

**Category 6: Supporting Institutional Operations**

**6P1 How Central Community College (CCC) Identifies the Support Service Needs of Its Students and Other Key Stakeholder Groups**

Central Community College identifies the support needs of its student body and stakeholder groups predominantly by assessing data collected in internal scans. The Community College Survey of Student Engagement (CCSSE) is also used to identify student support service needs. The 2009 CCSSE survey indicates high student satisfaction with student services. CCC students rated their student services equal to or above the average ratings students assigned to student services at their respective institutions. As part of defining the needs of these groups, the College has also developed student and business support systems designed to facilitate the successful fulfillment of any identified needs. Key business and student support components include those listed in Figure 6P1-1:

<b>Key Business Support Systems</b>	<b>Key Student Support Systems</b>
Purchasing	Financial Aid
Information Technology	Academic Advising
Human Resources	Residential Life
Financial Services	Admissions and Recruiting
Security	Registration and Records
Budgeting	Food Service and Bookstore (Outsourced)
Medical Insurance	TRIO and Special Services (Career Academy)
Physical Plant Development and Maintenance	Tutoring
College Liability and Worker's Compensation Insurance	Library
Facilities Planning	Counseling and Special Population Services
Environmental Health & Safety	Student Activities and Organizations
	Career and Employment Services

Figure 6P1-1

Table 6P1-2 reports CCSSE student services results compared to those at other community colleges. In addition the College evaluates ACT, ASSET, and COMPASS tests to measure student's basic skills and assist the College in determining student's need for foundations education. CCC is using student satisfaction feedback cards as well as an on-line Suggestion Box for student service processes. All students are encouraged to serve on and provide input to a variety of committees including the College Educational Services Committee. The college also invites students to participate in and share stories on their educational experiences with the Campus Cabinet, College Cabinet, and Board of Governors.

Indicate <b>how often</b> you use the following services: 0=Don't Know/NA, 1=Rarely, 2=Sometimes, 3=Often	CCC Mean	Means for All Community Colleges	Means for All Colleges in CCSSE Cohort
Academic advising/planning	1.87	1.74	1.76
Career Counseling	1.48	1.37	1.43
Job Placement Assistance	1.31	1.26	1.24
Peer or other Tutoring	1.31	1.39	1.46
Skill Labs (writing, math, etc.)	1.71	1.67	1.71
Financial Aid Advising	1.99	1.79	1.81
Computer Lab	2.07	2.09	2.10
Transfer Credit Assistance	1.67	1.62	1.54
Services to Students with Disabilities	1.27	1.29	1.29

Table 6P1-2

**6P2 Identifying the Administrative Support Service Needs of Its Faculty, Staff, and Administrators.**

CCC uses multiple tools, methodologies and techniques to collect data used in the analysis of internal stakeholder needs, including those described in the following figure:

<b>Data Collection Tools</b>	<b>Methodology</b>
Open forums with College President	Conducted once a semester on each campus
Campus visitations (HR, Purchasing)	Scheduled once each month
Board of Governors meetings	10 times a year
Educational Services Committee meetings	Scheduled once each month
Help desks (Purchasing, IT, and Physical Plant)	As needed
Employee training opportunities including topics such as: supervision, Colleague -software purchasing, payroll, travel, technology, budget, grants, and orientation for new employees.	As needed
College Cabinet (Open Forum)	Scheduled once each quarter
Technology & software committees	Scheduled once each quarter
College suggestion box (web-based)	As needed
Environmental scans (Key Performance Indicators, Program Core Performance Indicators, College Issues survey)	Annual/as needed update
Campus Cabinet meetings	Scheduled once each month
Position Review Advisory Committee (PAC), a Human Resources subcommittee	Scheduled once each quarter
Continuous Quality Improvement Team	Scheduled once each month
Departmental teams	As needed
All College In-Service	Once a year
SPARKS program (See Category 8)	Annually conducted on the three campuses
Building Environment & Safety Inspections	Continuous
Program Advisory Committee	Scheduled once a year
Faculty Senate	Scheduled monthly
Support Staff	Scheduled monthly

Figure 6P2-1

Once a team, committee, or a cabinet identifies a need, it addresses the issue or forwards it to the appropriate body for resolution and, if needed, resources are allocated (See Figure 5P2-2).

**6P3 How CCC Designs, Maintains, and Communicates Key Support Processes That Contribute to Physical Safety and Security**

Key support processes are designed, maintained, and communicated through the following college committees and processes:

Campus Safety Committees	Area Wide Safety Committee
Annual Safety Training	Development of Campus Emergency Response Plans and Mandatory Yearly Training
Safety Inspections	Accessibility Inspections
Student Handbook	College Policy and Procedures
RA Handbooks	Residents Assistance Training (each semester)
Safety Coordinator - Safety Tips	New Employee and New Student Orientations
Technological Access Controls – Dorms, Photo ID's	Emergency Response Plans, Web page information, Material Safety Data Sheets in work areas

Figure 6P3-1

The committees and processes listed above are developed in multiple ways. A large majority of the existing procedures are based on federal, state and local guidance. Some that address specific or unique processes are based on guidance from professional organizations or bodies. If the process in question is unique to the College, one of the listed committees is tasked to research the most appropriate mitigation techniques and to develop recommendations that are reviewed and approved at the appropriate level. Additionally, if a new risk is identified, College leadership will assign the appropriate division or committee to research and develop the mitigation recommendation.

**6P4. How CCC Manages Key Student, Administrative, and Institutional Support Service Processes on a Day-to-Day Basis**

Central Community College designed the student support system to continually monitor the needs of students and key stakeholders. Student Services personnel are available on each campus to manage services to meet the daily needs of the student population (See Figure 5P5-1). The Vice President of Student Services and the Student Services Dean assign student services personnel on each campus the responsibility for admissions, assessment, registration, counseling, career and employment services, housing, financial aid, student activities, student clubs and organizations, athletics, student records, and food service. Additionally, the College has integrated a structure to involve students in various college/campus committees, (See Figure 5P3-1) which recommend procedural and policy actions. Student involvement may include areas such as membership or participation in the Educational Services Committee; the Student Senate; the Student Activity/Advisory Committee; Student Ambassadors; the College Cabinet or team meetings addressing issues with food service, safety, diversity, residence halls; etc. As members of these various committees, students have the opportunity to provide input on needs of current students and to impact decision-making that will drive desirable changes. Central Community College readily seeks input from students and faculty and uses this information in the decision-making process or to improve existing conditions.

Both academic and non-academic areas are currently developing key performance indicators to measure performance of their services/outcomes. The College is also in the process of establishing a self-study and review of non-academic areas. The College designed business services to allow departments to operate day-to-day as interdependent departments. Numerous inter- and intra- department meetings provide input from staff for improvements and coordination of efforts. The team leaders document processes and procedures and support implementation rather than discourage it. Staff are encouraged to continually look for ways to improve service to the customers.

The Business Services Department documents processes in student, personnel, and faculty handbooks as well as in the College's Policy Manual and on the Intranet. When the College changes processes, the administration notifies faculty and staff via meetings, email, and/or campus mail.

The following bullets provide an example of how a department, in this case Information Technology Services (ITS), manages day-to-day activities:

- Daily Technical Monitoring of ITS Resources WAN, LAN, Server & Internet Resources
- Electrical Back-up of ITS Services & Data Bases
- Daily Input from College Software Team (Power Users)
- Helpdesk Response
- Security Surveillance Systems Development
- Supervisor Training "Informational Sharing"
- Energy Management Tools
- Security Enhancements
- Wireless Network Accessibility
- Management Software Deployment
- Virtual Desktop Deployment
- Centralized Storage

#### **6P5. How CCC Documents Support Processes to Encourage Knowledge Sharing, Innovation, and Empowerment**

Administration and Student Support Services collect and analyze data on a routine basis to determine current status of processes and systems and to define possible opportunities for improvement. Central Community College is learning to involve the students and key stakeholders directly in the improvement process. For this reason, business and student support service personnel encourage students and other stakeholders to participate in forums and to provide feedback on how processes and systems may be modified to improve student learning and support services. The College also uses key surveys like the Community College Survey of Student Engagement (CCSSE) to aid in identifying systems or processes in need of improvement in order to develop efficient and responsive processes. The College conducts campus and college surveys, i.e. each campus conducts a food service survey each semester to gather comments and suggestions for improving the College vendor provided food service. Central Community College also uses focus teams to aid in interpreting data and implementing any required changes. Several of the standing teams that provided guidance and assistance include the Continuous Quality Improvement Council, Educational Services Committee, Safety Team, Recruiting and Admissions Team, Career and Employment Services Team, Student Auxiliary Services Team, Financial Aid Team, and Software Planning Team, etc. Some of the data measures and tools departments and teams use to monitor current processes and systems include:

- Security Planning related to ITS Resources
- Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey of Student Engagement (CCFSSE)
- ASSET/COMPASS/ TABE/ELS placement testing
- Key Performance Indicators (KPIs)
- Student Satisfaction Survey Card (in pilot process)
- Employee Satisfaction Survey (On-Line)
- College Annual Reports
  - Extended Learning Services Annual Report
  - Business Services Annual Report
  - Student Services Annual Report
  - FTE/REU Annual Audit
  - Academic Services Annual Report
  - College President's Annual Report
  - Campus Annual Report (Hastings, Grand Island, Columbus)
  - Enrollment Report
  - Institutional Advancement Annual Report
  - Public Relations Annual Report

#### **6R1 How CCC Collects and Analyzes Measures of Student, Administrative, and Institutional Support Service Processes**

The college collects a variety of monthly reporting and monitoring data it uses in day-to-day decision-making. This data is collected and analyzed in different ways. Some of the data is collected in real time in the data management system, and others are collected on a periodic basis. Depending on the data, it is evaluated by the teams/departments responsible for managing those processes on a recurring basis. Some of the key measures include:

- Web on-line registration
- Student payment trends
- Internet usage patterns including Web sites
- WAN traffic reports
- Internet connectivity reports
- Information Technology Services (ITS) monthly team meeting agendas
- Virus trapping and SPAM blocking tools
- Financial reports including payroll and capital improvement monthly summaries
- Student enrollment by College, site, program and program clusters

- Recruiting contacts
- Businesses and industries served and training delivered

**6R2 How CCC Measures Performance Results for Student Support Service Processes?**

One of the most specific and targeted measurement tools used to collect data on the performance of student support services is the Community College Survey of Student Engagement. Below is an excerpt from the 2009 CCSSE Institutional Report dealing with frequency of service use and satisfaction.

Indicate <b>how often</b> you use the following services: 0=Don't Know/NA, 1=Rarely, 2=Sometimes, 3=Often	CCC Mean	Means for All Community Colleges	Means for All Colleges in CCSSE Cohort
Academic Advising/planning	1.87	1.74	1.76
Career Counseling	1.48	1.37	1.43
Job Placement Assistance	1.31	1.26	1.24
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Computer Lab	2.07	2.09	2.10
Transfer Credit Assistance	1.67	1.62	1.54
Services to Students with Disabilities	1.27	1.29	1.29
Indicate <b>how satisfied</b> you are with the following services at this college: 0=NA, 1=Not at All, 2=Somewhat, 3=Very			
Academic Advising/planning	2.33	2.28	2.23
Career Counseling	2.12	2.05	2.06
Job Placement Assistance	1.92	1.90	1.83
Peer or Other Tutoring	2.07	2.10	2.16
Skill Labs (writing, math, etc.)	2.22	2.28	2.26
Financial Aid Advising	2.36	2.18	2.20
Computer Lab	2.49	2.49	2.49
Transfer Credit Assistance	2.18	2.12	2.07
Services to Students with Disabilities	2.00	2.03	2.02

Table 6R2-1

In addition to survey data, the College also tracks major accomplishments related to new processes. Below are several examples of recent accomplishments relating to student services.

Enhanced Information Technology Services (ITS) and Student Service Processes:

- Increased enrollment in Web courses (see figure 6R2-2)
- Response time reported on Helpdesk tickets
- Availability of IP interactive video course offerings
- Dorm security surveillance systems
- Electronic timesheets
- Web-Central – grades
- Electronic dining card service
- Bookstore charges direct to Student Accounts
- Purchasing card
- Student refund process (Higher One)

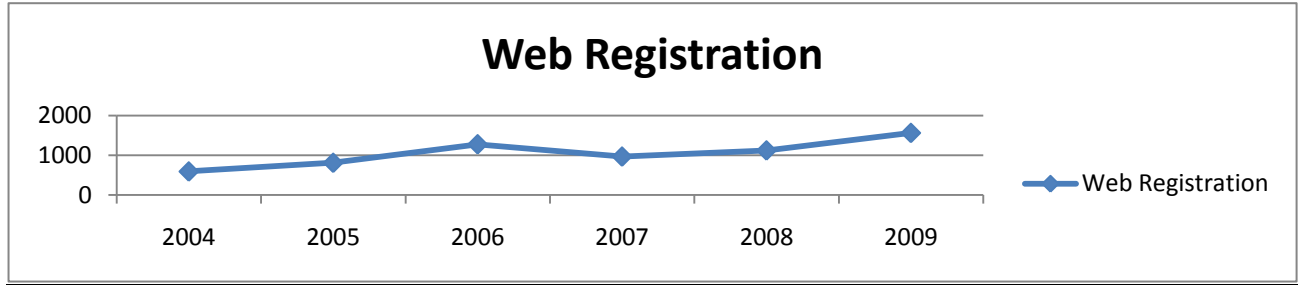


Figure 6R2-2

**6R3 How CCC Measures Performance Results for Administrative Support Service Processes.**

The change in net assets (the difference between assets and liabilities) is one way to measure the College's financial position. Over time, increases or decreases in net assets indicate whether financial health is improving or deteriorating. The College's level of net assets has increased over the past few years indicating fiscal stability. Total net assets were \$44.07, \$38.89, and \$36.85 (in millions) for the fiscal years ending in 2008, 2007, and 2006, respectively.

**Changes in Net Assets**

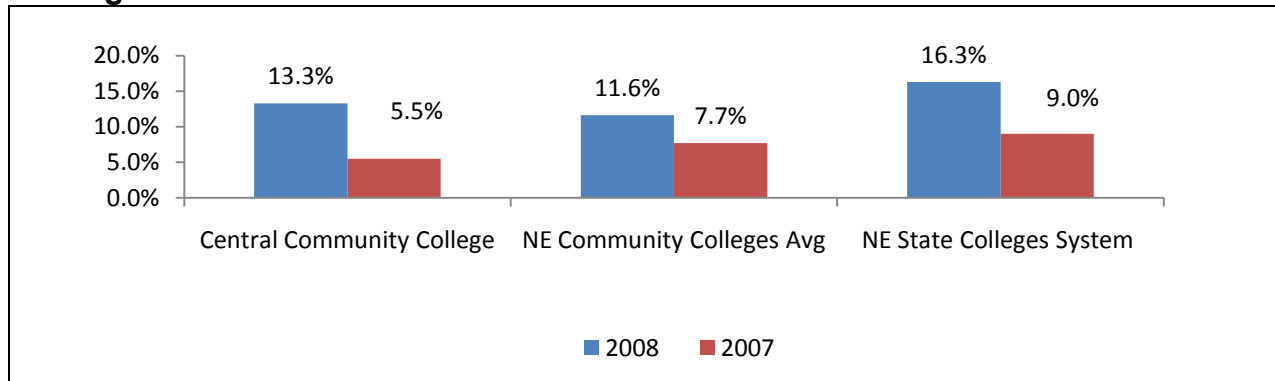


Table 6R3-1 (2009 data due in December 2009)

The College Board of Governors sets goals for allocation of operational dollars including a minimum of 60% of the operational budget going to instruction and academic support.

**Percent of Operational Budget Assigned to Instruction and Academic Support**

YEAR	2009	2008	2007	2006	GOAL
	% of Total	% of Total	% of Total	% of Total	% of Total
Instruction/Academic	61.79%	61.08%	62.23%	61.72%	60.00%
Student Services	5.80%	5.92%	5.65%	5.89%	6.00%
Institutional Support	20.91%	21.56%	21.01%	21.29%	22.00%
Physical Plant	9.72%	9.60%	9.32%	9.18%	10.00%
Student Aid	1.79%	1.84%	1.80%	1.91%	2.00%

Table 6R3-2

The College Business Office, with input from students and staff, recommends tuition, fees, room, and board rate adjustments to the College Cabinet who forwards a recommendation to the College Board of Governors. To assist in achieving its goal of accessibility to learning, the College strives to set competitive, but realistic, tuition and fee rates that generate at least 20% of the College's operational budget. Since 2005-2006, the College has set tuition and fee increases ranging from 2% to 8% as illustrated in Table 6R3-3 and 6R3-4.

Central Community College Tuition & Fees for Past Five Years					
	Actual	Actual	Actual	Budget	Estimated
	05-06	06-07	07-08	08-09	09-10
<b>Tuition</b>	58.00	62.00	66.00	66.00	70.00
<b>Fee</b>	4.00	4.00	4.00	7.00	7.00
<b>Total Tuition &amp; Fee</b>	62.00	66.00	70.00	73.00	77.00
<b>% Increase from Previous Year</b>	6.90%	6.45%	6.06%	4.29%	5.48%
<b>Annual (30 Credits)</b>	1,860	1,980	2,100	2,190	2,310
<b>Revenue Change Est.</b>	441,620	442,460	450,310	347,862	477,728
<b>Tuition as % Income</b>	21.14%	19.96%	19.67%	20.15%	20.71%

Table 6R3-3

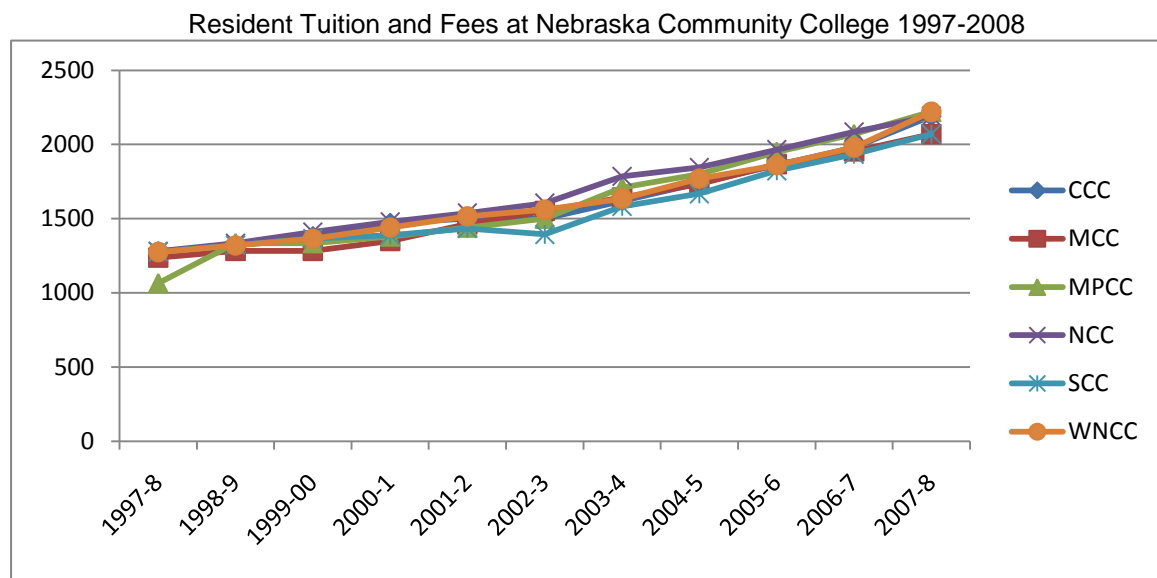


Table 6R3-4 (Source: Nebraska Coordinating Commission for Postsecondary Education Annual Report 2008)

Independent auditors and accountability reviewers audit and evaluate CCC business and student service support functions annually for compliance with standards, requirements, and internal controls. The college has passed these reviews in all material aspects. Figure 6R3-5 shows the types of reviews performed over the past three years. In addition during 2004/2005, the Nebraska Department of Education conducted an Office of Civil Rights Volunteer Compliance Review of the Grand Island campus.

**Audits and Reviews**

	2008-09	2007-08	2006-07	2005-06
Independent Auditors	√	√	√	√
Department of Labor Grant Monitors	√	√	√	
Nebraska Dept. of Economic Development		√	√	√

Figure 6R3-5

On an annual basis, the United States Department of Education requires the College to report the number of crimes committed on the College's campuses. Fortunately, CCC has a minimal number of on-campus crimes to report and only in one category (burglary). In the years illustrated in Table 6R3-6, CCC had no reported crimes in homicide, rape, forcible and non-forcible sex, offenses.

Report of Crimes	2005	2006	2007	2008
Homicide	0	0	0	0
Rape	0	0	0	0
Sex Offenses Forcible	0	0	0	0
Sex Offenses Non-forcible	0	0	0	0
Robbery	1	0	0	0
Aggravated Assault	1	0	1	0
Burglary	1	6	3	4
Motor Vehicle Theft	1	0	0	0

Figure 6R3-6

One more indicator CCC uses in this area of performance is the measure of professional leaves. Professional leaves document attendance at educational meetings or conferences. Professional development typically enhances employees' ability to support students' learning experiences. Budget constraints may have caused the number of professional leaves to decline over the past three years as indicated in Table 6R3-7

**Professional Leave (Faculty and Contract/Classified Staff)**

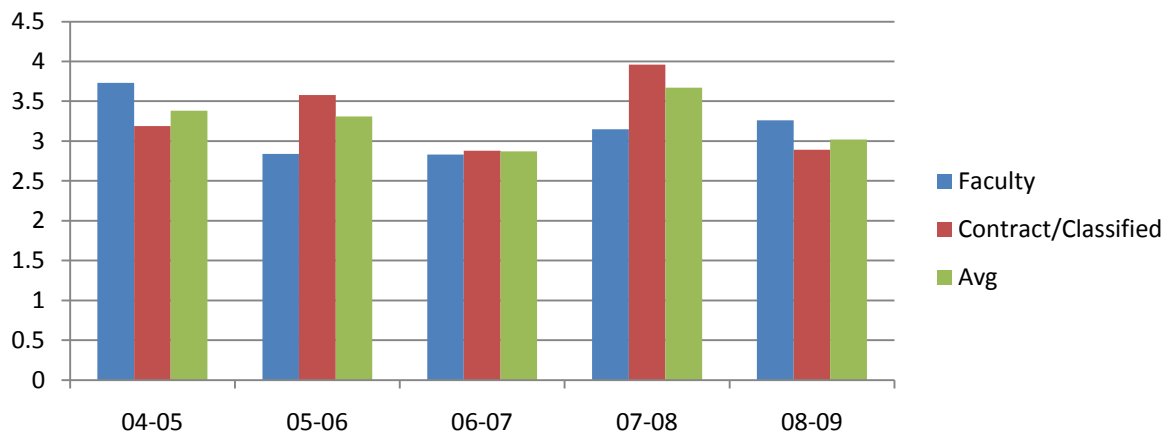


Table 6R3-7

**6R4 How CCC's Student, Administrative, and Institutional Support Areas Use Data to Improve Services**

The data collected is used in a number of ways (day-to-day to strategic-level planning). How the data is used depends on the service being evaluated. The College has identified the need to more clearly identify the data/measures it uses to improve its process. The Institutional Research Department, along with senior leadership, has taken on the task of improving the Colleges communication of these measures, making these measures transparent to both internal and external stakeholders and defining baseline performance standards. Once this system is in place, it will augment current data-based decision-making efforts of the College. The integration of key performance indicators in the College will assist in standardizing the continuous quality improvement model (Figure 5P2-2) across all major departments of the College.



**6R5 HOW CCC's Performance Results of Processes for Supporting Institutional Operations Compared With Other Higher Education institutions**

At this time the primary comparisons the College uses to evaluate its institutional operations with other higher education institutions comes from the Community College Survey of Student Engagement, Community College Faculty Survey of Student Engagement, The Community College Benchmarking Project and the related Kansas Study. Below are selected results from the most recent National Benchmark Study (Figure 6R5-1).

<b>National Community College Benchmark Project Comparative Data for 2009</b>		
<b>Comparative Measurements</b>	<b>CCC Rating 2009</b>	<b>Benchmark Median 2009 (Rating)</b>
Percent Total Completers within Three Years	51%	38%
Percent Full-time Completers	35%	18%
Percent of Credit Students Who Enrolled Next Term	63%	69%
College-level Course (Credit) Retention	90%	89%
College-level Credit Course (Credit) Enrollee Success Rate	73%	74%
Developmental Math Retention Rate	87%	85%
Developmental Writing Retention Rate	88%	85%
Developmental Reading Retention Rate	79%	89%
Developmental Math Course Success	53%	54%
Developmental Writing Success Rate	65%	75%
Developmental Reading Success Rate	57%	77%
Percent Employed in Related Field	54%	68%
Percent Completers Pursuing Education	32%	18%
Percent Employers Satisfied with Student Preparation	91%	95%

Figure 6R5-1

**6I1 How CCC Has Made in Improvements in This Category**

The College has several improvement projects near completion in this area. One project (six sigma) focuses on decreasing processing time and eliminating paper in the leave form process. This project is scheduled to be complete in late 2009. The second project focuses on developing non-academic key performance indicators. The initial list of measures is currently being refined and implementation is expected in Spring 2010. The College also believes its current processes supporting operations are well integrated and overall systematic. The College currently depends on the existing planning process to ensure overall alignment and systematic control over the process (see Figure 5P2-2).

**6I2 How CCC's Culture and Infrastructure Help Select and Set Targets for Improvement in Specific Processes**

The College's culture and infrastructure have multiple components that in order to work effectively need to consistently develop consensus on changes regarding process improvements. This is largely done by developing cross-functional teams with representation from the key stakeholder groups and other interested parties. Teams normally define the number and who will participate on any given team. The team can have representation to include students, faculty, hourly and contract staff, and administration. Depending on the project, these participants can come from any of the various campuses and learning centers.

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As part of this process, Student Support Services personnel review the results of any key performance data and plans for improvement will be defined and goals and objectives established to meet the defined need. Student Service teams identified the following goals for implementation during 2008-2009:

### Career and Employment Services/Cooperative Education Team:

- Maintain a high response rate on the graduate follow-up survey.
- Compile statistics for employer follow-up report using the program specific questionnaires developed by program faculty and associate deans. Programs to be surveyed in 2009-10 Agriculture Occupations, Commercial Horticulture, Construction, Electrical Technology, Diesel Technology, Health Information Management Services, Medical Lab Technician, Media Arts, Business Technology, and Information Technology.
- Compile college-wide graduate employment report to include 2007-2008 statistics, and publish annual report.
- Compile statistics for alumni survey report to include 2007-2008 employed vocational graduates.
- Market the 2008-2009 graduates by compiling a list of graduates seeking full-time employment and sending it to employers.
- Continue to publicize and promote the use of the Career and Employment Services web site to students, alumni, and employers.
- Continue to develop, update and expand job search services to students and alumni.
- Continue to develop and expand communication with employers and organizations.
- Continue marketing cooperative education through the use of flyers, posters, and direct contact with instructors and students, presentations to program areas, and at new student orientations.
- Promote the advantages of the cooperative education program to all campus advisors and departments.

### Registration Team:

- Implement the external audit process for transcript review.
- Investigate instant enrollment opportunities.
- Implement Phase II of E-advising.
- Review and implement changes in Web Registration.

### Financial Aid Team:

- Become familiar with the changes brought about by the Reauthorization of the Higher Education Act.
- Develop methods of meeting the challenges posed by the use of Higher One relative to student refunds.
- Explore the potential benefits and challenges of adopting Direct Lending during the 2009-10 award year.

### Assessment and Advising:

- Continue networking with other community colleges to ensure statewide understanding of assessment policy, cut-off scores, and placement rules.
- Continue collaboration efforts between campus assessment personnel to update and improve assessment link on college web site.
- Continue to review current advising procedures, make recommendations for new advising strategies, and provide support for advisors and advisees.

### Recruiting and Admissions:

- Build tradition with high school officials, local communities and prospective students through college-wide recruiting events which emphasize the awareness of CCC programs and the promotion of career education.
- Continue to formulate plans, review/monitor and revise the channels of communication within the college Admissions processes in collaboration with other enrollment management entities at CCC.

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- Diversity recruiters will coordinate events which focus upon the promotion and educational value of post-secondary education to prospective students.
- Continue to maintain membership and actively participate in professional affiliations and/or attend conferences/workshops that enhance individual skills or expand team member expertise in the areas of enrollment management technology, diversity recruiting, international student advising, and student development.
- Assist in the development of new and/or updated college-wide publications that effectively promote CCC. Continue work in the development of paper publications as well as web-based publications.

The Business Service Teams' improvements during 2008-2009 include:

### Purchasing:

- Implement a Purchasing Card pilot program process starting October 2008 for a select test group, followed by implementing the program after each 3-month period with each of the campuses, until the total college is under the program.
- Implement the Office Max program already offered to the Grand Island Campus to purchase office supplies on-line to both the Hastings and Columbus Campuses. Beginning fall 2009, training will be held on one of the two campuses, followed by the other campus within 2 to 3 months.

### Financial Operations:

- Implement a Purchasing Card program.
- Incorporate imaging into A/P workflows.
- Implement Electronic student refunds with Higher One.

### Information Technology Services:

- Expand CCC training opportunities to CCC Stakeholders. (SharePoint, Storage, Calendar usage, etc.)
- Upgrade CCC WAN to enhance Web Services, Data Accessibility, and Voice (VOIP) & Video Services.
- Enhance CCC information technology services: (Ex. Network, Server Farm, IP Monitoring, Security, SharePoint, VMware, Thin Clients & Virtual Desktops).
- Apply AQIP/CQI techniques within information technology and College environments.

### Human Resources:

- Increasing the number of interactive forms on the website
- Review HR processes for streamlining and modifications
- Work on calendar sharing (electronically)
- Start implementation of "respirator" program; implement annual testing

### Physical Plant:

- Implement campus specific master facilities plan.