Central
COMMUNITY COLLEGE

Systems Portfolio - 2009

Academic
Quality Improvement
Program
The Higher Learning Commission NCA

Smart choices.
Smart People

INSTITUTIONAL OVERVIEW

O1. Distinctive Institutional Features
Central Community College (CCC) has many features to distinguish it from the other five community colleges in Nebraska and comparable institutions throughout the nation.

Public Funded: Central Community College, a locally governed, Nebraska public, non-profit, multi-campus comprehensive community college, derives its support from property taxes levied in the 25-county service area, from a State of Nebraska allocation, and from tuition and fees.

Large, Sparsely Populated Service Area: The College's service area encompasses 14,000 square miles, twenty-five Nebraska counties with a population of over 300,000.

Individualized Instruction: Individualized instruction means that students progress independently of one another to earn course credit by completing packets of work. College policy allows students to take one, two, or three credits a semester. On-campus students work closely in a one-on-one situation with instructors. Approximately 80 percent of the College's curriculum is available to students via individualized instruction.

Continuous Enrollment: Because of individualized instruction, students may enroll any day that classes are in session, providing there is sufficient time to complete the required course work and space in the individual course section.

Learning Centers: On-campus faculty also have individualized packets available at learning centers throughout the 25-county service area in central Nebraska. Learning Center managers coordinate the center, collect and distribute packeted materials and all student paperwork, monitor tests, apprise students of all college deadlines, and act as a liaison between faculty and student.

Multiple Campuses: The College provides three full-service campuses to serve its large geographic area: Grand Island, Hastings, and Columbus. Because the full-service campuses are on the eastern side of the service area, the college has established limited service sites at Kearney, Lexington, and Holdrege in its western region. The Extended Learning Services department works with on-campus faculty and staff to provide credit and non-credit opportunities in 80 area communities. Table 06a-1 describes the college's owned and leased facility infrastructure for administration and delivery of instruction and support services. Additional agreements with local organizations provide the opportunity to give classes in local communities where no college facilities exist.

Distance Learning Sites: Distance learning responds to the growing need of working adults in central Nebraska to have access to certificate, diploma, and degree programs in the learning center in their local community. Distance learning uses the same curriculum and meets the same standards as the programs offered on CCC's three campuses. Distance learning sites use Web-based instruction and satellite

delivery, as well as individualized instruction (approved to deliver courses via Web-based delivery in 2006).

<u>Expanding Ethnic Diversity</u>: The 25-county area has seen an increase in ethnic diversity. This is most evident in several of the larger communities. Lexington and Schuyler have 64 percent Hispanic student population in the public schools, and Grand Island has over 22 ethnic groups represented in its schools.

Mission and Purposes
Central Community College reviews and updates its mission statement on a five-year cycle. The College Board of Governors approved the following mission statement and supporting statements on June 17, 2004 (amended/approved annually).

Mission: To provide access to quality student-centered instruction and learning support systems for individuals desiring higher learning.

Instructional and Service Priorities:
1. Applied technology and occupational education.
2. Transfer education including general academic transfer programs.
3. Public service, adult continuing education, economic and community development, foundations education, customized workforce training, and personal development.
4. Applied research to enhance instructional programs, student achievement, institutional effectiveness, public service activities, and professional development.

Geographic Focus: Twenty-five counties in central/south Nebraska

Governance: Public higher education institution governed by a regionally elected 11-member governing board.

Values: Central Community College values:
• Diversity among Central Community College's students, Board of Governors, faculty, staff, and administrators.
• Fostering a commitment to lifelong learning.
• Partnerships that promote and create educational opportunities.
• Learner-centered environments that support holistic student development.
• Providing access to quality instructional programs and support services through:
    1. Affordable education and training.
    2. Multiple instructional delivery methods.
• Continuous quality improvement processes including data-based decision-making.
• Integrity demonstrated through high ethical and professional standards.
• Risk taking, innovation, and creativity that builds on the Central Community College heritage while envisioning the College's future.

Vision: Central Community College – the first choice for individuals seeking to improve their lives and careers through exemplary learning programs.

Goals and Action Priorities
Central Community College's current goals were approved by the Board of Governors April 20, 2006, and will be revised in the 2009-2010 academic year during the Strategic Planning Process.

1. Provide teaching-learning experiences, systems, and processes that assure Central Community College students' success in achieving their stated educational goals. (AQIP Category 1 - Helping Students Learn)
2. Initiate distinctive systems and processes that complement student learning and support the mission of Central Community College. (AQIP Category 2- Accomplishing Other Distinctive Objectives)

3. Develop systems and processes that identify students' and other stakeholders' needs and measure the college's success in meeting identified needs. (AQIP Category 3 - Understanding Students' and Other Stakeholders' Needs)
4. Establish staffing and development standards, systems, and processes that demonstrate a high regard and appreciation of people and have a positive impact on student learning and support and other important college objectives. (AQIP Category 4 - Valuing People)
5. Use leadership and communication structures, networks, and processes that effectively guide Central Community College in setting directions, making decisions, envisioning educational needs and opportunities, and building and sustaining a student-centered learning environment. (AQIP Category 5 - Leading and Communicating)
6. Provide student, faculty, and administrative support systems, processes, and resources that ensure an environment that encourages student learning. (AQIP Category 6 -Supporting Institutional Operations)
7. Collect and analyze data and use measures of institutional effectiveness to drive performance improvement. (AQIP Category 7 – Measuring Effectiveness)
8. Create planning systems and processes that focus the college's resources on achieving its mission and vision. (AQIP Category 8 - Planning Continuous Improvement)
9. Promote the development of collaborative relationships that support student learning at Central Community College. (AQIP Category 9 - Building Collaborative Relationships)

Central Community College Quality Campaigns
1. Increase the number of CCC nursing graduates by increasing program enrollment and improving the program retention rate. (Related to CCC Goals 1 & 2)
2. Increase student success rates in developmental studies through study and redesign instructional and student support services. (Related to CCC Goal 1)
3. Review, coordinate and revise the College's planning and budgeting processes and concurrently examine the adequacy of management information related to these processes. (Related to CCC Goals 8, 7, 4, and 3)
4. Improve College communication structures, especially as they relate to CQI efforts, through changes to, for example, the college website, committee structures, committee activities, and communication formats. (Related to CCC Goal 5)

Strategic Processes: Central Community College students, Board of Governors, faculty, administrators, and staff will collaborate in achieving the College's mission through the following strategic processes:

1. **Informing potential students of learning opportunities by:**
   a. Analyzing public and business educational and training needs, and designing appropriate curriculum and delivery strategies.
   b. Creating lifelong learning maps resulting in certificates, diplomas, and associate degrees that lead into occupational and/or professional careers.
   c. Promoting educational programs and class schedules to potential learners.
   d. Partnering with businesses, institutions, and agencies to create alternative learning experiences.

2. **Providing access to learning experiences through:**
   a. Affordable pricing.
   b. Technology supported group/class activities, individualized learning processes, and distance delivery.
   c. Classes scheduled for students at convenient times in environmentally safe, accessible, and aesthetically pleasing facilities.

3. **Delivering, supporting, and validating teaching and learning in educational programs by:**
   a. Encouraging higher orders of thinking and learning, advocating the free exchange of ideas, promoting appreciation for diversity, and fostering a global perspective.
   b. Providing comprehensive learning and student support services.

     c. Utilizing teaming concepts in student-centered learning activities.
     d. Providing technologies that enhance student learning.
     e. Assessing student learning and strategically adjusting curriculum, teaching, and learning support resources.
     f. Utilizing quality improvement concepts to assess and modify educational programs and services.

4. Documenting learner attainment by:
     a. Validating learner achievement of institutional graduation requirements.
     b. Awarding comprehensive associate degrees and occupationally focused diplomas and certificates to students who successfully complete required programs of study.
     c. Providing transcripts of record for those who seek documentation of learning achievement.

5. Leading in the accomplishment of the college's mission by:
     a. Appropriately involving students, the Board of Governors, faculty, staff, and administrators in designing and utilizing effective learning processes and support structures.
     b. Evaluating, planning, and allocating the utilization of resources to improve the quality of learning and to respond to future challenges and opportunities.
     c. Providing evidence of student learning and teaching effectiveness.
     d. Fostering and supporting the value of inquiry, creativity, social responsibility, and lifelong learning among the students, Board of Governors, faculty, staff, and administrators.
     e. Maintaining high standards of integrity and professional conduct.

O2. Scope of Educational Offerings

Central Community College offers certificates, diplomas, and Associate of Applied Science (A.A.S) degrees including a general education core in 32 applied technology and occupational programs (See College Catalog, http://www.cccneb.edu/catalog).

For students interested in transferring, Central Community College offers Associate of Arts and Associate of Science degrees and the Associate Degree of Nursing. The College provides non-credit business and industrial training courses, personal interest avocational courses, and foundations education courses as needed. Courses are offered on- and off-campus. Students can take courses and receive academic awards through traditional lecture, individualized instruction, and/or distance learning (i.e., satellite, video, and web-based).

O3. Student Base, Needs, and Requirements

Around 25,000 students attend CCC each year. Approximately 52% of the student body enroll in credit programs (See Table O3-1)

ENROLMENT TRENDS

Unduplicated Headcount			Credit Enrollment Trend			
YEAR	HEADCOUNT		YEAR	PART TIME	FULL TIME	TOTAL
2002	26,913		2002	13,498	2,160	15,658
2003	26,559		2003	13,409	2,179	15,588
2004	25,750		2004	13,777	2,662	16,439
2005	25,588		2005	13,784	2,858	16,642
2006	25463		2006	13,603	2,613	16,216
2007	25,448		2007	13,557	2,723	16,224
2008	25,961		2008	13,356	2,801	16,157

Table O3-1

The remainder of the student body enrolls in industrial training courses, avocational courses, and Adult Basic Education. Although our diversity data indicates 85.6 percent of students identify as white, non-

Hispanic, 14.4 percent of students come from a variety of ethnic backgrounds (see table O3-2). Demographics indicate a wide range of ages. Forty-eight percent of credit students are younger than 25; 39 percent are between ages 25-49; and 13 percent are over 50.

Credit Student Race/Ethnicity

	2005-2006	2006-2007	2007-2008	2008-2009
Nonresident Alien	5	3	2	3
Black non-Hispanic	90	89	113	125
American Indian or Alaska Native	51	45	52	61
Asian or Pacific Islander	137	171	192	176
Hispanic	775	844	984	1000
White non-Hispanic	11,535	11,090	12,013	11,428
Race/ethnicity unknown	1010	1138	760	564
Grand Total	13,603	13,380	14,116	13,356

Table O3-2

Student Needs and Requirements
Sparse population and distance creates unique student needs at CCC: student housing, distance delivery of courses and student services, and local support via learning centers based in communities.

Providing students with learning support services is paramount. Student demographics indicate that 71 percent have financial need and 62.4 percent require foundations education and tutors. Increasing ethnic diversity in the service area demands the college provide bi-lingual recruiters and classes. The recent census reports the following ethnic distribution in the CCC service area: African American, 0.7 percent; American Indian/Alaskan Native, 0.4 percent; Asian/Pacific Islander, 1 percent; Hispanic, 6.1 percent; white non-Hispanic, 84.8 percent; and unknown, 7.3 percent.

Besides demographic analysis, CCC also polls the students to involve them in defining wants and needs. By analyzing the results from the Faces of the Future Survey and the Community College Survey of Student Engagement (CCSSE), the College determined that students needed:
- More opportunities discuss about career plans with instructors or advisors.
- Additional information about career opportunities.
- Greater frequency of academic advising and planning.
- More access to instructors.
- Additional financial assistance.
- More hands-on learning to perform new skills.

04. Collaborations
Central Community College maintains a tradition of cooperation and collaboration with its various stakeholders (see Table O4-1); for additional listings of CCC's collaborations, See Category 9:

External Stakeholders	Collaborative Efforts
Nebraska Community College Association	Active member since 1975
Nebraska Department of Economic Development	Employee training for approximately 140 industries
Higher-education partners	Transfer arrangements with over 30 public and private higher education institutions in Nebraska
Nebraska State Education Association	Represents the full-time faculty since 1970.
Negotiated Contract Groups	Represents Contract and Hourly Staff since 2009
High School partners	Tech Prep arrangements made with 63 of 73 schools in the service area plus Early Entry and Dual Credit
Adult Basic Education	Adult Basic Skills and Secondary Education
Advisory Committees	At least annual meetings with local industry leaders to review curriculum in all 32 technical programs

Table O4-1

O5 Faculty and Staff

Table 05-1 describes the primary demographic factors of CCC's faculty and staff.   This table provides a broad overview of the college's employee numbers, employment classification, and education levels.

(2008/2009) Faculty and Staff Demographics						
Title	Number	Doctoral	Master	Bachelor	Associate	No Award Rpt
F-T Faculty	152	5	74	48	14	0
P-T Faculty	252	13	47	172	29	0
Adm/ Support	116	6	48	45	4	13
Classified	139	0	2	8	38	92

Table O5-1

06a. Critical and Distinctive Facilities, Equipment, and Technologies

Table O6a-1 describes the critical facilities, locations and student full-time equivalent at each site.

Site/ Function	Owner	Location	Dorms	Campus Size	Student Count
Grand Island Admin	College	Grand Island	NA	29,900 sq ft	NA
Columbus Campus	College	Columbus	106 Beds	224,238 sq ft, 93.5 Acres	8,471
Grand Island Campus	College	Grand Island	Apart. Bldg.	91,255 sq ft, 80 Acres	11,683
College Park	College Park	Grand Island	NA	17,417 sq ft	Included in Grand Island
Hastings Campus	College	Hastings	320 Beds	384,012 sq ft, 644 Acres	7,984

Kearney Learning Center	College	Kearney	NA	14,850 sq ft	Included in Grand Island
Lexington Learning Center	College	Lexington	NA	1,570 sq ft	Included in Grand Island
Holdrege Learning Center	Leased	Holdrege	NA	1,379 sq ft	Included in Hastings
Learning Centers	Public School, Bus & Ind	Communities in Service Area	NA	Class space/ rooms	Included on one campus
Technology (PC/ Laptop)	College	IP video conferencing – 16, Office Windows XP, Datatel/Colleague Software System, PCs - 2346 with 40 dedicated to the dorms, 426 student connections in dorms, and 50 servers			

Table O6a-1

06b. Distinctive Operational Environment Characteristics
Similar to other higher education institutions, Central Community College works within distinctive operational and environmental regulatory constraints, required specialized accreditations, health or safety requirements, financial rules, essential equipment, properties and facilities.

Regulatory Constraints: The Nebraska Coordinating Commission for Postsecondary Education oversees program offerings, out-of-area offerings, standards for continuation, and state statutes that prescribe funding, mission, purpose, board selection, and geographic service area.

Specialized Accreditation: Medical assisting program – CAAHEP; associate degree nursing and practical nursing programs – National League of Nursing (ADN only), and State of Nebraska Bureau of Examining Boards and Board of Nursing; health information management services– Commission on Accreditation of Health Education Programs; dental programs – Commission on Dental Accreditation of the American Dental Association; and medical laboratory technology – National Accrediting Agency for Clinical Laboratory Science. Health or safety requirements: OSHA guidelines, state-mandated committees, and EPA and State Department of Environmental Quality Rules and Regulations.

Financial rules: State law defines state and local funding guidelines including local property taxes, state allocations, tuition and other funding sources.

Essential equipment: Current technology and equipment for vocational/technical programs including equipment requirements for specialized accreditation program; technology support, including computers, campus links by video conferencing equipment, T-1 lines, and servers.

Central Community College Foundation: Provides professional development funds for employees, student scholarships, and equipment.

07. Competition
Figure 07-1 shows CCC's competitors for service area first-time freshmen:
- University of Nebraska Lincoln, 25.7%
- University of Nebraska Kearney, 25.2%
- Southeast Community College, 19.8%
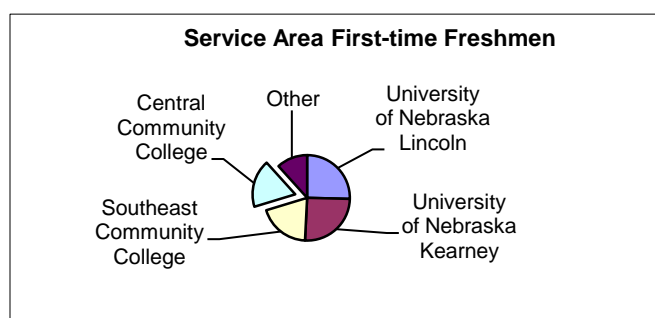- Central Community College, 18.7% of first-time freshmen.

Service Area First-time Freshmen

Figure O7-1

08. Key Opportunities and Vulnerabilities
Opportunities
1. Increase the success of foundations education (mandatory testing and placement)
2. Improve internal communications within the college.
3. Improve enrollment in all health science fields to meet increased demand in service area.
4. Redesign planning processes to align them with budgeting process timeline.
5. Overhaul process of strategic planning to improve flexibility and improve alignment with quality improvement projects and campaigns.
6. Expansion of capabilities at learning centers (on site and web delivery, and new facilities).

Vulnerabilities
1. Limited on-line registration.
2. Web delivery competition.
3. Leadership development and future staffing.
4. Availability of qualified faculty and staff.
5. Competition from Southeast Community College.

Perceived CCC Strengths (CCSE 2009 and Student Survey of Instruction Fall 2008-Spring 2009)
1. Help provided to students in the financial aid process.
2. Courses available at times students can take them.
3. Providing an academic system that supports students' goals.
4. Student friendly student support services.
5. Students' interactions with other students and faculty.
6. Number of program alternatives offered by Central Community College.
7. Development of the new strategic planning process in line with quality improvement initiatives.