

Category 1 – Helping Students Learn

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
1P1	Common Learning and Development Outcomes	S	There are common learning objectives in place at SCCC/ATS and a clearly identified review process through which recommendations for change can be acted upon. Attention to general education outcomes is shared across committees. The Assessment Committee at SCCC/ATS provides close comprehensive oversight for the nine common learning outcomes set for all students using locally developed faculty teams, external accrediting body standards, and national framework recommendations to conduct an annual review process. The Academic Affairs Council provides an additional level of oversight via its three-year review cycle of the general education curriculum and philosophy.	No action required.	Assessment Committee Academic Affairs Council
1P2	Program Learning Outcomes	O	SCCC/ATS faculty uses a variety of sources, including external accrediting and certification agency recommendations, state curriculum alignment, advisory board input, program improvement needs, and SCCC/ATS assessment initiatives to determine program outcomes. However, there appears to be a lack of input from key stakeholders (e.g., employers, students). These data would provide another important perspective to indicate whether graduates have acquired the knowledge and skills required.	Add student satisfaction and employer data from programs. Programs that have gone through the program review process have added data collection and analysis as one of their action projects if it is not a part of their annual data collection.	Assessment Committee Academic Affairs Council
1P3	Designing New Programs and Courses	S	New programs are developed by program coordinators or their designated representative and must be supported by environmental data (labor, support from business and industry, enrollment projections, facility and operational cost estimates). There is a structured approval process for all new	No action required.	Assessment Committee Academic Affairs Council

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			program development, which includes administrative review, Academic Affairs Council Approval (which includes federal compliance with credit hour allocation), and submission to the Kansas Board of Regents.		
1P4	Designing Academic Programming	O	SCCC/ATS follows a standard process for new program development but may be missing an opportunity to achieve higher level environmental scanning through the aggregation and analysis of data and input generated by program review, advisory council input, and community input. More effective aggregation of data across all programs could enable institutional leadership to supplement and perhaps enhance program- and faculty-driven processes for identifying new programs.	No action required.	Assessment Committee Academic Affairs Council
1P5	Determining Student Preparation	O	SCCC/ATS uses three processes to determine student preparation for courses and programs, and its placement process includes assessment tools such as ACT, COMPASS, and SAT. The Academic Affairs Council has a formalized process for reviewing placement recommendations to ensure a positive impact on student success. SCCC/ATS may want to further review and consider which assessment tools (or combination of tools) provide the best indicators of student success in specific programs and courses. These data might be used to assist students in their program selection and academic pathways planning.	Priority – Advisor training and understanding of new processes. Review of Title III objectives and advising program evaluation. Academic Affairs Council for placement effectiveness.	Assessment Committee Academic Affairs Council Retention Committee
1P6	Communicating Learning Outcomes	S	SCCC/ATS publicly provides learning and development outcomes information in the college catalog, in the course syllabi, and on the college website. Student organizations communicate outcomes information	No action required.	Assessment Committee Academic Affairs Council

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			through their programming, and the “Advise to Teach” process reinforces expectations for student learning. The College has made progress in creating better coordination of its student advising efforts, and SCCC/ATS is developing a more comprehensive process to evaluate advising effectiveness.		
1P7	Helping Students Select Programs of Study	O	As reflected by current efforts to study and improve advising processes, SCCC/ATS is aware of the need to better coordinate the many academic support services and points of contact through which incoming students are helped to develop a plan of study and to succeed. By advancing efforts to better align and coordinate these services, the College may be able to offer improved support to new and returning students.	Priority – Coordination of Academic Support Services. Review of Title III objectives and advising program evaluation. Develop Student Success Model.	Assessment Committee Academic Affairs Council Retention Committee
1P8	Underprepared Students	O	Since the last review, SCCC/ATS has spent time developing an early alert process, which was developed initially in a three-year Action project. There is a significant increase in retention as a result of the ongoing process review and improvement. Specifically, attention paid to improving success rates in developmental writing, as the Action Project data show, has yielded gains in retention and student progress, and, as national benchmarks indicate, the College is aware of the need for even more focused efforts to identify and support underprepared students.	Addressed through the Kansas Board of Regents Performance Agreement for math and writing.	Assessment Committee Academic Affairs Council
1P9	Student Learning Styles	O	SCCC/ATS acknowledges differences among constituent groups and learning styles, and it has a centralized resource repository and processes to support students, advisees and faculty and to provide institution-wide attention to learning styles. However, it is unclear how	Addressed through response to 1P12.	Assessment Committee Academic Affairs Council

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			they address this for students enrolled in online courses in relation to their preparedness for online courses and the effectiveness of online teaching, particularly when they are not assigned an advisor until they complete 12 credit hours.		
1P10	Student Subgroups	S	Across the campus, SCCC/ATS offers support services and special needs programming. Directors and grant coordinators in these areas hold quarterly coordination sessions to align services through the identification of common student needs. These efforts reflect a maturing systems approach to supporting student subgroups.	No response required.	Assessment Committee Academic Affairs Council
1P11	Expectations for Effective Teaching and Learning	S	SCCC/ATS defines, documents, and communicates expectations for effective teaching and learning using input from a variety of sources including the Assessment Committee, Employee Development Committee, Instructional Team, Academic Affairs Council, Human Resources, and students. This approach appears well-defined and comprehensive. Data from the IDEA end-of-course evaluation instrument, classroom visitations, and the annual review process help SCCC/ATS define teaching quality, and instructors identified as exemplary share their instructional experiences during quarterly assessment programming.	No response required.	Assessment Committee Academic Affairs Council
1P12	Course Delivery System	OO	Multiple learning modalities exist and offer students flexibility in course selections with dynamic enrollment trends. While evidence indicates student feedback is used to support future scheduling, it is not clear if students can use technology for online registration and advising. Likewise, although SCCC/ATS participates in	Priority – Addressed by Distance Learning Institutional Goals for FY2014 and 2015 and Academic Affairs Council goals.	Assessment Committee Academic Affairs Council Retention Committee

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			the EduKAN online consortium and supports parity of instructional quality across all modes of deliver through uniformity of syllabi, outcomes, and texts for similar courses, processes for ongoing review of the instructional design and course quality in online education are not described. Responsibility for instructional quality rests at the department level, and while this quality control structure is traditionally accepted as standard practice for the oversight of face-to-face course delivery, the nature of online instruction requires clearly defined expectations and processes for oversight on instruction and evaluation from broader college levels than the department.		
1P13	Ensuring Programs and Courses are Effective	O	SCCC/ATS spent considerable time redesigning the program review process. The Academic Program Review process uses AQIP's practice of examining processes, results, and improvements to ensure ongoing program review is in place. These data are aggregated and available to all institutional stakeholders. In the resulting process, what appears to be lacking is a clear description of the process itself, data collected, and how that data is used to inform continuous improvement. Longitudinal analyses of that data across all departments will likely provide valuable insight into the effectiveness of SCCC/ATS's program review process.	Action project updates are now being tracked. A longitudinal compilation of results and feedback from programs needs to be developed in order to evaluate effectiveness of the process.	Assessment Committee Academic Affairs Council OAR
1P14	Program and Course Changes	O	While SCCC/ATS has a process in place to identify needed changes or discontinuation of programs and courses, this process appears to occur outside of the program review process. An effective and efficient program review process would identify these needed	Add diagram or specific language describing how administrative review fulfills this part of the program review process. Both processes make up the overall program review process.	Assessment Committee Academic Affairs Council

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			changes and these recommendations could be advanced to the appropriate committees for review.		
1P15	Learning Support Needs of Students and Faculty	O	There is an evaluation process in place which helps to both identify and continually improve student support services. These are centrally located and accessible to students on campus, but it is unclear how they are available to their distance learners. How SCCC/ATS determines the learning support needs beyond the Early Alert System has not been fully articulated, including how the faculty's learning support needs are identified and how the needs of distance learners are addressed. It may be beneficial to gather more systematic data on all aspects of student support and use the information to help guide planning in this area. The increased retention rates of Hispanic students, while other groups have declined, may be a sign that similar attention for all students may increase overall retention rates.	Priority – Distance Learning and student support needs. Academic Affairs Council and Advising.	Assessment Committee Academic Affairs Council
1P16	Aligning Co-Curricular and Curricular Outcomes	OO	By connecting co-curricular goals to SCCC/ATS's nine learning outcomes and through communicating the expectations of co-curricular activities to students and others, the College has the opportunity to align and integrate its offerings and expectations. SCCC/ATS's prioritizing, budgeting, planning, and instructional offerings may benefit from aligning its academic resources and co-curricular activities.	Priority – Initial work started spring 2013 with limited data reporting. Assessment Committee goal for 2014-15. All student organizations participating in training, assessment plan development and implementation, and data reporting. Student learning goals for student organizations will be developed.	Assessment Committee Academic Affairs Council Student Services
1P17	Evidence of Student Learning and Development	O	While SCCC/ATS gathers information from a variety of sources to determine that graduates meet its learning expectations, particularly in its CTE programs, these efforts are not institution-wide. Licensure passage rates, graduate and employer surveys, and program	Some indirect connections may be possible and direct connection with institutional outcome 9. Assessment Committee 2014-15 goals include alignment of student learning goals, outcomes, and expectations for evidence. A program level alignment matrix for the	Assessment Committee Academic Affairs Council

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			reviews are used to ensure graduates have met expectations. Connecting these kinds of unit analyses to SCCC/ATS's nine learning outcomes may help build greater student success in employment and transferability.	nine institutional learning outcomes will be considered.	
1P18	Designing Assessment Processes	S	The assessment processes piloted for writing and two additional general education learning outcomes reinforce shared responsibility for learning and model a collaborative framework for assessment within academic programs. This institution-wide Writing Assessment Process has been recognized nationally with a National Council of Instructional Administrators Exemplary Initiatives Competition Award. SCCC/ATS uses the TRACDAT system to assist programs in collecting and aggregating data on student learning	No action required.	Assessment Committee Academic Affairs Council
1R1	Measures of Student Learning	S	There is a clearly defined assessment plan and a process identified for the dissemination of results to all internal stakeholders.	No action required.	Assessment Committee Academic Affairs Council
1R2	Institutional Performance Results	O	The initiative to present the results for learning for SCCC/ATS's shared learning and developmental outcomes in the "scorecard" format and to post these results online promises to offer a transparent framework for improvement initiatives. The practice of aligning CCSSE results to course assessment results reinforces the connection between skill acquisition and classroom practices. SCCC/ATS has established the baselines assessment scores for its nine learning outcomes and has partly completed its setting of targets. The completion of the target setting and the	Priority – Assessment Committee goal for 2014-15. Linked to 1P17. Assessment Committee 2014-15 goals include alignment of student learning goals, outcomes, and expectations for evidence. A program level alignment matrix for the nine institutional learning outcomes will be considered in order to improve direct evidence in quantitative literacy, information literacy, diversity, and civic engagement.	Assessment Committee Academic Affairs Council

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			regular updating of the scorecards will provide important assessment data. While identifying a common learning objective on which to focus is laudable, information pertaining to other common learning objectives would allow for a more robust picture of how the institution is performing in this category.		
1R3	Program Level Performance Results	O	SCCC/ATS has focused on critical thinking at the program level and has measures in place for each program. Although results have been mixed across programs, the effort represents the institution's commitment to continuous improvement. Currently, SCCC/ATS has the opportunity to engage in assessing other core learning outcomes at the program level.	Addressed as described in 1P17 and 1R2.	Assessment Committee Academic Affairs Council
1R4	Knowledge and Skills Required by Stakeholders	O	Licensure passage rates are above or in line with state averages, indicating students are adequately prepared for employment in CTE or applied programs. While the average G.P.A. for SCCC/ATS transfer students is comparable to other transfer students at those receiving institutions, the average term hours passed is below, even for those who persist at those institutions. This indicator may signal under preparedness for the SCCC/ATS transfer student. SCCC/ATS has an opportunity to also present feedback from the external stakeholders that accept graduates in transfer or hire them into employment. These data would provide another important perspective to indicate whether graduates have acquired the knowledge and skills required by these stakeholders. Identifying more specific transfer and employer measures for success for students before their completion at SCCC/ATS may help the College prioritize ways to improve the post-	Program level data may assist with improvements in this section. Alumni data would also be helpful. Since there is no way to differentiate between a student that took one course and transferred vs. a graduate that transfers, university level data does not provide the information needed for improvement.	Assessment Committee Academic Affairs Council

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			completer success rates.		
1R5	Support Processes	O	On a yearly basis, the Retention Committee reviews data pertaining to the effectiveness of academic support services, student support services, advising, student finance, First Year Seminar, Early Alert/At-Risk intervention, and student engagement. Results from several measures demonstrate the institution's ongoing attention to improving student learning. SCCC/ATS has identified the slow progress of improving learning support processes, and it is addressing this concern through an Action project. Once developed, this project should identify specific course-level measures and, beyond the Early Alert mechanisms, may offer ways to promote services and assist students throughout the semester.	Addressed through development of a Student Success Model.	Retention Committee Academic Affairs Council OAR
1R6	Comparative Results	O	SCCC/ATS compares its results for student learning through multiple national and state-wide tests and surveys. Results from these benchmarks reflect a need to attend to two related areas: the level of academic challenge students experience and the level of effort they put forth. Developing more local or program-specific collaborative relationships may allow the College to identify specific opportunities for addressing the level of challenge and/or student effort.	Addressed through faculty analysis of results and subsequent recommendations. Oversight and follow up through the Assessment Committee. 2014 student effort and academic challenge results are being addressed August 14, 2014.	Assessment Committee Academic Affairs Council
111	Recent Improvements	SS	Regardless of the challenges SCCC/ATS still faces in ensuring success for the students it serves, the institution provides very strong evidence that processes are in place to identify and address areas for improvement under Category 1. Two promising features of these improvements are that the College is using the AQIP process and is able to identify and	No response required.	Assessment Committee Academic Affairs Council

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			demonstrate multiple successful initiatives.		
112	Selecting Processes for Improvement	S	<p>SCCC/ATS's responses throughout <i>Helping Students Learn</i> indicate that its uses AQIP values and processes to set targets and determine improvements. While most of these efforts are recent and therefore do not offer evidence of long-term advances, the College has a blueprint for its expectations in the future. SCCC/ATS's commitment to creating an annual venue for faculty to meet, review, and act upon the full array of institutional data on student learning reflects a strong culture of continuous quality improvement. The College has sufficient baseline information and assessment data to document student performance progress in critical thinking and in college-level writing for students transitioning from developmental courses. Another key example of SCCC/ATS's recent success is the improved retention rate of students in Early Alert system to 55%, an increase of 15% over three years. The Retention Committee has led this improvement project, which is one of the core elements of the college Retention Program.</p>	No response required.	Assessment Committee Academic Affairs Council

Category 2 – Accomplishing Other Distinct Objectives

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2P1	Non-Instructional Processes	O	SCCC/ATS's Other Distinctive Objectives are defined as Adult Basic Education, athletics, and the Development Foundation, alumni affairs, and the Business and Industry department through which the College serves non-credit students. SCCC/ATS is in the beginning stages of a Data Integrity AQIP Action Project that is testing its SIS to ascertain internal data integrity issues, redundancy, access barriers, broken systems, and processes, and staffing. Completion of the Data Integrity Action Project and full implementation of the Student Information System promises to advance efforts to align all these areas with the institution according to the model set by use of the SIS by Business and Industry.	Add Wellness Center.	
2P2	Non-Instructional Objectives	O	SCCC/ATS's major non-instructional objectives for external stakeholders are determined using a wide array of input from internal and external stakeholders. SCCC/ATS has an opportunity to provide more than basic information on processes used to determine non-instructional objectives for stakeholders. In the portfolio examples provided, Adult Basic Education is set for SCCC/ATS by the state, and in two other endeavors, the Development Foundation and athletics appear to be collaborating on facility-related goals.		
2P3	Communicating Expectations	O	The portfolio did not provide details on how expectations specific to <i>Accomplishing Other Distinctive Objectives</i> are communicated to the internal campus community and beyond. The		

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			institution has an opportunity to provide details on how the reviews, reports, and its communications have successfully helped targeted audiences understand what is expected of them.		
2P4	Reviewing Objectives	O	SCCC/ATS outlines a series of reviews that take place related to noninstructional objectives; however, details on how strategy development and implementation are connected to planning are not provided. Based on the details presented in the portfolio, there does not appear to be a review of non-instructional objectives outside of the planning process.		
2P5	Determining Faculty and Staff Needs	O	The portfolio does not make explicit links between <i>Accomplishing Other Distinctive Objectives</i> and faculty and staff needs, aside from a reference to employee professional development. Based on information presented, there does not appear to be a deliberate, systematic attempt to identify staff and faculty needs relative to noninstructional objectives and processes. This cycle of review and adjustment will be greatly enhanced once clear performance measures are established for each area and capacity is developed in data integrity.		
2P6	Readjustment of Objectives	O	While SCCC/ATS indicates that employee needs are included in the assessment and reviews conducted related to its non-instructional objectives, it is not clear how the employee needs are used to readjust the institution's other distinctive objectives. Since the portfolio did not indicate how readjustment of objectives is connected to institutional mission, the cycle upon which readjustments are reviewed and		

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			made, or the process by which the College sets priorities when readjustments are required, an opportunity exists to better explain and/or develop processes related to how it is meeting its non-instructional requirements.		
2R1	Measures	O	SCCC/ATS has defined its other distinctive objectives. The identified measures are limited in scope, and it is unclear how SCCC/ATS uses data for continuous improvements.		
2R2	Performance Results	O	Few substantial results are provided in the portfolio to indicate that SCCC/ATS is engaged with its community in its other distinctive objectives. A data-driven approach to understanding how the College fits into the community of western Kansas may help build lasting and productive relationships that serve constituents and stakeholders.		
2R3	Comparative Results	O	SCCC/ATS offers some comparative results for participation in cultural activities and the level of non-credit student participation in offerings and is working to identify comparative data to evaluate its effectiveness in this area; however, comparative results were limited to three measures on the NCCBP. Comparative data for athletics and alumni affairs may be obtained once performance targets for these areas are set.		
2R4	Strengthening and Enhancing Relationships	O	Aside from the objective of Adult Basic Education, which is set by the state, the objectives of the Business and Industry department, athletics, and, to a lesser degree, the Development Foundation all merit close analysis in the context of institutional goals set by the strategic plan. Given SCCC/ATS's		

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			goals for “creating awareness” and contributing to workforce development, it is important for the College to ensure that all areas of institutional investment of time, energy, and resources contribute fully to the whole.		
211	Recent Improvements	O	SCCC/ATS does not provide sufficient detail on how it selects processes to improve or sets performance targets to accomplish its distinctive objectives. Based on the evidence presented in this category, reviewers were not able to ascertain what the institution’s approach is or how it is defined and supported by the culture. The institution is strongly encouraged to develop specific measures to assist it in determining which distinctive objectives, other than helping students learn, to focus on for improvements. As noted in the last Feedback Report, “Establishing processes that drive performances based on results could enhance the institution’s continuous improvement efforts.”		
212	Selecting Processes for Improvement	O	SCCC/ATS does not provide sufficient detail on how it selects processes to improve or sets performance targets to accomplish its distinctive objectives. Based on the evidence presented in this category, reviewers were not able to ascertain what the institution’s approach is or how it is defined and supported by the culture. The institution is strongly encouraged to develop specific measures to assist it in determining which distinctive objectives, other than helping students learn, to focus on for improvements. As noted in the last Feedback Report, “Establishing processes that drive performances based on results		

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			could enhance the institution's continuous improvement efforts."		

Category 3 – Understand Students’ and Other Stakeholders’ Needs

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3P1	Identifying Changing Needs	S	Seward County Community College/ATS has developed processes to successfully improve student retention and was recognized by receiving the 2013 Noel-Levitz Retention Award. The Retention Committee has assumed a data-driven, proactive role in identifying student needs by disaggregating and analyzing early alert, retention, and course-success data to identify high-impact interventions and by setting realistic short-term progression and completion goals. Attention to student needs by the Retention Committee resulted in the At-Risk Project which has successfully focused on improving the success of Hispanic students.	No response required. Retention committee will continue with improvement of processes in this area as part of their committee scope and authority.	Retention Committee Enrollment Management Committee
3P2	Building Relationships with Students	O	SCCC/ATS cites many different initiatives, events, and programs designed to establish and build relationships with students; however, an opportunity may exist to evaluate the full array of activities, events, and programs to determine if they represent the optimum expenditure of time, energy, and resources and to identify possible gaps in points of contact.	Priority – Advising, Student Services, Programs, Enrollment Management	Retention Committee Enrollment Management Committee
3P3	Analyzing the Changing Needs of Stakeholders	O	SCCC/ATS appears to monitor the changing needs of students through several processes and sources of input, and evidence is offered of program creation in direct response to student needs. Notwithstanding, an opportunity appears to exist to establish higher-level processes for monitoring emerging and/or changing needs through the aggregation of input provided by disparate sources, such as advisory boards, program reviews, high school surveys, etc.	Priority - Advising, Student Services, Programs, Enrollment Management	Retention Committee Enrollment Management Committee

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			New degree and certificate programs and the concentrated effort to improve Hispanic student success rates are examples of processes that SCCC/ATS may use in expanding its efforts to measure its effectiveness in analyzing the changing needs of its students.		
3P4	Building and Maintaining Relationships with Stakeholders	O	SCCC/ATS identifies its key stakeholders and has strong processes for building and maintaining relationships with higher education institutions, its Board of Trustees, and employees. Regarding the other stakeholder groups identified, i.e., employers, the Development Foundation, alumni, the community and school districts, SCCC/ATS has many points of contact, input, and relationship development with these stakeholders but may benefit from coordinating and leveraging the data-gathering potential of the many activities, initiatives, and events mentioned.	No response required. Process improvement will be addressed through 3P3 and 3P5.	Retention Committee Enrollment Management Committee
3P5	New Student and Stakeholders Groups	O	An opportunity exists for SCCC/ATS to detail how it identifies its New Student and Stakeholder Groups and to detail the trigger points mentioned in the Portfolio, particularly trigger points connected to the launch of programs, contract-training expansion, and when to move coursework from face-to-face to online formats. SCCC/ATS does not describe systematic processes for the regular high-level environmental scanning needed to monitor SCCC/ATS's effectiveness in this area.	Priority – Enrollment Management, B & I	Retention Committee Enrollment Management Committee
3P6	Selecting and Communicating	S	SCCC/ATS instituted a formal complaint process in 2012 which will allow it to track the nature of	No response required.	Retention Committee

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	Courses of Action for Complaints		complaints, identify commonalities, and take necessary corrective actions going forward.		Enrollment Management Committee
3R1	Satisfaction Measures	O	To monitor student satisfaction, SCCC/ATS relies on data from two formal measures, the SSI and CCSSE, and input from students via the informal measures of the Board of Trustees dinner, student forums, and the attendance of Student Government Association meetings by the Dean of Students. However, SCCC/ATS does not address how it measures the satisfaction of other key stakeholders, e.g., the community, and particularly employers. As a college with many occupational programs, employer satisfaction would seem crucial. It is also unclear how SCCC/ATS seeks feedback from prospective students or measures the success of outreach efforts.	Addressed through 1P2, 1P13, and 1R4 with regard to employer satisfaction.	Retention Committee Enrollment Management Committee
3R2	Satisfaction Performance Results	S	The Retention Committee utilizes data under the Academic Services benchmark of the Student Satisfaction Inventory to monitor and improve support services, and the Assessment, Enrollment Management, and Retention committees are in the early stages of using a combination of SSI and CCSSE data to monitor the quality of support services for students.	No action required.	Retention Committee Enrollment Management Committee
3R3	Building Relationships Performance Results	S	Student satisfaction performance results have been used to create a baseline for SCCC/ATS which will allow the College to focus on improvement over time. SCCC/ATS reported and provided evidence that retention and graduation rates have remained well above peer rates for the past three reporting years. Additionally the college Retention Committee has	No action required.	Retention Committee Enrollment Management Committee

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			implemented relationship-building activities with parents and students around understanding financial aid.		
3R4	Performance Results for Stakeholder Satisfaction and Relationships	OO	SCCC/ATS recognizes that it does not currently have a systemic approach to collecting and analyzing performance results for stakeholder satisfaction beyond two national surveys of student engagement. The Retention Committee is currently developing its measures for student-advisor relationships. Likewise, the College teams can align their efforts to determine, collect, and analyze indicators of student and stakeholder engagement with the College. More specific and local evidence may provide more direction and support for those efforts and activities that serve to build stakeholder investment in the College.	<p>Priority – Align efforts to determine, collect, and analyze indicators of student and stakeholder engagement with the College</p> <p>How do we get the information to OAR, how do we get college staff to think about where the information should be housed?</p>	Retention Committee Enrollment Management Committee IMPACT
3R5	Performance Results for Stakeholder Satisfaction and Relationships	OO	SCCC/ATS recognizes that it does not currently have a systemic approach to collecting and analyzing performance results for stakeholder satisfaction beyond two national surveys of student engagement. The Retention Committee is currently developing its measures for student-advisor relationships. Likewise, the College teams can align their efforts to determine, collect, and analyze indicators of student and stakeholder engagement with the College. More specific and local evidence may provide more direction and support for those efforts and activities that serve to build stakeholder investment in the College.	Priority – Same as 3R4	Retention Committee Enrollment Management Committee
3R6	Comparative Results	O	While SCCC/ATS reports consistent results above the mean in the two national surveys it uses to gauge	Addressed through work on 3R4 and the Student Success Model project.	Retention Committee

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			student satisfaction and for comparative analysis, the institution may benefit from additional analysis to determine whether the CCSSE and Noel-Levitz results truly document the impact of the many new processes it has implemented or whether it might need to use additional, more finely targeted measures. It also has the opportunity to develop measures for other key stakeholders.		Enrollment Management Committee
311	Recent Improvements	S	SCCC/ATS has recently received the Noel-Levitz Retention Award and its data collection and analysis processes have become more robust since it has begun administering the two national surveys. Additionally, the Retention Committee of SCCC/ATS has created a good model of utilizing data from several sources to analyze and improve SCCC/ATS's efforts to meet student needs.	No response required.	Retention Committee Enrollment Management Committee
312	Selecting Processes for Improvement	O	The AQIP action projects addressing goals and action plans for committees and teams, the Effective Meetings Phase I and Phase II projects offer the opportunity to build collaboration and coordination among departments and committees. These initiatives may lead to a more integrated, comprehensive system for engaging and building student relationships across the entire SCCC/ATS culture, including its points of contact with employers and similar institutions. SCCC/ATS has the opportunity to demonstrate how these practices have impacted their efforts in this category.	The reviewer reference to a connection between effective meetings/departamental collaboration and student/stakeholder relationship building is unclear. Building an integrated, comprehensive system can't be accomplished until the priority process improvements are addressed.	Retention Committee Enrollment Management Committee

Category 4 – Valuing People

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4P1	Identifying Credentials, Skills, and Values	S	The Kansas Board of Regents sets credentials for faculty. Additionally, SCCC/ATS uses Compease software, which provides comparative data from businesses and other institutions within the region, to coordinate its job classification, job description, and compensation levels.	No response required.	Employee Development Committee
4P2	Hiring Processes	O	SCCC/ATS has a formal hiring process in place that begins with confirming appropriate credentials for each position. The College plans to extend performance demonstrations, which are currently required of faculty applicants, to all prospective employees. As SCCC/ATS evaluates the benefit of these performance demonstrations, an opportunity exists to explore how either the Compease system or the live demonstrations might be used to confirm that candidates possess values that the College determines to be essential for all employees. Incorporating more evidenced based criteria into its hiring processes could support SCCC/ATS's employee retention and continuity plan.	PRIORITY: 4P2 – 4P5 are being addressed through the Employee Continuity Plan action project.	Employee Development Committee
4P3	Recruiting, Hiring, and Retaining Employees	O	SCCC/ATS has an opportunity to use comparative data, perhaps provided by Compease software, to support its claims of high retention, positive employment patterns, and competitiveness with other employers in the region.	PRIORITY: 4P2 – 4P5 are being addressed through the Employee Continuity Plan action project.	Employee Development Committee
4P4	Orientation to history, mission,	OO	This item is not addressed in the portfolio. SCCC/ATS has an outstanding opportunity to document how employees are oriented to institutional history,	In the 2013 draft, but not final for some reason. Improvements proposed include a new faculty orientation program and components in the Employee	Employee Development Committee

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	values		mission, and values.	Continuity Plan.	
4P5	Planning for Changes in Personnel	O	A new AQIP action project focuses on improving the systemic processes that SCCC/ATS uses to plan for personnel changes. The College has selected a set of specific actions and articulates a commitment to formal, results-driven analyses. The project provides the College an opportunity to implement a formal succession planning process and to address issues associated with attracting new personnel and reducing turnover.	PRIORITY: 4P2 – 4P5 are being addressed through the Employee Continuity Plan action project.	Employee Development Committee
4P6	Designing Work Processes	O	The portfolio illustrates that SCCC/ATS employees have designed work processes so those processes contribute to improved institutional productivity and new employee satisfaction. SCCC/ATS has an opportunity to develop guidelines around its four standards for work processes that can then be proactively applied to work process improvement.	No direct response required. The Data Integrity Project III is addressing design and documentation of work processes. SCCC/ATS work process design involves four standards: (1) each step must be specified, (2) communication must be simple and direct, (3) pathways for tasks must be specific, simple, and direct, and (4) process owners and data drive the improvement process.	Employee Development Committee
4P7	Ensuring Ethical Practices	O	The portfolio documents locally developed guidelines and policies for all employees regarding ethical practice guides; SCCC/ATS has an opportunity to describe how the College ensures compliance with those guidelines and with other, federally mandated protections.	A process for ensuring compliance needs to be described for the various levels (local, state, federal).	Employee Development Committee
4P8	Determining and Aligning Training Needs	O	The Employee Development Committee assists with coordination of employee development programming, although responsibility for identification and prioritization of training needs rests with various college committees. The College has an opportunity to develop systemic processes that reach across the institution to identify training	Documentation processes showing alignment of training needs, training, and institutional priorities/goals needs to be developed.	Employee Development Committee

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
			needs, to align training with the institution's short- and long-term plans, and to collect and analyze data that document how training meets employee needs and strengthens the institution's programs and services.		
4P9	Employee Development	S	Individual development plans are identified during the evaluation process; training or development is funded by departmental and divisional budgets. Faculty and advisors participate in year-long learning communities which consist of 8 – 12 members who explore a topic and report out to the campus. Additionally, SCCC/ATS has policies for sabbatical leaves and professional development grants for both full- and part-time employees and adjunct faculty.	Improvement of the individual development plan documentation should be explored. IDP's might possibly be tracked with the employee training data collected in BANNER.	Employee Development Committee
4P10	Personnel Evaluation System Design	O	Although there are numerous documents related to personnel evaluation on its website, SCCC/ATS does not clearly articulate how it designs, uses, and evaluates its current system. Further, the example given related to refining the staff evaluation does not include any rationale or data to support the need for change. Alignment of personnel evaluation with instructional and non-instructional programs and services appears to occur informally, which may hinder that alignment.	May need to evaluate this section and see if the description was inadequate for reviewers.	Employee Development Committee
4P11	Employee Recognition and Benefit Systems	S	SCCC/ATS has comprehensive recognition, benefits, and compensation programs in place; the new Employee Continuity Plan AQIP Action Project will review compensation and benefit systems in order to establish a systematic plan that ensures continuity of college operations and administration.	No response needed.	Employee Development Committee
4P12	Determining	O	SCCC/ATS provides in the portfolio details on policy	No response needed at this time. Could be addressed	Employee

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
	Issues Related to Motivation		connected to professional development and indicates that training and development are connected to budget. However, it does not provide sufficient detail to determine if activities targeted to address employee motivation are coordinated into a systematic process. SCCC/ATS has an opportunity to identify ways to measure motivation and then segment the data by employee demographics (occupational type, tenure, and department) so that it can begin to assess and address issues involving motivation.	through changes in employee satisfaction surveys.	Development Committee
4P13	Employee Satisfaction, Safety, and Health	O	While SCCC/ATS has technology in place to address employee safety (Rave Alert) and programs to enhance well-being (Wellness Passport), the processes by which the institution develops these initiatives or measures and evaluates them for needed improvements is unclear. SCCC/ATS has an opportunity to develop evaluative measures specific to employee satisfaction, health and safety, and well-being and to compare its own results with those of appropriate peer groups.	May be addressed through the Security and IT program reviews.	Employee Development Committee
4R1	Measures	O	Certain measures listed, including the Survey of Administrative Offices, the Data Integrity Action Project, and the KBOR requirement of collecting and reporting of dual credit (high school concurrent) instructor credentials may be more appropriate for <i>Measuring Effectiveness</i> or <i>Supporting Institutional Operations</i> than for <i>Valuing People</i> . SCCC/ATS has an opportunity to identify instruments, such as the PACE Climate Survey or Noel-Levitz Employee Satisfaction Survey, that better align with employee motivation and satisfaction and which encourage analysis that	Addressed through Employee Continuity Plan. Use Great Colleges to Work For survey or Noel-Levitz Employee Satisfaction Survey.	Employee Development Committee

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
			will allow SCCC/ATS to focus on continuous improvement efforts.		
4R2	Performance Results	OO	SCCC/ATS has begun to track some data in the <i>Valuing People</i> category; however, identified performance results in this category are limited in scope and it is unclear what SCCC/ATS does with the information it collects. While measuring employee learning and development is an important component in valuing people, the College does not provide results for other aspects of valuing people, such as health, safety and wellness, and overall satisfaction. There is an opportunity to be more systematic when analyzing and utilizing trend data and to determine key benchmark items that will be regularly evaluated.	Priority – Great Colleges to Work For, Employee Continuity Plan, Admin offices survey and follow up	Employee Development Committee
4R3	Productivity and Effectiveness	OO	SCCC/ATS clearly values triangulation of focus group data, quantitative data and documentation, and surveys; however, the portfolio does not document a process by which the College currently integrates results from all data points. As a result, performance indicators for Valuing People are broadly provided in the portfolio. No comparative data are available to indicate strengths and opportunities in employee productivity and efficiency. SCCC/ATS has an opportunity to determine the extent to which data from its current performance results provide the necessary information to make improvements in employee satisfaction, productivity, and effectiveness.	Priority - – Great Colleges to Work For, Employee Continuity Plan, Admin offices survey and follow up	Employee Development Committee
4R4	Comparative Results	OO	SCCC/ATS acknowledges the need to develop comparative data for employee satisfaction and	Priority - – Great Colleges to Work For, Employee Continuity Plan, Admin offices survey and follow up	Employee Development

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
			engagement. Efforts to identify more direct measures of employee morale and engagement may result in the use of a nationally normed instrument which would supply peer comparisons.		Committee
411	Recent Improvements	O	Recent efforts to improve work processes and to develop a strategic vision for its performance in <i>Valuing People</i> have become a clear objective for leadership at SCCC/ATS. As this effort expands into implementation and development through committees and down to individuals, the College has an opportunity to align its practices and policies with more formal and systemic processes for improving employee productivity and efficiency.	Alignment and process documentation.	Employee Development Committee
412	Selecting Processes for Improvement	O	The portfolio documents that employee development is one of the strategic vision elements in the strategic plan and that SCCC/ATS has three committees that are used to select specific processes for improvement in this category. The College has an opportunity to document how this committee infrastructure builds institutional culture, encourages alignment with strategic initiatives, documents institutional priorities, and evaluates value and effectiveness.	Process documentation and measures of value and effectiveness.	Employee Development Committee

Category 5 – Leading and Communicating

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
5P1	Defining Mission and Values	O	The mission statement and College value statements are crafted with input from the Board of Trustees, Senior Management, and other College constituencies. The Board analyzes the institutional purposes, mission, and values annually. SCCC/ATS has an opportunity to provide evidence as to how external stakeholders were included in the definition of mission and values.	No response required.	
5P2	Setting Direction	O	The annual goals and direction for SCCC/ATS is a top-down driven model originating from the Board of Trustees and supported through the planning and budgeting process. Efforts have been made to distinguish the Board’s high level oversight and guidance role from the role of the executive administration in leading the College to enact its strategic plan and fulfill its mission. Clarity regarding the Board’s role in defining goals for the College (as distinguished from strategic planning processes and shorter-term decisions made by college leadership) will help ensure a broad sense of buy-in and participation in decision making at the College.	Annual goal development, measures, and tracking process is under improvement. Specific assignments are being made to specific committees and departments.	Dean’s Council
5P3	Needs and Expectations of Students and Stakeholders	S	The portfolio documents the inclusive nature of strategic planning for internal constituency groups, and the strategic plan provides examples of “context mapping” that is used to set institutional plans and priorities for how it will meet the needs of its students and stakeholders.	No response required. Strategic planning process in 2016.	

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
5P4	Seeking Future Opportunities	S	SCCC/ATS leaders guide the College in seeking future opportunities. Action projects demonstrate a connection to the strategic plan, and the institution's annual goals are used to prioritize new opportunities.	Annual goal development, measures, and tracking process is under improvement.	
5P5	Making Decisions	S	SCCC/ATS has a traditional organizational structure comprised of leadership and committees. Two action projects were deployed to improve the effectiveness of committee work and communication processes within committees and working groups. The initiative to analyze committee agendas and articulate goals for improved meeting effectiveness is a strong example of a culture of quality improvement.	Priority: Effective cross-communication - e.g. reporting committee actions, policy changes. Measures of process effectiveness. Expansion of effective meetings project to advisory committees. Feedback loop from advisory committees to college for planning purposes. Also departmental meetings. End of October session to review purpose, meeting processes, feedback loops.	OAR, Program Coordinators, Division Chairs
5P6	Using Data in Decision-Making	O	SCCC/ATS describes the first steps in using data to drive decision making in its 'decision systems.' Opportunities may exist to create additional critical data via techniques for standardizing elements of data- and input-collection methods used at the department and unit level. The ability to aggregate elements of department- and unit level data to achieve high-level data sets from internal operations will balance and inform analysis of national or comparative data sets.	Priority: Data disaggregated at department level and develop guidelines for performance. Develop processes that communicate what data is available, how to access, and how to analyze. Examples include division chair/administrative database, AAC changes to the annual update process for program review	OAR, AAC, Dean's
5P7	Organizational Communication	O	The portfolio includes a listing of those SCCC/ATS representatives who contribute to organizational communication and the methods by which communication is delivered. There does not appear to be a formal process in place to ensure that information is shared at all levels of the institution or for leaders to communicate a shared mission, vision,	Priority: Faculty, staff, directors presenting to Dean's Council, All-Staff, and BOT (increased opportunity for bottom up communication). Formalized process for sharing information at all levels (need measures of effectiveness). CQI revision. Who should be receiving the minutes/information? Extension of effective meetings project. Awareness of	CQI, OAR, Supervisors

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
			and values. Additionally, an opportunity may exist for ongoing assessment and monitoring of the quality of communication as perceived by campus constituents.	identifying information important for my area and sharing it. Documentation from minutes of these groups and how they are shared.	
5P8	Communicating a Shared Mission, Vision, and Values	O	While SCCC/ATS has a clearly defined mission and vision, the portfolio does not communicate how these statements impact performance and drive actions determined by SCCC/ATS's leadership.	How does each department contribute to the overall mission of the college?	
5P9	Developing and Strengthening Leadership Knowledge and Skills	S	The "effective meetings" emphasis at the SCCC/ATS, from an AQIP action project through the regular unit interactions that occur at the College, has resulted in productive and immediate strengthening of meeting effectiveness throughout campus and produced multiple action projects.	Evaluation of supervisor group and activities and professional development group. Affect of external professional development activities.	Supervisor group
5P10	Succession Planning	S	Data and anecdotal evidence were provided to indicate SCCC/ATS uses its AQIP action projects as a way to build leaders and to provide opportunity across the institution. SCCC/ATS's focus on succession planning is grounded in a realistic review of institutional needs and community capabilities. The liberal use of action projects as a means of eliciting leadership abilities in employees, professional development grants for education, and the regular meeting of all supervisors to discuss policies and management issues all contribute to SCCC/ATS's support for developing human resources that can be tapped during times of leadership transitions.	Employee Continuity Plan	AQIP action project team
5R1	Measures	O	SCCC/ATS identifies three categories of measures used to evaluate Leading and Communicating. The limited measures are internal and make comparisons	Evaluation of supervisor group and activities and professional development group. Affect of external professional development activities.	Supervisor group

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
			to a peer set of other institutions in the state. Expanding the measures to include nationally normed data sets could provide valuable information for college leadership in its decision making processes.		
5R2	Processes and Systems Performance Results	O	The institution clearly appears to be using the feedback from office evaluation and meetings in the cycle of continuous improvement, and in most areas the portfolio provides information on administrative leadership. It does not make clear what the administrative office evaluations reveal.	Administrative Survey analysis. May revise survey.	Dean's Council, OAR, Supervisors
5R3	Comparative Results	OO	SCCC/ATS acknowledges it does not have comparative results in this category.	May investigate KQAIP or health services for a comparative tool or comparative measures.	OAR
5I1	Recent Improvements	S	SCCC/ATS has devoted concerted attention to improving the institutional infrastructure of leading and communication via a wide array of activities. These include: the effective meetings and work process documentation initiatives, attention to communication and collaboration between units working to document work processes, efforts to define the scope and decision-making authority of all standing committees, and the practice of all supervisors meeting several times a semester to discuss policy and management issues in small working groups.	No response needed.	
5I2	Selecting Processes for Improvement	S	There is an identified path and process to select future processes for improvement. The considerable effort SCCC/ATS has invested in improvements under this category promise to nurture a climate of continuous improvement in leading and communicating.	No response needed.	

Category 6 – Supporting Organizational Operations

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
6P1	Identifying Support Service Needs	O	An opportunity exists to establish the identification of support service needs as part of ongoing strategic planning. While SCCC/ATS has methods that monitor the quality of support services for students, it is unclear how inputs of all the methods are coordinated. Given the Student Satisfaction Survey results, improving methods for identifying and monitoring student support needs is a significant opportunity for the College. It does not appear that the institution actively engages stakeholders, particularly external stakeholders, to assess their support service needs. SCCC/ATS may benefit from a more systematic method of gathering and utilizing data in this area.	Addressed through 6P4	Finance and Operations departments
6P2	Identifying Administrative Support Service Needs	O	There are established committees and working groups who identify administrative support service needs, but identifying needs does not appear to be a formalized process. While all service units, areas, and departments appear to have the means of monitoring the quality of administrative support services, an opportunity exists to develop techniques to look across all units and areas to evaluate effectiveness of specific support areas.	Addressed through 6P4	Finance and Operations departments

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
6P3	Designing, Maintaining, and Communicating Security and Safety Processes	S	In response to the 2010 <i>Systems Portfolio Feedback Report</i> , SCCC/ATS updates its Emergency Procedures Manual annually, with support from the local police, sheriff, fire, and Emergency Medical Services units. The Manual is publicly available, as are data reports that ensure federal compliance with the Clery Act. In addition, SCCC/ATS established the Rave Alert system and conducts in-service sessions so that employees are prepared for emergencies.	No response needed.	Finance and Operations departments
6P4	Managing Support Processes	S, O	<p>There is collaboration across the campus for managing the support services between the Dean of Academic Affairs and the Dean of Student Services. Areas of responsibility are clearly identified, and ongoing AQIP Action projects in this area have supported process improvement.</p> <p>SCCC/ATS has an eSupport System. This tool creates an eTicket, notifies the reporting party, addresses the matter, and then closes the eTicket and notifies the reporting party of the outcome. This tool provides an opportunity to analyze issues, concerns, and requests over time. The pilot non-instructional department review process should also permit SCCC/ATS to assess the effectiveness of processes that Supporting Institutional Operations via performance measures, continuous improvement strategies, and performance targets.</p>	The eSupport System is limited to a few departments. It would be beneficial to explore involving more departments in the system (e.g. financial aid, advising, admissions, business office) to assess the effectiveness of processes.	Finance and Operations departments
6P5	Documenting Support Processes	S	Improvements to data collection have been made to SCCC/ATS's Banner student information system (SIS) with a template and step-by-step directions for <i>Banner Data Entry Standards and Procedures</i> via the college wiki. Use of standards supports consistent	No response needed.	Finance and Operations departments

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
			formatting of data entry, entry of key operational information, and AQIP action projects. Creating clear and consistent documentation standards fosters employee empowerment and the transparent sharing of information connected to daily operations.		
6R1	Measures	S	SCCC/ATS identifies two national instruments and one internal tracking method for monitoring effectiveness under this category.	No response needed. The Saints Bookstore has a good model using the National Association of College Stores student watch survey.	Finance and Operations departments
6R2	Performance Results for Support Service Processes	O	The portfolio includes performance results for student support service processes from the Noel-Levitz and CCSSE inventories, along with Banner tracking of Disability Support Service usage. SCCC/ATS provides tabled results summaries data from two national surveys, Noel-Levitz Student Satisfaction Inventory and CCSSE. The decline in student satisfaction is noted in several areas. However, no analysis of the qualitative or quantitative data was provided. SCCC/ATS has an opportunity to document collection of additional data, analysis of data collected, and the use of data for targeted improvements. Future portfolios would be enhanced by describing how the SSI and CCSSE data are segmented to enable the deans to identify where specific improvements need to be made.	Connected to 6P4 – improvement of support processes. Use of student satisfaction data for improvement purposes.	
6R3	Performance Results for Support Service Processes	O	The portfolio includes performance results for student support service processes from the Noel-Levitz and CCSSE inventories, along with Banner tracking of Disability Support Service usage. SCCC/ATS provides tabled results summaries data from two national surveys, Noel-Levitz Student Satisfaction Inventory and CCSSE. The decline in	Addressed through 6P4.	Finance and Operations departments

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
			student satisfaction is noted in several areas. However, no analysis of the qualitative or quantitative data was provided. SCCC/ATS has an opportunity to document collection of additional data, analysis of data collected, and the use of data for targeted improvements. Future portfolios would be enhanced by describing how the SSI and CCSSE data are segmented to enable the deans to identify where specific improvements need to be made.		
6R4	Using Results for Improvement	O	SCCC/ATS identifies how the process for performance results improvement should work and gives a limited example of how they apply it institutionally. One example of process was provided on how improvements are recognized. SCCC/ATS states that Noel-Levitz Academic Services and Campus Support Services declines are addressed by the Retention Committee, and performance results are provided to specific deans to determine if action is warranted. An opportunity exists to provide clarity on how results are used to effect improvements and to outline how the deans' efforts fit into the retention committee work.	Addressed through 6P4	Finance and Operations departments
6R5	Comparative Results	O	SCCC/ATS has an opportunity to better explain and discuss what processes it uses in comparison of the results it collects. Collecting data is important; reviewing and making sense of it crucial. Data in 6R1-6R4 are presented, but it was unclear in this review what this data meant to the institution, and next steps connected to data presented were not provided.	Addressed through 6P4	Finance and Operations departments
6I1	Recent	O	The development of a non-instructional department	System-wide assessment needed. 6P4 outlines possible	Finance and

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
	Improvements		review process and the Data Integrity Action Projects Phase I and Phase II are evidence that SCCC/ATS is making progress in assessing its performance in this category. SCCC/ATS has the opportunity to create a culture where these initiatives guide continuous improvement efforts around Supporting Institutional Operations. SCCC/ATS would benefit from the development of a system-wide, comprehensive structure for the assessment of this category.	avenues for development.	Operations departments
612	Selecting Processes for Improvement	O	The development of a non-instructional department review process and the Data Integrity Action Projects Phase I and Phase II are evidence that SCCC/ATS is making progress in assessing its performance in this category. SCCC/ATS has the opportunity to create a culture where these initiatives guide continuous improvement efforts around Supporting Institutional Operations. SCCC/ATS would benefit from the development of a system-wide, comprehensive structure for the assessment of this category.	Same as 611.	Finance and Operations departments

Category 7 – Measuring Effectiveness

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
7P1	Selecting, Managing, and Distribution Data for Programs and Services	O	SCCC/ATS identifies many points for data collection--the vast majority of these are responding to mandated data collection or are a part of national projects that identify the data to be submitted. The portfolio does document how data are used for strategic planning, KBOR Performance Agreements, committee scorecard performance indicators, and academic program performance indicators. However, how data and performance information coming from the data sets cited are segmented, analyzed and pushed out to administrators in a manner that supports operations and decision making is less unclear.	Priority – This is a data warehouse issue. Partially addressed by the division chair/administrative database.	OAR, Dean’s Council, Instructional Team
7P2	Selecting, Managing, and Distributing for Planning and Improvement	S	SCCC/ATS has established a process of “context mapping” whereby the Office of Assessment and Research assists in selecting and preparing key data relevant to specific planning tasks and action projects. Context maps are used by committees, action project teams, and other planning groups to inform decision making.	No response required.	OAR
7P3	Determining Collection, Storage, and Accessibility Needs	O	While SCCC/ATS has instituted action projects to determine data needs for areas such as program reviews, it is unclear that an ongoing process is in place to review and improve the meeting of data needs. Opportunities exist to enable administrators to access and compare data across all units, especially the program review trend data and to evaluate whether administrators find the data residing in the secure database useful,	Satisfaction and needs – data services.	OAR

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
			readily accessible, and well aligned with their needs.		
7P4	Analysis of Institutional Performance Data	S	SCCC/ATS analyzes performance data and information on a regular basis and has identified two peer comparison groups. Additionally, SCCC/ATS has developed institutional indicators scorecard and dashboard to identify performance measures and peer or national comparisons from IPEDS, KBOR, NCCBP, Noel-Levitz Student Satisfaction Inventory, CCSSE, and institutional and program assessment outcomes.	No response required.	OAR
7P5	Determining Comparative Data Needs	O	SCCC/ATS has formalized its processes for using comparative data by identifying key national data sets (e.g., CCSSE, SSI, NCCBP, IPEDS data, etc.) and by establishing two groups of peer institutions to use consistently. The institution might consider using other, more targeted measurement techniques and tools that more directly measure its specific processes to supplement the national results. In this way, the data/results obtained will more closely relate to the processes being measured, and thereby enhance SCCC/ATS's ability to identify the specific improvements needed.	The first step in developing measures was to establish national data sets as a foundation. The program review process is designed to elicit targeted measures for specific processes.	OAR
7P6	Alignment of Departmental Analysis of Data	O	SCCC/ATS recognized an opportunity to improve the process for reviewing the performance of non-instructional departments. The new process is currently in the pilot stage.	Improved participation needed.	Dean's Council, Supervisors, OAR
7P7	Ensuring Accuracy, Reliability, and Security	S	The Data Integrity Action Project set standards for data entry and identified and documented work processes to ensure data integrity and continuity when employees leave. This process is applied to internal and external data. They have also	Data Integrity Phase 3	OAR, Directors of HR and Foundation

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
			implemented use of the “What’s Up” service to alert IT professionals of any systems problems.		
7R1	Measures	S	An information support audit, which is used to identify gaps in information support processes and measuring effectiveness, is used as a performance and effectiveness measure. Process documentation and tracking of data by the Office of Assessment & Research also support the collection and analysis of performance measures.	Continued use and follow up with audit.	OAR
7R2	Evidence for Meeting Institutional Needs	O	SCCC/ATS presents clear evidence of the improvement in SCCC/ATS’s efforts to reduce student ID duplication. While key recent targets have been met and data analyses have been completed, indicating the efficacy of those quality improvements, and expanding these successes throughout the institution will help align and integrate the values of measuring effectiveness with SCCC/ATS’s various units.	7P3 process improvement will address this area.	OAR
7R3	Comparative Results	OO	Results presented do not provide evidence that SCCC/ATS’s processes for measuring effectiveness meets institutional needs in accordance with its mission and goals. Additionally, SCCC/ATS has an outstanding opportunity to identify comparative measures.	Investigate Educause and Association for Institutional Research for comparative data.	OAR
7I1	Recent Improvements	S	SCCC/ATS has been earnest in its commitment to AQIP quality processes, the KBOR Performance Agreement, and its own leadership for serving students. Successes include the high number of AQIP Action projects that can now benefit from clearer and more reliable data, as shown by the particular result of one such action project (Data Integrity).	No response required	OAR

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
712	Selecting Processes for Improvement	S	SCCC/ATS is building capacity for data-driven decision making by examining and improving processes for data management and effective meetings. By improving the human dimension of good knowledge management (e.g., through the effective meetings and process documentation initiatives) as well as the technical side (e.g., through the information audit and the implementation of Tableau Desktop), SCCC/ATS is advancing a culture of measuring effectiveness.	No response required.	OAR

Category 8 – Planning Continuous Improvement

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
8P1	Key Planning Processes	S	SCCC/ATS has made significant improvements in and refinements of its strategic planning process. Strategic planning is the primary planning process relied upon over the past five years. Formal visioning, consensus building, strategizing, and execution processes are followed and based upon the nine AQIP Categories as a topical framework. Three processes guide planning. The first is an internal process in which key planning processes are informed by the seven-year strategic plan. A representative group works with context maps to identify broad strategies (Bold Steps) for long-term strategies for this plan. The second is the selection by committees and teams of annual institutional goals that reflect short-term strategies. The third key planning process, based on the Kansas Board of Regents Performance Agreement, establishes six performance indicators. Action plans are then aligned with these planning processes.	No response needed.	Supervisors
8P2	Selecting Strategies	S	Steps have been taken over 2011-13 to refine the annual planning process to generate short-term goals derived from the long-term Vision Elements and Bold Steps of the strategic plan. These administrative leadership charges are worked into strategies and specific action steps by committees and teams from across the College.	Annual planning process continues to be a process targeted for improvement.	Dean's Council, Supervisors
8P3	Developing Action Plans	S	Action plans are developed as a result of department review or as a result of being framed as an AQIP action project. To get from a goal to strategies for goal achievement and then to specific actions to take,	Action planning process continues to be a process targeted for improvement.	Dena's Council, Supervisors

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
			the team or committee responsible follows the framework of AQIP action projects to ensure the integrity of action plan execution.		
8P4	Aligning Planning Processes, Strategies, and Action Plans	O	The Office of Assessment and Research facilitates the planning process, tracks action plans across the institution, and assists with annual reporting. The alignment of the action plans, strategic vision, and SCCC/ATS's quality improvement efforts is relatively new and dependent on top-down management and oversight. As these processes continue, integrating them throughout the institution and building collaborative partnerships with external stakeholders, local employers, peer institutions, and similar organizations will build a consistent culture of quality improvement in even more units of the institution.	2014-15 Institutional goals process revision and dashboard.	Dean's Council OAR, Divisions, Supervisors
8P5	Defining Objectives and Selecting Measures	O	Comparative data sets from NCCBP and CCSSE have allowed SCCC/ATS to formalize processes for defining objectives and selecting measures for strategies and action plans. However, the College has the opportunity to identify measures at the divisional and unit level to more directly tie its improvement efforts to its performance.	2014-15 Institutional goals process revision and dashboard.	Dean's Council OAR, Divisions, Supervisors
8P6	Linking Strategies and Action Plans with Resource Needs	O	The zero-based budgeting framework used by SCCC/ATS supports close alignment of action plans to resources as each unit and department must build budgets yearly and justify funding requests by aligning action plans with College goals and priorities. There is no discussion of the process through which the College provides resources for items that may occur outside of the strategic plan.	Update write-up to include the process for items outside of the strategic plan.	Dean's Council, Supervisors

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
8P7	Addressing Risk	O	The Board of Trustees and the Dean’s Council have identified nine key operational areas for risk assessment and use trend analyses to monitor these areas. However, there is no mention of SCCC/ATS’s fraud risk assessment and it is unclear who, on site, monitors each of the areas to ensure that risk is minimized and what process is used to address a potential risk should one be detected. There is an opportunity for SCCC/ATS leadership to integrate more comprehensive risk assessment into everyday campus operations.	Priority: Risk assessment and how to address – identify and compile processes institutionally.	Supervisors
8P8	Developing Faculty, Staff, and Administrator Capabilities	O	SCCC/ATS uses its action projects to develop faculty and staff and seems to have an effective means of evaluating professional development needs through the use of committees and working groups or teams. The portfolio does not document the process by which needs identified in action plans for developing faculty, staff, and administrators are prioritized and linked to budget planning to address funding. Nor is it clear how needs are communicated to the Employee Development Committee or how accountability for professional development is assigned and monitored.	Priority: Follow through on employee goals, action plans for improvement (connected to 4P8 and 4P12).	Supervisors
8R1	Measures				
8R2	Performance Results for Strategies and Action Plans	O	The portfolio documents positive performance results for strategies and action plans for both internal and KBOR performance agreements. Furthermore, a scorecard for institutional goals and the KBOR Performance Agreement Results offer evidence that SCCC/ATS tracks results for achieving institutional strategies and specific action plans. However, SCCC/ATS presents goals for 2010-11,	Institutional goals process revision.	Dean’s Council, OAR, Supervisors

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
			2011-2012, and 2012-2013 that are identified only as met. The metrics used are not identified so the degree of improvement/change is clear. The College has an opportunity to improve goals by identifying measurable results and clearer metrics.		
8R3	Performance Targets	O	Performance targets are set by the KBOR for the goals in the Performance Agreement, but no mention is made of performance targets for College goals. SCCC/ATS has an opportunity to build on KBOR performance targets by developing institutional performance targets.	Institutional goals dashboard. Institutional Effectiveness Indicators	Dean's Council, OAR, Supervisors
8R4	Comparative Results	OO	Developing collaborative partnerships with local employers, peer institutions, and similar organizations may help SCCC/ATS plan continuous improvement efforts that help meet internal and external performance expectations for the College and its students.	Priority: Partner with peers to develop and share measures. Employer engagement process (KBOR).	Supervisors
8R5	Evidence for Effectiveness	O	SCCC/ATS gauges the effectiveness of its planning processes based on the degree to which formal processes are deployed across campus; the use of data in planning; and the shift from the generation of tasks to the articulation of broader strategies and goals. Additionally, while the College intends to use recently established processes in order to embed comparative analyses into decision making, the portfolio does not identify a formal process by which planning processes and activities are measured and evaluated or how that approach to continuous improvement is "doublelooped."	Addressed through the revision of the strategic planning process.	Dean's Council, OAR, Supervisors
8I1	Recent Improvements	S	The application of the AQIP model to department review action items and the creation of an Office of	No response needed.	Supervisors

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
			Assessment and Research, are significant recent improvements under this category. Furthermore, The KBOR Scorecard could be used as a model as SCCC/ATS works to develop other measures of performance in this category.		
812	Selecting Processes for Improvement	S	A culture of systematic planning at SCCC/ATS is being cultivated as a result of high-level improvements (e.g., strategic planning) and lower-level capacity building (e.g., the effective meetings initiative and process documentation). Support units that serve SCCC/ATS quality improvement efforts have been bolstered through new management processes and data-driven analytic frameworks.	No response needed.	Supervisors

Category 9 – Building Collaborative Relationships

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
9P1	Building Relationships with Organizations from which SCCC/ATS Receives Students	O	SCCC/ATS has prioritized its relationships with high schools in its area and has expanded into eleven different communities through its Office of Outreach. Additionally the College has institutionalized this process and prioritized where relationships might be built in alignment with the strategic plan. However, there exists an opportunity to develop a systematic approach to continuously explore and search for additional opportunities to create relationships with entities from which the College receives its students.	No response needed at this time.	Admissions, Enrollment Management
9P2	Building Relationships with Organizations that Depend on SCCC/ATS Students	O	SCCC/ATS has strong relations with state-wide four-year institutions that accept SCCC/ATS students, but the relationships with entities that receive its students appear limited to CTE programs. The College does not have systematic processes for managing and improving relationships with entities that look to the College for employees.	Priority: KBOR Employer Engagement Initiative.	Instructional Team, Program faculty
9P3	Building Relationships with Organizations that Provide Services to Students	O	SCCC/ATS has the opportunity to more fully integrate organizations that serve the College into its quality improvement efforts by prioritizing and building relationships with these service providers. Further the College may wish to consider how the Board could develop vendor recruitment guidelines and delegate the responsibility for vendor relationship management to executive leadership.	Document the services and guidelines used to identify and select service providers. Saints Bookstore uses NACS, list serves, web reviews, and informal review of other bookstore personnel.	Finance and Operations, Student Services
9P4	Building Relationships with Organizations	O	SCCC/ATS has the opportunity to more fully integrate organizations that serve the College into its quality improvement efforts by prioritizing and building relationships with these service providers. Further	Priority: Improve vendor base with emphasis on local vendors and vendors willing to travel to Liberal. Development and use of recruitment guidelines.	Finance and Operations, Supervisors

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
	that Provide Services and Materials		the College may wish to consider how the Board could develop vendor recruitment guidelines and delegate the responsibility for vendor relationship management to executive leadership.		
9P5	Building Relationships with External Agencies and the Community	O	In an effort to provide better opportunities to students, SCCC/ATS has developed mutually beneficial relationships with neighboring community colleges to offer courses with traditionally low enrollment and courses in disciplines where faculty are difficult to hire. However, little evidence exists that SCCC/ATS employs a systematic approach to selecting, prioritizing, and building strategic partnerships with the educational associations, external agencies, consortia partners and the general community.	Identify and document the processes and criteria used to select, prioritize, and build relationships.	Council on Quality Initiatives
9P6	Ensuring Partnerships are Meeting Needs	O	When it does engage in collaborative relationships, SCCC/ATS establishes formal written agreements with partners that create formal agreements that express intended needs and expectations for responsibilities and communication. Without establishing measures to evaluate these agreements, It is unclear how formal agreements meet the needs of stakeholders.	Priority: Associated with 9R1 – 9R3.	Council on Quality Initiatives
9P7	Building Relationships Between Departments	S	SCCC/ATS has an extensive committee structure linked to its strategic plan. That structure and multiple efforts to improve effective meetings and decision making at the College over the last four years illustrate SCCC/ATS's value in productive partnerships and relationships between its departments. Ongoing and annual reviews continue to align needs of the institution with committee	No response needed.	Supervisors

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
			composition.		
9R1	Measures	OO	SCCC/ATS only has articulation agreements as measures for creating, prioritizing and building relationships. SCCC/ATS has the opportunity to establish measures and analyze results from within its own collaborative relationships and from without by comparing its performance results with peer institutions. Forming cohorts with such peer institutions may help the College select measures and determine partnership opportunities.	Priority: Effective measures for partnerships. Need clear definition of a partnership in order to define measures.	Finance and Operations, Supervisors, Council on Quality Initiatives
9R2	Performance Results	OO	SCCC/ATS only has articulation agreements as measures for creating, prioritizing and building relationships. SCCC/ATS has the opportunity to establish measures and analyze results from within its own collaborative relationships and from without by comparing its performance results with peer institutions. Forming cohorts with such peer institutions may help the College select measures and determine partnership opportunities.		Finance and Operations, Supervisors, Council on Quality Initiatives
9R3	Comparative Results	OO	No comparative data were supplied. SCCC/ATS has an outstanding opportunity to identify comparative measures for Building Collaborative Relationships.		Finance and Operations, Supervisors, Council on Quality Initiatives
9I1	Recent Improvements	O	SCCC/ATS is in the early stages of developing processes for this category. The improved relationships that have developed from the committee work on AQIP Action projects, grant projects, and other internal efforts at SCCC/ATS provide the College with a model for effective partnerships. SCCC/ATS has not progressed as far as	No response needed. Addressed through priority items.	Finance and Operations, Supervisors, Council on Quality Initiatives

	Category Item	S/O	Feedback Report	Institutional Response	Systems Appraisal
			might be expected in its ability to build collaborative relationships. SCCC/ATS would benefit from developing a systematic and comprehensive approach that would provide metrics for results in a manner that would allow for comparison to other institutions.		
912	Selecting Processes for Improvement	O	Continuous improvement efforts in the planning process and departmental review are positive first steps to improvement in this category. SCCC/ATS is optimistic that a non-instructional department review can provide the model, once developed, for other departments and programs to increase the productivity and usefulness of its collaborative relationships.	No response needed. Addressed through priority items.	Finance and Operations, Supervisors, Council on Quality Initiatives