

Category 2 Accomplishing Other Distinctive Objectives

2P1-2P2. How Central Community College (CCC) Determines, Designs and Operates Its Key Non-instructional Processes for Its Key Stakeholders

To assure that other distinctive objectives align with applicable portions of the statutory and College mission, CCC uses a long-range planning model, utilizing a cross-functional team. The team gets feedback and input from internal and external stakeholders through a variety of methods.

A College-wide, cross-functional planning team develops CCC's overall objectives. The team bases its planning on environmental scans of key stakeholders including:

- Students
- Faculty
- Staff
- College board members
- Foundation board members
- Business and industry representatives
- Community leaders

College staff members are involved in a wide range of community groups including chambers of commerce, economic development organizations, and minority advisory committees. The College also sponsors meetings with community leaders, and conducts visits to communities by campus teams.

The College conducts annual program advisory committee meetings and CCC's Extended Learning Services Department holds advisory committee meetings in communities throughout the College's 25-county service area. These activities primarily are concerned with curriculum and instructional delivery but also provide input on services needed to support instruction.

Planning and implementing other distinctive objectives occurs at all levels of the College. Overarching objectives are developed through the College strategic planning process, annual planning activities, AQIP Quality Improvement Campaigns planning and Quality Improvement project planning. The AQIP categories are used as a basis for planning, with objectives matched to the College mission and/or vision statement. Throughout the strategic planning process, input is solicited from all key stakeholder groups.

At the other end of the planning process, distinctive objectives may be set by individuals. This is inherent in the annual employee evaluation forms, which include personal goals and a section to report participation in community activities.

In between the College level and the individual level, other distinctive objectives may be determined and implemented by units of the College that are responsible for functional areas. Objectives may be determined at the campus level when local needs are identified. To a greater extent, other distinctive objectives are set through cross-functional teams (i.e., student services), cross-location and cross-functional (i.e., campus departments or offices) such as financial aid or admissions and recruiting working together to set College-wide objectives for their areas of responsibility, or, often a combination of the two. Depending on scope, non-instructional objectives are forwarded for review and approval through the College committee structure, including the Educational Services Committee, the College Cabinet and, at the policy level, the College Board of Governors.

This approach fosters development of processes by staff members who are closest to the stakeholders who will be affected, with oversight through the committee/administrative structure to assure that proposals are broadly functional throughout the College's various locations and organizational units, and that they fit within the overall guiding principles of the College. Based on the outlined process several general overarching objectives have been defined, including:

- Improved Cultural Competency
- Improved Access

- Expanded Partnerships
- Economic Growth

2P3. How CCC Communicates Its Expectations Regarding Its Non-instructional Objectives

A variety of communication methods are used, depending on the stakeholder groups.

Other distinctive objectives are communicated to external stakeholders through traditional mass media including newspaper, radio and television; through the Central Connection newsletter; in publications including numerous brochures and other promotional material; through regular e-mail communication to employees; in group settings conducted by the College, including campus forums and president's advisory committee meetings; through College employee memberships in community groups; and interpersonally.

2P4. How CCC Assesses and Reviews the Value of These Objectives, and Determines Whom to Involve in the Reviews

Objectives are reviewed by external stakeholders through surveys, advisory committees and other groups. Student feedback plays a key role in assessing objectives. This may occur formally, through campus student organizations and student participation as members of campus cabinets and students who periodically have an opportunity to provide feedback at College cabinet meetings, and informally through staff interaction with students. Challenges and opportunities developed through student contact often are the starting point for objective development. Some of the surveys used to collect this information include:

- Community College Survey of Student Engagement
- ACT Faces of the Future
- Program Advisory Committees Survey
- Presidents Advisory Committee Survey (nominal group study)

This evaluation and who is involved is reviewed annually by senior leadership of the College and is integrated into existing annual planning processes.

2P5. How CCC Determines and Incorporates Information on Faculty and Staff Needs Relative to the Non-instructional Objectives

The College mission and objectives provide an overall structure within which other distinctive objectives are determined.

Draft copies of proposed College objectives are distributed to all College employees for review and comment and this input is incorporated into a final draft that the College Cabinet reviews and revises before submission to the College Board of Governors for final review and approval. The College distributes the approved objectives to College employees and other stakeholders.

Individuals, faculty and staff have an opportunity to provide input regarding other distinctive objectives during their annual performance appraisals. This may include discussing their proposed personal objectives with their supervisor as well as the opportunity to discuss their perceptions regarding needed objectives at the departmental or higher levels of the College.

On a continuous basis, College employees participate in planning activities and provide input through their participation in the College committee structure and campus faculty senates.

Less formally, employees always have the opportunity to discuss ideas and possible objectives with their supervisors and other employees at any time. The College also conducts reviews through the annual College Employee Survey as part of the process. This includes a review of results by the College Quality Improvement Team, and any findings or suggestions are forwarded to the appropriate College department/division for final decision and or action.

2R1-2R2 How CCC Determines the Level of Accomplishment of Its Non-instructional Objectives and Activities

The measures collected to define the overall performance of the College's actions regarding its other distinctive objectives are intertwined and collected with other measures used for annual and strategic planning. As with most measures of performance, each factor collected can be analyzed in multiple ways depending on the objectives being considered. Some of the more common factors collected regarding other distinctive objectives include enrollment trends, the percentage of the target population and total population served within the College service area, Extended Learning Services headcount and FTE enrollment, Early College Student enrollment, and Tech Prep enrollment and numbers of schools participating.

An example of these measures is how the College evaluates off-campus operations through the Extended Learning Services division. While teaching and learning are the ultimate goals of this effort, services developed to facilitate this are also tied to the improving access objective. These services have included group classes in communities throughout the CCC service area starting in the 1960s, individualized courses through off-campus learning centers starting in 1980, and satellite and telecommunication delivery starting in the 1990s. The following table shows how the actions relating to improving access have resulted in measurable improvement.

Extended Learning Service Enrollment		
Year	Duplicated Headcount	FTE
2008-09	27,145	925.9
2007-08	29,495	942.2
2006-07	29,305	903.1
2005-06	29,117	898.5
2004-05	30,134	930.2
2003-04	29,966	953.9
2002-03	31,730	1,004.0

Table 2R1-1

CCC's Tech Prep Program provides access to higher education by giving students who enroll in CCC programs credit for what they learned in related high school courses. Participation by schools in the CCC service area has grown from seven schools in 1992-93 to 72 in 2008-09.

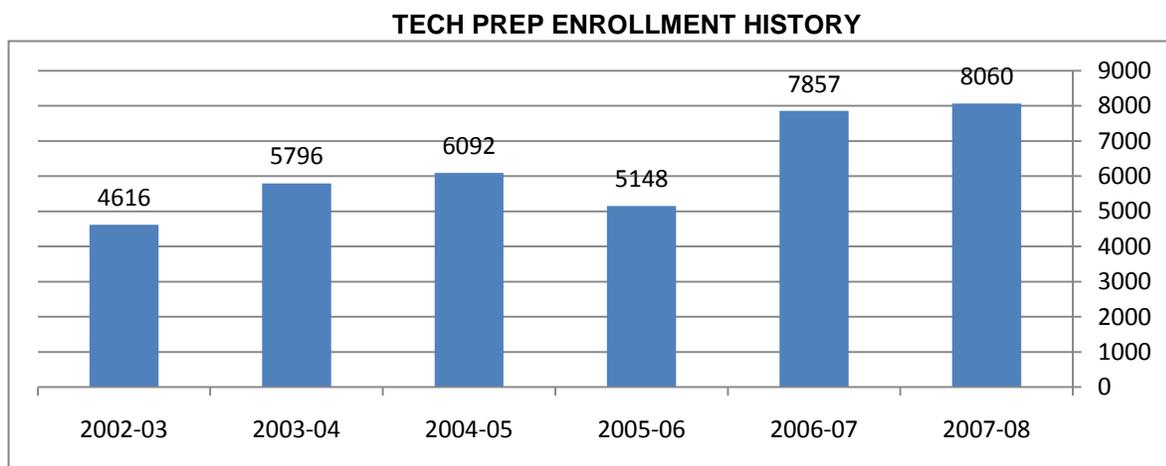


Table 2R1-2 Tech Prep Enrollment History

Training for business and industry is an important instructional objective for the College, supported by College efforts in helping clients obtain their overall goals. The College is striving to expand the numbers

of partnerships with these organizations in a hope to continue stimulating the local economy and generate improved economic growth through expanded access to training opportunities.

Housing occupancy rates are another factor the Colleges uses to interpret the access of educational opportunities to area students. In the early 2000s, demand for housing exceeded supply at the Hastings Campus. As a result, the College committed to building two additional housing facilities in the past six years. The College also committed to a multi-million dollar renovation project on the Hastings Campus to update the older residence halls. More recently, the occupancy rate for the Columbus Campus residence hall rose from a low point of 68 percent during the 2005-06 spring semester to 101.9 percent during the 2007-08 fall semester. As a result, an additional housing unit is being planned for the Columbus Campus, with provision for adding additional units in subsequent years if warranted by continued high occupancy rates.

While all employees are encouraged to participate in community activities and organizations and report their individual involvement during their annual personnel evaluations, these data are not totaled and reported. However, an informal survey was conducted during the 2009 spring semester. Approximately 75 staff members reported serving as members or leaders in organizations in the following categories :

- Chambers of Commerce/Economic Development - 21
- Charities/Fundraising for Community Groups - 15
- Church - 31
- Local Schools - 18
- Professional Organizations - 30
- Service Clubs - 10
- Social Services Agencies - 19
- Other - 61

While this participation cannot be attributed directly to being a CCC employee, it suggests that College employees are highly involved in their communities.

The College also provides various cultural and professional development activities on its campuses including Actions Day academic competition, Agriculture Education contests, Alternative Fuels Power Drive competition, athletic competition and summer camps, the Black Squirrel online newsletter, campus literary magazines, Central Honors Institute, the Children's Groundwater Festival, District Music Contest, Earth Day celebration and competition, Fall Tune-up Clinic for high school musicians, Fine Arts Festival, music concerts, Power Drive Road Rally, Skills/USA state competition, Technical Education competition, and theater performances. Participation in these events may be tracked individually but not in the aggregate. In the process of evaluating the success of these processes, the college has expanded its efforts to increase access to the increasingly diverse population base of the service area by hiring a Diversity Coordinator and by providing increased support for the multicultural clubs across the College. Additionally, the College uses surveys of students to track impact of its non-instructional objectives on the topics of access, partnerships, and economic growth.

2R3. How CCC Results for Performance Compare with the Performance Results of Other Higher Education Institutions

The college primarily uses national survey and study data to compare its results regarding non-academic goals with that of other postsecondary institutions. These measures include:

- The National Community College Survey of Student Engagement (CCSSE)
- The National Community College Faculty Survey of Student Engagement
- Faces of the Future – ACT
- National Community College Benchmark Project

The recent results regarding access, partnerships and economic growth from the Survey of Student Engagement are provided in Figure 2R3-1

2009 CCSSE Results (access, partnerships, economic growth)	Central Community College	CCSSE Cohort
(Access) How many hours do you spend in a week commuting to and from class (0=none, 1=1 to 5 hrs/week, 2=6 to 10, 3= 11 to 20, 4= 21 to 30, 5=more)	1.12	1.31
(Partnerships) Frequency student intends to transfer to four year institutions		
Primary Goal %	46.1	50.7
Secondary Goal %	22.7	22.1
Not a Goal %	31.3	27.2
(Economic Growth) Frequency Student intends to update job related skills		
Primary Goal %	45.2	42.4
Secondary Goal %	27.1	27.2
Not a Goal %	27.7	30.4

Figure 2R3-1

2R4. How CCC's Performance Results for Accomplishing Other Distinctive Objectives Strengthen the Overall Institution and Enhance Relationships.

The college improves its effectiveness in actions supporting other distinctive objectives by continuously developing processes that meet the changing needs for support services. Below are several examples of actions the College has completed:

Improve Cultural Competency

- On-going interaction with students results in development of student activities and organizations that meet changing needs and provides a rich campus life with opportunities for learning and individual development outside the classroom. Included are Art Club, Business Club, Campus Crusade for Christ, Computer Club, Culinary Arts Club, Dance Team, Drag Race Team, Early Childhood Service Club, Earth Day Activities, Entrepreneurship Club, Fine and Performing Arts, FOCUS (Friendships of Culturally Unique Students), Intercollegiate Athletics, Intramural Sports, Entertainers (i.e., music groups, hypnotist, magician), Judicial Board, Media Arts Club, Multicultural Club, Music Performing Groups, SkillsUSA, Student Activities/Advisory Committee, Student Senate, Student Success/Climb Every Mountain, Theater Productions, Tutoring Programs and Wellness Programs.

Improve Access

- The college began what has come to be called "distance learning" in 1980 by making its individualized, highly mediated curriculum available at off-campus learning centers throughout the College's 25-county service area. This process has continued to evolve as new instructional delivery technologies became available, leading to the College currently offering degrees entirely online.
- Monitoring of dorm occupancy rates and unmet demand for campus housing has resulted in construction of additional housing facilities.
- The Central Community College Foundation provides more than \$160,000 a year in scholarship support for CCC students.
- The College developed a 2008-09 Quality Improvement Campaign to improve College communication structures. The campaign team:
 1. Completed an inventory of committees for the College (identifying its purpose, membership, meeting schedules, status, and location of minutes and charter for each).
 2. Developed or asked to have developed a SharePoint for committees to function as a vehicle for communications and minutes sharing.

3. Examined the policies and procedures of the e-mail system and made recommendations for improving the process.
4. Developed a better set of questions focused on communications to be used in the Employee Satisfaction Survey.

Expanded Partnerships

- College information technology processes have evolved over time to meet the needs of students and employees. The Information Technology Department also works with external stakeholders, providing expertise to help them meet their needs and strengthen community relations.
- Campus employees including senior administrators are an integral part of local chambers of commerce and economic development organizations. As a result, they are directly involved in community development efforts and can provide immediate feedback about the training services the College can provide for industrial prospects. On occasion, employees have been a key reason for corporate decisions to locate new or retain existing plants in the CCC area.
- The CCC Foundation activities, including an annual golf tournament, annual appreciation dinner and Hall of Fame awards as well as continuous contact with potential donors, have developed strong ties with opinion leaders throughout the College service area and increased the visibility and stature of the College.

Economic Growth

- Involvement in the greater community comprising CCC's service area has resulted in several opportunities currently being considered or in the development stages, including expanded space in the current location for the Holdrege Center, expanded space in a former "big-box" retail store in Lexington, and expanded space in a former call center and a former hospital in Ord. As a result of community input including a needs survey, the College also is exploring options for expanding operations in Kearney.

211. Recent Improvements CCC Has Made On Its Other Distinctive Objectives

As outlined in 2R4 the College has focused its recent improvement efforts in this area around improving cultural competency, improving access, expanding partnerships, and improving economic development in the service area. Some of the actions taken include:

Improve Cultural Competency

- Based on requests from area students, student surveys regarding activities and organizations, and an external scan of growth in community college athletic programs in Nebraska, a need was identified for adding Division II women's softball and men's golf. This has resulted in an increase of approximately 30 new students participating in intercollegiate athletics, the majority of whom indicated they likely would have attended college outside Nebraska otherwise. This has increased the size and diversity of the student body.

Improve Access

- The College implemented a debit card program to facilitate the process of providing refunds to students.
- The College has implemented recent technology improvements including wireless points on campuses, security monitors, and provided support to the campus food service company when they installed an electronic meal card system.
- The College has identified the following priorities for improvement:
 1. Enhance internal communication.
 2. Identify better methods to incorporate measures, evaluations and key performance indicators into the planning process for distinct objectives, including data from faculty performance appraisals, student surveys and projections of population trends including diversity.
 3. Determine how or if personal objectives support College objectives and develop a process to ensure mutual development.

Expanded Partnerships

- Rural and small town development activities
- Worker training seminars

Economic Growth

- Rural and small town development activities
- State and local government grant participation/partnerships
- Close collaboration with the Nebraska Department of Labor

212. How CCC's Culture and Infrastructure Helps to Select Specific Processes and Targets for Improved Performance Results for its Other Distinctive Objectives

The College infrastructure provides a solid framework for developing other distinctive objectives that provide guidance to employees about institutional priorities. At the same time, the College structure provides flexibility for other distinctive objectives to originate at the individual, office, department and campus level. The infrastructure also provides a review and oversight process to determine if recommendations for services are appropriate, if they have broader applications (i.e. cross functional, College-wide) that would benefit greater numbers of stakeholders, if the service can be enhanced, and if additional resources are necessary for implementation.

