

AQIP Category 5: Leading and Communicating

5C1 Leadership and communication systems

Central Community College designed the leadership structure to support and complement the college mission, vision, and strategic goals. Figure 5C1-1 notes each of the organizational leadership groups and/or individuals involved in developing processes as well as lists associated functions, composition where applicable, and mode of communication.

Leadership Groups and Individuals			
Leadership Group and Individuals	Functions / Mission	Membership and Selection	Communication– (Primary media via the Web)
CCC Board of Governors *	Develops and approves college policies, including budget and all academic programs.	Two of eleven members are elected from each of five election districts and one at large.	Minutes, inclusion of articles in the college newsletter, articles in mass media – (Monthly).
College President *	Acts as the chief executive officer of the college, responsible to Board of Governors.	Appointed by the Board of Governors.	Public meetings, All College In-Services, campus visits, media releases, articles in the college newsletter, minutes from meetings, and direct email briefings – (As needed, monthly, annually).
College Cabinet *	Serves as an executive committee and responsible for implementation and utilization of college policies and procedures.	Members: President, 4 VP's, Business officer, P.R. director, college foundation exec director, & faculty rep. The three campus Presidents/VP's are voting members.	Minutes, inclusion of articles in the college newsletter, campus cabinet briefings, campus based news articles, direct emails – (Monthly).
Executive Vice President	Acts as college chief instructional officer and is a non-voting College Cabinet member.	Appointed by the College President.	Minutes from chaired meetings, and public meetings – (As needed, monthly, annually).
Educational Services Committee *	Responsible for the improvement of student learning by recommending changes to policy, procedure, process, and strategic planning.	Voting members include the six deans, and appointed faculty representatives. Meetings are chaired by the Executive Vice President.	Posting of monthly agenda and minutes. Most all meetings are conducted via public interactive video, college wide – (As needed, monthly).
Campus Presidents/ Vice-Presidents	Chief executive officers for respective campus, and assigned college-wide programs. They represent campus staff and are voting members of the College Cabinet.	Appointed by the College President.	Minutes from meetings, inclusion of articles in the college newsletter, Campus Cabinet meetings, campus based news articles, direct emails – (As needed).
Campus Cabinet *	Serve as campus based advisory committees responsible for implementation and utilization of college procedures.	Members appointed by the Campus President, and include deans, associate deans and representation from other campus constituencies.	Open meetings, published agenda and minutes, non-voting attendees are encouraged to participate in discussions -- (monthly).

College Business Officer	Leads business services, and is a non-voting cabinet member.	Appointed by the College President.	Proposes process changes to team (intra) or College Cabinet (inter) – (As needed)
Public information /Public Relations Officer	Provides public relations conduit to stakeholders and is a non-voting member of College Cabinet	Appointed by College president.	All Mass media -- (As needed, monthly, annually).
Quality Council *	Advises and recommends Continuous Quality Improvement (CQI) process changes, to Educational Services Committee, Business Service Teams, and the College Cabinet. Cabinet representation through Exec V.P. (team champion).	Proportionally similar to the makeup of CCC. The council provides representation from the five key constituencies in the college (Administration, support staff, faculty, contract non-faculty, and students). The 14 voluntary members rotate on a three-year cycle.	Minutes from meetings, inclusion of articles in the college newsletter, communicated at campus level constituency meetings, monthly AQIP newsletter.– (As needed, monthly, annually).
Foundation Director	Provide monetary & advisory support. Non-voting member of Cabinet.	Appointed by CCC Foundation Board.	Communications link between CCC and CCC Foundation-(monthly)

Figure 5C1-1 *Indicates student representation or presentation as part of their procedures.

As indicated in Figure 5C1-1, CCC has a well organized, area-wide committee structure involving students, faculty, administrators, and community members. Several other leadership groups not indicated in the table above include:

- Student organizations (including student senate)
- Program advisory committees
- College Planning Committees
- Campus based committees (including Faculty Senate)
- Action project teams
- Presidents and Program Advisory Committees

The colleges administrative structure is outlined on the following page (Figure 5C1-2).

Central Community College Teams, Team Champions, and Administrative Structure

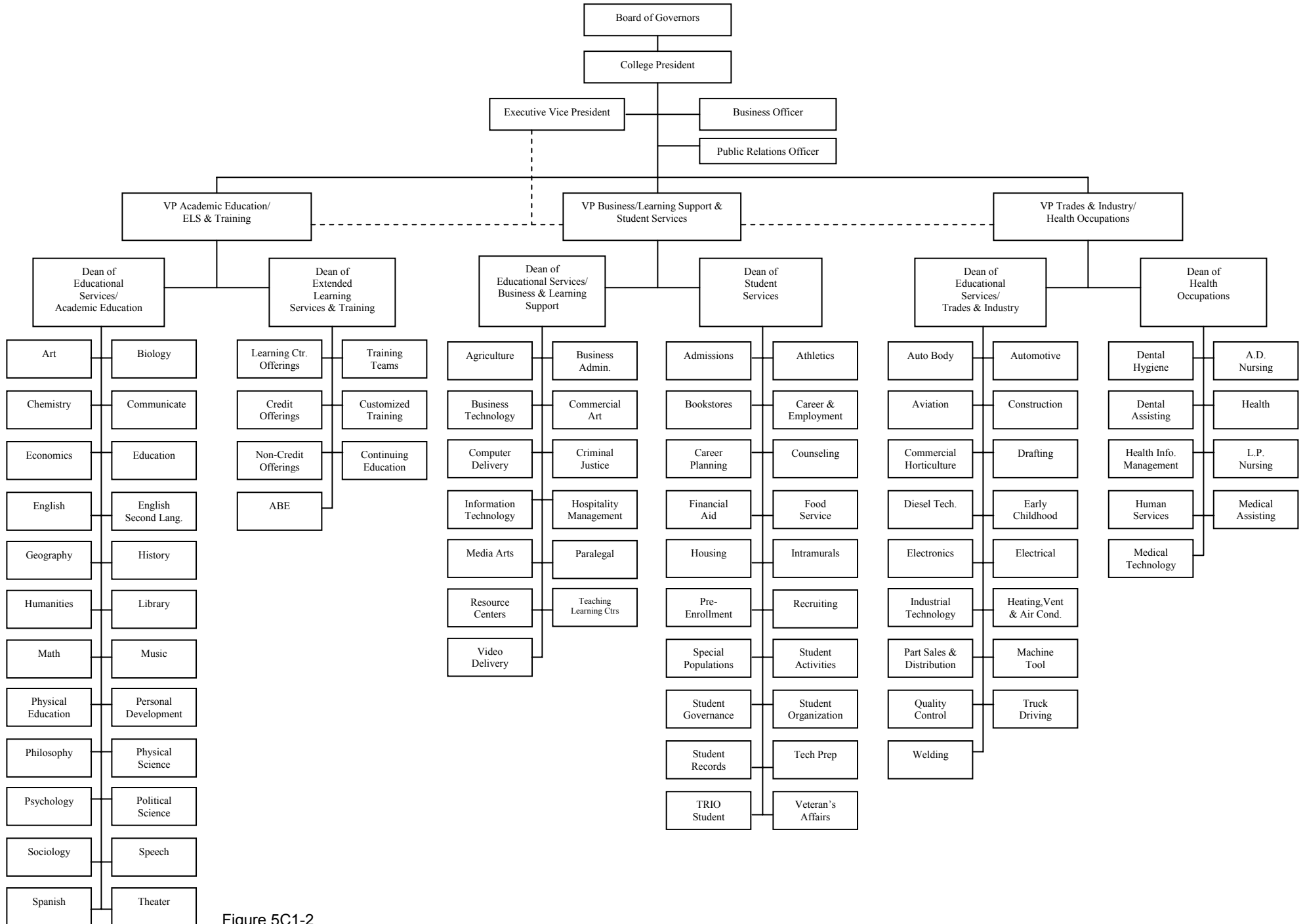


Figure 5C1-2

To further illustrate CCC's leadership system, Figure 5C1-3 indicates the organization of the groups and individuals involved in developing and revising policy and processes.

Policy, Procedure, and Process Development and Revision

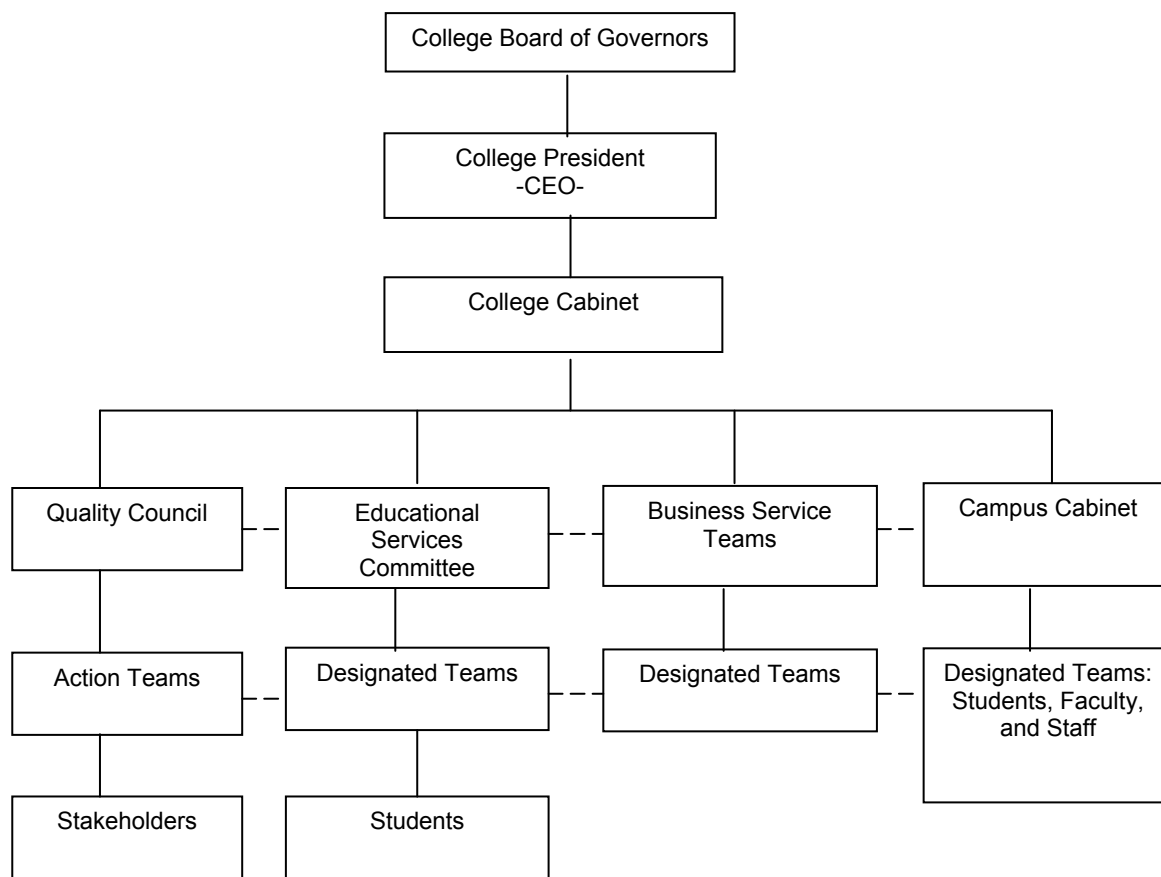


Figure 5C1-3

5C2 Ensuring alignment of leadership practices with the Board of Governors and senior leadership

Central Community College's planning model (See 5C2-1) ensures alignment of all leadership practices. First, the Planning Model requires leadership to define how any issue or need ties to the institution's mission statement and service priorities. Because the Model includes a resources component, a planning team and cabinet component, an institutional staff component, and at least two quality control check points, as well as documented follow-up and corresponding adjustments, it assures alignment across departments and levels of leadership.

Stakeholders further expect College leaders to fully understand state and national trends relevant to their areas of responsibility. Therefore, College leaders attend conferences and interact with colleagues at other institutions.

The College also participates in the Career Pathways Program and Nebraska Community College Association. Such broad collaboration, both internally and externally, assures effective decision-making that aligns with the College mission.

(Updated October 2005)
**Central Community College
Planning Model**

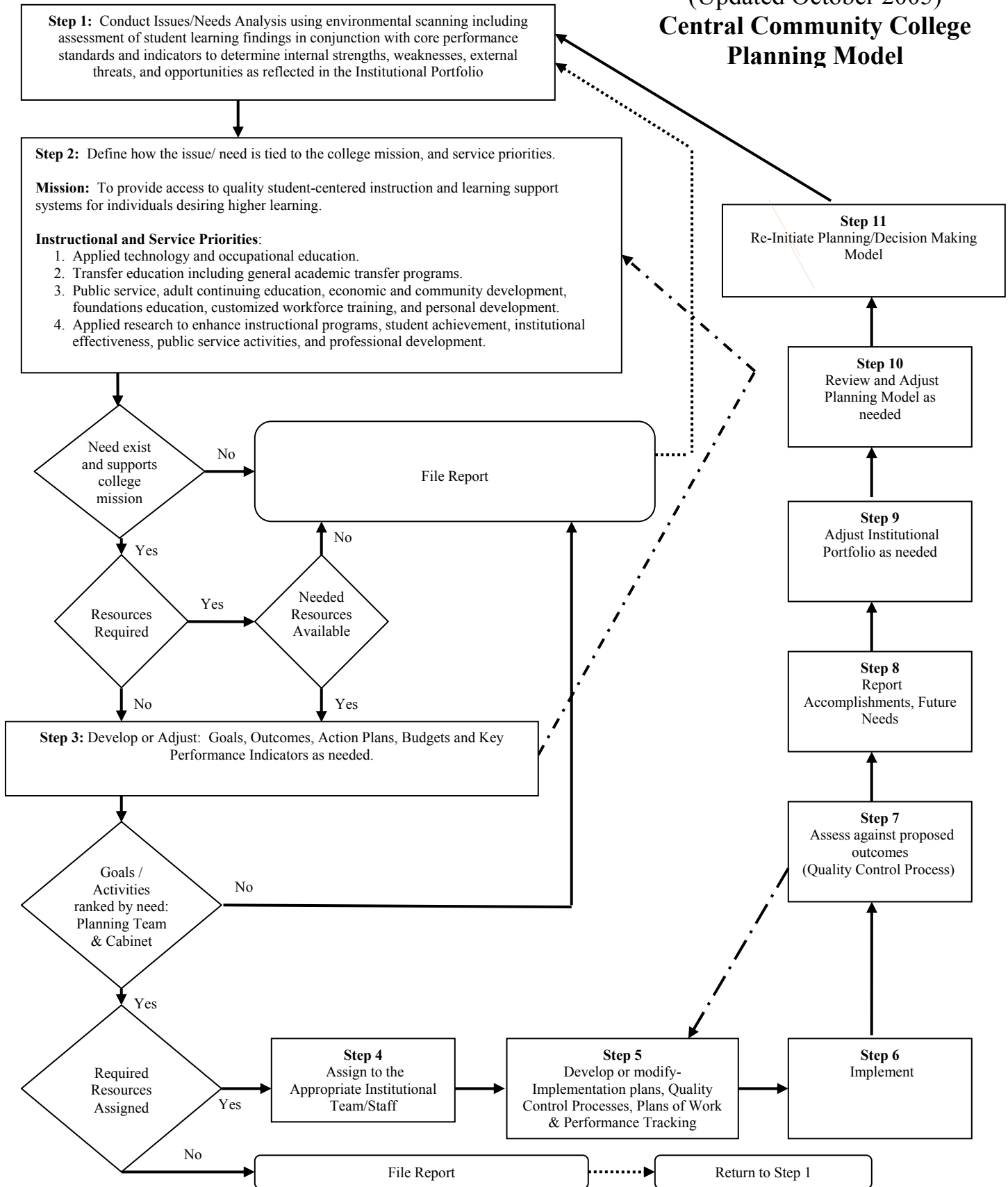


Figure 5C2-1

5C3 Institutional values and expectations

College leadership reflects institutional values and expectations more by congruent words and actions than by published mandates.

Regarding ethics and equity, the College:

- ensures activities that support its mission
- operates legally, responsibly
- demonstrates fiscal honesty
- complies with all local, state, and federal regulations
- strives for clear and fair policies for internal stakeholders
- exercises integrity and fairness with external stakeholders
- presents self accurately and honestly to the public
- documents timely responses to grievances
- contracts with legal council and public auditing firms
- provides public disclosure of all financial and budget information

While individual campuses have established no smoking policies, hosted health fairs, hosted Red Cross Bloodmobiles, sponsored participation in Red Cross Chili Cook-Offs, and collected donations for local food pantries, Habitat for Humanity Chapters, and disaster relief – all of which speak to social responsibility and community service – no published policy exists to assure such activities, nor is there any assurance that campuses consistently participate in such activities.

5P1 Setting directions in alignment with mission, vision, and values

Figure 5C2-1 clearly illustrates the process by which leadership set directions in alignment with mission, vision, and values. Opportunities for high performance, individual development, initiative, organizational learning, and innovation occur anywhere along the Planning Model.

Steps 1 and 2, the basis of the entire mode Planning Model, take into account student and stakeholder needs and expectations.

5P2 How college leaders guide the institution in seeking future opportunities and building and sustaining a learning environment

As discussed in section 5C2, College leaders maintain an on-going awareness of relevant trends to determine future opportunities. They also engage in an on-going conversation with cabinet members, CQIC, action project teams, campus administrators, faculty, students and external stakeholders to further determine opportunities.

College leaders then analyze and prioritize this information and use the College Planning Model to determine viability of any future actions. If the future action flows through the Planning Model, building and sustaining the learning environment automatically occurs.

5P3 How decisions are made in the college

Central Community College has integrated into the college planning process a multi-tiered system of decision-making as illustrated in Figure 5C2-1.

While most decision-making follows this procedure, the College makes day-to-day decisions as illustrated in Figure 5P3-1.

Campus Day to Day Supervision and Problem/Issue Resolution

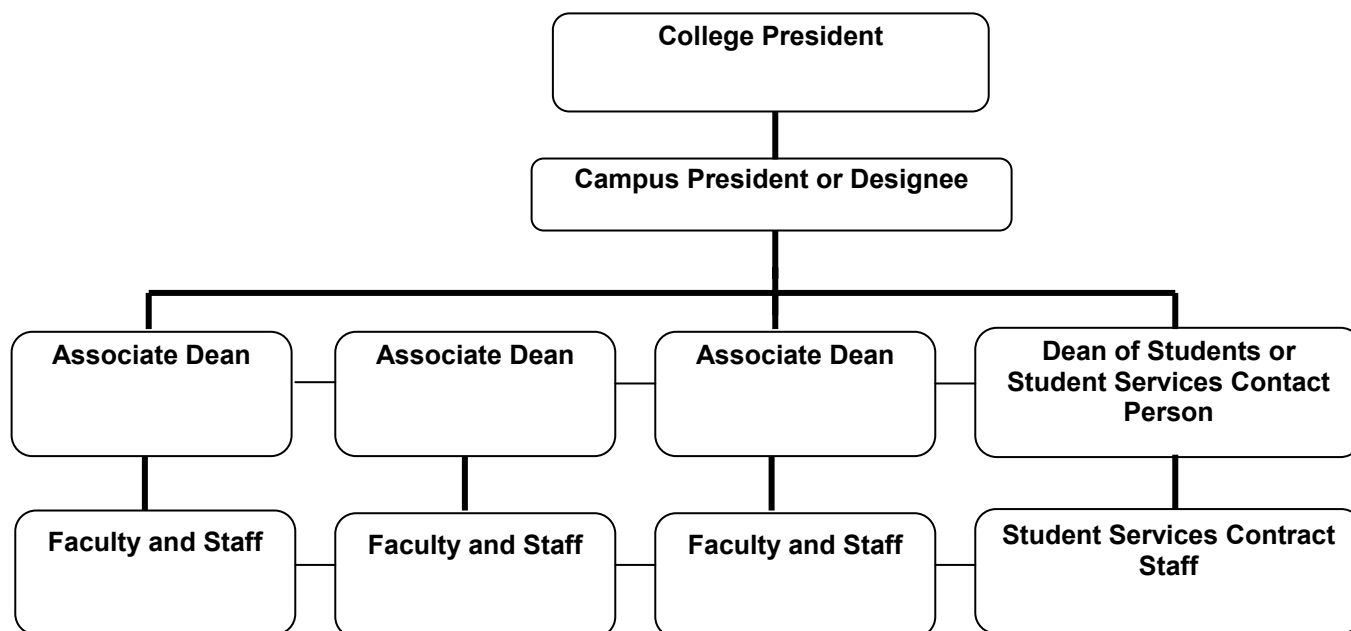


Figure 5P3-1

The College makes policy and procedure decisions as outlined in Figure 5C1-3. College personnel make day-to-day operational decisions as outlined in Figure 5P3-1. The College conducts all meetings in an open door environment. The team leader or committee chair publishes a meeting agenda, invites membership to submit additional agenda items, and publishes minutes of the meetings.

5P4 How CCC leaders use information and results in decision-making

Central Community College leaders use information and results in their decision-making process as illustrated by the Planning Model in Figure 5C2-1.

Also the CCC's SPARKS process, piloted in fall 2005, allows all full-time employees to provide input on key issues impacting the college using the institutional portfolio and its data. For further examples of how the College uses data-based decision making, please refer to Categories 7 and 8.

5P5/6 How communications occur between and among institutional levels

Communication occurs primarily as outlined in Figure 5P3-1. As this chart shows, communication occurs both vertically and horizontally at all levels. Within this process, communication can occur through any of the following means:

- Monthly newsletters
- Published minutes
- College wide briefings-in print and in person
- Committees
- Teams

While no codified process exists for leaders to communicate, a number of informal communications do occur:

- College President's Open Forum which includes legislative update, budget issue, board information, and question and answer options

- College-wide emails announcing grant awards, new Tech-Prep partnerships, successful representation at service-area events
- Roundtables and other small group discussions
- Constituency groups input
- College suggestion box

At the campus level additional informal communication occurs daily including:

- invitations to visit with architects in advance of plant changes
- clusters or department celebrations
- congratulatory email from campus president
- regular updates from deans and associate deans

5P7 How CCC encourages leadership abilities development

In addition to the budgeted dollars illustrated in Table 4C4-3, the College encourages, develops, and strengthens leadership abilities by sending administrators to the Chair Academy in Colorado. The College has also worked diligently to send faculty, staff, and administrators to AQIP training in Chicago.

Regarding the sharing of best practices, knowledge and skills, the current process includes both formal and informal components. Formal components include CQIC monthly meetings, Board of Governors meeting and work sessions, and College Cabinet meetings. Informally, the college encourages job shadowing mentoring.

5P8 Succession planning

Although no College wide leadership succession plan exists, CCC has developed some processes to assure consistent sharing of mission vision and values during succession of key leadership positions.

- Tier 1 Training (See Section 4C4)
- Transition plans specific to the position, timelines, actions, reorganizations, and job shadowing
- Familiarity with College Planning Model, Planning Cycle, employment processes, SOPS, policies, and key reports

Individual campuses may also provide leadership succession processes such as job shadowing, cross training, mentoring, informal individual conversations, discussions, and proposals.

The defining character of the College is to avoid loss of institutional knowledge. The College often promotes from within to fill leadership positions. Since several key leadership personnel will likely retire within the next few years, the College needs to review and address its lack of a leadership succession plan. Part of that review needs to include an awareness of the lack of incentive or opportunity for internal promotion.

5P9 Measures of leading and communicating

With the advent of the Academic Quality Improvement Program, CCC has relied on three key measures of leading and communicating:

- Issues Questionnaire Survey -- College employees
- President's Advisory Board Survey -- external stakeholders
- Community College Survey of Student Engagement -- students

In addition to these annual surveys, CCC also conducts focus events with internal and external stakeholders where teams use the nominal group process to define critical issues and suggest solutions.

5R1 CCC's results for leading and communicating processes

Based on analyzed results, the College added the following seven statements to the Issues Questionnaire to elicit further data regarding CCC's leading and communicating processes.

- CCC's response to changing student needs
- CCC's effort to communicate with external stakeholders

- CCC's focus on promotion of program awareness
- CCC's personnel's ability to communicate effectively
- CCC's consideration of employees' idea in decision making
- CCC's delegation of authority to empower employees
- CCC's emphasis on building collaborative relationships

In addition, since the adoption of the AQIP process, the College has invested over 7,000 employee hours towards improving communication. Initially, 100% of full-time employees and 15% part-time received 12 hours of CQIC/AQIP training. Then 45 employees identified as potential team champions received 26 hours of additional specialized training. Thereafter, a survey of 80% of the internal stakeholders assessed perceived communication shortcomings. Based on those results, the College formed a Communication Team consisting of 11 members including the College President.

The Communication Team, using collected data, determined the need for a college-wide suggestion box piloted in 2002 and fully implemented in 2003. In 2003, the college also implemented common meeting times to facilitate better communication and collaboration across all campuses.

5R2 How CCC's results compare with the results of other higher education institutions

At this time the college does not have specific comparison to its questions on the college issues questionnaire. The college leadership has identified this as a shortcoming and will be launching a new measurement tool offered through Noel-Levitz or ACT to gather comparative data on similar institutional climate issues. This new tool is expected to be launched in the fall of 2005.

5R2 How CCC's results compare with the results of other higher education institutions

Currently, the college has no specific data and has identified this as a shortcoming. Therefore, the College has launched the Noel-Levitz Survey of Institutional Climate to gather stakeholders' perceptions of the College's human climate compared to the perceived climate at peer institutions.

5I1 How CCC improves its current processes and systems for leading and communicating

As Category 5 illustrates, CCC needs to:

- Clarify published policies regarding ethics and equity
- Consider publishing policies regarding social responsibilities and community service and involvement
- Clarify the leadership succession plan
- Clarify and strengthen college-wide and day-to-day communication systems
- Continue communication workshops for internal stakeholders
- Begin collecting and analyzing comparative data for leading and communicating processes

5I2 How CCC sets targets for improvement and currently targeted improvement priorities

Central Community College has set targets for improvements by retooling the Issues Questionnaire Survey as noted in 5R1 and plans to contract with an external agency to conduct an institutional climate study with peer institution comparative data. In addition to targeting the response to student needs, improved communication with external stakeholders, and increase emphasis on program promotion, the College continues to rely on the CQIC with guidance from AQIP to target additional areas for improvement.