

**Category 5: Leading and Communicating**

**5P1 How Central Community College (CCC) Defines and Reviews the College Mission and Values**

In the past Central Community College has used a mixture of internal and external stakeholder groups and facilitation from external consultants to formulate and review the mission, vision and value statements. This normally has been conducted on a seven-year cycle, with a less comprehensive review conducted approximately at the three-and-a-half year mark. The primary methodology used in both processes was to review current key performance measures, collect feedback from the stakeholder groups and reach a consensus on changes to the mission, vision, and value statements. As the College's current statements are up for full-scale review/revision in academic year 2009-2010, a new process is being developed that is more in line with the college's quality improvement activities (see 5P1-2). This new process will also integrate a formalized strategic planning process to ensure overall alignment. Initial meetings to start the process were held in August 2009. The new process will use an external consultant and a five-phase process to achieve several specific goals, to include the following:

- Developing meaningful engagement of institutional stakeholders
- Assuring transparency of all information through the process
- Developing clear understanding of external issues and trends in higher education
- Engaging external stakeholders (alumni, community representatives, businesses) in the process and gain understanding of needs for those groups

These goals will be achieved by the systematic implementation of the five primary phases:

<b>Phases</b>	<b>Key Steps</b>	<b>Groups and Individuals involved</b>
Planning and Organization (Phase 1) <u>2 Months</u>	Establishing the Planning Task Force	Planning Task Force (PTF), Consultant, and Senior Leadership (30-40 Persons)
Data Gathering and Engagement (Phase 2) <u>3 Months</u>	<ul style="list-style-type: none"> <li>• Planning Retreat (2 days)</li> <li>• Stakeholder meetings</li> <li>• Develop Engagement Plan</li> <li>• Develop Collaborative Planning Process Plan</li> </ul>	Planning Task Force (PTF), Consultant, and Senior Leadership (Internal and External Stakeholders)
Sense Making (Phase 3) <u>2-3 Months</u>	<ul style="list-style-type: none"> <li>• Collect feedback from interactive meetings</li> <li>• Integration of all data into the centralized database</li> <li>• Development of strategic themes</li> <li>• Development of concept papers (for each theme)</li> <li>• Distribute concept papers to stakeholder groups.</li> </ul>	Planning Task Force (PTF), Consultant, Senior Leadership, Internal and External Stakeholders
Vision Conference (Phase 4) <u>1-2 Months</u>	<ul style="list-style-type: none"> <li>• Vision Conference (50-75) internal stakeholders (60%) and external stakeholder (40%)               <ol style="list-style-type: none"> <li>1. Review/Discuss concept papers</li> <li>2. Stakeholder review</li> <li>3. Creating a vision of the future</li> </ol> </li> <li>• Development of draft vision statements</li> </ul>	Planning Task Force (PTF), Consultant, and Senior Leadership (50-75 Persons) and Internal and External Stakeholders
Goals Conference (Phase 5) <u>1-2 Months</u>	<ul style="list-style-type: none"> <li>• Development of mission/vision statement</li> <li>• Development of strategic goals (based on themes)</li> <li>• Development of action plans (each goal)</li> </ul>	Planning Task Force (PTF), Consultant, and Senior Leadership (30-40 Persons) and Internal and External Stakeholders

Figure 5P1-1

### Strategic Planning and AQIP

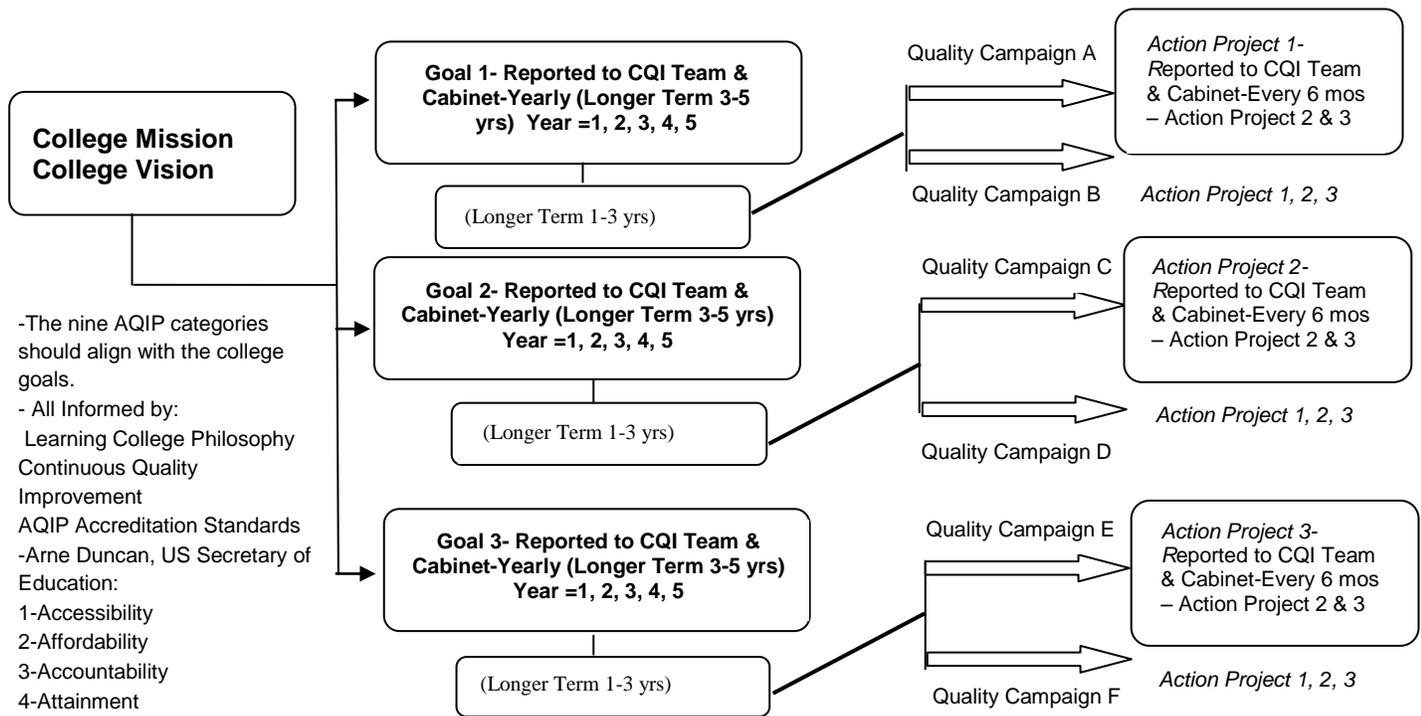


Figure 5P1-2

### 5P2 How CCC Sets Directions in Alignment with Mission, Vision, and Values

The College’s planning and leadership structures are shown in Figures 5P2-1, and Figure 5P2-2, (Figure 5P2-1 illustrates the leadership structure of the college and the primary decision-making pathways and Figure 5P2-2 represents the primary decision-making processes based on a traditional continuous quality improvement model). The College ensures alignment with the mission, vision, and values in several ways. These include defining how any given process will support the college mission and service priorities during the definition stage of planning, and multiple checks and evaluations of each project in the implementation stage. The last primary method for alignment of goals and objectives with the College’s mission, vision, and values is the regular/ongoing measurement of performance outcomes that relate to the process in question. Additionally, opportunities for individual development, initiative, organizational learning, and innovation can occur at multiple locations along the Planning Model.

The College’s current action project team, working on refining and aligning the annual planning and budgeting processes, developed a new model unveiled in 2008. This model is intended to eliminate issues regarding timing of specific events in the planning and budgeting processes by defining when actions take place and who completes each step (see figure 5P2-3).

### Central Community College Administrative Structure

Fig 5P2-1

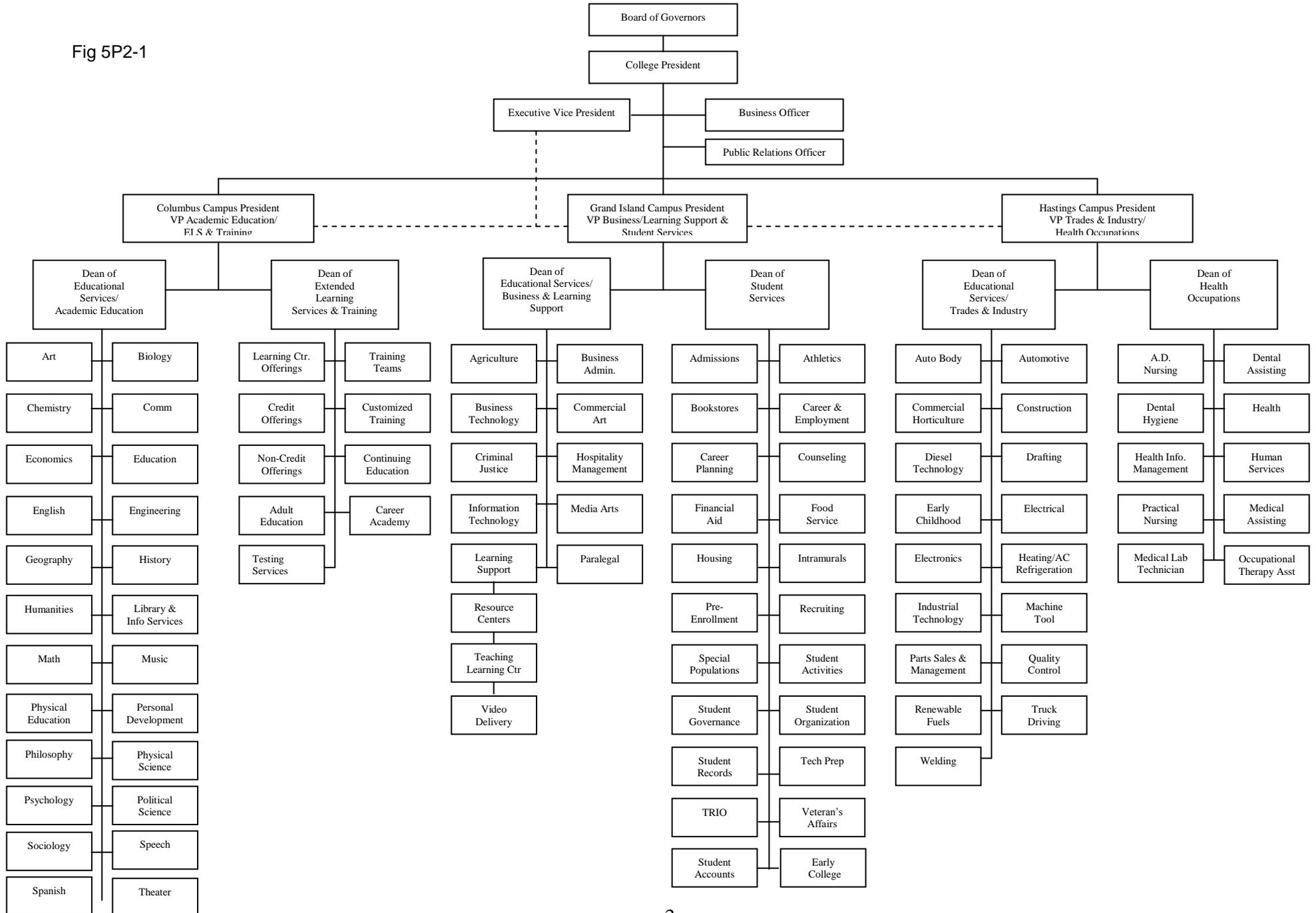
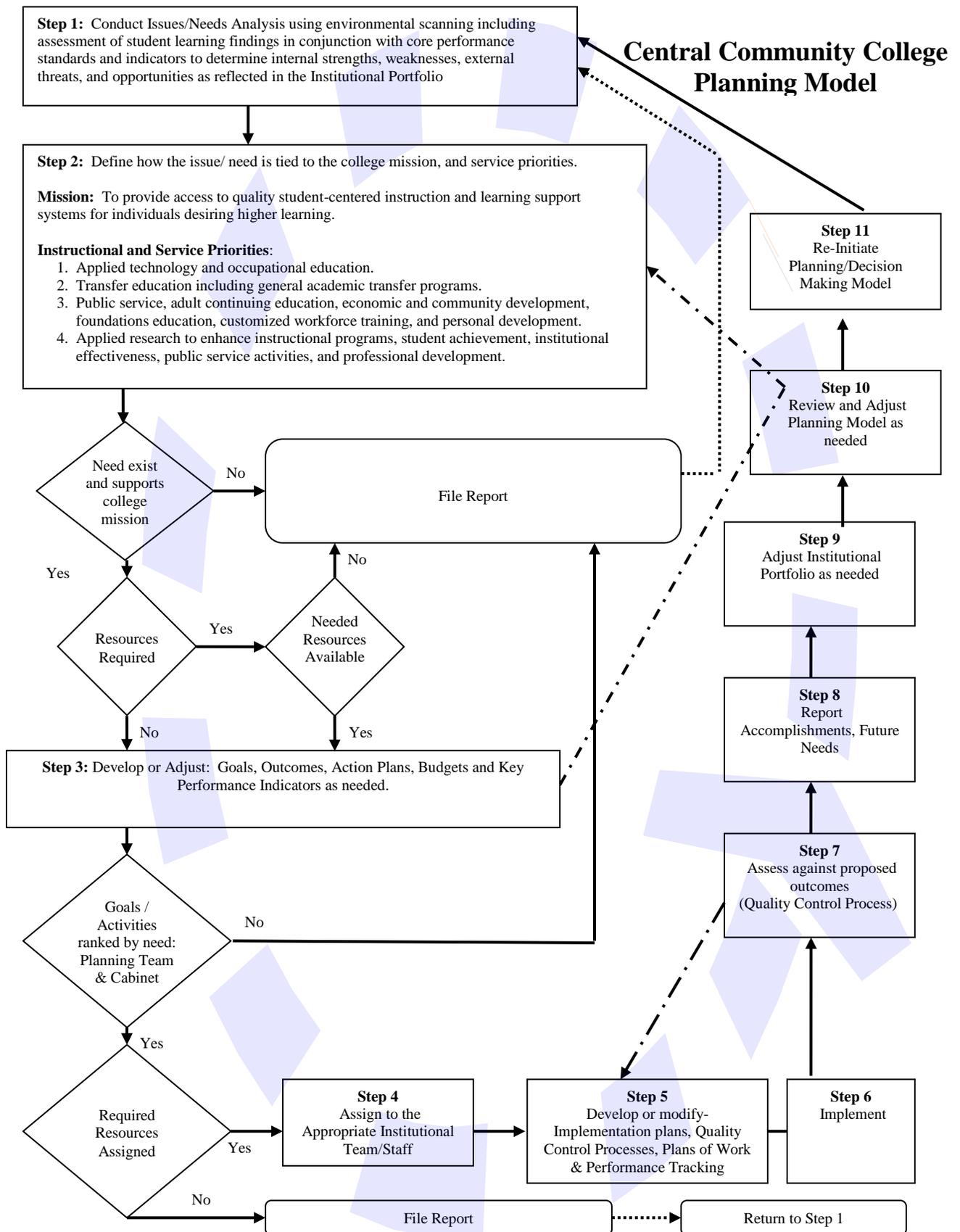


Figure 5P2-2



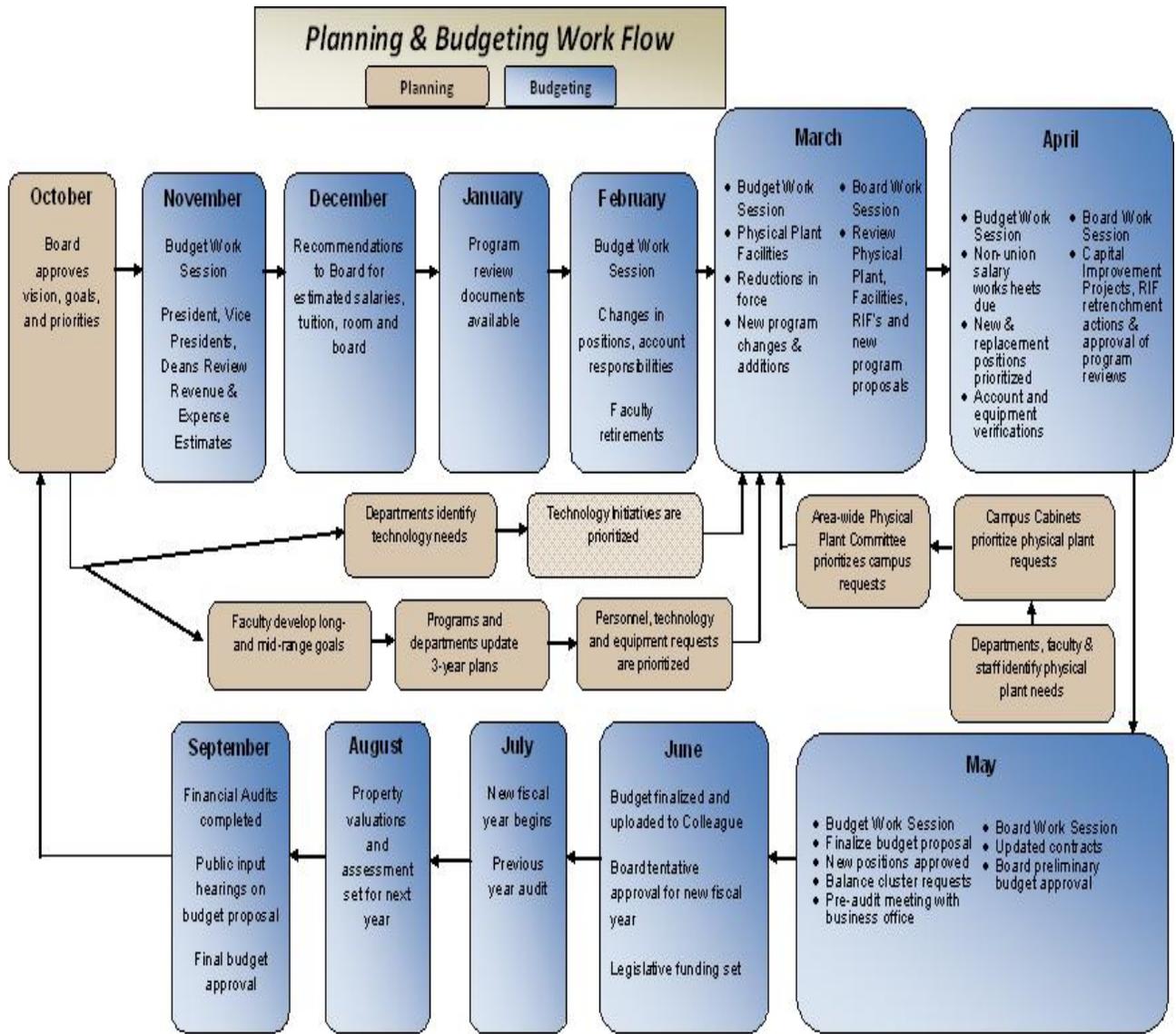


Figure 5P2-3

**5P3 How CCC's Student and Stakeholder Needs Are Taken Into Account When CCC Sets Goals**

Central Community College uses multiple methods to define the needs of internal and external stakeholder groups and then initiates plans to meet those needs using the college planning process. The planning process begins with several steps that qualify the need that has been identified. This is normally defined by the data contained in one or more of the College's performance measures or through some form of direct feedback such as student or employee surveys. The college leadership regularly monitors and reviews the status of all college performance measures including those that track issues related to student and stakeholder needs. In the current model, new policy recommendations are initiated at the stakeholder/student level and then progress up the approval ladder. If revisions are needed, this input can be collected in multiple areas. Figure 5P3-1 shows the structure used in the revision of existing policies and processes.

**Policy, Procedure, and Process Development and Revision**

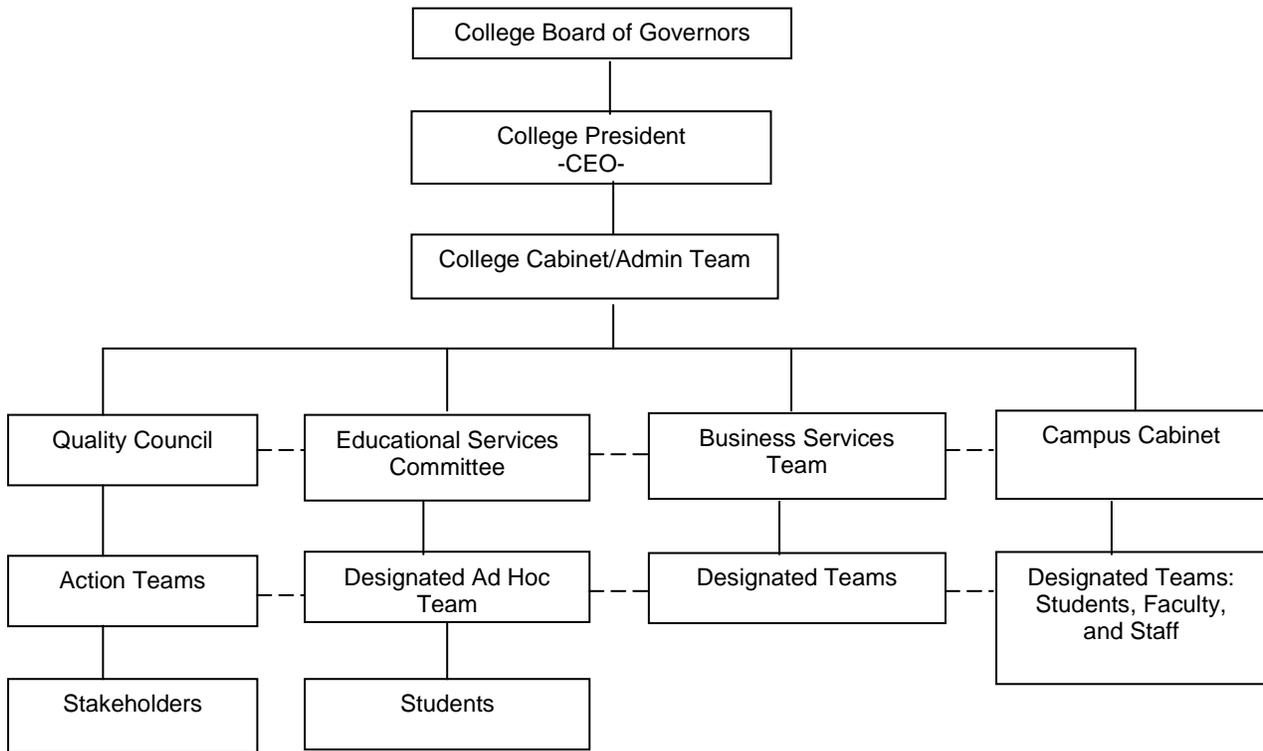


Figure 5P3-1

**5P4 How CCC’s Leaders Guide the Institution in Seeking Future Opportunities and Building and Sustaining a Learning Environment**

College leaders maintain an on-going awareness of relevant trends to determine future opportunities. They also engage in an on-going conversation with cabinet members, CQIT, action project teams, campus administrators, faculty, staff, students and external stakeholders to further determine opportunities. Additionally, the leadership regularly collects and analyzes trend data to determine relevant patterns in performance of key processes. Some of the key processes monitored include survey results from student and other stakeholders, comparison data from peer institutions such as the National Community College Benchmarking Project and the Kansas Study.

College leaders then analyze and prioritize this information and use the College Planning Model to determine viability of any future actions. The Planning Model is designed so that building and sustaining the learning environment is automatically supported by the use of a continuous quality improvement process.

**5P5 How CCC’s Personnel Make Decisions In the College**

Central Community College has integrated into the college planning process a multi-tiered system of decision-making as illustrated in Figure 5P2-1, 5P2-2, and 5P3-1.

While most decision-making follows this procedure, the College administration, faculty, and staff make day-to-day decisions as illustrated in Figure 5P5-1.

**Basic Campus Day-to-Day Supervision and Problem/Issue Resolution Model**

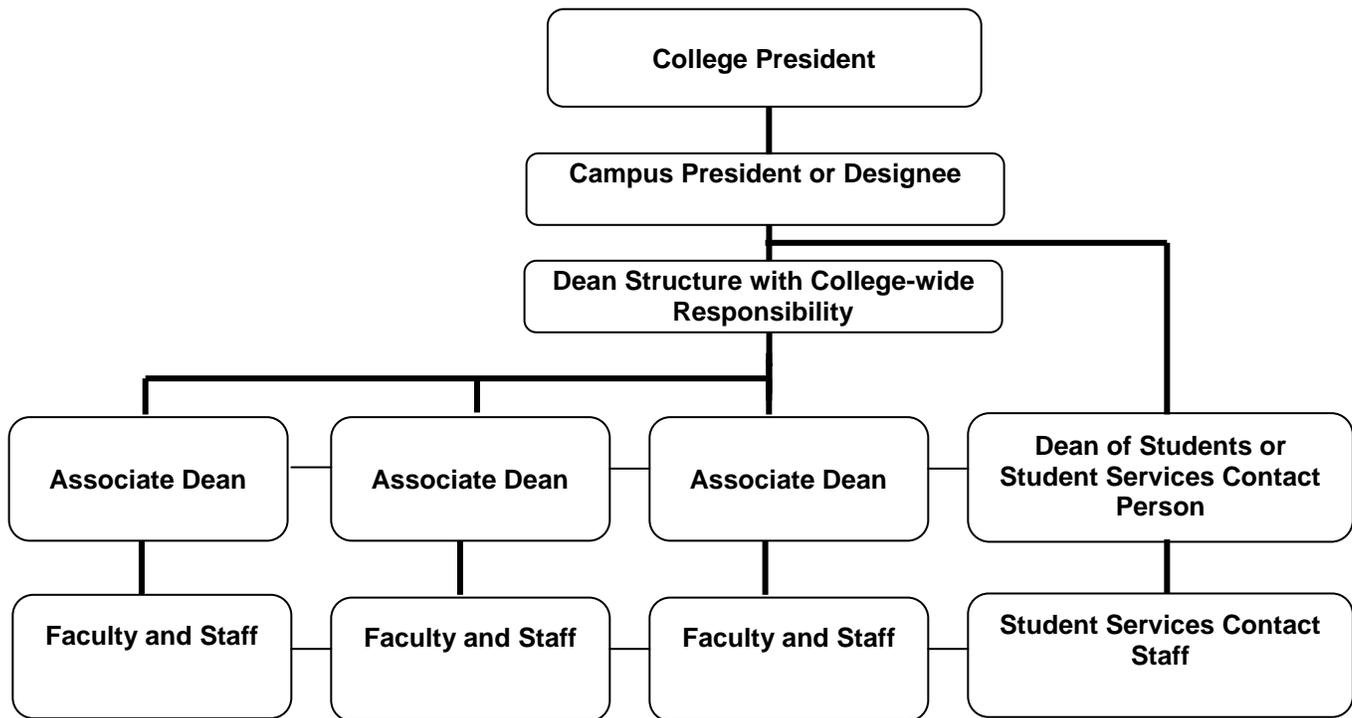


Figure 5P5-1

**5P6 How CCC Leaders Use Information and Results in Decision-Making**

Central Community College leaders use information and results in their decision-making process as illustrated by the Planning Model in Figure 5P2-2. In addition to the process outlined in 5P2-2, the College leadership is currently developing key performance indicators for all internal functions including both academic and non-academic areas. By developing these measures and by making the performance in these areas more transparent to all stakeholders, it is hoped that corrective action will be implemented earlier than in the past. The process of making the measures more transparent/public has been assigned to the Institutional Research Coordinator and is one of the primary responsibilities of that position. The College also has developed process and system specific performance measures that are reviewed in an ongoing basis by standing committees and teams. These teams evaluate whether the process in question is performing to the expected standard or if improvement activities need to be taken. A good example of this is the monthly report on the progress of assessment of student learning reviewed by the Educational Services Committee. This report uses an agreed-upon rubric that evaluates the overall progress made by academic programs in the area of student assessment.

Also the CCC's Systems Planning for Actions, Resources, Knowledge, and Skills (SPARKS) process, piloted in fall 2005 and redesigned in 2009, allows all full-time employees to provide input on key issues impacting the college using the institutional portfolio and its data. For further examples of how the College uses data-based decision making, please refer to Categories 7 and 8.

**5P7 How CCC Communicates Between and Among Institutional Levels**

Communication occurs primarily as outlined in Figure 5P5-1. As this chart shows, communication occurs both vertically and horizontally at all levels. The College is currently working on several projects that have the specific purpose of making processes more transparent to all stakeholders. These projects will include visual indicators in work areas that communicate the performance in key performance measures

for the respective work area. Some of the current means the College uses to communicate between and among levels include:

- Monthly newsletters
- Published minutes
- CQIT web pages
- Action Project Annual Report to the Board of Governors
- AQIP Accreditation Report to the Board of Governors
- College-wide briefings in print and in person
- Committees
- Teams

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

- College President's Open Forum which includes legislative update, budget issues, board information, and question and answer options
- College-wide emails announcing grant awards, new Tech-Prep partnerships, successful representation at service-area events
- Roundtables and other small group discussions
- Constituency groups input
- College suggestion box
- All campus meetings and regular campus cluster/department meetings

At the campus level, additional informal communication occurs daily including:

- Clusters or department meetings
- Congratulatory email from campus president
- Regular updates from deans and associate deans
- Campus cabinet or campus leadership teams

Additionally, the college has integrated the communications quality improvement project to define potential areas for improvement.

#### **5P8 How Leaders Communicate Shared Mission, Vision, and Values That Support Continuous Quality Improvement Processes**

Figure 5P2-2 illustrates the process by which leadership sets a direction for the College that is aligned with the current mission, vision, and values. The planning process allows not only for key leaders to communicate to subordinates, but also for subordinates to share their input on the process. The current planning model requires all proposals be identified as to how they support the College mission, vision, and values. Additional detail on how leaders communicate a shared mission, vision and values is outlined in categories 3 and 8.

#### **5P9 How CCC Encourages Leadership Abilities Development**

In addition to the budgeted dollars illustrated in Table 4R1-2, the College encourages, develops, and strengthens leadership abilities by sending administrators to the Chair Academy in Colorado. The College has also worked diligently to send faculty, staff, and administrators to AQIP training in Chicago.

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

#### **5P10 How CCC Addresses Succession Planning**

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

- Tier 1 Training (basic skill training in a varied set of common support jobs)
- Transition plans specific to the position, timelines, actions, reorganizations, and job shadowing

- Familiarity with College planning model, planning cycle, employment processes, standard operating procedures, policies, and key reports

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

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

**5R1 How CCC Measures Leading and Communicating**

With the advent of the Academic Quality Improvement Program, CCC has relied on multiple tools to measure leading and communicating. These tools examine perceptions of internal and external stakeholders and compare results of benchmark data with other postsecondary institutions:

- Employee Satisfaction Survey - College employees
- President's Advisory Board Survey - external stakeholders
- Community College Survey of Student Engagement (CCSSE) - students
- Community College Faculty Survey of Student Engagement - faculty
- Student Survey of Instruction - students
- Community College Benchmark Project-Other participating Community Colleges
- Kansas Study (Regional performance survey that focuses on key performance factors)

As an example Table 5R1-1 shows part-time and full-time students response to the CCSSE question "How much has your experience at this College contributed to your knowledge, skills, and personal development in the following areas

(1=very little, 2=some, 3=quite a bit, 4=very much)

Question	CCC Average	Consortium Colleges	All 2009 CCSSE Cohort
Acquiring a broad general education	Part-Time = 2.91 Full-Time = 2.98	Part-Time = 2.79 Full-Time = 2.99	Part-Time = 2.88 Full-Time = 3.06
Acquiring job/work-related knowledge/skills	Part-Time = 2.81 Full-Time = 2.91	Part-Time = 2.58 Full-Time = 2.82	Part-Time = 2.51 Full-Time = 2.65
Developing clearer career goals	Part-Time = 2.70 Full-Time = 2.74	Part-Time = 2.54 Full-Time = 2.75	Part-Time = 2.58 Full-Time = 2.78
Gaining information about career opportunities	Part-Time = 2.62 Full-Time = 2.74	Part-Time = 2.39 Full-Time = 2.67	Part-Time = 2.45 Full-Time = 2.68

Table 5R1-1

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

**5R2 CCC's Results for Leading and Communicating Processes**

Based on analyzed results of past employee surveys and feedback from the college constituency groups and the Continuous Quality Improvement Team, the Institutional Research Department redeveloped the employee survey in 2009. This survey instrument provides the primary source for sensing employees perceptions on engagement in the College.

The redesigned survey was launched in Fall 2009 and focused on the concept of engagement of the individual employee. The new survey focuses on the following factors:

- Open and honest communication
- The communication of Goals, Values and Mission
- Communication in a timely manner
- The effectiveness of delivery of difficult new (all levels of leadership to direct supervisor)
- Level of being informed on key topics
- The ability of employees to provided input and feedback (all levels of leadership/administration)
- The perception on the value assigned to the individual employees input/feedback
- Satisfaction of communication from all levels of leadership and administration
- The status of relationships of the individual employees
- The Credibility of Leadership
- Leaderships interest in the wellbeing of all employees
- Leadership follow through on promises
- Understanding and satisfaction with key processes in the College
- Fair Treatment
- Work environment
- Recognition
- Professional Development and Growth
- CCC's emphasis on building collaborative relationships

The Communication Team, using collected data, determined the need for a college-wide suggestion box piloted in 2002 and fully implemented in 2003. In 2003, the College also implemented common meeting times to facilitate better communication and collaboration across all campuses. Additionally, based on the feedback received in the systems appraisal, the college continued the process of seeking improvement in communications by developing a new communications quality improvement team in support of the new quality improvement campaigns.

### **5R3 How CCC's Results Compare With the Results of Other Higher Education Institutions**

At this time the college does not have specific tools to conduct direct comparisons of the results of the College Employee Satisfaction Survey and several other internally developed measurement tools against other institutions. The College currently uses a group of indirect measures to capture comparison data on nationally normed surveys and studies. The primary tools the College has collected to compare results with other higher education institutions include:

- Community College Survey of Student Engagement 2004-2006, 2009
- Community College Faculty Survey of Student Engagement 2006, 2009
- ACT Faces of the Future Survey 2007
- Community College Benchmark Project 2007, 2009
- Kansas Study 2009

The results of this data are collected on a recurring basis and are used in conjunction with the College Planning Model to facilitate short- and long-range planning. At this time the college has an active quality improvement team formed (Planning Team) to reevaluate the College planning process and consider how to better use the data in the process. Table 5R3-1 includes Satisfaction data from the CCSSE-2009 survey, and other tables with related comparison data can be found at (3R1-1, 3R2-2 3R5-2, and 5R1-1)

**Student Satisfaction with Student Services (1=not at all, 2= somewhat, 3=very)**

Question	CCC Average	Consortium Colleges	All 2009 CCSSE Cohort
Academic advising/planning	Part-Time = 2.31 Full-Time = 2.35	Part-Time = 2.28 Full-Time = 2.26	Part-Time = 2.21 Full-Time = 3.24
Career counseling	Part-Time = 2.13 Full-Time = 2.08	Part-Time = 2.05 Full-Time = 2.05	Part-Time = 2.05 Full-Time = 2.07
Job placement assistance	Part-Time = 1.91 Full-Time = 1.95	Part-Time = 1.85 Full-Time = 1.93	Part-Time = 1.79 Full-Time = 1.87
Child care	Part-Time = 1.52 Full-Time = 1.81	Part-Time = 1.78 Full-Time = 1.84	Part-Time = 1.74 Full-Time = 1.81
Financial aid advising	Part-Time = 2.34 Full-Time = 2.40	Part-Time = 2.13 Full-Time = 2.27	Part-Time = 2.17 Full-Time = 2.24
Transfer credit assistance	Part-Time = 2.13 Full-Time = 2.24	Part-Time = 2.11 Full-Time = 2.12	Part-Time = 2.06 Full-Time = 2.09
Services to students with disabilities	Part-Time = 1.94 Full-Time = 2.09	Part-Time = 1.94 Full-Time = 2.11	Part-Time = 1.99 Full-Time = 2.06

Table 5R3-1

**5I1 CCC's Recent Improvements in This Category**

Based on the feedback from the systems appraisal and input received at the last strategy forum, the College adopted four quality campaigns as part of its quality improvement efforts. One of these campaigns is focused on improving planning. The planning team is currently working on improving the following issues:

- Clarifying the planning process
- Aligning the planning process with budgeting activities
- Defining required changes to simplify the overall process
- Integrating the use of SharePoint to better distribute the schedule and key outcomes.

The communications team is currently working on improving the following issues:

- Defining specific issues needing improvement in existing communication processes
- Developing communication practices such as publishing results of College committee meetings.
- In conjunction with the Continuous Quality Improvement Team, the communications team developed the new Employee Engagement Survey to better understand communication/leadership issues in the College (pilot run in Spring 2009, Implemented Fall 2009)

**5I2 How CCC Uses Its Culture and Infrastructure To Assist in Selecting Improvement Targets**

Central Community College has traditionally set targets for improvement by reviewing existing internal and external measures to determine possible areas for improvement. Since the College adopted continuous quality improvement as part of integrating AQIP into the existing culture, several new inputs (key performance measures, surveys of stakeholders, etc) have become available. The input provided in the systems appraisal and at the strategy forum assisted in developing the Colleges current quality improvement campaigns and the supporting quality improvement projects. The Quality Improvement Team also provides input on potential areas for improvement in the area of leading and communicating. Lastly, as outlined in 5P1, the College has committed to the development and integration of a new strategic planning process that provides more opportunity for input from internal stakeholders and clarifies how performance data from key processes is used in making decisions.