

Category 1: Helping Students Learn

1P1, 1P2 How Central Community College (CCC) Determines Common and Program Specific Objectives or Learning Outcomes

Central Community College entrusts the development of both common student learning objectives and specific program learning objectives to the faculty and faculty-based teams. The academic education departments currently are tasked with monitoring and updating common learning objectives annually. As academic education departments' courses of study are aligned with all award-granting programs and the college's common learning outcomes, these are equivalent to other programs' specific learning outcomes. Recommendations for changes to the academic education programs (including common learning outcomes) are collected from all academic education faculties across all campuses before forwarding recommendations to the College Educational Services Committee. This committee then acts on the recommendations and forwards them to the College Cabinet and the College Board of Governors for final approval.

Faculty teams from specific programs develop and review learning objectives for their programs by gathering input from program advisory committees, local industries, professional groups, program accrediting agencies, and key performance measures. For multi-campus programs, face-to-face articulation meetings ensure uniform development of learning objectives. Once the faculty develops specific program objectives, the Educational Services Committee, College Cabinet, and the College Board of Governors review them prior to publication in the College catalog.

The process for developing course level objectives is similar to the process for developing specific program learning objectives. In developing course level objectives, program faculty from the multiple campuses develop and approve course level objectives and then compare them to common and specific program learning objectives published in each course syllabus.

CCC also uses the World Wide Instructional Design System (WIDS) to develop new and revise existing programs of study. The use of the WIDS aids the college in maintaining a uniform development of learning objectives.

1P3 Designing New Programs and Courses to Meet Educational Market Issues and Student Learning

Central Community College currently uses several methods to identify if a need exists for new programs. These include:

- Feedback from other program advisory committees
- Input provided by local employers
- Analysis of current employment trends in the College service area and state
- Input provided by Nebraska Departments of Education and Labor
- Feedback from students and employees

Once the College identifies the potential need for a new program, it forms a steering committee of practitioners from the identified career field. The steering committee assists College personnel in determining the feasibility of implementing the new instructional program. The committee considers such factors as equipment needs, facility needs, faculty and staff credential requirements, accreditation requirements, College role and mission, potential salaries of graduates, evidence of program need, evidence of demand for graduates, duplication of offerings, adequacy of resources, and curriculum content and design.

If the College administration, Board of Governors, and the Nebraska Coordinating Commission for Postsecondary Education approve the proposed new program, the administration assigns the development of the program to a program cluster dean. To facilitate appropriate student learning, the dean selects qualified faculty and necessary support staff including consultants to design curriculum content and learning experiences, to plan needed facilities, and to purchase necessary supplies and

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equipment. The dean works with the faculty in selecting an advisory committee that will guide the development and implementation of the program.

The College faculty use both direct and indirect measures of student learning to adjust and improve student learning experiences. The direct and indirect measures of student learning include feedback from program advisory committees, assessment of student learning findings, feedback from students, and student success in curriculum courses and in capstone courses. The College surveys employers to measure the perceived ability of graduates in 12 knowledge, skill, and human relations competency areas (See Table 1R1-3). Program faculty uses the feedback from employers as well as other measures of student learning to adjust curriculum, learning environment, or delivery methods to better facilitate student learning.

The College utilizes three primary standards to balance educational market issues with student needs in designing responsive academic programming: a minimum of 10 program graduates per year, a five-year minimum average of 10 full-time equivalent students for each faculty member, and 75 percent of the graduates placed in an occupation related to their program of study.

1P4 How CCC Designs Responsive Academic Programming

Central Community College evaluates multiple factors in the development and delivery of its academic programming. Several factors used in this analysis include feedback from advisory committees, graduate surveys, the existing program review process and the counseling and advising process. The process starts with the student admission advisors and program advisors assisting potential students in aligning their learning objectives with the College's mission and appropriate program objectives. If Central Community College does not offer the student's desired program, the College assists the potential student in finding a college whose mission more closely aligns with the student's learning goals.

Central Community College publishes program objectives in the College catalog. Faculty publish course learning objectives in their course syllabi. Students can request course syllabi from faculty members or after Fall 2009 through the College Web site. The College requires all program offerings to align with the mission of the College, including its instructional service priorities, geographic focus, values, and vision (Program Standards, p. 23, Procedure Manual for College Organization, Business, Instruction, and Students; 2008-2009), <http://www.cccneb.edu/downloads/ProceduresBusinessInstructionStudents.pdf>).

The Nebraska Coordinating Commission for Postsecondary Education reinforces this requirement and approves only programs that meet the role and mission requirements of the College and Nebraska statutes (Guidelines for Submitting Proposals for New Instructional Programs and New Organizational Units; <http://www.ccpe.state.ne.us/publicdoc/ccpe/rules/pdf/rule4guidelinesnew.PDF>).

Instructional objectives of 100- and 200-level credit courses must apply to a degree, diploma, or certificate awarded by CCC and thereby support the mission of the College. Faculty review courses on a three-year cycle. The Educational Services Committee reviews and approves all course changes. The College also annually reviews all instructional programs against key performance measures and standards. The College conducts an in-depth review of each instructional program on a seven-year cycle. The Educational Services Committee, the College Cabinet, the College Board of Governors, and the Nebraska Coordinating Commission for Postsecondary Education review and act on each of these in-depth program evaluations and recommendations. The above procedures ensure CCC students' learning expectations, practices, and development objectives align with the mission of Central Community College as Table 1P3-1 illustrates.

Instructional and Service Priorities

Instructional and Service Priorities as noted in the College Mission:	Full Time Equivalent Students (FTES)		
	2006-2007	2007-2008	2008-2009
1. Applied technology and occupational education majors.	66.5%	66.2%	65.1%
2. Transfer education including general academic transfer programs majors.	25.2%	26.1%	28.6%
3. Public service, adult continuing education, economic and community development, foundations education, customized workforce training, and personal development.	8.3%	7.7%	6.3%

Table 1P3-1

1P5 How CCC Determines the Preparation Required of Students for Programs and Courses

As part of the program/course development process, CCC faculty define the preparation required of students in each course and program in their area of study. Initially in this process, faculty design and develop curricula, programs, courses, and learning paths for students using input from steering committees, advisory committees, accreditation agencies, discussions with other faculty, and professional organizations. Faculty then determine the basic and advanced preparatory knowledge and skills required of students to assure success in following a designated curriculum path. Students can also demonstrate equivalent knowledge by completing prerequisite math, science, or writing courses. In assessing student preparedness, CCC reviews the following indicators:

- SAT scores
- ACT scores
- ASSET scores
- COMPASS scores
- Locally developed test scores
- Transcripts

Additionally, some guidance on critical learning prerequisites are determined from employer feedback on the success of students in the workplace. If faculty and administrators are not satisfied that the desired learning has occurred, a review of curriculum, learning processes, and curriculum paths will be conducted to address student preparedness.

1P6. How CCC Communicates Student Preparation and Learning Objectives for Programs and Courses

The College catalog, admissions material, program brochures, and course syllabi communicate expectations regarding student preparation and student learning objectives for courses, programs, and the awarding of specific degrees or credentials.

The Admissions Department and support personnel assist in communicating learning objectives and student preparatory expectations by acting as a liaison between students and College instructional departments. The Admissions Department also aids students in:

- understanding student expectations
- opening communication channels by guiding applicants through program prerequisites
- collecting and recording applicant achievements
- administering basic skill tests
- forwarding completed files to program faculty for screening and feedback

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Faculty advisors communicate College learning expectations while assisting students with College readiness preparation and with matching student learning objectives to College programs and courses. Faculty and students collaborate in achieving these goals by:

- selecting courses that best match the student's learning objectives
- designing personal programs of study
- working with receiving transfer institutions should the student desire to transfer
- finding part-time employment if desired
- helping the students focus on appropriate time lines to achieve desired goals

Like the Admissions Department, the Student Support Services Department, including advisors, maintains communication with prospective and current students by recommending levels of instruction, providing access to basic skills instruction, providing career counseling, and monitoring internship experiences. Student Support Services also communicates CCC expectations by monitoring student progress through regular consultation with faculty.

The College Information Office maintains collected data inputted from admissions and advising personnel. These departments provide registration access through Web, telephone, or on site; and support degree audit software for planning programs of study. These groups also document course registration; course drops and adds; grades; and degrees, diplomas, and certificates awarded. These groups also verify accuracy of records and completion of award requirements as published in the appropriate College catalog and print transcripts and awards.

1P7, 1P8, 1P9 How CCC Helps Students Select Programs of Study and Supporting Foundations Education Requirements

As in the process for determining the preparation requirements of students, CCC primarily uses COMPASS, ASSET, and ACT scores along with transcripts to determine students' readiness for particular programs of study. Faculty teams representing specific disciplines have established cut-off scores for learning readiness in each field. Based on these cut-off scores (CCC Concordance Table 1P7-1), faculty then advise students regarding prerequisites, skill-building courses and curriculum sequence. Because faculty advisors remain constant, students have a familiar and supportive advocate. CCC has also focused significant effort to provide foundations education for those students who are underprepared for the selected program of study. The current Foundations Education team represents the Colleges effort to focus on this issue. The need to revise the foundations education process became evident after the last strategy forum and as a result, this became one of the college's three-year strategic quality improvement goals. The key areas being focused on by the Foundations Education Team include mandatory placement testing, refinement of assessment methodology and refined advising processes. Note: The health science programs including the licensed practical nurse and registered nurse programs have specific entrance requirements that are outlined in the far right-hand columns of Table 1P7-1.

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 Asset, ACT, and COMPASS Concordance Table

ASSET Scores	ACT Scores	COMPASS Scores	Course Recommendations	LPN	ADN
Writing Skills					
23-41	0-18	0-61	Basic Writing		
42-55	19-36	62-99	100 Level English Courses	42A/62C	43A/65C
Reading Skills					
23-29	0-9	0-39	Basic Reading		
30-34	10-12	40-59	Intermediate Reading		
35-39	13-18	60-75	Advanced Reading		
40-53	19-36	76-99	100 Level Reading Courses	40A/76C	42A/79C
Numerical					
Pre-Algebra					
23-32	0-13	0-21	Basic Math I		
33-39	14-16	22-42	Basic Math II		
40-55	17-18	43-49	Pre-Algebra Technical Math Fundamentals		
42-55	19-20	50-99	Elementary Algebra Occupational Math Business Math	42A/50C	
44-55	19-20	58-99	Technical Math		
Elementary Algebra					
Algebra					
23-31	0-18	0-20	Pre-Algebra		
32-44	19-20	21-44	Elementary Algebra Electronics Math	21C	
45-55	21-23	45-52	Intermediate Algebra		45A/45C
Intermediate Algebra					
Algebra					
23-42	21-23	45-52	Intermediate Algebra		
43-55	24-25	53-99	College Algebra Pre-Calculus Mathematics for Elem. Teachers Applied Statistics		
College Algebra					
College Algebra					
23-39	24-25	0-48	College Algebra Pre-Calculus		
40-55	26-27	49-96	Applied Calculus Trigonometry		
No Equivalent					
Trigonometry					
-	26-27	0-45	Applied Calculus Trigonometry		
-	28-36	46-96	Analytical Geometry Calculus I		

Table 1P7-1

Additionally, for those students still deciding on a career, the College provides career assessment, which matches interests and abilities to a potential career. The College provides advising, career counseling, and placement statistics to assist students in reaching a decision.

Because the College recognizes differences in learning styles, students may select the delivery method best suited to their individual needs: lecture, individualized instruction, video and Web. The Program Delivery Chart (Table 1P7, 8-1) reports the various course delivery methods used in each of the College's programs. Central Community College offers 35 applied technology and occupational education programs that lead to Associate of Applied Science degrees, diplomas, and certificates (See College catalog, page 39).

<http://www.cccneb.edu/downloads/Catalog2009-11.pdf>

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In addition to the degrees, diplomas, and certificates offered, the College provides learning opportunities and public service in adult and continuing education, economic and community development, foundations education, and customized workforce training.

1P10. How CCC Addresses the Special Needs of Students

Central Community College has a well established set of processes and systems to support the special needs of its students. As the charter of the College is to provide postsecondary education in the local community, the topic of access to all students has been and continues to be reviewed on an ongoing basis. Students who require special access or support in achieving their learning goals can receive assistance from several departments within the college. Some of these include:

- Academic Success Center
- Academic advising
- Placement testing
- Registration

For qualifying students, handicapped parking is available in designated areas, and all college facilities (campuses and learning centers) are handicapped accessible. Additionally, the college provides learning support for both hearing and visually impaired students in the form of learning aids and assistance from faculty and advisors. If additional assistance is needed for a given student, arrangements are made by that student's academic advisor.

1P11 How CCC Determines, Communicates, and Documents Effective Teaching and Learning

Central Community College has implemented nine major processes that develop and document effective teaching and learning:

1. Assessment of student learning
2. Curriculum design-World Wide Instructional Delivery System (WIDS)
3. Student assessment of faculty and programs
4. Alumni feedback
5. Employer feedback
6. Advisory Committee review of program curriculum, facilities, and equipment
7. Key Performance Indicators
8. Faculty Performance Appraisals (See Category section 4P10)
9. Student Survey of Instruction

(1) In 1994 the College implemented the first process for the assessment of student learning, which addressed both general education and program specific learning objectives. In this process, program faculty identify three or more student learning outcomes to assess. The faculty then select both direct and indirect assessment methods, develop a plan of action that states the frequency of assessment, and then developed acceptable student learning performance standards. Annually, program faculty collect and analyze student learning data. From this analysis they develop a plan and implement it to improve student learning in the selected outcomes. Each year the faculty review their assessment plan and make necessary changes to improve the process. They also share assessment findings and recommendations with program supervisors and program advisory committees. In the past the College has contracted with consultants to validate the assessment and plan for each program.

Program (P), Delivery (D), Technology (T), and FTES					
Delivery Mode: Lecture (L), Individualized (I), Web (W), and Video (V)					
Definitions of Technology Use:					
1. Low (L) – Standard classroom presentations					
2. Medium (M) – Uses DVD, computerized presentations, and the Web to deliver class materials					
3. High (H) – Uses interactive multi-media, two-way video, and interactive Web					
P	D	T	FTES 06-07	FTES 07-08	FTES 08-09
Academic Ed	L, I, W, V	H	47.4%	46.8%	47.2%
Agriculture	L, I, W, V	M	.8%	.8%	.8%
Auto Body	L, I	H	1.2%	1.3%	1.3%
Automotive	L, I	H	1.9%	1.9%	1.7%
Business Adm	L, I, W	M	7.4%	7.5%	7.4%
Commercial Art	L, I, W	H	.2%	.3%	.3%
Commercial Hort	L, I	M	.7%	.7%	.7%
Construction	L, I	M	1.1%	1.2%	1.2%
Criminal Justice	L, I, V, W	H	1.2%	1.2%	1.2%
Dental Assisting	L, I	M	.7%	.6%	.6%
Dental Hygiene	L, I	M	.7%	.8%	.9%
Diesel	L, I	H	.8%	.8%	.8%
Drafting	L, I	H	1.5%	1.5%	1.3%
Electrical	L, I, W	H	1.3%	1.3%	1.2%
Electronics	L, I, W,	H	1.1%	1.2%	1.2%
Early Childhood	L, I, V, W	M	1.9%	1.9%	1.7%
Heating/AC	I	H	.4%	.5%	.5%
Health Info Mgt	L, I, W, V	H	1.6%	1.6%	1.6%
Health Services	L, I, V	L	5.1%	5.1%	5.1%
Hospitality Mgt	L, I	M	.8%	.8%	.8%
Human Services	L, I, W	H	1.5%	1.5%	1.6%
Industrial Tech	L, I, W	H	1.5%	1.4%	1.4%
Information Tech	L, I, W	H	4.1%	4.1%	4.1%
Machine Tool	I	H	.5%	.4%	.4%
Media Arts	L, I, W	H	1.2%	1.2%	1.2%
Medical Assisting	L, I	H	.8%	.8%	.9%
Medical Lab	L, I	H	.4%	.4%	.4%
Nursing-Associate	L, I	M	3.1%	3.1%	3.6%
Nursing-Practical	L, I, W, V	M	.9%	.9%	1.4%
Business Tech	L, I, W	H	4.3%	4.3%	4.4%
Paralegal	L, I, W, V	H	.3%	.3%	.3%
Parts Sales	L, I	M	.3%	.3%	.3%
Quality	L, I, W, V	H	.4%	.4%	.4%
Truck Driving	I	M	1.1%	1.1%	1.1%
Welding	L, I	H	1.8%	1.8%	1.8%

Table 1P7,8-1

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(2) The College has implemented the use of the World Wide Instructional Development System (WIDS) software and teaching philosophy to develop curriculum and provide curriculum development standards for communicating and measuring the effectiveness of instruction. The College adopted a seven-year time line so that by 2009, every course will have undergone the WIDS planning process.

(3) During each program's seven-year review process, students provide feedback to College faculty on program and faculty effectiveness, and define the support for student learning through faculty-developed assessment instruments. The College regularly reviews and updates the student course survey instrument and distribution process to supports these efforts.

(4) The College surveys all alumni one year following graduation to assess their perceived skill improvement in critical thinking, problem solving, verbal communication, and written communication. The College also asks the alumni to respond to an open-ended question on program improvement needs.

(5) On a three-year cycle, approximately six months following graduation, the College surveys the employers of graduates, using program specific questions developed by faculty.

(6) At least once a year, each occupational program hosts an advisory committee meeting to review program curriculum, equipment requirements, and student learning assessments. Program faculty also receive feedback on future needs of the programs.

(7) Annually, CCC reviews program key performance measures, including a student learning assessment. These performance measures include:

1. Student satisfaction
2. Employer satisfaction
3. Program review score
4. Course completion rate
5. Number of awards granted
6. Percent placed in related field
7. Placement growth potential
8. Assessment of student learning
9. Full-time equivalent student/faculty ratio
10. Student goal achievement
11. Starting wage

(8) Faculty Performance Appraisals (See category four) to include input from students, supervisor, and self evaluation.

(9) The Student Survey of Instruction is conducted once in the fall and once in the spring semester. The feedback that is collected is evaluated by program faculty and is used to understand student perception on the efficacy of learning in the College.

1P12 How CCC Builds an Effective and Efficient Course Delivery System

To improve course delivery, CCC has increased its focus on coordinated decision-making at the cluster level resulting in these ongoing processes:

- Preparing a two-year schedule of courses to assist students with their planning
- Offering additional course sections to meet student demands
- Assigning course sections among faculty to even workloads
- Offering lower enrollment courses via distance technology to increase the student base and enhance efficient use of faculty

These procedures have improved CCC's ability to meet student needs, reduced institutional costs, and created a more coordinated and efficient methods of delivering courses.

Additionally, CCC is expanding the use of Web based course management technology to deliver and manage courses. The College is also considering this technology for course tracking systems for students and faculty.

1P13 How CCC Monitors the Currency and Effectiveness of Curriculum

The College aggressively monitors currency and effectiveness of its curriculum by using the following measures:

- Annual assessment of credit hours generated by majors and programs.
- Annual feedback from community and industry advising boards.
- Annual key performance indicators:
 - Student satisfaction
 - Employer satisfaction
 - Program review score
 - Course completion rate
 - Number of awards granted
 - Percent placed in related field
 - Assessment of student learning
 - Full-time equivalent student/faculty ratio
 - Student goal achievement
 - Starting wage
- Annual survey of graduates
- Employer surveys (every three years)

While these measures monitor the currency and effectiveness of the College's curriculum, other processes facilitate required changes. Faculty from all three campuses review and articulate the curriculum via the WIDS system. The Teaching and Learning Center staff on each campus assist faculty to improve course delivery.

Through articulation meetings with their peers throughout the College, faculty propose changes, additions or deletions to courses using the form illustrated in Table 1P13-1. The Nebraska Transfer Initiative (<http://www.wncc.net/general/NEtransfer.html>), which involves subject peers from all Nebraska community colleges and faculty of the universities, ensures seamless transfer of credit through shared syllabi and course objectives.

STEPS FOR COURSE CHANGES AND APPROVALS

Indicates organization or committee provides approval

	Adjustment or changes in degree or certificate requirement	New Course	Course Adjustment	Lesson Plans
College Cabinet				
Educational Services				
Cluster Deans				
Associate Deans				
Program Faculty Articulation Committee				
Individual Faculty Person				

Table 1P13-1

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Every seven years, faculty and cluster administrators conduct a formal evaluation of specific programs and curriculum. Senior administration, the Board of Governors, and the Nebraska Coordinating Commission for Postsecondary Education then approve any recommendation for continuing, monitoring, or restructuring a program. The Nebraska Coordinating Commission for Postsecondary Education provides an external monitoring process for all public and private postsecondary institutions. The Commission assists in articulation of curriculum and programs as well as cooperative programming. They also outline necessary criteria for approval of new A.A.S. programs. Figure 1P13-2 illustrates the process CCC uses to ensure degree, diploma, and certificate compliance.

STEPS FOR APPROVAL OF NEW OR CHANGES TO DEGREE OR CERTIFICATES

Indicates organization or committee provides approval

	Degree Program	Diploma or Certificate
Nebraska Coordinating Commission For Postsecondary Education	<input type="checkbox"/>	<input type="checkbox"/>
College Board Of Governors	<input type="checkbox"/>	<input type="checkbox"/>
College Cabinet	<input type="checkbox"/>	<input type="checkbox"/>
Educational Services	<input type="checkbox"/>	<input type="checkbox"/>
Cluster Deans	<input type="checkbox"/>	<input type="checkbox"/>
Associate Deans	<input type="checkbox"/>	<input type="checkbox"/>
Faculty Curriculum Articulation Committee	<input type="checkbox"/>	<input type="checkbox"/>
Study Steering Committee	<input type="checkbox"/>	<input type="checkbox"/>

Figure 1P13-2

1P14 How CCC Changes or Discontinues Programs and Courses

The College review process for programs is based on a three-year cycle. This cycle continually reviews the structure and viability of each program and recommendations are developed to make any required changes. Additionally the programs use several sources to define when and if changes are needed:

- Annual Program Advisory Committee Meetings
- Changes to curriculum and procedures based on findings in the program and course assessment of student learning (as required)
- Recommendations from accrediting bodies and professional organizations

If it is determined during a program review cycle that a program is becoming no longer viable, several actions are taken to include:

- Development of improvement plans to improve the performance characteristics of the program
- Review of current and projected demand for the specific discipline within the college service area
- Review of past performance of the program to include student headcount, number of graduates, successful work placement, program cost and impact on the local communities

If after this review process it is determined the program is no longer value added to the College or the community, the program is discontinued or scaled down.

1P15 How CCC Determines Student and Faculty Learning Support Needs

The College annually surveys students to determine adequacy of support services. In addition, students serve on program advisory committees, the Educational Services Committee, and selected students meet a minimum of once a semester with the College Cabinet. The College also conducts

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faculty and student forums; analyzes student and faculty feedback data; responds to reasonable requests of individuals; and encourages counseling staff to alert instructional faculty of potential areas of student concerns regarding curriculum, campus issues, and College policies or procedures. To address their learning support needs, faculty communicate directly with the academic dean or staff responsible for learning support services.

Two teams under the CCC Educational Services Committee Team Structure address planning and resource acquisition necessary for student and faculty learning support needs. The Learning Support Services Team draws upon the expertise of three operational teams:

- Computer Based Instruction: coordinates the delivery of instructional efforts via computer and the internet and provides support for faculty who use electronic media.
- Video Operations: provides a vehicle to coordinate the delivery of instruction via the College's video systems.
- Library: plans and coordinates library procedures and services.

CCC uses multiple internal and external scans to define potential areas for improvement to include: Student Survey of Instruction, Community College Survey of Student Engagement (CSSE), Faces of the Future, Community College Benchmark project and the Kansas Study. The Student Support Services Team provides leadership and coordination of assessment, tutoring, counseling, career advising, and special population services. Each team has the authority to adjust its processes as long as the adjustment does not impact the process of another team. Should a conflict in process change arise, the teams can meet together to resolve the conflict, present their concerns to an appropriate dean(s) for resolution, or request an opportunity to present differences to the Educational Services Committee.

Central Community College also provides four full-time professional curriculum development support staff and three full-time equivalent technicians to assist faculty in curriculum development. In addition, the College employs six full-time equivalent distance learning support staff and technicians to help faculty in delivering distance learning courses.

1P16 How CCC Aligns Co-Curricular Development Goals with Curricular Learning Objectives

CCC has established a number of co-curricular goals clustered according to seven student service functions as illustrated in Figure 1P16-1.

Student Service Functions	Aligning Co-Curricular Goals
Career & Employment Services	To connect students, graduates and employers by: (a) assisting students and graduates in all phases of their employment search, (b) developing and maintaining positive relationships with employers, (c) providing leadership in the development and coordination of cooperative education learning experiences, (d) providing leadership on career development and employment concerns, and (e) collecting and reporting placement data
Financial Aid	To provide financial aid services to potential and current students through federal, state, and local dollars within corresponding guidelines
Recruiting/Admissions/Orientation	To evaluate, plan, coordinate, and recommend recruiting and admissions policies and procedures through activities and publications
Retention	To encourage excellence in student advising through research, recommendations, and implementation of guiding principles; advisor professional development opportunities, and established measurable outcomes

Student Auxiliary (residents halls, student activists, student services)	To provide and promote a safe and congenial residence hall environment including healthy and nutritious meal plan, additional opportunities for social, cultural, recreational, and leadership experiences
Student Records	To maintain timely and accurate records and reports of student academic progress and accomplishments through recording, updating, incorporating, auditing, and dispersing student records
Student Support Services	To provide leadership and coordination of assessment, counseling, career advising, and special populations services.

Figure 1P16-1 Co-Curricular Goals

Figure 1P16-2 illustrates the five strategic processes and the accompanying activities that align the co-curricular goals.

Strategic Processes	Aligning Activities
1. Inform potential students of learning opportunities	<ul style="list-style-type: none"> • Analyze public and business educational and training needs and design appropriate curriculum and delivery strategies • Create lifelong learning maps resulting in certificates, diplomas, and associate degrees that lead to occupational and professional careers • Promote educational programs and class schedules to potential learners, including foreign students and special needs students • Partner with businesses, institutions, and agencies to create alternative learning experiences • Creatively manage enrollments through: <ul style="list-style-type: none"> • Recruitment and admissions • Publications • Orientation • High school articulation including TRIO, Tech Prep, and Early College enrollments
2. Provide access to learning experiences	<ul style="list-style-type: none"> • Maintain affordable and competitive fees, room and board, and tuition • Provide technology-supported class activities, individualized learning, and distance delivery including Web, Video, and land line • Schedule classes at convenient times in environmentally safe, accessible, and aesthetically pleasing facilities that meet ADA requirements • Provide student support services for foreign students and special needs students • Provide financial aid, scholarship, credit card payments, and arranged payment plans • Offer toll-free number, email, and phone registration
3. Deliver, support, and validate teaching and learning in educational programs	<ul style="list-style-type: none"> • Encourage higher orders of thinking and learning, advocate the free exchange of ideas, promote appreciation for diversity, and foster a global perspective • Provide personal support services that include: <ul style="list-style-type: none"> • Basic skills assessment • Career planning, advising, and counseling • Child care services • Food service • Bookstore services on- and off-campus • Housing • Financial aid • Health services • Special student population services

	<ul style="list-style-type: none"> • Cooperative education <ul style="list-style-type: none"> • Student activities including athletics, clubs, and organizations • Use team concepts in student-centered learning activities • Provide technologies that enhance student learning • Assess student learning and strategically adjust curriculum, teaching, and learning support resources • Use quality improvement concepts to assess and modify educational programs and services
4. Document learner attainment	<ul style="list-style-type: none"> • Validate learner achievement of institutional graduation requirements • Award comprehensive associate degrees and occupationally focused diplomas and certificates to students who successfully complete required programs of study • Provide transcripts of record for those who seek documentation of learning achievement • Provide career planning and placement services
5. Lead the College in the accomplishment of its mission	<ul style="list-style-type: none"> • Involve students, the Board of Governors, faculty, staff, and administrators in designing and using effective learning processes and support structures • Evaluate, plan, and allocate the use of resources to improve the quality of learning and to respond to future challenges and opportunities • Provide evidence of student learning and teaching effectiveness • Foster and support the value of inquiry, creativity, social responsibility, and lifelong learning among the students, Board of Governors, faculty, staff, and administrators • Maintain high standards of integrity and professional conduct • Maintain membership in the 27-member Nebraska Transfer Initiative which CCC originated in 1995 • Develop comprehensive articulation agreements with Bellevue University, Wayne State College, Concordia College, Doane College, Hastings College

Figure 1P16-2

1P17 How CCC Determines the Processes for Student Assessment (learning expectations)

Guided by assessment guidance from the Higher Learning Commission, the College assessment model, and the administration, College faculty determine the processes for student assessment. The current program level assessment model evaluates program-specific learning goals based on program developed learning outcomes. These outcomes and the associated measures are reported annually to the Director of Assessment. These reports are reviewed by the Educational Services Committee and the individual cluster deans and associate deans to ensure consistency and effectiveness. The Educational Services Committee provides guidance on potential opportunities for improvement and in Fall 2009 an assessment sub-committee will start the process of reviewing current processes and systems with the goal of updating assessment reporting/actions.

Even though the assessment outcomes and measures differ for each program and discipline, CCC has developed a standardized evaluation process which aids faculty and College leadership to plan effective strategies for refining existing or developing new assessment of student learning. Table 1P17-1 on the next page and its accompanying rubric documents each program's progress in the assessment of student learning as reported to the appropriate dean as of November 2009. The assessment of student learning (ASL) rubric uses the following definitions:

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- 1 = Collecting data and defining actions for improvement
- 2 = Implementing actions for improvement and tracking performance
- 3 = Demonstrating improvements in ASL Measurements and/or demonstrating trends of improvement

Program	Dean	ASL Rubric
Business Adm & Accounting	E. Jones	2
Agriculture	E. Jones	2
Auto Body	A. Hartley	2
Automotive	A. Hartley	3
Business Tech	E. Jones	3
Commercial Art	E. Jones	2
Commercial Hort	A. Hartley	3
Construction	A. Hartley	2
Criminal Justice	E. Jones	2
Dental Assisting	M Kemnitz	2
Dental Hygiene	M Kemnitz	2
Diesel	A. Hartley	3
Drafting	A. Hartley	2
Electrical	A. Hartley	2
Electronics	A. Hartley	2
Family/Consumer	A. Hartley	3
General Education	D. Parmley	NA
Heating/AC	A. Hartley	1
Health Info Mgt	M Kemnitz	2
Hospitality Mgm	E. Jones	2
Human Services	M Kemnitz	3
Industrial Tech	A. Hartley	2
Information Tech	E. Jones	3
Machine Tool	A. Hartley	1
Media Arts	E. Jones	2
Medical Assisting	M Kemnitz	3
Medical Lab Tech	M Kemnitz	3
Nursing-Associate	M Kemnitz	3
Nursing-Practical	M Kemnitz	3
Paralegal	E. Jones	2
Parts Sales	A. Hartley	2
Quality Control	A. Hartley	2
Truck Driving	A. Hartley	2
Welding	A. Hartley	2

Table 1P17-1

1P18. How CCC Designs Processes for Assessing Student Learning

Central Community College uses multiple processes in defining the individual components for assessing student learning. The processes are dependent on the level of assessment (course, program, and College/general education). These processes are defined below:

Course level assessment of teaching and learning-

- Data collection by faculty to include student survey of instruction (each semester) followed by alignment with program learning outcomes.
- Individual instructors provide input into the assessment of standard courses offered across the college.
- Information on assessment is communicated with all faculty during designated assessment meetings held each semester.

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Program level assessment-

- Outcomes are agreed on by all program faculty and are aligned with college learning outcomes.
- Data are collected by program faculty in multiple forms from portfolios and locally developed tests to indirect measures such as program advisory feedback and employer surveys.
- Individual instructors provide input into the assessment outcomes and measurement processes.
- Feedback on changes are presented to program advisory committees and college leadership.
- All program faculty participate in assessment meetings held each semester and make suggestions to the other program faculty on needed changes.

College level assessment-

- Outcomes are agreed on by all program faculty and are aligned with college mission and goals.
- Data are collected by program faculty in multiple forms from portfolios and locally developed tests to indirect measures such as employer surveys.
- Individual instructors provide input into the assessment outcomes and measurement processes, and feedback from students in the form of student instructional surveys are considered in the revision of student learning objectives and competencies.
- Feedback on changes are presented to program advisory committees and college leadership.

1R1/1R2/1R3 Results of Common Student Learning Objectives and Specific Program Learning Objectives

Table 1R1-1 summarizes the results of common student learning assessments. After conferring on the results, faculty recommend and implement actions to improve student learning. Trend data assist the faculty in assessing progress in improving student learning.

RESULTS OF COMMON STUDENT LEARNING OUTCOMES			
	Percent of Enrollees Who Successfully Achieved the Stated Outcome		
Common Student Learning Competencies	06-07	07-08	08-09
Outcome Group A - Comprehend and produce effective communication:			
1. Communicate a purpose to an audience.	83%	81%	80%
2. Generate grammatically appropriate sentence structures.	87%	83%	80%
3. Organize to express ideas clearly.	81%	76%	78%
4. Incorporate outside sources ethically and effectively.	77%	67%	72%
Outcome Group B - Solve problems using quantitative reasoning, scientific method, and critical thinking.			
1. Scientific Method Outcomes - Science			
1.a. Evaluate information, by using scientific inquiry and critical thinking skills.	87%	71%	73%
1.a.1. Use scientific inquiry	85%	78%	74%
1.a.2. Use critical thinking	80%	64%	73%
1.a.3. Evaluates information	74%	89%	65%
1.b. Use the specialized vocabulary of a scientific discipline to communicate effectively.	100%	98%	*See Note Below
1.c. Discriminate between opinion and scientific	84%	85%	75%

evidence.			
1.d. Identify the role that science plays in everyday life	97%	93%	93%
2. Scientific Method Outcomes - Math			
2.a. Perform mathematical operations involving signed numbers, percents, ratios, and proportions.	87%	81%	77%
2.b. Convert and calculate with physical quantities.	87%	81%	87%
2.c. Interpret data in graphical and tabular form.	100%	91%	93%
2.d. Analyze mathematical problems, organize the data, identify the desired solution, apply the appropriate algebraic method to solve the problem, and evaluate the results.	100%	49%	63%
Outcome Group C – Personal Development/Humanities – Apply effective self management skills or make judgments reflective of human values.			
1. Demonstrate awareness of personal strengths and weaknesses and understand techniques of working with others (Personal Development).	77%	98%	98%
1.a. Evaluate personal strengths and weaknesses.	76%	97%	100%
1.b. Apply information about strengths and weaknesses.	76%	92%	97%
1.c. Articulate the value of adapting to change and accepting responsibility for life changes.	80%	95%	97%
2. Demonstrate an awareness of works or concepts as a reflection of specific cultures, times, and/or places (Humanities).	66%	46%	52%
2.a. Communicate the relationship between the work or concept and its cultural context.	68%	49%	54%
2.b. Evaluate a work or concept.	80%	54%	64%
2.c. Demonstrate an awareness of discipline-specific vocabulary or concepts.	68%	44%	49%
2.d. Demonstrate an awareness of a broad range of works or concepts as a reflection of specific cultures, times and/or places.	61%	44%	46%
2.e. Interpret the impact of works or concepts on the human condition.	54%	39%	45%
Outcome Group D – Social and Behavioral Sciences – Apply empirical data to the study of human behavior.			
1. Demonstrating an understanding of scientific research for explaining human behavior.	99%	83%	100%
2. Use critical thinking skills to explain the interaction between environment and one's values, attitude, and behavior.	90%	83%	100%

Table 1R1-1

*Discontinued evaluating this competency

**Minimum competency level increased 07-08 forward

As a result of the assessment of the student learning process, general education faculty teams have recommended numerous actions to improve student learning in common learning objective categories. Selected examples of proposed faculty actions include:

- Outcome Group A - Comprehend and produce effective communication:

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- Require a reference page for speeches including works cited, bibliography, etc.
- Develop an in-service for general education faculty to analyze, establish and demonstrate the basic requirements for a speech in any general education course.
- Outcome Group B - Solve problems using quantitative reasoning, scientific method and critical thinking:
 - Revise the business math course to include a problem-solving section and pilot the revised course on the Grand Island Campus.
 - Continue to develop multi-media course materials to aid students in learning math concepts.
 - Develop a program to assist nursing students to gain more experience in reading and interpreting charts and case studies.
- Outcome Group C – Personal Development/Humanities – Apply effective self-management skills or make judgments reflective of human values:
 - Develop a journaling process to assist students in drawing conclusions from classroom discussions.
 - Seek funding for films, literary works, and other literary aids to broaden student cultural context.
- Outcome Group D - Social and Behavioral Sciences – Apply empirical data to the study of human behavior:
 - Economics and Psychology instructors will develop more opportunities for students in economics and psychology to apply scientific research in various settings.
 - Expand learning activities in Psychology and Economics courses that focus on diversity and its impact.

Faculty teaching in applied technology and occupational education programs developed program purpose statements and course objectives to focus student learning and to assist faculty in measuring student learning outcomes. In recognition of different student learning abilities, CCC uses competency based instruction/learning in its vocational programs. Faculty allow students to progress to the next successive competency only after they can demonstrate the achievement of the preceding competency. Faculty administer cognitive tests to measure achievement of theoretical competencies. Laboratory projects culminating in capstone projects directly measure student achievement of intended student learning outcomes and sub-competencies.

State licensure and certification boards require graduates of programs under their authority to take licensure and certification exams before entering the professional or technical support practice. Table 1R1-2 reports the pass rates for graduates from each of CCC's allied health programs overseen by a state or national licensure or certification board. Pass rates indicate that CCC students in these programs have typically acquired the knowledge and skills required by the College and its overseeing boards.

State and National Licensure and Certification Board Examination Pass Rates					
Years	04-05¹	05-06	06-07	07-08	08-09
Associate Degree	100%	97%	87%	86%	78%
Practical Nursing	100%	97%	100%	97%	92%
Dental Hygiene	92%	93%	100%	100%	100%
Dental Hygiene –	92%	93%	100%	100%	100%
Dental Assisting	94%	89%	71%	71%	Pending
Medical Assisting	83%	100%	100%	100%	Pending
Health Information Management	100%	100%	80%	83%	Pending
Medical Lab Technology	60%	67%	100%	50%	100%

Table 1R1-2 2004-05 includes a few students who passed on the second attempt.

In addition to the direct measures of student learning, faculty and staff meet annually with program advisory committees for direction and feedback on program and student learning improvement. Beginning in 1987, the College Career and Employment Services Department surveys graduates on an annual basis and employers of alumni on a three-year rotational basis. The applied technology and occupational education program faculty develop survey questions unique to their assigned program. All employer questionnaires ask the same questions for common learning objectives. Tables 1R1-3 and 1R1-4 report the summary of the survey findings for 2004-05 graduates conducted in 2006.

Table 1R1-3 shares a summary of employers' perceptions of the knowledge, skills, and job readiness of graduates. Employers rate employed alumni on 12 different characteristics and provide an overall rating. Faculty and administrators use these findings to adjust the learning process and environment to improve student learning. For short-term analysis the college commonly reviews enrollment trends to determine if interest in the program is remaining stable. A good example of this is found in Table 1R4-2 representing multiple enrollment/performance indicators by academic program compared to the prior year (Enrollment Summary Report).

Summary of Employers' Ratings of Graduates (Scale 4 = high, 1= low)

Program	Technical Knowledge	Work Quality	Work Quantity	Equipment Knowledge	Follows Instructions	Problem Solving	Written Comm	Oral Comm	Work Attitude	Health & Safety	Relationship w/ Others	Approp Appear	Overall Rating
Agribusiness	NR	NR	NR	NR	3.5	2.5	2.5	3.0	3.3	4.0	3.3	3.4	3.0
Auto Body	2.8	3.0	3.0	2.7	3.0	2.6	2.7	2.7	3.8	4.0	3.0	3.0	3.0
Automotive	2.8	3.5	3.7	3.6	3.3	3.6	3.0	2.7	3.0	3.0	3.7	3.7	2.7
Bus Adm & Acc	3.5	3.5	3.5	3.5	3.4	3.4	3.5	3.3	3.7	3.8	3.4	3.8	3.5
Business Tech	3.8	3.7	3.6	3.7	3.7	3.7	3.8	3.7	3.8	3.2	3.9	4.0	3.8
Commercial Art	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Commercial Hort	3.0	3.0	3.0	3.0	3.1	3.0	3.0	3.2	3.1	3.1	3.3	3.3	3.2
Construction	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Criminal Justice	3.0	3.0	3.2	2.0	3.1	2.9	2.5	2.5	3.1	3.0	3.1	3.5	3.0
Dental Assisting	2.8	3.0	2.7	2.7	2.8	2.8	2.6	2.6	2.8	3.2	2.9	3.1	3.0
Dental Hygiene	3.1	3.1	3.1	NR	3.1	3.1	3.0	3.0	3.0	3.5	3.0	3.0	3.0
Diesel	2.7	2.8	2.8	2.7	2.8	2.8	2.9	2.9	3.2	2.9	3.5	3.3	3.0
Drafting	3.1	3.2	3.0	3.1	3.4	3.0	3.1	3.1	3.2	3.2	3.4	3.1	3.1
Early Childhood	3.2	3.2	3.1	3.2	3.3	3.3	3.3	3.4	3.2	3.4	3.4	3.4	3.1
Electrical	3.1	3.2	3.1	3.3	3.2	3.1	3.1	3.2	3.2	3.2	3.2	3.4	3.0
Electronics	3.1	3.5	3.0	3.3	3.3	3.3	2.6	2.8	3.6	3.3	3.8	3.6	3.2
Health Info Mgt	3.4	3.5	3.6	3.4	3.5	3.5	3.4	3.4	3.5	3.6	3.4	3.6	3.5
Heating/AC	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Hospitality Mgt	4.0	4.0	4.0	4.0	3.0	4.0	3.0	3.5	4.0	3.5	3.7	4.0	4.0
Human Services	3.2	3.3	3.4	3.1	3.3	3.1	3.0	3.1	3.4	3.3	3.3	3.3	3.4
Industrial Tech	3.2	3.3	3.1	3.2	3.3	3.1	3.1	3.0	3.4	3.0	3.4	3.0	2.8
Information Tech	3.3	3.4	2.9	3.6	3.3	3.4	3.0	3.3	3.7	3.4	3.7	3.6	3.4
Machine Tool	3.4	2.7	3.0	3.8	3.0	2.7	3.0	3.0	3.0	3.5	3.3	3.7	3.3
Media Arts	3.7	3.8	3.8	3.7	4.0	3.8	3.2	3.5	3.7	3.8	3.8	3.7	3.7
Medical Assisting	3.3	2.9	2.9	3.1	2.7	3.0	2.8	2.8	3.1	3.0	3.0	3.3	3.0
Medical Lab	3.1	3.0	3.0	2.9	3.0	2.6	3.1	3.1	3.6	3.3	3.6	3.3	2.7
Nursing-Associate	3.1	3.3	2.9	3.0	3.1	3.2	3.3	3.3	3.4	3.5	3.5	3.6	3.2
Nursing-Practical	3.1	3.1	3.1	3.1	3.2	3.1	3.0	3.1	3.0	3.1	3.1	3.3	3.2
Paralegal	3.4	3.2	3.2	3.5	3.7	3.3	3.7	3.7	3.5	3.7	3.6	3.7	3.3
Parts Sales	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Quality Control?	2.8	2.6	3.0	2.7	2.8	2.9	3.0	3.0	3.7	3.3	3.0	3.3	3.0
Truck Driving	2.8	3.3	3.2	3.3	3.4	3.1	3.3	3.4	3.2	3.3	3.4	3.5	3.2
Welding	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Average	3.17	3.23	3.18	3.20	3.23	3.14	3.05	3.12	3.36	3.36	3.38	3.46	3.20

NR= No surveys were returned, NEW = new program, no survey administered to date, NOTE: Overall Rating is the average overall opinion of survey participants
 Table 1R1-3

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Table 1R1-4 supports the fact that CCC graduates have achieved the job entrance learning objectives of their programs. It also underscores that 81% of those graduates work in a job related to their declared educational objectives.

RESULTS OF SPECIFIC PROGRAM OBJECTIVES: 2007-2008 GRADUATES					
Program	# of Graduates	# Continuing Education	# Available for Employment	# Employed in Related Jobs	% Employed in Related Jobs
Accounting	15	0	14	10	71
Agriculture	14	6	7	7	100
Commercial Art	5	2	2	1	50
AD Nursing	44	0	44	43	98
Auto Body	59	31	24	13	54
Automotive	19	6	11	6	55
Bus Admin	91	30	56	45	80
Business Tech	75	21	47	33	70
Com Horticulture	15	5	8	5	63
Construction	43	23	19	13	68
Criminal Justice	22	3	14	7	50
Dental Assisting	18	7	9	9	100
Dental Hygiene	13	0	12	11	92
Diesel	9	0	9	9	100
Drafting	53	16	32	18	56
Electrical	31	11	18	17	94
Electronics	55	19	28	16	57
Early Childhood	88	32	49	38	78
Health Info Mngt	40	12	24	14	58
Heating, AC, Refr	17	9	7	5	71
Hospitality Mngt	5	0	5	5	100
Human Services	20	5	15	13	97
Industrial Tech	44	13	27	25	93
Information Tech	68	35	25	17	68
Machine Tool	6	5	1	1	100
Media Arts	22	7	13	8	62
Medical Assisting	12	2	10	9	90
Medical Lab Tech	13	0	13	13	100
Paralegal	17	7	9	5	56
Parts Sales, Mngt	9	1	6	2	33
Practical Nursing	75	29	45	41	91
Quality Control	18	6	12	12	100
Welding	37	23	13	10	77
Total	1,072	366	628	481	77

Table 1R1-4

The College annually monitors all programs to assure that they meet the institution's Program Core Performance Measures: student satisfaction, employer/advisory board satisfaction, program review and enrollment, retention rate, awards granted, placement, assessment of student learning, FTES/FTEF, graduation rate, and average starting wage. See Table 1R4-2 for example Program Key Performance Measures.

1R4 How CCC Provides Evidence That Completing Students Have The Required Knowledge

Multiple forms of evidence regarding students receiving the required level of knowledge is outlined in sections 1P17 and 1R5 and tables 1R1-2, 1R1-3, 1R1-4, and 1R5-1. Tables 1R1-3 show that local employers find CCC students fully competent and that graduates are successful after departing the College.

1R5. How CCC Determines Performance Results for Learning Support Processes

The College uses a number of measures to understand the performance of its learning support services as illustrated in Fig 1P16-1 and 2. Some additional measures used by the college include:

- Grants Awarded=\$401,147 in 2007/8
- Scholarships awarded = \$6.8 million college wide, \$754,000 Foundation in 2007/8
- 2000 students used the College's library locations in 2008 (over 25,000 books)

1R6. How CCC Results for the Performance in Helping Students Learn Compared With the Results of Other Higher Education Organizations

The College currently is seeking institutions to share comparative results for common student learning objectives as well as specific program student learning objectives. CCC became an active partner with 112 other community colleges in the Community College Bench Mark Project. To date, this organization has not collected comparative data on common or program-specific student learning objectives. Table 1R5-1 reports available shared data on how CCC compares to the other 112 participating institutions.

National Community College Benchmark Project Comparative Data for Report Years 2005 and 2009				
Comparative Measurements	CCC Rating 2005	Benchmark Median 2004 (Percentile)	CCC Rating 2009	Benchmark Median 2009 (Rating)
Percent Total Completers within Three Years	31%	50 th	51%	38%
Percent Full-time Completers	30%	75 th	35%	18%
Percent of Credit Students Who Enrolled Next Term	66%	50 th	63%	69%
College-level Course (Credit) Retention	90%	75 th	90%	89%
College-level Credit Course (Credit) Enrollee Success Rate	83%	50 th	73%	74%
Developmental Math Retention Rate	87%	75 th	87%	85%
Developmental Writing Retention Rate	79%	25 ^{th*}	88%	85%
Developmental Reading Retention Rate	78%	25 ^{th*}	79%	89%
Developmental Math Course Success	70%	50 ^{th*}	53%	54%
Developmental Writing Success Rate	62%	10 ^{th*}	65%	75%
Developmental Reading Success Rate	67%	10 ^{th*}	57%	77%
Percent Employed in Related Field	81%	90 th	54%	68%
Percent Completers Pursuing Education	96%	90 th	32%	18%
Percent Employers Satisfied with Student Preparation	98%	50 th	91%	95%
Active & Collaborative Learning (CCSSE)	47%	50 th	47%	50%
Student Effort (CCSSE)	51%	50 th	51%	49%
Academic Challenge (CCSSE)	52%	75 th	52%	50%
Support for Learners (CCSSE)	55%	90 th	54%	49%

Table 1R5-1 * Indicates shift due to change in reported percentile scale.

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CENTRAL COMMUNITY COLLEGE ENROLLMENT SUMMARY BY MAJOR DATE OF RUN: 07-10-09
 PERIOD: 07/01/2008 TO 06/30/2009

MAJOR	-----HEADCOUNT-----				-----F T E (CRD/30)-----				-----FULLTIME-----				-----PARTTIME-----				-----GENDER-----				NUMBER OF		
	CAMPUS	COMM ED	CAMPUS	COMM ED	ALL	FRSHMN	ALL	FRSHMN	MALE	FEMALE	CURR	PREV	CURR	PREV	CURR	PREV	CURR	PREV	CURR	PREV	HDCNT	DUP	
ACTR	1265	1258	617	676	692.23	661.40	98.00	105.65	828	769	789	736	605	662	562	628	560	557	873	874	449	503	
ADNR	275	251	116	99	156.35	143.60	16.83	13.95	81	78	67	66	210	183	150	138	23	13	268	248	100	89	
AGRI	51	55	8	12	38.35	31.20	1.07	1.12	38	32	31	28	14	25	11	21	40	43	12	14	7	10	
AUTB	46	49	7	7	40.63	41.30	0.68	0.58	41	46	36	44	8	6	8	6	47	50	2	2	4	4	
AUTO	65	63	12	12	46.57	48.03	1.32	1.98	47	48	45	45	24	22	22	20	66	66	5	4	6	5	
BSAD	537	509	268	281	241.70	221.97	47.87	47.98	250	239	236	225	374	369	345	342	192	180	432	428	181	182	
CNST	51	53	5	10	40.50	44.03	1.22	1.45	44	41	34	31	9	15	6	12	52	56	1	0	3	7	
COMH	25	32	16	20	13.90	14.68	2.57	2.88	14	18	12	16	16	18	15	17	17	19	13	17	11	16	
CRIM	113	92	32	45	52.73	44.77	5.28	5.58	66	53	65	50	53	49	51	48	57	56	62	46	26	35	
CRS	2156	2113	2817	3028	346.58	348.75	332.92	323.62	88	108	87	108	4588	4693	4553	4656	1964	2069	2712	2732	297	340	
DENH	41	41	2	4	35.67	35.43	0.08	0.60	37	37	24	26	5	4	5	3	2	2	40	39	1	4	
DENT	37	42	5	14	30.73	33.50	1.50	2.63	32	33	32	33	6	14	5	13	0	0	38	47	4	9	
DRAF	116	104	15	19	70.13	65.65	2.00	1.82	71	72	60	60	50	38	40	32	103	98	18	12	10	13	
DSLTL	66	68	7	9	61.88	59.13	0.63	0.65	59	62	53	59	10	10	9	10	69	71	0	1	4	5	
ECED	138	146	132	145	54.40	67.23	30.75	35.83	64	74	57	71	132	127	115	106	1	3	195	198	74	90	
EIGT	19	23	10	13	12.23	15.77	1.53	2.00	15	18	15	15	6	8	5	7	6	7	15	19	8	10	
ELNS	82	78	18	17	45.03	43.33	1.67	1.63	51	53	48	53	35	30	33	27	79	76	7	7	14	12	
ELTR	81	65	28	27	48.63	41.43	3.48	2.83	43	38	37	33	43	36	37	31	84	73	2	1	23	18	
FACS	0	0	3	0	0.00	0	0.23	0	0	0	0	0	3	0	2	0	0	0	3	0	0	0	
HIMS	83	81	21	36	30.97	32.87	1.82	4.67	21	21	17	17	63	69	48	54	1	2	83	88	20	27	
HMRM	36	33	14	18	23.47	19.60	1.97	2.25	31	21	27	21	8	19	8	19	18	15	21	25	11	11	
HUSR	162	149	87	97	77.10	73.67	14.13	17.27	87	89	85	86	103	90	93	85	22	18	168	161	59	67	
HVAC	27	26	5	7	13.53	12.80	0.62	0.93	12	13	11	11	17	15	17	15	27	27	2	1	3	5	
INDT	106	137	54	48	40.48	49.60	5.53	3.98	26	33	22	31	104	131	98	122	123	160	7	4	30	21	
INFO	156	143	56	57	73.43	72.25	7.45	7.90	79	70	70	62	92	90	81	81	125	108	46	52	41	40	
JOB	727	947	2161	2894	54.55	93.50	151.28	168.62	13	22	13	21	2806	3718	2781	3685	1747	2367	1072	1373	69	101	
LEGA	38	36	24	21	15.53	11.40	3.57	4.55	13	11	11	10	30	33	24	29	3	4	40	40	19	13	
LIBR	3	0	0	0	0.57	0	0.00	0	0	0	0	0	3	0	3	0	0	0	3	0	0	0	
LPNR	209	195	125	108	103.45	108.70	20.90	16.52	78	62	75	60	150	151	133	139	11	15	217	198	106	90	
MACH	55	44	10	7	26.42	17.55	0.82	0.85	23	18	22	15	35	28	23	23	53	41	5	5	7	5	
MART	89	84	17	19	63.50	54.83	2.10	2.25	78	62	71	60	18	26	18	24	37	31	59	57	10	15	
MEDA	58	62	28	29	31.53	27.53	3.53	2.97	26	25	24	20	37	43	36	40	4	4	59	64	23	23	
MEDT	28	30	12	8	21.50	26.97	0.67	0.73	19	26	19	26	12	5	12	5	4	6	27	25	9	7	
NURS	1	8	0	15	0.02	1.53	0.00	1.50	0	3	0	3	1	17	1	17	0	0	1	20	0	3	
OFFT	154	150	137	153	56.47	54.17	27.48	30.87	60	62	55	55	152	155	136	137	5	2	207	215	79	86	
OTHA	21	0	13	0	8.87	0	1.73	0	7	0	7	0	17	0	16	0	1	0	23	0	10	0	
PADNR	274	185	177	151	106.30	69.77	28.90	23.42	105	65	102	63	217	169	198	151	32	21	290	213	129	102	
PDENH	24	22	10	5	12.83	13.43	1.43	0.33	15	15	15	15	13	8	13	8	0	0	28	23	6	4	
PDENT	15	11	10	5	9.13	4.03	1.60	0.60	10	6	10	6	9	6	9	6	0	0	19	12	6	4	
PDSM	11	17	2	2	9.20	12.20	0.33	0.12	9	13	8	11	2	4	2	4	9	16	2	1	2	2	
PHIMS	109	65	25	20	40.43	24.23	3.20	2.97	21	15	17	14	90	53	86	47	3	1	108	67	23	17	
PLPNR	103	93	88	86	37.82	34.77	14.32	14.15	35	35	34	34	105	98	104	94	11	6	129	127	51	46	
PMEDA	19	20	8	8	9.77	8.93	1.28	0.93	13	9	11	9	7	12	6	12	0	0	20	21	7	7	
PMEDT	14	7	8	5	3.18	2.93	0.78	0.63	3	4	3	4	14	5	14	5	3	1	14	8	5	3	
QUCT	18	19	9	14	4.70	3.13	0.53	2.55	1	0	1	0	22	24	19	18	7	7	16	17	4	9	
TRUK	30	0	0	0	12.00	0	0.00	0	30	0	30	0	0	0	0	0	23	0	7	0	0	0	
VOC	169	123	76	57	48.75	36.67	8.70	7.00	54	39	54	38	162	122	157	114	84	68	132	93	29	19	
WELD	114	135	27	27	59.53	50.55	2.80	2.40	63	56	56	51	69	92	69	92	124	139	8	9	9	14	
	8017	7864	7322	8335	3023.302878.81	857.12	873.74	2801	2614	2598	244210549114921017911143	5839	6498	7511	7608	1989	2093						

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Table 1R4-2 Program Performance Measures

Central Community College
October 23, 2009

111 How CCC Improves Its Processes and Systems for Helping Students Learn

Central Community College improves processes and systems for helping students learn by reviewing them for effectiveness and efficiency and by comparing results against key performance indicators, Nebraska Coordinating Commission for Postsecondary Education standards, and peer institution data. If results fall below performance expectations, appropriate personnel are formed into a team to review and recommend actions to change the procedures or acquire the required resources. Examples include:

- Reviewed an assessment of student learning plan and update as appropriate
- Presented assessment of student learning reports at Educational Services Committee meetings
- Appointed a math action team to address low completion rates in math
- Appointed a reading/English team to address low completion rates in communications courses
- Formed a team to address employees' concerns about internal communications leading to improvement in student learning
- Organized a Data Based Decision-Making Action Project Team
- Reorganized the College planning team to lead in the development of a long-range College plan, including specific teaching and learning functions
- Conducted a Six Sigma study to increase efficiency in motor pool operations
- Implemented a Six Sigma team to address improvement of purchasing procedures
- Focused institutional efforts on process defining and revision, and on data-based decision-making that will improve processes, systems and resource allocation to improve student learning

112 How CCC Sets Targets for Improvement in Reference to Student Learning and Development

Central Community College targets improvement by using Key Performance Indicator (KPI) standards as a baseline. The College also uses nationally-normed student surveys to identify student concerns or ineffective student support services. The College uses an in-house Employee Satisfaction Survey to ask faculty and staff about perceived status and needed improvement. The College then assigns appropriate teams or, if none exist, creates an ad hoc team to address necessary improvements in those programs, services, or processes which fall below the institutional standards.

The College has targeted the following priorities:

- Internal communication
- Math course completion rates
- Data-based planning/budgeting
- College organizational structure
- New dependable revenue sources
- Prioritized funding
- Enrollment management
- Leadership development
- Infrastructure and processes documentation and updating
- Communications/English course completion rates

Central Community College communicates current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders as follows:

- Students - the Web and "Central Connection," the College's monthly newsletter
- Faculty, staff, students, and administration – the Web, email, and "Central Connection" as well as posting minutes of Educational Services Committee, Quality Council, and College Cabinet
- Appropriate stakeholders – annual meetings of advisory committees and councils