

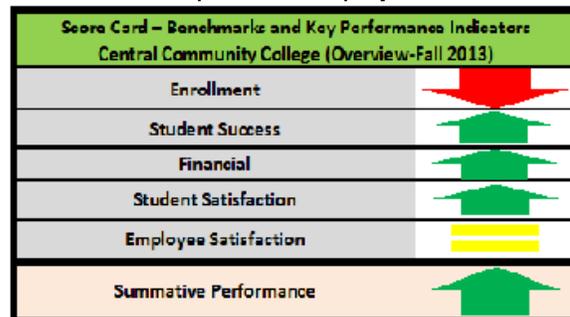
## PLANNING CONTINUOUS IMPROVEMENT CATEGORY EIGHT

### INTRODUCTION:

Central Community College evaluated its processes relating to Planning Continuous Improvement after reviewing the feedback in the 2010 Systems Appraisal. Based on the assessment the college launched three primary action projects: 1) to align college processes (strategic plan, budget, AQIP, 3-year program) 2) to blend non-integrated planning processes 3) to integrate Systems Portfolio (including annual updating process). In addition, two projects were launched to address opportunity statements in the last appraisal 1) celebrate successes of AQIP with internal stakeholders and through public communication has been completed and 2) standardized through use of the college newsletter (Central Connection) publishing annual Reports, and communication during the All College In-service. The other action project focused on an organized plan to empower and motivate employees to participate in AQIP/CQI activities. This project is still ongoing.

In the last Systems Appraisal, CCC identified the need to better define how it prioritizes possible improvement actions, including those that rise to the level of a quality campaigns. Since this time CCC has formalized how it prioritizes these opportunity for improvement. This is a two-part process that includes two groups, the Continuous Quality Improvement Team (CQIT) and the college leadership during the yearly Summer Administrators Summit. The CQIT actions in this process include reviewing and advising on current action projects and forwarding suggested action projects for approval to the College Cabinet. The yearly Administrators Summit is a one-day focused improvement event where the CCC leadership (Associate Dean and above) attend an off-sight summit and review current environmental scans, determine areas requiring improvement, and generate a priority list of improvement actions. As with the CQIT, these are cross-tabbed with the strategic plan and added to the college improvement plan to include assigning a date for implementation, and if defined, the responsible persons or department. This articulated process for prioritizing projects has increased the effectiveness of the overall process and has improved campus support for decisions.

An additional action CCC has taken based on feedback since its most recent systems appraisal was to develop a process that better describes and documents how planning processes, organizational strategies, and action plans are coordinated and aligned across levels of the college. This was achieved by implementing two new processes: 1) formalize the Strategic Planning document and 2) clearly define how progress is recorded and communicated to all stakeholders. The strategic plan was redesigned to incorporate all action projects/opportunities for improvement under one of the nine AQIP categories. This document is reviewed yearly by the College Cabinet and includes a status and due date on each project. To maintain a high degree of transparency, the strategic plan is placed on the College SharePoint site for review of all internal stakeholders. The Second process put in place is the CCC Key Performance Indicators Score Card. This document uses key performance measures tracked by CCC to define the overall status of its quality improvement efforts. Each measure has three primary states (green = performance above expectations, yellow = above minimum performance but may require attention, and red = below minimum expectations) see Figure 8-O1. The arrows and equal symbol indicates the trend over past years. At the submittal time for this portfolio, the integration of the scorecard is underway. The perceived value of this tool is to aid in documenting improvements to support these critical performance measures. It is hoped these new processes will aid in aligning improvement efforts across the College and improve how various levels work collaboratively and effectively toward the successful completion of all projects.



**Figure 8-O1**

It is also believed that this new measurement process is a marked improvement over past tracking systems used by CCC. The systematic process for selecting these performance measures included a detailed review and assessment of value of hundreds of

measurement factors and a detailed evaluation of their value in tracking improvement within the College. These evaluations were conducted by the College Executive Vice President and the Institutional Research Office and reviewed/approved by the College Cabinet and Board of Governors. Future changes will be reviewed by the Educational Services Committee, College Cabinet and the Board of Governors. The process used to set this and all College-level performance targets includes both a trend analysis of past performance and if available a comparison of performance with peer institutions. Analysis of these data is conducted by the IR Office and reports are presented to the College leadership, faculty and staff for review and comment. Feedback collected is integrated to ensure the proposed targets are appropriate prior to final approval. A parallel project to this effort includes the CCC Benchmarking project. This project included a detailed study of nationally normed study data that CCC could use to benchmark its performance against its peers. The IR department developed this study and from these multiple measures that were integrated into the CCC scorecard.

CCC has an extensive system for planning continuous improvement processes. Improvements and changes in the system have evolved over the years including the primary steps (see Figure 8P1-1). Key planning processes include the following:

- Yearly reaffirmation by Board of Governors of College Mission, Vision, Values, Goals and confirmation of annual Quality Improvement Initiatives
- Annual update and prioritization of Master Facilities Plan for three main campuses and permanent learning centers
- Annual update and prioritization of College-wide Technology Initiatives
- Annual update of three-year plans for all instructional programs, student services, learning support services, and extended learning services
- Annual budget development and regular monitoring to implement planning initiatives
- Strategic Planning process based on a five-year cycle
- Action Project refinement yearly based on the strategic plan and feedback from the Higher Learning Commission

**PROCESSES (P)**

*8P1: What are your key planning processes?*

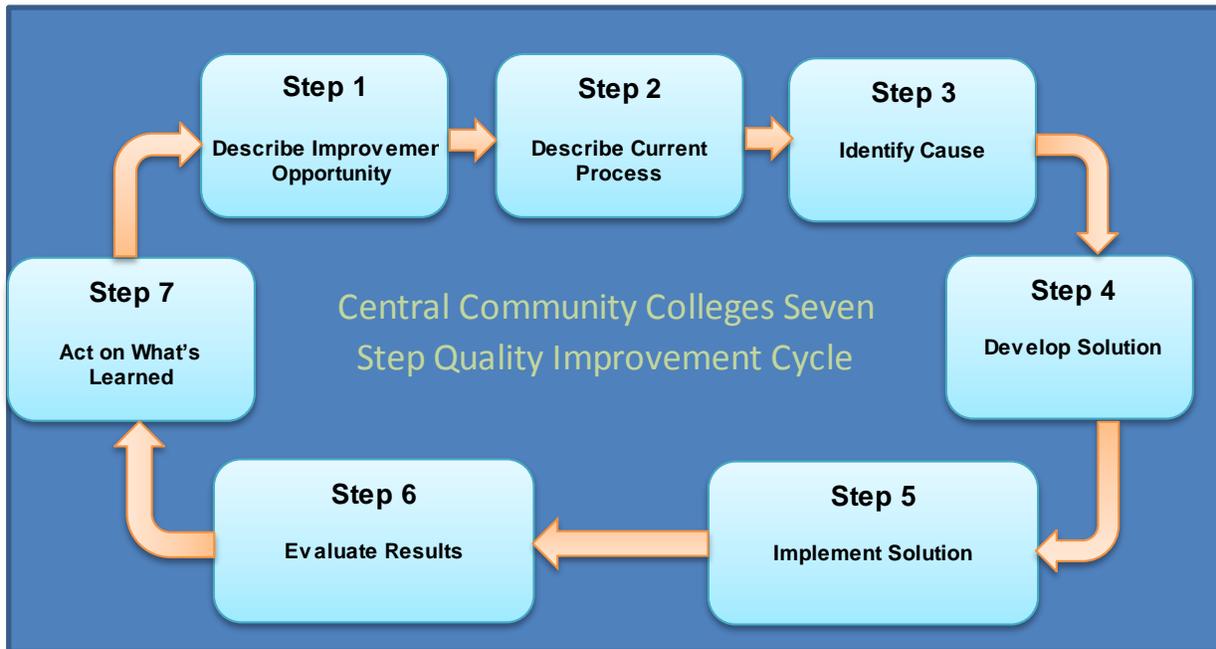


Figure 8P1-1

All key planning processes include needs of all employees including: full-time faculty, adjunct faculty, full-time staff, and part-time employees. This representation includes all departments and other stakeholders inside and outside the College. This input is reviewed/analyzed and used in the formulation and updating of plans with approval and prioritization at departmental, campus, cluster, College-wide and the Board of Governor levels. Some of the recent initiatives that came about using this process include: implementation of new programs leading to degrees including Occupational Therapy Assistant and Paramedicine programs, College-Wide capital improvement projects, including the recent remodeling of the heavily used Health and Science instructional areas to increase the capacity and functionality. Several other outcomes include the Lexington remodels/new location, additional positions in the college (including Professional Development Coordinator, Professional Development Trainer, additional IR positions, 14 new faculty), and a new Sustainability position. Another major initiative offers formal training for employees, including New Faculty Institute, Adjunct Faculty Orientation, and Advising Training for Faculty, SharePoint Training, Website Training, Moodle Training and soft-skill training, i.e. Real Colors, Workplace Harassment Training, Teambuilding and Human Relations for Early College Faculty. All of the College planning processes use the same basic quality improvement structure as shown in figure 8P1-1.

#### *8P2: How do you select short and long-term strategies?*

The College has an integrated planning process used for traditional planning and continuous improvement planning strategies. Both processes integrate the continuous quality improvement model/cycle. This cycle is shown in strategic planning process (5P1 Long-Term) and the quality improvement process (Figure 8P1-1 Short-Term). All iterations of planning include the requirement for the reviewing team to evaluate the need or significance of taking this project on. During this phase, the team determines if the project will support the Colleges mission, vision and service priorities. The list in Figure 8P2-1 shows the current Instructional and Service Priorities.

To keep this process meaningful to the institution, a college-wide team representative of student

#### **Instructional and Service Priorities:**

1. Applied technology and occupational education.
2. Transfer education including general academic transfer programs.
3. Public service, adult continuing education, economic and community development, foundations education, customized workforce training, and personal development.
4. Applied research to enhance instructional programs, student achievement, institutional effectiveness, public service activities, and professional development.

**Geographic Focus:** Twenty-five counties in central/south central Nebraska.

#### **Figure 8P2-1**

stakeholders and various employee groups updated the College Mission, Vision, Values and Strategic Processes for Board input and approval in 2010. Employee groups and the Board of Governors reaffirm these long-term strategies annually. The Mission, Vision, Values and Strategic Processes are shown in the Overview section preceding category 1 and can be seen at: <http://www.cccneb.edu/about/mission.html>.

The process of determining short-term strategies is largely based on the indicated need from multiple data sources. These include:

- Community College Survey of Student Engagement (CCSSE)
- Community College Faculty Survey of Student Engagement (CCFSSE)
- Key Performance Indicators (including the College Benchmarking & KPI Score Card)
- Student Survey of Instruction
- Employee Engagement Survey (Three Years Data Completed)
- Systems Planning for Action Resources and Skills (SPARKS)
- Continuous Quality Improvement Team
- College Annual Reports
  - Extended Learning Services Annual Report
  - Business Services Annual Report
  - Student Service Annual Report
  - FTE/REU Annual Audit
  - Academic Services Annual Report
  - College President's Annual Report
  - Enrollment Report
  - Institutional Advancement Annual Report
  - Public Relations Annual Report
  - Campus Reports

Since becoming an AQIP accredited institution, the College also has adopted goals, which equate to the nine AQIP categories for effective institutions. Those are listed in Figure 8P2-2. All Action Priorities, programs, services, or planning documents refer to how initiatives will relate back to one of these goals.

In addition to defining short-term projects through data analysis, all employees, student groups, or community stakeholders can initiate suggestions for College-wide changes or improvement by multiple means, including the College Suggestion Box and by contacting the administration or one of the existing committees/teams. The Employee Engagement Survey was established in 2009 and is conducted annually to provide input to improve communication and team work.

As issues are identified and three to four Action Projects are defined by the Continuous Quality Improvement Team (CQIT). Additional quality improvement projects can be, and are selected for implementation, but these projects are usually assigned directly to the responsible department/division and are not reported annually to the Higher Learning Commission/NCA. The CQIT was originally established in 2002 and is tasked with developing recommendations and monitoring progress on each of the action projects (called quality improvement projects within CCC). The CQI Team involves various employee groups from across the College service area and serves as a conduit for communication among different components of the college by advising and recommending issues to the College Cabinet or responsible department. One key aspect in the selection process for the three or more projects selected to be reported on annually to NCA/HLC includes determining if the project supports the CCC Strategic Plan. The Strategic Plan identifies the Colleges long-term projects that are broken into short term (one year) action projects. These projects are identified and prioritized by the process outlined in section 8P1. Additionally, the team attending the Strategy Forum gathers feedback from peer institutions and work completed at the forum to suggest additional goals. The last forum was in 2010 with four quality campaigns developed (see below).

**1. Expand the use of College-wide core competencies, outcomes, and indicators.**

The goal is to further develop College-level learning competencies including the affiliated outcome measures across all areas of instruction.

**Central Community College Goals**

1. Provide teaching-learning experiences, systems, and processes that assure Central Community College students' success in achieving their stated educational goals.
2. Initiate distinctive systems and processes that complement student learning and support the mission of Central Community College.
3. Develop systems and processes that identify student and other stakeholder needs and measure the college's success in meeting identified needs.
4. Establish staffing and development standards, systems, and processes that demonstrate a high regard and appreciation of people and have a positive impact on student learning and support, and other important college objectives.
5. Use leadership and communication structures, networks, and processes that effectively guide Central Community College in setting directions, making decisions, envisioning educational needs and opportunities, and building and sustaining a student-centered learning environment.
6. Provide student, faculty, and administrative support systems, processes, and resources that ensure an environment that encourages student learning.
7. Collect and analyze data and use measures of institutional effectiveness to drive performance improvement.
8. Create planning systems and processes that focus college resources on achieving its mission and vision.
9. Promote the development of collaborative relationships that support student learning at Central Community College.

**Figure 8P2-2**

The process will include multiple steps to determine: the current College-wide competencies, outcomes, and indicators and then evaluating them across all fields of study. The current process is assessed primarily within the specific disciplines courses. The assessment will expand to unrelated disciplines/programs. An example of the expansion would be evaluating the English competency for Diesel Technology students. The assessment will be a rubric based evaluation of all the sub-competencies within each group. It is expected the assessment process will include evaluation of all College-level outcomes across a pilot group of programs of study prior to the indicated completion date.

**2. Develop benchmark comparisons with nationally normed surveys/collection instruments.** The goal is to develop and communicate a listing of key performance measures that allows the College to benchmark its performance against peer institutions. The primary purpose of the project will be to provide specific comparison data that aids the College in defining areas for improvement. The project team will first define those key institutional processes within the College that currently lack comparison data from nationally normed sources. The team, in collaboration with key college leadership (President, Executive Vice President, College Cabinet, and other leadership), will define those measures that are of highest priority and value to the institution. The next step will be to obtain those data and compile them into a centralized database (data warehouse) that provides a user friendly interface for internal users. The database will be piloted and feedback collected as to the functionality of the system and the value of the data. This will be completed through information collected from IPEDS (Integrated Secondary Education Data Systems), National Community College Benchmarking Project 2010 and the Kansas Study, Benchmarking & KPI Scorecard. IR staff has also been expanded to support the compilation and communication of these data.

**3. Develop and integrate sustainability processes into college policy and procedures**

The goal of this action project is to develop a complete understanding of current sustainability process within the college and to find opportunities to increase the sustainability of other process within the college Learning Environment. Additionally, increase participation with collaborative programs such as “Sustainability Education and Economic Development”. The two key areas to be investigated for potential improvement include capital improvements, curriculum sustainment and development. Additionally, this project will strive to employ student involvement within the process and will include student input into finding opportunities for improvement and potential mitigation/improvement actions.

**4. Launch Specific Improvement Projects for Pilot Program Assessment Measures.** The results of the project will be the integration of clearly defined goals and improvement targets for program assessment measures and the integrated use of the updated SharePoint system to record ASL documentation. Processes

impacted by this project will include centrally managed annualized reporting of program level assessment, ongoing review by the Assessment Committee, improved reporting of teaching and learning improvements within the institution and more inclusive references of assessment/teaching and learning improvement activities within the Systems Portfolio. Regardless whether the project is one being reported annually or not, the process for identifying the individual projects remains the same. As issues are identified, Action Teams area formed to address the issues with regular reports due back to the CQI Team, College Cabinet and Board of Governors. Current CQI team members, charter (see at: <http://www.cccneb.edu/about/accrreditationaqip/continuous-quality-improvement-1.html> ), as well as, action projects (see at: <http://www.cccneb.edu/about/continuous-quality-improvement/continuous-quality-improvement-projects.html> ), campaign histories are also listed on the CCC website and shared with all employees, students and public (see at: <http://www.cccneb.edu/about/accrreditationaqip/accrreditation-process-1.html>).

For projects implemented at the campus or department levels or are not directly related to one of the campaigns or strategic plan, are tracked and used as potential best practices and considered for future college wide projects. Instructional and non-instructional departments develop short- and long-term strategies through input into instructional “Three Year Plans”, which include categories such as: environmental scans, past and projected student enrollments, planned personnel needs, equipment, technology, and facility needs. These plans are completed at the departmental, cluster- and area-wide levels. One common long-range plan of CCC is the Master Facility Plan. Master Facility Plans were completed on each of the major campuses and prioritized at a College-wide level in 2011. These plans are reviewed annually by the college and campus leadership to prioritize improvements to facilities and major remodeling or construction. <http://www.cccneb.edu/about/master-facilities-plan.html> A systematic process is use to review infrastructure, repair and maintenance. These are prioritized in the Capital Improvement Budget and approved by the College Cabinet. Emergency or unplanned repairs are handled in a similar manner and can pull from contingency dollars that are budgeted on an area-wide basis.

*8P3: How do you develop key action plans to support your organizational strategies?*

As detailed in Sections 8P1, 8P2, and 8P6, multiple data sources are used to develop short- and long-term strategies. These include College-wide data as well as input from employees and students through a variety of surveys, a benchmarking project, and an online suggestion box. As input is analyzed, issues are identified with three to four annual Action Projects defined by the Continuous Quality Improvement Team (CQIT). The Action Plans are developed to support organizational strategies.

Action Plans 1, 2, and 4 (see 8P2) focus on the use of data such as core competencies, outcomes, indicators, benchmark comparisons and other measures to assess the effectiveness of academic programs, develop clearly-defined goals and improvement targets, and compare CCC's performance against peer institutions (see 8P2). These support the 2010-2015 Strategic Plan Goal 1, to provide teaching-learning experiences, systems and processes that assure CCC students' success in achieving their stated goals as well as the Quality Improvement Campaign 1.2, to measure/assess core student learning competencies.

Goal 6 of the Strategic Plan is to provide student, faculty, and administrative support systems, processes, and the resources that ensure an environment that encourages student learning. Quality Improvement Campaign 6.2 supports this through incorporating sustainability into institutional life, including curriculum, recycling and building projects. Action Project 3 addresses this through inventorying and identifying current sustainable operational practices, where and how sustainability is incorporated into the learning environment, using findings to develop a college sustainability program and participating with collaborative programs such as "Sustainability Education and Economic Development".

*8P4: How do you coordinate and align your planning processes, organizational strategies, and action plans across your organization's various levels?*

The College uses a unified approach to planning that encompasses all types of planning. The Strategic Plan is the key planning process. All stakeholders had input for this process. Planning and action teams are made up of employees representing hourly, contract salary, faculty, both part-time and full-time, administrative areas and

part-time employees. Representation from each campus and off-campus locations, center locations are currently on several committees. IP systems provide the distance communication needed to provide meetings to be conducted from multiple locations at the same time. In addition to campuses, clusters are area-wide organizational groupings to provide input and consistency among similar instructional and non-instructional programs that exist on multiple campuses. All CCC email is available to solicit volunteers for teams and committees, and in some cases, supervisors are responsible for selecting broad representation for departmental teams. Student and employee input are solicited through the college suggestion box, student and employee surveys and participation in other meetings. External stakeholder input is solicited through advisory boards. SPARKS meetings are facilitated at All College In-Services and provide input from each attendee.

For example, student learning assessments, employee surveys and advisory boards provide input that is collected and evaluated by departmental faculty on each campus. Then, faculty from each campus meet with their colleagues at the area-wide cluster level to compare assessment results. Recommendations for improvement formulated by the faculty at the cluster level are shared at area-wide Educational Services Committee meeting and area Cabinet levels. Members of the Board of Governors are also given annual updates on program reviews and key performance indicator results. To bring plans forward the plans are identified from the above processes and placed in the Strategic Plan. This plan is updated annually. They are prioritized annually by the Cabinet with input from the summer administrative retreat and the CQIT. The CQIT conducts a summer retreat where it discusses what action plans to recommend as priority items. CQIT may also bring forward action plans that are not in the Strategic Plan. The deans also bring forward recommendations from their clusters. Budget alignment and improvements are made in the process from issues employees bring forward. Key administrators are brought together bi-annually to discuss the budget process again based on qualitative data from employee issues, the College president and budget committees.

*8P5 – How do you define objectives, select measures and set performance targets for your organizational strategies and action plans?*

While some aspects of the CCC process for defining objectives, selecting measures, and setting performance targets are described by the charter of decision making/advisory bodies (e.g., the Board of Governors, College Cabinet, CQIT, action project teams) the college uses a process-to-performance tracking to determine current and desired state for its major processes. In this process members of the different bodies evaluate all available performance data relating to the project in question. These data are evaluated for accuracy and efficacy, evaluated to determine the past level of performance and, if possible, develop an understanding of any trends. When available, comparison data from nationally/regionally normed sources are used to determine performance against peer institutions. If after initial study, the responsible body determines the available data is sufficient to track performance of the process, the team determines the performance goal by determining the current level of performance and then determining what is the desired state/performance level. This is achieved in different ways for each objective, but may include benchmarking peer institutions or locally desired states described in existing goals or initiatives. If the body determines the available data is not sufficient to determine current state or to track the performance of the process in question, additional sources of data are sought. This is normally the responsibility of the IR department and may include conducting review of national surveys and studies, developing new report instruments, suggesting new data collection processes, and development of new designs of experiment. Once a performance measure, goal or target is developed it is forwarded to the Board of Governors, Cabinet, CQI Team, and Action Team members for final review, and if necessary, approval. The hyperlinks below provide the access to several of the major Key Performance Measures/ data tracking tools used by the institution and the new Benchmarking KPI Score Card <http://www.cccneb.edu/images/IR/systemsportfolio/score%20card.pdf>.

*8P6: How do you link strategy selection and action plans, taking into account levels of current resources and future needs?*

CCC links strategic processes with its action plans in a highly formalized process. This process starts with each of the nine primary strategic objectives/campaigns tied directly to the nine AQIP categories (Strategic Planning conducted every five years). Under each of the

nine objectives, a list of action projects are shown. These are defined by feedback collected in Action Project reviews, Strategy Forums, and System Appraisals. Once defined the objectives are prioritized, and start and end dates are assigned. These priorities are evaluated and adjusted annually by the Executive Vice President and the College Cabinet. Issues and planning for change are initiated by the cluster, department, or subunits within the cluster that see a particular need and consider it a high priority. These priority requests are then brought to higher decision-making units such as campus Cabinets, Ed Services and the College Cabinet. In some cases, decisions are made at those levels; in

### **Core Component 5A**

*The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.*

*(Addressed in 8P6)*

*The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered. (Addressed in 8P6)*

*The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity (Addressed in 8P6)*

*The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities. (Addressed in 8P6)*

*The institution's staff are appropriately qualified and trained in all areas. (Addressed in 8P6)*

*The institution has a well-developed process in place for budgeting and for monitoring expense. (Addressed in 8P6)*

others, they go to upper administration for decisions and resulting action.

Teams formulate resources that may be needed to implement recommended changes. When available, data on performance is used to justify the need for additional resources. Some of the surveys and studies that have been used to

support institutional projects, action plans as well as inform processes and changes include:

- Employee Engagement Survey (2013)
- National Community College Benchmarking Project (2012)
- National Community College Cost and Productivity Project (2013)
- Instruction Training Needs Survey (2010)
- Purchasing Card Survey (2011)
- Community College Survey of Student Engagement and Community college Faculty Survey of Student Engagement (2013)

To safeguard the financial assets of the college, the Board of Governors, reviews all budgets and expenditures each year prior to approval. If it is determined additional budget dollars are needed, budget officers are empowered to utilize existing accounts to accommodate budgetary needs or special requests can be addressed at the area wide level. Future projections of technology, new programs or capital improvement projects are figured into initiatives and taken into consideration when decisions are made to implement needed changes. Major changes in personnel, programming or facilities can be implemented through general fund initiatives, foundation or other fundraising efforts, state or federal grant requests, or additional program fees paid by students or stakeholders utilizing college services.

To support the strategic and action plans utilizing current resources, the college initiated budget planning meetings. These meetings address the needs that are identified in the processes already described in this section. The issues that were discussed and analyzed through a SWOT process: Sustainability of Grants, High Cost Needs, Process to Make Cuts/Reduce Academic and Non-Academic programs, New/Replacement Positions and Funding New Academic and Non-Academic programs. The discussions are on-going and linked to CCC strategies and action projects. Regardless of the need, prioritization of resources will always operate within available resources and future trends are tracked to ensure appropriate adjustments are made if required.

The goals incorporated into CCC mission statement and objectives are evaluated yearly to ensure available resources are available to



**Figure 8P6-1**

support them. Part of this process includes the evaluation/revision of the Colleges Mission, Vision and Values statements. The college mission statement was last revised and approved in 2010. This ongoing review is considered fundamental to the planning processes discussed throughout this category. As a result of this process, college organizational and governance structure have significantly strengthened both human and financial resources, and allowed the college to continue to take advantage of opportunities for growth and continued expansion of services throughout its 25-county service area.

Category Four makes clear CCC's commitment to hiring appropriately qualified staff and faculty and investing in their training. Based on the September 2013 Employee Qualifications Audit conducted by the Human Resources Department, of the 456 full time faculty and staff in the college all have the mandated or required qualification (years' experience or credentials) to hold the assigned position. The college also has a background check and credentials verification process as part of its hiring process. A similar process for the 147 part-time personnel is conducted prior to starting employment. To ensure required skills are maintained by College employees, a well-established professional development program provides CCC staff and faculty with timely, necessary and quality training opportunities. The satisfaction with this process is monitored via the yearly employee survey. Since its initial use in 2006, the Employee Engagement Survey (EES) continues to be an indicator for employee satisfaction. One of the questions of the EES that is measured and carefully analyzed for improvement is "satisfaction with professional development opportunities (Figure 8P6-1 above)." The data collected indicates there has been a slow but steady

growth in the number of employees who are satisfied with professional development opportunities (5 strongly agree – 1 strongly disagree). Further evidence of the institution's commitment to professional development and training for all employees is detailed in Category Four.

*8P7: How do you assess and address risk in your planning processes?*

The College assesses risk in several traditional and non-traditional methods. Insurance, grants, or outside contracted partnerships are utilized when appropriate to meet needs while not exposing students and the institution to unnecessary financial risk. The culture of the institution accepts risk-taking with the expectations and responsibility to assess changes and make adjustments if the results are not as positive as expected.

As part of this planning process, programs and teams consider Strengths, Weaknesses, Opportunities and Threats (SWOT) as well as other Environmental Scans to determine what trends appear to be affecting current and future plans. The most recent, College-wide SWOT analysis was used as part of the College's 2010-2015 strategic planning processes and involved input from students and other external stakeholders as well as a faculty, staff, and administration. Results from the analysis were used in determining not only the five-year strategic plan, but also the resulting action plans undertaken since that time.

The Board of Governors and institutional culture values conservative revenue planning and regularly budgets contingency dollars to account for unexpected changes in state, student or county aid as well as market fluctuations of major construction projects. Cooperative involvement among campuses, teams, and clusters helps address risks due to personnel changes or service changes. Lastly, depending on the scope and type of project, multiple bodies within the College will review the proposals and assess any potential risk and requirement for a mitigation plan.

*8P8: How do you ensure that you will develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by your organizational strategies and action plans?*

As addressed in Categories Four and Five, the College strives to provide opportunities for all employees to be involved in planning processes and develop within their positions. Specific examples include:

- All-college In-Services provide opportunities for all employees to develop themselves personally and professionally. Following the trainings, all employees are asked to turn in an evaluation. The evaluations are then used to develop more action plans or improve on how to distribute the information.
- CQI Team charter requires that members be from hourly, contract, faculty and administrative areas. A presentation was hosted at the 2011 staff in-service, recruiting new team members. Terms are three-years and minutes from all meetings are posted on SharePoint. When terms are completed, new members are recruited through an all-college email as well as emails to constituents groups, providing an opportunity for interested employees to be a part of the Team (Strategic plan 8.1.3).
- Any employee can initiate technology, program, facility or departmental suggestions for improvement. A Suggestion Box is available on the website for all persons to access and submit suggestions. These are addressed by appropriate personnel and a response is sent to the person who submitted the suggestion.
- Professional development dollars and time are available for employees to take coursework, workshops, attend conferences or attend departmental, group, campus, cluster or area-wide meetings. The Professional Development Coordinator position was created to organize and coordinate employee professional development and align activities with the college strategic plan (Strategic plan 4.1.1).
- Employees are encouraged to be involved in community activities and groups to understand changing community stakeholder needs and responsibilities. The college provides release time and in some cases, pays member dues, for employees to participate in individual communities activities; activities are recognized in the employee's annual review.
- Teams and individuals with faculty, administration and board representation are attending Higher Learning Commission training/conferences such as the Strategy Forums; annual meetings, and other AQIP training events. The individual employees

bring back their experiences and apply them to the departmental or division improvement efforts (Strategic Plan 8.1).

- There is broad participation in AQIP training and Portfolio Reviews [Systems Planning for Action Resources and Skills (SPARKS)]. AQIP training for employees is provided via web-based instruction. The Systems Portfolio review- and rewrite-process is based on a large, cross-functional team structure that provides the opportunity for a large number of employees to participate. The SPARKS process gives all employees an opportunity for input.
- Input is solicited and information shared through regular postings of team agendas, minutes, monthly updates from the President, and reports to the Board. All agendas and team documents are posted on the college SharePoint web portal. Employees may add comments by using the "Team Discussion" area.

The now-established systematic and faculty-led assessment process will evaluate the performance baselines established over the past two academic years and determine those areas with the best opportunity for improvement for each program of study and then make detailed recommendations for improvement.

Research has linked employee engagement to heightened employee retention, increased productivity, improved customer service, increased passion and commitment to one's organization and increased trust in the work organization. In this study, seven domains of employee engagement were explored based on the employee engagement literature and input by the CQI council: the work Environment, the nature of Work, Organization/Senior Leadership, Recognition, Development and Growth Opportunities, Relationships and Communication. For this study, high scores indicate a high level of agreement and thus satisfaction with the indicated domain.

<http://www.cccneb.edu/about/continuous-quality-improvement/reports-a-surveys.html>

Employee surveys and other data indicated that the college should focus more closely on providing additional opportunities for informal communications. CQI identified informal communication as an important issue and it was developed into an Action Project.

The project action team defined informal communication as conversations that are unplanned, unstructured, lack an agenda, have no attendance requirement, and typically occur in small groups. Over a six-month period, the team developed a suggested list of activities for consideration by the college. Some of these activities already exist and could be expanded across campuses and centers.

## RESULTS (R)

*8R1: What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?*

Measures of effectiveness are derived from data collected through survey instruments e.g. Community College Survey of Student Engagement and National Survey of Faculty and Students. Key Performance Indicators (KPIs) utilize specific data collected as a comparative measure. As example, the KPI on Housing measures minimum and maximum semester occupancy that compares past to current performance. <http://www.cccneb.edu/about/institutional-effectiveness-measures/key-performance-indicators-kpis/non-academic-kpis.html>

This same approach is utilized in other KPIs to track current to past effectiveness. Short-term averages are also integrated into the results. <http://www.cccneb.edu/images/IR/key%20performance%20measures.pdf>

CCC uses tools such as the National Community College Benchmarking Project (2012) and the National Higher Education Benchmarking Institute (Kansas Study-2013) to review and compare performance over time or with other like institutions. The most recent addition to these measures includes the CCC Benchmarking KPI Scorecard. This scorecard incorporates all previously indicated measures and others into one easily understood measure of institutional performance. This tool is the evolution of years of evaluating and tracking numerous performance indicators/environmental scans. One of the key aspects of this tool is its ability to quickly and clearly communicate the performance of the related processes.

*8R2: What are your performance results for accomplishing your organizational strategies and action plans?*

CCC identifies individual measures associated with its quality campaigns and action projects based on the goal of each project. As these data are directly tied to the College Strategic plan, it is

Strategic Goal 5: Use leadership and communications structures, networks, and processes that effectively guide CCC in setting directions, making decisions, envisioning educational needs and opportunities, and building and sustaining a student-centered learning environment. (AQIP Category 5 – Leading and Communicating)				
		Source of Suggested Improvement	Status	Notes
Quality Improvement Campaign 5.1 <u>Develop and measure effective strategies for campus/college communications</u>				
Action Project 5.1.1	Create opportunities for informal dialogue between faculty, staff, and administrators	Strategic Planning Process	Completed FA10-SP11	Cabinet Approval Aug 2011
Quality Improvement Campaign 5.2 <u>Institute new Datatel Learning Management System and SharePoint as communications devices</u>				
Action Project 5.2.1	Provide results of the various surveys which CCC conducts and participates using SharePoint and the college web site	Systems Appraisal Feedback on Category 6 & 7 (2010)	Completed FA12/SP13	
Quality Improvement Campaign 5.3 <u>Assess effectiveness of current communication tools with all stakeholders</u>				
Action Project 5.3.1	Provide relevant, high quality informational materials and support services to high school counselors	College Initiative	Completed FA10-SP11	
	Obj. 5.3.1a – Evaluate and provide feedback	College Initiative	Completed FA12	

Figure 8R2-1

best represented by the completion of projects in the master strategic planning document at: <http://www.cccneb.edu/about/accreditationaqip/strategicplan.html>. An example of these successfully completed projects in the current strategic plan are shown in Figure 8R2-.1

*8R3: What are your projections or targets for performance of your strategies and action plans over the next 1-3 years?*

The Central Community College newly developed Benchmarking KPI Scorecard evaluates five primary measures (enrollment, student success, College financial, student satisfaction, and employee satisfaction) and one summative or overall performance indicator as shown in Figure 8R3-1. Both the trends of performance and the performance against defined goals are key components of this instrument. In the Figure 8R3-2 on the next page is a representative example of the Enrollment and Financial sub factors used in defining key indicators. For full results go to: (<http://www.cccneb.edu/images/IR/systemsportfolio/score%20card.pdf>).

This new tool will improve how KPIs are used in planning and how performance is communicated inside and outside of CCC. This tool doesn't eliminate the use of individual KPI as evidenced by some of the KPI measures that have been aligned with College Goals at: <http://www.cccneb.edu/images/IR/IE/KPI/Collegewide/key%20performance%20measures.pdf>

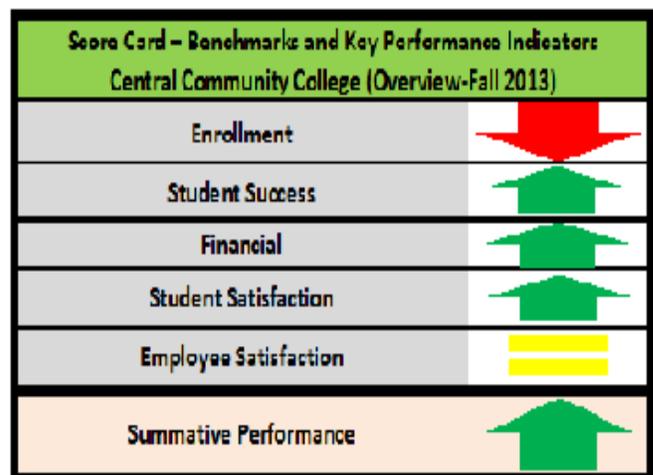


Figure 8R3-1

*8R4: How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?*

CCC compares its performance in this area predominantly through externally generated reports, including those generated by the Nebraska Coordinating Commission for Postsecondary Education and IPEDS. Several other report sources include the National Benchmarking Study and the National Community College Cost and Productivity Project. The Nebraska Community College Association and Nebraska Higher Learning Commission provide

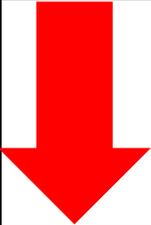
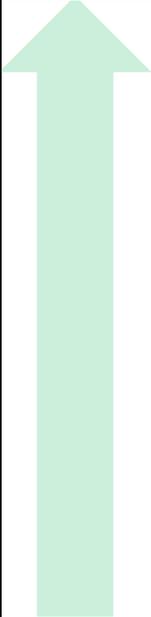
Score Card – Benchmarks and Key Performance Indicators – Central Community College				Arrows = trend up, down, or equal Colors= Red is below goal, Yellow above goal but needs additional focus and green is achieving goal
*Benchmark Cohort FOR NCCBP – community colleges national-wide that are rural and of similar size ; for IPEDS – 15 community colleges from Nebraska, Iowa, Kansas, Missouri and Colorado; for CCSSE - unless noted as the Nebraska community colleges only				
<b>Enrollment</b>				
Data Source	Three-Year Trend	Benchmark	Scale	Summative Score
Annual FTE Generated (IPEDS 12-month Enrollment)	<b>Three Year Trend</b> 12-13 – 4,214 -7.4% 11-12 – 4,555 -1% 10-11 - 4,611 4% 09-10 – 4,431	IPEDS Cohort 12-13 N/A 11-12 N/A 10-11 – 4,002 09-10 – 3,839 08-09 – 3, 375 07-08	Three Year Average > 0% = green 0- (-1%) = yellow < 1% = red	
<b>Financial</b>				
Data Source	Three-Year Trend	Cohort	Scale	
Tuition and Fees	<b>Three-Year Average:</b> \$2,440 11-12 \$2,580 10-11 \$2,430 09-10 \$2,310	Three-Year Average: \$2,544 11-12 \$2,650 10-11 \$2,550 09-10 \$2,432	Three-Year Average < cohort = green > cohort = red	
Data Source		Cohort	Scale	
IPEDS: Figure 15 per FTE enrollment by function	Instruction \$5,621 Academic Support \$1,522 Institutional Support \$2,777 Student Services \$909 Other \$1,053	Instruction \$4,650 Academic Support \$958 Institutional Support \$1,654 Student Services \$853 Other \$988	> Cohort = green < Cohort = red	
Data Source		Cohort	Scale	
NACUBO* Percent of overall budget	Instructional 66.54% Student Services 5.41% Institutional Support 18.38% Physical Plant 8.41% Student Aid 1.25%	Instructional 60.00% Student Services 6.00% Institutional Support 22.00% Physical Plant 10.00% Student Aid 2.00%	> by 5% = green Between + or – 5% = yellow < -5% = red	
*National Association of College and University Business Officers study of percent of dollars spent on each area				

Figure 8R3-2

opportunities to compare budgets, capital improvement planning, revenue projections, program review results and retention information. One challenge experienced by the college is the difficulty in interpreting available data due to variation in how institutions report measurement planning. Also, the College uses student and employee survey data to determine the perceptions of stakeholders on the health of the organization.

IPEDS (Integrated Postsecondary Education Data System) is used for benchmarking and peer

analysis. IPEDS collect institution-level data on students – enrollment and graduation rates, student charges, program completions, faculty, staff and finances. Central Community College chose a custom comparison group with 15 institutions from Nebraska and Midwestern states (see IPEDS Data Feedback Report 20123) at: <http://www.cccneb.edu/images/IR/IE/ipeds%20feedback%202012.pdf>

8R5: What is the evidence that your system for Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?

Evidence that the college's system for planning continuous quality improvement is effective includes the ongoing review, change and completion of the Strategic Plan's goals and activities. Each year goals/activities are completed and new are added. The CQI Team completes an annual review of all Action Projects and recommends approval or denial of the action plans status (completed/no completed). They also send recommendations to the Action Projects Team for improvement. The College Cabinet reviews the Plan annually to determine the next priorities and approval of the next recommended action plans.

Two annual activities center around continuous quality improvement: the Administrators Summit and the CQI Team annual summer retreat. In addition, the annual All-College In-Service offers the entire staff opportunities to participate AQIP activities.

### IMPROVEMENT (I)

*8I1: What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results?*

Over the past several years, multiple improvements have been made to our planning processes. Some examples include:

- Inclusion of AQIP categories as goals for our institution
- The fact that Quality Campaigns have been designed as multi-year projects and Action Plans have been designed to be completed in one year or less has in conjunction with CCC's strategic planning process resulted in a much more systematic approach to planning for improvement.
- CQI Team now sends agendas via the ALL CCC email communication system. Agendas, minutes, action campaign and action plans, team member names and photos, charter, history, latest system portfolio, and appraisal and quality checkup reports are available on the College website for all internal and external stakeholders to review.
- Academic Three Year Plans are being aligned with Technology Initiative and Budget Development timelines to streamline the number of requests identified by employees
- A Planning Model (Figure 5P2-2) is utilized to ensure issues and needs are tied to the Systems Portfolio
- Institutional Research has utilized The Kansas Study to update systems portfolio and support

strategic planning in comparison to other institutions.

- CQI Team has been instrumental in:
  - Assistance in forming action project teams and monitoring progress (2002-present)
  - Evaluation of key performance measures annually to seek new improvement opportunities (2002-present)
  - Monitoring of college-wide suggestion box for employees and students (2002-present) Once suggestions are submitted they are forwarded to the appropriate area, and then responses are provided online to the submission. If there is no follow-up, the suggestions go to the next level until they are answered. The suggestions are addressed and completed, unless there is a significant issue with addressing it.
  - Developing proposals and piloting new Professional Development Programs  
Feedback is based on Employee Surveys to develop training – Real Colors
- Annually all employees receive a brochure outlining the College Mission, Vision, Goals, Quality Improvement Campaigns and Strategic Processes.

*8I2: How do your culture and infrastructure help you select processes to improve and set targets for improved performance results in Planning Continuous Improvement?*

CCC has a mature system of continuous quality improvement practices so groups and individuals are encouraged to suggest improvements and provide input on changes. Volunteers are solicited to participate on teams; distance communication systems facilitate meetings from multiple locations; and clusters work to ensure consistency among campuses. Student and employer surveys are regularly completed; community visits are conducted; and advisory board meetings are hosted to obtain stakeholder input on programs, services and effectiveness.

Suggestion Box is a process to select processes that need to be approved. There is a formal process for submitting a suggestion, sending to the appropriate person to answer and follow up to the person submitting the suggestion. SPARKS sessions at the All College In-Service also provide more input from college staff and faculty to set targets for improved performance. The Strategic Plan offers an Action Project to celebrate successes of AQIP with internal stakeholders and through public communication, i.e. Central Connection, Annual Reports and In-Services, to support completion of our targets.