Central Community College
Systems Appraisal Feedback Executive Summary
March 31, 2010

This report summarizes the key feedback provided in the Systems Appraisal Feedback Report. The key factors to be summarized include (category) executive summaries, accreditation issues, strategic issues, and components of the critical characteristics analysis.

Accreditation Issues
Upon review of the college's systems portfolio the Higher Learning Commission's Systems Appraisal team had this to say:

> "The Systems Appraisal team concluded that Central Community College has presented evidence that it complies with each of the five *Criteria for Accreditation* and each of their Core Components."

Strategic Issues
From the review of the colleges Systems Portfolio the Systems Appraisal team identified several topics that have the potential to impact future institutional strategies. The Higher Learning Commission expects Central Community College to discuss these issues, give priority to those it concludes are most critical, and to take action to address those issues. The following topics were identified:

- Setting improvement targets for student learning and development (Category1)
- Clear differentiation between context and processes (All Categories)
- Alignment of data with process (Overview to Portfolio)
- Analysis and Use of Data (Category 2 and 3)

(NOTE: It is important to understand that some these priorities reflect issues the college self identified in the systems portfolio, portfolio issues that may need additional explanation/details in order for external readers to fully understand existing processes, or issues CCC should seek improvement in. In any case this gives the college an opportunity to examine how the team's findings challenge our assumptions about ourselves.)

Critical Characteristics Analysis (Strengths and Opportunities for Improvement)

The following table provides the most critical strengths and opportunities for improvement identified by the team. The symbols used in these "strengths and opportunities" sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). For the purpose of brevity this report includes all outstanding opportunities, and selected ordinary opportunities.

Systems Portfolio Category	Strength Or Opportunity	Comments
1P1,2	OO	Opportunity exists for CCC to clarify the criteria it uses to develop and implement the processes it delineates for determining common objectives for learning and development within degrees and at particular levels. Clarification of the criteria used to identify common outcomes is foundational to student learning assessment in its entirety.
1P5	O	Many CCC students require remedial courses in key areas such as math, reading, and writing, providing opportunity for CCC to examine the effectiveness of the processes and assessments it has in place to predict student success in subsequent academic courses.
1P7	O	CCC recognizes a need to improve its advising and placement systems.
1I1	OO	CCC has an outstanding opportunity to use its data on student learning and institutional operations to set realistic, attainable, and specific

		improvement targets.
1P15	O	While CCC describes using a series of surveys and having a full-time professional support staff, it does not explain how it uses data to identify learning support needs and to respond to these in a systematic, sustainable way.
1R5	O	The College has an opportunity to demonstrate how it monitors and uses performance results to improve learning support services.
2I1	O	CCC has an opportunity to connect the improvement actions taken with the identified stakeholder need being addressed and to connect both of those to the identified distinctive objective.
2I2	OO	While CCC addresses the potential of its culture and infrastructure for setting specific processes and targets for improvement in its other distinctive objectives, the Portfolio provides no examples of such processes or targets.
3R2	O	Sections 3R1-2 of the portfolio demonstrate that CCC has begun to analyze available data regarding student satisfaction. It would be beneficial to the College to set targets for improvement and to analyze trends in survey data, which are not reported.
3R6	O	The College acknowledges that it could benefit from working with other Nebraska community colleges to collect and compare benchmark data.
4P8	O	CCC has an opportunity to develop the process by which the training needs identified are aligned with short- and long-range college plans and how these training needs strengthen college programs and services.
4P11	O	CCC has an opportunity to develop a College-wide process for recognizing, rewarding, and compensating employees beyond the current five-year interval recognitions, and the current benefits package. One campus has established a small award, which, if it proves to be effective, could be expanded upon to college-wide recognitions.
5P6	O	The challenge of identifying key performance indicators and of making the measurement of those indicators transparent and public is an opportunity that the college recognizes; attention to this important project should enhance the leadership's effectiveness and credibility.
5P10	O	CCC has an opportunity to build a College-wide leadership succession plan into its training, planning, employment processes. It currently provides leadership succession processes such as job shadowing, cross-training, mentoring, discussions, and proposals. It recognizes that it needs to review and address its lack of a leadership succession plan to avoid loss of institutional knowledge.
6P4	O	The effectiveness of support services is monitored through program oversight by College personnel, regular feedback from student groups, and inter-departmental meetings. CCC recognizes this opportunity has begun to develop key performance indicators.
7P6	O	While CCC describes its processes for ensuring that measures are viable, it has an opportunity to further clarify how the analysis of data is aligned with organizational goals. Clarifying this aspect of the process recognizes that analysis is a key component of data-based decision making that needs to be communicated among stakeholders.
8P2	O	Although CCC has identified sources of data it uses in short-term planning—including national surveys of student engagement and satisfaction, internal performance reports, and a suggestion box—the College has an opportunity to clarify how it prioritizes possible improvement actions, including those which rise to the level of a quality campaign. Having clearly articulated processes for prioritizing projects may encourage campus support for decisions.
8P6	O	While CCC describes processes through which action teams can

		request technical or financial support, the College can further clarify how it determines strategy in light of priorities, resource levels, and future needs. The College can further clarify how ad hoc resource requests are anticipated in the annual budgeting process.
8I1	O	Beyond listing improvements, CCC has an opportunity to explain how it uses measures and results in Planning Continuous Improvement to target improvement goals for its planning processes. The College also has an opportunity to demonstrate that these improvements are part of a systematic approach to continuous process improvement.
9R2	O	CCC has an opportunity to align these different pieces of data with the stakeholder needs these partnerships are intended to serve, both to ensure that the right measures of effectiveness are being used and to ensure that stakeholder needs are being met.

The full report is available on the CCC Web page at the following hyperlink:
http://www.cccneb.edu/igsbase/igstemplate.cfm?SRC=DB&SRCN=&GnavID=208&SnavID=392.

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