SUPPORTING INSTITUTIONAL OPERATGIONS CATEGORY SIX

INTRODUCTION:

Central Community College ensures that institutional support processes are integrated into day-to-day operations as well as into long-term strategic goals to provide a learning environment that exceeds student and stakeholder needs. Processes supporting institutional operations range in maturity; however, actions taken in recent years, including 1) Update Master Facilities Plan, 2) Develop strategies for alternative funding to build priority capital projects have generated positive results. In the area of sustainability CCC has conducted multiple projects including Inventories to identify 1) sustainable operational practices, 2) an inventory and identify where and how sustainability is incorporated into the learning environment, 3) implementation of a waste management plan for CCC, 4) completion of a greenhouse gas (GHG) inventory, and 5) participation in collaborative programs such a "Sustainability Education".

In the last Systems Portfolio, CCC identified that the effectiveness of its support services are monitored through program oversight by College personnel, regular feedback from student groups, and inter-departmental meetings. CCC also identified the need to further clarify how it makes data-based decisions regarding the student support services. Since that time new processes were put into place to improve this critical college system. The first primary process adopted includes the development and launch of the Student Services Survey. This survey focuses on the frequency and type of use and or the satisfaction of the student with the provided service. Areas covered in this survey are outlined in 6P1. In addition the survey participants are asked for their suggestions on how CCC can improve its student services to better meet their needs. The data collected in this survey is used in yearly and strategic planning processes to define improvement opportunities and prioritize resources in all of the listed areas. Additionally, all impacted departments staffs, receive a report on the findings and each individual is tasked to improve areas with opportunity for improvement. In 2010 the College developed a system of Key Performance Indicators (KPIs) for all nonacademic programs (including Student Services). These indicators represent those

critical factors that best reflect the overall performance of the department/division. Each of the measures has a baseline established and improvement goals are listed with each.

The last validation process used to evaluate the listed data includes an in-depth evaluation of the findings by the Institutional Research department. These summaries are then reviewed and prioritized by the Executive Vice President and shared with the College faculty and Staff and finally briefed to the College Board of Governors. If a significant opportunity for improvement is defined during any of the improvement phases, a new action project is generated and implemented in the operational department or division.

PROCESSES (P)

6P1. How do you identify the support service needs of your students and other key stakeholder groups (e.g., oversight board, alumni, etc.)?

Central Community College identifies the support needs of its student body and stakeholder groups predominantly by accessing data collected in internal scans. The Community College Student Survey of Student Engagement (CCSSE) is also used to identify student support service needs and show comparisons with peer intuitions. The 2013 CCSSE survey indicated 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 (for both the national and Nebraska cohorts). 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 on the next page.

The college uses local and national surveys to access support service needs (see Figure 6P1-2 on the next page). In the 2013 CCSSE (student services section) results were compared to those at other community colleges (including all other Nebraska Community Colleges=Nebraska Cohort) showed continuing positive performance. In addition the College evaluated the COMPASS, ASSET, and ACT assessment tests to measure a student's basic skills and assist the College in determining student's need for foundations education.

Key Business Support Systems
Purchasing
Information Technology & Institutional Research
Human Resources (See Category 4)
Financial Services (Payroll, Accounts Payable, Accounting)
Security
Budgeting
Sustainability
Facilities and Construction Management
College Liability and Worker's Compensation Insurance
Facilities Master Planning
Environmental Health & Safety
Grants
Public Relations

Key Student Support Systems
Financial Aid
Academic Advising
Residential Life
Admissions and Recruiting
Registration and Records
Food Service and Bookstore (Outsourced)
Special Services- TRIO & Career Academy
Tutoring
Library
Counseling and Disability Services
Student Activities and Organizations
Career and Employment Services
Veterans Services

Figure 6P1-1

As outlined in the overview of this category, CCC conducts a Student Services survey of the student body. In 2012-13 a total of 6,541 students were invited to participate in the survey with a response rate of nearly 28%. The Student Services Survey was designed to evaluate all aspects of the student services available from CCC. The results included how students rated their experiences and the resources provided by the student services as very favorably. One example was the question in which students who used their academic advisor were asked to indicate their perceptions regarding whether their "academic advisor is courteous and helpful". The response for this question showed that 85.4% of responders selected "Agree" or "Strongly Agree". In addition, students were invited to participate and share their educational experiences with the

Campus Cabinets, College Cabinet, and Board of Governor meetings (see 6R1 for similar processes).

Local and National Surveys		
Survey	**Support Services Effected**	**Methodology**
CCSSE	Student Services	Bi-annually
CCFSSE	Academics, Educational Services	Bi-annually
Student Satisfaction Survey	Student Services	Annually
Employee Engagement Survey	College-wide	Annually
National Benchmarking	College Administration & Finance	Annually
IPEDS	Business Office, Academics, Financial Aid	Annually
COMPASS, ACT	Admissions, Academics, Advising, Student Services	Each Semester
Student Survey of Instruction	Student Services	Each Semester

Figure 6P1-2

6P2. How do you identify the administrative support service needs of your 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 figure 6P2-1 on the next page. 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 in category 5).

6P3. How do you design, maintain, and communicate the key support processes that contribute to physical safety and security?

Key support processes are designed, maintained, and communicated through the college committees and processes in Figure 6P3-1(on the next page). The committees and processes listed in figure 6P3-1 are developed in multiple ways; but a large majority of the existing procedures are based on federal, state and local guidance.

Campus Safety Committees	Area Wide Safety Committee
Annual Safety Training & Safety Coordinators Safety Tips	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)
Technology Access Controls, Photo ID's, Keycards, Video Surveillance, & Redundant Emergency Communication System	New Employee and New Student Orientations
National Incident Management System	Emergency Response Plans/Teams, Web page information, Material Safety Data Sheets in work areas
Oversee use of CCC Alerts (automated emergency alert system)	MOU's with Local Responders College and Contracted Security Personnel

Figure 6P3-1

Central Community College is committed to creating and maintaining a safe and secure learning environment by the development of an "All Hazards" emergency response program, in accordance with the principles of the National Incident Management System (NIMS) for higher education. The comprehensive plan consists of college-wide and campus-specific emergency response plans, which are reviewed and updated annually. The review and maintenance process is based on emergency response teams for each campus and the building captain program. The emergency response teams act as the primary leadership in the event of a crisis situation. The building captains involve the campus community in emergency response through training, awareness and education. The primary role of building captains is to improve initial emergency response through communication, facilitating evacuations or lockdowns and accounting for building occupants. All emergency response team members and building captains receive training annually in college emergency response procedures, and are CPR/AED certified. The

Data Collection Tools	Frequency
Open forums with College President on each campus	Conducted once a semester
Campus visitations (HR, Purchasing, Safety, Facility and Construction Management)	Monthly and as needed
Board of Governors meetings	10 times a year
Educational Services Committee	Monthly
Help Desks (Purchasing, IT, and Facilities Management, Media Services)	Continuous
Employee training opportunities including topics such as: supervision, Ellucian –software, purchasing, payroll, travel, technology, budget, grants, orientation for new employees, Safety & Emergency Response	As needed
College Cabinet (Open Forum)	Monthly
Safety Meetings – Campus & College wide	Once a quarter
Technology committee	Once a quarter
College suggestion box (web-based)	Continuous
Environmental scans (Key Performance Indicators, Program Core Performance Indicators, Employee Engagement Survey)	On-going
Campus Cabinet meetings	Monthly
Continuous Quality Improvement Team	Monthly
Departmental teams	As needed
All College In-Service /Campus In-Service	Annually
SPARKS program (Category 8)	Annually conducted on all campuses
Building Environment & Safety	Continuous
Faculty Senate	Monthly
Support Staff	Monthly
Administrative Action Summit	Annually

Figure 6P2-1

emergency response program is tested through tabletop exercises and all campus drills each semester. Surveys and an after-action debriefing are conducted to review any deficiencies identified during the scenario and take appropriate corrective action. Several examples of corrections identified and corrections made via this process are: doors not lockable/locks installed; audibility of address system/address systems updated and tested monthly.

In order for college officials to quickly contact the college community in the event of an emergency, CCCAlerts was formalized. CCCAlerts is a comprehensive, redundant emergency notification system incorporating text messaging, e-mail, public address systems, web, television signage, and phone systems to disseminate information on emergency, inclement weather and school closings. Pamphlets, posters, and information given at new student orientation encourage students to sign up for cell phone messaging.

As outlined by the Cleary Act, CCC publishes an annual report disclosing campus security, police, and crime statistics. CCC has both contracted and staff security personnel, and video surveillance equipment to monitor for potential safety or security issues. Parking areas and buildings are provided with adequate lighting for accessibility and security. Crime Statistics are one of the College-wide KPI's (see 6R1).

Each campus has a Safety Committee that prioritizes campus safety needs, implements safety initiatives, and provides input to the Area Wide College Safety Committee. These committees meet quarterly. The Area-Wide Safety Committee implements college-wide safety and security policies and procedures, reviews injury and accident reports for training needs or environmental changes (i.e. walking surface issues, equipment), reviews annual building safety inspections and strives to eliminate all known hazards through a continual safety improvement process.

> *6P4. How do you manage your key student, administrative and institutional support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?*

Central Community College designed the student support system that continually monitors 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 response to 5P3, and Figures 3P3-1 & 6P1-2). Additionally, the College has integrated a structure to involve students in various college/campus committees, (see response to 5P3) 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 and Campus 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 by conducting an annual student service survey to measure students' evaluation of services provided, and to use this information in the decision-making process or to improve existing conditions. As a result of this survey one of the items addressed is advising. The college has a college advising committee researching and working on this issue.

Both academic and non-academic areas are refining key performance indicators to improve measurement performance of their services/outcomes. 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 and problem solving. Staff is encouraged to continually look for ways to improve service to its customers. Service to customers is continuously being analyzed to better address their needs. (i.e. Helpdesk, Suggestion Box, Surveys and Focus Groups)

Below are results from follow-up action on the findings of the indicated surveys and studies used to support institutional projects and inform college processes and changes:

- **Employee Engagement Survey (EES)** (2013)
  - o Results used to support the AQIP Systems Portfolio
  - o Results influenced the college wide Strategic Planning process, such has how teams were brought together and how information was shared with the college to promote open communication
  - o As a result of the information gathered from the 2010 EES, the following changes/steps have been enacted:
    - ▪ College Cabinet meeting minutes are now published on SharePoint in a timely manner
    - ▪ Summaries of "key decisions" made by the College Cabinet are emailed college wide

along with an explanation of "why" a key decision was made

- Discussion points are posted on SharePoint prior to making college decisions
- At bi-weekly Campus Cabinet meetings, an on-going agenda item has been included related to communication concerns/issues; these issues/concerns are also forwarded to the College President
- College Cabinet members are attending or are making themselves available during various employee meetings
- Results used by the Continuous Quality Improvement Team (CQIT) to assist in making recommendation regarding up-coming quality improvement projects

- **Community College Survey of Student Engagement and Community College Faculty Survey of Student Engagement (2013)**
  o Results used to support the AQIP System Portfolio
  o Results used in the Advising Summit meetings
- **National Higher Education Benchmarking Institute** (formerly known as the Kansas Study) (2013)
  o Results used to update/support AQIP Systems Portfolio and action projects
  o Results used to support annual and strategic planning when comparing CCC's performance with other like institutions
- **Purchasing Card Survey** (2011)
  o Staff has already participated in this survey and faculty will engage in this survey this coming fall
  o Results will be used to provide information on the ease and usage of the P-card and modify training and accessibility accordingly
- **Higher Education Partnership Satisfaction Survey Report**
  o 2nd iteration, development of scorecard factors and continued evaluation.

6P5. How do you document your 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 has learned 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 provide feedback on how processes and systems may be modified to improve student learning and support services.

The College also uses key surveys such as the Community College Survey of Student Engagement (CCSSE) to aid in identification of systems or processes that need 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 the interpretation of data and implementation of required changes. Several of the standing committees that provided guidance and assistance include the Continuous Quality Improvement Teaml, Educational Services Committee, Safety Committees, Recruiting and Admissions, Career and Employment Services, Student Auxiliary Services, Financial Aid, and Software Planning, etc. Some of the data tools that departments and teams use to monitor current processes and systems are in Figure 6P5-1.

Current Practice	Knowledge and Insight Sharing Examples
Department KPI	Outcomes and accomplishments shared through electronic access.
Continuous Quality Improvement	Action projects are approved and assessed annually.
Key Committee Record/Minutes	College committees' record, process, and break through on college web site.
Administrative Summits	Process improvements /accomplishments are shared at Administrative Summits. Presenters include process insights.
Student Services Survey	Results are analyzed by Student Services for possible changes of services, such as implementation of college-wide advising committee.

Figure 6P5-1

CCC has implemented three new tools of technology to foster the sharing of information, encourage innovation and empower the user. This has been accomplished by the release a new CCC Web Portal that has expanded access and services to a range of CCC

stakeholders. The Web Portal interfaces directly with the college master database to ensure user access rights while enhancing data accuracy and real-time information. The college has also partnered with Moodle Rooms to deliver a Learning Management tool set for the academic experience between students and faculty. SharePoint 2012 has also been rolled out to enhance the sharing of information while providing a higher level of data security. Capital Improvement Planning is a multi-campus process to ensure the college goals and initiatives are met. The five-year Facilities Master Plan coordinates and prioritizes capital improvement planning. The annual Technology plan integrates the needs of students and staff. The budget process integrates results from KPIs, academic program reviews and college goals to ensure all stakeholders' needs are considered. These processes provide a platform for exchange of ideas and concepts that result in innovative solutions. Recent technology improvements that include upgrades to sharing of information such as SharePoint, data systems, phones, copier/scanning, and student portals, are part of the processes used to drive for future growth. Information Technology services Helpdesk/Track It and Facilities Management Helpdesk/School Dude provides a channel for information sharing among service providers that result in an increased service satisfaction.

RESULTS (R)

> 6R1 What measures of student, administrative, and institutional support service processes do you collect and analyze regularly?

The college collects a variety of monthly reporting and monitoring data for use 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:

Student Support Services
- Web registration/Phone Central
- Student payment trends
- Dorm Occupancy Rates
- Crime Statistics

- Library Resources
- Recruiting contacts
- Financial Aid

Information Technology Services
- Internet usage patterns including sites
- WAN traffic reports
- Internet connectivity reports
- Information Technology Services (ITS) monthly team meeting agendas
- Virus trapping and SPAM blocking tools

Administration
- Budget Reporting
- Financial reports including payroll and capital improvement monthly summaries
- Student enrollment by College, site, program and program clusters
- Grant Reports
- Help Desk (ITS, IR, Learning Support Services)
- Suggestion Box
- School Dude (Work orders, preventive maintenance and vehicle requests)
- Annual Audits

> 6R2. What are your performance results for student support services 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. On the following page is an excerpt from the 2013 CCSSE Institutional Report (Means Summary) dealing with frequency of service use and satisfaction (see Figure 6R2-1 on next page).

The KPI of student housing – Occupancy Rate - is used to monitor the occupancy rate in each dorm as well as college-wide. Each dorm room has an occupancy rate established upon construction. The college strives to maintain the established occupancy to better serve students. At times, the demand requires the occupancy for a room to be above the set standard; as well as, at times, the demand dictates the room occupancy to be below standard. The overall occupancy rate is used when determining need for additional housing (see Figure 6R2-2 on the following page).

Question 1. = How often do you use the following services?
(1 = Rarely/Never, 2 = Sometimes, 3 = Often)

Community College Survey of Student Engagement 2013 Means Summary Report – Central Community College	# of CCC Students Responding	CCC Mean	Means for Nebraska Community Colleges in CCSSE	Means for all Colleges in CCSSE Cohort
Academic advising/planning	658	1.87	1.79	1.80
Career counseling	561	1.48	1.40	1.44
Job placement assistance	433	1.30	1.30	1.25
Peer or other tutoring	425	1.40	1.40	1.50
Skill labs (writing, math, etc.)	553	1.85	1.73	1.75
Financial aid advising	606	1.93	1.90	1.89
Computer lab	619	2.16	2.06	2.08
Transfer credit assistance	485	1.61	1.58	1.53
Services for people with disabilities	318	1.31	1.30	1.31

Question 2. = How satisfied you are with the services?
(1 = Not at all, 2 = Somewhat, 3 = Very)

	# of CCC Students Responding	CCC Mean	Means for Nebraska Community Colleges in CCSSE	Means for all Colleges in CCSSE Cohort
Academic advising/planning	615	2.37	2.27	2.24
Career counseling	429	2.13	2.06	2.06
Job placement assistance	319	1.89 **	1.94	1.82
Peer or other tutoring	346	2.13	2.06	2.20
Skill labs (writing, math, etc.)	458	2.31	2.34	2.29
Financial aid advising	461	2.27	2.24	2.23
Computer lab	545	2.27	2.30	2.24
Transfer credit assistance	394	2.18	2.17	2.08
Services for people with disabilities	210	2.00 *	2.13	2.06

Figure 6R2-1 *= As a result of these findings all faculty received training on disability Services.*

*** = As a result of these findings Career Placement Directors are now tasked with improving placement.*
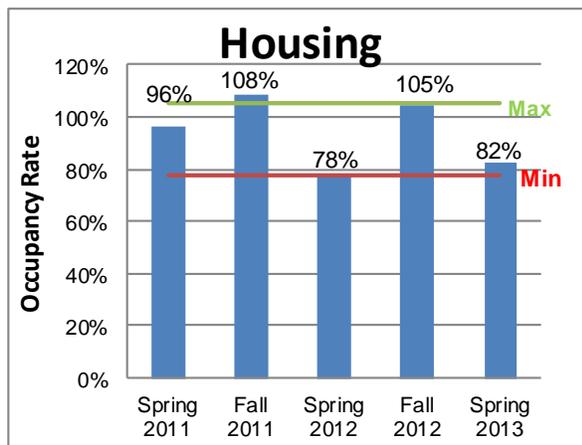

Figure 6R2-2

Students continue to use and request the ability to register online. Data is monitored to ensure that online registrations continue to grow. This data (especially low numbers in earlier years) indicated to the college that procedures or software was not allowing students to register online. Improvements included: customizing the software used, advisor training, use of a software product e-advising that simplifies students registering online after interacting with his/her adviser. The data for web registrations are illustrated in figure 6R2-3.

Web Registration Numbers (April to March)	
Year	**Count**
2010-11	6,242
2011-12	6,773
2012-13	6,984
2013-14 (YTD Sep 13)	4,369

Figure 6R2-3

On an annual basis, the United States Department of Education requires the College to report the number of crimes committed on the College campuses. Fortunately, CCC has a minimal number of on-campus crimes to report and usually in one category (burglary). In the years illustrated on the next page, CCC had no reported crimes in homicide, rape, forcible and

non-forcible sex, offenses (see figure 6R2-4)

Report of Crimes	2010	2011	2012	2013
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	2	0	0	0
Aggravated Assault	0	0	0	2
Burglary	1	4	0	0
Motor Vehicle Theft	0	0	0	0

Figure 6R2-4

Recruiting

The admission office uses the Admissions Yield to review data concerning prospects, applicants and Early College enrollees to analyze matriculation data (Figure 6R2-5).

Matriculation			
	2009-2010	2010-2011	2011-2012
Prospect to Applicant /Accepted	NA	6%	12%
Accepted to Registered	48%	48.20%	48.62%
Early College to College	8.30%	9.40%	7.50%

Figure 6R2-5

6R3. What are the performance results for administrative support service processes?

CCC has developed and continues to evolve multiple performance measures for its support services. As of 2011 the College started the process of defining key performance indicators for all non-academic programs/areas. This has resulted in a yearly review of each of the KPI's and adjustment of the specified goals. In figure 6R3-1 is the recent updated KPI's of the pilot areas not already shown in other parts of this category.

Non Academic KPI's	2013 Performance	Goal
IT (completion days for Helpdesk submittals)	8.51	6
Institutional Research (On time completion of work orders)	99%	100%
Learning Centers (Measure students/clients coming to the centers for services) All	2034	2250

Figure 6R3-1

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. Independent auditors and accountability reviewers audit and evaluate CCC business, student service support, grants and federal programs annually for compliance with standards, requirements, and internal controls. The college has passed these reviews in all material aspects (Figure 6R3-2).

Percent of Operational Budget Assigned to Instruction and Academic Support 2010-2013					
YEAR	2013	2012	2011	2010	GOAL
Instruction-Academic	66.77%	66.51%	66.45%	63.90%	60.00%
Student Services	5.15%	5.07%	5.10%	5.49%	6.00%
Institutional Support	18.13%	18.20%	17.95%	19.73%	22.00%
Physical Plant	8.60%	8.78%	9.05%	9.30%	10.00%
Student Aid	1.36%	1.44%	1.44%	1.58%	2.00%

Figure 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.

The percentage of operational dollars supported by tuition has grown from 19.7% to 21.98% over the past five years. This is a reflection of the decrease in state allocations for the college. In addition, the college goal is to keep tuition within range of the other community colleges, particularly the rural colleges – Northeast, Western, and Mid-Plains. Since 2008-2009, the College has set tuition and fee increases ranging from 2% to 6%, as illustrated in Figure 6R3-3 and 6R3-4 on the next page.

CCC Tuition & Fees By Year					
	2009 Actual	2010 Actual	2011 Actual	2012 Budget	2013 Budget
Tuition	66.00	70.00	74.00	78.00	80.00
Fee	7.00	7.00	7.00	8.00	8.00
Total Tuition & Fee	73.00	77.00	81.00	86.00	88.00
% Increase from Previous Year	4.29%	5.48%	5.19%	6.17%	2.33%
Annual (30 Credits)	2,190	2,310	2,430	2,580	2,640
Tuition as % Income	19.70%	22.19%	20.75%	22.18%	21.98%

Figure 6R3-3

One additional dataset used to interpret performance in this area includes the professional leaves. This data represents the amount faculty and staff participates in professional development activities away from the college (see Figure 6R3-5 on next page).

6R4. How do your key student, administrative, and institutional support areas use information and results to improve their services?

The data collected is used in a number of ways (day-to-day to strategic-level planning). Use of data 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 them transparent to both internal and external stakeholders and defining baseline performance standards. The integration of key performance indicators in the College will assist in standardizing the

continual quality improvement model (Figure 8P1-1& Strategic Planning model at 5P1-1) across all major departments of the College. Examples of improvement are also noted in category 8 results sections (see scorecard).

6R5. How do your results for the performance of your processes for Supporting Institutional Operations compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

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 The National Higher Education Benchmarking Institute(see selected results for 2013 in Figure 6R5-1).

National Community College Benchmark Project Comparative Data for 2013		
Comparative Measurements	CCC Rating 2013	Benchmark Median 2013
% Complete or Transfer in Three Years		
Full-time, First-time	40.22%	35.82%
Part-time, First-time	17.45%	15.76%
% Completed in Six Years		
Full-time, First-time	37.77%	27.15%
Part-time, First-time	10.64%	14.29%
% Transferred in Six Years		
Full-time, First-time	11.69%	21.18%
Part-time, First-time	11.91%	15.17%
% Complete. or Transfer in Six Years		
Full-time, First-time	49.46%	47.55%
Part-time, First-time	22.55%	30.02%

Figure 5R5-1

The change in net assets (the difference between assets and liabilities) is another way to measure the College's financial position (Figure 6R5-2 on next page). 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 $59.22, $51.35, $48.12 and $44.07 (in millions) for the fiscal years ending in 2011, 2010, 2009 and 2008, respectively.
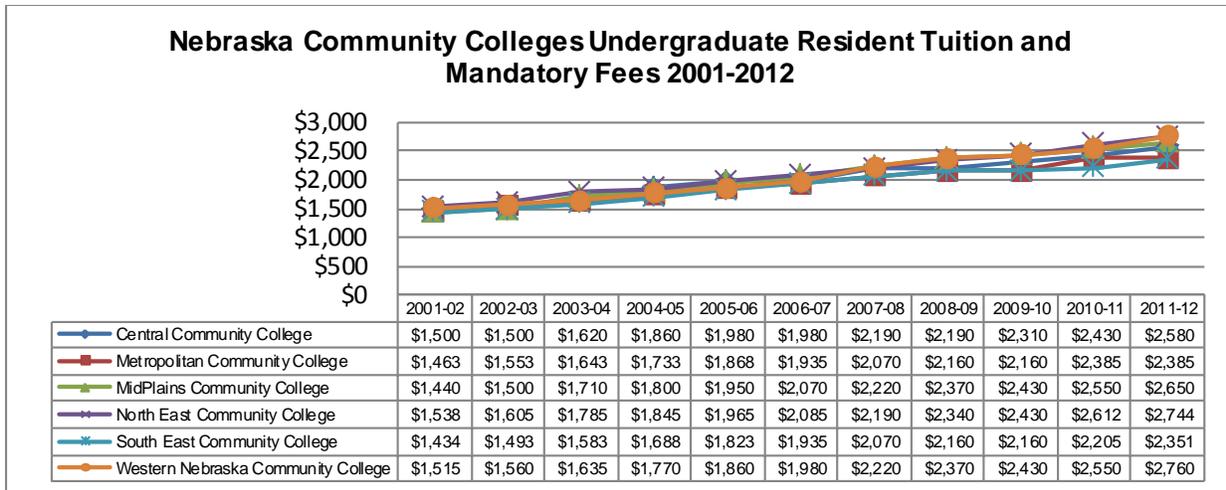
Nebraska Community Colleges Undergraduate Resident Tuition and Mandatory Fees 2001-2012

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Central Community College	$1,500	$1,500	$1,620	$1,860	$1,980	$1,980	$2,190	$2,190	$2,310	$2,430	$2,580
Metropolitan Community College	$1,463	$1,553	$1,643	$1,733	$1,868	$1,935	$2,070	$2,160	$2,160	$2,385	$2,385
MidPlains Community College	$1,440	$1,500	$1,710	$1,800	$1,950	$2,070	$2,220	$2,370	$2,430	$2,550	$2,650
North East Community College	$1,538	$1,605	$1,785	$1,845	$1,965	$2,085	$2,190	$2,340	$2,430	$2,612	$2,744
South East Community College	$1,434	$1,493	$1,583	$1,688	$1,823	$1,935	$2,070	$2,160	$2,160	$2,205	$2,351
Western Nebraska Community College	$1,515	$1,560	$1,635	$1,770	$1,860	$1,980	$2,220	$2,370	$2,430	$2,550	$2,760

Figure 6R3-4 (Source: Nebraska Coordinating Commission for Postsecondary Education Tuition, Fees and Financial Aid report Sep, 2012)
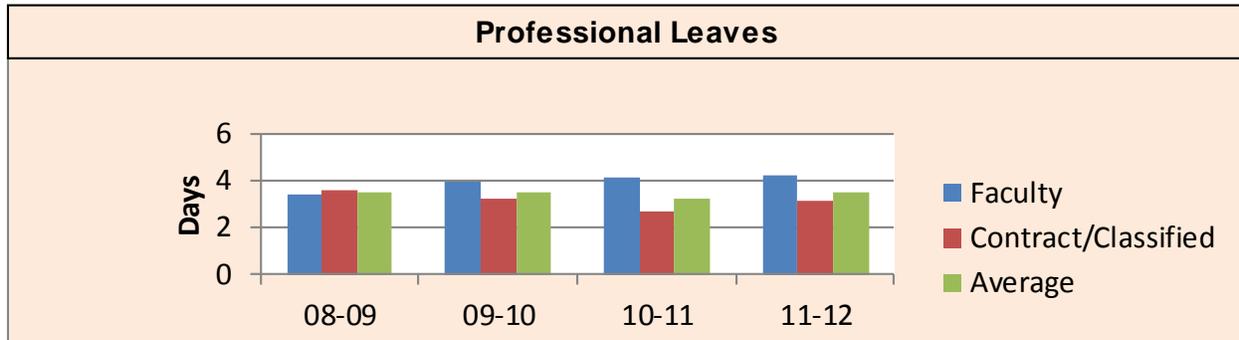
Professional Leaves

Figure 6R3-5

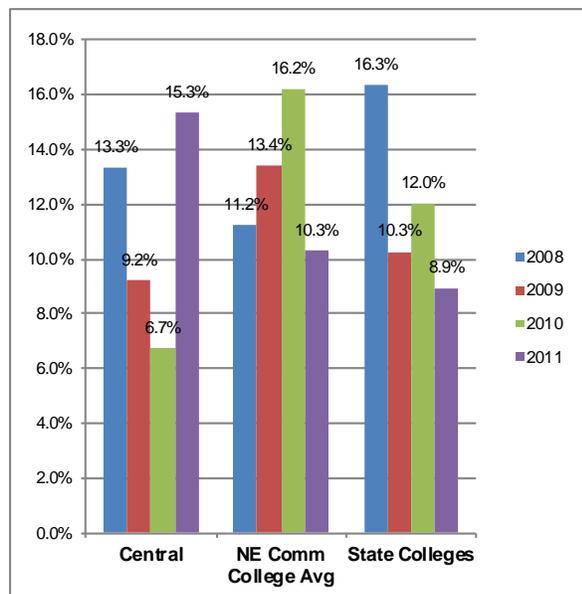_Net Assets Comparison for Nebraska Community Colleges_

Figure 6R5-2

IMPROVMENT (I)

6I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Supporting Institutional Operations?

The college has several projects that have been completed, these include:

- Ellucian Data Systems =electronic mailing of student statements (Financial Aid award notification & student loan direct deposit)
- Integration of student survey for food services (Chartwells) that resulted in a flexible student meal program and increased student satisfaction
- Building improvements (in progress) example: Student Center-Hastings, based on student survey results and using data community stakeholders
- Established Small Business Incubator a the NPPD site in Columbus to increase student accessibility based on city requests, community committees, and requests from local businesses
- Enhanced WAN connectivity to Columbus, Lexington, Ord community education centers

in response to limited bandwidth and increased demand
- Text book rental program with Follett Bookstore
- Upgrade phone services from analog to VOIP
- Contracted third party vendor for Emergency Notification to improve the speed and reliability of emergency communications
- Upgrade to wireless Network College wide
- Added Student Health Services at Columbus Campus based on collaboration with the local community

Active Projects to be Completed:
- Develop and integrate sustainability processes in the college policy and procedures
- Develop benchmark comparisons with nationally normed survey/collection instruments (see progress on this project in category eight)

6I2. How do your culture and infrastructure help you to select specific processes to improve/set targets for improved performance results in Supporting Institutional Operations?

The College's culture and infrastructure have multiple components that work effectively with consistently developed consensus on changes regarding process improvements. They are accomplished 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. Team representation may include students, faculty, hourly and contract staff, and administration. Depending on the project, these participants can come from any of the various campuses and centers (formerly known as learning centers).

As part of this process, Student Support Services personnel review the results of KPI data and plans for improvement as defined by goals and objectives in the strategic plan. Student Service teams identified the following goals for implementation during 2008-2009:

Career and Employment Services/Cooperative Education Team
- CCC college-wide graduate employment report (2010-11) and publish yearly.
- Compile statistics for alumni survey report to include 2007-2008 employed vocational graduates. Market the 2011-2012 graduates by compiling a list of graduates that seek full-time employment and sending it to employers.

- Continue to publicize 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. Provide electronic graduate report.

Registration Team:
- External audit process for transcript review.
- Investigate instant enrollment opportunities.
- Implement Phase II of E-advising.
- Review and implement changes in Web Registration.
- Electronic mailing of student statements.

Financial Aid Team:
- Monitor changes being proposed and mandated by the Department of Education.
- Encourage student use of the Direct Deposit refund system (implemented 2010-11).
- Continue work reducing student debt burden.
- Ensure that imaging process is being updated and used on a daily basis to ensure all files are up-to-date on the web.

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 among campus assessment personnel to update and improve assessment link on college web site.
- Continue to review advising procedures, make recommendations for new advising strategies, and provide support for advisors and advisees.
- Implement a college route advising process.
- Enhance the Mandatory Assessment Process as needed.

Recruiting and Admissions:
- Build tradition with high school officials, local communities and prospective students through recruiting events about CCC programs and through 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.
- Encourage diversity recruiters to coordinate events that focus on 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 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 web-based publications.

The Business Service Teams and Human Resource improvements include:

Purchasing:
- Review purchasing card program.
- Develop process for; online requisitions, shipping and receiving, purchase orders.

Financial Operations:
- Electronic budget transfers.
- Direct deposit option for student refunds.
- Expanded direct deposit to part-time employees.

Information Technology Services:
- Expanded CCC training opportunities to CCC Stakeholders. (SharePoint, calendar usage, Cisco Jabber, VOIP phone features and video conferencing, IP faxing, mobile devices (BYOD) service & connectivity, iPod usage, Moodle Rooms, Rave emergency user notification, Brivo door lock security, Live.Edu Student Services, SchoolDude Helpdesk, etc.).
- Upgraded CCC WAN to enhance web services, data accessibility, and Voice (VOIP) & video services, new CCC website, New CCC user portal, direct WAN fiber links to Lexington and Columbus, expanded WAN to CCC locations at Columbus NPPD and Ord sites, 911 Enable for emergency location notification, upgrade of CCC wireless networks, expanded internet capacity with packet shaping and filtering capabilities.
- Enhanced CCC information technology services: (Ex. network, server farm, IP monitoring, security, SharePoint, VMware, thin clients & virtual desktops). The server farm expanded data BU, electrical power

service upgrade and UPS/environmental conditioning redundancy, SharePoint 2010, deployed more than 300 virtual desktops, and implemented a managed service notification system to support IT Services.
- Applied AQIP/CQI techniques within information technology and College environments. Conducted IT Team meetings.

Human Resources:
- Moved job application process entirely online.
- Implemented interactive safety training and workplace harassment annual trainings.
- Developed and recognized part-time employees for years of service.
- Streamlined the faculty and staff contract process.

Facilities Management:
- Implemented updated campus specific master facilities plan.
- Implemented SchoolDude, a facilities electronic tracking system for work orders.
- Used Key Performance Indicators to maintain/decrease the time to complete emergency/safety work orders including job request for resident's halls.

Sustainability:
- Signed the President's Climate Control Commitment (ACUPCC).
- Hired a Sustainability Coordinator.

Environmental/Health and Safety:
- Full-scale "Lockdown" drills at campuses.
- Established building captain program for each campus and learning center to include handbooks, and kits.
- Finalized "CCC Crisis Communication Plan".
- Complete College wide MOU's with local emergency response and aid agencies.
- National Incident Management Systems compliance training completed.
- Continued Area Safety Committee meetings.
- RA safety training.
- Air monitoring for Welding Labs.
- Worked with campus construction contractors on safety issues.
- Annual safety walk-throughs college wide.
- Coordinated waste determination with EPA guidelines.
- Collected, and shipped hazardous waste.
- Provided food service safety training to culinary arts students.
- Fall protection training for Construction, HVAC, Electronics and Welding Students.
- Drafted mold remediation procedures for in-house cleanup.