

# **Systems Portfolio**

# Central Community College

6/3/2019

# 1 - Helping Students Learn

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## 1.1 - Common Learning Outcomes

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Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

### 1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

### 1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

### 1I1: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

## Responses

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### 1P1a.

Central Community College's General Education curriculum introduces students to knowledge and skills that enable them to fulfill educational and occupational goals while enlightening them about social and cultural aspects of life. CCC's general education courses provide students with the foundation for lifelong learning, allowing them to adapt to an ever-changing environment.

(3.B.1) Drawing from communications, social and behavioral sciences, humanities and fine arts, life skills, mathematics, and natural sciences, CCC has designed a curriculum which maximizes [student and community success](#).

(3.B.1) CCC's Cabinet and Board of Governors approved the formal general education philosophy and core ability statements for inclusion in the 2014-2015 College catalog. In 2014, CCC brought together stakeholders to inform the development of CCC's guiding principles. A steering committee, representative of CCC staff, faculty, and administration, used the stakeholder input to develop [CCC's mission, vision, values and student success](#) definition.

(3.B.1, 3.E.2) CCC's mission frames instructional practices and educational offerings. All program and instructional design aligns with CCC's mission, goals, and industry expectations as evidenced in the [CCC Curriculum Design Loop and Curriculum/Instructional Planning Kit](#). CCC's Common Learning Outcomes ([Gen Ed Outcomes](#)) provide the standard for creating learning experiences that help students become "Completers, Critical Thinkers, and Contributors" as identified in CCC's definition of student success.

CCC's instructional priorities, outlined by the [Nebraska statute 85-962](#) creating community colleges, include:

1. Applied technology and occupational education
2. Transfer education including general academic transfer programs
3. Public service, adult continuing education, economic and community development, foundations education, customized workforce training, and personal development
4. Applied research to enhance instructional programs, student achievement, institutional effectiveness, public service activities, and professional development.

Courses identified in each Gen Ed group are reviewed by the Gen Ed Review Committee and updated at least annually. The committee evaluates [course alignment](#) by checking course competencies against established Gen Ed outcomes using the following criteria:

1. Course should meet the number of outcomes specified by each group.
2. Over 50% of course competencies must address Gen Ed Outcomes.
3. At least 50% of criteria in each Gen Ed Outcome must be met by course competencies.

### **1P1b.**

A Gen Ed Review Committee, comprised of faculty and facilitated by administration, reviews the General Education philosophy and identifies common core abilities that all students are expected to demonstrate. The Committee reviews literature and policy documents from peer institutions, including general education coursework and common learning objectives, and considers existing measures along with CCC's mission, vision, and values statements. Faculty provides feedback on [General Education Outcomes](#) (3.B.2), identified possible measurements (essays, tests, projects, etc.), and provided input on additional core abilities to consider. (4.B.4) The committee reviews all comments and modifies the product to reflect faculty input.

As assessment of student learning has evolved and improved, so have our shared expectations of learning been reflected in Gen Ed Outcomes. (4.B.4) [Group A - Communications](#) was the first to clarify outcomes by providing proficiency-level descriptors. Since then, other Gen Ed faculty groups have evaluated outcomes to better define expectations of student learning. (3.B.2, 4.B.4) Groups take revised recommendations to CCC's Educational Services, a committee chaired by the Chief Academic Officer, who has oversight of all General Education and Program Student Learning Outcomes as articulated in the [college catalog](#).

### **1P1c.**

(3.A.2, 3.B.2, 3.E.2, 4.B.1) Every student achieves Gen Ed Outcomes ([AAS/ADN](#), [AS](#), [AA](#)) by the time they earn a degree from CCC. CCC's mission frames instructional practices and educational offerings. CCC's Gen Ed Outcomes provide the standard for creating learning experiences that help students become "[Completers, Critical Thinkers, and Contributors](#)" (4.B.1) and are communicated to students on the website and in the [course catalog](#) (3.B.2).

CCC's Gen Ed Outcomes, met through a course or series of courses, introduce students to knowledge and skills that enable them to fulfill educational and occupational goals while enlightening them about social and cultural aspects of life. (3.B.2) Drawing from communications, social and behavioral sciences, humanities and fine arts, life skills, mathematics, and natural sciences, CCC has designed a curriculum with course competencies that provide detail for larger Gen Ed Outcomes communicated to students within [course syllabi](#).

(4.B.1) CCC expects 75% or more of aggregated results be at Proficient/Advanced levels for all common learning outcomes.

### **1P1d.**

Gen Ed courses are required of all degree and diploma-seeking students. CCC's Gen Ed curriculum introduces students to knowledge and skills that enable them to fulfill education and occupational goals while enlightening them about social and cultural aspects of life. Gen Ed courses provide students the foundation for lifelong learning, allowing them to adapt in an ever-changing environment. (3.B.3, 3.B.5) Drawing from communications, social and behavioral sciences, humanities and fine arts, life skills, mathematics, and natural sciences, faculty have designed a curriculum which [maximizes student and community success](#). (3.B.5) Each course

identified as part of a Gen Ed group has been vetted by the Gen Ed Review Committee and recommended for inclusion into a specific Gen Ed category to Educational Services, thus ensuring opportunity for all students to achieve Gen Ed outcomes.

(3.B.3) All CCC [AAS or ADN](#) degree-seeking students complete a minimum of 15 credits of [General Education](#) coursework in the following areas:

- GEN ED Group A: Communications
- GEN ED Group B: Critical Thinking and Problem Solving
- GEN ED Group C: Life and Career Skills
- GEN ED Group D: Information & Technology Literacy
- GEN ED Group E: Global Awareness

[AA](#) degree-seeking students complete a minimum of 37 credits of Gen Ed courses and [AS](#) degree-seeking students must complete a minimum of 36 Gen Ed credits.

CCC's curriculum and [instructional planning processes](#) incorporate opportunities for learners to participate in activities that align to outcomes. (3.B.5) Our [Assessment of Student Learning \(ASL\) Handbook](#) along with recent ongoing professional development and training relating to assessment processes serve as resources for faculty as they evaluate the effectiveness of learning activities and experiences. All full-time faculty have participated in ASL training and collaborative learning in the past year as evidenced in our ASL presentations in [February 2018](#), [October 2018](#), and [February 2019](#). (3.B.3, 3.B.5) CCC publishes student learning outcomes by [program](#).

### **1P1e.**

(3.B.4) CCC surveys [employers](#) and CCC [graduates](#) annually. These surveys ask respondents about their perception of graduate preparation related to [general education outcomes](#) (see page 3) including global awareness. Additionally, program faculty meet semi-annually or annually with advisory committees who provide feedback on outcomes and their relevance. CCC uses this data to adjust outcomes when necessary. The [Employer/Employee Survey](#), [CCC Graduate Academic Experience](#) Survey, and [advisory committee](#) feedback are used as indirect measures to inform College assessment of knowledge, skills, and abilities attained by students at degree completion.

CCC is a signatory of the [Nebraska Transfer Initiative](#). This collaborative agreement and policy ensure the transfer of college-level credit and the transfer of the Associate of Arts degree. (3.B.4) The Nebraska General Education common core curriculum closely mirrors the general education requirements of the Nebraska baccalaureate degree-granting institutions. All community college, [Nebraska Transfer Initiative](#), and [Statewide Common Course](#) syllabi are reviewed on a [3-year rotation](#). Faculty representatives from participating institutions responsible for teaching these courses meet during their rotational year to discuss and review the general education courses. Once agreed upon by participating college CAOs, approved updates are communicated through Educational Services to ensure articulated syllabi are aligned with the Nebraska general education common core curriculum.

### **1P1f.**

CCC offers student [activities and organizations](#) that provide opportunities to round out their college experience and encourage campus and community engagement along with personal, educational, and professional growth. Student activities include [student clubs](#) and organizations, guest lecturers and performers, athletics, fine and performing arts, and campus activities and programs.

(3.E.1) As a college-wide co-curricular group, [Students 4 Sustainability](#), with the Office of Sustainability, conducts several projects that are ongoing and directly align with [CCC's Core Beliefs](#) and [college goals](#) of “advancing environmental literacy, sustainability education, and engagement” and “advancing environmental sustainability partnerships.”

(4.B.2) [E-badges](#) are awarded college-wide to students who demonstrate knowledge and skills in environmental stewardship in a variety of topics. Students have access to e-badge opportunities in all fields of study and earned e-badges appear on students' co-curricular transcript. CCC's Sustainability e-badge program serves as a potential model for other co-curricular activities.

### **1P1g.**

(4.B.2) The Gen Ed Review Committee uses a set of criteria to identify courses that would best help students attain the Gen Ed core abilities. Those course groupings are identified in CCC's [Associate of Arts Degree](#), [Associate of Science Degree](#), and [Associate of Applied Science and Associate Degree in Nursing](#) Requirements. Each Gen Ed group has an agreed-upon assessment process which includes common criteria used for evaluation of student performance of Gen Ed outcomes in respective courses.

(4.B.2) Common rubrics are used in each Gen Ed group and have been developed through collaborative faculty-led processes. The rubrics have evolved throughout CCC's ongoing assessment of student learning processes and evaluate student performance related to [Communications](#), [Critical Thinking and Problem Solving](#), [Life and Career Skills](#), [Information Technology Literacy](#), and [Global Awareness](#). The faculty responsible for teaching courses within a Gen Ed group have identified measurements that assess students' last, best opportunity to demonstrate skill proficiency. Using the agreed-upon rubric, faculty evaluate student performance and record results in CCC's learning management system.

(3.B.5, 4.B.2) The faculty-led process of assessment of student learning provides groups and programs with the flexibility to develop/modify existing assessment activities to be the best measures of a student's best, last skill proficiency demonstration. For example, the assessment of mathematics (Gen Ed B group) is completed within selected math courses through the use of common [final exam questions](#). Instructors assess each student by rating their performance using agreed-upon criteria. This rating reflects the student's demonstrated knowledge of math general education outcomes. Meanwhile, sciences (also Gen Ed B group) allow faculty to use a single lab or a series of lab assessments to collect student assessment data. The assessment process provides information for improving the quality of student learning.

(4.B.3., 4.B.4) In addition to faculty's direct observation of student performance in a course, CCC collects indirect data from employers and graduates through annual surveys. The surveys ask respondents about perception of graduate preparation related to [general education outcomes](#) as well as technical skill preparation. Program faculty also meet semi-annually or annually with advisory committees who provide feedback on outcomes and relevance. CCC faculty and administration use employer, recent graduate, and advisory committee feedback along with direct assessment observation results to ensure outcome relevance and adjust outcomes when necessary.

Results of faculty-observed direct and college-deployed indirect assessments are compiled and charted by Institutional Research and returned to Gen Ed group faculty to record in the Assessment of Student Learning (ASL) Plan section of CCC's instructional design software. After recording data in the [ASL Plan](#), faculty meet to analyze and make recommendations based on data trends and patterns. All Gen Ed and program faculty are encouraged by the ASL Committee to follow a consistent [assessment process](#) for a minimum of three years. A three-year window provides an opportunity to observe trend data and make recommendations based on consistent information.

### **1P1h.**

Established in 2016, the Faculty Resource Center (FRC) facilitates teaching and learning processes at CCC. One function of the FRC is to educate and support the assessment of student learning processes across all CCC programs, including Gen Ed groups. (4.B.4, 4.B.1) The FRC has since worked with the faculty-led ASL Committee to continue the evolution of the [ASL process](#), drawing from the [ASL Handbook](#) as the foundation for advancement of the process.

(4.B.2, 4.B.4) The current assessment of student learning process emphasizes commitment to continuous quality improvement using a [five-phase cycle](#) to assess Gen Ed group outcomes: defining/reevaluating outcomes and measures, setting goals, collecting and analyzing evidence, planning to improve, and implementing the plan. Gen Ed groups follow and document their outcomes assessment in annual [Assessment of Student Learning Plan](#).

(4.B.4) The ASL Committee ensures ongoing, systematic processes within college General Education and Program groups that work to clarify outcomes and improve student success in achieving goals and outcomes across CCC. It is composed of members from the Skilled and Technical Sciences, Health Sciences, Academic Education, and Business Divisions; as well as representative of each CCC site. The committee also includes five to six At-Large members, a staff representative, four Associate Deans, and one Dean; the Dean's Administrative Assistant is the secretary for the committee. The Chief Academic Officer and the Director of Educational Planning also serve on this committee. The committee has a chair and/or co-chair, currently an Automotive Technology faculty and a Communications faculty. The FRC facilitates ASL activities. The [feedback tool](#) used by the Committee has evolved to emphasize systematic, collective, and collaborative monitoring of program and group ASL processes. The [Assessment of Student Learning Handbook](#) serves as the foundation for the assessment of student learning process and is supplemented with ongoing training, one-on-one meetings, and professional development opportunities.

Gen Ed faculty responsible for teaching courses have identified which activity or set of activities provide opportunities for students to best demonstrate Gen Ed proficiencies. CCC has established an ASL documentation process where faculty report assessment methodology, student performance results, and action-based recommendations. Faculty discuss results as a group and collaborate to determine recommendations during college-wide meeting times or other times as agreed upon by the group's faculty.

The assessment of mathematics is completed within the Math Department through the use of [common final exam questions](#). Instructors assess each student by rating specific questions which demonstrate knowledge of general education outcomes. Results are reviewed by the Math Faculty with identified improvements implemented in either the course outcomes or the delivery of those outcomes through assignments and activities.

### **1R1.**

Through direct observation, Gen Ed faculty score student performance within Gen Ed group courses using agreed-upon criteria and proficiency level descriptors related to respective [Gen Ed outcomes](#).

CCC expects that 75% or more of aggregated results be at "Proficient" or "Advanced" levels out of the following options: "Not Evident - Beginning - Progressing - Proficient - Advanced." All direct and indirect measurement results are reported and analyzed individually and are used to inform program and group recommendations. Outcome results include:

Group A - Communications assesses a final paper/speech within identified courses. English Composition (ENGL 1010), Public Speaking (SPCH 1110) and Applied Writing (ENGL 1000) were selected for assessment in this 3-year cycle. The courses were selected for their high enrollment since the majority of CCC students take one or more of these classes. The final paper/speech was selected because it is unique to each course yet targets similar skills within all three courses. Both ENGL 1000 and ENGL 1010 paper are persuasive research papers, while the SPCH 1110 assignment is a persuasive speech. Students demonstrate, through writing or speaking, all of the skills introduced/reinforced throughout the semester in the final paper or speech. These skills are assessed by each instructor using the standardized [communications rubric](#) created by full-time communications faculty. 2017 was the first full year of new data using the calendar year cycle and included three semesters' data, showing 81.5% of students (n=213) assessed as proficient/advanced surpassing CCC's expectation of 75% proficient/advanced.

Group B - Critical Thinking & Problem Solving includes mathematics and sciences. The science department has recently defined an assessment process that will provide data from identified courses relating to each of the Group B outcomes. At the time of this update, data collection has not yet been completed for a full sciences assessment report. The math department developed an assessment process in 2016 that reports student performance data for College Algebra and Business Math, measuring three of the four learning outcomes for Group B: analyze problems, formulate conclusions, and report results. The assessment includes multi-step problems which are given to all College Algebra and Business Math students on identified chapter tests. Completed problems are graded by the instructor using [agreed-upon criteria](#). This [standardized](#)



[rubric](#) and method of scoring ensures grading consistency and simplifies the data collection process. Since each outcome is assessed using different parts of problems, the group averages the results to find the overall proficiency for each outcome. 2017 results included data from three semesters and showed that 60.8% of students (n=451) assessed were proficient/advanced, performing under CCC's expectation of 75% proficient/advanced. Faculty have determined the need to [change assessment methodology](#) and will monitor student progress moving forward.

Group C - Life & Career Skills assesses three outcomes (demonstrate life and work balance skills and concepts; demonstrate interpersonal and intrapersonal skills; and conduct themselves using professional and ethical behavior) through a variety of assessments in identified courses. These assessments include case studies, self-assessments, reflection projects, research projects, virtual simulations, and final writing projects. All of the assessments are scored with a standardized [group rubric](#), developed by Group C faculty. 83% of students (n=422) assessed over three 2017 terms demonstrated proficiency in Group C outcomes, outperforming CCC's expectation of 75% proficient/advanced.

Group D - Information & Technology Literacy faculty have chosen a variety of projects across their courses to assess group outcomes. Each project represents industry expectations of recent graduates entering the workforce. All faculty teaching Group D courses were involved in the process of developing and refining the [standardized rubric](#). The rubric was created with two criteria, representative of each program learning outcome (PLO): exhibit technology literacy and demonstrate technology skills. 2017 results indicated that 95.1% students (n=309) assessed across Group D courses were proficient/advanced in Group D outcomes.

Group E - Global Awareness includes assessment from social sciences and humanities courses. Each faculty group teaching courses in social sciences developed a standardized essay to use within their courses. Essays are scored by a [standardized rubric](#) developed by Group E faculty. 2017 results indicated that 88.5% of students (n=108) assessed across Group E courses were proficient or advanced in Group E Outcome 1 (correlate relationship between individual and global society). 86.5% of 148 students assessed in Outcome 2 (demonstrate an understanding of modern society in light of past and present events and issues) were proficient/advanced. 88.5% of 122 students assessed in Outcome 3 (interpret the impact of global awareness on a person's environment) were proficient/advanced. 88.3% of 136 students assessed in Outcome 4 (analyze objective data from various disciplines to draw conclusions about global issues) were proficient/advanced. 92.5% of 53 students assessed in Outcome 5 (explain the social responsibilities necessary to become a civic-minded global citizen) were proficient/advanced.

Each faculty group teaching courses in humanities identified activities or set of activities to use within their courses. The activities are scored using a [standardized rubric](#) developed by Group E humanities faculty. 2017 results indicated that 68% of the 125 students assessed across Gen Ed Group E (Humanities) courses were proficient/advanced, performing under CCC's expectation of 75% proficient/advanced. Faculty have specific [recommendations for improvement](#) in each course including clarification of expectations and multiple attempts to practice and demonstrate skill proficiency. This may lead to further conversations identifying proficiency levels.

All full-time faculty have participated in ASL training and collaborative learning in the past year as evidenced in our ASL presentations in [February 2018](#), [October 2018](#), and [February 2019](#). (3.B.3, 3.B.5) CCC publishes student learning outcomes by [program](#).

The first Leadership in Environmental Stewardship e-Badge included 128 registered students. Sixteen of those students completed the first e-badge and of those 16, 14 transferred to a four-year institution or work in a career related to sustainability.

### III.

(4.B.3) Following the review of 1.1, CCC intends to continue to require assessment measures to remain stable for a minimum of three years before recommending a change process. During the upcoming college strategic planning process in 2020, CCC will investigate integrating common learning outcomes as one performance metric for associated projects which would include co-curricular activities.

## Sources

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- 00.1P1R\_GENE2\_Humanities\_ASL\_Plan
- 00.1R1\_GenB1\_MathASLPlan
- 00.AdvisoryCommitteeDesc
- 00.CatalogAssessmentPolicy
- 1P1a\_CCC\_TeacherPlanningKit - revised 1-17-18
- 1P1A\_Gen Ed Core Group A Screening Checklist (1).docx
- 1P1a\_GenEd\_CCC\_Program\_Information
- 1P1A\_Program\_AAS and ADN GenEd
- 1P1A\_Program\_Associate of Arts Degree
- 1P1A\_Program\_Associate of Science Degree
- 1P1a\_Strategic Plan and Mission Vision and Values
- 1P1C\_SPCH\_1110\_Public\_Speaking\_COS
- 1P1D\_ASL Handbook 2013
- 1P1D\_ASL101Presentation\_10.15.18 PPT Version for email
- 1P1D\_ASL101Presentation\_Feb2018 PPT
- 1P1D\_CCC Data Day February 14 2019
- 1P1e\_2019-HIMS Employer Survey-EXAMPLE
- 1P1e\_Graduate Academic Experience Survey
- 1P1E\_Nebraska\_Transfer\_InitiativeDocument
- 1P1e\_NTI\_Course Review Schedule
- 1P1f\_CCC\_Bronze STARS Award
- 1P1f\_CCC\_strategicplan2015-2020
- 1P1f\_CCC\_Student Clubs
- 1P1f\_CCC\_Student Organizations
- 1P1g\_ASL Rubric revised 5-15-18
- 1P1g\_CCC\_Analytic GENA Communications Rubric
- 1P1g\_CCC\_GENA\_ASL\_ReviewerReport

- 1P1g\_CCC\_GENB Critical Thinking and Problem Solving ASL Rubric
- 1P1g\_CCC\_GENC Career \_ Life Skills ASL Rubric
- 1P1g\_CCC\_GEND Information \_ Technology Literacy ASL Rubric
- 1P1g\_GENA2017ASLReport
- 1P1g\_Global Awareness GENE ASL Rubrics
- 1P1g\_Math 1130 and 1140 ASL Questions
- 1P1g\_TheAssessmentProcess
- 1P2a\_AUTO\_ProgramPlanCCC
- Advisory Committee
- Earn an e-Badge at CCC
- xx1P1E\_NebraskaStatewideCourseList
- xx1P1E\_NebraskaStatewideCourseList.pdf
- xx1P1e\_NebraskaTransferCourseList
- xx1P1e\_NebraskaTransferCourseList.pdf
- z85-962
- zzzzSTUDENTS 4 SUSTAINABILITY CLUB Constitution 180723

## 1.2 - Program Learning Outcomes

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Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

### 1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

### 1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

### 1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

## Responses

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### **1P2a.**

At CCC, all programs have established program student learning outcomes (PLOs). [Program outcomes](#) can be found in CCC's catalog along with each program's description and awards. (3.E.2) Outcomes are established with consideration of and alignment to [CCC's mission](#), industry expectations, and program and/or educational accreditation standards. Feedback and input from advisory committees, industry partners, and stakeholder groups help programs confirm the validity and timeliness of outcomes.

Program alignment to our mission, educational offerings, and degree levels begins with [CCC's curriculum process](#), Assessment of Student Learning (ASL) Plans, and Program Reviews. These annual reviews provide opportunities for CCC to audit the effectiveness of collaborative efforts to improve student learning related to college goals, industry expectations, and program degree outcomes. [Program reviews](#) include annual assessment of credit hours generated by majors and programs, annual feedback from advisory boards, and annual key performance indicators, including student feedback, course completion rates, number of awards granted, placement in job-related field, assessment of student learning, full-time equivalent student/faculty ratio, starting wage, annual survey of graduates, and employer surveys.

Through a series of courses, program faculty deliver lessons and facilitate learning experiences that provide opportunities for students to grow and demonstrate their knowledge and skill related to program-aligned competencies. All [syllabi](#) include a course outcome summary encompassing course competencies, learning objectives, and criteria leveled to [Bloom's Taxonomy](#) to ensure the appropriateness of activities in courses. Learning objectives and student performance criteria within courses are aligned to the level of each competency. This alignment ensures that assessments, activities, learning objectives, and competencies within courses are appropriate and align to program outcomes, college goals, and CCC's mission.

### **1P2b.**

(4.B.4) PLOs are established by program faculty who have specific field training and experience. With input from advisory committees, industry partners, college administration, and stakeholder groups, including accrediting bodies, faculty establish outcomes reflective of current industry practice. Program expectations include what are referred to in industry as "soft/professional" skills reflected in [CCC's General Education Outcomes](#). These skills - communications, critical thinking and problem solving, life and career skills, information and technology literacy, and global awareness - are the foundation for student success in education, career, and community.

All PLOs are reviewed and approved by CCC's Educational Services committee, then by College Cabinet. Faculty develop outcomes and participate in program planning with support from the Faculty Resource Center (FRC) staff. The FRC provides support regarding curriculum development, assessment tools and techniques, and teaching and learning strategies during all phases of review/revision of PLOs.

CCC's Educational Services Committee [voting members](#) are representative of internal stakeholder groups. This group provides broad expertise and ensures that program outcomes are

leveled appropriately, accurately representative of standards, and aligned to CCC Core Beliefs. College Cabinet, comprised of the College President, all Vice Presidents, and faculty and staff representatives, approve final program outcomes.

PLOs are managed using a database called [WIDS](#) and shared with internal and external stakeholders through CCC's [published catalog](#). Archived versions are available online.

### **1P2c.**

CCC communicates expectations regarding student preparation and program-specific student learning objectives through multiple methods. The purpose and content of each program are described in the program pages in our [catalog](#). Each program page includes a description of the [program of study](#), PLOs, program requirements, prerequisites, and any additional requirements. CCC has determined a basic achievement standard for all graduates with [degrees](#) and [diplomas](#) for math, writing and reading, as shown in the [college catalog](#).

The catalog includes detailed course descriptions and the specifics regarding preparation requirements for every course, program, and award level.

Each course syllabus identifies course outcomes and is made available to students from the course outset. Student learning goals for all program outcomes are assessed through established curriculum and learning activities. This is managed by faculty teaching the course with assistance from support services.

(4.B.1) CCC expects 75% or more of aggregated results be at Proficient/Advanced levels for all PLOs.

### **1P2d.**

(3.B.4) CCC surveys [employers](#) and [CCC graduates](#) annually. These surveys ask respondents about their perception of graduate preparation and skills related to general education outcomes including a measure for “demonstrate respect for cultural differences” (see pages 6 and 3 respectively) as well as their technical skills. Many programs also include an outcome relating to professionalism in their field. Professionalism is assessed within programs and includes student demonstration of respect for cultural and ethnic differences; teamwork/human relations skills; and honesty, integrity, and reliability. Faculty observe students in classrooms and labs and evaluate them with a [rubric](#) (see page 2, #4). Additionally, program faculty meet semi-annually or annually with advisory committees who provide feedback on outcomes and their relevance. CCC uses this data to adjust outcomes when necessary. The [Employer/Employee Survey](#), [CCC Graduate Academic Experience Survey](#), and [advisory committee](#) feedback are used as indirect measures to inform College assessment of knowledge, skills, and abilities attained by students at degree completion. Due to the College's reeducation efforts around the assessment process, many programs have come back to the “defining/reevaluating outcomes and measures” phase. While this improvement effort has led to the development of more consistent and better-aligned program assessments, it has also led to a recent drop in reportable program assessment data while programs implement new assessment plans.

(3.B.4) As part of our General Education offerings, students are introduced to concepts that enlighten them regarding social and cultural aspects of life. Group E specifically exposes students to global issues from a cultural, historical, aesthetic, and philosophical context.

CCC utilizes program reviews to ensure purpose, outcomes, and level of achievement remain relevant and align with stakeholder needs. The program faculty, program advisory committee, instructional vice president, dean and associate dean(s), and, when relevant, the programmatic accrediting body, all participate in the program review. Responses and questions received during this process inform CCC about the relevance and alignment of the PLOs with expressed needs.

Each year, a program-specific, faculty-led review process is conducted and includes analysis of program mission, vision, and program/discipline environment scan (program need for our communities). The review also contains narratives and summaries of enrollment/retention/graduation and learning assessment trend data; graduate outcomes; student survey of instruction trend data aggregated for all courses in the program; employer survey feedback; and graduate survey feedback. Lastly, each program review concludes with updated goals; discussion of updates needed in curriculum; appropriate level of achievement; and description of anticipated needs/desire for additional resources for the program for the upcoming three years.

2019-2021 program reviews are provided below as examples:

- [Automotive Technology](#)
- [Business Administration - Accounting](#)
- [Hospitality Management and Culinary Arts](#)
- [Associate Degree in Nursing](#)

Every seven years, program reviews are submitted to Nebraska's Coordinating Commission for Postsecondary Education (CCPE). Before submitting to CCPE, each 7-year review is presented to [Education Services committee](#), then to [College Cabinet](#), and finally to the [College Board of Governors](#). Nebraska's Coordinating Commission has established a [review schedule](#).

[CCPE](#) reinforces the College's review process and approves only programs that meet the role and mission requirements of CCC and Nebraska statutes.

Transfer programs that have been articulated with Nebraska colleges and universities are available on CCC's website and kept current. The overall objectives, individual program, and course objectives are consistent for each section, therefore are aligned and documented. Lastly, CCC offers Cooperative Education/Internship opportunities to enhance student learning and promote the acquisition of career knowledge/experience.

### **1P2e.**

CCC offers a wide variety of individual enrichment opportunities that align to programmatic learning objectives. (3.E.1) CCC offers student activities and organizations that provide opportunities to supplement their college experience and encourage campus and community

engagement, as well as personal, educational, and professional growth. Student activities include student clubs and organizations, guest lecturers and performers, and campus activities and programs.

SkillsUSA is one co-curricular activity tied directly to skilled and technical programming at CCC. Since 2015, CCC has averaged an annual involvement of 52 students in [SkillsUSA](#) competitions who have earned 46 medals in the state championships, 36 state first-place medals, and one national championship. SkillsUSA competitions provide students an opportunity to prove their expertise in a variety of skill areas including architecture & construction, arts, audio/video technology, business management & administration, hospitality & tourism, education, leadership, manufacturing, and transportation. [Our students' performance](#) in this competition represents the quality of skilled and technical education at CCC.

Other co-curricular activity examples include [Phi Theta Kappa](#) service projects and environmental sustainability projects. (4.B.2) [An e-badge program](#) initiated by CCC's co-curricular sustainability initiative serves as a potential model for other co-curricular activities. E-badges are awarded college-wide to students who demonstrate knowledge and skills in environmental stewardship on a variety of topics. The first Leadership in Environmental Stewardship e-Badge included 128 registered students. Sixteen of those students completed the first e-badge and of those 16, 14 transferred to a four-year institution or work in a career related to sustainability. Two new e-badges, Problem Solving and Symbiosis, were recently approved through Educational Services and are currently open for enrollment.

Learning experiences outside the classroom provide a service to others and build leadership skills that enhance and support program learning outcomes. (3.E.1, 4.B.2) CCC leadership studied best practices at other institutions and will further investigate developing a matrix to crosswalk the alignment of our mission statement and core value statements to program and course-level learning outcomes.

### **1P2f.**

CCC selects the tools, methods and instruments used to assess program learning outcomes by relying on faculty leadership with support of staff and administration.

(4.B.2) Faculty collaborated to develop an agreed-upon assessment process which includes the use of common criteria for evaluation of student performance directly observed by faculty. In general, [common rubrics](#) have been developed through a collaborative faculty-led process and are used in programs. Program rubrics have evolved throughout CCC's ongoing Assessment of Student Learning (ASL) process and are used to evaluate student performance related to PLOs. Program faculty have identified measurements within a program course or series of courses that assesses students' last, best opportunity to demonstrate skill proficiency. Using agreed-upon criteria, faculty evaluate student performance and [record results](#). The process of ASL provides programs with flexibility to develop or modify existing assessment activities to be best measures of a student's skill proficiency. Regardless of the assessment activity, the [assessment evaluation tool](#) and ASL process provide information to program faculty for improving the quality of student learning.



Additionally, CCC collects annual indirect survey data from [employers](#) and current CCC graduates. The survey asks respondents about their perception of graduate preparation related to general education outcomes and their [technical skill](#) preparation. Program faculty meet semi-annually or annually with advisory committees who provide feedback on outcomes and their relevance. CCC uses employer, graduate, and advisory committee feedback along with direct assessment results to ensure outcome relevance and adjust outcomes when necessary.

### **1P2g.**

CCC's program review process is managed by the CAO and Deans of Instruction. Program reviews are substantially written by program faculty who serve as the leading experts in their program or discipline. Program review content is also supported by staff who assist with data population, editing, and submission. All programs are reviewed through this process and, as appropriate, through a programmatic accrediting agency. Program reviews occur on an on-going cycle of setting and measuring objectives, collecting data, and revising to improve learning or quality of data. (4.B.1) Deadlines are placed in order to keep the review process timely: annually collected, three-year program reviews are due at the end of each January, while seven-year program reviews are due at the end of March. Committee approvals are due in April and in May. The state requires submission in June.

While CCC aggressively monitors currency and effectiveness of its curricula by using the program review process outlined in 1.2.a., other processes facilitate required changes. Faculty update and articulate curriculum and use the WIDS system to maintain course documentation. The instructional support staff on each campus assist in improving course delivery.

Through articulation meetings with their peers, CCC faculty propose changes, additions, or deletions to courses using a software product called Curriculog.

Health programs go through internal and external periodic reviews thorough by their respective accrediting agencies, as well as CCPE. (4.B.3) Nebraska, through the [Nebraska Transfer Initiative](#), maintains a course-by-course transfer matrix for more than 20 typically general education courses. This process involves subject peers from all Nebraska community colleges and faculty of the universities; it ensures seamless and transparent transfer of credit through shared syllabi and course objectives.

Established in 2016, the Faculty Resource Center (FRC) facilitates teaching and learning processes at CCC. One function of the FRC is to educate and support the assessment of student learning processes across all CCC programs. (4.B.4, 4.B.1) The FRC has since worked with the faculty-led ASL Committee to continue the evolution of the ASL process, drawing from the ASL Handbook as the foundation for advancement of the process.

(4.B.2, 4.B.4) The current assessment of student learning process emphasizes commitment to continuous quality improvement using a [five-phase cycle](#) to assess program learning outcomes: defining/reevaluating outcomes and measures, setting goals, collecting and analyzing evidence, planning to improve, and implementing the plan. Programs follow and document their outcomes assessment in annual [Assessment of Student Learning Plan](#).

(4.B.4) The ASL Committee ensures ongoing, systematic processes within college programs of study that work to clarify outcomes and improve student success in achieving goals and outcomes across CCC. The committee is composed of members from the Skilled and Technical Sciences, Health Sciences, Academic Education, and Business Divisions; representative of each CCC site. The ASL committee also includes five to six At-Large members, a staff representative, four Associate Deans, and one Dean; the Dean's Administrative Assistant is the secretary for the committee. The CAO and the Director of Educational Planning also serve on this committee. The committee has a chair and/or co-chair, currently an Automotive Technology faculty and a Communications faculty. The FRC facilitates ASL activities. The [feedback tool](#) used by the Committee has evolved to emphasize systematic, collective, and collaborative monitoring of program and group ASL processes. The Assessment of Student Learning Handbook serves as the foundation for the assessment of student learning process and is supplemented with ongoing training, one-on-one meetings, and professional development opportunities. Recent examples of ASL professional development include "[ASL 101 Training](#)" held in February 2018, an all-faculty ASL update meeting in [October 2018](#), and another all-faculty in-service for "[ASL Data Day](#)" in February 2019.

Program faculty have identified which activity or set of activities provide opportunities for students to best demonstrate PLOs. CCC has established an ASL documentation process where faculty report assessment methodology, student performance results, and action-based recommendations. Faculty discuss results as a group and collaborate to determine recommendations during college-wide meeting times or other times as agreed upon by the group's faculty.

## **1R2.**

All programs participate in the ASL process at CCC. CCC expects 75% or more of aggregated results to be at "Proficient" or "Advanced" levels out of the following options: "Not Evident - Beginning - Progressing - Proficient - Advanced." Due to the College's reeducation efforts around the assessment process, as outlined in 1P2G, many programs have come back to the "defining/reevaluating outcomes and measures" phase. While this improvement effort has led to the development of more consistent and better-aligned program assessments, it has also led to a recent drop in reportable program assessment data while programs implement new assessment plans. Twenty-seven of thirty-three programs (81.81%) currently have reportable data.

CCC's Business, Health Sciences, and Skilled & Technical Science divisions house various programs of study. Division direct and indirect assessment results for 2018 surpass the 75% college expectation and are as follows:

- Business - 84% Proficient/Advanced
- Health Sciences - 81.5% Proficient/Advanced
- Skilled & Technical Sciences - 76% Proficient/Advanced

Examples of program assessment of student learning reports (inclusive of program assessment methodologies, results, analysis, and recommendations) include the following per division:

- [Business: Accounting](#)
- [Health Sciences: Nursing](#)
- [Skilled & Technical Sciences: Automotive Technology](#)

Several of CCC programs' prepare students to take a national exam or certification. Medical Laboratory Technician students taking the Board of Certification Exam in 2017 and 2018 averaged an 87% pass rate, exceeding the national average of 82%. Occupational Therapy Assistant students achieved an average of 93% on the National Board for Certification in Occupational Therapy exam for the years 2015 and 2016, while the national average was 62%. Dental Hygiene students completing the National and Clinical Board certification in 2017 and 2018 achieved a 100% pass rate, exceeding the national average (93.6%). Paramedicine students achieved an 83% pass rate this year on the National Registry of Emergency Medical Technicians (NREMT Certification).

Course completion is vital to student success and is recognized as progress toward completion of a program award, an academic goal, or a professional goal. The College's course completion goal is 80%, yet in 2019, CCC remained at a 77% average course completion rate. While the College continues to act on opportunities to improve, the course completion rate has remained in the 76-77% percent range since 2012-13. CCC [reports](#) this data in course completion rates by discipline reports.

Another external benchmark used to determine program quality is the [2018 National Community College Benchmark Project](#) (NCCBP). [In 2018](#), CCC ranked in the 94th percentile for the number of part-time, first-time students who completed in three years; in the 93rd percentile for the number of full-time, first-time students that completed in three years; and in the 93rd percentile for the number of full-time, first-time students who completed in two years. CCC's academic programs are designed, facilitated and supported in a way that promotes completion of programs.

The 2018 Higher Education Partnership Satisfaction Survey asked respondents to rate the high-quality education received at CCC. The survey, hosted by Eastern Arizona College, was administered by AQIP-affiliated institutions to their external partners. A total of seven colleges participated in the study and their collective results create the "all institutions mean" benchmark for CCC comparison. CCC's mean value for "[high-quality education at Central Community College](#)" was higher than the all institutional mean of 4.27 with a 4.32 score on a 5-point scale.

SkillsUSA is one co-curricular activity tied directly to skilled and technical programming at CCC. Since 2015, CCC has averaged an annual involvement of 52 students in SkillsUSA competitions and have earned 46 medals in the state championships, 36 state first-place medals, and one national champion.

The first Leadership in Environmental Stewardship e-Badge included 128 registered students. Sixteen of those students completed the first e-badge and of those 16, 14 transferred to a four-year institution or work in a career related to sustainability. Two new e-badges, Problem Solving and Symbiosis, were recently approved through Educational Services and are currently open for enrollment.

## 112.

The PLOs developed at CCC are well-developed and reviewed frequently for effectiveness. During the creation of this portfolio, the leadership studied best practices at other institutions and will further investigate developing a matrix to crosswalk the alignment of our mission statement and core value statements to program and potentially course-level learning outcomes.

(4.B.3) Due to the College's reeducation efforts around the assessment process as outlined in 1P2G, many programs have come back to the "defining/reevaluating outcomes and measures" phase. While this improvement effort has led to the development of more consistent and better-aligned program assessments, it has also led to a recent drop in reportable program assessment data while programs implement new assessment plans. Recent changes have integrated keeping the program measures the same for a minimum of three years. The college will continue to monitor these outcomes for trends and improvement opportunities.

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## 1.3 - Academic Program Design

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Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

### 1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

### 1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

### 1I3: IMPROVEMENT

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

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CCC's academic program design process focuses on both developing new programs and revising existing programs to meet stakeholders' needs.

### 1P3a.

(1.C.1, 1.C.2) As CCC is an open-enrollment, two-year institution as mandated and defined by Nebraska [regulatory guidelines](#), thus CCC accepts all students. During the application process ([available online](#)), students identify demographic data and educational and financial needs. To track our diverse population, CCC collects the following data through enrollment records: gender, race/ethnicity, age, adult learner, underrepresented population, Pell-eligibility, veteran, stated purpose for enrolling (such as degree-seeking or transfer), and personal interest. From this data, CCC determines and defines student stakeholder subgroups in order to track condition and progress, demonstrated through the following examples: [Annual Enrollment Report](#) and [Voluntary Framework of Accountability Excerpt \(VFA\)](#).

CCC continuously evaluates the needs of its population by monitoring available reports, including self-reported data and direct feedback from student surveys, such as the Student Survey of Instruction (SSOI).

As an example of CCC changing to meet the needs of its diverse population is the creation of multicultural [clubs](#) and actively pursuing [Hispanic Association of Colleges and University](#) (HACU) associate membership (pg 3).

### **1P3b.**

(1.C.1, 1.C.2) CCC's other key stakeholder groups for Academic Program Development include community members, employers, state and local government, as well as other business and education entities. External stakeholders are identified by staff and faculty responsible for developing discipline-specific community and professional relationships. An example of a recent new program review is shown here for [Energy Technology](#).

Academic program feedback on existing programs is received through the program review and assessment of PLOs process (1P2) which provide formal feedback for the determination of meeting academic program's stakeholder needs. [Articulation agreements](#) are the result of meeting the academic program needs of our education partners. (1.C.2) The College President, Instructional VPs, Deans and/or Faculty may engage with educational partners for articulation and transfer. (1.C.1)

### **1P3c.**

(1.C.1, 1.C.2) Development and improvement of responsive programming is managed by the CAO along with the input of instructional deans and faculty. [Examples](#) of responsive programming include English as a Second Language (ESL) courses, youth programming, continuing education including retirement seminars, [cultural courses](#), and specialized courses for students qualified for TRIO and veteran services. New program proposals begin with a community needs assessment, which includes an economic impact study, survey of employment demand in the proposed field, and wage study. In order to maximize community and student success, academic program proposals that do not meet the basic standards of need, employment opportunity and/or wage growth are not moved to development. If a program is deemed potentially viable based on the economic study, then the proposal is further developed to consider the mission of CCC, financial support available, faculty credential requirements,

curriculum development, program-specific supplies and equipment needs, as well as viability of the program within CCC's service area. CCC seeks approval from our education services committee, college cabinet, the board of governors and the state's coordinating committee prior to beginning instruction of the new program. CCC also gains approval from our regional accreditor, HLC, for all new academic programs.

Improvement of responsive academic programming is central to our continuous improvement commitment. We use regular surveys of students, employees, community members, and employer groups to judge satisfaction with the outcomes of our academic programs. Employer and other stakeholder satisfaction along with ASL data regarding student achievement of CLO's and PLO's are cultivated through [program review](#) and CCC's annual assessment of PLOs.

CCC leverages advisory committees to provide a regular source of stakeholder communication. Program faculty and instructional support staff receive consistent, directed feedback regarding all facets of their programs. Advisory committee members are representative of their professional discipline and are empowered to ask questions regarding existing program quality improvements and offer feedback on the potential to develop new programs that would benefit students and the community. For example, a request made for CCC to consider a Mortuary Science program was based on community feedback. CCC conducted a review of the need in the community and determined the program wasn't in demand and therefore was not developed.

(1.C.2) Another example, based on feedback from local industry professionals and faculty, was investigation of an energy technology program. First, a study was conducted which demonstrated minimal need. Industry feedback prompted review of the proposal again the following year, revealing an increased demand. The program was approved locally and is now under [HLC consideration](#) for approval. The [proposal](#) followed the program approval process which included approval at [Educational Services](#), [College Cabinet](#), [Board of Governors](#), and the [state coordinating commission](#).

### **1P3d.**

The tools and methods used to assess the currency and effectiveness of our academic programs have been identified and improved upon by faculty program committees, the assessment committee, deans, educational services committee, college cabinet, and our board of governors through the program review process. Advisory board feedback is also reviewed by faculty who look for ways to incorporate appropriate feedback in the program learning objectives or measurement tools.

### **1P3e.**

(4.A.1) The program review process includes a component analyzing course and program viability, change and discontinuance when necessary. During the 7-year Nebraska Coordinating Commission of Postsecondary Education (CCPE) review cycle, which occurs at the College Cabinet, Board of Governors and then at the state level, program and course viability is weighed amid all possible recommendations from each level of review. Additionally, each



program review cycle is completed annually in the spring term and the process is evaluated by the administrative team with input from the faculty.

A recent example of program improvement is the review and subsequent revision of the foundations math curriculum. Originally Math Essentials (MATH 0980) was developed for implementation beginning in Fall 2015 for students underprepared in the basic skills of mathematics. While this pre-requisite course focused on preparing students to enroll in the next level of credit-bearing math as required by a diploma or degree, student success and completion of the [course remained stagnant](#) (see [success and completion trend 2009-2011 report](#)). In Fall 2017, faculty again collaborated to review and re-envision math curriculum. The group brought forth a recommendation to the [Board of Governors](#) for “[Math Paths](#),” a sequence of math courses focused on three areas: applied mathematics path (for associate of applied science degree-seekers); statistics path (for A.A. and A.S. degree-seekers without a college algebra requirement); and STEM path (for A.A. and A.S. degree-seekers with a college algebra requirement). Faculty utilized previously offered coursework and developed new coursework in order to [streamline each path](#). In addition, co-requisite courses are in development which allow students to simultaneously enroll in remedial and college level math courses. Tutoring and other supports continue to be available to students. Overall, Math Paths shortens the number of semesters it takes students to attain basic achievement in mathematics.

Course viability is considered annually through program faculty’s review of multiple factors including advisory board feedback, faculty input based on disciplinary discovery, employer and graduate survey input. Changes to course offerings are made through the curriculum management process. A request is submitted by the appropriate faculty, reviewed by Associate Dean, Dean, Vice President of Innovation and Instruction and then forwarded to Educational Services for review and approval. After Educational Services, the College Cabinet reviews and votes to approve. When a course deletion request is approved at College Cabinet, instructional support staff archive the course, making it inactive and no longer part of course offerings.

An example of a course being inactivated is BSAD 2430: Public Relations. It was determined by the BSAD program faculty that the course would remain an elective course because it didn't fulfill PLOs. However, due to limited faculty resources to teach and manage the course properly, the faculty decided, with input from their advisory board, that the course was not a core need for the program and should be discontinued. The Dean reviewed and approved based on the faculty recommendation, the Vice President approved, the course deletion request was processed, and the course was inactivated.

### **1R3.**

All academic and program areas submit their program review reports each year. The programs are reviewed by the state’s coordinating body on a [7-year rotation](#).

CCC requires all programs to participate in the assessment of student learning (ASL) process. The current ASL process emphasizes commitment to continuous quality improvement using a [five-phase cycle](#). Each program follows and documents its outcomes assessment in an annual ASL Plan. The ASL process captures direct student performance data which is collected within

courses. This data is used in the ASL process and program review for improving the quality of student learning. In 2018, direct student data (N = 1,563) shows students achieved a level of 86.15% of “advanced/proficient” surpassing the college-wide goal of 75%.

In meeting the needs of English as a second language and adult basic education (ABE) learners in 2017-18, 1,785 adult education students were served in the following categories:

- 1,332 Low ABE (Up to and including 5<sup>th</sup> grade) - Includes 1,070 ESL and 92 ABE students
- 351 Intermediate ABE (6<sup>th</sup> – 8<sup>th</sup> grade)
- 102 Adult Secondary ABE (9<sup>th</sup> – 12<sup>th</sup> grade)
- 43 passed tests to obtain the GED

The [Graduate Outcome Report](#) data supports the fact that graduates achieve the employment/continued education learning objectives of their programs. The data indicates that 773 of the 1,391 students are continuing their education at a postsecondary institution. 42 percent of graduates (predominantly diploma students) are continuing their education at CCC. 93 percent of our graduates are employed in Central’s service area. The Graduate Outcomes Report is comprised of data collected each year from National Student Clearinghouse (National Student Database) and student employment records provided via a data sharing agreement with Nebraska Department of Labor.

CCC uses several studies to compare internal targets with external benchmarks. These benchmarks include the National Community College Benchmark Project, the Community College Survey of Student Satisfaction, and external programmatic accreditation reviews.

CCC has a mature and cyclical program design process which allows for review and improvement to ensure academic program quality. Each program team conducts thorough and responsive reviews annually which are reviewed and reported. Results are stored on CCC’s internal network for process to build on the previous year’s work.

No concerns have been raised by our state-level coordinating body regarding quality, enrollment, or process. Our programmatic accreditors have also found programs to be in good order.

### **113.**

Adding programs to CCC’s offerings is a welcome opportunity and we will continue to be on the outlook for appropriate new programs, using the process in the previous narrative. Our region’s employers have discussed new program opportunities like plastic injection molding and manufacturing equipment maintenance. Meeting the needs of our stakeholders will continue to require constant vigilance. To better meet the needs of our community and the sustainability mission of the College we have submitted the application for a new program, Energy Technology, to HLC.

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## 1.4 - Academic Program Quality

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Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

### 1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

### 1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

### 1I4: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

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1.4.

Academic Program Quality focuses on ensuring quality across all programs, modalities, and locations.

#### **1P4a.**

(4.A.4) CCC requires all incoming full-time students to complete assessments in writing, reading, and mathematics. The results of these tests, along with high school GPA and other standardized test measurements, are used to provide recommended course placement. Students work with faculty and staff advisors to select appropriate course enrollment.

Through advising, students are encouraged to balance class loads and work or family schedules. The advising process includes discussion of personal issues that commonly impact student success and courses are planned accordingly.

Prerequisite course requirements for program curriculum are identified and kept current by faculty through the curriculum process. Courses offered in sequence (e.g. biology or chemistry), require successful completion of the prior course. Statewide articulation agreements often help to determine prerequisites.

Required preparation and expected learning outcomes are communicated in the catalog through clearly stated requirements on the program pages and within course descriptions. Requirements and expectations are also communicated during advising meetings between students and advisors or faculty and course syllabi.

#### **1P4b.**

(3.A.3) Course sections use a common course syllabus and textbook for the delivery of course outcomes regardless of the modality or location. (4.A.4) Faculty [credential requirements](#) are the same regardless of modality or location. (3.A.1) The course syllabi are created and monitored for appropriate rigor by faculty, and approved by deans through the Chief Academic Officer (CAO). The course syllabus aligns the course outcomes with program outcomes. This evaluation and assurance process occurs every year through consistent review of Common Learning Outcomes (CLO) and Program Learning Outcomes (PLO).

Dual credit offerings are taught at area high schools and by high school instructors. For these programs, academic leadership and support staff will meet with the appropriate external parties concerning dual-credit programs. Deans and CAO evaluate dual credit instructor credentials to verify they meet the requirements identified by CCC. Deans and support staff mentor high school faculty teaching dual credit courses and conduct reviews once each term to ensure acceptable performance levels and that they are receiving any necessary support for the delivery of the course. All CCC courses, including dual credit courses, use approved textbooks and common syllabi.

Monitoring program rigor begins at the course level, across all modalities, locations, and dual credit through observations, end-of-year surveys from students, and informal feedback received throughout the course delivery. Dual credit instructors are required to comply with all college requirements.

#### **1P4c.**

(4.A.2) CCC evaluates every credit it transcripts, including [credit for prior learning](#), career technical articulation, department and standardized national examinations, military school and work experience, civilian work experience, company training programs, licensing, formal, non-credit continuing education and other similar experiences.

(4.A.3) Our process for awarding [transfer credit](#) is communicated to students online in our course catalog (credit for prior learning option), in person by advisors, admissions team members, faculty, and other support team members.

#### **1P4d.**

(4.A.5) Specialized accreditation is identified by the program faculty, dean, instructional vice president, and CAO and may be identified at the point of new program development or after the program has been approved. Required specialized accreditation (e.g., nursing or allied health programs), is identified when the program is first considered for development. Programs that do not require specialized accreditation may elect to become part of specialized accreditation at any time it would be feasible to engage in the process. The application for specialized accreditation is prepared by faculty and the dean with support from the CAO, Division Vice President, and College President.

Faculty and deans implement specialized accreditation following the rules set forth by each accrediting body. Specialized accreditation-required criteria are included in the program development change process. Should there be specialized staffing or accreditation requirements, the process for hiring would go through Central's normal hiring process. Additionally, the student preparation requirements, application to the program, specialized handbooks, and program materials including textbook requirements, all follow the program development process. When required, sites for clinicals and practica are contracted. Classroom technology and other equipment are identified and secured by the faculty, dean, and CAO working with facilities and IT Services using established protocol.

Specialized program accreditation is maintained by faculty and deans through CCC's curriculum, assessment and evaluation process in tandem with the specialized accrediting agencies' requirements and reporting schedule.

#### **1P4e.**

(3.A.2) CCC determines student success as improved employment condition, academic award attainment, and transfer into another post-secondary institution. (4.A.6) Since 2012, CCC uses the [Graduate Outcome Report](#) to quantify and qualify the level of outcomes attained by its graduates. The data in this report outlines the success of completers by defining employment and salaries via Nebraska Department of Labor unemployment data, matriculation to other postsecondary institutions via National Student Clearinghouse data, and continued enrollment at CCC. For all other students, CCC uses the [Voluntary Framework of Accountability Six-Year](#) and two-year cohort data to track receipt of award, transfer to other colleges. The use of these tools allows CCC to track student outcomes regardless of the declared academic intent of the credit student, and also offers information about students who drop or stop out.

**1P4f.**

CCC defined the program review process, method, and tools to assess program rigor across all modalities. Program rigor is assessed through review of student success, graduation rates, licensure pass rates, and specialized accreditation results. These additional measures are selected by the program faculty and administration with input from other internal and external stakeholders.

**1R4.**

Program review results for determining the quality of academic programs include internal review of the program as well as review by employers of graduates and program graduates.

The Graduate Outcome Report shows 88% of [CCC graduates](#) are employed full-time or continuing their education, which CCC considers successful student completion. The average hourly wage of 2016-17 graduates was \$18.32, more than double Nebraska's minimum wage. Successful transfer agreements are evidenced through [transfer data](#) also included in this report. While results vary by program, the majority of graduates believe they are well-prepared for their chosen field of employment.

(4.A.5) As part of the 7-year Nebraska Coordinating Commission for Postsecondary Education, all CCC programs have been successfully reviewed. Results of external review of academic program quality include successful maintenance of the following program external programmatic approvals and accreditation:

- Nursing Education- approved by the Nebraska State Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN): [www.acenursing.org](http://www.acenursing.org)
- Paramedicine- accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) on the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP): [www.caahep.org](http://www.caahep.org) and [www.coaemsp.org](http://www.coaemsp.org).
- Medical Assisting- accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Medical Assisting Education Review Board (MAERB).
- Occupational Therapy Assistant- granted accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), [www.acoteonline.org](http://www.acoteonline.org).
- Dental Hygiene and Dental Assisting- programs are accredited by the Commission on Dental Accreditation, <https://www.ada.org/en/coda>.
- Health Information Management Services- accredited by the Commission on Accreditation for Health Informatics and Management Education (CAHIIM). [www.cahiim.org/](http://www.cahiim.org/).

- Automotive Technology- accredited by the Automotive Service Excellence (ASE) Student Certification program.

CCC interprets the effectiveness of our academic program quality to be on par or above the performance of our peers in Nebraska or our market share.

#### **114.**

Academic program quality improvement process is central to the mission and essential to the operation of CCC. Data-driven decision-making will remain paramount as CCC ensures graduates are highly employable and transfer successfully to complete additional degrees.

### **Sources**

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- 00.Qualified Faculty
- 00.transcriptcredit
- 00.VFASix-Year Outcomes Measures
- 1Rd2-2016-17 Graduate Success and Employment Outlook By Program
- zGradOutTransfer
- zTransferCredit
- zzzCreditPriorLearning
- zzzTransferCredit113



## 1.5 - Academic Integrity

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Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

### 1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

### 1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

### 1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

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### 1P5a.

(2.D, 2.E.3) CCC is committed to freedom of expression and the pursuit of truth in teaching and learning as noted in the Board Approved Policy on [Ethics and Responsibilities of College Employees](#). Where appropriate and in support of intellectual freedom, all employees shall promote and protect diversity of opinion in the workplace including integrity in research and scholarly practice. Faculty academic freedom is fostered within the scope of job expectations, contractual requirements, course descriptions, common course outcome summaries, and the CCC curriculum design process. While faculty may engage in applied research related to areas such as

instruction, curricular improvements, or recruitment and retention, original educational research is not an expectation.

(2.E.3) CCC maintains academic integrity procedures that are communicated through the [website](#) (excerpt from the Student Code of Conduct) and the [Expectations for Academic Integrity](#).

(2.E.1, 2.D) Students are provided instruction on scholarly practice from their instructors through class procedures, expectations, and assignments. Academic integrity is reinforced through information provided by the Library Resource Centers, including copyright and plagiarism information. All students are provided access to Central's online resource guide called [Information Literacy](#), to assist in observing ethical writing practices.

### **1P5b.**

(2.E.2) All degree-seeking students complete Gen Ed Group A: Communications requirement, which includes the following student learning outcome: *Graduates are prepared to incorporate information from sources ethically and effectively*. Additionally, students are informed about academic honesty and integrity and the ethical use of information resources through material and links posted in the learning management system course shell. The Academic Integrity statement is included in all syllabi. Students are provided guidelines for ethics in research in courses that require research. In addition to face-to-face support for students and faculty, librarians have developed an online Information [Literacy Skill Builder](#) that provides assistance and training to critically evaluate information and utilize accurate citations. Librarians are available for support to faculty through professional development sessions and collaboration on research assignments. Librarians are also available to students through in-class presentations and out-of-class support for research.

(2.E.3) CCC maintains a [Code of Student Conduct](#) which expects students to exemplify honesty, honor, and respect for the truth in all of their dealings. Behavior that violates this value includes, but is not limited to, academic dishonesty. Instances of academic dishonesty are described in CCC [Academic Integrity Procedures](#) and can be found on the website. Procedures for addressing alleged instances of academic dishonesty, academic sanctions, and the student appeal process are outlined, along with examples and of personnel involved. Many faculty require students to submit their papers to TurnItIn to check for plagiarism. Students receive feedback identifying potential problem areas and have the opportunity to correct their work prior to submitting it for grading.

### **1P5c.**

(2.E.2) Academic integrity is reinforced through information provided by the Library Resource Center, including copyright and plagiarism information. All students and faculty are provided access to Central's online information literacy skill builder called [Information Literacy](#), to assist in observing ethical writing practices.

(2.E.3) CCC maintains a policy which outlines ethics and responsibilities for College Employees and requires faculty and staff to adhere to standards of professional conduct and act in a manner consistent with our Core Beliefs. Professional conduct is described as acting with honesty and integrity in all matters relating to employment.

(2.E.3) CCC has a manual process established for reviewing faculty requests for data to conduct research. Faculty submit requests to CCC Institutional Research. The Chief Academic Officer, in consultation with the President, takes several aspects of the request into consideration, including but not limited to guidance of the process through a degree-granting institution, resource allocation and availability, and alignment with College mission and vision. A final decision granting the research request is communicated to the requestor.

(2.E.3) The faculty evaluation process assists in ensuring ethical practices within the classroom setting. Associate Deans of Instruction conduct classroom observations and an annual evaluation process of all faculty, both in face-to-face settings and online. A [standardized classroom observation](#) with guidelines is utilized. The faculty evaluation process includes evaluation of pedagogy, assessment, teaching materials, progression toward annual goals, contractual duties and responsibilities, student survey of instruction data, self-reflection and evaluation. Concerns are discussed between the faculty and the associate dean following the observation or at the end-of-the-year evaluation. On the occasion a student believes an instructor has acted unethically, CCC directs the student to the [student complaint](#) process, available on the website.

#### **1P5d.**

Employment evaluations, developed by academic administration along with faculty to ensure the appropriateness of the evaluation tool as well as compliance with the negotiated faculty contract and faculty evaluation procedures, provide the primary method of assessing freedom of expression, integrity of research, and scholarly practice as well as ethical teaching and research practices of faculty. Student complaints that concern ethical teaching also provide a method of assessment. The Academic Integrity Procedure includes a reporting mechanism to be used when an instructor suspects that a student may have committed an act of academic dishonesty. This serves as the formal assessment of student-based ethical learning and research practices. Faculty evaluate student work, identifying occurrences of plagiarism, improper citations, or other unauthorized use of information.

#### **1R5.**

There have been no formal grievances filed regarding freedom of expression, integrity of research, or scholarly practice for the past 5 years.

Fourteen acts of academic dishonesty have been formally filed with the Deans of Instruction. Of the fourteen concerns, one was a privacy concern and the remaining thirteen were plagiarism-related.

Unreported acts are managed by faculty through grading feedback on assignments. Student submissions to Turnitin for 08/01/2017 to 5/1/2019 (N=25,658) show 61% (n=15,651) have a

0% similarity rate and less than 3% of students (N=770) have an incidence of plagiarism. CCC students are expected to respect ethical standards and exhibit academic honesty and therefore, have a goal of zero incidences. The results through Turnitin are within an acceptable range. No external benchmarks are sought.

### **115.**

CCC has proactively communicated with students CCC's expectations for maintaining academic integrity through the common syllabi information posted in all courses. CCC will work toward adopting an online reporting structure using current software reporting processes. Due to increased request, the administration is also considering a more formal Institutional Review Board to review research requests.

## **Sources**

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- 00.code-of-student-conduct-2018
- 1p5a-Course\_ Information Literacy Skill-Builders
- 1P5a-Ethics-Responsibilities
- 1P5a-Student Code of Conduct-Website
- 1P5b-academicintegrityprocedures
- 1P5c- Student Complaint Process \_ Central Community College
- 1P5C-FacultyEvalDocs

## **2 - Meeting Student and Other Key Stakeholder Needs**

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### **2.1 - Current and Prospective Student Need**

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Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

#### **2P1: PROCESSES**

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

#### **2R1: RESULTS**

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

## 2I1: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

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### 2P1a.

Central Community College (CCC) has targeted services to aid underprepared and at-risk students. The process below represents the major steps used to identify academically underprepared students, students with disabilities, and veteran students and determine their support needs.

(3.D.2) Prior to or early in the registration process all certificate, diploma, and degree-seeking students must submit the ACT or take another academic placement assessment that is evaluated according to a standardized [concordance chart](#). Based on these test scores, faculty and student services advisors recommend placement of underprepared students into the remedial or other support services needed for academic success.

(3.D.1) Assisting students with disabilities or special needs is accomplished by advisors, teachers, and disability services personnel working directly with the individual students to define challenges and plans of action to resolve those challenges. The College's TRiO program is also available on all campuses to assist first-generation, low income, or disabled students with individualized academic and financial assistance. Veterans Resource Centers have been established at all locations to help veterans by identifying and finding solutions to their academic success barriers.

The Student Progress Notification System ([SPNS](#)) proactively identifies academically struggling students who are at-risk for academic jeopardy in three stages. In the SPNS process, faculty identify specific academic concerns experienced by students by the second, fifth, and ninth week of the term. Student Services then contact those students and offer guidance and [resources](#) to aid that student.

### 2P1b.

Beyond the processes described in 2P1a, CCC deploys a full range of technical support services which include open computer labs, wireless Internet access, and the Service Center/Helpdesk (hours: 7:30am-9:00pm M-F).

CCC deploys an array of general (3.D.1) [support services for students](#), which are designed to address students' various needs and promote their success at CCC. Additional services not described above include Residence Life, Student Activities, Athletics, Student Clubs and Organizations, and the Student Assistance Program (individual counseling). [Project HELP](#) is a program for income-eligible students pursuing jobs in healthcare. [CARE Teams](#) proactively

identify and serve students with behavioral or emotional concerns by coordinating resources and appropriate interventions while supporting the student's well-being and continued success.

(3.D.2) CCC deploys personalized academic advising to help students seeking a degree, diploma, or certificate to select and complete courses and programs. Student Planner is a web-based software tool utilized by academic advisors to help clarify, plan, and track student progress toward the credential. They may also document meeting notes, academic goals, and actions items to be completed. Students have access to this information 24/7/365.

### **2P1c.**

As outlined in the (3.C.5) [CCEA Negotiated Agreement](#), faculty are contractually required to be on-campus a minimum of two office hours per week in addition to instructional time, labs and clinicals. Hours are posted in syllabi, office, and the college intranet. Students can meet face-to-face with faculty during office hours or a pre-arranged time. Online faculty use WebEx to hold virtual office hours, and students can use the Chat feature of WebEx. Students may also contact instructors by phone, email, or Quickmail (a Moodle tool). Faculty are expected to respond to student inquiry within 48 hours. This [sample faculty member's schedule](#) (3.C.5) illustrates how an instructor provides opportunities for student meetings.

### **2P1d.**

Both Student Services staff and faculty are integral to the process of determining and addressing all student needs for learning support. [Academic Success Centers](#) (ASC) provide numerous programs/services that support student learning. CCC offers library services in physical and virtual formats. (3.D.5) All students have access to the [Information Literacy Skill Builder](#) tool to assist in observing ethical practices.

One example is [Academic Skill Builder workshops](#). In these multi-week workshops, college staff use placement test scores to pinpoint a student's specific areas of deficiency and create individualized study plans. The ultimate goal of these short-term offerings is to help students improve their scores in reading, writing, and math and get into college-level courses. Additionally, the College's Academic Success Centers collaborate with faculty to address student needs for supplemental instruction. Supplemental Instruction offers enhanced tutoring for historically difficult courses in order to provide immediate additional support for learning. In 2017, ASC staff implemented Online Tutoring to improve service to students who are unable to access brick and mortar tutoring centers. The list of all [tutors employed during Spring 2019](#) (3.D.1, 3.D.3) shows the scope of providing tutoring to students at CCC. Regardless of the mode of delivery, tutoring services are provided at no cost to the student.

ASC Directors collaborate with Disability Support Services Directors (DSS) to support the learning needs of students with disabilities by implementing certain testing accommodations that could include proctoring, reading, and scribing.

(3.D.4, 3.D.5) There are several methods used to identify the learning support needs of faculty, including feedback from instructional administrators about potential areas for faculty growth, federal or state guidelines, HLC standards, student performance measures, and business/industry expectations. When learning support needs for faculty are identified, the College has several avenues for providing this support. The [Faculty Resource Center and Learning Support Services](#) staff work to facilitate the teaching and learning process and to support program, curricular, instructional, assessment, and student engagement improvements through individual meetings, work sessions, trainings, and professional development opportunities. In addition, Associate Deans and other administrators work with faculty through division and individual meetings to identify needs and provide corresponding professional learning opportunities. Faculty attend professional conferences and receive professional growth opportunities internally through outside trainers or facilitators hired to educate on topics related to student engagement, disabilities support, and educational best practices.

### **2P1e.**

CCC relies on dozens of extended learning services staff and training and workforce development personnel to meet regularly with community groups, area business and industry and school partners to promote current programming and gain insight on new programming. Close working relationships with the Nebraska Department of Labor offices provide opportunities to quickly identify potential groups of individuals needing educational programming due to layoffs or hiring expansions. School personnel may identify groups of students from a new cultural background needing language or cultural training. As a comprehensive community college, if the programming or services fit within the CCC mission and complement existing offerings, the new offerings and services can be prioritized for implementation.

For example, CCC's Hispanic/Latino population increased from [15% in Fall 2013 to 22% in Fall 2018](#). In response to this growth and the distinctive needs of this population, CCC hired five additional full-time bilingual staff. Additionally, CCC implemented multicultural clubs that have attended local and national Latino focused conferences, such as the United States Hispanic Leadership Institute. The Grand Island Campus, the highest Hispanic/Latino population of any campus, opened a Multicultural Resource Center in early 2019 to serve as a pilot for other campuses.

### **2P1f.**

Central Community College identifies the changing needs of its student groups through environmental scans like the Student Survey of Instruction, focus groups, program reviews, outcomes assessment, program advisory committees; and data on graduate employment, Fall-to-Fall retention, course completion, and National Student Clearinghouse for transfer post-completion.

These data inform decisions about instructional programming and student support services. Based on faculty and student focus groups, CARE Teams (behavioral intervention teams) were created on all campuses. CARE Teams proactively identify and serve the emotional and behavioral concerns of some of its most vulnerable students. These teams are cross-disciplinary



groups of employees committed to collaboratively serving students who are facing various barriers to their success.

CCC also has prioritized support services to serve the increased mental health needs experienced by many of our students. In 2014, CCC created the Student Assistance Program, which makes available to all CCC students 12 counseling sessions a year with a licensed mental health practitioner at no charge.

## **2P1g.**

Demographic information gathered from prospective students through CCC's recruiting and admissions processes helps the College identify subgroups who may have distinctive needs. One example is the addition of a veteran status question on the application in 2015. During the registration process, all students receive information on available services and are encouraged to identify distinctive needs to receive any required support. Enrollment behaviors are also examined, with distance education students identified as one group with distinctive needs. A sample of the major subgroups with distinctive needs and descriptions of how they are supported are explained below (3.D.1).

Distance learners account for 39-52% of total student headcount. This 13% growth from 2013 to 2017 was supported by usage of an online registration software (Ellucian PLAN), and development of an online orientation regarding student support services, college basics, how to obtain and maintain financial aid, and access to student tools. Additionally, we created a step-by-step WebEx video to educate students about online course tools, assignment submission, utilization of discussion boards, and instructor communication.

During the application process, military-connected students are identified and monitored to ensure their distinctive needs are proactively being met. The [Veterans & Military Resource Center](#) utilizes a uniform set of data tools to collect and track information on veterans, active service members, and their family members, regardless of their use of VA educational benefits. This includes demographics, military history, enrollment, retention, and degree completion. Support for these student subgroups reduces unique barriers and encourages academic success. Since the implementation of the VMRC in 2011, all veteran and military-connected students are contacted multiple times during the semester through phone calls, emails, social media, and personal contacts with staff

The VMRC has four dedicated locations, each with a distinctive chapter of Student Veterans of America and Salute National Honor Society. VMRC staff provide admissions support, advising, mentoring, peer support, financial counseling, career advising, resume writing, and advocacy, as well as space for study and relaxation to build peer support within this group. VMRC also collaborates with the Veterans Administration Health Care System to provide direct, on-campus counseling and case management support through the VITAL program (Veterans Integration to Academic Leadership). These important initiatives helped CCC be recognized as [3.D.1] "[Best for Vets](#)" by Military Times Magazine, Ranked #1 in the Nation the last five years consecutively (2014-2018). VMRC won multiple other national awards and has committed to the Eight Keys to

Veteran Student Success issued by the Department of Veteran Affairs & Department of Education.

## **2P1h.**

(3.D.2) Central Community College uses a variety of methods to provide support services that will help our students be successful. Incoming students are invited to a face-to-face [New Student Orientation](#) prior to enrolling in classes. This event includes information about student support services available and provides an opportunity to meet staff. At orientation, students learn about success in college and involvement in extracurricular and curricular activities, and are instructed on time management and best practices for academic planning. Distance students and others unable attend face-to-face orientation may access an online orientation that is available 24/7/365. Online orientation provides students with information about the support services available, student rights/responsibilities, and online resources.

Other support services/resources include club and organizational fairs, part-time job fairs, residence hall orientations, drug/alcohol prevention activities, and even social events like movie nights or bowling. In addition, student services staff encourage students to contact them whenever they encounter problems or have questions.

Distance students and others unable to access services on-campus can access services online. Among these online services is our [College Central Network](#), an online system that both CCC current students and alumni can access to search for jobs, get assistance with developing a resume, and practice their interviewing skills. CCC recently added the [Career Coach](#) program to the array of resources offered to provide students with regional employment data, forecasts, and other resources matched to students' specified fields of interest.

Finally, the College has behavioral intervention teams/CARE Teams at each location. [CARE Teams](#) offer resources, support, and interventions to students who are encountering barriers or displaying concerning behaviors. (3.D.2) The College contracts with Family Resources of Greater Nebraska to offer the Student Assistance Program, which provides all CCC students with access to confidential counseling services by a licensed mental health practitioner. The (3.D.2) [Student Assistance Program brochure](#) is distributed at New Student Orientation and other student events, and is available online.

## **2P1i.**

The College's recruiting and hiring processes ensure that all employees, including non-academic student support services staff, have appropriate qualifications. In addition, annual employee evaluations incorporate a review of qualifications and help identify training and support needs. Staff also have the opportunity to participate in professional development activities and are encouraged to attend professional conferences and workshops in their areas of responsibility. Upon their return from conferences or workshops, staff are encouraged to share ideas for new services and/or programs, as well as other suggestions for enhancing services to students. There

have been many [professional development and training opportunities for CCC student services staff](#) (3.C.6) since 2014.

In addition to regional and national professional development opportunities, the College provides student support services staff with other forms of internal professional development. On-campus training events enhance the education of staff on issues such as behavioral intervention, effective communication/customer service, poverty, diversity, LGBTQ+, and other service-related topics.

### **2P1j.**

Central Community College uses a number of methods to communicate the range of available student support services. The CCC website includes an easy-to-find and comprehensive listing of the (3.D.2) [student support services](#) available.

In addition to the website, the student portal system (WebCentral) contains links for accessing financial aid and scholarship information, account balances, and payment options, as well as daily reminders about important deadlines, events, and student activities. Non-academic support services are also communicated by Student Services during presentations at orientations and welcome events, meetings with student groups, one-on-one appointments with students, and email notices to faculty.

Student services also use printed brochures, flyers, posters, billboards, and digital monitor messages to help explain and promote their services. Additionally, the College often communicates information about new or unique services through marketing pieces and student presentations. Social media is also beginning to be utilized effectively to promote the wide array of student support services available.

### **2P1k.**

CCC selects tools and instruments for assessing student needs based upon effectiveness, past successes, and educational research best practices. For example, the College uses a variety of methods to evaluate where new students will be starting academically, including Accuplacer testing, ACT/SAT, MAP, and other standardized tests to assess academic readiness and recommend course placement.

Administered every two years, the Community College Survey of Student Engagement (CCSSE) serves as another method for assessing student needs and how well the college may/may not be meeting such needs. Additionally, every semester the Student Survey of Instruction (SSOI) is administered at the course level to assess student academic-based/instructional needs and their related satisfaction.

### **2P1l.**

CCC relies upon both [qualitative and quantitative data sources](#) to intentionally identify and assess the degree to which we are meeting student needs. These sources include formal surveys (both national and institutional), an analysis of graduation and persistence rates, licensure and

certification results, as well as informal feedback and information obtained from students through meetings and involvement with faculty and staff.

In addition, the College is committed to building and maintaining relationships with our students, as a piece of the larger priority of meeting their needs. Student services and instructional staff establish and nurture relationships with students by frequent and supportive interactions, by serving as advisors to [student-led club and organizations](#), and by involving students in discussions and decision-making for various campus and college committees.

## **2R1.**

CCC systematically monitors student readiness, preparedness, and the need for additional support services. National surveys, such as the Community College Survey of Student Engagement (CCSSE) are an important resource to monitor the changing needs of our students and how well the college performs against peer institutions. An example is shown in the [CCSSE Key Findings](#) report, special-focus item pg. 6-7, indicating the College is outperforming its peers in advising new and returning students.

Each year, CCC's Institutional Research (IR) office collects and analyzes data regarding the academic outcomes of students who are identified through SPNS. As the [Successful Outcome Rate Report](#) (3.D.1) shows, in Spring 2018, 62% of students who were reported for Stage One (Attendance Verification) only, were able to resolve their academic support needs and earn an A, B, or C.

An additional measure of meeting student needs includes tutoring. Tutoring support continues to be one of the most used student support services. The list of all (3.D.1) [tutors](#) utilized during the Spring 2019 semester demonstrates the College's commitment to provide tutoring to students who seek assistance.

Through multiple veteran service initiatives, CCC has been awarded [3.D.1] ["Best for Vets"](#) by Military Times Magazine, Ranked #1 in the Nation the last five years consecutively (2014-2018), as well as multiple other national awards and has committed to the Eight Keys to Veteran Student Success issued by the Department of Veteran Affairs & Department of Education.

Student Assistance Program and counseling services have been grown since their implementation. Consistent with what is happening in higher education on a national level, we anticipate a growing demand for services that will support student mental wellness and adjustment needs.

The [licensure and pass rates](#) for CCC's Associate Degree in Nursing program over the past five years are an important standard for determining effectiveness in meeting the needs of students and helping them to achieve success. The Nursing faculty reviewed the data and based on lower pass rates, made changes to guidelines that increased standards and expectations of students and ensured that consistent content was being delivered at all CCC locations. Additionally, student support programs were implemented. The 2018 pass rate is expected to meet the national benchmark of 92%.

The attached factors from the [Community College Survey of Student Engagement \(CCSSE\)](#) 2017 administration indicated both favorable results and opportunities for improvement. The favorable data includes aggregated data for the items on which the College performed most favorably relative to the 2017 CCSSE Cohort. These higher areas of student engagement are across four of the five national CCSSE benchmarks – and not solely focused in one or two of those areas. This suggests that the College is performing well in several of the key areas of student engagement. The bottom section of the CCSSE data displays the items on which the College performed least favorably relative to the 2017 Cohort. For example, only 24.8% of CCC students (compared with 34.4% of the 2017 Cohort), responded that they “often” or “very often” gave a classroom presentation in their courses. Again, the data reflects that there are aspects of student engagement with opportunities for improvement. Three of the lowest areas of student engagement fell within the “Student Effort” benchmark. The College will include these data during upcoming strategic planning meetings and meetings of the President’s Quality Action Council.

## 211.

As noted in the above results section, the College’s nursing program spent considerable time collecting and reviewing data related to students’ licensure pass rates and course completion rates. Based on this examination, the program made several changes and improvements to how they prepare students, including implementing supportive programs such as Virtual ATI, to give students another resource to prepare for the NCLEX. The pass rate difference between 2016 and 2017 suggests that a positive impact has occurred since adding this new program for the College’s nursing students. The 2018 pass rate is on track to meet the 92% benchmark.

CARE teams and expanded Student Assistance Programs are showing additional services needed including providing student food/hygiene pantries. Tutoring and veteran resource center services continue to show positive results on student success and will be reviewed for expansion at additional centers and distance locations. A multicultural center was established on one campus as a pilot, with possible expansion to other campuses in the next three years. Online orientations may expand to include the entire first-year experience modules for student engagement.

## Sources

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- 1 - 2p1a - Successful Outcome Rate - Stage 1 SPNS
- 10 - 2p11 - Conferences and trainings since 2014
- 1p5a-Course\_ Information Literacy Skill-Builders
- 2 - 2p1b - Student Services
- 2.1-2P1i-SourceToAccessStudentNeeds
- 2.1-2R1-Chart1
- 2.1-2R1-Chart2
- 2p1a-18.FA Resources Available for Students updated
- 2P1B-Project HELP
- 2P1D-Academic Success Center - Grand Island
- 2P1D-AcademicSkillBuilderExample

- 2P1D-LSS\_FRC Handout
- 2P1G-IPEDS-Hispanic
- 2P1G-Veterans Guidebook
- 2P1H-CareerCoach
- 2P1H-CCN
- 2P1H-New Student Orientation
- 2P1L-Student Organizations
- 3 - 2p1c - CCCEA Negotiated Agreement 2019-2020
- 4 - 2p1c - Sample Faculty Schedule in Spring 2019
- 5 - 2p1d - Tutors in Spring 2019
- 8 - 2p1h - CARE information
- 9 - 2p1h - SAP Brochure
- Best for Vets
- CCSSE 2017 CCC Key Findings
- Concordance Chart 01-16-19 with MAPS
- SPNS Full Term Process

## 2.2 - Retention, Persistence, and Completion

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Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

### 2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

### 2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

### 2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

## Responses

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### 2P2a.

CCC collects student retention, persistence and completion data in multiple ways. The first of these includes tracking macro enrollment trends (4.C.2) [weekly, term-to-term and year-to-year](#). The value of tracking macro enrollment is the ability to see enrollment change related to academic program, campus and to a lesser degree mode of delivery. The second most prevalent method includes the tracking of specific student cohorts. CCC uses several methodologies to

track cohorts including the Voluntary Framework of Accountability (VFA) (4.C.2) [two-](#) and [six-year](#) persistence & retention tracking, The National Community College Benchmarking Project (NCCBP) including transfer, completion and persistence rates and to a lesser degree [IPEDS cohort tracking](#). Data on completion is collected, stored, and reported in multiple ways, including all of those listed above and the (4.C.2, 4.C.4) [Graduate Outcomes Report](#).

### **2P2b.**

CCC utilizes (4.C.4) [IPEDS benchmarking](#) and VFA metrics and to determine and set targets for retention, persistence, and completion. IPEDS retention tracking allows us to measure ourselves against a self-selected peer group of similar colleges. (4.C.1) CCC's target in the IPEDS data is to be on par or outperform CCC's peer college group for both full- and part-time student retention. Additionally, IR compiles data on early college students and college attendance. The College uses (4.C.4) [Early College Conversion](#) by High School report to identify matriculating CCC early college students after high school graduation.

### **2P2c.**

Retention, persistence, and completion rates are used in Enrollment Management, Student Success, and instruction to assess effectiveness and feasibility of multiple initiatives and practices and to inform policy and process. In response to a growing Hispanic student population and a desire to recruit and retain a higher number of Hispanic students, CCC started offering [Spanish New Student Orientation](#). Bilingual student services teams run these events.

English and Math faculty review the success rates of developmental vs. college-level students. Placement scores are reviewed, along with grades received in the first college-level course, and instruction is adjusted to meet lagging areas. Math faculty redesigned developmental courses based on completion rates in hopes of increasing student success and persistence. Program directors and faculty annually review retention and persistence data to identify strengths and weaknesses of the program, and potential ways to support students. Specially accredited programs, such as those in Health or Nursing, also include this data in their respective accreditation reports.

Enrollment projections prepared by IR are reviewed for trending data on retention and persistence by student demographics including gender, age, race, and enrollment status. This review informs the Dean of Enrollment Management's efforts, contributes to cabinet-level future forecasting; and improves potential targeted marketing campaigns.

### **2P2d.**

CCC works to improve retention, persistence, and completion by giving adequate attention to student success through the services and support provided by instruction and student services, as detailed in 2P1. These efforts are supported by analysis of the data from IR and the focus provided by the action projects outlined in the [Strategic Plan Goal 1](#) (4.C.1). These data are reviewed by the President, Deans and College Cabinet with opportunities integrated into annual planning and the Strategic Plan.



## 2P2e.

(4.C.4) IR and Information Technology Services conduct queries to extract data from the College's Student Information System (Colleague) and external reporting like Voluntary Framework of Accountability (VFA). IR analyzes the data, seeking those factors with the highest correlation to the individual outcomes measures. Ad hoc queries for customized data are generated by IR to answer specific questions on retention, persistence, and completion. Key performance data, like the [IPEDS cohort tracking](#), are generated on a recurring schedule based on enrollment cycles, semester dates, and state and national reporting. Most recently, the College has invested in support provided by the Gardner Institute following informational sessions and a conference attended by 11 faculty members from multiple disciplines. Three courses with higher non-completion rates were selected and faculty worked to implement strategies and changes to improve student success.

## 2R2.

CCC utilizes IPEDS Retention, NCCBP and [Credit Registered/Credit Earned](#) data to analyze, monitor and inform student success efforts semester-to-semester, fall-to-fall, and developmental-to-college-level. [IPEDS Retention](#) data shows the Fall 2016 full-time, first-time cohort retention rate of 65% outperformed the peer group, but was down from 68% the previous year. The part-time, first-time retention rate also outperformed the peer group and increased by three percent to 51% from the previous year. For the Fall 2017 cohort (comparison tool not available at time of publishing) those retained or completing by Fall 2018 full-time, first-time retention rate was 67%, up by 2% from the previous year. Part-time, first-time retention decreased by 2% percent to 49% from the previous year.

The 2018 [NCCBP](#) data identifies CCC's course-level retention rate (pg. 1) to be 91.13%, ranking at the 42 percentile (N=230). Areas of strength identified by NCCBP for 2018 include students who complete in three years, students who completed in two years, and percent of full-time, first-time students who completed or transferred in three years.

CCC uses [IPEDS](#), Graduation Reports and Awards Reports to monitor completion. Graduation is analyzed year-to-year to monitor trends in overall degrees, degree types, and certifications. The [2015-2018 trend line](#) is negative, with 2,322 in FY2015 and 2,076 in FY2017. The data correlates with the downturn in enrollment three years prior and is being countered by the action projects outlined in the [Strategic Plan Goal 1](#).

CCC uses the NCCBP 150% and 300% of time to degree as solid measures of performance. The [2018 NCCBP](#) (pg.2) identifies the percentage completed in three years for full-time students as 41.80% and 22.95% (pg.3) for part-time students.

Completion also considers students who transfer out of CCC with or without a degree, reported in the 2017-18 [Graduate Outcomes Report](#). The top four transfer institutions include Bellevue University and the University of Nebraska at Kearney with 12% each, and the University of Nebraska-Lincoln and Doane University with 7% each. The transfer rates assist in identifying future agreement opportunities for institutions and programs.

## 2I2.

Like many community colleges in the United States, CCC has identified the need to improve retention, persistence, and completion rates. Based on the performance data shown in 2R2, CCC will create part-time and full-time completion plans in the upcoming 2020 Strategic Plan. Currently, the College is working on several projects in the present [Strategic Plan Goal 1](#) (4.C.3). Depending on their level of completion, some of these may be continued in the new strategic plan, along with new objectives covering improved student advising and expanding engagement with students. CCC will also import these plans into Student Planning, so program and non-program advisors can utilize these plans to create an award completion plan for each student.

Retention coaches have been piloted in some divisions and their effectiveness will be evaluated; the success of the Gardner Institute courses will be monitored for possible expansion; and early college student transitions to CCC will remain a priority.

## Sources

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- 2.2-2p2a-EarlyCollege-ConversionByHighSchool-2017-2018
- 2.2-2p2a-WeeklyEnrollmentReport-19SP 05-06-2019
- 2.2-R-2017-18 Graduate Outcomes Report (2015-16 Graduates)-Most Recent
- 2.2-R-2017-18-Credit Registered-Earned By Discipline
- 2.2-R-2018-National Community College Benchmark Project-Retention-PeerComparison
- 2.2-R-2018-NCCBP-national-report
- 2.2-R-Awards 2015-16 to 2017-18 - Degrees\_Diplomas\_Certificates
- 2.2-R-IPEDS-Completion-Data\_5-2-2019
- 2.2-R-IPEDS-Retention-Data\_5-2-2019
- 2P2a April 19 - Alpha Campus Summary
- 2P2a graduateoutcomesreport
- 2P2a VFA 2yr Cohort
- Spanish Insert
- strategicplan2015-2020
- VFA 6yr Cohort

## 2.3 - Key Stakeholder Needs

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Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

### 2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

### 2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

### 2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

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### 2P3a.

CCC considers all its stakeholders as key stakeholders and uses multiple [sources to identify the changing needs of its stakeholders](#). The College employs extended learning services (ELS), student services and workforce development staff to regularly visit businesses, schools, community organizations and regional/state meetings to request input on future programming and results of past programs. Feedback from individuals and groups is utilized through organizational decision-making structures and the annual strategic planning processes to prioritize. Once prioritized, the action is referred to the respective administrative area for implementation. Implementation may include development of an action plan to meet a currently

unsupported need or to better define the nature of the relationship. Additionally, the College's ongoing marketing analysis and regularly scheduled economic impact study aid in defining new stakeholder groups and their potential needs.

### **2P3b.**

CCC relies on feedback and new information from an array of sources to identify new target markets and stakeholders, including federal and local agencies and community partnerships. If a new stakeholder group is identified, leadership teams evaluate the potential relationship's ability to support CCC's mission and instructional or service priorities. The College uses quality improvement/planning processes to take action. To identify priorities that bring the highest value to students and stakeholders, the developed [planning model](#) includes input from all available sources and involves review and approval from senior College leadership. A recent example is targeted support including a [major employer, City, school, and CCC](#).

The methods the College has identified to define these new markets are detailed extensively in the earlier sections of this category, but as with most new college processes, national and regional trends are also monitored to detect opportunities for CCC. The College believes applying for grants locally and nationally is an opportunity to build additional partnerships and seek new groups of students.

### **2P3c.**

Facilitating program-specific advisory boards and monitoring input from all available metrics allow staff to learn about the changing needs of stakeholders, specifically in the employment area. Community involvement through meetings, tours or partner surveys helps the College identify changing needs, which are addressed by ongoing dialogue with college stakeholder groups and integrated into the planning cycle. An example is customized incumbent workforce training, where quarterly state grants allow businesses to work with the College to write and implement training for their employees to help keep them updated with technology or business needs. CCC's training staff work with the company to identify employees to be trained, grant written, training conducted, and evaluation completed. The College regularly works with 6-8 local/regional businesses or consortiums each fiscal quarter.

### **2P3d.**

CCC seeks effective methods of measuring key stakeholders' needs and feedback. Traditionally, we used locally-developed survey instruments to ask specific populations to determine need. Since 2012, the College uses the [Higher Education Partnership Satisfaction Survey](#) (HEP) to evaluate CCC's relationship with various affiliated partners or stakeholders. Eastern Arizona College administers the survey and includes individuals and organizations that associate with and/or collaborate with CCC. In 2018, 319 partners were emailed an invitation to the web-based survey, with 169 completing the survey, resulting in a 52.98% response rate. Participants ranked each of the statements on a Likert scale from strongly agree to strongly disagree or doesn't apply. Means for each question are determined and analyzed in comparison to the benchmarking

group, along with reviewing all comments. The feedback collected has aided the College greatly in defining key stakeholder needs.

ELS, student services, and workforce training personnel make regular in person or virtual visits to businesses, schools and community groups to assess programming needs and implement services.

### **2P3e.**

CCC assigns key stakeholders a point-of-contact and ongoing communication between the stakeholder and the assigned individual is encouraged. This fosters a strong relationship, with stakeholder needs anticipated, continually assessed, and promptly addressed. While some methods are informal and qualitative in nature, [HEP Satisfaction Survey](#) provides a formal evaluation by which the College can track if needs are being met. Repeat and expanded partnerships with area businesses also indicate satisfaction with past and current partners who want to continue working with CCC.

### **2R3.**

In the 2018 [HEP Satisfaction Survey](#), the majority of survey participants who participated responded positively in regard to the level and type of communication with CCC, and were satisfied with their relationship with the College. Participants believed their organization's needs were met. CCC's results were on par with other institutions participating in this survey.

Additionally, the College is successful in securing and implementing grant funding for customized incumbent workforce training as evidenced in the [monthly grant reports](#) and [letters of support from area partners](#).

Alumni are communicated with through quarterly Community Connection magazine, Facebook groups, letter campaigns, and special events like reunions or athletic alumni tournaments.

### **2I3.**

Several high schools have expanded into career and technical programming and that trend is expected to continue. With low unemployment, area businesses and health care facilities are needing to “grow their own” through investments in current incumbent workers to upgrade their skills for changing and expanded roles in their organization. Recent partnerships like the one shown with the [City of Lexington](#) will be implemented over the next three years, with monitoring for use in other communities. Service to all of our communities will remain a priority as the College begins the 2020-2025 strategic planning process.

## **Sources**

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- 2.3-2018-Higher Educ Partnership Report 2P3
- 4P2A-4 CCC\_LexIndCtr\_SupportLetters

- 4R2-April Grants Report
- Methods to Identify Stakeholder Needs
- Plan and Budg Flow Chart May 2019 REV2

## 2.4 - Complaint Processes

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Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

### 2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

### 2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

### 2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

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### 2P4a.

CCC uses both informal and formal processes to collect and respond to complaints from internal and external stakeholders. [Formal complaint procedures](#) are available to all stakeholders on the CCC website. Complaints can fall into several categories, including complaint Non-Faculty related, Discrimination and Sexual/Sexual Harassment (Title IX) and Faculty-Related complaints-Non-Grade Related and other. CCC uses the Maxient system to collect complaints and summarize activity using the built-in reporting system. One example is the [Incident Report Overview](#) that tracks the type of incident by type and day. Once a formal complaint is submitted,

it is forwarded to the administrator responsible for the individual, process, or department involved for investigation or action. Informal complaints can include comments from students, staff, faculty, and community members. For informal resolutions, the complainant is encouraged to address concerns by talking with the staff member/administrator and his/her supervisor if necessary. CCC encourages open dialogue to remedy the concern or issue. If an informal complaint is not addressed to the complainant's satisfaction, he/she has the ability to file a formal complaint. The grade appeal process is similar to the other complaint system, but listed in its own category.

**2P4b.**

While the above complaint process is available to any constituent, the College also has a mechanism to collect complaints through the [Suggestion Box](#). The Suggestion Box allows all stakeholders to provide anonymous input to the continuous improvement process via the College website. Suggestions are forwarded to the appropriate administrator or college employee. After review, a reply is posted as follow-up to the person making the suggestion or complaint. On average, the College receives about 60-70 suggestions per year, as shown in a [representative sample](#).

Annual workplace inspections allow employees or safety personnel to recommend changes/updates based on safety concerns. These are documented, shared with supervisors and facilities managers for immediate remedy or future planning prioritization.

**2P4c.**

Based on past evaluations, most complaints or suggestions are resolved before a formal complaint is filed; however, some do rise to the level of a formal complaint. While complaints can be viewed negatively, CCC feels it is an opportunity to re-evaluate policies or practices and make changes beneficial to our employees and students. The College has implemented changes based on suggestions and complaints. One example of a change made is in the form of a grade appeal in the nursing program. When students raised a concern about receiving information from submitted assignments, the nursing program improved their process of providing feedback to students in a more timely manner. In addition, concerns that come through the [Suggestion Box](#) have provided opportunities for improvement or a change in process.

**2P4d.**

For student complaints, the Associate Dean is responsible for contacting the student to discuss outcomes based on a complaint. The Associate Dean reaches out to the student to learn about the concern and again to communicate the eventual outcome to him/her. Once the process is completed, the complaint case is closed in Maxient. In the event of a Title IX-related complaint, the Equity and Compliance Officer provides the outcome of the case to the student involved.

For stakeholders, the College provides written resolutions, which are posted on the Suggestion Box webpage to preserve anonymity of complainants and provide transparency.



#### **2P4e.**

Complaints are submitted through the Maxient system, which allow complaints to be tracked, evaluated, and resolved. With the diversity of types of complaints, the process of evaluation and resolution is handled on a case-by-case basis. However, if several complaints are received about a particular topic, the appropriate administrator addresses the concern on a more systematic basis.

#### **2R4.**

CCC tracks all [complaints submitted](#) through Maxient and analyzes the number and type of complaint annually. [Case statuses](#) are also reviewed to ensure they are being handled and resolved in a timely manner.

Suggestion Box items are resolved, even if the response is reviewing for possible incorporation into future plans. Facility and workplace safety concerns are documented and resolved through regular facilities inspections.

#### **2I4.**

The College's complaint process has evolved significantly over the past 2-3 years. Purchase of the online management system in 2015 allowed College administration a more organized system to maintain and document the types of complaints, as well as the subsequent follow up with the student or stakeholder. Title IX changes have occurred and will continue to evolve as state and federal guidance is clarified in ongoing letters and legislation. Additionally, the steps for a student to appeal a grade in the Grade Appeal Process was streamlined to improve efficiency.

### **Sources**

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- 2.4-CCC Formal Complaint Procedures 2P4
- 2.4-Maxient Complaint Data
- 2.4-Status Report
- 2.4-Suggestion Box Examples 2P4
- 2P4b-General Comments and Suggestions

## 2.5 - Building Collaborations and Partnerships

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Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

### 2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

### 2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

### 2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

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### 2P5a.

Since the 2013 portfolio, CCC has systematically focused on building collaborative relationships to expand programs and services throughout the College's service area and the state of Nebraska. CCC uses a distributed-organization and management model. Utilizing this model, divisions, departments, and/or offices formally or informally determine the priority of the partnerships each initiates. Each partnership or collaboration must meet the minimum standard of being in compliance with state and national statutes and support the College mission. Once selected, projects are approved by the appropriate body (Board of Governors, College Cabinet, academic divisions and committees, other) and integrated into one of the action plans or goals of the

Strategic Plan. The current [Strategic Plan](#) has multiple components that relate to development of collaborations and partnerships, including 2.5 Strengthen Partnerships to Enhance Offerings and Expand Opportunities and 3.2 Collaborate with Community Partners and Civic Leaders.

### **2P5b.**

A statewide example of how CCC builds and maintains its relationships with partners is the process used to develop and implement “[The Nebraska Math Readiness Project](#)”. The purpose of this grant-funded project is to coordinate math readiness between secondary and postsecondary education through software (MyMathLab) and instructional support, to eliminate the need for remedial math education after high school. The project established a collaboration amongst five state community colleges and 16 high school partners. CCC offered and was selected to serve as the fiscal and managerial lead of this project. To build this relationship, several unified efforts needed to be accomplished. Initially, informational group meetings with community college and high school leadership were hosted at CCC. Based on these meetings and input from the grant funder, multiple tasks were developed and carried out by CCC and our partners. CCC's tasks included developing and deploying a secure centrally-accessible database, development, review, and agreement for a unified data sharing agreement, hiring and housing the program lead and logistical taskings/timeline for all participants.

As mentioned earlier in this category, ELS, student support, administrative and training personnel work with meeting and maintaining numerous partnerships with area community, state, and national leaders.

### **2P5c.**

CCC assesses partnership effectiveness by defining partner and grant expectations, feedback reports, program advisory surveys, and the HEP Satisfaction Survey. In the case of The Nebraska Math Readiness Project, methods and instruments to assess the effectiveness of the partnership were defined as part of the project charter and included input from all constituencies. The primary instrument selected includes multiple measures with the primary outcome of increasing academic preparedness of Nebraska students upon entry to postsecondary education. This instrument takes the form of the “[Evaluation Plan for the Math Readiness Project](#).” As for other partnerships, CCC believes all projects are highly variable in their nature and the type and scope of the assessment tools will vary as well. However, regardless of the partnership, all stated objectives of the partnership must be measured and all involved parties must agree to performance levels and methodologies used.

### **2P5d.**

CCC regularly surveys partner groups and organizations to determine the satisfaction of stakeholders. Through the [Higher Education Partnership Survey](#), college partners are added to the survey list as a means to understand their level of satisfaction in the partnership. All results are analyzed by the IR department and presented to all partners and College stakeholders. With highly complicated partnerships, like the Nebraska Math Readiness Project, more development will be required to define all metrics.

## **2R5.**

At the highest level, the College tracks the progress of projects linked to partnerships on the College's [strategic goals tracking system](#) (see: 2.5-Strengthen Partnerships to Enhance Offerings and Expand Opportunities and 3.2-Collaborate with Community Partners and Civic Leaders). The major survey results showing CCC partner satisfaction is included in the [Higher Education Partnership Survey](#). The [Mid-Year Evaluation Report](#) for the Nebraska Math Readiness Project is a good example of a detailed in-progress report. Numbers and variety of grants also provides examples of success in collaborations and partnerships. Additional early college staff have been hired at learning centers due to growth in early college programming.

## **2I5.**

As stated above, the improvements to individual partnerships are variable. Statewide actionable items will continue to come from the Nebraska Math Readiness Project. Initial findings show that the time to complete all phases of the supplemental training must be condensed. To achieve this, the instructional guidance and memorandums of understandings will be modified. As CCC will be entering into its strategic planning process in July 2019, the results from all current and past partnerships will be reviewed and progress on existing strategic projects reviewed.

## **Sources**

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- 2P3D-2018-HigherEducationPartnershipSatisfactionSurveyReport
- 2P5b TNMRP Overview
- Evaluation Plan for the Math Readiness Project
- Example from Strategic Plan Dashboard
- MathReadyEvalMidAnnualReportMar1of2019
- strategicplan2015-2020

## 3 - Valuing Employees

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### 3.1 - Hiring

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Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

#### 3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

#### 3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

#### 3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

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### 3P1a.

(3.C.6) Central Community College's standard operating procedure identifies specific credentials, skills, and values required for faculty, staff, and administrators. Supervisors and Human Resources personnel review a position's job description to help determine classification and pay range prior to posting the position. Supervisors develop job descriptions based on the skills and qualifications needed, as identified through accrediting bodies and specific work assignments.

CCC's hiring process contains multiple steps to ensure appropriate credentials, skills, and values of its employees. The hiring manager validates any identified requirements for all applicants during the candidate process. Supervisors and/or hiring committees may require skill documentation, skill assessment, or performance demonstrations from potential employees.

In addition, the College provides employees the opportunity and support needed to obtain additional credentials once job postings for each position have the appropriate level of required credentials. These opportunities are offered through the Individual Development Program. See the [Staff and Faculty Individual Development Program](#) forms.

Annually, CCC hosts the CCC Educator Workshop and New Faculty Institute, at which we train new faculty on benefits; compliance; CCC's Mission, Vision, Values and Goals; and the support systems we have in place for faculty to best serve students (CARE Teams, Disability Services, Student Services, etc.) Training also covers teaching pedagogies, student engagement activities and classroom management. Other departments, such as the IT department, review information that is needed to get new faculty familiar with the setup of employee laptops and other classroom technology resources... Additionally, the supervisors at each campus complete their own orientation with each employee, based on the needs of their department. This may include goals for employee and department, tours, and expectations.

### **3P1b.**

CCC does not have contractual or consortia programs. The College's (3.C.2) [credentialing](#), including overseeing credentials, transcripts, and an individual's educational background, is managed by the Chief Academic Officer. 3.C.1 is fully explained in the response to 3P1C below. CCC defines and ensures that potential employees possess the required credentials in the following ways:

- The College requires selected faculty to hold practice licenses through State of Nebraska.
- Licensing Board requirements have been established by national accrediting professional organizations (RN, LPN, BSN, MSN, RDH, etc.).
- The six Nebraska Community College Chief Instructional Officers have developed guidelines for definitions for faculty positions.
- The College has developed an internal policy regarding the credentials needed for instructors to teach college-level transfer courses.
- Human Resources and supervisors verify credentials through letters of recommendation, transcripts, interviews, and reference checks.

### **3P1c.**

(3.C.1) CCC has sufficient numbers and [continuity of faculty members](#) to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, establishment of academic credentials for instructional staff, and involvement in assessment of student learning. Faculty workload is reviewed each semester and adjustments made for future semesters based on balancing loads between locations, modes and faculty assignments. Limited overload is paid based on the faculty negotiated agreement.

When a position opens, a staff justification or a faculty justification are created by the hiring supervisor and approved through the College Cabinet to ensure the necessary staffing is achieved for each division. See the [Position Justification Request Form](#) for criteria utilized in establishing position justification.

Instructors are appropriately credentialed per procedures developed through CCC's Chief Academic Officer. Based on feedback from the last HLC CQR visit, instructors not fully credentialed are on Individual Credentialing Plans with set deadlines for resolution. Currently, CCC is operating under the 5-year extension granted by HLC for dual-credit instructors. Instructors are evaluated regularly in accordance with established institutional policies and procedures. See the [Faculty Evaluation](#).

CCC ensures that instructors are current in their disciplines and adept in their teaching roles through the Return to Industry Program, Individual Development Program, and the Sabbatical Leave option.

To ensure student access and availability for student inquiry and support, faculty and adjunct faculty must hold regular office hours (virtually or in person) that are posted on office doors, on syllabi, and/or in the learning management systems. Per the negotiated Faculty Contract, this must be a minimum of two office hours per week.

### **3P1d.**

CCC has the faculty and staff needed for effective, high-quality programs and student services. Utilizing the [staff justification form](#), the College Cabinet ensures that necessary staffing is maintained. In the last two years, Student Services has added two full-time Residential Life Coordinator positions to ensure proper support for students living on campus. Further, to better support students and meet institutional goals, the College created three Transfer Specialist positions. These positions were created to maintain understanding of transfer agreements and reciprocity, and to work with students transferring to a four-year institution.

Staff members providing student support services such as tutoring, financial aid advising, academic advising, crisis response, and co-curricular activities are appropriately qualified, trained, and supported in their professional development. Associate Deans of Students are allocated funds annually to provide professional development opportunities for their department.

In addition, student services staff may apply to the Individual Development Program to fund additional educational opportunities.

### **3P1e.**

Human Resources selects the tools to track outcomes and measures related to hiring. These include reports from the applicant portal on EEO, diversity, ethnicity, and gender as well as advertising sources. The use of various social media networks and online job portals allows HR to track how many individuals our job opportunities are reaching and how many individuals engage with each of our postings.

The College determines key issues related to orienting new employees and effectiveness of faculty, staff, and administrators through the Employee Satisfaction Survey, New Faculty Institute Survey and the Community College Faculty Survey of Student Engagement (CCFSSE).

### **3R1.**

The College conducts regular analysis on job postings to evaluate effectiveness in reaching potential candidates, such as the [Facebook Insight Page](#) and the [HigherEdJobs Results](#) tracker. This data allows the College to measure if additional promotion for particular positions is needed and to see what job boards and/or social media platforms garner the highest amount of interaction.

In addition to tracking this data for recruitment analysis, HR uses [PeopleAdmin Applicant Data](#) to track how long the application process takes, the number of individuals who complete applications, diversity of applicant pool, and hired candidates.

To ensure orientation efforts are effective for training new employees, HR utilizes data from the Employee Satisfaction Survey and New Faculty Institute Survey to ensure new employees and current employees understand the mission, values, and expectations of the College. This includes allowing new hires to communicate their level of satisfaction with the information provided to them. As the College has collected results from the original Employee Satisfaction Survey over multiple years, it has a well-established baseline that allows for evaluation of any changes in perception trends. See an [excerpt from the 2017 Employee Engagement Survey Results](#) for comparison of results for a five-year period

Additionally, the College maintains an online suggestion box. Suggestions are collected from staff, faculty, and students, and are evaluated by the President's Quality Action Council (PQAC) (formerly Continuous Quality Improvement Team), which is comprised of broad representation of faculty and staff across the College. The PQAC forwards the suggestion(s) to the appropriate department for action or response.

CCC strives to improve recruitment, hiring and orienting efforts based on data and feedback. The Human Resource department utilizes trends in survey results over a five-year period to demonstrate growth and improvement. In addition, HR compares internal data with local and statewide data for comparative analysis.



Based on the interpretation of the data collected through these mechanisms, there were three areas that required improvement: providing clearer expectations and communication with those involved in the hiring process, increasing visibility of the benefits of working at CCC to potential candidates, and increasing numbers of diverse applicants to CCC positions.

### **3II.**

A hiring process training program was created to better inform search committee members of expectations and responsibilities throughout the hiring process. This training was moved into an online platform through BizLibrary in 2018. Training must be completed prior to any search committee member participating in an interview. The training covers topics such as confidentiality, conflict of interest, workplace diversity, state and local employment laws, and current EEOC cases.

The hiring process has undergone several updates since the last portfolio, based on committee and supervisor feedback. This includes creating new evaluation forms, additional options for supervisor interaction with candidates, and annually updated sample interview questions for committee use. Hiring committee makeup was also updated to include five individuals and provide equal gender representation offset by the position supervisor. The [Candidate Screening Evaluation Matrix](#) was created to assist in reviewing candidates by the committee. Hiring procedures were updated to allow no more than three internal candidates to move on to the interview stage. This change ensured that the most qualified and competitive internal candidates were selected for interview, demonstrating the College's value for current employees and advancement within the institution, while offering outside candidates equal opportunity to bring increased value and diversity to the institution.

The College's [employment webpage](#) has been updated to include benefit information and employee testimony, and additional diversity, military, and disability information has been added into job posting advertising. Prospective candidates receive website links to review CCC's Civil Rights Policies and Procedures and Annual Clery Report. The College maintains a diverse candidate pool, given the demographic makeup of the 25 counties served, including roughly 44% female applicants, 33% male, and 23% not disclosed. Other indicators that reflect diversified candidate groups include roughly 11% minority, 6% veteran and 3% disabled. These percentages may be higher, considering that some applicants did not disclose this information in their applications. While CCC is aware that these percentages do not match the service area demographic makeup, the College has taken steps to proactively recruit diverse applicants by posting job opportunities on specialized platforms such as the Latinos in Higher Ed website.

Additionally, an HR social media site was created in 2016 and is used for all job postings. HR utilizes several social media outlets for recruiting, including Twitter, Facebook, Indeed.com and the Department of Labor's NE Works job posting site. HR plans to expand social media recruitment efforts by exploring other platforms such as Instagram, LinkedIn, and Periscope. The applicant tracking software was updated for additional recruiting options, so candidates are able to complete an interest card indicating select areas interest and be notified when an opening becomes available.

## Sources

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- 3I1-CCC Candidate Screening Evaluation Matrix
- 3I1-Employment
- 3P1A-Staff\_Faculty Individual Development Program
- 3P1C-Faculty Users Guide for PeopleAdmin System 19
- 3P1C-Position Justification Request Form
- 3R1A-Excerpt From 2017 Employee Engagement Survey Results
- 3R1A-Facebook Insight Page
- 3R1A-HigherEdJobs Results Tracker
- 3R1A-PeopleAdmin Applicant Data
- Continuity of faculty members
- Qualified Faculty

## 3.2 - Evaluation and Recognition

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Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

### 3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

### 3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

### 3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

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3P2a.

The current staff evaluation includes various indicators such as initiative, customer service skills, job knowledge/skills, quality of work, personal goals, and quality improvement goals. Employees are evaluated on every essential function from their job description, making all performance evaluations unique to the position. The evaluation includes a self-evaluation and a one-on-one evaluation with the direct supervisor. This process provides an opportunity for the employee to ask for guidance on specific processes while also affording the supervisor the opportunity to give input on goals and improvement objectives. All full-time staff are evaluated annually during their anniversary month.

The faculty evaluation has been newly designed, as of the 2018-2019 academic year, to be conducted electronically instead of on paper. It includes factors dealing with initiative, customer service skills, job knowledge/skills, quality of work, personal goals, quality improvement goals, classroom observation, and reflection of student survey data. The evaluation includes an employee self-evaluation, a one-on-one evaluation with the direct supervisor, and a classroom observation in two of every three years. The evaluation provides an opportunity for the faculty to ask for guidance on specific processes and provides the supervisor the opportunity to give input on goals and improvement objectives. All full-time faculty are evaluated annually and data from student feedback is summarized and reviewed annually as part of the evaluation.

Both evaluations provide the employee and the supervisor the opportunity to rank the employee's performance. This type of tool allows employees and supervisors to be reflective and to identify areas of strength and improvement. It facilitates effective communication and relationship building to increase employee job performance and retention at CCC. See the sample [staff](#) and [faculty evaluations](#).

### **3P2b.**

The staff evaluation process was discussed in the previous systems portfolio and continues to operate as initially developed. A few small changes were made, such as incorporating the option to denote items as "not applicable". The initial process had HR reviewing every evaluation during the first year to ensure consistency of rating and quality comments. This step was removed, as it was determined that supervisors were providing quality analysis and feedback.

The faculty evaluation has been revised to be conducted electronically. The first phase of developing the evaluation tool was to create a common job description for all faculty. In 2017, a committee comprised of faculty and administrators jointly met to develop five essential functions for a job description. During the 2017-2018 academic year another committee comprised of faculty and administrators met to develop the evaluation tool. PeopleAdmin, the online portal staff use, is being used for faculty as well.

A critical part of the College's performance evaluation processes is the development of SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goals with their supervisors. Employees tie their performance goals to their department goals and the College's goals. As a result, these goals communicate employee, department, and college expectations and guide performance throughout the year. During evaluations, each employee is asked to report on progress made toward the previous year's goals and how the employee has contributed to the

College and the department. New professional development goals are set for the following year. As part of the evaluation process, an employee prepares a self-evaluation that includes how they perceive they have performed their essential functions, individual accomplishments, activities engaged in during the last year, and goals for professional development. Employees lead the process by establishing goals, but supervisors have the rights to edit goals to align better with department/college goals.

**3P2c.**

The ultimate goal of every evaluation is to provide meaningful and relevant feedback so that employees are clear on their roles and responsibilities, job duties and outcomes, the College's mission and vision, and continuous quality improvement. To ensure appropriate level of knowledge, supervisors, in coordination with the employee and HR, are responsible for creating individualized employee job-specific training and professional development or educational plans.

**3P2d.**

(3.C.3) The [Performance Evaluation Policy and Procedure](#) provide the framework for the College's performance appraisal system.

The College conducts faculty evaluations every Spring. Faculty members receive a full performance evaluation each of their first two years, which includes a self-evaluation, supervisor evaluation, and classroom observation by supervisor. After that, faculty only receive a full evaluation every three years. During the two off years, faculty receive one of two partial evaluations. One partial evaluation includes evaluation of goals and overall comments by faculty and supervisor. The other partial evaluation contains the same information, along with a classroom observation conducted by the faculty's choice of Dean, Associate Dean, Faculty Resource Center staff member, or a faculty colleague.

Adjunct faculty are evaluated every three years. Adjunct evaluations use a paper form that was jointly developed by a committee of administrators in 2014. The form was slightly revised in 2017 based on supervisor feedback.

All full-time staff are evaluated annually during their anniversary month. The evaluation includes core competencies, essential functions, goals, and review of accomplishments.

New full-time staff receive a 90-day evaluation, which includes core competencies, essential functions, goal setting, and accomplishments. Previously, new hires were asked to establish goals for their first year after 30 days at the College. The College received feedback from new hires and their supervisors that this time frame might be too early to establish quality goals. As such, the 90-day new hire evaluation tool was created and deployed in 2016. This allows new employees more time to familiarize themselves with their new position, expectations of the supervisor, and college processes, which allows them to create more meaningful and significant goals.

**3P2e.**

CCC has designed a service award program that recognizes full-time and part-time employees who have served five years and at each additional five-year anniversary. At the annual All-College In-Service, the College recognizes employees who have served 25 years or more. While not directly tied to retention, recognizing an employee's years of service is beneficial to the institutional culture.

Every year, one faculty member college-wide is nominated for the Nebraska Community College Association (NCCA) Faculty of the Year award. Local awards such as the Distinguished Faculty, Outstanding Staff, and Spirit Award are voted on and given on each campus to recognize exceptional performance and impact at CCC. Retirement plaques (or donations to the CCC Foundation, if employee prefers) are given to retirees of the College. Distinguished Emeritus status is awarded to outstanding personnel following their retirement.

In addition to base salaries, CCC compensates employees by offering a generous benefit package described in two documents - the Summary of Benefits for full-time [staff](#) and [faculty](#). Additional benefits not outlined include:

- Tuition reimbursement
- Wellness programs
- Individual Development Scholarship Opportunities

Insurance benefits start on the day of hire so there is no gap in coverage for new employees. Our plan has renewed at reasonable rates annually, which allows us to offer this great benefit. Second to health and dental being fully paid by the College, new hires comment on the generous retirement match the College contributes. According to the Employee Engagement Survey, 98.5% of employees were satisfied/ very satisfied with the benefits package in Fall 2015 (332 respondents) and 97.8% satisfied/very satisfied in Fall 2016 (319 respondents). This data is the most recently collected regarding benefits, as the survey changed in 2017 and no longer included this question.

CCC's benefit package enhances the total compensation package, which allows the College to attract and retain quality employees; this is key to effectively carrying out the College's mission in both instructional and non-instructional areas.

### **3P2f.**

The College promotes employee satisfaction and engagement of faculty, staff, and administrators through various surveys. Additional input is welcomed at formal and informal meetings, such as Educational Services meetings, campus open forum meetings with the College President and other College Cabinet members, and the college-wide suggestion box. The College then shares the results from these sources with all personnel via the College web pages and other electronic formats. This sharing of perceptions coupled with the ongoing dialog with employees for multiple engagement opportunities.

### **3P2g.**

Ultimately, the leadership teams of the College, in conjunction with the President's Quality Action Council (PQAC) (formerly CQIT), review the findings of the perception surveys/studies and then define potential improvement opportunities. Once an opportunity for improvement is identified, the PQAC and leadership of the College prioritize these opportunities and develop action projects to address the deficiencies. The results of the action projects are then reported to the internal stakeholders.

### **3R2.**

Assessing an employee's contributions to the institution is done through a ranking system on [staff evaluations](#). Staff and supervisors can select from three different levels to assess the performance of the employee in each individual performance measure. This allows both the employee and the supervisor to distinguish where the employee is contributing the most and areas where there are growth opportunities.

A new evaluation process has been put into place for [faculty](#) to better assess their contributions to the College. As with the staff evaluation method, annually presenting employees with the essential functions of their job descriptions is another reminder for what impact they are expected to be making at the College.

### **3I2.**

The updated faculty evaluation process was implemented in Spring 2019. It will be reviewed in Fall 2019 for feedback from faculty and administrators to further improve the tool. College leadership also encourages supervisors to give feedback to employees throughout the year to help support the formal annual evaluation.

We plan to increase adjunct faculty evaluations to occur on an annual versus a three year cycle in the future.

Through better utilization of the new PeopleAdmin software, CCC will be better able to review comprehensive scores on college human performance measures. This will include all full-time faculty, administrators, and staff evaluations.

## **Sources**

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- 3P1C-Faculty Users Guide for PeopleAdmin System 19
- 3P2A-Staff Eval
- 3P2D-Performance EvaluationPolicy\_Procedure
- 3P2E-2019 Benefits Summary - Faculty
- 3P2E-2019 Benefits Summary - Staff

## 3.3 - Development

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Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

### 3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

### 3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

### 3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

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### 3P3a.

(3.C.4, 5.A.4) During the last five years, CCC has coordinated with Human Resources, Information Technology, and supervisors to develop New Employee Orientations, intended to acquaint new full-time hires with the College. Based on feedback from new employees, as well



as other departments involved, it was evident that this process was not adequately meeting the needs of new employees. In order to improve the orientation process, the HR Employee training director has been working to redesign CCC's New Employee Orientation, and implement it by Fall 2020. This new process will include informing new full-time employees about CCC history; vision, values, and culture; benefit plans; administrative procedures; safety; and other key policies, procedures, and compliance standards. Other activities will include touring the campus, meeting team members, identifying goals and setting expectations, identifying a mentor, and engaging in other training specific to the employee's position. Formerly, new employee orientation was completed in the first two days of employment. Our new orientation process will take place over time, with portions completed prior to the first day of employment. The remainder may occur over a course of a year, depending upon the position. We have implemented and utilized People Admin and BizLibrary, which are online systems that will assist us in reaching out and educating our employees during orientation and onboarding experiences in an efficient and meaningful manner. Additionally, all new full-time faculty attend a two-week institute (New Educator Workshop and New Faculty Institute) addressing many of the organizational objectives listed above, in addition to teaching and learning topics. See examples of the [New Educator Workshop Agenda](#) and [2017](#) and [2018 New Faculty Institute Agenda](#) for topics covered.

Annual evaluations for all full-time [faculty, staff, and administrators](#) provide an opportunity to document and discuss current trends, objectives, and job skills relevant to their area of responsibility. Each employee sets goals annually and self-identifies training opportunities, which are reviewed by the supervisor and employee together and progress is noted. Supervisors and the HR Department also review training suggestions to assist in continuing employees' professional development. A new online performance evaluation system was implemented in 2016 for Administrators and Staff members.

The College encourages and assists employees in pursuing continued education, in addition to sponsoring in-house training. An Employee Training Specialist was added to conduct in-house customized training and professional development areas in 2015. An internal program developed by the Employee Training Specialist is the [Leading with Excellence Leadership Program](#), which is designed to assist in identifying potential leaders within the institution, as well as encouraging advancement within the organization. After [applying](#), employees accepted into the program are given the opportunity to travel to all college locations, learn about the divisions, resources, and projects within the College, hear from institutional leaders, and receive focused training on various leadership concepts. Leading with Excellence has successfully operated for [three years](#) and has graduated 48 employees from the program. It is a competitive program, with approximately 53% of applicants accepted annually. Only four participants have left the institution, while 44 continue their employment at CCC. Of those 44, three have advanced in the institution.

The College offers [Teaching and Learning Summits](#) to faculty members to acquire best practices in teaching and learning. These summits are optional sessions offered during the summer months. We also offer Staff Summits to staff members to provide personal and professional development skills on-site. These summits are similar to a conference where there are multiple sessions and topics offered. See the [2018](#) and [2017 Staff Summit Registration](#) for more details.

The College understands the importance of the institution complying with federal and state regulations, and in 2015 CCC hired an Equity and Compliance Manager to assist with these efforts. It is important that employees and students are free to work and learn in a safe environment. All full-time employees are required to complete annual training covering topics such as workplace harassment, Title IX, and safety protocols.

The College encourages and assists employees in pursuing continued education by offering an Individual Development Program (IDP). This program utilizes college dollars to support college [staff](#) and [faculty](#) as they pursue additional educational opportunities. From Fall 2015 to Fall 2018, CCC dedicated \$294,000 towards supporting employee educational goals (\$40,000 per year for Staff and \$33,500 per year for Faculty). The College has approved \$284,329.99 since Fall 2015 through this program. 126 employees (75 staff and 51 faculty) have been able to pursue educational opportunities due to the support offered by the IDP.

### **3P3b.**

(3.C.4) CCC provides a variety of activities to ensure instructors are current in instructional content in their disciplines and pedagogical processes. The annual All-College In-Service brings all full-time employees together to work on common needs and receive college-wide training. Campus-based in-service events bring employees of the campus together to collaborate on campus-specific needs. The faculty's [negotiated contract](#) provides non-teaching contract days, allowing for specific training, development, and collaboration.

CCC's standard operating procedure identifies specific credentials, skills, and values required for faculty, staff, and administrators. Supervisors develop job descriptions based on the skills and qualifications needed, as identified through accrediting bodies and specific work assignments. CCC supervisors and HR review the position job description to determine classification and pay range prior to posting the position. CCC defines and ensures potential employees possess the required credentials in these ways:

- The College requires selected faculty to hold practice licenses through State of Nebraska Licensing Boards established by national accrediting professional organizations (RN, LPN, BSN, MSN, RDH, etc.)
- The six Nebraska Community College Chief Academic Officers have developed guidelines for definitions for faculty positions.
- The College has developed an internal policy on the credentials needed for instructors to teach college-level transfer courses.
- HR and supervisors verify credentials through letters of recommendation, transcripts, interviews, and reference checks.

The College understands the importance of faculty learning and development and created a Faculty Resource Center (FRC). This center provides teaching and learning support, pedagogical, curriculum development, online support and additional development areas for faculty members.

New full-time faculty members attend a two-week institute ([New Educator Workshop](#) and [New Faculty Institute](#)) addressing teaching and learning topics. This occurs during the first two weeks of employment. Topics covered include:

- Institution's Mission, Vision, and Values
- Role of CCC in the service area
- Community and Connections
- Teaching and Learning Expectations
- Instructional Materials and Learning Activities
- Engagement & Assessment
- Human Resources
- Information Technology
- Compliance
- Student Services
- Learning Support Services

New faculty members are able to attend New Faculty Collaboration meetings conducted quarterly. Faculty members determine the agenda of these meetings based upon their needs or successes. See the [New Faculty Institute Survey](#) for responses from employees that have participated.

The College assists faculty members in pursuing continued education by offering a variety of development opportunities:

- Individual Development Program (IDP) - assists faculty members with individual skill development by attending classes, trainings, workshops, or conferences.
- Sabbatical Leave Program - allows the faculty member take leave to learn more about an area of study to bring value back to the program, students, and the College.
- Return to Industry - allows the faculty member time to go back into industry to learn current trends to bring back to the academic program.
- Advisory Boards - allows the faculty member to meet with industry experts to establish relationships, provide guidance and feedback of their academic areas.
- Credentialing Program - outlines credential requirements and, in some cases, provides financial assistance to faculty members who need to obtain credentials outlined by CCC and the HLC guidelines for their assigned positions.
- Teaching and Learning Summits – allows faculty members to acquire best practices in teaching and learning.

Faculty members have an evaluation system that aligns with the mission of the College and is constructed to address expectations for new full-time faculty and adjunct faculty. [Faculty evaluations](#) include an employee self-evaluation and a one-on-one evaluation with the direct supervisor, which provides an opportunity for the employee to ask for guidance on specific processes and provides the supervisor the opportunity to give input on goals and improvement objectives.

Additionally, faculty evaluations include:

- Classroom observation by supervisor
- Student evaluations
- Review current year goals/ Establish new goals

### **3P3c.**

(3.C.6) To assist in increasing employee knowledge in their area of expertise, meetings are held frequently among the divisions and departments (see [SSS Staff Meetings and Trainings](#)). Information discussed include new policies/procedures, areas for potential improvement, and areas of strength. Experts and other specialized speakers are invited to present on important topics such as poverty, diversity, LGBTQIA+, Respect in the Workplace, Micro-aggression, Effective Communication and Customer Service. All full-time employees are required to complete annual Discrimination and Harassment training through SafeColleges. In Spring 2019, Discrimination and Harassment prevention training was expanded and also offered to all part-time staff and adjunct faculty through EverFi. Additionally, the Equity and Compliance Manager biannually contracts with national experts to provide staff and faculty training on Title IX and ADA/504. In addition to these trainings, prevention materials are marketed to employees to help provide education on issues such as substance abuse, healthy relationships, bystander intervention, and self-care. Compliance receives annual funding to ensure adequate training is provided college-wide.

In 2015, CCC formed campus CARE (Consultation, Assessment, Resources, Education) Teams (behavior intervention teams) to support students facing barriers or crises. CCC provides specialized training to CARE Team members annually, such as Trauma-Informed Care, Mental Health First Aid, and Diversity training. CARE Teams are available for consultation with campus community members regarding students whose behaviors are of concern.

The College also separated the Dean of Student and Enrollment Services position into two positions (Dean of Enrollment Management and Dean of Student Success). This change ensured that the departments within the division were able to receive effective support and guidance from supervisors specializing in different areas within Student Services. The division is also supported by three Associate Deans of Students.

### **3P3d.**

Aligning employee professional development activities with institutional objectives is critical to CCC's performance evaluation process. As part of the process, employees align their evaluations to [CCC's core competencies](#) as well as the essential functions of their position. Employees are encouraged to look at team goals, organizational goals, and CCC's strategic plan when completing their individual SMART goals.

### **3P3e.**

The College uses multiple tools to assess processes for continually training, educating, and supporting employees. These tools include:

- Survey feedback after training sessions
- Employee Satisfaction Survey
- Number and cost of employee professional development activities
- Tuition reimbursement from Individual Development Program and Sabbatical Program

Use of the Employee Professional Development (EMPD) registration system to track employee attendance and training history. Based on the performance of the EMPD registration system we have incorporated, a Training Learning Management System (BizLibrary) will take the place of the EMPD program. This new system will allow us to track training attendance, allow for easier employee registration for training sessions and provide online learning sessions.

### 3R3.

Results for determining if employees are assisted and supported in their professional development include:

- The number of [Individual Development Program applications and amount \(\\$\)](#) has surpassed expectations over the last three years. The internal Leading with Excellence program has received an average of 31 applications per year. Only four participants who have attended this training have left the institution, with 44 continuing their employment with CCC. Of the 44, three have advanced and one has moved from part-time to full-time status.
- The College approved four faculty in 2016/17 and two faculty in 2017/18 for Sabbatical Leave. Currently (2018/19) one staff member is approved for Sabbatical Leave.
- [Staff Summit sessions](#) have averaged 188 employees since 2015.

### 3I3.

Process improvements that are planned in the coming years include:

- New Performance Evaluation program for faculty – faculty will be completing their Performance Evaluations using the People Admin program.
- Implement an Employee Training Tracking system to more effectively track faculty, administrator, and staff professional development. This will be accomplished by partnering with BizLibrary, developing a process to document all training, and utilizing the BizLibrary LMS for participant registration.
- Develop a New Employee Orientation process (hybrid)
- Revise the current onboarding process and incorporate the use of our new LMS and content provider (BizLibrary).
- Develop a Supervisor Training (hybrid) by revising the current supervisor training process and incorporating the use of our new LMS and content provider (BizLibrary), along with instructor lead sessions.

## Sources

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- 3P2A-Staff Eval
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- 3P3A-2018 All College Hourly Staff Summit Agenda
- 3P3A-2018 New Faculty Institute Agenda
- 3P3A-2018 Staff Summit Registration Info
- 3P3A-CCC Leading With Excellence Application Form 2018 2019
- 3P3A-CCCEA Negotiated Agreement 2019-2020
- 3P3A-Faculty Individual Development Program 5 years
- 3P3A-Leading With Excellence Leadership Program Synopsis
- 3P3A-LWE Participants
- 3P3A-New Educator Workshop Agenda
- 3P3A-Staff Individual Development Program 5 years
- 3P3A-T and L Summit Registration Info-2018\_2017
- 3P3B-New Faculty Institute Results
- 3P3C-SSS staff meetings and trainings
- 3P3D-ExcerptFromEvaluationTraining
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- 3R1A-Facebook Insight Page
- 3R1A-HigherEdJobs Results Tracker
- 3R1A-PeopleAdmin Applicant Data
- 3R3-Individual Development Plan applications and amount awarded
- 3R3-Staff Summit Session Attendees

## 4 - Planning and Leading

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### 4.1 - Mission and Vision

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Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

#### 4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

#### 4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

#### 4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

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#### 4P1a.

The current [mission statement, vision, values, plans and goals](#) are accessible to staff, faculty, students, and the general public via the College website.

The organizational mission is: (1.A.1) ***Central Community College maximizes student and community success.*** The vision and values were created to support this mission and are in congruence with the purpose of Nebraska community colleges, as defined in Nebraska Statute. (1.D.2)

Central Community College's geographic focus is the twenty-five counties in central/south central Nebraska. Our instructional priorities, outlined by the [Nebraska statute 85-962](#) creating community colleges, include:

1. Applied technology and occupational education
2. Transfer education including general academic transfer programs
3. Public service, adult continuing education, economic and community development, foundations education, customized workforce training, and personal development
4. Applied research to enhance instructional programs, student achievement, institutional effectiveness, public service activities, and professional development.

Following completion of our last Systems Appraisal, we began a thorough review of the institutional mission and values, and creation of our 2015-2020 strategic plan, with positive results. The inclusive process facilitated by internal leadership involved internal and external stakeholders and occurred over 12 months. A Strategic Planning Task Force was assembled, consisting of over 100 employees, including part-time and full-time staff, faculty, and administrators, with a concerted effort to include representation from each campus, division, area office, and faculty (adjunct and full-time) (1.D.2, 1.D.3). The task force met with stakeholder groups, including on- and off-campus students (full- and part-time, and community members, to gather input. An internal survey (N=159) showed 91% of employees supported the new mission, 95% supported the three-part vision statement, and 97% supported the 12 value statements. The new mission, vision, and values were then [approved by our 11-member elected College Board of Governors](#). (1.A.1)

(1.B.1, 1.B.2, 1.B.3) Once created, the mission statement was deployed, with inclusion on all email signature lines, business cards, promotional items like coasters, notebooks and tools, [full window decals on all major building entrances of CCC campuses and centers](#), PowerPoint templates, and digital and printed documents like Community Connections magazine and the College Viewbook. [Marketing materials](#) highlight the mission and direct readers to the College website, where our vision, values and updated strategic plan are located. The mission, vision, and values are reviewed annually and the strategic plan is reviewed and updated at least every semester as part of the [Planning, Continuous Improvement & Budgeting](#) workflow. (1.A.1, 1.D.2, 1.D.3, 1.D.1, 1.A.3)

(1.D.2) The institution's educational responsibilities take primacy over other purposes, as evident in our [catalog](#) of academic programs following the priorities of Nebraska Legislative intent



shared previously. The three-part vision statement emphasizes the priority of being the best choice for:

1. Students to achieve their educational goals
2. Developing a skilled workforce
3. Advancing communities through efforts to promote educational partnerships, foster economic development, and sustainability leaders

Our values reflect commitment to our students, communities, innovation, and student success. These guide CCC's efforts to provide optimal support to our communities by offering academic programs and courses that can serve students as well as area workforce and civic needs within our communities.

#### **4P1b.**

The College's [Strategic Plan](#), [Planning, Continuous Improvement & Budgeting](#) workflow and [Organizational Structure](#) reflect our commitment to our values of students, community, innovation, and student success. The documents express more clearly to internal and external groups the decision-making organizational responsibilities, actions, and timeframes in which initiatives are undertaken. This framework ensures alignment of goals and action projects with the institutional mission, vision, and values. Outcomes measures, including academic assessment of student learning, are established to assess performance. Through reviews of both academic and non-academic departments, adjustments are made and priorities are reassigned to meet changing or emerging needs.

In our formative AQIP years, CCC leadership established a Continuous Quality Improvement (CQI) team (re-designated in 2018 as the President's Quality Action Council) that assisted in identifying action projects, monitoring performance, data collection requests, and managing suggestion box submissions from employees and students. The 15-member CQI team included representation from full- and part-time classified staff, faculty, contract non-faculty, administrators, facilities management, and student and instructional services. Members served a three-year term with alternating rotations to ensure a mix of new and experienced members each year, as well as representation from each of the three campuses and area office personnel. Regular presentations and updates of the action projects and CQI Team activities were items in the Board of Governor's agendas and the annual All-College In-Service.

(1.D.3) In 2018, the CQI team was rebranded and expanded to 21 members, including student representatives and peer-elected leaders of faculty senate, support staff, and contract staff groups. The new group is called the [President's Quality Action Council](#) (PQAC) and it meets each quarter to review progress on major strategic planning initiatives and identify concerns or opportunities impacting institutional quality. [Agendas](#) and [minutes](#) are posted and available to all employees via the College intranet. As the first year of the PQAC came to an end, members evaluated the effectiveness of the new group and provided suggestions for improvement.

[Monthly student success reports \(example provided –March 2019\)](#) are presented to the Board of Governors, along with campus annual reports, which reflect on the results of institutional actions

and strategic initiatives. These presentations and reports are also posted on public agendas and meetings are broadcasted live online and archived. Minutes are also posted.

#### **4P1c.**

(1.B.1, 2, & 3) The current [mission statement, vision, values](#) are accessible to staff, faculty, students and the general public via the College's public web pages.

Every Board of Governor meeting and College Cabinet meeting includes a report on [student and community success](#). Board of Governor meetings are broadcasted online and minutes are shared on the website, while College Cabinet meeting notes are available to employees. This provides opportunity for input and information sharing from all stakeholders, including students, who generally present as part of the monthly board [Partnership/ownership presentations](#) (1.B.3).

(1.B.1) The mission, vision, and values are published online and in print. The mission statement is included on all email signature lines, business cards, promotional items like coasters, notebooks, and tools, [full window decals on all major building entrances of CCC campuses and centers](#), PowerPoint templates, and digital and printed documents like Community Connections magazine and the College Viewbook. Students are heard through presentations to college and campus cabinets, online suggestion box, and student luncheons and meetings hosted by campus and area personnel at each campus/center.

Campus cabinet and local supervisors reinforce commitment to shared mission, vision, and values by implementing the strategic plan and providing outstanding instructional programs and student services throughout the area. Annual self-evaluations and supervisory evaluations of full-time employees ask questions regarding performance measures that rank services related to the College mission, vision, and values. Regular evaluations of faculty from students and supervisors are used to encourage recommitment to our mission, vision, and values. Further, part-time employees are included in annual training and opportunities to learn about the mission.

Employees model behavior, actions, and decisions that move the mission forward. Job descriptions are reviewed and revised at least annually to more accurately reflect institutional alignment. All full-time employees submit annual performance goals and results of the previous year's goals, which are reviewed or refined with supervisory input.

#### **4P1d.**

(1.A.2) Central Community College's geographic focus is twenty-five counties in central/south central Nebraska. Our instructional priorities, outlined by the [Nebraska statute 85-962](#) creating community colleges, are listed in 4P1a. above.

To create academic programs in Nebraska, a comprehensive program analysis must be completed and approved by the College Cabinet, Board of Governors and Nebraska Coordinating Commission for Postsecondary Education (CCPE). Such reports ensure that the needs of graduates and the training required in the program area and the program fit state statute, degree/award level (associate degree or less) and institutional mission. New program approval

for [Energy Technology](#) is included as an example. Once the initial approval is completed, reports are required every seven years by the CCPE. In addition, the College annually reviews key performance indicators such as degrees/diplomas/certificates awarded, licensure pass rates, student enrollment, budget expenditures, graduate placement, and faculty workloads. If programs are no longer meeting community needs or providing opportunities for student success, programs are discontinued or refocused to meet a new identified need. (1.A.2) Evidence of the systematic review of academic offerings include the [CCPE review schedule](#) & sample Program Reviews of [Nursing](#) and [Business Technology](#).

#### **4P1e.**

The Nebraska CCPE also plays a role in major facility or building remodels, and requires extensive and comprehensive reports on need, community input, resource sources, and congruence with state and institutional role and mission. (1.D.1, 1.A.3, 1.D.2) A recent facilities report for the proposed Columbus Campus [STEM Center remodel](#) is attached. The report emphasizes the facility needs in terms of more current two-year academic programs and spaces for use to fulfill occupational (nursing), academic transfer (microbiology), and public service (Central Honors Institute for Youth) responsibilities. Long-range planning of facilities is completed regularly ([Master Facilities Plan](#)) and includes repair and maintenance requirements to accomplish our instructional mission.

(1.A.2, 1.A.3, 1.D.2) Over 75% of the College [object budget](#) is dedicated to personnel services such as salaries and benefits, almost 20% to operational expenses, 2% to supplies & materials, 1% to travel and 1% to equipment. Additional equipment is generally received through industry donations and grants. The budgeting and planning process are outlined in the [Planning and Budgeting Process](#) and reviewed annually and approved by the CCC governing board and reported to the state coordinating commission. Over \$600,000 annually is used for travel for professional development and operational purposes, with an additional \$70,000 available specifically for faculty to remain updated on academic trends and professional development, including returning to industry. Individual development program funds are applied for by employees and reviewed by a faculty/staff committee, supervisor, and college president. A listing of external training funded through just that one specific program is shown here for ([faculty](#)) and ([staff](#)).

#### **4P1f.**

CCC collects multiple measures of performance relating to leading and communicating, using both qualitative and quantitative measures. These efforts include:

- College mission, vision, values, and strategic plan priorities are reviewed and updated annually, as were AQIP action plans through 2018.
- President's Quality Action Council evaluation tool is used to evaluate the team's effectiveness; the first year's [results](#) are positive.
- [Employee Engagement Surveys](#) have been completed annually since 2009, with findings related to communication evaluated.

- [Student Engagement Surveys](#) (FA 18 is the example) have been completed annually since 2003 with findings related to student-faculty interaction evaluated.
- Performance evaluations are completed annually by more than 500 full-time faculty and staff, and annual goals are set and reviewed annually with supervisors and stored by Human Resources ([example blank staff evaluation](#)).
- Professional development dollars are budgeted and awarded annually through College and Foundation Funds and tracked on the Individual Development Program ([Faculty](#)) and ([staff](#)) reports.
- CCC conducts new program surveys to clarify what potential employers need from proposed programs of study. A good example of this is the survey conducted for the [proposed Renewable Energy Program](#). Once a program has been approved, ongoing employer surveys are conducted and support both program reviews and the program assessment of student learning measure (indirect measure).
- Program reviews are conducted annually by CCC, and on a seven-year cycle by the State Coordinating Commission ([Nursing](#) and [Business Technology](#) examples)
- External Stakeholder surveys are conducted and evaluated through a [Higher Education Partnership Satisfaction Survey](#).
- [Graduate](#) surveys and the [Graduate Outcomes Report](#) are conducted as a way to track student satisfaction and success.

#### 4R1.

An internal survey showed the new mission was supported by 90.97% of the employees (N=159). The three-part vision statement was supported by 95.0% of employees and 12 value statements were supported by 94.97% of all responding employees. The new mission, vision, and values were then [approved by our 11-member elected College Board of Governors](#).

The annual [Employee Engagement survey](#) results show a positive alignment for 90-95% of faculty and staff in knowing their important role in meeting our strategic plan and the overall mission. The College consistently receives high response rates, with 66% responding in the Fall 2018 results attached.

The Strategic Plan is updated throughout the year and evaluated at the Summer Action Summit annually. Each project in the plan is tracked on the strategic plan dashboard, which indicates the percentage of the project completed to date. ([see example](#))

The [President's Quality Action Council \(PQAC\)](#) evaluated their progress and showed positive first-year results, including feedback focusing on the overall direction of the College's efforts. There was broad involvement in this evaluation, with students included in providing input and feedback.

Results of Action Projects from HLC portal were evaluated by the CQIT yearly, and feedback on Action Project updates was given by HLC; this ended in 2018. Details on recent Action Project progress are listed in Category 6.P.1 & 2.

Examples of the way CCC ensures the mission statement is continually communicated to both internal and external stakeholders include [Mission banners](#) at building entrances and [marketing materials](#).

The Nebraska Coordinating Commission for Postsecondary Education (CCPE) reviews all existing and new programs to ensure the College is supporting its mission. This also provides an opportunity for internal stakeholders to reaffirm the mission. Examples of these reports include [Energy Technology](#) (new program), [Nursing](#), and [Business Technology](#) (existing program reviews).

The Nebraska CCPE also reviews all existing facilities and new construction and renovations to ensure alignment with the mission. Examples of this include the [Columbus Campus STEM Center remodel](#) and the CCC [Master Facilities Plan](#)

Budget breakdowns by [PCS and Object Code](#) are analyzed and adjusted to ensure our instructional mission is prioritized and values of supporting our students and communities are funded.

#### **411.**

Annual reviews of the strategic plan allow the College to regularly plan initiatives and set priorities for implementation. A new five-year strategic plan for 2020-2025, along with a reaffirmation of mission, vision, and values, will begin in July 2019. The President's Quality Action Council was created and will continue to include student voices and peer-elected leaders of major employee groups. Academic program reviews, facility improvement plans, and revisions are ongoing based on the facilities plan and community input. Major construction projects completed include the new Kearney Center, Information Technology Center in Hastings, Student Center in Grand Island, and Welding expansion in Columbus. These were successful due to master facilities planning and budgeting. Organizational changes have also occurred, including creating a Vice President of Innovation & Instruction to replace the former Executive Vice President position.

Over the next three years, a new capital campaign will begin for Science, Technology, Engineering, and Math (STEM) in Columbus, continuation of the Advanced Manufacturing and Welding expansion in Hastings, and phase three of a building remodel/update in Grand Island. Programmatically, the Energy Technology program will begin implementation next year as a new academic program, along with year two of Pharmacy Technology.

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- FA 18 CCC College Wide Descriptive Statistics and Item Averages-SSOI
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- graduateoutcomesreport
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- PQAC Agenda 3-29-19
- PQAC Evaluation Survey
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## 4.2 - Strategic Planning

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Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

### 4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

### 4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

### 4I2: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

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### 4P2a.

Following completion of our last Systems Appraisal, a thorough review of our institutional mission and values, and creation of our 2015-2020 strategic plan began, with positive results.

The highly-inclusive process facilitated by internal leadership involved internal and external stakeholders over 12 months. The Strategic Planning Task Force comprised of over 100 employees included part-time and full-time staff, faculty, and administrators (1.D.2, 1.D.3) with a concerted effort to include representation from each campus, division, area office, and faculty (adjunct and full-time). The task force met with stakeholder groups including on- and off-campus students (full- and part-time), and community members (5.C.3). An internal survey (N=159) showed 91% of employees supported the new mission, 95% supported the three-part vision statement, and 97% supported the 12 value statements. (5.C.3) The new mission, vision, and values were then [approved by our 11-member elected College Board of Governors](#). Internal groups are updated on strategic priorities through representatives of the [President's Quality Action Council](#).

The College greatly expanded its involvement of external stakeholders, resulting in an increased understanding of their needs. (5.C.3, 1.D.3) CCC has accomplished this by surveying specific external stakeholder groups in the annual [Higher Education Partnership Satisfaction Survey](#) and by securing regular participation of business and industry in program advisory boards ([Human Services example](#)). The College also engaged with high school counselors to design and implement a process to better meet their needs/desires and refine interactions with counselors and prospective students. As a result, Career Pathways were created with several high schools. Further, Early College coordinator staffing improved, leading to clearer job responsibilities. The College has been successful in showing relevance and earning letters of support from businesses for new programs or grants, as evidenced by the attached letters from [Tyson, the City of Lexington, and Lexington Public Schools](#).

#### **4P2b.**

(1.B.1) The mission, vision, and values are reaffirmed continuously and alignment is demonstrated through website updates on strategic plan progress, annual [catalog updates](#), and processes such as meetings, orientations, [audits](#), and hiring guidelines.

CCC created five operational goals from the strategic plan:

1. Student retention & success
2. Growth management
3. Capitalize on opportunities
4. Valuing people
5. Culture of continuous improvement

Each goal included strategic initiatives that served as a means to reach these goals. A specific example of aligning operations with the goal of valuing people is through hiring a college-wide Environmental Health and Safety Director and support staff who conduct annual safety walkthroughs of each building owned and operated by CCC. Safety concerns are documented and provided to facilities staff, area faculty, and administrators for remediation within a specific time frame. Those concerns requiring major investment of capital are prioritized in future facility plans. Another goal implemented through student success included hiring a professional to work with faculty on universal design for all classes and modes of instruction. As part of the faculty



resource team, the position holds regular training and hands-on work sessions with faculty at all campuses and centers, including special sessions in the evenings or on weekends for part-time instructors.

(5.C.1 & 2) Budgets and updates are approved annually by the CCC governing board and reported to the CCPE, as outlined in the [Planning and Budgeting Process](#) timeline. Processes for assessment of student learning are explained in more detail in Category 1 and for assessment of operations in Category 5.

#### **4P2c.**

Although Central Community College has three campuses and four centers, with community education being completed in hundreds of communities, alignment and efficiency between multiple departments and locations have been prioritized. Each Vice President has local and area-wide responsibilities to keep the focus on area-wide efficiencies while addressing and implementing actions locally. (5.B.3) In addition to the [organizational structure](#), several alignment examples include:

- Centralized hiring manager and payroll processes to ensure consistency in starting salaries, with a college-wide committee reviewing job description and pay grade changes.
- Centralized information management systems (Ellucian/Colleague) for student records, grading, financial aid, and student accounts.
- Centralized learning management system and Internet Protocol distance learning systems with support staff located on each major campus to provide common online templates and technical support for faculty, teaching resources, and archived courses.
- Centralized purchasing and grants management for consistency and efficiency in bulk orders, travel procedures, ethical bidding/awarding of contracts, collaborative grant applications, and implementation.
- Centralized processes for institutional research requests, public relations, and marketing efforts.

The College annually reviews all instructional programs against key performance indicators and standards. The College also conducts an in-depth review of each instructional program on a [seven-year cycle](#) that includes a thorough review of graduate production and placement, demand over the past seven years, and the projected employment outlook in the service area and the state. The Educational Services Committee, the College Cabinet, the College Board of Governors, and the Nebraska CCPE review and act on each of these in-depth program evaluations ([Nursing](#) and [Business Technology](#) examples) and recommendations. (5.B.3) These procedures ensure that student learning expectations, practices, and development objectives align with the mission of CCC.

CCC encourages all programs to investigate the availability of and alignment with the most current published and widely-accepted program-specific professional standards. Health programs align with regional and national standards published by program accrediting agencies. Technical programs adopt standards from industry-specific organizations when they are applicable (e.g.

Electrical – National Electric Code; Automotive – NATEF-National Automotive Technicians Education Foundation; Welding – AWS-American Welding Society).

**4P2d.**

CCC regularly seeks to capitalize on opportunities and strengths while limiting weaknesses and negating potential threats. Fiscal constraint is used when budgeting and the elected Board of Governors regularly review expenditures to assist the College in maintaining fiscal strength. Employees at all levels and areas of the organization are encouraged to network with community stakeholders and propose improvements to deficiencies.

An example of an efficient process used at CCC includes our grants department. (5.C.4, 5.C.5) Anyone in the institution can reach out to the grants department with concerns or needs and the department will research potential funders and grants available. A [grants development form](#) is created showing the problem, team to be included in the grant development and implementation, external partners needed, financial requirements, and sustainability plan once the grant is completed. The form is routed for approval through several layers of administration before the grant is submitted. CCC has been successful in implementing several major grants in the [past five years](#) from a variety of private and public foundations and agencies. Private foundations have been regular grant contributors toward both student financial support and capital construction projects. These are apt examples of how the College identified weaknesses and potential threats while capitalizing on opportunities and its current strengths to improve the organization.

Additional program reviews, like the examples given earlier for nursing and business technology, monitor strengths and potential challenges in employment trends, enrollment, and demographic patterns.

CCC maintains membership with the Nebraska Community College Association and American Community College Association, Chambers of Commerce, economic development agencies, and other entities that assist the President, Board of Governors, Vice Presidents, and employees to keep updated on legislative threats and opportunities, economic trends, and potential business layoffs. (5.C.4)

**4P2e.**

Long-term impact of strategies and action plans are considered when creating and implementing significant decisions. With multiple campuses and divisions at CCC, multiple staff and administrators must be involved in decisions that may impact communities or students across the region. Plans are created after assessing internal and external stakeholder needs, budget, space, and partner commitment. They are reviewed for current and future implementation.

One of several examples is the expansion of the Kearney Center. Following years of declining enrollments due to lack of space and on-site faculty, limited ability to offer technical programs requested by local industry, and lack of in-person student support services, the College made a significant investment to expand our physical presence and programming in this growing

community. A \$24 million facility was planned and built with over 50% of the funding coming from outside donors, allowing limited short-term debt to be assumed. Initially, 11 full-time faculty members and three student services staff were hired to support the new operations, using internal funds amassed from keeping positions open, college savings, and reassignment of personnel from one campus to Kearney. The facility is now open, boasting double-digit increases in student enrollment and credit hours. Economic development agencies and local businesses are expanding scholarships and support for the new technical and expanded nursing programs offered, in addition to expected gifts for operations and support into the future. (5.C.4) The regularly updated [Master Facilities Plan](#) allows for forecasting of future major construction needs along with impact on personnel and operational expenses. The plan can be changed if major shifts in revenue streams occur.

The institution allocates its resources in alignment with its mission and priorities (5.C.1) as shown through the Continuous Quality Improvement-based [Planning and Budgeting Process](#). Budget breakdowns by [PCS and Object Code](#) are used, analyzed, and adjusted to ensure our instructional mission is prioritized and values of supporting our students and communities are funded.

#### **4P2f.**

The strategic plan is updated regularly and status updates are provided online for all internal and external stakeholders. Program reviews ([Nursing](#) and [Business Technology](#) examples) are conducted regularly and feedback is received through our elected Board of Governors, employer surveys and state CCPE. [Internal employee satisfaction surveys](#) are collected and [grant reports](#) are submitted and reviewed by donor and external evaluators as required. Annual [facility safety reports](#) are regularly compared to see if progress is being made in facility effectiveness and safety.

#### **4R2.**

Results of the [Strategic Planning](#) and Action Projects are evident through annual reports to the Board of Governors, AQIP online submissions (no longer supported by HLC), and departmental reports. An example of a departmental report impacting all departments is our [Graduate Outcomes Report](#) that shows awards confirmed, wages received by graduates, and transfer rates, among other statistics. Another example of a departmental key performance indicator is the monthly report from [Extended Learning Services](#) (ELS) that tracks enrollment, assessment services, and other metrics at our centers. The ELS report has been used to indicate a need for additional staffing, facilities, budget, and expansion of instructional or testing areas in these outreach centers.

Another effective measure of results of leading and communicating was the outcomes of action projects; which had been reported through the HLC website and were shared on CCC's website.

Board of Governor meeting broadcasts provide the opportunity for input from all stakeholders and communication of the collective vision for the organization, as well as transparency of decision-making, including purchasing contracts, personnel, and audit results.

[Annual Security and Fire Safety Report](#) and inspections are used to monitor facility needs and provide a safe environment for our students and employees. [Monthly grant reports](#) show and compare results from previous years and in competitive grant funding environments.

#### 4I2.

Numerous new facilities, as well as staffing and resource reallocation, have been accomplished, especially the opening of the \$24 million Kearney Center. Additional ongoing and facility upgrades will continue, based on safety reports and master facilities plans. Grants have been secured in important areas to help CCC expand into programs including pharmacy technician, precision agriculture, heavy equipment operator, and energy technology. As grants expired, institutional funds were reallocated to support personnel, equipment, and instruction. The strategic plan will be updated for 2020-2025 beginning Summer 2019.

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- safetysecurityandsubstanceawareness

## 4.3 - Leadership

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Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

### 4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

### 4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

### 4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

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**4P3a.**

(2.C.2, 3, 4) The precedent for CCC's and the other five Nebraska community colleges' Boards of Governors is found in Nebraska [State Statute 85-1501](#). CCC has 25 designated counties, divided into five districts, with two board representatives elected from each district. Four-year terms are staggered to allow one elected district change per two-year election cycle. An eleventh member is elected to fill a four-year, at-large position, and is listed on the ballot of each of the 25 counties. The Board may fill a vacancy of unexpired terms on the board as needed due to death, disability, resignation, or change of residency outside of the district in which a board member was elected. Current board member biographies by district are located on the [Board of Governors webpage](#). (5.C.4) Central Community College hires the College President and the Board approves all administrative Grade 11 (Dean/VP/Campus President) and above and all faculty.

(2.C.1, 2, 4) To provide all stakeholders access to the activities in the Board of Governors meetings, the Nebraska Open Meetings Act is observed, requiring public notice of meetings, times, and dates at least five days prior to meetings, and meetings which are broadcast live and archived online. Each Board of Governors' meeting contains [Partnership/Ownership presentation](#) from various departments/divisions that allow individuals from all levels of the organization and students to address the Board regarding courses or services. Additionally, the College President reports college accomplishments and activities at each meeting. Private executive sessions are allowed for personnel and legal matters only.

**4P3b.**

(2.C.3, 5.B.1, 5.B.2) Central Community College has created processes and procedures to enable the institution to recognize all Board powers and duties as defined in Nebraska [Statute 85-1511](#). Some of the Board's responsibilities are to:

- (1) Have general supervision, control, and operation of each community college within its jurisdiction;
- (2) Subject to coordination by the Coordinating Commission for Postsecondary Education, develop and offer programs of applied technology education, academic transfer programs, academic support courses, and such other programs and courses as the needs of the community college area served may require. The board shall avoid unnecessary duplication of existing programs and courses in meeting the needs of the students and the community college area;
- (3) Employ, for a period to be fixed by the board, executive officers, members of the faculty, and such other administrative officers and employees as may be necessary or appropriate and fix their salaries and duties;
- (6)(a) Cause a comprehensive audit of the books, accounts, records, and affairs to be made annually covering the most recently completed fiscal year.
- (b) Cause a comprehensive audit of the full-time equivalent student enrollment totals and reimbursable educational unit totals to be made annually covering the most recently completed fiscal year.
- (10) Grant to every student upon graduation or completion of a course of study a suitable diploma, associate degree, or certificate;

(11) Adopt and promulgate such rules and regulations and perform all other acts as the board may deem necessary or appropriate to the administration of the community college area. Such rules and regulations shall include, but not be limited to, rules and regulations relating to facilities, housing, scholarships, discipline, and pedestrian and vehicular traffic on property owned, operated, or maintained by the community college area;

(12) Employ, for a period to be fixed by the board, an executive officer for the community college area and, by written order filed in its office, delegate to such executive officer any of the powers and duties vested in or imposed upon it by sections [85-1501](#) to [85-1540](#). Such delegated powers and duties may be exercised in the name of the board; and

(21) Exercise any other powers, duties, and responsibilities necessary to carry out sections [85-1501](#) to [85-1540](#).”

#### **4P3c.**

(2.C.4) The President is directly responsible to the CCC Board of Governors (BOG) for the overall administration of the College. The [Administrative Responsibilities section](#) of College Policies outlines the President’s duties. The President hires six vice presidents and eight deans to accomplish assignments at the area-wide, campus, and divisional levels as seen in the [organizational chart](#) and [draft committee structure](#), showing current and proposed committee assignments.

(2.C.4) Faculty are hired by administrators using a search and interview committee composed of a majority of faculty members and assigned to a division based on their primary teaching responsibilities. The example [faculty job description](#) shows clear responsibility for academic matters and expectations for committee activity. Significant academic committees like General Education, Academic Standards, and Assessment of Student Learning, as well as Safety committees, have faculty representation. Faculty membership recommendations are received through campus and area faculty senate meetings, evaluation and professional development committees, and through campus and area Central Community College Education Associations for contract negotiable items. The Board of Governors approves all faculty contracts but leaves day-to-day management to administration. Faculty negotiations are conducted through the Central Community College Education Association, an affiliate of the Nebraska State Education Association.

#### **4P3d.**

A variety of open communication strategies are used within CCC, including email listings for “All CCC” with over 1,000 recipients, “Campus”, “Center”, employee groups like support staff and faculty, and individual accounts for full- and part-time employees and all students. Website postings and communication of meeting agendas, proposals, minutes and archival records of Board of Governors, College Cabinet and Educational Services meetings are available. Area-wide employee representation exists on facility, safety, and academic committees. Part-time employee participation as a member or guest for committees or meetings is encouraged. Campus and departmental annual reports and monthly [employee newsletters](#) in print and digital versions are created and disseminated. Printed and digital postings and reminders of pending deadlines or major events occur. Weekly common meeting times are set aside for meetings via our IP distance

system or WebEx, to allow for regular area meetings, in-services, or trainings. Vice Presidents and Deans have local and area-wide responsibilities to keep engaged with College issues, in addition to local opportunities and initiatives.

**4P3e.**

The planning process starts with a review of the College mission, then includes several steps to qualify the proposed need. Current and potential student stakeholder needs are considered during the qualification step. Teams and committees each have a stated role in defining any need and identifying a path for reporting results to the appropriate personnel or decision-making body. (5.B.3) CCC currently has many active teams and committees, including General Education, Academic Standards, Area Budget and Facilities teams, CARE teams, Campus & College Cabinets, Campus and Area Faculty Senates, Campus and Area Support Staff groups, and Educational Services, all providing opportunities for cross-functional and specialized collaboration on projects. Additionally, some [proposed CCC Committees](#) and Teams are currently under development to allow for more accountability and alignment.

**4P3f.**

(2.C.1 & 2) The leadership of [Board of Governors](#) is determined through election terms. Each Board of Governors meeting contains “[Partnership/Ownership](#)” presentations from various departments/divisions that allow for individuals from all levels of the organization and students to address the Board regarding courses or services. Consent items include upcoming major purchases, personnel contracts, and Board-reviewed fiscal claims paid from the previous month. Additionally, the College President reports on college accomplishments and activities. Private executive sessions are allowable for personnel and legal matters only. The College President is hired by the Board and all administrators are selected by the College President. Presidential effectiveness is determined by an annual review by the Board of Governors of set criteria including leadership and examples of community and internal effectiveness.

[Employee evaluations](#) of all full-time contract and hourly staff occur annually, with non-probationary faculty evaluations occurring on a three-year rotation with annual updates.

Employee satisfaction surveys are completed annually and reviewed by internal employee stakeholders, including supervisors, to determine areas of improvement or completion of communication objectives. Levels of support and communications from immediate supervisor, Campus Cabinet, and College Cabinet are assessed by internal stakeholders as part of the employee satisfaction survey. Evaluation of departments has been included to show how internal stakeholder needs are being met by departments. Those results are shared with departmental and supervisory leadership.

**4P3g.**

(3.C.4, 3.C.6, 3.D.4) The College documents significant professional development for all employees using online timesheets and enrollment in college-sponsored in-service activities.



This is the first step in defining strengths and opportunities for improvement in the current system of developing future leadership.

One Action Project implemented following the last portfolio review is the [CCC Leading with Excellence program](#) which started in 2016. The 9-month program annually accepts at least 15 staff and faculty participants from all divisions and locations. The program's mission is to introduce participants to a cross-section of programs and services available across the College, build relationships across departments and campuses, and assist individuals with personal and professional leadership development activities. Each class completes group projects focused on the betterment of students, employees, or communities. In 2018-19, the College accepted their third class of participants. The program is further explained in category 3.

State and national leadership opportunities have been made available to employees and supervisors including some specifically designed for state community college employees and provided through the Nebraska Community College Association, and national opportunities provided by the American Community College Association and League for Innovation.

Part-time and full-time staff have access to over \$100,000 annually in professional development funds through programs like Individual Development Program, Foundation, and Return to Industry opportunities. Grant funding pays for additional opportunities for staff and faculty.

The Board of Governors are regular attendees of American Community College Trustee and Nebraska Community College Association trustee leadership meetings and sessions.

#### **4P3h.**

Through many of the above leadership activities, internal leaders are being developed at all times. The College does not have a formal succession plan outside of designations of positions responsible for operations and departments in the absence of supervisors. The College does value internal promotional opportunities for employees, and supervisors have the opportunity to post openings internally only. When a position is publicized externally, College hiring procedures were recently updated to allow no more than three internal candidates to move on to the interview stage. This change ensures that the most qualified and competitive internal candidates are selected for interview, demonstrating the College's value for current employees and advancement within the institution, while offering outside candidates equal opportunity to bring increased value and diversity to the institution.

Due to the high quality of adjunct faculty, many full-time faculty hires come from existing adjunct pools. Whenever possible, a new hire starts before the exiting employee departs, to provide some continuity and training. Examples of this overlapping hiring/training in the past five years have occurred in positions such as college president, vice presidents, deans, associate deans, admissions directors, faculty, and administrative assistants.

(2.C.3) Hiring committees are familiar with the College mission and vision and seek candidates with community college experience or demonstrated success in meeting student and community needs. The Board votes on all administrative positions and faculty recommended by the

administration. Orientation and onboarding activities emphasize CCC's mission and service to our students and communities.

#### 4P3i.

CCC collects multiple measures of performance relating to leading and communicating, using both qualitative and quantitative measures. These efforts include:

- College [mission statement, vision, values, plans and goals](#), and Action projects are reviewed and approved annually
- [Employee Engagement Surveys](#) have been completed since 2009 with results related to communication evaluated annually.
- The [Community College Survey of Student Engagement](#) and other student surveys have been completed since 2003 with results related to student-faculty interaction evaluated annually.
- [Performance evaluations](#) are completed annually by more than 500 full-time faculty and staff, and annual goals are set and reviewed annually with supervisors and stored by Human Resources.
- Professional development funds are budgeted and awarded annually.
- Annual college and campus in-service and additional internal professional development is documented by Human Resources through training specialists.

#### 4R3.

[Employee satisfaction/engagement survey](#) results have shown satisfaction with resources provided to accomplish tasks, and opportunities and methods of communication with leadership. Over 90% are satisfied with task and responsibilities, and over 75% feel they have the time, technology and resources to do their tasks, with time being the more limiting factor than resources or technology. The College consistently receives high response rates, with 66% responding in the Fall 2018 results attached.

[Internal and external candidate](#) promotions within the past three years show multiple opportunities for internal leadership promotional opportunities including College President, Campus President, instructors, directors, admissions staff, and information technology. Internal transfers also occur between campus and center locations. Over 20% of new positions over the past three years have been filled internally, while external hires have also provided opportunities to diversify our workforce and benefit from their experiences and backgrounds.

[CCC Leading with Excellence program](#) participation has increased by a variety of job titles across the College and some of those participants have filled open positions internally.

Based on feedback from employees, some active and [proposed CCC Committees](#) are being suggested, including a revitalized [President's Quality Action Council](#). [Board of Governors](#) have strong involvement and interaction at local meetings, state, and national representation.

#### 4I3.

One of the most significant improvements in the past three years has been the establishment of the Leading with Excellence program. Committees continue to be developed to include more diverse employee groups. For example, Educational Services now has four faculty voting members representing each of the four instructional divisions. An all-college faculty senate has been established and meets regularly. Hourly staff, contract staff, and faculty leaders are elected and represented now on the President's Quality Action Council. Requests have recently been made by the CCCEA for a method for faculty to evaluate their supervisor, which will be explored in the future. Board of Governors will continue to have representation on state community college trustee meetings and at national conferences of the American Community College Trustees organization.

## Sources

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- 2019HigherEducationPartnershipResults
- 4P1C-2019 CCC BOG Partnership and Ownership
- 4P3C-Administrative Responsibilities
- 4P3f-4R3-BOG Bios
- 4-Presidents Quality Action Council-CC05032018
- boardofgovernors
- CCC New Hires May 2017-May 2019 (002)
- CCSSE 2017 CCC Key Findings
- CentralConnection\_April2019
- Data\_All\_190515
- Draft Committee Structure
- Faculty JD
- LWE Participants
- Mission.docx w
- ORG Chart 2018 Fall
- Staff Eval
- statute=85-1501
- statute=85-1511
- statute=85-1540

## 4.4 - Integrity

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Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

### 4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

### 4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

### 4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

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### 4P4a.

The State of Nebraska legislates certain processes such as audits and state and federal civil rights compliance for all entities, including community colleges. Further, the Central Community

College Board of Governors has approved the [Ethics and Responsibilities for College Employees Policy](#) for employees. Student standards of conduct are outlined in the [Student Handbook](#), as well as in the catalog.

**4P4b.**

Training occurs at multiple times and through multiple methods, such as new employee orientation, peer mentoring of new employees, departmental meetings, division and campus in-service training, online safety training, all-college meetings, and digital communications.

Modeling of ethical and legal behavior is encouraged at all levels of the organization and information about abuse may be reported to supervisors at the local, division, campus or area level, online suggestion box, informal or formal grievances, as well as through legal claims or regulatory agency reporting.

**4P4c.**

(2.A) As a public institution, the College abides by the Nebraska Open Meetings Act and is transparent regarding meetings, decisions, and actions, as provided through additional public record requests which are managed by the College. [Policies and procedures](#) are available in digital or print formats, and shared with employees, students and other stakeholders. (2.C.3) Construction projects and purchasing decisions are made through public notice and bid processes, and contracts. [Financial](#) and [enrollment](#) audits are conducted annually.

**4P4d.**

The College maintains compliance with all state and federal reporting of institutional operations including (2.B) [IPEDS](#) and Nebraska Coordinating Commission for Postsecondary Education requests. Accreditation relationships of programs and the Higher Learning Commission are maintained on the website with inspection of documents available upon request. (2.B) [Program cost](#) and requirements are made available in print and digital form for students and stakeholders. Books and required materials lists are available before classes start each semester, and costs are publicized for workshops or short-term training. This information is communicated annually to all employees, in addition to being available online and shared with students through student portals (see 4R4 below).

**4R4.**

Results from [financial](#), financial aid, and [FTE/enrollment](#) audits have been favorable and indicate no material instances of noncompliance or significant internal control deficiencies (2.A).

Successful Resolution of Grievances and regulatory claims have occurred with only 11 formal internal grievances filed, with 100% resolution; and three EEOC claims filed, with one resolved and two still pending over the past three years. CCC employs over 1,500 full- and part-time employees, making this a very small percentage of employees filing grievances or making claims.

To be in compliance with all federal notifications to internal and external stakeholders, the College publishes and distributes both the [Consumer Information Resources](#) and the [Annual Security and Fire Safety Report](#) each semester via email to all students, faculty, and staff. They are available on the College website for external stakeholders and available in print upon request. The resources include information on financial assistance, institutional information, and academic information. The information contained within the report is provided by various divisions and departments within CCC and compiled by members of the Student Services Division.

#### **4I4.**

The Ethics and Responsibilities procedure for all employees was last updated in 2017, and is regularly reviewed and improved for clarity, based on questions from employees or suggestions for improvements. Annual updates of consumer information are shared with students and employees at least annually and will continue. Additional online training has been requested in areas of computer security and prevention of identity theft, which will be expanded upon current basic training levels. Additional state and federal requirements will be implemented once finalized for proposed changes in financial aid and handling of funds, privacy of student information, Title IX, and others.

## **Sources**

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- 2018-19completed\_ccc-student-handbook
- 4P4D-College Costs
- 4R4-ConsumerInfo
- Ethics and Responsibilities for College Employees
- Financial Audit 17-18
- FTE Audit 17 -18
- IPEDSDFR2018\_180902.pdf
- safetysecurityandsubstanceawareness

## **5 - Knowledge Management and Resource Stewardship**

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### **5.1 - Knowledge Management**

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Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

#### **5P1: PROCESSES**

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

#### **5R1: RESULTS**

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

#### **5I1: IMPROVEMENT**

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

### **Responses**

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### **5P1a.**

Information entered into our Colleague data system serves as the primary source of the data that informs decisions in the college. The types of data collected in this system include student records (academic and financial), personnel, and financial information. Student demographic information is entered by Student Services staff, Human Resources staff enter personnel records, and financial information is managed by the Business Office personnel. As a part of the analysis process data collected including performance results are compiled and reported by both the Institutional Research office (IR) and to a lesser extent, individual departments. The selection of needed data is defined by those seeking the data and includes reporting requirements and regulatory mandates. If a requestor of data is unaware of what is available or possibly unsure what data is needed to qualify or quantify a specific process, the IR office staff assist in finding the required data. Organization and analysis of needed data is defined by the end user that prompts the request but is validated by the IR office staff. Data is also selected and collected in specific divisions and departments and then centrally collected and reported to the appropriate review body. Data not collected in the Colleague data system includes survey results and external data and is normally stored in the SharePoint system.

CCC uses multiple methods to share data and performance information. These include the (i.e. [Institutional Effectiveness](#)) measures on the College website, internal SharePoint system, Colleague direct access and internal reports, emails, formal reports, and College publications (i.e. [Quick Facts](#)). The data shared in these modes support planning, budgeting, and quality improvement processes. As the use of data in monitoring ongoing processes and planning for improvement is always evolving, it is best to show how the overall college planning process works. In CCC's [Planning, Continuous Improvement & Budgeting process](#), the College disseminates data to all stakeholders at key points throughout the process and feedback on the perceptions of that data are collected and acted upon in others. Once plans are in place, the divisions and departments who will enact the plans also receive all related data.

### **5P1b.**

Individuals, work units, and academic departments define the need for specific information and data they require and any factors not currently collected are forwarded to the IR office for review and generation of the requested reporting. Some data and performance results are required for external reporting such as IPEDS, state reporting, and accreditation activities. Most of these data factors collected by the College are defined by the requesting agency. These factors are monitored annually to ensure needed data is available for decision making and reporting. For internal measures, data is continuously reviewed by all primary leadership groups (Board of Governors, College and Campus Cabinets, senior leadership, and the IR office) to ensure the all data/performance measures needed for decision making are available. For new performance measures deployed in the College, the IR office conducts studies to determine baseline performance by conducting trends analysis or evaluation of peer institutions' data.

If the data requested by an internal or external customer will be a reoccurring report, the data will need to be collected and stored annually. The Information Technology Service (ITS) department work with the appropriate staff to ensure data is input into the Colleague data system for later



retrieval. If the data is an ad hoc request, the IR department will seek out available supporting data and generate the report as requested. Examples of ad hoc data requests include satisfaction survey results, external data requests, and one-time reporting requirements. Requests for data or surveys are made via the formal [IR data request form](#) on the College's online help desk. To aid College employees in submitting the helpdesk request, instructions are included on the same page. The IR staff meet with the requestor to determine what the need is, the purpose of the requested data, the availability of data in the current data warehouse, how it will support operational requirements, and what safeguards need to be put into place to avoid violation of FERPA or the Privacy Act. Once needs are identified, special queries are built to extract the information from the appropriate data sources. Results are shared with the requestor. If data reports are not available through in-house sources, assignment of data collection will be given to one of the IR staff and an appropriate source of data will be sought from external databases.

### **5P1c.**

(5.A.1) As a mature institution, the College has identified the vast majority of data points required to support decision making for its existing processes. The majority of these pieces of data are set up as [reoccurring reports](#) that are scheduled to run at defined intervals without a formal request being made by the receiving departments/customers. The customers receiving the scheduled reports are better able to plan and manage their respective functions without the need to formally request the needed data. In some cases, the reports lend themselves to being pulled directly from existing Colleague reports and others require IR staff to take raw data and configure the data into usable formats. Regardless of the process for compiling the data, once it is in the appropriate format, the data is posted in one of multiple data repositories. The primary repository for reoccurring reporting is the [IR SharePoint INFO page](#). The IR Director and IR Coordinators manage this process and act as the primary centralized resource for the College. Additional data is input directly onto the College website, and some reports are packaged for other modes of dissemination. The timeline of when data is distributed depends on the type of data and the process it supports. The data formats that are provided are continually reviewed for additional refinement so that the most informative presentation and representation of the data are available for the users. Mid- and long-term data includes yearly enrollment, FTE, program performance, multi-year trend data, space utilization, financial aid distributed, early college trends, not-for-credit enrollment, budget utilization, and workload, amongst others. Depending on the need, data is broken down into levels including location, program of study, and registration/enrollment method. The service of the IR and ITS offices offered to internal customers is reviewed regularly via the Employee Engagement Survey with specific questions on the value of the services provided and what can be done to improve service.

### **5P1d.**

To ensure the accuracy and integrity of information, the College employs trained office personnel to manage that data on a daily basis and input the data into Colleague. This close relationship with the data-generating process provides the level of accuracy necessary to provide both timeliness and security. To support the security of the data, only those needing access to critical data are allowed access and key staff are thoroughly trained in federal, state, and college compliance guidelines. Data accuracy is continuously checked by support staff, auditors and the

IR office when the information is downloaded for reporting purposes. The format and requirements of the data submission process has built-in checks for missing entries, misconfigured, and illogical data. All returned errors are addressed by IR with the appropriate Student Services personnel who refer back to the original source.

CCC deploys up-to-date current technology to house institutional data. Data is kept in high-speed accessible storage environments at locations with stable environmental controls and UPS/Generator power availability. Data back-ups are captured multiple times a day and stored at an off-site secure storage location. The college uses a variety of enterprise-level software applications that are used to interact with users and the data needed. Software applications are updated to use the latest in version and dot software releases.

### **5P1e.**

The College uses many software products that track outcome data. For example, Colleague is used to capture much of the enrollment, financial, and student data; College Suite is used to capture budgeting information; Moodlerooms captures instructional data; ServiceNow captures data concerning service requests and incident management; School Dude tracks travel, work initiatives, and schedules for maintenance; College Net captures room utilization; and Labstats captures usage of computing devices. KPI data and other programs track other aspects the college tracks.

The majority of the instruments listed above have been tracked for over 15 years. Following are several examples of performance measures to track effectiveness of the ITS functions. On an annual basis, ITS services have delivered on timeliness and in a reliable manner by meeting a 99% up-time. Additional factors ITS tracks include requests successfully closed, call tracking, average task completion time, and incident types. The qualitative measure of the Employee Engagement Survey aids in tracking internal users' perceptions of the meeting of needs by both the ITS and IR offices.

### **5R1.**

The primary measures CCC utilizes in determining use of data of all types is focused largely on access to the given data. Factors tracked for the ITS department included opening and successful [closure of requests](#) by group and by [category](#), [average completion time for tasks](#), and [calls to the Service Center](#). For the IR office in the past year, a total 249 requests for data were logged with 110 being reoccurring requests and 139 being new requests. Additionally, 177 individual surveys were conducted as part of 38 survey requests. Of the support requests received by the IR office, 92% were requested by staff and administrators, 7% from faculty and 1% came from students or external constituencies. The primary categories the data or surveys were related to include: enrollment management (56%), assessment (16.2%), accreditation/program review (20.2%), with the remaining percentage spread across marketing, external surveys, extend learning services, and other external reporting requirements.

CCC collects employees' input on department performance on a multi-year rotational basis via the Employee Engagement Survey. The most recent survey with both [ITS and IR office results](#) was published in 2017.

## 5I1.

One of the main changes CCC has recently implemented is our ITS Service Center. The positive response from customers and its extensive use over the first year of its existence has been impressive. This process was detected in responses from the employee engagement surveys that indicated there was a bottleneck when it came to ITS services around the beginning of each semester. The primary issues related to sign-in and simple new user interface. It was apparent that the training involved in student orientation and faculty orientation wasn't sufficient to train people on the interfaces and ensure they had the ability to use our programs efficiently. The pilot program on the Grand Island Campus used part-time workers trained by ITS to answer the basic questions leaving the more involved questions for our ITS staff. Once that took hold, we added to the number of support items that they could help with and also spread this concept out to the campuses in Hastings and Columbus. We then started adding some common questions from the Registrar's office and Student Services so it was no longer solely an ITS initiative, but rather a college-wide initiative. We have since turned over our general incoming phone calls so they could be directed more efficiently and are continuing to evolve this concept as the data and comments received are overwhelmingly positive. CCC continues to grow this concept and critically review additional internal processes to see where the Service Center can be utilized for the most effective customer service approach.

## Sources

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- 10-Call Totals to Service Center
- 11-EES 2017 Multi department
- 1-Institutional Effectiveness
- 2-QuickFacts-18
- 3-Plan and Budg Flow Chart May 2019 REV2
- 4-5P1-IR\_RequestForms
- 5-Recurring Project
- 6-IR SharePoint Page
- 7-Requests Closed by ITS (002)
- 8-Incidents Resolved or Closed Over the last 12 Months by Category
- 9-Average Task Completion Time over the last 12 Months

## 5.2 - Resource Management

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Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

### 5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

### 5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

### 5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

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### 5P2a.

(5.A.1) CCC has the fiscal, human resources, physical, and technological infrastructure sufficient to support its operations wherever and however programs are delivered. According to Nebraska Law, all political subdivisions, which include Community Colleges, must operate under a balanced budget. The College's internal systems in place to support physical operations include purchasing, information technology, institutional research, financial services, security,

budgeting, facilities, construction management, sustainability, yearly budgeting, 5-year facilities master planning, and environmental health and safety. All of these work in conjunction with each other to support operations. CCC has also implemented an online helpdesk for employees to report any deficiencies with college facilities. Facilities has quarterly meetings to discuss ongoing problems, identify potential problems, and discuss solutions. The College conducts yearly building walk-throughs that identify potential areas that are substandard or could become a safety hazard.

CCC's budget process includes all levels of the institution and includes two separate budgets that get incorporated at the end for the Board of Governors to approve. The first budget process is the Capital Budget process which includes funds designated for Hazardous Materials and ADA compliance issues, as well as maintenance and building projects. The second budget is the Operational Budget which includes Personnel, Travel, Equipment, Supplies, and other Operating Expenses, as well as identifying the various sources of revenue the College expects to see in the next year. The state of Nebraska's Coordinating Commission for Postsecondary Education (CCPE) requires detailed reporting each year via the [Nebraska State Budget Forms](#).

The College delegates management of the budget. Each functional area has a budget officer who is responsible for managing day-to-day aspects of their operational budget. Some individuals have multiple budgets they are responsible for, with most supervising one. The size of the budget is determined by the Vice-President of Administration in consultation with the College President. Each budget officer plans for the upcoming year based on the size of their budget and addresses current and upcoming needs. For example, the ITS manager derives from historical information of the department, faculty, and other resources to set his [list of initiatives](#). The manager further explains each initiative and where the budget numbers are derived from by separately explaining each initiative ([example individual initiatives](#)). These are then set as priorities within the budget software and reviewed by the College Cabinet and the College President to ensure that the proposed budget meets the mission of the College, the strategic mission, and the priorities of the Board. It is then presented to the Board of Governors for approval. Additional factors integrated into the process above and approved by the board prior to the budget being completed include raises for staff and faculty, room and board rates, and tuition rates. This process allows board members to approve steps prior to getting the final budget. Once the budget process is completed and approved by the Board of Governors, CCC submits the [Nebraska State Budget Forms](#) to ensure we have met the Nebraska state criterion as mentioned above.

CCC maintains its fiscal, physical, and technological infrastructure to support operations through a systematic and scheduled [planning and budget process](#), whereby department managers develop goals which align with strategic objectives for department operations and maintenance. The College operates on a fiscal year calendar and historical budgets are reviewed annually. Any budget increases by department are justified based on current needs and data.

#### **5P2b.**

(5.A.3) As stated in 5P2a the [Nebraska State Budget Forms](#) shows CCC's budget is balanced against resources by state law. CCC sets goals and allocates resources in alignment with the [College's mission](#) and emerging needs through the [annual planning and budget process](#).

The [Strategic Plan](#) is the key process for setting CCC's strategic direction in alignment with our mission, while taking into consideration organizational strengths, external opportunities, and emerging needs. The facilities master plan is updated every five years. This [Five-Year Facilities Master Plan](#) strategically incorporates academic program needs, facilities issues, technology requirements, and financial limitations to create a vision for the future. The updated process is designed to confirm facilities related assumptions, arrive at conclusions based on current information, and create long-term vision for the future.

#### **5P2c.**

(5.A.2) Preservation of allocations for educational purposes is achieved through the built-in checks and balances of the budgeting process. One of the main checks and balances is the information provided to the Board of Governors (BOG) during the Budget Hearing. There are several pieces of historical information that the board reviews each year prior to approving the budget. These include the [Sources of Revenue](#) and the [PCS change](#) (which includes our set goal of a percent allocation of the budget in functional areas). This information also includes matters of public interest as well, such as [valuations per county](#) and [tax history](#). Approval of new resource allocation includes input from multiple sources, including the Faculty Senate, Steering Committees, Deans and Associate Deans, Administration, College Cabinet, and ultimately the BOG. As a public institution, our budgeting process is focused on achieving our educational purposes. By tracking college expenses in the above-listed processes, CCC can target its goals based on specific percentages allocated for educational purposes.

#### **5P2d.**

Outcomes are measured through multiple instruments outlined above, including [Nebraska State Budget Forms](#). As the state-mandated reporting instrument, the College uses this as the primary instrument for tracking budgetary concerns. Additional measures include surveys of instruction, audits, staff surveys, and measures of mission success. When looking at historical information, the information becomes trend apparent and we can tell whether or not our interactions have had the desired effects.

#### **5R2.**

The results of CCC's resource management are positive. We are consistently under budget and have the resources required to achieve all that is asked of this institution ([Nebraska State Budget Forms](#)) ([Sources of Revenue](#)) ([Financial Audit](#)). We remain financially secure and remain a going concern. Our staff and faculty are not in jeopardy of a shutdown or downsizing, and no program of study is at risk due to financial shortfalls.

#### **5I2.**

As with any organization, CCC is constantly looking for ways to better perform our duties and being creative when it comes to new technologies. One of the many changes that is on the horizon is moving our purchasing from a physical printing/invoicing procedure to an electronic

management and control system. We have incorporated saving measures such as Paper Cut which maintains a count on our utilization of paper products.

## Sources

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- 12-State Budet Forms
- 13-5p2A Individual Initiatives
- 14-Plan and Budg Flow Chart May 2019 REV2
- 15-Mission.docx w
- 16-strategicplan2015-2020
- 17-Five Year Master Facilities Plan
- 18-Sources of Revenue
- 19-Financial Analysis
- 20-Valuations per County
- 21-Tax History
- 22-CCC 2018 and 2017
- 5P2a List of Initiatives

## 5.3 - Operational Effectiveness

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Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

### 5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

### 5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

### 5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

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### 5P3a.

To accomplish institutional goals, budgeting at CCC includes both top-down and bottom-up processes. The revenue side of the [planning and budget process](#) is a top-down process, as the sources of revenue are determined externally, as in the case of property taxes and state aid, or determined internally, as in the case of enrollment estimates for tuition revenue. CCC reviews tuition and fees, and room and board annually, taking into account comparisons to other state community colleges.



The expense side of the budget is more a bottom-up process where each department is responsible for its own budget, but with guidance from the top. Each budget officer is responsible for inputting their own budget, which is reviewed by their division manager, reconciled by student account directors at each campus, and approved by the vice president in charge of those divisions. Then the whole budget is approved by the vice president of administrative services, and ultimately the Board of Governors (BOG). The Capital Improvement and Accessibility budgets are also approved yearly in conjunction with the annual budget process. These are aligned with the institutional goals, as noted previously with the [Five-Year Facilities Master Plan](#).

### **5P3b.**

(5.A.5) Monitoring College budgets and financial position throughout the year is done at both the department-level by the budget officers and at the college-level by the vice president of administrative services. Throughout the year, cost center managers, or budget officers, and their supervisors monitor spending through their access to data in Colleague ([example](#)), chiefly via the pivot tables. We also educate the budget officers every year via the college [budget training calendar](#). Budgets may be adjusted during the fiscal year when unforeseen circumstances arise through our C-30 (transfer account form) processes.

### **5P3c.**

CCC's Information Technology Services (ITS) department structure is designed to ensure the College's service and technology infrastructure is reliable, secure, and user-friendly. This is accomplished through four ITS Teams: (1) Service Center Team, (2) Client Team, (3) Enterprise Team and (4) Infrastructure/Network Team. The Service Center Team (level #1 support) has a direct relationship with end-users and acts as the first point of contact on incident reporting, service requests, and inbound phone contacts. The enterprise software, ServiceNow, governs this process. The Client Team (level #2 support) supports all end-user devices to include college-owned devices, BYOD devices, smartphones, etc. LANDesk is a primary tool used to ensure standards. The Enterprise Team supports all standard college-based end-user software to include: ERP-Ellucian Colleague, LMS-Moodle, and Hyland Imaging. The Infrastructure/Network Team supports both WAN and LAN connectivity, internal VLANs, institutional firewalls, servers, data storage, email, Anti-Virus/malware, and VOIP. The Chief Information Officer, who reports to the College's VP of Administrative Services, oversees the entire ITS department. As stated in 5P1, CCC tracks multiple factors to measure the effectiveness and efficiency of this process. Some examples include opening and successful [closure of requests](#) by group and by [category](#), [average completion time for tasks](#), and results from the Employee Engagement Survey.

### **5P3d.**

Funds are set aside each year for updating technology, infrastructure maintenance, ADA, and capital improvement projects to support the students and operations of the College, as evidenced by the past three years budgets (page 2) shown in the [Nebraska State Budget Forms](#). The College also incorporates a [Five-Year Facilities Master Plan](#) for each campus and college-wide. Each

campus utilizes SchoolDude, a web-based program, to optimize facilities maintenance and custodial requests. This program is utilized to schedule preventive maintenance, receive work orders from employees, event setup requirements, and fleet management. Control Management Inc., is a third party vendor which installs and maintains the building management system, including temperature, lighting, heating, ventilation, and cooling. The College is working to track energy efficiency in order to identify opportunities for improvement.

The College contracts G4S security to provide for the safety and well-being of students and employees. Security patrols the Columbus and Hastings campuses 24/7 and the Grand Island Campus M-F 24 hrs./day and weekends during specified hours. Multiple security patrols are conducted daily and documented by a touch probe system. The majority of exterior doors are on an automated system, which allows for scheduled opening and closings, along with lockdown capabilities. The College also uses key cards for identification and room/building access. To enhance building security, all new classroom constructions have a thumb lock, so that the door can be secured from the inside.

In order to ensure campuses/centers are user-friendly, appropriate signage and accessibility for individuals with disabilities is monitored routinely. Annual safety inspections are conducted for all buildings to identify any deficiencies and safety concerns for correction. All new facilities and remodels are designed and constructed according to stringent national building codes with facilities designed to meet the expressed needs of the users in an adaptable and efficient manner.

### **5P3e.**

CCC manages risks to ensure operational stability which includes emergency preparedness by having quarterly facilities meetings, building management systems, work order systems, master planning, and alternative funding to build priority capital projects.

The College's [Emergency Response Procedures](#) establish and outline the College's response to an emergency and sets the standards for the creation of individual campus emergency plans. Campus Emergency Response teams were formed and trained in accordance with the National Incident Management System (NIMS) and Incident Command Structure (ICS) developed by Homeland Security. As part of the Emergency Response Plan, "Building Captains" are trained to assist with building-specific emergency response procedures, evacuations, and assist the College or Campus Emergency Response Teams in an emergency. All Emergency Response Teams and Building Captains are AED/CPR certified.

While these procedures do not cover every conceivable contingency solution, it does provide the basic administrative guidelines necessary to cope with most campus emergencies. CCC will immediately notify the entire campus/college community upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring at the college/campus. The College will use its emergency notification system, known as CCC Alerts, which provides text, voice, and email messages to all members of the CCC community. CCC Alerts is one tool in the multimedia incident communication guidelines outlined in the Campus Specific Emergency Response Plan. CCC Alerts is hosted remotely by the Rave Mobile Safety communications service, through a contract

with the College. In order to have a redundant emergency notification system, one or more of the following may also be used: Public address systems, CCC website, email, call trees, Digital Display, TV monitors, and personnel runners. CCC students, faculty, and staff are automatically enrolled in the College emergency notification system. Students, faculty, and staff can update their contact information or manage their CCC Alerts preferences online.

Emergency operations drills and exercises, which consists of table top exercises, field exercises and tests of the emergency notification systems on campus are practiced and reviewed semiannually. Each exercise is documented and includes a description of the scenario.

### **5P3f.**

The [Employee Engagement Survey](#), [Community College Survey of Student Engagement \(CCSSE\)](#), and [Higher Education Partnership Survey](#). serve as the primary qualitative methods for defining operational effectiveness. These measures provide an understanding of the primary stakeholders' perceptions of overall effectiveness. Quantitative measures include the [Annual Enrollment Report](#), [Nebraska State Budget Forms](#), and [Financial Audit](#). The College examines the data from these qualitative and quantitative measures in multiple ways including annual review by Campus Cabinet, College Cabinet, and the Board of Governors, and tracking by individual divisions and departments. These measures are updated regularly and baseline performance of these measures is well understood by all stakeholders.

### **5R3.**

The College has extensive results indicating its management of operations is accomplishing stated goals. These include, but are not limited to, the [Employee Engagement Survey](#), that shows in slides 36-56 strong agreement for satisfaction in departments charged with supporting and monitoring operational functions. [CCSSE](#) and [Higher Education Partnership Surveys](#), that indicate CCC is accomplishing our mission and recommended for continued partnership. [Nebraska State Budget Forms](#), and [Financial Audit](#) indicate compliance and confidence in financial stability and accountability.

The College is insured for physical damage and technological breaches. Data is backed up at an off-campus facility, but the physical ability to restart operations following a catastrophic event has not been tested and the opportunity to co-locate operational services should be explored in the future.

### **5I3.**

Several improvements in operational functionality have occurred with Master Facilities Planning, back up data agreements with an off-site university, continued positive financial audits, and departmental feedback through our Employee Engagement Survey. Additional planning for co-location of physical infrastructure for area office functions including duplicate servers and another hardened site may be needed in case of a catastrophic event and will be explored as part of the next five-year master plan. Additional training in physical and electronic

safety and security of our employees and students will remain a priority due to changes nationwide in violence and cybersecurity breaches at schools.

## Sources

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- 12-State Budet Forms
- 17-Five Year Master Facilities Plan
- 22-CCC 2018 and 2017
- 23-Excerpt from Budget
- 24-Budget Calendar 2019-20
- 25-Emergency Response Procedures
- 26-2017 Employee Engagement Survey Results
- 27-CCSSE 2017 CCC Key Findings
- 28-2013-2018-HigherEducationPartnershipSatisficationSurveyReport
- 29-2017-2018 Enrollment Report Final\_Approved 2.0
- 3-Plan and Budg Flow Chart May 2019 REV2
- 7-Requests Closed by ITS (002)
- 8-Incidents Resolved or Closed Over the last 12 Months by Category
- 9-Average Task Completion Time over the last 12 Months

## 6 - Quality Overview

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### 6.1 - Quality Improvement Initiatives

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Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

#### 6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

#### 6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

#### 6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

## Responses

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#### 6P1a.

CCC has an extensive system for planning continuous improvement processes. Continuous quality improvement (CQI) is the central theme that drives CCC improvement efforts. CQI process teams apply the Plan-Do-Check-Act cycle of quality improvement. CCC's CQI Team (CQIT), the College's centralized representative body, reviews suggested initiatives and makes recommendations to the Executive Vice President (reclassified as VP of Innovation & Instruction, CAO in 2018) for presentation to the College Cabinet for approval and action. The CQIT was reorganized as the President's Quality Action Council ([PQAC](#)) in mid-2018. The College President is the group's champion and forwards its proposals to the College Cabinet and, when needed, to the Board of Governors for approval or action. The projects selected are aligned with CCC's Strategic Plan that mirrors AQIP categories and criteria for accreditation. To

integrate CQI projects into the day-to-day operations of CCC, individual Action Projects and other quality improvement projects are incorporated into the current budgeting and planning process for CCC. This is illustrated in the yearly [planning and budgeting cycle](#); key planning processes include the following:

- Yearly reaffirmation by Board of Governors of College Mission, Vision, Values, Goals, and confirmation of annual Quality Improvement Initiatives
- Annual update and prioritization of Master Facilities Plan for three campuses and three permanent learning centers
- Annual update and prioritization of College Technology Initiatives
- Annual update of three-year plans for all instructional programs
- Annual review of assessment measures and defining of improvement projects for the upcoming year
- Annual budget development and regular monitoring to implement planning initiatives Strategic Planning process based on a five-year cycle
- Action Project refinement yearly based on the Strategic Plan and feedback from the Higher Learning Commission

All key planning processes include a needs analysis for all employees, including full-time faculty, adjunct faculty, full-time staff, and part-time employees. All departments and internal and external stakeholders are represented in this process. Input is reviewed/analyzed and used in the formulation and updating of plans with approval and prioritization at departmental, campus, division, college-wide, and Board of Governor levels. In the past, multiple initiatives have been put into action using this process, including implementation of new programs leading to degrees (including the most current proposed program - Associate of Applied Science Degree in Energy Technology), college-wide capital improvement projects (including the remodeling of the heavily-used Health and Science instructional facilities), and other capital projects. Most recently, the Kearney Center expansion was completed in 2018. Another major initiative offers formal training for employees, including the New Faculty Institute, Adjunct Faculty Orientation, Advising Training for Faculty, Moodle Training, and soft-skill training (including Workplace Harassment, Safety, Team Building, Real Colors, and StrengthsFinder).

CCC has a mature system for planning that ensures the achievement of its quality improvement goals. CCC has an integrated planning process used for traditional planning and continuous improvement strategies. Both processes integrate the continuous quality improvement model/cycle. This cycle is supported in the strategic [planning and budgeting cycle](#). CQI planning includes a requirement for the PQAC to review the viability of proposed projects and aids in defining the outcome measures for all action and/or strategic projects. During this phase, the PQAC determines if the project will support our mission, vision, and service priorities as defined in the [State of Nebraska charter legislation](#), which are:

1. Applied technology and occupational education
2. Transfer education, including general academic transfer programs
3. Public service, adult continuing education, economic and community development, foundations education, customized workforce training, and personal development

4. Applied research to enhance instructional programs, student achievement, institutional effectiveness, public service activities, and professional development

(5.D.1) The process of determining short-term strategies is largely based on the indicated need from multiple data sources. These include:

- Community College Survey of Student Engagement (CCSSE)
- Community College Faculty Survey of Student Engagement (CCFSSE)
- Key Performance Indicators (including the College Benchmarking & KPI Score Card)
- [College Enrollment Report](#)
- [IPEDS Feedback Reports](#)
- [Student Survey of Instruction](#)
- [Higher Education Partnership Survey](#)
- Employee Engagement Survey
- Continuous Quality Improvement Team/Presidents Quality Action Council minutes
- College Annual Reports
- Extended Learning Services Annual Report
- Business Services Annual Report
- Student Services Annual Report
- FTE/REU Annual Audit
- Academic Services Annual Report
- Institutional Advancement Annual Report
- Campus Reports

Following the completion of the last portfolio (Fall 2013) CCC generated goals, which are modeled upon AQIP categories for effective institutions. To track the progress of Action Projects and strategic plan goals, Institutional Research generated an interactive tool to describe the action being taken and the progress being made on the project. Each team leader is required to update the status of the project via a standing SurveyMonkey instrument on a regular basis or once the status changes. The PDF version of the [Strategic Plan](#) has title header links to the interactive components for each goal. The process includes multiple steps to determine current college-wide competencies, outcomes, and indicators, and to evaluate them across all fields of study.

#### **6P1b.**

(5.D.2) Over the 17 years CCC has been in AQIP, the process has evolved numerous times. Across these evolutions, CCC has worked to continuously evaluate its operations and processes for improvement and to integrate any new processes into its overall quality system. Alignment of the individual components has also evolved, as there have been three versions of the portfolio categories, three versions of the criteria for accreditation, and two types of review visits, along with two different lengths of the accreditation cycle. CCC has managed to align the individual components of the processes by using the feedback from the Systems Appraisals and the Comprehensive Quality Review. The process of compiling the required information and evaluating our processes helped CCC better understand and align its quality efforts, and the feedback received often indicated areas we could improve on. This aided us in the selection and

implementation of Action Projects whereby we could work on improving the related processes. The Strategy Forum aided CCC in generating aligned projects by giving the framework and guidance to assess and implement new Action Projects that could support both our quality improvement initiatives and accreditation requirements. Below is the description of efforts in each of the individual components.

Action Projects: Since 2002, CCC has maintained three or more active Action Projects each year until 2017, when the policy changed regarding the required number of projects. The last project CCC had active prior to the termination of the tracking system in October 2018 was the implementation of expanded evening business classes to improve access for adults and other learners. The most current projects include:

- Evening Business Classes Initiative - Categories 1 & 2 (February 2017-September 2018)
- [Integrating Quality Matters Beyond Online Courses](#) - Categories 1 & 2 (October 2015-November 2017)
- [Enhancement of New Student Orientation](#) - Categories 1 & 2 (October 2014-November 2017)
- Publish a fully integrated Sustainability Dashboard - (October 2016-November 2017)

CCC selects Action Projects by having the CQIT review multiple college annual reports and survey results from faculty, students, and staff and review feedback from the most recent Systems Appraisal, Strategy Forum, and CQR visit. Upon completion of review by committee members, a list of the most critical processes is generated and prioritized. The most time-sensitive issues are forwarded as potential Action Projects. Those that are less time-sensitive are suggested as a strategic goal or project. Once the projects are selected and priority recommendations are made, the champion takes them to the College Cabinet for approval and action.

Strategy Forums: Since 2002, CCC has attended four Strategy Forums, most recently in 2015. CCC was scheduled to attend its next in 2018, but that one was canceled. The teams selected to attend the Strategy Forums were based on team recommendations from HLC and always included a cross-functional team with representation from all campuses and primary divisions of CCC. At the last Strategy Forum, the attending team brought back one Action Project that was integrated into the Strategic Plan. In the most recent case, the scope of the project was shorter, so it was added as one of the Action Projects. The Enhancement of New Student Orientation Action Project was developed as part of the findings of the team that attended the last Strategy Forum and included two years (part 1 and part 2) of the project.

Quality Check-ups/CQR Visits: CCC had three Quality Check-Ups/CQR visits since entering AQIP (2007, 2011, and 2016). Each of the visits has helped CCC better understand its commitment to CQI and provided valuable suggestions on furthering CCC's quality journey. These visits were also an opportunity to re-energize employees and dive deeper into the interworking of processes and systems.

The feedback that was received following Quality Check-Up and CQR visits were reviewed by the CQIT, President, Chief Academic Officer, and Cabinet, and shared with the College at the



yearly Action Summit and other all-college meetings. The visit review required compiling a list of strategic issues to be addressed and assigning priority to each. Determination of who and how each would be worked was also defined at that time. If assigned as a new Action Project or as part of the five-year Strategic Plan, the assigned team would define the needed performance measures and actions to realize the improvement. All strategic issues are monitored via CCC's public-facing dashboard that includes a measure of goal completion.

Systems Portfolio/Appraisal: The Systems Portfolio/Appraisal (2005, 2009, 2013) was reviewed regularly and served as the primary document to inform CCC quality efforts. Writing or updating the Systems Portfolio was guided by the CQIT and supported by the IR department. The last Systems Portfolio was written by 46 employees (faculty, administration, and staff) who were organized into nine category teams that aligned with individual skills and experience with each related category. An editor/reviewer team made up of senior leadership, the IR office, and peer accreditation officers in the state conducted the final review and finalized the formatting. This format has been used for all prior portfolios and has generated good results with college-wide involvement and support.

During the development of this portfolio, the teams were adjusted to the six new AQIP Categories. A crosswalk was shared with the teams to aid in qualifying where individual components of the Portfolio were and are. The last Systems Appraisal Feedback Report was received in March 2014, and reviewed by the President, Executive Vice President, ALO, and CQIT, prior to being released and made available on public facing web pages. All Opportunities for Improvement and Core Component Criteria identified as "Adequate but could be improved," were input into a report for the College Cabinet to review and suggest improvements. All areas with "Opportunity for improvement" or "Could be improved" were addressed with Action Projects or made part of CCC's Strategic Plan. Each of the current category writing teams also reviewed each of these topics and addressed related changes in their individual categories.

## **6R1.**

CCC has successfully integrated its quality initiatives as evidenced by the following:

AQIP Action Projects have been designed and completed with the intent of achieving CCC's goals and objectives. Below are the primary feedback and outcomes of the most recently completed Action Projects with a summary of the projects attached:

1. Evening Business Classes Initiative, Categories 1 & 2 (February 2017-September 2018). This project was closed prior to actual completion, due to the closing of the Action Project reporting system; however, all project objectives were completed. The Evening Business Classes project focused around CCC's efforts to offer evening courses to students who do not wish to or cannot attend courses during more commonly-available daytime hours. This project was selected due to the defined need to offer lecture and or video delivery classes to students at times not traditionally offered. The need was defined in primary studies indicating that students seeking to obtain a degree, diploma, or certificate in the Business program during non-traditional timeframes had no other option than to take the course via web delivery. The second study indicated that adult learners

preferred to take courses that use a more traditional delivery method, and that scheduling conflicts with work limited their options. As the Business program is popular with adult learners, we determined this would be a good area in which to start offering evening courses. The objective of this first phase of the project was to pilot four courses per semester during evening hours (Fall and Spring 2018). Additionally, two courses were offered in the evenings during the 2018 Summer term, for a total of ten courses offered during the 2018 calendar year. The primary measures to evaluate the success of these evening offerings included calculating Fall-to-Fall retention of the students enrolled, calculating comparison of credits attempted and completed versus identical courses offered in other modes of delivery and times offered, and conducting a demographic analysis of the students who actually took the evening courses.

2. [Integrating Quality Matters Beyond Online Courses Categories 1 & 2](#) (October 2015-November 2017). This was a two-part project where CCC worked to expand the best practices of Quality Matters to reach beyond the online instructional environment. While this Quality Matters project was geared toward online courses, the recognized research-based best practices outlined in the rubric are practices that can benefit any course format – lecture, blended, or online only. CCC supports any faculty who want to make improvements to any of their courses. Quality Matters provides the standards and framework for professional development for course improvement.
3. [Enhancement of New Student Orientation](#), Categories 1 & 2 (October 2015-November 2017). This was a two-part project that started with the defined need to improve new student success and retention. The first Action Project related to the development of an updated New Student Orientation process. The new process included multiple new information briefings, including presentations from the major Student Service divisions. Also, the orientation included a briefing from the student success staff on services/assistance provided. Based on feedback from students and improved retention/persistence rates, CCC adopted the second part of the project (First Year Experience). This project picked up after the New Student Orientation and included developing baselines for first-year student success,
4. [Publish a fully-integrated Sustainability Dashboard](#) (October 2016-November 2017). Following years of work to establish sustainability goals, including the creation of an area Sustainability Director, it had become evident that a digital location and dashboard was needed to show the positive results that CCC was having in initiating practices to limit our environmental impact and to educate both internal and external stakeholders. This framework was created and continues to be in use today in an expanded form that has earned CCC recognition through various national sustainability organizations.

In addition to specific Action Projects:

- CCC has completed the majority of its strategic goals in its current five-year cycle. An example of the interactive report system and a link to the actual system is attached ([Strategic Plan Example](#)).
- CCC has sent teams of representative employee groups to Continuous Quality Improvement training at annual HLC conferences and provides internal quality training for new and existing employees.

- CCC's operational planning structure ensures that the relationships and integration of all CQI activities are identified.

As CCC reflects upon its work in Continuous Quality Improvement, it is clear that what was once seen as disjointed projects, grants, and activities has become more systematic and linked within the institution's planning processes. The AQIP categories serve as the hub around which all CQI work focuses.

## **6I1.**

Over its 17 years as an AQIP college, CCC has worked to further its integration of CQI process. As a majority of the senior staff, faculty, and administrators have lead or acted as team members on one or more Action Projects, the process is well ingrained in the leadership of CCC. CCC's quality efforts have flourished since the last portfolio and CQR visit. As stated in 6R1 above, the Action Projects have generated measurable results for improving teaching and learning and operational systems.

Following notification of AQIP's phaseout, CCC has started the transition process to the Open Pathway. As CCC has traditionally completed yearly Action Projects, the challenge will be to select the Year Four project that has the appropriate scope and value to CCC. In an effort to align improvement efforts with its transition to the Open Pathway, CCC will integrate this objective development with the new five-year strategic planning process (January-May 2020). The strategic planning process is a multiple meeting, face-to-face collaborative event that includes representation from faculty, staff, and administrators across the College. This body will include membership from the PQAC. The team's size has not been finalized, but normally includes approximately 45 members. Using existing performance measures, the team will define areas with opportunity for improvement and then select and prioritize the projects for the Five-Year Plan. The team will also generate the primary recommendation for the large scale Quality Initiative to be integrated as part of the Open Pathway Year Five activities.

## **Sources**

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- 4-Presidents Quality Action Council-CC05032018
- 6\_6p1a\_2\_3 Plan and Budg Flow Chart May 2019 REV2
- 6\_6p1a\_4 2017-2018 Enrollment Report Final\_Approved 2.0
- 6\_6p1a\_5 IPEDSDFR2018\_180902.pd
- 6\_6p1a\_6 Student Survey of Instruction Results-Fall 2014-Spring 2018
- 6\_6p1a\_7 2013-2018-HigherEducationPartnershipSatisfactionSurveyReport
- 6\_6p1a\_8 strategicplan2015-2020
- 6\_6p1b\_1
- 6\_6p1b\_2 Enhancement of New Student Orientation
- 6\_6p1b\_3 Publish a fully integrated Sustainability Dashboard
- 6\_6p1b\_4 quality-checkup-report
- 6\_6p1b\_5 2014fullreport
- 6\_6p2d\_2 Central Community College AQIPTransitionMap-1895\_INF

- 6\_6pR\_1
- 6\_6PR\_2 Enhancement of New Student Orientation
- 6\_6PR\_3 Publish a fully integrated Sustainability Dashboard
- 6\_6PR\_4 Example from Strategic Plan Dashboard
- 62\_6p2a\_1 Strategic Plan
- 62\_6p2a\_2 PQAC Agenda 3-29-19
- 62\_6p2c\_1 Central Community College Excerpt Interim Report to HLC
- 62\_6p2d\_1 Central Community College Map
- 62\_r2\_1 Employee Engagement Survey Excerpt
- 85 962

## 6.2 - Culture of Quality

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Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

### 6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

### 6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

### 6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

## Responses

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### 6P2a.

(5.D.1&2) CCC has developed its quality culture over the past 17 years by integrating its quality efforts into its day-to-day operations and aligning those activities to be mutually supportive. Evidence that CCC's system for planning continuous quality improvement is effective includes the ongoing review, change and completion of the [Strategic Plan's](#) goals, and Action Projects. As individual year goals/activities are completed and a yearly review and prioritization are completed, new goals/activities are added. Traditionally, the CQI council and now the President's Quality Action Council (PQAC) completes the annual review of all Action Projects and recommends approval or denial of an action plan's status (completed/not completed). They also recommend priorities for new Action Projects. The Strategic Plan is based on both the AQIP categories and the HLC Criteria for Accreditation. The College Cabinet compiles all supporting inputs annually and determines the next priorities and approval of the next recommended action

plans. Activities that center around continuous quality improvement include the Administrators Summit (now called the Action Summit) and CQI/PQAC Team quarterly meetings. In addition, the All-College and campus In-Services offer the entire staff opportunities to participate in AQIP activities beyond working on one of the current Action Project teams.

The infrastructure and resources to support quality activities/culture are provided via CCC's process. Within this process, CCC provides resources for Action Projects once they are clearly defined, as well as critical resources for ongoing improvements needed college-wide even if not covered under a current Action Project. CCC's quality efforts further enrich the quality of culture by actively involving employees from all groups, including faculty and staff representatives from all campuses and learning centers. CCC's active projects are communicated to the College by use of emails sent from the lead team, the Chief Academic Officer, and the President's office. Additionally, [CQIT/PQAC](#) meeting agendas and minutes are distributed via the SharePoint system. Feedback from internal stakeholders may be forwarded through local CQIT/PQAC members to the appropriate action team, or individuals may share their thoughts with the Campus Cabinet; this feedback is passed on to the College Cabinet for action or distribution. College Cabinet meetings include reviews of status updates on active projects as well as a review of any proposed CQI projects.

Action Project teams are formed from subject matter experts in the respective area being worked on who meet regularly to assess the issue and develop improvement plans and implementation timelines. In many cases, the initial phase of implementation includes limited runs (pilots) to ensure improvement plans generate the desired outcomes. The project team reviews the results of the trial runs and defines the next steps in implementation. Once the process in question has reached an acceptable state, the team defines the appropriate method to monitor the process to ensure it doesn't degrade over time. Additionally, the team recommends collaboration with the Institutional Research Office regarding who is the best audience for the monitoring reports.

(5.D.2) A recent example of our systematic and cross-functional CQI culture was the Evening Business Classes Initiative. In this Action Project, the team evaluated enrollment data for the past three years and determined that adult learners (30-64 years old) didn't attend daytime classes at a high rate. Further, online instruction was not the preferred methodology for instruction. It was determined that evening courses would be preferred by this group of prospective students. Working with the Educational Services committee and student support services staff, the team developed a plan to not only pilot additional evening course offerings, but to provide limited student support services in the evenings. These support services were seen as a necessary aspect of offering more evening courses, as the population taking these courses would not be able to take advantage of those services during the workday. The results of the pilot indicated a greater demand for evening courses and available services. Now that the pilot phase is over, CCC is exploring other courses and services that would best fit this population of adult learners.

#### **6P2b.**

(5.D.1) CCC has a mature system of continuous quality improvement and works to improve employee understanding of CQI techniques and outcomes. It has also been a priority to ensure the work of quality improvement is evident and supports CCC's mission. CCC uses multiple

means to achieve this state. The most important aspect is the broad involvement of both internal and external stakeholders in quality improvement activities. This involvement increases input from all points of view, and broad representation ensures CQI activities are made public and results are shared with a larger audience. All teams include individuals with a high-level understanding of the process in question, as well as others who wish to be part of that improvement project. Additional participation comes from groups and individuals who are encouraged to suggest improvements and provide input on changes to any existing or potential process.

As multifunctional teams are regularly separated by over 100 miles, the teams use the IP distance communication systems to hold meetings from multiple locations. This use of distance communication benefits the teams by decreasing travel time and aids in providing consistency between campuses. To gain input from other stakeholders, student and employer surveys are regularly completed, community visits are conducted, and advisory board meetings are hosted to obtain stakeholder input on programs, services, and effectiveness. Through these processes, CCC also gains an understanding of how those audiences understand the CQI outcomes of the College.

(5.D.1) All reportable Action Project and all Strategic Project progress and outcomes are tracked and reported to the Board of Governors, college and campus cabinets, and Action Summit attendees. Agendas and minutes of these meetings are posted for all employees on SharePoint and CCC's web pages. Strategic Projects are monitored and a dashboard of the progress being made in each is available on public facing web pages.

### **6P2c.**

(5.D.2) On its quality journey, CCC has learned a lot from its experiences with CQI initiatives. Originally the CQIT/PQAC reviewed the progress made on all CQI activities and recommended opportunities for improvement or high performing practices. As AQIP evolved, the feedback received from Action Projects, Systems Appraisals, and Quality Checkup/CQR visits improved understanding of how to become more effective in its efforts. Using feedback from both the HLC review corps and internal constituencies has provided a well-rounded evaluation of the effectiveness of our CQI processes and systems. Internal feedback usually takes the form of suggestions on operational aspects of carrying out improvement projects. External feedback is usually related more to the strategic aspects of improvement and sharing best practices from other AQIP institutions.

(5.D.2) CCC has learned over the years that review of processes by an external entity can be very helpful in finding those areas with opportunity for improvement missed by internal stakeholders. A good example of this is an improvement project resulting from feedback during the most recent CQR visit in 2016. The visiting team questioned expectations of student engagement outside of scheduled course contact hours. CCC was asked to generate an [interim report](#) to explain its process. At the time of the CQR visit, CCC had a statement in CCC's Catalog outlining the expected work required of students in each course, but several courses did not include the minimum two hours of out-of-class student work each week per semester 34CFR 600.2 (11/1/2010). To ensure compliance with federal requirements during the fall of 2016, the

Chief Academic Officer created an improvement team including career and technical program faculty, associate deans, and deans to discuss out-of-class work expectations/requirements. Each program completed a study of what types of outside work they required of students as well as the approximate time students would spend on the activities. Each of the academic divisions created a study showing expectations for students outside of class time. In the end, the information this project generated ensured CCC was accurately defining the work expectations of its students in all courses. Additionally, the process developed during this project is now used in the redesign of existing and newly proposed courses.

#### **6P2d.**

Over its years in AQIP, CCC has constantly challenged itself to improve in all aspects, including how it reviews, reaffirms, and understands the effectiveness of its efforts towards AQIP. In recent years CCC's CQIT/PQAC has worked as the leaders of the quality improvement effort in CCC, and as such they have been the voice of AQIP. Each of the members gathered feedback from their represented constituency that guided their decisions/efforts. College leadership then enacted the suggestions from those teams. In each step, the use of performance measures informed the bodies of the need for improvement and helped determine if a project was successful. As these measures have evolved over the years, CCC found the value of a CQI-based pathway that included frequent Action Projects was beneficial and fit with CCC's culture. To aid internal and external constituencies in understanding our place in AQIP, the 7- and now 8-year accreditation cycle was posted and reported to both the College Cabinet and the Board of Governors. The [AQIP Pathway 8-Year Cycle Transition Map](#) was posted on our SharePoint pages, allowing all members of CCC community to know our current status in the AQIP Pathway. It is believed that having a clearly defined schedule aids the stakeholders in better understanding the validity of CCC's CQI activities year-to-year. Following notification of AQIP's phaseout, we now post the [AQIP Transition Map](#).

#### **6R2.**

CCC actively follows its mission statement - CCC maximizes student and community success. CCC believes that, in order to maximize student and community success, the faculty and staff must continuously strive for improvement. This is demonstrated through the successful completion since the last systems portfolio of 11 reportable Action Projects that included over 110 employees from across CCC. An additional measure CCC uses to define the scope of its culture of quality is the [Employee Engagement Survey](#). The primary result relating to the culture of quality captured in this survey is the perception of employees that they can positively impact the success of students both personally and indirectly. The attached document includes the perceptions of employees on these issues over the past four years. The last result that demonstrates the culture of quality is the commitment to align our strategic and annual planning with CQI processes.

#### **6I2.**

CCC focused on multiple initiatives over the past four years. The primary focus has been on student success with an emphasis on retention and completion. With the upcoming phaseout of



AQIP, and the new Strategic Plan due to be developed between January and May of 2020, this focus is not expected to change. As part of the Strategic Plan, CCC will also develop our quality initiative in support of the potential of going into the fifth year of the Open Pathway. This opportune alignment of the strategic planning process and the need to develop a longer-term quality initiative is seen as an opportunity to revitalize the quality improvement efforts at CCC.

## Sources

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- 62\_6p2a\_1 Strategic Plan
- 62\_6p2a\_2 PQAC Agenda 3-29-19
- 62\_6p2c\_1 Central Community College Excerpt Interim Report to HLC
- 62\_6p2d\_1 Central Community College Map
- 62\_r2\_1 Employee Engagement Survey Excerpt
- 62-6\_AQIPMap