

UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

CATEGORY THREE

INTRODUCTION:

Central Community College's continuous quality improvement system continues to mature as it continues to refine its processes. Based on feedback from the last systems appraisal, the college has initiated processes to focus on opportunities.

After analyzing the feedback from the last systems appraisal, the college increased its focus on how it prioritized meeting the needs of its stakeholders. The central focus was to evaluate how those needs relate to the college's mission, vision and values and then integrate those needs into the strategic planning of the college. As the strategic plan is aligned with the nine categories, each goal is broken into specific action projects with timelines for completion. This process provides a strong framework for validating and prioritizing any potential need. If a potential need is identified, it is evaluated and prioritized based on the criticality to meeting the mission or other strategic goal. Then based on its priority it is assigned an action project. The body that completes this task is the 45-person strategic planning committee. The college also uses the Administrators Summits as an opportunity to evaluate current data and determine if any unmet needs are requiring attention in the short term. The teams employ several tools to refine and prioritize these needs, but the most common is the Force Field Analysis.

To improve the processes of data collection and analysis relating to stakeholders the following process was taken. To standardize analyzing data collected from students and other stakeholders, the Institutional Research Office has generated a standard set of reports that are distributed college wide and are now integrated in to both annual planning and the five-year strategic planning. If an issue is found in the data that rises to the level needing improvement, the project can be reviewed by the Strategic Planning Committee. If more time sensitive, it can be tagged as an action project by the College Cabinet and or the Continuous Quality Improvement Team.

In a similar step, the College has expanded its measures of stakeholder relationships beyond

market penetration to include several external stakeholder surveys and other interactive face to face meetings.

CCC has also adopted several instruments to gather comparison and benchmarking data. One of these includes fostering a statewide participation in the Voluntary Framework of Accountability, and the state wide Socioeconomic Impact Study. This study will provide directly comparable data with the other community colleges in Nebraska. As the study progresses, CCC will compile and develop comparison/benchmark data on multiple factors including potential student and stakeholders needs. At the national level, CCC participates in large-scale studies including the Community Cost and Productivity Project, Community College Benchmarking Project and the Higher Education Partnership Satisfaction Survey (a.k.a. Arizona Study) to gather more benchmarking/comparison data.

Since the last Systems Portfolio CCC has worked on four separate action projects that focus on improving first year student success. This was part of the Strategic planning process and demonstrates a structured process of identifying additional areas in need of improvement and setting targets.

PROCESSES (P)

3P1 How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?

Central Community College identifies the changing needs of its student groups through both qualitative and quantitative data from course evaluations, program reviews, outcomes assessment, program advisory committees, placement surveys of career and technical program graduates, Data from the College Score Card, data from graduates provided by the Nebraska Department of Labor, performance of Fall-to-Fall retention, course completion, and National Student Tracker (transfer post completion). This analysis includes:

- Recruiting visits to high schools
- Relationships with high school counselors
- Compass, Asset testing, ACT testing
- Assessment of student learning

Core Component 4C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs. *(Addressed in 3P1)*

- The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings. *(Addressed in 3P1)*
- The institution collects and analyzes information on student retention, persistence, and completion of its programs. *(Addressed in 3P1)*
- The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data. *(Addressed in 3P1)*
- The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.) *(Addressed in 3P1)*

- Business and advisory boards
- Continuous Quality Improvement Team (CQIT) feedback
- Student feedback (surveys, forums, suggestion box, and student groups)
- Student representation at Campus Cabinet meetings
- Student Senate representatives attending committee meetings
- Comment/Suggestion box
- Student organizations' feedback
- Representation on committees
- Surveys
 - Community College Survey of Student Engagement (CCSSE)
 - Community College Faculty Survey of Student Engagement (CCFSE)
 - 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
- Student Services survey
- High School Customer Satisfaction Follow-up Survey
- Web course evaluations
- Student/Stakeholder evaluations
- Web Central portal
- Board of Governors meeting via the web
- Monthly newsletter from College President
- Student lunches with the individual Campus Presidents
- Campus open forums
- Regional job markets analysis
- Demographic trends
- Feedback from Learning Center Managers
- Meetings with Deans of Education

The most recent addition to these measures includes the College Score Card at: <http://www.cccneb.edu/images/1R/systemsportfolio/score%20card.pdf>. This device includes multiple major performance measures that have goals based on best practice/performance and uses data sources including IPEDS, NCCBP, and CCSSE and others. Depending upon the nature of the collected data, CCC then routes it 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; the physical distance between campuses causes some unique challenges. 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 among the campuses.

Based on the issue of distance among 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 office, learning centers, stakeholders, etc.

Once the individual team identifies the factors with an impact on 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 do you build and maintain a relationship with your students?

Central Community College builds and maintains relationships with both prospective and current students through ongoing communications with supportive student and instructional services personnel. Students identify interests in various activities at New Student Orientations and their information is then passed on to appropriate staff. They are then contacted by the advisors of those student organizations and activities in charge of those activities. 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 a 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. Students are encouraged and offered many opportunities to participate in leadership and co-curricular activities. Students also can participate in various welcoming activities in order to familiarize themselves with faculty and staff. Service Fairs, student organization meetings, Ram Round Up, and Student Success Day are a few of the events/activities designed specifically to build and enhance student relationships with campus staff. Specific groups also have trainings to affiliate students with services and procedures, including RA and Ambassador Training and College Transition programs. In addition, the College President holds open forums with students on all campuses while the Campus Presidents, faculty members, and staff offer meeting times with students as well. The College also gives students

the opportunity to provide input via the College's online Suggestion Box and through multiple surveys described in 3P1.

Central Community College provides students taking courses at a distance with 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. Faculty continue to maintain relationships with students enrolled in online courses by following the federal guidelines of interacting with each student at least 5 times per credit hour. Additionally, Central Community College maintains off-campus learning centers staffed by both full- and part-time personnel who help 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 current and former students. They include:

- Academic Advising
- Student Placement Services/Career Services
- Academic Success Centers
- Financial Aid Services
- Student Records/Accounts
- Student Clubs/Organizations
- CCC Alumni Newsletter
- Veterans' Resource Centers
- Early Warning System
- TRIO services
- Online advising modules
- New Website
- New Web Central portal
- Campus Presidents involved in PTK

3P3. How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs?

Central Community College considers all its stakeholders as key stakeholders. Beyond collecting input from our important student stakeholders, the college uses the following methods to identify and begin analysis of changing needs of its external and internal stakeholders including: accreditation bodies; alumni; Board of Governors; community employers and business supporters; community

Core Component 1D

The institution's mission demonstrates commitment to the public good. (Addressed in 3P3 and 3P5)

□ Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation. (Addressed in 3P3 and 3P5)

□ The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. (Addressed in 3P3)

□ The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow. (Addressed in 3P3, [Figure 3P3-1] and 3P5)

residents, leaders, and taxpayers; faculty and staff; government bodies; legislators; parents, guardians, and significant others of students; postsecondary institutions; and secondary education districts (see Figure 3P3-1 on the next page).

Prioritizing among the many stakeholder groups and their identified needs is accomplished through the College's integrated planning processes that are used for both traditional and improvement planning. These processes are described in Category 5: Leading and Communicating and Category 8: Planning Continuous Improvement. As outlined in the planning cycle, the planning model process begins by evaluating the need for any given project and then evaluates if it meets the College's mission, vision and service priorities. The planning model processes facilitate the analysis, prioritization, clarification, alignment, and communication of college planning to produce transparent results and encourage a shared understanding across various stakeholder groups.

3P4 How do you build and maintain relationships with your 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 listening

sessions (in selected service area communities), 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. The processes used to build and maintain relationships with students are outlined/addressed in the Category One response.

3P5 How do you determine if you should target new student and stakeholder groups with your educational offerings and services?

Central Community College relies on feedback and new information from an array of communication sources to identify new target markets and stakeholders. These sources that provide information range from federal and local agencies to community partnerships. Should a need of a new student or stakeholder group match CCC's mission statement and instructional or service priorities, the College uses a standard improvement process to enact its planning (see Figure 1P17-2 and or Figure 8P1-1).

To identify priorities that bring the highest value to the college's students and stakeholders, the College has further developed a planning model that includes instructional initiatives and information technology initiatives. The initiatives are reviewed by appropriate leadership and those projects recommended are considered during the planning and budgeting process.

There are several key methods the College has identified to assist with defining these new markets. For example, national and regional trends are monitored. Trends that show changing job demographics and marketing trends allows CCC to identify new students and stakeholders. Another way CCC identifies methods to target new populations is through federal mandates, legislation, and government agencies. These opportunities include the College President's Call to Action, in which students pledge to complete their associates degree, diploma, or certificate from Central Community College. The increase in graduates from Central Community College will provide a chance to apply for more awards that better serve and recognize our students.

Methods to Identify Stakeholder Needs:	
All Stakeholder Groups	Faculty and Staff
<ul style="list-style-type: none"> • <u>Open Door Policy</u> • <u>Participation at Board of Governors Meetings</u> • <u>Advisory Committee/Council Participation (Program, Presidents and Grant)</u> • <u>Communication Channels: Facebook, Website, News Releases, Newsletters, "Contact CCC" on Website</u> • <u>Comment/Suggestion Box</u> • <u>College Planning Model Processes</u> • <u>Employee Participation in Forums, Open Houses, Orientations</u> • <u>Evaluation Processes for Many Credit and Not for Credit Activities</u> • <u>Input from Employee Involvement and Leadership in State, Regional, National, and International Education-Related and Other Organizations</u> • <u>Systems Appraisal Feedback Report</u> • <u>Employee Participation in Public Activities</u> 	<ul style="list-style-type: none"> • <u>Community College Faculty Survey of Student Engagement</u> • <u>National Survey of Faculty and Students</u> • <u>Employee Satisfaction Survey</u> • <u>Open Forums</u> • <u>Survey for "Great Colleges to Work For" Program of the Chronicle of Higher Education</u> • <u>Evaluation Process</u> • <u>Campus and College Teams, Committees including AQIP Team/Quality Council</u> • <u>Comment/Suggestion Box</u> • <u>Teacher Association</u> • <u>Representatives on Campus and College Cabinets</u> • <u>Open Forums – College President and Campus</u> • <u>Representatives on College and Campus Cabinets, Educational Services Committee, Quality Improvement Team, Safety Committee</u> • <u>Professional Memberships</u> • <u>Faculty Senates that currently exist on each of the full-service campuses</u> • <u>Systems Planning for Actions, Resources, Knowledge, and Skills (SPARKS) Process</u> • <u>College and Campus Action Summits</u> • <u>Exit Interviews</u>
Accreditation Bodies	Governmental and other Postsecondary Agencies
<ul style="list-style-type: none"> • <u>Program (Technical and Professional Organizations)</u> • <u>College Accreditation HLC/NCA – AQIP</u> • <u>Nebraska Department of Education</u> • <u>Nebraska Coordinating Commission</u> • <u>Alumni & Foundation Participants</u> • <u>Graduate Employment Survey</u> • <u>Newsletter</u> • <u>Retiree Breakfasts</u> • <u>Graduation Breakfast</u> 	<ul style="list-style-type: none"> • <u>Nebraska Department of Labor (data share)</u> • <u>Department of Education (data share)</u> • <u>Department of Health & Human Services (data share)</u> • <u>Department of Vocational Rehabilitation (data share)</u> • <u>Department of Corrections (data share – students only)</u> • <u>Articulation Agreements (all Nebraska colleges)</u> • <u>Transfer Agreements (all Nebraska colleges)</u> • <u>Transfer Visit Days (all Nebraska colleges)</u>
Board of Governors	Legislators
<ul style="list-style-type: none"> • <u>Monthly Board Meetings</u> • <u>Work Sessions</u> • <u>President's Advisory Council</u> • <u>Work Sessions</u> • <u>President's Advisory Council</u> 	<ul style="list-style-type: none"> • <u>Legislator Visits to Campus</u> • <u>Nebraska Community College Association Updates</u> • <u>College Representatives' Visits to Legislature</u>
Community Employers and Business Supporters	Parents, Guardians, and Significant Others of Students
<ul style="list-style-type: none"> • <u>Advisory Committees (Program and Presidents)</u> • <u>Follow Up Visits and Tours</u> • <u>Business and Industry Council</u> • <u>Involvement in Community Organizations</u> • <u>Employer Engagement Survey</u> 	<ul style="list-style-type: none"> • <u>Open Door Policy</u> • <u>New Student Orientation</u> • <u>Early College Orientation</u> • <u>Career Central Open House</u>
Community Residents, Leaders, and Taxpayers	Secondary Education Districts
<ul style="list-style-type: none"> • <u>Public Participation at Board of Governors Meetings</u> • <u>Public Participation at Advisory Meetings</u> • <u>College President and Campus Community "Meet and Greets"</u> • <u>Economic Impact Studies</u> • <u>News Releases</u> • <u>Employee Participation on Chambers of Commerce & Economic Development Organizations</u> • <u>Open House Events</u> 	<ul style="list-style-type: none"> • <u>(Central Nebraska) Distance Education Consortium Meetings</u> • <u>Education Fairs</u> • <u>Articulation Agreements</u> • <u>Visits with Campus Representatives</u> • <u>Early College</u> • <u>Career Academies/Educational Service Units 7, 9, 11 Consortium</u> • <u>Distance Education (Support Services)</u>

Figure 3P3-1

Additional service opportunities are sought by applying for grants. Pursuing and being awarded grants, locally or nationally is an opportunity for CCC to build additional partnerships and seek a new group of students. The college applies for grants that will strengthen our local, regional, and state economies through a skilled workforce. The

HELP grant, Health Education Laddering Program, is designed to help students get a degree in the healthcare field and fill a growing need for skilled workers in the healthcare industry. Another national trend, increased Veterans enrollment at community colleges provided an opportunity for CCC to better serve this population by applying for a national grant. The federal funding allows us to provide

additional college assistance specifically for veterans to address their challenges and needs.

Surveys conducted by our Institutional Research Office provide the College with statistics and documentation to assist in the creation of new programs that benefit students and stakeholders. Workforce trends prove that there will be an increase in jobs that require employees to have more than a high school diploma but less than a four-year degree. Students can get a high quality education, graduate, and find a job in the many growing fields that have been identified. CCC is striving to address these areas of growth; healthcare, business, to childcare, by developing new programs. Local community connections with Workforce Development and the Chamber of Commerce allow CCC to monitor businesses that are closing and new businesses that become established in the area. Central Community College has established a Crisis Response Team, in partnership with other community agencies, that makes on-site visits to local and area businesses that are closing. This expected community partnership allows the college to meet the needs of a new population. Faculty and staff also serve on multiple community committees and boards of organizations. These boards and partnerships in the local communities include the Columbus Community Hospital, United Way and other non-profit organizations, Economic Council, and Business and Industry Boards. Serving on these committees and these partnerships allow the college to become aware of needs and target populations.

CCC's Learning Centers include three less-than-full service facilities (Lexington, Kearney, and Holdrege) and more than 60 part-time locations in the college service area. The Learning Centers provide programming and special requested courses in more than 85 communities. The Learning Center Managers are community contacts that provide direct feedback to the College about community needs.

Additionally, the College receives consultation from the Learning Education Resources Network (LERN). The LERN is an outside entity that evaluates 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 do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?

Central Community College develops its understanding of student and stakeholder satisfaction or dissatisfaction by first collecting general feedback as described in 3P1 (students) and 3P3 (all other stakeholders).

Specifically regarding concerns, there are several methods the College uses to collect feedback from students and other stakeholders (each is designed to be identified and dealt with at the lowest level). The Board of Governors specifies policies and the College sets procedures and processes for collection, analysis, and development of courses of action regarding complaints. These policies and procedures include the college's open door policy and processes for:

- Grievance
- Harassment
- Grade appeal
- Performance improvement plan
- Campus student judicial boards
- Comment/suggestion box
- Injury and crime reports

The focus of all processes regarding complaints is to promote the goal of continuous improvement.

Results (R)

3R1 How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

As outlined in 3P1 and 3P3, CCC has multiple tools it uses to determine the needs and satisfaction of students and stakeholders. For example, the College regularly collects satisfaction data through several key surveys, including: the CCC Student Services Survey, Community College Survey of Student Engagement (CCSSE), CCC Enrollment Report, Retention Rates, Employer Surveys, Employee Engagement Survey, Graduate Placement Report, and the recently modified High School Customer Satisfaction Survey. All of these named surveys are conducted annually, with the exception of the CCSSE – which is conducted

every other year. An important tool that provides a measure for student satisfaction is the *Student Survey of Instruction*, which CCC implemented in 2006. The college collects and analyzes this data each semester (fall, spring, and summer) and shares the results with administrators and faculty to help assess student satisfaction with the instruction they receive. Figure 3R1-1 shows trend data for the *Student Survey of Instruction*, which reveals positive findings.

The trend data demonstrates that in the six survey administrations since fall 2009, the number of instructors evaluated, the number and percentage of students responding, and the number and percentage of total courses evaluated have increased steadily. The results

of *Student Engagement (CCSSE)*. According to CCSSE data, these three items below are the top three most important services – as ranked by students at CCC, within the Consortium Colleges, and in the National 2013 Cohort. These are examples of how CCC is meeting students' most important academic and support service needs, at levels that compare or exceed the performance by other institutions.

In 2012, the College implemented the CCC Student Services Survey to identify whether the student services offered by the College are fulfilling the needs of the students in addition to any areas where improvements or additional resources may be needed. The following student support services were assessed in this survey:

(Student Survey of Instruction) College-wide Descriptive Statistics							
Measures	Fall '09	Spring '10	Fall '10	Spring '11	Fall '11	Spring '12	% Change Fall '09 – Spring '12
Instructors Evaluated – Percentage	77.8%	81%	83.6%	84.2%	87.5%	85%	+7.2%
Students Surveyed – Response Rate	16.4%	20.2%	22.3%	22.6%	27.4%	27.0%	+10.6%
Total Courses Evaluated - Percentage	45%	50.8%	55.4%	57%	64.5%	59.7%	+14.7%

Figure 3R1-1

Results from Community College Survey of Student Engagement 2013			
Student Satisfaction with Academic and Support Services <i>(1=Not at all, 2=Somewhat, 3= Very)</i>	CCC Average	Other Consortium Colleges Participating in the Study (Average)	2012 Cohort
Academic advising/planning	2.37	2.27	2.24
Computer Lab	2.51	2.54	2.50
Financial Aid advising	2.27	2.30	2.24

Figure 3R2-1

are encouraging. For example, over **96%** of the student respondents indicated that their instructor knows the course subject matter, and over **94%** of students report that the course materials contribute to their learning.

In addition to surveys, the College collects satisfaction feedback through community and program advisory board meetings as well as through face-to-face open forums with employees and students, which are conducted twice a year on each of the College's three main campuses.

3R2 What are your performance results for student satisfaction?

Figure 3R2-1 indicates the most recent results of students' satisfaction with academic and support services based on the *Community College Survey*

1. Academic Advising, 2. Admissions, 3. Assessment/Testing, 4. Bookstore, 5. Cafeteria/Food Services, 6. Campus Safety, 7. Residence Halls, 8. Career and Employment Services, 9. Counseling Services, 10. Disability Services, 11. Financial Aid, 12. Registration, 13. Student Activities, 14. Veteran Services, 15. Tutoring Services, 16. TRIO/SSS, and 17. Library Services. Students were asked about the frequency with which they utilize each of the student services, and they were also asked to rate their level of agreement with various statements evaluating their experiences with each type of Student Services. Figure 3R2-2 (next page) shows a segment of data from the 2012 Student Services Survey. All students who attend CCC must use Registration Services to enroll in courses, so this is one Student Services function utilized by everyone. Of the six experiences of



Figure 3R2-2 Student Services Survey 2012

registration services that were assessed in the survey, five were rated as “Agree” or “Strongly Agree” by at least 90% of the students. The experience of “Dropping and adding courses is easy to do” was rated the least favorably with only 77% of respondents selecting “Agree” or “Strongly Agree”.

Registration Experiences Assessed:

1. I am able to register for classes I need with few conflicts
2. Dropping and adding courses is easy to do
3. Staff were available when needed and knowledgeable in dealing with my inquiry
4. Staff provided complete and accurate
5. Staff were courteous and helpful
6. My overall experience was positive

3R3 What are your performance results for building relationships with your students?

CCC uses several key measures as indicators of our performance in relationship-building with our students. For example, recent data from the 2011 Community College Survey of Student Engagement demonstrates that a large majority of CCC students report their relationships with

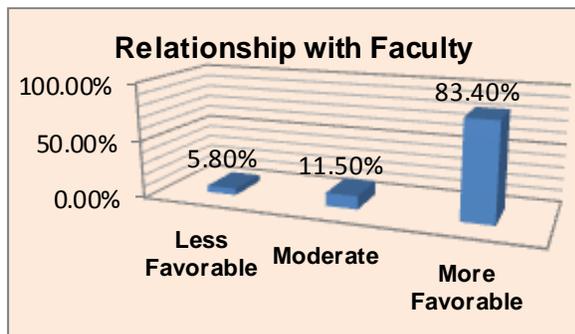


Figure 3R3-1

faculty as being favorable (Figure 3R3-1). In addition, Central Community College establishes positive relationships and connections with students through the frequent interactions and assistance offered by our academic support/tutoring services. Figure 3R3-2 contains trend information on the amount of contact/tutoring assistance sought by CCC students.

Tutoring Assistance Provided	2010	2011	2012	% of Change 2010 to 2012
Student Contacts	866	1530	1369	58%
Students Served with Academic Support/Tutoring	454	522	539	19%
Total Tutoring Hours	4508	5664	5491	22%

Figure 3R3-2

Central Community College’s Student Clubs/Organizations, in addition to organized student activities, is another method utilized for establishing and maintaining relationships with (and among) CCC students. The College has more than 27 established student clubs and organizations, and college student services personnel organize more than 60 student activities throughout the academic year.

3R4 What are your performance results for stakeholder satisfaction?

Central Community College monitors its results for stakeholder satisfaction by tracking graduate employment, employee satisfaction data, employer satisfaction, as well as satisfaction ratings from our high school partners.

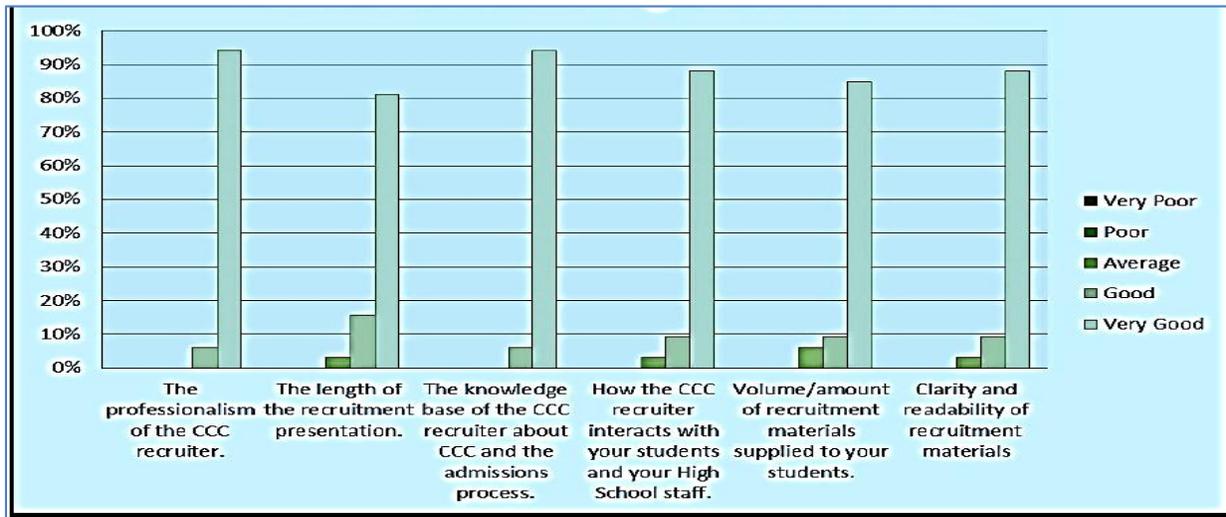


Figure 3R4–1 High School Customer Satisfaction Survey Results – 2012

In 2012, Central Community College conducted a High School Customer Satisfaction Survey as a follow-up to the original survey conducted in 2010, in order to determine if revised processes and materials had been effective in providing high school counselors with the service and support that they need. High school guidance counselors throughout the College’s 25-county service area were invited to participate in the survey.

Figure 3R4–1 shows results for high school counselor satisfaction with Central Community College’s recruitment efforts. Survey participants were asked to rate their experiences with CCC recruitment on a 5 point Likert scale (Very Poor to Very Good). In all six areas that were assessed, a maximum rating of “Very Good” was awarded by at least 81% of respondents. All six areas received a higher percentage of “Very Good” ratings in comparison to 2010 results.

3R5 What are your performance results for building relationships with your key stakeholders?

Central Community College tracks several

measures to determine the success of relationship-building with key stakeholders. Such measures include our Employee Engagement data, Articulation Agreements with transfer institutions, Worker Training Grants, and Alumni-giving to the Central Community College Foundation.

Figure 3R5–1 shows a segment of the trend data for the CCC Employee Engagement Survey. Employee engagement was assessed through 47 questions using a 5-point Likert Scale. The data reveals notable, positive trends. For example, on the seven items related to communication with the College’s upper administration, the mean scores were significantly improved between 2009 and 2010/2011 on all seven questions.

In addition to the results shown, CCC also believes 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. Thus, the College annually

REVIEW OF COMMUNICATION ITEMS College Cabinet 1 = Strongly Disagree, 5 = Strongly Agree	2009	2010	2011	% of Change 2009-2011
Communicates in an open and honest way	3.17	3.49	3.5	+6.6%
Communicates the goals, values, and or mission of the college	3.4	3.62	3.67	+5.4%
Keeps me informed of key topics within the college as a whole	3.23	3.61	3.66	+8.6%
Encourages and supports my input and feedback	2.89	3.16	3.17	+5.6%

Figure 3R5–1 Employee Engagement Survey

monitors the percent of target population served (residents 18-64 years old) and the percent of total population served in any given year. Figure 3R5-2 contains the results for these measures.

**Excerpt from 2012-13 Enrollment Report
(all numbers represent service area)**

Total 25-County Population Served	6.6%
Total Target Population Served	13.2 %

Figure 3R5-2

3R6 How do your results for the performance of your processes for 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 (CCSSE). Some of the key results are outlined in figures 3R2-1 & 2 and 3R6-1 & 2. In addition, two of the categories in the benchmark summary report show valuable comparisons.

In the benchmark category of “student-faculty interaction,” the 2013 results indicate that the CCC mean for the activity is above or equal to the means for the Nebraska colleges and the entire cohort in four of the six activities (highlighted in green).

In the benchmark category of “support for learners,” the 2013 results indicate that the CCC mean for the activity is above or equal to the means for the Nebraska colleges and on par with the entire cohort in one of the five activities (highlighted in green on Figure 3R6-2). This data also indicates some opportunities to improve for CCC in the benchmark areas of “student-faculty interaction” and “support for learners.”

Another tool to understand student and other stakeholder needs in comparison with other institutions of higher education is the “Great Colleges to Work For” report published by the Chronicle of Higher Education in partnership with the Modern Think Higher Education Insight

Excerpt from CCSSE 2013

Student-Faculty Interaction 1=Never, 2=Sometimes, 3=Often, 4=Very often	CCC Mean	Nebraska Colleges (Mean)	2013 Cohort (Mean)
Used email to communicate with an instructor	2.87	2.80	2.85
Discussed grades or assignments with an instructor	2.59	2.59	2.60
Talked about career plans with an instructor or advisor	2.10	2.06	2.05
Discussed ideas from your readings or classes with instructors outside of class	1.78	1.76	1.78
Received prompt feedback (written or oral) from instructors on your performance	2.68	2.70	2.71
Worked with instructors on activities other than coursework	1.46	1.48	1.45

Figure 3R6-1 (CCSSE 2013)

Support for Learners 1=Very little, 2=Some, 3=Quite a bit, 4=Very much	CCC Mean	Nebraska Colleges (Mean)	2013 Cohort (Mean)
Providing the support you need to help you succeed at this college	3.07	3.02	3.01
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.52	2.52	2.57
Helping you cope with your non-academic responsibilities (work, family, etc.)	2.176	1.97	1.99
Providing the support you need to thrive socially	2.28	2.21	2.21
Providing the financial support you need to afford your education	2.62	2.62	2.58

Figure 3R6-2 (CCSSE 2013)

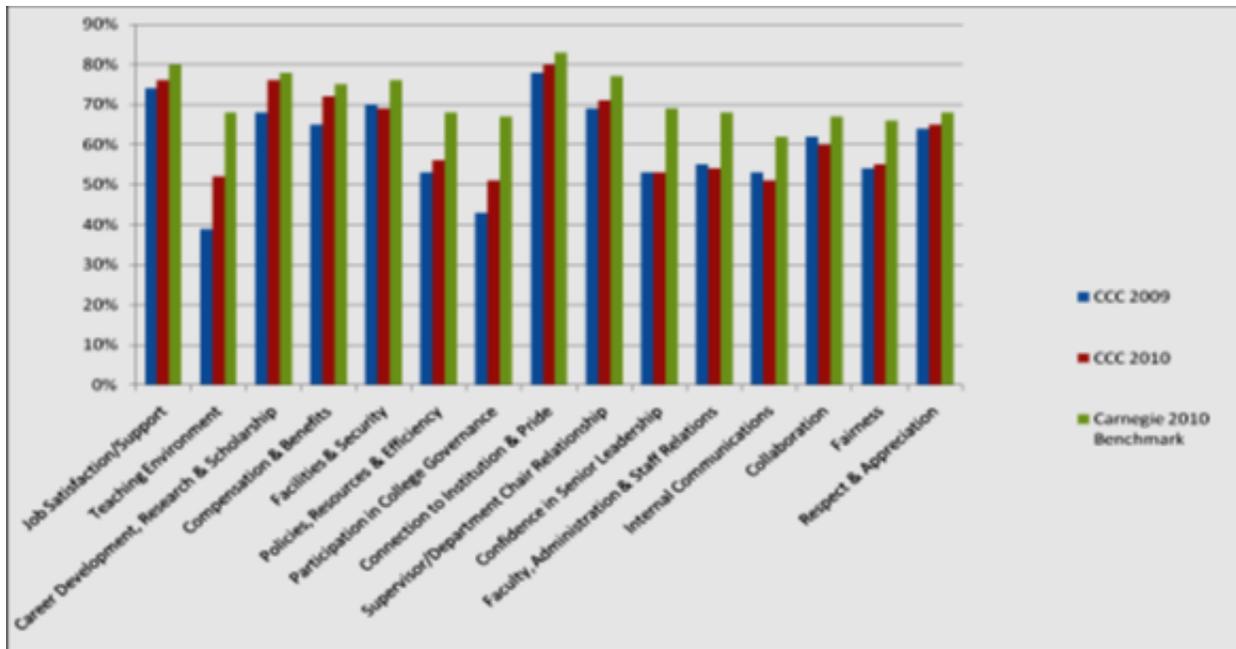


Figure 3R6-3 Results from “Great Colleges to Work For” 2009-2010

Survey. This survey is sent to faculty, administrators, and exempt professional staff. Trend data for 2009-2010 from this survey shows that CCC has opportunity for improvement in all recognition categories in both years 2009 and 2010 as compared to the 2010 benchmark (figure 3R6-3). The Horizontal axis on this figure represents the average percentage of positive responses for each category. As indicated by the increase in multiple factors, the College has expanded efforts and will continue to actively compare these and other results for the performance of understand students’ and other stakeholders’ needs.

311 What recent improvements have you made in this category? How systematic & comprehensive are your processes and processes results for understanding stakeholders needs

One of the recent improvements made to meet the needs of students and stakeholders involves the development of an early warning system – called the Student Progress Notification System. This is a three-stage system that identifies students in academic jeopardy, provides personalized support services and promotes persistence and student retention. These stages are initiated by faculty responses and may include 1. contacting the student’s advisor as well as other student service departments and 2. sending letters or contacting the student by phone. These interventions provide the student with information

on how to complete the semester successful, find the assistance needed to complete a course and how to get in contact with an instructor.

Additional technology improvements have been made for both on- and off-campus students. Every course offered through CCC now has an online grade book that can be accessed throughout the semester by the student in order to find up to date grading information provided by the instructor. Implementation of mobile computer labs, such as iPad use in the classroom, has increased student and faculty access to technology throughout the campuses. WebCentral has been updated allowing students to perform an increased number of academically useful functions including program evaluations as well as on line registration. In addition, faculty have access to advising tools through the new portal. A more thorough faculty training as also been introduced for new faculty called the Faculty Institute as well as an adjunct faculty orientation. The position of Professional Development Coordination Trainer was created within CCC and provides online and in-person professional development opportunities for faculty and staff.

CCC has also made improvements for stakeholders by implementing Business Incubators and Entrepreneurship Centers. These programs were established to provide support to new businesses to facilitate their growth and development by providing various services

including business networking, financial evaluations, business coaching, introduction to resources and business plan reviews. The Entrepreneurship Center provides office space for these emerging businesses.

Physical infrastructure improvements have been made throughout CCC, including concrete and restroom upgrading for ADA compliance, academic additions for new programs and space for industry specific equipment, fire/safety upgrades and additional residence halls.

Collected information assists development of new quality improvement initiatives. The College's current processes have focused on existing employees. The College is exploring opportunities that will expand efforts to include more external stakeholders, including the Board of Governors. Additionally, the college has the opportunity to expand formal feedback 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.

3I2 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in understanding students and other stakeholders needs?

CCC's Strategic Planning is based on results from previous systems appraisals and targets based on areas the college could have opportunities to improve. Other needs are identified through learning centers and campus clusters where specific community necessities are brought to CCC's attention through the open-door policy. Additionally, as enrollment or housing numbers increase, more space is created to accommodate these students through additional dorms or new learning areas.

CCC's institutional size helps it to be more sensitive and accessible to stakeholders. The College also has a presence in the outlying community through our 62 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. The College is exploring other possible techniques to better communicate the accomplishments of its actions.

Central Community College targets the needs of students and stakeholders as part of the College planning model. 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 also formed student service teams to collect, analyze data, and set improvement priorities through the following:

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