applicant's key business/organization factors, what are the most significant strengths, opportunities, vulnerabilities, and/or gaps (related to data, comparisons, linkages) found in its response to Results Items?
-

# Item Worksheet—Item 1.1

Application Number \_\_\_\_\_

Percent Score \_\_\_\_\_

Examiner's Initials \_\_\_\_\_

Prepare one Item Worksheet for each Item, capturing the 6–10 most important strengths and opportunities for improvement based on the applicant's response to the Criteria requirements and its organizational Key Factors.

---

Indicate the 4–6 most important key business/organization factors relevant to this Item:

+ / ++      Area to Address      (+) STRENGTHS

- / --      Area to Address      (-) OPPORTUNITIES FOR IMPROVEMENT

SITE VISIT ISSUES (For Stage 2, Consensus Review, Only):

Change Due to Site Visit Findings (For Stage 3, Site Visit Review, Only):

raise large       raise small       no change       lower small       lower large



Item Worksheet—Item 1.1

## Item Worksheet—Item 1.2

Application Number \_\_\_\_\_

Percent Score \_\_\_\_\_

Examiner's Initials \_\_\_\_\_

Prepare one Item Worksheet for each Item, capturing the 6–10 most important strengths and opportunities for improvement based on the applicant's response to the Criteria requirements and its organizational Key Factors.

---

Indicate the 4–6 most important key business/organization factors relevant to this Item:

+ / ++      Area to Address      (+) STRENGTHS

- / --      Area to Address      (-) OPPORTUNITIES FOR IMPROVEMENT

SITE VISIT ISSUES (For Stage 2, Consensus Review, Only):

Change Due to Site Visit Findings (For Stage 3, Site Visit Review, Only):

raise large       raise small       no change       lower small       lower large



Item Worksheet—Item 1.2

## Item Worksheet—Item 2.1

Application Number \_\_\_\_\_

Percent Score \_\_\_\_\_

Examiner's Initials \_\_\_\_\_

Prepare one Item Worksheet for each Item, capturing the 6–10 most important strengths and opportunities for improvement based on the applicant's response to the Criteria requirements and its organizational Key Factors.

---

Indicate the 4–6 most important key business/organization factors relevant to this Item:

+ / ++      Area to Address      (+) STRENGTHS

- / --      Area to Address      (-) OPPORTUNITIES FOR IMPROVEMENT

SITE VISIT ISSUES (For Stage 2, Consensus Review, Only):

Change Due to Site Visit Findings (For Stage 3, Site Visit Review, Only):

raise large       raise small       no change       lower small       lower large

■  
Item Worksheet—Item 2.1

## Item Worksheet—Item 2.2

Application Number \_\_\_\_\_

Percent Score \_\_\_\_\_

Examiner's Initials \_\_\_\_\_

Prepare one Item Worksheet for each Item, capturing the 6–10 most important strengths and opportunities for improvement based on the applicant's response to the Criteria requirements and its organizational Key Factors.

---

Indicate the 4–6 most important key business/organization factors relevant to this Item:

+ / ++      Area to Address      (+) STRENGTHS

- / --      Area to Address      (-) OPPORTUNITIES FOR IMPROVEMENT

SITE VISIT ISSUES (For Stage 2, Consensus Review, Only):

Change Due to Site Visit Findings (For Stage 3, Site Visit Review, Only):

raise large       raise small       no change       lower small       lower large



Item Worksheet—Item 2.2

## Item Worksheet—Item 3.1

Application Number \_\_\_\_\_

Percent Score \_\_\_\_\_

Examiner's Initials \_\_\_\_\_

Prepare one Item Worksheet for each Item, capturing the 6–10 most important strengths and opportunities for improvement based on the applicant's response to the Criteria requirements and its organizational Key Factors.

---

Indicate the 4–6 most important key business/organization factors relevant to this Item:

+ / ++      Area to Address      (+) STRENGTHS

- / --      Area to Address      (-) OPPORTUNITIES FOR IMPROVEMENT

SITE VISIT ISSUES (For Stage 2, Consensus Review, Only):

Change Due to Site Visit Findings (For Stage 3, Site Visit Review, Only):

raise large       raise small       no change       lower small       lower large

■  
Item Worksheet—Item 3.1

## Item Worksheet—Item 3.2

Application Number \_\_\_\_\_

Percent Score \_\_\_\_\_

Examiner's Initials \_\_\_\_\_

Prepare one Item Worksheet for each Item, capturing the 6–10 most important strengths and opportunities for improvement based on the applicant's response to the Criteria requirements and its organizational Key Factors.

---

Indicate the 4–6 most important key business/organization factors relevant to this Item:

+ / ++      Area to Address      (+) STRENGTHS

- / --      Area to Address      (-) OPPORTUNITIES FOR IMPROVEMENT

SITE VISIT ISSUES (For Stage 2, Consensus Review, Only):

Change Due to Site Visit Findings (For Stage 3, Site Visit Review, Only):

raise large       raise small       no change       lower small       lower large

■  
Item Worksheet—Item 3.2

## Item Worksheet—Item 4.1

Application Number \_\_\_\_\_

Percent Score \_\_\_\_\_

Examiner's Initials \_\_\_\_\_

Prepare one Item Worksheet for each Item, capturing the 6–10 most important strengths and opportunities for improvement based on the applicant's response to the Criteria requirements and its organizational Key Factors.

---

Indicate the 4–6 most important key business/organization factors relevant to this Item:

+ / ++      Area to Address      (+) STRENGTHS

- / --      Area to Address      (-) OPPORTUNITIES FOR IMPROVEMENT

SITE VISIT ISSUES (For Stage 2, Consensus Review, Only):

Change Due to Site Visit Findings (For Stage 3, Site Visit Review, Only):

raise large       raise small       no change       lower small       lower large

■  
Item Worksheet—Item 4.1

## Item Worksheet—Item 4.2

Application Number \_\_\_\_\_

Percent Score \_\_\_\_\_

Examiner's Initials \_\_\_\_\_

Prepare one Item Worksheet for each Item, capturing the 6–10 most important strengths and opportunities for improvement based on the applicant's response to the Criteria requirements and its organizational Key Factors.

---

Indicate the 4–6 most important key business/organization factors relevant to this Item:

+ / ++      Area to Address      (+) STRENGTHS

- / --      Area to Address      (-) OPPORTUNITIES FOR IMPROVEMENT

SITE VISIT ISSUES (For Stage 2, Consensus Review, Only):

Change Due to Site Visit Findings (For Stage 3, Site Visit Review, Only):

raise large       raise small       no change       lower small       lower large



Item Worksheet—Item 4.2

# Item Worksheet—Item 5.1

Application Number \_\_\_\_\_

Percent Score \_\_\_\_\_

Examiner's Initials \_\_\_\_\_

Prepare one Item Worksheet for each Item, capturing the 6–10 most important strengths and opportunities for improvement based on the applicant's response to the Criteria requirements and its organizational Key Factors.

---

Indicate the 4–6 most important key business/organization factors relevant to this Item:

+ / ++      Area to Address      (+) STRENGTHS

- / --      Area to Address      (-) OPPORTUNITIES FOR IMPROVEMENT

SITE VISIT ISSUES (For Stage 2, Consensus Review, Only):

Change Due to Site Visit Findings (For Stage 3, Site Visit Review, Only):

raise large       raise small       no change       lower small       lower large



Item Worksheet—Item 5.1

## Item Worksheet—Item 5.2

Application Number \_\_\_\_\_

Percent Score \_\_\_\_\_

Examiner's Initials \_\_\_\_\_

Prepare one Item Worksheet for each Item, capturing the 6–10 most important strengths and opportunities for improvement based on the applicant's response to the Criteria requirements and its organizational Key Factors.

---

Indicate the 4–6 most important key business/organization factors relevant to this Item:

+ / ++      Area to Address      (+) STRENGTHS

- / --      Area to Address      (-) OPPORTUNITIES FOR IMPROVEMENT

SITE VISIT ISSUES (For Stage 2, Consensus Review, Only):

Change Due to Site Visit Findings (For Stage 3, Site Visit Review, Only):

raise large       raise small       no change       lower small       lower large



Item Worksheet—Item 5.2

## Item Worksheet—Item 5.3

Application Number \_\_\_\_\_

Percent Score \_\_\_\_\_

Examiner's Initials \_\_\_\_\_

Prepare one Item Worksheet for each Item, capturing the 6–10 most important strengths and opportunities for improvement based on the applicant's response to the Criteria requirements and its organizational Key Factors.

---

Indicate the 4–6 most important key business/organization factors relevant to this Item:

+ / ++      Area to Address      (+) STRENGTHS

- / --      Area to Address      (-) OPPORTUNITIES FOR IMPROVEMENT

SITE VISIT ISSUES (For Stage 2, Consensus Review, Only):

Change Due to Site Visit Findings (For Stage 3, Site Visit Review, Only):

raise large       raise small       no change       lower small       lower large



Item Worksheet—Item 5.3

# Item Worksheet—Item 6.1

Application Number \_\_\_\_\_

Percent Score \_\_\_\_\_

Examiner's Initials \_\_\_\_\_

Prepare one Item Worksheet for each Item, capturing the 6–10 most important strengths and opportunities for improvement based on the applicant's response to the Criteria requirements and its organizational Key Factors.

---

Indicate the 4–6 most important key business/organization factors relevant to this Item:

+ / ++      Area to Address      (+) STRENGTHS

- / --      Area to Address      (-) OPPORTUNITIES FOR IMPROVEMENT

SITE VISIT ISSUES (For Stage 2, Consensus Review, Only):

Change Due to Site Visit Findings (For Stage 3, Site Visit Review, Only):

raise large       raise small       no change       lower small       lower large



Item Worksheet—Item 6.1

## Item Worksheet—Item 6.2

Application Number \_\_\_\_\_

Percent Score \_\_\_\_\_

Examiner's Initials \_\_\_\_\_

Prepare one Item Worksheet for each Item, capturing the 6–10 most important strengths and opportunities for improvement based on the applicant's response to the Criteria requirements and its organizational Key Factors.

---

Indicate the 4–6 most important key business/organization factors relevant to this Item:

+ / ++      Area to Address      (+) STRENGTHS

- / --      Area to Address      (-) OPPORTUNITIES FOR IMPROVEMENT

SITE VISIT ISSUES (For Stage 2, Consensus Review, Only):

Change Due to Site Visit Findings (For Stage 3, Site Visit Review, Only):

raise large       raise small       no change       lower small       lower large

■  
Item Worksheet—Item 6.2

## Item Worksheet—Item 6.3

Application Number \_\_\_\_\_

Percent Score \_\_\_\_\_

Examiner's Initials \_\_\_\_\_

Prepare one Item Worksheet for each Item, capturing the 6–10 most important strengths and opportunities for improvement based on the applicant's response to the Criteria requirements and its organizational Key Factors.

---

Indicate the 4–6 most important key business/organization factors relevant to this Item:

+ / ++      Area to Address      (+) STRENGTHS

- / --      Area to Address      (-) OPPORTUNITIES FOR IMPROVEMENT

SITE VISIT ISSUES (For Stage 2, Consensus Review, Only):

Change Due to Site Visit Findings (For Stage 3, Site Visit Review, Only):

raise large       raise small       no change       lower small       lower large

■  
Item Worksheet—Item 6.3

## Item Worksheet—Item 7.1

Application Number \_\_\_\_\_

Percent Score \_\_\_\_\_

Examiner's Initials \_\_\_\_\_

Prepare one Item Worksheet for each Item, capturing the 6–10 most important strengths and opportunities for improvement based on the applicant's response to the Criteria requirements and its organizational Key Factors.

---

Indicate the 4–6 most important key business/organization factors relevant to this Item:

+ / ++      Area to Address      (+) STRENGTHS

- / --      Area to Address      (-) OPPORTUNITIES FOR IMPROVEMENT

SITE VISIT ISSUES (For Stage 2, Consensus Review, Only):

Change Due to Site Visit Findings (For Stage 3, Site Visit Review, Only):

raise large       raise small       no change       lower small       lower large

■  
Item Worksheet—Item 7.1

## Item Worksheet—Item 7.2

Application Number \_\_\_\_\_

Percent Score \_\_\_\_\_

Examiner's Initials \_\_\_\_\_

Prepare one Item Worksheet for each Item, capturing the 6–10 most important strengths and opportunities for improvement based on the applicant's response to the Criteria requirements and its organizational Key Factors.

---

Indicate the 4–6 most important key business/organization factors relevant to this Item:

+ / ++      Area to Address      (+) STRENGTHS

- / --      Area to Address      (-) OPPORTUNITIES FOR IMPROVEMENT

SITE VISIT ISSUES (For Stage 2, Consensus Review, Only):

Change Due to Site Visit Findings (For Stage 3, Site Visit Review, Only):

raise large       raise small       no change       lower small       lower large

■  
Item Worksheet—Item 7.2

# Item Worksheet—Item 7.3

Application Number \_\_\_\_\_

Percent Score \_\_\_\_\_

Examiner's Initials \_\_\_\_\_

Prepare one Item Worksheet for each Item, capturing the 6–10 most important strengths and opportunities for improvement based on the applicant's response to the Criteria requirements and its organizational Key Factors.

---

Indicate the 4–6 most important key business/organization factors relevant to this Item:

+ / ++      Area to Address      (+) STRENGTHS

- / --      Area to Address      (-) OPPORTUNITIES FOR IMPROVEMENT

SITE VISIT ISSUES (For Stage 2, Consensus Review, Only):

Change Due to Site Visit Findings (For Stage 3, Site Visit Review, Only):

raise large       raise small       no change       lower small       lower large



# Item Worksheet—Item 7.3

## Item Worksheet—Item 7.4

Application Number \_\_\_\_\_

Percent Score \_\_\_\_\_

Examiner's Initials \_\_\_\_\_

Prepare one Item Worksheet for each Item, capturing the 6–10 most important strengths and opportunities for improvement based on the applicant's response to the Criteria requirements and its organizational Key Factors.

---

Indicate the 4–6 most important key business/organization factors relevant to this Item:

+ / ++      Area to Address      (+) STRENGTHS

- / --      Area to Address      (-) OPPORTUNITIES FOR IMPROVEMENT

SITE VISIT ISSUES (For Stage 2, Consensus Review, Only):

Change Due to Site Visit Findings (For Stage 3, Site Visit Review, Only):

raise large       raise small       no change       lower small       lower large

■  
Item Worksheet—Item 7.4

## Item Worksheet—Item 7.5 (for Education Criteria only)

Application Number \_\_\_\_\_ Percent Score \_\_\_\_\_ Examiner's Initials \_\_\_\_\_

Prepare one Item Worksheet for each Item, capturing the 6–10 most important strengths and opportunities for improvement based on the applicant's response to the Criteria requirements and its organizational Key Factors.

---

Indicate the 4–6 most important key business/organization factors relevant to this Item:

+ / ++      Area to Address      (+) STRENGTHS

- / --      Area to Address      (-) OPPORTUNITIES FOR IMPROVEMENT

SITE VISIT ISSUES (For Stage 2, Consensus Review, Only):

Change Due to Site Visit Findings (For Stage 3, Site Visit Review, Only):

raise large       raise small       no change       lower small       lower large

■  
Item Worksheet—Item 7.5 (for Education Criteria only)

## SCORING GUIDELINES—BUSINESS CRITERIA

SCORE	APPROACH-DEPLOYMENT
0%	<ul style="list-style-type: none"> <li>■ No systematic approach is evident; information is anecdotal.</li> </ul>
10% to 20%	<ul style="list-style-type: none"> <li>■ The beginning of a systematic approach to the basic purposes of the Item is evident.</li> <li>■ Major gaps exist in deployment that would inhibit progress in achieving the basic purposes of the Item.</li> <li>■ Early stages of a transition from reacting to problems to a general improvement orientation are evident.</li> </ul>
30% to 40%	<ul style="list-style-type: none"> <li>■ An effective, systematic approach, responsive to the basic purposes of the Item, is evident.</li> <li>■ The approach is deployed, although some areas or work units are in early stages of deployment.</li> <li>■ The beginning of a systematic approach to evaluation and improvement of basic Item processes is evident.</li> </ul>
50% to 60%	<ul style="list-style-type: none"> <li>■ An effective, systematic approach, responsive to the overall purposes of the Item and your key business requirements, is evident.</li> <li>■ The approach is well deployed, although deployment may vary in some areas or work units.</li> <li>■ A fact-based, systematic evaluation and improvement process is in place for improving the efficiency and effectiveness of key processes.</li> <li>■ The approach is aligned with your basic organizational needs identified in the other Criteria Categories.</li> </ul>
70% to 80%	<ul style="list-style-type: none"> <li>■ An effective, systematic approach, responsive to the multiple requirements of the Item and your current and changing business needs, is evident.</li> <li>■ The approach is well deployed, with no significant gaps.</li> <li>■ A fact-based, systematic evaluation and improvement process and organizational learning/sharing are key management tools; there is clear evidence of refinement and improved integration as a result of organizational-level analysis and sharing.</li> <li>■ The approach is well integrated with your organizational needs identified in the other Criteria Categories.</li> </ul>
90% to 100%	<ul style="list-style-type: none"> <li>■ An effective, systematic approach, fully responsive to all the requirements of the Item and all your current and changing business needs, is evident.</li> <li>■ The approach is fully deployed without significant weaknesses or gaps in any areas or work units.</li> <li>■ A very strong, fact-based, systematic evaluation and improvement process and extensive organizational learning/sharing are key management tools; strong refinement and integration, backed by excellent organizational-level analysis and sharing, are evident.</li> <li>■ The approach is fully integrated with your organizational needs identified in the other Criteria Categories.</li> </ul>

SCORE	RESULTS
0%	<ul style="list-style-type: none"> <li>■ There are no results or poor results in areas reported.</li> </ul>
10% to 20%	<ul style="list-style-type: none"> <li>■ There are some improvements <i>and/or</i> early good performance levels in a few areas.</li> <li>■ Results are not reported for many to most areas of importance to your organization's key business requirements.</li> </ul>
30% to 40%	<ul style="list-style-type: none"> <li>■ Improvements <i>and/or</i> good performance levels are reported in many areas of importance to your organization's key business requirements.</li> <li>■ Early stages of developing trends and obtaining comparative information are evident.</li> <li>■ Results are reported for many to most areas of importance to your organization's key business requirements.</li> </ul>
50% to 60%	<ul style="list-style-type: none"> <li>■ Improvement trends <i>and/or</i> good performance levels are reported for most areas of importance to your organization's key business requirements.</li> <li>■ No pattern of adverse trends and no poor performance levels are evident in areas of importance to your organization's key business requirements.</li> <li>■ Some trends <i>and/or</i> current performance levels—evaluated against relevant comparisons <i>and/or</i> benchmarks—show areas of strength <i>and/or</i> good to very good relative performance levels.</li> <li>■ Business results address most key customer, market, and process requirements.</li> </ul>
70% to 80%	<ul style="list-style-type: none"> <li>■ Current performance is good to excellent in areas of importance to your organization's key business requirements.</li> <li>■ Most improvement trends <i>and/or</i> current performance levels are sustained.</li> <li>■ Many to most trends <i>and/or</i> current performance levels—evaluated against relevant comparisons <i>and/or</i> benchmarks—show areas of leadership and very good relative performance levels.</li> <li>■ Business results address most key customer, market, process, and action plan requirements.</li> </ul>
90% to 100%	<ul style="list-style-type: none"> <li>■ Current performance is excellent in most areas of importance to your organization's key business requirements.</li> <li>■ Excellent improvement trends <i>and/or</i> sustained excellent performance levels are reported in most areas.</li> <li>■ Evidence of industry and benchmark leadership is demonstrated in many areas.</li> <li>■ Business results fully address key customer, market, process, and action plan requirements.</li> </ul>

# Score Summary Worksheet—Business Criteria

Examiner's Name \_\_\_\_\_

Application Number \_\_\_\_\_

Summary of Criteria Items	Total Points Possible <b>A</b>	Percent Score 0–100% (Stage 1—Use 10% Units) <b>B</b>	Score (A x B) <b>C</b>
<b>Category 1</b>			
1.1	80	_____ %	_____
1.2	40	_____ %	_____
Category Total	<b>120</b>		_____
			SUM C
<b>Category 2</b>			
2.1	40	_____ %	_____
2.2	45	_____ %	_____
Category Total	<b>85</b>		_____
			SUM C
<b>Category 3</b>			
3.1	40	_____ %	_____
3.2	45	_____ %	_____
Category Total	<b>85</b>		_____
			SUM C
<b>Category 4</b>			
4.1	50	_____ %	_____
4.2	40	_____ %	_____
Category Total	<b>90</b>		_____
			SUM C
<b>Category 5</b>			
5.1	35	_____ %	_____
5.2	25	_____ %	_____
5.3	25	_____ %	_____
Category Total	<b>85</b>		_____
			SUM C
<b>Category 6</b>			
6.1	45	_____ %	_____
6.2	25	_____ %	_____
6.3	15	_____ %	_____
Category Total	<b>85</b>		_____
			SUM C
<b>Category 7</b>			
7.1	125	_____ %	_____
7.2	125	_____ %	_____
7.3	80	_____ %	_____
7.4	120	_____ %	_____
Category Total	<b>450</b>		_____
			SUM C
<b>GRAND TOTAL (D)</b>	<b>1000</b>		_____
			<b>D</b>

## SCORING GUIDELINES—EDUCATION CRITERIA

SCORE	APPROACH-DEPLOYMENT
0%	<ul style="list-style-type: none"> <li>No systematic approach is evident; information is anecdotal.</li> </ul>
10% to 20%	<ul style="list-style-type: none"> <li>The beginning of a systematic approach to the basic purposes of the Item is evident.</li> <li>Major gaps exist in deployment that would inhibit progress in achieving the basic purposes of the Item.</li> <li>Early stages of a transition from reacting to problems to a general improvement orientation are evident.</li> </ul>
30% to 40%	<ul style="list-style-type: none"> <li>An effective, systematic approach, responsive to the basic purposes of the Item, is evident.</li> <li>The approach is deployed, although some areas or work units are in early stages of deployment.</li> <li>The beginning of a systematic approach to evaluation and improvement of basic Item processes is evident.</li> </ul>
50% to 60%	<ul style="list-style-type: none"> <li>An effective, systematic approach, responsive to the overall purposes of the Item and your key organizational requirements, is evident.</li> <li>The approach is well deployed, although deployment may vary in some areas or work units.</li> <li>A fact-based, systematic evaluation and improvement process is in place for improving the efficiency and effectiveness of key processes.</li> <li>The approach is aligned with your basic organizational needs identified in the other Criteria Categories.</li> </ul>
70% to 80%	<ul style="list-style-type: none"> <li>An effective, systematic approach, responsive to the multiple requirements of the Item and your current and changing educational service needs, is evident.</li> <li>The approach is well deployed, with no significant gaps.</li> <li>A fact-based, systematic evaluation and improvement process and organizational learning/sharing are key management tools; there is clear evidence of refinement and improved integration as a result of organizational-level analysis and sharing.</li> <li>The approach is well integrated with your organizational needs identified in the other Criteria Categories.</li> </ul>
90% to 100%	<ul style="list-style-type: none"> <li>An effective, systematic approach, fully responsive to all the requirements of the Item and all your current and changing educational service needs, is evident.</li> <li>The approach is fully deployed without significant weaknesses or gaps in any areas or work units.</li> <li>A very strong, fact-based, systematic evaluation and improvement process and extensive organizational learning/sharing are key management tools; strong refinement and integration, backed by excellent organizational-level analysis and sharing, are evident.</li> <li>The approach is fully integrated with your organizational needs identified in the other Criteria Categories.</li> </ul>

SCORE	RESULTS
0%	<ul style="list-style-type: none"> <li>There are no results or poor results in areas reported.</li> </ul>
10% to 20%	<ul style="list-style-type: none"> <li>There are some improvements <i>and/or</i> early good performance levels in a few areas.</li> <li>Results are not reported for many to most areas of importance to your key organizational requirements.</li> </ul>
30% to 40%	<ul style="list-style-type: none"> <li>Improvements <i>and/or</i> good performance levels are reported in many areas of importance to your key organizational requirements.</li> <li>Early stages of developing trends and obtaining comparative information are evident.</li> <li>Results are reported for many to most areas of importance to your key organizational requirements.</li> </ul>
50% to 60%	<ul style="list-style-type: none"> <li>Improvement trends <i>and/or</i> good performance levels are reported for most areas of importance to your key organizational requirements.</li> <li>No pattern of adverse trends and no poor performance levels are evident in areas of importance to your key organizational requirements.</li> <li>Some trends <i>and/or</i> current performance levels—evaluated against relevant comparisons <i>and/or</i> benchmarks—show areas of strength <i>and/or</i> good to very good relative performance levels.</li> <li>Organizational performance results address most key student/stakeholder, market, and process requirements.</li> </ul>
70% to 80%	<ul style="list-style-type: none"> <li>Current performance is good to excellent in areas of importance to your key organizational requirements.</li> <li>Most improvement trends <i>and/or</i> current performance levels are sustained.</li> <li>Many to most trends <i>and/or</i> current performance levels—evaluated against relevant comparisons <i>and/or</i> benchmarks—show areas of leadership and very good relative performance levels.</li> <li>Organizational performance results address most key student/stakeholder, market, process, and action plan requirements.</li> </ul>
90% to 100%	<ul style="list-style-type: none"> <li>Current performance is excellent in most areas of importance to your key organizational requirements.</li> <li>Excellent improvement trends <i>and/or</i> sustained excellent performance levels are reported in most areas.</li> <li>Evidence of education sector and benchmark leadership is demonstrated in many areas.</li> <li>Organizational performance results fully address key student/stakeholder, market, process, and action plan requirements.</li> </ul>

# Score Summary Worksheet—Education Criteria

Examiner's Name \_\_\_\_\_

Application Number \_\_\_\_\_

Summary of Criteria Items	Total Points Possible <b>A</b>	Percent Score 0–100% (Stage 1—Use 10% Units) <b>B</b>	Score (A x B) <b>C</b>
<b>Category 1</b>			
1.1	80	_____ %	_____
1.2	40	_____ %	_____
Category Total	120		_____
			SUM C
<b>Category 2</b>			
2.1	40	_____ %	_____
2.2	45	_____ %	_____
Category Total	85		_____
			SUM C
<b>Category 3</b>			
3.1	40	_____ %	_____
3.2	45	_____ %	_____
Category Total	85		_____
			SUM C
<b>Category 4</b>			
4.1	50	_____ %	_____
4.2	40	_____ %	_____
Category Total	90		_____
			SUM C
<b>Category 5</b>			
5.1	35	_____ %	_____
5.2	25	_____ %	_____
5.3	25	_____ %	_____
Category Total	85		_____
			SUM C
<b>Category 6</b>			
6.1	50	_____ %	_____
6.2	20	_____ %	_____
6.3	15	_____ %	_____
Category Total	85		_____
			SUM C
<b>Category 7</b>			
7.1	200	_____ %	_____
7.2	70	_____ %	_____
7.3	40	_____ %	_____
7.4	70	_____ %	_____
7.5	70	_____ %	_____
Category Total	450		_____
			SUM C
<b>GRAND TOTAL (D)</b>	<b>1000</b>		_____
			<b>D</b>

## SCORING GUIDELINES—HEALTH CARE CRITERIA

SCORE	APPROACH-DEPLOYMENT
0%	<ul style="list-style-type: none"> <li>■ No systematic approach is evident; information is anecdotal.</li> <li>■ The beginning of a systematic approach to the basic purposes of the Item is evident.</li> <li>■ Major gaps exist in deployment that would inhibit progress in achieving the basic purposes of the Item.</li> <li>■ Early stages of a transition from reacting to problems to a general improvement orientation are evident.</li> </ul>
10% to 20%	<ul style="list-style-type: none"> <li>■ An effective, systematic approach, responsive to the basic purposes of the Item, is evident.</li> <li>■ The approach is deployed, although some areas or work units are in early stages of deployment.</li> <li>■ The beginning of a systematic approach to evaluation and improvement of basic Item processes is evident.</li> </ul>
30% to 40%	<ul style="list-style-type: none"> <li>■ An effective, systematic approach, responsive to the overall purposes of the Item and your key organizational requirements, is evident.</li> <li>■ The approach is well deployed, although deployment may vary in some areas or work units.</li> <li>■ A fact-based, systematic evaluation and improvement process is in place for improving the efficiency and effectiveness of key processes.</li> <li>■ The approach is aligned with your basic organizational needs identified in the other Criteria Categories.</li> </ul>
50% to 60%	<ul style="list-style-type: none"> <li>■ An effective, systematic approach, responsive to the multiple requirements of the Item and your current and changing health care needs, is evident.</li> </ul>
70% to 80%	<ul style="list-style-type: none"> <li>■ The approach is well deployed, with no significant gaps.</li> <li>■ A fact-based, systematic evaluation and improvement process and organizational learning/sharing are key management tools; there is clear evidence of refinement and improved integration as a result of organizational-level analysis and sharing.</li> <li>■ The approach is well integrated with your organizational needs identified in the other Criteria Categories.</li> </ul>
90% to 100%	<ul style="list-style-type: none"> <li>■ An effective, systematic approach, fully responsive to all the requirements of the Item and all your current and changing health care needs, is evident.</li> <li>■ The approach is fully deployed without significant weaknesses or gaps in any areas or work units.</li> <li>■ A very strong, fact-based, systematic evaluation and improvement process and extensive organizational learning/sharing are key management tools; strong refinement and integration, backed by excellent organizational-level analysis and sharing, are evident.</li> <li>■ The approach is fully integrated with your organizational needs identified in the other Criteria Categories.</li> </ul>

SCORE	RESULTS
0%	<ul style="list-style-type: none"> <li>■ There are no results or poor results in areas reported.</li> </ul>
10% to 20%	<ul style="list-style-type: none"> <li>■ There are some improvements <i>and/or</i> early good performance levels in a few areas.</li> <li>■ Results are not reported for many to most areas of importance to your key organizational requirements.</li> </ul>
30% to 40%	<ul style="list-style-type: none"> <li>■ Improvements <i>and/or</i> good performance levels are reported in many areas of importance to your key organizational requirements.</li> <li>■ Early stages of developing trends and obtaining comparative information are evident.</li> <li>■ Results are reported for many to most areas of importance to your key organizational requirements.</li> </ul>
50% to 60%	<ul style="list-style-type: none"> <li>■ Improvement trends <i>and/or</i> good performance levels are reported for most areas of importance to your key organizational requirements.</li> <li>■ No pattern of adverse trends and no poor performance levels are evident in areas of importance to your key organizational requirements.</li> <li>■ Some trends <i>and/or</i> current performance levels—evaluated against relevant comparisons <i>and/or</i> benchmarks—show areas of strength <i>and/or</i> good to very good relative performance levels.</li> <li>■ Organizational performance results address most key customer, market, and process requirements.</li> </ul>
70% to 80%	<ul style="list-style-type: none"> <li>■ Current performance is good to excellent in areas of importance to your key organizational requirements.</li> <li>■ Most improvement trends <i>and/or</i> current performance levels are sustained.</li> <li>■ Many to most trends <i>and/or</i> current performance levels—evaluated against relevant comparisons <i>and/or</i> benchmarks—show areas of leadership and very good relative performance levels.</li> <li>■ Organizational performance results address most key customer, market, process, and action plan requirements.</li> </ul>
90% to 100%	<ul style="list-style-type: none"> <li>■ Current performance is excellent in most areas of importance to your key organizational requirements.</li> <li>■ Excellent improvement trends <i>and/or</i> sustained excellent performance levels are reported in most areas.</li> <li>■ Evidence of health care sector and benchmark leadership is demonstrated in many areas.</li> <li>■ Organizational performance results fully address key customer, market, process, and action plan requirements.</li> </ul>

# Score Summary Worksheet—Health Care Criteria

Examiner's Name \_\_\_\_\_

Application Number \_\_\_\_\_

Summary of Criteria Items	Total Points Possible <b>A</b>	Percent Score 0–100% (Stage 1—Use 10% Units) <b>B</b>	Score (A x B) <b>C</b>
<b>Category 1</b>			
1.1	75	_____ %	_____
1.2	45	_____ %	_____
Category Total	120		_____
			SUM C
<b>Category 2</b>			
2.1	40	_____ %	_____
2.2	45	_____ %	_____
Category Total	85		_____
			SUM C
<b>Category 3</b>			
3.1	40	_____ %	_____
3.2	45	_____ %	_____
Category Total	85		_____
			SUM C
<b>Category 4</b>			
4.1	50	_____ %	_____
4.2	40	_____ %	_____
Category Total	90		_____
			SUM C
<b>Category 5</b>			
5.1	35	_____ %	_____
5.2	25	_____ %	_____
5.3	25	_____ %	_____
Category Total	85		_____
			SUM C
<b>Category 6</b>			
6.1	45	_____ %	_____
6.2	25	_____ %	_____
6.3	15	_____ %	_____
Category Total	85		_____
			SUM C
<b>Category 7</b>			
7.1	125	_____ %	_____
7.2	125	_____ %	_____
7.3	80	_____ %	_____
7.4	120	_____ %	_____
Category Total	450		_____
			SUM C
<b>GRAND TOTAL (D)</b>	<b>1000</b>		_____
			<b>D</b>

## CONFLICT OF INTEREST STATEMENT

As a member of the MBNQA Board of Examiners, I have voluntarily disclosed to the administrators of the Award Program the identity of my employers and clients—past, present, or potential—whose interest could be favorably or unfavorably affected by my actions while acting as a member of the Board. This includes disclosure of

- organizations in which I have financial holdings, including stock ownership and pension interests
- affiliations that may present or seem to present a conflict of interest, including my current and recent employers' key customers, key suppliers, key competitors, and other key stakeholders, as well as the employers of my immediate family members and/or significant others

I confirm the accuracy of the submissions I have made, and I reaffirm my willingness to abide by the Code of Ethical Standards on the following page.

I reaffirm that I am not aware of any personal conflict of interest with this applicant. I will not disclose any information gained through the evaluation of the applicant about the applicant or applicant's clients, competitors, customers, suppliers, or any other person or organization to anyone other than those in the Baldrige National Quality Program directly involved with the applicant review process.

Name of Award Applicant: \_\_\_\_\_

Signature of Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

### For Site Visits Only:

Program Concurrence: \_\_\_\_\_ Date: \_\_\_\_\_

## CODE OF ETHICAL STANDARDS/DECLARATION OF PRINCIPLES

Members of the Malcolm Baldrige National Quality Award Board of Examiners pledge to uphold their professional principles in the fulfillment of their responsibilities as defined in the administration of Public Law 100-107, the Malcolm Baldrige National Quality Improvement Act of 1987, which establishes the Malcolm Baldrige National Quality Award.

In promoting high standards of public service and ethical conduct, board members

- shall conduct themselves professionally, with truth, accuracy, fairness, respect, and responsibility to the public
- shall not represent conflicting or competing interests nor place themselves in such a position where the Board member's interest may be in conflict, or appear to be in conflict, with the purposes and administration of the Award
- shall safeguard the confidences of all parties involved in the judging or examination of present or former applicants
- shall not offer confidential information or disclosures that may in any way influence the Award integrity or process, currently or in the future
- shall not serve any private or special interest in fulfillment of the duties of a Judge or Examiner, therefore excluding, by definition, the examination of any organization or subunit of an organization by which he/she is employed or with which a consulting arrangement is in effect or anticipated
- shall not serve as Examiner of a primary competitor, customer, or supplier of any organization or subunit of an organization of which he/she is an employee, has a financial interest or is involved in, or anticipates a consulting arrangement
- shall not intentionally communicate false or misleading information that may compromise the integrity of the Award process or decisions therein
- shall never approach an organization they have evaluated for their personal gain, including the establishment of an employment or consulting relationship
- if approached by an organization they have evaluated, shall not accept employment from that organization for a period of five years after the evaluation

Furthermore, it is pledged that as a member in good standing of the Malcolm Baldrige National Quality Award Board of Examiners, each board member shall strive to enhance and advance the Malcolm Baldrige National Quality Award as it serves to stimulate American companies and organizations to improve quality, productivity, and overall performance.

Signature of Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

## ■ CHECKLIST

Application Number \_\_\_\_\_ Examiner's Initials \_\_\_\_\_

### **Before you return this Scorebook to ASQ:**

- If this is the Stage 1 review, have you scored each Item in increments of 10% (e.g., 10%, 20%, 30%)?
- Have you included the following in the package to be returned?
  - \_\_\_ the cover sheet of the Scorebook (with the appropriate Criteria and process stage boxes checked)?
  - \_\_\_ the Key Factors Worksheet?
  - \_\_\_ the Key Themes Worksheet?
  - \_\_\_ Item Worksheets for all Items?
  - \_\_\_ the appropriate Score Summary Worksheet (Business, Education, or Health Care)?
  - \_\_\_ a signed Conflict of Interest Statement?
  - \_\_\_ a signed Code of Ethical Standards Statement?
  - \_\_\_ a completed Checklist?

The Worksheets in This Section  
Are Used Only at Stage 3,  
Site Visit Review



## INTRODUCTION AND GENERAL INSTRUCTIONS—STAGE 3, SITE VISIT REVIEW

### Introduction

The Scorebook at Stage 3, Site Visit Review, contains the following forms and worksheets:

- Key Factors Worksheet
- Key Themes Worksheet
- Item Worksheet
- Site Visit Issue Worksheet
- Summary of Sites Visited
- Score Summary Worksheet—Site Visit
- signature page

The Site Visit Issue Worksheet, Summary of Sites Visited, Score Summary Worksheet—Site Visit, and signature page are all specific to Stage 3, Site Visit Review.

The Site Visit Team may also download copies of the Scorebook from the Baldrige Web site at <http://www.quality.nist.gov/01scorebook.htm> or create similar worksheets on a word processor. The worksheets are described below.

### Key Factors Worksheet at Stage 3, Site Visit

The Key Factors Worksheet records the key business/organization factors (KFs) that were considered in the evaluation of the applicant. KFs help define what is important and relevant to the applicant. These are listed in the Consensus Scorebook and modified as necessary to reflect new information obtained during the site visit. Knowledge and use of the KFs are essential to the proper conduct of a site visit evaluation.

### Key Themes Worksheet at Stage 3, Site Visit

The Key Themes Worksheet provides key points and an overall summary of the Site Visit Team's evaluation of the applicant. It is an update of the Key Themes Worksheet from Stage 2, Consensus Review. Please limit the summary to 2–3 pages.

This information is based on the overall context provided by the evaluation framework (the Criteria Categories) and the Core Values and Concepts (found in the appropriate Criteria for Performance Excellence [Business, Education, or Health Care]) that pervade the evaluation framework. The Key Themes Worksheet should not just repeat the findings given in the Item Worksheets but rather should put them in perspective, taking into account Category linkages, KFs, and Core Values.

The Key Themes Worksheet should respond to the following questions:

- a. What are the most important strengths or outstanding practices (of potential value to other organizations) that the team identified?
- b. What are the most significant opportunities, concerns, or vulnerabilities that the team identified?
- c. Considering the applicant's KFs, what are the most significant strengths, opportunities, vulnerabilities, and/or gaps (related to data, comparisons, linkages) found in its response to Results Items?

### Item Worksheet at Stage 3, Site Visit

This worksheet is the team's record of its final evaluation of the applicant for each of the Criteria Items.

As issues are addressed and findings are recorded, the team assesses and integrates these findings to develop a revised set of strengths and opportunities for improvement (OFIs) for each Item.

Strengths and OFIs will come from three main sources: (1) the Consensus Scorebook, (2) resolution of the site visit issues, and (3) new information arising from the site visit. In particular, OFIs often become more clearly defined as missing information becomes available during the site visit. Effective recording of strengths and OFIs is important for the Judges' deliberations and for the feedback report.

At Stage 3, Site Visit Review, no rescoring is done; however, the Site Visit Team will be asked to indicate the impact of its findings on the consensus score. The impact is captured by selecting one of the following options: raise small (10% or less), raise large (20% or more), lower small (10% or less), lower large (20% or more), or no change. As each Item Worksheet is completed, the team records at the bottom of the form the original consensus score for the Item and checks the appropriate space to indicate what change, if any, the site visit findings would have on the score.

### Site Visit Issue Worksheet

The Site Visit Issue Worksheet is used initially to describe an issue that needs verification and/or clarification during the site visit and outlines the strategy to be used to obtain the information needed for verification/clarification. Site visit issues are identified by the team during the consensus process and then reviewed and refined during site visit

planning. Team members target those issues that will best contribute to their understanding of the performance of the applicant relative to the Criteria requirements.

After site visit issues have been identified, but before the site visit begins, the issues are prioritized (e.g., high, medium, low). Record the priority at the top of the page. Record the consensus evaluation of the issue, i.e., whether it was a strength (+/++), OFI (-/- -), or was not evaluated during consensus.

Only one issue is recorded per worksheet. During the site visit, any new issue identified is recorded on a separate worksheet.

Prior to the site visit, the team may make copies of the partially completed worksheets so that team members can make notes on the appropriate worksheets during on-site meetings with the applicant. Each evening while on the site visit, Examiners review their notes and electronically record their findings on the original copy of the worksheet. The original worksheet will be submitted as part of the Site Visit Scorebook.

In team meetings, using their Site Visit Issue Worksheets, team members discuss their preliminary findings and conclusions. Findings might include observations, specific answers, and/or updated results that clearly relate to the resolution of the site visit issue and may lead to revisions of the Item Worksheet comments. Conclusions indicate how the findings affect Item comments; they do not include value judgments. Until the site visit is complete, preliminary conclusions are subject to change as new information becomes available. The team discussions and preliminary conclusions will help guide the team's work during the site visit.

As each issue is investigated and findings are completed, the team decides what change, if any, the site visit findings would have on the associated Item's score (i.e., raise, no effect, lower) and places a check at the bottom of the form to indicate its decision.

## Summary of Sites Visited

The Summary of Sites Visited contains information about the extent and thoroughness of the site visit. The team will list the major locations of the applicant that were visited and describe any important aspects of the sites that are not apparent from the Site Listing and Descriptors section in the Eligibility Certification Form. Examples of such aspects might include the oldest facility, the site with a major reduction in force, the location where the newest product will be manufactured, or the telephone or data service center that runs three shifts. In addition, Examiners describe approaches they used to evaluate sites that they did not visit, including sites outside the United States.

This worksheet also contains any other information on the team's strategy for a thorough site visit. Examples might include the following: "interviewed employees on all three shifts"; "interviewed categories/types of employees"; "visited at least one location in all of the operating regions"; or "did a sampling at all levels and in all locations of the organization's critical data systems."

## Requirements for a Good Scorebook

When completed, the Site Visit Scorebook will contain a well-documented, nonbiased trail of evidence that demonstrates how the Key Themes Worksheet conclusions are related to information obtained from the written application and the site visit. The trail of evidence will

- start with the Consensus Scorebook and site visit issues;
- show the strategy of the site visit, as illustrated by the sites visited, the site visit issues chosen, and the new findings;
- describe in the Site Visit Issue Worksheets how the site visit findings modify the conclusions drawn in the original Consensus Scorebook;
- show how the Item Worksheets are revised based on the site visit findings;
- show how the team's conclusions in the Key Themes Worksheet can be traced from the Item worksheets; and
- show how the linkages identified in the Key Themes Worksheet are reflected in the Item worksheets.

## Score Summary Worksheet—Site Visit

The scores and their revisions should be transferred from the Item Worksheets to the Score Summary Worksheet—Site Visit. Then check the appropriate space to indicate what change, if any, the site visit findings would have on the overall score. The team also will decide if the overall score for each category and the application would have changed and record these determinations on the Score Summary Worksheet.

## Signature Page

The final requirement of the Site Visit Team members is the completion of the signature page of the Scorebook. The statement reads, "I support the findings of the Site Visit Team contained in this Scorebook." In the spaces provided, Site Visit Team members should print their names and then sign the form.

## Site Visit Scorebook Composition

When the Site Visit Scorebook writing is finished, the Site Visit Team assembles the completed Scorebook in the following order:

1. the cover sheet
2. the Summary of Sites Visited
3. the Key Factors Worksheet
4. the Key Themes Worksheet
5. one Item Worksheet for each Item
6. the Site Visit Issue Worksheet(s) (number varies)
7. the Score Summary Worksheet—Site Visit
8. the signature page

## Site Visit Scorebook Submission

At the conclusion of the site visit, the Site Visit Team makes four copies of the completed Site Visit Scorebook (in hard copy and on disk) and sends the original via overnight mail to

**Malcolm Baldrige National Quality Award**  
American Society for Quality  
600 North Plankinton Avenue  
Milwaukee, WI 53203  
(800) 248-1946, ext. 7205

The team leader, backup team leader, and Scorebook editor will each retain a copy. The NIST monitor will hand carry a copy of the report to NIST.

# Site Visit Issue Worksheet

(Record only one issue per page.)

Application Number \_\_\_\_\_ Priority \_\_\_\_\_ (High, Medium, Low) Examiner's Initials \_\_\_\_\_

Item Ref: \_\_\_\_\_ Issue: \_\_\_\_\_

This worksheet explores an issue requiring verification and/or clarification at the site visit.

Consensus Evaluation: *Strength* \_\_\_ + \_\_\_ ++      *Opportunity for Improvement* \_\_\_ - \_\_\_ --      Not originally evaluated \_\_\_

Strategy (What information do you need, and how do you intend to obtain it, e.g., persons to interview, questions to ask, specific documents to review and for what purpose, and observations to make?):

Findings (What observations, specific answers, and/or updated results did you find during the site visit?):

Conclusions (What is the resolution of this site visit issue based on your findings? Include a statement regarding how the conclusion impacts comments on a specific Item Worksheet or the Key Themes Worksheet—give the Item Worksheet number, and indicate the specific comment being revised, deleted, or replaced.):

Effect of Findings/Conclusions on Score:      \_\_\_ raise      \_\_\_ no effect      \_\_\_ lower  
(If more than one finding, put "\*" next to the most important one for the score change.)

## Site Visit Issue Worksheet

## Summary of Sites Visited

Application Number \_\_\_\_\_

This worksheet conveys the extent and thoroughness of the site visit.

---

Length of the Site Visit (number of days with the applicant):

---

Sites Visited (List the major applicant sites visited, and describe any important aspects of the sites that are not apparent from the Site Listing and Descriptors section in the Eligibility Certification Form.):

---

Approaches used to evaluate sites not visited, including sites outside of the United States (if appropriate):

---

Other information on the team's strategy for a thorough site visit (e.g., categories and types of employees interviewed and shifts):



## Summary of Sites Visited

# Score Summary Worksheet—Site Visit

Application Number \_\_\_\_\_

## Summary of Scoring Revisions:

*Instructions:* Transfer the Item scores and changes due to the site visit findings from the Item Worksheets and then record the score revision for the application as a whole.

Consensus Item Percent Score	Consensus Category Percent Score	Changes Due to Site Visit Findings				
		raise large	raise small	no change	lower small	lower large
1.1 .....	1 .....	.....	.....	.....	.....	.....
1.2 .....		.....	.....	.....	.....	.....
.....		.....	.....	.....	.....	.....
2.1 .....	2 .....	.....	.....	.....	.....	.....
2.2 .....		.....	.....	.....	.....	.....
.....		.....	.....	.....	.....	.....
3.1 .....	3 .....	.....	.....	.....	.....	.....
3.2 .....		.....	.....	.....	.....	.....
.....		.....	.....	.....	.....	.....
4.1 .....	4 .....	.....	.....	.....	.....	.....
4.2 .....		.....	.....	.....	.....	.....
.....		.....	.....	.....	.....	.....
5.1 .....	5 .....	.....	.....	.....	.....	.....
5.2 .....		.....	.....	.....	.....	.....
5.3 .....		.....	.....	.....	.....	.....
6.1 .....	6 .....	.....	.....	.....	.....	.....
6.2 .....		.....	.....	.....	.....	.....
6.3 .....		.....	.....	.....	.....	.....
7.1 .....	7 .....	.....	.....	.....	.....	.....
7.2 .....		.....	.....	.....	.....	.....
7.3 .....		.....	.....	.....	.....	.....
7.4 .....		.....	.....	.....	.....	.....
7.5* .....		.....	.....	.....	.....	.....
<small>*Note: 7.5 is for Education Criteria only</small>	.....	.....	.....	.....	.....	
Consensus Score	.....	.....	.....	.....	.....	







## Baldrige National Quality Program

**Baldrige National Quality Program**  
**National Institute of Standards and Technology**  
**Technology Administration**  
**United States Department of Commerce**  
Administration Building, Room A600  
100 Bureau Drive, Stop 1020  
Gaithersburg, MD 20899-1020



The National Institute of Standards and Technology (NIST) is a nonregulatory federal agency within the Commerce Department's Technology Administration. NIST's primary mission is to strengthen the U.S. economy and improve the quality of life by working with industry to develop and apply technology, measurements, and standards. The Baldrige National Quality Program (BNQP) at NIST is a customer-focused federal change agent that enhances the competitiveness, quality, and productivity of U.S. organizations for the benefit of all citizens. BNQP develops and disseminates evaluation criteria and manages the Malcolm Baldrige National Quality Award. It also provides global leadership in promoting performance excellence and in the learning and sharing of successful performance practices, principles, and strategies.

Call BNQP for

- information on improving the performance of your organization
- information on applying for the Baldrige Award
- information on becoming a Baldrige Examiner
- information on the Baldrige Award recipients
- individual copies of the Criteria for Performance Excellence—Business, Education, and Health Care (no cost)
- information on BNQP educational materials

Telephone: (301) 975-2036; Fax: (301) 948-3716; E-mail: [nqp@nist.gov](mailto:nqp@nist.gov)  
Web address: <http://www.quality.nist.gov>

**American Society for Quality**  
600 North Plankinton Avenue  
Milwaukee, WI 53203

The American Society for Quality (ASQ) advances individual and organizational performance excellence worldwide by providing opportunities for learning, quality improvement, and knowledge exchange. ASQ administers the Malcolm Baldrige National Quality Award under contract to NIST.

Call ASQ to order

- bulk copies of the Criteria
- case studies
- Award recipients' videos

Telephone: (800) 248-1946; Fax: (414) 272-1734; E-mail: [asq@asq.org](mailto:asq@asq.org)  
Web address: <http://www.asq.org>

Design: RCW Communication Design Inc.