

QUALITY CHECKUP REPORT

Central Community College

Grand Island, Nebraska
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Quality Checkup team members:

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Background on Quality Checkups conducted by the Academic Quality Improvement Program

The Higher Learning Commission's Academic Quality Improvement Program (AQIP) conducts Quality Checkup site visits to each institution during the fifth or sixth year in every seven-year cycle of AQIP participation. These visits are conducted by trained, experienced AQIP Reviewers to determine whether the institution continues to meet The Higher Learning Commission's *Criteria for Accreditation*, and whether it is using quality management principles and building a culture of continuous improvement as participation in the Academic Quality Improvement Program (AQIP) requires. The goals of an AQIP Quality Checkup are to:

1. Affirm the accuracy of the organization's online Systems Portfolio and verify information included in the portfolio that the last Systems Appraisal has identified as needing clarification or verification (System Portfolio Clarification and Verification);
2. Review with organizational leaders actions taken to capitalize on the strategic issues and opportunities for improvement identified by the last Systems Appraisal (Systems Appraisal Follow Up);
3. Alert the organization to areas that need its attention prior to Reaffirmation of Accreditation, and reassure it concerning areas that have been covered adequately (Accreditation Issues Follow Up);
4. Verify federal compliance issues such as default rates, complaints, USDE interactions and program reviews, etc. (Federal Compliance Review); and
5. Assure continuing organizational quality improvement commitment through presentations, meetings, or sessions that clarify AQIP and Commission accreditation work (Organizational Quality Commitment).

The AQIP peer reviewer(s) trained for this role prepare for the visit by reviewing relevant organizational and AQIP file materials, particularly the organization's last *Systems Appraisal Feedback Report* and the Commission's internal *Organizational Profile*, which summarizes information reported by the institution in its *Annual Institutional Data Update*. The report provided to AQIP by the institution is also shared with the evaluator(s). Copies of the Quality Checkup report are provided to the institution's CEO and AQIP liaison. A copy is retained by the Commission for the institution's permanent file, and will be part of the materials reviewed by the AQIP Review Panel during Reaffirmation of Accreditation.

Clarification and verification of contents of the institution's *Systems Portfolio*

In the team's judgment, the institution presented satisfactory evidence that it had met this goal of the Quality Checkup. The institution's approach to the issues, documentation, and performance were acceptable and did comply with Commission and AQIP expectations.

Central Community College has addressed successfully issues raised in the *Systems Appraisal Feedback Report (March 16, 2006)*.

There was sufficient evidence to support Central Community College's commitment to CQI transformation and the AQIP process. As an institution, Central Community College spent considerable time reviewing and discussing the System Appraisal Feedback Report (March 12, 2006). Particular attention was paid to opportunities cited; CCC agreed in principle with feedback comments presented in the report. There was sufficient evidence to support institutional actions taken to address opportunities cited; owing to the dynamic leadership of Dr. LaVern Frazen and Dr. Gene Smith Central, Community College is to be commended for their approach to the System Appraisal Feedback Report.

The opportunities analysis combined with the output from Central Community College's 2007 Strategy Forum produced a pattern of interrelated elements, which informed the development of CCC's Quality Improvement Campaigns. Central Community College has developed a planning model and is practicing a systems approach to affect anticipated change across the institution. All of these efforts reflect the AQIP approach used by the institution to develop and to facilitate change.

Throughout the visit, the Team experienced Central Community College's approach to Continuous Quality Improvement as the institution focused its energies on improving internal processes and systems. Conversations with a variety of team members, stakeholders and leadership were grounded in inquiry and self-reflection. From the Team's and the institution's perspective, the assessment of CQI was perceived to be honest, reflective, and appropriate. Various administration representatives, staff, and faculty throughout the organization appeared to be engaged and committed to making sure CCC's quality endeavors succeed. From evidence gained from the Quality Checkup Visit, Central Community College had used both the *Systems Portfolio* and the *Systems Appraisal Feedback Report* as an historical document from which to determine a "benchmark" for the institution; considering this benchmark as a "snapshot" in time, Central Community College has made significant progress in Academic

Quality Improvement for the institution.

Review of specific accreditation issues identified by the institution's last Systems Appraisal

There were no accreditation issues identified.

Review of the institution's approach to capitalizing on recommendations identified by its last Systems Appraisal in the *Strategic Issues Analysis*.

In the team's judgment, the institution presented satisfactory evidence it had met this goal of the Quality Checkup. The institution's approach to issues raised, relevant and supporting documentation, and institutional performance were acceptable and complied with Commission and AQIP's expectations. Central Community College is to be commended for the institution's responses to addressing strategic issues raised; the leadership team was well-organized and responsive to both internal and external stakeholders.

The Systems Appraisal Feedback Report identified four strategic issues involving student learning, communications, valuing people and planning. The Continuous Quality Improvement Team consisting of members representing various stakeholders within the institution provided advice and recommended appropriate action on the identified opportunities. The opportunity comments from the feedback report were combined with identified strategic issues. Four, long-term Quality Improvement Campaigns and related sub-projects were developed as a result of these efforts; two campaigns were related to student learning, a campaign related to institutional planning, and a campaign related to communications across the institution.

Of particular note is the Foundation Campaign designed to increase student success in developmental and subsequent college-level courses. The Foundation Team, led by two creative co-facilitators, developed a comprehensive four-step process for their work. The visiting Team recommended that this process be explored as a possible model for building and implementing the other Campaign projects. They are to be commended for their efforts.

The Planning Campaign focused on streamlining, aligning, and integrating planning cycles with the budgeting process. The institution is using its three year program plan review process as an anchor for the planning cycle. The newly launched curriculum bank provides electronic documentation and approval of programs which will yield more lead time and more accurate

data to analyze resource needs.

The Planning Project nicely compliments and supports the Communications Improvement Campaign. Each is dependent upon data, analysis, building the message, telling the story and soliciting feedback responses. During the Quality Checkup Visit, the Team was actively involved with curricular discussions, dialogue about tools, exchanges on information strata, employee roles and responsibilities, and conversation on structures and systems.

The Communication Campaign Team was newly formed. As its initial task, the Team was actively engaged in determining shared definitions, analysis of existing systems and tools, defining improvement targets and identifying issues for immediate action. The Team's leadership had established goals and objectives for the coming academic year.

Review of organizational commitment to continuing systematic quality improvement

In the team's judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance were acceptable and comply with Commission and AQIP's expectations. Administration, board of governors, faculty, and staff demonstrated appropriate knowledge of and the use of the continuing systematic quality improvement for the institution.

Central Community College demonstrated throughout the visit its commitment to CQI. Board members are fully engaged in the quality conversation. They support the institution's leadership and the leadership's strategy to integrate quality tools and sound organizational principles throughout the institution. There are many venues available for all employees to engage in quality initiatives. Students and employees are the direct recipients of this work. During one session devoted to defining quality, an employee stated, "Quality is taking pride in knowing you've done something worthwhile."

Of special note, CCC is creating an environment that values quality beyond the need for accreditation. Central Community College's quality improvement movement is designed to affect a change across the entire institution. It would appear that CQI has become essentially linked to Central Community College's development and success.

USDE issues related to default rate (renewal of eligibility, program audits, or other USDE

actions)

There were no USDE issues identified.

Compliance with Commission Policy IV.A.8, Public Notification of Comprehensive Evaluation Visit

In the team's judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance were acceptable and comply with Commission and AQIP's expectations.

The visit was well organized, provided access to both internal and external stakeholders, and provided access to institutional leadership, staff, faculty, and students in a timely and appropriate manner. The visit reflected what a majority of the stakeholders believe; this is a very healthy institution.

Compliance with Commission policy 1.C.7, Credits, Program Length, and Tuition

In the team's judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance were acceptable and comply with Commission and AQIP's expectations.

Compliance with Commission policy IV.B.2, Advertising and Recruitment Materials

In the team's judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance were acceptable and comply with Commission and AQIP's expectations.

CCC is providing appropriate measures to communicate with internal and external stakeholders via wide and diverse media delivery systems that provide coverage for a wide-range of activities being presented to the public in a timely manner.

Compliance with Commission policy III.A.1, Professional Accreditation, and III.A.3,

Requirements of Organizations Holding Dual Institutional Accreditation

In the team's judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance were acceptable and comply with Commission and AQIP's expectations.

Compliance with Commission policy IV.B.4, *Organizational Records of Student Complaints*

In the team's judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance were acceptable and comply with Commission and AQIP's expectations.

Other USDE compliance-related issues

There are none noted.

Other AQIP issues

This is not applicable.