



Higher Learning Commission
A commission of the North Central Association

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March 3, 2014

Gregory P. Smith
President
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Dear President Smith:

Enclosed is a copy of Central Community College's *Systems Appraisal Feedback Report*. It begins with a concise Executive Summary, intended for those general readers that do not require a high level of detail. Your Systems Appraisal Team provided extensive detail in the full report by identifying nine distinct groups of what they view as your institution's *strengths* and *opportunities for improvement*, one group for each of the nine AQIP Categories. We are also emailing your institution's Accreditation Liaison a copy of this report.

To receive maximum benefit from your Systems Appraisal, you and your colleagues should plan to invest substantial time in discussing it, considering the team's observations and advice, and identifying which actions will best advance your institution.

We ask that you formally acknowledge receipt of this report within the next two weeks, and provide us with any comments you wish to make about it. Your response will become part of your institution's permanent HLC file. Please email your response to AQIP@hlcommission.org.

Sincerely,

Mary L. Green
AQIP Process Administrator

Systems Appraisal Feedback Report

in response to the *Systems Portfolio* of

CENTRAL COMMUNITY COLLEGE

March 3, 2014

for

The Higher Learning Commission

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Elements of Central Community College's Feedback Report

Welcome to the *Systems Appraisal Feedback Report*. This report provides AQIP's official response to an institution's *Systems Portfolio* by a team of peer reviewers (the Systems Appraisal Team). After the team independently reviews the institution's portfolio, it reaches consensus on essential elements of the institutional profile, strengths and opportunities for improvement by AQIP Category, and any significant issues related to accreditation. These are then presented in three sections of the *Systems Appraisal Feedback Report*: "Strategic Challenges Analysis," "AQIP Category Feedback," and "Accreditation Issues Analysis." These components are interrelated in defining context, evaluating institutional performance, surfacing critical issues or accreditation concerns, and assessing institutional performance. Ahead of these three areas, the team provides a "Reflective Introduction" followed closely by an "Executive Summary." The appraisal concludes with commentary on the overall quality of the report and advice on using the report. Each of these areas is overviewed below.

It is important to remember that the Systems Appraisal Team has only the institution's *Systems Portfolio* to guide its analysis of the institution's strengths and opportunities for improvement. Consequently, the team's report may omit important strengths, particularly if discussion or documentation of these areas in the *Systems Portfolio* were presented minimally. Similarly, the team may point out areas of potential improvement that are already receiving widespread institutional attention. Indeed, it is possible that some areas recommended for potential improvement have since become strengths rather than opportunities through the institution's ongoing efforts. Recall that the overarching goal of the Systems Appraisal Team is to provide an institution with the best possible advice for ongoing improvement.

The various sections of the *Systems Appraisal Feedback Report* can be described as follows:

Reflective Introduction & Executive Summary: In this first section of the *System's Appraisal Feedback Report*, the team provides a summative statement that reflects its broad understanding of the institution and the constituents served (Reflective Introduction), and also the team's overall judgment regarding the institution's current performance in relation to the nine AQIP Categories (Executive Summary). In the Executive Summary, the team considers such factors as: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback; and systematic processes for improvement of the activities that each AQIP

Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic Challenges Analysis: Strategic challenges are those most closely related to an institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Teams formulate judgments related to strategic challenges and accreditation issues (discussed below) through careful analysis of the Organizational Overview included in the institution's Systems Portfolio and through the team's own feedback provided for each AQIP Category. These collected findings offer a framework for future improvement of processes and systems.

AQIP Category Feedback: The *Systems Appraisal Feedback Report* addresses each AQIP Category by identifying and coding strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Through comments, which are keyed to the institution's Systems Portfolio, the team offers brief analysis of each strength and opportunity. Organized by AQIP Category, and presenting the team's findings in detail, this section is often considered the heart of the *Feedback Report*.

Accreditation Issues Analysis: Accreditation issues are areas where an institution may have not yet provided sufficient evidence that it meets the Commission's Criteria for Accreditation. It is also possible that the evidence provided suggests to the team that the institution may have difficulties, whether at present or in the future, in satisfying the *Criteria*. As with strategic challenges, teams formulate judgments related to accreditation issues through close analysis of the entire Systems Portfolio, with particular attention given to the evidence that the institution provides for satisfying the various core components of the *Criteria*. For purposes of consistency, AQIP instructs appraisal teams to identify any accreditation issue as a strategic challenge as well.

Quality of Report & Its Use: As with any institutional report, the *Systems Portfolio* should work to enhance the integrity and credibility of the institution by celebrating successes while also stating honestly those opportunities for improvement. The *Systems Portfolio* should therefore be transformational, and it should provide external peer reviewers insight as to how such transformation may occur through processes of continuous improvement. The AQIP Categories and the Criteria for Accreditation serve as the overarching measures for the institution's current state, as well as its proposed future state. As such, it is imperative

that the *Portfolio* be fully developed, that it adhere to the prescribed format, and that it be thoroughly vetted for clarity and correctness. Though decisions about specific actions rest with each institution following this review, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

Reflective Introduction and Executive Summary for Central Community College

The following consensus statement is from the System Appraisal Team's review of the institution's *Systems Portfolio Overview* and its introductions to the nine AQIP Categories. The purpose of this reflective introduction is to highlight the team's broad understanding of the institution, its mission, and the constituents that it serves.

The college is maturing in its quality journey. It continues to become more systematic in linking processes, results, and improvements in most categories. To support future portfolios, the college has an opportunity to become more systematic by clearly linking results and improvements to the processes that have been developed in all categories. CCC realizes that continuous improvement is a journey. It is clear that the college has given thoughtful consideration to the input from its last Systems Portfolio Feedback Report. While a significant number of strengths were identified in the last portfolio, the college responded to identified opportunities by creating action plans, developing Key Performance Indicators (KPIs), and strengthening its planning processes. The college recognizes that opportunities are evident for a more systematic approach to benchmarking in the future. It will become more systematic; linking results and improvements to the processes that have been developed to support this category.

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight **Central Community College** achievements and to identify challenges yet to be met.

- Category 1: As CCC has stated, the maturity of its approach to processes in Category 1, Helping Students Learn, is systematic. The college considered input from its last systems portfolio review and quality checkup visit to develop action projects with a focus on assessment of student learning. Processes have been defined, data collected, and some improvements made in this area; the college realizes it is an ongoing process and is committed to initiating future plans for improvement. The college has an opportunity to place the same emphasis on student support services (advising, registration, etc.) in the future. In addition, clearly identifying effectiveness measures for all processes will assist the institution in further developing their culture of continuous improvement.

- Category 2: Central Community College has worked since its last review to clearly define and adhere to priorities in the category of other distinctive objectives. Priorities are clear and being focused upon through planning and action. It is somewhat unclear how these three areas surfaced as the main priority areas and what level of input and involvement stakeholders had. It is also difficult to determine the true nature of data gathered and utilized to improve these services. This is a difficult category and CCC is to be commended for trying to clearly focus and address the same areas throughout.
- Category 3: The college has identified several measurement tools they are utilizing to track student satisfaction and building relationships. However, the results and improvements are not linked systematically. The college has an opportunity to put additional focus in identifying specific processes, measures, and results for its other stakeholders. The college has initiated a new planning process that should assist in linking process, results, and improvements for understanding students' and other stakeholders' needs.
- Category 4: CCC continues to mature in its processes, measurements, and results for valuing human resources. These areas of improvement are identified in: professional development opportunities for staff and faculty, assessment and benchmarking employee satisfaction, and attention to recruitment and retention of employees. Although effectiveness results are presented in some instances, the connection between processes and assessment of effectiveness for the next step is often not clearly identified. Increased intentionality in this step could strengthen the utility of the portfolio process and strengthen further the development of a culture of continuous improvement within the institution. CCC does not demonstrate that the data is being compiled and analyzed in a manner that informs continuous quality improvement. The institution has an opportunity to leverage this infrastructure and more fully align and integrate its systems and processes.
- Category 5: CCC is clearly committed to the ongoing development of a culture of continuous improvement across the institution. As this culture matures, it will become more systematic; linking results and improvements to the processes that have been developed to support this category. The college may benefit from a more formal approach to utilizing stakeholder input to assure that opportunities or challenges are not overlooked. It might also consider a more structured succession planning effort to assure that staff changes does not adversely impact their continuous quality journey.

- Category 6: CCC continues to mature in its processes, measurements, and results for support systems. The institution appears to be engaged in repeatable processes with clear goals and promotes coordination among institutional units. Some processes, such as student surveying, have been in place for some time, and others are newer processes that are still in development (example: sustainability processes). While the college identifies processes, measures, and improvements for student and internal services, there appears to be a void in input from some external stakeholder groups. Feedback from these groups could assist in strengthening related services and making data-informed decisions. CCC is benchmarking and doing trend analysis in some areas and may want to consider expanding these efforts when possible to provide more systematic data analysis and decision-making. The college has teams and communications systems in place that help inform and support services to students and stakeholders.
- Category 7: CCC has developed a comprehensive structure for gathering and distributing data to meet operational needs and to facilitate internal and external reporting. The college is actively engaged in continuous quality improvement. The college's culture is supportive and involved in utilizing data in decision-making. College administration, information technology, and institutional research departments work with several teams and committees across campus to enhance data collection and define measures. CCC has leveraged its action projects to make substantive improvements in this category. The college recognizes that opportunities are evident for a more systematic approach to benchmarking. In summary, CCC's approach to processes in Category 7, Measuring Institutional Effectiveness, appears to be systematic. The institution appears to engage in repeatable processes with clear goals and promotes coordination among institutional units. The institution has made progress in this category since its last Systems Portfolio including implementing improved processes in data collection and analysis. CCC is encouraged to leverage its progress, more fully align and integrate its systems and processes, and further enhance its systems and the comprehensive nature of the college's efforts.
- Category 8: The college has made a concerted effort to align the processes of the college with its Strategic Plan. This new approach is established with the college's alignment of its planning with the AQIP categories, identifying Key Performance Indicators and by tying the planning process to future budgets. The recent addition of the Key Performance Indicators scorecard has the potential to further enhance CCC's

planning of continuous improvement by allowing the institution to track accomplishments, consider trend data in greater context and make future planning decisions with more information than what the college has dealt with in the past. The college has an opportunity to enhance benchmarking for a more systematic and comprehensive approach for planning continuous improvement. The college is encouraged to focus on this progress in order to fully align and integrate its systems and processes.

- Category 9: CCC has identified under Goal 9 of the college strategic plan the primary objective of enhancing and promoting opportunities to grow and sustain partnerships that are mutually beneficial to their communities, businesses, industries, and educational entities while supporting student learning at CCC. The college has maturing processes in place and action projects identified to support building collaborative relationships.

It has identified seven action projects in the strategic planning process that align with this category. A more systematic approach to identifying, developing, and assessing partnership needs may strength the college outcomes and use of limited resources. An opportunity exists to systematically identify, analyze, and prioritize additional benchmarks and align results and improvements to the processes and action projects referenced in this category. The Educational Partnership Satisfaction Survey is a good step which will provide good comparison data.

Throughout the Systems Portfolio, CCC has emphasized the challenges it faces with a large and isolated service area. In this section, the college indicates that building collaborative relationships is more than beneficial, but necessary for future growth of the rural communities it services. While the importance of collaboration is recognized, more information should have been included on how the college has improved in this section since the last peer review.

Note: Strategic challenges and accreditation issues are discussed in detail in subsequent sections of the *Systems Appraisal Feedback Report*.

Strategic Challenges for Central Community College

In conducting the Systems Appraisal, the Systems Appraisal Team attempted to identify the broader issues that would seem to present the greatest challenges and opportunities for the institution in the coming years. These areas are ones that the institution should address as it seeks to become the institution it wants to be. From these the institution may discover its

immediate priorities, as well as strategies for long-term performance improvement. These items may also serve as the basis for future activities and projects that satisfy other AQIP requirements. The team also considered whether any of these challenges put the institution at risk of not meeting the Commission's Criteria for Accreditation. That portion of the team's work is presented later in this report.

Knowing that **Central Community College** will discuss these strategic challenges, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified the following:

- CCC gathers benchmark data from the following sources: National Community College Benchmarking Project, National Higher Education Benchmarking Institute, Voluntary Framework of Accountability, and Nebraska Community Colleges Coordinating Commission. A challenge exists for the college in interpreting this data due to variations in reporting. While these benchmarking instruments may be effective in some categories, the college has an opportunity to find benchmark instruments that address all categories with data that is meaningful. Being able to compare to comparable institutions of higher education and sometimes even other industries may help to assure that processes are competitive and that the college is on track addressing national trends. Systematically identifying, analyzing and prioritizing additional external benchmarks may help the institution interpret data, gain insights for decision making, and inform continuous improvement.
- The college continues to mature in its quality journey. It continues to expand processes that enhance many of the AQIP categories. In many instances, the institution does not demonstrate that data is being compiled and analyzed in a systematic manner that informs continuous quality improvement. While processes are well defined and improvements highlighted, it is hard to determine how the measurement data was used. As the college progresses on their quality journey, it will be important to align the results of its measures to inform process improvement.

AQIP Category Feedback

In the following section, the Systems Appraisal Team delineates institutional strengths along with opportunities for improvement within the nine AQIP Categories. As explained above, the symbols used in this section are **SS** for outstanding strength, **S** for strength, **O** for opportunity

for improvement, and **OO** for outstanding opportunity for improvement. The choice of symbol for each item represents the consensus evaluation of the team members and deserves the institution's thoughtful consideration. Comments marked **SS** or **OO** may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP Category 1: Helping Students Learn. This category identifies the shared purpose of all higher education institutions and is accordingly the pivot of any institutional analysis. It focuses on the teaching-learning process within a formal instructional context, yet it also addresses how the entire institution contributes to helping students learn and overall student development. It examines the institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Central Community College** for Category 1.

The college was accepted into AQIP in 2002 and this is its third Systems Appraisal. The College has used the feedback from the Strategy Forums, Systems Appraisal Feedback Reports, and Quality Checkup Visits and has made significant strides in development of systematic and comprehensive processes in Category 1, Helping Student Learn. These efforts have been the result of careful examination and subsequent action projects in conjunction with feedback from earlier systems portfolios. The college recognizes that the quality improvement process is ongoing and managing process improvement may realize efficiencies across campus.

1P1, S. CCC has been engaged in the process of converting student assessment efforts from measures of student performance to measures of program performance. The institution clearly identifies how the conversion was accomplished, who was involved, and criteria included. The new core competencies include common measures, are aligned with institutional strategic plan and state directives and have been adopted for implementation by the Board.

1P2, S. The college has been working on assessment at the program level since 1999. It has used input from advisory committees, local industry, and accrediting agencies as well as input from national, state, and local agencies. The college realizes and has identified the need to integrate the new core abilities assessment into program level

curriculum plans. The current portfolio does not identify processes by which this integration will occur.

1P3, S. The college has processes in place for designing new programs, as well as program and course review. New programs are vetted through processes which include input from the institution, advisory committees, community, state, and its accrediting agencies. Programs undergo a comprehensive evaluation every seven years. Key performance indicators for each program are reviewed annually. Courses are reviewed by faculty every three years.

1P4, S. The institution's balancing of student learning with career needs and the realities of the employment market is multi-faceted and incorporates feedback and data from multiple sources: the program review process, admissions and advising functions, and the WIDS course design system. Additional growth in this area could be achieved by further developing how students are oriented to the employment market.

1P5, SS. The process for determining the preparation required of students for specific courses and programs is determined by faculty. This preparation is demonstrated through student performance on standardized assessments, transcript analysis, and completion of prerequisite math and writing courses. In 2011-2012 the college fully implemented the Mandatory Assessment and Placement Plan (MAP) for all certificate, diploma, and degree seeking students. The college recently received a Trade Adjustment Assistance Community College and Career Training grant (TAACCT) which will provide additional developmental education opportunities at the satellite campuses. This process could be strengthened with the identification of effectiveness assessment measuring retention and success rates for those students participating in the training.

1P6, S. CCC has a well-established process for communicating expectations regarding student preparation and student learning objectives for courses, programs, and the awarding of specific degrees or credentials. This process includes communication from admissions, advising, student support services, college materials, and the course syllabi for all courses present in the LMS.

1P7, S. CCC provides an array of services to help students' select appropriate programs of study. In 2010, an Advising Summit Steering Committee began a review of advising which resulted in a new mentoring program for advisors and a new academic advising resources section on the college website. The MAP program was also created during this timeframe. The institution will use data from the Student Services Survey and

CCSSE to monitor student satisfaction with the advising process.

1P8, S. CCC has an ability assessment, advising, counseling, and evaluation of past work to match student interest and abilities. Students are remediated when gaps are identified in their preparation. They also offer academic skill builder workshops. The college has revamped the advising process, the selection of advisors, and developed training for advisors.

1P9, O. While a variety of delivery modalities and three courses for students explore their preferred learning styles are offered, CCC has an opportunity to foster student success through a more comprehensive approach to detecting and addressing students' learning styles. This approach might include proactive assessments of student learning styles and training for faculty and student support staff.

1P10, S. CCC has identified accommodations that maintain the academic integrity of the college programs. The college reports that all campuses work with the student, faculty, and staff on a case-by-case basis, to select and provide accommodations. These efforts could be strengthened with further development of those special needs groups identified beyond the ADA group and possibly including the needs of seniors.

1P11, SS. CCC clearly identifies multiple systematic approaches regarding communications of expectations. These approaches appear to be comprehensive and well integrated into their operations.

1P12, S. In order to effectively and efficiently deliver courses that address both student needs and organizational requirements, CCC implemented the WIDS system for course and program curriculum design. The institution realizes further growth is possible in implementing an electronic advising and registration process which will efficiently integrate mandatory academic planning with self-registration.

1P13, S. CCC ensures programs and courses are up-to-date and effective through monitoring that includes the following annual mechanisms: assessment of credit hours, feedback from community and industry advisory boards, analysis of key performance indicators, and graduate surveys. Additionally, employers are surveyed every three years and formal program evaluations every seven years.

1P14, S. CCC has a system in place whereby a formal evaluation is done to determine the efficacy of specific programs and curriculum. The review involves the faculty, the administration, the Board of Governors and the Nebraska Coordinating Commission.

Once the new cost model is implemented, they will have an additional piece of information to support the evaluation. The college has identified several actions that can occur if a program is deemed to be no longer viable.

1P15, O. CCC uses a variety of approaches to address learning support needs of students and faculty including tutoring, supplemental instruction, educational advising, career services, and resource centers (libraries). However, the process for identifying students in a comprehensive proactive manner is unclear and the process could be strengthened in this area.

1P16, O. CCC offers a wide variety of individual enrichment opportunities to its students and indicates that these co-curricular development goals are aligned with curricular learning objectives through the institution's mission to improve quality of life. An opportunity exists to revisit the co-curricular objectives to make sure they are broadly based. Additionally, a process to periodically evaluate the programs and services in support of the learning objectives is recommended.

1P17, O. All student learning goals identified for each academic program are assessed annually. They are compared to expected outcomes. Faculty within each program makes recommendations for subsequent improvement goals. During the 2010 Annual Review process it was determined that a relatively small percentage of programs actually had established goals with rationales. The institution recognized an opportunity and an AQIP project was identified in this area and the institution is working to improve this rate.

1P18, SS. The Assessment of Student Learning (ASL) Committee is responsible for assessing student learning and has an annual review process. Rubrics are in place to analyze student success. General assessment observations are categorized by the institution into Ss and Os and then presented to academic departments for consideration. The institution is encouraged to continue this recursive review process.

1R1, S. CCC has eight measures of student learning that are gathered and analyzed regularly. Analysis and subsequent action drives budget requests and allocations.

1R2, O. CCC is in a transition period for this process area. The institution recently improved and expanded its process for determining and assessing common learning objectives across all college programs. As a result, the institution has limited performance results and no trend data under the new process. The new process presents a unique opportunity to compile analyzed more meaningful data in a manner

that informs continuous quality improvement.

1R3, O. While the college is tracking results for program learning using a common rubric, the comprehensive and systematic nature of the process is unclear from the portfolio material. An opportunity exists to continue to elevate the levels of engagement in more programs over time.

1R4, S. CCC utilized transfer and employment numbers to show evidence that students have acquired the knowledge and skills required by external stakeholders. While this provides a strong indirect indicator of success, the institution has as a next step; the institution is developing a more comprehensive process to gather information about student achievement after placement or transfer.

1R5, O. CCC asserts that placement and transfer rates present a valid indicator of effectiveness of learning support services. This measure is at best indirect and the institution has an opportunity to develop clearer objectives and effectiveness measures for the learning support efforts.

1R6, O. While CCC indicates it does benchmark its performance for helping students learn, the institution has an opportunity to provide evidence that benchmark data is being compiled and analyzed in a manner that informs continuous quality improvement. There is a further opportunity to consider multiple measures.

1I1, S. CCC has implemented a faculty led review to set realistic, attainable and specific improvement targets for student learning. In addition, the strategic planning update has provided a clear attainable goal and specific objectives. This process could be strengthened with the addition of more detail, such as demographics in surveys on student learning.

1I2, S. CCC describes a quality infrastructure related to helping students learn that is systematic. The institution has can continue its development of a culture of continuous improvement and leverage this infrastructure to more fully align and integrate its systems and processes. Continuing to improve efficiencies, coordination among institutional departments and effectively share what is learned will enable all stakeholders can relate what they do to institutional strategies and improvements.

AQIP Category 2: Accomplishing Other Distinctive Objectives. This category addresses the processes that contribute to the achievement of the institution's major objectives that

complement student learning and fulfill other portions of its mission. Depending on the institution's character, it examines the institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Central Community College** for Category 2.

Central Community College has a vast service area of twenty-five counties in a rural state. With this geographic reality, CCC has focused on providing educational and cultural enrichment opportunities to communities in its service area that would otherwise not be available. The college provides educational opportunities beyond its own classroom experiences for high school students. The college has also used surveys effectively to receive feedback on how it can best serve its communities and student body. From these surveys, the college now has a greater focus on serving the veteran population and expanding membership in its alumni association. The college will also help the surrounding physical environment and serve as a symbol for other institutions to follow with its sustainability initiative. CCC reports dedicating considerable effort to review and align Category 2 with the overall objectives in the current Strategic Plan. This includes clarification of current distinctive objectives and ensuring they are based on improving processes.

2P1, S. Central Community College does appear to have strengthened and increased initiatives in this area. They have defined a process for determining the importance of possible new non-instructional efforts for the institution and assessing requests based upon three priority areas: sustainability, serving veterans, and maintaining contact with alumni. They have demonstrated how they have undertaken new initiatives to address these areas. They have strategies for designing and operating approved projects. The college has the appropriate personnel in place to lead the efforts in the three distinctive objectives: Sustainability Coordinator, Veteran Student Coordinator, and Alumni personnel.

2P2, S. The college identifies internal missions, benchmarks with external agencies, and engages internal and external stakeholders in the process.

2P3, S. CCC communicates information about the three priority areas through traditional methods of communication: the web, brochures, newsletters, and other marketing techniques.

2P4, S. The institution utilizes several targeted surveys to gather feedback to inform decision making. The information gathered is reviewed by several different groups thus enhancing the understanding and range of perspectives to improve decisions. Faculty, staff, advisory committees, and student groups are all involved in the review processes.

2P4, S. The veterans' program has several stakeholders engaged in a variety of assessment and review processes for the program including an external evaluator for the grant.

2P5, S. The college has appropriately determined its other distinctive objectives by working with various stakeholder groups and attending to issues of importance at the local, regional, and national levels. Non-instructional objectives are appropriately determined through multiple methodologies which include: internships aligned with curricula, learning circles, Faculty Senate input, one-on-one contact with faculty and staff, suggestion boxes, and departmental input.

2P6, O. Mechanisms in place to determine faculty and staff needs in the three priority areas are informal and indirectly related to the topic. Most come through informal interaction with staff or surveys designed to serve multiple purposes or to be very broad in their application (such as the suggestion box). Changes are also implemented informally. A more direct approach might lead to better accountability and decision-making. The college may explain how they determine the need for coordinators for each service and how each service is assessed.

2R1, O. CCC is still working on processes and setting baseline data in sustainability and alumni services but only has preliminary data in these two areas. Although alumni donations are mentioned as a direct measure of success, informal measures are primarily utilized in the veterans and alumni services. For the sustainability effort, the College is in the process of establishing measures that may provide concrete information of the success of initiatives. The institution does not have a systematic process in place for collecting and analyzing the results. Implementing a structured and systematic process could provide a vehicle for improved planning and resource allocation through data-informed decision making.

2R2, O. While CCC has data on veterans served and student persistence and completion, consistent trend analysis might be beneficial. There is no data at this time for the sustainability initiative but plans are underway to track success. In the alumni services area, the institution referenced utilizing data on donations to the Foundation,

but provided data on attendance at a breakfast. There may be a need to add more clarity to goals, measures, and tracking of what is important.

2R3, O. While CCC identifies vehicles for collecting evidence for accomplishing non-instructional objectives, the institution does not demonstrate that evidence is being compiled and analyzed in a manner that informs continuous quality improvement. Identifying and prioritizing measures, targets, trends, and external benchmarks may help the institution interpret data and gain insights for decision making. Although monitoring of the institutional distinctive objectives is in the early stages, CCC has an opportunity to, at a minimum, identify single point comparisons as a first step towards development of baseline comparators.

2R4, O. It is unclear from the Portfolio how the three priorities in this category strengthen the overall organization. CCC has presented limited performance results. The institute could benefit by identifying, developing, and implementing additional measures to provide evidence of performance results. The collection and use of performance data is essential to continuous improvement.

2I1, S. CCC is to be commended for implementing multiple improvements in this category. CCC appears to be attending to the organizational climate through multiple means of including appropriate stakeholders. The college's culture supports the three priorities and efforts among stakeholders support the priority.

2I2, O. The college does not address how systematic and comprehensive its processes and performance results are for accomplishing its other distinctive objectives and if these processes and performance results informed the decisions to make the improvements. The institution has an opportunity to build on its commitment to its three key non-instructional objectives by leveraging systematic and comprehensive processes that facilitate meaningful analysis of performance results.

AQIP Category 3: Understanding Students' and Other Stakeholders' Needs. This category examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification; student and stakeholder requirements; analysis of student and stakeholder needs; relationship building with students and stakeholders; complaint collection, analysis, and resolution; determining satisfaction of students and stakeholders; measures; analysis of results;

and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Central Community College** for Category 3.

Central Community College gathers information on the needs of students and stakeholders from a variety of sources. The group whose primary task in understanding these needs is the forty-five member strategic planning committee. The committee is selected in a way to reflect the geographic diversity of the college. Administrative summits are held to analyze data and develop future plans. Standard reports are widely distributed according to a regular schedule and integrated in both annual planning and five-year strategic planning.

3P1, S. Central Community College uses multiple measures, both internal and external, to identify the changing needs of their student groups. A recent innovation, the College Score Card, brings indicators together to show data gathered from various sources on student satisfaction and needs. The multiple-campus environment presents a diverse review of data, but also requires enhanced communication processes, especially in the area of distance learning. Once the AQIP communication project is complete, it is expected that understanding of student needs will be improved institution-wide.

3P2, S. The college provides many services for faculty and staff to build relationships with its current and prospective students. The addition of career and employment assistance to online students, through the communication tool Web Central, is an important contribution for a college with the geographic challenges of CCC.

3P3, S. CCC identifies a wide array of activities to identify needs and maintain relationships with key stakeholders. The institution prioritizes identified needs through its integrated planning processes as outlined by the strategic planning committee.

3P4, S. CCC solicits participation in various meetings, such as advisory council meetings, President's listening sessions, and open forums. It also utilizes perception data collected from various sources, such as the economic impact study, to develop plans to provide required services and programs.

3P5, S. The use of its Crisis Response Team and its Learning Centers are two examples of how the college can respond to the changing demands and needs of its stakeholders. The college is attentive to align any new markets with its mission.

3P6, OO. CCC indicates that it has elements in place to monitor complaints. The institution has an outstanding opportunity to more clearly delineate a comprehensive and systematic process that identifies how the complaints are captured, how they are

resolved, how those actions are communicated to the re-affected parties, and how those actions are logged, monitored, and analyzed for future action.

3R1, S. The college regularly collects measures of students' and other stakeholders' satisfaction and provides evidence that data is being compiled and analyzed. The institution presents an example of this data which indicate use of these measures in a manner that supports the ongoing development of a culture of continuous improvement.

3R2, S. CCC presents examples of performance results for student satisfaction. The use and presentation of this data could be strengthened by integrating the full range of data into an overview of performance indicators.

3R3, O. The college provides some output information in this category. However, it is limited and in some cases difficult to determine how it measures building relationships with students. Benchmark data and information that is performance-based would provide stronger evidence of its success in this area.

3R4, O. Although CCC presents information regarding developing and maintaining relationships with stakeholders, an opportunity exists to integrate the information provided into a systematic and comprehensive process.

3R5, O. The institution does not demonstrate that data is being compiled and analyzed in a systematic manner that informs continuous quality improvement. The institution could benefit from a more systematic process that offers the opportunity to establish targets for improvement.

3R6, O. While several methods for collecting complaint information from students and other key stakeholders are employed, it is unclear how CCC analyzes feedback and selects and communicates courses of action once information is collected. An opportunity exists to create a more comprehensive approach to data utilization and to utilize additional comparators.

3I1, S. CCC has implemented a student progress notification system, and has increased the use of technology and faculty advisory tools, as well as classroom and course management tools, such as gradebook. For stakeholders, the college has added business incubators, and entrepreneurship centers; for other internal personnel, improvements in facilities. The institution does need to provide greater clarification on how analysis of performance results contributed to these changes.

3I2, S. CCC has a strong planning process that utilizes the data it gathers for informed

decision-making and has an institution-wide approach to utilizing information to make changes. Continuing to improve coordination among institutional departments and effectively share what is learned will help stakeholders for ongoing improvements.

AQIP Category 4: Valuing People. This category explores the institution's commitment to the development of its employees since the efforts of all faculty, staff, and administrators are required for institutional success. It examines the institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Central Community College** for Category 4.

CCC's need to retain quality faculty and staff is exacerbated by its geographic location. Professional development and satisfaction are, therefore, of greater importance than at other institutions. The college has demonstrated its understanding and concern for this issue with multiple programs designed to improve communications, increase satisfaction, and to further the professional skills of both faculty and staff. They have also taken steps to "grow their own" as part of a succession planning movement. Improvements have also been made in new employee orientation, including the New Faculty Institute, and in opportunities for part-time employees.

4P1, S. CCC has processes in place that identify specific credentials, licensures, skills, and values for college employees. The college has also developed cross-functional teams among the departments for approving credentials and conducting interviews. CCC uses guidelines for faculty positions that were developed by the State's community college chief academic officers.

4P2, S. The college has added on to its extensive mechanisms to identify skill sets to now include internal policies on credentials for its instructors. The Position Review Committee strengthens and supports this process.

4P3, S. CCC has appropriate processes and procedures for the recruitment, hiring, and retention of employees. The institution receives significant applications and has a low employee turnover rate. The applicant portal with a weighted criterion supports an objective process to identify the top applicants for positions of employment. Some of the information presented is more appropriate for the results section.

4P4, S. CCC strengthened their “On Boarding” for new staff and New Faculty Institute for faculty. They also have, in preparation for the upcoming retirement trends, started setting aside funds to “grow their own” employees. The President is involved in transmitting cultural elements of the organization.

4P5, O. The College is proactive in its recognition that it will be facing a number of retirements in the near future which provides the opportunity for a review of needs and function. It is unclear what kind of succession planning is in place. Considering this area could help to minimize problems as the retirements occur. The institution has an opportunity to present these elements in a systematic manner that includes effectiveness assessment.

4P6, S. The college has several processes in place to enhance organizational productivity and employee satisfaction including access to a monthly Key Decision summary. CCC also utilizes several surveys to measure employee satisfaction.

4P7, S. The college communicates ethical practices to its employees in many different formats. The college also lists ten specific activities and procedures in which all employees must know how to act ethically.

4P8, S. CCC has multiple processes for employee training and development. They utilize three tools: annual evaluations for all full-time, setting annual goals, self-identified training needs and funding and assisting employees to pursue continuing education, and sponsoring in-house training.

4P9, S. CCC has a full-time professional development coordinator and has systems in place to help employees identify and pursue training and professional development activities. Training activities are recorded and tracked by individual. Internal advancement is also encouraged and top internal candidates are given interviews for position for which they apply. Tying supervisor interaction with employee expressed interests can serve to meet both institutional and employee needs and interests.

4P10, S. The institution’s personnel evaluation system facilitates employee development by establishing and reevaluating annual goals and determining training needs. Full-time staff is evaluated on an annual basis in a process that includes a self-evaluation and a one-on-one evaluation with the employee’s direct supervisor. Faculty evaluations include four processes: self-evaluations, classroom observations, goal reviews, and student evaluations. The evaluation system was reviewed and updated in 2010.

4P11, O. CCC utilizes standard employee recognition, compensation, and benefit systems; it has expanded existing systems to include a communication improvement team, professional development, added services, and involvement. Their system of faculty recognition could be expanded beyond longevity so that it might recognize quality elements and align with institutional goals.

4P12, S. CCC employs a systematic, evidence-based process to assess and address employee motivation. This includes the use of national employee satisfaction surveys and input from formal and informal meetings. Employee feedback is addressed by the institution's key leadership teams and Continuous Quality Improvement Team.

4P13, S. CCC has a comprehensive set of processes for employee health, safety, and well-being. It has a system in place for expressing concerns to the president. Survey data is also utilized to determine areas of concern.

4R1, S. CCC systematically collects multiple measures, regarding valuing people, that are reviewed and analyzed and help inform the decision-making processes of the institution. The institution shows a commitment to helping employees develop professionally.

4R2, S. The college identifies several measures it collects regarding valuing people in 4R1 and submits results of these measures to the appropriate area of the college. All reports and survey results are disseminated to the college through SharePoint.

4R3, O. The college collects evidence regarding employee and staff productivity through several means: employee evaluation process, assessment of student learning process, key performance indicators (KPI) for instructional and non-instructional programs, CCSSE Support for Learners performance measure, and distribution of faculty workload. The institution does not fully clarify how the data is analyzed and how it contributes to their improvement efforts. Identifying and prioritizing measures, targets, trends and external benchmarks may help the institution interpret data and gain insights for decision making.

4R4, O. The results of the Partnership Satisfaction Survey place the college in a higher percentile of satisfaction than most of the colleges in the comparison group. It remains unclear how comprehensively the data is analyzed and utilized.

4I1, O. CCC has made improvements in this category and recognizes the need to make improvements in the training of its employees in the area of diversity and ethics. While

they have made improvements, it remains for them to explore more comprehensive and systematic approaches.

4I2, S. CCC has implemented many processes to improve valuing people over past years and formed a Continuous Quality Improvement Team to help identify areas of potential improvement, set targets, and communicate to all interested personnel.

AQIP Category 5: Leading and Communicating. This category addresses how the institution's leadership and communication structures, networks, and processes guide planning, decision-making, seeking future opportunities, and building and sustaining a learning environment. It examines the institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction-setting, use of data, analysis of results, leadership development and sharing, succession planning, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Central Community College** for Category 5.

Central Community College acknowledges that this is a category that needed improvement based on feedback from its last peer review. The college identifies four opportunities in which to focus on for overall improvement to the college: identifying needs of external stakeholders, increased documentation, clarification on decision making, and professional development. In response to these four opportunities, CCC has involved more external stakeholders in the strategic planning process, it has integrated a SharePoint 10 system for increased documentation, and it has emphasized recording all activities of professional development for all employees.

5P1, S. During the 2010 Strategic Planning process, Central Community College underwent a review and updated their mission, vision, and values. This review continues annually. An external consultant led the planning effort that involved internal and external stakeholders. The process took approximately 13 months to complete. The strategic plan covers a five year period, 2010-15 and aligns institutional goals with AQIP categories.

5P2, S. The college's planning and leadership structures facilitate the alignment of goals and action projects with the institution's mission, vision, and values. Workflow timelines that link planning and budgeting processes are clearly stated. CCC has developed a Continuous Quality Improvement Team (CQIT) that assist with identifying

action projects, mentoring performance, data collection requests, and to manage the suggestion box submissions from employees and students.

5P3, O. While CCC has a number of mechanisms in place for gathering student and other stakeholder input, it is not clear how this information is directly utilized in planning and decision-making. A more formal system of stakeholder data utilization in the planning process might help to support priorities and action projects.

5P4, O. CCC indicates that its strategic goal focused on helping students learn facilitates a strong focus on students and learning when the institution is seeking future opportunities. However, it is unclear how this strategic goal is used in a systematic manner to help the institution's leaders seek future opportunities, and how students and other key stakeholders are included in this process.

5P5, O. CCC identifies a desire to balance faculty decisions and centralized administrative consistency and provides examples of how this might be done. However, the opportunity exists to examine the processes and organize them into a systematic and integrated decision making model.

5P6, S. CCC has key performance indicators (KPIs) for a number of important campus indicators. Results are utilized by departments and teams to inform and support decisions. The administrative computing system houses a number of standard reports that can be run and utilized by departments and committees. The Institutional Research office oversees data integrity and ad-hoc reporting requests. The institution makes data-informed decision-making a guiding principle.

5P7, S. CCC uses many means of communication: email, SharePoint, discussion boards, minutes, and meetings. Key decisions are made by the College Cabinet, which consist of open meetings with representatives from campus, cluster area administration, faculty, and staff. Communications are sent electronically to all CCC e-mail recipients monthly.

5P8, O. While CCC utilizes a number of common systems for communicating to stakeholders and provides for professional development and regular evaluation and feedback, it is not clear how they "deepen and reinforce the characteristics of high performance organizations." The institution would benefit from a direct focus on what it means to them to be a high performance organization and how they directly measure their progress.

5P9, O. CCC identifies several activities that serve to share leadership knowledge, skills, and best practices throughout the organization. An opportunity exists to identify how these efforts serve to strengthen and encourage leadership among faculty and staff.

5P10, O. While CCC does promote opportunities for professional growth of its employees, the institution does not have a formal succession plan. Developing a succession plan would help to ensure the long-term health of the institution. A succession plan would provide the tools to navigate transitions in leadership, safeguard institutional memory, and engender stakeholder confidence in times of change.

5R1, S. CCC has multiple measures of leading and communicating.

5R2, S. CCC shows performance results in a variety of ways including monitoring of KPIs, survey comparison data regarding relevant priorities, and use of other data to make informed decisions. They have documented workflow for input sources such as the suggestion box. They show how they utilize data to make changes addressing areas of concern.

5R3, O. While CCC utilizes a number of national surveys, the only comparison data they consistently discuss is NCCBP. Data shown is very limited and it is unclear how much they benchmark and utilize comparative data in decision-making. Being able to compare to comparable institutions of higher education and sometimes even other industries may help to assure that processes are competitive and on track for national trends.

5I1, S. CCC has implemented a number of changes and has streamlined others to continue improvement in the areas of leading and communicating. Their comprehensive array of methods to gather and disseminate information supports their continuous quality improvement initiatives. The college realizes an opportunity exists to engage students on more committees and in the decision making process.

5I2, SS. CCC has a strong culture of continuous quality improvement and campus-wide involvement in leading and communicating. The college demonstrates a variety of processes that support this culture including: KPIs, the Continuous Quality Improvement Team (CQIT), focus on key data points, implementation of SharePoint 10 system, and a well-defined process for accessing employee suggestions.

AQIP Category 6: Supporting Institutional Operations. This category addresses the variety of institutional support processes that help to provide an environment in which learning can thrive. It examines the institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Central Community College** for Category 6.

CCC has a mature system of services to support student learning. They have updated their master plan, looked at alternative funding options, and focused upon sustainability efforts in recent years. The sustainability effort has become a priority undertaking for the college. The college has made changes to its support services as a result of its last Systems Portfolio, indicating that the college has utilized the peer review process in a positive way. It has since implemented surveys to measure student satisfaction with support services. Key Performance Indicators have been established for student services. In 2010, CCC established KPIs for all non-academic programs to assess overall performance and the institutional research office assists with compiling and analyzing data.

6P1, S. CCC identifies support needs of students through a variety of local and national surveys, and test results: CCSSE, COMPASS, ACT, and ASSET tests. The college has developed key student support systems designed to address identified needs. Comparisons are done with students in Nebraska and nationally. This process could be strengthened by more clearly identifying the needs of other stakeholder groups.

6P2, S. The college has a thorough list of data collection tools used to identify needs of internal stakeholders and strategies for using information gathered.

6P3, SS. CCC identifies a dynamic process designed to address threats and maintain a safe learning and working environment. This process includes systematic and informal feedback and individual campus safety committees who identify issues that result in appropriate corrective action. The college's safety and security efforts align with the National Incident Management System (NIMS). It has implemented the CCCAlerts emergency notification system and has developed key performance indicators from the Cleary data.

6P4, S. CCC employs a comprehensive approach to managing its key student support services that leverages student involvement, gathers data using national surveys, and

monitors key performance indicators. Employee survey data was utilized to guide an AQIP project and strategic planning initiatives.

6P5, S. CCC utilizes multiple methodologies to document its support processes. Knowledge sharing, innovation, and empowerment are encouraged by seeking input from employees and other key stakeholders. The College has improved its technology to ensure greater transparency and to allow for the utilization of various media for sharing information. Time will show how effective these technologies will be.

6R1, S. CCC clearly identifies relevant measures of organizational support that are regularly collected and analyzed.

6R2, S. CCC provides evidence of a comprehensive approach to collecting and analyzing performance results for student support services.

6R3, O. CCC provides evidence of an evolving approach to collecting and analyzing performance results for administrative support services. The institution has an opportunity to develop additional measures and benchmarks for administrative support services. A more comprehensive assessment in this area will facilitate the institution's quality infrastructure in a manner that manages and balancing resources dedicated to all support services.

6R4, O. CCC acknowledges it has an opportunity to create a more comprehensive and integrated approach to using information and results for its measures of performance related to its key student, administrative, and support area. This approach can lead the institution beyond assumptions that its processes are working.

6R5, S. CCC uses several national comparison sources to demonstrate how the college compares with other higher education institutions. Identifying and prioritizing measures, targets, and external benchmarks may help the institution interpret data and gain insights for decision making.

6I1, S. CCC has engaged in several quality improvement initiatives in this category that appear to be more fully aligning its systems and processes. They are actively working on several additional projects.

6I2, S. CCC is developing a culture of continuous improvement as evidenced by the wide range of goals developed and accomplished since the last review. Multiple surveys, improved technologies, and cross-functional review teams are developed to improve the delivery of services at CCC. This area could be strengthened by more comprehensive

documentation of which of these goals had been accomplished during the intervening time.

AQIP Category 7: Measuring Effectiveness. This category examines how the institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines the institution's processes and systems related to collection, storage, management, and use of information and data both at the institutional and departmental/unit levels. It considers institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Central Community College** for Category 7.

CCC has initiated three major action projects since its last Systems Portfolio that are related to utilizing data in its decision making processes: developing Key Performance Indicators (KPIs) for instructional programs, developing KPIs for non-instructional programs, and utilizing benchmarking data in the measurement process. As a result, KPIs are in place to assess both instructional and non-instructional programs. The academic area is currently focusing on integrating core abilities/competencies with the philosophy of education. With respect to benchmarking, CCC continues to add and strengthen its sources for comparative data to identify areas of improvement. Benchmarking data is gathered from the following sources: National Community College Benchmarking Project, National Higher Education Benchmarking Institute, Voluntary Framework of Accountability and Nebraska Community Colleges Coordinating Commission. Additionally, the college's strategic plan, action plans, and nine categories use data to align priorities. The Institutional Research office has developed a tracking system to support all data requests. Trends are reviewed annually. Several types of reports are created to help communication and inform decisions.

7P1, SS. CCC has a systematic approach to selecting, managing, and distributing data and performance information to support its instructional and non-instructional programs and services. A multi-tier system is used for data selection, capture, and distribution. Data sets are selected by end-users based on three institutional needs: 1) operational decision making, 2) internal/external reporting, and 3) continuous quality improvement projects. CCC's administrative data system, Colleague, and a SharePoint repository comprise the main access points for data. Numerous external data sources are also utilized. The Institutional Research department works with Information Technology

Services to compile, analyze, and report on required data to meet institutional needs and improves data management systems based upon internal and external data usage requirements.

7P2, S. CCC has established practices for utilizing data and performance information to support its planning and improvement efforts. Data are distributed in a variety of ways and new initiatives must show how they will utilize data to assess success of the effort. College administration, Information Technology Services, and Institutional Research work collaboratively to support data needs of internal stakeholders. Internal committees and teams request data for the strategic plan, annual budget process, and action projects. KPIs are utilized extensively by key planning groups as well as individual departments. As new processes are developed and existing processes refined, the Continuous Quality Improvement Team reviews the data to ensure measures are valid and support college objectives.

7P3, S. CCC employs multiple methods to determine the needs of its departments and units related to the collection, storage, and accessibility of data and performance information. Data needs are determined based upon internal and external reporting requirements, institutional planning, and quality improvement needs. Data elements and processes for recurring and mandated internal and external reporting are well-defined. An Institutional Research data request process with clear guidelines is used to determine appropriateness of new and additional requests. College leadership requires all non-academic programs to select specific KPIs to measure institutional effectiveness. The college categorizes its comparative data in four primary groups: internal comparisons, state peer data, national peer data, and direct data from college program advisory boards.

7P4, S. The college utilizes its strategic planning process to analyze data and information related to overall institutional performance. The majority of data collected comes from KPIs, national studies for comparative data, and externally-mandated performance measures. CCC has a number of approaches to sharing the analysis of data and information including web-based shared files, review of findings in small groups, campus-based meetings, monthly and annual reports, and the CQI Council newsletter. Many employees participate on action project teams and in the Systems Planning for Resources Knowledge and Skills (SPARKS) where institutional performance information is shared.

7P5, O. While CCC gathers a fair amount of comparative data, the institution indicates that determining needs and utilizing appropriate data continues to be a challenge. The college relies on the administration of several nationally-normed surveys for much of its comparative data and believes that it does not have access to enough comparative data to meet its own expectations of quality analysis. Continuing to identify additional sources of comparison, such as comparative data within the state, with other campuses and with organizations outside of higher education, may serve to facilitate more meaningful benchmarking and inform quality improvement.

7P6, O. While CCC has a number of processes in place for the analysis of data and their defined purposes, these reviews are recognized as being primarily at the initial development and approval stage. It is not clear if there is a direct review of connections to the strategic plan and other formal planning efforts. The institution has an opportunity to identify appropriate review processes of current measures which would include criteria to determine that a measure or report no longer aligns with institutional goals. Making these connections may enhance the institution's overall quality journey.

7P7, S. CCC has systems in place for monitoring data integrity and security of its systems. An annual audit is conducted to check performance measures. Appropriate systems are in place to protect data entry and information access.

7R1, S. CCC regularly collects measures for the performance and effectiveness of its system of information and knowledge management and provides evidence that data is being compiled and analyzed.

7R2, S. CCC provides evidence that its system for measuring effectiveness is meeting its needs in accomplishing its missions and goals. This evidence includes both internal and external indicators such as the use of KPIs, financial audits, external ITS audits, and successful accreditation.

7R3, O. While CCC does perform some benchmarking of its performance related to its processes for measuring effectiveness, there does not appear to be a systematic comparison to other higher education institutions. Additionally, the college does not provide evidence that the benchmark data is being compiled and analyzed in a manner that informs continuous quality improvement. Systematically identifying, analyzing, and prioritizing external benchmarks may help the institution interpret data, gain insights for decision making, and inform continuous improvement.

7I1, S. CCC has implemented multiple improvements related to utilizing performance

results to move the institution forward. These improvements include hiring an additional Institutional Research staff member, making projects more visible to stakeholders, and adding the National Benchmarking Institute to their list of sources. Through the use of new technologies and new personnel, CCC has made this area a major priority. Continuing improvements in this category may be enhanced by a more systematic and clearly-communicated approach.

7I2, S. CCC has developed a culture of data gathering, analysis, and utilization in decision-making and can show numerous examples of this throughout the institution. Action projects and the Continuous Quality Improvement Team utilize data on a regular basis.

AQIP Category 8: Planning Continuous Improvement. This category examines the institution's planning processes and how strategies and action plans are helping to achieve the institution's mission and vision. It examines coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; analysis of performance projections and results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Central Community College** for Category 8.

Central Community College utilized feedback from the 2010 Systems Appraisal to add three new projects related to planning continuous improvement. The projects include aligning college processes (strategic plan, AQIP, and three-year process), blending non-integrated planning processes, and integrating the Systems Portfolio. The college also launched initiatives to celebrate AQIP successes and standardize the publishing of annual reports. In addition, the college has improved the conversation with both college administration and the Continuous Quality Improvement Team regarding prioritization of possible improvement actions.

8P1, SS. Central Community College has a strong infrastructure in place to support planning. Some examples of this infrastructure include annual updates of the Master Facilities Plan, college-wide technology initiatives, and three-year plans for instructional programs. The planning process is inclusive involving all stakeholders openly sharing information.

8P2, S. The college has a comprehensive and systematic process for identifying institutional AQIP action projects as well as institutional projects that support goals and defined needs. The college has an extensive list of surveys, reports, and performance

data used to develop short-term strategies. The Continuous Quality Improvement Team (CQIT) and the College Cabinet are in place to shape long-term strategies.

8P3, S. Action plans are developed by the CQIT to support organizational strategies. Members of the CQIT review data from student and employee surveys, benchmarking, and an on-line suggestion box.

8P4, S. The CCC Strategic Plan is the foundation of the planning process of the institution. It is updated annually and includes input from all stakeholders. Projects generally originate from the Strategic Plan but additional projects can be forwarded to the CQIT. Initiatives can originate at the department-level and are aligned with goals and within the budgeting process.

8P5, O. The college has initiated Key Performance Indicators (KPIs) since the last Systems Portfolio and has also utilized benchmarking to set measures and performance targets. Benchmarking is, however, only in the beginning stages of development. Once this is further developed with a more systematic and comprehensive approach, CCC may find that they have much more useful information for making planning decisions and developing action projects.

8P6, S. The strategic planning process incorporates the nine AQIP categories and is linked to the budgeting process. The college has initiated budget planning meetings to support strategic and action plans. The strategic planning process involves all levels of the campus and includes a regular review of the mission, vision, and goals and well as use of data to assess the need for recommended changes.

8P7, S. The college has processes in place to assess the risk inherent in any proposed initiative. These processes are reviewed at various levels. A more defined approach to addressing the risk involved in a project might help assure long-term viability for the institution.

8P8, S. CCC has a high level of employee involvement in the planning and action processes. Employees are regularly surveyed to determine satisfaction and involvement. Professional development is under the direction of a coordinator whose task is to help align professional development activities with strategic direction. This section may be strengthened with specific mention of the number of employees that participated in AQIP training.

8R1, S. The college uses national surveys and KPI to measure its effectiveness. These

measures are then integrated into the college's quality improvement initiatives. This section will be strengthened in future portfolios as they continue to utilize this information to further enhance their planning processes and assure that they are achieving desired outcomes.

8R2, O. While successful completion of projects is one indicator of success, the college does not adequately assess if the project specifically addressed the problem it was intended to consider. A systematic method for reporting and communicating performance results will facilitate the institution in achieving continuous improvement.

8R3, S. CCC is transparent in its projection of its performance in five key measures. The new Benchmarking Scorecard provides the college the scope to consider trends, achievement of desired outcomes, and facilitate future planning.

8R4, O. The college utilizes several state and national benchmarking tools. A challenge exists for the college in interpreting this data due to variations in reporting. While this has been mentioned in other areas of the portfolio, an opportunity exists to synthesize the data and utilize it in ways that are most meaningful for the institution.

8R5, S. The goals and activities created from CCC's Strategic Plan indicate that it has a system for planning continuous improvement. A more formalized process and review of results might help to assure that the institution is pursuing the more critical projects and placing its resources in the correct areas.

8I1, S. CCC has implemented multiple improvements related to planning continuous improvement, such as a greater emphasis on AQIP goals as measurements for success and an alignment of issues and needs with the Systems Portfolio.

8I2, S. The college has a comprehensive and maturing system of continuous quality improvement that is reflected in its planning processes.

AQIP Category 9: Building Collaborative Relationships. This category examines the institution's relationships – current and potential – to analyze how they contribute to the institution accomplishing its mission. It examines the institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, and building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these

areas. The Systems Appraisal Team identified various strengths and opportunities for **Central Community College** for Category 9.

CCC has maintained the student focus through its strategic planning processes. The institution has systematically focused on building collaborative relationships since its last Systems Portfolio. These efforts align with the college's mission and vision and its Category 9 primary objective. They have added to the college's mission statement the direction for partnerships: "To provide access to quality student-centered instruction and learning support systems for individuals desiring higher learning." Seven action projects have been initiated since its last Systems Portfolio in this category. The college has unique demands with its twenty-five county service area in rural Nebraska. With this geographic reality the relationships the college builds with area businesses and communities will be vital for future growth. The focus on health sciences and alternative energy sources are indicative of ways to enhance the future of both the college and its external stakeholders.

9P1, O. CCC uses a distributed-organizational and management model and therefore not a college-based formal process for prioritizing partnerships. Relationships are built at all levels based on projects approved through the planning processes. The institution has an opportunity to build upon this model by systematically identifying and coordinating all partnerships to enhance tracking and communicating its partnership activities to stakeholders and to maximize resources.

9P2, O. CCC utilizes many methods to build relationships with the educational organizations and employers that depend on the supply of its students. However, a more formal means of gathering data would strengthen this section for future reviews.

9P3, O. CCC describes multiple relationships with organizations that provide services to its students. However, the college does not appear to have a systematic and holistic approach to creating, prioritizing, and building relationships with organizations that provide services to its students. Systematically creating, prioritizing, and building relationships may help the institution gain insights for decision making and inform continuous improvement.

9P4, O. The College has informal processes and relationships with vendors related to use of products and services that support the college's operations. There does not appear to be any structured approach to soliciting vendors or monitoring and assessing quality.

9P5, S. CCC has placed an emphasis on particular entities such as Nebraska

Department of Education, the Nebraska Coordinating Commission on Postsecondary Education and its accreditation body the Higher Learning Commission. They also have employees active in key organizations, community service organizations, and churches. In some situations, CCC bases its decisions whether or not to form partnerships on public demand, cost vs benefit to the College, and impact on future relationships.

9P6, S. CCC has processes in place to collect input on how the college's collaborative relationships meet the needs of stakeholders. CCC utilizes interviews and surveys to determine if the partnership is meeting the varying needs of those involved; occasionally, an action project will provide a more detailed analysis related to a support need.

9P7, S. CCC has many improvements in this area and has identified key commitments. They have a well aligned system founded in its strategic planning process and sustained through committees. They describe a systematic process for creating and building relationships between and among departments and units.

9R1, S. CCC utilizes a number of internal and external methods for gathering information about the relationship building efforts for the college. Some are formal methods and other informal tools. CCC is utilizing Ellucian to optimize the use of Colleague and enhance the services provided to the college.

9R2, S. CCC provides evidence that it collects performance results for building key collaborative relationships. Some methods identified include: survey of students who have taken courses and workshops resulting from collaborative relationships, tracing the number of enrollments, FTEs, graduation rates, and retention rates. The college can articulate results for the Tech Prep program, Extended Learning Services program, Project SHINE, Early College, and the Nebraska Transfer Initiative.

9R3, S. The college primarily uses the Educational Partnership Satisfaction Survey Report sponsored by Eastern Arizona College. CCC has completed the survey two times and has shown a marked improvement and is above the 75th percentile on seven questions and above 50% percentile on the remaining ones. Systematically identifying, analyzing and prioritizing additional external benchmarks may help the institution interpret data, gain insights for decision making and inform continuous improvement.

9I1, O. While CCC is to be commended for implementing multiple improvements in this category, the institution does not address how systematic and comprehensive its processes and performance results are for building collaborative relationships and if these processes and performance results informed the decision to make these

improvements. Leveraging systematic and comprehensive processes that facilitate meaningful analysis of performance results is fundamental to continuous quality improvement.

912, S. CCCs commitment to building internal and external partnerships is clear. Focus is placed upon internal relationships and external partnerships are an important part of the institution’s programming. Through the strategic planning process, the college has identified several action projects that are related to this category

Accreditation Evidence Central Community College

The following section identifies any areas in the judgment of the Systems Appraisal Team where the institution either has not provided sufficient evidence that it currently meets the Commission’s Criteria for Accreditation and Core Components, or that it may face difficulty in meeting the Criteria and Core Components in the future. Identification of any such deficiencies as part of the Systems Appraisal process affords the institution the opportunity to remedy the problem prior to Reaffirmation of Accreditation.

No evidence issues noted by the team.

Criterion 1: Evidence found in the Systems Portfolio	Core Component				
	1A	1B	1C	1D	
Strong, clear, and well-presented.	X	X		X	
Adequate but could be improved.			X		
Unclear or incomplete.					
Criterion 2: Evidence found in the Systems Portfolio	Core Component				
	2A	2B	2C	2D	2E
Strong, clear, and well-presented.	X	X	X		X
Adequate but could be improved.				X	
Unclear or incomplete.					
Criterion 3: Evidence found in the Systems Portfolio	Core Component				
	3A	3B	3C	3D	3E
Strong, clear, and well-presented.	X	X	X	X	X
Adequate but could be improved.					
Unclear or incomplete.					
Criterion 4: Evidence found in the Systems Portfolio	Core Component				
	4A	4B	4C		

Strong, clear, and well-presented.	X	X	X		
Adequate but could be improved.					
Unclear or incomplete.					
Criterion 5: Evidence found in the Systems Portfolio	Core Component				
	5A	5B	5C	5D	
Strong, clear, and well-presented.		X		X	
Adequate but could be improved.	X		X		
Unclear or incomplete.					

1P1 & 1P2. HLC Core Component 3.B. *The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.*

- The CCC mission is central to the learning programs of the institution: “To provide access to quality student-centered instruction and learning support systems for individuals desiring higher education.”
- The institution has ten core value statements that support the learning focus of the college. They include a commitment to lifelong learning, partnerships to foster learning, learning centered environment, quality and affordable education, and multiple instructional methodologies.
- The general education core and philosophy was reviewed in 2011-12. The review team represents a cross-section of the campus. After campus-wide review and feedback, a new general education philosophy statement and list of core abilities was approved.
- Employing a strategic, collaborative process, CCC has improved and expanded its process for determining common learning objectives from a limited measurement of student performance in only general education courses to measuring performance in all college programs.
- CCC has a long-standing practice of faculty in each program area identifying program outcomes by incorporating input from local employers and advisory committees, industry standards, program accreditation, and local, state, and national data.
- CCC’s core competencies for students include common measures, are aligned with the institutional plan and state directives, and have been approved by the college’s board.

1P2 & 1P18. HLC Core Component 4.B. *The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.*

- CCC demonstrates a commitment to educational achievement and improving student learning through the Assessment Student Learning (ASL) Committee that assigns sub-groups to review academic and vocational area reports. A summary report is prepared for approval of ASL and presented to Educational Services, forwarded to the College Cabinet, Board of Governors, and published in the SharePoint portal.
- CCC has been measuring student learning competencies for ten years within their general education core. They are now working on determining how individual programs address these competencies.
- The general education core and philosophy was reviewed in 2011-12. The review team represents a cross-section of the campus. After campus-wide review and feedback, a new general education philosophy statement and list of core abilities was approved.
- Each program has individual student outcomes. Feedback is solicited from local employers, key stakeholders, and others involved in individual programs. Outcomes are reviewed by the Educational Services Committee. Faculty revise curriculum as needed.
- Departments created a unified assessment plan where they identify assessment measures and methodology and frequency of data collection.
- Faculty in each program area identify program outcomes by incorporating input from local employers and advisory committees, industry standards, program accreditation, as well as local, state, and national data.
- Rubrics are in place to analyze student success.
- General assessment observations are categorized by the institution into Ss and Os and then presented to academic departments for consideration.

1P4 & 1P10. HLC Core Component 1.C. *The institution understands the relationship between its mission and the diversity of society.*

- CCC uses professionals at all campuses who work with students, faculty, and staff on a case-by-case basis to select and provide accommodations including academic adjustments, auxiliary aids and services, or access. This process is adequate but could be better defined.

- The Disability Services Office assists students with verified physical challenges. The establishment of Veterans Resources Centers on all three campuses is a positive recognition of a section of the population that needs assistance. Commuters are assisted through the use of online and recreational services. There is no mention of how CCC assists senior citizens.
- Diversity and multiculturalism are mentioned but no detail provided on how these two are specifically included in academic programming. The overview section should provide a demographic report of the ethnic diversity on the campuses of Central Community College (CCC). This would help reinforce the importance of recognizing multiculturalism and human diversity.

1P4 & 1P12. HLC Core Component 3.A. *The institution's degree programs are appropriate to higher education.*

- CCC's degree programs are appropriate and aligned with the College's mission, vision, and values. The College uses many avenues to assure the curriculum is aligned with business and industry needs and transfer institutions. The College uses the WIDS system to assure course and program curriculum development and all program offerings align with outcomes and with mission. These offerings are approved by Nebraska Coordinating Commission for postsecondary education.
- CCC uses national information, advisory committees, and student feedback on programs to determine degree program best practices.
- Environmental scans are done by the institution to determine trends and program needs.
- Program outcomes must be aligned with the college's mission.
- The institution has implemented a student planning process to help track enrollment trends and facilitate the course scheduling and degree planning processes.

1P4 & 1P13. HLC Core Component 4.A. *The institution demonstrates responsibility for the quality of its educational programs.*

- The College demonstrates responsibility for the quality of its educational programs and monitors currency and effectiveness. Faculty members from all three campuses review, update, and articulate the curriculum and use the WIDS system to maintain course documentation. The Teaching and Learning Center staff assist faculty to improve course delivery.

- The institution has a systematic approach to assuring its quality of educational programs through special accreditations, program review, and through reviewing the results of its programs with graduates and other stakeholders.

1P6. HLC Core Component 2.B. *The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.*

- CCC primarily clearly and completely presents itself to the public in regard to programs, requirements, faculty and staff, cost to students, control, and accreditation relationships. To communicate this, the College uses primarily the catalog, admission material, program brochures, and course syllabi.
- The admissions department at CCC provides students five different resources to help them know the expectations for academic success at the college and how best to meet those expectations. The college also has a web page to help other stakeholders stay informed of expectations.
- CCC utilizes standard methods for communicating with students and the public. They include the catalog, admissions and program materials, college web-site, and online resources.
- The admissions office has primary responsibility for providing clear, comprehensive and accurate information to prospects. Other service offices, such as registration and financial aid, provide information and counseling to students.
- The College website is a primary source of information to prospects, students, and the public.

1P7 & 1P15. HLC Core Component 3.D. *The institution provides support for student learning and effective teaching.*

- The college has four inventory instruments for interest assessment, as well as a Career and Transitions Office and an Assessment Office to help students choose career paths. The college continues to seek new ways to improve advisement as evidenced from its advising summit in 2010 and the subsequent new training for advisors.
- The college provides eight different resources for students in which they could benefit from tutoring or some form of additional instruction. The college also has a Career

Service Office that provides assistance in job searches and career assessments. There are Resource Centers (libraries) in each of the main campus sites.

- The institution provides evidence of extensive use of advising (1P7) and various direct support services (1P15) demonstrating solid support for learning and effective teaching.

1P11. HLC Core Component 2.D *The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.*

- The college has implemented six major processes that develop and document effective teaching and learning. While these processes provide feedback and training for teachers, more processes, activities, or events need to be identified that allow faculty and students the freedom of expression and the pursuit of truth.
- **The institution has the appropriate policies and procedures in place to ensure freedom of expression. These are supported with appropriate bodies** such as the faculty senate.

1P11. HLC Core Component 2.E. *The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

- CCC uses six major processes that develop and document effective teaching and learning that include many sources and stakeholders.
- The institution actively monitors through evaluations and surveys learning outcomes and provides clear guidance on ethical and responsible learning practices for both faculty and students.

1P16. HLC Core Component 3.E. *The institution fulfills the claims it makes for an enriched educational environment.*

- CCC has many student organizations (1P16-1&2) that are involved in improving student learning and service to the community. These activities along with student learning are tied to the mission, vision, and values through the strategic planning process.
- The institution demonstrates integrity and commitment to quality programs through its public information systems and its general transparency.
- The institution provides extensive listing of activities and groups that provide for an enriched education environment.

3P1. HLC Core Component 4.C. *The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.*

- CCC employs a variety of best practices to collect and analyze data including, but not limited to: quantitative and qualitative course evaluations, program reviews, outcomes assessment, program advisory committees, college scorecard measures, placement surveys for CTE graduates, Nebraska Department of Labor graduate data, fall-to-fall retention, and course completion.
- Multiple stakeholders and methodologies are employed to analyze and select a course of action for student needs.
- CCC has developed a College Scorecard that includes multiple performance measures with goals based upon best practice/performance and data sources that includes, but is not limited to: IPEDS, NCCBP, and CCSSE.
- CCC uses cross-functional teams to address common actions and quality improvement initiatives.
- The college uses many different data sources to collect information on student performance. Because of Central Community College's service area size and number of campus sites, it is understandable and admirable that improving communication would be the stated attainable goal for the college.

3P3 & 3P5. HLC Core Component 1.D. *The institution's mission demonstrates commitment to the public good.*

- CCC works with its stakeholders in a variety of formats and shows its commitment to them through the use of advisory committees, surveys, and services provided.
- CCC's mission focuses on the needs of key stakeholder groups.
- The institution has an internal planning process that facilitates making decisions that positively impact the community. Regular communication helps to assure that everyone understanding how decisions are made.
- National and regional trends are monitored and considered in the planning process.
- The President's Call to Action is an example of an initiative that is addressing the national need to increase the number of graduates in the workforce.

- Grant applications are focused on priorities to strengthen the local, regional, and state economies through providing training workers to meet the most pressing needs.

4P2 & 4P10. HLC Core Component 3.C. *The institution has the faculty and staff needed for effective, high-quality programs and student services.*

- Central Community College utilizes its Position Review Committee in an effective way to insure good hiring practices.
- The hiring process at Central Community College (CCC) is detailed and inclusive, with its use of the Position Review Committee and its use of cross-functional interview teams. The evaluation process is thorough. The New Faculty Institute should strengthen the abilities of first-time faculty.
- CCC has processes in place designed to ensure employees possess desired credentials, skills and values.
- A cross-functional team, the Position Review Committee, reviews and approves credentials/skills required for each position.
- The hiring process includes a candidate interview by a cross-functional interview committee.
- CCC collects data that demonstrates employee satisfaction with professional development opportunities and career advancement has increased from 2010 to 2012.
- The institution's personnel evaluation system facilitates employee development by establishing and reevaluating annual goals and determining training needs.
- Full-time staff is evaluated on an annual basis in a process that includes a self-evaluation and a one-on-one evaluation with the employee's direct supervisor.
- Faculty evaluations include self-evaluations, classroom observations, and student evaluations.

4P7. HLC Core Component 2.A *The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.*

- CCC states they focus on ethical practices through awareness in all communications such as orientation, email, web site, and policies and procedures.

- CCC trains and monitors employees responsible for ethically-sensitive procedures including payroll, travel reimbursements, purchasing, technology use, use of force, supervisor training, sexual harassment, emergency response, copyright issues, FERPA guidelines and HIPAA compliance.
- CCC follows well-defined processes and guidelines related to ensuring the ethical practices of its employees.
- Policies and procedures that define standards of behavior for ethical practices are published in a policy and procedures manual that is distributed to employees and periodically updated.

4P7. HLC Core Component 2.E. *The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

- CCC has policies and procedures to assure and monitors many areas responsible for employee procedures and the processes involved.
- CCC has established policies and procedures that specify requirements for ethical behavior as reinforces the need of honesty and integrity. These policies and procedures are reinforced with multilevel training and supervision as well as clearly published access to the guidelines. Research is not directly addressed as this is not a research institution.

5P1 & 5P2. HLC Core Component 1.A *The institution's mission is broadly understood within the institution and guides its operations.*

- Central Community College has a mission that reflects requirements for Nebraska community colleges and State statute requirements.
- The mission, values, and strategic plan were updated in 2010 through a comprehensive review process.
- The Strategic Planning Task Force includes 45 employees from throughout the institution. Within the strategic plan, institutional goals are aligned with AQIP categories. External stakeholders were involved in the mission, vision, and values update.
- Other campus groups, including the Continuous Quality Improvement Team, are actively involved in setting and carrying out mission-related objectives.
- Updates are given at Board of Governors' meetings and during the in-service program. They are also shared on the college website.

- CCC identifies a mission of providing student centered education throughout the service area. In addition this mission is informed by the requirements of the state of Nebraska and a 13 month Strategic Planning process which involved a large segment of internal and external stakeholders. The mission is stated to be a core element in planning and decision making considerations.

5P2 & 5P6. Core Component 5.C. *The institution engages in systematic and integrated planning.*

- The institution has a functioning and systematic strategic planning process that guides its actions and supports its values.
- CCC in some areas indicates inclusiveness and in others seems to struggle with when administration should decide and when it should be a bottom-up approach.

5P2. HLC Core Component 2.C. *The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.*

- CCC's planning and leadership structure provides alignment of goals with the institutional mission, vision, and values.
- CCC has a clearly defined organizational structure with the president reporting directly to the Board of Governors.
- The precedence for CCC's Board of Governors is legislated by the State of Nebraska.
- Policies and procedures are accessible to the public on the college's website.
- CCC presents the Institutional Policy Manual to demonstrate that the college functions within the structure established by the State of Nebraska and maintains adequate autonomy to make decisions in the best interest of the college and related stakeholders.

5P3 & 5P8. HLC Core Component 1.B. *The mission is articulated publicly.*

- The institution employs a systematic approach to planning that addresses the needs and expectations of potential students and key stakeholder groups.
- CCC's leaders communicate shared a mission, vision, and values through a variety of methodologies including: web-based posting of Board of Governors meeting recordings, cross-functional representation on committees, and the employee evaluation process.
- The mission is accessible to the public in a variety of formats: written, electronic, and

spoken in public venues. The institution demonstrates a review process that seeks input from its stakeholders.

5P5 & 5P9. HLC Core Component 5.B. *The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.*

- CCC presents the Institutional Policy manual, collaborative decision making practices, and the balance of faculty driven decisions with administrative control as evidence that the governance and administrative structures promote effective leadership and support collaborative processes.
- The institution effectively demonstrates the works of its formal structures. There is a functioning board that works with the public and the administrative staff. Policies and procedures are collaboratively reviewed and addressed within the framework of the structure.

7P2 & 7P4. HLC Core Component 5.D. *The institution works systematically to improve its performance.*

- Data collection, analysis, and utilization is supported and encouraged throughout the campus from the executives through the committees and departments.
- A focus has been placed on KPIs for both academic and non-academic areas.
- Key processes such as strategic planning, budgeting, and action projects focus on systematically improving the college.
- The Continuous Quality Improvement Team reviews data and makes suggestions to help focus projects on improvement. They also make recommendations for new data elements to be used to monitor performance.
- 27% of the college's employees are involved in an action team, Continuous Quality Improvement Team, or other quality initiative.
- Central Community College has worked to tie the improvement processes to the mission, vision, and values.

8P6. HLC Core Component 5.A. *The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.*

- Central Community College has the personnel and fiscal resources in place to address future goals and concerns. This core component would be strengthened if there were specific listings of what percentages of the institution's budget is devoted to technology, capital improvements, and personnel training.
- Although CCC present evidence of resource allocation and resource management that supports institutional operations, there does not appear to be clearly presented evidence that the resources available are, or will be, adequate.

Quality of Systems Portfolio for Central Community College

Because it stands as a reflection of the institution, the *Systems Portfolio* should be complete and coherent, and it should provide an open and honest self-analysis on the strengths and challenges facing the organization. In this section, the Systems Appraisal Team provides Central Community College with constructive feedback on the overall quality of the portfolio, along with suggestions for improvement of future portfolio submissions.

This is the third submission of a systems portfolio for Central Community College. The college references its response to past system portfolio feedback reports proactively throughout the document. While some categories in the current portfolio are written to reflect that the college is systematic in its approach to continuous quality improvement, other categories lacked the same coherence. It appeared that these inconsistencies may have been the result of the knowledge of the writer/s regarding the content. This may be improved through a writing process that is more in alignment with the process.

Using the Feedback Report

The AQIP Systems Appraisal process is intended to initiate action for institutional improvement. Though decisions about specific actions rest with each institution, the Commission expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

Some key questions that may arise in careful examination of this report may include: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect

what we have learned? How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration, and integrity.

The Commission's goal is to help an institution clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities in ways that will make a difference in institutional performance.