

AQIP Category 2: Accomplishing Other Distinctive Objectives

2C1 Distinctive Institutional Objectives

In addition to helping students learn, CCC's mission, priorities, values, and strategic processes (See O1) identify the following explicit objectives which give CCC its unique identity:

- Extend access to higher education
- Develop partnerships that promote and create alternative educational opportunities
- Provide the opportunity for exposure to diverse cultural events
- Contribute to the economic growth of the college service area

2C2 Distinctive Objectives Align with CCC's Mission, Vision, and Distinctive Directions and Goals

To ensure that the four distinctive objectives listed above align with the mission, vision, and distinctive directions and goals, CCC uses a long-range planning model incorporating a cross-functional team. This team uses data from current systems and processes during decision-making. Using the nine AQIP categories as a basis for planning, the team matches each objective to the mission and/or vision statement outlined in annual goals. At each step of the planning process, the team solicits feedback from internal stakeholders to assure that objectives align with the college mission, vision, and distinctive directions and goals.

2C3 Distinctive Objectives Supporting Student Learning

The following sections explain how CCC's four other distinct objectives support student learning.

Objective: Access

Providing access to higher education is the bedrock of the community college movement. From its founding, CCC has emphasized extending educational opportunities throughout its service area to such a degree that access has become a distinct objective.

With a service area of 14,000 square miles and a population of approximately 300,000 (2000 U.S. Census), the college has faced the challenge of extending higher education opportunities throughout a sparsely populated area.

Central Community College's founding president clearly saw the need to extend access to education beyond conventional limits. He developed and implemented a system of individualized instruction in which students use course packets under instructor supervision to achieve specific competencies. The following features of this system play key roles in extending access far beyond the norm:

- Self-paced instruction. Because students work individually rather than moving in lock-step with others, they advance through course work at the pace that best fits their learning style and ability for that particular course. Students can move quickly through material that they master easily and when necessary take extra time to master material they find more difficult.
- Open entry/open exit. Self-paced instruction allows students to begin and end courses throughout a given enrollment period. This process extends access to students who can't begin classes on traditional starting dates because of work, family, or other life commitments.
- Flexible scheduling. Individualized instruction allows faculty to teach multiple courses at the same time, providing the student with more flexibility in scheduling as well as one-on-one instruction. In many cases, students are not restricted to attending class during specific hours. They can adjust their academic schedule around home, work, and other demands. For example, a worker on a rotating shift might pursue course work in the morning one week, in the afternoon the next week, and in the evening the following week.

- Portability. Organized into comprehensive packets using a variety of communication media, individualized courses tend to be highly portable—a feature greatly enhanced by new technologies such as the Internet and DVDs, which have replaced media like film strips and 35 mm slides. Long before the term “Distance Learning” became embedded in the higher education lexicon, Central Community College used its individualized curriculum to extend higher education throughout its service area.

Individualized instruction provides much needed flexibility in scheduling for on-campus students, but it is its use in off-campus settings that contributes most to the goal of accessibility. In the late 1970s, CCC leaders saw that projections for declining numbers of high school graduates within its service area could result in declining enrollments for the college. To address this issue, the college leadership adopted a strategy of expanding services and marketing to nontraditional students.

Because a sizeable portion of potential non-traditional students in the CCC service area are place-bound and live too far from a campus to make commuting practical, the college needed to increase its engagement with people in their communities. The college already had established and continues to operate a successful Community Education program that offers courses in over 80 communities in traditional classroom settings. However, in small towns and sparsely populated areas, it was often difficult for a specific class to attract the minimum number of students needed to make the class economically feasible. The portability of individualized curricula provided a way to meet that challenge.

In 1980 the college began to establish learning centers in schools, libraries, and other facilities in communities throughout its service area, offering 80-100 college credit courses each semester. Individual students can take the classes they need and progress through individualized course materials with help from the learning center manager, who serves as a liaison with college faculty. With this system, minimum enrollment for a given class in a given location is no longer a concern. For example, a learning center in a community might enroll 30 students during a semester, with each student registered for a different course. This would not be economically feasible if the college had to provide on-site instructors for each class at each site. Individualized courses are effective in extending access to college credit courses to students in remote locations.

Offering courses over the Internet, supporting course delivery on- and off-campus through materials on the Internet, and teaching classes using two-way interactive technology have, for CCC, been natural extensions of its strategic processes to provide access to learning experiences. Early Entry, Tech Prep and foundations courses, as well as reasonable tuition rates, have also contributed to the accessibility of education at CCC.

Objective: Partnerships

Some partnerships foster new educational opportunities while others enhance current college offerings. For example, CCC has partnerships with other colleges to offer educational opportunities not otherwise available in central Nebraska in fields including dietetic technology, health information management, radiology technology, respiratory care, and surgical technology.

Central Community College also collaborates with four-year colleges and universities throughout the state and region that accept credits from CCC's academic transfer program and a growing number of career and technical education programs. Recent agreements provide transfer pathways in the areas of construction management, early childhood education, information technology, and industrial technology.

Other business and industry partnerships provide specialized educational opportunities. For example, the college offers the Ford Maintenance and Light Repair diploma and certificate as part of its automotive program. Nebraska Machinery, a Caterpillar dealer, sponsors diesel students and provides equipment and other support for the diesel program. In addition, more than 400 representatives from local business and industries serve on advisory boards for CCC technical programs.

Objective: Exposure to Cultural Diversity

Central Community College provides cultural enrichment for its service area by holding college sponsored public events including art, music, theater, and athletic events, as well as providing facilities for events sponsored by other organizations. The college also hosts a number of activities for elementary and secondary students including Actions Day academic competition, Agriculture Education contests, Alternative Fuels Power Drive competition, the Children's Groundwater Festival, District Music Contest, Fall Tune-up Clinic for high school musicians, Skills/USA state competition, and Tech Day technical competition.

The college engages students outside the classroom by providing the opportunity to participate in activities and organizations including:

- Campus Crusade for Christ
- Culinary Arts Club
- Dance Team
- Fine and Performing Arts
- Intercollegiate Athletics
- Intramural Sports
- Crim Cats
- Judicial Board
- Multicultural Club
- Phi Theta Kappa
- Student Activities/Advisory Committee
- Student Senate
- Student Success Club/Climb Every Mountain

Finally, the college currently offers 15 courses designated as "cultural diversity courses." (See 1C4)

Objective: Economic Growth

Historically, one primary purpose for establishing the college was to strengthen the regional economy by providing a skilled labor base thereby attracting additional employers and offsetting local population loss resulting from declining farm ownership and employment. In addition to providing an educated workforce, CCC also provides the training that companies need to remain competitive in a global economy.

Central Community College helps business and industry assess their training needs, develops customized training curriculum to meet those needs, and delivers training programs at times and locations that best serve the company.

2P1 and 2P2 Determining, Setting and Communicating Other Distinctive Objectives

A college-wide, cross-functional planning team develops objectives. The team bases its planning on environmental scans of key stakeholders including:

- Students
- Faculty
- Staff
- Board members
- Program advisory committees
- The College President's Advisory Council

Other data sources used by the team in the planning process include:

- The Community College Survey of Student Engagement
- The GAP analysis survey of CCC employee opinions
- The National Community College Benchmark Survey
- The Integrated Postsecondary Education Department System, a system of surveys designed to collect data from postsecondary institutions
- The annual New Student Survey
- The CLARUS marketing study
- Six Sigma studies to improve economic efficiencies of college departments

The College's Executive Vice President's office distributes a draft copy of proposed objectives to all college staff for their review and comment. The team incorporates this input into a final draft that the College Cabinet reviews and revises as necessary before submitting to the CCC Board of Governors for final review and approval. The College distributes the approved objectives to College employees and other College stakeholders.

Central Community College annually reviews, with the President's Advisory Council, the progress made toward achieving objectives. These processes provide a continuous input/feedback loop in setting and reviewing expectations with both internal and external constituencies.

Recent findings of the College Employees' Issues Questionnaire indicate CCC needs to improve processes for communicating expectations to internal and external stakeholders.

2P3 Determining Faculty and Staff Needs Relative to Objectives

In general, CCC determines specific faculty and staff needs relative to objectives as part of its college planning process (See Figure 5C2-1). College objectives include a broad estimate of resources needed for accomplishment. Assigned college teams/staff develop action plans to achieve objectives and define specific resource allocations.

Additionally, all college faculty and staff write individual objectives and are encouraged to link these to college objectives. Supervisors identify faculty and staff needs during annual performance appraisals.

Objective: Access

Central Community College determines faculty and staff needs related to "extending access to higher education" in a number of ways.

Faculty members, in conjunction with associate deans, recommend the course offerings each semester for both on-campus and off-campus courses. Final approval for the courses offered lies with the dean of instruction on each campus. The college offers many courses in both lecture including video conferencing and satellite and individualized including web based formats. An analysis of student requests, course content, and the most efficient use of resources determines the method of delivery.

Instructional programs on each campus undergo an extensive program evaluation every seven years. These evaluations review key performance indicators including among others the number of credits generated by the program and by full-time equivalent faculty, the number of students served, course reports, completion rates, and student feedback. Through analyzing these performance measures, faculty and administrators discern whether the program and the method of delivery appear to meet the needs of the students and other stakeholders.

Objective: Partnerships

Central Community College determines faculty and staff needs related to "developing partnerships that promote and create alternative education opportunities" by reviewing articulation agreements with other educational institutions to ensure that the college complies with the terms to which CCC agreed. The college also actively pursues additional articulation agreements. In terms of partnerships with business and industry, the Training and Development Team identifies faculty and staff needs.

Objective: Exposure to Cultural Diversity

Individual campuses determine faculty and staff needs relative to the objective to "provide the opportunity for exposure to diverse cultural events." This allows each campus to tailor events and opportunities to suit the particular needs of the communities involved.

Objective: Contributing to the economic growth of the college service area

The Central Community College Training and Development Team works with area business and industry to assess needs and develop instructional materials. This collaboration allows the Team to determine CCC's faculty and staff needs relative to "contributing to the economic growth of the college service area."

2P4 Assessment and Review of Distinctive College Objectives

The College Planning Model (See Figure 5C2-1) lays out the design of the process for developing and reviewing college objectives. The college reviews its environmental scans, goals/objectives, strategic process, and accomplishments annually to determine changing and emerging needs of its constituencies.

The College uses cross-functional teams to develop one- and three-year objectives. These teams review current objectives, determine if they have been met, if they should be continued or modified, and propose new objectives if needed.

The College Effectiveness and Research Office distributes the teams, draft goals/objectives to College employees for review and input. Planning teams use this feedback to finalize the recommended goals/objectives. The College Effectiveness and Research Office compiles the feedback, redrafts the objectives, and forwards the drafts to the College Cabinet for review and approval. The College president forwards the Cabinet recommendations to the College Board of Governors for final approval.

2P5/2R1 Measures and Results of Accomplishing Other Distinctive Objectives

Central Community College regularly collects and analyzes data on three of the College's distinctive objectives.

Objective: Access to higher education

Central Community College uses several measures to assess how well the college meets the objective of extending access. These measures include:

- percentage of total area population served
- percentage of target population served
- ELS and CCC total FTE comparison
- tuition rate comparison
- ELS Annual Reports
- Early Entry statistics
- Tech Prep statistics

The College uses two primary measures to assess how well the college meets the distinctive objective of "access to higher education:" the percentage of total area population served and the percentage of target population served ages 18-64. The following chart shows that CCC exceeds the national and state averages in both these areas.

In-Area Population Served	01/02	02/03	03/04	04/05
CCC percentage of total area population served: (National average* = 3.6%, NE average = 4.2 %*)	7.50%	7.30%	7.10%	7.10%
CCC percentage of target population ages 18-64 served (National average* = 5.6%, NE average* = 4.8 %*)	13.00%	12.70%	12.59%	12.4%

Table 2P5-1 *AACC National Profile of Community College Trends & Statistics, 2005, pp. 14-15; and U.S. Census-2000, <http://quickfacts.census.gov/gfd/states/31000.html>

Central Community College compares full time equivalent students (FTES) generated in Extended Learning courses to CCC's total FTE to measure access as a function of demand for Extended Learning courses. In 2004, Extended Learning courses generated 23.4 percent or 953.9 FTE of credits. Since this figure reflects nearly one-fourth of CCC's credits, it effectively makes Extended Learning CCC's "fourth campus, without walls."

The tuition rate also impacts student access to higher education. Central Community College's tuition rates compare favorably with other Nebraska institutions as shown on Table 2R2-1.

Extended Learning Services reports, as shown in Table 2P5-2 and 3, illustrate the advantage of using individualized curricular materials to deliver education at a distance and the particular effectiveness of this delivery system in extending college credit courses.

Headcount Distribution by Category						
	Training Cluster	Professional Continuing Education	Business & Industry	Learning Centers	Emergency Medical Services	Extended Learning & Early Entry Courses
2001-02	1,009 (4%)	2,068 (9%)	4,934 (20%)	5,134 (21%)	2,649 (11%)	8,323 (35%)
2002-03	4,412 (15%)	1,999 (7%)	4,018 (14%)	6,873 (23%)	2,488 (8%)	9,623 (33%)
2003-04	3,838 (14%)	1,516 (2%)	3,668 (13%)	6,755 (25%)	2,180 (8%)	9,650 (35%)
2004-05	*Combined w/Bus. & Ind.	1,350 (4%)	*8,962 (30%)	6,880 (23%)	2,499 (8%)	7,522 (25%)

Table 2P5-2

Credit Distribution by Category						
	Training Cluster	Professional Continuing Education	Business & Industry	Learning Centers	Emergency Medical Services	Extended Learning & Early Entry Courses
2001-02	836 (5%)	240 (1%)	3,179 (17%)	9,727 (52%)	2,738 (15%)	1,926 (10%)
2002-03	2,315 (8%)	548 (2%)	3,863 (14%)	12,749 (45%)	2,344 (8%)	6,551 (23%)
2003-04	3,107.8 (11%)	455 (2%)	3,593 (13%)	13,113 (46%)	2,121 (7%)	6,227 (21%)
2004-05	*Combined w/Bus. & Ind.	273 (1%)	*6,846 (24%)	13,308 (48%)	1,578 (6%)	3,939 (14%)

Table 2P5-3

These figures show that learning centers using individualized curriculum account for 21 to 25 percent of unduplicated headcount enrollment in off-campus programs and produce 46 to 52 percent of the FTES. This data indicates the value of individualized delivery in extending access.

In addition, the Early Entry program at CCC extends higher education access to high school juniors and seniors. The College uses enrollment figures and the number of high school Early Entry students as primary measures to analyze the success of the Early Entry program (See Table 2P5-4. During 2003/04, 1,667 students from 80 high schools enrolled in 81 different courses, completing 6,157 credit hours.

Early Entry Enrollment				
2000-001	2001-2002	2002-2003	2003-2004	2004-2005
1,481	1,758	1,583	1,667	1,466*

Table 2P5-4 *Represents completers only

Finally, CCC's Tech Prep program provides access to higher education by giving students who enroll in CCC programs credit for what they learned in related high school courses.

Currently, 63 of the 72 schools in the 25-county CCC service area have signed Tech Prep agreements with the college. This number has steadily grown from seven schools in 1992-93 to 63 schools in 2005-06. The number of students served has also grown as shown on this graph:

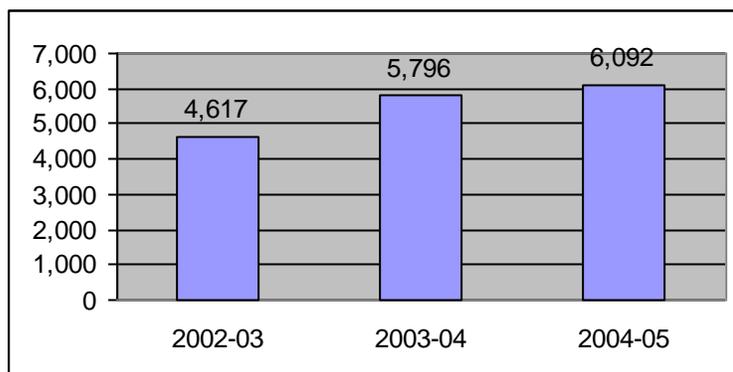


Table 2P5-5

Objective: Partnerships

The following data sources measure outcomes for this objective:

- Number of partnerships with business and industry
- Number of registrants enrolled in training programs.
- Number of partners receiving worker training grants.

Training and Development works closely with the Extending Learning Services and with program faculty in offering courses area wide to CCC's partners. The College attributes FTES generated by the Training and Development Cluster trainers to the appropriate College discipline program. Table 2P5-6 displays the number of FTES that these partnerships generate. The count includes both on- and off-campus data.

Academic Year	Total Training Registrations (Duplicated Headcount)	Total Training FTES
2001-02	5307	45.15
2002-03	4480	99.30
2003-04	4498	118.09
2004-05	4835	120.76

Table 2P5-6

Finally, the college contributes to the economic well-being of its service area by helping companies apply for federal worker training grants. In 2004-05, for example, the CCC Training and Development Department and Grants departments wrote more than 60 grant proposals which collectively garnered \$226,000 to provide training for 13,544 (duplicated headcount) for local workers.

Objective: Provide the opportunity for exposure to diverse cultural events

Central Community College does not formally collect statistics on frequency or participation in diverse cultural events.

Objective: Economic growth

An economic impact study completed in 2004 provides several key indicators of the contribution CCC makes to the economy of its service area:

- Through employment skills, current and former students increased earnings in the CCC service area by \$73 million directly and by another \$61 million indirectly.
- Through improved workforce skills, industries in CCC's service area increased revenue by \$210 million.
- Through indirect effects on other industries sales increased by \$174 million.
- Through credit completion, students, on the average, increase their income by \$128 per year for each credit earned.
- Through investments of time and money, students enjoy a 25 percent rate of return.

2R2 Comparison with Higher Education Peer Institutions

The following comparative data illustrates how Central Community College compares with other institutions that share data with Central.

The National Community College Benchmark Project Report of 2004 reports the success of CCC in extending access to education using total enrollment. The report shows that in academic year 2003, CCC served nine percent of the total population in its service area as compared with a six percent average for all reporting institutions. This indicates that CCC's market penetration is 50 percent higher than the average of other institutions participating in this study.

The study also shows that five percent of the population in CCC's service area enrolled in college credit courses, compared with a three percent average for the 89 institutions reporting this information. This

comparison shows that CCC's market penetration for college credit classes is 67 percent higher than the average of all institutions participating in the study.

Finally, the study shows that CCC's market penetration for non-credit students was four times the average – four percent for CCC compared to a one percent average for the 67 institutions responding to this question.

As displayed by Table 2R2-1, Central Community College's tuition rate and book and supply costs compare favorably with other Nebraska community colleges and local four-year colleges. This enhances accessibility even further.

Institution	2005-06 Tuition & Fees	2005-06 Books & Supplies
Bellevue University	5,085	900
Central Community College	1,860	1,000
Doane	17,536	800
Hastings College	17,268	680
Metropolitan Community College	1,848	1,400
Mid-Plains Community College	1,950	900
Northeast Community College	1,965	800
Peru State College	3,638	700
Southeast Community College (Lincoln)	2,400	1,400
University of NE at Kearney	4,644	774
Wayne State College	3,803	900
Western NE Community College	1,860	900

Information taken from Education Quest website, www.educationquest.org 10/27/05
 Table 2R2-1

2R3 Strengthening the Institution

Accomplishing other distinctive objectives strengthens Central Community College in multiple ways.

Efforts to extend educational opportunities beyond the campuses have significantly increased the number of students CCC serves. Students enrolling in CCC courses at sites other than the three established campuses comprise about one-fourth of the college's enrollment. In 2004-05, the College generated 931.26 FTES at off-campus sites compared to a total of 3,859.19 FTES achieved by the College. Excluding Adult Basic Education, CCC serves approximately two-thirds of its headcount at off-campus sites: 15,917 off-campus students and 8,065 on-campus students.

Business and industry training partnerships contribute to CCC's enrollment growth and also appear to strengthen relationships in our communities with company managers who are often opinion leaders in the community and throughout the state.

These partnerships also have resulted in many companies donating materials or money in support of programs and in assisting students to attend CCC. For example, Nebraska Machinery, the state's Caterpillar dealership, supports the diesel technology program by donating equipment, sponsoring students by paying their tuition and other costs, providing summer internships, and providing employment after graduation.

2I1 Improving Systems and Processes

The college improves its systems and processes using the College Planning Model (Figure 5C2-1). In addition, the college will review the Systems Portfolio annually to determine strengths and areas for improvement regarding other distinctive objectives.

2I2 Setting Targets for Improvement

Based on current results, CCC has set targets for improvement needed in the area of "other distinctive objectives" and will incorporate these results into CCC's planning process. During preparation of the Systems Portfolio, research and analysis indicated the College needs to improve its planning for, and carrying out of, distinctive objectives.

The college has identified the following priorities for improvement:

- enhance internal communication
- identify better methods to incorporate measures, evaluations, and key performance indicators into the planning process for distinct objectives, including data from:
 - faculty performance appraisals
 - student surveys
 - projections of population trends including diversity
- encourage faculty to complete requirements for Nebraska teacher certification--this would allow those faculty members to teach Early Entry students who could earn both high school and college credit
- determine how or if personal objectives support college objectives and develop a process to ensure mutual development

The college communicates current improvement priorities to internal stakeholders in the following ways:

- students--the Web and "Central Connection," the College's monthly newsletter
- faculty, staff, students, and administration--the Web, email, and "Central Connection," all provide minutes of the Educational Services Committee, Quality Council and College Cabinet
- stakeholders--advisory committee meetings