MEASURING EFFECTIVNESS CATEGORY SEVEN

INTRODUCTION:

Central Community College has adopted several new practices regarding its use of data in its decision making processes. Three major action projects have been forwarded since the 2009 portfolio. The first is to use Key Performance Indicators (KPIs) to assess the viability and quality of instructional programs. Several of the indicators were developed during action projects in the 2011-12 academic year. These include the development of general education governance procedures including a review cycle, and the development of college-wide core abilities/competencies and outcomes along with other indicators. The current action project addressing this issue focuses on integrating core abilities/competencies with the philosophy of general education. In addition to the listed action projects, the college also redesigned the Graduate Report. This report identifies the number of recent graduates who either transferred to other postsecondary institutions, or became employed after more than one year post graduation, as identified in data collected from the Nebraska Department of Labor.

The second project is designed to use KPIs to assess non-instructional programs. Currently data for the non-instructional KPIs have been collected for two years and are being analyzed by the College leadership and department representatives to determine the next steps required. The third project uses national benchmarking data to clearly identify areas for improvement within the college. Based on data from the NCCBP and feedback from the last Systems Appraisal, the college implemented a two-phase action project with phase one focusing on improving the foundations education courses offered. The second phase of this project was to implement a mandatory assessment and placement (MAP) process within the college. Currently the college is participating in a statewide project looking at various aspects of foundation education.

CCC has an implemented a formal tracking process that collects information on data requests from the individual departments and divisions of the college. The Institutional Research (IR) department analyzes these requests yearly to determine recurring data needs of departments and units. If it is determined that a new demand for data is emerging, the IR department works with the individual departments to develop a push process to give greater access to the required information. Such data collection and review may manifest in several formats included interactive tools such as Credit Registered Credits Earned by Course Report tool:
http://www.cccneb.edu/images/IR/IE/crcereport.swf
Other popular forms of data include the static report, pivot tables, and dashboards such as the Student Survey of Instruction report tool at:
http://www.cccneb.edu/images/IR/IE/ssoi%205yr%20trend%20xcelcius.swf
Based on customer feedback, such processes aid decision makers toward improvement of the institution and ensures that data is as transparent as possible. CCC's priorities for data are further defined by demands outlined in the Strategic Plan that itself is based on opportunities identified in the last Systems Appraisal and Strategy Forum. The cross functional Strategic Planning Committee and the College's Continuous Quality Improvement Team will review the feedback and align and focus action/improvement projects for the next five-year period. Tying analysis of data directly to the organizational goals has provided much more clarity to the processes of quality improvement and planning in the college.

CCC uses multiple sources of comparative data, including the Community College Benchmarking Project, National Higher Education Benchmarking Institute, The Voluntary Framework of Accountability, The Community College Survey of Student Engagement, IPEDS comparison reports, and performance data collected among the Nebraska Community Colleges by the Nebraska Coordinating Commission of Postsecondary Education. In the past four years, the College has strived to better clarify the process of how it defines its need for comparative data.
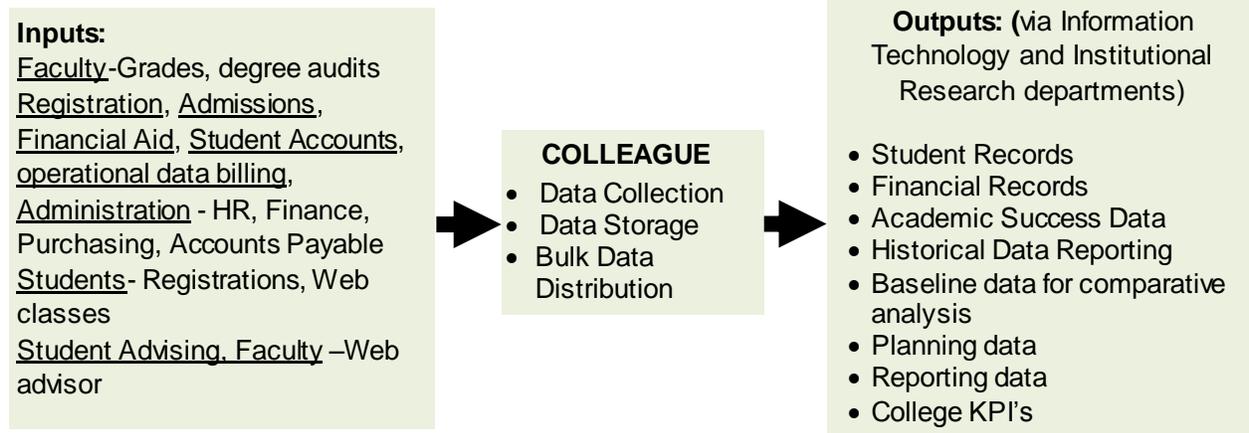
The alignment of the college's strategic planning with the nine categories and the related action projects have provided a clear picture of the need for this type of data. To this end the college has invested significant resources (both human and financial) to seek and collect comparison data. Several of the newer comparison data tools, including the Voluntary Framework of Accountability sponsored by AACC and the Higher Ed Partnership Satisfaction Survey, have greatly aided the college in focusing its improvement processes.

PROCESSES (P)

7P1. How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?

Central Community College has developed a multi-tier system for data selection, capture and distribution. Data sets are selected by end users based on one of three primary institutional needs: (Operational decision making, Internal and External Reporting, and Continuous Quality Improvement Projects). Operational decision-making data includes information that is used in day-to-day decision making and in mid to long-range/strategic planning (including the measurement of teaching and student learning in programs of study). Internal and external reporting data is determined by the factors of each independent report. The reporting can include common data factors such as students enrollment by program or factors such as the College Key Performance Indicators (KPIs). Data collected that supports action projects and other quality improvement activities include benchmarking and process-specific performance measures needed to determine the initial state of a process or system and any realized improvement.

Colleague system. To effectively use the data, the system has the ability to retrieve and distribute any data collected. The data distribution system is somewhat more diverse in its structure. Based on their needs, requesting stakeholders may access data in multiple ways. In most cases, the type of data requested determines who should approve access to the needed information. The IR office has deployed several data-sharing assets designed to provide data users direct access to commonly used data reports (Institutional Effectiveness Measures, College level annual reports – college website, and specific data sets and reports on the Colleges SharePoint system). If the required data is not available on Colleague or in the SharePoint system, the IR office has access to multiple external databases that improve the scope of the data available to decision makers. The data management, storage and retrieval system used by Central Community College uses Colleague as a centralized data warehouse and includes information relating to students, human resources, and financial services. Internal information users may access information

Inputs:
Faculty-Grades, degree audits
Registration, Admissions, Financial Aid, Student Accounts, operational data billing, Administration - HR, Finance, Purchasing, Accounts Payable
Students- Registrations, Web classes
Student Advising, Faculty –Web advisor

COLLEAGUE
- Data Collection
- Data Storage
- Bulk Data Distribution

Outputs: (via Information Technology and Institutional Research departments)

- Student Records
- Financial Records
- Academic Success Data
- Historical Data Reporting
- Baseline data for comparative analysis
- Planning data
- Reporting data
- College KPI's

Figure 7P1-1

Users of a data set may request/ receive data directly from the Information Technology Services (ITS) department. Internal and external stakeholders can obtain data from the Colleague system and other research sources through the Institutional Research Office (IR). The Colleague system serves as the means for providing a common data base for all student and financial records. Figure 7P1-1 describes the types of data inputs and outputs processed through the

from multiple databases including the following:

- National Student Clearing House (NSCH) – student migration and persistence data
- Nebraska Department of Labor- graduate employment data
- Economic Modeling Services Incorporated – socioeconomic impact, occupational forecasting, and demographic data

- Community College Survey of Student Engagement (CCSSE) – comparison data on student satisfaction factors
- Community College Faculty Survey of Student Engagement (CCFSSE) – comparison data on student satisfaction factors
- Community College Benchmark Project (CCBP) and the National Higher Education Benchmarking Institute (a.k.a. Kansas Study)– comparison data on key performance data of similar two-year colleges in the central United States
- Nebraska Department of Education – demographic data on high school students
- The Nebraska Coordinating Commission – comparison of performance data on other Nebraska postsecondary institutions
- Center for Educational Statistics – Department of Education Database
- Public Domain data and data from collaborating institutions, organizations & individuals

To assist in the process of distributing data to decision makers the College developed the Institutional Research Department (IR) in 2002. As the College's need for research/data has increased, the department has grown to meet those needs. Currently this three-person department is tasked to provide assistance to all internal and external stakeholders on data collection and reporting issues relating to both instructional and non-instructional programs and services. The IR department works with the ITS department to compile, analyze and report on required data to meet their customer needs. The ITS and IR offices continually evolves the data management systems based on both internal and external data usage requirements outlined above.

7P2. How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?

The process of data collection, management and distribution for quality improvement activities is prioritized and encouraged by the College President, Executive Vice-president and the College Cabinet. Additionally both ITS and IR departments use an online (Track-it) helpdesk tracking system to assist in tracking and prioritizing data requests for internal and external stakeholders. Various College committees, councils, teams (including the Continuous Quality Improvement Team), and individuals identify

Core Component 5D

The institution works systematically to improve its performance. (Addressed in 7P2 and 7P4)

The institution develops and documents evidence of performance in its operations. (Addressed in 7P2) The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts. (Addressed in 7P4 & Figure 7P4-1)

specific performance measures and establish standards related to improvement processes. In the past two years, the college has integrated College level and non-academic KPIs and is currently in the process of reevaluating/updating its academic KPIs as part of an ongoing action project.

Additionally, The Strategic Planning process, annual budgeting/planning, and specific short-term action projects use specific performance data from numerous sources to influence their decision making. A representative example includes the College-level KPIs that guide the College leadership to address issues with student course-level attainment (Credit Registered/Credits Earned Report at: http://www.cccneb.edu/images/IR/IE/crcereport.swf), Graduate Employment & Transfer Report, and the Safety & Crime Statistics to determine the effectiveness of course delivery and other functions of the College. All the above listed data along with non-academic KPIs are available under the Office of Institutional Research at: http://www.cccneb.edu/about/the-office-of-institutional-research.html. As major areas of focus for the institution, the previously listed data have clearly defined performance levels and goals.   If a measure indicates a performance below the accepted minimums, the responsible body develops and implements an improvement process to bring the performance up to the standard.

As processes new to the College are developed or as existing measures are revised, the College's Continuous Quality Improvement Team provides the initial review of the data to ensure the proposed/existing measures are valid and

effective in supporting the college's short- and long-range objectives. One purpose is to make recommendations on the selection or optimization of new or existing measures relating to improvement activities of the College. Also, CCC has developed a data request system (abiding by all FERPA and privacy guidelines) that allows stakeholders in or outside the College to request new data be collected, compiled, and or reported in support of a specific need/project via the IR or ITS departments.

Since academic year 2009/10 the College has focused its efforts to improve communication/distribution of data and improve the transparency of the collection, analysis and reporting processes. Unlike data collection and distribution that largely focused on supporting internal and external reporting, new process-specific measures are regularly collected, summarized and distributed to internal and external stakeholders that support projects and quality improvement activities/projects as needed for specific decision making process. Several methods are used to distribute data, including posting recurring reports generated or received by the college on the college web pages (annual reports), direct email, posting of all non-privacy data and reports on the SharePoint system.

Recommendations for new data collection, distribution processes or data uses can come from a number of standing bodies including the Continuous Quality Improvement Team, Educational Services Committee (including Assessment of Student Learning and Academic Standards committees), College or Campus Cabinet and the Board of Governors. As stated before the ITS and IR departments helpdesk data request system allows all stakeholders the opportunity to request specific data. The helpdesk process is similar for both departments. Each new project is initially evaluated by the receiving department and a follow-up communication with the requester clarifies any aspects not outlined in the original online request. All new projects must clearly define how the requested data will be used. Each receiving department also ensures the requested data will support the College objective to achieve its mission and goals, and that the release of the data is in line with College policies and federally outlined regulations. The processes below are specific examples of changes in data collection, management and communication that occurred

based on data collected from employee satisfaction/engagement surveys and relate to communication improvement and data distribution.

- Former and updated College-level Academic and Non-Academic KPIs (posted for internal stakeholders on the SharePoint system)
- College Level KPIs posted to the public web pages (internal and external stakeholders)
- Posting of appropriate reports generated by the College and IR department to the IR and other SharePoint sites (accessible to all internal Faculty and Staff). (Examples include all external reporting, national and internal survey results for students and employees, enrollment data and trends and most ad-hoc reports generated by the IR department.
- Posting updates and news on action projects and their teams via college-wide email, posting on SharePoint, newsletters, published minutes of review committees and groups and public presentations at the All College in-service, Annual Review of Improvement activities by the Board of Governors.
- Implementation of high visibility dashboards for key performance data in the form of standardized static displays around the college (College KPIs). The posting on the college web pages offers a set of interactive and graphical tools customers can use to search the top requested data sets. See these tools at: http://www.cccneb.edu/about/the-office-of-institutional-research.html
- Integration of a public IR sight that includes a data warehouse with an indexed and interactive design where decision makers will be able to perform data searches and generate limited analysis/customization of data reports with a combination of customizable and interactive data tools.

> *7P3. How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?*

The College uses multiple methods to determine the data needs of its different customer groups, as outlined in the response for 7P2. The data elements for recurring or mandated reporting (internal or external) are well defined and experience little variation from year to year. As the factors reported are clearly defined by the requestor/decision maker, little determination is

CCC Comparative Data		
Status	**Data Profile/Name**	**Data Category**
2002-Current	Community College Survey of Student Engagement (Community College Faculty Survey of Student Engagement	National peer and state peer (Consortium)
2011-Current	National Framework of Accountability (AACC's VFA)	National comparison
2003-Current	National Survey of Faculty and Staff (IPEDS)	National comparison
1978-Current	Program Advisory Committees	Direct data from college advisory boards
2002-Current	Employee Issues Survey (Employee Engagement Survey – Started in 2009)	Internal comparisons/trends analysis
Ongoing	IPEDS Peers Report	National and state peers
Ongoing	NEEDS	State peer data
2003-Current	Community College Benchmark Project	State and national peers
2004-Current	Legislative Student Migration Report	State migration/ collaboration study

Figure 7P3-1

required beyond determining the accuracy/validity of the data and small variations in the reporting process.   If a process or system is determined to need additional or new performance indicator/data, the college uses the IR data request process to decide if the collection of the data is or is not valuable to the College.   To meet the requirements for collection the data must:

- Be directly tied to supporting a defined college objective and or a quality improvement campaign or action project
- Project/intended purpose for the data is clearly defined and supports the overall objectives of the college
- The data is collected in consistent manner and supports efficient decision making or clearly demonstrates the performance of the process or system in question
- Terminal use of the data is outlined by the requester.
- The dissemination of the data will not violate College policy, privacy procedures, or federal regulatory requirements.

Depending on the data factor being considered, and its significance to the institution, department or division, additional research and analysis may be required prior to its release to or use by the customer. The additional research components may include validity studies on the data collection process, analysis of variation (ANOVA) to determine variance of the process being measured, and correlation studies on primary input factors. In short, all data collection, storage and distribution/accessibility decisions are based on the demand for the data is and monitored by the IR and ITS departments each year or on a case-by-case basis.

The college has received suggestions from multiple sources regarding potential performance measurements, general feedback from the annual employee surveys and the action project teams regarding specific performance measures believed to be needed for decision making. Suggestions for collecting, storing and distribution to stakeholders are analyzed by the Continuous Quality Improvement Team and College Leadership for prioritization. Suggestions must be a valid measure of performance (statistical correlation with primary performance measure and or sufficient accuracy) to be added to the annual requirements of the IR or ITS departments.   More specifically the College Leadership required all non-academic programs to select specific KPIs the department will use to measure its effectiveness. These data factors are selected by and agreed to by those subject-matter-experts within the individual departments and programs. Each measure is reported to the IR department and performance reports are generated and reviewed by the College Cabinet and other decision makers and leaders.

CCC determines data needs based on internal or external reporting, College planning, or quality improvement needs. Over the past three years, the College has participated in multiple national and state level standardized studies that provide

the College with directly comparable data (see Figure 7P3-1 on previous page). The requirements for comparative data are nearly identical to those listed in section 7P1. The two key differences include 1) the need for the data to be collected in an identical fashion at all participating institutions, and 2) that the institutions or organizations participating in the study must have similar characteristics for comparison. The College collects comparative data in the College Key Performance Indicators and quantifies aspects of the College's mission and vision. The College categorizes its comparative data into four primary groups:

- Internal comparisons – FTE, headcount, completions, trends analysis, etc.
- State peer data – headcount, awards given, migration to and from other institutions, etc.
- National peer data - Department of Education reports, National Study of Faculty and Students, etc.
- Direct data from College program advisory boards, industry sources, the president's advisory groups, etc.

7P4. How, at the institutional level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the institution?

CCC outlines its primary methods for analyzing overall performance data in the College Strategic Planning Process. The first step defines the current state of the system (baseline data) in question by analyzing data from tracked measures of performance.

The bulk of the data analyzed comes from the College Key Performance Indicators, national studies or externally mandated performance measures. The design of these documents uses performance standards identified as widely accepted measures of performances and reflects performance trends over multiple years. Figure 7P4-1 displays various data groupings and the types of analysis used to compare each against institutional standards. To share the results of the College level data analysis, CCC distributes the information in multiple ways including web-based shared files, review of findings in small groups and campus based meetings, monthly and annual reports, and College wide newsletters from the Quality Improvement Council (See Section 7P2). Additionally, 27 percent of all full-time employees and part-time employees are directly involved on

one or more of the College action project teams or the Quality Improvement Council. Additionally,

Analysis Techniques	
Analysis Technique	**Representative Measure/Data Set**
Trend analysis	Enrollment, FTE, program awards, etc
Gap analysis	Employee Engagement Survey
Distribution analysis	Math completion rates, population studies
Point in time analysis	Economic Modeling Studies INC
Comparative analysis	National and state data – i.e. CCSSE & NCCBP
Projection analysis	College Socioeconomic Impact Study

Figure 7P4-1

all full-time and most part-time employees participated in the Systems Planning for Resources Knowledge and Skills (SPARKS). This process is designed so all employees have an opportunity to evaluate and give input on the development of the Systems Portfolio in its early stages. Additionally the Systems Portfolio re-writing process allows for significant data sharing. This degree of involvement has improved the understanding of the data-based decision-making process in general and improved the internal stakeholders understanding of the current performance of the College. The College also publishes monthly and annual reports through its web page, hard copies, and its email system.

7P5. How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?

The need for comparative data continues to be a challenge as educational agencies use different measures of effectiveness for their unique processes. One of the best sources of comparative data used by CCC comes from the nationally normed surveys outlined in 7P3-1. As these surveys are standardized the data can be compared directly and give the College insight on how its performance compares to other institutions. These surveys also allow the College to compare results with other institutions that have similar size, enrollment and other demographic factors.

Besides surveys, some regionally normed studies such as the Community College Benchmarking Project and the National Higher Education Benchmarking Institute allow institutions to compare standardized and quantifiable measures with peers in the study. These studies do not identify the other institution by name but by demographic profile. They do provide a wealth of data the College uses for planning, quality improvement and overall performance evaluation. The newest of these tools is the Higher Education Partnership Satisfaction Survey. The purpose of this survey is to gauge relationships with various external partners. This survey was hosted by Eastern Arizona College, with a total of 9 other AQIP affiliated institutions administering the survey to their partners.

> *7P6. How do you ensure department and unit analysis of data and information aligns with your institutional goals for instructional and non-instructional programs and services? How is this analysis shared?*

CCC continually reviews its processes to determine the utility of its measures of effectiveness and to ensure acceptable completion of meaningful work. Figure 7P6-1 provides some of the data sets used to monitor and to evaluate effectiveness of current college measurement tools.

Data Set	Reviewed /Updated
Student Learning Outcomes	Annually, monthly by Education Services Committee
Employee Engagement Survey	Annually by College Cabinet, and the Continuous Quality Improvement Team
Key Performance Indicators	Ongoing Development - leadership reviewed
Comparative Performance Studies	Annually by the IR department
Financial and Student Records	Annually by external auditors

Figure 7P6-1

These checks in themselves will not ensure the data is aligned with the strategic plan or the College mission. These review processes serve as a way to monitor if the measurement process is still effectively meeting the customer needs. The primary way CCC ensures the alignment of its measures is by ensure they meet the

requirements outlined in 7P1 prior to being adopted. The Executive Vice-Presidents office including the Institutional Research office provides additional monitoring of the viability of most key measures used by the College. As new measures are developed, the review process ensures the information remains accurate and effective. If necessary the reviewers can also identify possible new measures that may better reflect the process or system in question and better support the college mission. The IR department communicates/shares the majority of decision-making data with the specific stakeholders and or all internal and external stakeholders. The communication of these data is completed via the IR Information SharePoint site, the College IR web pages, and direct email. This provides a consistency in how data is interpreted and reduces inconsistences due to variable definitions while abiding by FERPA and Privacy Act regulations.

> *7P7. How do you ensure the timeliness, accuracy, reliability, and security of your information system(s) and related processes?*

Central Community College reviews its data systems continually. The ITS director and the information management team evaluate and track the need for hardware replacement. The ITS team has developed replacement cycles for all key hardware systems. Additionally, campus-based technology teams evaluate local software and hardware upgrade needs for specific applications. The College regularly upgrades its network, and with the acquisition of new servers and support systems the overall capability has continued to increase to meet the expanding needs students and college employees. To maintain the integrity of its system, CCC considers security and reliability paramount. The College Cabinet has committed considerable resources to safeguard the systems from hacking and intrusion.

The IT department employs several experts with primary responsibilities to constantly monitor the system for signs of tampering and the integration of software and practices that decrease College vulnerability. The Information Technology team also collaborates with CCC data systems provider Ellician to ensure a high degree of security and effective data storage and retrieval. To ensure the accuracy of the database, the College performs an annual audit to check key performance measures warehoused in the College database. Besides ensuring security and

Measure
Log of virus and attack activity on the system, capture rates and alarm notifications
Completed ITS Managed Helpdesk Requests **(see Figure 7R1-2)**
Network LAN/WAN Uptime **(see Figure 7R1-3 Next Page)**
CCC WAN & Internet Bandwidth Utilization **(see Figure 7R1-4 next page)**
Audit results of data contained in the system
System utilization including individual computer station utilization

Figure7R1-1

reliability, the IT department also acts as the primary customer service department dealing with issues of mass data distribution, systems support, and hardware support. The IR department also assists by acting as the contact for internal and external customers to get required data from the system. Lastly, some departments have limited access to the data management system and can retrieve specific information. This data usually is tied to the specific function of the individual or department in question and data security is managed as per the appropriate regulation.

RESULTS (R)

7R1. What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?

Effective measurements of the CCC data management system have increased as the demands on the system increases. The measures frequently relate to technology but the College also collects information regarding accuracy and customer satisfaction. Most of the customer satisfaction data is pulled from the Employee Engagement Survey at:
http://www.cccneb.edu/images/IR/IE/ees.swf

Additionally the IR Department tracks on-time completion of all data or survey work orders as one of the College's Non-academic KPIs. This

99.8% on time completion can be seen at:
http://www.cccneb.edu/about/institutional-effectiveness-measures/key-peformance-indicators-kpis/non-academic-kpis.html
Figure 7R1-1 above lists several of the key measures (and the associated figure number for three of these measures) ITS uses track data access performance.

7R2 What is the evidence that your system for Measuring Effectiveness meets your Organization's needs in accomplishing its mission and goals?

The college's measurement indicators enable proactive and/or timely response to performance improvement opportunities.   Major datasets used in decision making are accessible any time to stakeholders via the internal SharePoint data system or via the IR interactive and static data systems as referenced in the response to 7R1.

Measurement of movement toward strategic goals and objectives in support of the college's mission and vision is evidenced by the completion of stated strategic goals at:
http://www.cccneb.edu/about/accreditationagip/strategicplan.html . The college's mission and vision serve as the foundation for identifying all goals in the strategic plan. For each of those goals, specific measures have been identified to assess evidence that they are being accomplished. See Figure 7R2-1 on the next page for a sampling of results from category seven related goals.
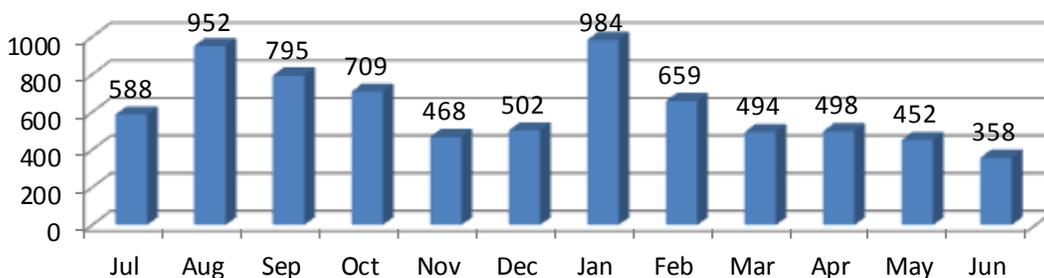

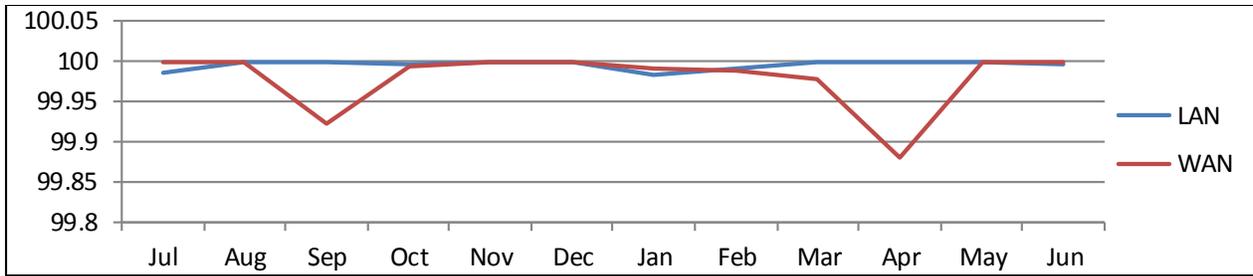**Figure 7R1-2 Completed ITS Managed Helpdesk Requests**
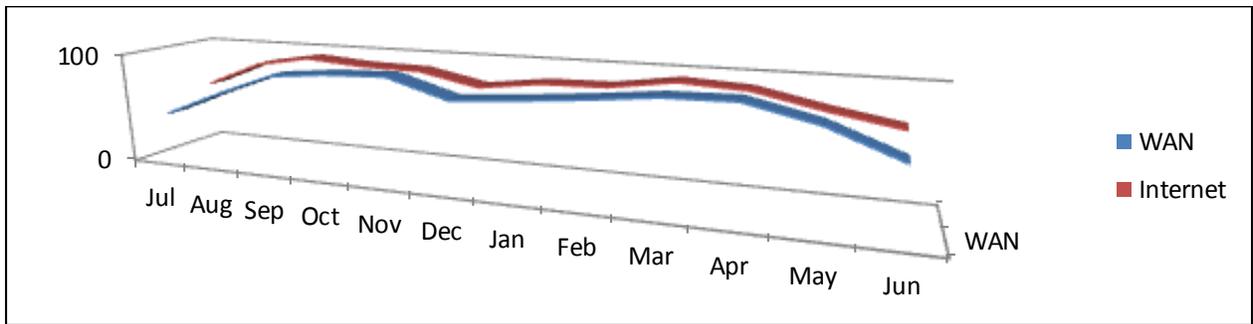
Figure 7R1-3 Network LAN/WAN Uptime

Figure 7R1-4 CCC WAN & Internet Bandwidth Utilization

Quality Improvement Campaign 7.1 Collect, analyze and use data to manage academic and non-academic programs		Source of Project	Status
Action Project 7.1.1	Utilize KPIs to be used to assess the viability and quality of instructional programs	Strategic Planning Process, Strategy Forum Feedback, Systems Appraisal Feedback (2009)	Scheduled - 2014-15
Action Project 7.1.2	Utilize KPIs to be used to assess non-instructional programs		Completed Fall 2012-Spring 2012
Action Project 7.1.2	Use national benchmarking data to clearly identify areas for improvement		Completed Fall 2012

Figure 7R2-1 (excerpt from Strategic Plan document)

External audits, such as annual financial audits and external ITS audits also demonstrate the effectiveness of the institutions measures. CCC has passed all external audits since its inception. Other indications, such as successful national accreditation and IR webpage hits (see figure 7R2-2 next page) and continued successful accreditation of Professional programs such as LPN and ADN (Nursing) are also good indicators.

7R3. How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education institutions and, if appropriate of organizations outside of higher education?

As stated in the results sections of the other categories, CCC has access to perception data in the form of nationally normed surveys. Other than the CCSSE (result shown in category four, six & eight) and the measures included in the

College Scorecard at: http://www.cccneb.edu/images/IR/systemsportfolio/score%20card.pdf , an additional measure adopted since the last Systems Portfolio is the National Higher Education Benchmarking Institute (AKA Kansas Study) (Figure 7R3-1 & Figure 7R3-2, following 7R2-2 on next page).

IMPROVMENT (I)

7I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Measuring Effectiveness?

Central Community College has taken several actions over the past year to improve its measurement systems.
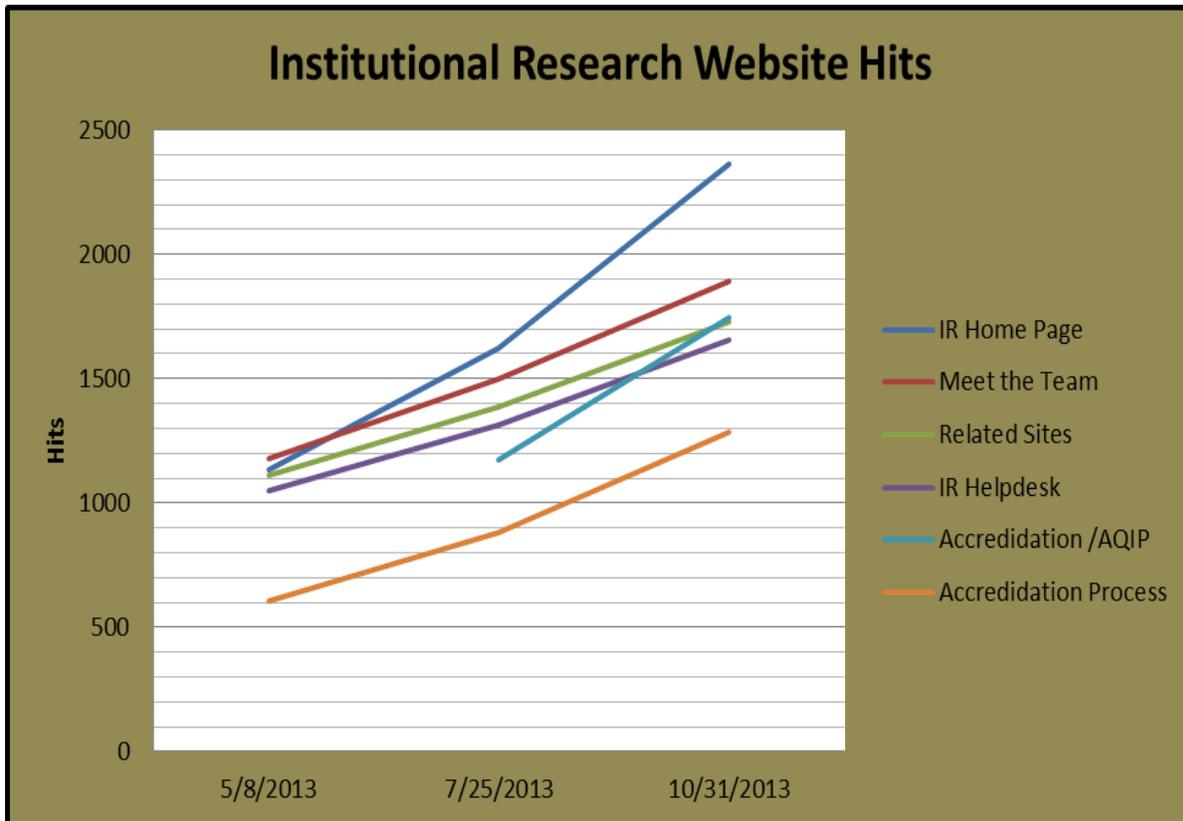
Figure 7R2-2

National Higher Education Benchmarking Institute						
Table 2-2: Student Credit Hours Taught and FTE Students per FTE Faculty by Academic Discipline (Central Community College data and National Means)						
Discipline	Full-Time Faculty FTE		Part-Time Faculty FTE		FTE Student Per FTE Faculty	
	CCC	National Mean	CCC	National Mean	CCC	National Mean
Automotive Technology	293	208	NA	149	21.3	13.91
Construction Technology	219	202	NA	200	14.6	13.6
Dental Assistant	58	233	NA	253	12.8	14.79
Drafting Technology (including CAD)	207	152	282	188	14.3	10.3
English Language and Literature (excluding developmental)	381	286	1047	259	35.4	17.77
Mathematics (excluding developmental	305	288	586	263	27.8	18.23
Nursing	92	264	126	232	6.4	17.13
Physical Sciences	348	296	465	228	21.1	17.03
Welding Technology	172	178	156	173	12.7	12.73

Figure 7R3-1 National Higher Education Benchmarking Institute (AKA Kansas Study)

National Higher Education Benchmarking Institute				
Table 1-2: Percent of Student Credit Hours Taught by Faculty Type and Academic Discipline: National Refined Means for Central Community College				
Program	Full-Time Faculty FTE		Part-Time Faculty FTE	
	CCC	National Mean	CCC	National Mean
Automotive Technology	92	88	8	11
Construction Technology	100	68	0	32
Dental Assistant	30	67	70	33
Drafting Technology (including CAD)	98	82	2	18
English Language and Literature (excluding developmental)	64	49	36	51
Mathematics (excluding developmental	55	61	45	38
Nursing	87	86	13	12
Physical Sciences	94	70	6	30
Welding Technology	90	82	10	18

Figure 7R3-2 National Higher Education Benchmarking Institute (AKA Kansas Study)

Several of these are listed below:

- Hired a second Institutional Research Coordinator to assist the Director in expanding data support services.
- Started project to make Key Performance Indicators more visible to stakeholders (academic and non-academic areas).
- Completed second phase of developing Key Performance Measures for all non-academic programs.
- Started the integration of the SharePoint 10 system to increase direct access to measures (including of commonly used databases)
- Revised College web pages to include all major college report measures and all survey results (available to all stakeholders)
- Participated in both the National Higher Education Benchmarking Institute (AKA Kansas Study) and Community College Benchmarking Project to collect additional comparison data to support planning process.
- Conducted additional iterations of SPARKS to improve the understanding by exploring processes measures embedded in the Systems Portfolio.

> *7I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Measuring Effectiveness?*

As stated in section 5P2 & 8P1, CCC uses a continuous quality improvement planning model as the process to develop new performance measures. Employee participation in the College planning process continues to grow and will also continue to evolve.

The Continuous Quality Improvement Team has members who represent the various stakeholder constituencies in the institution. The team uses input from college stakeholders to advise and take action on opportunities for improvement. Plans are being developed to include more input from the student body. The college reaches out to students via the Suggestion box process, Student Services Survey, Student Survey of Instruction, and Graduate Survey. The team provides a clear pathway for stakeholders to communicate their suggestions for improvement. For more information on the CQIT team see: http://www.cccneb.edu/about/accreditationaqip/continuous-quality-improvement-1.html

Action Project Teams (campaigns and projects) consists of subject matter experts and representation from other stakeholders who have a vested interest in the system or process. The teams usually include members from cross functional areas in the college.

Several other major components of the college culture/infrastructure that impacts target setting include: Strategic Planning Committee, Academic Standards Committee, Assessment of Student Learning Committee, Administrative Summit Team, College and Campus Cabinet, and Deans and Associate Deans.