LEADING AND COMMUNICATING, CATEGORY FIVE

INTRODUCTION:
The college has made progress in Category Five since submitting its last Systems Portfolio. In 2009, the Systems Portfolio Appraisal Team identified four primary opportunities for improvement in this category, which included better defining the needs of external stakeholders, increased documentation of processes, clarification of how decisions are made, and development of future leadership.

In 2013, the processes for leading and communicating exhibit a range of maturity levels. Processes related to defining mission and values, setting direction, and making data-informed decisions are well aligned at Central Community College (questions 5P1, 5P2, 5P3, 5P4, 5P5, 5P6). Stable systems and processes are in place that regularly assess improvements, and processes are communicated and coordinated across campuses, divisions and departments.

Based on feedback received in the 2010 Systems Appraisal, CCC has endeavored to better define the needs of its external stakeholders. The primary process used to address this need was to redesign the existing strategic planning process to ensure a higher involvement of its external stakeholders. As outlined in the colleges response in 5P1. The College has greatly expanded its involvement of external stakeholders and in doing so increased its understanding of their needs. CCC also integrated several research projects to better define the needs of specific external stakeholder groups. One of these projects (started in 2010, completed 2011) took the form of an action project. This project included defining what customer services affiliated high school counselors need/prefer from the College and to design and implement a process to meet those needs/interests to include refining current interactions with counselors and prospective students.

Relating to the need to increased documentation of processes and clarifying how decisions are made, CCC has implemented several systematic processes. The majority of the college’s effort was spent on the college wide integration of the new SharePoint 10 system. In this system each of the departments and programs within the college has both a Team (used for team communication and data storage) and information sites (used as a location for all internal stakeholders to find documentation on policies and practices and related performance documents). The College has defined that within the information (INFO) sites all records needed by internal stakeholders be available. These changes were adopted in late 2012 and continue to evolve. Several examples of this increase in documentation are defined by the Human Resources Department’s inclusion of written policy documents for all primary processes. Some of these include the revised leave policy (Spring 2013), the updated health benefits procedures (Fall 2012) and new documents related to Workload (Workload Plan –Spring 2013) and the adoption of a formalized record for all professional development completed for faculty and staff. To further assist in defining how decisions are made, the Hierarchal structure and budget planning outline have been distributed to all internal stakeholders (see Figure 5P2-1 & 2).

As mentioned in the last paragraph, the college has adopted a process of recording all professional development for all employees. This is the first step in defining strengths and opportunities for improvement in the current system of developing future leadership. It is expected that during the next Strategic Planning cycle, these issues will be evaluated and shortcomings addressed. One current action relating to this area taken by the College is the support for attendance of the “Chair Academy”. This academy is a formalized focused training used to prepare future leaders for success.

PROCESSES (P)

5P1. How are your institution’s mission and values defined and reviewed? When and by whom?

Central Community College has had an organization mission for more than forty years that reflects the mission of Nebraska community colleges as defined in Nebraska State Statute. Following our last Systems Appraisal (2010), a systematic review of our institutional mission, values and updating of our strategic plan occurred with very positive results. The highly inclusive process was facilitated by an external consultant and involved hundreds of internal and external stakeholders of the institution. The review took place over thirteen months and is outlined in Figure 5P1-1. The Strategic Planning Task Force was made up of 45 employees including part-time and full-time staff, faculty, and administrators. A concerted effort was made to include equal representation from each campus, all clusters, area office, and 23 faculty (adjunct and full-time). This committee met with stakeholder groups including on and off campus students (full and part-time), community members, Board of Governors,
important partners like bookstore, foodservice, ESU personnel, high school counselors, teachers and administrators, university faculty and transfer coordinators, vendors, and donors to seek input on opportunities for strategic growth and service to students.

The resulting Strategic plan can be found at:  
http://www.cccneb.edu/about/accreditationaqip/strategicplan.html.  

The mission, vision and values are reaffirmed annually with regular updates provided to internal and external stakeholder groups. One valuable change that occurred through the 2010-2015 Strategic Planning Process was the alignment of institutional goals (including review if support services, and CCC enrollment profile are consistent with its stated mission) with the nine AQIP categories which can more easily be associated with future Quality Improvement Campaigns and Action Projects.

5P2. How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance?

The College’s planning and leadership structures are shown in Figures 5P2-1 and Figure 5P2-2 (next two pages). The figures work to demonstrate more clearly to internal and external groups the decision making responsibilities, steps, and timeframes in which initiatives are undertaken. This framework provides the alignment of goals and action projects to be in congruence with the institutional mission, vision, and values.

Outcomes measures (including assessment of student learning) are established to assess performance. Through semi-annual & annual reviews, adjustments can be made or priorities reassigned to meet changing or emerging needs. CCC leadership has established an active Continuous Quality Improvement (CQI) team that assists in identifying action projects, monitoring performance, data collection requests, and to manage the suggestion box submissions from employees and students. The fifteen member team includes representation from the: Classified Staff, Part-Time Classified Staff, Faculty, Full-Time Contract Non-Faculty (specifically sub groups of VPs/Deans, Facilities Management, Student & Instructional Services. Members serve a three year term with rotations to ensure there are new members and experienced members each year and representation from each of the three campuses and area office personnel. The Institutional Research Director and Executive Vice President regularly attend meetings but are not voting members. Agendas and minutes are posted in public shared folders. Regular presentations and updates of the action projects and CQI Team activities are part of the Board of Governor’s agendas and the annual All-College In-Service. Regarding policies and procedures (Core Component 2C) all are publicly available.
Figure 5P2-2

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 planning process as outlined in category Four. As with all aspects of planning, the starting point is a review of the college mission as seen on the college webpage at: http://www.cccneb.edu/about/mission.html.

The planning process includes several steps that qualify the need that has been proposed. Current and potential student stakeholders needs are considered during this qualification step. Teams and committees each have a published role in defining any need and identified path for reporting results to appropriate personnel or decision-making body. A sample of the many CCC teams and committees are shown in Figure 5P3-1.

Examples of CCC Committees and Teams

<table>
<thead>
<tr>
<th>Core Component 1A</th>
<th>Core Component 2C</th>
<th>Core Component 5C</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution’s mission is broadly understood within the institution and guides its operations.</td>
<td>The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.</td>
<td>The institution engages in systematic and integrated planning.</td>
</tr>
<tr>
<td>The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.</td>
<td>The governing board’s deliberations reflect priorities to preserve and enhance the institution.</td>
<td>The institution allocates its resources in alignment with its mission and priorities.</td>
</tr>
<tr>
<td>The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.</td>
<td>The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.</td>
<td>The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.</td>
</tr>
<tr>
<td>The institution’s planning and budgeting priorities align with and support the mission.</td>
<td>The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties, when such influence would not be in the best interest of the institution.</td>
<td>The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.</td>
</tr>
<tr>
<td>Addressed and underlined in 5P1 and 5P2</td>
<td>Addressed in college policies at end of 5P2 – underlined</td>
<td>Addressed in 5P2</td>
</tr>
<tr>
<td>Addressed and underlined in 5P1 and 5P2</td>
<td>Addressed in college policies at end of 5P2 – underlined</td>
<td>Addressed in 5P2, not in 5P2 and 5P6</td>
</tr>
<tr>
<td>Addressed and underlined in 5P1</td>
<td>Addressed in college policies at end of 5P2 – underlined</td>
<td>Institutional planning anticipates emerging factors, such as technology, demographic shifts and globalization.</td>
</tr>
<tr>
<td>Addressed in Figure 5P2-1, 5P3-1</td>
<td>The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.</td>
<td>(Addressed in 5P6)</td>
</tr>
</tbody>
</table>

Figure 5P3-1
Students and other key stakeholder groups are often asked to further participate in focus group luncheon meetings when exploring new program offerings, needs for student services changes, institutional policy or procedure changes, and grant program reviews. Anonymous feedback can be provided through an online suggestion box or shared informally with team members. Key stakeholder groups were included in the strategic planning process and continue to provide feedback through formal and informal activities such as the President’s Community Meet and Greets held in two communities per year, Campus and College wide Program and Grant Advisory Board meetings, and High School Counselor Surveys.

An example of the Strategic Planning Initiatives is shown in Figure 5P4-1. The example shows that initiatives are aligned with AQIP categories, include benchmarks, timelines, and the team or specific office assigned for implementation.

Central Community College seeks to balance the decision making at the employee level with the desire to provide required consistency from a centralized administrative support and leadership level. The College maintains and updates a Policy and Procedure Manual for a multitude of issues and communicates information through in person meetings or online formats. As referenced in
5P3. Inclusive teams, committees, and taskforces are regularly formed and include broad ranges of internal and sometimes external stakeholders, including students. Issues of future opportunities or resolution of problems may come from many sources and are sent through campus administrative channels to appropriate teams, committees, or offices for future development or resolution. For example, a new course idea may come from a local business owner and shared with a faculty member. That faculty member would review and report back to peer faculty and administrators from that instructional cluster and campus where the course may be offered. If adequate documentation fits with the institutional mission, adequate learning resources (including facilities, equipment, and faculty expertise) exist or can be obtained, expected student enrollment and instructional delivery methods selected, then the course could be proposed through a College-wide Educational Services committee (open meetings with representatives of instruction and student services) and Area Cabinet (open meetings with representatives from campuses, clusters, area administration, faculty and staff). Key decisions made by Campus Cabinet are summarized and forwarded to all employees along with access to Cabinet minutes and supporting documents. Following a decision, the appropriate person, department, or team is assigned to implement the decision. For example, after a change in travel reimbursement procedures is decided, it would be implemented by the Purchasing department and would include training and communication of the changes to all employees who travel for the College. Feedback and refinement of procedures occur regularly through the formal and informal methods.

5P6. How do you use data, information, and your own performance results in your decision-making processes?

Key performance indicators (KPI) have been developed for instructional and many non-instructional areas of the institution. Institutional KPIs include posting of Course Completion Rates by Discipline, Graduate Employment - College Area and Within Nebraska, and On-Campus Crime & Safety Statistics. Non-academic departmental KPIs include examples such as Learning Center Enrollments & Assessment Testing, Adult Education results versus State Measures, Grant Awards, Human Resources Full-time Turnover Rates, Intramural Participation, Housing Capacity, Information Technology Services Helpdesk Time to Resolution, and Institutional Research On-time Report Completion. These KPIs are used by appropriate departments and teams to support decisions and identify areas of continuous improvement and aid in systematic planning. In addition, regular surveys of employees and students are conducted with results used to influence current decision-making processes. For example, the CQI team regularly reviews results of the Employee Engagement Survey as a way to see trends from past decisions and suggest areas for improvement (action projects, or revising/updating planning).

Data and information can be requested as needed by administrators, faculty, or staff, and data consistency is established through Institutional Research protocols and Information Technology databases. Academic and non-academic departments all have access to reports to assist in the decisions. Some examples include faculty workload determined by enrollment and instructional teaching unit schedules and reported following established census dates. Enrollment trends are reviewed regularly to establish extra sections or to possibly reduce. Budgets of actual expenditures, revenues, and investments are reviewed monthly by budget officers and the Board of Governors. Monthly enrollment trends are used to determine courses to add or delete from the future schedule. Feedback from faculty resulted in the decision that items to be proposed to Educational Services be discussed as an information item only for at least one month before coming to the committee for approval. Staff survey results led to the decision that a condensed version of “bulleted” key decisions to be created and electronically distributed following Area Cabinet meetings. Before full-time replacement positions are approved, data on loads, duties, and continued need are established. Data-informed decision making practices are a guiding principle in all planning and decision making at CCC. This process has continued to evolve over time and now includes extensive evaluation of changing or possible changes to trends that may have an impact on the college and the needs of its stakeholders.

5P7. How does communication occur between and among the levels and units of your organization?

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In part, because of the size of the service area, multiple campuses, and various organizational clusters, Central Community College utilizes a variety of communication venues to collect and disseminate information. Communication venues include email groups, SharePoint documents and discussion boards, posting of minutes on our website, in person meetings that occur with department, campus, and cluster and for area-wide purposes. Key decisions from College Cabinet are sent electronically to all CCC email recipients monthly. Representatives from support and contract staff and from faculty participate in area Cabinet, Educational Services, and Campus Cabinet meetings. A monthly newsletter, the Central Connection, is published and distributed in print and electronically to all employees. An online suggestion box is available to all employees (full and part-time) and to all students where questions can be asked or suggestions given with answers posted for others to read and contribute comments.

All employees, including adjunct faculty and part-time staff have access to College email and can attend meetings, including Campus and All-College In-services. The Quality Council is made up of individuals from all levels within CCC and represents multiple units of the organization.

Informal communication is also enhanced through campus and departmental events such as birthday celebrations, retirements, part-time and full-time service recognitions, campus specific events such as “Ram Run,” athletic competitions, fine arts events, or “Groundwater Festival.” More recently, email now includes photos of all employees in the system to allow employees to “see” who is receiving their message. Phones and webcams have been installed in many locations for viewing of those with whom individuals are communicating, which allows non-verbal or facial cues versus merely printed or spoken words.

Board of Governor meetings are broadcast live and are then available online for anyone to view. At each Board of Governor meeting, there are “Partnership/Ownership” presentations from various departments and divisions that allow for individuals from all levels of the organization to address the Board or hear comments from them concerning their projects or services.

5P8. How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?

As mentioned previously, the Board of Governors broadcast its meetings online. This provides the opportunity for input from all stakeholders and communication of their collective vision for the organization. Representatives regularly attend state and national conferences to assist in learning about trends and each board member brings experiences from individual careers and communities to share.

The Area Cabinet has representatives from support staff and faculty and actively seeks representatives from full- and part-time employee groups on area committees. Students are encouraged to be heard through presentations to the Cabinet, Board, online suggestion boxes, and student luncheons hosted by the College President each semester on each campus.

Campus Cabinet and local supervisors reinforce commitment of a shared mission, vision, and values by implementing the strategic plan and seeking to provide outstanding instructional programs and student services throughout the area. They seek to model behavior, actions, and decisions that move those objectives forward.
Annual self-evaluations and supervisory evaluations of full-time and contract staff ask questions regarding performance measures that rank services related toward our College’s mission, vision, and values. Regular evaluations of faculty from students and supervisors are used to encourage development and recommitment toward values of performance. At this time, job descriptions are revised to more accurately reflect alignment with the College mission, vision, and values. All full-time employees submit annual performance goals and results of the previous year’s goals, which are reviewed or refined with supervisory input.

5P9. How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your organization?

One important way that Central Community College seeks to encourage, develop, and strengthen leadership abilities and share best practices is through involvement of large numbers of employees in teams and committees. This provides the opportunity for individuals to work together toward a common goal, solve problems, and implement solutions.

Additionally, the College establishes and promotes professional development through attendance at state, regional, national, and limited international conferences and meetings to learn and bring back best practices from other sites. Recent involvement in the League of Innovation for Community Colleges’ “Innovation of the Year” program has allowed the College to share some best practices from CCC as well as read and learn about outstanding programs at other institutions. Additionally, CCC participates in a variety of professional development learning opportunities. For example, an Annual All-College In-Service provides a day of sessions and common presentations for more than 625 full and part-time college employees. Topics presented at the All-College In-Service have included Action Project Updates, Personal Health and Wellness, Personal and Professional Accountability, Sustainability Efforts, and Customer Service. CCC has also funded a full-time professional development trainer who works with a committee and Human Resources to provide area-wide training on topics such as Real Colors, Faculty Institute, Safety Training, and New Employee Orientations. Regionally, employees can participate in such activities as Campus In-Services, Chamber of Commerce Leadership Academies, Indispensable Assistant workshops, and Wonderful Life Wellness workshops. The College provides funds for participation in national Chair Academy classes, Post-Secondary International Network (PIN) conferences, and multiple, discipline-specific state and national meetings for full- and part-time faculty, administrators, and staff.

Individual professional development dollars are available for faculty and staff to pursue additional educational opportunities, enabling many employees earning advanced degrees while working full-time. The College’s sabbatical policy was updated in 2010, following decades of non-use and now has at least four faculty and staff approved for sabbatical leaves through 2013 to pursue additional professional development.

Faculty Senates were instituted on each of the main campuses to provide opportunities for leadership and decision-making influence among faculty. Support Staff meet regularly on each campus and recommend valued campus projects.

5P10. How do your leaders and board members ensure that your organization maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession? How do you develop and implement your succession plans?

Through many of the above leadership activities, internal leaders are being developed at all times. The College does not have a formal succession plan outside of designations of positions responsible for operations and departments in the absence of supervisors. The College does value internal promotional opportunities for employees, and supervisors have the opportunity to post openings internally only. Even when a posting is promoted externally, all full-time employees who meet minimum qualifications must be interviewed. Because of a large number of adjuncts in the faculty, many full-time faculty positions come from existing adjunct pools. Whenever possible, a new hire is often brought in before the exiting employee leaves to provide some continuity and training. Examples of this overlapping hiring/training have occurred in positions such as Lexington Center Administrative Assistant, Agriculture Instructor, Human Resources Director, Grants Director, Purchasing Manager, Executive Vice President, and Campus Presidents.
5R1. What performance measures of Leading and Communicating do you collect and analyze regularly?

CCC collects multiple measures of performance relating to leading and communicating. These factors include both qualitative and quantitative measures. Below is a list of the primary measures used:

- College mission, vision, values, and Strategic Priorities and Action projects are reviewed and approved annually.
- Employee Engagement Surveys have been completed since 2009 with results related to communication evaluated annually.
- Student Engagement Surveys have been completed since 2003 with results related to student-faculty interaction evaluated annually.
- CCC has participated in the “Great Colleges to Work For” survey since 2009.
- Performance evaluations are completed annually with more than 500 full-time faculty and staff, and annual goals are set and reviewed annually with supervisors and stored by Human Resources.
- Suggestion box submissions are collected and reviewed for updates continuously.
- Professional development dollars are budgeted and awarded annually through College and Foundation Funds. Annual All-College In-Service and additional internal professional development is compiled by Human Resources.

5R2. What are your results for leading and communicating processes and systems?

Results of the Strategic Planning and Action Projects are evident through annual reports to the Board of Governors, AQIP online submissions, and through Key Performance Indicators of College and Departments.

An example of an Institutional Key Performance Indicator (KPI) related to Graduate Employment is shown in 5R2-1 above. An example of a departmental KPI indicator for the Learning Centers of Holdrege, Kearney, and Lexington is shown in Figure 5R2-2 on the next page. Results have been used to indicate a possible need for additional staffing, budgeting, or expansion of instructional or testing areas in these outreach centers.

Another effective measure of results of leading and communicating are the outcomes of action Projects. The projects are reported through the Higher Learning Commission website and shared on CCC’s public website. Examples can be found at:


Employment Engagement Surveys have been instrumental in defining/directing efforts of improving communication with several areas from the employee’s perspective showing improvement since 2009.
The following figures (5R2-3 to 9) show the performance in seven primary areas. A five-point Likert Scale is used (1=Strongly Disagree to 5=Strongly Agree).

In reference to College Cabinet

In reference to Campus Cabinet

In reference to Direct Supervisor
In reference to Work Relationships

Each of the tables on the prior pages reflects efforts to encourage communication and leadership at all levels of the organization and to foster open feedback and involvement of employees without escalation. However, for campus and institutional-wide policies, procedures, and decisions, those challenges are improving strategies or maintaining higher levels of communication. In the area of Student Communication, one measure is a benchmark of Student-Faculty Interaction, which assesses the results of student responses to seven questions:

1) Used e-mail to communicate with an instructor
2) Discussed grades or assignments with an instructor
3) Talked about career plans with an instructor or advisor
4) Discussed ideas from your readings
5) Conversations with instructors outside of class
6) Received prompt feedback (written or oral) from instructors on your performance
7) Worked with instructors on activities other than coursework.

When comparing results of the Community College Faculty Survey of Student Engagement with the Student Engagement survey, some gaps were identified in perceived areas of how often faculty reported they talked about career plans with students, discussed ideas from readings outside of class, and provided prompt feedback to students about their performance. In each case the faculty perceived more interaction than the student. As a result of this data, the College is implementing a revised advising process to assist in balancing advising loads among more faculty, assisting with more online resources such as degree audits, grade books, and course information online for student access.

A major initiative was undertaken around 2005 with constant improvements related to online Career and Employment Services to allow for job opportunities to be posted by businesses or college personnel in a centralized location for viewing by students and alumni. The students or alumni can also post resumes and seek job listings.

In terms of performance evaluations, more than 500 full- and part-time employees are evaluated annually with annual goals reviewed by supervisors and collected by Human Resources. 100% completion of evaluations is noted annually, with employees reporting they are satisfied with the review process. Through the Employee Engagement Survey, full- and part-time employees were asked to evaluate the review process and to rate their understanding of how their job contributes to the overall mission of CCC. Both areas show some improvement or continued high ratings (Figure 5R2-10 & 11).
CQI team manages and reports on the Suggestion Box submissions received and the responses given. The figure on the next page (Figure 5R2-12) show the process used to collect 96 suggestions in 2012-13.

Finally, the College budgets and expends funds for professional development annually with documentation on days of training maintained by Human Resources. This information shows $664,767 spent in total for professional development (see figure 4R1-1) and 3789 number of days employees have spent in participating in professional development activities.

One of the primary measures used to compare the performance of CCC processes for Leading and Communicating with the performance results of other higher education organizations is the National Community College Benchmark Project (NCCBP). Figure 5R3-1 shows an example of this data.

<table>
<thead>
<tr>
<th>National Community College Benchmark Project- Report of 2012 Aggregate Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Complete in Three Years</td>
</tr>
<tr>
<td>----------------------------</td>
</tr>
<tr>
<td>Full-time, First-time in Fall</td>
</tr>
<tr>
<td>Part-time, First-time in Fall</td>
</tr>
</tbody>
</table>

**Figure 5R3-1**

**5I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Leading and Communicating?**

Central Community College continues to grow and improve in this area as evident in the results from the surveys conducted and general performance in multiple instructional and student services areas. The Strategic Planning Creation and Annual Updates has become more systematic and a regular part of the college planning cycle. Based on survey feedback, key decisions from Area Cabinet are summarized and sent to all employees.

The College has also integrated additional systems to improve how information is received by different stakeholder groups. The two most notable include the RAVE system (used to notify any stakeholders who sign-up of emergent issues such as weather closings or other emergencies), and the placing of the Board of Governors Meeting on a live feed for all stakeholders with access to the Web. This provides a direct conduit for all stakeholders to sit in on Board of Governors meetings and increases the transparency of the process.

The systematic suggestion box process (outlined in Figure 5R2-12) provides a consistent step-by-step process to collect and follow-up on suggestions from internal and external stakeholders. The use of the online suggestion box has become routine for employees and many students due to regular and prompt responses. Participation by support staff members has increased because of their inclusion in Area and Campus Cabinets.

Faculty Senates have been created on each campus to encourage participation and input from faculty. Additional work continues in seeking input and feedback from adjunct faculty across the area, especially with our growing Early College faculty. Opportunities exist for additional student inclusion in regular and substantive meetings and decision making.

**5I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Leading and Communicating?**

Despite the size of the geographic area served, multiple campuses, and comprehensive programs and services the CCC culture supports input from many individuals, units and levels of stakeholders. To identify and select those processes needing improvements the College...
**Suggestion or Comment Received**

- Suggestion Box Team
  1. Exec Vice Pres.
  2. CQIT Chair
  3. CQIT members (WEB)
  4. CQIT members (response)

**Decide Appropriate Disposition of Suggestion or Comment**

- Good News/Praise
  - Sent to Web CQIT for Posting and/or forward to other party
- Not Appropriate
  - Determined as not appropriate by Web CQIT and Exec Vice Pres. (No Further Action)

**Appropriate or valid suggestion**

- Appropriate department or person is selected to respond by the Response CQIT and then the suggestion is forwarded

**No response received after initial request**

- Define if response is turned in the next 5 workdays
  - On the 20th business day report status to Executive Vice President. The EVP will again request response to the suggestion.
  - Yes response received
    - Response received by Web CQIT and posted with suggestion
    - Report to monthly CQIT meeting thru Executive Vice President to College Cabinet for action
  - No response received
    - Actions taken by College Cabinet = Response generated and sent

**No Response (After 5 business days a second request is sent)**

- Define if response is turned in the next 5 workdays
  - Yes response received
    - Actions taken by College Cabinet = Response generated and sent
  - No response received
    - On the 20th business day report status to Executive Vice President. The EVP will again request response to the suggestion.

**Recommendations**

- Suggestion Box Process Completed (No Further Action)
uses one or more of the following processes:

- CCC Benchmarking KPI Scorecard (uses multiple input and output factors) Low performing processes are identified as opportunities for improvement and reviewed by the College Cabinet and senior leaders.

- The CQIT recommends potential action projects to the College Cabinet based on performance of the Colleges KPI’s and suggestions received from constituency groups and the Employee Engagement Survey.

- Based on feedback from the Employee Engagement Survey the College adopted a process that communicates all key decisions made within the College monthly (College Cabinet, Board of Governors, and the Educational Services Committee). This update is sent to all employees and includes a detailed explanation of the decisions.

- Since the last Systems Portfolio the college has begun to hold the Summer Administrators Summit that focuses on evaluation of KPI’s and other environmental scans data so that a list of key actions needing improvement can receive action.

- CCC has shared key data with its stakeholders for some time. In recent years the most significant improvement in the sharing/distribution of data to stakeholders includes the launching of a set of interactive data tools. These tools allow internal and external stakeholders to drill down and customize the tool to acquire the exact data they are looking for. The second step taken includes the expansion of the Institutional Research INFO SharePoint page. On this page all major reports generated by the College are available, including benchmarking data, CCC’s Benchmarking KPI Scorecard, student success data, enrollment trends and others.

Electronic, visual, and inclusive discussions are used to seek area consistency of policy and procedures and to meet the needs of various internal and external constituencies. Even the fundamental culture of Nebraska government and Midwestern culture promote openness and transparency of decisions, independence of elected board authority and governance, financial support from local property taxes, state taxes, and student tuition, strong work ethic of employees, and emphasis on individual success and support, which are reflective in the College mission, vision, and values.