



October 24, 2011

William Wojciechowski  
President  
Pratt Community College  
348 NE SR 61  
Pratt, KS 67124

Dear President Wojciechowski:

Enclosed is a copy of Pratt Community College's *Systems Appraisal Feedback Report*. It begins with a concise Executive Summary, intended for those general readers that do not require a high level of detail. Your Systems Appraisal Team of quality experts provided extensive detail in the full report by identifying nine distinct groups of what they view as your institution's *strengths* and *opportunities for improvement*, one group for each of the nine AQIP Categories. We are also emailing your institution's AQIP Liaison a copy of this full *Systems Appraisal Feedback Report*.

To receive maximum benefit from your Systems Appraisal, you and your colleagues should plan to invest substantial time in discussing it, considering the team's observations and advice, and identifying which actions will best advance your institution. The enclosed *After Your Appraisal* details what lies ahead and how to use your Feedback Report most effectively, and explains when and how to register for your next Strategy Forum.

To comply with federal requirements, we need the CEO of the institution formally to acknowledge receipt of this report within the next two weeks, and to provide us with any comments you wish to make about it. Please read the enclosed *After Your Appraisal* suggestions *before* you decide how to respond. Limit your acknowledgement and comments to a maximum of two typewritten pages, and understand that your response will become part of your institution's permanent HLC file, to be shared with future peer reviewers who review your institution (including the next Systems Appraisal team, the next Quality Checkup visit team, and the next Reaffirmation of Accreditation panel). Email your response to [AQIP@hlcommission.org](mailto:AQIP@hlcommission.org); call me or Mary Green (at 800-621-7440 x130) if you have any questions about it.

We know you will gain real value from the Systems Appraisal Feedback and the activities it will stimulate within your institution, and we are proud to be working with you as you continue along the never-ending path to improvement.

Sincerely,

Stephen D. Spangehl  
Vice President

# **SYSTEMS APPRAISAL FEEDBACK REPORT**

in response to the *Systems Portfolio* of

## **PRATT COMMUNITY COLLEGE**

October 24, 2011



Academic  
Quality Improvement  
Program

The Higher Learning Commission **NCA**

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## EXECUTIVE SUMMARY FOR PRATT COMMUNITY COLLEGE

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

- Pratt Community College (PCC) focuses on student learning. PCC evaluates student learning through systems that consist of defining and evaluating 16 core competencies. The design and authority vested in the Faculty Assessment of Learning Committee, which reports to a committee of the Board, evidences joint accountability by the faculty and the Board. PCC could benefit from systematic and comprehensive assessment and program review processes that assess both general education outcomes and programmatic outcomes by analyzing student progress from admission to graduation and beyond. These results should be benchmarked against comparable institutions of higher learning.
- Pratt Community College focuses its non-instructional objectives on community engagement and athletics. PCC uses a variety of measures for these objectives and has incorporated some improvements in this area. While the community engagement goals align with the Kansas Board of Regents, the non-instructional goals should also align with the goals of the institution and those goals should evaluate the quality perceptions of external stakeholders. PCC has an opportunity to consider systematic processes, effective and comparative measures, and targeted improvements.
- Pratt Community College determines the needs of its students through systematic and formal processes. It is evident that the institution adopts a genuine student-centered approach to learning. The processes to determine the needs of other stakeholders are not as well defined or systematic as those used to assess student need. Moreover, an increased emphasis on the collection and analysis of data within this category, especially data relating to non-student stakeholders, will provide additional insight and guidance as to how the college meets the needs of all of its stakeholders.
- Pratt Community College values people, especially its employees and students. It has developed structured processes for the hiring, retention and training of qualified personnel to meet the employment needs of the institution. PCC recognizes the value of retaining its faculty and staff and appears to foster professional growth of its employees.

A satisfaction survey has been implemented to measure and analyze the level of employee satisfaction. Even with a reduction in state funding, the retention rate has been maintained. Future improvements might involve expanding the succession planning process to include other senior management personnel, developing ways to measure the success of processes governing employee training, productivity, and effectiveness; and developing additional methods to collect, analyze, and compare data with respect to valuing individuals. Although financial constraints may provide a hurdle to professional development, the college might want to examine other reduced cost alternatives to professional development. Because professional development is an express goal of the college, effort should be made to preserve professional development opportunities.

- Pratt Community College has made significant progress in adopting continuous quality improvement methods, including the Noel Levitz employee satisfaction survey and various other processes to maximize bottom-up communication in order to enhance communication and leadership within the organization. There remain opportunities for the institution to improve top-down communication and to focus on the input of stakeholders, such as faculty, students and staff within the leading and communicating processes. PCC is encouraged to continue propelling improvement initiatives forward as it integrates these approaches into its culture.
- Pratt Community College offers many support services to both students and staff. However, the satisfaction with these support services appears fragmented and, therefore, provides an opportunity for the college to create measurable processes that evaluate the needs of its stakeholders and determine how to address those needs. The systematic collection and analysis of operational data, including the satisfaction levels of internal and external stakeholders, will likely enhance the importance of continuous improvement of the college's operational processes.
- Pratt Community College recognizes the importance of measuring effectiveness and has implemented a number of enhancements to measure effectiveness, such as systematic use of a mid-range plan, the creation of key performance indicators, and the utilization of a dashboard system. The processes relating to measuring effectiveness appear more formalized and systematic at the organizational level when contrasted with the processes at the individual department and unit levels, which appear fragmented.

Furthermore, improvement processes appear to be driven more by external rather than internal sources. The college has the opportunity to further embed its measuring effectiveness processes within its culture to ensure that it meets the needs and objectives of all its stakeholders.

- Pratt Community College has created a culture in which more employees participate in improvement process initiatives. Process improvement teams are created when issues arise with an existing process. External comparisons are done when data is available. PCC seems to be successfully moving toward a culture of continuous quality improvement. However, the opportunity exists to include the opinions of external stakeholders and students in the planning and improvement process to ensure stakeholder needs are met. Further, PCC has an opportunity to improve the planning and improvement process by expanding its means of measuring effectiveness and addressing the lack of employee satisfaction with the process.
- While Pratt Community College has developed a process to enhance and encourage collaboration, invested time and effort into cultivating and strengthening collaborative relationships with public schools and industry, it can benefit from creating and formalizing processes that focus more externally on service and transfer entities in the community.

Accreditation issues and Strategic challenges for **Pratt Community College** are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

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## **ELEMENTS OF Pratt Community College's FEEDBACK REPORT**

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement.

Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

**Executive Summary:** Summative statements agreed upon by the Systems Appraisal Team reflecting 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.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

**Strategic and Accreditation Issues Analysis:** Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

**Critical Characteristics:** Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

**Category Feedback:** The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

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## STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

**Issues Affecting Compliance with the *Criteria for Accreditation*.** An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the



*Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Pratt Community College has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

**Issues Affecting Future Institutional Strategies.** The Systems Appraisal Team identified the following strategic issues to assist Pratt Community College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Pratt Community College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

- Pratt Community College has processes which guide the institution but the portfolio indicates that these processes are not systematic or comprehensive. Systematic, in that, the processes do not appear to flow from a detailed planning process nor incorporate coordinated purposes and goals. Comprehensive, in that, the processes do not appear to encompass all levels of the institution. Although processes exist, they do not appear to be as effectual as they could be. PCC would benefit from a purposeful alignment of processes consistent with the institution's mission and strategic planning goals. Process alignment would increase efficiency, improve effective allocation of scarce resources and expedite goal attainment. Increasing the comprehensive nature of processes will also coordinate efforts and promote "buy in" at all levels of the organization, resulting in a clearer understanding of why processes are being undertaken and the outcomes of those processes.

- Pratt Community College would benefit from a systematic and comprehensive assessment and program review process that assesses both general education outcomes and programmatic outcomes by analyzing student progress from admission to graduation and beyond. The results should be benchmarked against comparable institutions of higher learning. Such a systematic and comprehensive assessment and program review process will align with, and ensure the attainment of Pratt Community College's mission.
- Pratt Community College appears to have developed many of its educational programs and processes in isolation. The institution would benefit from increasing the inclusion of the organization's stakeholders both internal and external. This includes asking students, staff, and community members what they need and value. Such a process will reveal an improved awareness and understanding of stakeholders and more effective academic programs and processes, which will ultimately result in a greater return on investment and a more positive customer community.
- Financial challenges have been expressed throughout the portfolio. Concern was specifically raised in Category Six, where performance results for administrative support services demonstrated a decrease in case reserves over the past three years: while net cash flow has been reduced by half, expenditures have tripled. Although the global economy has created challenges for all institutions of higher education, a drastic decrease in net cash flow, accompanied by tripling expenditures, raises concern for the financial future of the institution and, therefore, necessitates a need for increased monitoring of expenditures and the budgeting process.
- While learning support is provided to students on campus, the level of learning support is not comparable for online and off campus learners. It is important for Pratt Community College to provide the same learning support opportunities to all learners. The consistency of the learning experience is important so that a learner success is not challenged by the nature of the delivery method that the student has chosen. The consistent application of student support services will likely increase Pratt Community College's student success statistics.

## USING THE FEEDBACK REPORT

The *AQIP Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

## CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Pratt Community College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Pratt Community College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

### Item Critical Characteristic

- OV1a Pratt Community College (PCC) is a rural, two year, public institution that is classified as both a community college and vocational school and awards associate degrees and occupational certificates within a declining population seven county service area in south central Kansas.
- OV1b The mission of PCC focuses on maximum student learning, individual and workforce development, high quality instruction and service, and community enrichment. PCC has adopted ten Institutional Purposes, including collaborating with state and private higher education institutions to provide additional lower division, upper division and graduate instruction.
- OV1c Forty percent of PCC students plan to earn a degree or certificate, 10+% plan to transfer, 25% are high school student, and 25% seek self-improvement. Nearly 70% of credit hours at PCC are generated by students seeking a degree or certificate, with nursing constituting the majority of degrees and certificates awarded. PCC offers very few continuing education non-credit courses. A significant portion of PCC enrollment, 25%, consists of concurrent enrollment courses offered to high school students.
- OV1d PCC is a member of the EduKan online consortium which provides learners access to degrees from any of the consortium colleges. The Wichita eLearning Service Center is used to serve online student needs.
- OV1e Approximately 43% of first time, full time, degree seeking students, at PCC, requires at least one remedial or developmental course.

- OV1f PCC integrates assessment of structured learning into the essence of the academic culture, and a shift in focus from teaching to learning is occurring.
- OV2a PCC fosters community enrichment through a variety of initiatives, including scholarships for local high school graduates; non-credit offerings to area retirees; employee participation within the community; community projects and service clubs; and the provision of certain automotive and Ag Power repair services to community members at a reduced labor cost.
- OV2b PCC has expanded its athletic programs during the previous five years, which presently results in student-athletes generating 33% of the college's credit hours and providing 74% of residence hall occupancy; as a result of this expansion, together with the revival of sports booster club, community members have greater opportunities to attend intercollegiate events. An action project is in place for academic support for student-athletics.
- OV3 PCC's primary competitors are Hutchinson and Baron County Community Colleges, both within a one hour drive of the college. However, Pratt's technical programs do not have significant competition in the region.
- OV4 PCC is the third largest employer within its community, and its college is divided into five major divisions; instruction; finance and operations; students and enrollment management; executive management; and athletics.
- OV5a PCC operates under a publically elected seven person Board of Trustees. PCC adheres to the Kansas state nine-member Board of Regents, which also oversees the state's public universities and community and technical colleges.
- OV5b Pratt Community College leadership teams consist of the President's Cabinet - comprised of the President, vice presidents, and athletic director - and the President's Council - consisting of the President's Cabinet, three instructional deans, planning and institutional effectiveness, development and board relations, staff senate, and the president of Pratt Higher Education Association. Additionally, Pratt Community College chairs serve on both an administrative council designed to share information, and an Instructional Council, designed to coordinate and to advise on instructional matters, including curriculum budgets, course schedules, and faculty development.

- OV5c PCC faculty members are unionized and have negotiated three year contracts since 1977.
- OV6 PCC has implemented several strategies to support institutional operations. These strategies include: developing a campus master plan; increasing student access to online support services; conducting service area program reviews; establishing systems to track and manage data; reducing energy costs; and installing digital imaging and scanning technology.
- OV7 College-wide data are stored and maintained in different systems that interface with each other through employee initiated transfers. The college's portal incorporates a self-service system that can be accessed by employees, students and prospective students. Department and programs manage their own data, using shared folders or network drives. The Data Management Team determines data collection/entry for student information.
- OV8a As a result of the community college and vocational school funding system, PCC is required to levy taxes on local residents, and, of the 19 community colleges within the state, PCC imposes the highest mill levy. PCC receives only 26% of its funding from the state and 60% from 9300 taxpayers.
- OV8b Due to the Kansas funding structure for community college and the pending lawsuit over related state statutes, Pratt Community College has seen a reduction in funding for technical programs. As a result, Pratt Community College has identified 4 strategic goals to promote enrollment growth: niche workforce/technical training; online learning; athletic programs and collaboration with industry and peer instructional providers.
- OV8c Key challenges include securing resources to maintain the pace of change, attracting and retaining qualified faculty and staff, increasing enrollment, and responding to demands of accountability.
- OV8d Key opportunities include growing online course offerings; increasing the number of technical and workforce developmental programs, energy and healthcare related fields, and high school offerings; collaborating with other educational institutions; and pursuing grant opportunities at both the federal and state level.

OV9 PCC has established collaborative relationships with educational institutions, employers and the workforce, service industries, professional organizations and the community itself.

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## CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these “strengths and opportunities” sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

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## AQIP CATEGORY 1: HELPING STUDENTS LEARN

*Helping Students Learn* identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pratt Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:**

**Item Critical Characteristic**

- OV1a Pratt Community College (PCC) is a rural, two year, public institution that is classified as both a community college and vocational school and awards associate degrees and occupational certificates within a declining population seven county service area in south central Kansas.
- OV1b The mission of PCC focuses on maximum student learning, individual and workforce development, high quality instruction and service, and community enrichment. PCC has adopted ten Institutional Purposes, including; collaborate with state and private higher education institutions to provide additional, lower division, upper division and graduate instruction.
- OV1c Forty percent of PCC students plan to earn a degree or certificate, 10+% plan to transfer, 25% are high school student, and 25% seek self-improvement. Nearly 70% of credit hours at PCC are generated by students seeking a degree or certificate, with nursing constituting the majority of degrees and certificates awarded. PCC offers very few continuing education non-credit courses. A significant portion of PCC enrollment, 25% consists of concurrent enrollment courses offered to high school students.
- OV1d PCC is a member of the EduKan online consortium, which allows learners access to degrees from any of the consortium colleges. The Wichita eLearning Service Center is used to serve online student needs.
- OV1e Approximately 43% of first time, full time, degree seeking students at PCC requires at least one remedial or developmental course.
- OV1f PCC integrates assessment of structured learning into the essence of the academic culture, a shift in focus from teaching to learning is occurring.
- OV8b Due to the Kansas funding structure for community college and the pending lawsuit over related state statutes, Pratt Community College has seen a reduction in funding for technical programs. As a result, Pratt Community College has identified four strategic goals to promote enrollment growth: niche workforce/technical training; online learning; athletic programs; and collaboration with industry and peer instructional providers.
- OV8d Key opportunities include growing online course offerings; increasing the number of technical and workforce developmental programs, energy and healthcare related fields,



and high school offerings; collaborating with other educational institutions; and pursuing grant opportunities at both the federal and state level.

**Here are what the Systems Appraisal Team identified as Pratt Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
1P1a	S	Pratt Community College (PCC) has developed a comprehensive Graduate Profile with 16 core competencies and expectations for all students. The college has established an annual process through the Faculty Assessment of Learning Committee (FALC), comprised of eight faculty members, for assessing the core competencies using ACT-CAAP, WorkKeys, and other assessments in targeted general education core courses. The FALC also determines learning objectives and is accountable to the VP of Instruction and the Instructional Council of the Board of Trustees.
1P1b	O	Although Pratt Community College has 16 core competencies comprising a Graduate Profile; there is no information on how these competencies were developed or how they are reviewed. PCC has an opportunity to develop a process to ensure that these competencies are reviewed by a broad stakeholder group in an on-going and systematic method.
1P2	S	Program learning objectives are determined by a faculty-driven process guided by and aligned with the College mission, program mission, and an assessment plan. The process also involves the input of external stakeholders, including Kansas Board of Regents, transfer institutions, advisory committees and industry specific certification programs.
1P3a	S	The process to design new courses and programs appears well-defined and efficient; driven by student need, advisory board recommendations, industry demand, and technological advances. Further program collaboration across the Kansas State system provides efficient use of scarce resources and reduces duplication.

- 1P3b O The process to determine new program and course need appears to be informal and generally based on faculty suggestion under the purview of the vice president. Pratt Community College has an opportunity to create a formal, systematic process to determine new program needs, in alignment with the institutional mission and planning process.
- 1P4a S Technical program advisory boards, which meet twice annually and are composed of business and industry professionals and faculty, help the College to be responsive to the needs of these constituents. The Electrical Power Technology program's advisory committee provides an excellent example of how advisory committees assume a central role in responding to industry needs.
- 1P4b O Although Pratt Community College has well-developed and responsive processes for technical programs, the design of the AAS programs appears to incorporate the general education requirements within the second year of instruction. PCC might consider integrating core general education goals within the first year of study of these programs. This approach may provide students with a greater foundational academic experience, promoting higher performance and allowing the possibility of transitioning to AA and AS, if desired.
- 1P5a S Pratt Community College has a variety of methods to determine student preparedness for both technical and transfer programs. Prospective students are administered a variety of assessments including ACT, COMPASS, ASSET, and WorkKeys. PCC also works with industry to determine the specific skills students need to meet industry expectations. Further, PCC implemented a specific action project that resulted in a successful plan of retesting and developmental coursework.
- 1P5b O Aside from technical programs such as nursing, Pratt Community College does not appear to utilize a skill-based process to follow up and measure student success. PCC might benefit from incorporating a systematic review of cut off scores and retest results; and the correlation of those

- results to student success in college-level English and math courses as well as program completion.
- 1P6a S Each year, faculty members and admissions and marketing staff meet to discuss expectations of prospective students. Prospective students are connected early with program faculty, and a variety of events prepare students for college experience and expectations.
- 1P6b O Pratt Community College requires new student orientation for nursing and student athletes with plans to broaden the orientation process to all students. PCC is encouraged to continue until this task is completed. Additionally, it is unclear how PCC communicates expectations to current students. PCC might develop a process to ensure that current students are kept advised about specific courses and programs.
- 1P7a S Through the Kansas Career Pipeline the college's Student Success Center helps students discover a course of study that considers their needs, interests, and abilities. Pratt Community College should be commended for pursuing the Action Projects Career Services and Helping students Learn.
- 1P7b O Pratt Community College is currently using an action project to better develop a process to help students more purposefully select programs. PCC is encouraged to pursue this through implementation.
- 1P8 SS Pratt Community College has a well-developed process to identify and assist underprepared students, including placements based on qualifiers, enrollment support, paired courses, case managers, and interventions for "Academic Alert" students.
- 1P9 O Although expectations for effective learning are developed and communicated using the assessment of learning process, Pratt Community College has no formal process for detecting and addressing student learning styles. PCC might consider developing a process to help students, particularly entering students, detect their individual learning styles and provide staff development for faculty on learning styles.

- 1P10a S PCC has processes in place to address the needs of student subgroups. It offers both disability support services and accommodations to students who need such services, and its buildings appear to be accessible. Additionally, the college has identified new student subgroups to whom services and assistance are offered, including student-athletes and those interested in pursuing leadership roles. The student-athlete action project provides an excellent example of collaboration among various sectors of the college.
- 1P10b O Pratt Community College has an opportunity to improve student learning by implementing a college-wide learning support program. Currently, learning support programs are available to athletes, rather than to all students.
- 1P11a S The FALC identifies and communicates learning and assessment expectations to all faculty members. Course syllabi also communicate learning outcomes to students. Further, assessment processes tie into the faculty performance approval and improvement systems. Assessment reports regarding overall outcomes are reviewed annually by the Board of Trustees.
- 1P11b O There is not a clear process in place for evaluating how faculty members improve teaching or learning expectations. Results of evaluations are reviewed by faculty with deans, but there is no defined method on how the evaluations are carried out. Also, the majority of faculty and their courses are evaluated only every three to four years. PCC has an opportunity to develop a systematic process to evaluate learning expectations and to communicate how faculty, whether full or part time, could improve teaching on a more frequent basis.
- 1P12a S Pratt Community College offers its courses in a variety of modalities, including face-to-face, hybrid, interactive television, and mid-semester options.
- 1P12b O Although PCC has a method of building courses and schedules based on the previous year's schedule and instructor preference, the task is not

- conducted within a systematic process that ensures effective and efficient course delivery. PCC might consider developing a systematic process to determine student needs and program requirements as the basis for determining a course delivery system.
- 1P13a S The College utilizes a well-established process that relies on external stakeholders including employers, advisory committees, and third-party accreditation agencies, to determine whether technical programs and courses are effective and updated.
- 1P13b O Although Pratt Community College assesses student learning for the core competencies relative to the Graduate Profile, the program review process is not fully functional. Pratt Community College acknowledges that its internal processes relating to instructional reviews pose a challenge for which an improvement strategy has been developed.
- 1P14a S The process to modify courses involves a variety of internal and external stakeholders, including deans, faculty, students, and advisory committee members.
- 1P14b O PCC has no formal or systematic process to discontinue programs. PCC might benefit from developing a formal process possibly using a functional program review process to evaluate courses and programs relative to discontinuation.
- 1P15a S Learning support needs of students and faculty are determined and addressed through student surveys, advisory board input, assessment of learning process, and new program design. Students are surveyed within the first 8 weeks of their arrival to assess how often certain services are used and of their satisfaction of those services. The Noel-Levitz Student Satisfaction Inventory is also used.
- 1P15b O Although PCC has a variety of support resources available to on-campus students it is unclear how it provides support resources to on-line and off-campus students beyond remote library access. PCC might develop methods of determining learning support needs of online and off-site students.

- 1P16 O Pratt Community College does not demonstrate a process to define and align co-curricular activity objectives with general education and programmatic outcomes. Pratt Community College might benefit from developing a process that creates co-curricular objectives aligned with its core competencies.
- 1P17a S The Instructional Council reviews degree requirements to ensure a balance between general education and core courses for the discipline. Additionally, the ACT-CAAP and WorkKeys and, when appropriate, licensure exams are required of all graduates.
- 1P17b O Although each program has the required general education program PCC appears to rely on a few nationally standardized test as its graduation requirement. PCC might benefit from a broader set of measures to assess student learning. Such measures could originate from a systematic program review process that incorporates program-level student learning goal attainment and more long-term follow up with employment and alumni.
- 1P18 S The assessment process is directed by the Faculty Assessment of Learning Committee. Each program submits an annual assessment report containing the results of the assessment process, problems identified, and recommendations for corrective action. Moreover, assessment data are provided to the Board of Trustees and, in some form, published in the College's institutional effectiveness report.
- 1R1a S The college collects a variety of data that measure student learning and development, including academic performance, retention and persistence, certification passage rates, employer satisfaction, and transfer performance.
- 1R1b O Although PCC appears to use standard metrics for evaluating student learning and development, the data do not represent the progression of learning and general and programmatic education outcomes attainment. PCC might benefit from identifying and collecting measures that represent

- the progression of learning as well as general education and programmatic education outcome attainment.
- 1R2a S The Graduate Matrix Performance - which incorporates nationally standardized exams and targeted courses and program performance results, as well as graduation, transfer, and persistence rates - is assessed departmentally and institutionally, with results being key indicators for the College Mid Range Plan on student learning.
- 1R2b O While PCC has created a Graduate Profile Matrix and it appears that the college meets or exceeds most benchmarks it is unclear what corrective actions are in place if a benchmark or competency is missed.
- 1R3 O Although PCC provides some broad data, including comparative data, relating to its developmental, nursing, and automotive programs, specific performance results of students in other programs are not provided, even though assessments, such as the WorkKeys, are utilized in those other programs.
- 1R4 S PCC gathers data from Kansas Board of Regents about transfer student performance at multiple transfer institutions and surveys employers, particularly those employing students who received work ready certificates, on student employee quality and satisfaction.
- 1R5-1R6a S PCC uses internally and externally created surveys to gather performance results for both its students and for comparative purposes.
- 1R5-1R6b O Student surveys identified lower satisfaction levels with instructional effectiveness and services for support and advising, such as tutoring and career services. PCC is encouraged to move improvement plans forward through implementation.
- 1I1a S PCC has implemented a number of recent improvements resulting from action projects relating to developmental reading and writing. Most notable is the improved developmental reading and writing success rates over the past four years.

- 111b O Although PCC has a fairly systematic process for determining student learning achievement and support at the general education level, there does not appear to be a well-developed and active process at the program level. PCC might benefit from developing systematic, comprehensive, and formalized learning-related processes.
- 112a S PCC should be commended for its strong involvement of faculty in assessing student learning. The college has identified the need to improve its assessment of learning support services. To this end, it has initiated a Title III grant for advising and support services for at-risk students; a PASS Action Project with the focus on student-athlete success and retention; and a Career Services Action Project with the focus on early intervention for undecided students.
- 112b O PCC is in the initial stages of using data to help improve student support. PCC should ensure that this action moves forward.

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## **AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES**

*Accomplishing Other Distinctive Objectives* addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pratt Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:**

***Item Critical Characteristic***

- OV2a PCC fosters community enrichment through a variety of initiatives, including scholarships for local high school graduates; non-credit offerings to area retirees; employee participation within the community; community projects and service clubs; and



the provision of certain automotive and Ag Power repair services to community members at a reduced labor cost.

OV2b PCC has expanded its athletic programs during the previous five years, which presently results in student-athletes generating 33% of the college's credit hours and providing 74% of residence hall occupancy; as a result of this expansion, together with the revival of a sports booster club, community members have greater opportunities to attend intercollegiate events. An action project is in place for academic support for student-athletics.

**Here are what the Systems Appraisal Team identified as Pratt Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
2P1a	S	It is clear that the Pratt Community College utilizes processes to accomplish its objectives relating to athletics and community engagement and that these processes involve other departments while simultaneously avoiding duplication of services.
2P1b	O	Although PCC has a systematic process for fundraising efforts, there does not appear to be a consistent process for the combined non-instructional activities.
2P2a	S	Faculty and staff are an integral part in the planning stages of projects, objectives and goals. Input is also derived from stakeholders through student focus groups, meetings with peer institutions and advisory groups.
2P2b	O	PCC uses informal methods to determine the non-instructional objectives based on responses from employee committees, councils, or groups. PCC has an opportunity to develop a formal process for determining non-instructional objectives.
2P3	O	There are a variety of methods established by which PCC communicates expectations about major non-instructional objectives. However, PCC

would benefit by sharing the expectations revolving around the non-instructional objectives through an organized communication process.

- 2P4a        S        The appropriateness and value of non-instructional objectives is addressed during the annual planning process and “external scans” are used at times to assess the appropriateness and value of non-instructional objectives. Non-instructional goals such as community engagement are coordinated with the goals of the Kansas Board of Regents.
- 2P4b        O        Although PCC reviews its non-learning objectives during an annual planning process it is unclear as to what criteria the College uses to actually assess the appropriateness and value of its other distinctive objectives.
- 2P5         O        PCC has the opportunity to address faculty and staff needs beyond the athletic department by collaborating more across the campus in a systematic fashion.
- 2P6a        S        Due to the small size of faculty and staff, the impact of major non-instructional activities is planned and considered carefully so that instruction and student services are not affected.
- 2P6b        O        PCC has an opportunity to be more strategic in determining personnel impact on objectives and processes.
- 2R1         S        Non-instructional objectives that are included in the Mid-Range Plan have key performance indicators that are tracked, regularly reported to the Board of Trustees, and reviewed during the annual planning cycle.
- 2R2         O        Community engagement has been a goal of the Board of Trustees. More employees and students are participating in community events than in the past. The PCC Foundation revenue remains fairly stable. Local economic impact is variable. The College is encouraged to continue strengthening these new efforts.

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| 2R3  | OO | Pratt CC may benefit from benchmarking against other institutions of higher learning that have comparable distinctive objectives of community engagement.   |
| 2R4  | O  | PCC has not established a clear link between its non-instructional objectives and the institution, nor has it demonstrated how these objectives enhance its relationship with the community.  |
| 2I1a | S  | The percentage of full-time students and employees participating in community service activities as well as the number of visitors to campus has steadily increased.  |
| 2I1b | O  | Pratt CC has the opportunity to centralize non-instructional activities to provide a more organized approach.   |
| 2I2  | S  | PCC has selected specific processes to improve based upon its culture and infrastructure; specifically, PCC plans to improve the student athletic preparedness and community engagement. PCC should carefully maintain the momentum through the development of systematic processes, identification and gathering of measures and performance results, and targeted improvements. |

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### **AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS**

*Understanding Students' and Other Stakeholders' Needs* examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pratt Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:**

**Item    Critical Characteristic**

- OV1c Forty percent of PCC students plan to earn a degree or certificate, 10+% plan to transfer, 25% are high school student, and 25% seek self-improvement. Nearly 70% of credit hours at PCC are generated by students seeking a degree or certificate, with nursing constituting the majority of degrees and certificates awarded. PCC offers very few continuing education non-credit courses. A significant portion of PCC enrollment, 25%, consists of concurrent enrollment courses offered to high school students.
  
- OV1d PCC is a member of the EduKan online consortium which provides learners access to degrees from any of the consortium colleges. The Wichita eLearning Service Center is used to serve online student needs.
  
- OV1e Approximately 43% of first time, full time, degree seeking students, at PCC, requires at least one remedial or developmental course.
  
- OV2a PCC fosters community enrichment through a variety of initiatives, including scholarships for local high school graduates; non-credit offerings to area retirees; employee participation within the community; community projects and service clubs; and the provision of certain automotive and Ag Power repair services to community members at a reduced labor cost.
  
- OV3 PCC's primary competitors are Hutchinson and Baron County Community Colleges, both within one hour drive of the college. However, PCC's technical programs do not have significant competition in the region.
  
- OV9 PCC has established collaborative relationships with educational institutions, employers and the workforce, service industries, professional organizations and the community itself.

**Here are what the Systems Appraisal Team identified as Pratt Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
3P1	S	Changing needs of student groups are identified through the Student Leadership Council. Student-group representatives also participate in monthly Board of Trustee meetings. The changing needs of students are

- identified, analyzed and evaluated through a variety of assessments, both qualitative and quantitative.
- 3P2a            S        PCC has a number of programs to build and maintain relationships with students. PCC leverages its small school and rural area with its ability to provide one-on-one relationship building and maintenance, including lunch and leadership sessions, orientation, advising and case management.
- 3P2b            O        Pratt Community College has an opportunity to continue to reach out to a wider audience of students in order to determine student needs. The incorporation of surveys and focus groups may lead to broader input by a variety of students.
- 3P3             O        Although, the college has multiple avenues to gather feedback from key stakeholder groups, there appears to be no formalized process to target any specific audience nor to analyze the information and feedback at an institutional level. Pratt Community College might benefit from developing a formalized process to address the changing needs of stakeholder groups.
- 3P4a            S        Recognizing that community engagement is critical to its success, the college places special emphasis on building positive relationships with its community. PCC encourages the community to utilize its facilities, seeks relationships with its area K12 schools, and communicates the importance of community relations with its faculty and staff.
- 3P4b            O        Pratt Community College has the opportunity to build relationships with each of the other stakeholder groups that were identified within its Category 3 overview. It is unclear how relationships with these additional stakeholders are addressed or maintained. Pratt CC might consider developing a flowchart for how it builds and maintains those different relationships. From there, a formalized process may emerge.
- 3P5             O        While the college addresses stakeholder needs through a planning process or through targeted opportunities, it is not clear as to how- that is, what criteria are used to determine whether new groups should be

targeted. PCC has an opportunity to create more well-defined and systematic processes at the college in order to better understand how to target new students and stakeholders.

- 3P6 O While Pratt CC collects complaint information there currently is no formal process for systematically collecting and analyzing complaints. The college might benefit from developing processes to collect and analyze complaint information for both students and other key stakeholders.
- 3R1a S The college uses a variety of formal measures to determine both student and employee satisfaction. Most notables, to gauge student satisfaction, the Noel-Levitz SSI is used, together with the Institutional Residence Life Student satisfaction Survey and the New Student Survey. Faculty satisfaction is determined with the Noel-Levitz ESS, along with Employee satisfaction surveys.
- 3R1b O Although PCC identifies some measures for stakeholder satisfaction; it does not for all of its identified stakeholders. The College might benefit from developing formal measures of the satisfaction of other key stakeholders as previously identified.
- 3R2a S The college has a variety of performance results for student satisfaction and had an AQIP Action Project focused on new student transition to college.
- 3R2b O The student satisfaction data PCC currently collects demonstrates that student satisfaction is below that seen in 2007. The college is encouraged to find ways to improved upon these scores.
- 3R3 O PCC provides data from a number of activities related to building student relationships. This process could be further strengthened by collecting additional data from other activities and from surveys that expressly and directly measure the perceived relationship the students possess with the college. The college has the opportunity to develop systematic process and metrics for identifying student needs.

- 3R4a S PCC has received full performance funding every year since 2005 as a result of the Kansas Board of Regents performance based funding system. In addition, local employers rate their satisfaction with vocational completers very highly.
- 3R4b O While the college is experiencing high satisfaction from vocational program completers it is unclear what results it is experiencing with other stakeholders. PCC might also try to collect satisfaction information from parents, taxpayers, donors, four-year institutions and graduates. In addition, other performance result data, such as employee satisfaction and exit interviews, are not provided, even though the college collects such data.
- 3R5 O PCC has the opportunity to develop systematic mechanisms to measure their effectiveness in building relationships with key stakeholders, beyond only community engagement.
- 3R6a S Comparative data is obtained through the use of Noel-Levitz Student Satisfaction Surveys and through the National Community College Benchmarking Project. These benchmarks demonstrate that PCC met or exceeded the 80<sup>th</sup> percentile of the other 210 participants.
- 3R6b O Although the college provides some data regarding student satisfaction, other comparative data are not provided, even though such data are available through the National Community College Benchmarking Project.
- 3I1 S The college uses available qualitative and quantitative data to make improvements to the student experience. The College has made many improvements in direct response to feedback from students, including better orientation for nursing students, improved signage to student services, expanded College Health Services and Club 62+ for seniors. This is evident of a culture that focuses on continuous improvement.
- 3I2 O PCC appears to be a student-centered organization that is also aware of the importance of community relations and of its commitment to initiatives, such as its lunch and leadership sessions and its senior citizen club. Although the college is beginning to use both qualitative and

quantitative data, there is no mention of how the culture and infrastructure help select for areas for improvement and how new targets are set.

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## **AQIP CATEGORY 4: VALUING PEOPLE**

*Valuing People* explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pratt Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:**

***Item    Critical Characteristic***

- OV2a PCC fosters community enrichment through a variety of initiatives, including scholarships for local high school graduates; non-credit offerings to area retirees; employee participation within the community; community projects and service clubs; and provision of certain automotive and Ag Power repair services to community members at a reduced labor cost.
- OV4 PCC is the third largest employer within its community, and its college is divided into five major divisions; instruction; finance and operations; students and enrollment management; executive management; and athletics.
- OV5b Pratt Community College's leadership teams consist of the President's Cabinet - comprised of the President, vice presidents, and athletic director - and the President's Council - consisting of the President's Cabinet, three instructional deans, planning and institutional effectiveness, development and board relations, staff senate, and the president of Pratt Higher Education Association. Additionally, Pratt Community College



chairs serve on both an administrative council, designed to share information, and an Instructional Council, designed to coordinate and to advise on instructional matters including curriculum budgets, course schedules and faculty development.

OV5c PCC faculty members are unionized and have negotiated three year contracts since 1977.

OV8c Key challenges include securing resources to maintain the pace of change, attracting and retaining qualified faculty and staff, increasing enrollment, and responding to demands of accountability.

**Here are what the Systems Appraisal Team identified as Pratt Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
4P1a	S	Following a study conducted by an external consultant, PCC has a process in place to determine specific credentials, skills, and values required of its employees, including faculty and staff. The college utilizes a grade classification schedule to identify required credentials for particular positions. Moreover, review processes are in place to determine modifications to its grade classification schedule.
4P1b	O	Although there is a clear credentialing process for full-time employees, there does not appear to be a process in place for part-time employees and adjunct faculty. Pratt Community College might benefit from developing a similar credentialing process for part-time employees.
4P2	S	PCC has a well-defined, 11-step process with checks and balances to ensure hiring quality employees. The process requires essay questions designed to assess student-centeredness and writing skills, and also involves interviews by the individuals who will work closely with the position.
4P3a	S	The college recruits employees through advertisements on websites and in newspapers through internal announcements, and through its

employees. The college retains employees by offering financial incentives, rewards and recognition for retention.

- 4P3b O PCC has processes in place which are to incentivize employees to be retained by the institution. It is not clear whether the institution has identified whether these processes are valued by the employees. PCC could benefit from aligning incentives with what employees value.
- 4P4a S All new PCC employees participate in an orientation program that includes meeting with the President to discuss PCC's mission and customer service training, one of PCC's core values.
- 4P4b O Although Pratt Community College has an initial new full-time employee orientation there is no mention of follow-up for current full-time employees or part-time employees. PCC might benefit from developing processes to provide orientation follow-up for new employees, updates and affirmation for current full-time employees, and an orientation and follow-up for part-time employees including adjunct faculty.
- 4P5a S PCC has a formal succession plan for the presidency. Also, it has a formal process to allow current employees to apply for vacated positions.
- 4P5b O Although the college has a succession plan in place with respect to its presidency position, it does not appear that the succession plan extends to other college personnel, including other senior management positions.
- 4P6a S The college strives to improve efficiency by using digital scanning and by communicating information through shared drives and its intranet. It also relies on Continuous Quality Improvement process teams, cross-functional committees, staff self-evaluation, and an employee assistance program to improve processes and promote employee satisfaction.
- 4P6b O Although PCC has a variety of methods to contribute to increasing productivity, efficiency, communication, and satisfaction, there does not appear to be a systematic process to coordinate and align these efforts. PCC might benefit from developing a systematic process to combine the different efforts.

4P7	S	PCC's compliance with ethical requirements is guided by both external and internal forces. The college adheres to governmental laws and regulations, and together with its own policies and rules for a code of ethics, conflict of interest, and complaint and grievance procedures.
4P8	S	The college recognizes the importance of training by identifying professional development as one of its institutional goals. Training needs are determined by system changes, employee recommendations, administrative directives, or opportunities that present themselves from student surveys or focus groups.
4P9a	S	PCC requires professional development plans for all full-time staff and provides a variety of opportunities to develop employees including leadership and skill development, workshops, seminars, and tuition reimbursement and/or remission.
4P9b	O	PCC acknowledges that they need to reinforce training and to expend additional resources on the processes put into place by the professional development plans.
4P10a	S	The college uses a well-defined process to evaluate all half time or more personnel. The process incorporates a self-evaluation procedure and results in a customized action plan for each employee who is evaluated. Additionally, the evaluation process is aligned with the college's values.
4P10b	O	PCC has the opportunity to formalize the process for evaluating the college president, expand the evaluation process to include part-time employees, and shorten the interval of evaluating non-probationary faculty.
4P11a	S	PCC has a clear process in place to ensure employee recognition, rewards, compensation, and benefits align with institutional, program and service objectives.
4P11b	O	Students do not have input into the recognition activities and rewards. PCC could benefit from seeking student input in these activities, as well

as aligning employee recognition, rewards, compensation, and benefits with what is valued by employees.

- 4P12a      S      The college administers an annual survey to elicit information and feedback from its employees. The results of the survey are examined by a committee that is charged with identifying strengths and challenges.
- 4P12b      O      PCC has recently made a concerted effort in determining key issues with its employee base stemming from the 2008 AQIP Action Project. Caution should be given to developing a functioning systematic process to continue this great momentum.
- 4P13a      S      PCC has multiple activities in place to provide for employee satisfaction, health and safety, and well-being. PCC uses committees, one-on-one or all employee meetings, and surveys for staff to voice issues related to satisfaction. Health and safety are promoted through the Healthy Lifestyles Advocacy Committee and various safety training events.
- 4P13b      O      It is unclear as to whether the college possesses a formalized and systematic process to evaluate the effectiveness of its satisfaction, safety, health, and well-being services it offers to its employees.
- 4R1        O      Although PCC indicates it collects and analyzes measures from a variety of services, it is unclear on the frequency, which measures are used, and how these tie directly to the processes in place. Nor does it appear that the college has any measures to indicate how it values its external stakeholders. PCC has an opportunity to develop a systematic process to assess how employees are valued.
- 4R2        O      PCC has seen employee retention increase while expenditures for training have decreased. The Noel Levitz Employee Satisfaction Survey is referenced and targeted actions were outlined however, there is no indication of what those measures actually revealed. PCC has an opportunity to improve expenditures for training and provide results of the Noel Levitz survey.

- 4R3            OO    Aside from cost per credit hour, PCC appears to have no substantive evidence indicating the productivity and effectiveness of the employee base. PCC might benefit from developing systematic methods to gather evidence to gauge employee productivity and effectiveness in achieving institutional goals.
- 4R4            O     PCC has established institutional performance targets based upon the nature of the community. Benchmarking has been structured using local institutions for comparison. PCC might benefit from continuing these comparisons, but also looking at other comparative data within the Kansas system.
- 4I1            S     The college has improved a variety of processes designed to value people. It recently implemented the employee satisfaction survey, and focused on better supervisor training.
- 4I2            O     Although initial efforts have been made in terms of both actions and culture change which is commendable, caution needs to be taken to ensure these efforts evolve into systematic and comprehensive activities that support the culture and infrastructure.

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## **AQIP CATEGORY 5: LEADING AND COMMUNICATING**

*Leading And Communicating* addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pratt Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:**

**Item Critical Characteristic**

- OV1b The mission of PCC focuses on maximum student learning, individual and workforce development, high quality instruction and service, and community enrichment. PCC has adopted ten Institutional Purposes, including collaborating with state and private higher education institutions to provide additional lower division, upper division and graduate instruction.
- OV5a PCC operates under a publically elected seven person Board of Trustees. PCC adheres to the Kansas state nine-member Board of Regents, which also oversees the state's public universities and community and technical colleges.
- OV5b PCC's leadership teams consist of the President's Cabinet - comprised of the President, vice presidents, and athletic director - and the President's Council - consisting of the President's Cabinet, three instructional deans, planning and institutional effectiveness, development and board relations, staff senate, and the president of Pratt Higher Education Association. Additionally, PCC chairs serve on both an administrative council, designed to share information, and an Instructional Council, designed to coordinate and advise on instructional matters including curriculum budgets, course schedules and faculty development.
- OV5c PCC faculty members are unionized and have negotiated three year contracts since 1977.
- OV8c Key challenges include securing resources to maintain the pace of change, attracting and retaining qualified faculty and staff, increasing enrollment, and responding to demands of accountability.

**Here are what the Systems Appraisal Team identified as Pratt Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
5P1a	S	Mission and values statements are reviewed annually as part of the college annual planning process.
5P1b	O	While department chairs and directors are involved in the annual review of the institutional mission and value statements an opportunity is present

- for input from students and other stakeholders which is not currently represented.
- 5P2a S PCC's mission, vision, and values are used by the Board of Trustees and administration to help establish institutional goals.
- 5P2b O Although short- and long-term goals appear to align with the college's mission, vision, and values minimal evidence is provided that explains how the college leaders actually set directions to ensure alignment.
- 5P3 O While staff and students participate in cross functional teams the needs of stakeholders do not form the bases for setting institutional direction.
- 5P4 O Although the college appears to continuously explore new opportunities it is unclear as to how the leadership ensure that focus remains on students and learning. PCC might benefit from tying the institutional strategic plan, mission, vision, and most of all stakeholder needs into a systematic process for determining future opportunities.
- 5P5a S Multiple committees and councils make recommendations to leadership. There are channels established for recommendations to be filtered through and up to the leadership.
- 5P5b O It is unclear how decisions are made and who or what group is tasked with carrying them out. PCC might benefit from developing a systemic process clarifying the decision-making process and responsibilities throughout the organization.
- 5P6 O The college has become more deliberate in its use of data in decision making. However, there is an opportunity for it to establish a more formalized or centralized institutional research office.
- 5P7a S PCC hosts numerous formal, informal, and technologically supported methods for employees to be connected.
- 5P7b O Although PCC has different communication channels, it is unclear how often many of the councils/groups meet, and how much cross-institutional/council communication exists. There is also an opportunity to

clarify how two-way communication is established, particularly for students, adjuncts, and the public.

- 5P8 O Communication of the college's mission, vision, and values appears to be communicated solely by the college president; it is unclear as to how other senior leaders at PCC continuously communicate the college's mission, vision, and values.
- 5P9a S PCC encourages leadership development within its full-time employee base through release time, compensation, quality improvement team participation, meeting and council backfill, taskforce participation, and staff senate positions. Additionally, PCC has implemented supervisory training, which includes elements of leadership, organizational theory, and management.
- 5P9b O While opportunities for learning are present it would be beneficial to provide an organized process for the advancement of faculty and staff through professional and leadership development.
- 5P10 O PCC has no formal employee succession plan other than the one for the president. Further, there is no clear indication of what the presidential succession plan actually is. PCC might benefit from developing a systematic process for employee succession, particularly in critical operational areas.
- 5R1 S PCC provides employees an annual survey in which they can comment on their immediate supervisor, senior leadership and the Board of Trustees.
- 5R1-5R3 OO Although PCC has identified measures and has obtained results from NLESS, there is no longitudinal comparison, nor are other measures used to provide a better understanding of the results of efforts and processes in Leading and Communicating. PCC might benefit from developing systematic processes identifying a variety of performance measures, and gathering evidence, and providing results to better guide any improvement efforts.



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| 5I1 | S | The implementation of the employee satisfaction survey represents an important step in improving communication and leadership issues, and it appears that the college has already initiated action in response to the first survey. Specifically, the college now provides an AQIP newsletter to its employees, and the president has increased the frequency of communication with staff. These efforts seem fairly new and should be carefully nurtured to capitalize on the early momentum. |
| 5I2 | S | The use of the recently enacted employee satisfaction survey, combined with Continuous Quality Improvement concepts being embedded into the culture, appears to have created an atmosphere wherein communication and employee morale have increased.   |

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## **AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS**

*Supporting Institutional Operations* addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pratt Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:**

***Item    Critical Characteristic***

- OV1b The mission of PCC focuses on maximum student learning, individual and workforce development, high quality instruction and service, and community enrichment. PCC has adopted ten Institutional Purposes, including collaborating with state and private higher education institutions to provide additional, lower division, upper division and graduate instruction.
- OV1f PCC integrates assessment of structured learning into the essence of the academic culture, and a shift in focus from teaching to learning is occurring.

- OV5b PCC's leadership teams consist of the President's Cabinet - comprised of the President, vice presidents, and athletic director - and the President's Council - consisting of the President's Cabinet, three instructional deans, planning and institutional effectiveness, development and board relations, staff senate, and the president of Pratt Higher Education Association. Additionally PCC chairs serve on both an administrative council designed to share information, and an Instructional Council, designed to coordinate and to advise on instructional matters, including curriculum budgets, course schedules, and faculty development.
- OV6 PCC has implemented several strategies to support institutional operations. These strategies include: developing a campus master plan; increasing student access to online support services; conducting service area program reviews; establishing systems to track and manage data; reducing energy costs; and installing digital imaging and scanning technology.
- OV7 College-wide data are stored and maintained in different systems that interface with each other through employee initiated transfers. The college's portal incorporates a self-service system that can be accessed by employees, students, and prospective students. Department and programs manage their own data using shared folders or network drives. The Data Management Team determines data collection/entry for student information.
- OV8d Key opportunities include growing online course offerings; increasing the number of technical and workforce developmental programs, energy and healthcare related fields, and high school offerings; collaborating with other educational institutions; and pursuing grant opportunities at both the federal and state level.

**Here are what the Systems Appraisal Team identified as Pratt Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
6P1a	S	Support service needs originate from a variety of internal and external sources and are determined through surveys, meetings, campus visits, staff feedback, and assessment sources. Notably, the process includes

- external stakeholders, such as advisory committees, businesses and other institutions of higher education.
- 6P1b      O      While PCC has many mechanisms to meet student and stakeholder support needs, the opportunity exists to develop structured and consistent mechanisms to identify student support needs.
- 6P2      O      The college has a five-year cycle for conducting program reviews of operational departments. As PCC acknowledges, it lacks a systematic process to continuously review administrative support services needs. PCC is encouraged to continue improving upon the processes put in place over the past year.
- 6P3a      S      The college has both a Crisis Intervention and Emergency Preparedness Plan and an Emergency Recovery and Restoration Plan in place. These plans have a structured chain of command and reporting system.
- 6P3b      O      Although the PCC maintains the Crisis Intervention Preparedness Plan and the Emergency Recovery and Restoration Plan, there appears to be no clear systematic process to oversee physical safety and security. PCC might benefit from developing a systematic process for the review and implementation of initiatives related to physical safety and security.
- 6P4a      S      Student support service functions use continuous quality improvement process measures to assess performance.
- 6P4b      O      PCC has a commendable continuous improvement process that publishes and reviews various operational procedures, but minimal mention is made of how those procedures and processes are actually managed on a daily basis to ensure that they are being executed appropriately. Although some processes are present, PCC has an opportunity to expand upon and deepen the key student, administrative and organizational support processes to ensure they are addressing support needs.
- 6P5      O      Although the college has improved a variety of operational processes, and has created an Action Project team to address the issue, there does

not appear to be a systematic process in place to ensure that those published procedures are communicated throughout the college on a consistent bases. Information is made available on network drives, but such communication is more “passive: than “active,” in that the communication process relies on the recipient to take extra steps to close the communication loop. The college has the opportunity to develop and implement a structured process whereby the department or divisions are responsible to review and update procedures.

- 6RI S The college uses a variety of tools to measure support service processes including surveys and focus groups. Measures are based upon the satisfaction of the stakeholders served.
- 6R2a S The college provides some performance results including longitudinal and comparative data with some gap analysis and benchmarking.
- 6R2b O Although the PCC provides performance results from a student satisfaction survey and a service ratio analysis, other performance results are not provided, even though specific performance measures are listed.
- 6R3a O The college has the opportunity to measure student support service effectiveness through stakeholder satisfaction with services rather than the volume of activity for each service.
- 6R3b OO Performance results for administrative support services demonstrate that case reserves have diminished over the past three years, while the return on net assets ratio has increased over the same period. The net cash flow has been reduced by half while expenditures have tripled.
- 6R4 O Although the data are reviewed, there does not appear to be a systematic process in place to ensure that the data are actually used to improve processes, especially those without target goals. PCC has an opportunity to develop more systematic processes and reporting to ensure that support areas receive and utilizes available data to improve services.
- 6R5 O PCC has the opportunity to improve measures of satisfaction to meet those of Kansas community college peers as well as to improve

- benchmarks to align with the NCCBP levels. PCC also has an opportunity to study the root cause for such measures and to strategize on ways to improve the results. Also, please refer to category 6R3.
- 6I1            S        PCC has used the results of the quality improvement process to improve student support services.
- 6I2a           S        Smaller process issues are handled inter-departmentally and larger process issues are brought forward for action and team planning. The President's Council uses cross-functional teams to identify needed improvements and a system of continuous quality improvement is in place with regard to some student support services.
- 6I2b           O        Continuous improvement is becoming embedded within the college's culture, but it appears as though the improvement of operational processes does not receive the same focus as other aspects of the college: i.e. Valuing People.

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## **AQIP CATEGORY 7: MEASURING EFFECTIVENESS**

*Measuring Effectiveness* examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pratt Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:**

***Item    Critical Characteristic***

- OV1f    PCC integrates assessment of structured learning into the essence of the academic culture, a shift in focus from teaching to learning is occurring.

- OV6 PCC has implemented several strategies to support institutional operations. These strategies include: developing a campus master plan; increasing student access to online support services; conducting service area program reviews; establishing systems to track and manage data; reducing energy costs; and installing digital imaging and scanning technology.
- OV7 College-wide data are stored and maintained in different systems that interface with each other through employee initiated transfers. The college's portal incorporates a self-service system that can be accessed by employees, students and prospective students. Department and programs manage their own data using shared folders or network drives. The Data Management Team determines data collection/entry for student information.

**Here are what the Systems Appraisal Team identified as Pratt Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
7P1a	S	Data and information selected align with PCC's mission statement, values, and goals, together with its Mid-Range Plan, and the data, including key performance indicators, are maintained through an established committee process. The Faculty Assessment of Learning Committee disseminates the data on an annual basis. The data are utilized by the college and the individual departments thereof.
7P1b	O	PCC has the opportunity to make its processes relating to the selection, management, and distribution of data systematic.
7P2	S	Data are selected and managed in accordance with PCC's Mid-Range Plan, which identifies multiple goals and key performance indicators used for continuous improvement efforts. The data are subsequently distributed to employees through a variety of methods, including reports and monthly CQI newsletters.
7P3	O	Although the process for determining the data needs of the college itself is established, as evidenced by the continuous use of the Mid-Range

- plan, PCC has an opportunity to improve the process as it relates to confirming the data needs of its individual departments and units.
- 7P4a            S        Data and information regarding overall performance are reviewed by the board, the president's cabinet, and the president's council. Performance data are shared with college employees through the intranet and shared network drives.
- 7P4b            O        It is unclear as to the degree to which data needs actually drive decision making processes and the management information system itself. PCC has the opportunity to ensure that its data needs drive the management information system rather than the management information system defining its data needs.
- 7P5a            S        PCC identifies comparative data needs through its mission, goals, and values, together with its Mid-Range plan, which identifies key performance indicators and ensures that comparative data are relevant. The college utilizes a variety of comparative data sources, including the NCCBP, IPEDS, and Noel Levitz.
- 7P5b            O        Although the process to determine comparative data needs and priorities is articulated well, it is unclear as to what specific criteria and methods are utilized in order to better define the college's comparative data needs and priorities, particularly outside the higher education community. PCC has the opportunity to expressly identify the criteria and methods used to determine its comparative data needs and priorities.
- 7P6             O        Although the board and president's cabinet are charged with the responsibility to ensure that the departmental and unit analysis of data aligns with PCC's organizational goals, it is unclear how, and to what extent, (i) the process is effective and (ii) other critical stakeholders are involved in actually confirming that the analysis of data is appropriately aligned with college goals.
- 7P7             S        A data integrity team ensures the timeliness, accuracy, reliability, and security of the college's information system. Data security is monitored

by the IT department, and there are sufficient “backup” processes in place to protect against data loss.

- 7R1 O Although the college has created a dashboard for managing critical information, the college has the opportunity to develop a centralized and systematic process to measure the performance and effectiveness of its data management system that can be utilized by all employees.
- 7R2 O At the present time, evidence that PCC’s system for measuring effectiveness meets its organizational needs appears to be restricted to the Mid-Range plan, the dashboard, and some NCCBP data. The college has the opportunity to improve its processes in this regard in order to continuously ensure that its systems for measuring effectiveness actually fulfill its organizational needs.
- 7R3 OO PCC has no reportable information at this time.
- 7I1a S Recent improvements include the implementation of key performance indicators, the creation of a dashboard system, and the installation of a data imaging and workflow processing system.
- 7Ib O PCC has the opportunity to improve the processes and performance results so that they are continuous and systematic.
- 7I2 O At the present time, improvement processes appear to originate more from external sources, such as the statewide board of regents, rather than internal sources, such as employees and students. The college has the opportunity to enhance its internal improvement processes.

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## **AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT**

*Planning Continuous Improvement* examines your institution’s planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance



projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pratt Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:**

***Item Critical Characteristic***

OV1b The mission of PCC focuses on maximum student learning, individual and workforce development, high quality instruction and service, and community enrichment. PCC has adopted ten Institutional Purposes, including collaborating with state and private higher educational institutions to provide additional, lower division, upper division and graduate instruction.

OV8a As a result of the community college and vocational school funding system, PCC is required to levy taxes on local residents, and, of the 19 community colleges within the state, PCC imposes the highest mill levy. PCC receives only 26% of its funding from the state and 60% from 9,300 taxpayers.

OV8b Due to the Kansas funding structure for community colleges and the pending lawsuit over related state statutes, PCC has seen a reduction in funding for technical programs. As a result, PCC has identified four strategic goals to promote enrollment growth: niche workforce/technical training; online learning; athletic programs; and collaboration with industry and peer instructional providers.

OV8c Key challenges include securing resources to maintain the pace of change, attracting and retaining qualified faculty and staff, increasing enrollment, and responding to demands of accountability.

OV8d Key opportunities include growing online course offerings; increasing the number of technical and workforce development programs, energy and healthcare related fields, and high school offerings; collaborating with other educational institutions; and pursuing grant opportunities at both the federal and state level.

**Here are what the Systems Appraisal Team identified as Pratt Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8P1a	S	The college utilizes a well-defined and systematic process for planning. This Mid-Range Plan is open to all employees and is driven by the college's mission, institutional goals, and anticipated budget. PCC's strategic planning process ensures that its activities align with its overarching mission and goals.
8P1b	O	PCC has the opportunity to include in the institutional planning process stakeholders from outside of the institution such as employers and community leaders.
8P2	S	PCC selects its short- and long-term strategies in accordance with its Mid-Range Plan. Input is received from employees across the college, and recommendations are considered within the context of the college's goals and fiscal viability.
8P3	O	While there are a number of key action plans, there does not appear to be a systematic approach to developing these. It is unclear as to what extent data are used to assist the college's goals and fiscal viability. An opportunity exists to develop systematic processes to support these organizational strategies.
8P4	O	PCC has included a table of various processes within the planning cycle and the personnel involved in the processes. Evidence has not been provided to show that PCC has coordinated or aligned planning processes across various levels of the institution.
8P5	O	Determination of measures selection and setting of performance projections for action plans is made explicit in the Mid-Range Plan. A variety of benchmarking methodologies are used including the NCCBP, Noel-Levitz, those established by the Kansas Board of Regents, and internal methodologies using the MIS matrix. However, PCC is just beginning to set these targets and should be encouraged to develop a systematic process to move forward.

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| 8P6a | S | PCC uses the MRP and the President's Council to determine prioritization of resources, including efforts to obtain external funding and resources.   |
| 8P6b | O | The primary link between action plans and strategy selection is the budget. As the college notes, if an action plan is deemed necessary, budget dollars are reallocated; however, it is unclear as to what process the college utilizes to determine whether a particular action project justifies reallocating the budget. There is an opportunity for PCC to develop a process which describes how these projects are prioritized. |
| 8P7a | S | PCC does a risk assessment on a variety of areas including economic outlook, job area growth, cash reserve balance, etc. Internal strategies are then developed to align with the cost of developing or maintaining the initiatives.   |
| 8P7b | O | Although PCC uses an environmental scan process to determine external risk factors related to specific conditions, there does not appear to be a similar process for determining internal risks. PCC might consider a systematic process to determine comprehensive risks.   |
| 8P8  | O | Although PCC includes professional development within its eight institutional goals and provides some training related to specific tasks it does not appear to have a systematic process to ensure adequate development for addressing change related to overall organizational strategies and action plans.   |
| 8R1  | O | PCC has an opportunity to be more strategic in how it determines the effectiveness of its planning processes. Based on its own indicators, it appears that employees believe planning processes could be improved with more employee involvement and with a clearer sense of purpose.  |
| 8R2a | S | PCC is making progress toward its targets in enrollment growth, cash reserves, and community engagement. Further, it has identified measures related to specific objectives and strategies, has a variety of performance results, has identified targets for the short-term future, and has some comparative data such as NLESS, NCCBP, and the Kansas Study.  |

- 8R2b O While performance and target data are provided these performance data and targets are not provided for some of the college goals, such as professional development, data-informed decision making, and continuous improvement.
- 8R3 S The college has strategically planned its targets and key performance indicators.
- 8R4 O While the college is able to make some peer comparisons based on national surveys and inventories, such as the Noel-Levitz and NCCBP, there are other areas where such comparisons are not made. This is an opportunity to determine comparisons methods in these other areas.
- 8R5 O There clearly is evidence the College incorporates continuous improvement into its planning processes. Still, employee satisfaction surveys indicate that there is an opportunity for growth in this area.
- 8I1 S PCC has made significant improvements to its continuous planning process including more collaborative meetings, designs for inter-divisional goal accomplishments, and introduction of key performance indicators and targets.
- 8I2 S PCC has used the last five years to develop a culture and infrastructure to support developing processes and setting improvement targets. PCC is encouraged to maintain this effort.

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## **AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS**

*Building Collaborative Relationships* examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pratt Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:**

***Item Critical Characteristic***

- OV1a Pratt Community College (PCC) is a rural, two year, public institution that is classified as both a community college and vocational school and awards associate degrees and occupational certificates within a declining population seven county service area in south central Kansas.
- OV1b The mission of PCC focuses on maximum student learning, individual and workforce development, high quality instruction and service, and community enrichment. PCC has adopted ten Institutional Purposes, including collaborating with state and private higher education institutions to provide additional lower division, upper division and graduate instruction.
- OV2a PCC fosters community enrichment through a variety of initiatives, including scholarships for local high school graduates; non-credit offerings to area retirees; employee participation within the community; community projects and service clubs; and offering certain automotive and Ag Power repair services to community members at a reduced labor cost.
- OV8b Due to the Kansas funding structure for community college and the pending lawsuit over related state statutes, PCC has seen a reduction in funding for technical programs. As a result, PCC has identified four strategic goals to promote enrollment growth: niche workforce/technical training; online learning; athletic programs; and collaboration with industry and peer instructional providers.
- OV8d Key opportunities include growing online course offerings; increasing the number of technical and workforce developmental programs, energy and healthcare related fields, and high school offerings; collaborating with other educational institutions; and pursuing grant opportunities at both the federal and state level.
- OV9 PCC has established collaborative relationships with educational institutions, employers and the workforce, service industries, professional organizations and the community itself.

**Here are what the Systems Appraisal Team identified as Pratt Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
9P1a	S	PCC has a strategic process in place to create and build relationships for student recruitment, an example of which is the Hispanic Advisory Committee.
9P1b	O	PCC has the opportunity to access other groups for the purpose of student recruitment, such as in the area Jobs Board and Occupational Disabilities Service.
9P2a	S	PCC builds relationships with employers, businesses, and industries through advisory committees, internships, and employer surveys. As a result, the college receives feedback about its graduates.
9P2b	O	Although PCC strives to build relationships with transfer institutions the process of doing so is guided more by external, rather than internal forces which resulted in a process that is not as systematic as it could be.
9P3a	S	Two organizations that provide services to PCC students were listed as the food services and bookstore. These organizations contribute to the college's scholarship fund.
9P3b	O	Although Pratt CC provides examples of bookstore and foodservice operations within the institution, there is no mention of other organizations such as workforce services, external counseling, or other wraparound support organizations. Students might benefit from developing and building relationships with external support entities.
9P4	S	PCC's purchasing policy guides the prioritization and creation of relationships with vendors. A number of organizations provide contributions to scholarship funds. The college has done a reasonable job of reaching out to the local community to solicit contributions through the annual auction and advertising space.

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| 9P5a | S | PCC has many employees and board members in key leadership positions of organizations and associations with which they have regular interactions. These positions are encouraged financially and are an effective way of strengthening relationships.                           |
| 9P5b | O | No other formal means of building relationships is in place which provides the college an opportunity to develop plans to develop systematic processes with external stakeholders.  |
| 9P6  | O | Although the college uses both formal and informal methods to evaluate partnerships, it appears that the efforts are fairly disconnected. PCC might benefit from developing defined and systematic processes that align the different efforts.                                  |
| 9P7a | S | Through action projects, cross-functional teams, and other structured means, the college strives to create and build internal relationships.  |
| 9P7b | O | Employee satisfaction survey results have indicated staff concerns about communication across the campus. The efforts of the new action project Communications System and Techniques show that the college recognizes this and is taking on the opportunity for improvement.    |
| 9R1a | S | PCC collects data on a variety of measures regarding collaborative relationships, including educational services, workforce and external results.   |
| 9R1b | O | Although a variety of measures are used by the college, it is unclear if these are used systematically for measuring results of <i>Building Collaborative Relationships</i> . This provides an opportunity for the College to develop a plan for measuring and sharing results. |
| 9R2  | O | Although PCC has gathered ongoing data to determine key collaborative relationships. The college has introduced minimal evidence of clear performance results in building collaborative relationships.  |
| 9R3a | S | PCC results are at or above in comparisons of technical program student placement and employer satisfaction.  |

- 9R3b O According to comparative scores, technical program student placement, employer satisfaction scores, and employee satisfaction scores have gone down in 2010. These occurrences indicate opportunities to plan for improvement.
- 9I1a S Recent improvements in building collaborative relationships include designating specific staff to support special populations and in developing a process for orienting Winfield nursing students.
- 9I1b O Although the College has made some improvements, there does not appear to be a systematic and comprehensive process for *Building Collaborative relationships*.
- 9I2a S PCC's culture is especially conducive to building relationships with its technical programs.
- 9I2b O PCC recognizes the importance of building relationships with external agencies, including transfer institutions and educational agencies. External collaboration is not yet embedded within the college's culture; however, the college is aware of this and is prepared to take steps to address this aspect of building relationships.