

### **AQIP Category 1: Helping Students Learn**

#### **1C1 Common Learning Objectives**

Central Community College has established the following common competencies for all graduates awarded associate of applied science degrees or associate degrees in nursing (See College Catalog, pages 27-28, <http://www.cccneb.edu/downloads/2006-07CatalogBookmarked.pdf>):

1. Outcome Group A - Comprehend and produce effective communication. Subset outcomes:
  - a. Organize to express ideas clearly and grammatically.
  - b. Communicate a purpose to an audience incorporating appropriate information from outside sources ethically.
2. Outcome Group B - Solve problems using quantitative reasoning or scientific method. Subset outcomes:
  - a. Analyze and organize data.
  - b. Apply appropriate methods.
  - c. Evaluate solutions.
3. Outcome Group C – Personal Development/Humanities – Apply effective self management skills or make judgments reflective of human values. Choose from the following:
  - a. Demonstrate awareness of personal strengths and weaknesses and understand techniques of working with others.
  - b. Demonstrate an awareness of works or concepts as a reflection of specific cultures, times, and/or places.
4. Outcome Group D – Social and Behavioral Sciences – Apply empirical data to the study of human behavior. Subset outcomes:
  - a. Analyze and evaluate social science data.
  - b. Use critical thinking skills to explain the interaction between human behavior and the social environment.

All other award seeking students must meet the following requirements:

1. Associate of Arts and Associate of Science academic transfer students – Satisfy the first two years of the general education requirements of the receiving institution as developed through articulation agreements (See College Catalog, pages 29-38).
2. One year diploma students – There are communications and problem solving/quantitative reasoning (math or science) requirements.
3. Certificate students – There is no common learning objective required.

#### **1C2 Mission and Learning Objectives Alignment**

Student admission advisors and program advisors assist potential students in aligning their learning objectives with the College's mission and appropriate program objectives. If Central Community College does not offer the student's desired program, the College assists the potential student in finding a college whose mission more closely aligns with the student's learning goals.

Central Community College publishes program objectives in the College catalog. Faculty publish course learning objectives in their course syllabi. Students can request course syllabi from faculty members or by fall 2009 through the College Web. The College requires all program offerings to align with the mission of the College, including its instructional service priorities, geographic focus, values, and vision (Program Standards, p. 23, [Procedure Manual for College Organization, Business, Instruction, and Students; 2005-2006](http://www.cccneb.edu/downloads/ProceduresBusinessInstructionStudents.pdf), <http://www.cccneb.edu/downloads/ProceduresBusinessInstructionStudents.pdf>).

The Nebraska Coordinating Commission for Postsecondary Education reinforces this requirement and approves only programs that meet the role and mission requirements of the College and Nebraska statutes (Guidelines for Submitting Proposals for New Instructional Programs and New Organizational Units; <http://www.ccpe.state.ne.us/publicdoc/ccpe/rules/pdf/rule4guidelinesnew.PDF>).

Instructional objectives of 100 and 200 level credit courses must apply to a degree, diploma, or certificate awarded by CCC and thereby support the mission of the College. Faculty review courses on a three-year cycle. The Educational Services Committee approves all course changes. The College annually reviews all instructional programs against key performance measures and standards. The College conducts an in-depth review of each instructional program on a seven-year cycle.

The Educational Services Committee, the College Cabinet, the College Board of Governors, and the Nebraska Coordinating Commission for Postsecondary Education review and act on each of these in-depth program evaluations and recommendations. The above procedures ensure CCC students' learning expectations, practices, and development objectives align with the mission of Central Community College as Table 1C2-1 illustrates.

Instructional and Service Priorities as noted in the College Mission:	Full Time Equivalent Students (FTES)	
	2004-2005	2005-2006
1. Applied technology and occupational education majors.	68.5%	66.1%
2. Transfer education including general academic transfer programs majors.	24.7%	26.5%
3. Public service, adult continuing education, economic and community development, foundations education, customized workforce training, and personal development.	6.8%	7.4%

Table 1C2-1 Instructional and Service Priorities

**1C3 Instructional Programs, Methods, Technology, and Enrollments**

Central Community College offers 35 applied technology and occupational education programs that lead to Associate of Applied Science degrees, diplomas, and certificates (See College Catalog, page 39). In addition to the degrees, diplomas, and certificates offered, the College provides learning opportunities and public service in adult and continuing education, economic and community development, foundations education, and customized workforce training. The College also offers Associate of Arts and Associate of Science Transfer Degrees.

The College uses multiple program delivery methods; Table 1C3-1 describes the delivery methods and each program's dependence on technology.

<b>Program (P), Delivery (D), Technology (T), and FTES</b>				
<b>Delivery Mode:</b> Lecture (L), Individualized (I), Web (W), and Video (V)				
<b>Definitions of Technology Use:</b>				
1. Low (L) – Standard classroom presentations				
2. Medium (M) – Uses DVD, computerized presentations, and the Web to deliver class materials				
3. High (H) – Uses interactive multi-media, two-way video, and interactive Web				
<b>P</b>	<b>D</b>	<b>T</b>	<b>FTES 04-05</b>	<b>FTES 05-06</b>
Academic Ed	L, I, W, V	H	46.9%	47.4%
Agriculture	L, I, W, V	M	.9%	.8%
Auto Body	L, I	H	1.1%	1.2%
Automotive	L, I	H	1.7%	1.9%
Business Adm	L, I, W	M	6.9%	7.4%
Commercial Art	L, I, W	H	.3%	.2%
Commercial Hort	L, I	M	.7%	.7%
Construction	L, I	M	1.1%	1.1%
Criminal Justice	L, I, V, W	H	1.4%	1.2%
Dental Assisting	L, I	M	.7%	.7%
Dental Hygiene	L, I	M	.7%	.7%
Diesel	L, I	H	.6%	.8%
Drafting	L, I	H	1.7%	1.5%
Electrical	L, I, W	H	1.5%	1.3%
Electronics	L, I, W,	H	1.3%	1.1%
Early Childhood	L, I, V, W	M	3.3%	1.9%
Heating/AC	I	H	.5%	.4%
Health Info Mgt	L, I, W, V	H	1.1%	1.6%
Health Services	L, I, V	L	4.9%	5.1%
Hospitality Mgt	L, I	M	.9%	.8%
Human Services	L, I, W	H	1.5%	1.5%
Industrial Tech	L, I, W	H	1.9%	1.5%
Information Tech	L, I, W	H	4.5%	4.1%
Machine Tool	I	H	.4%	.5%
Media Arts	L, I, W	H	1.1%	1.2%
Medical Assisting	L, I	H	.4%	.8%
Medical Lab	L, I	H	.3%	.4%
Nursing-Associate	L, I	M	3.1%	3.1%
Nursing-Practical	L, I, W, V	M	1.1%	.9%
Business Tech	L, I, W	H	4.3%	4.3%
Paralegal	L, I, W, V	H	.2%	.3%
Parts Sales	L, I	M	.3%	.3%
Quality	L, I, W, V	H	.5%	.4%
Truck Driving	I	M	.8%	1.1%
Welding	L, I	H	1.3%	1.8%

Table 1C3-1

**1C4 Diverse Learning Styles and a Diverse World**

To ensure appropriate design and delivery of student learning to address a variety of learning styles, the College provides multiple delivery methods including individualized competency based, lecture, and Web (See Figure1C3-1). Central Community College also offers a variety of culturally diverse courses to meet the learning interests of the student body, for example:

ANTH 110.0	Introduction to Anthropology
ARTS 101.0	Introduction to the Visual Arts
ENGL 237.0	Non-Western Literature
GEOG 140.0	Cultural Geography
HIST 100.0	Western Civilization I
HIST 120.0	World History
HUMS 220.0	Introduction to Women's Studies
MUSC 101.0	Introduction to Music
POLS 160.0	International Relations
PSYC 212.0	Social Psychology
SOCI 201.0	Social Problems
SOCI 215.0	Issues of Unity and Diversity
SPAN 201.0	Intermediate Spanish I
SPAN 202.0	Intermediate Spanish II

Table 1C4-1 indicates the College has proportional ethnic distribution within its student body similar to that of its service region. Central Community College employs three part-time Hispanic recruiters. Currently, CCC provides students an opportunity to experience shared learning with students from a broad geographic area: 92 of 93 Nebraska counties, 41 other states, and 19 foreign countries.

<b>CCC Student Ethnic Diversity: 2004-2005 and 2005-06</b>					
<b>Race/Ethnicity</b>	<b>% CCC Enrollment 2004-05 *</b>	<b>% CCC Enrollment 2005-06 *</b>	<b>% CCC Service Area Population</b>	<b>% Nebraska Population</b>	<b>% USA Population</b>
Black or African American	0.6	0.7	0.5	4.0	12.3
American Indian & Alaska Native	0.4	0.4	0.3	0.8	0.9
Asian & Pacific Islander	0.9	1.0	0.7	1.5	5.2
Persons reporting other race, 2 or more races, or not reporting	5.2	7.3	10.3	4.1	7.9
White, not of Hispanic/Latino origin	88.1	84.8	88.2	89.6	74.7
Hispanic or Latino	4.7	6.1	9.5	7.5	14.2

\* Note CCC Enrollment equals 100%. Service area, state, and national population reported by the US Census Bureau totals more than 100% since Hispanic status is not classified as a race by itself. For example, a Hispanic individual can also be classified as white or black.

Table1C4-1

Table 1C4-2 illustrates the age and gender diversity of CCC students. The median student age is 27 years. Fifty-six (56) percent of CCC students are female.

<b>CCC Student Age and Gender Diversity: 2004-05 and 2005-06</b>						
	<b>2005-2006</b>			<b>2004-05</b>		
<b>Age</b>	<b>Men</b>	<b>Women</b>	<b>All</b>	<b>Men</b>	<b>Women</b>	<b>All</b>
Under 18	362	695	1,057	310	564	874
18-19	876	1,243	2,119	798	1,241	2,039
20-21	708	925	1,633	647	908	1,555
22-24	520	729	1,249	522	758	1,280
25-29	582	823	1,405	568	860	1,428
30-34	501	601	1,102	572	677	1,249
35-39	453	582	1,035	555	602	1,157
40-49	994	1,150	2,144	1,135	1,339	2,474
50-64	763	760	1,523	715	715	1,430
65+	72	69	141	84	56	140
Unknown	120	76	196	97	54	151
Total	5,951	7,653	13,604	6,003	7,774	13,777

Table 1C4-2

**1C5 Faculty Intellectual Freedom, Inquiry, Reflection, and Respect**

Central Community College's intellectual freedom, inquiry, and respect for differing and diverse opinions evolved from the intellectual statements which the American Association of University Professors authored and reported in the Handbook of College and University Administration (Knowles, A. Editor; 1970). Central Community College publishes its academic freedom statements in the Central Community College Procedure Manual for College Organization, Business, Instruction, and Students, page 19, as follows:

An instructor is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

An instructor is entitled to freedom in the classroom to discuss the subject, but should be careful not to introduce controversial matter which has no relation to the subject. Limitation of academic freedom because of religious or other aims of the College will be clearly stated in writing at the time of appointment.

The College instructor is a citizen, a member of a learned profession, and an officer of an educational institution. When an instructor speaks or writes as a citizen, the instructor should be free from institutional censorship or discipline, but

an instructor's special position in the community imposes special obligation. As a person of learning and an educational officer, an instructor should remember that the public may judge the teaching profession and the institution by an instructor's utterances. Hence an instructor should at all times be accurate, should exercise appropriate restraint, should show respect for the opinion of others, and should make every effort to indicate that the instructor is not an institutional spokesperson.

Central Community College has also developed procedures that place program faculty at the heart of curriculum change in the College. Program faculty, with input from program advisory committees, develop all program and course curriculum. Faculty request additions and recommend changes in courses with a Course Approval/Change Form, which requires the signature of the requestor, discipline cluster dean, and the executive vice president. The office of Executive Vice President maintains current copies of course syllabi (Central Community College Procedure Manual for College Organization, Business, Instruction, and Students, page 22, Definition & Standards for Credit Courses). CCC is currently developing plans for an electronic file for all course syllabi.

Central Community College has developed procedures that promote respect for intellectual property. These procedures also require the appropriate acknowledgement and use of intellectual property as outlined in the Central Community College Procedure Manual for College Organization, Business, Instruction, and Students 2005-2006, under Student Academic Conduct, 1-8, page 52, July, 2005; in the Student Handbook 2005-2006, page 8, Student Academic Conduct, items 1-9; and in the syllabi of courses.

### **1P1 Determining Common Student Learning Objectives and Specific Program Learning Objectives**

Central Community College entrusts the development of both common student learning objectives and specific program learning objectives to the faculty and faculty-based teams. For example, the General Education Team consisting of five general education faculty and five applied technology and occupational education faculty has a charter to develop and monitor common student learning objectives. This team gathers input from all interested College faculty across all campuses before forwarding recommendations to the College Educational Services Committee. This committee then acts on the recommendations and forwards them to the College Cabinet and the College Board of Governors for final approval.

Faculty teams from specific programs develop and review learning objectives for their programs by gathering input from program advisory committees, local industries, professional groups, program accrediting agencies, and key performance measures. For multi-campus programs, annual face-to-face articulation meetings ensure uniform development of learning objectives. Once the faculty develops specific program objectives, the Educational Services Committee, College Cabinet, and the College Board of Governors review them prior to publication in the College catalog.

The process for developing course level objectives is similar to the process for developing specific program learning objectives. Program faculty develop and approve course level objectives and then compare them to common and specific program learning objectives published in each course syllabus.

### **1P2 Designing New Programs and Courses to Meet Educational Market Issues and Student Learning**

Once the College identifies the potential need for a new program, it forms a steering committee of 10 or more practitioners from the identified career option. The steering committee assists College personnel in determining the feasibility of implementing the new instructional program. The committee considers such factors as equipment needs, facility needs, faculty and staff credential requirements, accreditation requirements, centrality to College role and mission, potential salaries of graduates, evidence of program need, evidence of demand for graduates, duplication of offerings, adequacy of resources, and curriculum content and design.

If the College administration, Board of Governors, and the Nebraska Coordinating Commission for Postsecondary Education approve the proposed new program, the administration assigns the development of the program to a program cluster dean. To facilitate appropriate student learning, the dean selects qualified faculty and necessary support staff including consultants to design curriculum content and learning experiences, to plan needed facilities, and to purchase necessary supplies and equipment. The dean works with the faculty in selecting an advisory committee that will guide the development and implementation of the program.

The College faculty use both direct and indirect measures of student learning to adjust and improve student learning experiences. The direct and indirect measures of student learning include feedback from program advisory committees, assessment of student learning findings, feedback from students, and student success in curriculum courses and in capstone courses. The College surveys employers to measure the perceived ability of graduates in 12 knowledge, skill, and human relations competency areas (See Table 1R1-3). Program faculty use the feedback from employers as well as other measures of student learning to adjust curriculum, learning environment, or delivery methods to better facilitate student learning.

The College utilizes three primary standards to balance educational market issues with student needs in designing responsive academic programming: a minimum of 10 program graduates per year, a five-year minimum average of 10 full-time equivalent students for each faculty member, and 75% of the graduates placed in an occupation related to their program of study.

### **1P3 Determine the Preparation Required of Students for the Programs and Courses**

As part of the program/course development process, CCC faculty define the preparation required of students in each course and program in their area of study. Initially in this process, faculty design and develop curricula, programs, courses, and learning paths for students using input from steering committees, advisory committees, accreditation agencies, discussions with other faculty, and professional organizations. Faculty then determine the basic and advanced preparatory knowledge and skills required of students to assure success in following a designated curriculum path. Students can also demonstrate ability to learn by completing prerequisite math, science, or writing courses. In assessing student preparedness, CCC reviews the following indicators:

- SAT scores
- ACT scores
- ASSET scores
- COMPASS scores
- Locally developed test scores
- Transcripts

Additionally, assessment of student learning processes including capstone courses and employer feedback assure faculty and administrators that desired learning has occurred. If desired learning has not occurred, faculty and administrators review curriculum, learning processes, and curriculum paths to address student preparedness.

### **1P4 Communicating Student Preparation and Learning Objectives for Programs and Courses**

The College catalog, admission material, program brochures, and course syllabi communicate expectations regarding student preparation and student learning objectives for courses, programs, and the awarding of specific degrees or credentials.

The Admissions Department assists in communicating learning objectives and student preparatory expectations by acting as a liaison between students and College instructional departments. The Admissions Department also aids students in:

- understanding student expectations
- opening communication channels by guiding applicants through required program prerequisites
- collecting and recording applicant achievements
- administering basic skill tests
- forwarding completed files to program faculty for screening and feedback

Faculty advisors communicate College learning expectations while assisting students with College readiness preparation and when matching student learning objectives to College programs and courses. Faculty and students collaborate in achieving these goals by:

- selecting courses that best match the student's learning objectives
- designing personal programs of study
- working with receiving transfer institutions should the student desire to transfer
- finding part-time employment if desired
- helping the students focused on appropriate time lines to achieve desired goals

Like the Admissions Department, the Student Support Services Department maintains communication with prospective and current students by recommending levels of instruction, providing access to basic skills, providing career counseling, and monitoring internship experiences. Student Support Services also communicates CCC expectations by monitoring student progress through regular consultation with faculty.

The College Records Office documents transfer credits; provides registration access through Web, telephone, or on site; and supports degree audit software for planning programs of study. It also documents course registration; course drops and adds; grades; and degrees, diplomas, and certificates awarded. The College Records Office verifies accuracy of records and completion of award requirements as published in the appropriate College catalog as well as prints transcripts and awards.

### **1P5 Helping Students Select Programs of Study**

As in the process for determining the preparation requirements of students, CCC primarily uses COMPASS, ASSET, and ACT scores along with transcripts to determine students' readiness for particular programs of study. Faculty teams representing specific disciplines have established cut-off scores for learning readiness in each field. Based on these cut-off scores, faculty then advise students regarding prerequisites, skill-building courses and curriculum sequence. Because faculty advisors remain constant, students have a familiar and supportive advocate.

Additionally, for those students still deciding on a career, the College provides Career Assessment which matches interest and abilities to a potential career. The College provides advising, career counseling, and placement statistics to assist students in reaching a decision.

Because the College recognizes differences in learning styles, students may select the delivery method best suited to their learning styles; lecture, individualized instruction, video, and Web. The Program Delivery Chart (Figure 1C3-1) reports the various course delivery methods used in each of the College's programs.

**1P6 Determining, Communicating, and Documenting Effective Teaching and Learning**

Central Community College has implemented eight major processes that develop and document effective teaching and learning:

1. Assessment of student learning
2. World Instructional Delivery System (WIDS) curriculum design
3. Student assessment of faculty and program
4. Alumni feedback
5. Employer feedback
6. Advisory committee review of program curriculum, facilities, and equipment
7. 11 Key Performance Indicators (Listed in 1P8)
8. Faculty Performance Appraisals (See 4P6)

(1) In 1994 the College implemented the first process, assessment of student learning, which addressed both general education and program specific learning objectives. In this process, program faculty identify three or more student learning outcomes to assess. The faculty then select both direct and indirect assessment methods, develop a plan of action that states the frequency of assessment, and then develop acceptable student learning performance standards. Annually, program faculty collect and analyze student learning data. From this analysis, they develop a plan and implement it to improve student learning in the selected outcomes. Each year the faculty review their assessment plan and make necessary changes to improve the process. They also share assessment findings and recommendations with program supervisors and program advisory committees. In the past the College has contracted with consultants to validate the assessment and plan for each program.

(2) The College has endorsed the use of the World Instructional Development System (WIDS) software and teaching philosophy to develop curriculum and provide curriculum development standards for communicating and measuring the effectiveness of instruction. The College adopted a seven-year time line so that by 2009 every course will have undergone the WIDS planning process.

(3) During each program's seven-year review process, students provide feedback to College faculty on program and faculty effectiveness in supporting student learning through faculty-developed assessment instruments. Currently, College faculty and staff are updating the student course survey instrument and distribution process for use in a fall 2006 pilot study with full implementation scheduled for spring 2007.

(4) The College surveys all alumni one year following graduation to assess their perceived skill improvement in critical thinking, problem solving, verbal communication, and written communication. The College also asks the alumni to respond to an open ended question on program improvement needs.

(5) On a three-year cycle, approximately six months following graduation, the College surveys the employers of graduates using program specific faculty developed questions.

(6) At least once a year, each occupational program hosts an advisory committee meeting to review program curriculum, equipment requirements, and student learning assessments. Program faculty also receive feedback on future needs of the programs.

(7) Annually, CCC reviews the 11 program key performance measures, including a student learning assessment (See 1P8).

### **1P7 Building an Effective and Efficient Course Delivery System**

To improve course delivery, CCC has increased its focus on coordinated decision-making at the cluster level resulting in these ongoing processes:

- Preparing a two-year schedule of courses to assist students with their planning
- Offering additional course sections to meet student demands
- Assigning course sections among faculty to even workloads
- Offering lower enrollment courses via distance technology to increase the student base and enhance efficient use of faculty

These procedures have improved CCC's ability to meet student needs, reduced institutional costs, and created a more coordinated and efficient method of delivering courses.

Additionally, CCC is expanding the use of web based course management technology to deliver and manage courses. The College is also considering this technology for course tracking systems for students and faculty.

### **1P8 Monitoring the Currency and Effectiveness of Curriculum**

The College aggressively monitors currency and effectiveness of its curriculum by using the following measures:

- Annual assessment of credit hours generated by majors and programs.
- Annual feedback from community and industry advising boards.
- Annual key performance indicators:
  - Student satisfaction
  - Employer satisfaction
  - Program review score
  - Course completion rate
  - Number of awards granted
  - Percent placed in related field
  - Placement growth potential
  - Assessment of student learning
  - Full-time equivalent student/faculty ratio
  - Student goal achievement
  - Starting wage
- Annual survey of graduates
- Employer surveys - every three years

While these measures monitor the currency and effectiveness of the College's curriculum, other processes facilitate required changes.

Faculty from all three campuses review and articulate the curriculum via the WIDS system. The Teaching Learning Center staff on each campus assist faculty in course delivery improvement, if faculty seek their assistance.

Through articulation meetings with their peers throughout the College, faculty propose changes, additions or deletions to courses using the form illustrated in Table 1P8-1. The Nebraska Transfer Initiative (<http://www.wncc.net/general/NEtransfer.html>) which involves subject peers from all Nebraska community colleges and members of the universities ensures seamless transfer of credit through shared syllabi and course objectives.

**STEPS FOR COURSE CHANGES AND APPROVALS**

Indicates organization or committee provides approval

	Adjustment or changes in degree or certificate requirement	New Course	Course Adjustment	Lesson Plans
College Cabinet	<input type="checkbox"/>			
Educational Services	<input type="checkbox"/>		<input type="checkbox"/>	
Cluster Deans	<input type="checkbox"/>		<input type="checkbox"/>	
Associate Deans	<input type="checkbox"/>		<input type="checkbox"/>	
Program Faculty Articulation Committee	<input type="checkbox"/>		<input type="checkbox"/>	
Individual Faculty Person		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 1P8-1

Every seven years, faculty and cluster administrators conduct a formal evaluation of specific programs and curriculum. Senior administration, the Board of Governors, and the Nebraska Coordinating Commission for Postsecondary Education then approve any recommendation for continuing, monitoring, or restructuring a program. The Nebraska Coordinating Commission for Postsecondary Education provides an external monitoring process for all public and private postsecondary institutions. The Commission assists in articulation of curriculum and programs as well as cooperative programming. They also outline necessary criteria for approval of new A.A.S. programs. Figure 1P8-2 illustrates the process CCC uses to ensure degree, diploma, and certificate compliance.

**STEPS FOR APPROVAL OF NEW OR CHANGES TO DEGREE OR CERTIFICATES**

Indicates organization or committee provides approval

	Degree Program	Diploma or Certificate
Coordinating Commission For Postsecondary Education	<input type="checkbox"/>	<input type="checkbox"/>
College Board Of Governors	<input type="checkbox"/>	<input type="checkbox"/>
College Cabinet		
Educational Services		
Cluster Deans		
Associate Deans		
Faculty Curriculum Articulation Committee	<input type="checkbox"/>	<input type="checkbox"/>
Study Steering Committee	<input type="checkbox"/>	<input type="checkbox"/>

Figure 1P8-2

**1P9 Determining Student and Faculty Learning Support Needs.**

The College annually surveys students to determine adequacy of support services. In addition, students serve on program advisory committees, the Educational Services Committee, and meet a minimum of once a semester with the College Cabinet. The College also conducts faculty and student forums; analyzes student and faculty feedback data; responds to reasonable requests of individuals; and encourages counseling staff to alert instruction of potential areas of student concerns regarding curriculum, campus issues, and College policies or procedures.

To address their learning support needs, faculty communicate directly with the academic dean or staff responsible for learning support services.

Two teams under the CCC Educational Services Committee Team Structure address planning and resource acquisition necessary for student and faculty learning support needs. The Learning Support Services Team draws upon the expertise of three operational teams:

- Computer Based Instruction: coordinates the delivery of instructional efforts via computer and the internet and provides support for faculty who wish to deliver or support their instructional efforts via electronic media.
- Video Operations: provides a vehicle to coordinate the delivery of instruction via the College's I.P. system, DS-3 delivery, and satellite systems.
- Library: plans and coordinates library procedures and services.

The Student Support Services Team provides leadership and coordination of assessment, tutoring, counseling, career advising, and special population services.

Each team has the authority to adjust its processes as long as the adjustment does not impact the process of another team. Should a conflict in process change arise, the teams can meet together to resolve the conflict, present their concerns to an appropriate dean(s) for resolution, or request an opportunity to present differences to the Educational Services Committee.

Central Community College also provides four full-time professional curriculum development support staff and three full-time equivalent technicians to assist faculty in curriculum development. In addition, the College employs six full-time equivalent distance learning support staff and technicians to help faculty in delivering distance learning courses.

**1P10 Aligning Co-Curricular Development Goals with Curricular Learning Objectives**

Guided by the instructional service and priorities indicated in Table 1C2-1, CCC has established a number of co-curricular goals clustered according to seven student service functions as illustrated in Figure 1P10-1.

<b>Student Service Functions</b>	<b>Aligning Co-Curricular Goals</b>
<b>Career &amp; Employment Services</b>	To connect students, graduates and employers by: (a) assisting students and graduates in all phases of their employment search, (b) developing and maintaining positive relationships with employers, (c) providing leadership in the development and coordination cooperative education learning experiences, (d) providing leadership on career development and employment concerns, and (e) collecting and reporting placement data.
<b>Financial Aid</b>	To provide financial aid services to potential and current students through federal, state, and local dollars within corresponding guidelines.
<b>Recruiting/Admissions/Orientation</b>	To evaluate, plan, coordinate, and recommend recruiting and admissions policies and procedures through activities and publications.
<b>Retention</b>	To encourage excellence in student advising through research, recommendations, and implementation of guiding principles; advisor professional development, opportunities, and established measurable outcomes.
<b>Student Auxiliary</b>	To provide and promote a safe and congenial residence hall environment including healthy and nutritious meal plan, additional opportunities for social, cultural, recreational, and leadership experiences.
<b>Student Records</b>	To maintain timely and accurate records and reports of student academic progress and accomplishments through recording, updating, incorporating, auditing, and dispersing student records.
<b>Student Support Services</b>	To provide leadership and coordination of assessment, counseling, career advising, and special populations services.

Figure 1P10-1 Co-Curricular Goals

Figure 1P10-2 illustrates the five strategic processes and the accompanying activities that align the co-curricular goals.

<b>Strategic Processes</b>	<b>Aligning Activities</b>
<b>1. Inform potential students of learning opportunities</b>	<ul style="list-style-type: none"> <li>• Analyze public and business educational and training needs and design appropriate curriculum and delivery strategies</li> <li>• Create lifelong learning maps resulting in certificates, diplomas, and associate degrees that lead to occupational and professional careers</li> <li>• Promote educational programs and class schedules to potential learners, including foreign students and special needs students</li> <li>• Partner with businesses, institutions, and agencies to create alternative learning experiences</li> <li>• Creatively manage enrollments through:               <ul style="list-style-type: none"> <li>• Recruitment and admissions</li> <li>• Publications</li> <li>• Orientation</li> <li>• High school articulation including TRIO, Tech Prep, and early entry enrollments</li> </ul> </li> </ul>

<p><b>2. Provide access to learning experiences</b></p>	<ul style="list-style-type: none"> <li>• Maintain affordable and competitive fees, room and board, and tuition</li> <li>• Provide technology-supported class activities, individualized learning, and distance delivery including Web, V-tel, and land line</li> <li>• Schedule classes at convenient times in environmentally safe, accessible, and aesthetically pleasing facilities that meet ADA requirements</li> <li>• Provide student support services for foreign students and special needs students</li> <li>• Provide financial aid, scholarship, credit card payments, and arranged payment plans</li> <li>• Offer toll free number, email, and phone registration</li> </ul>
<p><b>3. Deliver, support, and validate teaching and learning in educational programs</b></p>	<ul style="list-style-type: none"> <li>• Encourage higher orders of thinking and learning, advocate the free exchange of ideas, promote appreciation for diversity, and foster a global perspective</li> <li>• Provide personal support services that include:             <ul style="list-style-type: none"> <li>• Basic skills assessment</li> <li>• Career planning, advising, and counseling</li> <li>• Child care services</li> <li>• Food Service</li> <li>• Bookstore services on- and off-campus</li> <li>• Housing</li> <li>• Financial aid</li> <li>• Health services</li> <li>• Special student population services</li> <li>• Cooperative Education</li> <li>• Student activities including athletics, clubs, and organizations</li> </ul> </li> <li>• Use team concepts in student-centered learning activities</li> <li>• Provide technologies that enhance student learning</li> <li>• Assess student learning and strategically adjust curriculum, teaching, and learning support resources</li> <li>• Use quality improvement concepts to assess and modify educational programs and services</li> </ul>
<p><b>4. Document learner attainment</b></p>	<ul style="list-style-type: none"> <li>• Validate learner achievement of institutional graduation requirements</li> <li>• Award comprehensive associate degrees and occupationally focused diplomas and certificates to students who successfully complete required programs of study</li> <li>• Provide transcripts of record for those who seek documentation of learning achievement</li> <li>• Provide career planning and placement services</li> </ul>
<p><b>5. Lead the College in the accomplishment of its mission</b></p>	<ul style="list-style-type: none"> <li>• Involve students, the Board of Governors, faculty, staff, and administrators in designing and using effective learning processes and support structures</li> <li>• Evaluate, plan, and allocate the use of resources to improve the quality of learning and to respond to future challenges and opportunities</li> <li>• Provide evidence of student learning and teaching effectiveness</li> <li>• Foster and support the value of inquiry, creativity, social responsibility, and lifelong learning among the students, Board of Governors, faculty, staff, and administrators</li> <li>• Maintain high standards of integrity and professional conduct</li> <li>• Maintain membership in 27-member Nebraska Transfer Initiative which CCC originated in 1995</li> <li>• Develop comprehensive articulation agreements with Bellevue University, Wayne State College, Concordia College, Doane College, Hastings College</li> </ul>

Figure 1P10-2

### **1P11 Determining the Processes for Student Assessment**

Guided by assessment consultants, the Higher Learning Commission, the College assessment model, and the administration, College faculty determine the processes for student assessment.

Even though the assessment outcomes and measures differ for each program and discipline, CCC has developed a standardized evaluation process which aids faculty and College leadership to plan effective strategies for refining existing or developing new assessment of student learning. The Table 1P11-1 below, and its accompanying rubric, documents each program's progress in the assessment of student learning as reported to the appropriate dean as of November 2006. The assessment of student learning (ASL) rubric uses the following definitions:

- 1 = Collecting data and defining actions for improvement
- 2 = Implementing actions for improvement and tracking performance
- 3 = Demonstrating improvements in ASL Measurements and/or demonstrating trends of improvement

<b>Program</b>	<b>Dean</b>	<b>ASL Rubric</b>	<b>Comments</b>
Bus Adm & Acc	Jones	2	Update Posted (3/6/06) Need to tie measurable improvements to actions taken in past few years
Agriculture	Jones	2	Upgraded (5/19/06) Greatly improved detail/actions
Auto Body	Hartley	2	Upgraded (5/19/06) New update received (5/19/06)
Automotive	Hartley	3	Update received- Upgraded (11/13/06) Demonstrated improvement
Business Tech	Jones	3	On Track
Commercial Art	Jones	2	Update received (8/17/06) need to add dates for actions
Commercial Hort	Hartley	3	Upgraded (6/15/06)- Need results in outcomes 2,3 and 4. Expect to receive updates to outcomes Fall 06.
Construction	Hartley	2	Upgraded (10/26/05) New documents pending –action dates
Criminal Justice	Jones	2	Review meeting held- revising outcomes-pending revisions
Dental Assisting	Brennan	2	Update received (11/20/06) Need to tie data to improvements
Dental Hygiene	Brennan	2	Update received (11/20/06) Request info on dates / improvements
Diesel	Hartley	2	Upgraded (2/17/06) Review conversation held on 5/6/06
Drafting	Hartley	2	Update received (5/9/05) Review meeting held, updates pending
Electrical	Hartley	2	Upgraded (6/6/05) - New supporting data received
Electronics	Hartley	2	Update received (6/11/06)- Upgrade pending additional data
Early Child Ed	Hartley	3	Update received (8/16/06) Need additional info on 05/06 results
General Ed	Parmely	NA	Communications upgraded (9/26/06)
Heating/AC	Hartley	1	Update received (9/19/05) Pending meeting - rescheduling
Health Info Mgt	Brennan	2	Update received (11/20/06) Request info on dates and tie to data
Hospitality Mgm	Jones	2	Upgraded March 2005
Human Services	Brennan	3	Update received (11/22/06) Request info on pending actions
Industrial Tech	Hartley	2	Review pending updated support documents
Information Tech	Jones	3	On Track- New update received (9/15/06)
Machine Tool	Hartley	1	Update received (8/25/05) Review meeting(new faculty)-scheduling
Media Arts	Jones	2	Pending support documents and expanded recommendations
Medical Assist	Brennan	3	Update received (11/20/06) Missing data in actual results sections
Medical Lab	Brennan	2	New update received (9/19/06)
Nursing - Assoc	Brennan	2	Update received (9/19/05) Annual update pending
Nursing-Practical	Brennan	2	Update received (9/19/05) Annual update pending
Paralegal	Jones	2	Update received (7/28/05) Pending updated proposed actions
Parts Sales	Hartley	2	Update received (9/6/05) Annual update pending
Quality	Hartley	2	Upgraded (5/14/05) Annual update pending
Truck Driving	Hartley	2	Upgraded (7/29/05) Needs more detail on proposed actions
Welding	Hartley	2	Update received (9/26/06) Requesting additional information

Table 1P11-1

**1P12 Determining How Well Students Are Prepared for Further Education or Employment**

Central Community College analyzes transfer student reports from the University of Nebraska at Lincoln (UNL) to determine student preparation. College representatives also attend workshops to visit with transfer students, faculty and administrators at the public universities. As indicated below, Central Community College transfer students typically do as well as or better than native students at the University of Nebraska at Lincoln.

<b>Cumulative GPA of CCC Transfers at UNL: Fall 2005 and Spring 2006</b>						
Description	Fall 2005			Spring 2006		
	CCC N	CCC Transfer GPA	All UNL GPA	CCC N	CCC Transfer GPA	All UNL GPA
First Time Freshmen	4	2.15	2.23	4	2.67	2.66
Former Freshmen	158	2.98	2.81	106	2.97	2.87
First Time Sophomores	30	2.79	2.78	6	2.51	2.70
Former Sophomores	161	3.00	3.09	146	3.03	3.03
First Time Juniors	50	2.68	2.85	10	2.90	2.84
Former Juniors	234	3.14	3.14	277	3.11	3.13
First Time Seniors	16	3.05	2.86	7	2.77	3.00
Former Seniors	349	3.25	3.22	392	3.25	3.22

Table 1P12-1

On a cyclical basis, the College surveys graduates and its employees to determine strengths and weaknesses in the various instructional programs. General education faculty prepare the general education survey questions asked of all employers of graduates. Program faculty prepare the program-specific questions for employers of graduates from their program.

**1P13 Measures of Student Performance CCC Collects and Analyze Regularly**

Central Community College collects and analyzes the following measures of student performance:

- COMPASS
- Faculty developed tests
- Ratio of credits attempted to credits completed
- Degree, diploma, and certificate completions.
- State and national licensure and certification board examinations
- Transfer students grade-point averages compared to native students
- Job placement rate in a field related to discipline
- Report of average salary
- Report of student goal achievement
- Survey of advisory committee members
- Employer perception of graduates

**1R1/1R2/1R3 Results of Common Student Learning Objectives and Specific Program Learning Objectives**

Table 1R1-1 summarizes the results of common student learning assessments. After conferring on the results, faculty recommend and implement actions to improve student learning. This document shares sample faculty recommended actions. Trend data will assist the faculty in assessing progress in improving student learning.

<b>Results of Common Student Learning Outcomes</b>			
<b>Common Student Learning Competencies</b>	<b>Percent of Enrollees Who Successfully Achieved the Stated Outcome</b>		
	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>
Outcome Group A - Comprehend and produce effective communication:			
1. Communicate a purpose to an audience.	82%	88%	83%
2. Generate grammatically appropriate sentence structures.	80%	82%	87%
3. Organize to express ideas clearly.	74%	88%	81%
4. Incorporate outside sources ethically and effectively.	63%	84%	77%
Outcome Group B - Solve problems using quantitative reasoning, scientific method, and critical thinking.			
1. Scientific Method Outcomes - Science			
1.a. Evaluate information, by using scientific inquiry and critical thinking skills.	71%	63%	87%
1.a.1. Use scientific inquiry	77%	67%	85%
1.a.2. Use critical thinking	67%	68%	80%
1.a.3. Evaluates information	71%	63%	74%
1.b. Use the specialized vocabulary of a scientific discipline to communicate effectively.	100%	100%	100%
1.c. Discriminate between opinion and scientific evidence.	83%	87%	84%
1.d. Identify the role that science plays in everyday life	96%	94%	97%
2. Scientific Method Outcomes - Math			
2.a. Perform mathematical operations involving signed numbers, percents, ratios, and proportions	83%	92%	87%
2.b. Convert and calculate with physical quantities.	80%	89%	87%
2.c. Interpret data in graphical and tabular form.	78%	81%	100%
2.d. Analyze mathematical problems, organize the data, identify the desired solution, apply the appropriate algebraic method to solve the problem, and evaluate the results.	69%	57%	67%
Outcome Group C – Personal Development/Humanities – Apply effective self management skills or make judgments reflective of human values.			
1. Demonstrate awareness of personal strengths and weaknesses and understand techniques of working with others (Personal Development)	63%	77%	77%
1.a. Evaluate personal strengths and weaknesses	64%	76%	76%
1.b. Apply information about strengths and weaknesses	60%	76%	76%
1.c. Articulate the value of adapting to change and accepting responsibility for life changes	60%	80%	80%

2. Demonstrate an awareness of works or concepts as a reflection of specific cultures, times, and/or places (Humanities).	68%	70%	66%
2.a. Communicate the relationship between the work or concept and its cultural context	70%	70%	68%
2.b. Evaluate a work or concept	75%	75%	80%
2.c. Demonstrate an awareness of discipline-specific vocabulary or concepts.	75%	63%	68%
2.d. Demonstrate an awareness of a broad range of works or concepts as a reflection of specific cultures, times and or places	67%	62%	61%
2.e. Interpret the impact of works or concepts on the human condition.	68%	65%	54%
Outcome Group D – Social and Behavioral Sciences – Apply empirical data to the study of human behavior.			
1. Demonstrating an understanding of scientific research for explaining human behavior.	66%	80%	99%
2. Use critical thinking skills to explain the interaction between environment and one’s values, attitude, and behavior.	65%	80%	90%
3. Examine how diversity impacts self and others.	65%	*	*
4. Apply social/behavioral science concepts.	67%	*	*

Table 1R1-1 \*Data not compiled for 2004-05 and 2005-06.

As a result of the assessment of the student learning process, general education faculty teams have recommended numerous actions to improve student learning in common learning objective categories. Selected examples of proposed faculty actions include:

- Outcome Group A - Comprehend and produce effective communication:
  - Require a reference page for speeches including work cited, bibliography, or other
  - Develop an in-service for general education faculty to analyze, establish, and demonstrate the basic requirements for a speech in any general education course
- Outcome Group B - Solve problems using quantitative reasoning, scientific method, and critical thinking:
  - Revise the business math course to include a problem-solving section and pilot the revised course in Grand Island during the 2004-2005 College year
  - Continue to develop multi-media course materials to aid students in learning math concepts
  - Develop a program to assist nursing students to gain more experience in reading and interpreting charts and case studies
- Outcome Group C – Personal Development/Humanities – Apply effective self management skills or make judgments reflective of human values:
  - Develop a journaling process to assist students in drawing conclusions from classroom discussions
  - Seek funding for films, literary works, and other literary aids to broaden student cultural context
- Outcome Group D - Social and Behavioral Sciences – Apply empirical data to the study of human behavior:
  - Economics and Psychology instructors will develop more opportunities for students to apply scientific research in various settings
  - Expanding learning activities in Psychology and Economics courses that focus on diversity and its impact

Faculty teaching in applied technology and occupational education programs develop program purpose statements and course objectives to focus student learning and to assist faculty in measuring student learning outcomes. In recognition of different student learning abilities, CCC uses competency based instruction/learning in its career programs. Faculty allow students to progress to the next successive competency only after they can demonstrate the achievement of the preceding competency. Faculty administer cognitive tests to measure achievement of theoretical competencies. Laboratory projects culminating in capstone projects directly measure student achievement of intended student learning outcomes and sub-competencies.

State licensure and certification boards require graduates of programs under their authority to take licensure and certification exams before entering the professional or technical support practice. Table 1R1-2 reports the pass rates for graduates from each of CCC's allied health programs overseen by a state or national licensure or certification board. These pass rates indicate that CCC students in these programs have typically acquired the knowledge and skills required by the College and its boards of overseers.

<b>State and National Licensure and Certification Board Examination Pass Rates</b>					
<b>Years</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05<sup>1</sup></b>
Associate Degree Nursing	90%	94%	92%	94%	100%
Practical Nursing	82%	89%	87%	91%	100%
Dental Hygiene – National Boards	100%	100%	100%	100%	100%
Dental Hygiene – Clinical Boards	93%	100%	100%	100%	100%
Dental Assisting	25%	50%	100%	40%	94%
Medical Assisting	100%	100%	88%	100%	71%
Health Information Management	100%	100%	100%	100%	100%
Medical Lab Technology	NA	NA	NA	75%	66%

Table 1R1-2

In addition to the direct measures of student learning, faculty and staff annually meet with program advisory committees for direction and feedback on program and student learning improvement. Beginning in 1987, the College Career and Employment Services Department surveys graduates on an annual basis and employers of alumni on a three-year rotational basis. The applied technology and occupational education program faculty develop survey questions unique to their assigned program. All employer questionnaires ask the same questions for common learning objectives. Tables 1R1-3 and 1R1-4 report the summary of the survey findings for 2004-05 graduates conducted in 2006.

Table 1R1-3 shares a summary of employers' perceptions of the knowledge, skills, and job readiness of graduates. Employers rate employed alumni on 12 different characteristics and provide an overall rating. Faculty and administrators use these findings to adjust the learning process and environment to improve student learning.

<sup>1</sup> 2004-05 includes a few students who passed on the second attempt.

**Summary of Employers' Ratings of Graduates (Scale 4 = high, 1= low)**

<b>Program</b>	Technical Knowledge	Work Quality	Work Quantity	Equipment Knowledge	Follows Instructions	Problem Solving	Written Comm	Oral Comm	Work Attitude	Health & Safety	Relationship w/ Others	Approp Appear	Overall Rating
Agribusiness	NR	NR	NR	NR	3.5	2.5	2.5	3.0	3.3	4.0	3.3	34.0	3.0
Auto Body	2.8	3.0	3.0	2.7	3.0	2.6	2.7	2.7	3.8	4.0	3.0	3.0	3.0
Automotive	2.8	3.5	3.7	3.6	3.3	3.6	3.0	2.7	3.0	3.0	3.7	3.7	2.7
Bus Adm & Acc	3.5	3.5	3.5	3.5	3.4	3.4	3.5	3.3	3.7	3.8	3.4	3.8	3.5
Business Tech	3.8	3.7	3.6	3.7	3.7	3.7	3.8	3.7	3.8	3.2	3.9	4.0	3.8
Commercial Art	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Commercial Hort	3.0	3.0	3.0	3.0	3.1	3.0	3.0	3.2	3.1	3.1	3.3	3.3	3.2
Construction	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Criminal Justice	3.0	3.0	3.2	2.0	3.1	2.9	2.5	2.5	3.1	3.0	3.1	3.5	3.0
Dental Assisting	2.8	3.0	2.7	2.7	2.8	2.8	2.6	2.6	2.8	3.2	2.9	3.1	3.0
Dental Hygiene	3.1	3.1	3.1	NR	3.1	3.1	3.0	3.0	3.0	3.5	3.0	3.0	3.0
Diesel	2.7	2.8	2.8	2.7	2.8	2.8	2.9	2.9	3.2	2.9	3.5	3.3	3.0
Drafting	3.1	3.2	3.0	3.1	3.4	3.0	3.1	3.1	3.2	3.2	3.4	3.1	3.1
Early Childhood	3.2	3.2	3.1	3.2	3.3	3.3	3.3	3.4	3.2	3.4	3.4	3.4	3.1
Electrical	3.1	3.2	3.1	3.3	3.2	3.1	3.1	3.2	3.2	3.2	3.2	3.4	3.0
Electronics	3.1	3.5	3.0	3.3	3.3	3.3	2.6	2.8	3.6	3.3	3.8	3.6	3.2
Health Info Mgt	3.4	3.5	3.6	3.4	3.5	3.5	3.4	3.4	3.5	3.6	3.4	3.6	3.5
Heating/AC	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Hospitality Mgt	4.0	4.0	4.0	4.0	3.0	4.0	3.0	3.5	4.0	3.5	3.7	4.0	4.0
Human Services	3.2	3.3	3.4	3.1	3.3	3.1	3.0	3.1	3.4	3.3	3.3	3.3	3.4
Industrial Tech	3.2	3.3	3.1	3.2	3.3	3.1	3.1	3.0	3.4	3.0	3.4	3.0	2.8
Information Tech	3.3	3.4	2.9	3.6	3.3	3.4	3.0	3.3	3.7	3.4	3.7	3.6	3.4
Machine Tool	3.4	2.7	3.0	3.8	3.0	2.7	3.0	3.0	3.0	3.5	3.3	3.7	3.3
Media Arts	3.7	3.8	3.8	3.7	4.0	3.8	3.2	3.5	3.7	3.8	3.8	3.7	3.7
Medical Assisting	3.3	2.9	2.9	3.1	2.7	3.0	2.8	2.8	3.1	3.0	3.0	3.3	3.0
Medical Lab	3.1	3.0	3.0	2.9	3.0	2.6	3.1	3.1	3.6	3.3	3.6	3.3	2.7
Nursing-Associate	3.1	3.3	2.9	3.0	3.1	3.2	3.3	3.3	3.4	3.5	3.5	3.6	3.2
Nursing-Practical	3.1	3.1	3.1	3.1	3.2	3.1	3.0	3.1	3.0	3.1	3.1	3.3	3.2
Paralegal	3.4	3.2	3.2	3.5	3.7	3.3	3.7	3.7	3.5	3.7	3.6	3.7	3.3
Parts Sales	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Quality	2.8	2.6	3.0	2.7	2.8	2.9	3.0	3.0	3.7	3.3	3.0	3.3	3.0
Truck Driving	2.8	3.3	3.2	3.3	3.4	3.1	3.3	3.4	3.2	3.3	3.4	3.5	3.2
Welding	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
<b>Average</b>	<b>3.17</b>	<b>3.23</b>	<b>3.18</b>	<b>3.20</b>	<b>3.23</b>	<b>3.14</b>	<b>3.05</b>	<b>3.12</b>	<b>3.36</b>	<b>3.36</b>	<b>3.38</b>	<b>3.46</b>	<b>3.20</b>

NR= No surveys were returned, NEW = new program, no survey administered to date, NOTE: Overall Rating is the average overall opinion of survey participants  
Table 1R1-3

Table 1R1-4 supports the fact that CCC graduates have achieved the job entrance learning objectives of their programs. It also underscores that 81% of those graduates work in a job related to their declared educational objectives.

Results of Specific Program Objectives: 2004-05 Graduates					
Program	# of Graduates	# Continuing Education	# Available for Employment	# Employed in Related Jobs	% Employed in Related Jobs
Accounting	15	0	14	10	71
Agriculture	14	6	7	7	100
Commercial Art	5	2	2	1	50
AD Nursing	44	0	44	43	98
Auto Body	59	31	24	13	54
Automotive	19	6	11	6	55
Bus Admin	91	30	56	45	80
Business Tech	75	21	47	33	70
Com Horticulture	15	5	8	5	63
Construction	43	23	19	13	68
Criminal Justice	22	3	14	7	50
Dental Assisting	18	7	9	9	100
Dental Hygiene	13	0	12	11	92
Diesel	9	0	9	9	100
Drafting	53	16	32	18	56
Electrical	31	11	18	17	94
Electronics	55	19	28	16	57
Early Childhood	88	32	49	38	78
Health Info Mngt	40	12	24	14	58
Heating, AC, Refr	17	9	7	5	71
Hospitality Mngt	5	0	5	5	100
Human Services	20	5	15	13	97
Industrial Tech	44	13	27	25	93
Information Tech	68	35	25	17	68
Machine Tool	6	5	1	1	100
Media Arts	22	7	13	8	62
Medical Assisting	12	2	10	9	90
Medical Lab Tech	13	0	13	13	100
Paralegal	17	7	9	5	56
Parts Sales, Mngt	9	1	6	2	33
Practical Nursing	75	29	45	41	91
Quality Control	18	6	12	12	100
Welding	37	23	13	10	77
Total	1,072	366	628	481	77

Table 1R1-4

The College annually monitors all programs to assure that they meet the institution's Program Core Performance Measures: student satisfaction, employer/advisory board satisfaction, program review, retention rate, awards granted, placement, assessment of student learning, FTES/FTEF, graduation rate, and average starting wage. See Table 1R4-2 Program Key Performance Measures on the next page.

**1R4 Comparing Results with Other Higher Education Institutions**

Central Community College is currently seeking institutions to share comparative results for common student learning objectives as well as specific program student learning objectives. In 2004, CCC became an active partner with 112 other community colleges in the Community College Bench Mark Project. To date, this organization has not collected comparative data on common or program specific student learning objectives. Table 1R4-1 reports available shared data on how CCC compares to the other 112 participating institutions.

<b>National Community College Benchmark Project Comparative Data for Report Years 2004 and 2005</b>				
<b>Comparative Measurements</b>	<b>CCC Rating 2004</b>	<b>Benchmark Median 2004 (Percentile)</b>	<b>CCC Rating 2005</b>	<b>Benchmark Median 2005 (Percentile)</b>
Percent Total Completers within Three Years	26%	50 <sup>th</sup>	31%	50 <sup>th</sup>
Percent Full-time Completers	36%	50 <sup>th</sup>	30%	75 <sup>th</sup>
Percent of Credit Students Who Enrolled Next Term	63%	50 <sup>th</sup>	66%	50 <sup>th</sup>
College-level Course (Credit) Retention	88%	50 <sup>th</sup>	90%	75 <sup>th</sup>
College-level Credit Course (Credit) Enrollee Success Rate	82%	50 <sup>th</sup>	83%	50 <sup>th</sup>
Total Developmental Course Retention	84%	50 <sup>th</sup>	86%	50 <sup>th</sup>
Developmental Math Retention Rate	86%	50 <sup>th</sup>	87%	75 <sup>th</sup>
Developmental Writing Retention Rate	78%	50 <sup>th*</sup>	79%	25 <sup>th*</sup>
Developmental Reading Retention Rate	84%	50 <sup>th*</sup>	78%	25 <sup>th*</sup>
Developmental Math Course Success	68%	25 <sup>th*</sup>	70%	50 <sup>th*</sup>
Developmental Writing Success Rate	66%	25 <sup>th*</sup>	62%	10 <sup>th*</sup>
Developmental Reading Success Rate	62%	50 <sup>th*</sup>	67%	10 <sup>th*</sup>
Percent Employed in Related Field	81%	90 <sup>th</sup>	81%	90 <sup>th</sup>
Percent Completers Pursuing Education	97%	90 <sup>th</sup>	96%	90 <sup>th</sup>
Percent Employers Satisfied with Student Preparation	97%	50 <sup>th</sup>	98%	50 <sup>th</sup>
Active & Collaborative Learning (CCSSE)	44%	$\bar{x} = 49\%$	47%	50 <sup>th</sup>
Student Effort (CCSSE)	47%	$\bar{x} = 50\%$	51%	50 <sup>th</sup>
Academic Challenge (CCSSE)	48%	$\bar{x} = 50\%$	52%	75 <sup>th</sup>
Student-Faculty Interactions (CCSSE)	50%	$\bar{x} = 48\%$	54%	90 <sup>th</sup>
Support for Learners (CCSSE)	51%	$\bar{x} = 50\%$	55%	90 <sup>th</sup>

Table 1R4-1 \* Indicates shift due to change in reported percentile scale.

Central Community College  
4/9/2007

Program Title	(1) * Student Satisfaction with College - CCSSE Average Score 4 = High 1 = Low	(2) Employer/ Advisory Board Satisfaction 4 = High 1 = Low 2005-06	(3) Program Review Score (Program Rubric) 100 Max 34 Min 05-06	(4) Course Completion Average % of credit hours with a grade of P, D, or better for all courses and delivery modes offered by the program. (80% AVE) 01-02 / 02-03 / 03-04 / 04-05 / 05-06	(5) Placement (75%) % placed in related field. 99-00/04-05 <i>(05-06 update due March 2007)</i>	(6) Awards (10) 01-02 / 02-03 / 03-04 / 04-05 / 05-06 / 5 Yr Average  2001-2006 Ave	(7) Placement Growth Potential ** 2004-05 1 Decrease, 1 Stable, 2 Moderate 3 High (internal estimate /CC Benefit projection)	(8) Program Dependant ASL Measures 2006-076 (Most Recent) 1- Collecting data 2- Implementing actions 3- Improvement achieved or ongoing achievement	(9) FTES/TEFE 1.50 & 2.00 REU = 9.17 FTES 1.00 REU = 10.00 FTES 01-02 / 04-05 FTES/TEFE <i>(05-06 update due Jan 2007)</i>	(10) Grad. Rate/ Student Declared Intent # of students achieving declared academic goal/ # of students declaring that goal. (%) DEG / DIP / CERT 2004-05 <i>(05-06 update due Jan 2007)</i>	(11) Projected Average wages**/ Actual average starting wages (Monthly) 04-05 <i>(05-06 update due March 2007)</i>
Academic Transfer	3.18	--	--		45 / 71 / 50 / 29 / 50	83-77-89-106-101 91	3 / 2	NA	---	25% / NA / NA	---
Agribusiness	3.18	3.0	59	90 / 90 / 91 / 86 / 90	67 / 80 / 100 / 75 / 67 / 100	28-11-21-22-24 21	-1 / -1	2	7.38 / 6.52 / 8.67 / 9.68	24% / 33% / 0%	1561 / 1657
Auto Body	3.18	3.0	61	86 / 86 / 93 / 92 / 92	36 / 60 / 100 / 100 / 78 / 54	4-6-76-132-110 68	1 / 1	2	9.57 / 11.04 / 19.17 / 19.31	5% / 50% / 100%	2808 / 1575
Automotive	3.18	2.7	61	82 / 90 / 85 / 82 / 83	100 / 54 / 67 / 80 / 58 / 55	33-49-30-26-56 43	1 / 1	2	13.46 / 16.9 / 15.22 / 16.44	10% / 18% / 0%	2155 / 1547
Business Adm/Acc	3.18	3.5	62	81 / 80 / 81 / 78 / 79	94 / 68 / 83 / 76 / 81 / 80	49-50-87-162-58 99	1 / 1	2	20.84 / 16.36 / 18.11 / 20.16	31% / 16% / 0%	2576 / 1665
Business Tech	3.18	3.8	67	75 / 73 / 74 / 75 / 70	86 / 73 / 74 / 78 / 46 / 70	73-43-44-137-116 83	1 / 1	3	17.14 / 17.07 / 20.36 / 19.66	14% / 33% / 19%	1509 / 1461
Commercial Art	3.18	3.0 ****	58	80 / 75 / 84 / 77 / 78	- / 33 / 25 / 60 / 0 / 50	6-8-15-10-11 10	2 / 1	2	23.75 / 28.58 / 27.50 / 21.93	24% / NA / 0%	1990 / ****
Commercial Hort	3.18	3.2	57	87 / 82 / 89 / 83 / 86	87 / 86 / 77 / 77 / 80 / 63	46-34-17-26-31 31	1 / 1	3	13.79 / 11.10 / 9.80 / 12.34	36% / 33% / NA	1528 / 1570
Construction	3.18	3.0 ****	62	95 / 95 / 95 / 94 / 93	100 / 89 / 77 / 88 / 90 / 68	58-65-87-60-108 76	2 / 1	2	25.53 / 15.71 / 16.88 / 16.01	NA / 41% / 100%	1798 / 1770
Criminal Justice	3.18	3.0	59	77 / 77 / 85 / 78 / 73	75 / 67 / 91 / 71 / 29 / 50	12-7-10-22-13 13	2 / 2	2	27.93 / 27.03 / 27.50 / 22.8	11% / NA / NA	2854 / 1442
Dental Assisting	3.18	3.0	69	92 / 94 / 96 / 97 / 98	86 / 79 / 100 / 80 / 82 / 100	24-19-21-18-28 22	1 / 2	2	13.51 / 15.07 / 14.91 / 10.58	40% / 75% / NA	1939 / 1745
Dental Hygiene	3.18	3.0	66	100 / 100 / 100 / 100 / 100	92 / 79 / 100 / 100 / 87 / 92	13-15-15-13-15 14	1 / 2	2	6.69 / 6.41 / 6.42 / 6.02	31% / NA / NA	3563 / 4857
Diesel	3.18	3.0	59	95 / 92 / 92 / 85 / 85	100 / 100 / 92 / 100 / 100 / 100	21-13-12-9-11 13	2 / 1	2	5.62 / 5.47 / 10.15 / 11.69	27% / NA / NA	2429 / 1900
Drafting	3.18	3.1	61	77 / 81 / 80 / 75 / 86	82 / 84 / 63 / 73 / 58 / 56	73-59-52-74-79 67	1 / 2	2	12.60 / 10.84 / 10.13 / 8.55	28% / 25% / 0%	2805 / 2077
Early Childhood	3.18	3.1	64	80 / 79 / 77 / 80 / 82	64 / 78 / 88 / 94 / 84 / 78	25-66-53-124-90 72	-1 / 1	3	24.69 / 32.18 / 18.56 / 29.93	21% / 30% / 33%	1626 / 1539
Electrical	3.18	3.0	61	78 / 83 / 84 / 78 / 85	90 / 78 / 71 / 71 / 95 / 94	11-11-21-36-9 18	1 / 1	2	12.56 / 16.32 / 17.51 / 17.35	0% / 0% / 0%	2084 / 1600
Electronics	3.18	3.2	59	82 / 84 / 81 / 77 / 75	60 / 85 / 61 / 55 / 86 / 57	28-30-18-88-35 43	1 / 1	2	14.99 / 11.02 / 10.65 / 11.33	22% / 0% / 17%	2062 / 2049
Health Info Mgt	3.18	3.5	63	81 / 80 / 76 / 66 / 74	50 / 88 / 83 / 100 / 84 / 58	6-13-33-45-36 27	2 / 2	2	22.41 / 30.56 / 34.40 / 34.56	13% / 46% / 0%	1782 / 2000
Heating/AC	3.18	2.8 ****	54	82 / 85 / 84 / 83 / 84	83 / 67 / 100 / 100 / 78 / 71	19-13-17-20-16 17	1 / 1	1	17.54 / 13.35 / 14.54 / 6.66	17% / 40% / 0%	2483 / 1840
Hospitality Mgt	3.18	4.0	63	74 / 79 / 68 / 86 / 73	71 / 88 / 100 / 100 / 100 / 100	11-16-11-5-8 11	2 / 1	2	9.74 / 13.04 / 19.29 / 16.68	19% / 0% / 0%	2934 / 1380
Human Services	3.18	3.4	64	76 / 79 / 80 / 77 / 89	68 / 82 / 84 / 90 / 92 / 87	24-25-21-21-23 23	1 / 1	3	14.51 / 13.08 / 13.21 / 15.32	32% / 9% / 33%	1920 / 1516
Industrial Tech	3.18	3.0	61	89 / 89 / 87 / 86 / 91	71 / 100 / 87 / 94 / 86 / 93	42-29-59-63-85 58	3 / 2	2	25.53 / 12.28 / 15.38 / 12.44	16% / 0% / 33%	2084 / 2251
Information Tech	3.18	3.4	67	75 / 75 / 73 / 73 / 70	70 / 72 / 61 / 58 / 57 / 68	125-76-64-88-42 79	1 / 2	3	16.16 / 15.13 / 14.70 / 18.04	22% / 35% / 15%	2294 / 1507
Machine Tool	3.18	3.3	57	84 / 86 / 80 / 85 / 86	94 / 100 / 86 / 86 / 100 / 100	13-18-25-6-35 19	1 / 1	1	6.11 / 7.40 / 5.86 / 9.27	27% / 0% / 66%	2017 / ****
Media Arts	3.18	3.7 ****	67	79 / 77 / 84 / 82 / 78	64 / 56 / 55 / 42 / 64 / 62	28-60-50-71-53 52	1 / 1	2	14.85 / 16.22 / 12.90 / 14.97	19% / 25% / 100%	1600 / 1534
Medical Assisting	3.18	3.0	68	86 / 91 / 85 / 87 / 89	100 / 100 / 100 / 100 / 67 / 90	9-5-6-12-29 12	2 / 2	3	4.59 / 5.52 / 14.19 / 23.97	13% / 45% / 0%	1508 / 1723
Medical Lab	3.18	2.7	67	-- / 89 / 95 / 95 / 95	-- / -- / -- / -- / 100	****-13-5 4	3 / 3	2	-- / 9.38 / 10.78 / 7.11	NA / NA / 0%	1838 / 2361
Nursing-Associate	3.18	3.2	68	95 / 95 / 93 / 96 / 94	100 / 100 / 100 / 97 / 100 / 100	30-35-39-44-66 43	3 / 3	2	7.70 / 17.60 / 10.67 / 7.73 ***	70% / NA / NA	3126 / 2805
Nursing-Practical	3.18	3.2	68	98 / 97 / 97 / 98 / 97	96 / 97 / 98 / 95 / 97 / 91	59-74-91-75-88 77	2 / 3	2	1.82 / 2.91 / 3.02 / 7.73 ***	0% / 45% / 0%	2148 / 2108
Paralegal	3.18	3.3	59	79 / 83 / 75 / 68 / 74	88 / 100 / 64 / 71 / 88 / 56	23-22-20-23-26 23	1 / 1	2	14.19 / 12.46 / 15.06 / 19.79	11% / 0% / 50%	2309 / 1440
Parts Sales	3.18	3.7 ****	57	100 / 98 / 99 / 98 / 100	67 / 100 / 33 / 25 / 100 / 33	13-6-8-9-5 8	1 / 1	2	11.70 / 8.83 / 10.18 / 9.73	33% / 20% / 100%	1527 / 2100
Quality	3.18	3.0	61	87 / 98 / 96 / 97	100 / 100 / -- / 100 / 83 / 100	7-13-22-20-17 16	2 / 2	2	17.63 / 11.69 / 15.36 / 10.72	25% / 0% / 86%	2703 / 2656
Truck Driving	3.18	3.2	61	92 / 96 / 100 / 100 / 90	96 / 98 / -- / 100 / -- / 100	NA NA	1 / 1	2	4.75 / 4.32 / 5.20 / 5.27	NA / NA / 92%	1623 / 1568
Welding	3.18	3.0 ****	62	91 / 89 / 85 / 88 / 88	86 / 63 / 75 / 82 / 71 / 77	4-22-14-49-43 26	1 / 1	2	10.21 / 8.03 / 10.49 / 11.8	29% / 0% / 6%	1825 / 2211

\* Currently using average results from the Community College Survey of Student Engagement (No other measure available)

\*\* Comparison of CCbenefits Inc. data

\*\*\* Beginning in 2004-05, Associate Degree Nursing and Practical Nursing FTEF are combined

\*\*\*\* Most recent update available (no update received in last cycle)

Table 1R4-2 Program Key Performance Measures

### **111 How CCC improves its processes and systems for helping students learn**

Central Community College improves processes and systems for helping students learn by reviewing them for effectiveness and efficiency and by comparing results against Key Performance Indicators, coordinating commission standards, and peer institution data. If results fall below Key Performance Indicators, appropriate personnel form a team to review and recommend actions to change the procedures or resources. Examples include:

- Reviewed an assessment of student learning plan and update as appropriate
- Presented assessment of student learning reports at Educational Services Committee meetings
- Appointed a math action team to address low completion rates in math
- Appointed a reading/English team to address low completion rates in communications courses
- Formed a team to address employees' concerns about internal communications leading to improvement in student learning
- Organized a Data Based Decision-Making Action Project Team
- Reorganized the College planning team to lead in the development of a long-range College plan
- Conducted a Six Sigma study to increase efficiency in motor pool operations
- Implemented a Six Sigma team to address improvement of purchasing procedures
- Focused institutional efforts on process defining and revision, and on data based decision-making that will improve processes, systems and resource allocation to improve student learning

### **112 How CCC sets targets for improvement in reference to student learning and development**

Central Community College targets improvement by using KPI standards as a baseline. The College also uses nationally-normed student surveys to identify student concerns or ineffective student support services. The College uses an in-house gap analysis questionnaire to survey faculty and staff annually about perceived status and needed improvement. The College then assigns appropriate teams or, if none exists, creates an ad hoc team to address necessary improvements in those programs, services, or processes which fall below the institutional standards.

The College has targeted the following priorities:

- Internal communication
- Math course completion rates
- Data-based planning/budgeting
- College organizational structure
- New dependable revenue sources
- Prioritized funding
- Enrollment management
- Leadership development
- Infrastructure and processes documentation and updating
- Communications/English course completion rates

Central Community College communicates current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders as follows:

- Students - the Web and "Central Connection," the College's monthly newsletter
- Faculty, staff, students, and administration – the Web, email, and "Central Connection" as well as posting minutes of Educational Services Committee, Quality Council, and College Cabinet
- Appropriate stakeholders – annual meetings of advisory committees and councils