

Title: 8.0 Planning Continuous Improvement

Context for Analysis (C)

Planning for continuous improvement at Crowder College (CC) during the past three years since becoming an AQIP institution has focused on planning to fulfill the terms and obligations of the nine AQIP criteria and the college's specific AQIP goals. To some extent, the AQIP procedure has been perceived to include all areas of planning associated with the operations of the college. CC has not made clear distinctions between the planning that does occur and that planning which needs to occur.

This has happened because of two major occurrences during its history. One, CC has seldom had in its history what many colleges call a strategic plan, a 3-5 year plan that identifies the major initiatives, needs, or projects that will position the college for meeting future challenges relative to its mission and service area needs. This is not to say CC has not found a way of anticipating the future and responding appropriately. Its growth, scope of comprehensiveness, and success in all areas of service suggest otherwise. Instead of relying on a formal strategic plan, such planning has been done most often by CC's past presidents (only two in the past 36 years) with varying degrees of collaboration among other administrators, and with support and guidance from the Board—a Board that has had only one president in 41 years. In short, any long-term planning has most often been neither explicit nor formal. Consequently, when CC became an AQIP college, strategic planning began to mean the planning required for continuous quality improvement through AQIP.

A broader interpretation of AQIP and the role of planning will allow for inclusion of long-term strategic planning into the local AQIP model. The president has recently advocated and the steering committee agrees that during CC's next AQIP cycle long-term strategic planning needs to be integrated into the college's AQIP model with clear distinctions established between the various types of planning that are needed to advance the college strategically from those plans that help it improve quality.

The use of the term "strategic planning" within in this system's portfolio is contextualized to mean AQIP planning. The 7-SPP flow chart titled "The CC 7-Step Planning Process" and the "CC Strategic Plan" are prominently displayed in the hallways and offices across the college. (See Crowder College Strategic Plan and 7-SPP, Table 8.1 and Fig. 8.1). While this

has done much to build a common understanding of how the college will fulfill its AQIP obligations, this narrower view has hindered its ability to maximize AQIP's full potential for shaping and improving all aspects of the college's planning procedures. Consequently, during the next cycle of AQIP participation, CC will likely integrate and formalize long-term strategic planning into its AQIP work.

Also worth noting is that CC applied for and received a site visit for the Missouri Quality Award, a state competition using Baldrige quality criteria, in 2003. (See results in 8R1 and 8R3.) Though AQIP criteria and Baldrige Criteria have some points in common, they also have many respective differences. CC employees were just becoming more familiar with AQIP criteria and procedure when the college began introducing Baldrige criteria for its Missouri Quality (MQA) application. Consequently, many employees and some steering committee members struggled with making the necessary distinctions. For a period of time, having both quality models at work at one time hampered the committee's ability to do its AQIP work effectively. While CC may again consider a second application for MQA, it will not do so until it is confident it will not compromise its AQIP work.

8C1 CC does not have a specific, explicit vision for what the college will be like in the next 5-10 years. It has, however, followed a plan called "The CC Strategic Plan" which includes goals and key outcomes. This is due in part to how CC responded to planning when the college became an AQIP institution in 2000. When the three-year AQIP cycle began, CC turned to its mission statement and its Board to begin the goal identification process. The CC Vision/Mission statement is '*To build a civil, serving, literate, learning, community of responsible citizens.*' Such statements are intended to shape a college's values and purpose in the broadest possible terms, to guide the board's policy-making and the administration's leadership and management of the college's daily operations. While most colleges work inductively to develop specific goals from the "ground up" and then seek their board's approval for specific goals, CC used a deductive process by retreating with the Board to re-examine its mission statement and review AQIP's nine goal areas in relation to the mission/vision statement. CC then drafted one broad goal statement from those seven AQIP goals from which to identify Key Outcomes.

While this was a noble undertaking, it greatly compounded the college's challenge to create more

specific goals, appropriate for each category that would generate measurable outcomes. The seven goal statements in the Strategic Plan are a reflection of the college's ongoing mission, rather than the specific goals to be achieved in a three-year period and measured against benchmarks for progress.

While CC may not have a formalized vision of what the college will be like in 5-10 years, particular circumstances and events have led to identification and prioritization of initiatives for the coming 1-2 years. In June the CC Board interviewed and eventually hired a new President. While he is building on a foundation of strong leadership, a commitment to serving students, and a reputation for innovation, he brings experience, knowledge, and skills for seeing challenges in new ways.

In August of 2004, the new President led a retreat for Board members and administrative leaders to discuss several capital needs projects. Discussion about these capital needs had begun during the previous president's administration and had continued through the spring of 2004. For the past three years, major enrollment increases strained college staff and facilities. These particular program and service areas needed additional room and upgraded facilities: the library, enrollment/registration services, and the bookstore. The Board retreat and discussion led to identification of these priorities.

Major Capital Projects

- Upgrading the college's database system for improved interfacing
- Building a new academic building to include a new library, enrollment/registration services center, bookstore, and convention center
- Building a new educational Service Center in McDonald County
- Develop plans and pursue building of the MARET Center, (Missouri Alternative and Renewable Energy Technology Center)

While these priorities do not explicitly represent a vision, Board members and administrators constructed these projects and priorities with some sense of what the college would or should be like in the future. These CC Board-approved priorities have since helped the new President begin shaping the administrative agenda for carrying out each priority. Each priority will have a myriad of challenges. At the same time, each project upon maturity will introduce changes to the college and further advance it toward fulfillment of its mission.

8C2 Strategies are associated with all categories of planning at CC. Planning at CC encompasses long-term 3-5 year planning, short-term operational planning and continuous quality improvement planning (AQIP). Although as previously explained, no formalized, documented plan currently exists for long-term planning. These three planning processes are not mutually exclusive activities as they do complement one another. However, CC hopes to improve employees' understanding of the planning required at the college and the interconnectivity of these planning processes.

Long-term strategies at CC occur primarily at the executive level of administration in collaboration with the Board. The President has continued utilizing the present organizational structure and communications procedures used by the previous president. The exception to this is the formation of an Executive Council (EC). The Council consists of CC's leading administrators in the following four areas: instruction, institutional advancement and finance, student services, and human resources. These administrators collectively have responsibility for all areas of the college and meet bi-weekly with the President to discuss all major operations and to develop, implement, and report on both long- and short-term strategies.

The President assesses the progress and updates the Board monthly or as needed, and seeks guidance from them on those developments that may challenge Board policy and institutional mission. Members of the EC regularly attend the Board's monthly meetings. This regular interaction with the Board assures the college that all long-term strategies are aligned with the college's mission/vision statement. As previously mentioned, the President and the EC met with the Board in September of '04 to review major capital needs and to establish priorities.

Short-term operational planning and subsequent strategies at CC occur primarily within the administration of daily operations at the college. The Administrative Council (AC) consists of 19 administrators representing all department managers in the college who meet monthly. The agenda is set by the President who also seeks input from all members for additional agenda items. Agenda items include long-term strategies requiring support and implementation from members, daily operations, annual requirements and activities, news, and sharing of information. Recently, the President added opportunities from each member to explore new ideas for programs and services to the agenda. These ideas will be inventoried and eventually evaluated for their

feasibility and priority level by the EC. The President intends to review the inventory annually, seek consensus from the executive council for approved priorities, seek Board approval, allocate resources for new, high priority programs and services, and develop strategies for implementation. Minutes of all AC meetings are kept by the President's Administrative Assistant and distributed electronically for all employees.

Within each of CC's major divisions, other committees meet monthly to address their own respective daily work and operations, while also making time for annual reporting needs, special projects, and new initiatives. (See list of standing committees in §5P.) Most of these committees also keep minutes and those topics requiring support, communication, or guidance from the administrative our executive councils are forwarded to them by the respective supervisor.

Last year, the Dean of Instruction recognized a need to improve the coordination of instructional planning, program quality, and department-level goal identification. As a result, he has formalized the role of existing program advisory committees, formed advisory committees for those programs previously not served, and given structure to their annual meetings. The advisory committees meet at least once each year and their agendas include: progress reports from CC staff on past or current program goals; identification of needs and developments from business/industry or community representatives; recommendations for academic programs and services; and identification of new goals. The more structured work of these advisory committees will greatly enrich the quality improvement initiatives within instruction and be integrated into CC's 7-SPP and Strategic Plan (Table 8.1 and Fig. 8.1).

The strategies are defined in the CC Strategic Plan (Table 8.1) as Key Outcomes, flowing from the CC goals.

TABLE 8.1: CROWDER COLLEGE STRATEGIC PLAN				
GOAL AREAS	GOALS	KEY OUTCOMES		
HELPING STUDENTS LEARN AND ENSURING ACADEMIC INTEGRITY	<i>Learners are prepared for, have access to, and achieve success in high quality higher education throughout their lives.</i>	HS1. Students are equipped with the academic competence and technical skills necessary for success.	HS2. Access to CC is broadened and available to all who can benefit.	HS3. An Integrated system supports student academic and career High Learner Achievement and Success achievement.
ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES	<i>The Distinctive Objectives complement student learning and comprehensively fulfill the Mission of Crowder College.</i>	DO1. CC ODO's enhances creativity and innovation.	DO2. ODO's are aligned with, and fulfill the Vision/Mission of CC.	DO3. ODO's create intellectual capital , maintain institutional integrity , and support helping students learn.
VALUING PEOPLE	<i>Employees are valued, measured, respected, involved, and effectively trained.</i>	VP1. Employees have the opportunity for quality professional development related to personal and college goals.	VP2. Performance is regularly and meaningfully evaluated based upon agreed upon outcomes.	VP3. CC promotes a satisfactory environment that values and respects its employees.

<p>LEADING AND COMMUNICATING</p>	<p><i>Leadership and the communication structure guides CC in setting directions, making decisions, seeking future opportunities, and building and sustaining a strong learning environment.</i></p>	<p>LC1. CC leadership creates and effectively communicates culture, mission, values, directions, and expectations to employees and stakeholders.</p>	<p>LC2. CC provides and promotes leadership development among both employees and students.</p>	<p>LC3. CC effectively demonstrates appropriate Board and administrative leadership roles.</p>
<p>SUPPORTING INSTITUTIONAL OPERATIONS</p>	<p><i>Organizational processes support administrative effectiveness and student learning.</i></p>	<p>IO1. Organizational processes strengthen administrative effectiveness.</p>	<p>IO2. Organizational processes support student learning.</p>	<p>IO3. CC utilizes a consistent model for evaluating and implementing new or revised processes.</p>
<p>MEASURING EFFECTIVENESS & PLANNING IMPROVEMENT</p>	<p><i>Programs and processes are regularly evaluated and measurable standards promote planning and continuous improvement</i></p>	<p>MP1. Institutional mission, needs, and directions are supported by appropriate information and data.</p>	<p>MP2. A strategic plan with specific goal areas and action plans is monitored, modified, and systematically evaluated against set criteria.</p>	<p>MP3. Institutional Performance is benchmarked, and compared to appropriate standards.</p>
<p>UNDERSTANDING STAKEHOLDER NEEDS /BUILDING COLLABORATIVE RELATIONSHIPS</p>	<p><i>The institution works effectively and efficiently with all stakeholders.</i></p>	<p>SN1. CC builds and fosters key internal and external collaborative relationships.</p>	<p>SN2. CC analyzes and evaluates stakeholder needs, and works to ensure satisfaction of all stakeholders.</p>	<p>SN3. Stakeholders are attracted, choose, and are loyal to CC.</p>

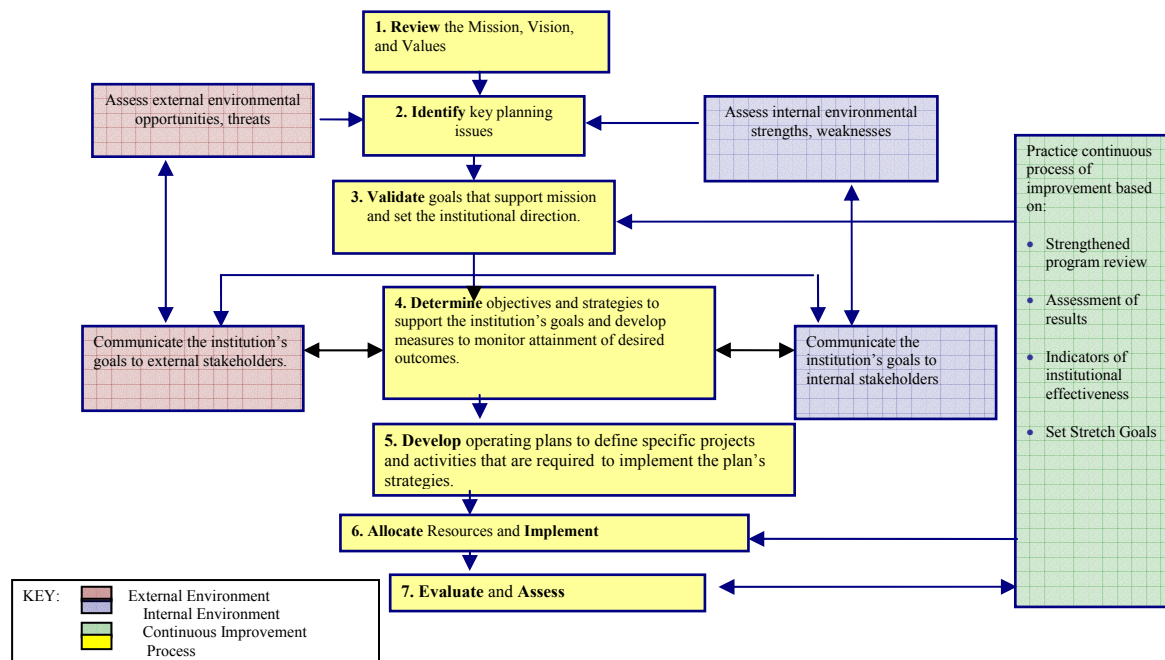


Fig. 8.1

Processes (P)

8P1 The final category of planning at CC is continuous quality improvement planning as shaped by the standards of AQIP.

Quality planning follows the 7-SPP (Fig. 8.1). The annual planning process begins with an administrative and Board retreat. The institutional mission, vision, and values are reviewed along with the other appropriate information. The Key Outcomes, which arise from the goal areas, are comprehensive in nature and strive to address all areas of quality as deemed appropriate by the Academic Quality Improvement Project (AQIP). At the retreat, the Goal Areas and the Key Outcomes (KO) are adjusted or modified as necessary. Once the Key Outcomes are established, the Institutional Steering and Assessment Committee (ISAAC) with the administrative team analyze the Key Outcome Measures (KOMs) to ensure that they are appropriate and consistent. The President and the administrative team use the KOs to develop short and long-term Strategic Objectives that give rise to Action Plans. Each Action Plan is assigned a task-owner, specific timelines, and benchmarks.

ISAAC guides CC's quality planning process. Various staff including classified, faculty, professional and administrative positions are involved. Annual Goals with Key Outcomes (KO) are established which tie to the Vision, Mission, and Values, and addresses KOs. The goals are presented and approved by the Board of Trustees each spring. Revisions to the Mission and Vision are modified based on the College's short and long-term goals. The Board holds a semi-annual review as well as a summative review of the annual goals at the end of the fiscal year.

ISAAC oversees the operational planning and improvements and feeds information back to the President, the Deans, and the AC. ISAAC monitors and reports monthly progress (or problems) to the President and the AC. The AC reviews a portion of the strategic plan at each meeting, and addresses any area that is falling short or having difficulties. Those problems (or areas of concern) are dealt with in-process if at all possible. Twice per year, the President reports to the Board on the progress of the Quality Plan.

8P2 Short-term strategies are selected that fit the college's present organizational structure and culture. The organization is relatively flat in that administrators are given considerable responsibility for addressing their daily operations without

interference from their supervisors. Approval procedures for purchases and travel do not require multiple approvals, but all administrators must plan and work within their respective budgets. Administrators have broad discretionary power to make inter-office procedural changes that do not conflict with college policy or its broader, mission/vision statement.

Strategies for long-term planning are in transition at CC with the change of administration. Compiling this portfolio has allowed CC AQIP leaders to reflect on all of their planning processes and strategies. The new President has contributed to that dialogue by bringing a new perspective to the process. As a result, CC has begun to re-think how it sees institutional planning, its various types and required strategies. However, this new awareness has in many ways compounded the challenge for writing and compiling a portfolio that accurately and candidly assesses the college's planning and strategy processes. This portfolio has been compiled to a great extent based on assumptions about planning and quality embedded in the college culture for several years. But at present, CC AQIP leaders and the President are increasingly aware of the problems with some of those past assumptions, particularly the fact that CC has not made clear distinctions between long-term or 3-5 year planning and quality improvement planning and the unique relationships between the two. This portfolio attempts to strike some balance between reporting the work produced from the CC AQIP plan and what CC AQIP leaders are learning from the experience.

8P3 To develop action plans, each CC department or unit has a separate matrix to show how the deployment of the KO (and corresponding KOMs) is achieved in that area. The KOMs serve as the critical requirements for each area and thus the action plans are assured of being aligned with them. Performance of the Action Plans are tracked by the Deans and reported to the AC. Overall KO performance, tracked by Institutional Research (IR), is reported to the President and the AC four times per year. As the Quality Plan is reviewed each year, areas of concern and/or weakness are easily identified. These areas are the primary targets for corrective Action Plans. Each Strategic Objective is broken into Tasks. Each Task has an owner, timeline, and relevant metric.

CC has divided responsibility for work requirements among three key administrators. The Dean of Instruction works with the development and execution of plans that affect the class schedule and designs work requirements to meet this schedule.

This Dean also evaluates plans for academic support services such as library and information technology, and with the input of appropriate directors, determines work requirements to implement these plans. Each plan is expected to reflect workload of employees in the division, standards for the discipline in terms of work requirements, and load comparisons with like institutions.

The Dean of Students oversees planning in the areas of student support: admissions; registration; housing; student records; Upward Bound; Student Support Services; Educational Opportunity Center; College Assistance Migrant Program; High School Equivalency Program; and tutoring programs. Here again, workloads are to be reflected in departmental plans, with comparisons to industry standards where available, and to like institutions.

The Dean of Business and Support Services assists with the development of plans for college financial strategies, business services, Grants' Office, Human Resources, CC Foundation, physical plant, food services, print shop, and bookstore. The budget development process is designed to accurately allocate resources for the timely and successful accomplishment of the Action Plan. In order to ensure sustainability, key changes are monitored for effectiveness and integrated into the college core budget. Appropriate resources are committed to the changes (personnel, physical space, budget authority, etc.) to create breakthrough change.

The key action plans are produced from the strategies and are implemented by the Administrative Team and revised, as necessary, by the President and the Board. The progress is tracked by the department of IR and communicated through the following appropriate tracks.

TABLE 8.2: COMMUNICATING ACTION PLAN PROGRESS	
Students	Student Senate, Campus Life Office, classroom, Student Services, advisement, email, website
Faculty	Faculty meetings, campus weekly e-letter, President's monthly e-letter, Faculty and Professional Staff Association, HR, professional development activities
Staff	Staff Meetings, Classified Staff Association, HR, professional development activities
Administration	AC Meetings

TABLE 8.2: COMMUNICATING ACTION PLAN PROGRESS	
Key Stakeholders	Board of Trustee meetings, public relations, Foundation Board meetings, various advisory councils, website, e-news letters

8P4 ISAAC is CC's primary tool for coordinating alignment. The committee includes representation from all sectors and levels of the organization. It coordinates and aligns the planning process, strategies, and action plans with varying institutional levels. ISAAC is the place that "top down" and "bottom up" planning strategies come together. Nearly 10% of full time employees serve in one capacity or another on ISAAC and are responsible for the implementation and alignment within their area(s).

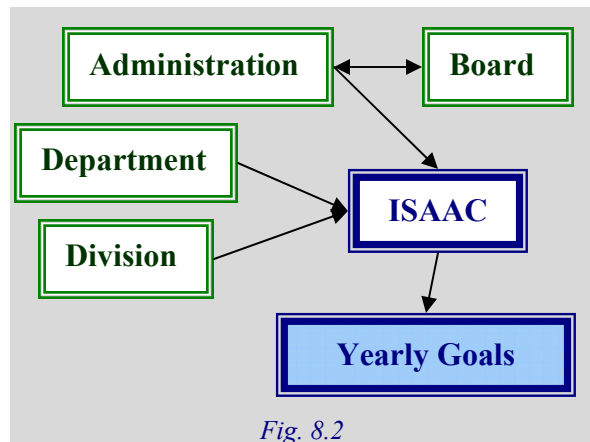


Fig. 8.2

8P5 Measures are selected which are appropriate, comparative, criterion-related, and standardized. Performance projections are set by historic benchmarks for improvement as to an "acceptable" level and an "optimum" level. When available and appropriate, national and/or state performing data is utilized and if fitting, outside industrial or commercial standards are employed (as with area salary comparisons).

8P6 Appropriate resources needs are selected through the annual budget process which begins at the division/department level and moves through the Deans to the President and on to the Board of Trustees for final approval. Each division or department head prepares a facilities and budget needs report for the upcoming year. The responsible Dean sits down with the entire department or division and works through the evaluations and outcomes from the past year, strategic plans (short and longer term), and the resource needs to implement those plans. After meeting with each department or division, the Deans and the President allocate

available, adequate, suitable, and equitable resources throughout the college.

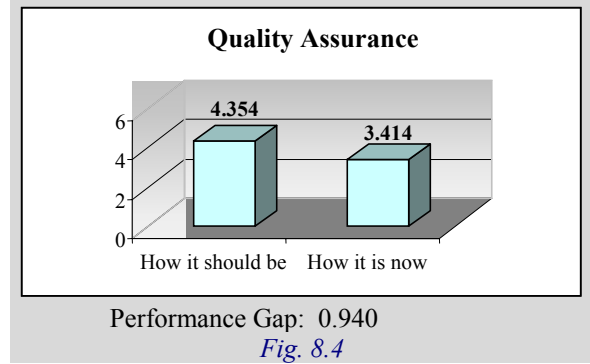
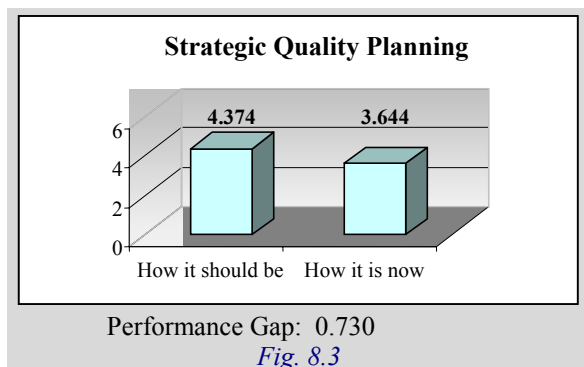
8P7 CC is committed to providing all its employees with opportunities for professional and staff development. To that end, CC has successfully integrated bi-weekly staff development sessions into the calendar on Friday afternoons. The Human Resources staff and the staff development committee plans the schedule and integrate many of the themes identified in all areas of institutional planning and goal setting into the program. (See §4P) In addition, all college employees (full and part-time) are encouraged to take advantage of college credit coursework at no cost to the individual. An employee tuition loan program assists full-time employees who wish to take coursework outside of CC. The loan is forgiven after three years of service to the college.

8P8 The measures collected to judge the effectiveness of the institutional planning process include the following.

- Campus Quality Survey
 - Strategic Quality Planning (8 questions)
 - Quality Assurance (12 questions)
- Community Survey
 - Appropriateness of priorities
- Missouri Quality Application review (Category 2)
- AQIP portfolio review (Criterion 8)
- Yearly Key Outcomes
- Vital Few Results
- Program Evaluation
- Departmental and Divisional Reports
- % KOMs with benchmarks

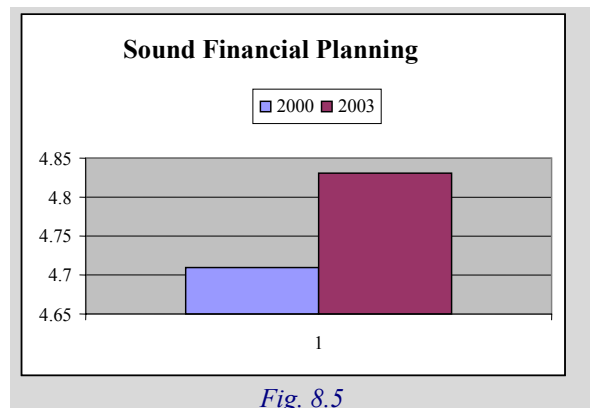
Results (R)

8R1 Campus Quality Survey results.

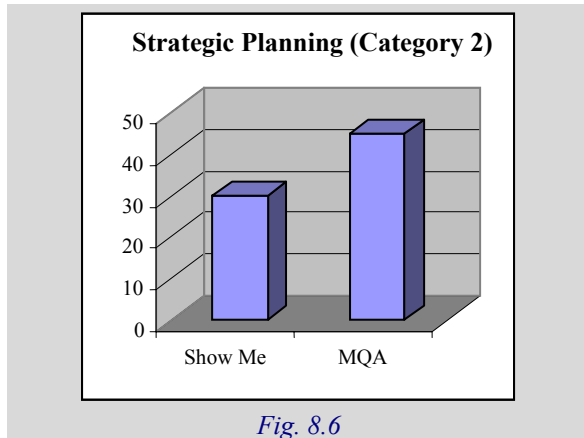


The Community Survey, given to approximately 50 community leaders, asks them to rate the college President and Senior Leadership on a 1 to 5 scale on various planning and quality issues. Results of the last two surveys are provided in Table 8.3.

TABLE 8.3: COMMUNITY LEADERS' RANKINGS OF PRESIDENT AND SENIOR LEADERSHIP		
Question	1-5 Rank	
	'00	'03
Sound financial planning and prudent management	4.71	4.83
Effective management of college revenues	4.75	4.71
Effective institutional representation to community	4.86	4.83
Promote ethical decisions and foster a just and humane society	4.2	4.1
Fosters a high level of credibility in the community	4.9	4.9
Responsive and innovative with respect to changes in community	4.8	4.9
Effective Institutional representation to the community	4.86	4.83
How well CC assists students to become better citizens	4.48	4.67



Missouri Quality Application review (Category 2) compared to the Show Me Challenge review.



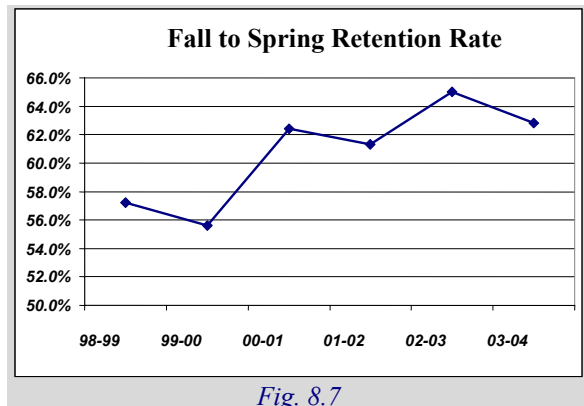
Yearly Key Outcomes

Vital Few Results

Intrusive Advisement

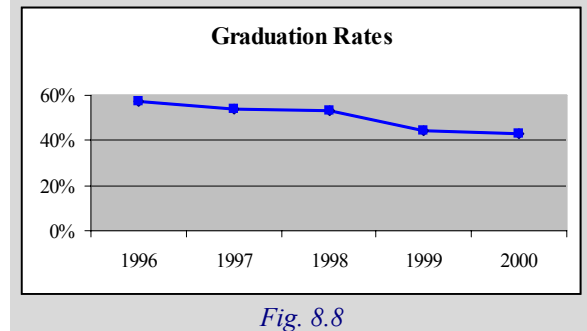
The Year III goals for this action plan were: Increase the part-time, degree-seeking student retention rates between semesters by 10%; and increase the graduation rates by 10%.

The student retention rates are as follows.



Although there was a slight decrease in the fall to spring retention rate this past year, the overall trend shows a significant increase. With a 3-year head-count increase of more than 50%, it has proven to be a challenge to provide the necessary services to all students with the limited staff. However, without the retention-effort steps taken (in large part due to this Action Project), we suspect that the reduction in retention rates would have been much larger.

The graduation rates of CC (as with retention) are down slightly from the past two years.



With the large increase in student populations, this has probably not proved to be an effective measure of this action project.

Professional Development Participation

The Year III objectives related to this goal were to continue the measurement targets of Year 2 which were: 1) Establish tie between 100% of professional development activities and Key Outcome Areas on our Strategic Plan; 2) Participation by 100% of full-time employees in at least two staff development sessions per year; and 3) Participation by 80% of part-time and adjuncts in at least one development session per semester.

1. Completing Year III, 100% of the professional development activities were tied (100%) to the Key Outcome Areas. In the schedule of Professional Development activities, each are coded with the outcome measure to which they relate.
2. 96.5% of all full-time employees attended at least two staff development sessions. The progress made in this goal is considered a tremendous success--57% in 2000-01 to more than 96% this past year.
3. This is the goal where the least progress was made. Since many adjunct personnel have been taught for several years, it has been difficult to find the right way to increase their participation. However 75% of new adjunct faculty attended staff development sessions, including orientations.

Employee Evaluations

The Year III objectives related to this goal were: to demonstrate a 20% increase in achieving performance goals set during evaluations and to demonstrate a 20% reduction in performance "gap" shown between actual and desired performance on the employee satisfaction instrument. This year, (2003-04), 99% of full time employees received an evaluation. This last set of evaluations showed a 33% increase in achieving performance goals--13% higher

than our stretch target. Because the employee satisfaction instrument was not used this past year, we do not have a measure of the second target. However, the survey will be administered this year and we will have the required data to measure this target by the spring semester.

Program Evaluations

In the spring of 2004, the Dean of Instruction recognized a need to improve program effectiveness by implementing a more structured and standardized program review process. Academic Program Advisory Committees are now in place for all programs, where in the past such committees were limited mostly to AAS degree programs with strong affiliations to licensing bodies (i.e. nursing). Division chairs and program faculty are now required to meet at least once per year with their advisory boards to review last year's achievements in relation to prior goals, hear comments and recommendations for improvement, and to establish priorities and plan strategically for the coming year. At the next meeting, committee members will review recent progress and again share observations and recommendations. Division chairs and program faculty will report their findings and plans to the Dean of Instruction.

Department/Division Reports

The instructional department/division reports provide a good picture of the student learning function of the institution. They assess where the department/division is, where it has been, and identifies the goals for the upcoming year. Thus far, about half have been collected for the fall 2004 cycle.

8R2

The specific performance projections include the following.

Campus Quality Survey. The level of understanding and confidence in strategic quality planning and in quality assurance should continue to increase. Projections are for the gap would decrease to 0.6 and 0.7.

Community Survey. Projections for the Community Survey assume it will continue to be administered every other year and that performance in all areas will continue to improve, and all categories will rank above 4.0.

MQA. The MQA (Baldrige) application score should continue to increase to at least a 50 to 60% range. It

is the expectation that the next MQA application will result in a Missouri Quality Award.

AQIP. The projection for the AQIP portfolio review is that it will provide high quality feedback and recommendations that will move CC toward continuous quality improvement.

Yearly Key Outcomes. The yearly Key Outcomes will continue to improve. As improvements exceed internal benchmarks, external benchmarks will be utilized that provide the optimum stretch targets for all Goal Areas.

Vital Few Results. Vital few action projects are selected to improve those activities and/or processes where results are below expectation or desired outcomes. Projections are to select 3 vital few action projects every 3 years and commit priority, resources, and personnel to ensuring significant improvements.

8R3 Obviously, not every projection has comparison data. Those that do are presented below.

TABLE 8.4: CAMPUS QUALITY SURVEY

Institution	Quality Results	Quality Assurance
CC-now	3.34	3.41
CC-projections	3.50	3.60
All other institutions	3.25	3.26
All 2-yr. colleges	3.19	3.22

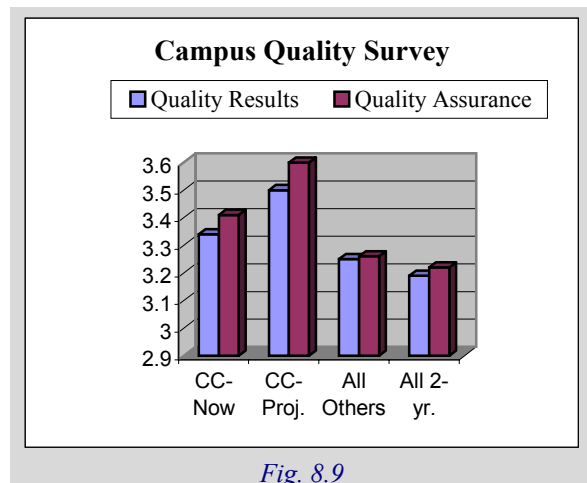


TABLE 8. 5: MISSOURI QUALITY APPLICATION (BALDRIGE REVIEW)	
Institution	Strategic Planning Score
Crowder College	Band 4
Other community college applicants (2) (contiguous state)	Band 2
4-year college applicant (contiguous state)	Band 2
4-year college applicant (Northwest Missouri State University)	Band 3

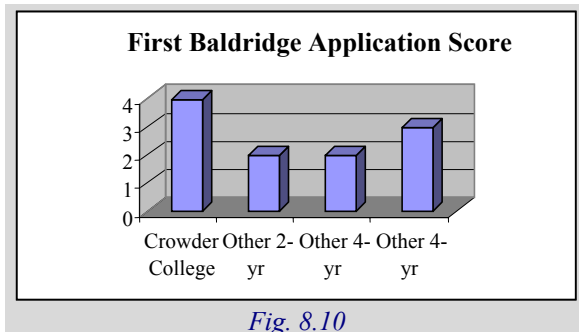


Fig. 8.10

8R4 Several indicators exist. CC has had strong participation in its AQIP process. Thirty people serve on ISAAC, six on the steering committee, and 24 others. The fact that CC is experiencing success with its targeted goals is another indicator. CC made huge improvements in its vital few goals, as well as those that are targeted for the Dashboard.

However, indirect indicators suggest the system for continuous improvement should and can be improved. Those indirect indicators are comments from steering committee members and the new president that suggest a significant disconnect between active AQIP participants' level of understanding about the quality improvement process and that of other CC faculty, staff, and administration. This in turn has compounded the challenge for gaining additional participation and for getting additional data to measure success of targeted goals. This is an area targeted for improvement.

Improvement (I)

8I1 Formative and Summative assessments are in place, which identify areas that need improvement. The Assessment and Improvement loops, built into the 7-SPP ensure that continuous quality improvements are inherent in all of CC processes.

Each year, ISAAC reviews the 7-SPP, and all of the current CC processes to determine the effectiveness and the usefulness of the improvement cycles.

8I2 Targets are set that build upon past successes and/or failures as measured by the direct and indirect measures described previously. The targets are set for improvement, but with an awareness for where the college is in its development toward quality in that respective area.

The specific improvement priorities are targeted as follows:

- The President will restructure the role of the AQIP steering committee and establish specific roles for each respective member.
- The steering committee will develop a glossary of quality terms to better familiarize all employees with the vocabulary and quality.
- The steering committee, with leadership from the president, will make more clear distinctions between the various types of planning necessary to help advance the college and establish stronger connections between their complimentary roles: long-term (3-5 year planning), short-term operational planning, and quality improvement planning.
- The steering committee will revise the process for goal setting to be an inductive process so that goals along with KOM's are established from the ground up, reviewed and prioritized, and then taken to the board to verify their connection to the college's mission and then approved.
- The steering committee will develop a means for measuring the effectiveness of the quality improvement plan itself by establishing institutional benchmarks and KOMs.
- The President will develop a process for and lead efforts to create a long-term plan for the college that will be integrated into the college's quality improvement plan. In addition, he will collaborate with the board to develop a means for measuring its effectiveness.

The means by which current results and improvement priorities are communicated to the rest of the institution is presented in Table 8.2.