

## Institutional Overview

### **O1. Distinctive Institutional Features**

Central Community College has many features to distinguish it from the other five community colleges in Nebraska and comparable institutions throughout the nation.

Public Funded: Central Community College, a locally governed, Nebraska public, non-profit, multi-campus comprehensive community college, derives approximately 40% of its support from property taxes levied in the 25-county service area. The college receives an additional 40% of its funds from a State of Nebraska allocation and the remaining 20% from tuition and fees.

Large Sparsely Populated Service Area: The College's service area encompasses 14,000 square miles, twenty-five Nebraska counties with a population of approximately 300,000.

Individualized Instruction: Individualized instruction means that students progress independently of one another to earn course credit by completing packets of work. Because of this format, students may take one, two or three credits a semester. On campus students work closely in a one-on-one situation with instructors. Eighty percent of the College's curriculum is available to students via individualized instruction.

Continuous Enrollment: Because of individualized instruction students may enroll any day that classes are in session, providing there are sufficient time and space.

Learning Centers: On campus faculty also have individualized packets available at learning centers throughout the 25 county service area. Learning Center managers coordinate the center, collect and distribute both packeted materials and all student paperwork, monitor tests, apprise students of all college deadlines, and acts as a liaison between faculty and student.

Multiple Campuses: The College provides three full-service campuses to serve its large geographic area: Grand Island, Hastings and Columbus. Because the full-service campuses are on the eastern side of the service area, the college has established limited service sites at Kearney, Lexington, and Holdrege in its western region. The Extended Learning Services department cooperates with on-campus faculty and staff to provide credit and non-credit opportunities in 80 area communities. Table 06a-1 describes the college's owned and leased facility infrastructure for administration and delivery of instruction and support services.

Distance Learning Sites: Distance learning responds to the growing need of working adults in central Nebraska to have access to certificate, diploma, and degree programs in the learning center in their local community. Distance learning uses the same curriculum and meets the same standards as the program offered on CCC's three campuses. Distance learning sites use web-based instruction, satellite delivery, as well as individualized instruction (approved to deliver courses via web based delivery- summer 2006).

Expanding Ethnic Diversity: The 25-county area has seen an increase in ethnic diversity. Lexington and Schuyler communities have 64% Hispanic students in the public schools and Grand Island has over 22 ethnic groups represented in its schools.

### **Mission and Purposes**

Central Community College reviews and updates its mission statement on a three-year cycle. The College Board of Governors approved the following mission statement and supporting statements on June 17, 2004 (amended April 20, 2006), for the college year beginning July 1, 2005.

**Mission:** To provide access to quality student-centered instruction and learning support systems for individuals desiring higher learning.

**Instructional and Service Priorities:**

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

**Geographic Focus:** Twenty-five counties in central/south Nebraska

**Governance:** Public higher education institution governed by a regionally elected eleven member governing board.

**Values:** Central Community College values:

- Diversity among Central Community College's students, Board of Governors, faculty, staff, and administrators.
- Fostering a commitment to lifelong learning.
- Partnerships that promote and create educational opportunities.
- Learner centered environments that support holistic student development.
- Providing access to quality instructional programs and support services through:
  1. Affordable education and training.
  2. Multiple instructional delivery methods.
- Continuous quality improvement processes including data based decision-making.
- Integrity demonstrated through high ethical and professional standards.
- Risk taking, innovation, and creativity that builds on the Central Community College heritage while envisioning the College's future.

**Vision:** Central Community College – the first choice for individuals seeking to improve their lives and careers through exemplary learning programs.

**Goals and Action Priorities**

Central Community College 2006-07 Goals Approved by the Board of Governors April 20, 2006  
(Academic Quality Improvement Program (Categories in Parentheses))

1. Provide teaching-learning experiences, systems, and processes that assure Central Community College students' success in achieving their stated educational goals. (AQIP Category 1 - Helping Students Learn)
2. Initiate distinctive systems and processes that complement student learning and support the mission of Central Community College. (AQIP Category 2 - Accomplishing Other Distinctive Objectives)
3. Develop systems and processes that identify students' and other stakeholders' needs and measure the college's success in meeting identified needs. (AQIP Category 3 - Under-standing Students' and Other Stakeholders' Needs)
4. Establish staffing and development standards, systems, and processes that demonstrate a high regard and appreciation of people and have a positive impact on student learning and support and other important college objectives. (AQIP Category 4 - Valuing People)
5. Use leadership and communication structures, networks, and processes that effectively guide Central Community College in setting directions, making decisions, envisioning educational needs and opportunities, and building and sustaining a student-centered learning environment. (AQIP Category 5 - Leading and Communicating)
6. Provide student, faculty, and administrative support systems, processes, and resources that ensure an environment that encourages student learning. (AQIP Category 6 -Supporting Institutional Operations)
7. Collect and analyze data and use measures of institutional effectiveness to drive performance improvement. (AQIP Category 7 – Measuring Effectiveness)

8. Create planning systems and processes that focus the college's resources on achieving its mission and vision. (AQIP Category 8 - Planning Continuous Improvement)
9. Promote the development of collaborative relationships that support student learning at Central Community College. (AQIP Category 9 - Building Collaborative Relationships)

### **Central Community College 2006-07 Action Priorities**

Approved by the Board of Governors April 20, 2006 (Associated AQIP Categories in Parentheses)

1. Design and implement a plan to improve student success rates in developmental reading and English. (Category 1)
2. Develop and implement a standardized college-wide student course assessment survey. (Categories 1 and 3)
3. Complete the design and pilot testing of the employee professional development program. (Categories 4, 6, and 8)
4. Design and begin to implement a comprehensive college marketing plan. (Category 5)
5. Implement and evaluate the initial version of the college data dashboard (i.e., key performance measures). (Category 7)
6. Develop and pilot test a program review process for non-academic programs and units. (Category 8)

**Strategic Processes:** Central Community College students, Board of Governors, faculty, administrators, and staff will collaborate in achieving the College's mission through the following strategic processes:

1. Informing potential students of learning opportunities by:
  - a. Analyzing public and business educational and training needs, and designing appropriate curriculum and delivery strategies.
  - b. Creating lifelong learning maps resulting in certificates, diplomas, and associate degrees that lead into occupational and/or professional careers.
  - c. Promoting educational programs and class schedules to potential learners.
  - d. Partnering with businesses, institutions, and agencies to create alternative learning experiences.
2. Providing access to learning experiences through:
  - a. Affordable pricing.
  - b. Technology supported group/class activities, individualized learning processes, and distance delivery.
  - c. Classes scheduled for students at convenient times in environmentally safe, accessible, and aesthetically pleasing facilities.
3. Delivering, supporting, and validating teaching and learning in educational programs by:
  - a. Encouraging higher orders of thinking and learning, advocating the free exchange of ideas, promoting appreciation for diversity, and fostering a global perspective.
  - b. Providing comprehensive learning and student support services.
  - c. Utilizing teaming concepts in student-centered learning activities.
  - d. Providing technologies that enhance student learning.
  - e. Assessing student learning and strategically adjusting curriculum, teaching, and learning support resources.
  - f. Utilizing quality improvement concepts to assess and modify educational programs and services.
4. Documenting learner attainment by:
  - a. Validating learner achievement of institutional graduation requirements.
  - b. Awarding comprehensive associate degrees and occupationally focused diplomas and certificates to students who successfully complete required programs of study.
  - c. Providing transcripts of record for those who seek documentation of learning achievement.
5. Leading in the accomplishment of the College's mission by:
  - a. Appropriately involving students, the Board of Governors, faculty, staff, and administrators in designing and utilizing effective learning processes and support structures.
  - b. Evaluating, planning, and allocating the utilization of resources to improve the quality of learning and to respond to future challenges and opportunities.

- c. Providing evidence of student learning and teaching effectiveness.
- d. Fostering and supporting the value of inquiry, creativity, social responsibility, and lifelong learning among the students, Board of Governors, faculty, staff, and administrators.
- e. Maintaining high standards of integrity and professional conduct.

## **O2. Scope of Educational Offerings**

Central Community College offers certificates, diplomas, and Associate of Applied Science degrees including a general education core in 32 applied technology and occupational programs (See College Catalog, [www.cccneb.edu](http://www.cccneb.edu)). For students interested in transferring, Central Community College offers Associate of Arts and Associate of Science Degrees and an Associate Degree of Nursing. The College provides non-credit business and industrial training courses, personal interest avocational courses, and foundations education courses as needed. Courses are offered on- and off-campus. Students can take courses and receive academic awardsthrough traditional lecture, individualized instruction, and/or distance learning (i.e., satellite, video, and web-based).

### O3. Student Base, Needs, and Requirements

Around 25,000 to 30,000 students attend CCC each year. Approximately 59% of the student body enrolls in credit programs (See Table O3-1)

Ten Year Unduplicated Headcount			Ten Year Credit Enrollment Trend			
YEAR	HEADCOUNT		YEAR	PART TIME	FULL TIME	TOTAL
1995	32,376		1995	23,094	1,910	25,004
1996	31,126		1996	22,137	2,035	24,172
1997	29,844		1997	20,989	2,099	23,088
1998	29,911		1998	20,443	2,109	22,552
1999	28,842		1999	19,534	2,368	21,902
2000	27,836		2000	18,498	3,207	21,705
2001	27,576		2001	18,099	2,167	20,266
2002	26,913		2002	13,498	2,160	15,658
2003	26,559		2003	13,409	2,179	15,588
2004	25,750		2004	13,777	2,662	16,439
2005	25,588		2005	13,784	2,858	16,642
2006	25,463		2006	13,603	2,613	16,216

Table O3-1

The remainder of the student body enrolls in industrial training courses, avocational courses, and Adult Basic Education. Although our diversity report (See excerpt at 1C4-1) indicates 84.8% of students identify as white, non-Hispanic, 15.2% of students come from a variety of ethnic backgrounds. Demographics indicate wide range of ages (See 1C4-2). Forty-two percent of credit students are younger than 25, fifty percent are between ages 25-55, and eight percent are over 55.

#### Student Needs and Requirements

Sparse population and distance creates unique student needs at CCC: student housing, distance delivery of courses and student services, and local support via learning centers based in communities.

Providing students learning support services is paramount. Student demographics indicate that 71 percent have financial need and 62.4 percent require foundations education and tutors. Increasing ethnic diversity in the service area demands the college provide bi-lingual recruiters and classes. The 2000 Census reports the following ethnic distribution in the CCC service area: African American, .7%; American Indian/Alaskan Native, .4%; Asian/Pacific Islander, 1.0%; Hispanic, 6.1%; and white non-Hispanic 84.8%; and unknown 7.3%.

Besides demographic analysis, CCC also polls the students to involve them in defining wants and needs. By analyzing the results from the Faces of the Future Survey and the Community College Survey of Student Engagement (CCSSE), the College determined that students needed:

- More opportunities to talk about career plans with instructors or advisors.
- Additional information about career opportunities.
- Greater frequency of academic advising and planning.
- More access to instructors.
- Additional financial assistance.
- More hands-on learning to perform new skills.

**04. Collaborations**

Central Community College maintains a tradition of cooperation and collaboration with its various stakeholders; for additional listings of CCC's collaborations, See Category 9:

<b>External Stakeholders</b>	<b>Collaborative Efforts</b>
Nebraska Community College Association	Active member since 1975
Nebraska Department of Economic Development	Employee training for approximately 140 industries
Higher-education partners	Transfer arrangements with Hastings College, University of Nebraska at Kearney, Bellevue University, Doane College, and 26 other higher education Nebraska Transfer Initiative partners
Nebraska State Education Association	Represented the full-time faculty since 1970.
High School partners	Tech Prep arrangements made with 63 of 73 schools in the service area plus Early Entry and dual credit
Adult Basic Education	Adult Basic Skills and secondary education
Advisory Committees	At least annual meetings with local industry leaders to review curriculum in all 32 technical programs

Table O4-1

**05 Faculty and Staff**

Table O5-1 describes the primary demographic factors of CCC's faculty and staff. This table provides a broad overview of the college's employee numbers, employment classification, and education levels.

<b>(2004/2005) Faculty and Staff Demographics</b>						
<b>Title</b>	<b>Number</b>	<b>Doctoral</b>	<b>Master</b>	<b>Bachelor</b>	<b>Associate</b>	<b>No Award Rpt</b>
F-T Faculty	145	5	72	48	13	7
P-T Faculty	653	12	95	161	30	355
Adm/ Support	116	6	48	45	4	13
Classified	139	0	2	8	38	92
Part-time Non-faculty	573	0	0	0	0	573
Work Study	110	0	0	0	0	110

Table O5-1 (pending annual update)

**06a. Critical and Distinctive Facilities, Equipment, and Technologies**

Table O6a-1 describes the critical facilities, locations and student full-time equivalent at each site.

Site/ Function	Owned by	Location	Dorms	FTE Student	Campus Size	Student Count	Equipment Value*
Grand Island Admin	College	Grand Island	NA	NA	29,900 sq ft	NA	\$811,440
Columbus Campus	College	Columbus	106 Beds	1125	224,238 sq ft, 93.5 Acres	8,471	\$1,827,251
Grand Island Campus	College	Grand Island	Apart Bld.	1327	91,255 sq ft, 80 Acres	11,683	\$1,675,180
College Park	College Park	Grand Island	NA	Included in G. I.	17,417 sq ft	Included in G. I.	Included in G. I.
Hastings Campus	College	Hastings	320 Beds	1506	384,012 sq ft, 644 Acres	7,984	\$3,615,937
Kearney Learning Center	College	Kearney	NA	Included in G. I.	14,850 sq ft	Included in G. I.	\$106,696
Lexington Learning Center	College	Lexington	NA	Included in G. I.	1,570 sq ft	Included in G. I.	Included in G. I. campus
Holdrege Learning Center	Leased	Holdrege	NA	Included in Hastings	1,379 sq ft	Included in Hastings	Included in Hastings
Learning Centers	Public School, Bus & Ind	Communities in Service Area	NA	Included on one campus	Class space/ rooms	Included on one campus	NA
Technology (PC/ Laptop)	College	IP video conferencing - 9, Office Windows XP, Datatel/Colleague Software System, PCs - 2346 with 40 dedicated to the dorms, 426 student connections in dorms, and 50 servers					

Table O6a-1 \*Depreciated value

**06b. Distinctive Operational Environment Characteristics**

Not unlike other higher education institutions, Central Community College works within distinctive operational and environmental regulatory constraints, required specialized accreditations, health or safety requirements, financial rules, essential equipment, properties, and facilities.

Regulatory Constraints: The Nebraska Coordinating Commission for Postsecondary Education oversees program offerings, out-of-area offerings, standards for continuation, and State Statutes that prescribe funding, mission, purpose, board selection, and geographic service area.

Specialized Accreditation: Medical Assisting Program – CAAHEP; Associate Degree Nursing and Practical Nursing programs – National League of Nursing (ADN only), and State of Nebraska Bureau of Examining Boards and Board of Nursing; Health Information Management – Commission on Accreditation of Health Education Programs; Dental programs – Commission on Dental Accreditation of the American Dental Association; and Medical Laboratory Technology – National Accrediting Agency for Clinical Laboratory Science.

Health or Safety Requirements: OSHA guidelines, state-mandated committees, and EPA and State Department of Environmental Quality Rules and Regulations.

Financial rules: State law defines state and local funding including local property taxes 40%, state allocation 40% through formula, and tuition and other 20%.

Essential equipment: Current technology and equipment for vocational/technical programs including equipment requirements for specialized accreditation program; technology support including computers, campus links by video conferencing equipment, T-1 lines, and servers.

Central Community College Foundation: Provides professional development funds for employees, student scholarships, and equipment.

## 07. Competition

Figure 07-1 shows CCC's competitors for service area first-time freshmen:

- University of Nebraska Lincoln, 25.4%
- University of Nebraska Kearney, 25.4%
- Southeast Community College, 19.5%
- Central Community College, 18.0% of first-time freshmen.

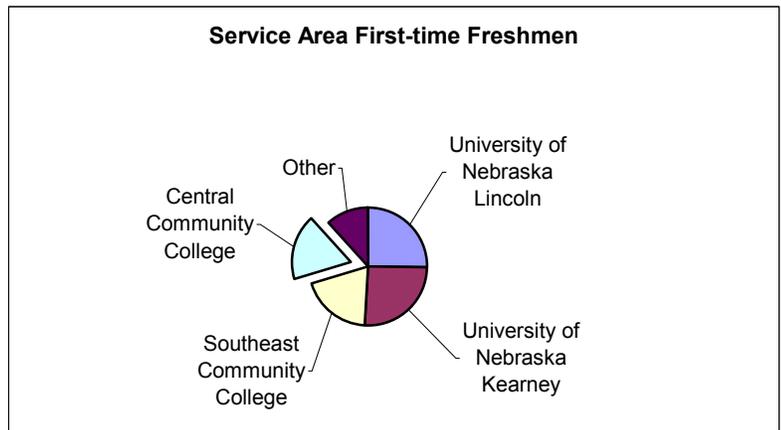


Figure 07-1 IPEDS Enrollment (Most Recent update)

## 08. Key Opportunities and Vulnerabilities

### Opportunities

1. Increase enrollment share of traditional students from 13.5% in 01/02 to 20% (CLARUS Study).
2. Improve the cohort graduation rate from 32.7% in 01/02 to 50%.
3. Improve decision-making processes by integrating data-based decision-making into college process.
4. Improve student learning by using delivery methods that support student learning styles.
5. Improve temperature control in the classrooms.
6. Give greater consideration to employee ideas in decision-making.
7. Improve employees' ability to measure effectiveness of processes.
8. Improve student course completion rates in courses lower than 80%.

### Vulnerabilities

1. Cohort graduation rate: 9.60% in 99/00, 20.00% in 00/01, and 32.70% in 01/02.
2. Course completion rates in programs and courses with completion rates below 80%.
3. Students' basic skills preparation (ASSET and COMPASS).
4. Supporting individualized instruction (MIS and marketing schedule with on-line registration).
5. Web delivery competition.
6. Leadership development and future staffing.
7. Ability of employees to measure the effectiveness of processes.
8. Competition from Southeast Community College.

Perceived CCC Strengths (1-7, Faces of the Future, 2001, 2002 and 2005, and CCSE 2003 and 2004; 8-10, Employees Issues Questionnaire)

1. Help provided to students in the financial aid process.
2. Courses available at times students can take them.
3. High quality academic advising.
4. Student friendly registration process.
5. Students in minority racial/ethnic groups treated with respect.
6. Using Email to communicate with instructors.
7. Asking questions and contributing to class discussions.
8. Administrators' workload expectation of employees.
9. Effort to serve off-campus students.
10. Number of program alternatives offered by Central Community College.