

AQIP Criterion 9: Building Collaborative Relationships

9C1 Key Collaborative Relationships

Central Community College has developed key collaborative relationships based on the instructional and service priorities stated in the college mission:

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

The variety and number of external relationships developed significantly impact the communities and constituents within our area and in some cases within the state of Nebraska. Our major focus is to serve those companies, businesses, communities, agencies, schools, organizations, and individuals within the legislated 25 county area of central Nebraska. All of these relationships interweave in obtaining, developing, and offering educational services. Figure 9C1-1 illustrates the collaboration priorities, focus of the collaboration, various partners, and the purpose of each collaborative relationship.

Mission Priority	Partnership Categories	Purpose of Relationship	Measures
Applied Technology & Occupational Partners	<ul style="list-style-type: none"> ▪ Community college peers ▪ Business and industry ▪ Secondary schools ▪ Professional offices ▪ Senior Institutions 	<ul style="list-style-type: none"> ▪ Program offering collaborations ▪ Advisory committees, donations, & cooperative education ▪ Tech Prep articulation ▪ Clinical/internship sites ▪ Articulation 	<ul style="list-style-type: none"> ▪ Number of offerings needs not addressed ▪ Functioning according to guidelines, current technologies represented, ability to place coop students, donations provided ▪ Number of Tech Prep schools & story boards address current needs ▪ Adequate number of qualified sites ▪ Occupational majors ability to transfer
Academic Transfer	<ul style="list-style-type: none"> ▪ Senior institutions 	<ul style="list-style-type: none"> ▪ Articulation agreements 	<ul style="list-style-type: none"> ▪ Agreements with Nebraska senior institutions
Workforce training, continuing education, economic & community development, & public service	<ul style="list-style-type: none"> ▪ Business & industry ▪ High schools ▪ Chamber of Commerce ▪ Churches 	<ul style="list-style-type: none"> ▪ Training ▪ Continuing education facilities and public service ▪ Economic and community development ▪ Public service 	<ul style="list-style-type: none"> ▪ Number of industries & people served ▪ Number of persons served ▪ Number of communities served & projects under development ▪ Number of students in clinicals/internships & ABE
Applied research	<ul style="list-style-type: none"> ▪ Coordinating Commission ▪ National Student Clearing House ▪ CCSSE 	<ul style="list-style-type: none"> ▪ Comparative data with peer institutions ▪ Student tracking data ▪ Student perceptions survey and comparative data with peer institutions 	<ul style="list-style-type: none"> ▪ Acquiring needed data in a timely fashion ▪ Availability of current student migration data ▪ Availability of peer institution comparative student perception data

Figure 9C1-1 Key Collaborative Relationships Established by Central Community College

Figure 9C1-2 shows some of the current key collaborative relationships CCC maintains.

Partnership categories	Specific Partners	Nature of the Relationship
Business / Industry Partnerships	Mechatronics grant project, Swift, Eaton, Flexcon, etc.	Donations, training, and basic skill education
State / Federal Partnerships	Workforce Development (State and Federal Departments of Labor)	Staff development and training
	Nebraska Department of Education	Grants and collaborative curriculum development
	Nebraska Coordinating Commission for Postsecondary Education	Statewide coordination, program reviews, and statewide articulated standards
	Nebraska Department of Health and Human Services	EMT and First Responder training; Nursing Assistant and Medication Aid training
Community Partnerships	Nebraska Nurses Association	Continuing Nursing education
	American Heart Association	CPR Training and certification
	Learning Centers in over 80 area communities	Providing an extensive range of credit, non-credit, and avocational courses within a community.
Educational Partnerships		
Colleges / Universities	University of Nebraska system: Lincoln, Kearney, Omaha, Medical Center	On going academic or technical articulation agreements of courses to accommodate transfer students
	State College system: Wayne, Peru, Chadron,	same as above
	Private Universities & Colleges in Nebraska (8)	same as above
	Community Colleges in Nebraska (6)	Coordination
Area High Schools	Over 60 area high schools	Linkages, Tech Prep, H.S. consortiums for college course offerings within a community via interactive audio/video
FutureForce Nebraska	Legislators, state agencies, industry, higher education, high schools, parents, students, and organized labor	Develop career pathways and support structures for traditional students and adults seeking career advancement or career changes

Figure 9C1-2 Key Collaborative Relationships

9C2 Collaborative Relationships and College Mission

Because CCC believes collaborative relationships are critical in providing unique learning opportunities, the college highlights the importance of these relationships in the college mission (See Overview O1). These unique learning opportunities manifest themselves as flexible learning opportunities based on the requesters needs. These collaborative learning opportunities are also a requirement of specific Nebraska guidelines. Additionally, CCC has integrated community leadership, industry representatives, and educational advisory groups into the planning process, ensuring CCC maintains state of the art equipment, facilities, and instructional methods. This interactive planning aids the college in providing the successful learning of skills and techniques needed in today’s competitive market and to obtain academic achievement.

9P1 Creating, Prioritizing, and Building Relationships

Central Community College has long formed collaborative relationships in the attempt to improve its programs and services. The College uses both formal and informal processes to create, prioritize and build these relationships. Program advisory committees provide one key example that CCC has used for over 20 years to maintain state-of-the-art technology programs and meet the employment needs of area industry. The information exchange obtained through these sessions provides an invaluable resource and solidifies relationships with industry and assists in understanding the dynamics of the communities we serve. The President's Advisory Committee has become another key component in developing relationships with education, industry, and local communities.

Central Community College also works closely with four year transfer institutions to develop curriculum agreements that benefit students desiring a seamless transition to receiving institutions offering bachelor degrees. College faculty, administrators, and staff responsible for establishing collaborative relationship prioritize the order for developing the relationship and contact the industrial organizations and educational institutions. Central Community College initiates the communication links to solidify the college's relationships and to demonstrate the desire to work closely with all entities that will benefit students, employees, employers, and our communities. College personnel are flexible and responsive to the needs and demands of each unique relationship. Central Community College meets demands and allows for significant input from constituents through advisory committees, personal visits, e-mail correspondence, professional relationships. Additionally, the predominance of CCC's student body comes from partner organizations including:

- Educational consortiums (area high schools) like the Crossroads Conference
- Nebraska Para-Professional Career Ladder Project
- Tech Prep agreements with 63 of 72 high schools
- Economic Development councils at Columbus, Grand Island, and Hastings
- Learning Centers, local industry, and retailer contacts in over 80 communities served by Extended Learning Service staff
- FutureForce Nebraska

9P2 Ensuring Varying Needs of Those Involved are Met

As outlined in Section 9P1, CCC is very conscious of the need for obtaining feedback from those individuals served. Central Community College relies on direct and frequent communication with constituents to define concerns about services and programs. Exhibiting respect and concern for individual and group opinions and integrating this feedback into decision-making has fostered an environment that results in timely response to the constituencies needs.

The College also uses other means to measure trends of need for different constituencies. Central Community College regularly collects formal student or employee evaluations of classes or workshop offerings. Central Community College staff analyzes these comments to assess the quality of instruction and service to determine if changes need to be incorporated.

Central Community College encourages companies, with which we provide training workshops, to do onsite inspections of our facilities and to monitor those activities. All these means of assessment are essential in addressing change and in making required improvements to instruction and services.

9P3 Creating and Building Internal Relationships

The cluster and divisional organization of CCC has contributed significantly to the assurance of consistency in building relationships within the college. Internally the College has numerous avenues for building relationships. Building a college-wide articulated curricula and course competency, through World-Wide Instructional Design System (WIDS) formatting, created an active dialogue among most program faculty. Another tool the College uses to build internal relationships involves conducting annual meetings of faculty from each cluster. These meetings assist in developing and implementing an assessment of student learning program among the three campuses. To reinforce these modes of communication, numerous departments hold monthly/quarterly meetings or work sessions to address

college wide issues. One of CCC's action projects focused on "Improving Communication" (See Section 5R1).

The College established the goal to expand the pathways of communication within the college and to improve collaborative relations between individuals and groups.

9P4 The Collection and Analysis of Measures of Building Collaborative Relations

Central Community College collects and analyzes multiple forms of data annually or more frequently to aid CCC in planning for and developing collaborative relationships. The College collects data from the time students apply to CCC until after they have graduated. The Career and Employment Services Office collects data through placement questionnaires sent to alumni, and employers. The CCC Foundation collects information from alumni to define areas of strength and potential opportunities for improving the relationship with the Foundation. The College shares student enrollment, student demographics, and program demographics through state and federal agency reports including:

- National Student Clearing House
- National Community College Benchmark Project
- Integrated Postsecondary Education Data System (IPEDS)
- Nebraska Educational Data System (NEEDS)

Several other indicators of collaboration activities include:

- Grant tracking reports
- Image surveys
- Career Pathways activity reports

Additionally, CCC uses focused studies from consultants to gain an unbiased view of the College's services and internal workings. One example of such a study was the CLARUS study of the public perception of the college and how this affected marketing.

9R1 Results of Building Key Collaborative Relationships

The Tech Prep program provides one example of how CCC has experienced positive results in building relationships. The Tech Prep initiative expanded the number of high schools who have formed close working relationships with CCC. From the beginning of Tech Prep in 1990, CCC's relationships have grown from one participating school to 63 schools. In academic year 2003-04 the project enjoyed a student enrollment of 5796 that represents 85% of the secondary students served.

Additionally, CCC's Extended Learning Services have experienced excellent success in delivering courses and workshops to over 80 communities in the colleges 25 county area. The College recently developed a collaboration that included the American Heart Association, the Nebraska Department of Health, and the Nebraska Nurses Association to train and recertify individuals in EMT/ First Responder, CPR, and continuing nurse education. Central Community College's Training Cluster has also experienced exceptional success in obtaining grants and offering customized courses / workshops to area business and industry.

The most recent award of a 1.6 million dollar grant to deliver high skills training for high demand jobs will address industry worker shortages through out the state. This particular project is a collaborative effort that included six community colleges, the Nebraska Department of Labor and Education, and area high schools. In October 2005, the U. S. Department of Labor announced a 1.9 million dollar award to Central Community College and 15 partners to strengthen the Transportation, Distribution, Warehousing, and Logistics training in central and western Nebraska. In addition, the Nebraska Transfer Initiative has built a solid articulation relationship with 27 senior institutions including the other Nebraska community colleges.

9R2 Comparative Results

As with most postsecondary institutions, CCC strives to compare its results with that of other educational institutions. At the present time, CCC has few results to use directly for the purpose of comparative analysis. Some of the measures currently analyzed to identify CCC's performance in comparison to other postsecondary institutions include:

- National Community College Benchmark Project
- Community College Survey of Student Engagement
- Tech Prep enrollment data
- IPEDS data
- Feedback and data from the Nebraska Coordinating Commission
- Tuition, room, and board data at other Nebraska public institutions

Most of the shared comparative data bases do not include data on collaborative relationships.

9I1 Improving Current Processes

To improve processes and systems for building collaborative relationships, Central Community College reviews:

- Data relevant to the relationship: number of partners, number of persons served through the relationship, outcomes of the relationship, and data compared to other Nebraska community colleges.
- Value of the relationship to involved stakeholders: stakeholders' willingness to support the relationship, stakeholders' evaluation of the value of the relationship, improvement of student learning resulting from the relationship, and stakeholders' willingness to improve the process or systems within the relationship.

9I2 Setting Targets for Improvement

Central Community College uses direct and indirect measures of student learning to set targets for improvement. The college uses program standards, institutional standards, the Nebraska Coordinating Commission for Postsecondary Education standards, national program accrediting standards, and comparative data from other institutions to measure achievement against acceptable standards. The College measures performance against established standards and targets for improvement the systems and processes of programs and services that do not achieve the standards. The college has targeted the following systems and processes for improvement during 2005/2006:

- Improve the financial status of the CCC by identifying new dependable revenue sources through budgeting priorities, grant funding sources, foundations, business and industry contributions and partnerships, and service fee reviews.
- Use a CCC Systems Portfolio driven planning process that will prioritize human resource adjustments, equipment needs, service additions or deletions, and other resource needed to improve the effectiveness, quality, and efficiencies of instructional and learning support service.
- Improve enrollment management process that:
 - Result in CCC becoming central Nebraska's college of first choice.
 - Provide measures to predict program, course, and service capacities.
 - Address crucial student retention issues to improve student goal achievement.
- Develop and implement a plan of leadership and professional development for full- and part-time employees.
- Place emphasis on analyzing and improving teaching, learning, diverse cultural issues and learning styles, and other critical instructional support processes.
- Adjust the organizational infrastructure 2004/2006. Compared to other Nebraska community colleges, Central Community College employed too many administrative and administrative support personnel. During the 2005/2006 college year, the college will pilot a structure with four fewer full-time equivalent administrative and administrative support personnel in the operational budget. This action will provide additional funding to employ faculty and purchase equipment for instructional programs.

Central Community College
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Central Community College communicates achievements with partners, faculty, staff, administrators, appropriate students and stakeholders through newsletters, committee structures, posting of minutes, forums, and campus and all-college meetings.