## 2013 SYSTEMS PORTFOLIO INDEX

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Central Community College

Overview

Central Community College’s (CCC) Mission is: To provide access to quality student-centered instruction and learning support systems for individuals desiring higher learning. In line with the mission, CCC’s vision is “To be the first choice for individuals seeking to improve their lives and careers through exemplary learning programs”. CCC believes this is best achieved through a practice of continuous quality improvement. CCC has ten value statements including: 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 affordable education and training, Multiple instructional delivery methods, Continuous quality improvement processes including data based decision-making, Integrity demonstrated through high ethical and professional standards, and Risk taking, innovation, and creativity that builds on the Central Community College heritage while envisioning the College’s future.

CCC is one of six public community colleges in the state of Nebraska with clearly defined service areas. The college serves a diverse student body taking both credit and noncredit courses across a 25-county service area roughly 150 by 100 miles in central Nebraska and serving a 300,000 population base. The map in Figure O-1 shows the distribution of all cities, villages, unincorporated areas and nonaffiliated census block regions in the service area. The average person per square mile of CCC’s service area is approximately 12.23. The primary concentrations of people in the service area are focused in one of five city’s (Grand Island, Kearney, Hastings, Columbus and Lexington =136,555) as shown in Figure O-2.

<table>
<thead>
<tr>
<th>County</th>
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<th>POPULATION</th>
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<tbody>
<tr>
<td>Hall County</td>
<td>Grand Island</td>
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<tr>
<td>Buffalo County</td>
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<td>Platte County</td>
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</tr>
<tr>
<td>Dawson County</td>
<td>Lexington</td>
<td>10,230</td>
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The annual unduplicated enrollment for the 2012-13 academic year was 23,464 with 19,842 residing in the service area. Those who live in the service area are equal to 6.6 percent of the total college service area population. Fall 2012 credit enrollment included 2,684 full-time and 4,837 part-time students enrolled in credit bearing courses, with the remainder enrolled in noncredit courses. Approximately 11 percent of credit students are enrolled exclusively in distance education courses and 19 percent of who attended full-time. The average student age is 26 and women account for 60 percent of enrollment. Annually, about 81 percent of all full-time, first-year students receive some type of financial assistance.
CCC employs 171 full-time faculty, 188 part-time faculty, 282 full-time staff, and 100 part-time staff across five major academic and administrative divisions.

CCC’s credit programs include 36 Associate of Arts, Associate of Applied Science, and Associate of Science degrees and Foundations Education courses. Noncredit programming is offered in business and industry training, avocational and other lifelong learning opportunities. Classes are offered during the day and evening, on-site, online and via two-way television systems (IP). In addition to the full-service campuses of Grand Island, Hastings, and Columbus, classes are offered at the three partial service learning centers in Lexington, Holdrege, and Kearney. The College also maintains 62 non-college owned learning centers that offer limited course and part-time staff. CCC students can pursue programs of study online from anywhere. CCC’s distance education (including online) campus has grown substantially since 2001 and accounts for 4,613 degree and certificate seeking and 2,670 non-degree/certificate students. High school students may take dual credit/early college courses at their high schools or one of the CCC campuses or learning centers. Additional program information is available in the current catalog at: http://catalog.cccneb.edu/.

Much activity has taken place since the college submitted its second Systems Portfolio in 2009. Feedback was received in 2010 and the college attended its last Strategy Forum in May of that year. The Colleges last Quality Checkup Visit was in March of 2008 followed by its last reaffirmation of accreditation in 2009.

Internally, CCC has taken on several major initiatives in the past four years; some of these include the President Call for Action (started in Fall 2011) with a goal to increase graduates by 50 percent by 2020 (see Figure O-3), and participation in the American Association of Community Colleges Voluntary Framework of Accountability that focuses on providing a clear set of comparable performance measures for community colleges. Since the last Systems Appraisal the college started and completed 14 action projects. The four most recently completed include:

- The goal of the Sustainability (Waste Management Plan) to develop a comprehensive infrastructure to manage waste in a responsible manner and minimize waste stream materials. Additionally, enculturate the concepts of reduce, reuse and recycle in preparation to the larger and longer term project of enacting the College’s Climate Action Plan that includes decreasing the college’s carbon footprint.
- The goal of the Assessment of Student Learning (English Project) to 1) further develop college level learning competencies including the affiliated outcome measures across all areas of instruction, 2) specifically target the English college level competencies regarding (Comprehend and produce effective communication effective communication, and the sub competencies of 3) communicate a purpose to an audience, 4) generate grammatically appropriate sentence structures, 5) organize to express ideas clearly, 6) incorporate outside sources ethically and effectively), lastly,
- The goal of Develop Benchmark Comparisons with nationally normed surveys/collection instruments project is to develop and communicate a listing of key performance measures that allows the college to benchmark its performance against peer institutions in response to opportunities identified in the last Systems Appraisal.
- In the past five years CCC has also focused on resource diversification and new partnerships. Key projects include multiple grant-based collaborations that include local businesses in health science and manufacturing.

**CCC Award Production vs. Presidents Call for Action Goal (11 Year Schedule)**

<table>
<thead>
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<tbody>
<tr>
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<tr>
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</tr>
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<td>11</td>
<td>5500</td>
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</table>

- Duplicated by student awards
- Goal Numerical attainment required to attain the 2020 goal
- Linear (Goal Numerical attainment required to attain the 2020 goal )

**Figure O-3**

In the past five years CCC has also focused on resource diversification and new partnerships. Key projects include multiple grant-based collaborations that include local businesses in health science and manufacturing.
HELPING STUDENTS LEARN
CATEGORY ONE

INTRODUCTION:
Central Community College’s AQIP journey began in 2002 when it was accepted into the AQIP reaffirmation model. In November 2005, the college submitted its first Systems Portfolio and its second portfolio in late 2009. This third version of the portfolio (2013) is largely influenced by feedback received from past appraisals, checkup visits, and strategy forums. Over the past eleven years the College has matured in how it approaches and implements its quality improvement efforts. This can be seen in Category One, where many systems and process have evolved to become systematic in their nature and most are clearly aligned with the college mission, vision and goals.

The college focus on continuous quality improvement principles has led to a number of Category One processes classified as systematic (questions 1P1, 1P2, 1P3, 1P9, 1P10, 1P11, 1P12, 1P17 and 1P18). The college has designed repeatable processes to accomplish specific goals and is in the process of examining the results of those processes and making improvements based on the results. For example, continuous quality improvement tools have been used to identify opportunities and to redesign the outcomes assessment process described in Category One (see question 1P1). Improvements are still being made as that process is integrated into both academic and nonacademic units.

Program and service reviews, conducted each year on academic and technical programs and services, have encouraged alignment as evidenced in questions 1P4, 1P5, 1P6, 1P7, 1P8, 1P13, 1P14, 1P15 and 1P16. This regular evaluation serves as a platform for continuous quality improvement through the examination of core indicators, outcomes assessment data and discussion of exemplary practices. Budget requests and planning are aligned with these indicators. Common issues across departments, divisions and units are identified as strategic improvement opportunities to address institutional goals.

While great progress has been made in defining and improving Category One processes, the College still must work to integrate and manage these processes, and improve efficiencies, across all departments, divisions and units through analysis, innovation and sharing.

PROCESSES (P)

1P1. How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives?

For over 10 years CCC has measured common student learning competencies through an assessment process focused on measuring student performance by assessing work captured within general education courses. Although this approach effectively captured representative examples for those students who enrolled in general education for the purpose of achieving a degree (A.A, A.S. and A.A.S.), We believe that the common student learning competencies may be more effectively measured by understanding how all College programs reflect these common student learning outcomes. To this end, the college integrated a college-wide improvement initiative that was tied directly to the strategic planning process and focused on the viability of the existing assessment processes and how to best improve them. Through the strategic planning process and ongoing feedback with program advisory committees, it became clear the common learning objectives should be reviewed in depth and updated where required.

As part of this strategic planning effort, the college developed the quality improvement campaign and several action projects with the purpose of improving the current common student learning assessment process (see Figure 1P1-1). In the 2010-11 academic year a faculty focused General Education Core Review committee was formed to review the General Education philosophy and identify common core abilities that all students are expected to demonstrate. The committee was led by the Executive Vice President and the Dean.

<table>
<thead>
<tr>
<th>Quality Improvement Campaign 1.2</th>
<th>Measure/assess core student learning competencies</th>
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<td>1.2.1 Establish college-wide core abilities/competencies and revise the philosophy of general education Action Project</td>
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</tr>
<tr>
<td>Obj. 1.2.1a – Develop general education governance procedures including a review cycle</td>
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<tr>
<td>Obj. 1.2.1b – Determine college-wide core abilities/competencies and outcomes and indicators</td>
<td></td>
</tr>
<tr>
<td>Obj. 1.2.1c – Integrate core abilities/competencies with the philosophy of general education</td>
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</tbody>
</table>

Figure 1P1-1
The extent

The extent of the community colleges shall be transfer education. The second instructional and service education and, traditionally underserved in other educational settings. The community colleges, individually and collectively, shall have as their first instructional and service priority applied technology and occupational education and, when necessary, foundations education. The second instructional and service priority of the community colleges shall be transfer education, including general academic transfer programs, or applied technology and occupational programs which may be applicable to the first two years of a bachelor’s degree program” (see at: http://www.legislature.ne.gov/laws/statutes.php?statute=85-962).

In September, the committee drafted a new general education philosophy statement and a draft list of core ability statements/common student learning objectives (see Figure 1P1-2 on the following page). In October of that year, during an all-college in-service, all faculty provided feedback on the draft language of the core ability statements, identified possible measurements and provided input on additional core abilities to consider.

The committee reviewed all comments and modified the core ability statements to reflect the faculty input. The revised statements were sent to faculty in December for final review and feedback. The committee used the faculty-generated lists from the in-service to identify how to measure the core abilities in general terms.

During fall 2012, the Educational Services committee, College Cabinet and the Board of Governors approved the new formal general education philosophy and core ability statements for inclusion in the 2014-2015 College catalog (see at: http://catalog.cccneb.edu/). In addition to the core ability statements, the committee developed measurement criteria. These measures are to be used by academic education and program faculty in conducting assessment of student learning. Core ability statements and measures will be included in curriculum and student degree plans starting with the 2014-2015 catalog published and distributed in April of 2013. Having established core abilities and measures, the committee will move into a governance role ensuring College curriculum reflects core abilities through student degree planning, course-level and program-level assessment. As part of the process outlined above, an on-going review cycle has been established.

1P2. How do you determine your specific program learning objectives? Whom do you involve in setting these objectives?

Since 1999 the Faculty in each program area have identify outcomes that specifically describe what students will be expected to accomplish when they complete their program at Central Community College. These program outcomes are developed with input from local employers, advisory committee members, data collected from local, state and national levels including Nebraska Department of
The General Education Philosophy

General education introduces students to knowledge and skills that enable them to fulfill educational and occupational goals while at the same time enlightening them about social and cultural aspects of life. General education gives students the ability to be life-long learners who can adapt to change. Drawing from communications, social and behavioral sciences, humanities and fine arts, life skills, mathematics, and natural sciences, Central Community College has designed a curriculum that empowers graduates.

<table>
<thead>
<tr>
<th>General Education Categories</th>
<th>Core Ability Statement</th>
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<tr>
<td>Group A: Communications</td>
<td>Students will receive and express information, ideas, and opinions in an effective and clear manner to a variety of audiences utilizing multiple formats and styles of communication.</td>
</tr>
<tr>
<td>Group B: Critical Thinking and Problem Solving</td>
<td>Students will use critical thinking and logical problem solving techniques to research and evaluate information, analyze problems, formulate conclusions, and communicate results.</td>
</tr>
<tr>
<td>Group C: Life and Career Skills</td>
<td>Students will develop the necessary interpersonal, intrapersonal, and professional skills to be successful in ever-changing life and work environments.</td>
</tr>
<tr>
<td>Group D: Information &amp; Technology Literacy</td>
<td>Students will use digital technology, communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and effectively present information in an increasingly technological society.</td>
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<tr>
<td>Group E: Global Awareness</td>
<td>Students will develop a sensitivity to and awareness of global issues from a cultural, historical, aesthetic, and philosophical context.</td>
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Figure 1P1-2

Labor. Additionally, programs base learning objectives on related industry standards including guidance from program specific accreditation agencies (example: Nursing program – National League of Nursing Accrediting Commission). Once the program specific measures are developed the Assessment of Student Learning Committee and the Educational Services Committee reviews proposed outcomes, makes appropriate recommendations, and approves the new or revised program outcomes. If required, the program Faculty develop/revise curriculum to support these program outcomes. In addition to specific technical program outcomes CCC is currently working on incorporating the College core abilities assessment into the program level curriculum plans and student assessment expectations within the timeline scheduled by the newly formed General Education Core Review committee (see section 1P1).

Assessment reporting is the formal method of evaluating student performance in these important program learning objectives. For each program outcome and embedded course outcome, faculty members create a unified assessment plan. In this plan, faculty members identify the type of assessment measurement, the description of the methodology and the frequency of the data collection. For examples of common learning outcomes measures see Figure 1R2-1.

1P3. How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

Central Community College currently uses several processes to identify if a need exists for new programs. Using these processes the College conducts yearly evaluations to determine if new
Learning Commission for final approval of a new program. The development of new courses has a parallel system that ensures effective teaching and learning and competitiveness within the state of Nebraska. Prior to the acceptance of a new course, it is reviewed to ensure it meets the required criteria. The first criteria is the courses applicability to a program of study. Instructional objectives of 100- and 200-level credit courses must apply to a degree, diploma, or certificate awarded by CCC and thereby support the mission of the College. Additionally program Faculty review courses on a three-year cycle to ensure offerings are current and competitive with offerings of other institutions. As part of the quality assurance process, new courses are reviewed by the Educational Services Committee and if all aspects meet the criteria for adoption, the course (or change to an existing course) is approved.

The College also annually reviews all instructional programs against key performance indicators and standards. The College conducts an in-depth review of each instructional program on a seven-year cycle that includes an in-depth review of graduate production and placement, and a review of demand over the past seven years and the future projected job outlook in the service area and the state. The Educational Services Committee, the College Cabinet, the College Board of Governors, and the Nebraska Coordinating Commission for Postsecondary Education review and act on each of these in-depth program evaluations and recommendations. These procedures ensure CCC students’ learning expectations, practices, and development objectives align with the mission of CCC.

Central Community College encourages all programs to investigate the availability of, and align with the most current published and widely accepted program specific professional standards. Health programs align with regional and national standards published by program accrediting agencies. Technical programs adopt standards from industry specific organizations when they are applicable (e.g. Electrical – National Electric Code; Automotive – NATEF – National Automotive Technicians Education Foundation; Welding – AWS – American Welding Society).

1P4. How do you design responsive academic programming that balances and integrates learning goals, students’ career needs, and the realities of the employment market?
As described in section 1P3, the College evaluates multiple factors in the development and delivery of its academic programming. Several factors used in this analysis include feedback from advisory committees, graduate surveys, the existing program review process and the counseling and advising process. The process starts with the student admission and program advisors assisting potential students in aligning their learning objectives with appropriate programs. If CCC does not offer the student’s desired program, the College assists the potential student in finding a college that more closely aligns with the student’s learning goals.

The college’s Institutional Research (IR) contributes additional information from environmental scans such as the Community College Survey of Student Engagement and the Student Survey of Instruction. To ensure current and potential students have the most up-to-date information to make decisions on both learning and career goals, Central Community College publishes program objectives in the College catalog. Faculty publishes course learning objectives in course syllabi. The College requires all program offerings to align outcomes with its mission, including its instructional service priorities, human diversity, geographic focus, values, and vision. (Program Standards, p. 38, Procedure Manual for College Organization, Business, Instruction, and Students, 2009-2010.) 


Beginning in fall 2013, the College requires faculty to use the College Learning Management System to distribute course syllabus. The new course syllabus system integrates learning goals and is the primary resource for students to find specific learning outcomes and course objectives.

http://www.cccneb.edu/downloads/ProceduresBusinessInstruction Students.pdf

The Nebraska Coordinating Commission for Postsecondary Education reinforces this requirement and approves only programs that meet the role and mission requirements of the College and Nebraska statutes (Guidelines for Submitting Proposals for New Instructional Programs and New Organizational Units)

http://www.ccpe.state.ne.us/publicdoc/ccpe/rules/pdf/rule4guidelin esnew.PDF

Academic Transfer programs that have been articulated with Nebraska colleges and universities are available on the College website and kept current. The College implementation of the new WIDS course design system allows for the College overall objectives, individual program objectives and course objectives to be linked. This will ensure College, program and course objectives will be aligned and documented. Lastly, CCC offers Cooperative Education/Internship opportunities that help enhance student learning and the acquisition of career knowledge/experience.

1P5. How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?

As part of the program/course development process, CCC faculty members define the preparation required (including prerequisites) of students in each course and program in their area of study. Initially in this process, faculty design and develop curricula, programs, courses, and learning they will require of students for the specific curricula, aligned and documented. Lastly, CCC offers Cooperative Education/Internship opportunities that help enhance student learning and the acquisition of career knowledge/experience.

- ACT scores
- COMPASS scores
- ASSET scores
- Transcripts
Based on student performance data, CCC implemented a Mandatory Assessment and Placement plan (MAP). This plan became one of the Colleges' reported action projects in the 2009-10 academic year. All certificate, diploma, and degree-seeking students are now required to take a pre-enrollment assessment test to determine whether or not the individual is mandated for placement in skill building (foundation education) coursework in the reading, writing, or math areas. This is determined by a standardized concordance table (see Figure 1P5-1 on the next page) for placement (ASSET, COMPASS, or ACT) scores related to specific courses of study. The plan was implemented incrementally over a three-year time period and was fully implemented in the 2011-12 academic year.

As part of the MAP process, initial student advising includes guidance to students on required foundations course work to meet their academic goals. Additionally, the Institutional Research Department collects statistical data on the performance of student impacted by this process and evaluates both the summative effect on student success and on trends of student placement. These data have been collected over the past six years and the college reviews the results annually.

Based on past and current student performance, the College has determined that some students may benefit from a focused instructional program that provides a more customized program of instruction to address academic shortcoming. To meet this need, CCC has applied for and received a Trade Adjustment Assistance Community College and Career Training Grant (TAACCT), which provides funding for expansion of Academic Skill Builder workshops to the Grand Island and Hastings campuses. Workshops are currently presented in a short format in the summer on the Columbus campus, but the TAACCT grant will provide funds to pilot the other full-service campuses. The Academic Skill Builder workshops are designed for students who test at a lower level than desired or needed on the COMPASS/ASSET test. The process used includes conducting a COMPASS/ASSET diagnostic test; based on these results a student success report is generated (see example report in 1R2). Students are provided targeted instruction/tutoring on any needed competencies; once the student has demonstrated the required level of understanding of the topic, the student is then retested. The overall goal of the process is to prepare students for a higher level developmental course, thus saving the student a semester of non-value-added developmental work. To support this project, additional staff has been added in the 2012-13 academic year.

**1P6. How do you communicate to students the required preparation and learning and development objectives for specific programs, courses, and degrees or credentials?**

CCC has a well-established process of communicating expectations regarding student preparation and student learning objectives for courses, programs, and the awarding of specific degrees or credentials. The primary modes of communication used by CCC in these processes include the catalog (on-line and hard copy), admissions materials (on-line and hard copy), program brochures, and course syllabus in conjunction with one-on-one guidance form Faculty and advising personnel. The course syllabus has traditionally contained very specific guidance regarding expectations and learning outcomes, and as of the fall of 2012, all courses and course sections have their syllabus available on-line through the College Learning Management System (Moodle). Additionally the new e-advising system will allow students to enroll and progress independently while being guided to appropriate sequencing of courses to achieve their academic goals and meet all identified preparation requirements.

As one of the primary departments responsible for communicating to and guiding students, the Admissions Department and support personnel assist in communicating learning objectives and student preparatory expectations. These departments and individuals do this by acting as liaisons between students and College instructional
### ASSET -- ACT -- COMPASS CONCORDANCE

<table>
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<th>ASSET Scores</th>
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<td>MATH 1000 Technical Math Fundamentals (1)</td>
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<td>22 &amp; above</td>
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<tr>
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<td>26 &amp; above</td>
<td>23 &amp; above</td>
<td>43 &amp; above</td>
<td>MATH 1380 Trigonometry (2)</td>
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<tr>
<td></td>
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<td>47 &amp; above</td>
<td>MATH 2040 Applied Calculus (3)</td>
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<td>MATH 1380 Trigonometry (2)</td>
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<td>46 &amp; above</td>
<td>MATH 2060 Analytic/Geometry &amp; Calculus I (5)</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 1P5-1**

departments. The Admissions Department (including assessment personnel) provides the following resource to aid students:

- **Understanding student expectations**
- **Opening communication channels by guiding applicants through program prerequisites**
- **Collecting and recording applicant achievements**
- **Administering basic skill tests (results set to advisers)**
- **Advising students on how to meet program eligibility requirements for health-related and other programs**
- **Providing Keys to Success at New Student Orientations on services (tutoring, counseling, TRIO) as well as emphasizing student accountability (attendance, self-reporting of issues blocking success).**

Similar to Admissions, other Student Support Services offices maintain communication with prospective and current students by recommending levels of instruction, providing access to basic skills, providing career counseling, financial aid counseling, providing services for students with disabilities, and monitoring internship experiences. All of these processes including academic offerings, program requirements, faculty credentialing, academic costs to students, and all control and accreditation relationships are communicated to all stakeholders via the college web page.
1P7. How do you help students select programs of study that match their needs, interests, and abilities?

Faculty and staff from across the College assist students in determining a matching field of study that will support their desires and needs.

Advising forms the backbone of the process and is accomplished by direct interaction with each individual student. Faculty works closely with students who express and interest in entering a specific field of study. Students are commonly administered the career assessment to determine the degree of fit for students seeking vocational education. For students struggling to decide on a potential career path, the College employs an academic ability assessment in conjunction with advising, counseling, and evaluation of past coursework to match student interests and abilities to a potential career. The College provides access to inventory instruments (MBTI, SDS, and COPS System for interest assessment), which also aid students in clarifying their goals. The Career and Transitions Office and the Assessment Office also assist in advising by sharing the experience of past students and the demands of employers who hired them. To aid student understanding of the manner in which these assessments are related, personal counseling, online services for students at a distance, faculty advising in each program area, and a Career Exploration course are available. Together these options provide a comprehensive match between personal abilities and career interests under the individual guidance of professional faculty and staff.

The college believes the existing process has served the college well but continues to seek improvement in this area. In the summer of 2010 an Advising Summit Steering Committee began the process of revamping the advising process and the selection of advisors. The team identified a definition of advising, and a mission and philosophy statement. One sub-committee identified training needs and developed training materials and a new method to assign advisees to advisors. As a result, a mentoring program was established for any employee who may advise students. By 2012 two groups of new advisers completed training and have advisee assignments and more training events are planned. To support this process, the advising handbook is now available on SharePoint, and a new comprehensive Academic Advising Resources section has been put on the College’s website.

1P8. How do you deal with students who are underprepared for the academic programs and courses you offer?

As an open entry-open enrollment community college, CCC accepts a wide range of students with varied backgrounds, education, abilities, and interests. Many introductory courses in general education and in career and technical education require basic levels of reading, writing, and mathematics. Prior to Fall 2010, student assessment in these areas was not an enrollment requirement at CCC, and those assessed were not mandated to be placed into the correct course. To address this gap, a Foundations Education committee was formed to gather data, make recommendations for placement, and design an implementation schedule. The Foundations Education committee analyzed assessment instruments, placement scores, waiver processes, retesting, and effectiveness data from the
other five Nebraska community colleges. Based on data collection and faculty input, a Concordance Chart, implementation recommendations, and a phased timeline for implementation were developed and implemented. The committee then initiated Mandatory Assessment and Placement (MAP). How this process is currently employed is outlined in section 1P5. Beyond the Mandatory Assessment and Placement processes, the College also offers Academic Skill Builder workshops to help students target and improve upon specific academic deficiencies. In addition, CCC provides GED courses and other basic skills instruction through its Adult Education Program.

1P9. How do you detect and address differences in students’ learning styles?
Because the College recognizes differences in learning styles and students may choose from a variety of delivery modalities and select the method or methods best suited to meet their individual needs. Some of the major modes include: lecture, lab, individualized, IP (video), web, blended, and packets (correspondence). Blended courses combine lecture with web, web with on-campus meetings, or web with proctored tests.

The program delivery chart (Figure 1P9-1) reports the various course delivery methods used in each of the College’s programs. Three specific courses are offered by CCC to provide an opportunity for students to explore their preferred style of learning (College Survival, College Foundations, and Introduction to College).

<table>
<thead>
<tr>
<th>Program Delivery Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modality</strong></td>
</tr>
<tr>
<td>Lecture</td>
</tr>
<tr>
<td>Individualized</td>
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<tr>
<td>Auditory</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Technology</td>
</tr>
<tr>
<td>Hands on</td>
</tr>
<tr>
<td>IP (Video)</td>
</tr>
<tr>
<td>Web (including Webex)</td>
</tr>
<tr>
<td>Blended</td>
</tr>
<tr>
<td>Packets</td>
</tr>
</tbody>
</table>

Figure 1P9-1

P10. How do you address the special needs of student subgroups (e.g., handicapped students, seniors, commuters)?
Central Community College (CCC) is proud to be an educational institution that welcomes and supports all of our students. By removing barriers to education that students with disabilities or special needs often experience, it is our desire to create a learning environment that encourages and challenges our students.

Central Community College complies with Section 504 of the Rehabilitation Act of 1973 and Section 202 of the Americans with Disabilities Act of 1990, and amendment. All campuses make available to students information on the services available to students with disabilities, including the name and location of the Disability Services Office, and the process for accessing those services. Professionals at all campuses work with the student, faculty, and staff on a case-by-case basis, to select and provide those accommodations appropriate for each qualified student with a disability. These professionals utilize procedures to protect the confidentiality of information regarding the nature and extent of the documented disability, and provide reasonable accommodations that will maintain the academic integrity of the College programs. Accommodations may include academic adjustments, auxiliary aids and services, or access.

Services for students are promoted through the College website, student handbook, posters, and...
Transition and Advocacy fairs. Individual advisors, both faculty and student services staff, work closely with the Disability Services and Special Populations office when they learn about a student with a disability. A Guide for Students with Disabilities is used on all three campuses during the advising process. When students disclose their disability, they are asked to submit documentation so that the Disability Services and Special Populations professional can provide the best services possible. Each campus maintains a confidential record for each student who has disclosed a disability. Assisting students with disabilities or special needs is an opportunity for advisors, classroom teachers, and disability services personnel to work together to help students succeed. The College provides other services to help students with special needs. A TRiO program is available on all campuses to assist students who may be the first in their family to attend college, or who may be at risk, and who want to obtain a bachelor’s degree. A $9 million HELP grant college-wide assists students aspiring to be in the health field and are overcoming personal barriers or financial constraints to higher education. Veterans Resource Centers have been established on all three campuses to help veterans as they return to college.

While the Columbus and Hastings campuses have dormitories for students, Grand Island is strictly a commuter campus. All campuses have students who commute long distances to the campus and learning center locations for course work. The college has implemented or supplemented services to support commuting students. Each campus has lounge and study areas where students may study and relax between class sessions. The Resource Centers continue to expand their online services. Electronic text, e-mail and phone calls notify student of campus closings and schedule changes. Food service is available for all students and game rooms allow student recreation between classes. Columbus and Hastings campuses have student workout areas and gymnasiums, and all campuses have intramural sports or activities for students.

1P11 How do you define, document, and communicate across your organization your expectations for effective teaching and learning?

Central Community College has implemented six major processes that develop and document effective teaching and learning.

1. **Assessment of Student Learning** - Defining and determining effective teaching and learning expectations and improvement targets for program assessment measures has been a college-wide primary focus during the past two years as a successful quality campaign (http://www.ccneb.edu/images/IR/AOprojects/ao1.pdf). The recording of ASL documentation in WIDS updates was an integral part of the project. The College used the recently increased capability of the IR department to increase the use and effectiveness of internal and external metrics in measuring and setting goals for improvement. The systematic and faculty-led assessment process evaluated the performance baselines and determined those areas with the best opportunity for improvement for each program of study and then made detailed recommendations for improvement.

2. **Faculty Appraisal System** - Faculty undergo an annual evaluation that includes establishing annual goals in the areas of teaching and instructional enhancement, professional growth and College service. At this time they also review the student survey of instruction. Bi-annually the faculty members undergo a complete evaluation consisting of a classroom observation, supervisor’s appraisal, self-appraisal and the components listed above. The classroom observations by associate deans for effective teaching practices are scheduled during one class period each semester for each full-time faculty member during the first two years of employment. Following the probationary period, classroom observations are conducted in alternate years by associate deans. Standard instruments used to assess effective teaching include a rubric developed by the deans for the evaluation of online teaching and the class observation form. Both are used in conjunction with the course syllabus, which establishes the outcomes for the course and the list of core values.

3. **Student Survey of Instruction (SSOI)** - is required and administered electronically at the end of each semester for every course section. The data derived from this assessment tool are reviewed by faculty and deans for the purpose of improving program quality and effectiveness as part of the evaluation process. Data is aggregated and segmented, allowing faculty and administrators to use the information to generate areas of research, target areas for improvement initiatives, trend data internally, and to compare student results with our college community cohort, as well as state and national data when available. All student-related data is made available to deans and associate deans for review on the College intranet (SharePoint). Applicable survey results for individual instructors are made available to them electronically through e-mail. The student response rate has increased from 15.5% (FA09) to 26.2% (SU12). The percent of students
who agree with survey items has remained stable on
the high 80% to 90% range over the time period.

4. Professional Development - The recently
developed college-wide professional development coordinator/trainer position is charged to ensure a
cohesive plan is in place to offer relevant training for
faculty and staff in support of effective teaching and
learning, coupled with monitoring of participation.

- The New Faculty Institute that provides an
  orientation process for new faculty was
  implemented under the direction of the new
  coordinator. The College also communicates
  expectations for new faculty during the hiring
  process and the new employee orientation
  sessions offered throughout the spring and fall
  terms. Expectations and support are also provided
  for new faculty through a mentoring program.

- The Teaching and Learning Summit is offered
during the summer at each campus site, consisting
of full- and half-day training options for full-time
and adjunct faculty. A survey for the Summit was
conducted and the responses and analysis shared
electronically on the College intranet (SharePoint).
The majority of survey participants who attended
the Summit responded positively in regard to what
they obtained from the training. The survey also
provided a number of suggestions for training
opportunities that faculty at CCC would like to have
available to them in the future. Feedback was
reviewed by deans, associate deans, the Teaching
and Learning Center staff and the college-wide
professional development coordinator in
consideration of future training offerings.

- Real Colors Training which was hosted by the
  Professional Development and Training team and
  made available to all CCC staff as well as faculty.
  A survey was conducted for the Real Colors
  training and the responses and analysis were
  shared electronically on the College intranet
  (SharePoint), the majority of which were positive.

- CCC’s Teaching and Learning Center offers
  multiple workshops and resources to assist faculty
  members to enhance their teaching and learning
  assessment methods. Four days are set aside at
  the beginning of each semester and four days are
  set aside at the end of each semester for faculty
development activities and assessment activities.
  Additionally, faculty members are encouraged to
  attend discipline specific faculty development
  activities as needed to stay current in their field of
  study and obtain professional-level certifications
  through academic conference attendance, course
  work, and release-time projects, return to industry,
or group projects supported either at the
department level or through professional
development funding. In addition to sabbaticals
and professional development, funding budgeted
at the college or program level, funding for
professional development is also available through
the College Foundation, which is administered
through a Professional Development Committee
composed of faculty and staff members.

5. Curriculum Design - Learning Support Services
(LSS) staff used Quality Matters.org standards to
develop a rubric for faculty to use as a measure for
their online courses
(http://www.qmprogram.org/). This rubric is part of
the Online Course design and delivery procedures
guidelines for CCC. LSS staff who meet one-on-one
with faculty use this rubric as a guideline in assisting
faculty development of courses. LSS staff has also
taken “train the trainer” courses through the
Worldwide Instructional Design System
(www.wids.org) on instructional design. The WIDS
curriculum design vests in the faculty responsibility
for selecting subject content and presentation. It is
their professional responsibility to choose course
content and encourage student study of opposing
views. The staff and material of the college resource
centers (libraries) provides opportunities for faculty
and student conducting research to do so with a
balanced approach. This systems can assist with
design of courses and programs, and DACUM
activities to develop effective courses. They provide
Basic, Intermediate, and Advanced Moodle training
sessions for faculty in online instruction using the
Moodle learning management system. They also
provide assistance and advice to faculty in the
effective use of technology tools in instruction.

At the institutional level, the College monitors Key
Performance Indicators (KPIs) on an annual
basis. Measures include licensure/certification exam
pass rates, graduation rates, transfer rates, within-
course success rates and persistence rates. The
College also administers the CCSSE annually. The
College’s Office of Institutional Research distributed
the results of this inventory on the College intranet
(SharePoint) and information is shared on campus
through committee and division meetings, as well as
the College website and intranet (SharePoint).

Each term, two state universities (the University of
Nebraska-Lincoln and the University of Nebraska-
Omaha) report to CCC the GPAs of CCC transfer
students compared with those of native students.
6. **Graduate Surveys** - are also collected for the individual career/technical programs annually. The data is reviewed by the faculty, deans and AQIP Leadership Teams for documentation of the effectiveness of the program in preparing students in a particular occupation. This survey is shared with students, faculty and College stakeholders on the College website, intranet (SharePoint) and at College Board of Governors meetings.

The primary process used by CCC to communicate to current and prospective students include the required program planning and development objectives for specific programs, courses, and degrees or credentials is outlined in Section 1P6.

At the program level, CCC ensures quality through a comprehensive systematic program review, including benchmarking other programs and organizations. The efficacy of the College’s teaching and learning is determined and documented using faculty and administrator review [1P3]; and the College’s Program Review process [1P4, 1P13] serves as a basis for program improvement, modification and/or elimination. Community-based advisory boards assist CCC program chairs to assess relevancy, currency and effectiveness of career programs.

**1P12 How do you build an effective and efficient course delivery system that addresses both students’ needs and your organization’s requirements?**

CCC has implemented an integrated course delivery process that utilizes the World Wide Instructional Design System (WIDS) for course and program curriculum development, Moodle and Moodle Rooms as a standardized delivery system for both classroom and distance delivery, and Colleague Advisor for student program planning and registration, and ACALOG for development of on-line and printed catalog copy.

The College is implementing an electronic advising and registration process. Students, after they meet with their advisor, develop an enrollment plan. Courses within the enrollment plan may be enrolled in courses on line. Courses not part of the enrollment plan must have advisor approval. This advising system has been tested during the 2011-2012 academic year and is scheduled to be active during the 2012-2013 academic year to new enrollees. When fully implemented, the data from students plans of study in the advisement module can be used to predict enrollment trends and will assist in the scheduling of course sections.

To improve course delivery, CCC uses the following to coordinate decision-making at the cluster level resulting in these ongoing processes:

- Utilizing historic enrollment data to plan future schedules
- Offering additional course sections to meet student demands
- Assigning course sections among faculty to balance workloads
- Offering lower enrollment courses via distance technology to increase the student base and enhance efficient use of faculty
- Expanding Web offerings for students at a distance and students with schedule conflicts

In planning course schedules faculty and supervisors review previous enrollment trends by section, completion rates, and other enrollment patterns to determine if sections need to be consolidated or if additional sections need to be added. These procedures have improved CCC’s ability to meet student needs, reduce institutional costs, and create a more coordinated and efficient method of delivering courses.

**1P13 How do you ensure that your programs and courses are up-to-date and effective?**

The College aggressively monitors currency and effectiveness of its curriculum by using the following measures:

- Annual assessment of credit hours generated by majors and programs
- Annual feedback from community and industry advising boards
- Annual key performance indicators:
  - Student satisfaction
  - Course completion rate
  - Number of awards granted
  - Percent placed in related field
  - Assessment of student learning
  - Full-time equivalent student/faculty ratio
  - Starting wage
- Annual survey of graduates
- Employer surveys - every three years

While these measures monitor the currency and effectiveness of the College's curriculum, other processes facilitate required changes. Faculty from all three campuses review, update, and articulate the curriculum and use the WIDS system to maintain course documentation. The Teaching and Learning
Center staff on each campus assist faculty to improve course delivery. Through articulation meetings with their peers the College faculty members propose changes, additions or deletions to courses using the form illustrated in Figure 1P13-1. Technical programs are encouraged to align with national standards when appropriate. Health programs go through internal and external periodic reviews thorough their respective accrediting agencies as well as the state Coordinating Commission of Post-Secondary Education. The state of Nebraska through the Nebraska Transfer Initiative at: (http://www.ncca.ne.gov/ncca/netransferinitiative.htm), maintains a course-by-course transfer matrix for more than 20 typically general education courses. This process involves subject peers from all Nebraska community colleges and faculty of the universities; it ensures seamless and transparent transfer of credit through shared syllabi and course objectives. The process does not always assure how the courses will be used by the receiving institution in program and degrees at the receiving institution.

Every seven years, faculty and cluster administrators conduct a formal evaluation of specific programs and curriculum. Senior administration, the Board of Governors, and the Nebraska Coordinating Commission for Postsecondary Education then approve any recommendation for continuing, monitoring, or restructuring a program. The Nebraska Coordinating Commission for Postsecondary Education provides an external monitoring process for all public and private postsecondary institutions. The Commission assists in articulation of curriculum and programs as well as cooperative programming. They also outline necessary criteria for approval of new programs above the certificate level.

**Process for Changes and Approvals (Programs & Courses)**

<table>
<thead>
<tr>
<th>Process</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>New program offering (resulting in a new academic award not related to current program)</td>
<td>Develop/forward recommendation</td>
</tr>
<tr>
<td>Adjustment or changes in degree or certificate requirement</td>
<td>Reviews/agrees with recommendation</td>
</tr>
<tr>
<td>New Course</td>
<td>Approval</td>
</tr>
<tr>
<td>Course Adjustment</td>
<td>Lesson Plans</td>
</tr>
</tbody>
</table>

Center staff on each campus assist faculty to improve course delivery. Through articulation meetings with their peers the College faculty members propose changes, additions or deletions to courses using the form illustrated in Figure 1P13-1. Technical programs are encouraged to align with national standards when appropriate. Health programs go through internal and external periodic reviews thorough their respective accrediting agencies as well as the state Coordinating Commission of Post-Secondary Education. The state of Nebraska through the Nebraska Transfer Initiative at: (http://www.ncca.ne.gov/ncca/netransferinitiative.htm), maintains a course-by-course transfer matrix for more than 20 typically general education courses. This process involves subject peers from all Nebraska community colleges and faculty of the universities; it ensures seamless and transparent transfer of credit through shared syllabi and course objectives. The process does not always assure how the courses will be used by the receiving institution in program and degrees at the receiving institution.

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**1P14 How do you change or discontinue programs and courses?**

The first step to a decision to discontinue a program comes from the process outlined when programs are reviewed. The data is reviewed for programs based on a three-year rotating cycle. This cycle continually reviews the structure and viability of each program and recommendations are developed to make any required changes.

Program reviews include faculty, and administration. The College institutional research office provides input from several standard measures, including enrollment, graduation rates, and employment surveys. The College is implementing a cost model. The process is still in development and should be ready for general measure in the 2013-2014 academic year. Additionally the programs use several sources to define when and if changes are needed:

- Annual Program Advisory Committees
- Changes to curriculum and procedures based on findings in the program and course assessment of student learning (as required)
- Recommendations from accrediting bodies and professional organizations
- Review of employment trends and area employers

If it is determined during a program review cycle that a program is becoming no longer viable, several actions can be taken to include:

- Development of improvement plans to improve the performance characteristics of the program
Central Community College is committed to providing educational advising for all students. Advisors assist students in developing a plan leading to the successful completion of educational and career goals. CCC believes an effective advising partnership helps students succeed and achieve their goals. Advisors will assist with the following:

- Helping a student make decisions regarding his/her educational plan
- Clarifying a student’s career goals
- Selecting appropriate courses
- Identifying academic requirements at CCC or transfer institution(s)
- Promotion of and referrals to other student services
- Evaluating the student’s progress toward his/her degree or award

The Career Service Office (CSO) assists all students from their first semester through graduation, and then as alumni. Whether students are beginning to think about careers, applying for internships, seeking jobs, or needing information about transfer to other colleges or universities, the CSO provides assistance to students. Assistance may include:

- **Job Search Assistance.** Students receive assistance with resume preparation and critiquing, cover letter writing, interviewing techniques, and job search guidance
- **Career assessments.** ACT/Discover & Self Directed Search are tools designed to help individuals understand how a variety of personal attributes (i.e., interests, values, preferences, motivations, aptitudes and skills) affect their potential success and satisfaction with different career options and work environment

Determination of learning support needs such as tutoring, supplemental instruction, advising, and placement services is done through a variety of means such as one-on-one communication & counseling sessions with students and through the surveys administered to students (see 1I2). In addition, Student Services personnel and faculty make referrals to the Academic Success Center about students in need of additional academic support as well as subject areas in which tutoring services are needed. Central Community College offers tutoring services to CCC full- and part-time students currently enrolled for courses either on campus or through a distance learning setting.

This tutoring service is provided at no cost to the student. Types of tutoring available include:

- One-on-one tutoring
- Computer lab for word processing
- Writing Help Desk (WHD)
- English as a Second Language assistance
- Supplemental Instruction
- Small group test reviews
- Assistance in study skills
- Math consultants

Math consultants specialize in providing tutoring for all levels from Basic Math through Calculus. The Criterion Online Writing Evaluation Services assists students with written communication skills such as: writing skills, vocabulary skills, sentence structure and paragraph development. In addition, the WHD provides tutors who help students in developing, organizing, and editing research papers.

Supplemental instruction (SI) is available to students struggling in certain historically difficult gatekeeper courses such as Anatomy and Physiology I and II, a requirement for the Nursing program. In this effort, a former excellent student attends the class and then offers additional teaching sessions to students. These sessions are scheduled at times that accommodate student schedules such as weekends and evenings. In a sample of 44 students in a fall 2011 session of Anatomy and Physiology I, 18 students attended at least one SI session, or 41% of the class. The SI instructor hosted 14 sessions with students:

- Seven of the students attended 50% or more of the sessions; their course average was 80.64%
- Eleven students attended from 1 to 7 of the total sessions; their average was 77.26%
- Twenty-six students attended 0 sessions; their average was 75.66%

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**Table 1P15-1**

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<thead>
<tr>
<th>Topic</th>
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<th>Training</th>
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<tbody>
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<td>Assessment of Student Learning</td>
<td>High interest</td>
<td>Academic Advising, Planning for Outcomes,</td>
</tr>
<tr>
<td>Class Management and Retention</td>
<td>High interest</td>
<td>Benchmarking and Goal Setting, Colleague, E-Advising,</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>Low interest</td>
<td>Moodle, WIDS, Teaching from your Why, Zen of Online Teaching</td>
</tr>
<tr>
<td>Instructional Materials and Media Development</td>
<td>Moderate interest</td>
<td>Creating a Community of Learners, Technology in the Classroom</td>
</tr>
<tr>
<td>Computer Software Skills</td>
<td>Moderate interest</td>
<td>Ipad Basics, SharePoint 10, Social Media</td>
</tr>
<tr>
<td>Teaching Varied Student Populations</td>
<td>High interest</td>
<td>Developing High Impact FTF, Disability Services, Case Based Learning,</td>
</tr>
<tr>
<td>Teaching Methods and Modes of Delivery</td>
<td>High interest</td>
<td>Engage &amp; Motivate Students, New Faculty Institute, On-Line Learning</td>
</tr>
</tbody>
</table>

- **Credential File Service.** Students graduating with a diploma or degree are encouraged to establish a credential file during the last semester before graduation; the file is a summary of academic preparation and work experience sent to prospective employers at the student’s request; students have the opportunity to review the contents of the file.

- **On-Campus Recruitment and Interviews.** Employers may come to the campus to recruit students for positions; on-campus interviews may be scheduled for the convenience of employers and students.

- **Online Job Postings:** Students are provided with guidance how to find/search any and all online postings.

- **Specific program job:** fairs on campus coordinated by the Career Service offices.

Central Community College has Resource Centers (libraries) at each of its main campus sites. While the print-based collection contains about 13,000 items, the College is increasing its online subscriptions and e-books to serve students in all delivery modalities. Students and faculty may access several databases, including:

- EBSCO host (including Health Source for Consumers and Health Source for Nursing)
- ProQuest Nursing & Allied Health Source
- Nebraska Access Database
- Citation Style for Research Papers
- Films On Demand

The Resource Center staff works closely with faculty so they can access faculty resources, who work with students to make them aware of what is available to them.

During spring 2012, the College's Institutional Research department conducted a survey of students and staff focused on library use and resources. The survey response showed 62% of the student body and almost 50% of the faculty members have never used the physical library, and 44% of faculty do not assign activities that necessitate student use of library resources. As a result of the survey, the resource center services section of College’s website has been revamped to include more “help” videos and research assistance tools for students and faculty. An Action Project will focus on the electronic collection and to identify library Key Performance Indicators and efforts by staff to assist faculty in disciplines that showed low usage of library resources in the study.

In Spring 2009, the Institutional Research department conducted a comprehensive study of faculty and staff professional development needs. Areas assessed are outlined in Figure 1P15-1 at the top of the page and the top ten faculty interest levels are listed on the next page in Figure 1P15-2.

**1P16 How do you align your co-curricular development goals with your curricular learning objectives?**

As part of our mission to improve quality of life, Central Community College offers a wide variety of individual enrichment opportunities. The diverse activities available for students support the development of a balanced lifestyle, social skills, networking, stress reduction, improved physical health, enhanced self-esteem through service to others and leadership skills. Learning experiences outside the classroom provide a service to
Learning experiences outside the classroom provide a competitive advantage in securing desired scholarships and jobs. A comprehensive listing of student organizations is available on the College website, including their purpose, membership conditions and co-curricular activities. On the next three pages in Figures 1P16-1 & 2 are listings of CCC student organizations, together with their purpose, membership conditions and co-curricular activities.

All learning outcomes identified in the academic and program areas are measured. Effective measurement will answer the question, “How will we know that students can achieve the outcome?” Outcomes measures can be assessed directly and indirectly as defined in Figure 1P17-1.

### Core Component 3E

The institution fulfills the claims it makes for an enriched educational environment.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching critical thinking</td>
<td>Academic Advising, Planning for Outcomes, Case Based Learning</td>
</tr>
<tr>
<td>How to motivate students</td>
<td>Engage &amp; Motivate Students, New Faculty Institute</td>
</tr>
<tr>
<td>How to encourage class attendance</td>
<td>Case Based Learning, New Faculty Institute</td>
</tr>
<tr>
<td>Effective use of technology in the classroom</td>
<td>Technology in the Classroom, Ipad Basics, SharePoint 10, Social Media, Teaching W/ Technology,</td>
</tr>
<tr>
<td>How to remain motivated as an instructor</td>
<td>Developing High Impact FF, Creative Uses for Moodle</td>
</tr>
<tr>
<td>Understanding the latest generation of students coming from high school</td>
<td>Disability Services, Veterans in the Classroom, Students W/ Brain Injuries, Cross-Pollination</td>
</tr>
<tr>
<td>Best practices for developing community among class members</td>
<td>Creating a Community of Learners</td>
</tr>
<tr>
<td>Effective techniques for teaching online</td>
<td>On-Line Learning, Zen of Online Teaching, Website Training, Moodle, WIDS, Teaching from your Why, Blooms Taxonomy, Learning Styles, Assessing Teaching &amp; Learning</td>
</tr>
<tr>
<td>Using classroom assessment techniques to find if students are learning</td>
<td>Benchmarking and Goal Setting, Colleague, E-Advising,</td>
</tr>
</tbody>
</table>

Figure 1P15-2

The top 10 areas in which faculty wanted to learn more about

1P17 – How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?
### Central Community College - Student Organizations - Figure 1P16-1

<table>
<thead>
<tr>
<th>GROUP</th>
<th>PURPOSE</th>
<th>MEMBERSHIP CONDITIONS</th>
<th>GROUP ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocate for Children and Families (H)</td>
<td>To provide opportunities for professional development for members by becoming involved in activities that support community programs for children and families</td>
<td>Open to anyone interested in children and families</td>
<td>1. Community service activities that benefit children and families 2. Attend workshops and conferences</td>
</tr>
<tr>
<td>Art Club (C)</td>
<td>To provide greater awareness of art and culture</td>
<td>Open to all students</td>
<td>1. Field trips to art galleries and cultural activities</td>
</tr>
<tr>
<td>Business Club (H) Entrepreneurship Club (C)</td>
<td>Designed for professional development and greater understanding of the career opportunities in the field of business</td>
<td>Open to anyone with an interest in the field of business; must be in good standing with the College</td>
<td>Provide support and leadership opportunities for students who can benefit from exploring the multitude of career options available in the various business occupations</td>
</tr>
<tr>
<td>Campus Crusade for Christ (C,G,H)</td>
<td>Provide an interdenominational ministry committed to helping take the New Testament teachings to all students</td>
<td>Open to all students</td>
<td>1. Group meets each week on campus as a study and discussion group</td>
</tr>
<tr>
<td>Computer Repair Club (C)</td>
<td>Provide opportunities for students working in computer repair and networking for leadership, services, social activities, etc.</td>
<td>Open to all students</td>
<td>1. Repair used computers for sale and reuse by students and the community 2. Various fund-raising events including the annual Columbus Campus Chili Contest</td>
</tr>
<tr>
<td>Culinary Arts (H)</td>
<td>To give the student the opportunity to experience the hospitality industry and take advantage of different learning styles not available in the regular HMRM lab; They also raise money to use on field trips</td>
<td>Must be an HMRM student and be in good standing with the college</td>
<td>1. Community service activities, serving various functions and groups 2. Take field trips (in the past few years they have gone to Las Vegas, Branson and Denver)</td>
</tr>
<tr>
<td>Dance Team (C)</td>
<td>Provides students an opportunity to dance, perform, and support athletic activities</td>
<td>Membership is by audition</td>
<td>The dance team performs dance routines at home athletic contests</td>
</tr>
<tr>
<td>Drag Race Team (H)</td>
<td>Drag races at Kearney Raceway Park in Kearney plus attend and show vehicle at area car shows</td>
<td>Must be in good standing with the College</td>
<td>1. Race every two weeks during the summer 2. Attend car shows</td>
</tr>
<tr>
<td>Fine and Performing Arts (C)</td>
<td>To provide a greater awareness of the Fine and Performing Arts for students and staff</td>
<td>Open to anyone interested in music or theatre; scholarships and select ensembles by audition only</td>
<td>1. Music is exemplified by the Community Band, College Chorus, Spectrum, and other select groups 2. Theatre performances include at least one major production each semester</td>
</tr>
<tr>
<td>F.O.C.U.S. (G)</td>
<td>To promote diversity and harmony at CCC</td>
<td>All CCC students and staff are encouraged to participate.</td>
<td>1. Sponsorship of student activities 2. Participation in student recruitment and outreach events 3. Fund raising for program and student projects</td>
</tr>
<tr>
<td>Intercollegiate Athletics (C)</td>
<td>Intercollegiate activities provided through varsity sports: women’s volleyball, men’s basketball, women’s softball, and men’s golf</td>
<td>Must be selected as a team member through individual team tryouts</td>
<td>Teams compete under the auspices of the National Junior College Athletic Association</td>
</tr>
<tr>
<td>Intramurals (C,G,H)</td>
<td>Intramural activities are provided in a variety of intramural and informal sports activities to provide fun activities for students and staff</td>
<td>Students and staff are eligible to participate in CCC Intramural activities</td>
<td>The Intramural Activity Schedule is posted on bulletin boards and includes scheduled activities throughout the year; These activities include sand volleyball, tennis, softball, coed volleyball, 4-on-4 basketball, dodgeball, flag football, an annual Elks Golf Tournament, etc.</td>
</tr>
<tr>
<td>GROUP</td>
<td>PURPOSE</td>
<td>MEMBERSHIP CONDITIONS</td>
<td>GROUP ACTIVITIES</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>-----------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Media Arts (H)</td>
<td>The Media Arts Club helps students further their creative talents and put them to use in a fun and useful way</td>
<td>Must be a Media Arts student to join</td>
<td>1. Maintaining the online campus newspaper, &quot;The Black Squirrel&quot; 2. Promoting campus activities 3. Helping with public design needs</td>
</tr>
<tr>
<td>Multicultural Club (C,H)</td>
<td>To promote diversity and harmony at CCC</td>
<td>All CCC students and staff are encouraged to participate</td>
<td>1. Sponsorship of student activities 2. Participation in student recruitment and outreach events 3. Fund raising for program and student projects</td>
</tr>
<tr>
<td>Phi Theta Kappa (C,G,H)</td>
<td>Provides opportunity for the development of leadership and service, for an intellectual climate to exchange ideas, and ideals for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence</td>
<td>Complete 12 credit hours with a GPA of 3.5 or above; Must maintain a 3.25 GPA to maintain membership</td>
<td>1. Bloodmobile 2. Big Brothers/Big Sisters Easter Egg Hunt 3. America’s Promise/Dr. Seuss’ Birthday Read 4. Recycling Projects</td>
</tr>
<tr>
<td>Skills USA (C,H)</td>
<td>Provides training in leadership and personal skills such as dependability, teamwork, communications and customer relations and to gain a positive image through competition, leadership development and service projects</td>
<td>Open to all CCC students who are in good standing in their program of skills</td>
<td>1. Promotes leadership activities 2. Develop positive rapport with industry leaders</td>
</tr>
<tr>
<td>Society of Freethinkers (H)</td>
<td>Provides an alternative for students who do not participate in the Judeo-Christian tradition; promotes the pursuit of knowledge through reason rather than faith</td>
<td>Open to all students</td>
<td>Group meets on campus as a study and discussion group</td>
</tr>
<tr>
<td>Student Activities/Advisory Committee (C,G) Student Senate (C)</td>
<td>Plans special and social events for the campus</td>
<td>Open to any student that is in good standing with the College</td>
<td>A representative is part of the Campus committee structure as a spokesperson voicing student ideas, concerns, and suggestions</td>
</tr>
<tr>
<td>Student American Dental Hygienists Association (H)</td>
<td>To achieve autonomy of Dental Hygiene education, licensure and practice and to promote oral health care as part of total health</td>
<td>Must be accepted in the Dental Hygiene program at CCC</td>
<td>1. Attend state and local dental hygienists meetings 2. Attend student/faculty workshops 3. Fund-raising for the organization 4. Promote National Dental Hygiene month</td>
</tr>
<tr>
<td>Students for Financial Independence/SFI (H)</td>
<td>To foster and promote financial independence of our members through educational and actual experiences in investing</td>
<td>Open to all students and staff; must be in good standing with the College</td>
<td>1. Educational speakers and seminars 2. Educational field trips 3. Fundraising activities 4. Community service</td>
</tr>
<tr>
<td>TRIO Student Success Club (H)</td>
<td>Provides support and leadership opportunities for students who have disabilities or are disadvantaged to enhance their potential for academic and career success</td>
<td>Open to anyone, but focuses on students with documented disabilities enrolled as students on the Hastings Campus</td>
<td>1. Sponsors community service socialization and information sharing opportunities 2. Orientation each August for new students 3. Support services including special accommodations, advocacy, progress monitoring, counseling, tutoring and other services</td>
</tr>
</tbody>
</table>
Each year academic and program areas evaluate student learning performance. Current results are compared with the expectations. The analysis of student performance results in recommended actions. The analysis process involves comparison between the expected outcomes and the actual outcome data collected. Comparison of the current years performance with the prior year’s performance is also conducted in the analysis phase. Analyzing these areas will show any change or improvements made as well as identify potential strengths and opportunities in the instructional process (see figure 1P17-2). These recommendations are made by the faculty within the program. The goal of the recommendations implemented in the program the next year is to improve the quality of education for the students. In addition to the implementation of the new recommendations, a follow-up of the prior year’s recommendations documents the progress that has been made. Program faculty set the expected results for assessment measurement. In the ASL Handbook, created by the committee in 2011, the establishment of performance levels is explained: “Each program report will identify the appropriate student performance level. It will be the consensus of the members in each program to determine the academic grade percent or the academic grade level that would be expected for successful student performance. These performance levels need to include the rationale as to why the percent or grade level was selected, such as national requirement levels within the program or common expected performance levels viewed as successful levels. Program members are urged to set realistic, but challenging expectations that prepare students for academic and vocational pursuits.” (ASL Handbook 2012 edition page 8). “Expected results should be clearly stated. If the expectation has been adjusted based on continuous quality improvement and/or industry standards, provide a history of how those expectations have changed.” (ASL Handbook 2012 edition, page 13).

During the ASL Committee review (2009-2010), only 10% of the reports clearly described the rationale for acceptable performance on assessments/projects. Although more programs demonstrated improvement (17.5% achieving) in 2010-2011, it is recognized as an opportunity for improvement. An AQIP action project, “Launch specific improvement projects for pilot programs assessment measures” was initiated in 2011. The goal of this effort is to set improvement targets by developing clearly defined improvement goals for program level learning outcomes measures for the pilot program areas.

The pilot program areas selected by members of the ASL Committee include:
- Human Services
- Medical Laboratory Technician
- Drafting and Design Technology
- Visual Communications (Electronic Imaging and Graphic Technology)
- Early Childhood Education
Most recommended actions from the pilot areas directly relate to the changes made to the teaching process. Examples include new or modified curriculum, changes in course sequencing, additional curriculum supporting materials, or additional examples of expected work product.

Institutional Research (IR), an ASL sub-committee and faculty in the pilot program areas will develop a detailed report for pilot programs suggesting benchmarks and new goals. This will serve to illustrate a solid example of assessment for other programs to model. It will also pilot a method of providing clear outcome measurements for various audiences.

**1P18 – How do you design your processes for assessing student learning?**

Assessment of Student Learning (ASL) at Central Community College is a vital resource in establishing plans in each of the education programs within the College. The steps in the process includes an annual review by the Assessment of Student Learning Committee (ASLC) to identifying where the strengths and potential opportunities are located in each academic discipline (college, program, and course) and then recommending alternatives to improve student learning. These steps are conducted yearly and include a review of changes/impacts from the last year’s recommendations. As a continuous/ongoing process Central Community College has entrusted the assessment of student learning to the various program areas with guidance from the institutional ASLC and leadership.

Historically faculty submitted to a centralized Institutional Research (IR) department their ASL reports for review. Reports were analyzed, scored and reported to the Educational Services committee.

In fall of 2010 an Assessment of Student Learning (ASL) Committee was formed to provide leadership and promote excellence in teaching and learning through review of “Student Learning Improvement reports. This faculty-focused committee reports directly to the Educational Services committee. The faculty-led ASL Committee is comprised of members from all areas of the College. The membership includes faculty, staff and administration personnel from all levels to provide for a comprehensive cross-section of the population of Central Community College. The committee also includes a representative from Institutional Research.

The early efforts of the ASL committee were guided by a brainstorming list of issues and opportunities about the current process. From this list, three key goals were established for the first year: 1) collect current research about assessment processes, 2) create a common rubric to evaluate “Student Learning Improvement” reports, and 3) create an authoritative ASL Handbook to guide faculty and document the process of assessment. Upon completion of the first year, the committee membership was informed regarding current assessment practice, developed a review rubric and drafted a comprehensive ASL Handbook, which was distributed to all faculty. The ASL Handbook (included in the Appendix) clarified the process timeline, defined key terms, provided a reporting template with instructions and established a peer-review process.

After Institutional Research receives the completed report in October (each year), it is posted in the document library in SharePoint, and filed by academic year and program. The ASL Committee assigns subgroups of the committee to review academic and vocational area reports. This review is a face-to-face meeting among committee members using a common review rubric. These processes are outlined in the ASL Handbook- page 11: [http://www.cccneb.edu/images/IR/systemsportfolio/asl%20handbook.pdf](http://www.cccneb.edu/images/IR/systemsportfolio/asl%20handbook.pdf).

The rubric that ASL committee members developed for feedback to academic areas and programs is shown on the next page in Figure 1P18-1. This rubric guides the review process completed each October and serves as the documentation of the January face-to-face meetings that committee reviewers have with the program’s faculty and their leadership (program managers and deans).

After the feedback sessions are conducted a summary report is prepared by the ASL Committee and presented to Educational Services for approval. It is then forwarded to College Cabinet and the Board of Governors. The report is published in the College’s SharePoint portal. The summative report is also posted on the CCC web site at: [http://www.cccneb.edu/images/IR/systemsportfolio/asl%20summary%20report.pdf](http://www.cccneb.edu/images/IR/systemsportfolio/asl%20summary%20report.pdf).

New to this year’s review is the reporting on previous analysis, previous recommended actions, and results from last year (see Assessment Timeline Figure 1P18-2 on next page). Because the criterion is newly added, most areas have yet to incorporate it in their report. Those were coded with the “No Evidence”.
## Review Rubric

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Emerging</th>
<th>Developing</th>
<th>Achieving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Outcomes</td>
<td>Discipline/program outcomes are identified.</td>
<td>Some discipline/program outcomes are measured.</td>
<td>All discipline/program outcomes are measured.</td>
</tr>
<tr>
<td>Type of Measurement</td>
<td>All outcomes have direct measures.</td>
<td>All outcomes have direct measures and some indirect.</td>
<td>All outcomes have direct and indirect measures.</td>
</tr>
<tr>
<td>Evaluation Frequency</td>
<td>Frequency of the method is identified, but the data collection and analysis frequency is unclear.</td>
<td>Frequency of method is identified; data collection and analysis is clearly identified.</td>
<td>Frequency of data collection and analysis is clearly identified and indicates a reason for frequency of the measurement.</td>
</tr>
<tr>
<td>Assessment Methodology</td>
<td>Assessment method is identified.</td>
<td>Assessment method is described in detail.</td>
<td>Assessment method is described in detail with an explanation of why that method effectively measures the outcome.</td>
</tr>
<tr>
<td>Previous Analysis of the Results</td>
<td>Analysis states the relationship between actual and expected results.</td>
<td>Analysis states the relationship between actual and expected results and describes what it means.</td>
<td>Analysis states the relationship between actual and expected results and describes what it means. Strengths and opportunities for improvement are identified.</td>
</tr>
<tr>
<td>Previous Recommended Actions</td>
<td>Outcomes have actions identified.</td>
<td>Outcomes showing concerns have recommended actions listed.</td>
<td>Outcomes showing concerns have detailed recommended actions assigned to individuals to be accomplished by a given date. Data analysis is interpreted to justify recommended actions.</td>
</tr>
<tr>
<td>Results of Last Year’s Recommended Actions</td>
<td>Some actions implemented.</td>
<td>All actions implemented.</td>
<td>All actions implemented as assigned and completed on time. Analysis of effectiveness included.</td>
</tr>
<tr>
<td>Expected Results</td>
<td>Expected results are identified.</td>
<td>Expected results are identified and explained.</td>
<td>Expected results are clearly stated and have been adjusted based on continuous quality improvement and/or industry standards.</td>
</tr>
<tr>
<td>Current Year Results</td>
<td>Results are listed.</td>
<td>Results are labeled.</td>
<td>Results are descriptive and aligned with the assessment methodology.</td>
</tr>
<tr>
<td>Analysis of the Results</td>
<td>Analysis states the relationship between actual and expected results.</td>
<td>Analysis states the relationship between actual and expected results and describes what it means.</td>
<td>Analysis states the relationship between actual and expected results and describes what it means. Strengths and opportunities for improvement are identified.</td>
</tr>
<tr>
<td>Recommended Action(s)</td>
<td>Outcomes have actions identified.</td>
<td>Outcomes showing concerns have recommended actions listed.</td>
<td>Outcomes showing concerns have detailed recommended actions assigned to individuals to be accomplished by a given date. Data analysis is interpreted to justify recommended actions.</td>
</tr>
</tbody>
</table>

**Figure 1P18-1**

### Assessment Timeline

**Academic & Program Areas Current Academic Year**
- Implement Actions from prior year’s Assessment Review
- Collect Student Learning Data for current year:
  - Summary
  - Measured Indicators
  - Tools
- Complete Student Learning Improvement Summary
- Receive/approve current year’s Student Learning Summary and submit to Institutional Research by October 15th

**ASL Committee Peer Review Following Year**
- Receive by October Student Learning Improvement Summaries from 38 Areas
- Using a common rubric, ASL Subgroup members review 3-6 summaries during a review meeting in October and complete a rubric review document for each area.
- In January, ASL Subgroups meet with Deans, Associate Deans, Program Leads, and Faculty and discuss their Summaries and rubric review documents.
- Overall Summary report is submitted to Ed Services, College Cabinet and the Board in the Spring

**Figure 1P18-2**
**Overall Assessment Results:**
The reviews were conducted by ASL Committee subgroups composed of 3-4 members. Individual feedback was documented for each program based on a consensus from the subgroup and is included in an ASL Review Rubric Report. Feedback given to each area is documented in the ASL Review Rubric Report posted on SharePoint. In addition, ASL Committee members conducted face-to-face feedback meetings with assessment leaders and department administration during faculty meeting days in January, 2012.

Results of individual academic and program areas are available through the 2011 ASL Reviews spreadsheet posted in SharePoint for all program faculty to review. This spreadsheet lists individual academic and program areas, identifies the progress of each criterion, and summarizes the ASL Review Rubric feedback report and the “Student Learning Improvement Report” submitted by each academic and program area.

**General Assessment Observations:**
There are some general patterns observed by the committee. These are identified here as a list of strengths “S” and opportunities “O”. The strengths and opportunities are both for the College and for individual academic and program areas to consider.

- **S** Although many programs were evaluated as having all outcomes measured (“Achieving”), it was clear from the reviews that outcome statements were not consistently meeting the definition of a program outcome. Program faculty also expressed an interest in more education on developing program outcome statements.

- **S** Overall good measurements are in place. Capstone projects and national certification tests are often used. Some programs added new indirect measures based on feedback from last year’s review. Programs should be challenged to ensure measures cover all program outcomes.

- **O** Since all assessment methodologies measure learning/program outcomes, it is critical that as outcomes statements are established and clarified that assessment methodologies & measurements match those outcomes. For instance, new or clarified outcomes established in May 2012, will likely not be measured until 2012 or 2013 and not reported until 2014. This is why giving priority to setting/clarifying these outcomes is strongly recommended.

- **S** Last year frequency times were not clear with only 10% of the areas are achieving in this category. This year’s reports demonstrated improvement with 25% now “Achieving” in this category.

- **O** As academic and program areas are challenged to measure outcomes using both direct and indirect measures last year’s review recommended that institutional surveying techniques be more available. In spring 2012, this process was implemented.

- **S** Last year only 10% of the reports clearly described the rationale for acceptable performance on assessments/projects. This year’s reports demonstrated that improvement with 17.5% achieving in this category.

- **S** Last year a majority of the areas (58%) were ranked as developing or achieving in the identifying specific recommendations category. This area of the report describes the changes to curriculum and the learning environment based on the assessment results. This year’s reports demonstrated improvement in this area (from
58% to 69%) with more detail provided regarding the recommendations. Comments from the review indicate additional information connecting the recommendations to the assessment analysis would be beneficial.

O Last year it was recommended to add reporting on results from previous recommendations. This was added to the template and the ASL Handbook in May, but since many areas complete their assessment report in May, not all areas used the latest report template. This resulted in the high number of “No Evidence” ratings for those newly added criteria.

- ASL Handbook revisions will be distributed in April.
- ASL Committee members will be available to programs/departments for consulting and questions during their report preparation.

S It is clear that faculty are committed to an effective assessment program in their areas. Individual feedback sessions were very well received. Faculty appreciated the interest and attention given to improvement of student learning. Scheduling feedback sessions was difficult last year, but this year January non-teaching days were reserved to ensure that each of the 39 programs had dedicated feedback sessions facilitated by the assigned sub-group of the ASL Committee.

- Post-feedback from faculty generally was positive. Some areas expressed an interest in additional meetings/consulting.

The ASL Committee has a membership rotation where one-third of the committee rotates on and off each year with the option to renew. Each year 2-3 committee members attend the annual meeting of the Higher Learning Commission and this ensures members remain well-informed in the practice of assessment as seasoned members rotate off and new members join.

In addition to maintaining the peer-review feedback and reporting process, the committee is also charged with assisting programs in setting challenging expectations, ensuring assessment plans are still effective, helping new programs write assessment plans and consulting with any areas that request assistance with assessing student learning. Another initiative the committee will be supporting is the inclusion of Core Abilities into program assessment.

### Results (R)

#### 1R1. What measures of your students’ learning and development do you collect and analyze regularly?

The following measures of student learning and development are collected and analyzed regularly:

- Program objectives
- Course evaluations (by faculty)
- College level common learning outcomes
- Employer surveys
- Student/ Course evaluation surveys
- Graduate (exit) surveys
- The Community College Survey of Student Engagement (CCSSE)
- National Occupational Competency Testing Institute (NOCTI)

Figure 1R-1 shows a list of the factors collected for course and program assessments. This is shown with the assessment rubric at 1P18-1.

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Type of Measurement</th>
<th>Evaluation Frequency</th>
<th>Assessment Methodology</th>
<th>Previous Analysis</th>
<th>Previous Recommended Actions</th>
<th>Results of Last Year’s Recommended Actions</th>
<th>Expected Results</th>
<th>Current Year Results</th>
<th>Analysis</th>
<th>Recommended Actions</th>
</tr>
</thead>
</table>

#### 1R2. What are your performance results for your common student learning and development objectives?

In the past the college collected sample work from students enrolled in specified general education course to assess the College’s common student learning outcomes. Figure 1R2-1 on the next page shows an example of these data.
### Results of Common Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome Group A - Comprehend and produce effective communication: Common Student Learning Competencies</th>
<th>Percent of Enrollees Who Successfully Achieved the Stated Outcome by Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicate a purpose to an audience.</td>
<td>08-09  09-10  10-11</td>
</tr>
<tr>
<td></td>
<td>83%  82%  83%</td>
</tr>
</tbody>
</table>

**Figure 1R2-1**

The college conducted a redesign in the form of an action project (completed in late 2012) of the common student learning assessment process. The goal of this action project is to further develop college level learning competencies including the affiliated outcome measures across all areas of instruction. The process will include multiple steps. These steps include determining the current College-wide competencies, outcomes, and indicators and then evaluating them across all fields of study. An example is evaluating the English competency for welding students. The assessment will be a rubric-based evaluation of all the sub-competencies within each group. It is expected the assessment process will include evaluation of all College level outcomes across a pilot group of programs of study prior to the indicated completion date.

Another measure of the college is common student learning outcomes that focus on assisting students with a need for Foundations education courses. The name for this new project is the Academic Skill Builder workshop. This program provides entry-level students with the academic support, instruction and assistance needed to boost their COMPASS scores and gain entry into their desired program.

During the implementation of this project the Academic Success Center provided two workshops during the summer of 2012. On the following pages is a graphic representation of the results of our workshops (Figures 1R2-2, 3 & 4). The three- and five-week session results were graphed separately. The graphs show the progress made for each student who completed and retested. The left side of each graph shows the numerical progress on the COMPASS test, while the right side shows the student progress on the course track. The horizontal black line on the bar indicates the goal of the student. For example, in the first graph (Figure 1R2-2),

Student A came in with a score of Pre-Algebra 35. The student’s goal was Pre-Algebra 45, and the outgoing score for the student was a Pre-Algebra 52. This student surpassed his/her goal by 7 points. In the same graph, Student B came in with a Basic Math II score and ended the workshop with an Elementary Algebra score. Both students raised their math by two levels and thus avoided taking Basic Math II and Pre-Algebra—a savings of $600 for the student and two semesters in time.
In 2012 thirty-nine academic and program areas submitted their “Student Learning Improvement Reports” in October. ASL Committee members reviewed the reports using a common rubric which assigned “Emerging”, “Developing”, or “Achieving” for each criterion that was reviewed. Results for each criterion are shown in Figure 1R3-1. Each academic and program area was given an overall description of their progress. A majority of areas (42%) have “Developing” assessment programs. Five areas (42%) have demonstrated an “Achieving” assessment program. About one-third (16%) of the areas have “Emerging” assessment programs (see Figure 1R3-2). This is very similar to last year’s results.

The data in Figure 1R4-1 on the next page supports the fact that CCC graduates do achieve the job entrance/continued education learning objectives of their programs. It also underscores that 695 of the 1250 students are continuing their education at a postsecondary institution. These data are collected via the National Student Clearinghouse (National Student Database) and provides subsequent enrollment data on CCC graduates. Student employment records are collected via a data sharing agreement with Nebraska Department of Labor (as of 2012). This data sharing agreement is still in its infancy but very valuable data has been generated and will greatly enhance the Colleges ability to track the performance of its graduates.
Figure 1R4-1

Figure 1R4-1 shows the performance of the transfer students who completed a minimum of 30 credit hours.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>Total Awards</th>
<th>Continuing Education</th>
<th>Total Employed (Full Time)</th>
<th>Percent Employed and/or Continuing Education (Not Duplicated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Transfer</td>
<td>170</td>
<td>122</td>
<td>64</td>
<td>86%</td>
</tr>
<tr>
<td>Advanced Manufacturing Design</td>
<td>25</td>
<td>10</td>
<td>20</td>
<td>92%</td>
</tr>
<tr>
<td>Agribusiness</td>
<td>16</td>
<td>6</td>
<td>9</td>
<td>75%</td>
</tr>
<tr>
<td>Auto Body Technology</td>
<td>23</td>
<td>13</td>
<td>11</td>
<td>87%</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>55</td>
<td>39</td>
<td>25</td>
<td>93%</td>
</tr>
<tr>
<td>Business Administration, Accounting, Entrepreneurship and Logistics</td>
<td>103</td>
<td>48</td>
<td>77</td>
<td>89%</td>
</tr>
<tr>
<td>Business Technology</td>
<td>60</td>
<td>29</td>
<td>28</td>
<td>72%</td>
</tr>
<tr>
<td>Horticulture</td>
<td>10</td>
<td>5</td>
<td>4</td>
<td>80%</td>
</tr>
<tr>
<td>Construction Technology</td>
<td>22</td>
<td>12</td>
<td>13</td>
<td>82%</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>9</td>
<td>3</td>
<td>6</td>
<td>78%</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>14</td>
<td>9</td>
<td>7</td>
<td>86%</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>15</td>
<td>0</td>
<td>11</td>
<td>73%</td>
</tr>
<tr>
<td>Diesel Technology</td>
<td>63</td>
<td>38</td>
<td>46</td>
<td>89%</td>
</tr>
<tr>
<td>Drafting and Design Technology</td>
<td>43</td>
<td>26</td>
<td>24</td>
<td>88%</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>39</td>
<td>18</td>
<td>12</td>
<td>67%</td>
</tr>
<tr>
<td>Electrical Technology</td>
<td>40</td>
<td>21</td>
<td>27</td>
<td>93%</td>
</tr>
<tr>
<td>Electronics, Computer and Networking</td>
<td>9</td>
<td>3</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>Health Information Management Services</td>
<td>50</td>
<td>27</td>
<td>31</td>
<td>90%</td>
</tr>
<tr>
<td>Heating/Air</td>
<td>9</td>
<td>4</td>
<td>2</td>
<td>56%</td>
</tr>
<tr>
<td>Hospitality Management and Culinary</td>
<td>28</td>
<td>19</td>
<td>10</td>
<td>86%</td>
</tr>
<tr>
<td>Human Services</td>
<td>24</td>
<td>13</td>
<td>7</td>
<td>75%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>63</td>
<td>45</td>
<td>33</td>
<td>87%</td>
</tr>
<tr>
<td>Library and Information Services</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>33%</td>
</tr>
<tr>
<td>Mechatronics</td>
<td>35</td>
<td>24</td>
<td>27</td>
<td>100%</td>
</tr>
<tr>
<td>Media Arts</td>
<td>23</td>
<td>5</td>
<td>10</td>
<td>52%</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>75%</td>
</tr>
<tr>
<td>Medical Laboratory Technician</td>
<td>21</td>
<td>19</td>
<td>14</td>
<td>95%</td>
</tr>
<tr>
<td>Nursing Education</td>
<td>142</td>
<td>65</td>
<td>117</td>
<td>92%</td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
<td>12</td>
<td>NA</td>
<td>12</td>
<td>100%</td>
</tr>
<tr>
<td>Part Sales and Management</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>60%</td>
</tr>
<tr>
<td>Quality Technology</td>
<td>11</td>
<td>9</td>
<td>11</td>
<td>100%</td>
</tr>
<tr>
<td>Truck Driving</td>
<td>30</td>
<td>17</td>
<td>21</td>
<td>83%</td>
</tr>
<tr>
<td>Visual Communications</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>80%</td>
</tr>
<tr>
<td>Welding Technology</td>
<td>69</td>
<td>38</td>
<td>37</td>
<td>81%</td>
</tr>
<tr>
<td><strong>College Totals</strong></td>
<td><strong>1250</strong></td>
<td><strong>695</strong></td>
<td><strong>731</strong></td>
<td><strong>86%</strong></td>
</tr>
</tbody>
</table>

Figure 1R4-2

An additional measure of CCC’s graduating students having the required knowledge, is the transfer rate of declared AA and AS graduates. Figure 1R4-3 (next page) shows the first school of transfer for AA and AS degree students who accumulated a minimum of 30 credit hours between 7/1/2008 and 6/30/2011 (150%), and who also did not receive a degree in that time frame. Students were tracked for the time period of 7/1/2011 through 5/31/2012 with first school of transfer or concurrently enrolled school reported.

**1R5: What are your performance results for learning support processes?**

The college believes students able to continue their education or to be employed in a job related to their field of study, is a valid measure for determining if
students are receiving the required support. In Figure 1R4-1 (prior page) the number of students employed or continuing their education are shown for students graduating in the 2011-12 academic year.

One of the primary measures used by the college to compare the performance of the institution to other higher education organizations is the National Community College Benchmark Project (Figure 1R6-1). The data on the next page (Figure 1R6-2 next page) shows the success of CCC transfer students from the 2013 report.

### Improvement (I)

1R6. How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education organizations and, where appropriate, with results of organizations outside of higher education?

In the 2010-11 academic years the college worked on an action project to improve the assessment process in the college. The Assessment of Student Learning team accomplished all key goals that directly have an impact on the successful accomplishment of both the quality improvement project and the related quality campaign. The team conducted an Assessment Report Review Day in which all members completed one ASL review report as a group to assist in standardizing the process, and then the ASL Committee members split into smaller groups and evaluated their assigned reports (including all College programs). This process included all members reviewing the individual annual program reports using a standardized rubric and

### National Community College Benchmark Project - Report of 2013 for CCC

<table>
<thead>
<tr>
<th>Institution</th>
<th>Transferred</th>
<th>Concurrent Enrollment</th>
<th>Total Number</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITY OF NEBRASKA-LINCOLN</td>
<td>42</td>
<td>1</td>
<td>43</td>
<td>18.5%</td>
</tr>
<tr>
<td>SOUTHEAST COMMUNITY COLLEGE - LINCOLN</td>
<td>27</td>
<td>0</td>
<td>27</td>
<td>11.6%</td>
</tr>
<tr>
<td>UNIVERSITY OF NEBRASKA AT OMAHA</td>
<td>20</td>
<td>1</td>
<td>21</td>
<td>9.1%</td>
</tr>
<tr>
<td>WAYNE STATE COLLEGE</td>
<td>19</td>
<td>0</td>
<td>19</td>
<td>8.2%</td>
</tr>
<tr>
<td>HASTINGS COLLEGE</td>
<td>8</td>
<td>1</td>
<td>17</td>
<td>7.3%</td>
</tr>
<tr>
<td>UNIVERSITY OF NEBRASKA AT KEARNEY</td>
<td>10</td>
<td>5</td>
<td>15</td>
<td>6.5%</td>
</tr>
<tr>
<td>BELLEVUE UNIVERSITY</td>
<td>9</td>
<td>1</td>
<td>10</td>
<td>4.3%</td>
</tr>
<tr>
<td>METROPOLITAN COMMUNITY COLLEGE</td>
<td>9</td>
<td>1</td>
<td>10</td>
<td>4.3%</td>
</tr>
<tr>
<td>NORTHEAST COMMUNITY COLLEGE</td>
<td>8</td>
<td>0</td>
<td>8</td>
<td>3.4%</td>
</tr>
<tr>
<td>UNIVERSITY OF NEBRASKA MEDICAL</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>3.0%</td>
</tr>
</tbody>
</table>

**Figure 1R4-3**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Transferred</th>
<th>Concurrent Enrollment</th>
<th>Total Number</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITY OF NEBRASKA-LINCOLN</td>
<td>42</td>
<td>1</td>
<td>43</td>
<td>18.5%</td>
</tr>
<tr>
<td>SOUTHEAST COMMUNITY COLLEGE - LINCOLN</td>
<td>27</td>
<td>0</td>
<td>27</td>
<td>11.6%</td>
</tr>
<tr>
<td>UNIVERSITY OF NEBRASKA AT OMAHA</td>
<td>20</td>
<td>1</td>
<td>21</td>
<td>9.1%</td>
</tr>
<tr>
<td>WAYNE STATE COLLEGE</td>
<td>19</td>
<td>0</td>
<td>19</td>
<td>8.2%</td>
</tr>
<tr>
<td>HASTINGS COLLEGE</td>
<td>8</td>
<td>1</td>
<td>17</td>
<td>7.3%</td>
</tr>
<tr>
<td>UNIVERSITY OF NEBRASKA AT KEARNEY</td>
<td>10</td>
<td>5</td>
<td>15</td>
<td>6.5%</td>
</tr>
<tr>
<td>BELLEVUE UNIVERSITY</td>
<td>9</td>
<td>1</td>
<td>10</td>
<td>4.3%</td>
</tr>
<tr>
<td>METROPOLITAN COMMUNITY COLLEGE</td>
<td>9</td>
<td>1</td>
<td>10</td>
<td>4.3%</td>
</tr>
<tr>
<td>NORTHEAST COMMUNITY COLLEGE</td>
<td>8</td>
<td>0</td>
<td>8</td>
<td>3.4%</td>
</tr>
<tr>
<td>UNIVERSITY OF NEBRASKA MEDICAL</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>3.0%</td>
</tr>
</tbody>
</table>

**Figure 1R6-1** (Only top ten transfer institutions shown and ADNR students not included)
Performance of Former Recent CCC Students at Receiving Transfer Institutions
(UNK, UNL, UNO, UNMC) Spring 2013

<table>
<thead>
<tr>
<th>College</th>
<th>Number of former CCC Students</th>
<th>Average GPA of Former CCC Students</th>
<th>Average GPA of all students at the receiving College</th>
<th>Difference in Average GPA of former CCC students as compared to all others at the receiving College</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Nebraska</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kearney</td>
<td>87</td>
<td>2.91</td>
<td>2.91</td>
<td>Equal to Average</td>
</tr>
<tr>
<td>University of Nebraska</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lincoln</td>
<td>1457</td>
<td>3.15</td>
<td>2.89</td>
<td>.26 Higher than Average</td>
</tr>
<tr>
<td>University of Nebraska</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omaha</td>
<td>42</td>
<td>3.14</td>
<td>2.98</td>
<td>.16 Higher than Average</td>
</tr>
</tbody>
</table>

Figure 1R6-2

generating a summary status report for each. These reports are posted on the College SharePoint site for review by program faculty and committee members. The committee then reviewed the summary reports and developed a list of general feedback guidelines to be used in the face-to-face feedback meetings with the 38 program/discipline representatives from December 2010-April 2011.

Once the feedback meetings were conducted, the team focused on the development of the ASL Handbook for program faculty as an aid in guiding future assessment processes. The handbook was grouped into three sections and written by assigned subcommittees in March, 2011. After review by the entire committee, the handbook was submitted to the Educational Services Committee for review and approval in April, 2011. Although the team accomplished the development and implementation of the systematic faculty-led review system (see Figure 111-1), setting improvement targets for each of the learning outcomes has been started by developing a pilot group of programs. This was accomplished by reviewing trend data for each of the learning outcomes in each of the pilot programs. Once this was accomplished, the projected improvement goals were generated by determining potential areas for improvement. It is expected once these pilot improvement goals are implemented and reevaluated, the remainder of the programs and embed courses will have this process applied.
Refinements in the assessment process continue to evolve and are expected to be completed prior to 2015. Several next steps beyond those described above include:

- Integration of technology into the assessment documentation process (replacing current reporting process)
- Integration of INFOPATH
- Continued collaboration with all stakeholders to gain buy-in

These next steps will follow a similar schedule as the beginning of this project. During the past year, the 21-member team conducted monthly formal meetings and numerous informal meetings with its subcommittees. Other College staff members were included in these meetings as needed. Departments involved included Accounts Payable, Academic Education, Registrar, Nursing, College Administration and Institutional Research. During the face-to-face meetings, team representatives reviewed the findings of the sub-group’s review of their annual report in detail with most or all program faculty. These findings, recommendations, and other updates were regularly shared with all internal stakeholders through college-wide emails and the SharePoint system. Also, as recommendations were forwarded to the Educational Services Committee, College Cabinet and the Board of Governors. The minutes of those meetings were made available to all College employees, and students. Like all quality improvement campaigns and their associated action projects, this project is defined as one of the College’s annual goals.

The team is made up of faculty members with the desire to have a truly faculty-led assessment process in place at the College. Little effort is required to motivate this group; members are strong advocates for continuously improving processes within their field of expertise.

By broadening the ASL review process to include faculty and other organization representatives, the improvement process has enhanced institutional awareness (at many levels) to key challenges and opportunities to improve student learning. Faculty who review other programs describe a great value in seeing what other programs are doing and in engaging in meaningful face-to-face discussions with their peers about assessment of student learning. As recommended, actions are identified and tracked for all assessed areas through the assessment process. It is clear that those actions to improve student learning result in changed inputs into one or more of the key processes for student learning including: Curriculum Design, Program Development, Learning Support, Budget, and Equipment and Resources.

Although a majority of recommended actions directly relate to changes in curriculum and or instruction, some actions pursued by programs involve budget/facilities/resources; and others relate to entrance requirements, advising and course sequencing. Some recommended actions have prompted a more formal program review and revision of programs. This has prompted the ASL Committee to recommend formal procedures to connect program review for new and revised programs to the creation of assessment plans. In these new formalized procedures, assessment plans will be developed by program faculty in consultation with the ASL Committee. These procedures will be used when new programs are established, when programs are significantly changed, or when a program’s existing assessment plan no longer provides value to the program in efforts to improve student learning. This was the focus for the ASL Committee in 2012-2013.

Core Abilities will be incorporated into program assessment plans that will provide other opportunities for faculty to broaden their discussions among academic education and program areas. Having a history of academic and program faculty working together via the ASL faculty should help facilitate these discussions. To maintain accountability of the progress this project is normally tracked with the College Strategic Planning document. Figure 11.2 on the next page shows the report shared with the College Cabinet and Board of Governors.

11.2 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Helping Students Learn?

For Program level targets of improvement, CCC sets targets by defining and setting goals in each programs yearly ASL document. Then the data is translated into the program’s three-year plan. A similar process uses environmental scans to identify additional needs in support of student learning and development. One instrument for improvement to student learning is the Student Survey of instruction (SSOI) conducted every semester. This data is evaluated at multiple levels, including college and cluster levels. This evaluation is used to set primary strategic plans. At the instructor/course level, individual faculty responses are sent to each faculty member and her or his direct supervisor.
Figure 1I1-2

These are reviewed yearly as part of the evaluation for faculty members. From these data sets, potential improvement projects are developed. Another primary method for setting targets for improvement includes environmental scans such as the Community College Benchmarking study to indicate whether a process has deviated from the statistical norm and needs the attention of a CQIT team.

From February 27 through March 7, 2012, CCC administered a comprehensive survey to students to identify whether the college services are effective and contribute to their learning. Of the 6,541 students invited to complete the survey, 1,434 responded (21.9%). Respondents were full- and part-time students from all campuses and centers, representing all delivery modalities, ranging in age from 17 to greater than 50, with diverse educational goals. Services in the survey related to student learning include Academic advising, assessment/testing, career and employment services, counseling services, disability services, student activities, veteran services, Tutoring services, TRIO/SSS, and Library services. In the survey, demographics were matched with responses to target specific areas for improvement. Students also provided 684 written comments. These comments are categorized by topic and location. The results of this survey provide specific direction for improvement for all phases of student services.
ACOMPLISHING OTHER DISTINCTIVE OBJECTIVES

INTRODUCTION:
Central Community College’s other distinctive objectives have evolved since joining AQIP in 2002. The College has continued to define those objectives not clearly outlined in the college mission, vision, values or defined under its public charter. To this end, this version of the portfolio has been closely examined including a review of past portfolios and appraisals. This update reflects the college’s current changes to its other distinctive objectives and overall changes since the last appraisal.

Central Community College functions as a major force for change and innovation in its service area and communities. This role is an important part of the CCC mission, vision and core values. Starting with the 2010 Strategic Plan the college aligned all initiatives with the nine categories and developed multiple action projects that support the overall college objectives relating to other distinctive objectives. These initially focused on public relations and marketing, but since have grown to include sustainability, improved services to veteran students, and maintaining contact with alumni (public relations and marketing). These objectives are outlined in both category 2 & 6 of the colleges strategic plan see: http://www.cccneb.edu/about/accreditationaqip/strategicplan.html. The changes in the College’s effort are in line with its desire to have a responsive process that consistently exceeds stakeholder expectations. As in the past, Central Community College continues to offer cultural opportunities that may not be available in local communities otherwise. These include concerts, plays and art displays. For example, a two-year Humanities grant allowed (provided funds for) 100 community college faculty members to study the Plains Indians culture. Additionally, the College also offers athletic programs and community health and wellness programs across the service area.

The CCC Foundation enlists advocates to assist in raising funds to support the college’s mission. Performance toward goals and objectives is communicated to stakeholders via the ongoing marketing/communication/alumni communications tools.

Skills USA (hosted the State Skills and Leadership Conference), the Groundwater Festival and district Future Farmers of America (FFA) conference are three of the major events that bring thousands of high school students onto the campuses. Although these events are not directly related to postsecondary education they provide an outstanding opportunity for CCC to foster the intellectual curiosity of local high school students. In a similar outreach process, the college sponsors a symposium and curriculum workshops for elementary teachers. In response to the last systems appraisal, CCC has enacted the following steps:

• In an effort to expand mechanisms CCC uses to solicit feedback the college launched multiple new survey instruments including the 1. Graduate Survey, 2. Library Services Survey, 3. program advisory services survey, 4. Medical Transcription Survey, and 5. Employer Demand Survey.

• In this iteration of the portfolio the college explored its past responses and determined the current distinctive objectives needed clarification. Current objectives include 1. economic growth, 2. improving relationships, 3. serving our veteran population, and 4. developing a stronger base of support by expanding the membership in the Central Community College Foundation’s Alumni Association. The major aspect that makes these objectives distinctive are that they are based on improving processes that are new and focus on how the college impacts its environment and special populations in the service area.

• The College has found several key measures that will provide comparable data on non-instructional, non-support service processes. These data largely align with the sustainability initiative, but the additional measures on Foundation participation are being collected for comparison.

PROCESSES (P)

2P1. How do you design and operate the key non-instructional processes (e.g., athletics, research, community enrichment, economic development, alumni affairs, etc.) through which you serve significant stakeholder groups?

Central Community College currently uses several processes to identify if a need exists for new non-instructional/support programs or if existing processes/systems need to be modified or improved.
Central Community College looks at a number of non-instructional processes that may have an impact on local, state, national, and global issues. Over the past couple of years, the college has focused on three key areas: 1) sustainability, 2) serving veterans, and 3) maintaining contact with alumni (marketing and communication). These initiatives have been identified to enhance the College’s economic growth, improve relationships, serve our veteran population, and develop a stronger base of support by expanding the membership in the Central Community College Foundation’s Alumni Association.

**Sustainability**
Central Community College recently hired a Sustainability Coordinator to support the College’s efforts to reduce its carbon footprint. Dr. Greg Smith, Central Community College President, signed the American College & University Presidents Climate Commitment (ACUPCC), making Central Community College a signatory of SEED (Sustainability Education & Economic Development).

**Veteran Student Success**
Central Community College Veterans Program officially started through a Department of Education’s FISPE Center of Excellence for Veteran Student Success grant awarded in the Fall of 2010. The Veteran Student Coordinator was hired in January of 2011. The program was designed and implemented from recommendations from the Department of Education, research of peer institutions, personal experience of the Veteran Student Coordinator, a Veteran Student Survey of the College’s veteran students, staff at the VA Hospital, County Veteran Services Offices, and Nebraska Veterans Taskforce. A Veteran Student Support team was formed, comprised of Central Community College Student Services staff and administration.

**Alumni Services**
Under the direction of the Central Community College Foundation Board of Directors, the Foundation manages the Alumni function through the work of the Executive Director and the Alumni Coordinator. This process includes an annual review of past goals and objectives from the previous fiscal year and then approval of next year’s goals and objectives. The review is conducted by the Executive Director, Alumni Coordinator, and Board of Directors. Input comes from advisory groups, alumni, and Central Community College leadership and employees.

The number of Alumni stakeholders is approaching 20,000.

**2P2. How do you determine your organization’s major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?**

**Sustainability**
Central Community College is in agreement with the following statement by the ACUPCC: “We further believe that colleges and universities that exert leadership in addressing climate change will stabilize and reduce their long-term energy costs, attract excellent students and faculty, attract new sources of funding, and increase the support of alumni and local communities.”

Through a variety of venues, Central Community College employees, students, external stakeholders, and members of our communities provide input regarding “green” issues, and help develop objectives to address these issues.

**Veteran Student Success**
The mission of the program is to provide support services to veterans and their families to address their unmet needs while achieving their postsecondary educational goals. The Veterans Student Coordinator is responsible for the facilitation of the project and serves as an advisor, mentor, trainer, and advocate. The Veteran Student Support Team, VA Hospital, Veterans Services Offices, and Nebraska Veterans Taskforce remain involved in delineating objectives.

**Alumni Services**
The objectives are established annually with a process starting in March and concluding at the Foundation’s Board of Directors meeting in June. Included in the process are the Executive Director, the Alumni Coordinator, College President, College Cabinet, and the Foundation’s Executive Committee.

**2P3. How do you communicate your expectations regarding these objectives?**

**Sustainability**
Numerous campus and college-wide committees with administrative, faculty, staff, and student representation meet on a regular basis to discuss issues and plan for the future of Central Community College. Other forms of communication, such as the College website, newsletters, community meetings, and presentations to the Board of Governors provide
additional ways for Central Community College to communicate expectations.

**Veteran Student Success**
The College communicates expectations regarding these objectives through our Veterans Resource Center newsletter, our annual federal grant report, outreach documents, and marketing materials, i.e., posters, brochures, television, newspapers, website, social media, and various e-mail sources. In addition CCC holds a variety of forums to share information and gather input. These forums include departmental meetings, planning committees, and Campus and College Cabinet meetings.

**Alumni Services**
Alumni Association goals and objectives, along with expectations, are communicated to the Foundation Board of Directors, members of the Board of Governors, and the College Cabinet and college employees. Key objectives also are communicated to alumni groups representing specific program areas such as Nursing, Dental Hygiene, etc.; through specific campaigns orchestrated by the Foundation and Alumni Coordinator; and through the Community Connection, a newsletter, which is mailed out three to four times a year.

**Sustainability**
The Sustainability Coordinator has been charged with the task to examine best practices and advise the college in making sound decisions regarding sustainability. Since our college-wide sustainability initiative is new, objectives are being developed through small group meetings of faculty and staff on campuses and at the Area Office.

Central Community College depends on input from internal and external stakeholders to assess and review these objectives. Information from other institutions in our service area, state, nation, as well as international institutions, is compared with data from Central Community College.

The primary assessment events for this objective includes:

- Sustainability Audit
- Feedback (survey) on the series of speakers conducted for college employees
- Measurement (by weight) of the amount of refuse generated

The College is working aggressively to increase tracking and assess this type of information. Once such measurement includes tracking electrical meter readings. The current challenge is that the specific data available is somewhat limited and how it is tracked varies from center to center and campus to campus. Each campus has a different configuration and is working with different power suppliers. CCC plans to address these in the 2013-14 academic year.

**Veteran Student Success**
Central Community College Veteran's Program assesses and reviews the appropriateness and value of objectives by involving the Veteran Student Coordinator’s expertise and feedback, our Veterans Student Support Team, our Dean of Students, the College Cabinet, internal/external stakeholders, the Nebraska Veterans Taskforce, veteran work study students, and our grant external evaluator.

Each entity provides valuable expertise in determining the appropriateness and value of our objectives. The Veteran Student Coordinator devotes time and effort to provide individual support, feedback, answers to questions, and acts as an advocate for veteran students and their families. Facilitating one-to-one counseling and contact reveals the needs and challenges veterans face in their transition to civilian life. The Dean of Students, veteran work study students, and Veterans Student Support Team provide valuable support by 1) facilitating student surveys, providing feedback and reports to the Veteran’s Program, and 2) providing support and guidance to veteran students and the Veteran Student Coordinator for program improvement. The Nebraska Veterans Taskforce serves as an external advisory committee and assists in the development and implementation of events and programs that directly affect the objectives. Lastly, our external evaluator is active in the evaluation of institutional learning environments and provides annual evaluation of the program’s policies, procedures, and outcomes.

**Alumni Services**
Objectives are reviewed throughout the year by the Central Community College Foundation’s Executive Director and Alumni Coordinator, the College President, and the Foundation Board’s Executive Committee. The final review is
Conducted at the Foundation Board of Directors meeting in June.

**2P5. How do you determine faculty and staff needs relative to these objectives and operations?**

**Sustainability**
The Sustainability Coordinator’s primary focus is to foster an exchange of ideas and to increase awareness and sensitivity of faculty and staff regarding sustainability. The coordinator communicates through close interaction such as cluster/department (Skilled & Technical Sciences, Health Sciences, Academic Education, Student Services, College Cabinet, Campus Cabinet, Extended Learning Services, and Facilities Management) meetings, learning circles, and Faculty Senates to determine faculty and staff needs.

The College also feels that it is important to determine how to integrate sustainability into its instructional programs so that our students walk away with a better, and relevant, understanding of sustainability. The College offers an Associate degree that includes sustainability internships. Students who have LEED AP (Accredited Professional) certification and knowledge of green building design are very employable. Another important component is meeting with faculty to incorporate sustainability in applied/technical writing, environmental sciences, chemistry, and occupational math classes.

The annual Employee Engagement Survey is used to determine if information needs are being met. After feedback is reviewed a decision will be made on readjusting objectives to meet needs and incorporating the information.

**Veteran Student Success**
Faculty and staff needs relative to these objectives and operations are determined through one-on-one contact and feedback between the faculty, staff, and Veteran Student Coordinator and training/in-services, that give opportunities for the faculty and staff to ask questions and review objectives in a group setting with their peers. Recent college training includes Traumatic Brain Injury and other topics affecting veteran’s integration into postsecondary education.

Staff and faculty needs are also identified through the use of our College Suggestion Box, input from the Veteran Student Support Team, College Disability Offices, Admissions Offices, and Registration Offices. These groups serve an advisory role giving direct feedback and suggestions on objectives and operations.

**Alumni Services**
Faculty and staff needs are evaluated with respect to workload and timetable. The Registration and Information Technology staff participated in the most recent project. The objectives are reviewed annually.

**2P6. How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?**

**Sustainability**
The College determines faculty and staff needs through the same cluster/department meetings mentioned in 2P5. The College seeks additional feedback, readjusts thinking, elicits support and commitment to carry out the objectives, and identifies workable solutions to meet conflicting needs. Sustainability will continue to be a factor when upgrading or remodeling existing buildings or when building a new facility.

**Veteran Student Success**
The Veteran Services Coordinator incorporates the feedback into the Veteran Student Survey. He presents it to the Veteran Student Support team, the Dean of Students, and self-evaluates the information. Overall, the Veteran Service Coordinator makes the final decision on implementation of needs and suggestions. Upon the decision to incorporate the changes, the Veteran Student Coordinator begins implementation, as necessary, and reports changes to the various stakeholders.

**Alumni Services**
The college disseminates information through discussions between the college, alumni, and the Alumni Coordinator. Feedback is also received from the Foundation’s Board of Directors. The faculty and staff needs and availability are reviewed annually, which may change the priorities for the yearly objectives.

**Results (R)**

**2R1. What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?**

**Sustainability**
CCC hired a Sustainability Coordinator who began work in June 2012 and has started to put together an inventory of current emissions to
establish baselines/trends and to establish a plan to: 1. mitigate emissions, 2. identify areas of assessment, 3. centralize information, 4. learn what systems are already in place, and 5. formalize a committee structure. Past utility bills are being reviewed in the hopes of being able to determine if improvements have been made campus-wide since all buildings are not metered individually and to develop a trend line over a number of years. Variations in climate (i.e., a hard winter vs. a mild winter) has made it more difficult than first expected. The College is in the process of completing the Environmental Audit and will define performance measures and goals. The project also will evaluate feedback from a speaker series for all college employees. This measure seeks to define how attitudes toward the sustainability initiative are progressing.

**Veteran Student Success**
Veterans enrollment, class attendance, services participation and academic achievement are measured on a routine basis. These measures of accomplishing major non-instructional objectives and activities are captured, collected, and analyzed regularly through: 1. student contact, 2. enrollment data, 3. completion among other programs, 4. level of veteran student achievement, 5. direct student feedback, 6. veteran student survey, 7. direct referral, 8. transfer to four year institutions, 9. employment, 10. monthly, quarterly, and annual financial reports, 11. Veteran Student Coordinator databases, and 12. formal program reporting to the Department of Education.

**Alumni Services**
Campaigns are measured based on Alumni group numbers and dollars raised. In 2009, the Foundation refocused its efforts to annually solicit specific program groups and to communicate directly with them about college and campus activities and donor opportunities. Figure 2R2-2 on the next page shows attendance numbers.

<table>
<thead>
<tr>
<th>Communication, Planning, &amp; Implementation, Waste Reduction, Components</th>
<th>General Progress Statement</th>
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</thead>
<tbody>
<tr>
<td>Creating CCC branding logo</td>
<td>95% completed</td>
</tr>
<tr>
<td>Create promotional campaign for students</td>
<td>Student group has started this Spring 2013</td>
</tr>
<tr>
<td>Send e-mail regarding “phasing out items” to College employees</td>
<td>Completed</td>
</tr>
<tr>
<td>Collect and report “phasing out items” data to College</td>
<td>75% completed</td>
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<tr>
<td>STUDENTS on “paper project”</td>
<td>90% completed</td>
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<tr>
<td>Planning for &amp; Implementing waste audit</td>
<td>Preliminary discussions occurred</td>
</tr>
<tr>
<td>Determine safety constraints (fire, etc.)</td>
<td>Happening along with project design &amp; audit</td>
</tr>
<tr>
<td>Setup IP drop-in/informational sessions for draft plan review by college employees</td>
<td>Started (Spring 2013) more are scheduled for Fall 2013</td>
</tr>
<tr>
<td>Electronic waste policy, design of program</td>
<td>RFP 90% complete. Next step- shipment of items with determined facility</td>
</tr>
</tbody>
</table>

**Figure 2R2-1**

**Veteran Student Success**
- Central Community College was named a “Top Military Friendly School”, by G.I. Jobs magazine—a designation awarded to only 15% of colleges nationwide for 2013 and 20% in 2012.
- Veteran contacts were increased by 100%. Contact is defined as efforts made to provide information and resources to participant veterans through social media, newsletter (hardcopy and online), e-mail, and personal contact.
- Enrollment increased in the number of students seeking a certificate or a degree program. Six hundred veterans and 200 dependents have been served since Fall of 2010 (duplicated head count).
- A persistence rate of 61.2% was achieved. This is defined as year-to-year enrollment for both full- and part-time veterans and dependents from Fall 2010 to Spring 2012. The goal persistence rate of veterans for the first year following their enrollment will increase to 80% (moving from a baseline of 47%).
- Ninety veteran and dependent students (unduplicated headcount) have obtained a certificate, diploma, or degree with 146 total awarded. Included in this number were 74 veterans receiving 119 certificates, diplomas, or degrees.

**Alumni Services**
The College Foundation staff sends out approximately 1,200 Alumni letters per year to specific groups/major (i.e. Dental Hygiene,
The letters started in 2009 with the expectation a full cycle could take up to 8-10 years. When the Foundation solicits each group, they are put on the Community Connection mailing list for further communication and education. Once the full cycle is complete, the contacts will be repeated. During the first cycle, the objective is to obtain email addresses from the alumni to become more efficient and cost effective in our delivery of information to the Alums. The college plans to have an active and defined group of Alums that want further information and communication with the possibility of additional donations in the short and long term. One event that helped build the Future Alumni base is a yearly graduation breakfast that shares the benefits of the Foundation for college graduates.

### Figure 2R2-2

<table>
<thead>
<tr>
<th>Year</th>
<th>Hastings campus</th>
<th>Grand Island Campus</th>
<th>Columbus Campus</th>
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<tbody>
<tr>
<td>2008</td>
<td>102</td>
<td>98</td>
<td>116</td>
</tr>
<tr>
<td>2009</td>
<td>116</td>
<td>79</td>
<td>120</td>
</tr>
<tr>
<td>2010</td>
<td>91</td>
<td>60</td>
<td>110</td>
</tr>
<tr>
<td>2011</td>
<td>129</td>
<td>64</td>
<td>115</td>
</tr>
<tr>
<td>2012</td>
<td>76</td>
<td>67</td>
<td>130</td>
</tr>
<tr>
<td>Totals</td>
<td>514</td>
<td>368</td>
<td>591</td>
</tr>
</tbody>
</table>

The figure on the next page (Figure 2R2-3) represents the number of Alumni by program of study, who have been appealed to over the past four years.

### Veteran Student Success

The Center of Excellence for Veteran Student Success grant, a U.S. Department of Education program supported through the Fund for the Improvement of Postsecondary Education (FIPSE), is a recent initiative. Of 277 two- and four-year colleges that applied, only 15 colleges in the United States received this highly competitive grant. Since the Veterans Program is a recent endeavor, baseline data is currently being collected for future comparisons. Comparable data from other institutions is still being gathered.

### Alumni Services

At this point in time, comparative data from other community colleges in Nebraska is not available.

### Sustainability

Central Community College has had sustainability as a primary initiative for a year and a half and benchmarking data for existing impact on the environment is being conducted. Until the development of the sustainability project, no data/reports had been collected to report to internal or external stakeholders. The mechanisms to collect the data also had not been built or deployed. The measurement instruments are now being developed and are expected to generate comparable data (see figure 2R2-1).

### Veteran Student Success

Multiple factors experienced improvement over the past four years including:

- Increased expertise regarding veteran needs and employment of staff to accommodate those needs.
- Increased employment rate of veterans.
- Providing better qualified employees in our communities.
- Increasing knowledge about our college, participants, and communities through events and workshops.
- Promoting a more culturally-friendly environment among staff, students, employers, and communities.
- Engaging internal and external stakeholders, creating awareness of our students and services.
Engagement by the Veterans Resource Center to provide veterans with a sense of ownership of their future.

Military Friendly school designation to encourage recruitment of potential students.

Veteran staff and students develop a sense of belonging.

Partnerships with external stakeholders are increased and strengthened.

**Improvement (I)**

2I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Accomplishing Other Distinctive Objectives?

In the past two years the college has taken on multiple improvement activities regarding other distinctive objectives. Below is a summary of these improvements.

**Sustainability**
Baselines in the Central Community College sustainability effort are being determined. Prior to the project, the following environmentally-friendly endeavors were implemented, but baseline data not collected.

1. Hiring Sustainability Coordinator.
2. Installation of geothermal system in the Adams Building on the Hastings Campus.
3. Recycling paper and plastic.
4. Solar panels installed by the Merrick Building on the Hastings Campus, which will have a live meter feed and software to monitor, along with existing and added wind turbines (both educational & functional)
5. Building design with environmentally-friendly elements (example: low energy lighting in all new construction and renovations)
6. HVAC electronic controls for efficiency;
7. Move from desktop to multi-function printing to reduce inefficiencies.
8. Move materials and processes online to eliminate paper copies, i.e., College catalog, Payroll, Purchasing and Human Resources documents completed electronically.
9. Support the use of Webex meetings to reduce required travel.

**Veteran Student Success**
Several improvement efforts have been taken to assure veteran student success. The first action was to make the Veteran Services Coordinator a full-time position at the college. Previously a part-time position had been funded by grant funds. Additionally, the College has committed to an additional full-time Veteran Service Representative in summer of 2013. The College has also allocated larger facilities for the department as demand for services continues to grow from veteran students. It has also been necessary to provide a higher degree of technology and technology support.
Alumni Services
In the spring of 2012, Central Community College Foundation and Central Community College staff completed a three-year project that merged the Foundation’s alumni lists with CCC data entered by the Registration Office staff. In addition, Foundation staff worked with the CCC IT department to develop a web based alumni page. CCC will use a database and Colleague software to maintain accurate alumni addresses to maximize communication. While performance improvement is expected, it will take three to five years to document.

Sustainability
Central Community College faculty, staff, administration and students have been involved in efforts to reduce our carbon footprint. All segments of our college are committed to increasing our efforts and commitment to sustainability efforts. Established and effective communication processes will involve internal and external populations. The College has invested in sustainability, but does not have data for improvement measures. The key will be communication, honesty, and vision.

Veteran Student Success
These targets are established from the expressed needs and goals of our students and communities, goals and objectives of the college, the Veterans Program, current trends of returning veteran characteristics, and the needs of employers in our communities. These items are identified through individual interviews of returning veterans, families, agencies that assist them and businesses that interact with them. Central Community College prides itself in the value and culture of all students, staff, employers, and communities that surround us. This is especially true of veterans. We are here to provide training and support and to help our students become successful in meeting their personal, professional and educational goals.

Alumni Services
The collaboration between Central Community College and the Foundation includes various committees and partnerships. That collective impact, as well as the use of technology, will allow CCC to develop efficiencies to communicate donor opportunities and information regarding direct and/or planned giving to CCC alumni. CCC is dedicated to specific long-term student learning initiatives to achieve higher graduation rates.

With decreasing numbers of college students in our service area, CCC may consider a collaborative effort between faculty and staff advisors to assist non-graduates in completing their programs of study. Creative advising can alert students who transferred prior to graduating from CCC of the opportunity to transfer back credits from four-year schools. Non-completers could be contacted and notified of the hours needed to meet graduation requirements. The process would be accomplished by tracking past advisees and utilizing the existing database to connect with them. By “creating” alumni, completion percentages would be enhanced and possible donor opportunities increased. Advisory committee members could also encourage their employees and other contacts to return to CCC to complete the studies they began earlier. These methods would help the institution to reach its goals in Alumni and Communication areas, among others.
UNDERSTANDING STUDENTS’ AND OTHER STAKEHOLDERS’ NEEDS
CATEGORY THREE

INTRODUCTION:
Central Community College’s continuous quality improvement system continues to mature as it continues to refine its processes. Based on feedback from the last systems appraisal, the college has initiated processes to focus on opportunities.

After analyzing the feedback from the last systems appraisal, the college increased its focus on how it prioritized meeting the needs of its stakeholders. The central focus was to evaluate how those needs relate to the college’s mission, vision and values and then integrate those needs into the strategic planning of the college. As the strategic plan is aligned with the nine categories, each goal is broken into specific action projects with timelines for completion. This process provides a strong framework for validating and prioritizing any potential need. If a potential need is identified, it is evaluated and prioritized based on the criticality to meeting the mission or other strategic goal. Then based on its priority it is assigned an action project. The body that completes this task is the 45-person strategic planning committee. The college also uses the Administrators Summits as an opportunity to evaluate current data and determine if any unmet needs are requiring attention in the short term. The teams employ several tools to refine and prioritize these needs, but the most common is the Force Field Analysis.

To improve the processes of data collection and analysis relating to stakeholders the following process was taken. To standardize analyzing data collected from students and other stakeholders, the Institutional Research Office has generated a standard set of reports that are distributed college wide and are now integrated into both annual planning and the five-year strategic planning. If an issue is found in the data that rises to the level needing improvement, the project can be reviewed by the Strategic Planning Committee. If more time sensitive, it can be tagged as an action project by the College Cabinet and or the Continuous Quality Improvement Team.

In a similar step, the College has expanded its measures of stakeholder relationships beyond market penetration to include several external stakeholder surveys and other interactive face to face meetings.

CCC has also adopted several instruments to gather comparison and benchmarking data. One of these includes fostering a statewide participation in the Voluntary Framework of Accountability, and the state wide Socioeconomic Impact Study. This study will provide directly comparable data with the other community colleges in Nebraska. As the study progresses, CCC will compile and develop comparison/benchmark data on multiple factors including potential student and stakeholders needs. At the national level, CCC participates in large-scale studies including the Community Cost and Productivity Project, Community College Benchmarking Project and the Higher Education Partnership Satisfaction Survey (a.k.a. Arizona Study) to gather more benchmarking/comparison data.

Since the last Systems Portfolio CCC has worked on four separate action projects that focus on improving first year student success. This was part of the Strategic planning process and demonstrates a structured process of identifying additional areas in need of improvement and setting targets.

PROCESSES (P)

3P1 How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?

Central Community College identifies the changing needs of its student groups through both qualitative and quantitative data from course evaluations, program reviews, outcomes assessment, program advisory committees, placement surveys of career and technical program graduates, Data from the College Score Card, data from graduates provided by the Nebraska Department of Labor, performance of Fall-to-Fall retention, course completion, and National Student Tracker (transfer post completion). This analysis includes:

- Recruiting visits to high schools
- Relationships with high school counselors
- Compass, Asset testing, ACT testing
- Assessment of student learning
Business and advisory boards
Continuous Quality Improvement Team (CQIT) feedback
Student feedback (surveys, forums, suggestion box, and student groups)
Student representation at Campus Cabinet meetings
Student Senate representatives attending committee meetings
Comment/Suggestion box
Student organizations’ feedback
Representation on committees
Surveys
  - Community College Survey of Student Engagement (CCSSE)
  - Community College Faculty Survey of Student Engagement (CCFSE)
  - Faces of the Future
  - Housing and food service
  - Event surveys (new student orientations, campus visit days, student workshops, and other events)
  - National Survey of Faculty and Students
  - Graduate Survey

Student Survey of Instruction
Student Services survey
High School Customer Satisfaction Follow-up Survey
Web course evaluations
Student/Stakeholder evaluations
Web Central portal
Board of Governors meeting via the web
Monthly newsletter from College President
Student lunches with the individual Campus Presidents
Campus open forums
Regional job markets analysis
Demographic trends
Feedback from Learning Center Managers
Meetings with Deans of Education

The most recent addition to these measures includes the College Score Card at:
http://www.cccneb.edu/images/IR/systemsportfolio/scorecard.pdf. This device includes multiple major performance measures that have goals based on best practice/performance and uses data sources including IPEDS, NCCBP, and CCSSE and others. Depending upon the nature of the collected data, CCC then routes it to the appropriate personnel or committee—such as Admissions and Recruiting, Action Teams, Learning Center Managers, Associate Deans, Educational Services, College Cabinet, Continuous Quality Improvement Team, Budgeting and Planning Committee, Marketing Committee, individual program faculty, advisors and counselors.

Because of CCC’s multi-campus structure, the College commonly uses cross-functional/cross-campus teams to address both common actions and quality improvement initiatives. This process does offer the advantage of providing a wide perspective on the issues being addressed; the physical distance between campuses causes some unique challenges. These challenges largely deal with the difficulty in meeting face-to-face to conduct meetings. The College is currently using its video conferencing system in an attempt to mitigate this issue and decrease the challenges caused by the distance among the campuses.

Based on the issue of distance among campuses and feedback from employees, the College has identified Communications as an AQIP Action Project with the goal of identifying multiple communications pathways to improve communication among campuses and permanent
Once the individual team identifies the factors with an impact on the process in question, a recommendation is developed and forwarded to the appropriate body for approval. Once approval is secured, it is then passed to the appropriate department/campus/college committees for final implementation.

Central Community College builds and maintains relationships with both prospective and current students through ongoing communications with supportive student and instructional services personnel. Students identify interests in various activities at New Student Orientations and their information is then passed on to appropriate staff. They are then contacted by the advisors of those student organizations and activities in charge of those activities. When a prospective student requests information, the college responds with appropriate college materials. To this end a communications management module for the admissions process has been implemented to respond to student inquiries. Regardless of whether students receive a view book, a catalog, a program brochure, a personal letter, or a postcard, the college always encourages students to tour the facilities and meet students/staff/faculty.

The College maintains relationships with current students by involving them in the Campus and College Cabinet meetings, Board meetings, and opportunities to participate in various student activities, organizations, and athletics. Students are encouraged and offered many opportunities to participate in leadership and co-curricular activities. Students also can participate in various welcoming activities in order to familiarize themselves with faculty and staff. Service Fairs, student organization meetings, Ram Round Up, and Student Success Day are a few of the events/activities designed specifically to build and enhance student relationships with campus staff. Specific groups also have trainings to affiliate students with services and procedures, including RA and Ambassador Training and College Transition programs. In addition, the College President holds open forums with students on all campuses while the Campus Presidents, faculty members, and staff offer meeting times with students as well. The College also gives students the opportunity to provide input via the College’s online Suggestion Box and through multiple surveys described in 3P1.

Central Community College provides students taking courses at a distance with services that can be accessed online – including comprehensive career and employment assistance offered online to both current students and alumni. The College’s current online communications tool (Web Central) provides the opportunity for both on- and off-campus students to maintain a relationship with CCC by providing access to life-time college email accounts, real-time grades and transcripts, college-wide announcements, and student accounts. Faculty continue to maintain relationships with students enrolled in online courses by following the federal guidelines of interacting with each student at least 5 times per credit hour. Additionally, Central Community College maintains off-campus learning centers staffed by both full- and part-time personnel who help build and foster relationships with students. Besides the actions and services listed above, the College provides several ongoing services that aid in maintaining relationships with current and former students. They include:

- Academic Advising
- Student Placement Services/Career Services
- Academic Success Centers
- Financial Aid Services
- Student Records/Accounts
- Student Clubs/Organizations
- CCC Alumni Newsletter
- Veterans’ Resource Centers
- Early Warning System
- TRIO services
- Online advising modules
- New Website
- New Web Central portal
- Campus Presidents involved in PTK

Central Community College considers all its stakeholders as key stakeholders. Beyond collecting input from our important student stakeholders, the college uses the following methods to identify and begin analysis of changing needs of its external and internal stakeholders including: accreditation bodies; alumni; Board of Governors; community employers and business supporters; community...
residents, leaders, and taxpayers; faculty and staff; government bodies; legislators; parents, guardians, and significant others of students; postsecondary institutions; and secondary education districts (see Figure 3P3-1 on the next page).

Prioritizing among the many stakeholder groups and their identified needs is accomplished through the College’s integrated planning processes that are used for both traditional and improvement planning. These processes are described in Category 5: Leading and Communicating and Category 8: Planning Continuous Improvement. As outlined in the planning cycle, the planning model process begins by evaluating the need for any given project and then evaluates if it meets the College’s mission, vision and service priorities. The planning model processes facilitate the analysis, prioritization, clarification, alignment, and communication of college planning to produce transparent results and encourage a shared understanding across various stakeholder groups.

Central Community College relies on feedback and new information from an array of communication sources to identify new target markets and stakeholders. These sources that provide information range from federal and local agencies to community partnerships. Should a need of a new student or stakeholder group match CCC’s mission statement and instructional or service priorities, the College uses a standard improvement process to enact its planning (see Figure 1P17-2 and or Figure 8P1-1).

To identify priorities that bring the highest value to the college’s students and stakeholders, the College has further developed a planning model that includes instructional initiatives and information technology initiatives. The initiatives are reviewed by appropriate leadership and those projects recommended are considered during the planning and budgeting process.

There are several key methods the College has identified to assist with defining these new markets. For example, national and regional trends are monitored. Trends that show changing job demographics and marketing trends allows CCC to identify new students and stakeholders. Another way CCC identifies methods to target new populations is through federal mandates, legislation, and government agencies. These opportunities include the College President’s Call to Action, in which students pledge to complete their associates degree, diploma, or certificate from Central Community College. The increase in graduates from Central Community College will provide a chance to apply for more awards that better serve and recognize our students.
### Methods to Identify Stakeholder Needs:

<table>
<thead>
<tr>
<th>All Stakeholder Groups</th>
<th>Faculty and Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Door Policy</td>
<td>Community College Faculty Survey of Student Engagement</td>
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<tr>
<td>Participation at Board of Governors’ Meetings</td>
<td>National Survey of Faculty and Students</td>
</tr>
<tr>
<td>Advisory Committee/Council Participation (Program, Presidents, and Grants)</td>
<td>Employee Satisfaction Survey</td>
</tr>
<tr>
<td>Communication Channels: Facebook, Website, News Releases, Newsletters, “Contact CCC” on Website</td>
<td>Open Forums</td>
</tr>
<tr>
<td>Comment/Suggestion Box</td>
<td>Survey for “Great Colleges to Work For” Program of the Chronicle of Higher Education</td>
</tr>
<tr>
<td>College Planning Model Processes</td>
<td>Evaluation Process</td>
</tr>
<tr>
<td>Employee Participation in Forums, Open Houses, Orientations</td>
<td>Campus and College Teams, Committees including AQIP Team/Quality Council</td>
</tr>
<tr>
<td>Evaluation Processes for Many Credit and Not for Credit Activities</td>
<td>Comment/Suggestion Box</td>
</tr>
<tr>
<td>Input from Employee Involvement and Leadership in State, Regional, National, and International Education-Related and Other Organizations</td>
<td>Teacher Association</td>
</tr>
<tr>
<td>Systems Appraisal Feedback Report</td>
<td>Representatives on Campus and College Cabinets</td>
</tr>
<tr>
<td>Employee Participation in Public Activities</td>
<td>Open Forums – College President and Campus</td>
</tr>
<tr>
<td></td>
<td>Representatives on College and Campus Cabinets, Educational Services Committee, Quality Improvement Team, Safety Committee</td>
</tr>
<tr>
<td></td>
<td>Professional Memberships</td>
</tr>
<tr>
<td></td>
<td>Faculty Senates that currently exist on each of the full-service campuses</td>
</tr>
<tr>
<td></td>
<td>Systems Planning for Actions, Resources, Knowledge, and Skills (SPARKS) Process</td>
</tr>
<tr>
<td></td>
<td>College and Campus Action Summits</td>
</tr>
<tr>
<td></td>
<td>Exit Interviews</td>
</tr>
<tr>
<td><strong>Accreditation Bodies</strong></td>
<td><strong>Governmental and other Postsecondary Agencies</strong></td>
</tr>
<tr>
<td>Program (Technical and Professional Organizations)</td>
<td>Nebraska Department of Labor (data share)</td>
</tr>
<tr>
<td>College Accreditation HLC/NCA – AQIP</td>
<td>Department of Education (data share)</td>
</tr>
<tr>
<td>Nebraska Department of Education</td>
<td>Department of Health &amp; Human Services (data share)</td>
</tr>
<tr>
<td>Nebraska Coordinating Commission</td>
<td>Department of Vocational Rehabilitation (data share)</td>
</tr>
<tr>
<td>Alumni &amp; Foundation Participants</td>
<td>Department of Corrections (data share – students only)</td>
</tr>
<tr>
<td>Graduate Employment Survey</td>
<td>Articulation Agreements (all Nebraska colleges)</td>
</tr>
<tr>
<td>Newsletter</td>
<td>Transfer Agreements (all Nebraska colleges)</td>
</tr>
<tr>
<td>Retiree Breakfasts</td>
<td>Transfer Visit Days (all Nebraska colleges)</td>
</tr>
<tr>
<td>Graduation Breakfast</td>
<td><strong>Legislators</strong></td>
</tr>
<tr>
<td><strong>Board of Governors</strong></td>
<td>Legislator Visits to Campus</td>
</tr>
<tr>
<td>Monthly Board Meetings</td>
<td>Nebraska Community College Association Updates</td>
</tr>
<tr>
<td>Work Sessions</td>
<td>College Representatives’ Visits to Legislature</td>
</tr>
<tr>
<td>President’s Advisory Council</td>
<td><strong>Parents, Guardians, and Significant Others of Students</strong></td>
</tr>
<tr>
<td>Work Sessions</td>
<td>Open Door Policy</td>
</tr>
<tr>
<td>President’s Advisory Council</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td><strong>Community Employers and Business Supporters</strong></td>
<td>Early College Orientation</td>
</tr>
<tr>
<td>Advisory Committees (Program and Presidents)</td>
<td>Career Central Open House</td>
</tr>
<tr>
<td>Follow Up Visits and Tours</td>
<td><strong>Community Residents, Leaders, and Taxpayers</strong></td>
</tr>
<tr>
<td>Business and Industry Council</td>
<td>Secondary Education Districts</td>
</tr>
<tr>
<td>Involvement in Community Organizations</td>
<td>(Central Nebraska) Distance Education Consortium Meetings</td>
</tr>
<tr>
<td>Employer Engagement Survey</td>
<td>Education Fairs</td>
</tr>
<tr>
<td></td>
<td>Articulation Agreements</td>
</tr>
<tr>
<td></td>
<td>Visits with Campus Representatives</td>
</tr>
<tr>
<td></td>
<td>Early College</td>
</tr>
<tr>
<td></td>
<td>Career Academies’ Educational Service Units 7, 9, 11 Consortium</td>
</tr>
<tr>
<td></td>
<td>Distance Education (Support Services)</td>
</tr>
<tr>
<td><strong>Figure 3P3-1</strong></td>
<td>HELP grant, Health Education Laddering Program, is designed to help students get a degree in the healthcare field and fill a growing need for skilled workers in the healthcare industry. Another national trend, increased Veterans enrollment at community colleges provided an opportunity for CCC to better serve this population by applying for a national grant. The federal funding allows us to provide</td>
</tr>
</tbody>
</table>

Additional service opportunities are sought by applying for grants. Pursuing and being awarded grants, locally or nationally is an opportunity for CCC to build additional partnerships and seek a new group of students. The college applies for grants that will strengthen our local, regional, and state economies through a skilled workforce. The
additional college assistance specifically for veterans to address their challenges and needs.

Surveys conducted by our Institutional Research Office provide the College with statistics and documentation to assist in the creation of new programs that benefit students and stakeholders. Workforce trends prove that there will be an increase in jobs that require employees to have more than a high school diploma but less than a four-year degree. Students can get a high quality education, graduate, and find a job in the many growing fields that have been identified. CCC is striving to address these areas of growth; healthcare, business, to childcare, by developing new programs. Local community connections with Workforce Development and the Chamber of Commerce allow CCC to monitor businesses that are closing and new businesses that become established in the area. Central Community College has established a Crisis Response Team, in partnership with other community agencies, that makes on-site visits to local and area businesses that are closing. This expected community partnership allows the college to meet the needs of a new population. Faculty and staff also work with multiple community committees and boards of organizations. These boards and partnerships in the local communities include the Columbus Community Hospital, United Way and other non-profit organizations, Economic Council, and Business and Industry Boards. Serving on these committees and these partnerships allow the college to become aware of needs and target populations.

CCC’s Learning Centers include three less-than-full service facilities (Lexington, Kearney, and Holdrege) and more than 60 part-time locations in the college service area. The Learning Centers provide programming and special requested courses in more than 85 communities. The Learning Center Managers are community contacts that provide direct feedback to the College about community needs.

Additionally, the College receives consultation from the Learning Education Resources Network (LERN). The LERN is an outside entity that evaluates our internal/external marketing as related to Training and Development and Extended Learning Services. The LERN has provided practical, how-to information on marketing, finances, brochure design and research that is useful in these changing times.

Central Community College develops its understanding of student and stakeholder satisfaction or dissatisfaction by first collecting general feedback as described in 3P1 (students) and 3P3 (all other stakeholders).

Specifically regarding concerns, there are several methods the College uses to collect feedback from students and other stakeholders (each is designed to be identified and dealt with at the lowest level). The Board of Governors specifies policies and the College sets procedures and processes for collection, analysis, and development of courses of action regarding complaints. These policies and procedures include the college’s open door policy and processes for:

- Grievance
- Harassment
- Grade appeal
- Performance improvement plan
- Campus student judicial boards
- Comment/suggestion box
- Injury and crime reports

The focus of all processes regarding complaints is to promote the goal of continuous improvement.

As outlined in 3P1 and 3P3, CCC has multiple tools it uses to determine the needs and satisfaction of students and stakeholders. For example, the College regularly collects satisfaction data through several key surveys, including: the CCC Student Services Survey, Community College Survey of Student Engagement (CCSSE), CCC Enrollment Report, Retention Rates, Employer Surveys, Employee Engagement Survey, Graduate Placement Report, and the recently modified High School Customer Satisfaction Survey. All of these named surveys are conducted annually, with the exception of the CCSSE — which is conducted
every other year. An important tool that provides a measure for student satisfaction is the Student Survey of Instruction, which CCC implemented in 2006. The college collects and analyzes this data each semester (fall, spring, and summer) and shares the results with administrators and faculty to help assess student satisfaction with the instruction they receive. Figure 3R1-1 shows trend data for the Student Survey of Instruction, which reveals positive findings.

The trend data demonstrates that in the six survey administrations since fall 2009, the number of instructors evaluated, the number and percentage of students responding, and the number and percentage of total courses evaluated have increased steadily. The results are encouraging. For example, over 96% of the student respondents indicated that their instructor knows the course subject matter, and over 94% of students report that the course materials contribute to their learning.

In addition to surveys, the College collects satisfaction feedback through community and program advisory board meetings as well as through face-to-face open forums with employees and students, which are conducted twice a year on each of the College’s three main campuses.

<table>
<thead>
<tr>
<th>Measures</th>
<th>Fall ’09</th>
<th>Spring ‘10</th>
<th>Fall ’10</th>
<th>Spring ‘11</th>
<th>Fall ’11</th>
<th>Spring ‘12</th>
<th>% Change Fall ’09 – Spring ‘12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors Evaluated – Percentage</td>
<td>77.8%</td>
<td>81%</td>
<td>83.6%</td>
<td>84.2%</td>
<td>87.5%</td>
<td>85%</td>
<td>+7.2%</td>
</tr>
<tr>
<td>Students Surveyed – Response Rate</td>
<td>16.4%</td>
<td>20.2%</td>
<td>22.3%</td>
<td>22.6%</td>
<td>27.4%</td>
<td>27.0%</td>
<td>+10.6%</td>
</tr>
<tr>
<td>Total Courses Evaluated - Percentage</td>
<td>45%</td>
<td>50.8%</td>
<td>55.4%</td>
<td>57%</td>
<td>64.5%</td>
<td>59.7%</td>
<td>+14.7%</td>
</tr>
</tbody>
</table>

Figure 3R1-1

<table>
<thead>
<tr>
<th>Student Satisfaction with Academic and Support Services (1=Not at all, 2=Somewhat, 3= Very)</th>
<th>CCC Average</th>
<th>Other Consortium Colleges Participating in the Study (Average)</th>
<th>2012 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising/planning</td>
<td>2.37</td>
<td>2.27</td>
<td>2.24</td>
</tr>
<tr>
<td>Computer Lab</td>
<td>2.51</td>
<td>2.54</td>
<td>2.50</td>
</tr>
<tr>
<td>Financial Aid advising</td>
<td>2.27</td>
<td>2.30</td>
<td>2.24</td>
</tr>
</tbody>
</table>

Figure 3R2-1

1. Academic Advising, 2. Admissions, 3. Assessment/Testing, 4. Bookstore, 5. Cafeteria/Food Services, 6. Campus Safety, 7. Residence Halls, 8. Career and Employment Services, 9. Counseling Services, 10. Disability Services, 11. Financial Aid, 12. Registration, 13. Student Activities, 14. Veteran Services, 15. Tutoring Services, 16. TRIO/SSS, and 17. Library Services. Students were asked about the frequency with which they utilize each of the student services, and they were also asked to rate their level of agreement with various statements evaluating their experiences with each type of Student Services. Figure 3R2-2 (next page) shows a segment of data from the 2012 Student Services Survey. All students who attend CCC must use Registration Services to enroll in courses, so this is one Student Services function utilized by everyone. Of the six experiences of

3R2 What are your performance results for student satisfaction?

Figure 3R2-1 indicates the most recent results of students’ satisfaction with academic and support services based on the Community College Survey of Student Engagement (CCSSE). According to CCSSE data, these three items below are the top three most important services – as ranked by students at CCC, within the Consortium Colleges, and in the National 2013 Cohort. These are examples of how CCC is meeting students’ most important academic and support service needs, at levels that compare or exceed the performance by other institutions.
Systems Portfolio  October 2013

Registration services that were assessed in the survey, five were rated as “Agree” or “Strongly Agree” by at least 90% of the students. The experience of “Dropping and adding courses is easy to do” was rated the least favorably with only 77% of respondents selecting “Agree” or “Strongly Agree”.

Registration Experiences Assessed:
1. I am able to register for classes I need with few conflicts
2. Dropping and adding courses is easy to do
3. Staff were available when needed and knowledgeable in dealing with my inquiry
4. Staff provided complete and accurate
5. Staff were courteous and helpful
6. My overall experience was positive

CCC uses several key measures as indicators of our performance in relationship-building with our students. For example, recent data from the 2011 Community College Survey of Student Engagement demonstrates that a large majority of CCC students report their relationships with faculty as being favorable (Figure 3R3-1).

In addition, Central Community College establishes positive relationships and connections with students through the frequent interactions and assistance offered by our academic support/tutoring services. Figure 3R3–2 contains trend information on the amount of contact/tutoring assistance sought by CCC students.

Central Community College’s Student Clubs/Organizations, in addition to organized student activities, is another method utilized for establishing and maintaining relationships with (and among) CCC students. The College has more than 27 established student clubs and organizations, and college student services personnel organize more than 60 student activities throughout the academic year.

Central Community College monitors its results for stakeholder satisfaction by tracking graduate employment, employee satisfaction data, employer satisfaction, as well as satisfaction ratings from our high school partners.
In 2012, Central Community College conducted a High School Customer Satisfaction Survey as a follow-up to the original survey conducted in 2010, in order to determine if revised processes and materials had been effective in providing high school counselors with the service and support that they need. High school guidance counselors throughout the College’s 25-county service area were invited to participate in the survey.

Figure 3R4–1 shows results for high school counselor satisfaction with Central Community College’s recruitment efforts. Survey participants were asked to rate their experiences with CCC recruitment on a 5 point Likert scale (Very Poor to Very Good). In all six areas that were assessed, a maximum rating of “Very Good” was awarded by at least 81% of respondents. All six areas received a higher percentage of “Very Good” ratings in comparison to 2010 results.

Central Community College tracks several measures to determine the success of relationship-building with key stakeholders. Such measures include our Employee Engagement data, Articulation Agreements with transfer institutions, Worker Training Grants, and Alumni giving to the Central Community College Foundation.

Figure 3R5–1 shows a segment of the trend data for the CCC Employee Engagement Survey. Employee engagement was assessed through 47 questions using a 5-point Likert Scale. The data reveals notable, positive trends. For example, on the seven items related to communication with the College’s upper administration, the mean scores were significantly improved between 2009 and 2010/2011 on all seven questions.

In addition to the results shown, CCC also believes that the percent of enrollment in the College’s 25-county service area has a high degree of correlation to the success of building and maintaining relationships with key stakeholders. Thus, the College annually

<table>
<thead>
<tr>
<th>REVIEW OF COMMUNICATION ITEMS</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>% of Change 2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates in an open and honest way</td>
<td>3.17</td>
<td>3.49</td>
<td>3.5</td>
<td>+6.6%</td>
</tr>
<tr>
<td>Communicates the goals, values, and mission of the college</td>
<td>3.4</td>
<td>3.62</td>
<td>3.67</td>
<td>+5.4%</td>
</tr>
<tr>
<td>Keeps me informed of key topics within the college as a whole</td>
<td>3.23</td>
<td>3.61</td>
<td>3.66</td>
<td>+8.6%</td>
</tr>
<tr>
<td>Encourages and supports my input and feedback</td>
<td>2.89</td>
<td>3.16</td>
<td>3.17</td>
<td>+5.6%</td>
</tr>
</tbody>
</table>
monitors the percent of target population served (residents 18-64 years old) and the percent of total population served in any given year. Figure 3R5–2 contains the results for these measures.

**Excerpt from 2012-13 Enrollment Report**

*all numbers represent service area*

| Total 25-County Population Served | 6.6% |
| Total Target Population Served    | 13.2% |

**Figure 3R5–2**

3R6 How do your results for the performance of your processes for Understanding Students’ and Other Stakeholders’ Needs compare with the performance results of other higher education institutions

The primary comparison tool used by CCC includes the results from the Community College Survey of Student Engagement (CCSSE). Some of the key results are outlined in figures 3R2-1 & 2 and 3R6-1 & 2. In addition, two of the categories in the benchmark summary report show valuable comparisons.

In the benchmark category of “student-faculty interaction,” the 2013 results indicate that the CCC mean for the activity is above or equal to the means for the Nebraska colleges and the entire cohort in four of the six activities (highlighted in green).

In the benchmark category of “support for learners,” the 2013 results indicate that the CCC mean for the activity is above or equal to the means for the Nebraska colleges and or on par with the entire cohort in one of the five activities (highlighted in green on Figure 3R6-2). This data also indicates some opportunities to improve for CCC in the benchmark areas of “student-faculty interaction” and “support for learners.”

Another tool to understand student and other stakeholder needs in comparison with other institutions of higher education is the “Great Colleges to Work For” report published by the Chronicle of Higher Education in partnership with the Modern Think Higher Education Insight.

### Excerpt from CCSSE 2013

<table>
<thead>
<tr>
<th>Student-Faculty Interaction</th>
<th>CCC Mean</th>
<th>Nebraska Colleges (Mean)</th>
<th>2013 Cohort (Mean)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used email to communicate with an instructor</td>
<td>2.87</td>
<td>2.80</td>
<td>2.85</td>
</tr>
<tr>
<td>Discussed grades or assignments with an instructor</td>
<td>2.59</td>
<td>2.59</td>
<td>2.60</td>
</tr>
<tr>
<td>Talked about career plans with an instructor or advisor</td>
<td>2.10</td>
<td>2.06</td>
<td>2.05</td>
</tr>
<tr>
<td>Discussed ideas from your readings or classes with instructors outside of class</td>
<td>1.78</td>
<td>1.76</td>
<td>1.78</td>
</tr>
<tr>
<td>Received prompt feedback (written or oral) from instructors on your performance</td>
<td>2.68</td>
<td>2.70</td>
<td>2.71</td>
</tr>
<tr>
<td>Worked with instructors on activities other than coursework</td>
<td>1.46</td>
<td>1.48</td>
<td>1.45</td>
</tr>
</tbody>
</table>

**Figure 3R6-1 (CCSSE 2013)**

<table>
<thead>
<tr>
<th>Support for Learners</th>
<th>CCC Mean</th>
<th>Nebraska Colleges (Mean)</th>
<th>2013 Cohort (Mean)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing the support you need to help you succeed at this college</td>
<td>3.07</td>
<td>3.02</td>
<td>3.01</td>
</tr>
<tr>
<td>Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</td>
<td>2.52</td>
<td>2.52</td>
<td>2.57</td>
</tr>
<tr>
<td>Helping you cope with your non-academic responsibilities (work, family, etc.)</td>
<td>2.176</td>
<td>1.97</td>
<td>1.99</td>
</tr>
<tr>
<td>Providing the support you need to thrive socially</td>
<td>2.28</td>
<td>2.21</td>
<td>2.21</td>
</tr>
<tr>
<td>Providing the financial support you need to afford your education</td>
<td>2.62</td>
<td>2.62</td>
<td>2.58</td>
</tr>
</tbody>
</table>

**Figure 3R6-2 (CCSSE 2013)**
Trend data for 2009-2010 from this survey shows that CCC has opportunity for improvement in all recognition categories in both years 2009 and 2010 as compared to the 2010 benchmark (figure 3R6-3). The Horizontal axis on this figure represents the average percentage of positive responses for each category. As indicated by the increase in multiple factors, the College has expanded efforts and will continue to actively compare these and other results for the performance of understand students’ and other stakeholders’ needs.

Additional technology improvements have been made for both on- and off-campus students. Every course offered through CCC now has an online grade book that can be accessed throughout the semester by the student in order to find up to date grading information provided by the instructor. Implementation of mobile computer labs, such as iPad use in the classroom, has increased student and faculty access to technology throughout the campuses.

WebCentral has been updated allowing students to perform an increased number of academically useful functions including program evaluations as well as on line registration. In addition, faculty have access to advising tools through the new portal. A more thorough faculty training as also been introduced for new faculty called the Faculty Institute as well as an adjunct faculty orientation.

The position of Professional Development Coordination Trainer was created within CCC and provides online and in-person professional development opportunities for faculty and staff.

CCC has also made improvements for stakeholders by implementing Business Incubators and Entrepreneurship Centers. These programs were established to provide support to new businesses to facilitate their growth and development by providing various services.
Central Community College targets the needs of students and stakeholders as part of the College planning model. In 2004 the College developed a personalized response system for prospective students and revised its website to target Early College and Tech Prep students. In addition, all three campus recruiters are unifying their recruiting presentations and using computer software (communications management module) to track the number of contacts per prospective student. The College also formed student service teams to collect, analyze data, and set improvement priorities through the following:

- Analysis of the CCC Employee Engagement Survey
- Annual analysis of Community College Survey of Student Engagement
- Increased student participation in College committees
- Collection of suggestions from the suggestion box

CCC’s Strategic Planning is based on results from previous systems appraisals and targets based on areas the college could have opportunities to improve. Other needs are identified through learning centers and campus clusters where specific community necessities are brought to CCC’s attention through the open-door policy. Additionally, as enrollment or housing numbers increase, more space is created to accommodate these students through additional dorms or new learning areas.

CCC’s institutional size helps it to be more sensitive and accessible to stakeholders. The College also has a presence in the outlying community through our 62 learning centers. The College also holds SPARKS meetings to gather input on processes from faculty and staff and apply that feedback to the systems portfolio. The College regularly uses existing communication systems to share results with its stakeholder groups. The College is exploring other possible techniques to better communicate the accomplishments of its actions.
VALUING PEOPLE

CATEGORY FOUR

INTRODUCTION:
After reviewing the last systems appraisal feedback, Central Community College conducted its five-year strategic planning process. During this process the college determined several opportunities for improvement existed.

The improvement process is focused on two Quality Improvement Campaigns: 1. to provide staff and faculty professional development opportunities recognizing their diverse learning styles and using various modes of delivery. This campaign was broken into two action projects: a. identify and provide training needs that are aligned with college goals and plan for professional development opportunities; b. use benchmarks to compare and analyze results and trends between college departments and divisions/other organizations. 2. Systemize the process for assessing employee satisfaction. This campaign has one assigned action project with the purpose of establishing benchmarks for employee satisfaction and compare internally and with other higher education institutions.

The results of the first campaign included the formation of the action team and evaluation of existing training processes. A list of training/training processes were identified and implemented. At the time of the release of this portfolio the training revisions have been in place since the Fall of 2011. The second action project started in the Fall of 2013 just prior to the finalization of this version of the portfolio. The College Professional Development Director has been assigned the leadership role on this project and collection of internal and external benchmarks has begun.

In a step to better document how CCC strategically recruits and retains qualified employees, the College has adopted two new processes. The first process is the New Faculty Institute. This allows an opportunity to both orient new faculty and to track training they receive once they arrive at the College. The second is the new “On-boarding for new employees”. These two processes have become of significant value as the college has experienced a reasonably high number of retirements in the 2012-13 academic year. This new training, in conjunction with the employment of a Hiring Manager (new recruiting position), has benefited the college by both better orienting new employees and documenting training received.

The Hiring Manager responsibilities include organizing each hiring event, providing guidance to hiring teams/leadership, aid in refining/updating job descriptions, placement of ads, organizing the interview days’, communication to candidates about the College policies and benefits, and maintaining consistency throughout the hiring event.

CCC has evaluated its recognition and reward process and made one change since the last portfolio. This change was to include recognition of years of service for part-time employees. This recognition is conducted at the All-College In-Service held each fall.

PROCESSES (P)

4P1-How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?

Central Community College’s standard operating procedure identifies specific credentials, skills, and values required for faculty, staff and administrators. Central Community College supervisors and Human Resources personnel review the position job description to help determine classification and pay range prior to posting the position. Supervisors develop job descriptions based on the skills and qualifications needed as identified through accrediting bodies and specific work assignments. Several ways CCC defines and ensures potential employees possess the required credentials:

- The College requires selected faculty to hold practice licenses through State of Nebraska Licensing Boards and to meet educational credential requirements established by national accrediting professional organizations (RN, LPN, BSN, MSN, RDH, etc.)
- The six Nebraska Community College Chief Instructional Officers have developed guidelines for definitions for faculty positions.
- The College has developed an internal policy on the credentials needed for instructors to teach college-level transfer courses.
- Human Resources and supervisors verify credentials through letters of recommendation, transcripts, interviews, and reference checks.
4P2 How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require?

CCC’s hiring process contains multiple steps to ensure appropriate credentials, skills, and values of its employees. Supervisors and/or hiring committees may require skill documentation, skill assessment, or performance demonstrations for potential employees. Any identified requirements are validated for all employees during the candidate process by the hiring manager. Validated copies of credentials/qualifications are placed in the employee’s record if they are hired. In addition, the college provides employees the opportunity and support needed to obtain additional credentials once the job postings for each position have the appropriate level of required credentials. The College has a Position Review Committee (PRC). The role of the PRC is to review and approve credentials/skills needed in each position. The PRC is made up of a cross-functional team with representation from most major functions/departments. The College also uses cross-functional interview teams. These teams include people from varied divisions and individuals with subject matter expertise in related fields as the position being hired. Lastly, the interview process focuses on questions regarding not only the candidates’ skills but also their alignment of values. Relating to this process, CCC tracks two factors in the Benchmarking KPI Scorecard. These include employee satisfaction with professional development opportunities and career advancement Figure 4P2-1.

<table>
<thead>
<tr>
<th>Excerpt from Benchmarking KPI Scorecard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development Opportunities</td>
</tr>
<tr>
<td>2012 3.55</td>
</tr>
<tr>
<td>2011 3.46</td>
</tr>
<tr>
<td>2010 3.45</td>
</tr>
<tr>
<td>Career Advancement</td>
</tr>
<tr>
<td>2012 3.23</td>
</tr>
<tr>
<td>2011 3.17</td>
</tr>
<tr>
<td>2010 3.19</td>
</tr>
</tbody>
</table>

> 4 = green, 3.5 - 3.99 = yellow, < 3.5 = red

Figure 4P2-1

4P3 How do you recruit, hire, and retain employees?

The College has been fortunate to have an abundance of applicants for positions due to strategic advertising such as our website postings, local media and Higher Ed Jobs, etc., which has increased the diversity of our applicants. The College seeks additional media outlets for anticipated difficult positions to fill. Additionally, the college started using an online application portal that has increased the market exposure. The College also strives to develop and promote from within, based on employee skillsets.

Our new applicant portal includes a weighted criteria feature that helps identify top candidates. Interview committees represent a diverse group of departments and employees, and these committees interview the top candidates. The interview committee reaches consensus and recommends a candidate for the advertised position. Full-time faculty and Dean level or above candidates require an administrative recommendation and Board of Governors approval. The College President approves full-time staff positions, based on interview recommendations. Each College Vice President approves part-time hires on his or her respective campus. Once an employee is hired, the college offers multiple benefits to employees including...

Core Component 3C

The institution has the faculty and staff needed for effective, high-quality programs and student services. (Addressed in 4P2 and 4P10)

- The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including e.g., oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning (Addressed in 4P2)
- All instructors are appropriately credentialed, including those in dual credit, contractual, and consortia programs. (Addressed in 4P2)
- Pending update with College Scorecard and HR Report
- Instructors are evaluated regularly in accordance with established institutional policies and procedures. (Addressed in 4P10)
- The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development. (Addressed in 4P10)
- Instructors are accessible for student inquiry. (Addressed in 4P10)
- Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development. (Addressed in 4P10)
highly competitive compensation, health benefits, professional development funds, ongoing training, and family friendly policies (see results listed in 4P4).

The College’s historically strong retention rate of its employees is constantly monitored to ensure it remains high. One indicator of this low turnover rate is 55% of employees have served longer than 10 years. Another indicator showing the College is performing well is the Employee Engagement Surveys. Results collected since 2009 indicate that averages of 80% of employees are satisfied with the tasks, duties, and responsibilities of their job, and has increase to 82% since 2011. 89% said they are “proud to be an employee of CCC.” The college has a 75% satisfaction rate with benefits and 51% of the employees feel they are fairly compensated for their work; the 2011 survey showed an increase to 55%. In late 2011, the college conducted a national salary survey and did an overall adjustment of all pay grades, which will assist in retaining our outstanding faculty and staff.

**4P4 How do you orient all employees to your organization’s history, mission, and values?**

To acquaint new, full-time hires with the college, CCC conducts new employee orientations within one month of hiring, to include the following: benefits, Purchasing, Information Technology Services, Tech Prep, Payroll, Accounts Payable, and safety. The College President also welcomes these individuals and gives them an overview of CCC history, culture, objectives, and the College Foundation. Based on job descriptions, orientation training sessions are tailored to the specific positions to ensure they receive the resources needed in their new position. Additionally, all new faculty attend a three-day institute addressing teaching and learning topics. New full-time employees receive job-specific training from their direct supervisor.

**4P5 How do you plan for changes in personnel?**

The College recognizes the inevitable personnel changes fast approaching with upcoming retirements. Therefore, the College is currently reviewing not only demographic trends but other factors influencing the college and its personnel needs. In response to these factors, all full-time positions that become vacant are reviewed by the College Cabinet for their relevance to the college mission. This allows for some prioritization of positions and for reallocation of human resources to meet future needs. Also, the College annually commits funds for faculty and staff development used for training and additional coursework/degrees with the intention of “growing our own.” Our current employee evaluation system includes a section for training suggestions. These are reviewed annually. These actions assist in mitigating the challenges caused by the increasingly high number of pending retirements.

**4P6 How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?**

The College has integrated several key processes to focus on productivity, satisfaction, communications, and cooperation. Several of these processes include:
- The Communications Quality Improvement Team
- The current quality improvement campaigns
- Refinement of the Employee Satisfaction Survey
- Increased use of external satisfaction surveys
- The participation of employees on standing teams and committees
- Web Ex meetings to augment face-to-face meetings when travel is not possible
- Conducting Cabinet meetings over the IP system so all employees may attend
- Annual budgetary training by groups

Central Community College has a variety of activities that contribute to organizational productivity. The annual All-College In-Service brings all full-time employees together to work on common needs and receive college-wide training. Campus-based in-services bring employees of the campus together to collaborate on campus specific needs. All campuses strive to host activities at a common meeting time for maximum productivity. The faculty-negotiated contract provides 19 non-teaching contract days, allowing for faculty specific training, development and collaboration. When planning these activities, CCC receives heavy input from all internal stakeholders.

The College has a variety of tools to ensure employee satisfaction. The implementation of the Faculty/Staff Development Committee will provide recommendations for employee development, evaluate training effectiveness, and anticipate future needs. This college-wide committee is a
The College identified communication from the administration to the employees as an opportunity for improvement. In 2009, overall employee satisfaction with communication was 34%. In 2010, the administration implemented the monthly Key Decisions summary. This highlights the major decisions and rationale for those decisions by administration. The increase in communication resulted in employee satisfaction with administration communication, improving to 57%.

Central Community College addresses employee practices through development and publication of policies and procedures that define standards of behavior including ethical practices for its employees. To foster employee awareness, the college informs all employees through orientations, emails, the web site, and a periodically updated and revised policy and procedure manual. The college also trains and monitors those employees responsible for specific procedures including, but not limited to:

- Payroll
- Travel reimbursements
- Purchasing
- Technology use
- Use of force
- Supervisor training
- Sexual harassment
- Emergency response
- Copyright issues
- FERPA guidelines/HIPAA compliance

The College continues to work to improve uniform implementation across all campuses and divisions. One example is how the College organized midlevel and senior leadership positions to include cross-functional responsibility/cross-campus responsibility to decrease campus-based variation experienced in the past. Also, this process decreases the chances of different outcomes caused by differences in interpreting new or existing policies and procedures. Students are also offered guidance in the ethical use of information resources via the stated policies in the College Catalog at: [http://catalog.cccneb.edu](http://catalog.cccneb.edu) and the Student Handbook outlines all policies on academic honesty and integrity at: [http://www.cccneb.edu/images/IR/systemsportfolio/student_handbook.pdf](http://www.cccneb.edu/images/IR/systemsportfolio/student_handbook.pdf).

Central Community College identifies training needs from several key internal and external stakeholders. These stakeholders express training needs through such formal methods as annual surveys and needs assessment of student learning (see category one).

Advisory committees get input from external stakeholders to determine what training might be needed for faculty through program advisory committees and job surveys. Input from internships and cooperative education also provide insight on what external stakeholders need. The College also offers “Back to Industry” opportunities for faculty. This is dedicated time for the faculty to work in their related field to keep up-to-date with emerging trends.
Internal stakeholders provide input for training needs through annual goals and evaluations, through the Faculty/Staff Development Committee, and the results of the Survey of Communication Improvement and Professional Development (SCIPD). Recent implementation of new college software and hardware has increased the need for training. Those needs were identified by the Professional Development Coordinator and Training Coordinator.

4P9 How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your organization? How do you reinforce this training?

For CCC employees to contribute fully and effectively throughout their careers, the College reinforces their training and development through three primary tools: 1. Annual evaluations for all full-time faculty, staff, and administrators provide an opportunity to document and discuss current trends, technology, objectives and job skills relevant to their area of responsibility. 2. Each employee sets goals annually and is asked to self-identify training opportunities. These goals are reviewed by the supervisor and employee at the next yearly evaluation to note progress made. Supervisors and the College’s Human Resources Department also review these training suggestions to assist employees in continuing their individual training and development. 3. The College encourages and assists employees in pursuing continued education as well as sponsoring in-house training and providing professional development funds. The College recently moved the Professional Development Coordinator to a full-time status to assist in coordinating training activities and functions. Additionally, the College encourages employee advancement from within the organization by offering an interview to all qualified internal candidates for any internal opening. Additionally, all employees are required to complete annual training activities including workplace harassment and safety classes. The major change to all employee training is the integration of an automated tracking system that uses the employees registration as the means to record training completed. This process recently used to conduct (Moodle) training is retained and evaluated at college, campus, and program level.

4P10 How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?

The current evaluation includes factors dealing with initiative, customer service skills, job knowledge/skills, quality of work, personal goals, and quality improvement goals. The evaluation includes an employee self-evaluation, and a one-on-one evaluation with the direct supervisor. The evaluation provides an opportunity for the employee to ask for guidance on specific processes and provides the supervisor the opportunity to give input on goals and improvement objectives. All full-time employees are evaluated annually and data from customer/student feedback is reviewed when available.

Additionally, faculty evaluations include:

- Self-evaluation
- Classroom observation by supervisor
- Student evaluations
- Review current year goals and establish new goals

The personnel evaluation systems encourage continuous improvement by establishing yearly goals, re-evaluating those goals, and identifying training needs. Changes made to the evaluation system have resulted in an increase in employee satisfaction from 51% in 2009 to 72% in 2010 and 2011. All goals are required to relate back to the College mission.

Faculty members have an evaluation system that aligns with the mission of the college and is constructed to address expectations for new full-time faculty, faculty and adjunct faculty. New full-time faculty are evaluated once each year and all will attend the New Faculty Institute. The evaluation cycle includes observations by the assigned associate dean, student feedback from all classes (student survey of instruction), and review of accomplishments.

To ensure student access (the availability for student inquiry) faculty and adjunct faculty must conduct regular office hours (virtually or on-ground) that are posted on office doors, on syllabi, and/or in the learning management systems; specifically, faculty evaluations place an importance upon regular faculty office hours and the availability for student inquiry.
To ensure appropriate level of knowledge, supervisors, in coordination with the employee and HR, are responsible for creating individualized employee job-specific training and professional development or educational plans. For example, staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained and supported in their professional development.

The ultimate goal of every evaluation is to provide meaningful and relevant feedback so that all employees are clear on their roles and responsibilities to job duties and outcomes, the college’s mission and vision and continuous quality improvement.

Central Community College has designed a service award program that recognizes all full-time employees. The College recognizes its employees who have served a minimum of five years. Thereafter, the College recognizes employees at each additional five-year anniversary. At the annual All-College In-Service, the college recognizes employees who have served 25 years or more with the College. Every year, one faculty member college-wide is nominated for the Nebraska Community College Association (NCAA) Faculty of the Year award.

In addition to basic salaries, CCC compensates employees by offering a benefit package that includes:

- Health plan
- Dental insurance
- Tax-sheltered cafeteria plan
- Life insurance
- Long-term disability
- Retirement plan, with college matching funds up to 8.5%
- Sick leave
- Professional leave
- Three paid personal days (faculty only)
- Vacation days (staff only)
- Additional staff vacation days based on longevity
- Family leave (three days per fiscal year)
- Death leave

This benefit package enhances the total compensation package, which allows the college to attract and retain quality employees, which is key to effectively carrying out the College’s mission in both instructional and non-instructional areas.

The College determines key issues related to motivation of faculty, staff, and administrators through various surveys, such as the Employee Satisfaction Survey and the Community College Faculty Survey of Student Engagement (CCFSSE). Additional input is solicited through formal and informal meetings, such as Educational Services meetings, the open forum with the College President and other College Cabinet members hosted on each campus, and through the college-wide suggestion box. The College then shares the results from these sources with all personnel via the college web pages and other electronic medium, such as the Key Decisions. Ultimately, the leadership teams of the College in conjunction with the Continuous Quality Improvement Team (CQIT) review the findings of the perception surveys/studies and then define potential improvement opportunities. Once an opportunity for improvement is identified, the CQIT and leadership of the College prioritize these opportunities and develop action projects to address the deficiencies. The results of the action projects are then reported to the internal stakeholders.

The College provides for the health, safety, and well-being of its employees through the following:

- Annual Safety training
- Safety Committees — each campus and College-wide
- Annual Workplace Harassment Training
- Comprehensive Wellness Program
- College Wellness Coordinator – campus wellness committees
- First Aid training, voluntary
- Automatic External Defibrillator training, voluntary
- Campus fitness rooms
- Regular evaluations of property and facilities:
- lighting
- snow and ice removal
- sidewalk repair
- fire equipment
- first aid supplies
- Pre-OSHA audits
- Regular safety inspections
- College Safety Office/Officer

Furthermore, any College employee is encouraged to express health, safety, or well-being needs through the Educational Services Committee, through the open forum with the College President, or individually to the appropriate party.

At this time, CCC uses two primary measures to assist the College to understand employee satisfaction regarding health, safety, and well-being issues (the results from the Employee Satisfaction Survey and years of service of full-time employees). The findings of these measures aid in defining potential areas of excellence and areas with opportunity for improvement. As stated in 4P5, employees with 10 or more years of service account for 55% of all employees. 82% of college employees are satisfied with the tasks, duties, and responsibilities of their job, as stated in 4P3-4. The College recognized this as a positive indication of overall satisfaction of full-time employees.

**RESULTS (R)**

4R1 What measures of valuing people do you collect and analyze regularly?

Central Community College has integrated performance measures regarding valuing people into many parts of its planning processes and in support of day-to-day operations. The college regularly collects and analyzes results from the Employee Satisfaction Survey and multiple student perception surveys. Since the College has collected results from the original Employee Satisfaction Survey over multiple years, it has a well-established baseline that allows for evaluation of any changes in perception trends. In an alternate process to collect perception data, the College maintains an online suggestion box. The suggestions are collected from staff, faculty, and students and evaluated by the Continuous Quality Improvement Team, comprised of broad representation of faculty and staff college-wide. The Team then forwards the suggestion to the appropriate department for action or response.

Reports and survey results are available to all college employees through the use of SharePoint.

The College also collects non-perception data regarding valuing people. As stated in other parts of Category 4 and in Category 1, the college regularly monitors employee and student retention. Also, factors such as training initiatives and expenditures, student success, and academic awards received are regularly monitored and used to guide annual and strategic planning processes.

Three examples of measures used by CCC to understand how it currently values people include the employee engagement survey (Figure 4R2-1), completion of training initiatives and professional development budget expenditures. The new version of the Employee Satisfaction Survey replaced several older versions that did not adequately focus on the engagement aspect of the employee’s experience.

In addition to key training initiatives, CCC has dedicated a portion of its operational budget to professional development. The third measure evaluates commitment of these budgeted funds (see Figure 4R1-1). These dedicated funds support both individual and staff development opportunities such as off-site training, conferences, advanced college course work, and educational sabbaticals.

**Figure 4R1-1**

<table>
<thead>
<tr>
<th>Financial Commitment to Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>$206,750 (31%)</td>
</tr>
<tr>
<td>$304,916 (46%)</td>
</tr>
<tr>
<td>$112,328 (17%)</td>
</tr>
<tr>
<td>$40,773 (6%)</td>
</tr>
</tbody>
</table>

- Fees for Professional Organizations
- External Development Activities (Conferences, Tuition, Individual Development)
- Internal Training/Developmental Expenditures (Training Support, Human Resources, etc...)
- Professional Literature & Subscriptions
In cooperation with our faculty union, the college sabbatical policy was re-written and has resulted in a 400% increase in awarded sabbaticals over the last two years.

Additional funds from Perkins Grants and the CCC Foundation are also available. The college offers all full-time faculty, staff, and administration free tuition (minus a small student services fee) for CCC courses. Although not a direct expenditure, the use of this benefit is evaluated as part of this measure. With supervisor approval, part-time faculty and staff may also receive tuition waivers for CCC classes and participate in our development program.

Besides the data provided in Figure 4R1-1, CCC believes longevity of employment is a valid measure of valuing people. Currently, 55% of CCC’s employees have been with the College at least 10 years. A second indicator is the low annual turnover rate of 7% (over the past three years).

Additionally, the Continuous Quality Improvement Team redesigned the College Employee Satisfaction Survey. The questions in the new version of the survey have provided data that is easier to interpret and lend to improved projects that support valuing people. One particular action item was to improve communication college-wide, as referenced in 4P6 & 7. Based on the survey results from 2009 to 2012, we attribute our low turnover rate to overall employee satisfaction (Figure 4R2-1).

Additionally CCC’s performance in the 2013 CCSSE survey (see Figure 4R2-2 on next page) shows results on par or above state and national performance. Lastly, Figure 4R2-3 (next page) shows an excerpt from the CCC Benchmarking Scorecard relating to employee satisfaction.

Central Community College tracks a variety of key performance measures that document productivity and effectiveness of College personnel in supporting the achievement of institutional goals. To ensure productivity and effectiveness of faculty and staff, all supervisors conduct a yearly employee evaluation, review progress toward goals, and file the documentation with Human Resources. Faculty and administrators from each degree program complete assessment of student learning processes that report measures of the important goal of helping students learn. CCC annually documents program key performance indicators (KPIs) in all instructional programs and has piloted an identification and measurement process of KPIs in a non-instructional area with...
the intention of extending it to other areas. The career and technical programs meet annually with their employer advisory boards, and academic educators meet regularly with transfer institution faculty to evaluate success of our transfer students and to discuss possible curriculum changes. High employment or continuing education rates indicate graduates are employable (see interactive report tool at: http://www.cccneb.edu/images/IR/IE/ger.swf).

Advisory board member satisfaction indicates program graduates are meeting employer expectations. One such measure is the performance for Support for Learners as defined by results of the past five CCSSE surveys (see Figure 4R3-1). CCC believes students benefit from services assisting them with academic and career planning, skill development, and other areas that may affect learning and retention. The figure below shows CCC continues to provide that critical support (Benchmark scores are standardized to have

![Figure 4R3-1](image-url)

![Figure 4R2-2](image-url)

Community College Survey of Student Engagement
2013 Means Summary Report - Central Community College

<table>
<thead>
<tr>
<th>How satisfied you are with the services?</th>
<th>CCC Sample Size</th>
<th>CCC Mean</th>
<th>Nebraska Colleges Sample Size</th>
<th>Nebraska Colleges Mean</th>
<th>All Colleges Sample Size</th>
<th>All Colleges Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising/planning</td>
<td>615</td>
<td>2.37</td>
<td>2,959</td>
<td>2.27</td>
<td>371,084</td>
<td>2.24</td>
</tr>
<tr>
<td>Placement assistance</td>
<td>319</td>
<td>1.89</td>
<td>1,540</td>
<td>1.94</td>
<td>165,889</td>
<td>1.82</td>
</tr>
<tr>
<td>Financial aid advising</td>
<td>675</td>
<td>2.46</td>
<td>3,425</td>
<td>2.47</td>
<td>418,316</td>
<td>2.48</td>
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<tr>
<td>Transfer credit assistance</td>
<td>394</td>
<td>2.18</td>
<td>1,809</td>
<td>2.17</td>
<td>214,451</td>
<td>2.08</td>
</tr>
<tr>
<td>Services for people with disabilities</td>
<td>210</td>
<td>2.00</td>
<td>943</td>
<td>2.13</td>
<td>113,490</td>
<td>2.06</td>
</tr>
</tbody>
</table>

![Figure 4R3-2](image-url)

Employee Satisfaction From CCC Benchmarking KPI Scorecard

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Three-Year Trend</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Engagement Survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Cabinet Communications</td>
<td>2012 3.42</td>
<td>&gt; 4 = green</td>
</tr>
<tr>
<td></td>
<td>2011 3.48</td>
<td>3.6 -3.99 = yellow</td>
</tr>
<tr>
<td></td>
<td>2010 3.43</td>
<td>&lt; 3.5 = red</td>
</tr>
<tr>
<td>Campus Cabinet Communication</td>
<td>2012 3.71</td>
<td>&gt; 4 = green</td>
</tr>
<tr>
<td></td>
<td>2011 3.83</td>
<td>3.6 -3.99 = yellow</td>
</tr>
<tr>
<td></td>
<td>2010 3.54</td>
<td>&lt; 3.5 = red</td>
</tr>
<tr>
<td>Work Environment</td>
<td>2012 3.71</td>
<td>&gt; 4 = green</td>
</tr>
<tr>
<td></td>
<td>2011 3.68</td>
<td>3.6 -3.99 = yellow</td>
</tr>
<tr>
<td></td>
<td>2010 3.63</td>
<td>&lt; 3.5 = red</td>
</tr>
<tr>
<td>Professional Development Opportunities</td>
<td>2012 3.55</td>
<td>&gt; 4 = green</td>
</tr>
<tr>
<td></td>
<td>2011 3.46</td>
<td>3.6 -3.99 = yellow</td>
</tr>
<tr>
<td></td>
<td>2010 3.45</td>
<td>&lt; 3.5 = red</td>
</tr>
<tr>
<td>Career Advancement</td>
<td>2012 3.23</td>
<td>&gt; 4 = green</td>
</tr>
<tr>
<td></td>
<td>2011 3.17</td>
<td>3.6 -3.99 = yellow</td>
</tr>
<tr>
<td></td>
<td>2010 3.19</td>
<td>&lt; 3.5 = red</td>
</tr>
<tr>
<td>Proud to be a CCC Employee</td>
<td>2012 4.25</td>
<td>&gt; 4 = green</td>
</tr>
<tr>
<td></td>
<td>2011 4.26</td>
<td>3.6 -3.99 = yellow</td>
</tr>
<tr>
<td></td>
<td>2010 4.27</td>
<td>&lt; 3.5 = red</td>
</tr>
</tbody>
</table>

Note: Arrows show up or down trends

![Figure 4R2-3](image-url)
a mean of 50 and a standard deviation of 25 across all respondents.)

Another factor tracked to evaluate the effectiveness of CCC employees includes the distribution of workload among Faculty. With the recent upswing in enrollment (2011-12) ensuring optimal performance of all divisions has been an expanding priority (Figure 4R3-2).

![Faculty Workload (Fall & Spring 2012-13)](image)

**Figure 4R3-2**

How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

In addition to the CCSSE performance in figures 3R2-1, 3R6-1&2, 4R2-1 the College Human Resources department regularly shares data between the members of the NCCA. The College also compares results against other population groups within the college. An example of this is the use of the Community College Faculty Survey of Student Engagement (CCFSSE). The CCFSSE is a companion survey to the CCSSE and is for faculty members only. Faculty members are asked about their perceptions regarding students’ educational experiences, their teaching practices and the ways they utilize their professional time – in and outside of the classroom. By comparing these results, the College can better understand variations in perception between these two groups and develop processes to decrease any gaps that exist.

![Faculty Workload](image)

**Figure 4R4-1**

This study, surveyed external organizations to determine a benchmark for factors for the value and satisfaction with these existing relationships. The mean data generated from this survey was used to determine Central Community College’s rank in comparison to the other institutes who participated. In all 13 statements assessed, CCC ranked above the 50th percentile, 7 of which ranked above the 75th percentile and 2 above the 85th (Figure 4R4-2 on next page).

**IMPROVEMENT (I)**

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Valuing People?

Central Community College has implemented several processes over the past few years. Some of these activities include:

- Implementation of improvements from the College communication improvement team
- Increased representation of employees on teams and committees
- Expanded the role of the Continuous Quality Improvement Team by improving transparency
- New health and dental insurance
- New comprehensive wellness program
- Implementation of new sabbatical policy
- New Human Resources job application portal
- Expanded role of Professional Development Coordinator
- Better registration and tracking of professional development
- New sustainability coordinator
- Recognition of part-time employees

<table>
<thead>
<tr>
<th>2013 Higher Education Partnership Satisfaction Survey Report (Benchmark Comparisons)</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td>2013</td>
</tr>
<tr>
<td>A relationship of mutual trust exists between CCC and our organization.</td>
<td>78</td>
</tr>
<tr>
<td>Our organization plans to continue the relationship with CCC for the foreseeable future.</td>
<td>67</td>
</tr>
<tr>
<td>This relationship meets the established needs and expectations of our organization.</td>
<td>78</td>
</tr>
<tr>
<td>Our organization feels comfortable contacting CCC with questions or concerns.</td>
<td>78</td>
</tr>
<tr>
<td>Our organization's opinions and recommendations are respected by CCC.</td>
<td>78</td>
</tr>
<tr>
<td>CCC gives our organization adequate lead time when requesting information or reports.</td>
<td>78</td>
</tr>
<tr>
<td>When requesting information from CCC, our organization receives it in a timely manner and information is accurate.</td>
<td>78</td>
</tr>
<tr>
<td>The purposes of the partnership are well defined.</td>
<td>89</td>
</tr>
<tr>
<td>The responsibilities of each party are well defined.</td>
<td>89</td>
</tr>
<tr>
<td>Our organization receives a return on our investment of time and money into this partnership.</td>
<td>56</td>
</tr>
<tr>
<td>Overall, our organization is satisfied with the relationship between CCC and our organization.</td>
<td>78</td>
</tr>
<tr>
<td>Our organization is likely to recommend that others form partnerships with CCC.</td>
<td>67</td>
</tr>
<tr>
<td>Students receive a high quality education at CCC.</td>
<td>67</td>
</tr>
</tbody>
</table>

Figure 4R4-2

4I2 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Valuing People?

CCC has put in place multiple teams/committees that serve as the primary groups responsible for improving issues relating to valuing people. Groups, such as the CQIT, assist the stakeholders responsible for a process in defining potential areas for improvement and any potential goals/objectives. All continuous quality improvement teams/groups use the continuous quality improvement model as a basis of their effort. Once performance targets are developed and agreed upon, they are shared with all interested individuals electronically or through print media. An example of this is how the annual Issues Questionnaire/Employee Satisfaction Survey results have been and will continue to be distributed to all stakeholder groups. Based on the results of past surveys, College leadership, employees, action project teams, and the CQIT have committed to continue working to improve the performance of employee satisfaction for the foreseeable future. The CQIT members are uniquely qualified to address these actions as they are assigned a constituency from which they originate. Each member is expected to communicate with her or his constituency in an effort to keep employees informed on quality improvement actions of the college and to gain feedback/input on the direction quality improvement that should take in the College. In addition, the College President and other college leadership send regular electronic or hard copy newsletters/updates, and minutes of meetings to ensure consistent communication of significant findings or any large scale improvement targets.

One of these processes include College President and Executive Vice Presidents open forum visits to each campus every semester. The purpose of these visits is to provide employees with an opportunity to directly interact with the senior leadership and share their views and ask questions and voice personal concerns. The President also holds small group meetings on each campus to provide similar opportunities but in a less formal setting. Results of surveys and improvement goals are available for review by all employees and students through the College Web pages, SharePoint folders, or through the office of College Effectiveness and Institutional Research. Targeted areas for future improvement include:

- Enhancing the systems for defining/measuring processes related to valuing people
- Adding cultural sensitivity training
- Increasing diversity in the workforce
- Expanding mentoring/training for new employees
- Continued awareness of ethical practices
- Reporting data findings and analysis to critical stakeholders
- New interactive safety training

The College provides a work environment that respects and values its employees. The College’s participation in AQIP has provided the opportunity for expanded dialogues amongst faculty and staff. Through this process, priorities have been identified, improvements have been made, and we are able to track results. The AQIP culture of quality improvement helps CCC improve and set targets for valuing people.
### LEADING AND COMMUNICATING

**CATEGORY FIVE**

**INTRODUCTION:**

The college has made progress in Category Five since submitting its last Systems Portfolio. In 2009, the Systems Portfolio Appraisal Team identified four primary opportunities for improvement in this category, which included better defining the needs of external stakeholders, increased documentation of processes, clarification of how decisions are made, and development of future leadership.

In 2013, the processes for leading and communicating exhibit a range of maturity levels. Processes related to defining mission and values, setting direction, and making data-informed decisions are well aligned at Central Community College (questions 5P1, 5P2, 5P3, 5P4, 5P5, 5P6). Stable systems and processes are in place that regularly assess improvements, and processes are communicated and coordinated across campuses, divisions, and departments.

Based on feedback received in the 2010 Systems Appraisal, CCC has endeavored to better define the needs of its external stakeholders. The primary process used to address this need was to redesign the existing strategic planning process to ensure a higher involvement of its external stakeholders. As outlined in the colleges response in 5P1. The College has greatly expanded its involvement of external stakeholders and in doing so increased its understanding of their needs. CCC also integrated several research projects to better define the needs of specific external stakeholder groups. One of these projects (started in 2010, completed 2011) took the form of an action project. This project included defining what customer services affiliated high school counselors need/prefer from the College and to design and implement a process to meet those needs/desires to include refining current interactions with counselors and prospective students.

Relating to the need to increased documentation of processes and clarifying how decisions are made, CCC has implemented several systematic processes. The majority of the college’s effort was spent on the college wide integration of the new SharePoint 10 system. In this system each of the departments and programs within the college has both a Team (used for team communication and data storage) and information sites (used as a location for all internal stakeholders to find documentation on policies and practices and related performance documents). The College has defined that within the information (INFO) sites all records needed by internal stakeholders be available. These changes were adopted in late 2012 and continue to evolve. Several examples of this increase in documentation are defined by the Human Resources Department’s inclusion of written policy documents for all primary processes. Some of these include the revised leave policy (Spring 2013), the updated health benefits procedures (Fall 2012) and new documents related to Workload (Workload Plan – Spring 2013) and the adoption of a formalized record for all professional development completed for faculty and staff. To further assist in defining how decisions are made, the hierarchal structure and budget planning outline have been distributed to all internal stakeholders (see Figure 5P2-1 & 2).

As mentioned in the last paragraph, the college has adopted a process of recording all professional development for all employees. This is the first step in defining strengths and opportunities for improvement in the current system of developing future leadership. It is expected that during the next Strategic Planning cycle, these issues will be evaluated and shortcomings addressed. One current action relating to this area taken by the College is the support for attendance of the “Chair Academy”. This academy is a formalized focused training used to prepare future leaders for success.

### PROCESSES (P)

**5P1. How are your institution’s mission and values defined and reviewed? When and by whom?**

Central Community College has had an organization mission for more than forty years that reflects the mission of Nebraska community colleges as defined in Nebraska State Statute. Following our last Systems Appraisal (2010), a systematic review of our institutional mission, values, and updating of our strategic plan occurred with very positive results. The highly inclusive process was facilitated by an external consultant and involved hundreds of internal and external stakeholders of the institution. The review took place over thirteen months and is outlined in Figure 5P1-1. The Strategic Planning Task Force was made up of 45 employees including part-time and full-time staff, faculty, and administrators. A concerted effort was made to include equal representation from each campus, all clusters, area office, and 23 faculty (adjunct and full-time). This committee met with stakeholder groups including on and off campus students (full and part-time), community members, Board of Governors,
important partners like bookstore, foodservice, ESU personnel, high school counselors, teachers and administrators, university faculty and transfer coordinators, vendors, and donors to seek input on opportunities for strategic growth and service to students.

Figure 5P1-1 CCC’s “Collaborative” Strategic Planning Process

The resulting Strategic plan can be found at:  
http://www.cccneb.edu/about/accreditationaqip/strategicplan.html.  The mission, vision and values are reaffirmed annually with regular updates provided to internal and external stakeholder groups. One valuable change that occurred through the 2010-2015 Strategic Planning Process was the alignment of institutional goals (including review of support services, and CCC enrollment profile are consistent with its stated mission) with the nine AQIP categories which can more easily be associated with future Quality Improvement Campaigns and Action Projects.

5P2. How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance?

The College’s planning and leadership structures are shown in Figures 5P2-1, and Figure 5P2-2 (next two pages). The figures work to demonstrate more clearly to internal and external groups the decision making responsibilities, steps, and timeframes in which initiatives are undertaken. This framework provides the alignment of goals and action projects to be in congruence with the institutional mission, vision, and values.

Outcomes measures (including assessment of student learning) are established to assess performance. Through semi-annual & annual reviews, adjustments can be made or priorities reassigned to meet changing or emerging needs. CCC leadership has established an active Continuous Quality Improvement (CQI) team that assists in identifying action projects, monitoring performance, data collection requests, and to manage the suggestion box submissions from employees and students. The fifteen member team includes representation from the: Classified Staff, Part-Time Classified Staff, Faculty, Full-Time Contract Non-Faculty (specifically sub groups of VPs/Deans, Facilities Management, Student & Instructional Services. Members serve a three year term with rotations to ensure there are new members and experienced members each year and representation from each of the three campuses and area office personnel. The Institutional Research Director and Executive Vice President regularly attend meetings but are not voting members. Agendas and minutes are posted in public shared folders. Regular presentations and updates of the action projects and CQI Team activities are part of the Board of Governor’s agendas and the annual All-College In-Service. Regarding policies and procedures (Core Component 2C) all are publicly available.
Figure 5P2-2
on the college website at: http://www.cccneb.edu/images/IR/systemsportfolio/policy%20 manual.pdf, and the precedence for CCC’s Board of Governors is legislated by the State of Nebraska at: http://www.ncca.state.ne.us/system/Statutes.new.htm#85-1514

5P3. How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?

Central Community College uses multiple methods to define the needs of internal and external stakeholder groups and then initiates plans to meet those needs using the planning process as outlined in category Four. As with all aspects of planning, the starting point is a review of the college mission as seen on the college webpage at: http://www.cccneb.edu/about/mission.html.

The planning process includes several steps that qualify the need that has been proposed. Current and potential student stakeholders needs are considered during this qualification step. Teams and committees each have a published role in defining any need and identified path for reporting results to appropriate personnel or decision-making body. A sample of the many CCC teams and committees are shown in Figure 5P3-1.

Examples of CCC Committees and Teams

<table>
<thead>
<tr>
<th>Faculty Senate</th>
<th>Student Services Teams</th>
<th>Food Service Committee</th>
<th>Program Advisory Boards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Staff Groups</td>
<td>Campus Cabinets</td>
<td>Facilities Management Team</td>
<td>Assessment of Student Learning</td>
</tr>
<tr>
<td>Educational Services Committee</td>
<td>Action Project Teams</td>
<td>Safety Committee</td>
<td>Professional Development Team</td>
</tr>
<tr>
<td>Area Cabinet</td>
<td>Academic Standards Committee</td>
<td>Sustainability Committee</td>
<td>Disability Services Team</td>
</tr>
</tbody>
</table>

Figure 5P3-1

Core Component 1A
- The institution’s mission is broadly understood within the institution and guides its operations. (Addressed and underlined in 5P1 and 5P2)
- The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board. (Addressed and underlined in 5P1 and 5P2)
- The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission. (Addressed and underlined in 5P1)
- The institution’s planning and budgeting priorities align with and support the mission. (Addressed in Figure 5P2-1, 5P6-1)

Core Component 2C
- The governing board is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity. (Hyperlink to college policies at end of 5P2 – underlined)
- The governing board’s deliberations reflect priorities to preserve and enhance the institution. (Hyperlink to college policies at end of 5P2 – underlined)
- The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations. (Hyperlink to college policies at end of 5P2 – underlined)
- The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties, when such influence would not be in the best interest of the institution. (Hyperlink to college policies at end of 5P2 – underlined)
- The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters. (Hyperlink to college policies at end of 5P2 – underlined)

Core Component 5C
- The institution engages in systematic and integrated planning. (Addressed in 5P2 and 5P6)
- The institution allocates its resources in alignment with its mission and priorities. (Addressed in 5P2)
- The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. (Addressed in 5P2)
- The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. (Addressed in 5P2)
- The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy and state support. (Addressed in 5P2 and 5P6)
- Institutional planning anticipates emerging factors, such as technology, demographic shifts and globalization. (Addressed in 5P6, not in 5P2 and 5P6)
Students and other key stakeholder groups are often asked to further participate in focus group luncheon meetings when exploring new program offerings, needs for student services changes, institutional policy or procedure changes, and grant program reviews. Anonymous feedback can be provided through an online suggestion box or shared informally with team members. Key stakeholder groups were included in the strategic planning process and continue to provide feedback through formal and informal activities such as the President’s Community Meet and Greets held in two communities per year, Campus and College wide Program and Grant Advisory Board meetings, and High School Counselor Surveys.

5P4. How do your leaders guide your organization in seeking future opportunities while enhancing a strong focus on students and learning?

The first goal of the College’s Strategic Plan is aligned with the AQIP category 1, Helping Students Learn. The leaders and all levels of the organization make sure there is always at least one current action project seeking improvement on this important goal. Future opportunities can be identified through a variety of methods including: 1. information received from attendance of faculty, staff, or administrators to local, state, or national conferences, 2. review of annual assessment of learning outcomes data, 3. vendor demonstrations, or 4. webinars. While there are many opportunities presented, a regular question asked of employees and leaders alike is “What is the best interest of the student?”

An example of the Strategic Planning Initiatives is shown in Figure 5P4-1. The example shows that initiatives are aligned with AQIP categories, include benchmarks, timelines, and the team or specific office assigned for implementation.

5P5. How do you make decisions in your organization? How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out?

Central Community College seeks to balance the decision making at the employee level with the desire to provide required consistency from a centralized administrative support and leadership level. The College maintains and updates a Policy and Procedure Manual for a multitude of issues and communicates information through in person meetings or online formats. As referenced in the Quality Improvement Campaign 1.1: Improve Student Learning Outcomes.
5P3, inclusive teams, committees, and taskforces are regularly formed and include broad ranges of internal and sometimes external stakeholders, including students. Issues of future opportunities or resolution of problems may come from many sources and are sent through campus administrative channels to appropriate teams, committees, or offices for future development or resolution. For example, a new course idea may come from a local business owner and shared with a faculty member. That faculty member would review and report back to peer faculty and administrators from that instructional cluster and campus where the course may be offered. If adequate documentation fits with the institutional mission, adequate learning resources (including facilities, equipment, and faculty expertise exist or can be obtained, expected student enrollment and instructional delivery methods selected), then the course could be proposed through a College wide Educational Services committee (open meetings with representatives of instruction and student services) and Area Cabinet (open meetings with representatives from campuses, clusters, area administration, faculty and staff). Key decisions made by Campus Cabinet are summarized and forwarded to all employees along with access to Cabinet minutes and supporting documents. Following a decision, the appropriate person, department, or team is assigned to implement the decision. For example, after a change in travel reimbursement procedures is decided, it would be implemented by the Purchasing department and would include training and communication of the changes to all employees who travel for the College. Feedback and refinement of procedures occur regularly through the formal and informal methods.

**5P6. How do you use data, information, and your own performance results in your decision-making processes?**

Key performance indicators (KPI) have been developed for instructional and many non-instructional areas of the institution. Institutional KPIs include posting of Course Completion Rates by Discipline, Graduate Employment - College Area and Within Nebraska, and On-Campus Crime & Safety Statistics. Non-academic departmental KPIs include examples such as Learning Center Enrollments & Assessment Testing, Adult Education results versus State Measures, Grant Awards, Human Resources Full-time Turnover Rates, Intramural Participation, Housing Capacity, Information Technology Services Helpdesk Time to Resolution, and Institutional Research On-time Report Completion. These KPIs are used by appropriate departments and teams to support decisions and identify areas of continuous improvement and aid in systematic planning. In addition, regular surveys of employees and students are conducted with results used to influence current decision making processes. For example, the CQI team regularly reviews results of the Employee Engagement Survey as a way to see trends from past decisions and suggest areas for improvement (action projects, or revising/updating planning).

Data and information can be requested as needed by administrators, faculty, or staff, and data consistency is established through Institutional Research protocols and Information Technology databases. Academic and non-academic departments all have access to reports to assist in the decisions. Some examples include faculty workload determined by enrollment and instructional teaching unit schedules and reported following established census dates. Enrollment trends are reviewed regularly to establish extra sections or to possibly reduce. Budgets of actual expenditures, revenues, and investments are reviewed monthly by budget officers and the Board of Governors. Monthly enrollment trends are used to determine courses to add or delete from the future schedule. Feedback from faculty resulted in the decision that items to be proposed to Educational Services be discussed as an information item only for at least one month before coming to the committee for approval. Staff survey results led to the decision that a condensed version of “bulleted” key decisions to be created and electronically distributed following Area Cabinet meetings. Before full-time replacement positions are approved, data on loads, duties, and continued need are established. Data-informed decision making practices are a guiding principle in all planning and decision making at CCC. This process has continued to evolve over time and now includes extensive evaluation of changing or possible changes to trends that may have an impact on the college and the needs of its stakeholders.

**5P7. How does communication occur between and among the levels and units of your organization?**

Key performance indicators (KPI) have been developed for instructional and many non-instructional areas of the institution. Institutional KPIs include posting of Course Completion Rates by Discipline, Graduate Employment - College Area and Within Nebraska, and On-Campus Crime & Safety Statistics. Non-academic departmental KPIs include examples such as Learning Center Enrollments & Assessment Testing, Adult Education results versus State Measures, Grant Awards, Human Resources Full-time Turnover Rates, Intramural Participation, Housing Capacity, Information Technology Services Helpdesk Time to Resolution, and Institutional Research On-time Report Completion. These KPIs are used by appropriate departments and teams to support decisions and identify areas of continuous improvement and aid in systematic planning. In addition, regular surveys of employees and students are conducted with results used to influence current decision making processes. For example, the CQI team regularly reviews results of the Employee Engagement Survey as a way to see trends from past decisions and suggest areas for improvement (action projects, or revising/updating planning).

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In part, because of the size of the service area, multiple campuses, and various organizational clusters, Central Community College utilizes a variety of communication venues to collect and disseminate information. Communication venues include email groups, SharePoint documents and discussion boards, posting of minutes on our website, in person meetings that occur with department, campus, and cluster and for area-wide purposes. Key decisions from College Cabinet are sent electronically to all CCC email recipients monthly. Representatives from support and contract staff and from faculty participate in area Cabinet, Educational Services, and Campus Cabinet meetings. A monthly newsletter, the Central Connection, is published and distributed in print and electronically to all employees. An online suggestion box is available to all employees (full and part-time) and to all students where questions can be asked or suggestions given with answers posted for others to read and contribute comments.

All employees, including adjunct faculty and part-time staff have access to College email and can attend meetings, including Campus and All-College In-services. The Quality Council is made up of individuals from all levels within CCC and represents multiple units of the organization.

Informal communication is also enhanced through campus and departmental events such as birthday celebrations, retirements, part-time and full-time service recognitions, campus specific events such as “Ram Run,” athletic competitions, fine arts events, or “Groundwater Festival.” More recently, email now includes photos of all employees in the system to allow employees to “see” who is receiving their message. Phones and webcams have been installed in many locations for viewing of those with whom individuals are communicating, which allows non-verbal or facial cues versus merely printed or spoken words.

Board of Governor meetings are broadcast live and are then available online for anyone to view. At each Board of Governor meeting, there are “Partnership/Ownership” presentations from various departments and divisions that allow for individuals from all levels of the organization to address the Board or hear comments from them concerning their projects or services.

As mentioned previously, the Board of Governors broadcast its meetings online. This provides the opportunity for input from all stakeholders and communication of their collective vision for the organization. Representatives regularly attend state and national conferences to assist in learning about trends, and each board member brings experiences from individual careers and communities to share.

The Area Cabinet has representatives from support staff and faculty and actively seeks representatives from full- and part-time employee groups on area committees. Students are encouraged to be heard through presentations to the Cabinet, Board, online suggestion boxes, and student luncheons hosted by the College President each semester on each campus.

Campus Cabinet and local supervisors reinforce commitment of a shared mission, vision, and values by implementing the strategic plan and seeking to provide outstanding instructional programs and student services throughout the area. They seek to model behavior, actions, and decisions that move those objectives forward.
Annual self-evaluations and supervisory evaluations of full-time and contract staff ask questions regarding performance measures that rank services related to our College’s mission, vision, and values. Regular evaluations of faculty from students and supervisors are used to encourage development and recommitment toward values of performance. At this time, job descriptions are revised to more accurately reflect alignment with the College mission, vision, and values. All full-time employees submit annual performance goals and results of the previous year’s goals, which are reviewed or refined with supervisory input.

5P9. How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your organization?

One important way that Central Community College seeks to encourage, develop, and strengthen leadership abilities and share best practices is through involvement of large numbers of employees in teams and committees. This provides the opportunity for individuals to work together toward a common goal, solve problems, and implement solutions.

Additionally, the College establishes and promotes professional development through attendance at state, regional, national, and limited international conferences and meetings to learn and bring back best practices from other sites. Recent involvement in the League of Innovation for Community Colleges’ “Innovation of the Year” program has allowed the College to share some best practices from CCC as well as read and learn about outstanding programs at other institutions. Additionally, CCC participates in a variety of professional development learning opportunities. For example, an Annual All-College In-Service provides a day of sessions and common presentations for more than 625 full and part-time college employees. Topics presented at the All-College In-Service have included Action Project Updates, Personal Health and Wellness, Personal and Professional Accountability, Sustainability Efforts, and Customer Service. CCC has also funded a full-time professional development trainer who works with a committee and Human Resources to provide area-wide training on topics such as Real Colors, Faculty Institute, Safety Training, and New Employee Orientations. Regionally, employees can participate in such activities as Campus In- Services, Chamber of Commerce Leadership Academies, Indispensable Assistant workshops, and Wonderful Life Wellness workshops. The College provides funds for participation in national Chair Academy classes, Post-Secondary International Network (PIN) conferences, and multiple, discipline-specific state and national meetings for full- and part-time faculty, administrators, and staff.

Individual professional development dollars are available for faculty and staff to pursue additional educational opportunities, enabling many employees earning advanced degrees while working full-time. The College’s sabbatical policy was updated in 2010, following decades of non-use and now has at least four faculty and staff approved for sabbatical leaves through 2013 to pursue additional professional development.

Faculty Senates were instituted on each of the main campuses to provide opportunities for leadership and decision-making influence among faculty. Support Staff meet regularly on each campus and recommend valued campus projects.

5P10. How do your leaders and board members ensure that your organization maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession? How do you develop and implement your succession plans?

Through many of the above leadership activities, internal leaders are being developed at all times. The College does not have a formal succession plan outside of designations of positions responsible for operations and departments in the absence of supervisors. The College does value internal promotional opportunities for employees, and supervisors have the opportunity to post openings internally only. Even when a posting is promoted externally, all full-time employees who meet minimum qualifications must be interviewed. Because of a large number of adjuncts in the faculty, many full-time faculty positions come from existing adjunct pools. Whenever possible, a new hire is often brought in before the exiting employee leaves to provide some continuity and training. Examples of this overlapping hiring/training have occurred in positions such as Lexington Center Administrative Assistant, Agriculture Instructor, Human Resources Director, Grants Director, Purchasing Manager, Executive Vice President, and Campus Presidents.
5R1. What performance measures of Leading and Communicating do you collect and analyze regularly?

CCC collects multiple measures of performance relating to leading and communicating. These factors include both qualitative and quantitative measures. Below is a list of the primary measures used:

- College mission, vision, values, and Strategic Priorities and Action projects are reviewed and approved annually.
- Employee Engagement Surveys have been completed since 2009 with results related to communication evaluated annually.
- Student Engagement Surveys have been completed since 2003 with results related to student-faculty interaction evaluated annually.
- CCC has participated in the “Great Colleges to Work For” survey since 2009.
- Performance evaluations are completed annually with more than 500 full-time faculty and staff, and annual goals are set and reviewed annually with supervisors and stored by Human Resources.
- Suggestion box submissions are collected and reviewed for updates continuously.
- Professional development dollars are budgeted and awarded annually through College and Foundation Funds. Annual All-College In-Service and additional internal professional development is compiled by Human Resources.

5R2. What are your results for leading and communicating processes and systems?

Results of the Strategic Planning and Action Projects are evident through annual reports to the Board of Governors, AQIP online submissions, and through Key Performance Indicators of College and Departments.

An example of an Institutional Key Performance Indicator (KPI) related to Graduate Employment is shown in 5R2-1 above. An example of a departmental KPI indicator for the Learning Centers of Holdrege, Kearney, and Lexington is shown in Figure 5R2-2 on the next page. Results have been used to indicate a possible need for additional staffing, budgeting, or expansion of instructional or testing areas in these outreach centers.

Another effective measure of results of leading and communicating are the outcomes of action Projects. The projects are reported through the Higher Learning Commission website and shared on CCC’s public website. Examples can be found at:


Employment Engagement Surveys have been instrumental in defining/directing efforts of improving communication with several areas from the employee’s perspective showing improvement since 2009.
The following figures (5R2-3 to 9) show the performance in seven primary areas. A five-point Likert Scale is used (1=Strongly Disagree to 5=Strongly Agree).

**In reference to College Cabinet**

- Figure 5R2-3
  - Communicates the goals, values and/or mission of the college
  - Mean scores are significantly different between 2009 and 2010/2011

- Figure 5R2-4
  - Keeps me informed of key topics within the college as a whole
  - Mean scores are significantly different between 2009 and 2010 and 2011

**In reference to Campus Cabinet**

- Figure 5R2-5
  - Communicates the goals, values and/or mission of the college
  - No significant differences were detected in mean scores between years

- Figure 5R2-6
  - Overall Satisfaction with Campus Cabinet
  - Mean scores are significantly different between 2009 and 2010 and 2011

- Figure 5R2-7
  - Demonstrates in their own behavior the values and mission of CCC
  - Mean scores are significantly different between 2009 and 2010 and 2011

- Figure 5R2-8
  - Encourages and supports my input and feedback
In reference to Work Relationships

Each of the tables on the prior pages reflects efforts to encourage communication and leadership at all levels of the organization and to foster open feedback and involvement of employees without escalation. However, for campus and institutional-wide policies, procedures, and decisions, those challenges are improving strategies or maintaining higher levels of communication. In the area of Student Communication, one measure is a benchmark of Student-Faculty Interaction, which assesses the results of student responses to seven questions:

1) Used e-mail to communicate with an instructor
2) Discussed grades or assignments with an instructor
3) Talked about career plans with an instructor or advisor
4) Discussed ideas from your readings
5) Conversations with instructors outside of class
6) Received prompt feedback (written or oral) from instructors on your performance
7) Worked with instructors on activities other than coursework.

When comparing results of the Community College Faculty Survey of Student Engagement with the Student Engagement survey, some gaps were identified in perceived areas of how often faculty reported they talked about career plans with students, discussed ideas from readings outside of class, and provided prompt feedback to students about their performance. In each case the faculty perceived more interaction than the student. As a result of this data, the College is implementing a revised advising process to assist in balancing advising loads among more faculty, assisting with more online resources such as degree audits, grade books, and course information online for student access.

A major initiative was undertaken around 2005 with constant improvements related to online Career and Employment Services to allow for job opportunities to be posted by businesses or college personnel in a centralized location for viewing by students and alumni. The students or alumni can also post resumes and seek job listings.

In terms of performance evaluations, more than 500 full- and part-time employees are evaluated annually with annual goals reviewed by supervisors and collected by Human Resources. 100% completion of evaluations is noted annually, with employees reporting they are satisfied with the review process. Through the Employee Engagement Survey, full- and part-time employees were asked to evaluate the review process and to rate their understanding of how their job contributes to the overall mission of CCC. Both areas show some improvement or continued high ratings (Figure 5R2-10 & 11).
CQI team manages and reports on the Suggestion Box submissions received and the responses given. The figure on the next page (Figure 5R2-12) show the process used to collect 96 suggestions in 2012-13.

Finally, the College budgets and expends funds for professional development annually with documentation on days of training maintained by Human Resources. This information shows $664,767 spent in total for professional development (see figure 4R1-1) and 3789 number of days employees have spent in participating in professional development activities.

One of the primary measures used to compare the performance of CCC processes for Leading and Communicating with the performance results of other higher education organizations is the National Community College Benchmark Project (NCCBP). Figure 5R3-1 shows an example of this data.

| National Community College Benchmark Project- Report of 2012 Aggregate Data |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| % Complete in Three Years | CCC | N | 10th | 25th | Mdn | 75th | 90th |
| Full-time, First-time in Fall | 33.9 | 261 | 9.68 | 3.48 | 20.16 | 27.45 | 35.11 |
| Part-time, First-time in Fall | 6.88 | 219 | 2.73 | 4.16 | 6.50 | 11.24 | 20.26 |

**Figure 5R3-1**

**Improvement (I)**

**5I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Leading and Communicating?**

Central Community College continues to grow and improve in this area as evident in the results from the surveys conducted and general performance in multiple instructional and student services areas. The Strategic Planning Creation and Annual Updates’ has become more systematic and a regular part of the college planning cycle. Based on survey feedback, key decisions from Area Cabinet are summarized and sent to all employees.

The College has also integrated additional systems to improve how information is received by different stakeholder groups. The two most notable include the RAVE system (used to notify any stakeholders who sign-up of emergent issues such as weather closings or other emergencies), and the placing of the Board of Governors Meeting on a live feed for all stakeholders with access to the Web. This provides a direct conduit for all stakeholders to sit in on Board of Governors meetings and increases the transparency of the process.

The systematic suggestion box process (outlined in Figure 5R2-12) provides a consistent step-by-step process to collect and follow-up on suggestions from internal and external stakeholders. The use of the online suggestion box has become routine for employees and many students due to regular and prompt responses. Participation by support staff members has increased because of their inclusion in Area and Campus Cabinets.

Faculty Senates have been created on each campus to encourage participation and input from faculty. Additional work continues in seeking input and feedback from adjunct faculty across the area, especially with our growing Early College faculty. Opportunities exist for additional student inclusion in regular and substantive meetings and decision making.

**Figure 5R3-1**

**5I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Leading and Communicating?**

Despite the size of the geographic area served, multiple campuses, and comprehensive programs and services the CCC culture supports input from many individuals, units and levels of stakeholders. To identify and select those processes needing improvements the College
Suggestion Box Workflow

**Figure 5R2-12**

1. **Suggestion or Comment Received**
   - **Determined as not appropriate by Web CQIT and Exec Vice Pres. (No Further Action)**
   - **Not Appropriate**
     - **Decide Appropriate Disposition of Suggestion or Comment**
       - **Appropriate or valid suggestion**
         - **Appropriate department or person is selected to respond by the Response CQIT and then the suggestion is forwarded**
       - **No response received after initial request**
         - **Define if response is turned in the next 5 workdays**
           - **No response received**
             - **Report to monthly CQIT meeting thru Executive Vice President to College Cabinet for action**
           - **Yes response received**
             - **Define if response is turned in the next 5 workdays**
               - **No response received**
                 - **Report status to Executive Vice President. The EVP will again request response to the suggestion.**
               - **Yes response received**
                 - **Response Received**
                   - **Response received in first 5 business days**
                     - **Response received by Web CQIT and posted with suggestion**
                   - **Response received in second 5 business days**
                     - **Yes response received**
                       - **No response received**
                         - **Report to monthly CQIT meeting thru Executive Vice President to College Cabinet for action**
   - **No Response (After 5 business days a second request is sent)**
     - **Define if response is turned in the next 5 workdays**
       - **No response received**
         - **Report to monthly CQIT meeting thru Executive Vice President to College Cabinet for action**
       - **Yes response received**
         - **Define if response is turned in the next 5 workdays**
           - **No response received**
             - **Report to monthly CQIT meeting thru Executive Vice President to College Cabinet for action**
           - **Yes response received**
             - **Response Received**
               - **Response received in first 5 business days**
                 - **Response received by Web CQIT and posted with suggestion**
               - **Response received in second 5 business days**
                 - **Yes response received**
                   - **No response received**
                     - **Report to monthly CQIT meeting thru Executive Vice President to College Cabinet for action**
   - **Praise/Good News No suggestion**
     - **Decide Appropriate Disposition of Suggestion or Comment**
       - **Appropriate or valid suggestion**
         - **Appropriate department or person is selected to respond by the Response CQIT and then the suggestion is forwarded**
       - **No response received after initial request**
         - **Define if response is turned in the next 5 workdays**
           - **No response received**
             - **Report status to Executive Vice President. The EVP will again request response to the suggestion.**
           - **Yes response received**
             - **Response Received**
               - **Response received in first 5 business days**
                 - **Response received by Web CQIT and posted with suggestion**
               - **Response received in second 5 business days**
                 - **Yes response received**
                   - **No response received**
                     - **Report to monthly CQIT meeting thru Executive Vice President to College Cabinet for action**
   - **Good News/Praise sent to Web CQIT for Posting and / or forward to other party**

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uses one or more of the following processes:

- CCC Benchmarking KPI Scorecard (uses multiple input and output factors) Low performing processes are identified as opportunities for improvement and reviewed by the College Cabinet and senior leaders.
- The CQIT recommends potential action projects to the College Cabinet based on performance of the Colleges KPI’s and suggestions received from constituency groups and the Employee Engagement Survey.
- Based on feedback from the Employee Engagement Survey the College adopted a process that communicates all key decisions made within the College monthly (College Cabinet, Board of Governors, and the Educational Services Committee). This update is sent to all employees and includes a detailed explanation of the decisions.
- Since the last Systems Portfolio the college has begun to hold the Summer Administrators Summit that focuses on evaluation of KPI’s and other environmental scans data so that a list of key actions needing improvement can receive action.
- CCC has shared key data with its stakeholders for some time. In recent years the most significant improvement in the sharing/distribution of data to stakeholders includes the launching of a set of interactive data tools. These tools allow internal and external stakeholders to drill down and customize the tool to acquire the exact data they are looking for. The second step taken includes the expansion of the Institutional Research INFO SharePoint page. On this page all major reports generated by the College are available, including benchmarking data, CCC’s Benchmarking KPI Scorecard, student success data, enrollment trends and others.

Electronic, visual, and inclusive discussions are used to seek area consistency of policy and procedures and to meet the needs of various internal and external constituencies. Even the fundamental culture of Nebraska government and Midwestern culture promote openness and transparency of decisions, independence of elected board authority and governance, financial support from local property taxes, state taxes, and student tuition, strong work ethic of employees, and emphasis on individual success and support, which are reflective in the College mission, vision, and values.
SUPPORTING INSTITUTIONAL OPERATIONS CATEGORY SIX

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

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

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

Processes (P)

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

Central Community College identifies the support needs of its student body and stakeholder groups predominantly by accessing data collected in internal scans. The Community College Student Survey of Student Engagement (CCSSE) is also used to identify student support service needs and show comparisons with peer intuitions. The 2013 CCSSE survey indicated high student satisfaction with student services. CCC students rated their student services equal to or above the average ratings students assigned to student services at their respective institutions (for both the national and Nebraska cohorts). As part of defining the needs of these groups, the College has also developed student and business support systems designed to facilitate the successful fulfillment of any identified needs. Key business and student support components include those listed in Figure 6P1-1 on the next page.

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

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

**Key Student Support Systems**

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

---

As outlined in the overview of this category, CCC conducts a Student Services survey of the student body. In 2012-13 a total of 6,541 students were invited to participate in the survey with a response rate of nearly 28%. The Student Services Survey was designed to evaluate all aspects of the student services available from CCC. The results included how students rated their experiences and the resources provided by the student services as very favorably. One example was the question in which students who used their academic advisor were asked to indicate their perceptions regarding whether their “academic advisor is courteous and helpful”. The response for this question showed that 85.4% of responders selected “Agree” or “Strongly Agree”. In addition, students were invited to participate and share their educational experiences with the Campus Cabinets, College Cabinet, and Board of Governor meetings (see 6R1 for similar processes).

**Local and National Surveys**

<table>
<thead>
<tr>
<th>Survey</th>
<th>Support Services Effected</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSSSE</td>
<td>Student Services</td>
<td>Bi-annually</td>
</tr>
<tr>
<td>CCFSSE</td>
<td>Academics, Educational Services</td>
<td>Bi-annually</td>
</tr>
<tr>
<td>Student Satisfaction Survey</td>
<td>Student Services</td>
<td>Annually</td>
</tr>
<tr>
<td>Employee Engagement Survey</td>
<td>College-wide</td>
<td>Annually</td>
</tr>
<tr>
<td>National Benchmarking</td>
<td>College Administration &amp; Finance</td>
<td>Annually</td>
</tr>
<tr>
<td>IPEDS</td>
<td>Business, Office, Academics, Financial Aid</td>
<td>Annually</td>
</tr>
<tr>
<td>COMPASS, ACT</td>
<td>Admissions, Academics, Advising, Student Services</td>
<td>Each Semester</td>
</tr>
<tr>
<td>Student Survey of Instruction</td>
<td>Student Services</td>
<td>Each Semester</td>
</tr>
</tbody>
</table>

---

**Figure 6P1-2**

6P2. How do you identify the administrative support service needs of your faculty, staff, and administrators?

CCC uses multiple tools, methodologies and techniques to collect data used in the analysis of internal stakeholder needs, including those described in figure 6P2-1 on the next page. Once a team, committee, or a cabinet identifies a need, it addresses the issue or forwards it to the appropriate body for resolution and, if needed, resources are allocated (see Figure 5P2-2 in category 5).

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

Key support processes are designed, maintained, and communicated through the college committees and processes in Figure 6P3-1 on the next page. The committees and processes listed in figure 6P3-1 are developed in multiple ways; but a large majority of the existing procedures are based on federal, state and local guidance.
Central Community College is committed to creating and maintaining a safe and secure learning environment by the development of an “All Hazards” emergency response program, in accordance with the principles of the National Incident Management System (NIMS) for higher education. The comprehensive plan consists of college-wide and campus-specific emergency response plans, which are reviewed and updated annually. The review and maintenance process is based on emergency response teams for each campus and the building captain program. The emergency response teams act as the primary leadership in the event of a crisis situation. The building captains involve the campus community in emergency response through training, awareness and education. The primary role of building captains is to improve initial emergency response through communication, facilitating evacuations or lockdowns and accounting for building occupants. All emergency response team members and building captains receive training annually in college emergency response procedures, and are CPR/AED certified. The emergency response program is tested through tabletop exercises and all campus drills each semester. Surveys and an after-action debriefing are conducted to review any deficiencies identified during the scenario and take appropriate corrective action. Several examples of corrections identified and corrections made via this process are: doors not lockable/locks installed; audibility of address system/address systems updated and tested monthly.

<table>
<thead>
<tr>
<th>Campus Safety Committees</th>
<th>Area Wide Safety Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Safety Training &amp; Safety Coordinators Safety Tips</td>
<td>Development of Campus Emergency Response Plans and Mandatory Yearly Training</td>
</tr>
<tr>
<td>Safety Inspections</td>
<td>Accessibility Inspections</td>
</tr>
<tr>
<td>Student Handbook</td>
<td>College Policy and Procedures</td>
</tr>
<tr>
<td>RA Handbooks</td>
<td>Residents Assistance Training (each semester)</td>
</tr>
<tr>
<td>Technology Access Controls, Photo ID’s, Keycards, Video Surveillance, &amp; Redundant Emergency Communication System</td>
<td>New Employee and New Student Orientations</td>
</tr>
<tr>
<td>National Incident Management System</td>
<td>Emergency Response Plans/Teams, Web page information, Material Safety Data Sheets in work areas</td>
</tr>
<tr>
<td>Oversee use of CCC Alerts (automated emergency alert system)</td>
<td>MOU’s with Local Responders College and Contracted Security Personnel</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Collection Tools</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Forums with College President on each campus</td>
<td>Conducted once a semester</td>
</tr>
<tr>
<td>Campus visitsations (HR, Purchasing, Safety, Facility and Construction Management)</td>
<td>Monthly and as needed</td>
</tr>
<tr>
<td>Board of Governors meetings</td>
<td>10 times a year</td>
</tr>
<tr>
<td>Educational Services Committee</td>
<td>Monthly</td>
</tr>
<tr>
<td>Help Desks (Purchasing, IT, and Facilities Management, Media Services)</td>
<td>Continuous</td>
</tr>
<tr>
<td>Employee training opportunities including topics such as: supervision, Ellucian –software, purchasing, payroll, travel, technology, budget, grants, orientation for new employees, Safety &amp; Emergency Response</td>
<td>As needed</td>
</tr>
<tr>
<td>College Cabinet (Open Forum)</td>
<td>Monthly</td>
</tr>
<tr>
<td>Safety Meetings – Campus &amp; College wide</td>
<td>Once a quarter</td>
</tr>
<tr>
<td>Technology committee</td>
<td>Once a quarter</td>
</tr>
<tr>
<td>College suggestion box (web-based)</td>
<td>Continuous</td>
</tr>
<tr>
<td>Environmental scans (Key Performance Indicators, Program Core Performance Indicators, Employee Engagement Survey)</td>
<td>On-going</td>
</tr>
<tr>
<td>Campus Cabinet meetings</td>
<td>Monthly</td>
</tr>
<tr>
<td>Continuous Quality Improvement Team</td>
<td>Monthly</td>
</tr>
<tr>
<td>Departmental teams</td>
<td>As needed</td>
</tr>
<tr>
<td>All College In-Service /Campus In-Service</td>
<td>Annually</td>
</tr>
<tr>
<td>SPARKS program (Category 8)</td>
<td>Annually conducted on all campuses</td>
</tr>
<tr>
<td>Building Environment &amp; Safety</td>
<td>Continuous</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>Monthly</td>
</tr>
<tr>
<td>Support Staff</td>
<td>Monthly</td>
</tr>
<tr>
<td>Administrative Action Summit</td>
<td>Annually</td>
</tr>
</tbody>
</table>
In order for college officials to quickly contact the college community in the event of an emergency, CCCAlerts was formalized. CCCAlerts is a comprehensive, redundant emergency notification system incorporating text messaging, e-mail, public address systems, web, television signage, and phone systems to disseminate information on emergency, inclement weather and school closings. Pamphlets, posters, and information given at new student orientation encourage students to sign up for cell phone messaging.

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

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

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

Central Community College designed the student support system that continually monitors the needs of students and key stakeholders. Student Services personnel are available on each campus to manage services to meet the daily needs of the student population (see response to 5P3, and Figures 3P3-1 & 6P1-2). Additionally, the College has integrated a structure to involve students in various college/campus committees, (see response to 5P3) which recommend procedural and policy actions. Student involvement may include areas such as membership or participation in the Educational Services Committee; the Student Senate; the Student Activity/Advisory Committee; Student Ambassadors; the College and Campus Cabinet or team meetings addressing issues with food service, safety, diversity, residence halls; etc. As members of these various committees, students have the opportunity to provide input on needs of current students and to impact decision-making that will drive desirable changes. Central Community College readily seeks input from students by conducting an annual student service survey to measure students’ evaluation of services provided, and to use this information in the decision-making process or to improve existing conditions. As a result of this survey one of the items addressed is advising. The college has a college advising committee researching and working on this issue.

Both academic and non-academic areas are refining key performance indicators to improve measurement performance of their services/outcomes. Numerous inter- and intra-department meetings provide input from staff for improvements and coordination of efforts. The team leaders document processes and procedures and support implementation and problem solving. Staff is encouraged to continually look for ways to improve service to its customers. Service to customers is continuously being analyzed to better address their needs. (i.e. Helpdesk, Suggestion Box, Surveys and Focus Groups)

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

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

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

- **Community College Survey of Student Engagement and Community College Faculty Survey of Student Engagement (2013)**
  - Results used to support the AQIP System Portfolio
  - Results used in the Advising Summit meetings

- **National Higher Education Benchmarking Institute** (formerly known as the Kansas Study) (2013)
  - Results used to update/support AQIP Systems Portfolio and action projects
  - Results used to support annual and strategic planning when comparing CCC’s performance with other like institutions

- **Purchasing Card Survey** (2011)
  - Staff has already participated in this survey and faculty will engage in this survey this coming fall
  - Results will be used to provide information on the ease and usage of the P-card and modify training and accessibility accordingly

- **Higher Education Partnership Satisfaction Survey Report**
  - 2nd iteration, development of scorecard factors and continued evaluation.

The College also uses key surveys such as the Community College Survey of Student Engagement (CCSSE) to aid in identification of systems or processes that need improvement in order to develop efficient and responsive processes. The College conducts campus and college surveys, i.e. each campus conducts a food service survey each semester to gather comments and suggestions for improving the College vendor-provided food service. Central Community College also uses focus teams to aid in the interpretation of data and implementation of required changes. Several of the standing committees that provided guidance and assistance include the Continuous Quality Improvement Team, Educational Services Committee, Safety Committees, Recruiting and Admissions, Career and Employment Services, Student Auxiliary Services, Financial Aid, and Software Planning, etc. Some of the data tools that departments and teams use to monitor current processes and systems are in Figure 6P5-1.

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

**Figure 6P5-1**

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

RESULTS (R)

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

The college collects a variety of monthly reporting and monitoring data for use in day-to-day decision-making. This data is collected and analyzed in different ways. Some of the data is collected in real time in the data management system, and others are collected on a periodic basis. Depending on the data, it is evaluated by the teams/departments responsible for managing those processes on a recurring basis. Some of the key measures include:

- Student Support Services
  - Web registration/Phone Central
  - Student payment trends
  - Dorm Occupancy Rates
  - Crime Statistics
- Library Resources
- Recruiting contacts
- Financial Aid

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

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

6R2. What are your performance results for student support services processes?

One of the most specific and targeted measurement tools used to collect data on the performance of student support services is the Community College Survey of Student Engagement. On the following page is an excerpt from the 2013 CCSSE Institutional Report (Means Summary) dealing with frequency of service use and satisfaction (see Figure 6R2-1 on next page).

The KPI of student housing – Occupancy Rate - is used to monitor the occupancy rate in each dorm as well as college-wide. Each dorm room has an occupancy rate established upon construction. The college strives to maintain the established occupancy to better serve students. At times, the demand requires the occupancy for a room to be above the set standard; as well as, at times, the demand dictates the room occupancy to be below standard. The overall occupancy rate is used when determining need for additional housing (see Figure 6R2-2 on the following page).
Students continue to use and request the ability to register online. Data is monitored to ensure that online registrations continue to grow. This data (especially low numbers in earlier years) indicated to the college that procedures or software was not allowing students to register online. Improvements included: customizing the software used, advisor training, use of a software product e-advising that simplifies students registering online after interacting with his/her adviser. The data for web registrations are illustrated in figure 6R2-3.

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

**Figure 6R2-1**  
* = As a result of these findings all faculty received training on disability Services.  
** = As a result of these findings Career Placement Directors are now tasked with improving placement.

**Figure 6R2-2**

Housing

<table>
<thead>
<tr>
<th>Occupancy Rate</th>
<th>Spring 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Max</td>
<td>120%</td>
<td>120%</td>
<td>120%</td>
<td>120%</td>
<td>120%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>6,242</td>
</tr>
<tr>
<td>2011-12</td>
<td>6,773</td>
</tr>
<tr>
<td>2012-13</td>
<td>6,984</td>
</tr>
<tr>
<td>2013-14 (YTD Sep 13)</td>
<td>4,369</td>
</tr>
</tbody>
</table>

| Question 1. = How often do you use the following services?  
(1 = Rarely/Never, 2 = Sometimes, 3 = Often) |
| Community College Survey of Student Engagement  
2013 Means Summary Report – Central Community College |
| # of CCC Students Responding | CCC Mean | Means for Nebraska Community Colleges in CCSSE | Means for all Colleges in CCSSE Cohort |
| Academic advising/planning  | 658       | 1.87       | 1.79       | 1.80       |
| Career counseling          | 561       | 1.48       | 1.40       | 1.44       |
| Job placement assistance   | 433       | 1.30       | 1.30       | 1.25       |
| Peer or other tutoring     | 425       | 1.40       | 1.40       | 1.50       |
| Skill labs (writing, math, etc.) | 553   | 1.85       | 1.73       | 1.75       |
| Financial aid advising     | 606       | 1.93       | 1.90       | 1.89       |
| Computer lab               | 619       | 2.16       | 2.06       | 2.08       |
| Transfer credit assistance | 485       | 1.61       | 1.58       | 1.53       |
| Services for people with disabilities | 318 | 1.31 | 1.30 | 1.31 |

| Question 2. = How satisfied you are with the services?  
(1 = Not at all, 2 = Somewhat, 3 = Very) |
| Academic advising/planning  | 615       | 2.37       | 2.27       | 2.24       |
| Career counseling          | 429       | 2.13       | 2.06       | 2.06       |
| Job placement assistance   | 319       | 1.89 **    | 1.94       | 1.82       |
| Peer or other tutoring     | 346       | 2.13       | 2.06       | 2.20       |
| Skill labs (writing, math, etc.) | 458   | 2.31       | 2.34       | 2.29       |
| Financial aid advising     | 461       | 2.27       | 2.24       | 2.23       |
| Computer lab               | 545       | 2.27       | 2.30       | 2.24       |
| Transfer credit assistance | 394       | 2.18       | 2.17       | 2.08       |
| Services for people with disabilities | 210 | 2.00 * | 2.13 | 2.06 |

* = As a result of these findings all faculty received training on disability Services.  
** = As a result of these findings Career Placement Directors are now tasked with improving placement.
non-forcible sex, offenses (see figure 6R2-4)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Homicide</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rape</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sex Offenses Forcible</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sex Offenses Non-forcible</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Figure 6R2-4**

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

**Matriculation**

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospect to Applicant / Accepted</td>
<td>NA</td>
<td>6%</td>
<td>12%</td>
</tr>
<tr>
<td>Accepted to Registered</td>
<td>48%</td>
<td>48.20%</td>
<td>48.62%</td>
</tr>
<tr>
<td>Early College to College</td>
<td>8.30%</td>
<td>9.40%</td>
<td>7.50%</td>
</tr>
</tbody>
</table>

**Figure 6R2-5**

The College Board of Governors sets goals for allocation of operational dollars, including a minimum of 60% of the operational budget going to instruction and academic support. Independent auditors and accountability reviewers audit and evaluate CCC business, student service support, grants and federal programs annually for compliance with standards, requirements, and internal controls. The college has passed these reviews in all material aspects (Figure 6R3-2).

**Percent of Operational Budget Assigned to Instruction and Academic Support 2010-2013**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
<th>GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Instruction-Academic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>66.77%</td>
<td>66.51%</td>
<td>66.45%</td>
<td>63.90%</td>
<td>60.00%</td>
</tr>
<tr>
<td></td>
<td>Student Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.15%</td>
<td>5.07%</td>
<td>5.10%</td>
<td>5.49%</td>
<td>6.00%</td>
</tr>
<tr>
<td></td>
<td>Institutional Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18.13%</td>
<td>18.20%</td>
<td>17.95%</td>
<td>19.73%</td>
<td>22.00%</td>
</tr>
<tr>
<td></td>
<td>Physical Plant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.60%</td>
<td>8.78%</td>
<td>9.05%</td>
<td>9.30%</td>
<td>10.00%</td>
</tr>
<tr>
<td></td>
<td>Student Aid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.36%</td>
<td>1.44%</td>
<td>1.44%</td>
<td>1.58%</td>
<td>2.00%</td>
</tr>
</tbody>
</table>

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

### CCC Tuition & Fees By Year

<table>
<thead>
<tr>
<th></th>
<th>2009 Actual</th>
<th>2010 Actual</th>
<th>2011 Actual</th>
<th>2012 Budget</th>
<th>2013 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>66.00</td>
<td>70.00</td>
<td>74.00</td>
<td>78.00</td>
<td>80.00</td>
</tr>
<tr>
<td>Fee</td>
<td>7.00</td>
<td>7.00</td>
<td>7.00</td>
<td>8.00</td>
<td>8.00</td>
</tr>
<tr>
<td>Total Tuition &amp; Fee</td>
<td>73.00</td>
<td>77.00</td>
<td>81.00</td>
<td>86.00</td>
<td>88.00</td>
</tr>
<tr>
<td>% Increase from Previous Year</td>
<td>4.29%</td>
<td>5.48%</td>
<td>5.19%</td>
<td>6.17%</td>
<td>2.33%</td>
</tr>
<tr>
<td>Annual (30 Credits)</td>
<td>2,190</td>
<td>2,310</td>
<td>2,430</td>
<td>2,580</td>
<td>2,640</td>
</tr>
<tr>
<td>Tuition as % Income</td>
<td>19.70%</td>
<td>22.19%</td>
<td>20.75%</td>
<td>22.18%</td>
<td>21.98%</td>
</tr>
</tbody>
</table>

**Figure 6R3-3**

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

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

The data collected is used in a number of ways (day-to-day to strategic-level planning). Use of data depends on the service being evaluated. The College has identified the need to more clearly identify the data/measures it uses to improve its process. The Institutional Research Department, along with senior leadership, has taken on the task of improving the Colleges communication of these measures, making them transparent to both internal and external stakeholders and defining baseline performance standards. The integration of key performance indicators in the College will assist in standardizing the continual quality improvement model (Figure 8P1-1& Strategic Planning model at 5P1-1) across all major departments of the College. Examples of improvement are also noted in category 8 results sections (see scorecard).

### National Community College Benchmark Project Comparative Data for 2013

<table>
<thead>
<tr>
<th>Comparative Measurements</th>
<th>CCC Rating 2013</th>
<th>Benchmark Median 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Complete or Transfer in Three Years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time, First-time</td>
<td>40.22%</td>
<td>35.82%</td>
</tr>
<tr>
<td>Part-time, First-time</td>
<td>17.45%</td>
<td>15.76%</td>
</tr>
<tr>
<td>% Completed in Six Years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time, First-time</td>
<td>37.77%</td>
<td>27.15%</td>
</tr>
<tr>
<td>Part-time, First-time</td>
<td>10.64%</td>
<td>14.29%</td>
</tr>
<tr>
<td>% Transferred in Six Years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time, First-time</td>
<td>11.69%</td>
<td>21.18%</td>
</tr>
<tr>
<td>Part-time, First-time</td>
<td>11.91%</td>
<td>15.17%</td>
</tr>
<tr>
<td>% Complete or Transfer in Six Years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time, First-time</td>
<td>49.46%</td>
<td>47.55%</td>
</tr>
<tr>
<td>Part-time, First-time</td>
<td>22.55%</td>
<td>30.02%</td>
</tr>
</tbody>
</table>

**Figure 5R5-1**

The change in net assets (the difference between assets and liabilities) is another way to measure the College’s financial position (Figure 6R5-2 on next page). Over time, increases or decreases in net assets indicate whether financial health is improving or deteriorating. The College’s level of net assets has increased over the past few years indicating fiscal stability. Total net assets were $59.22, $51.35, $48.12 and $44.07 (in millions) for the fiscal years ending in 2011, 2010, 2009 and 2008, respectively.

At this time the primary comparisons the College uses to evaluate its institutional operations with other higher education institutions comes from the Community College Survey of Student Engagement, Community College Faculty Survey of Student Engagement, The Community College Benchmarking Project and the related The National Higher Education Benchmarking Institute (see selected results for 2013 in Figure 6R5-1).
 Systems Portfolio  October 2013

Central Community College

IMPROVEMENT (I)

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

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

- Ellucian Data Systems = electronic mailing of student statements (Financial Aid award notification & student loan direct deposit)
- Integration of student survey for food services (Chartwells) that resulted in a flexible student meal program and increased student satisfaction
- Building improvements (in progress) example: Student Center-Hastings, based on student survey results and using data community stakeholders
- Established Small Business Incubator at the NPPD site in Columbus to increase student accessibility based on city requests, community committees, and requests from local businesses
- Enhanced WAN connectivity to Columbus, Lexington, Ord community education centers
in response to limited bandwidth and increased demand
• Text book rental program with Follett Bookstore
• Upgrade phone services from analog to VOIP
• Contracted third party vendor for Emergency Notification to improve the speed and reliability of emergency communications
• Upgrade to wireless Network College wide
• Added Student Health Services at Columbus Campus based on collaboration with the local community

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

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

The College’s culture and infrastructure have multiple components that work effectively with consistently developed consensus on changes regarding process improvements. They are accomplished by developing cross-functional teams with representation from the key stakeholder groups and other interested parties. Teams normally define the number and who will participate on any given team. Team representation may include students, faculty, hourly and contract staff, and administration. Depending on the project, these participants can come from any of the various campuses and centers (formerly known as learning centers).

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

Career and Employment Services/Cooperative Education Team
• CCC college-wide graduate employment report (2010-11) and publish yearly.
• Compile statistics for alumni survey report to include 2007-2008 employed vocational graduates. Market the 2011-2012 graduates by compiling a list of graduates that seek full-time employment and sending it to employers.
• Continue to publicize the use of the Career and Employment Services web site to students, alumni, and employers.
• Continue to develop, update and expand job search services to students and alumni.
• Continue to develop and expand communication with employers and organizations.
• Continue marketing cooperative education through the use of flyers, posters, and direct contact with instructors and students, presentations to program areas, and at new student orientations. Promote the advantages of the cooperative education program to all campus advisors and departments. Provide electronic graduate report.

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

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

Assessment and Advising:
• Continue networking with other community colleges to ensure statewide understanding of assessment policy, cut-off scores, and placement rules.
• Continue collaboration efforts among campus assessment personnel to update and improve assessment link on college web site.
• Continue to review advising procedures, make recommendations for new advising strategies, and provide support for advisors and advisees.
• Implement a college route advising process.
• Enhance the Mandatory Assessment Process as needed.

Recruiting and Admissions:
• Build tradition with high school officials, local communities and prospective students through recruiting events about CCC programs and through promotion of career education.
• Continue to formulate plans, review/monitor and revise the channels of communication within the college Admissions processes in collaboration with other enrollment management entities at CCC.

• Encourage diversity recruiters to coordinate events that focus on the promotion and educational value of post-secondary education to prospective students. Continue to maintain membership and actively participate in professional affiliations and/or attend conferences/workshops that enhance individual skills in the areas of enrollment management technology, diversity recruiting, international student advising, and student development.

• Assist in the development of new and/or updated college-wide publications that effectively promote CCC. Continue work in the development of web-based publications. The Business Service Teams and Human Resource improvements include:

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

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

**Information Technology Services:**
- Expanded CCC training opportunities to CCC Stakeholders. (SharePoint, calendar usage, Cisco Jabber, VOIP phone features and video conferencing, IP faxing, mobile devices (BYOD) service & connectivity, iPod usage, Moodle Rooms, Rave emergency user notification, Brivo door lock security, Live.Edu Student Services, SchoolDude Helpdesk, etc.).
- Upgraded CCC WAN to enhance web services, data accessibility, and Voice (VOIP) & video services, new CCC website, New CCC user portal, direct WAN fiber links to Lexington and Columbus, expanded WAN to CCC locations at Columbus NPPD and Ord sites, 911 Enable for emergency location notification, upgrade of CCC wireless networks, expanded internet capacity with packet shaping and filtering capabilities.
- Enhanced CCC information technology services: (Ex. network, server farm, IP monitoring, security, SharePoint, VMware, thin clients & virtual desktops). The server farm expanded data BU, electrical power service upgrade and UPS/environmental conditioning redundancy, SharePoint 2010, deployed more than 300 virtual desktops, and implemented a managed service notification system to support IT Services.
- Applied AQIP/CQI techniques within information technology and College environments. Conducted IT Team meetings.

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

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

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

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

CATEGORY SEVEN

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

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

CCC has implemented a formal tracking process that collects information on data requests from the individual departments and divisions of the college. The Institutional Research (IR) department analyzes these requests yearly to determine recurring data needs of departments and units. If it is determined that a new demand for data is emerging, the IR department works with the individual departments to develop a push process to give greater access to the required information. Such data collection and review may manifest in several formats including interactive tools such as Credit Registered Credits Earned by Course Report tool:
http://www.cccneb.edu/images/IR/IE/cccoreport.swf

Other popular forms of data include the static report, pivot tables, and dashboards such as the Student Survey of Instruction report tool at:
http://www.cccneb.edu/images/IR/IE/ssoi%205yr%20trend%20xcelcius.swf

Based on customer feedback, such processes aid decision makers toward improvement of the institution and ensures that data is as transparent as possible. CCC’s priorities for data are further defined by demands outlined in the Strategic Plan that itself is based on opportunities identified in the last Systems Appraisal and Strategy Forum. The cross functional Strategic Planning Committee and the College’s Continuous Quality Improvement Team will review the feedback and align and focus action/improvement projects for the next five-year period. Tying analysis of data directly to the organizational goals has provided much more clarity to the processes of quality improvement and planning in the college.

CCC uses multiple sources of comparative data, including the Community College Benchmarking Project, National Higher Education Benchmarking Institute, The Voluntary Framework of Accountability, The Community College Survey of Student Engagement, IPEDS comparison reports, and performance data collected among the Nebraska Community Colleges by the Nebraska Coordinating Commission of Postsecondary Education. In the past four years, the College has strived to better clarify the process of how it defines its need for comparative data.

The alignment of the college’s strategic planning with the nine categories and the related action projects have provided a clear picture of the need for this type of data. To this end the college has invested significant resources (both human and financial) to seek and collect comparison data. Several of the newer comparison data tools, including the Voluntary Framework of Accountability sponsored by AACC and the Higher Ed Partnership Satisfaction Survey, have greatly aided the college in focusing its improvement processes.
PROCESSES (P)

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

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

<table>
<thead>
<tr>
<th>Inputs:</th>
<th>Outputs: (via Information Technology and Institutional Research departments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty-Grades, degree audits</td>
<td>• Student Records</td>
</tr>
<tr>
<td>Registration, Admissions</td>
<td>• Financial Records</td>
</tr>
<tr>
<td>Financial Aid, Student Accounts</td>
<td>• Academic Success Data</td>
</tr>
<tr>
<td>operational data billing</td>
<td>• Historical Data Reporting</td>
</tr>
<tr>
<td>Administration - HR, Finance, Purchasing, Accounts Payable</td>
<td>• Baseline data for comparative analysis</td>
</tr>
<tr>
<td>Students - Registrations, Web classes</td>
<td>• Planning data</td>
</tr>
<tr>
<td>Student Advising, Faculty - Web advisor</td>
<td>• Reporting data</td>
</tr>
<tr>
<td></td>
<td>• College KPI's</td>
</tr>
</tbody>
</table>

Figure 7P1-1

Users of a data set may request or receive data directly from the Information Technology Services (ITS) department. Internal and external stakeholders can obtain data from the Colleague system and other research sources through the Institutional Research Office (IR). The Colleague system serves as the means for providing a common data base for all student and financial records. Figure 7P1-1 describes the types of data inputs and outputs processed through the Colleague system. To effectively use the data, the system has the ability to retrieve and distribute any data collected. The data distribution system is somewhat more diverse in its structure. Based on their needs, requesting stakeholders may access data in multiple ways. In most cases, the type of data requested determines who should approve access to the needed information. The IR office has deployed several data-sharing assets designed to provide data users direct access to commonly used data reports (Institutional Effectiveness Measures, College level annual reports – college website, and specific data sets and reports on the Colleges SharePoint system). If the required data is not available on Colleague or in the SharePoint system, the IR office has access to multiple external databases that improve the scope of the data available to decision makers. The data management, storage and retrieval system used by Central Community College uses Colleague as a centralized data warehouse and includes information relating to students, human resources, and financial services. Internal information users may access information from multiple databases including the following:

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

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

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

The process of data collection, management and distribution for quality improvement activities is prioritized and encouraged by the College President, Executive Vice-president and the College Cabinet. Additionally both ITS and IR departments use an online (Track-it) helpdesk tracking system to assist in tracking and prioritizing data requests for internal and external stakeholders. Various College committees, councils, teams (including the Continuous Quality Improvement Team), and individuals identify specific performance measures and establish standards related to improvement processes. In the past two years, the college has integrated College level and non-academic KPIs and is currently in the process of reevaluating/updating its academic KPIs as part of an ongoing action project.

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

As processes new to the College are developed or as existing measures are revised, the College’s Continuous Quality Improvement Team provides the initial review of the data to ensure the proposed/existing measures are valid and
Before the ITS and IR departments helpdesk data request system allows all stakeholders the opportunity to request specific data. The helpdesk process is similar for both departments. Each new project is initially evaluated by the receiving department and a follow-up communication with the requester clarifies any aspects not outlined in the original online request. All new projects must clearly define how the requested data will be used. Each receiving department also ensures the requested data will support the College objective to achieve its mission and goals, and that the release of the data is in line with College policies and federally outlined regulations. The processes below are specific examples of changes in data collection, management and communication that occurred based on data collected from employee satisfaction/engagement surveys and relate to communication improvement and data distribution.

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

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

The College uses multiple methods to determine the data needs of its different customer groups, as outlined in the response for 7P2. The data elements for recurring or mandated reporting (internal or external) are well defined and experience little variation from year to year. As the factors reported are clearly defined by the requestor/decision maker, little determination is
Figure 7P3-1

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

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

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

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

CCC determines data needs based on internal or external reporting, College planning, or quality improvement needs. Over the past three years, the College has participated in multiple national and state level standardized studies that provide
the College with directly comparable data (see Figure 7P3-1 on previous page). The requirements for comparative data are nearly identical to those listed in section 7P1. The two key differences include 1) the need for the data to be collected in an identical fashion at all participating institutions, and 2) that the institutions or organizations participating in the study must have similar characteristics for comparison. The College collects comparative data in the College Key Performance Indicators and quantifies aspects of the College’s mission and vision. The College categorizes its comparative data into four primary groups:

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

### Figure 7P3-1

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

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

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

The bulk of the data analyzed comes from the College Key Performance Indicators, national studies or externally mandated performance measures. The design of these documents uses performance standards identified as widely accepted measures of performances and reflects performance trends over multiple years. Figure 7P4-1 displays various data groupings and the types of analysis used to compare each against institutional standards. To share the results of the College level data analysis, CCC distributes the information in multiple ways including web-based shared files, review of findings in small groups and campus based meetings, monthly and annual reports, and College wide newsletters from the Quality Improvement Council (See Section 7P2). Additionally, 27 percent of all full-time employees and part-time employees are directly involved on one or more of the College action project teams or the Quality Improvement Council. Additionally, the need for comparative data continues to be a challenge as educational agencies use different measures of effectiveness for their unique processes. One of the best sources of comparative data used by CCC comes from the nationally normed surveys outlined in 7P3-1. As these surveys are standardized the data can be compared directly and give the College insight on how its performance compares to other institutions. These surveys also allow the College to compare results with other institutions that have similar size, enrollment and other demographic factors.

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

The need for comparative data continues to be a challenge as educational agencies use different measures of effectiveness for their unique processes. One of the best sources of comparative data used by CCC comes from the nationally normed surveys outlined in 7P3-1. As these surveys are standardized the data can be compared directly and give the College insight on how its performance compares to other institutions. These surveys also allow the College to compare results with other institutions that have similar size, enrollment and other demographic factors.
Besides surveys, some regionally normed studies such as the Community College Benchmarking Project and the National Higher Education Benchmarking Institute allow institutions to compare standardized and quantifiable measures with peers in the study. These studies do not identify the other institution by name but by demographic profile. They do provide a wealth of data the College uses for planning, quality improvement and overall performance evaluation. The newest of these tools is the Higher Education Partnership Satisfaction Survey. The purpose of this survey is to gauge relationships with various external partners. This survey was hosted by Eastern Arizona College, with a total of 9 other AQIP affiliated institutions administering the survey to their partners.

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

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

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

**Figure 7P6-1**

These checks in themselves will not ensure the data is aligned with the strategic plan or the College mission. These review processes serve as a way to monitor if the measurement process is still effectively meeting the customer needs. The primary way CCC ensures the alignment of its measures is by ensure they meet the requirements outlined in 7P1 prior to being adopted. The Executive Vice-Presidents office including the Institutional Research office provides additional monitoring of the viability of most key measures used by the College. As new measures are developed, the review process ensures the information remains accurate and effective. If necessary the reviewers can also identify possible new measures that may better reflect the process or system in question and better support the college mission. The IR department communicates/shares the majority of decision-making data with the specific stakeholders and or all internal and external stakeholders. The communication of these data is completed via the IR Information SharePoint site, the College IR web pages, and direct email. This provides a consistency in how data is interpreted and reduces inconsistencies due to variable definitions while abiding by FERPA and Privacy Act regulations.

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

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

The IT department employs several experts with primary responsibilities to constantly monitor the system for signs of tampering and the integration of software and practices that decrease College vulnerability. The Information Technology team also collaborates with CCC data systems provider Ellician to ensure a high degree of security and effective data storage and retrieval. To ensure the accuracy of the database, the College performs an annual audit to check key performance measures warehoused in the College database. Besides ensuring security and
reliability, the IT department also acts as the primary customer service department dealing with issues of mass data distribution, systems support, and hardware support. The IR department also assists by acting as the contact for internal and external customers to get required data from the system. Lastly, some departments have limited access to the data management system and can retrieve specific information. This data usually is tied to the specific function of the individual or department in question and data security is managed as per the appropriate regulation.

**RESULTS (R)**

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

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

Additionally the IR Department tracks on-time completion of all data or survey work orders as one of the College’s Non-academic KPIs. This 99.8% on time completion can be seen at: http://www.cccneb.edu/about/institutional-effectiveness-measures/key-performance-indicators-kpis/non-academic-kpis.html

Figure 7R1 above lists several of the key measures (and the associated figure number for three of these measures) ITS uses track data access performance.

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

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

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

![Completed ITS Managed Helpdesk Requests](image-url)
Figure 7R1-3 Network LAN/WAN Uptime

Figure 7R1-4 CCC WAN & Internet Bandwidth Utilization

<table>
<thead>
<tr>
<th>Quality Improvement Campaign 7.1</th>
<th>Source of Project</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Project 7.1.1</td>
<td>Utilize KPIs to be used to assess the viability and quality of instructional programs</td>
<td></td>
</tr>
<tr>
<td>Action Project 7.1.2</td>
<td>Utilize KPIs to be used to assess non-instructional programs</td>
<td>Completed Fall 2012-Spring 2013</td>
</tr>
<tr>
<td>Action Project 7.1.3</td>
<td>Use national benchmarking data to clearly identify areas for improvement</td>
<td>Completed Fall 2012</td>
</tr>
</tbody>
</table>

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

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

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

As stated in the results sections of the other categories, CCC has access to perception data in the form of nationally normed surveys. Other than the CCSSE (result shown in category four, six & eight) and the measures included in the College Scorecard at: http://www.cccneb.edu/images/IR/systemsportfolio/score%20card.pdf, an additional measure adopted since the last Systems Portfolio is the National Higher Education Benchmarking Institute (aka Kansas Study) (Figure 7R3-1 & Figure 7R3-2, following 7R2-2 on next page).

IMPROVEMENT (I)

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

Central Community College has taken several actions over the past year to improve its measurement systems.
Table 2-2: Student Credit Hours Taught and FTE Students per FTE Faculty by Academic Discipline (Central Community College data and National Means)

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Full-Time Faculty</th>
<th>Part-Time Faculty</th>
<th>FTE Student Per FTE Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CCC</td>
<td>National Mean</td>
<td>CCC</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>293</td>
<td>208</td>
<td>NA</td>
</tr>
<tr>
<td>Construction Technology</td>
<td>219</td>
<td>202</td>
<td>NA</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>58</td>
<td>233</td>
<td>NA</td>
</tr>
<tr>
<td>Drafting Technology (including CAD)</td>
<td>207</td>
<td>152</td>
<td>282</td>
</tr>
<tr>
<td>English Language and Literature (excluding developmental)</td>
<td>381</td>
<td>286</td>
<td>1047</td>
</tr>
<tr>
<td>Mathematics (excluding developmental)</td>
<td>305</td>
<td>288</td>
<td>586</td>
</tr>
<tr>
<td>Nursing</td>
<td>92</td>
<td>264</td>
<td>126</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>348</td>
<td>296</td>
<td>465</td>
</tr>
<tr>
<td>Welding Technology</td>
<td>172</td>
<td>178</td>
<td>156</td>
</tr>
</tbody>
</table>

Figure 7R3-1 National Higher Education Benchmarking Institute (AKA Kansas Study)
<table>
<thead>
<tr>
<th>Program</th>
<th>Full-Time Faculty FTE</th>
<th>Part-Time Faculty FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CCC</td>
<td>National Mean</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>92</td>
<td>88</td>
</tr>
<tr>
<td>Construction Technology</td>
<td>100</td>
<td>68</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>30</td>
<td>67</td>
</tr>
<tr>
<td>Drafting Technology (including CAD)</td>
<td>98</td>
<td>82</td>
</tr>
<tr>
<td>English Language and Literature</td>
<td>64</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics (excluding developmental)</td>
<td>55</td>
<td>61</td>
</tr>
<tr>
<td>Nursing</td>
<td>87</td>
<td>86</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>94</td>
<td>70</td>
</tr>
<tr>
<td>Welding Technology</td>
<td>90</td>
<td>82</td>
</tr>
</tbody>
</table>

Several of these are listed below:

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

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

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

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

INTRODUCTION:
Central Community College evaluated its processes relating to Planning Continuous Improvement after reviewing the feedback in the 2010 Systems Appraisal. Based on the assessment the college launched three primary action projects: 1) to align college processes (strategic plan, budget, AQIP, 3-year program) 2) to blend non-integrated planning processes 3) to integrate Systems Portfolio (including annual updating process). In addition, two projects were launched to address opportunity statements in the last appraisal 1) celebrate successes of AQIP with internal stakeholders and through public communication has been completed and 2) standardized through use of the college newsletter (Central Connection) publishing annual Reports, and communication during the All College In-service. The other action project focused on an organized plan to empower and motivate employees to participate in AQIP/CQI activities. This project is still ongoing.

In the last Systems Appraisal, CCC identified the need to better define how it prioritizes possible improvement actions, including those that rise to the level of a quality campaigns. Since this time CCC has formalized how it prioritizes these opportunity for improvement. This is a two-part process that includes two groups, the Continuous Quality Improvement Team (CQIT) and the college leadership during the yearly Summer Administrators Summit. The CQIT actions in this process include reviewing and advising on current action projects and forwarding suggested action projects for approval to the College Cabinet. The yearly Administrators Summit is a one-day focused improvement event where the CCC leadership (Associate Dean and above) attend an off-sight summit and review current environmental scans, determine areas requiring improvement, and generate a priority list of improvement actions. As with the CQIT, these are cross-tabbed with the strategic plan and added to the college improvement plan to include assigning a date for implementation, and if defined, the responsible persons or department. This articulated process for prioritizing projects has increased the effectiveness of the overall process and has improved campus support for decisions.

An additional action CCC has taken based on feedback since its most recent systems appraisal was to develop a process that better describes and documents how planning processes, organizational strategies, and action plans are coordinated and aligned across levels of the college. This was achieved by implementing two new processes: 1) formalize the Strategic Planning document and 2) clearly define how progress is recorded and communicated to all stakeholders. The strategic plan was redesigned to incorporate all action projects/opportunities for improvement under one of the nine AQIP categories. This document is reviewed yearly by the College Cabinet and includes a status and due date on each project. To maintain a high degree of transparency, the strategic plan is placed on the College SharePoint site for review of all internal stakeholders. The Second process put in place is the CCC Key Performance Indicators Score Card. This document uses key performance measures tracked by CCC to define the overall status of its quality improvement efforts. Each measure has three primary states (green = performance above expectations, yellow = above minimum performance but may require attention, and red = below minimum expectations) see Figure 8-O1. The arrows and equal symbol indicates the trend over past years. At the submittal time for this portfolio, the integration of the scorecard is underway. The perceived value of this tool is to aid in documenting improvements to support these critical performance measures. It is hoped these new processes will aid in aligning improvement efforts across the College and improve how various levels work collaboratively and effectively toward the successful completion of all projects.

Figure 8-O1
It is also believed that this new measurement process is a marked improvement over past tracking systems used by CCC. The systematic process for selecting these performance measures included a detailed review and assessment of value of hundreds of
measurement factors and a detailed evaluation of their value in tracking improvement within the College. These evaluations were conducted by the College Executive Vice President and the Institutional Research Office and reviewed/approved by the College Cabinet and Board of Governors. Future changes will be reviewed by the Educational Services Committee, College Cabinet and the Board of Governors. The process used to set this and all College-level performance targets includes both a trend analysis of past performance and if available a comparison of performance with peer institutions. Analysis of these data is conducted by the IR Office and reports are presented to the College leadership, faculty and staff for review and comment. Feedback collected is integrated to ensure the proposed targets are appropriate prior to final approval. A parallel project to this effort includes the CCC Benchmarking project. This project included a detailed study of nationally normed study data that CCC could use to benchmark its performance against its peers. The IR department developed this study and from these multiple measures that were integrated into the CCC scorecard.

**PROCESSES (P)**

**8P1: What are your key planning processes?**

CCC has an extensive system for planning continuous improvement processes. Improvements and changes in the system have evolved over the years including the primary steps (see Figure 8P1-1). Key planning processes include the following:

- Yearly reaffirmation by Board of Governors of College Mission, Vision, Values, Goals and confirmation of annual Quality Improvement Initiatives
- Annual update and prioritization of Master Facilities Plan for three main campuses and permanent learning centers
- Annual update and prioritization of College-wise Technology Initiatives
- Annual update of three-year plans for all instructional programs, student services, learning support services, and extended learning services
- Annual budget development and regular monitoring to implement planning initiatives
- Strategic Planning process based on a five-year cycle
- Action Project refinement yearly based on the strategic plan and feedback from the Higher Learning Commission

![Figure 8P1-1](image-url)
All key planning processes include needs of all employees including: full-time faculty, adjunct faculty, full-time staff, and part-time employees. This representation includes all departments and other stakeholders inside and outside the College. This input is reviewed/analyzed and used in the formulation and updating of plans with approval and prioritization at departmental, campus, cluster, College-wide and the Board of Governor levels. Some of the recent initiatives that came about using this process include: implementation of new programs leading to degrees including Occupational Therapy Assistant and Paramedicine programs, College-Wide capital improvement projects, including the recent remodeling of the heavily used Health and Science instructional areas to increase the capacity and functionality. Several other outcomes include the Lexington remodels/new location, additional positions in the college (including Professional Development Coordinator, Professional Development Trainer, additional IR positions, 14 new faculty), and a new Sustainability position. Another major initiative offers formal training for employees, including New Faculty Institute, Adjunct Faculty Orientation, and Advising Training for Faculty, SharePoint Training, Website Training, Moodle Training and soft-skill training, i.e. Real Colors, Workplace Harassment Training, Teambuilding and Human Relations for Early College Faculty. All of the College planning processes use the same basic quality improvement structure as shown in figure 8P1-1.

**8P2: How do you select short and long-term strategies?**

The College has an integrated planning process used for traditional planning and continuous improvement planning strategies. Both processes integrate the continuous quality improvement model/cycle. This cycle is shown in strategic planning process (5P1 Long-Term) and the quality improvement process (Figure 8P1-1 Short-Term). All iterations of planning include the requirement for the reviewing team to evaluate the need or significance of taking this project on. During this phase, the team determines if the project will support the College's mission, vision and service priorities. The list in Figure 8P2-1 shows the current Instructional and Service Priorities.

To keep this process meaningful to the institution, a college-wide team representative of student stakeholders and various employee groups updated the College Mission, Vision, Values and Strategic Processes for Board input and approval in 2010. Employee groups and the Board of Governors reaffirm these long-term strategies annually. The Mission, Vision, Values and Strategic Processes are shown in the Overview section preceding category 1 and can be seen at: [http://www.cccneb.edu/about/mission.html](http://www.cccneb.edu/about/mission.html).

The process of determining short-term strategies is largely based on the indicated need from multiple data sources. These include:

- Community College Survey of Student Engagement (CCSSE)
- Community College Faculty Survey of Student Engagement (CCFSSSE)
- Key Performance Indicators (including the College Benchmarking & KPI Score Card)
- Student Survey of Instruction
- Employee Engagement Survey (Three Years Data Completed)
- Systems Planning for Action Resources and Skills (SPARKS)
- Continuous Quality Improvement Team
- College Annual Reports
  - Extended Learning Services Annual Report
  - Business Services Annual Report
  - Student Service Annual Report
  - FTE/REU Annual Audit
  - Academic Services Annual Report
  - College President’s Annual Report
  - Enrollment Report
  - Institutional Advancement Annual Report
  - Public Relations Annual Report
  - Campus Reports

**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 central Nebraska.

**Figure 8P2-1**

stakeholders and various employee groups updated the College Mission, Vision, Values and Strategic Processes for Board input and approval in 2010. Employee groups and the Board of Governors reaffirm these long-term strategies annually. The Mission, Vision, Values and Strategic Processes are shown in the Overview section preceding category 1 and can be seen at: [http://www.cccneb.edu/about/mission.html](http://www.cccneb.edu/about/mission.html).

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  - Student Service Annual Report
  - FTE/REU Annual Audit
  - Academic Services Annual Report
  - College President’s Annual Report
  - Enrollment Report
  - Institutional Advancement Annual Report
  - Public Relations Annual Report
  - Campus Reports
Since becoming an AQIP accredited institution, the College also has adopted goals, which equate to the nine AQIP categories for effective institutions. Those are listed in Figure 8P2-2. All Action Priorities, programs, services, or planning documents refer to how initiatives will relate back to one of these goals.

In addition to defining short-term projects through data analysis, all employees, student groups, or community stakeholders can initiate suggestions for College-wide changes or improvement by multiple means, including the College Suggestion Box and by contacting the administration or one of the existing committees/teams. The Employee Engagement Survey was established in 2009 and is conducted annually to provide input to improve communication and team work.

As issues are identified and three to four Action Projects are defined by the Continuous Quality Improvement Team (CQIT). Additional quality improvement projects can be, and are selected for implementation, but these projects are usually assigned directly to the responsible department/division and are not reported annually to the Higher Learning Commission/NCA. The CQIT was originally established in 2002 and is tasked with developing recommendations and monitoring progress on each of the action projects (called quality improvement projects within CCC). The CQI Team involves various employee groups from across the College service area and serves as a conduit for communication among different components of the college by advising and recommending issues to the College Cabinet or responsible department. One key aspect in the selection process for the three or more projects selected to be reported on annually to NCA/HLC includes determining if the project supports the CCC Strategic Plan. The Strategic Plan identifies the Colleges long-term projects that are broken into short term (one year) action projects. These projects are identified and prioritized by the process outlined in section 8P1. Additionally, the team attending the Strategy Forum gathers feedback from peer institutions and work completed at the forum to suggest additional goals. The last forum was in 2010 with four quality campaigns developed (see below).

1. **Expand the use of College-wide core competencies, outcomes, and indicators.**
   The goal is to further develop College-level learning competencies including the affiliated outcome measures across all areas of instruction.

### Central Community College Goals

1. Provide teaching-learning experiences, systems, and processes that assure Central Community College students’ success in achieving their stated educational goals.
2. Initiate distinctive systems and processes that complement student learning and support the mission of Central Community College.
3. Develop systems and processes that identify student and other stakeholder needs and measure the college’s success in meeting identified 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.
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.
6. Provide student, faculty, and administrative support systems, processes, and resources that ensure an environment that encourages student learning.
7. Collect and analyze data and use measures of institutional effectiveness to drive performance improvement.
8. Create planning systems and processes that focus college resources on achieving its mission and vision.
9. Promote the development of collaborative relationships that support student learning at Central Community College.

### Figure 8P2-2

The process will include multiple steps to determine: the current College-wide competencies, outcomes, and indicators and then evaluating them across all fields of study. The current process is assessed primarily within the specific disciplines courses. The assessment will expand to unrelated disciplines/programs. An example of the expansion would be evaluating the English competency for Diesel Technology students. The assessment will be a rubric based evaluation of all the sub-competencies within each group. It is expected the assessment process will include evaluation of all College-level outcomes across a pilot group of programs of study prior to the indicated completion date.
2. Develop benchmark comparisons with nationally normed surveys/collection instruments. The goal is to develop and communicate a listing of key performance measures that allows the College to benchmark its performance against peer institutions. The primary purpose of the project will be to provide specific comparison data that aids the College in defining areas for improvement. The project team will first define those key institutional processes within the College that currently lack comparison data from nationally normed sources. The team, in collaboration with key college leadership (President, Executive Vice President, College Cabinet, and other leadership), will define those measures that are of highest priority and value to the institution. The next step will be to obtain those data and compile them into a centralized database (data warehouse) that provides a user friendly interface for internal users. The database will be piloted and feedback collected as to the functionality of the system and the value of the data. This will be completed through information collected from IPEDS (Integrated Secondary Education Data Systems), National Community College Benchmarking Project 2010 and the Kansas Study, Benchmarking & KPI Scorecard. IR staff has also been expanded to support the compilation and communication of these data.

3. Develop and integrate sustainability processes into college policy and procedures. The goal of this action project is to develop a complete understanding of current sustainability process within the college and to find opportunities to increase the sustainability of other process within the college Learning Environment. Additionally, increase participation with collaborative programs such as “Sustainability Education and Economic Development”. The two key areas to be investigated for potential improvement include capital improvements, curriculum sustainment and development. Additionally, this project will strive to employ student involvement within the process and will include student input into finding opportunities for improvement and potential mitigation/improvement actions.

4. Launch Specific Improvement Projects for Pilot Program Assessment Measures. The results of the project will be the integration of clearly defined goals and improvement targets for program assessment measures and the integrated use of the updated SharePoint system to record ASL documentation. Processes impacted by this project will include centrally managed annualized reporting of program level assessment, ongoing review by the Assessment Committee, improved reporting of teaching and learning improvements within the institution and more inclusive references of assessment/teaching and learning improvement activities within the Systems Portfolio. Regardless whether the project is one being reported annually or not, the process for identifying the individual projects remains the same. As issues are identified, Action Teams area formed to address the issues with regular reports due back to the CQI Team, College Cabinet and Board of Governors. Current CQI team members, charter (see at: http://www.cccneb.edu/about/accreditationaqip/continuous-quality-improvement-1.html), as well as, action projects (see at: http://www.cccneb.edu/about/continuous-quality-improvement/continuous-quality-improvement-projects.html), campaign histories are also listed on the CCC website and shared with all employees, students and public (see at: http://www.cccneb.edu/about/accreditationaqip/accreditation-process-1.html).

For projects implemented at the campus or department levels or are not directly related to one of the campaigns or strategic plan, are tracked and used as potential best practices and considered for future college wide projects. Instructional and non-instructional departments develop short- and long-term strategies through input into instructional “Three Year Plans”, which include categories such as: environmental scans, past and projected student enrollments, planned personnel needs, equipment, technology, and facility needs. These plans are completed at the departmental, cluster- and area-wide levels. One common long-range plan of CCC is the Master Facility Plan. Master Facility Plans were completed on each of the major campuses and prioritized at a College-wide level in 2011. These plans are reviewed annually by the college and campus leadership to prioritize improvements to facilities and major remodeling or construction. http://www.cccneb.edu/about/master-facilities-plan.html

A systematic process is used to review infrastructure, repair and maintenance. These are prioritized in the Capital Improvement Budget and approved by the College Cabinet. Emergency or unplanned repairs are handled in a similar manner and can pull from contingency dollars that are budgeted on an area-wide basis.
part and action teams are made up of employees stakeholders had input for this process. Planning Strategic Plan is the key planning process. All that encompasses all types of planning. The College uses a unified approach to planning Education and Economic collaborative programs such as “Sustainability sustainability program and participating with environment, using findings to develop a college sustainability is incorporated into the learning this through inventorying and identifying current institutional life, including curriculum, recycling and building projects. Action Project 3 addresses this through inventorying and identifying current sustainable operational practices, where and how sustainability is incorporated into the learning environment, using findings to develop a college sustainability program and participating with collaborative programs such as “Sustainability Education and Economic Development”.

As detailed in Sections 8P1, 8P2, and 8P6, multiple data sources are used to develop short- and long-term strategies. These include College-wide data as well as input from employees and students through a variety of surveys, a benchmarking project, and an online suggestion box. As input is analyzed, issues are identified with three to four annual Action Projects defined by the Continuous Quality improvement Team (CQIT). The Action Plans are developed to support organizational strategies.

Action Plans 1, 2, and 4 (see 8P2) focus on the use of data such as core competencies, outcomes, indicators, benchmark comparisons and other measures to assess the effectiveness of academic programs, develop clearly-defined goals and improvement targets, and compare CCC’s performance against peer institutions (see 8P2). These support the 2010-2015 Strategic Plan Goal 1, to provide teaching-learning experiences, systems and processes that assure CCC students’ success in achieving their stated goals as well as the Quality Improvement Campaign 1.2, to measure/assess core student learning competencies. Goal 6 of the Strategic Plan is to provide student, faculty, and administrative support systems, processes, and the resources that ensure an environment that encourages student learning. Quality Improvement Campaign 6.2 supports this through incorporating sustainability into institutional life, including curriculum, recycling and building projects. Action Project 3 addresses this through inventorying and identifying current sustainable operational practices, where and how sustainability is incorporated into the learning environment, using findings to develop a college sustainability program and participating with collaborative programs such as “Sustainability Education and Economic Development”.

The College uses a unified approach to planning that encompasses all types of planning. The Strategic Plan is the key planning process. All stakeholders had input for this process. Planning and action teams are made up of employees representing hourly, contract salary, faculty, both part-time and full-time, administrative areas and part-time employees. Representation from each campus and off-campus locations, center locations are currently on several committees. IP systems provide the distance communication needed to provide meetings to be conducted from multiple locations at the same time. In addition to campuses, clusters are area-wide organizational groupings to provide input and consistency among similar instructional and non-instructional programs that exist on multiple campuses. All CCC email is available to solicit volunteers for teams and committees, and in some cases, supervisors are responsible for selecting broad representation for departmental teams. Student and employee input are solicited through the college suggestion box, student and employee surveys and participation in other meetings. External stakeholder input is solicited through advisory boards. SPARKS meetings are facilitated at All College In-Services and provide input from each attendee.

For example, student learning assessments, employee surveys and advisory boards provide input that is collected and evaluated by departmental faculty on each campus. Then, faculty from each campus meet with their colleagues at the area-wide cluster level to compare assessment results. Recommendations for improvement formulated by the faculty at the cluster level are shared at area-wide Educational Services Committee meeting and area Cabinet levels. Members of the Board of Governors are also given annual updates on program reviews and key performance indicator results. To bring plans forward the plans are identified from the above processes and placed in the Strategic Plan. This plan is updated annually. They are prioritized annually by the Cabinet with input from the summer administrative retreat and the CQIT. The CQIT conducts a summer retreat where it discusses what action plans to recommend as priority items. CQIT may also bring forward action plans that are not in the Strategic Plan. The deans also bring forward recommendations from their clusters. Budget alignment and improvements are made in the process from issues employees bring forward. Key administrators are brought together bi-annually to discuss the budget process again based on qualitative data from employee issues, the College president and budget committees.
While some aspects of the CCC process for defining objectives, selecting measures, and setting performance targets are described by the charter of decision making/advisory bodies (e.g., the Board of Governors, College Cabinet, CQIT, action project teams) the college uses a process-to-performance tracking to determine current and desired state for its major processes. In this process members of the different bodies evaluate all available performance data relating to the project in question. These data are evaluated for accuracy and efficacy, evaluated to determine the past level of performance and, if possible, develop an understanding of any trends. When available, comparison data from nationally/regionally normed sources are used to determine performance against peer institutions. If after initial study, the responsible body determines the available data is sufficient to track performance of the process, the team determines the performance goal by determining the current level of performance and then determining what is the desired state/performance level. This is achieved in different ways for each objective, but may include benchmarking peer institutions or locally desired states described in existing goals or initiatives. If the body determines the available data is not sufficient to determine current state or to track the performance of the process in question, additional sources of data are sought. This is normally the responsibility of the IR department and may include conducting review of national surveys and studies, developing new report instruments, suggesting new data collection processes, and development of new designs of experiment. Once a performance measure, goal or target is developed it is forwarded to the Board of Governors, Cabinet, CQI Team, and Action Team members for final review, and if necessary, approval.

8P6: How do you link strategy selection and action plans, taking into account levels of current resources and future needs?

CCC links strategic processes with its action plans in a highly formalized process. This process starts with each of the nine primary strategic objectives/campaigns tied directly to the nine AQIP categories (Strategic Planning conducted every five years). Under each of the nine objectives, a list of action projects are shown. These are defined by feedback collected in Action Project reviews, Strategy Forums, and System Appraisals. Once defined the objectives are prioritized, and start and end dates are assigned. These priorities are evaluated and adjusted annually by the Executive Vice President and the College Cabinet. Issues and planning for change are initiated by the cluster, department, or subunits within the cluster that see a particular need and consider it a high priority. These priority requests are then brought to higher decision-making units such as campus Cabinets, Ed Services and the College Cabinet. In some cases, decisions are made at those levels; in others, they go to upper administration for decisions and resulting action.

Teams formulate resources that may be needed to implement recommended changes. When available, data on performance is used to justify the need for additional resources. Some of the surveys and studies that have been used to
support institutional projects, action plans as well as inform processes and changes include:

- Employee Engagement Survey (2013)
- National Community College Benchmarking Project (2012)
- National Community College Cost and Productivity Project (2013)
- Instruction Training Needs Survey (2010)
- Purchasing Card Survey (2011)
- Community College Survey of Student Engagement and Community college Faculty Survey (2013)

To safeguard the financial assets of the college, the Board of Governors, reviews all budgets and expenditures each year prior to approval. If it is determined additional budget dollars are needed, budget officers are empowered to utilize existing accounts to accommodate budgetary needs or special requests can be addressed at the area wide level. Future projections of technology, new programs or capital improvement projects are figured into initiatives and taken into consideration when decisions are made to implement needed changes. Major changes in personnel, programming or facilities can be implemented through general fund initiatives, foundation or other fundraising efforts, state or federal grant requests, or additional program fees paid by students or stakeholders utilizing college services.

To support the strategic and action plans utilizing current resources, the college initiated budget planning meetings. These meetings address the needs that are identified in the processes already described in this section. The issues that were discussed and analyzed through a SWOT process: Sustainability of Grants, High Cost Needs, Process to Make Cuts/Reduce Academic and Non-Academic programs, New/Replacement Positions and Funding New Academic and Non-Academic programs. The discussions are ongoing and linked to CCC strategies and action projects. Regardless of the need, prioritization of resources will always operate within available resources and future trends are tracked to ensure appropriate adjustments are made if required.

The goals incorporated into CCC mission statement and objectives are evaluated yearly to ensure available resources are available to support them. Part of this process includes the evaluation/revision of the Colleges Mission, Vision and Values statements. The college mission statement was last revised and approved in 2010. This ongoing review is considered fundamental to the planning processes discussed throughout this category. As a result of this process, college organizational and governance structure have significantly strengthened both human and financial resources, and allowed the college to continue to take advantage of opportunities for growth and continued expansion of services throughout its 25-county service area.

Category Four makes clear CCC’s commitment to hiring appropriately qualified staff and faculty and investing in their training. Based on the September 2013 Employee Qualifications Audit conducted by the Human Resources Department, of the 456 full time faculty and staff in the college all have the mandated or required qualification (years’ experience or credentials) to hold the assigned position. The college also has a background check and credentials verification process as part of its hiring process. A similar process for the 147 part-time personnel is conducted prior to starting employment. To ensure required skills are maintained by College employees, a well-established professional development program provides CCC staff and faculty with timely, necessary and quality training opportunities. The satisfaction with this process is monitored via the yearly employee survey. Since its initial use in 2006, the Employee Engagement Survey (EES) continues to be an indicator for employee satisfaction. One of the questions of the EES that is measured and carefully analyzed for improvement is “satisfaction with professional development opportunities (Figure 8P6-1 above).” The data collected indicates there has been a slow but steady...
growth in the number of employees who are satisfied with professional development opportunities (5 strongly agree – 1 strongly disagree). Further evidence of the institution’s commitment to professional development and training for all employees is detailed in Category Four.

As addressed in Categories Four and Five, the College strives to provide opportunities for all employees to be involved in planning processes and develop within their positions. Specific examples include:

- All-college In-Services provide opportunities for all employees to develop themselves personally and professionally. Following the trainings, all employees are asked to turn in an evaluation. The evaluations are then used to develop more action plans or improve on how to distribute the information.
- CQI Team charter requires that members be from hourly, contract, faculty and administrative areas. A presentation was hosted at the 2011 staff in-service, recruiting new team members. Terms are three-years and minutes from all meetings are posted on SharePoint. When terms are completed, new members are recruited through an all-college email as well as emails to constituents groups, providing an opportunity for interested employees to be a part of the Team (Strategic plan 8.1.3).
- Any employee can initiate technology, program, facility or departmental suggestions for improvement. A Suggestion Box is available on the website for all persons to access and submit suggestions. These are addressed by appropriate personnel and a response is sent to the person who submitted the suggestion.
- Professional development dollars and time are available for employees to take coursework, workshops, attend conferences or attend departmental, group, campus, cluster or area-wide meetings. The Professional Development Coordinator position was created to organize and coordinate employee professional development and align activities with the college strategic plan (Strategic plan 4.1.1).
- Employees are encouraged to be involved in community activities and groups to understand changing community stakeholder needs and responsibilities. The college provides release time and in some cases, pays member dues, for employees to participate in individual communities activities; activities are recognized in the employee’s annual review.
- Teams and individuals with faculty, administration and board representation are attending Higher Learning Commission training/conferences such as the Strategy Forums; annual meetings, and other AQIP training events. The individual employees
bring back their experiences and apply them to the departmental or division improvement efforts (Strategic Plan 8.1).

- There is broad participation in AQIP training and Portfolio Reviews [Systems Planning for Action Resources and Skills (SPARKS)]. AQIP training for employees is provided via web-based instruction. The Systems Portfolio review- and rewrite-process is based on a large, cross-functional team structure that provides the opportunity for a large number of employees to participate. The SPARKS process gives all employees an opportunity for input.
- Input is solicited and information shared through regular postings of team agendas, minutes, monthly updates from the President, and reports to the Board. All agendas and team documents are posted on the college SharePoint web portal. Employees may add comments by using the “Team Discussion” area.

The now-established systematic and faculty-led assessment process will evaluate the performance baselines established over the past two academic years and determine those areas with the best opportunity for improvement for each program of study and then make detailed recommendations for improvement.

Research has linked employee engagement to heightened employee retention, increased productivity, improved customer service, increased passion and commitment to one’s organization and increased trust in the work organization. In this study, seven domains of employee engagement were explored based on the employee engagement literature and input by the CQI council: the work Environment, the nature of Work, Organization/Senior Leadership, Recognition, Development and Growth Opportunities, Relationships and Communication. For this study, high scores indicate a high level of agreement and thus satisfaction with the indicated domain.

http://www.cccneb.edu/about/continuous-quality-improvement/reports-a-surveys.html

Employee surveys and other data indicated that the college should focus more closely on providing additional opportunities for informal communications. CQI identified informal communication as an important issue and it was developed into an Action Project.

The project action team defined informal communication as conversations that are unplanned, unstructured, lack an agenda, have no attendance requirement, and typically occur in small groups. Over a six-month period, the team developed a suggested list of activities for consideration by the college. Some of these activities already exist and could be expanded across campuses and centers.

**RESULTS (R)**

8R1: What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?

Measures of effectiveness are derived from data collected through survey instruments e.g. Community College Survey of Student Engagement and National Survey of Faculty and Students. Key Performance Indicators (KPIs) utilize specific data collected as a comparative measure. As example, the KPI on Housing measures minimum and maximum semester occupancy that compares past to current performance.  http://www.cccneb.edu/about/institutional-effectiveness-measures/key-performance-indicators-kpis/non-academic-kpis.html

This same approach is utilized in other KPIs to track current to past effectiveness. Short-term averages are also integrated into the results. http://www.cccneb.edu/images/IR/key%20performance%20measures.pdf

CCC uses tools such as the National Community College Benchmarking Project (2012) and the National Higher Education Benchmarking Institute (Kansas Study-2013) to review and compare performance over time or with other like institutions. The most recent addition to these measures includes the CCC Benchmarking KPI Scorecard. This scorecard incorporates all previously indicated measures and others into one easily understood measure of institutional performance. This tool is the evolution of years of evaluating and tracking numerous performance indicators/environmental scans. One of the key aspects of this tool is its ability to quickly and clearly communicate the performance of the related processes.

8R2: What are your performance results for accomplishing your organizational strategies and action plans?

CCC identifies individual measures associated with its quality campaigns and action projects based on the goal of each project. As these data are directly tied to the College Strategic plan, it is...
Figure 8R2-1

best represented by the completion of projects in the master strategic planning document at: http://www.cccneb.edu/about/accreditationaqip/strategicplan.html. An example of these successfully completed projects in the current strategic plan are shown in Figure 8R2-1.

8R3: What are your projections or targets for performance of your strategies and action plans over the next 1-3 years?

The Central Community College newly developed Benchmarking KPI Scorecard evaluates five primary measures (enrollment, student success, College financial, student satisfaction, and employee satisfaction) and one summative or overall performance indicator as shown in Figure 8R3-1. Both the trends of performance and the performance against defined goals are key components of this instrument. In the Figure 8R3-2 on the next page is a representative example of the Enrollment and Financial sub factors used in defining key indicators. For full results go to: (http://www.cccneb.edu/images/IR/systemsportfolio/score%20card.pdf).

This new tool will improve how KPIs are used in planning and how performance is communicated inside and outside of CCC. This tool doesn’t eliminate the use of individual KPI as evidenced by some of the KPI measures that have been aligned with College Goals at: http://www.cccneb.edu/images/IR/IE/KPI/Collegewide/key%20performance%20measures.pdf.

8R4: How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

CCC compares its performance in this area predominantly through externally generated reports, including those generated by the Nebraska Coordinating Commission for Postsecondary Education and IPEDS. Several other report sources include the National Benchmarking Study and the National Community College Cost and Productivity Project. The Nebraska Community College Association and Nebraska Higher Learning Commission provide
opportunities to compare budgets, capital improvement planning, revenue projections, program review results and retention information. One challenge experienced by the college is the difficulty in interpreting available data due to variation in how institutions report measurement planning. Also, the College uses student and employee survey data to determine the perceptions of stakeholders on the health of the organization.

IPEDS (Integrated Postsecondary Education Data System) is used for benching marking and peer analysis. IPEDS collect institution-level data on students – enrollment and graduation rates, student charges, program completions, faculty, staff and finances. Central Community College chose a custom comparison group with 15 institutions from Nebraska and Midwestern states (see IPEDS Data Feedback Report 20123) at:

http://www.cccneb.edu/images/IR/IE/ipeds%20feedback%202012.pdf

Figure 8R3-2

Figure 8R3: What is the evidence that your system for Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?
Evidence that the college’s system for planning continuous quality improvement is effective includes the ongoing review, change and completion of the Strategic Plan’s goals and activities. Each year goals/activities are completed and new are added. The CQI Team completes an annual review of all Action Projects and recommends approval or denial of the action plans status (completed/no completed). They also send recommendations to the Action Projects Team for improvement. The College Cabinet reviews the Plan annually to determine the next priorities and approval of the next recommended action plans.

Two annual activities center around continuous quality improvement: the Administrators Summit and the CQI Team annual summer retreat. In addition, the annual All-College In-Service offers the entire staff opportunities to participate AQIP activities.

**IMPROVEMENT (I)**

**8I1: What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results?**

Over the past several years, multiple improvements have been made to our planning processes. Some examples include:

- Inclusion of AQIP categories as goals for our institution
- The fact that Quality Campaigns have been designed as multi-year projects and Action Plans have been designed to be completed in one year or less has in conjunction with CCC’s strategic planning process resulted in a much more systematic approach to planning for improvement.
- CQI Team now sends agendas via the ALL CCC email communication system. Agendas, minutes, action campaign and action plans, team member names and photos, charter, history, latest system portfolio, and appraisal and quality checkup reports are available on the College website for all internal and external stakeholders to review.
- Academic Three Year Plans are being aligned with Technology Initiative and Budget Development timelines to streamline the number of requests identified by employees
- A Planning Model (Figure 5P2-2) is utilized to ensure issues and needs are tied to the Systems Portfolio
- Institutional Research has utilized The Kansas Study to update systems portfolio and support strategic planning in comparison to other institutions.
- CQI Team has been instrumental in:
  - Assistance in forming action project teams and monitoring progress (2002-present)
  - Evaluation of key performance measures annually to seek new improvement opportunities (2002-present)
  - Monitoring of college-wide suggestion box for employees and students (2002-present) Once suggestions are submitted they are forwarded to the appropriate area, and then responses are provided online to the submission. If there is no follow-up, the suggestions go to the next level until they are answered. The suggestions are addressed and completed, unless there is a significant issue with addressing it.
  - Developing proposals and piloting new Professional Development Programs
  - Feedback is based on Employee Surveys to develop training – Real Colors
- Annually all employees receive a brochure outlining the College Mission, Vision, Goals, Quality Improvement Campaigns and Strategic Processes.

**8I2: How do your culture and infrastructure help you select processes to improve and set targets for improved performance results in Planning Continuous Improvement?**

CCC has a mature system of continuous quality improvement practices so groups and individuals are encouraged to suggest improvements and provide input on changes. Volunteers are solicited to participate on teams; distance communication systems facilitate meetings from multiple locations; and clusters work to ensure consistency among campuses. Student and employer surveys are regularly completed: community visits are conducted; and advisory board meetings are hosted to obtain stakeholder input on programs, services and effectiveness.

Suggestion Box is a process to select processes that need to be approved. There is a formal process for submitting a suggestion, sending to the appropriate person to answer and follow up to the person submitting the suggestion. SPARKS sessions at the All College In-Service also provide more input from college staff and faculty to set targets for improved performance. The Strategic Plan offers an Action Project to celebrate successes of AQIP with internal stakeholders and through public communication, i.e. Central Connection. Annual Reports and In-Services, to support completion of our targets.
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 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, Duel 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.

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?

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.

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 it 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.
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.

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
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 (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., Follett 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.
Greater Loup Valley Activities, Inc. in Ord.

2010, CCC moved into a building owned by the Community College programming. In October, in partnership to increase access to Central County Economic Development (VCED), Loup Valley Activities, Inc. (GVLA) and CCC staff began discussions with the Greater Central Community College. The positive results in 2009 indicated that people in the Ord area were interested in expanded educational services from treatment at work.

They strongly agreed that they receive fair and equitable treatment at work. In the Spring 2011 Employee Engagement 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.

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)**

9R1. 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

<table>
<thead>
<tr>
<th>Mean Rank %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
</tr>
<tr>
<td>A relationship of mutual trust exists between CCC and our organization.</td>
</tr>
<tr>
<td>Our organization plans to continue the relationship with CCC for the foreseeable future.</td>
</tr>
<tr>
<td>This relationship meets the established needs and expectations of our organization.</td>
</tr>
<tr>
<td>Our organization feels comfortable contacting CCC with questions or concerns.</td>
</tr>
<tr>
<td>Our organization’s opinions and recommendations are respected by CCC.</td>
</tr>
<tr>
<td>CCC gives our organization adequate lead time when requesting information or reports.</td>
</tr>
<tr>
<td>When requesting information from CCC, our organization receives it in a timely and accurate manner.</td>
</tr>
<tr>
<td>The purposes of the partnership are well defined.</td>
</tr>
<tr>
<td>The responsibilities of each party are well defined.</td>
</tr>
<tr>
<td>Our organization receives a return on our investment of time and money into this partnership.</td>
</tr>
<tr>
<td>Overall, our organization is satisfied with the relationship between CCC and our organization.</td>
</tr>
<tr>
<td>Our organization is likely to recommend that others form partnerships with CCC.</td>
</tr>
<tr>
<td>Students receive a high quality education at CCC.</td>
</tr>
</tbody>
</table>

**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 into 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.