

AQIP Category 6: Supporting Institutional Operations

6C1 Key student and business support service processes

Central Community College has developed student and business support systems designed to facilitate the successful fulfillment of the college mission. Key business and student support systems include those listed in Figure 6C1-1:

Key Business Support Systems	Key Student Support Systems
Purchasing	Financial Aid
Information Technology	Academic Advising
Human Resources	Residential Life
Financial Services	Admissions and Recruiting
Security	Registration and Records
Budgeting	Food Service and Bookstore (Outsourced)
Medical Insurance	TRIO and Special Services
Physical Plant Development and Maintenance	Tutoring
College Liability and Worker's Compensation Insurance.	Library
Facilities Planning	Athletic programs
	Student Activities and Organizations
	Career and Employment Services
	Counseling and Special Population Services

Figure 6C1-1

6C2 Key support processes that reinforce Categories One and Two

The processes of student learning and achieving other distinctive objectives are dependent on the ongoing services outlined in the tables below. The following tables represent the key support services for both administrative and student support functions. Additionally, the tables indicate the associated needs of primary users, key measures used to track and evaluate, and how the individual functions support student learning or achieving other distinctive objectives.

Business Support Key Processes	User Requirements - Needs	Key Measures & Results
Business Services <ul style="list-style-type: none"> • Human Resources • Purchasing • Financial Services <ol style="list-style-type: none"> 1. Payroll 2. Accounts Payable 3. Student Accounts 4. Accounting 	<ul style="list-style-type: none"> • Integrity • Timely Service • Accountability • Accuracy • Compliance • Efficiency • Training • Fiscal Responsibility 	<ul style="list-style-type: none"> • Review & audits/non-college entities • Customer satisfaction • Open bid process • Affordability (Tuition/Fees, Grants) • Purchases in Nebraska & service area • Participation • Customer Satisfaction • Fund Balance • Outstanding Student Debt
Management Information Systems	<ul style="list-style-type: none"> • Access • Security • Quality of Services • Availability of Service 	<ul style="list-style-type: none"> • Customer Satisfaction/Quality Services • MIS Resource Monitoring • Service Uptime • Technology Plan Completion
Security/Safety/Buildings & Grounds	<ul style="list-style-type: none"> • Comfortable learning & working environment • Security of Personnel & Property • Safe working & learning conditions 	<ul style="list-style-type: none"> • Customer satisfaction • Safety records/statistics <ul style="list-style-type: none"> • Campus Crime Reports • Energy Use

Figure 6C2-1 continued on next page.

Key Student Support Processes	User Requirements - Needs	Key Measures & Results
Admissions/ Registration	<ul style="list-style-type: none"> • Ease of access • Readily available Information • Knowledgeable staff 	<ul style="list-style-type: none"> • Numbers of students enrolled • Enrolment via the web • Positive feedback
Financial Aid	<ul style="list-style-type: none"> • Timely Service • Accountability • Accuracy • Efficiency 	<ul style="list-style-type: none"> • Cohort default rate • Total Aid • Scholarships awarded
Teaching and Learning/ Academic Advising	<ul style="list-style-type: none"> • Access to multiple modes of delivery • Experienced educators • Availability of courses • Availability of technology 	<ul style="list-style-type: none"> • Cohort Completion rate • Course retention rate • Graduation rate
Workforce development	<ul style="list-style-type: none"> • Availability of training • Current information • Tailored to business needs 	<ul style="list-style-type: none"> • Number of training session held • Feedback from program advisory boards

Table 6C2-1

6P1 Identifying the support service needs of your students

Central Community College identifies the support needs of its student body by assessing internal scans. The Community College Survey of Student Engagement (CCSSE) identifies student support service needs. The 2004 CCSSE survey indicates high student satisfaction with student services. Central Community College students rated their student services equal to or above the average ratings students assigned to student services at their respective institutions.

Table 6P1-1 reports CCSSE significantly different ratings of student services compared to those at other community colleges. TABE, ASSET, and COMPASS tests measure a student's basic skills and assist the College in determining a student's need for developmental education. Central Community College is in the process of developing student satisfaction feedback cards for student service processes. Students serve on a variety of committees including the College Educational Services Committee. The administration invites students to present to the campus and College cabinets.

Measurement Tool	Representative Averages of CCC and Other Colleges		
	CCC	Other	
2004 Community College Survey of Student Engagement (CCSSE)			
Satisfaction scale on numbers 1, 2, and 3 = 1 low and 3 high	1. Financial aid satisfaction	2.83	1.82
Satisfaction scale on number 4 = 1 low and 7 high	2. Transfer credit assistance	1.59	1.54
	3. Academic advising/planning	2.38	2.20
	4. Access to business assistance	5.33	4.91

Table 6P1-1

6P2 Identifying stakeholder needs.

Central Community College uses multiple tools, methodologies and techniques to collect data used in the analysis of internal stakeholder needs, including those described in the following figure:

Data Collection Tools	Methodology
Open forums with College President	Conducted once a semester on each campus
Campus visitations (HR, Purchasing)	Scheduled once each month
Board of Governors meetings	Scheduled once each month
Help desks (Purchasing, MIS, and Physical Plant)	As needed
Employee training opportunities including topics such as: supervision, Colleague, purchasing, payroll, travel, technology, budget, grants, and orientation for new employees.	As needed
College Cabinet (Open Forum)	Scheduled once each quarter
Technology & software committees	Scheduled once per quarter
Physical plant committee	Scheduled once per quarter
College suggestion box	As needed
Environmental scans (Key performance Indicators, Program Core Performance Indicators, College Issues survey)	Annual/as needed update
Campus Cabinet meeting	Scheduled once each month
Six Sigma projects	As needed
Student Accounts committee	Scheduled once per quarter
Project Advisory Committee (PAC), a Human Resources subcommittee	Twice a year
Continuous Quality Improvement Council	Scheduled once each month.
Departmental teams	As needed
All College In-service	Once a year.
Presidents Advisory Council	Conducted on two rotating locations annually.
SPARKS program (See Category 8)	Annually conducted on the three campuses

Figure 6P2-1

Once a team, committee, or a cabinet identifies a need, it addresses the issue or forwards it to the appropriate body for resolution (See Figure 5C2-1).

6P3 Managing and Documenting Support Service Processes

Central Community College designed its student support system to continually monitoring the needs of students and key stakeholders. Student Services personnel are available on each campus to manage services to meet the daily needs of the student population (See Figure 5P3-1). The Vice President for Student Services and the Student Services Dean assign student services personnel on each campus the responsibility for admissions, assessment, registration, counseling, career and employment services, housing, financial aid, student activities, student clubs and organizations, athletics, student records, and food service. Additionally, the college has integrated a structure to involve students in various college/campus committees (See Figure 5C1-3) which recommend procedural and policy actions. Student involvement may include areas such as membership or participation in the Educational Services Committee; the Student Senate; the Student Activity/Advisory Committee; Student Ambassadors; the College Cabinet or team meetings addressing issues with food service, safety, diversity, residence halls; etc. As members of these various committees, students have the opportunity to provide input on needs of current students and to impact decision making that will drive desirable changes. Central Community College readily seeks input from students and faculty, and uses this information in the decision-making process or to improve existing conditions.

The College designed business services to allow departments to operate day to day as interdependent departments. Numerous inter and intra department meetings provide inputs from staff for improvements and coordination of efforts. The team leaders document processes and procedures, and support imitation rather than discourage it. Staff continually looks for ways to improve service to our customers.

Business Services document processes in student, personnel, and faculty handbooks as well as in the College's Policy manual and on the Intranet. When the College changes processes, the administration notifies faculty and staff via meetings, email, and/or campus mail.

The following bullets provide an example of how a department, in this case Management Information Services (MIS), manages day to day activities:

- Daily Technical Monitoring of MIS Resources WAN, LAN, Server & Internet Resources
- Electrical Back-up of MIS Services
- Daily input from College Software Team (Power Users)
- Back-up of Informational Data Bases
- Review of Server Security Logs
- Security Surveillance Systems Development
- Supervisor Training "Informational Sharing"
- Energy Management Sources

6P4-5 Collecting and analyzing information to improving services

Administration and student support services collect and analyze data on a routine basis to determine current status of processes and systems and to define possible opportunities for improvement. Central Community College is learning to involve the students and key stakeholders directly in the improvement process. For this reason, business and student support service personnel encourage students and other stakeholders to participate in forums and to provide feedback on how processes and system may be modified to improve student learning and support services. The College also uses key surveys like the Community College Survey of Student Engagement (CCSSE) to aid in identifying systems or process in need of improvement in order to develop efficient and responsive processes. The College conducts campus and college surveys, i.e. each campus conducts a food service survey each semester to gather comments and suggestions for improving the College vendor provided food service. Central Community College also uses focused teams to aid in interpreting data and implementing any required changes. Several of the standing teams that provided guidance and assistance include a Quality Council, the Educational Services Committee, a Safety Team, a Recruiting and Admissions Team, a Career and Employment Services Team, a Student Auxiliary Services Team, a Financial Aid Team, a Software Planning Team, etc. Some of the data measures and tools departments and teams use to monitor current processes and systems include:

- Effectiveness of Online Web Registration demand and rules
- Effectiveness of Online Student Payments
- Distant Delivery of Video Courses to expanded markets
- Delivery of Internet Courses and course management tools
- Business delivery and usage of video conferencing
- Annual MIS Planning and achievement (Prioritizing & Funding of MIS Initiatives)
- Annual PC Replacement Planning
- Security Planning related to MIS Resources:
- Community College Survey of Student Engagement (CCSSE)
- ASSET/COMPASS placement testing
- Key Performance Indicators (KPIs)
- Faces of the Future Survey
- Student Satisfaction Survey Card (in pilot process)

Additionally, the college collects a variety of monthly reporting and monitoring data it uses in day to day decision making. These include:

- Web on-line registration
- Student payment trends
- Internet usage patterns including Web sites
- WAN Traffic Reports
- Internet Connectivity Reports
- MIS Monthly Team Meeting Agenda's
- Virus Trapping and SPAM Blocking Tools
- Distribution of OS patches and service packs
- Technical Helpdesk requests and responses
- Financial reports including payroll and capital improvement monthly summaries
- Budget pivot tables
- Student enrollment by College, site, program and program clusters
- Recruiting contacts
- Businesses and industries served and training delivered

6R1 and 6R2 CCC results for student and business support service processes.

One of the most specific and targeted measurement tools used to collect data on the performance of student support services is the Community College Survey of Student Engagement. Below is an excerpt from the 2005 CCSSE Institutional Report:

Community College Survey of Student Engagement	Mean CCC	Mean All Colleges
Frequency rating 1 = little, 2 = some, 3 = quite a bit, 4 = very much Satisfaction rating 1 = Not at all, 2 = Somewhat, 3 = very satisfied		
Frequency: Academic advising/planning	1.88	1.71
Frequency: Financial aid advising	2.03	1.82
Frequency: Transfer credit assistance	1.59	1.54
Satisfaction: Academic advising/planning	2.38	2.18
Satisfaction: Career counseling	2.10	2.02
Satisfaction: Job placement assistance	1.94	1.77
Satisfaction: Financial aid advising	2.46	2.19
Satisfaction: Transfer credit assistance	2.18	2.04

Table 6R1-1

In addition to survey data, the college also tracks major accomplishments related to new processes. Below are several examples of recent accomplishments relating to student services.

Enhanced MIS and Student Service Processes:

- Increased On-line Registration
- Increased Enrollment in Web Courses
- Response time reported on Helpdesk Tickets
- Availability of IP interactive video course offerings
- Dorm Security Surveillance Systems

Central Community College uses the change in net assets (the difference between assets and liabilities) to measure the College's financial health, or financial position. Over time, an increase or decrease in net assets indicates improvement or deterioration in the financial health. The College's level of net assets has remained steady over the past few years indicating fiscal stability. Total net assets were \$33.09, \$32.52, and \$33.20 (in millions) for the fiscal years ended in 2002, 2003, and 2004, respectively.

Changes in Net Assets

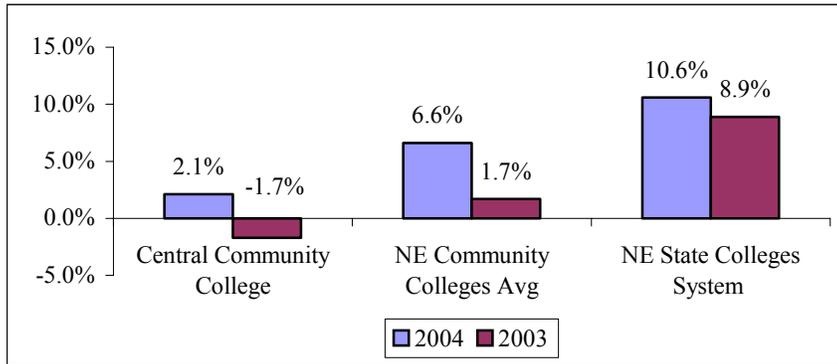


Table 6R1-2

The College Board of Governors set goals for allocation of operational dollars including a minimum of 60% of the operational budget going to instruction and academic support.

	02-03 % OF TOTAL	03-04 % OF TOTAL	04-05 % OF TOTAL	05-06 % OF TOTAL	Goal % OF TOTAL
INSTRUCTION/ACADEMIC	62.39%	61.38%	61.36%	61.93%	60.00%
STUDENT SERVICES	6.03%	6.03%	6.08%	5.72%	6.00%
INSTITUTIONAL SUPPORT	21.14%	21.80%	21.67%	21.61%	22.00%
PHYSICAL PLANT	8.83%	9.11%	9.26%	9.25%	10.00%
STUDENT AID	<u>1.61%</u>	<u>1.68%</u>	<u>1.64%</u>	<u>1.49%</u>	<u>2.00%</u>
TOTALS	100.00%	100.00%	100.00%	100.00%	100.00%

Table 6R1-3

Each year the Educational Services Committee, with input from students and staff, recommends tuition, fees, room, and board rate adjustments to the College Cabinet who forwards a recommendation to the College Board of Governors. To assist in achieving its goal of accessibility to learning, the College strives to set competitive but realistic tuition and fee rates that generate at least 20% of the College's operational budget. Since 2000-2001, the College has set tuition and fee increases ranging from at 2% to 8% as illustrated on Table 6R1-4 & 5.

CENTRAL COMMUNITY COLLEGE Tuition & Fees for Past Five Years					
	00-01	01-02	02-03	03-04	04-05
Tuition	\$44	\$45	\$46	\$50	\$54
Fee	\$4	\$4	\$4	\$4	\$4
Total Tuition & Fee	\$48	\$49	\$50	\$54	\$58
% Increase from Previous Year	4.3%	2.1%	2.0%	8.0%	7.4%
Total for Full Year (30 Credits)	\$1,440	\$1,470	\$1,500	\$1,620	\$1,740
Impact on Revenue	\$220,000	\$110,000	\$110,000	\$440,000	\$440,000
Tuition as % of Budget	18.36%	18.86%	19.82%	20.38%	20.12%

Table 6R1-4

Annualized Tuition and Fee Cost Comparisons

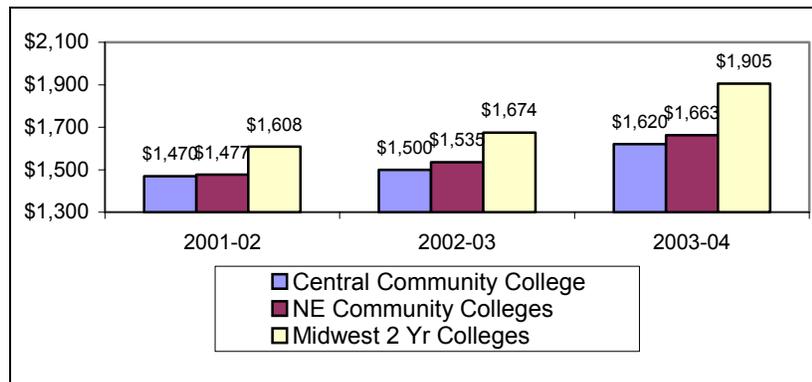


Table 6R1-5

Independent auditors and accountability reviewers audit and evaluate CCC business and student service support functions annually for compliance with standards, requirements, and internal controls. The college has passed these reviews in all material aspects. Figure 6R1-1 shows the types of reviews performed over the past three years. In addition during 2004/2005, the Nebraska Department of Education conducted an Office of Civil Rights Volunteer Compliance Review of the Grand Island campus.

Audits and Reviews

	2003-04	2002-03	2001-02
Independent auditors	√	√	√
State Perkins Grant Monitors	√	√	√
IRS – 1099 process	√		
State Department of Education - travel	√		

Figure 6R1-1

On an annual basis, the United States Department of Education requires the College to report the number of crimes committed on the College's campuses. Fortunately, CCC has a minimal number of on-campus crimes to report and only in two categories: robbery and aggravated assault. In the years illustrated in Table 6R1-6, CCC had no reported crimes in homicide, rape, forcible sex offenses, burglary, or motor vehicle theft.

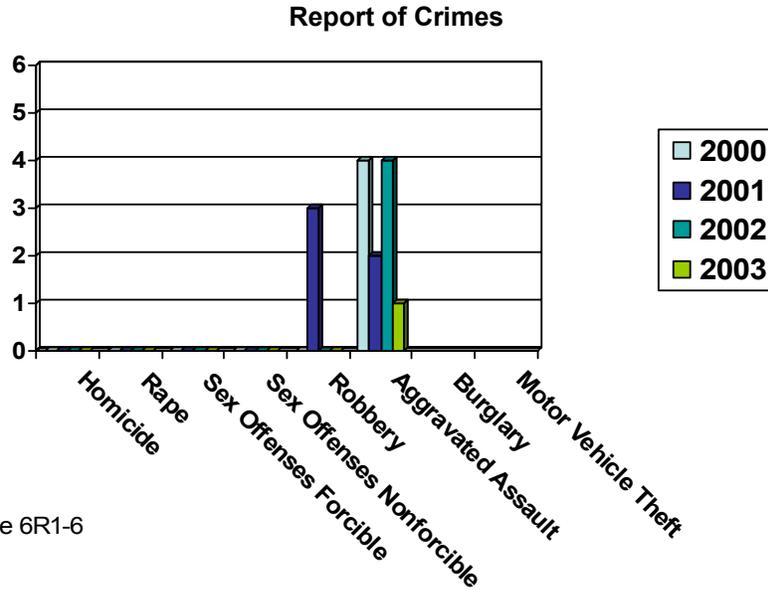


Table 6R1-6

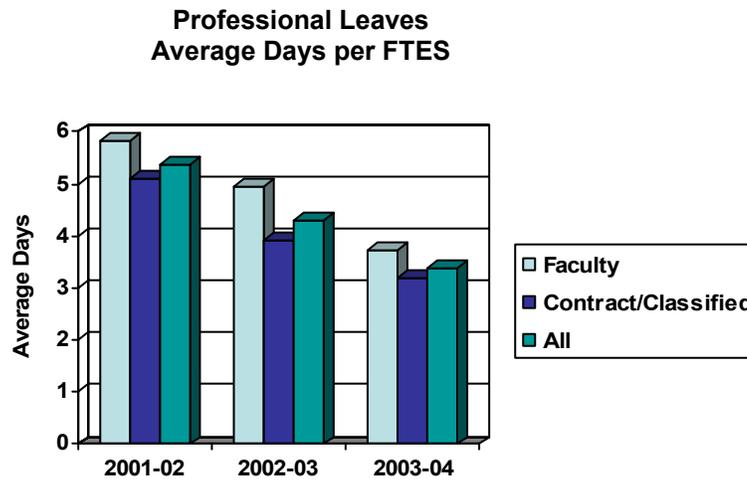


Table 6R1-7

Professional leaves document attendance at educational meetings or conferences. Professional development typically enhances employees' ability to support students' learning experiences. Budget constraints may have caused the number of professional leaves to decline over the past 3 years.

The college has distributed the Central Community College Issues Questionnaire to all employees for the past three years. One question of interest is "The College's ability to adequately control the climate (temperature) in the classroom."

Ranking is as follows

2002	1st
2003	3rd
2004	7th

The Physical Plant Department has made progress in improving temperature control within areas of the college; additional work is schedule for future years.

6R3 Results Comparisons

The "Overview of Results for the 2004 Community College Survey of Student Engagement" report presents relevant findings for Central Community College. The data from the overview section of the CCSSE report represents factors where Central Community College significantly out performed, or under performed peer institutions who participated in the study (See Sections 3R1 through 3R3).

Business Services Department annually compares financial information from other Nebraska community colleges. Table 6R1-2 displays Nebraska community colleges' comparative financial data. Inconsistent data definitions among the Nebraska and other community colleges limit the ability to compare data.

6I1 How CCC improves its current processes and systems for supporting institutional operations

The College will assess the results of the 2005 CCSSE survey and determine areas of strengths and opportunities for improvement. The College will review these findings in detail, identify opportunities for improvement, and assign process improvement tasks to appropriate College teams, or refer them to the College's planning team (See Figure 5C1-1).

The College Dean of Students, along with appropriate student service teams, will monitor student feedback cards and student recommendations to the Educational Services Committee, campus cabinets, and the College Cabinet to identify other opportunities to improve student support services. The Dean of Students also meets regularly with the student service teams to review progress on Student Services Goals and Objectives.

To improve quality improvement focus, the Student Services Department needs to finalize student service KPI standards and fully implement the student card feedback process.

The Business Services Department needs to develop a systematic process to evaluate key business service functions and services. The department can achieve this by conducting periodic surveys of stake holders in addition to other feedback mechanism in place.

Because the Business Services Department and the Student Services Department are typically housed in close proximity and measure similar services, they might find efficiencies by exploring a common data gathering instrument to measure customer satisfaction and quality of services.

6I2 Setting Targets, Improving Priorities and Communications.

Student Support Services personnel will review the results of all key performance data. Items for improvement will be addressed and Goals & Objectives will be established to meet these needs. Student Service Teams have identified the following selected goals for implementation during 2005-2006:

Career and Employment Services/Cooperative Education Team:

- Maintain a high response rate on the graduate follow-up survey.
- Compile statistics for employer follow-up report using the program specific questionnaires developed by program faculty and associate deans. In 2006, survey: Early Childhood Education, Dental Assisting, Dental Hygiene, Commercial Art, Heating/Air Conditioning, Automotive, Auto Body, Electronics, Machine Tool, Welding, Parts/Sales Management, and Human Services.

Registration Team:

- Implement the External Audit process for external transcripts.
- Identify and implement imaging for top five registration priorities.
- Establish annual processes calendar for Registration

Financial Aid Team:

- Work with the Web Team on appropriate financial aid updates.
- Investigate the feasibility of implementing electronic funds transfer for our student loans.

- Continue to explore the logistics of adopting document imaging in the campus financial aid offices.
- Review all optional procedures not mandated by State or Federal regulation to determine if any of them can be eliminated.

Assessment and Advising:

- Work with MIS to establish way to deliver COMPASS testing online on-campus and to off-campus college learning centers and to identified high schools.
- Continue to review advising procedures for “best practices” for advisor/advisee strategies and use and promotion of computerized and/or online advising services for students and advisors.

Recruiting and Admissions:

- Continue to expand and refine the minority recruiting concept by using the Minority Student Success Study Model.
- Develop and implement a follow up admissions letter integrated into communication management by spring 2006.
- Implement the use of focus groups to provide feedback for recruiting publications and overall awareness of Central Community College in our quest to be the college of first choice in central Nebraska.

The Business Service Teams’ targets for improvements during 2005-2006 include:

Purchasing:

- Continue working on the Six Sigma Project committee looking at purchasing services and implementing any outcomes of the study.
- Continue the training of staff on the new travel procedures and implementing and making staff aware of any new changes that are added to the travel procedures.

Financial Operations:

- Incorporate additional imaging into workflows.
- Prepare for Payroll Daily Time Tracking process and web timesheets.
- Review forms and procedures for compliance with Data Security Standards.

MIS:

- Expand CCC Training Opportunities to CCC Stakeholders.
- Upgrade CCC WAN to enhance Web, Data, and Voice & Video Services.
- Enhance CCC MIS Services: (Ex. Network, ghost, monitor, security, access & servers).
- Apply AQIP/CQI techniques within the MIS & College environments.

Human Resources:

- To conduct training for Supervisors utilizing the Supervisors Training Manual.
- To work toward the completion of scanning personal information and shredding old documentation.

Physical Plant: Develop a college master facilities plan.