Central Community College
October 23, 2009

Category 9: Building Collaborative Relationships

<u>**9P1 How Central Community College (CCC) Interacts With Educational Institutions and Other Organizations From Which We Receive Students**</u>
The predominance of CCC's student body comes from partner organizations including:
- Cooperative programs (College recruiters, Early College classes, Tech Prep and Career Academies) with high schools and ESUs
- Economic Development councils at Columbus, Grand Island, Hastings, Holdrege, Kearney and Lexington
- Learning Centers, local industry, and retailer contacts in over 72 communities served by College instructional clusters, Extended Learning Service and Training and Development staff
- Future Force Nebraska
- Nebraska Workforce Development Offices and One-Stop Centers

Central Community College has long formed collaborative relationships in the attempt to improve its programs and services. The College uses both formal and informal processes to create, prioritize and build these relationships. Program advisory committees provide one key example that CCC has used for over 20 years to maintain state-of-the-art technology programs and meet the employment needs of area industry. The information exchange obtained through these sessions provides an invaluable resource and solidifies relationships with industry and assists in understanding the dynamics of the communities we serve. The President's Advisory Committee has become another method to develop relationships with education, industry and local communities. The College's Cooperative Education program provides internships for students in local businesses and industries, thus forming additional partnerships.

CCC has worked to establish a strong relationship with the high schools in our service area. College recruiters make a minimum of two visits per year at every high school. In addition, Extended Learning Services and other campus departments work closely with most high schools to provide Early College dual credit and/or concurrent credit opportunities for high school students. Other types of activities in which CCC collaborates with high schools include FFA contests, music contests, athletics, summer camps, Fine Arts, the Platte Valley Playhouse, Skills USA, Tech Day, Expo Day, career fairs, Climb Every Mountain, Actions Day, cyber camps for students and for instructors, various occupation workshops for teachers and the Central Nebraska Career Academy Program.

The Mechatronics Education Center Grant has allowed the college to build many strong relationships with the high schools. CCC has offered Professional Development and Return to Work internships for middle and high school teachers, administrators and counselors. Schools and their students have been invited into the Mechatronics Lab for short-term training programs. This has helped build relationships with students as well as the teachers. CCC has also gone on-site to the schools and provided educational experiences for elementary to high school students.

CCC is an active member of the Nebraska Transfer initiative and works closely with four-year transfer institutions to develop curriculum agreements that benefit students desiring a seamless transition to receiving institutions offering bachelor degrees. College faculty, administrators, and staff responsible for establishing collaborative relationship prioritize the order for developing the relationship and contact the industrial organizations and educational institutions. CCC initiates the communication links to solidify the college's relationships and to demonstrate the desire to work closely with all entities that will benefit students, employees, employers, and our communities. College personnel are flexible and responsive to the needs and demands of each unique relationship. Central Community College meets demands and allows for significant input from constituents through advisory committees, personal visits, e-mail correspondence, and professional relationships.

CCC has determined that the key to developing external relationships is to be visible and interactive with potential partners. Secondly, CCC acknowledges that it needs to be seen as a credible and

reliable partner. Lastly, after opening the lines of communication and listening to stakeholders, the College also needs to follow through with actions and communicate the results of any actions to the stakeholders.

9P2 How CCC Meets the Requirements of Educational Institutions and Employers That Depend on the Supply of CCC's Students and Graduates
CCC seeks input from various entities to provide graduates who can meet company's and other stakeholder's needs in the service area. This is accomplished by the following:

- New and ongoing articulation agreements with transfer institutions; curriculum alignment for changing general education requirements
- Partnership with the University of Nebraska in a STEP (Strengthening Transitions into Engineering Program) program for engineering students
- Transfer agreements with community colleges in areas of physical therapists assistant, radiology technology, respiratory and surgical technician and nursing home administration
- Transfer agreements with community colleges for students to complete degrees in health information management and medical assisting via distance learning
- Program advisory committees for career and technical education
- Workforce Development Offices and Chamber of Commerce for input on training needs for business and industry
- Grant partners from business and industry
- Steering committees such as the Health Task Force, Advanced Manufacturing and Plastics and Design Technology
- Relationships with Nebraska Machinery, Caterpillar and Ford providing scholarships and specialized training
- Allied health and nursing programs working with national accreditation groups to help determine needed competencies in addition to clinical sites

CCC is very conscious of the need for obtaining feedback from those individuals served and relies on direct and frequent communication with constituents to define needs, services, and programs. Exhibiting respect and concern for individual and group opinions and integrating this feedback into decision-making has fostered an environment that results in timely responses to the constituencies' needs, maintains the integrity of the institution, and aligns with national standards and trends.

Input is also sought from entities with which clinical sites have been established in several allied health programs. This data, along with data collected from companies who collaborate with CCC through the cooperative education program, is analyzed in the process of evaluating and improving our instructional programming. This collaborative process assists CCC in strengthening its relationship with the various companies in our service area.

Lastly, a survey is conducted every three years with employers who have hired our graduates. The survey collects data on how well graduates are prepared to do the job for which they were hired. Questions focus on soft skills, as well as job skills needed to adequately function in the workplace.

9P3 How CCC Develops and Maintains Relationships With Organizations That Provide Services to Students
Organizations that provide services to students are equally important to CCC, as the College has a vested interest in the well-being of our students. Examples of such organizations include the following:
- Our affiliation with Phi Theta Kappa (PTK) and our efforts to keep students aware of the scholarships available at transfer institutions for PTK members
- Our collaboration with other organizations, businesses and industries to offer scholarships
- Our affiliation with the Veteran's Administration and with Vocational Rehabilitation Services to provide services and funding for students who qualify

- Our collaboration with the Nebraska Workforce Development offices, that often fund classes and specialized training for students and that partner with CCC in offering job fairs and career awareness programs.
- Our affiliation with HigherOne, a company that works with CCC to provide refunds to students.
- Our affiliation with Follett and Chartwells, who provide bookstore and cafeteria services to students.
- Our agreement with Coca Cola which provides CCC with revenue that is utilized for student scholarships and for the funding of student activities.
- Our testing centers on the campuses at Columbus and Hastings that are approved to provide ACT and Pearson View testing, as well as numerous certification tests, such as MOS and Certiport certification
- Our affiliation with banks in providing ATM machines on the campuses for the benefit of students
- Our mutual aid agreements with several communities

CCC enters into collaborative partnerships with these and other organizations with the intent of creating mutual benefit for students, organizations, and the College.

9P4 How CCC Develops and Maintains Relationships With Organizations That Supply Materials and Services
Vendors call the Purchasing Department and ask how they can bid on items for the college. The college requests in writing information about the company to include a listing of the products or commodities sold, contact name, phone number, fax number, e-mail address, etc. When requisitions are received requesting the product that the new vendor sells, the college sends a quote. If prices are competitive or if they respond to bids, CCC keeps the vendor names in our files. If services or products are purchased from these vendors and they perform to CCC's expectations, we continue to use them. In order to receive goods and services in a timely manner, quotes are faxed, e-mailed, or mailed to vendors to cut down on the amount of time it takes to receive bids. Vendors have been given the choices to e-mail, fax, or mail their bids to CCC. The college feels this is beneficial to all parties and helps to build strong working relationships. Vendors appreciate these options, and in return are more receptive to responding to CCC quotation requests.

There are numerous products the College buys yearly which the Board of Governors has decided that, based on the volume of vendors that sell those products, will only bid to vendors within the CCC 25-county service area. The college has been very fortunate and has established many long and beneficial relationships with numerous vendors within the 25-county service area and the state. These relationships are mutually beneficial and assist the vendors to grow and remain competitive and in turn assists the College by providing products and services at an affordable cost and adding to the tax base of the service area. Vendors are free to come in at any time for a meeting to discuss their company and provide information. Numerous new and established vendors visit to discuss projects and current quotation requests or to show new products that might interest the College. Building these relationships with vendors has benefited the College by limiting the communication requirements for immediate or emergency work and by generating overall good will.

Other College departments, such as the Trades and Industry Cluster and the Training and Development Cluster, seek to get a broad picture of emerging technologies by seeking input from these organizations for their recommendations for materials and supplies. The College also contracts with experts in specific technical fields to provide training services to CCC students. Examples of companies and organizations with whom CCC established such collaborative relationships include Datazinc, Aden Engineering, RVW Consulting, Festo Corporation, Automation Direct, Caterpillar, Ford, Rockwell, National Association Exchange of Industrial Resources, Medical Education Technologies Inc., numerous textbook publishing companies and many others. Many of these companies provide discounted pricing to Central Community College, and in some cases, complimentary textbooks for faculty, free steel and consumables for welding classes, free construction materials for house construction classes and free supplies to students channeled through Student Services.

9P5 How CCC Develops and Maintains Relationships With the Education Associations, External Agencies, and the General Community

Employees of CCC place an emphasis on taking a participatory role with these various entities. The College has a long-standing association with the Nebraska Department of Education, the Nebraska Coordinating Commission on Postsecondary Education and its accreditation body (Higher Learning Commission-NCA). Additionally, many College employees are active in a number of Chambers of Commerce, community service organizations and churches. CCC has written and received a number of consortia grants, including health, transportation and Mechatronics. Most grants written and received by the College include multiple partners. The Extended Learning Services Cluster has established many collaborative relationships with these entities at off-campus locations. Programming is conducted in over 72 communities through our efforts in learning centers, Community Education programming, Emergency Medical Services, CPR and First Aid training, continuing nursing education and Early College classes at high schools. Career Academies are in the process of being developed through collaborations with four Educational Service Units and numerous high schools in our service area. A recent addition to the high school affiliation includes the Grand Island Senior High academy. Incubators for small businesses have been set up. Clinical sites have been established for students in a number of allied health programs. Through collaboration with other external entities, CCC offers classes and activities such as health fairs, motorcycle training, chemical applications, welding certification and tree care. The common denominator in all of these relationships is that CCC works together to develop a beneficial learning experience for students that also benefits our partners.

9P6 How CCC Ensures Partnerships and Relationships Meet the Needs of Those Involved

Central Community College utilizes multiple sources of information to validate the results of the partnerships. In order to do this, CCC looks at local needs, trends and resources while comparing to what other peer institutions are doing both in and outside the state. This is a constantly changing and evolving process.

- The College collects feedback from students on the value of classes to include the Student Survey of Instruction conducted in the fall and spring semesters and surveys conducted at the end of trades and industry courses/workshops. This data, along with CCC's involvement in community and chamber activities, allows CCC to know if it is meeting the needs of its customers.
- Placement of CCC graduates is tracked and reported in the Graduate Employment Report and in the Employer Survey.
- Program advisory committees meet with instructional programs on a yearly basis and also provide feedback regarding the degree of success achieved in meeting the needs of those involved. Feedback from businesses, industries, clinical sites and transfer institutions is requested.
- A large amount of input was sought from a number of area health agencies as the new expansion of the science/health facility was being planned at the Grand Island Campus.
- Central Community College participates in various task forces, councils and coalitions associated with multi-cultural issues in an attempt to meet the growing needs of this emerging population.
- The Nebraska Department of Education has set standards by which CCC is required to measure the progress of students in Adult Education classes.

9P7 How CCC Creates and Builds Relationships Between Departments and Units Within the College

This is an area in which CCC places a high level of effort and resources to accomplish. Several examples include the following:

- Each instructional cluster meets to coordinate course, curriculum and program development and revisions; ensure course content consistency; develop three-year plans, which include goals, staff, and equipment needs; and assess student learning, analyze the results, and target areas for improvement.

- The six deans collaborate on a regular basis (monthly and annually) to develop policies, discuss issues of concern, and make recommendations for College-wide academic issues to the Educational Services Committee.
- The cluster associate deans meet to develop consistency among the campus with faculty workloads, class size, faculty schedules, and to determine consistent direction for each cluster.
- Shared folders are created for projects and standing teams or committees. Collaboration in this area includes recording and sharing reports on completed actions and projects, data and forms completed by the team. These will soon be replaced with the use of SharePoint technology operating on an internal LAN system.
- The World-Wide Instructional Design System (WIDS) process for course creation and revision is integrated into Curriculum Bank, a web-based method to discuss and approve course content with faculty on all three campuses who teach the same course.
- College-wide events exist for the benefit of CCC's employees, such as the fall in-service and all-faculty all-college in-services.
- The College uses e-mail and the IP (video) system to contact other campuses between face-to-face meeting times.
- All full-time employees participate in an annual college-wide in-service that allows all employees regardless of location to interact and share ideas and improve understanding of the different functions across the College. This process is bolstered by the use of campus in-services and presidential forums held annually on each campus.
- Many activities require the collaboration and coordination of multiple departments, such as Training and Development, Extended Learning Services, Student Accounts, Registration and the instructional clusters all working together to provide instructional activities that include ample levels of student services.
- Many College and campus department meetings are held at common times either weekly, monthly or quarterly to assure integration, communication and the building of relationships. The minutes of most of these meetings are shared either through e-mail or on our College website.
- Several committees include representatives from multiple campuses and centers. One example of such a committee is the CQIT which not only includes representatives from all campuses, but also from all components of the College (hourly staff, instruction, and administration).
- Faculty Senates and teaching circles have been organized on the different campuses.

9R1 How CCC Measures the Effectiveness of Building Collaborative Relationships
Central Community College collects and analyzes multiple forms of data annually or more frequently to aid in planning for and developing collaborative relationships. The College collects data from the time students apply to CCC until after they have graduated. The Career and Employment Services Office collects data through placement questionnaires sent to alumni and employers. The College Foundation collects information from alumni to define areas of strength and potential opportunities for improving the relationship with the Foundation. The College shares student enrollment, student demographics, and program demographics through state and federal agency reports including the following:

- National Student Clearing House (student migration data)
- National Community College Benchmark Project (comparison data on College performance)
- Integrated Postsecondary Education Data System (IPEDS) (comparison data on College performance)
- Nebraska Educational Data System (NEEDS) (comparison data with Nebraska Colleges)

Several other indicators of collaboration activities include the following:

- Grant tracking reports
- Future Force activity reports
- Student Survey of Instruction

- Employee Satisfaction Survey
- Enrollment and FTE trends
- TRIO Annual Performance Report
- Tech Prep agreements
- Recommendations from program advisory committees

Additionally, Central Community College uses focused studies from consultants to gain an unbiased view of the College's services and internal workings.

9R2 How CCC Measures Performance Results in Building Key External and Internal Collaborative Relationships
One primary method utilized to determine and evaluate our performance results is an analysis of evaluations by students who have taken courses and workshops resulting from the collaborative relationships. The student feedback indicates whether their needs have been met. A second method is to track the number of enrollments, FTEs, graduation rates and retention rates associated with the courses and workshops resulting from such collaborative relationships.

The Tech Prep program provides one example of how Central Community College has experienced positive results in building relationships. The Tech Prep initiative has expanded from its origin in 1990 with one participating school to over 72 schools currently in collaboration with us.

Additionally, our Extended Learning Services cluster has experienced excellent success in delivering courses and workshops to over 80 communities in the colleges 25-county area. The college developed a collaboration that included the American Heart Association, the Nebraska Department of Health, and the Nebraska Nurses Association to train and recertify thousands of individuals in EMT, First Responder, CPR, First Aid and continuing nurse education. Central Community College's Training Cluster has also experienced exceptional success in obtaining grants and offering customized courses and workshops to area business and industry. As a result of increased effective collaborative efforts with business and industries in our service area, the FTEs generated by the Training Cluster grew from 45 in 2001-2002 to 160 in 2007-2008.

The Mechatronics grant has delivered high skills training for high demand jobs, addressing industry worker shortages throughout the state. This particular project is a collaborative effort that included six community colleges, the Nebraska Department of Labor and Education, and area high schools. As a result of this collaboration, over 13,750 enrollments were generated. In October 2005, the U.S. Department of Labor announced a major grant award to Central Community College and 15 partners to strengthen the transportation, distribution, warehousing, and logistics training in central and western Nebraska. Over 11,000 people have participated in various activities provided by this grant. Additionally the Health Centergy Grant will provide additional opportunities with Central Community Colleges Health Science programs.

The Nebraska Transfer Initiative has built a solid articulation relationship with over 25 senior institutions, including the other Nebraska community colleges.

Our Adult Education program, which is grant funded in collaboration with the Nebraska Department of Education, serves over 2,000 ABE/ESL/GED students each year. Another example of a positive and effective collaboration in this programming area is the establishment of a learning center on site and in conjunction with Cargill Meat Solutions in Schuyler in January 2008. During the first year of operation, approximately 190 enrollments were generated in this program.

CCC's collaborative efforts with high schools in offering dual credit and concurrent credit courses has increased the number of Early College enrollments from a few dozen a year in the 1980s to over 2,000 in 2007-08.

With regard to internal collaborative relationships, CCC has demonstrated several positive results in the Spring 2008 Employee Satisfaction Survey. In that survey, slightly over 89% of respondents

indicated that they were either very satisfied or satisfied with their relationships with their colleagues. Some 85% of respondents were either very satisfied or satisfied with their level of acceptance as a member of the workgroup. Also, 81% of respondents indicated that they were either very satisfied or satisfied with the support they receive from colleagues.

9R3 How CCC Compares Results With Other Educational Institutions

As with most postsecondary institutions, CCC strives to compare its results with that of other educational institutions. At the present time, CCC has few results to use directly for the purpose of comparative analysis. Some of the measures currently analyzed to identify CCC's performance in comparison to other postsecondary institutions include the following:

- National Community College Benchmark Project
- Community College Survey of Student Engagement
- Tech Prep enrollment data
- IPEDS data
- Feedback and data from the Nebraska Coordinating Commission for Postsecondary Education
- Tuition, room, and board data at other Nebraska public institutions (Central Community College usually seeks to be in the middle of the array)
- Number of funded Worker Trainer grants and Federal grants as compared to other Nebraska community colleges
- Adult Education is required to meet Nebraska Department of Education standards for advancing students from one level to the next. Comparisons can be made from data collected from all Adult Education programs in the state.
- Mandatory placement proposed at CCC in the fall of 2010
- Amount of funds in the Central Community College Foundation as compared to the foundations of other Nebraska Community Colleges
- Comparison of GPA of CCC transfer students to the University of Nebraska-Lincoln to those of native UNL students

Most of the shared comparative data bases do not include data on collaborative relationships.

9I1 How CCC Improves Current Processes

One of Central Community College's greatest improvements in this category has been our strategic process in planning, writing and securing grants. Grant concepts must be approved by the College Cabinet prior to the commencement of the actual writing. The benefits to the College, our students, and our partners must be determined and evaluated. Also, it must be determined that a potential grant and its related activities fall within the mission of the College prior to approval being given to proceed with the writing of the grant.

Another example of an improvement in this category is the growth and success of the Central Community College Foundation over the past 20+ years. The Foundation, working collaboratively with individuals, businesses and industries, has been able to provide scholarships for our students and equipment for our labs.

The new Health Science Building on the Grand Island Campus and the addition of the Occupational Therapy Program are the results of effective collaborative relationships with health care facilities and other health-related entities.

An action project is being implemented to create a process to review performance of non-academic areas and departments. This will be accomplished using two methods: Development of key performance indicators and an annual self study of one-third of non-academic areas.

To improve processes and systems for building collaborative relationships, CCC reviews:

- Data relevant to the relationship: Number of partners, number of persons served through the relationship, outcomes of the relationship, and data compared to other Nebraska community colleges, when applicable.
- Value of the relationship to involved stakeholders, stakeholders' willingness to support the relationship, stakeholders' evaluation of the value of the relationship, improvement of student learning resulting from the relationship, and stakeholders' willingness to improve the process or systems within the relationship.

9I2 How CCC Sets Targets for Improvement

CCC uses direct and indirect measures of student learning to set targets for improvement. The assessment process utilized provides quality time to assess student learning, analyze the results and target areas for improvement. The College uses program standards, institutional standards, the Nebraska Coordinating Commission for Postsecondary Education standards, national program accrediting standards, and comparative data from other institutions to measure achievement against acceptable standards. The College measures performance against established standards and targets for improving the systems and processes of programs and services that do not achieve the standards. The college has targeted the following systems and processes for improvement during 2008-09:

- Informing potential students of learning opportunities
- Providing access to learning experiences
- Delivering, supporting and validating teaching and learning in educational programs
- Documenting learner attainment
- Leading in the accomplishment of the College's mission

CCC communicates achievements with partners, faculty, staff, administrators, students and stakeholders through newsletters, committee structures, posting of minutes, forums, and campus and all-college meetings. College administration has expressed a desire for additional public notification of the levels of success achieved toward reaching our indicated targets.

Targets for improvement identified in the SPARKS meetings include the following:

- Increasing diversity in College staff, as well as in a stronger focus on recruitment of a more diverse student body
- Recruitment of non-traditional students into specific College programs (i.e., males into nursing and females into welding)
- Publicize reporting on direct measures of student learning as related to state standards in nursing, adult education, and human services
- Measure student attrition rates
- Capital improvement of our infrastructure