

AQIP Category 3: Understanding Students and Other Stakeholders

3C1 How CCC categorizes students and other stakeholders

Central Community College identifies and defines two distinct student groups: prospective students and current students as shown in Figure 3C1-1. Figure 3C1-2 identifies and defines ten distinct stakeholder groups.

STUDENT GROUPS	
Prospective Students	
Tech Prep	Current high school students enrolled in articulated high school courses with on-site high school instructors.
High School	Current high school students not participating in Early Entry or Tech Prep.
Home School	Students completing state sanctioned curricula.
GED	Students obtaining General Equivalency Diploma
Adult Learners	Students graduating from high school more than a year ago
Current Students	
Early Entry	Current high school students taking CCC courses with CCC instructors
Award Seeking Students <ul style="list-style-type: none"> ▪ Associate of Arts ▪ Associate of Science ▪ Associate of Applied Science ▪ Diploma ▪ Certificate 	CCC students pursuing a degree, a diploma, or a certificate
Non-Award Seeking Students <ul style="list-style-type: none"> ▪ Transfer ▪ Extended Learning Services ▪ Training & Industry ▪ Course only 	CCC students obtaining specific skills but not in a degree, diploma, or certificate
Special Student Population <ul style="list-style-type: none"> ▪ TRIO/SSS ▪ Special Needs 	CCC students qualifying for targeted assistance

Figure 3C1-1 Student groups and definition

STAKEHOLDERS	
Faculty	Full-time and adjunct instructors
Staff	Classified and contract
Board of Governors	Eleven elected board members
Parents & Guardians	Individuals who have children attending CCC
Alumni	CCC graduates
Community Employers and Business Supporters	Individuals who hire graduates or use customized training for their employees
Tax payers	Tax supporters of our institution
Secondary Education Districts	Partners transitioning high school students to postsecondary education
Postsecondary Institutions	Partners transitioning student and graduates to postsecondary institutions
Legislators	Fourteen representatives from the 25 county service area.

Figure 3C1-2 Stakeholder groups and definitions

3C2 Short and long-term requirement for students and stakeholders

Central Community College’s students share some common short-term expectations of the institution. For example, all students, regardless of grouping, require accessible college and financial aid information, advising and educational planning, transitional assistance, and flexible scheduling options.

However, specific student groups also have definitive short-term requirements as illustrated in Figure 3C2-1.

Student Groups	Short-Term Requirements
Prospective Students	
Early Entry	Contact with high school counselors
Tech Prep	Articulated high school/college courses
Adult Learners	Career counseling, customized programming and workshops, accelerated programs, placement options, job skill improvement

Figure 3C2-1

Current Students	
Award-Seeking Students	Academic transfer, articulation agreements
Non-Award-Seeking Students	Industry specific training; avocational, recreational, and customized courses; accelerated programs
Special Student Population	Mentoring, cultural activities, minority recruiters, limited bilingual instruction

Figure 3C2-1 continued

Central Community College believes that all students share these common long-term expectations:

- Placement assistance
- Relevant courses and programs
- Affordable costs
- Flexible scheduling
- Accessibility
- Transferability
- Job skill improvement
- Conducive learning atmosphere
- Capable, qualified, and caring personnel
- Safe environment

Just as commonalities exist among student groups, so too do common short-term expectations exist among stakeholder groups. For example, all stakeholders, regardless of grouping, require fiscal responsibility, ethical conduct, compliance with state and national regulations, affordable and accessible courses and programs, safe learning atmosphere, effective and consistent communications, and quality graduates.

As with the student groups, specific stakeholder groups also have definitive short-term expectations as illustrated in Figure 3C2-2.

STAKEHOLDERS	Short-Term Requirements
Faculty	Professional development opportunities, faculty forums, college in-service, equitable workload, and supportive leadership
Staff	College in-service, professional development training, and supportive leadership
Board of Governors	Monthly board meetings, board packet, board manual, memberships in Nebraska Community College Association, committees, regular work sessions, monthly calendar of events, foundation board, and opportunities to attend national board meetings
Parents	Campus advocates
Alumni	Quarterly newsletter, recognition, and career and employment assistance
Community Employers and Business Supporters	Cooperative education internships, customized training, training needs assessments, grant writing assistance, graduate employment report, CCC representation on committees and boards, opportunity to discuss workplace trends and needs, and qualified and available employee pool
Tax payers	Public participation at board meetings, economic impact studies, news releases/stories, and accountability
Secondary Education Districts	Articulation agreements, assessment of student learning, collaborations, faculty training, student orientations, campus sponsored events, career connections event, and visits from campus representatives
Postsecondary Institutions	Standardized course descriptions, articulation agreements, assessment of student learning, collaborations, unified curriculum, and transfer advising resources
Legislators	Adherence to state statues, fiscal responsibility, qualified and available graduate pool, and quick and informed response to economic development issues

Figure 3C2-2 Student and stakeholder short-term requirements

However, unlike the student groups, short-term and long-term expectations for stakeholders remain the same.

3P1 How CCC identifies the changing needs of students and select courses of action.

Central Community College identifies the changing needs of its student groups through the following avenues:

- Recruiting visits to high schools
- Relationships with high school counselors
- Compass and Asset testing
- Assessment of student learning
- Business and advisory boards
- Quality council feedback
- Student grievances
- Suggestion box
- Student organizations' feedback
- Educational services representation
- Surveys
 - CLARUS Marketing Analysis
 - Web project
 - Community College Survey of Student Engagement
 - Faces of the Future
 - Housing and food service
 - National Survey of Faculty and Students
 - Exit survey

Depending upon the nature of the collected data, CCC then routes it to the appropriate personnel or committee—such as Admissions and Recruiting, Action teams, Associate Deans, Educational Services, Quality Council, data-based decision making team, planning committee, marketing committee, individual program faculty, advisors and counselors.

These committees, in turn, review the data and recommend specific actions when appropriate. Often, though not always, the Educational Services Committee, the Planning Committee, or the data-based decision making team must authorize any course of action evolving from committee recommendations.

Because CCC's multi-campus structure and determination to use cross-functional teams often encumbers this process, employees frequently do not know the hierarchy of decision-making bodies, nor do they have a clear understanding of how the college identifies or meets changing needs.

3P2 How CCC builds and maintains relationships with students

Central Community College builds and maintains relationships with both prospective and current students through ongoing communication and caring, and supportive student and instructional services personnel. When a prospective student requests information, the college responds with appropriate marketing pieces. Regardless of whether students receive a view book, a catalog, a program brochure, a personal letter, or postcard, the college always encourages students to tour the facilities and meet students/staff/faculty. However, the CLARUS Marketing Analysis determined the need for focused marketing for potential students which the college has implemented (See Section 3I2).

The college maintains relationships with current students by involving them in the Quality Council and the Action Teams and providing various student activities, organizations, and athletics. Web Central, our online communication tool for students, also maintains relationships by providing access to life-time college email accounts, real-time grades and transcripts, college-wide announcements, and student accounts.

3P3 Identifying the changing needs of the colleges stakeholders and selecting courses of action

Central Community College considers all its stakeholders as key stakeholders. The college uses the following methods to identify the changing needs of its stakeholders:

Methods to Identify Stakeholder Needs :
Faculty
National survey of the faculty
Employee interest survey
Campus teams
Employees suggestion box
Teacher association
Open forum
Faculty representative on: cabinet, educational services, quality council
Annual planning process
Evaluation process
Professional memberships
Staff
Open forums
Evaluation process
Campus Teams
Employee Interest Survey
Suggestion box
Representative on quality council
Professional memberships
Board of Governors
Monthly board meetings
Work session
President Advisory Council
Parents and Guardians
Open door policy
New student orientation
Alumni
Newsletter
Academic success of transfer students
Community Employers and Business Supporters
Advisory committees
Follow up visits and tours
Business and industry council
Taxpayers
Public participation at Board of Governors meetings
Public participation at advisory meetings
Economic Impact studies
News releases
Secondary Education Districts
Central Nebraska Distance Education Consortium meetings
Education Fairs
Articulation agreements
Visits with campus representatives
Postsecondary Institutions
Articulation agreements
Transfer agreements
Transfer Visit Days
Legislators
Legislator visits to campus
Nebraska Community College Association updates
College representatives' visits to legislature

Figure 3P3-1

Once the college collects this data, it uses the same process to analyze and select a course of action for stakeholders as it does for students; See Section 3P1.

3P4 How CCC builds and maintains relationships with its stakeholders

Central Community College builds and maintains relationships with stakeholders by soliciting participation in advisory council meetings, forming a president’s advisory council, offering open forums for faculty and staff, conducting a marketing analysis and an economic impact study to aid in defining future needs, providing specialized training through the Training and Development cluster, guiding the college through the planning committee, and using database decision-making.

3P5 Determining if new students and stakeholders should be addressed within educational offerings

Central Community College relies on its mission statement and accompanying instructional and service priorities (See O-1) to determine whether to address new student and stakeholder groups.

Should a new student or stakeholder group’s needs match CCC’s mission statement and instructional or service priorities, the College moves to step one of the Planning Model (See Figure 5C2-1).

3P6/7 Determining student and stakeholder satisfaction levels and determining courses of action

Central Community College develops its understanding of student and stakeholder satisfaction or dissatisfaction by first collecting feedback as illustrated in Figure 3P6-1:

Students
▪ Community College Survey of Student Engagement - 2002, 2003, 2004
▪ National Survey of Student and Faculty - National database for Department of Education—2004
▪ Student suggestion box - established 2003
▪ Student participation on Quality Council - established 2004
▪ Campus-based student senate or equivalent - established 1970
▪ College-wide and campus-based clubs
▪ Class feedback forms
▪ Open door policies for Associate Deans and Deans, Vice Presidents, and President
College Employees
▪ Employee Issues Questionnaire (Gap Analysis) - 2002, 2003, 2004
▪ National Survey of Student and Faculty- National database for Department of Education - 2004
▪ Employee feedback through suggestion box - established 2003
▪ Employee feedback through Quality Council members
▪ Employee participation in College Planning Team
▪ Open door policy to all senior leadership
▪ Employee feedback on College action projects teams
Community residents, tax payers and leaders
▪ President’s Advisory Council meetings
▪ Program advisory committees
▪ Board of Governors
▪ Voluntary participation in civic groups by College employees
▪ College web-based suggestion box
▪ Direct interaction with campus-based and College-wide Presidents and employees
▪ Alumni feedback
▪ Taxpayers’ community meetings
▪ Public relations feedback
▪ Recruitment projects
Secondary Educators
▪ Early Entry program feedback
▪ Instructor feedback from learning centers in high schools
▪ Tech Prep Coordinator’s biannual meetings
▪ President’s Advisory Council
▪ State, regional, and service area meetings
▪ Dual enrollments
▪ Tech Prep Counselors annual workshop
▪ Community educational outreach programs

Figure 3P6-1 Collection of information

Because CCC's collected data is both recent and long-term, the College analyzes the respective data differently. The College analyzes recent data by comparing it directly against internal and external standards. The College analyzes long term data by evaluating trends to identify year to year changes. As most of the data collected in Figure 3P6-1 spans over three years, the College uses trend analysis to track any shifts. Besides providing information on how to best improve student and stakeholder satisfaction, the data from trend analyses can also aid in forecasting future process changes. Central Community College also uses "dashboards" or reports that compile significant measures of performance so planning and other decision making teams can use the data. Some of the key groups and individuals that use this dashboard data include the Educational Services Committee, Quality Improvement Council, data-based decision-making teams, College Cabinet, Campus Cabinets, Board of Governors, College Planning Team, Vice Presidents, the College, Vice President and of the College. Once these key groups analyze the relevant data, they then use the College planning model to define the best course of action to meet student and stakeholder needs.

In a similar fashion, the College also conducts summative analysis that focuses on areas such as program evaluations, budgetary outcomes and mid- to long-range planning. That is, key groups compare performance data to predetermine standards and use the College planning model to implement improvement action.

3R1 The results of student satisfaction at CCC

The table below indicates the most recent results of student's perceived educational and personal growth levels based on the Community College Survey of Student Engagement (CCSSE). Table 7R2-1 in Category 7 compares CCC students' satisfaction with student service functions compared to students from other institutions who participated in the study.

Educational and Personal Growth 1=Very little, 2= Some, 3= Quite a bit 4= Very much	CCC Average	Other Colleges Participating in the Study Average
Acquiring a broad general education	2.86	2.86
Acquiring job or work related skills	2.78	2.51
Developing clearer career goals	2.68	2.55

Table 3R1-1 Results from CCSSE

3R2 Results of the relationships CCC has built with the students

The tables below illustrate the results of building relationships with students.

Measure	00/01	01/02	02/03	03/04
Students completing courses registered for Fall	80%	79%	78%	79%
Degree granted	401	442	432	450
Diplomas granted	246	260	260	360
Certificates granted	548	425	342	427
Percent of cohort graduates	20.0	32.7	32.0	38.5
Program skill proficiencies in 33 programs with 75% and above completion rate	94%	94%	97%	97%

Table 3R2-1 Measured results from Key Performance Indicators

Quality Relationships 1=Unfriendly/Unsupportive/Alienation 7=Friendly/Supportive/ Sense of belonging	CCC Average	Other Colleges Participating in the Study Average
Relationship with instructors	5.81	5.63
Relationships with administrative personnel and offices	5.33	4.91

Table 3R2-2 Results from CCSSE

3R3 Results of the relationships CCC has built with stakeholders

The table below illustrates stakeholder satisfaction with CCC's performance.

Measure	00/01	01/02	2/03	03/04
Contributions to student scholarship with 334 to 371 persons and organizations contributing	\$420,000	\$455,000	447,000	\$481,000
Percent of total 25 county population served	7.80%	7.50%	7.30%	7.10%
Partnership in Worker Training Grants		\$327,057	\$289,567	\$171,279

Table 3R3-1

3R4 Results of CCC building relationships with key stakeholders

Central Community College monitors its results of building relationships with stakeholders by tracking graduate demographics, employment in related fields, and the number and amount of worker training grants developed as illustrated in Tables 3R4-1, 3R4-2, and 3R4-3.

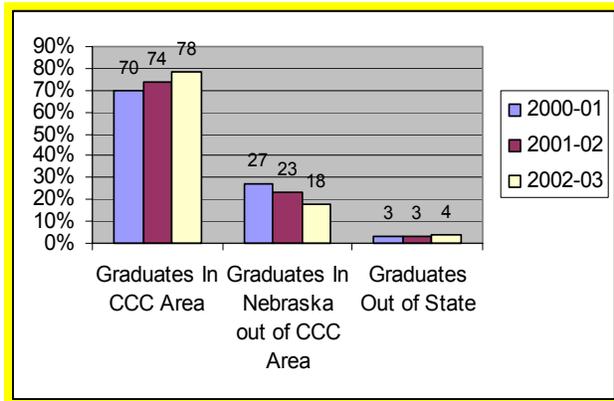


Table 3R4-1 CCC graduate data

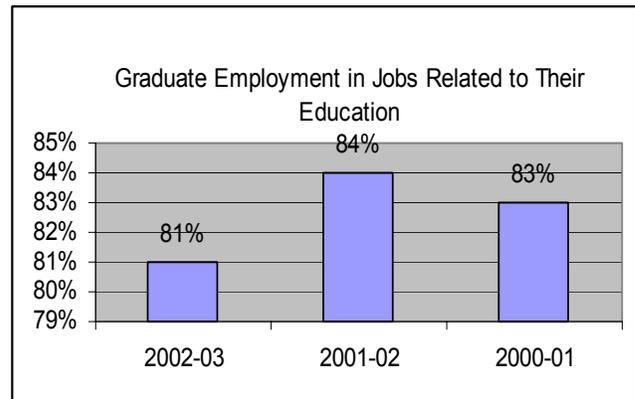


Table 3R4-2 CCC Graduate employment data

Worker Training Grants are a partnership between area businesses and CCC. Central Community College manages 75% of these grants.

Worker Training Grants	2001-02	2002-03	2003-04
Number of grants submitted	31	37	49
Amount requested	\$984,072	\$657,045	\$543,803
Approved Amount	\$327,057	\$289,039	\$171,279

Table 3R4-3 Worker training partnership data

3R5 Comparisons of Results with other higher educational institutions or other organizations

Tables 3R1-1 and 3R1-2 compare CCC's student satisfaction averages with averages of other participating colleges.

311 How the college improves its understanding of the needs of its students and stakeholders

Besides the current planning model, (See Figure 5C2-1) CCC hopes the Systems Planning for Actions, Resources, Knowledge, and Skills (SPARKS) process (See Category 8) will also assist in better defining the needs of its stakeholders and students. The SPARKS process will bring a broader perspective to all aspects of College planning, including a better understanding of students and stakeholder needs. Additionally, in an effort to collect immediate feedback from students, CCC is implementing a system of feedback cards in the student service areas. Information collected will also initiate quality improvement efforts.

312 How CCC sets targets to meet the needs of students and stakeholders

Central Community College targets the needs of students and stakeholders at the same time as it develops improvement plans in the college planning model. Based on past data and the CLARUS Marketing Analysis, CCC is currently improving student services. For instance, in 2004 the College developed a postcard series and revised its web site to target specifically Early Entry and Tech Prep students. In addition, all three campus recruiters are unifying their recruiting presentations and using computer software to track the number of contacts per prospective student. The College has also formed student service teams who will collect, analyze data, and set improvement priorities through the following:

- Feedback cards in student service areas
- Analysis of the CCC Issues Questionnaire
- Annual analysis of Community College Survey of Student Engagement
- Increased student participation in College committees
- Collection of suggestions from the web-based suggestions

Central Community College communicates results to internal and external stakeholders through a variety of means:

- Responses to the web suggestion box.
- Emails sent to students and faculty.
- Survey results shared with appropriate departments.
- News articles distributed to various media.
- Results shared through advisory committees, President's Advisory Council, and the Board of Governors.
- Newsletters to alumni, high school counselors and parents of Tech Prep and Early Entry students.