	Category Item	Review Team Feedback	Maturity Level	Institutional Response	Team Members Responsible for Improvement
1P1.1	Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)	Seward County Community College's processes for aligning common outcomes to the mission and educational offerings are systematic. The faculty identify the essential outcomes expected of all graduates and these outcomes undergo an annual review process that involves the assessment committee and Academic Affairs Council, as well as a review of outcomes at the program level. In addition, the general education learning outcomes, established through the statewide agreements, are reviewed every three years illustrating coordination not only across College units but also with other higher education institutions. The process can be brought to the next level by clearly defining how the common learning outcomes are tied to the mission.	Systematic		
1P1.2	Determining common outcomes (3.B.2, 4.B.4)	Seward County Community College has identified three learning goals: Effective communication, intellectual skills, and personal and social responsibility. The first step in determining institutional level common outcomes starts with the faculty who identifies skills and knowledge needed for Seward County Community College students to have upon completion. The faculty then determine the specific skill sets and measure the student's knowledge. The Assessment Committee reviews common institutional outcomes annually to identify needed changes. While the common learning outcomes are based on the College's general education philosophy and also tied to the state's general education outcomes, Seward County Community College has an opportunity to clarify, distinguish, or integrate the overlapping general education and institutional outcomes and goals.	Systematic		
1P1.3	Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)	Seward County Community College's Assessment Committee is responsible for articulating the purposes, content and level of achievement of the outcomes. The College website lists purpose, knowledge and skill sets, and dashboard outcomes. These are accessible to the members of the college community and the public.	Aligned		
1P1.4	Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)	At Seward County Community College, the faculty process of identifying common learning outcomes is the same process used to incorporate into the curriculum, opportunities to achieve the learning outcomes. Faculty subsequently identify relevant skill sets, identify assessment measures and map them to the learning outcomes in courses throughout the curriculum. The faculty use a curriculum map to identify where they will introduce the outcomes, reinforce, and then assess them in each program. An opportunity exists in the consideration of different learning styles of students in making these determinations.	Systematic		
1P1.5	Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)	Seward County Community College uses its annual review process by the Assessment Committee to ensure the outcomes remain relevant and aligned with student, workplace and societal needs. It is unclear how this process unfolds across each academic year and how changes are implemented and evaluated for effectiveness. By developing a more standardized, defined process the process may move to the aligned level of maturity.	Systematic		

1P1.6	Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)	Seward County Community College's processes for designing, aligning and delivering co-curricular activities to support learning is at the reacting stage since the intended learning outcomes of these activities are not well established and thus the intentional integration of specific outcomes is sporadic. Efforts in this area would be more systematic and moving toward aligned levels of maturity if the co-curricular programming was designed with stated, measurable outcomes that were clearly aligned with general education or institutional outcomes. While the College consistently notes that co-curricular activities are centered around five themes-- leadership development, community service, self-advocacy, working in teams, and understanding others—these appear to be a whole new set of common learning outcomes. The nine institutional outcomes are connected to some of these "themes" but more intentional integration of co-curricular programming that supports development of the measurable common learning outcomes will allow for ongoing evaluation of the co-curricular activities in advancing the College's mission and institutional goals. While the College indicates that a new database will improve tracking of student learning outcomes and that annual reports will provide results and alignment of co-curricular and curricular outcomes, a review of all of the expressed common outcomes might present an opportunity for tighter integration.	Reacting	
1P1.7	Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)	Seward County Community College's processes for selecting tools and methods to assess common learning outcomes are at the systematic level and include a codified assessment plan developed primarily by faculty. The College has recognized the limitations of indirect assessment methods (such as those used for diversity and for the co-curricular) and the faculty are involved in the selection of tools, ultimately making recommendations to the Assessment Committee. While the College has committed itself to using nationally-normed instruments in order to triangulate results and gather comparative data, it appears there is an opportunity to evaluate the relative value of these instruments for enhancing curriculum and instruction. Reports were provided for the direct assessments used for oral and written communication, but no recent data for these methods were provided. Thus, if not already underway, the College might be able to improve the usability of results if the faculty expand the use of direct assessment methods, such as the use of rubrics with student artifacts drawn from courses.	Systematic	
1P1.8	Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)	Seward County Community College describes a five-step process created by the Assessment Committee that includes data collection, analysis by faculty, identification of improvement goals and the professional development needed to implement them, implementation of changes, and then begins again with data collection. Additional information about how these processes are communicated to faculty, how Assessment Day is structured and what the expectations for faculty	Systematic	

		are, how professional development and other support is provided and evaluated and how this is communicated to the campus community could move the College forward in maturity.			
1R1.1	Summary results of measures (include tables and figures when possible)	Although Seward County Community College described processes for assessment and program review; there were no results of a completed program review and program assessment. Student artifacts have not been collected or reviewed for three years. Results data and nationally-normed instruments show how students perform over time and in comparison with peers, the use of results would be more systematic if the information was presented in a way that made the measures and targets widely understood and that would connect the results with decision-making or planned improvements.	Reacting		
1R1.2	Comparison of results with internal targets and external benchmarks	Seward County Community College has consistently made use of nationally-normed instruments such as CAAP and WorkKeys which allow the college to examine student performance against peers. Analysis of the data occurs at multiple levels and includes consideration of disaggregated data across different student groups. Results have validated that College's Latinx students perform at or above other student groups on some measures. The use of comparative data and specific benchmarks or targets would be more aligned with more widespread understanding or analysis of why targets are not met in a number of areas. To this end, the College may find it beneficial to consider the use of more direct measures of assessment rather than indirect.	Systematic		
1R1.3	Interpretation of results and insights gained	Seward County Community College has indicated that staffing changes between 2015 and 2018, meant that student artifacts were not scored. With student artifact scoring resuming in fall 2018, this more direct method of assessment will assist the college in identifying and implementing improvement strategies tied to the specific areas of weakness noted in the learning outcomes.	Reacting		
1P2.1	Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)	Seward County Community College outlines a four-step alignment process, led by the Assessment Committee. Outcome data is reviewed annually by faculty or on an ad hoc basis as needed. Student course evaluation data is used for evaluation of how students perceive their progress, and curriculum maps show where outcomes are introduced, reinforced and assessed. Seward County Community College provided a rubric used to evaluate program outcomes as part of a three-year review cycle, but it is unclear what happens with these. Every five years during program review, a panel scores a rubric based on HLC's OO, O, S, SS evaluation to measure alignment. It is unclear how this fourstep process is evaluated for effectiveness and changes made, which may advance the maturity.	Systematic		

1P2.2	Determining program outcomes (4.B.4)	Seward County Community College program outcomes are established through a systematic process with program faculty reviewing the outcomes annually when student learning results are gathered or when an external stakeholder (such as the Kansas Board of Regents Technical Education Authority or Transfer and Articulation Council, external accrediting or credentialing agency, advisory committee) recommends a change. The process could advance to a more aligned process with a more proactive approach that seeks to address or meet future needs as indicated by advisory committee members, employment trends, and other external factors.	Systematic		
1P2.3	Articulating the purposes, content and level of achievement of the outcomes (4.B.1)	Seward County Community College's faculty assessment committee incorporates input internally and from external stakeholders, via the web page. A rubric is used in making determinations regarding program outcomes. An opportunity exists to move beyond passive acquisition of communication from stakeholders, to consider the possibly use of focus groups that may result in stronger dialogue and discussion yielding improved input.	Systematic		
1P2.4	Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)	Every five years, each instructional program at Seward County Community College undergoes a comprehensive review, this in addition to annual program updates. Verification of alignment to mission and outcomes is conducted by a team from the Academic Affairs Council, who also serves as the final review body for making alignment determinations. The College may find it beneficial to determine the pace at which curricular changes are being made and the alignment of those changes.	Systematic		
1P2.5	Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)	At Seward County Community College, faculty design and align their co-curricular activities around the five themes. At the program level, student organizations and community service associated with a course bear primary responsibility for co-curricular delivery. For each of these activities specific learning outcomes are determined. The College recognizes challenges in improving the data collection process for its co-curricular activities.	Reacting		
1P2.6	Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)	Seward County Community College employs a four-step process used by faculty including identification of direct/indirect methods of assessment, selection of industry-specific credentialing exams, selection of methodologies and creation of targets. This could increase in maturity by including a step to evaluate the effectiveness and implement improvements.	Systematic		
1R2.1	Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)	Twenty-six of twenty-nine Seward County Community College programs are currently assessing program outcomes, three having been newly created and are undergoing change due to instructor issues. A new database is expected to facilitate reporting and analysis of results. Co-curricular processes are insufficient and uneven.	Systematic		

1R2.2	Summary results of assessments (include tables and figures when possible)	Seward County Community College has experienced significant turnover in faculty, instructional leadership combined with an unfilled institutional research position. Not surprisingly, results from program outcomes are reportedly in decline in the areas of writing, critical thinking and information literacy. Assignment design review has not been undertaken in four years.	Reacting		
1R2.3	Comparison of results with internal targets and external benchmarks	Comparison of results with external and internal targets and external benchmarks is an area that offers an opportunity for improvement for Seward County Community College.	Reacting		
1R2.4	Interpretation of assessment results and insights gained	Seward County Community College's number of program outcomes meeting targets in critical thinking and information literacy has declined over the year, and over the past two years in writing. A new dean is hired and the faculty believe that the College now places less emphasis on critical thinking, writing, and information literacy. The interpretation of results is unclean and potentially confusing raising questions as to the usefulness of results.	Reacting		
1P3.1	Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)	Seward County Community College uses various groups across the College to identify student stakeholder groups and determine their educational needs. In order to best understand student needs, this cross-functional team examines various sources of information that determine whether students are first generation, single parents, working full-time, etc. The Enrollment Management Plan provides a summary of these data and subsequent strategies to be used to support the diverse student population of the College. There was not evidence to support the processes being described as being repeatable or documented.	Systematic		
1P3.2	Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)	Seward County Community College processes for identifying other key stakeholder groups and determining their needs are systematic with the Instructional Team leading the effort along with the Director of Business and Industry. Repeatable processes include advisory board meetings which provide opportunities for ongoing input. The processes could become more aligned with formal, documented processes for gathering information that results from conversations with business and industry contacts and local school districts, alumni, transfer institutions, and participation in community organizations.	Systematic		
1P3.3	Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)	At Seward County Community College, the needs of the stakeholder are the primary driver for providing and improving programs and related activities designed to meet stakeholder needs. The College utilizes advisory groups, industry connections and certification organizations to keep all career programs relevant. It was not clear from the description provided as to how proposals are developed and referrals made and more importantly, how alignment is determined.	Systematic		

1P3.4	Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs	Seward County Community College's program review process includes college-wide reporting and periodic review of the effectiveness of the process. The College uses a process for selecting the methods and instruments that determine the currency and effectiveness of academic programs. The processes could be more aligned with greater integration of the program improvement process and the process to evaluate program viability. The College attempts to find data sets that can be used across all programs and considers state level core indicators and reporting requirements.	Systematic		
1P3.5	Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)	Seward County Community College's previous Administrative Review process that has become the Program Feasibility and Potential Review (PFPR) is an aligned, annual process for reviewing the viability of programs. PFPR involves faculty, administration and ultimately the Board in making decisions about long-term program viability and resource allocation. The process allows the College to identify programs that are at-risk and, based on careful analysis of data, a decision is made about whether the program will be recommended for continuance, revitalization, discontinuance, or suspension. Board minutes indicate efforts to revitalize programs have been successful in some cases.	Aligned		
1R3.1	Summary results of assessments (include tables and figures when possible)	Seward County Community College provided results around the PFPR process described above. Results may improve in maturity by developing additional processes around how results are disseminated and used for decision-making. No processes appears in place to aggregate its Program Review data.	Systematic		
1R3.2	Comparison of results with internal targets and external benchmarks	Comparison of results with internal targets and external benchmarks is an area that offers an opportunity for improvement for Seward County Community College.	Reacting		
1R3.3	Interpretation of results and insights gained	An opportunity exists for Seward County Community College to analyze and interpret program review and action project data.	Reacting		
1P4.1	Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)	Seward County Community College faculty determine course and program preparation requirements through placement tests or high school grades in math and English classes. The appropriateness of the placement scores are reviewed on a three year cycle. These requirements are communicated to the public through the recruitment process, college website, college catalog, program webpages, syllabi, application materials, and during advising.

Concern is raised as to the lack of evidence regarding employing these processes across the institution and ensuring that the tools are correct for the application. | Aligned Systematic | | |

1P4.2	Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)	Information is gathered, tracked, and communicated (as needed) in the processes for evaluating and ensuring program rigor for all modalities, locations, and dual-credit programs. Seward County Community College faculty have established and published expectations for effective teaching and students have defined expectations for being a College student. In addition, classroom observations tools, student feedback (through IDEA), course review rubrics, and other tools ensure consistent rigor and routine evaluation. Adjuncts and dual credit faculty are expected to use common final exams to ensure consistency across multiple sections. Faculty's use of tools such as the required course map (that documents course instructional activities, assignments, and assessments as well as credit hour compliance) and the Edukan consortium's online course audit help lead to improvement initiatives. Finally, the annual review of dual credit required by policy ensures an additional, thorough level of review of dual credit courses. The process may be raised to the next level of maturity through evaluation and addressing challenges with the new blend/flex model.	Systematic		
1P4.3	Awarding prior learning and transfer credits (4.A.2, 4.A.3)	Seward County Community College follows Kansas Board of Regents guidelines, and provides CPL for CLEP, AP, DANTES/DSST, proficiency exams, articulation agreements with the army, and independent review of International transcripts. The Registrar is responsible for ensuring appropriate assignment of credit, including transfer credit. Faculty and Deans review out of state credit and the Registrar follows their recommendation. The process may be raised to the next level of maturity by indicating how transfers are evaluated from institutions outside of Kansas.	Systematic		
1P4.4	Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)	Seward County Community College maintains specialized accreditations in career and technical education (CTE) programs with the following agencies: National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), Accreditation Commission for Education in Nursing (ACEN), Commission on Accreditation for Respiratory Care (COARC), Commission on Accreditation of Allied Health Education Programs (CAAHEP), and Kansas Board of Cosmetology (KBC). An opportunity exists for the College to strengthen its reputation and indeed student employment benefit by considering additional optional secondary accreditation programs such as ACBSP for business. Seward County Community College indicates that the selection of the specialized accreditation is based on whether accreditation is required for offering a degree. The College may find it beneficial to determine programmatic accreditation based upon the needs of the students in regard to licensure or credentialing or obtaining employment.	Systematic Reacting		
1P4.5	Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)	Seward County Community College assessment of graduate outcomes are performed through multiple medium. Institutional level graduate assessment occurs annually in the spring and 95% of graduates participate in the Graduate Assessment Day event. The results then are shared with faculty	Systematic		

		in August to refine the learning outcomes. The College may raise the level of maturity by including Fall graduates in the data. Also by a more thorough understanding of the data and what it is depicting.			
1P4.6	Selecting the tools, methods and instruments used to assess program rigor across all modalities	Seward County Community College's Academic Affairs Council is the organizational body ultimately charged with the evaluation of instructional program rigor, deploying multiple measures, including externally developed assessment tools, such as WorkKeys and CAAP proficiency assessment. While board and industrial certification exams provide yet another measure of instructional rigor in select programs, an opportunity exists to gather performance data of peer institutions on these examinations so as to give additional context to the College's student pass rates. Also the College may find it beneficial to develop a process to determine the effectiveness of the selection process.	Systematic		
1R4.1	Summary results of assessments (include tables and figures when possible)	Seward County Community College has produced tables with disaggregated data showing assessment results with summary data from CAAP, ETS, and faculty-developed rubrics as well as pre- and postmeasures. Given staffing changes in the past few years, collection of student artifacts for scoring has not occurred but will resume in the fall. It should also be noted that this is indirect data. No direct data of assessments has been provided.	Reacting		
1R4.2	Comparison of results with internal targets and external benchmarks	At Seward County Community College, normative assessments provide comparative data for consideration by faculty. The College has undertaken an analysis of student performance to stated benchmarks. Target/Benchmark levels were not achieved in every case. However, the College did note the need to consider instrumentation used so as to ensure data accuracy for underrepresented groups. There was mention of growth in CLEP testing award, and tabular data was provided for concurrent enrollment, however it remains unclear as to what goals or benchmarks the College was seeking to achieve. SAILS was mentioned but not explained and results were not apparent in the Information Literacy document provided.	Reacting		
1R4.3	Interpretation of results and insights gained	Seward County Community College's interpretation of results and insights gained are most evident in the analysis of more specific outcomes measures (as opposed to nationally-normed instruments such as CAAP or ETS). Analysis of results in some program areas that have not met expectations required for credentials and/or that show achievement gaps have led to specific changes or efforts to ameliorate these differences.	Systematic		
1P5.1	Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)	Seward County Community College provided evidence of board policies regarding creative expression and integrity of instructional practice. Though employees and students are "expected to support" the college's mission documents and policies, it is unclear if or how that support is evaluated.	Systematic		

1P5.2	Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)	Seward County Community College has an Institutional Review Board (IRB) if research involves human subject research. Students participating in research enroll in a training course around responsible research. It is unclear how long the described processes have been in place due to comments regarding funding for the course made in the portfolio.	Systematic		
1P5.3	Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)	The College's Assessment Committee has provided the faculty with appropriate training and professional development regarding ethical teaching practices, as well as training on the instructional honor code and the means/tools by which to examine student work for instances of cheating or plagiarism, as well as the documentation and processes for filing notification of same. An opportunity exists for the College to clarify the means by which faculty work is examined for breaches in ethics and practice.	Reacting		
1P5.4	Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity	Seward County Community College's selection of tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity is primarily focused on detecting plagiarism and cheating, reacting to initial or immediate concerns with academic integrity. A more comprehensive approach for evaluating student development of skills and knowledge related to academic integrity would more likely lead to specific enhancements to strategies that support these outcomes.	Reacting		
1R5.1	Summary results of measures (include tables and figures where appropriate)	Seward County Community College documents instances of student academic violations and the relative nature of the instance. No evidence was provided regarding ethical or other conduct violations of faculty, yet training was increased for faculty. May want to address root cause by students.	Reacting		
1R5.2	Comparison of results with internal targets and external benchmarks	Comparison of results with internal and external targets is an area that offers an opportunity for improvement.	Reacting		
1R5.3	Interpretation of results and insights gained	Seward County Community College identified a notable increase in instances of student violations of instructional integrity over the past few years. This increase is stated to be the result of increased faculty training on the subject. The College may find it beneficial to conduct root cause analysis to determine if the assumption is correct.	Reacting		
2P1.1	Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)	Seward County Community College monitors students' needs (academically and personally) continuously during their enrollment. A variety of tools and methods are used for making this determination. SCCC's counselors, academic advisors, and faculty work with individual students to identify underprepared and at-risk students through admissions, advising, course placement, studentself reporting, at-risk reporting, and early alert. Of particular note, the College's at-risk reporting process can be used by any College employee to alert the College's At-Risk Team (which includes a	Systematic Reacting		

		mental health counselor) to a student having difficulty. An opportunity exists to have the academic early alert process reported before the 4th of the semester, as research has demonstrated that this is often too late to be of help to the student. SCCC states that in 2009 it became a HSI but it is unclear how the college came to consider Hispanic students as underprepared or what type of academic support the SCCC is providing other than having bilingual support in the student services and student success center.			
2P1.2	Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)	Seward County Community College provides an adequate variety of academic support services to students, particularly as it relates the under-represented student, which is notable given the HSI status of SCCC. Successful implementation of developmental education courses is the focus of SCCC's action projects since 2006. Additionally, the College has included co-requisite courses in English composition and college algebra as well as a dual language team-taught for transitioning adult education students, who speak Spanish as their primary language. The College may raise this process to the next level of maturity by considering online learning and how their academic selection and success needs are addressed.	Systematic		
2P1.3	Ensuring faculty are available for student inquiry (3.C.5)	Seward County Community College faculty are contractually required to hold five office hours/week. It is unclear how this is monitored or how students who are in off-site locations or entirely online are served, which may move the College forward in maturity. Also it is not evident that student's satisfaction with faculty accessibility is evaluated.	Reacting		
2P1.4	Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)	While the College provides the means for determining students' learning support needs, they tend to be after the fact (i.e., satisfaction surveys, end of course evaluations, etc.). An opportunity exists to make these determinations (i.e., of student support needs) when they actually need them, through formative assessments. An opportunity also exists for the College to incorporate into its 19-phase facilities plan, plans for budgeting deferred maintenance of existing facilities that could be addressed.	Reacting		
2P1.5	Determining new student groups to target for educational offerings and services	The Seward County Community College's Instructional Team has the responsibility for exploring new student groups and their educational needs. The team recently added the position of Dean of Students, which has led to more collaboration and improvements in strategic processes. This team works with the Data Governance Team, which provides data around enrollment, both current and projected. There was no evidence to support the processes being described as being repeatable or documented.	Reacting		
2P1.6	Meeting changing student needs	Seward County Community College uses advising as a process to know students and help identify their goals and needs. Additionally, the College uses student satisfaction surveys and Community College Surveys of Student Engagement (CCSSE) to determine changing needs of students, and then address them.	Systematic Reacting		

		Seward County Community College identifies activities (CCSSE, advising, program review) but not an organized process by which changing student needs are identified and services are designed to meet those needs. The College may find it beneficial to develop such a process.			
2P1.7	Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)	Seward County Community College states that it uses data from the admissions process, placement scores, high school transcripts, ACT demographic reports, and advising interviews to identify student subgroups. To this end, the College has identified 30 different subgroups. However it is unclear how all 30 of these subgroups are receiving appropriate level of support. It is unclear how, once identified, the identified needs are prioritized and operationalized, and by whom. Additional clarity around processes may move the College forward in maturity.	Reacting		
2P1.8	Deploying non-academic support services to help students be successful (3.D.2)	The College does a solid job in providing non-academic support services based upon four areas of focus (the engagement of students; student development; career/academic goal definition; and overcoming life challenges), which is based on CCRC national recommendations. The non-academic support services that address the four key components are All Saints Days, Student Life activities, student organizations, advising and career counseling, Student Success Center, student success courses, and personal support services. The College may advance this process in maturity by evaluating the success of the services in meeting the needs of students and achieving success.	Systematic		
2P1.9	Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)	Based on student services staff credentials presented in the portfolio, SCCC ensures that its staff, who provide academic and non-academic support services are qualified. The College assigns a screening committee for each vacant position to implement and manage a hiring process. A professional development grant review committee is charged with determining priorities for employee professional development. An opportunity exists to determine the relative currency of job skills for all employees so as to help in the deployment of professional development funds to all employees.	Systematic		
2P1.10	Communicating the availability of non-academic support services (3.D.2)	SCCC's non-academic support service availability appears to be communicated principally through passive means (i.e., print and electronic material). Resident Assistants in student housing are made aware of available services as part of their training and information is also shared during All Saints Days, student housing orientation, Welcome Day, and First Year Seminar. An opportunity exists to more aggressively and personally communicate these services, particularly in light of students' increasing use of technology for active/push communications versus print material. In addition, the College might benefit from developing a process for determining the best communication methods for various student subgroups.	Systematic		

2P1.11	Selecting the tools, methods and instruments to assess student needs	The College uses the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) and Community College Survey of Student Engagement (CCSSE) on a three-year rotation as comparative tools to assess students' needs. Additionally, surveys, focus groups, and personal interactions with students are other methods, which SCCC uses to assess students' needs. Faculty also use program review to determine the needs of students and make informed decisions. The College has an opportunity to evaluate the effectiveness of the various instruments/methods and clarify the process for how they are chosen.	Reacting		
2P1.12	Assessing the degree to which student needs are met	The College uses student satisfaction data, program review, online tutoring, success rates in developmental and gateway courses, early alert data and usage statistics to determine student access to services. Yet, the College does not correlate the service to the outcome – indicating the success of the intervention in attaining positive outcomes for students. The College may find it beneficial to conduct such tracking to determine which of the services are actually meeting student needs.	Systematic		
2R1.1	Summary results of measures (include tables and figures when possible)	The College reports that the data for meeting student needs has been consistent and at or above national results, and the gap analysis is lower. However, the College frequently reported using the SSI and CCSSE, but provided no results for either of these surveys, nor were results provided for other methods such as the student focus groups. In addition, the College uses indirect survey data to determine satisfaction with the services provided but does not address the actual student success due to the intervention taken. The College may find it beneficial to conduct such tracking to determine student success.	Reacting		
2R1.2	Comparison of results with internal targets and external benchmarks	Seward County Community College has provided indirect comparative data yet internal targets were not provided. The College may wish to develop comparisons of direct data on student success as well as internal targets.	Reacting		
2R1.3	Interpretation of results and insights gained	Student satisfaction is an area that offers an opportunity for improvement at SCCC. Spring 2018 data shows a drop in overall satisfaction with the college experience, which SCCC is investigating at this time. SCCC also reports some issues with the timeliness of awarding scholarships and tuition grants. In addition, while satisfaction may be an aspect of student success, it is not the entire measure. The College may find it beneficial to develop more direct measures of student success.	Reacting		
2P2.1	Collecting student retention, persistence and completion data (4.C.2, 4.C.4)	Seward County Community College documents a process for the collection and dissemination of retention, persistence, and completion data. The process may rise to the next level of maturity by including an evaluation process to determine the effectiveness of the process in collecting the most current data, tabulating it in the most effective manner and disseminating it to the correct groups on campus.	Systematic		

2P2.2	Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)	Targets are set by the Retention Committee using threshold methodology to select peer institutions for comparison of fall to fall retention, completion, and graduation rates using IPEDS data. The College also uses the NCCBP cohort for comparison of persistence data. Creating methods for defining and disseminating such targets may help the College advance in maturity.	Aligned		
2P2.3	Analyzing information on student retention, persistence and completion	The College's has a retention and analysis plan for student data that includes demographic disaggregation. If negative variances are noted, the retention committee undertakes additional research to determine the cause, as evidenced in College documentation, though the timing of the proposed interventions is not provided. The College could benefit from developing a process to analyze information on persistence and completion.	Systematic		
2P2.4	Meeting targets for retention, persistence and completion (4.C.1)	The College establishes retention and completion goals with actual values being reported. For some years noted in the report, it was unclear what action specifically took place as a result of the findings beyond simply sharing the information with others. While the Retention Committee and Enrollment Management Committee's annual goals address improvements in services and strategies that make up the retention plan, the College may find it beneficial to develop a process for determining what strategies will be implemented to meet targets for retention, persistence and completion.	Systematic		
2P2.5	Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)	Seward County Community College's tools and methods to assess retention, persistence, and completion are selected based on the availability of common data sets for peer comparison. The core data sets for student retention, persistence, and completion are IPEDS, the National Community College Benchmark Project, National Student Clearinghouse, and the Kansas Higher Education Data System. The College has an opportunity to clarify if it is the retention committee who decides on the selection of tools, how often the process is reviewed, and how the tools are evaluated for effectiveness.	Systematic		
2R2.1	Summary results of measures (include tables and figures when possible)	Seward County Community College provided results from KHEDS, IPEDS peers, and NCCBP. The College noted a steady decline in institutional retention rates and suggested that this may be caused by the implementation of a 2014-initiated 'financial hold' policy, though this determination remains unclear and bears further evaluation. Data from the indirect measures (CCSSE, SSI) and data from focus groups referenced in the narrative were not provided.	Systematic		
2R2.2	Comparison of results with internal targets and external benchmarks	The College reports recently declining retention rates that are still higher than peers, with graduation rates higher than regional peers and all community colleges in KS. They also have graduation rates for Hispanic students 6% higher than peers and 13% higher than comparable sized CCs in KS. Although stated in the narrative that the college sets internal targets, those targets were not provided, nor was there analysis of whether those targets were met.	Systematic		

2R2.3	Interpretation of results and insights gained	Seward County Community College does interpret the data on retention and completion rates. Yet, the drop in retention appears to be explained by a new policy in handling past due accounts. The College may wish to investigate this further doing root cause analysis to ensure that the conclusions drawn are reliable and valid.	Systematic		
2P3.1	Determining key external stakeholder groups (e.g., alumni, employers, community)	SCCC determines its key external stakeholders based on its mission and has defined/provided criteria as to identify key external stakeholder groups. Yet, they have not provided a process by which the criteria are applied to the community. This section can be further enhanced by describing the process of how stakeholder groups are selected.	Reacting		
2P3.2	Determining new stakeholders to target for services or partnership	Determining new stakeholders to target for services or partnership at SCCC is similar to the processes of stakeholder identification used by enrollment management, instruction, counseling and advising, and data governance. Additionally, such determination is also obtained from advisory board meetings, business and industry representatives, College alumni, baccalaureate-granting institutions, as well as participation in various community activities. An opportunity exists to adopt a less reactionary approach to considering future partnerships.	Systematic		
2P3.3	Meeting the changing needs of key stakeholders	Seward County Community College did not provide a process by which the changing needs of key stakeholders are identified and met. Anecdotal information was provided but not a process. The College may find it beneficial to establish such a process.	Reacting		
2P3.4	Selecting the tools, methods and instruments to assess key stakeholder needs	The College uses regular personal contact with key stakeholders, as well as occasional surveys as the basis for determining tools and methods to serve their needs. An opportunity exists to benchmark other higher education institutions to consider other tools and methods for use.	Reacting		
2P3.5	Assessing the degree to which key stakeholder needs are met	Seward County Community College does not have a process to assess the degree to which key stakeholder needs are met. Personal contact is used which may be indirect and may not assess all areas for effectiveness. Furthermore, this approach appears to be episodic and ill-defined. An opportunity exists to undertake a clarified, planned and intentional approach to assess if stakeholder needs are, in fact, being met.	Reacting		
2R3.1	Summary results of measures (include tables and figures when possible)	Seward County Community College has identified the collection, comparison, and analysis of data to determine if and how stakeholder needs are met are areas for improvement. Beyond end of course surveys used for business and industry classes, market penetration and descriptive data of high school graduates who enroll in college, there exists no other data collection.	Reacting		
2R3.2	Comparison of results with internal targets and external benchmarks	Seven years of NCCBP comparative data for high school graduate enrollment and market penetration are presented, though there is no relationship to institutional goals. Seward County Community College has identified this as an area for improvement.	Reacting		

2R3.3	Interpretation of results and insights gained	Beyond brief mention of consistent levels of market penetration and high school graduate enrollments, it is impossible for the College to present any other interpretations regarding the satisfaction of stakeholder needs. The College acknowledges this as an opportunity for improvement.	Reacting		
2P4.1	Collecting complaint information from students	By Board policy, the College employs multiple strategies and tools used to collect information regarding student complaints. Key aspects involve focus groups, student advisory dinners with the Board, as well as online filing of concerns. While the Board policy is in place, it is important to evaluate the effectiveness of the process to determine that all student complaints are being collected, analyzed and resolved. The team noted many issues with accessing and submitting the online complaint form. The College may find an evaluation process beneficial.	Reacting		
2P4.2	Collecting complaint information from other key stakeholders	Seward County Community College has a number of ways in which other key stakeholders can raise complaints but yet a generalized collection, analysis and resolution process was not presented. The College may find it beneficial to develop a more transparent and less passive process. In addition, the process for submitting the online form that is referenced is unclear.	Reacting		
2P4.3	Learning from complaint information and determining actions	Seward County Community College is required under Federal Compliance to log all complaints and then analyze them for trends. The College does not present a process whereby complaints are logged and analyzed. Developing a more formal process for complaint submission, as well as addressing and documenting outcomes, will enhance the ability of college leaders to identify trends, the number of concerns registered in a year, and take actions accordingly.	Reacting		
2P4.4	Communicating actions to students and other key stakeholders	Seward County Community College reports that a form is used to track complaint resolution and that an investigation will be conducted within 10 working days with the outcome communicated to the student in no more than 30 working days of complaint receipt. An opportunity exists for the College to be more transparent (when possible) regarding registered concerns and the actions taken in response to complaints. Specifically, notable trends can be shared with employees as well as any new processes or action the College intends to take in order to abate future instances of concern.	Reacting		
2P4.5	Selecting the tools, methods and instruments to evaluate complaint resolution	Seward County Community College does not document a process for the selection of tools, methods and instruments to evaluate complaint resolution. The College may find it beneficial to develop such a process for the collection, analysis and resolution of formal and informal complaints.	Reacting		
2R4.1	Summary results of measures (include tables and figures when possible)	Seward County Community College only tracks formal complaints and provided a log with five complaints 2012 through 2018. No data was provided from the SSI or CCSSE, both mentioned in the narrative as data sources.	Reacting		

2R4.2	Comparison of results with internal targets and external benchmarks	Beyond the listing of formal complaints over the past 6 years, no comparative analysis, nor linkage to targets or benchmarks is offered by the institution.	Reacting		
2R4.3	Interpretation of results and insights gained	SCCC does not analyze the results of student complaints, so the College is losing an opportunity to gain insights.	Reacting		
2P5.1	Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)	Seward County Community College has defined criteria for the various partner groups for collaboration. Yet, similar to identifying and serving stakeholder needs, collaboration partners are determined based upon the College's mission. An opportunity exists to more forcefully consider and pursue viable partnerships through visioning or by environmental scanning, benchmarking, etc.	Reacting		
2P5.2	Building and maintaining relationships with partners	SCCC creates and prioritizes relationships with organizations in the college service area in accord with the Strategic Plan, Strategic Goals, existing performance and accreditation expectations, and the needs of area students. SCCC describes numerous examples of the partnerships that it engages in, but it is unclear from the evidence provided whether this is a coordinated, aligned effort and if there are processes to maintain those relationships. The College may find it beneficial to develop such a process.	Systematic		
2P5.3	Selecting the tools, methods and instruments to assess partnership effectiveness	Seward County Community College uses few formalized evaluation tools. CTE programs use the Kansas Board of Regents Employer Engagement Initiative, which provides criteria for evaluating partnership effectiveness. Other partnerships are evaluated informally and not documented. It is unclear as to the tools and methods that are used to assess their efficacy relative to the College's mission.	Reacting		
2P5.4	Evaluating the degree to which collaborations and partnerships are effective	Seward County Community College evaluates partnerships through the evaluation of high school enrollment data and advisory board surveys. The College may find it beneficial to evaluate these methods for effectiveness. A more mature process would provide a means for evaluation of other kinds of collaboration and allow for broader determinations as to the effectiveness of the many aspects of college partnerships.	Systematic		
2P5.5	Summary results of measures (include tables and figures when possible)	SCCC reports high school headcount and credit hours for AY 2008-2018. Business and Industry satisfaction results were also provided. However, the CTE program goal for 5 champion-level partnerships does not appear to be tied to specific processes in this category. And while tables provided show various organizational memberships, it remains unclear as to how these documents speak to any of the previous and aforementioned efforts related to building relationships with organizations that provide students to the College, let alone provide summary results.	Reacting		

2P5.6	Comparison of results with internal targets and external benchmarks	Seward County Community College does not provide external comparisons but internal targets have been set and met.	Reacting		
2P5.7	Interpretation of results and insights gained	Seward County Community College states that the satisfaction results show that training partnerships have been effective. An opportunity exists for the College to determine if the data collection is adequately comprehensive, if sufficient information is available about the variety of partnerships, and if the data provide a valid representation of the effectiveness of partnerships.	Reacting		
3P1.1	Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)	Seward County Community College's processes for recruiting, hiring, and orienting staff and administrators follows Board, state, and federal guidelines. The College has an extensive, wellaligned, documented process for the recruitment, hiring, and onboarding/ orientation of all new employees, with some variation noted for the type of position being filled. An opportunity exists for the search committee to include representation of persons of color or diverse backgrounds to mitigate bias during the recruiting process. It is also unclear as to whether the search committee receives professional development regarding all legal considerations of the hiring process, such as the vetting of interview questions through legal and HR to ensure no illegal questions are asked of candidates, or the use of consistency in the hiring process and in questioning. The College may find it beneficial to develop a structured narrative of the process as well as a process for evaluating effectiveness.	Systematic		
3P1.2	Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)	Seward County Community College uses a position analysis prior to posting any position. For faculty, the specific credentials, skills, and values are based also on the updated job description, which includes the faculty-identified characteristics of effective teaching. In 2017-2018, the College reviewed all full- and part-time faculty to ensure they were in compliance with HLC's Assumed Practice B.2. It appears that some of these processes are relatively new, as the process and form were recently revised. As this process becomes repeatable and has a process for evaluation, it may move forward in maturity. Furthermore, it is unclear how this process applies to dual enrollment, contractual, and consortia programs. An opportunity exists to further clarify the qualifications and processes for these remaining faculty classifications.	Systematic		
3P1.3	Ensuring the institution has sufficient numbers of faculty to carry out both classroom and nonclassroom programs and activities (3.C.1)	Seward County Community College ensures the institution has sufficient numbers of full-time faculty. It does so through a consistent review of full-time to part-time faculty ratios and student to faculty ratios. The College also conducts a student satisfaction survey on a three-year rotation to confirm that students are satisfied with their experience. Faculty teach over 80 percent of both the total credit hours and of the sections offered. Seward County Community College's faculty-to-student ratio is 13:1, and the College reports high levels of student satisfaction.The institution states that a	Systematic		

		majority of faculty serve on institutional committees or otherwise participate in service of the College. Yet, the process used to calculate the appropriate staffing ratio and allocation/dissemination of full-time faculty was not provided. The College may find it beneficial to develop a process for ensuring sufficient numbers of faculty, so the positive results currently attained can continue.				
3P1.4	Ensuring the acquisition of sufficient numbers of staff to provide student support services	Seward County Community College utilizes the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE) on a three-year rotation as comparative tools to assess students' needs. However, CCSSE and SSI are implemented on a three-year alternate basis. This is an indirect and lagging measure to determine if staffing is sufficient, and any results would be using satisfaction as a proxy variable as this question is not directly asked on either survey. Direct assessment of need may come from numbers of referrals made by faculty, results of assessment of student learning, and wait times for students to be seen by a financial aid adviser, to name a few. The College may find it beneficial to collect such data and develop a more structured process.	Reacting			
3P1.5	Tracking outcomes/measures utilizing appropriate tools	Seward County Community College relies primarily on results and comparisons in the National Community College Benchmark Project, which provides information on faculty and staff ratios, faculty load, and employee turnover rates. While staffing ratios, faculty load, and employee turnover are outcome measures, the College may find it beneficial to correlate faculty and staff employment with student success in specific areas. The College may also consider increasing the frequency with which the CCSSE/Ruffalo surveys are conducted.	Reacting			
3R1.1	Summary results of measures (include tables and figures when possible)	Seward County Community College reports that the National Community College Benchmark Project data indicates that the College has the human resources to meet student and operational needs. At the same time, the College also stated that employee turnover rate is up, but no statistics were provided. Much of the data provided in this section is indirect measures. The data also does not reflect the correlation of staffing levels and student success. The College may find these metrics beneficial.	Reacting			
3R1.2	Comparison of results with internal targets and external benchmarks	Seward County Community College noted a decline in overall student satisfaction, which is under investigation. However, in 2012 the majority of data points were absent in the NCCBP survey report, which precluded comparison. The external benchmarks provided by the National Community College Benchmark Project show the College ranks in the top 96th percentile for full-time faculty teaching courses. The College might benefit from considering its overall staffing levels to evaluate progress, particularly with the addition of many new positions in Student Services. Setting specific internal targets could lead to improvement initiatives and help the College prepare for staffing fluctuations.	Reacting			

3R1.3	Interpretation of results and insights gained	Seward County Community College has indicated decreases, stability, and improved performance in various areas, but has not taken this analysis to the next step to provide insights gained. Although an internal graduate survey has shown satisfaction with their overall experience, it does not appear that the College is systematically gathering information that can be used for improvement or to guide future action.	Reacting		
3P2.1	Designing performance evaluation systems for all employees	Seward County Community College has designed a systematic performance evaluation process for all employees. The four-step process involves communication and coordination with representatives from across the College. These processes have been undergoing changes since 2013. After full implementation in 2016 they were found to be unsatisfactory, and the performance evaluation process was redesigned.	Systematic		
3P2.2	Soliciting input from and communicating expectations to faculty, staff and administrators	Seward County Community College has gathered feedback from and communicated expectations to employees, as evidenced by the revision and evaluation of the performance evaluation process. After a revised process was implemented in 2016, a cross-functional team redesigned the process, focusing on information gathered through the position analysis process and more clearly defining employee goals and measures. This process could be further strengthened by evaluating its effectiveness.	Systematic		
3P2.3	Aligning the evaluation system with institutional objectives for both instructional and noninstructional programs and services	Seward County Community College states that it has a process in place for matching the evaluation system with institutional objectives for both instructional and non-instructional programs. Yet, how these goals are included in the evaluation system was not described or evident from the narrative provided.	Systematic		
3P2.4	Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)	Seward County Community College has established institutional policies, procedures, and timelines to regularly evaluate all faculty, staff, and administrators. The process includes a self-evaluation, an identification of professional development needs, a determination of annual goal accomplishments, and a review of the job description. The College may find it beneficial to develop a process to determine the effectiveness of the evaluation time frames. Furthermore, creating processes for ensuring all reviews are completed in a timely manner could move the College forward in its maturity.	Systematic		
3P2.5	Establishing employee recognition, compensation and benefit systems to promote retention and high performance	Seward County Community College has a processes in place to develop, evaluate, and update compensation and benefit systems through an annual budget development process, faculty negotiations, and comparative salary and wage gaps analysis through Compease. The College also has a number of ways in which employees are recognized, including years of service, an outstanding student recognition, and faculty recognition. The College states that two faculty and two staff are selected as Excellence Award Recipients and encouraged to attend NISOD, though it is unclear how the selection is actually achieved. Additionally, an outstanding faculty member is selected by students	Systematic		

		each year. An opportunity exists, so as to avoid a popularity contest, to allow input from deans and peer faculty regarding the faculty award recipient. Furthermore, the College may find it beneficial to determine the effectiveness of the system in regard to promoting employee retention and performance.			
3P2.6	Promoting employee satisfaction and engagement	Seward County Community College has processes in place for promoting employee satisfaction and engagement. College's three-year run (2015, 2016, 2017) as one of the "Most Promising Places to Work in Community Colleges" by Diverse: Issues in Higher Education Magazine is an indication that the College is intentional about integrating diversity and inclusion in the workplace and enhancing employee satisfaction and engagement. The College may find it beneficial to correlate the processes to promote employee satisfaction and engagement with employee retention and other metrics demonstrating the effectiveness of the processes within the College population.	Systematic		
3P2.7	Tracking outcomes/measures utilizing appropriate tools	Seward County Community College uses the "Great Colleges to Work For" survey. How this tool was chosen and how the tool is considered appropriate was not provided. The College may find it beneficial to develop a process for determining the effectiveness of the tool and elaborating on any of the other data collected that was described in the narrative.	Reacting		
3R2.1	Summary results of measures (include tables and figures when possible)	Seward County Community College's rating overall for employee satisfaction was good to very good. Faculty rated communication fair, and exempt staff rated policy and efficiency as fair. Although as noted in the College's notation, the participation in the survey has been down in 2018, with staff having a 26% response rate and faculty having a 40% response rate. Results were provided only around employee satisfaction. No results were provided around evaluation, communicating expectations, recognition, compensation, or benefits	Reacting		
3R2.2	Comparison of results with internal targets and external benchmarks	While Seward County Community College's satisfaction survey provided comparison with other associate degree institutions, it does not appear that internal targets were set. Determining goals for both response rates and aspirational levels/scores (in comparison with external benchmarks and against internal targets) will help the College act on the results it gathers.	Reacting		
3R2.3	Interpretation of results and insights gained	While Seward County Community College reported on results, no insights gained were offered. The College would benefit from exploring further why certain categories were rated "fair" by some employee groups and by using this closer analysis to plan improvements.	Reacting		
3P3.1	Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)	The Seward County Community College system for training, educating, and supporting the professional development of employees is decentralized and has three tiers. Specific teams, committees, and work units are responsible for the professional development process within their scope and purpose. The process for providing and supporting training and professional development for all employees involves five steps. Seward County Community College may find it beneficial to	Systematic		

		develop a system that evaluates the process to ensure that professional development is appropriate to the needs of employees and that, once implemented, professional development is effective in advancing the knowledge and skills of the employees.			
3P3.2	Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)	Seward County Community College has policies to ensure that instructors are current in the instructional content in their disciplines and decentralized practices to help them accomplish this goal. Both the Program Review process and the annual data analysis conducted by the Assessment Committee contribute to development of a professional development plan designed to support the achievement of student learning goals and to address the requests from the needs analysis. Coordination and communication across units create an aligned set of processes that address not only full-time but also adjunct professional development needs. Professional development grants have assisted full-time and part-time faculty achieve advanced degrees, and for staff to achieve degrees pertinent to their work at the College. The faculty learning communities are another mechanism to advance professional development within the College. A professional development day specifically for adjunct faculty takes place each August. Finally, career and technical education faculty have additional training and resources through the Kansas Council for Workforce Education and the Kansas Center for Career and Technical Education, Pittsburg State University. This process can be further improved by tying intentionality to professional development activities and evaluating the effectiveness of the process.	Systematic		
3P3.3	Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)	Seward County Community College has a three-tiered process to support student support staff members in increasing their skills and knowledge. Support staff have access to professional development grants for training, attainment of graduate hours, and advanced degrees. Seward County Community College provides Title IX training, staff development in-service, and supervisor training. The College may find it beneficial to develop a process to evaluate the effectiveness of the process to increase the knowledge and skills of support staff.	Systematic		
3P3.4	Aligning employee professional development activities with institutional objectives	Seward County Community College uses a needs assessment to align professional development activities with institutional objectives. Various teams from across the College coordinate efforts to identify professional development needs. However, it is unclear from the description provided whether the process is objective and repeatable.	Systematic		
3P3.5	Tracking outcomes/measures utilizing appropriate tools	A process for how/why the Great Colleges to Work For survey results are tracked or how this is an appropriate tool for doing so was not provided by Seward County Community College. Beyond the tracking of employees who attend professional development activities, individual professional development participation, dollars spent on professional development, organizational satisfaction with professional development, and a few anecdotal references, it is difficult to discern what goals or outcome measures are in place at the College.	Reacting		

3R3.1	Summary results of measures (include tables and figures when possible)	Seward County Community College provides summary results of the survey, noting that employees rate professional development support as very good to excellent. Most recently, however, response rates were poor for most groups. Finally, although the College also examines use of the Boardsupported professional development grants, there is no determination as to whether the amounts offered and the number of grants awarded are meeting the need. Since the grants are one of the key strategies for supporting faculty and staff staying current and expert in their fields, and an identified goal is to support employees' achievement of advanced degrees, there is an opportunity to track the numbers of faculty and staff served through the grants and the actual outcomes.	Reacting		
3R3.2	Comparison of results with internal targets and external benchmarks	Seward County Community College results from the Chronicle survey indicate a generally high level of satisfaction toward professional development. However no comparison to internal targets (beyond comparative data from the same survey administered 4 years prior), or external benchmarks is possible.	Reacting		
3R3.3	Interpretation of results and insights gained	Seward County Community College provided survey results but did not provide insights or root cause analysis. The low response rate may be an area in need of exploration.	Reacting		
4P1.1	Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)	Seward County Community College developed its mission, vision, and values through stakeholder engagement and presented it to the Board for approval. However, there is no evidence about the timeline, nor processes which recently (i.e., 2016) resulted in changing both the name and the mission of the College, save the adoption of both by the Board. The College may find it beneficial to develop such a process.	Reacting		
4P1.2	Ensuring that institutional actions reflect a commitment to its values	Seward County Community College's board policy ensures that employees and student actions reflect a commitment to the values of trust, integrity, value others, student success, and quality. The College cited processes, but from the evidence provided, it was unclear how academic divisions tie their program/annual goals to core values or how performance evaluations do so as stated in the narrative. Clarification of the processes, and support of more direct links between the College values and the institutional actions, could help to advance the organization.	Systematic		
4P1.3	Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)	Seward County Community College's marketing department bears responsibility for the communication of mission, vision, and values through digital media, print resources, website, and mounted posters in campus buildings. However, it remains unclear as to how the associated processes were created, utilized and evaluated.	Systematic		
4P1.4	Ensuring that academic programs and services are consistent with the institution's mission	Seward County Community College noted that its academic programs and services are consistent with the institution's mission, as demonstrated through the strategic planning process, as well as the program development process, program review process, and the annual program feasibility reviews.	Systematic		

	(1.A.2)	However, the New Program Request Form and the Program Review document, does not query the writer as to the mission alignment. Attending to this alignment and articulation of these processes could move the College forward in maturity.			
4P1.5	Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)	Seward County Community College's Executive Team collaborates with deans and directors who, in turn, work with faculty and staff to ensure budget allocations are linked to the College's Five Key Directions and Strategic Goals in accordance to a budget development timeline. There was no evidence of a process as to how the College developed and aligned budget with the mission/vision, or how the process is evaluated for effectiveness.	Systematic		
4P1.6	Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)	Seward County Community College noted that it does not currently have processes in place for tracking outcomes/measures utilizing appropriate tools. Further, it is unclear how the College uses data to evaluate its mission and vision. The College does acknowledge that this is an area needing attention. Developing methods to ensure the mission and vision are both embraced and understood by internal and external stakeholders will help the College advance in maturity	Reacting		
4R1.1	Summary results of measures (include tables and figures when possible)	Seward County Community College utilizes student profile data, enrollment trends, and market penetration leading to student achievement, as evidence the College is meeting its mission. However, these data do not directly answer how, or to what extent, the College is helping students achieve their educational goals. The College may find it beneficial to define processes, their outcomes and then collect metrics to determine outcome achievement.	Reacting		
4R1.2	Comparison of results with internal targets and external benchmarks	While Seward County Community College has set a target graduation rate of 40%, it is unclear if the College has other related achievement targets, or even how the National Community College Benchmark Project data provided is being used. The College could thus benefit from identifying and establishing additional achievement measures and goals to guide institutional action toward improvement.	Systematic		
4R1.3	Interpretation of results and insights gained	Seward County Community College has provided some information regarding graduation rates, retention rates, student profile/demographic data, and enrollment distribution (one with inconsistent data regarding graduation rates among white and Hispanic students). However, the College has not indicated how these metrics demonstrate outcomes for processes in Category Four. The College may find it beneficial to connect these two aspects, and then proceed to define the proper metrics that demonstrate outcome attainment.	Reacting		
4P2.1	Engaging internal and external stakeholders in strategic planning (5.C.3)	Seward County Community College has a new and systematic strategic planning process that was approved by the Board of Trustees in October, 2017. Included are numerous internal stakeholders including students, the Board of Trustees, administration, faculty, staff, as well as external stakeholders that is based upon the six AQIP categories. Insofar as there does not appear to be a	Systematic		

		documented, repeatable processes, nor an associated methodology for evaluation of this new planning process, the establishment of both may help the College to advance in its level of maturity.			
4P2.2	Aligning operations with the institution's mission, vision and values (5.C.2)	Seward County Community College's new approach to operational planning is aligned with the three-year strategic goals, by specific measurable, achievable, relevant, and time-based goals. The College used the concept "Future Perfect Thinking" to gather ideas from internal and external stakeholders. Plans for their vision can be realized by aligning budget and resource allocation to its goals. Evaluation of the alignment process takes place monthly and quarterly through Mover Groups and Executive Team planning sessions respectively	Aligned		
4P2.3	Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)	Seward County Community College appears to do some goal-setting and alignment through the work for Standing Committees. However, the processes, as mentioned previously, are not all articulated. Additionally, the strategic plan does not flow down to operational plans for each department. Further articulation of processes, as well as methods of evaluation of their effectiveness, may move the College forward in maturity.	Systematic		
4P2.4	Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)	Seward County Community College utilizes a three-step process for capitalizing on opportunities and institutional strengths while also countering the impact of institutional weaknesses and potential threats. By more clearly describing the processes around the three-steps, the cycle in which they will occur in the future, and how they will be evaluated for effectiveness, the College may move forward in maturity.	Systematic		
4P2.5	Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)	Seward County Community College has been relatively successful in creating and implementing strategies and action plans that maximize current resources and meet future needs. The College considers resources, external and internal constraints, timelines, specific outcomes, and the responsible party during the development of Its strategic plan. While the College notes that its action plans are developed associated with the strategic goals, it does not indicate, at what level, or how those action plans are implemented and monitored.	Systematic		
4P2.6	Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)	Although Seward County Community College stated it measures effectiveness of planning processes and systems through analysis of strategic goals, mover group updates, and institutional effectiveness, it does not provide a process for the tracking of outcomes/measures utilizing appropriate tools. The College may find it beneficial to develop such a process.	Reacting		
4R2.1	Summary results of measures (include tables and figures when possible)	Seward County Community College acknowledges that, in the past, goals have not included concrete metrics. Indeed, previous portfolios indicated that institutional level goals in the past have lacked quantitative measures. However, more recent reports to the Board include measures and targets. The College may find it helpful to formalize metrics/outcomes associated to the strategic goals in a way	Reacting		

		that goes beyond simply providing board updates.			
4R2.2	Comparison of results with internal targets and external benchmarks	Seward County Community College failed to provide internal targets or comparative results for benchmark comparison. An opportunity exists for the College to compare results with internal targets and external benchmarks.	Reacting		
4R2.3	Interpretation of results and insights gained	Seward County Community College failed to provide interpretation of results.	Reacting		
4P3.1	Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)	Seward County Community College's six-member Board of Trustees have an established relationship between the institution, the President and Governing Board defined through statutes. The practice is supported through training and orientation for Trustees and the College President, quarterly meetings of the Kansas Association of Community College Trustees (KACCT), and ongoing communication between the college President and Board members. Still, the College may find it beneficial to develop a method to determine the effectiveness of the process.	Systematic		
4P3.2	Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)	Kansas State statute K.S.A. 71-201 and Board By-Laws 203 outlines roles and responsibilities of the Board. The roles of the Board include hiring and termination of the College President, approving all employee hires, participation in strategic planning and strategic goal processes, and has oversight of the Colleges financial and academic policies and practices. The President is charged with the everyday operations of the institution and the faculty are charged with the quality of instruction. Still, the College may wish to consider benchmarking against peer intuitions with best-governance practices to help streamline, and better align work within their particular roles. They may likewise find it beneficial to develop a method to determine the effectiveness in executing these policies.	Systematic		
4P3.3	Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)	The Kansas Board of Regents and Seward County Community College policy establishes Board oversight, while delegating management responsibilities to the President and academic matters to faculty. The President oversees day-to-day operations of the College. The President delegates management responsibilities to the Executive Team that has oversight of various different within the organization. The College may find it useful to consider the realignment of particular duties more in keeping with offices of the President and the fiduciary duties of the Board.	Systematic		
4P3.4	Ensuring open communication between and among all colleges, divisions and departments	Seward County Community College has a number of activities designed to facilitate communication and the sharing of information across the institution. Of particular note are professional development activities, Conversation Days, meetings, including meetings with external stakeholders. Also	Reacting		

		mentioned are board/student dinners, wherein feedback is collected for decision-making. However, there is scant evidence of a structured, optimal, repeatable process focused on ensuring open communication in these various activities. The College could benefit from attending to a process given to an intentional communications strategy and related process.			
4P3.5	Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)	Seward County Community College has a number of policies and activities involved in the development, approval and review of academics and student learning, with the Academic Affairs Council having oversight of academic policy and processes. The Council consists of representatives from faculty, administration, staff, and athletic department. However, it appears that there is not a structured, organized, repeatable process with collaboration across all units to ensure the maintenance of high academic standards. The College may find it beneficial to develop such a process.	Systematic		
4P3.6	Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)	Seward County Community College noted the use of Key Directions and Strategic Goals as providing effective leadership to all institutional stakeholders. However, much of the evidence provided related to hiring, supervision, and delegation is short of clarity on what constitutes effective leadership. More particularly, the College provided no processes for how the Executive Team or other leaders provide effective leadership nor how this leadership is assessed.	Reacting		
4P3.7	Developing leaders at all levels within the institution	Seward County Community College provides opportunities for employees to lead in teams, work groups, process improvement, action project development and implementation, and peer review of program and courses. Admittedly, most of the opportunities discussed are informal opportunities and training. The College has an opportunity to consider aligning performance evaluations with leadership development and making succession planning part of their long-term planning.	Systematic		
4P3.8	Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)	While the Seward County Community College Board abides by the Kansas State statues (K.S.A. 71-201) and Board polices, these are not describe the process used by the institution to act in accordance with its mission and vision. An opportunity exists for the College to develop such a process.	Reacting		
4P3.9	Tracking outcomes/measures utilizing appropriate tools	Seward County Community College uses indirect measures of leadership, such as the "Great Colleges to Work For" survey to determine workplace quality and stakeholder engagement. These are indirect measures with limited capacity to assess organizational leadership. The College may find it beneficial to utilize a more legitimate leadership assessment instrument, develop processes with established outcome metrics, and direct measures to assess actual performance. The College's reliance on indirect measures precludes them from gathering meaningful results that can lead to further improvements or enhancements.	Reacting		

4R3.1	Summary results of measures (include tables and figures when possible)	As previously noted, Seward County Community College utilizes the Chronicle of Higher Education's Great Colleges to work for" survey and Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) to evaluate leadership and work experience. However, the employee response rate, for some sub-populations, was very low, possibly leading to inaccurate conclusions. The College may wish to develop more direct measures with equal participation from all subgroups.	Reacting		
4R3.2	Comparison of results with internal targets and external benchmarks	Seward County Community College failed to provide comparison of results with internal goals and external benchmarks.	Reacting		
4R3.3	Interpretation of results and insights gained	Seward County Community College, in attempting to interpret the data provided, is challenged by threats to validity of the data. The data is indirect in nature and some sub-populations are poorly represented, which could skew the data. The interpretation of results and insights gained is an area in need of improvement.	Reacting		
4P4.1	Developing and communicating standards	Seward County Community College utilizes a three-step process for developing standards. These standards are then communicated to students, faculty, staff, and other stakeholders via handbooks and policies. Additional delineation of associated processes, as to how sub-committees are selected, the processes/tools used in review, the clarification of timelines and how the processes are evaluated for effectiveness could move the College forward in maturity.	Systematic		
4P4.2	Training employees and modeling for ethical and legal behavior across all levels of the institution	Seward County Community College provides specific training sessions on expectations for ethical and legal behavior, including Title IX, with all employees required to sign a document acknowledging they have read the Employee Handbook and will abide by College policy. The Student Handbook and Code of Conduct provides guidance on ethical behavior for students. The College may benefit from developing regularly scheduled professional development programming around ethical/legal behaviors for all employees, given that only new employees currently review this material.	Systematic		
4P4.3	Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)	Seward County Community College noted a number of Board policies, as well as content in the Employee Handbook regarding how the College functions with integrity, fairness and ethics. Yet, these do not indicate a process by which it is ensured that the policies are effective or are being followed, across the institution. The College may find it beneficial to develop such a process.	Reacting		

4P4.4	Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)	Seward County Community College noted a number of activities whereby information is made available to all stakeholders regarding costs, control, and accreditation relationships of the institution through its website, program information cards, press releases, social media, accreditation website, and catalog. Yet, the College does not provide a process whereby making the information available is assured. An opportunity exists for the College to develop such a process.	Systematic		
4R4.1	Summary results of measures (include tables and figures when possible)	Multiple audits provide a level of ethical practices and operational integrity regarding Seward County Community College's financial operations. Additional evidence regarding employee professional development noted the frequency of access to training, but did not indicate the effectiveness of the training, or how the training impacted the performance of the employee. The College has an opportunity to track both employee participation and the effectiveness of training related to integrity and ethics.	Reacting		
4R4.2	Comparison of results with internal targets and external benchmarks	Seward County Community College failed to provide comparisons of results with internal and external targets.	Reacting		
4R4.3	Interpretation of results and insights gained	Seward County Community College failed to provide an interpretation of results.	Reacting		
5P1.1	Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making	With only one staff person in the Office or Assessment and Research (OAR), Seward County Community College selects and collects data largely around compliance, rather than on the data needed to support planning, process improvement, and decision making. While Seward County Community College hopes that a new business intelligence tool (Power BI) will make data more accessible to decision-makers, there is still an opportunity to develop processes to ensure employees across the college have the necessary information and training to support continuous improvement efforts, analysis and decision-making. The College acknowledges that this was an area of opportunity identified in the last Systems Appraisal and remains a challenge today. The College should be commended for their frank and honest description in this area.	Reacting		
5P1.2	Determining data, information and performance results that units and departments need to plan and manage effectively.	Since Seward County Community College acknowledges that, while its data gathering and reporting is based on compliance requirements, it does not appear that clear, repeatable processes have been developed to determine data, information, and performance results that units and departments need to plan and manage effectively. Rather, College teams determine which data collections are needed beyond those required by external organizations. An example of this is when the instructional team	Reacting		

		and faculty developed a program review template, with defined data requirements that was subsequently produced in Excel. However, it's unclear, given the information around lack of capacity, how non-compliance reporting requests are prioritized and completed.			
5P1.3	Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements	Seward County's Community College's current processes are limited and not fully developed or communicated in order to make data, information, and performance results readily and reliably available to the units that depend upon this information for operational effectiveness, planning and improvements. While the planned-for Power BI dashboards have drill-down capability that will make data more readily available and consumable to employees, there continues to be a reliance on one office and one staff member. Training on the new tools (Office 365, SharePoint, Power BI, etc.) will undoubtedly provide more access to data, beyond the technology supports and enhancements, Seward County's Community College would benefit from a more systematic set of processes that formalize and ensure analysis and effective use of data and information across the College identified by the recent audit as the implementation of the new ERP progresses.	Reacting		
5P1.4	Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes	Seward County Community College's processes for ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) include tracking duplicate student IDs in the student information system and comparing annual report information with previous years to detect any anomalies. An additional opportunity exists for the college to conduct random audits of student records and other reporting data as a way to validate reporting accuracy. Also, the College would benefit from developing more robust and codified processes to ensure the security of the institution's knowledge management system. It is not clear to what extent the College has responded to the recommendations of the Knowledge Management System Audit, namely that, "measures should be established to ensure the integrity of the data in each data owner's area." And, finally, including the use of the data governance team to monitor the level of data security.	Reacting		
5P1.5	Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)	It is not clear how Seward County Community College tracks outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services) except through a knowledge management system audit and the Site Improve software that tracks accessibility issues on the website. While some challenges (such as the need for increased training) have been uncovered, the College would benefit from a more systematic process for determining how tools are selected and develop processes by which outcomes/measures are tracked.	Reacting		
5R1.1	Summary results of measures (include tables and figures when possible)	Seward County Community College acknowledges a number of vulnerabilities with its knowledge management system. Two external audits confirmed additional work needed to improve reporting.	Reacting		

		The 2015 report pointed out the problems Seward County Community College has with data management and the need for a data warehouse, and acknowledges that staff feel a poor job is done distributing information to the people that need to have it, and a lack of ability to drill down into data. The 2017 report mentions the dependence Seward County Community College has on paper forms and manual processes and the difficulty in improving processes and migrating away from paper. These speak to the need for greater oversight, management, and security measures across the institution. The opportunity exists to incorporate these recommendations into future organizational plans and share information across the campus.			
5R1.2	Comparison of results with internal targets and external benchmarks	Seward County Community College has an opportunity to develop comparison results with internal targets and external benchmarks for this segment of the category.	Reacting		
5R1.3	Interpretation of results and insights gained	Aside from recognizing the need to shore up or develop processes and coordination across units, Seward County Community College provided little in the way of interpretation of results and insights gained. Seward County Community College has the opportunity to interpret results and gain insights for this segment of the category.	Reacting		
5P2.1	Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)	The process for maintaining fiscal, physical, and technological infrastructures is based on an evaluation of the functionality and condition of the current infrastructure. The annual budgeting process, the Program Feasibility and Potential process and Academic Program Review processes also evaluate human resource needs. However, Seward County Community College considers the maintenance of the fiscal, physical and technological infrastructure very informally, using issue and maintenance logs and reporting by employees. New classrooms and labs have been built but the process by which it was determined the needs for those classrooms was not provided. The College may find it beneficial to have a process for maintaining the infrastructure and for determining future needs – such as to undertake a facilities deferred maintenance study so as to financially and operationally prepare for significant infrastructure maintenance, repair and replacement at the conclusion of the useful life of equipment and facility.	Systematic		
5P2.2	Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)	Goals are established and widely communicated through the strategic planning process, which also ensures alignment with Seward County Community College's mission, vision, and values. The budget process and oversight by the Executive Team and Board of Trustees ensures budget allocation is tied to strategic goals, operations, and educational services to students. The resource allocations of the college are tied to a values-based approach to the College's strategic planning process and development of key institutional directions. The goal setting within the budget is based upon a number of assumptions including state aid, local tax revenues, enrollment, etc., though the process for goal-	Systematic		

		setting is not clearly delineated for all goals, and not all goals are objective.			
5P2.3	Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)	The Executive Team of Seward County Community College and the Board of Trustees ensure that budget allocation aligns with the College's strategic goals, day-to-day operations, and educational needs of the students. In the case of an emergency, Seward County Community College has a reserve fund, which can be accessed immediately. The process for determining the means for allocating resources to avoid negative impact upon educational purposes is not clearly defined and seems to default to the judgments of the College's executive team and the board. An opportunity exists to clarify the process together with not-to-exceed limits and goals, as well as defining what would constitute a basis for accessing institutional reserve funds. Currently, the College has a very good CFI of 5.1, which is above the minimum of 1.25. The College is financially in good shape.	Systematic		
5P2.4	Tracking outcomes/measures utilizing appropriate tools	While documents were provided showing that the College is tracking where and how much money is spent, Seward County Community College does not appear to have processes for tracking outcomes/measures and whether the tools they are utilizing are providing useful information about resource management. Seward County Community College has an opportunity to develop process metrics and then track them in relation to this segment of the category.	Reacting		
5R2.1	Summary results of measures (include tables and figures when possible)	Seward County Community College provides financial CFI data and budget data along with audit results, which have been clear. While these indicate a positive financial situation, they do not provide outcome metrics for all elements of this segment of the category. The College has the opportunity to develop outcome metrics for this segment of the category.	Reacting		
5R2.2	Comparison of results with internal targets and external benchmarks	The relationship of the institutional results provided to processes around internal targets or peer institutions is unclear. An opportunity exists to have the annual listing of facilities investments exclude items that are custodial, consumable or otherwise non-facility items, which would provide a stronger basis of financial comparison. Comparison of these results with internal targets and external benchmarks would be beneficial to the College.	Reacting		
5R2.3	Interpretation results and insights gained	While Seward County Community College noted that their financial index has improved, the College has not provided an interpretation of results and insights gained. Seward County Community College has an opportunity to provide interpretation of results and insights gained for this segment of the category.	Reacting		
5P3.1	Building budgets to accomplish institutional goals	The Executive Team at Seward County Community College prioritizes the budget requests gathered from all cost centers and develops a draft budget for the Board of Trustees Finance Committee and eventual formal approval of the budget by the Board of Trustees. This budget process takes into	Systematic		

		account projected state appropriations and goes through an approval process along with a public comment period and public hearings. It is unclear as to the process used to conduct said prioritization, as well as alignment with institutional goals and objectives. An opportunity exists to further define this process, which could include the institutional declaration of particular priorities, which could also have the concomitant impact of reducing staff time developing budget requests that have no hope of being considered.			
5P3.2	Monitoring financial position and adjusting budgets (5.A.5)	Seward County Community College's Vice President of Finance & Operations monitors actual financial experience of the College relative to the budget plan. Although the College now builds into the budget an expected decline in state aid, it appears there is no process other than reacting with adjustments to the budget when and if a budget shortfall occurs. The College might benefit from considering more targeted responses to a budget shortfall to avoid having to make a budget adjustment for all cost centers. While budgets are reviewed on a monthly basis, relevant administrators and staff can also monitor their own departmental or unit budgets throughout the year. An opportunity exists to require all budget managers to monitor budgets regularly notifying senior administrators immediately of any unfavorability of budget to actual experiences. It is unclear why the Board of Trustees review expenditures and why bills are submitted for approval on a monthly basis. It may be more appropriate for the Board of Trustees to review expenditures above a certain limit instead. The College also may find it beneficial to develop a method to evaluate their processes for effectiveness.	Systematic		
5P3.3	Maintaining a technological infrastructure that is reliable, secure and user-friendly	Seward County Community College's Chief Information Officer (CIO) and Information Technology (I.T.) department utilize different methods to maintain Technological infrastructure. College employees complete an IT services survey to gauge and make improvements in user satisfaction, and actions have been taken based on results. The College uses a ticketing system, eSupport, providing an accessible method for employees and students to submit service request tickets. The College has also been engaged in an evaluation of its Enterprise Resource Planning (ERP) system and is reviewing proposals. Both cost and functionality are being considered. However, these activities have not been intertwined into a process, which is repeatable and can be measured for effectiveness. The College may find it beneficial to develop such a process. Seward County Community College's processes for maintaining a technological infrastructure that is secure appear incomplete with the data center being protected by limited employee access and locked doors. Cisco SmartNet is used to monitor network routers and switches. Still, Seward County Community College points to budgetary constraints and the lack of a catastrophic failure in the past five years to explain this minimal approach. Given the potential security risks, there is an	Reacting		

		opportunity to develop more robust processes to secure technology infrastructure. The fact that Seward County Community College has not experienced a catastrophic failure in the past five years may be due to chance rather than its capabilities.			
5P3.4	Maintaining a physical infrastructure that is reliable, secure and user-friendly	Seward County Community College's Director of Facilities is primarily responsible for assessing the condition of facilities and evaluating the mechanical components to prioritize needs during the budgeting process. Seward County Community College's processes for maintaining a physical infrastructure that is reliable, secure and user-friendly appear based primarily on a facilities plan that is dated 2011. Seward County Community College details a number of facilities enhancements since the last Systems Portfolio, but it is not clear whether new facilities and or renovations are based on this longer-range plan, emerging needs, or the availability of new funding (as through donations). The College might benefit from more clearly defined processes that make transparent how facilities upgrades or new buildings and equipment are prioritized and how the timelines are set, having a Master Facilities Plan that helps facilitate the physical infrastructure upgrade process, and giving consideration to accessibility—a key factor in determining whether the physical infrastructure is user-friendly.	Reacting		
5P3.5	Managing risks to ensure operational stability, including emergency preparedness	Seward County Community College risk assessment encompasses budget, facility, and human resource evaluation, annual audits, and insurance coverage. In 2017 Seward County Community College updated its emergency preparedness manual. The updated Emergency Preparedness Manual is extensive and the College has provided active shooter training for employees, and provided crisis management training for the Executive Team. The college also states that it has increased security camera coverage and is upgrading its doors in high priority areas. A RAVE alert system now notifies all employees and students about emergencies and weather-related issues. The Digital Transformation mover group focuses on improving cybersecurity, but the College acknowledges a cybersecurity awareness calendar would help to organize training and awareness initiatives across campus. This section can be further strengthened by developing processes to determine the effectiveness of the activities described above.	Systematic		
5P3.6	Tracking outcomes/measures utilizing appropriate tools	Seward County Community College stated that it uses an external audit as the basis to evaluate the effectiveness of financial management, but not processes around this approach or how this particular tool was selected. The College declares a goal to increase investment in facilities and equipment by 20% by 2020 and increase external funding by 10% per year through 2020, but it is unclear how or why these targets were set. Seward County Community College has the opportunity to develop outcome/measures to track process performance using appropriate tools.	Reacting		

5R3.1	Summary results of measures (include tables and figures when possible)	Seward County Community College would benefit from summarizing results of additional and meaningful measures of organizational effectiveness. The College has the opportunity to develop metrics to determine the effectiveness of processes in attaining outcomes.	Reacting		
5R3.2	Comparison of results with internal targets and external benchmarks	Seward County Community College provided two years of data around IT satisfaction from a small pool of employees (N=30 in 2018, no N provided for 2017). No benchmarks or targets were provided. Seward County Community College has the opportunity to develop internal targets and external benchmarks for this section of the category	Reacting		
5R3.3	Interpretation of results and insights gained	It is unclear as to the interpretations or insights made by the College beyond the general notations of results. Seward County Community College has the opportunity to interpret results and communicate insights gained.	Reacting		
6P1.1	Selecting, deploying and evaluating quality improvement initiatives	Seward County Community College has a systematic process by which it selects and deploys quality improvement initiatives. The process includes the use of the strategic goals and the systems appraisal feedback. A "Conversation Day" is the basis by which the College identifies 'big steps' and 'small steps' as strategies and goals to address. The College has undertaken a few Action Projects each year. The monitoring and evaluation of this work, from Mover Groups, is formally achieved through presentation at board meetings. The College may find it beneficial to develop outcome metrics associated with the process as well as a method of evaluation to determine the effectiveness of the process.	Systematic		
6P1.2	Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums	Seward County Community College's processes for aligning various components of its participation in AQIP seem limited. The college has produced a chart showing connections among various AQIP processes, but it is unclear how the College teams, after their review of the systems portfolio and systems appraisal feedback, have input beyond submitting recommendations to the AQIP Steering Committee. The College would find beneficial to formalize a process to consider the peer reviewer feedback (whether through Systems Appraisals, AQIP Action Projects, etc.) to ensure the most essential areas for improvement are acted on. Going forward, the Assurance Reviewers will undoubtedly offer recommendations for improvement, so it might prove useful to have a more formal, and broad-based structure in place to act on those recommendations.	Reacting		
6R1.1		From 2012 to 2017, Seward County Community College has completed sixteen (16) action projects, and it has documented 125 processes. Executive Team revised budget process, tuition and fees process, and strategic planning process for the current "Knowledge Capture Action Project." In addition, Instructional Team has a project called "1000 Improvements in 1000 days, and it documented 700 improvements in 1000 days. The College may find it beneficial to document	Systematic		

		improvements through performance data and comparison of those results before and after improvement efforts are undertaken. Only then can improvement be ensured.			
6P2.1	Developing an infrastructure and providing resources to support a culture of quality	From 2013 to date, the Seward County Community College has continued to develop and support the culture of quality through the following initiatives: Conservation Day; revised strategic planning process; improved data access through Power BI; revised enrollment management plan; program feasibility and potential process; external audits and information management processes; improved data security, capture and retention of institutional knowledge; "All Saints Day" enrollment process improvement; and revised performance evaluation process. The College could seize an opportunity to define how it creates and sustains a culture of quality, as projects alone do not define a culture.	Systematic		
6P2.2	Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)	Mover Groups record activities on projects and results. Other survey tools, including comparative/normative data sets and program reviews are used for goal setting and evaluation. Assessment of student learning is made available on the Seward County Community College's website. Still, it is unclear as to how these processes and data make an impact upon the College's culture. The College has a challenge with data analysis, which impacts its culture and operations.	Reacting		
6P2.3	Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)	The extent to which Seward County Community College learns from its experiences with CQI initiatives is unclear, since in many cases comparative results are not reported, targets and metrics are not developed, and/or analyses of what those comparisons and results mean with respect to the College performance is not provided. Thus, while the College identifies a set of questions that guide CQI, there is an opportunity to extend and broaden both the depth and breadth of the analysis.	Reacting		
6P2.4	Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution	The College has noted that the formal Action Projects process has been transitioned to organizational Mover Groups that are used to select and undertake initiatives that support institution's strategic goals. The College acknowledges areas that have fallen short of goal. Insofar as the AQIP pathway being discontinued, the College remains focused on continuous improvement. The College thus has an opportunity to define the process by which it embraces continuous quality improvement in the new Open Pathway.	Reacting		
6R2.1		Mover Groups annually report on goals and results. Key Directions on the College's long-term goals and Aspirations are also annually updated. The College has also documented a wide variety of changes and improvements at the College, though not all of these provide evidence of an impact upon a culture of quality at the College. Seward County Community College may find it beneficial to collect and analyze data on institutional performance to ensure that the quality process is impacting the culture of the institution and resulting in improved action.	Reacting		