

Category 3: Understanding Students and Other Stakeholders

3P1 How Central Community College (CCC) Identifies Student Needs and Develops Courses of Action to Address New Needs

Central Community College identifies the changing needs of its student groups through the following avenues:

- Recruiting visits to high schools
- Relationships with high school counselors
- Compass, Asset testing, ACT testing
- Assessment of student learning
- Business and advisory boards
- Continuous Quality Improvement Team (CQIT) feedback
- Student feedback (surveys, forums, suggestion box, and student groups)
- Suggestion box comments from non-students
- Student organizations' feedback
- Representation on committees
- Surveys
 - Community College Survey of Student Engagement
 - Community College Faculty Survey of Student Engagement
 - Faces of the Future
 - Housing and food service
 - Event surveys (new student orientations, campus visit days, student workshops, and other events)
 - National Survey of Faculty and Students
 - Graduate Survey
 - Student Survey of Instruction
 - Web course evaluations
- Student/Stakeholder Evaluations
- Web Central
- Board of Governors Meeting via the Web
- Monthly newsletter from College President
- Campus Open Forums
- Regional job market analysis
- Demographic trends
- Feedback from learning center managers
- Meetings with Dean of Education

Depending upon the nature of the collected data, CCC then routes the information to the appropriate personnel or committee—such as Admissions and Recruiting, Action Teams, Learning Center Managers, Associate Deans, Educational Services, College Cabinet, Continuous Quality Improvement Team, Budgeting and Planning Committee, Marketing Committee, individual program faculty, advisors and counselors.

Because of CCC's multi-campus structure, the College commonly uses cross-functional/cross-campus teams to address both common actions and quality improvement initiatives. This process does offer the advantage of providing a wide perspective on the issues being addressed, but due to the physical distance between campuses some unique challenges are experienced. These challenges largely deal with the difficulty in meeting face-to-face to conduct meetings. The College is currently using its video conferencing system in an attempt to mitigate this issue and decrease the challenges caused by the distance between the campuses.

Based on the issue of distance between campuses and feedback from employees, the College has identified Communications as an AQIP Action Project with the goal of identifying multiple communications

pathways to improve communication among campuses and permanent centers, area administrative offices, learning centers, stakeholders, etc.

Once the individual team identifies the factors impacting the process in question, a recommendation is developed and forwarded to the appropriate body for approval. Once approval is secured, it is then passed to the appropriate department/campus/college committees for final implementation.

3P2 How CCC Builds and Maintains Relationships with Students

Central Community College builds and maintains relationships with both prospective and current students through ongoing communications with supportive student and instructional services personnel. When a prospective student requests information, the college responds with appropriate college materials. To this end a communications management module for the admissions process has been implemented to respond to student inquiries. Regardless of whether students receive a view book, a catalog, a program brochure, a personal letter, or postcard, the college always encourages students to tour the facilities and meet students/staff/faculty. The College maintains relationships with current students by involving them in the Campus and College Cabinet meetings, Board meetings, and opportunities to participate in various student activities, organizations, and athletics. The College gives students the opportunity to provide input in the form of the College suggestion box and multiple surveys described in 3P1.

In addition, Central Community College provides students taking courses at a distance with student services that can be accessed online – including comprehensive career and employment assistance offered online to both current students and alumni. The College’s current online communications tool (Web Central) provides the opportunity for both on- and off-campus students to maintain a relationship with CCC by providing access to life-time college email accounts, real-time grades and transcripts, college-wide announcements, and student accounts. Additionally, Central Community College maintains off-campus learning centers staffed by both full- and part-time personnel who help to build and foster relationships with students. Besides the actions and services listed above, the College provides several ongoing services that aid in maintaining relationships with existing and past students. They include:

- Academic Advising
- Student Placement Services
- Academic Success Centers
- Financial Aid Services
- Student Records/Accounts
- Student Clubs/Organizations
- CCC Alumni Newsletter

3P3 How CCC Analyzes the Changing Needs of Its Key Stakeholders Groups and Selects Actions to Improve Related Processes

Central Community College considers all its stakeholders as key stakeholders. The college uses the following methods to identify the changing needs of its stakeholders:

Methods to Identify Stakeholder Needs:
Faculty
Community College Faculty Survey of Student Engagement
Employee Satisfaction Survey
Campus Teams
Suggestion Box
Teacher Association
Open Forums – College and Campus
Faculty Representative on College and Campus Cabinet, Educational Services Committee, Quality Improvement Team, Safety Committee
Annual Planning Process

Evaluation Process
Professional Memberships
Faculty Senates (currently exist on each full service campus)
Staff
Open Forums
Evaluation Process
Campus Teams
Employee Satisfaction Survey
Suggestion Box
Representative on Quality Council
Professional Memberships
Support Staff groups have been formed on each of the campuses
CCC hourly and salaried staff associations have been formed college-wide
Parents and Guardians
Open Door Policy
New Student Orientation
Early College Orientation
Career Central Open House
Alumni
Newsletter
Community Employers and Business Supporters
Advisory Committees (Program and Presidents)
Follow Up Visits and Tours
Business and Industry Council
Involvement in Community Organizations
Employer Satisfaction Survey
Maintain Appropriate Relationships with Accreditation Bodies
Program (Technical and Professional Organizations)
College Accreditation HLC/NCA –AQIP
Nebraska Department of Education
Nebraska Coordinating Commission
Community Residents, Leaders, and Taxpayers
Public Participation at Board of Governors Meetings
Public Participation at Advisory Meetings
Economic Impact Studies
News Releases
Chamber of Commerce and Economic Development
Board of Governors
Monthly Board Meetings
Work Session
President's Advisory Council
Secondary Education Districts
(Central Nebraska) Distance Education Consortium Meetings
Education Fairs
Articulation Agreements
Visits with Campus Representatives
Early College
Career Academies/Educational Service Units 7, 9, 11 Consortium
Distance Education (Support Services)
Postsecondary Institutions
Articulation Agreements
Transfer Agreements

Transfer Visit Days
Legislators
Legislator Visits to Campus
Nebraska Community College Association Updates
College Representatives' Visits to Legislature
Governmental Agencies
Nebraska Department of Labor
Governmental Agencies
<ul style="list-style-type: none"> • Department of Education • Department of Health & Human Services • Department of Vocational Rehabilitation • Department of Corrections

Figure 3P3-1

Once the college collects this data, it uses the same process to analyze and select a course of action for stakeholders and students; See Section 3P1.

3P4 How CCC Builds and Maintains Relationships With Key Stakeholders

As described in 3P3 Central Community College determines the need for and builds relationships with stakeholders by multiple means. Some of the primary processes used to foster relationships with the College stakeholders include the College soliciting participation in advisory council meetings, regularly holding President's advisory council meetings, offering open forums for faculty and staff, hosting community events and community organizations on- and off-campus, regularly conducting a marketing analysis and an economic impact study to aid in defining future needs, and providing specialized training through the Training and Development cluster. Additionally, the College's planning committees regularly use perception data collected from the different stakeholder groups over time to develop plans to provide required services and programs.

3P5 How CCC Determines Ways to Target New Students and Stakeholder Groups With Educational Offerings and Services

Central Community College relies on feedback from advisory committees, national and regional trends, community partnerships and high school partnerships regarding changing job demographics and marketing trends in determining whether or not to target new student and stakeholder groups.

Should a new student or stakeholder group's needs match CCC's mission statement and instructional or service priorities, the College moves to step one of the Planning Model (See Figure 5P2-2).

To identify priorities, the college has developed a planning model that includes instructional initiatives and information technology initiatives to help the college prioritize needs of students and stakeholders. The initiatives are reviewed by appropriate leadership and those projects recommended are considered during the planning and budgeting process.

Additionally, the College receives consultation from the Learning Education Resources Network (LERN). The LERN is an outside entity that is evaluating our internal/external marketing as related to Training and Development and Extended Learning Services. The LERN has provided practical, how-to information on marketing, finances, brochure design and research that is useful in these changing times.

3P6 How CCC Collects and Analyzes Feedback and Develops Courses of Action Regarding Complaints From Students and Other Stakeholders

Central Community College develops its understanding of student and stakeholder satisfaction or dissatisfaction by first collecting feedback as illustrated in Figure 3P6-1:

Students
▪ Community College Survey of Student Engagement - 2005, 2006, 2007, 2009
▪ National Survey of Student and Faculty - National database for Department of Education - 2006
▪ Student suggestion box - established 2003
▪ Campus-based student senate or equivalent - established 1970
▪ College-wide and campus-based clubs
▪ Student Survey of Instruction
▪ Web-based student suggestion box
▪ Open Door policy
College Employees
▪ Employee Issues Questionnaire (Employee Satisfaction Survey) - 2005, 2006, 2008, 2009
▪ National Survey of Student and Faculty- National database for Department of Education - 2006
▪ Employee feedback through suggestion box - established 2003
▪ Employee feedback through Quality Council members
▪ Employee participation in College Planning Team
▪ Annual evaluations
▪ Open door policy to all leadership
▪ Employee feedback on College action projects teams
▪ Exit interview feedback
Community Residents, Taxpayers and Leaders
▪ President's Advisory Council meetings
▪ Program advisory committees
▪ Board of Governors
▪ Voluntary participation in civic groups by College employees
▪ College web-based suggestion box
▪ Direct interaction with campus-based and College and campus presidents and employees
▪ Alumni feedback
▪ Taxpayers' community meetings
▪ Public relations feedback
▪ Recruitment projects
Secondary Educators
▪ Early College program feedback
▪ Instructor feedback from courses offered at the area high schools
▪ Tech Prep Coordinator's biannual meetings
▪ President's Advisory Council
▪ State, regional, and service area meetings
▪ Dual enrollments
▪ Tech Prep Counselors annual workshop
▪ Community educational outreach programs

Figure 3P6-1 Collection of information

Because CCC's collected data is both recent and long-term, the College analyzes the respective data differently. The College analyzes recent data by comparing it directly against internal and external standards. The College analyzes long-term data by evaluating trends to identify year-to-year changes. As most of the data collected in Figure 3P6-1 spans over three years, the College uses trend analysis to track any shifts. Besides providing information on how to best improve student and stakeholder satisfaction, the data from trend analyses can also aid in forecasting future process changes. Central Community College also uses reports that compile significant measures of performance so planning and other decision-making teams can use the data. Some of the key groups and individuals that use this dashboard data include the Educational Services Committee, Quality Improvement Team, Quality Improvement Project Teams, College Cabinet, Campus Cabinets, Board of Governors, College Planning Team, Vice Presidents, the Executive Vice President, and College President. Once these key groups

analyze the relevant data, they then use the College planning model to define the best course of action to meet student and stakeholder needs.

Results on decisions made are communicated to students and stakeholders through appropriate means based on the individual situation. The College has focused on increasing transparency in all processes and has implemented and expanded the Institutional Research division to specifically target these opportunities. Examples include: direct follow-up meetings with students and stakeholders, providing clarification on college policies and procedures, open invitations for students and stakeholders to attend campus and/or college meetings, and implementation of processes to make key performance objectives more visible to all stakeholders. In a similar fashion, the College also conducts summative analysis that focuses on areas such as program evaluations, budgetary outcomes and mid- to long-range planning (strategic planning, quality campaigns, and quality improvement projects). That is, key groups compare performance data to predetermine standards and use the College planning model to implement improvement action.

3R1 How CCC Determines the Satisfaction of Students and Other Stakeholders

As outlined in 3P1 and 3P3 CCC has multiple tools it uses to determine the needs and satisfaction of students and stakeholders. Table 3R1-1 indicates the most recent results of student's perceived educational and personal growth levels based on the Community College Survey of Student Engagement (CCSSE). Table 7R3-1 in Category 7 includes comparisons of CCC students' satisfaction with student service functions compared to students from other institutions that participated in the study.

Results from CCSSE 2009

Educational and Personal Growth (Full-Time) 1=Very little, 2=Some, 3=Quite a bit, 4=Very much	CCC Average	Other Consortium Colleges Participating in the Study (Average)
Acquiring a broad general education	2.98	2.99
Acquiring job or work related skills	2.91	2.82
Developing clearer career goals	2.74	2.75

Table 3R1-1

Since 2006 CCC has conducted the Student Survey of Instruction to assess student satisfaction with educational processes. Table 3R1-2 contains several of the cumulative results for the Spring 2009 survey.

Spring 2009 Student Survey of Instruction

Question	Sample (N)	1 Strongly Agree (SA)	2 Agree (AG)	3 Disagree (DG)	4 Strongly Disagree (SD)	Average Wt Response per Question	Percent Agreement (SA+AG)
The course syllabus clearly states the course expectations.	2334	1193	1018	93	30	1.6	94.73%
Graded assignments cover course content.	2305	1114	1089	73	29	1.6	95.57%
Course activities contribute to my learning in this course	2322	1089	1058	142	33	1.6	92.46%
This course is increasing my knowledge.	2310	1140	1005	118	47	1.6	92.86%
This course is meeting my expectations.	2315	1023	1042	172	78	1.7	89.20%

Table 3R1-2

In addition to the measures indicated, the college also uses other methods to determine student and other stakeholder satisfaction such as: Graduate Placement Report, Enrollment Report, Retention Rates, and Employer Surveys (see 3P1).

3R2 How CCC Measures Performance Results for Student Satisfaction

In addition to the results in tables included in 3R1, the tables below illustrate the results of building relationships with students. The Key Performance Indicators are collected annually and are used in annual and strategic planning.

Key Performance Indicators (Student Satisfaction)

Measure	05/06	06/07	07/08	08/09
Students completing courses registered for Fall	76%	78%	78%	79%
Degrees granted	564	534	560	557
Diplomas granted	361	321	370	339
Certificates granted	692	448	802	617
Percent of cohort graduates	24%	23%	24%	24%
Program skill proficiencies in 33 programs with 75% and above completion rate	96%	97%	97%	96%

Table 3R2-1 Measured results from Key Performance Indicators

Several other factors the college considers include perceptions on relationships with faculty, staff, offices and departments (see 3R2-2).

Results from CCSSE 2009

Quality Relationships 1=Unfriendly/Unsupportive/ Alienation 7=Friendly/Supportive/Sense of belonging	Full Time-CCC Average	Other Colleges Participating in the Study Full Time Average
Relationship with instructors	5.71	5.60
Relationships with administrative personnel and offices	5.39	4.97

Table 3R2-2

3R3 How CCC Measures Performance Results for Building Relationships With Its Students

In addition to the actions outlined above, the college tracks the factors outlined in table 3R3-1. These factors are used to monitor both relationships with current and potential students in the service area and alumni.

Indicators of Relationships with Students

Measure	05/06	06/07	07/08	08/09
Contributions to student scholarship (Actual Annual Foundation Scholarships)	\$649,918	\$713,404	\$752,571	\$767,423
Percent of total 25 -county population served	7.10%	7.20%	7.10%	7.30%
Partnership in Worker Training Grants	125	122	127	134

Table 3R3-1

3R4 CCC's Performance Results for Stakeholder Satisfaction

Central Community College (CCC) monitors its results of building relationships with stakeholders by tracking graduate demographics, employment in related fields, and the number and amount of worker training grants developed as illustrated in Tables 3R4-1, 3R4-2, and 3R4-2 a and b.

Worker Training Grants are a partnership between area businesses and CCC (see Table 3R4-1). Of the approved grants Central Community College manages 75%.

Worker Training Grants	2003-04	2004-05	2005-06	2006-07	2007-08
Number of grants submitted	49	69	61	62	62
Amount requested	543,803	975,759	695,159	582,130	582,130
Approved amount	171,279	268,605	252,647	297,593	297,593

Table 3R4-1 Worker training partnership data

Graduate Data

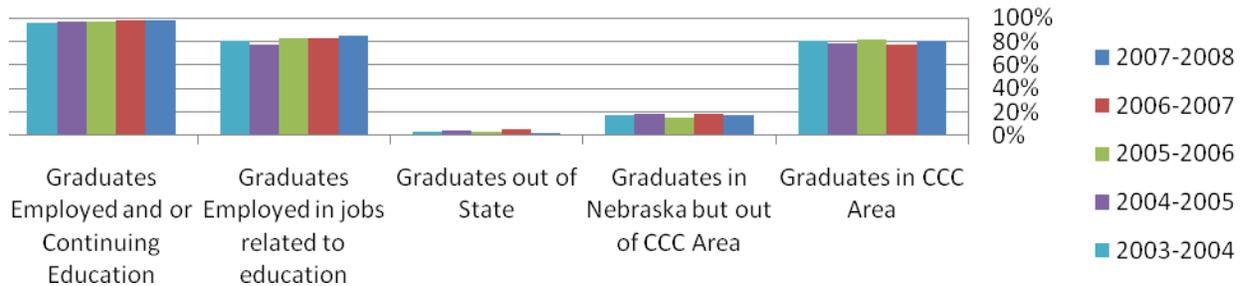


Table 3R4-2 (2009 data due in Dec 2009)

Graduates Employed in jobs related to education

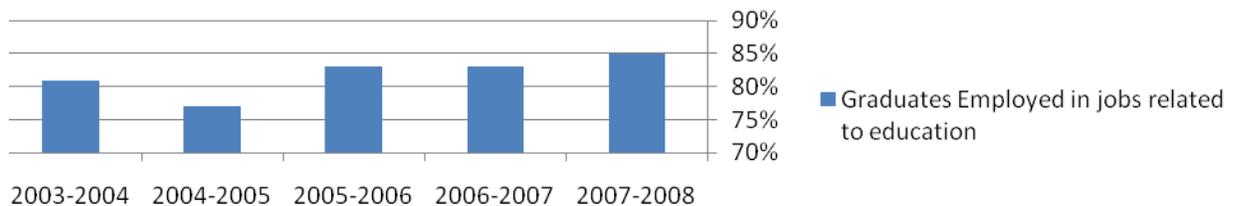


Table 3R4-2a CCC Graduate employment data

Graduates Employed and or Continuing Education

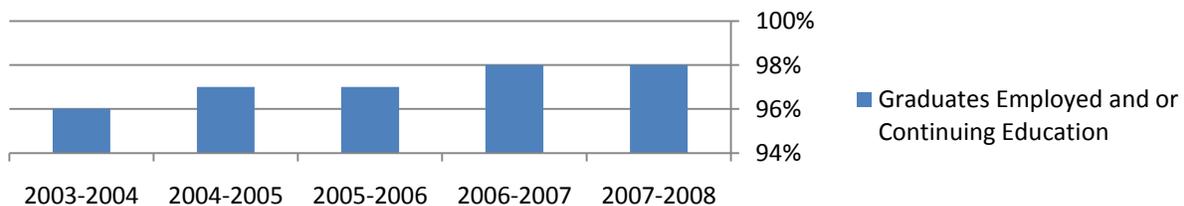


Table 3R4-2b CCC Graduate employment data

3R5 CCC's Performance Results for Building Relationships With Key Stakeholders

CCC currently tracks several measures to determine the success of relationship building with key stakeholders. The current belief is that the percent of enrollment in the College's 25-county service area has a high degree of correlation to the success of building and maintaining relationships with key stakeholders. These measures include monitoring percent of target population served (residents 18-64 years old), and percent of total population served in any given year. Table 3R5-1 indicates the results for these factors and table 3R5-2 represent the results of selected peer institutions of similar size and rural status in the Nebraska, Kansas and Iowa area.

Excerpt from 2008-09 Enrollment Report (all numbers represent service area)

Total 25-County Population Served	7.30%
Total Target Population Served	12.70%

Table 3R5-1

Excerpt from 2008-09 Enrollment Report (all numbers represent service area)

Average Service Area Population Served of Peer Institutions (N=7)	5.9%
Total Target Population Served (N=7) some variation in age groups	10.2%

Table 3R5-2

3R6 How CCC's Results for the Performance of Understanding Students' and Other Stakeholders' Needs Compare With the Performance Results of Other Higher Education Institutions

The primary comparison tool used by CCC includes the results from the Community College Survey of Student Engagement. Some of the key results are outlined in Tables 3R1-1, and 3R2-2. As for external comparisons for other key stakeholders groups, the College recognizes the opportunity exists to find comparisons with other institutions or organizations and is actively seeking data to generate those comparisons.

3I1 Recent improvements CCC Has Made in Category Three

One of the key actions taken to better understand students was the quality improvement project focusing on improving student learning. This project looked into improving Foundations Education in the College. This project supported one of the College's Strategic Quality Initiatives and has deployed several improvement actions. The most recent action of the team was to develop and start implementation of a mandatory placement testing process to improve overall student success. CCC also anticipates the Systems Planning for Actions, Resources, Knowledge, and Skills (SPARKS) process (See Category 8) will assist in better defining the needs of its stakeholders and students. The SPARKS process will bring a broader perspective to all aspects of College planning, including a better understanding of students and stakeholder needs. In 2002, the College developed and launched the student suggestion box to collect feedback from students and any external stakeholders.

Information collected assists in developing new quality improvement initiatives. The College's current processes have been heavily focused on existing employees. The College is exploring opportunities that will expand efforts to include more external stakeholders and our Board of Governors. Additionally, it has been identified that the college has the opportunity to expand our formal feedback mechanism from former students and external stakeholders. Several of the suggested improvements include the expanded use of focus groups and surveys and formal feedback from student organizations and groups. Additionally, the college will explore how students communicate: Facebook; text messaging; focus groups, etc.

3I2 How CCC's Culture and Infrastructure Help Select Specific Processes to Improve or Target

CCC's institutional size helps it to be more sensitive and accessible to stakeholders. The College also has a presence in our outlying community through our 72 learning centers. The College also holds SPARKS meetings to gather input on processes from faculty and staff and apply that feedback to the systems portfolio. The College regularly uses existing communication systems to share results with its stakeholder groups but the College is exploring other possible techniques to better communicate the accomplishments of its actions in this area to all stakeholders.

Central Community College targets the needs of students and stakeholders as part of the College planning model. An example is that in 2004 the College developed a personalized response system for prospective students and revised its web site to target Early College and Tech Prep students. In addition, all three campus recruiters are unifying their recruiting presentations and using computer software (communications management module) to track the number of contacts per prospective student. The College has also formed student service teams who will collect, analyze data, and set improvement priorities through the following:

Central Community College
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- Analysis of the CCC Employee Satisfaction Survey
- Annual analysis of Community College Survey of Student Engagement
- Increased student participation in College committees
- Collection of suggestions from the suggestion box