

## **EXECUTIVE SUMMARY FOR BUTLER COMMUNITY COLLEGE**

The following are summary comments on each of the nine AQIP Categories crafted by the Appraisal Team to highlight **Butler Community College's** achievements and to identify challenges yet to be met.

This summary reflects the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

### **Category One HELPING STUDENTS LEARN:**

- Butler Community College (BCC) established a foundation for creating a strong teaching and learning environment, both inside the classroom through the PACT outcomes course assessment (formative review) and the MSAT assessment (summative review) processes, as well as outside the classroom (student services support activities assessment of student life.) It endeavors to continue the evolution of this culture through strategic planning projects and a willingness to practice continuous improvement principles. Since BCC has chosen to employ a large proportion of adjunct instructors and believes that success is reflected in achieving desired outcomes in the classroom and workplace no matter who performs the task, well-defined learning outcomes and a vigorous assessment program are critical.
- BCC can build upon this foundation by establishing program-specific outcomes with appropriate metrics for its vocational programs, incorporating assessment tools that will provide benchmark and/or comparative data, and by establishing processes for the routine and systematic analysis, communication, and use of student learning outcomes data for decision making.

### **Category Two ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES:**

- The non-instructional units of athletics, economic development and corporate training and fine arts discussed in this portfolio have made early attempts to establish a foundation to determine the *accomplishment of other distinctive objectives* for continuous quality improvement purposes by preparing mission statements and outcome objectives that complement academic units. Each unit's limited data of outcome measures is positive.
- However, the non-instructional units discussed in the portfolio, as well as BCC's other non-instructional units, need to identify and develop better approaches and strategies for deployment, integration, and institutional learning. In addition, units could enhance data collection and analyses practices, for decision-making purposes related to *accomplishing other distinctive objectives*, by developing benchmark and trend data, including comparative data, and examining data collection and analysis practices of other public and private institutions, both inside and outside higher education.
- As BCC continues to evolve its Systems Portfolio, other institutional objectives identified in the Overview merit the development of measurable outcomes, comparable analysis of processes, results, and improvement initiatives. This could ensure a comprehensive evaluation of those objectives by the institution.

### **Category Three UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS:**

- Butler Community College uses four different instruments (CCSSE, ACT Faces of the Future, Noel-Levitz Survey of Student Satisfaction, and SENSE surveys) to identify and understand students' needs. However, it is difficult to determine how these approaches are organized and practiced throughout the institution. More systematic analysis of data and the use of benchmarks and comparisons provided with the instruments can strengthen this area. Also, better communication across the College to share results and information could help the improvement cycle.
- Data concerning the needs of external stakeholders is lacking. Strategies and tools to assess the needs of other stakeholders can provide critical information for the institution. Analysis of internal and external stakeholder needs is the next step with results incorporated into continuous improvement actions.

### **Category Four VALUING PEOPLE:**

- The information and data presented for *Valuing People* seem to indicate that BCC is in the early stages of developing processes for recruiting, hiring, and developing its faculty and staff. BCC has established a foundation by developing complex processes for evaluation and hiring of full-time employees. However, processes to support current continuing and part-time employees could be developed. Most of the response to Category Four is narrative, often simply a list of processes or procedures, with little data, analysis, or measurable outcomes. Current processes and procedures could be assessed and evaluated through focus groups or satisfaction surveys with comparative data from peer institutions.
- The College provides new employee training and places a priority on its evaluation system for full-time faculty and administration. How the organization addresses the employment needs of its part-time employees is not discussed. Next steps could include expanding these evaluation systems for all employees. Professional development might be expanded beyond new employee orientation. Such opportunities should include adjunct as well as full-time employees. Lastly, if the College intends to embrace process improvement, it needs to develop and implement systems for evaluating its effectiveness in valuing employees continuously throughout their careers.

### **Category Five LEADING AND COMMUNICATING:**

- Butler Community College recognizes that it is early in the process of measuring and documenting the alignment of mission, organizational systems, and processes and is working to create this alignment. Seventeen global processes were identified and defined to guide the development of an effective organization. BCC has begun mapping and documenting these processes.
- The institution is in the early stages of developing an established process for measuring the effectiveness of its leadership and communication processes. Its greater focus should be in establishing a valid and reliable process for collecting and organizing data and information for decision-making purposes. Although BCC indicates that Learning College Principles, which are part of the IPRA process, are used as guidelines, it is unclear how the process is deployed, aligned, and integrated and who is involved. For example, no clear succession plan is detailed in the portfolio, and much of the institutional knowledge appears to be held by a few key personnel, which is often a challenge to continuity. The

portfolio could explain who and how many are involved in the process. The current process, as described, appears top-down with minimal bidirectional governance to influence decision making at all levels.

**Category Six SUPPORTING INSTITUTIONAL OPERATIONS:**

- BCC is engaged in the early stages of addressing *Supporting Institutional Operations*. It is unclear whether continuous improvement processes are in place to implement a plan, measure performance results, or plan for improvement. It is recommended that BCC ensure that *Supporting Institutional Operations* processes and performance metrics are established and reported on before the next evaluation.

**Category Seven MEASURING EFFECTIVENESS:**

- Butler Community College identified the need and created processes to begin *Measuring Effectiveness*. The College developed a model for information management. Further development and implementation of information management systems and consistent data collection, analysis, and dissemination across all units is encouraged. This can facilitate the availability of more useful and better quality data for planning improvement.

**Category Eight PLANNING CONTINUOUS IMPROVEMENT:**

- The design and initial implementation stages of the comprehensive Integrated Planning and Resource Allocation (IPRA) system have been a driving force in developing continuous quality improvement based processes. This was a first step towards a planning process through which the College could evolve. The process seems well planned and suggests a detailed process that employs a data-driven framework enabling BCC to plan for short- and longer-term improvements. Quality improvement tools and reporting templates provide for a structured and systematic approach.
- The College is engaged in the early stages of addressing criteria questions for *Planning Continuous Improvement*. It is in the second iteration of its IPRA process, but data and information collection, assessment, comparative analysis, and recommendation components of the process need to be better defined and implemented into the operational routine of the organization. The portfolio presents lengthy descriptions of procedures, but limited reportable results. Evidence of planning improvements is not provided.
- BCC anticipates that the IPRA will address many issues. Designing a process that attempts to address so many issues may result in a process that does not accomplish core objectives. The College might benefit from fully implementing the IPRA model with one specific unit such as the Economic Development and Community Services division, which is likely to be an area of growth and opportunity in the short term.

**Category Nine BUILDING COLLABORATIVE RELATIONSHIPS:**

- BCC is engaged in the early stages of addressing the category questions related to *Building Collaborative Relationships*. It has developed a model for evaluating internal and external partnership satisfaction, but data and information collection, analysis, and recommendation components of the

process need to be better defined and implemented into the operational routine of the organization. Without the implementation of measures to determine the effectiveness of *Building Collaborative Relationships*, it can be difficult for BCC to discern how effectively and efficiently its external and internal relationships function for continuous quality improvement.

- The new partnership development process will provide a framework to enable the College to systematically create, build, and assess partnerships that align with strategic goals and would extend beyond the current focus on relationships with outside educational organizations. Other strategic partnerships with area employers (in addition to health care providers), community leaders, and business associations might prove beneficial as the College looks to build career and technical offerings.