

**BUILDING COLLABORATIVE
RELATIONSHIPS
CATEGORY NINE**

INTRODUCTION:

Since the 2009 Systems Portfolio, Central Community College has systematically focused on building collaborative relationships to expand programs and services throughout the college 25-county service area. To strategically align these efforts, the college’s mission and vision established the direction for the partnerships: “To provide access to quality student-centered instruction and learning support systems for individuals desiring higher learning.” The primary objective under Goal 9 of the college strategic plan is: “Enhance and promote opportunities to grow and sustain partnerships that are mutually beneficial to our communities, businesses, industries and educational entities while supporting student learning at CCC” (question 9P6). In 2011-12 the Foundation total assets were \$5,706, 472. CCC continues to developed new programs and courses related to alternative energy, and increase courses in the Health Sciences, with the most recent including the Occupational Therapy Assistant Program. Additionally, the college has conducted a redesign/modernization of the Advanced Manufacturing and Drafting programs to bring them to industry standards. Based on the last Systems Appraisal (2010) the strategic plan identified seven individual action projects (see Figure 9I-1).

PROCESSES (P)

9P1 How do you create, prioritize, and build relationships with the educational organizations and other organizations from which you receive your students?

CCC chooses not to have unified college-based, formalized process for prioritization of partnerships guided by its philosophy of a distributed-organization and management model. Utilizing this model clusters, department, and/or offices formally or informally determine the priority of the partnerships each initiates.

In recent years the college has worked on multiple improvement projects regarding how it builds relationships. The system used by CCC to prioritize projects is the Strategic Planning Process. Some of the related projects include Action Projects 9.1.1 and 9.1.2 that were developed in relationship to Goal 9 of the 2010-2015 Strategic Plan. Additionally, project 9.1.1 is for the

Create, share and maintain schedules of visits involving external partners such as high schools, governmental agencies, business/industry, banks, ESUs.”
Support current and develop new career academies
Re-evaluate the AOS degree
Develop an integrated calling program for all partnerships
Review vendor lists for partnerships opportunities
Report evaluation results on all grant projects
Provide entrepreneurship training for small business development and communities

Figure 9I-1

creation of a shared visitation schedule for external partners e.g. high schools, business/industry, and 9.1.2 specifically focuses on supporting current and developing new career academies.

Many relationships with Nebraska high schools established prior to 2009 as part of the Mechatronics Education Center (MEC) project remain active. Teachers and students continue to use CCC online resources and participate in tours of the CCC Mechatronics program labs. After 2009, collaborative activities involving students and educators in the Mechatronics Education Center program provided the inspiration and foundation for Shaping High-quality Integrated Nebraska Education (Project SHINE), a statewide professional development project facilitated by CCC and funded by the National Science Foundation’s Advanced Technological Education program.

The Nebraska Transfer Initiative is a cooperative project between the six community colleges as a collective group and nineteen Nebraska transfer institutions. Twenty-five courses are articulated on a rotating basis so that each course is reviewed by the community colleges, then reviewed by the transfer institutions, every three years. Another major collaboration includes the partnership with high schools in the CCC service area including agreements on Early College, Dual Credit, and Career Academies. In the last few years, an average of 642 students graduated with an AA or AS degree, but many others transferred to a higher learning institution with 30 or more credits. A recent snapshot of CCC students attending transfer institutions showed: UNL-1,213; UNK-1,102; UNO-425; Hastings College-206; Wayne State College-188; Chadron State-62; and UNMC-28. The

relationships CCC establishes with transfer institutions are critical to student transfer success.

Central Community College values all students regardless of their path to a postsecondary education; however, the primary source for students attending CCC is from secondary institutions. Therefore, CCC does a considerable amount of outreach and recruitment to ensure that all prospective students are knowledgeable about the college and how to make that critical transition. Additionally, outreach is achieved through collaboration with student organizations such as SkillsUSA, FFA and HOSA. The campuses are also active with other industry-driven programs such as Dream It! Do It!, which is sponsored by the National Association of Manufacturers.

During the past four years, CCC and other postsecondary education organizations in Nebraska have expanded their relationships. The scope of these relationships includes numerous grants, Foundations Education Improvement Project, participation in AACC's Voluntary Framework of Accountability, State-wide, two-year Socioeconomic Impact Study and professional development training with Leadership Now.

9P2. How do you create, prioritize, and build relationships with the educational organizations and employers that depend on the supply of your students and graduates that meet those organizations' requirements?

Processes from monitoring needs, services and programs in this area include updating agreements for shared programs, clarification of program content, and utilizing program advisory boards. Scholarship opportunities have been developed in programs requiring specialized training. Program accreditations have been received for Paramedicine through review of curriculum and specific competencies in psychomotor, affective and cognitive domains.

Feedback from institutions and employers is gathered through multiple routes. The Training Cluster relies on annual or semi-annual luncheon meetings hosted for local employers to gather their comments on recent graduates. Focus is placed on both deficiencies requiring corrective actions as well as areas in which students have excelled. These activities are tied to Goal 9 – Quality Improvement Campaign and the Strategic Planning Process.

AAS programs capture feedback from their

advisory boards, clinical supervisors, regional and state program accreditors/partners. Shared AAS programs such as physical therapist assistant capture feedback from collaborating college partners.

9P3. How do you create, prioritize, and build relationships with the organizations that provide services to your students? o

Counseling and Special Populations staff are in contact with community agencies that our students affiliate with to coordinate and enhance the educational opportunities within the role and mission of Central Community College. Examples of community agencies that Central Community College works with include: Vocational Rehabilitation, Workforce Development, Workman's Comp agencies, Mid-Plains Community Mental Health, Goodwill, etc. Assessment instruments, individual student's special needs, career goals, etc., are utilized to help develop a student's educational plan of study to guide the student in meeting his/her educational goal. Evaluation of a student's progress is determined at the end of a term relative to his or her successful completion of their registered courses. The results dictate what courses each will register for in the succeeding term that will continue toward successful completion of the student's educational goal.

With the increased number of military veterans returning from active duty, the college felt compelled to provide additional educational services to our veterans. A U.S. Department of Education grant application was developed, submitted, and approved. The three-year grant is used to develop a program to support veteran success by coordinating and providing services to address the comprehensive needs of the veteran students. Evaluation is completed annually regarding the number of veterans served, persistence rate of the veteran student from year to year, program completion rates, etc.

Each campus within Central Community College developed an academic honorary to further enhance skills in areas of leadership, team building, and community service. The honorary is affiliated with Phi Theta Kappa – the largest honor society in American higher education.

Central Community College works closely with entities such as: chambers of commerce, economic development offices, workforce development, etc., attending meetings and serving

on boards to market our services. In addition, the college continually works with businesses, industries, and school systems, to focus on partnerships. Evaluation of these relationships are determined by the successful completion of the courses and skills attained. Customization of courses relative to business and industry is contingent upon availability of budget, staffing, equipment, and facilities.

Services to our students from outside entities include Follett College Stores, Coca-Cola, and Chartwell's Food Service. Their presence on the campuses of our college was determined by a bidding process and evaluated by quality of service, cost factors, and references.

Central Community College Foundation provides financial support through scholarships and assists the college in various support activities. The Foundation Board of Directors is comprised of business and industry leaders from the 25-county service area who advocate on behalf of the College.

Partnerships have been developed with area health care entities to assist with clinical and practicum experiences for health care students. Job shadowing, internships, and cooperative education experiences with business, industries, and school systems provide for valuable, realistic work experience for students. The evaluation is completed by college faculty and the business entity involved. The business entity gains valuable insight into possible future employees. An example of one of these collaborations include a recent grant in which CCC partnered with Saint Francis Medical Center to build the current simulations lab.

Program advisory committees made up of representatives from business, industry, school systems, and agencies provide valuable input into curriculum and job skills that employers desire in our graduates. The information gathered is used as part of each program evaluation.

9P4. How do you create, prioritize, and build relationships with the organizations that supply materials and services to your organization?

Vendors contact the Purchasing Department to ask how they can bid on items for the college. The college requests written 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, the college sends a quote. If the

vendor responds to the bid and prices are competitive, CCC keeps the vendor names in its files. If services or products are purchased from these vendors and they perform to CCC expectations, the College continues to use them. In order to receive goods and services in a timely manner, quotes are faxed, emailed, 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 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, based on the volume of vendors that sell those products, to 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 across the state. These relationships are mutually beneficial and assist the vendors to grow and remain competitive. In turn the process 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 meet at any time to discuss their company and provide information. Numerous new and established vendors visit to discuss projects and quotation requests or to show new products that might interest the College. Building these relationships with vendors has benefited the College by improving the communication requirements for immediate or emergency work and by generating overall good will.

Other College departments, such as the Skilled and Technical Trades Cluster and the Training and Development Cluster, gain a broad picture of emerging technologies by seeking input from these organizations and 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 which CCC has established such collaborative relationships include: Datazinc, Aden Engineering, Festo Corporation, Automation Direct, Caterpillar, Ford, Rockwell, National Association Exchange of Industrial Resources, Medical Education Technologies Inc., numerous textbook publishing companies.

9P5. How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with whom you interact?

Employees of CCC place an emphasis on taking a participatory role with 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 manufacturing. 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 more than 90 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 have been developed through collaborations with four Educational Service Units and numerous high schools in our service area.

To offer some classes it becomes necessary to create partnerships. For instance, if CCC wants to provide Emergency Medical Services, Nursing Assistant or Medication Aide classes, it must partner with the Department of Health and Human Services and have the license approved. If CCC decides to offer peer-approved continuing nursing education, it must partner with the Nebraska Nurses Association. If CCC wants to offer Basic Life Support (CPR) classes through the American Heart Association, it must complete the application process. CCC has decided to complete the approval requirements of these various entities based on the need expressed to us from the general public, long term care homes, nurses, etc. CCC also determines whether we have the available funds to offer these types of classes.

In other situations, CCC bases its decisions whether or not to form partnerships on factors such as public demand, cost vs. benefit to CCC, impact on public relations and future potential. If, after a period of time (perhaps two or three years), CCC determines that a given partnership has not been beneficial to CCC or our constituents, it will dissolve the partnership.

9P6. How do you ensure that your partnership relationships are meeting the varying needs of those involved?

Central Community College ensures that the needs of those involved in partnership relationships are met by interviewing and/or surveying participants, conducting program advisory meetings for input, and collecting data. The data is used to help evaluate the success of the activity(s) and examine changes that may need to be made – changing/adding/deleting course content, discontinuance of the activity(s), and/or development of a new activity.

Central Community College tracks the number of students passing licensure exams, continuing on to four-year colleges and universities, or obtaining employment in their field of study. Follow up on results of licensure exams, success of graduates going to four-year institutions, or directly into employment, provides valuable information that may result in adjustments to curriculum/programs of study at Central Community College for continuous quality improvement. The college continues to be involved in the communities within the 25-county service area and sees itself as an important partner in establishing relationships and developing projects.

Partnerships with area high schools such as the career academies and early college credit are evaluated regularly. Meetings with high school administration, counselor and teachers provide a valuable opportunity to review existing processes and policies success and generate improvement plans if any shortcomings or new need is identified. One part of this process included an action project in the 2010-11 academic year. This project focused on defining what counselors needed from CCC to best meet student needs. The most recent partnership produced the Career Pathways Institute with the Grand Island school district.

Our counseling and recruiting staff visit area high schools and meet with the high school counselors and administrators for input. Results help determine the effectiveness of key partnerships that relate to student success and the need to expand or alter existing relationships. The same relationship criteria holds true for business and industry, and the communities in general.

Central Community College utilizes a variety of survey instruments to gather pertinent information for evaluation and improvement in services to its constituents. Survey instruments are used in the

training and development courses/workshops. The college uses the resulting information to make necessary adjustments as needed to curriculum content, and other related aspects such as a preferred change to day/time of offering, etc.

As mentioned previously, each college program of study has an advisory committee made up of representatives from the appropriate business/industry related to that specific program. The program will host at least one annual advisory committee meeting with a specified agenda concluded with meeting minutes. The input received is utilized in evaluation of the individual programs, and if necessary, adjustments are made regarding curriculum, equipment, etc.

CCC relies heavily on clinical sites for health-related programs. We have incorporated a Health Task Force made up of representatives from hospitals, community health centers, university, state hospital association, physician clinics, etc., for input on curriculum design, health employer needs, etc. The Health Task Force provided valuable input on the design of our recently completed Health/Science Education Center in order to be on the leading edge of health care training facilities.

Adult Education is a significant partnership CCC has with the State of Nebraska. Adult Education has six Educational Functioning Levels of ESL students, four levels of Adult Basic Education students (K-8th grade) and two levels of Adult Secondary students. A certain percentage of students (which changes annually), move to the next higher educational functioning level in response to National Reporting System standards. In addition, CCC has four core goals: enter employment, retain employment, enter post-secondary and earn a GED diploma, monitored and tracked by the Nebraska Department of Education. The percentage of students who should attain those goals to meet the National Reporting Service's expectations varies annually.

9P7. How do you create and build relationships between and among departments and units within your organization? How do you assure integration and communication across these relationships?

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, that include goals, staff, and equipment needs; and assess student learning, analyze the results, and target areas for improvement.

- The five 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 using SharePoint technology operating on an internal LAN system, 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.
- Worldwide Instructional Design Software (WIDS) is a web-based program utilized in the design, development, approval and implementation of College-wide curriculum.
- 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 email 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 hosted 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 to provide ample levels of student services.
- Many College and campus department meetings are hosted at common times either weekly, monthly or quarterly to assure integration, communication and the building of relationships.
- Several committees include representatives from multiple campuses and centers. One example of such a committee is the CQIT (The Continuous Quality Improvement Team) which

consists of members who represent the various stakeholder constituencies in the institution.

- Monthly Support Staff meetings are hosted on the Columbus and Grand Island Campus for support staff to discuss any pertinent issues.
- In May of 2010 the College established a Web Procedures Sub-committee. The purpose of the committee was to bring together a cross section of faculty and staff to develop guidelines and procedures to develop, design and deliver courses using CCC Learning Management System.
- Another example is a training utilized for CCC called Real Colors. The training teaches the ability to clearly communicate thoughts and ideas to clients, friends, family and co-workers (270 full and part-time employees attended)

RESULTS (R)

9R1. What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?

Central Community College collects and analyzes multiple forms of data annually or more frequently to aid in planning for and developing collaborative relationships. 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 including the following:

- National Student Clearing House (student transfer status)
- National Community College Benchmark Project (comparison data on College performance)

Several other indicators of collaboration activities include Grant tracking reports, Student Survey of Instruction, Employee Engagement Survey, TRIO Annual Performance Report, and Tech Prep agreements.

An example of an intentional collaboration happened recently when a consultant from Ellucian I (a software company CCC uses for its record keeping) met with staff members from the various functional and geographic locations during a four-day visit. Participants were asked to describe their business processes, their responsibilities, and key business functions. The College audit information was used to build a plan with Ellucian to optimize the use of Colleague and enhance the services provided by ELS at Central Community College.

Also, the Central Nebraska Career Academy Project (CNCAP) is designed to provide high school juniors and seniors with opportunities to explore various career clusters. CNCAP has had more than 280 students complete various academies across the CCC service area. Participation in a Career Academy will not only provide students with college level courses and a head start in a high-demand career area, but students will also be able to visit various jobsites, job-shadow different career areas, and learn skills to help them be successful in the career field of their choice.

CCC also receives annual financial reports and trend data from our partners, i.e., Follet Bookstore, Chartwells dining service, and vending machine providers. CCC meets with these partners on a semester basis to address any concerns or opportunities. Another measure CCC monitors is the level of worker training grants received annually. CAT/Nebraska Machinery has been in place for two years, which provides training, hires students, and provides \$50,000 a year toward the program and scholarships and sponsor 26 students per year. The CCC Advanced Manufacturing and Design program also receives discounted equipment from Haas Manufacturing, staff development training, and technical support.

In addition, CCC has collaborative agreements with 19 hospitals in and around the CCC area that provide clinical space for students and shared learning space with simulators. CCC has many local Dentists who volunteer at the Hastings Campus to work with Dental Hygiene students. Professionals in the community, including dental hygienists, dentists, and dental assistants are used to support instruction. Community dental professionals serve the program as advisory committee members, guest lecturers, and consultants. Members of the dental community also mentor potential students in their offices, (applicants for the dental hygiene program are required to observe in a practice setting). Dental professionals, in conjunction with program personnel, supervise dental hygiene students' clinical rotations, which include Veterans Hospital and Third City Clinic in Grand Island. The dental specialty offices that include periodontics, endodontics, oral surgery, and pediatrics also serve as a rotation for students to observe. The dental hygiene program employs area dentists and dental hygienists as part-time faculty members for both clinical and didactic instruction.

CCC measures the success of the grants by maintaining records that support the objectives within each grant. CCC records include the number of students affected by scholarships, donations, graduation rates, state board rates etc.

9R2. What are your performance results in building your key collaborative relationships, external and internal?

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 more than 72 schools in collaboration with us. These collaborations resulted in 2,327 students being enrolled in the 2013 Fall semester that had some Tech Prep alignment with CCC. The matriculation of these students to CCC is significant as it represents approximately 30 percent of the CCC for-credit enrollment during a Fall or Spring semester.

Additionally, the CCC Extended Learning Services (ELS) cluster has experienced excellent success in delivering courses and workshops to more than 80 communities in the college 25-county area. During the 2013 briefing to the Board of Governors, ELS reported 23,104 (duplicated) registrations including credit, non-credit reimbursable (NCR), avocational, and Adult Education (AE) courses in the prior year. These enrollments resulted in 567 FTE (credit and noncredit reimbursable). The Cart to the right shows the enrollment distribution by category for the duplicated enrollments (Figure 9R2).

The college also 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. The Mechatronics Education Center provided the foundation for Shaping High-quality Integrated

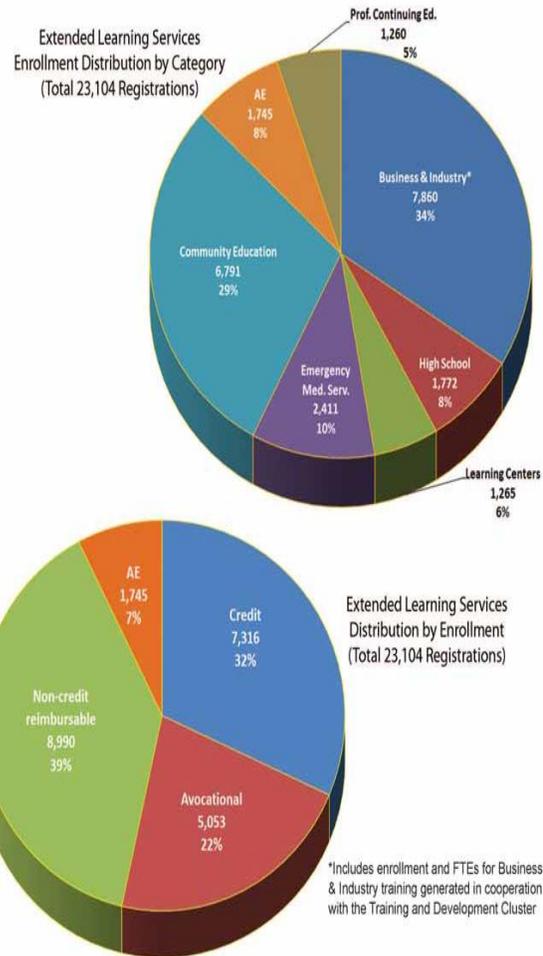


Figure 9R2

Nebraska Education (Project SHINE), a statewide professional development project facilitated by CCC and funded by the National Science Foundation's Advanced Technological Education program. Beginning in September 2009, a collaborative team of more than 30 individuals from CCC, University of Nebraska at Omaha, Nebraska Departments of Education and Economic Development, Kuder Inc., Partners for Innovation, and 22 Nebraska businesses helped facilitate the project. Over the past two years, 43 educators from two community colleges and 25 secondary schools participated in professional development activities, which led to the development of 160 well-vetted, interactive contextual lessons conforming to science, technology, engineering, and mathematics standards. Project SHINE participant educators have engaged an estimated 1,800 students with their lessons, and their students have participated in more than 5,100 Kuder career interest surveys with the Nebraska Career Connections

website. Additionally, in 2011, 42 girls and 41 boys from 22 Nebraska secondary schools participated in two residential academic camps designed to engage students in real-world applications of math and science. These camps will again be hosted in the summer of 2012.

The Nebraska Transfer Initiative began in 1995 as a group of general education transfer courses which were articulated among the six Nebraska community colleges. When possible, these courses share the same alpha, number and course content. Recently the Nebraska Transfer Initiative has been expanded to include some non-general education courses which can be used as transfer electives. Nineteen Nebraska transfer institutions participate in this articulation process. In the last year, of the 1250 students receiving an academic award from CCC 695 transferred to another institution. Our Adult Education program, which is grant funded in collaboration with the Nebraska Department of Education, serves more than 2,000 ABE/ESL/GED students each year. Adult Education is a United Way agency in Columbus, Gothenburg, Grand Island, Hastings, Kearney and Lexington. By being a United Way agency, Adult Education collaborates with community leaders and other social service agencies.

CCC's collaborative efforts with high schools in offering dual credit and concurrent credit courses have increased the number of Early College enrollments from a few dozen a year in the 1980s to more than 4,650 in 2011-12.

With regard to internal collaborative relationships, CCC has demonstrated several positive results in the Spring 2011 Employee Engagement Survey. In that survey, slightly more than 94% of respondents indicated that they either agreed or strongly agreed they have a trusting relationship with at least one co-worker. Some 74% of respondents agreed or strongly agreed that they receive fair and equitable treatment at work. A survey conducted in May of 2009 indicated that people in the Ord area were interested in expanded educational services from Central Community College. The positive results led CCC staff to begin discussions with the Greater Loup Valley Activities, Inc., (GVLA) and the Valley County Economic Development (VCED), forming a partnership to increase access to Central Community College programming. In October 2010, CCC moved into a building owned by the Greater Loup Valley Activities, Inc. in Ord.

9R3. How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Central Community College designed an Action project to benchmark comparisons with nationally normed survey/collection instruments (complete in fall 2012). The determination was that existing surveys being considered provided limited if any comparison data with other intuitions. Based on research conducted by the Executive Vice President and the IR office it was determined to join the Education Partnership Satisfaction Survey Report sponsored by Eastern Arizona College. The objective of this study was to evaluate Central Community College's relationships with various affiliated partners. This survey was hosted by Eastern Arizona College, with 9 other AQIP affiliated institutions administering the survey to their partners. Data generated by this study will directly support AQIP category 9 (building collaborative relationships), that was identified as having improvement opportunities in the last Systems Appraisal. The AQIP institutions participating in this study include: Central Arizona College, Central Community College, Colorado Mountain College, Eastern Arizona College, Illinois Valley Community College, Lake Superior College, Missouri Western State University, San Juan College, and Western New Mexico University. This was the second year CCC completed this survey. The Figure 9R3-1 on the next page show CCC's comparison to all other colleges mean for the past two years. Based on the two years data, CCC has experienced a marked improvement from 2012 to 2013. Seven questions of the 2013 results showed CCC above the 75th percentile and all the remaining questions above the 50th percentile.

IMPROVEMENT (I)

9I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and results for Building Collaborative Relationships?

CCC continually evaluates the processes and systems in place for building collaborative relationships. This includes the utilization of advisory committees at multiple levels college-wide and within all programs of study. CCC's Training Cluster utilizes area employers as the equivalent of credit program advisory committees. Sessions are hosted for this group to gather their input on industry-specific professional and

CCC's percentile Rank in comparison to all participating intuitions averages	Mean Rank %	
	2012	2013
A relationship of mutual trust exists between CCC and our organization.	78	78
Our organization plans to continue the relationship with CCC for the foreseeable future.	56	67
This relationship meets the established needs and expectations of our organization.	56	78
Our organization feels comfortable contacting CCC with questions or concerns.	78	78
Our organization's opinions and recommendations are respected by CCC.	56	78
CCC gives our organization adequate lead time when requesting information or reports.	56	78
When requesting information from CCC, our organization receives it in a timely and accurate manner.	78	78
The purposes of the partnership are well defined.	56	89
The responsibilities of each party are well defined.	67	89
Our organization receives a return on our investment of time and money into this partnership.	56	56
Overall, our organization is satisfied with the relationship between CCC and our organization.	67	78
Our organization is likely to recommend that others form partnerships with CCC.	33	67
Students receive a high quality education at CCC.	33	67

Figure 9R3-1

Continuing education. Representatives from the Workforce Investment Board (WIB) and Manufacturing Extension Partnership (MEP) are active participants at the meetings.

These groups provide essential feedback regarding the leveraging of resources through collaboration internal and external to the institution. CCC also has other institutional resources which include the use of data collected through graduate reports and employer surveys. These tools provide an indirect analysis of program completers and their ability to secure related employment and their level of performance once employed. CCC also relies on direct measures that are a result of assessment of student performance as compared to widely recognized industry standards. These results are reported out to stakeholders and included in program improvement which is part of the strategic 3-5 year program planning process and used to establish departmental action priorities.

9I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Building Collaborative Relationships?

CCC's commitment to student access to quality instructional programs is continually assessed by measuring past results. These processes are completed at the program level through the assessment of student learning and currently driven by faculty commitment to program improvement. This process includes the alignment to industry standards, employer engagement and in many cases program accreditation. This process relies heavily on the collaboration of partners at multiple points in maintaining quality programs. Examples include professional development of

faculty and staff to better understand the standards used in industry, the local impact on employers and reliance on standards and requirements and ultimately the application and approval of program accreditation. Throughout this process there are multiple opportunities for input from college partners and reaccreditation would not be possible without this commitment. Therefore, through an annual program evaluation the faculty will compile all of these factors in to a final Assessment of Student Learning report. This report is then utilized to justify program changes and resource allocation identified in each program's 3-5 year planning document. This document is used for future planning and budget decisions when necessary.

Opportunities to engage with external stakeholders and to provide information to constituents in the twenty-five county CCC area are supported by annual community visits. Two locations are selected each year. Executive and administrative level personnel participate in these events as do regional Board of Governor members. Conversations at these events allow two-way dialog in which community members (made up of individuals and business members) learn of educational and training opportunities offered by the college, and College personnel learn of emerging training and educational needs from the community members. Access to learning is also supported by Action Project 9.1.2 of the 2010 – 2015 Strategic Plan supporting current and development of new Career Academies. Career Academies are created based on demand for career exploration in consortium identified career paths. Current Academies include: business, automotive, welding and health, and agribusiness. CCC has dedicated personnel specifically for creation and sustainment of the Academies.