

Systems Portfolio

Central Community College

6/3/2019

1 - Helping Students Learn

1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)

- Determining common outcomes (3.B.2, 4.B.4)

- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)

- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)

- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)

- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

- Comparison of results with internal targets and external benchmarks

- Interpretation of results and insights gained

1I1: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P1a.

Central Community College's General Education curriculum introduces students to knowledge and skills that enable them to fulfill educational and occupational goals while enlightening them about social and cultural aspects of life. CCC's general education courses provide students with the foundation for lifelong learning, allowing them to adapt to an ever-changing environment. (3.B.1) Drawing from communications, social and behavioral sciences, humanities and fine arts, life skills, mathematics, and natural sciences, CCC has designed a curriculum which maximizes [student and community success](#).

(3.B.1) CCC's Cabinet and Board of Governors approved the formal general education philosophy and core ability statements for inclusion in the 2014-2015 College catalog. In 2014, CCC brought together stakeholders to inform the development of CCC's guiding principles. A steering committee, representative of CCC staff, faculty, and administration, used the stakeholder input to develop [CCC's mission, vision, values and student success](#) definition.

(3.B.1, 3.E.2) CCC's mission frames instructional practices and educational offerings. All program and instructional design aligns with CCC's mission, goals, and industry expectations as evidenced in the [CCC Curriculum Design Loop and Curriculum/Instructional Planning Kit](#). CCC's Common Learning Outcomes ([Gen Ed Outcomes](#)) provide the standard for creating learning experiences that help students become "Completers, Critical Thinkers, and Contributors" as identified in CCC's definition of student success.

CCC's instructional priorities, outlined by the [Nebraska statute 85-962](#) creating community colleges, include:

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.

Courses identified in each Gen Ed group are reviewed by the Gen Ed Review Committee and updated at least annually. The committee evaluates [course alignment](#) by checking course competencies against established Gen Ed outcomes using the following criteria:

1. Course should meet the number of outcomes specified by each group.
2. Over 50% of course competencies must address Gen Ed Outcomes.
3. At least 50% of criteria in each Gen Ed Outcome must be met by course competencies.

1P1b.

A Gen Ed Review Committee, comprised of faculty and facilitated by administration, reviews the General Education philosophy and identifies common core abilities that all students are expected to demonstrate. The Committee reviews literature and policy documents from peer institutions, including general education coursework and common learning objectives, and considers existing measures along with CCC's mission, vision, and values statements. Faculty provides feedback on [General Education Outcomes](#) (3.B.2), identified possible measurements (essays, tests, projects, etc.), and provided input on additional core abilities to consider. (4.B.4) The committee reviews all comments and modifies the product to reflect faculty input.

As assessment of student learning has evolved and improved, so have our shared expectations of learning been reflected in Gen Ed Outcomes. (4.B.4) [Group A - Communications](#) was the first to clarify outcomes by providing proficiency-level descriptors. Since then, other Gen Ed faculty groups have evaluated outcomes to better define expectations of student learning. (3.B.2, 4.B.4) Groups take revised recommendations to CCC's Educational Services, a committee chaired by the Chief Academic Officer, who has oversight of all General Education and Program Student Learning Outcomes as articulated in the [college catalog](#).

1P1c.

(3.A.2, 3.B.2, 3.E.2, 4.B.1) Every student achieves Gen Ed Outcomes ([AAS/ADN](#), [AS](#), [AA](#)) by the time they earn a degree from CCC. CCC's mission frames instructional practices and educational offerings. CCC's Gen Ed Outcomes provide the standard for creating learning experiences that help students become "[Completers, Critical Thinkers, and Contributors](#)" (4.B.1) and are communicated to students on the website and in the [course catalog](#) (3.B.2).

CCC's Gen Ed Outcomes, met through a course or series of courses, introduce students to knowledge and skills that enable them to fulfill educational and occupational goals while enlightening them about social and cultural aspects of life. (3.B.2) Drawing from communications, social and behavioral sciences, humanities and fine arts, life skills, mathematics, and natural sciences, CCC has designed a curriculum with course competencies that provide detail for larger Gen Ed Outcomes communicated to students within [course syllabi](#).

(4.B.1) CCC expects 75% or more of aggregated results be at Proficient/Advanced levels for all common learning outcomes.

1P1d.

Gen Ed courses are required of all degree and diploma-seeking students. CCC's Gen Ed curriculum introduces students to kn

identified as part of a Gen Ed group has been vetted by the Gen Ed Review Committee and recommended for inclusion into a specific Gen Ed category to Educational Services, thus ensuring opportunity for all students to achieve Gen Ed outcomes.

(3.B.3) All CCC [AAS or ADN](#) degree-seeking students complete a minimum of 15 credits of [General Education](#) coursework in the following areas:

- GEN ED Group A: Communications
- GEN ED Group B: Critical Thinking and Problem Solving
- GEN ED Group C: Life and Career Skills
- GEN ED Group D: Information & Technology Literacy
- GEN ED Group E: Global Awareness

[AA](#) degree-seeking students complete a minimum of 37 credits of Gen Ed courses and [AS](#) degree-seeking students must complete a minimum of 36 Gen Ed credits.

CCC's curriculum and [instructional planning processes](#) incorporate opportunities for learners to participate in activities that align to outcomes. (3.B.5) Our [Assessment of Student Learning \(ASL\) Handbook](#) along with recent ongoing professional development and training relating to assessment processes serve as resources for faculty as they evaluate the effectiveness of learning activities and experiences. All full-time faculty have participated in ASL training and collaborative learning in the past year as evidenced in our ASL presentations in [February 2018](#), [October 2018](#), and [February 2019](#). (3.B.3, 3.B.5) CCC publishes student learning outcomes by [program](#).

1P1e.

(3.B.4) CCC surveys [employers](#) and CCC [graduates](#) annually. These surveys ask respondents about their perception of graduate preparation related to [general education outcomes](#) (see page 3) including global awareness. Additionally, program faculty meet semi-annually or annually with advisory committees who provide feedback on outcomes and their relevance. CCC uses this data to adjust outcomes when necessary. The [Employer/Employee Survey](#), [CCC Graduate Academic Experience Survey](#), and [advisory committee](#) feedback are used as indirect measures to inform College assessment of knowledge, skills, and abilities attained by students at degree completion.

CCC is a signatory of the [Nebraska Transfer Initiative](#). This collaborative agreement and policy ensure the transfer of college-level credit and the transfer of the Associate of Arts degree. (3.B.4) The Nebraska General Education common core curriculum closely mirrors the general education requirements of the Nebraska baccalaureate degree-granting institutions. All community college, [Nebraska Transfer Initiative](#), and [Statewide Common Course](#) syllabi are reviewed on a [3-year rotation](#). Faculty representatives from participating institutions responsible for teaching

1P1f.

CCC offers student [activities and organizations](#) that provide opportunities to round out their college experience and encourage campus and community engagement along with personal, educational, and professional growth. Student activities include [student clubs](#) and organizations, guest lecturers and performers, athletics, fine and performing arts, and campus activities and programs.

(3.E.1) As a college-wide co-curricular group, [Students 4 Sustainability](#), with the Office of Sustainability, conducts several projects that are ongoing and directly align with [CCC's Core Beliefs](#) and [college goals](#) of “advancing environmental literacy, sustainability education, and engagement” and “advancing environmental sustainability partnerships.”

(4.B.2) [E-badges](#) are awarded college-wide to students who demonstrate knowledge and skills in environmental stewardship in a variety of topics. Students have access to e-badge opportunities in all fields of study and earned e-badges appear on students' co-curricular transcript. CCC's Sustainability e-badge program serves as a potential model for other co-curricular activities.

1P1g.

(4.B.2) The Gen Ed Review Committee uses a set of criteria to identify courses that would best help students attain the Gen Ed core abilities. Those course groupingsp2 Tw(an Tw(4e6e)TaTJ/TT10C8702)4. [h](#)

(4.B.3., 4.B.4) In addition to faculty's direct observation of student performance in a course, CCC collects indirect data from employers and graduates through annual surveys. The surveys ask respondents about perception of graduate preparation related to [general education outcomes](#) as well as technical skill preparation. Program faculty also meet semi-annually or annually with advisory committees who provide feedback on outcomes and relevance. CCC faculty and administration use employer, recent graduate, and advisory committee feedback along with direct assessment observation results to ensure outcome relevance and adjust outcomes when necessary.

Results of faculty-observed direct and college-deployed indirect assessments are compiled and charted by Institutional Research and returned to Gen Ed group faculty to record in the Assessment of Student Learning (ASL) Plan section of CCC's instructional design software. After recording data in the [ASL Plan](#), faculty meet to analyze and make recommendations based on data trends and patterns. All Gen Ed and program faculty are encouraged by the ASL Committee to follow a consistent [assessment process](#) for a minimum of three years. A three-year window provides an opportunity to observe trend data and make recommendations based on consistent information.

1P1h.

Established in 2016, the Faculty Resource Center (FRC) facilitates teaching and learning processes at CCC. One function of the FRC is to educate and support the assessment of student learning processes across all CCC programs, including Gen Ed groups. (4.B.4, 4.B.1) The FRC has since worked with the faculty-led ASL Committee to continue the evolution of the [ASL process](#), drawing from the [ASL Handbook](#) as the foundation for advancement of the process.

(4.B.2, 4.B.4) The current assessment of student learning process emphasizes commitment to continuous quality improvement using a [five-phase cycle](#) to assess Gen Ed group outcomes: defining/reevaluating outcomes and measures, setting goals, collecting and analyzing evidence, planning to improve, and implementing the plan. Gen Ed groups follow and document their outcomes assessment in annual [Assessment of Student Learning Plan](#).

(4.B.4) The ASL Committee ensures ongoing, systematic processes within college General Education and Program groups that work to clarify outcomes and improve student success in achieving goals and outcomes across CCC. It is composed of members from the Skilled and Technical Sciences, Health Sciences, Academic Education, and Business Divisions; as well as representative of each CCC site. The committee also includes five to six At-Large members, a

Gen Ed faculty responsible for teaching courses have identified which activity or set of activities provide opportunities for students to best demonstrate Gen Ed proficiencies. CCC has established an ASL documentation process where faculty report assessment methodology, student performance results, and action-based recommendations. Faculty discuss results as a group and collaborate to determine recommendations during college-wide meeting times or other times as agreed upon by the group's faculty.

The assessment of mathematics is completed within the Math Department through the use of [common final exam questions](#). Instructors assess each student by rating specific questions which demonstrate knowledge of general education outcomes. Results are reviewed by the Math Faculty with identified improvements implemented in either the course outcomes or the delivery of those outcomes through assignments and activities.

1R1.

Through direct observation, Gen Ed faculty score student performance within Gen Ed group courses using agreed-upon criteria and proficiency level descriptors related to respective [Gen Ed outcomes](#).

CCC expects that 75% or more of aggregated results be at "Proficient" or "Advanced" levels out of the following options: "Not Evident - Beginning - Progressing - Proficient - Advanced." All direct and indirect measurement results are reported and analyzed individually and are used to inform program and group recommendations. Outcome results include:

Group A - Communications assesses a final paper/speech within identified courses. English Composition (ENGL 1010), Public Speaking (SPCH 1110) and Applied Writing (ENGL 1000) were selected for assessment in this 3-year cycle. The courses were selected for their high enrollment since the majority of CCC students take one or more of these classes. The final paper/speech was selected because it is unique to each course yet targets similar skills within all three courses. Both ENGL 1000 and ENGL 1010 paper are persuasive research papers, while the SPCH 1110 assignment is a persuasive speech. Students demonstrate, through writing or speaking, all of the skills introduced/reinforced throughout the semester in the final paper or speech. These skills are assessed by each instructor using the standardized [communications rubric](#) created by full-time communications faculty. 2017 was the first full year of new data using the calendar year cycle and included three semesters' data, showing 81.5% of students (n=213) assessed as proficient/advanced surpassing CCC's expectation of 75% proficient/advanced.

Group B - Critical Thinking & Problem Solving includes mathematics and sciences. The science department has recently defined an assessment process that will provide data from identified courses relating to each of the Group B outcomes. At the time of this update, data collection has not yet been completed for a full sciences assessment report. The math department developed an assessment process in 2016 that reports student performance data for College Algebra and Business Math, measuring three of the four learning outcomes for Group B: analyze problems, formulate conclusions, and report results. The assessment includes multi-step problems which

[rubric](#) and method of scoring ensures grading consistency and simplifies the data collection process. Since each outcome is assessed using different parts of problems, the group averages the results to find the overall proficiency for each outcome. 2017 results included data from three semesters and showed that 60.8% of students (n=451) assessed were proficient/advanced, performing under CCC's expectation of 75% proficient/advanced. Faculty have determined the need to [change assessment methodology](#) and will monitor student progress moving forward.

Group C - Life & Career Skills assesses three outcomes (demonstrate life and work balance skills and concepts; demonstrate interpersonal and intrapersonal skills; and conduct themselves using professional and ethical behavior) through a variety of assessments in identified courses. These assessments include case studies, self-assessments, reflection projects, research projects, virtual simulations, and final writing projects. All of the assessments are scored with a standardized [group rubric](#), developed by Group C faculty. 83% of students (n=422) assessed over three 2017 terms demonstrated proficiency in Group C outcomes, outperforming CCC's expectation of 75% proficient/advanced.

Group D - Information & Technology Literacy faculty have chosen a variety of projects across their courses to assess group outcomes. Each project represents industry expectations of recent graduates entering the workforce. All faculty teaching Group D courses were involved in the process of developing and refining the [standardized rubric](#). The rubric was created with two criteria, representative of each program learning outcome (PLO): exhibit technology literacy and demonstrate technology skills. 2017 results indicated that 95.1% students (n=309) assessed across Group D courses were proficient/advanced in Group D outcomes.

Group E - Global Awareness includes assessment from social sciences and humanities courses. Each faculty group teaching courses in social sciences developed a standardized essay to use within their courses. Essays are scored by a [standardized rubric](#) developed by Group E faculty. 2017 results indicated that 88.5% of students (n=108) assessed across Group E courses were proficient or advanced in Group E Outcome 1 (correlate relationship between individual and global society). 86.5% of 148 students assessed in Outcome 2 (demonstrate an understanding of modern society in light of past and present events and issues) were proficient/advanced. 88.5% of 122 students assessed in Outcome 3 (interpret the impact of global awareness on a person's environment) were proficient/advanced. 88.3% of 136 students assessed in Outcome 4 (analyze objective data from various disciplines to draw conclusions about global issues) were proficient/advanced. 92.5% of 53 students assessed in Outcome 5 (explain the social responsibilities necessary to become a civic-minded global citizen) were proficient/advanced.

Each faculty group teaching courses in humanities identified activities or set of activities to use within their courses. The activities are scored using a [standardized rubric](#) developed by Group E humanities faculty. 2017 results indicated that 68% of the 125 students assessed across Gen Ed Group E (Humanities) courses were proficient/advanced, performing under CCC's expectation of 75% proficient/advanced. Faculty have specific [recommendations for improvement](#) in each course including clarification of expectations and multiple attempts to practice and demonstrate skill proficiency. This may lead to further conversations identifying proficiency levels.

All full-time faculty have participated in ASL training and collaborative learning in the past year as evidenced in our ASL presentations in [February 2018](#), [October 2018](#), and [February 2019](#). (3.B.3, 3.B.5) CCC publishes student learning outcomes by [program](#).

The first Leadership in Environmental Stewardship e-Badge included 128 registered students. Sixteen of those students completed the first e-badge and of those 16, 14 transferred to a four-year institution or work in a career related to sustainability.

III.

(4.B.3) Following the review of 1.1, CCC intends to continue to require assessment measures to remain stable for a minimum of three years before recommending a change process. During the upcoming college strategic planning process in 2020, CCC will investigate integrating common learning outcomes as one performance metric for associated projects which would include co-curricular activities.

Sources

00.1P1R_GENE2_Humanities_ASL_Plan
00.1R1_GenB1_MathASLPlan
00.AdvisoryCommitteeDesc
00.CatalogAssessmentPolicy
1P1a_CCC_TeacherPlanningKit - revised 1-17-18
1P1A_Gen Ed Core Group A Screening Checklist (1).docx
1P1a_GenEd_CCC_Program_Information
1P1A_Program_ AAS and ADN GenEd
1P1A_Program_ Associate of Arts Degree
1P1A_Program_ Associate of Science Degree
1P1a_Strategic Plan and Mission Vision and Values
1P1C_SPCH_1110_Public_Speaking_COS
1P1D_ASL Handbook 2013
1P1D_ASL101Presentation_ 10.15.18 PPT Version for email
1P1D_ASL101Presentation_Feb2018 PPT
1P1D_CCC Data Day February 14 2019
1P1e_2019-HIMS Employer Survey-EXAMPLE
1P1e_Graduate Academic Experience Survey
1P1E_Nebraska_Transfer_InitiativeDocument
1P1e_NTI_Course Review Schedule
1P1f_CCC_Bronze STARS Award
1P1f_CCC_strategicplan2015-2020
1P1f_CCC_Student Clubs
1P1f_CCC_Student Organizations
1P1g_ASL Rubric revised 5-15-18
1P1g_CCC_Analytic GENA Communications Rubric
1P1g_CCC_GENA_ASL_ReviewerReport

1P1g_CCC_GENB Critical Thinking and Problem Solving ASL Rubric
1P1g_CCC_GENC Career _ Life Skills ASL Rubric
1P1g_CCC_GEND Information _ Technology Literacy ASL Rubric
1P1g_GENA2017ASLReport
1P1g_Global Awareness GENE ASL Rubrics
1P1g_Math 1130 and 1140 ASL Questions
1P1g_TheAssessmentProcess

1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)

- Determining program outcomes (4.B.4)

- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)

- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)

- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)

- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)

- Summary results of assessments (include tables and figures when possible)

- Comparison of results with internal targets and external benchmarks

- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P2a.

At CCC, all programs have established program student learning outcomes (PLOs). [Program outcomes](#) can be found in CCC's catalog along with each program's description and awards. (3.E.2) Outcomes are established with consideration of and alignment to [CCC's mission](#), industry expectations, and program and/or educational accreditation standards. Feedback and input from advisory committees, industry partners, and stakeholder groups help programs confirm the validity and timeliness of outcomes.

Program alignment to our mission, educational offerings, and degree levels begins with [CCC's curriculum process](#), Assessment of Student Learning (ASL) Plans, and Program Reviews. These

leveled appropriately, accurately representative of standards, and aligned to CCC Core Beliefs. College Cabinet, comprised of the College President, all Vice Presidents, and faculty and staff representatives, approve final program outcomes.

PLOs are managed using a database called [WIDS](#) and shared with internal and external stakeholders through CCC's [published catalog](#). Archived versions are available online.

1P2c.

CCC communicates expectations regarding student preparation and program-specific student learning objectives through multiple methods. The purpose and content of each program are described in the program pages in our [catalog](#). Each program page includes a description of the [program of study](#), PLOs, program requirements, prerequisites, and any additional requirements. CCC has determined a basic achievement standard for all graduates with [degrees](#) and [diplomas](#) for math, writing and reading, as shown in the [college catalog](#).

The catalog includes detailed course descriptions and the specifics regarding preparation requirements for every course, program, and award level.

Each course syllabus identifies course outcomes and is made available to students from the course outset. Student learning goals for all program outcomes are assessed through established curriculum and learning activities. This is managed by faculty teaching the course with assistance from support services.

(4.B.1) CCC expects 75% or more of aggregated results be at Proficient/Advanced levels for all PLOs.

1P2d.

(3.B.4) CCC surveys [employers](#) and [CCC graduates](#) annually. These surveys ask respondents about their perception of graduate preparation and skills related to general education outcomes including a measure for “demonstrate respect for cultural differences” (see pages 6 and 3 respectively) as well as their technical skills. Many programs also include an outcome relating to professionalism in their field. Professionalism is assessed within programs and includes student demonstration of respect for cultural and ethnic differences; teamwork/human relations skills; and honesty, integrity, and reliability. Faculty observe students in classrooms and labs and evaluate them with a [rubric](#) (see page 2, #4). Additionally, program faculty meet semi-annually or annually with advisory committees who provide feedback on outcomes and their relevance. CCC uses this data to adjust outcomes when necessary. The [Employer/Employee Survey](#), [CCC Graduate Academic Experience Survey](#), and [advisory committee](#) feedback are used as indirect measures to inform College assessment of knowledge, skills, and abilities attained by students at degree completion. Due to the College's reeducation efforts around the assessment process, many programs have come back to the “defining/reevaluating outcomes and measures” phase. While this improvement effort has led to the development of more consistent and better-aligned program assessments, it has also led to a recent drop in reportable program assessment data while programs implement new assessment plans.

(3.B.4) As part of our General Education offerings, students are introduced to concepts that enlighten them regarding social and cultural aspects of life. Group E specifically exposes students to global issues from a cultural, historical, aesthetic, and philosophical context.

CCC utilizes program reviews to ensure purpose, outcomes, and level of achievement remain relevant and align with stakeholder needs. The program faculty, program advisory committee, instructional vice president, dean and associate dean(s), and, when relevant, the programmatic accrediting body, all participate in the program review. Responses and questions received during this process inform CCC about the relevance and alignment of the PLOs with expressed needs.

Each year, a program-specific, faculty-led review process is conducted and includes analysis of program mission, vision, and program/discipline environment scan (program need for our communities). The review also contains narratives and summaries of enrollment/retention/graduation and learning assessment trend data; graduate outcomes; student survey of instruction trend data aggregated for all courses in the program; employer survey feedback; and graduate survey feedback. Lastly, each program review concludes with updated goals; discussion of updates needed in curriculum; appropriate level of achievement; and

Additionally, CCC collects annual indirect survey data from [employers](#) and current CCC graduates. The survey asks respondents about their perception of graduate preparation related to general education outcomes and their [technical skill](#) preparation. Program faculty meet semi-annually or annually with advisory committees who provide feedback on outcomes and their relevance. CCC uses employer, graduate, and advisory committee feedback along with direct assessment results to ensure outcome relevance and adjust outcomes when necessary.

(4.B.4) The ASL Committee ensures ongoing, systematic processes within college programs of study that work to clarify outcomes and improve student success in achieving goals and outcomes across CCC. The committee is composed of members from the Skilled and Technical Sciences, Health Sciences, Academic Education, and Business Divisions; representative of each CCC site. The ASL committee also includes five to six At-Large members, a staff representative, four Associate Deans, and one Dean; the Dean's Administrative Assistant is the secretary for the committee. The CAO and the Director of Educational Planning also serve on this committee. The committee has a chair and/or co-chair, currently an Automotive Technology faculty and a Communications faculty. The FRC facilitates ASL activities. The [feedback tool](#) used by the Committee has evolved to emphasize systematic, collective, and collaborative monitoring of program and group ASL processes. The Assessment of Student Learning Handbook serves as the foundation for the assessment of student learning process and is supplemented with ongoing training, one-on-one meetings, and professional development opportunities. Recent examples of ASL professional development include “[ASL 101 Training](#)” held in February 2018, an all-faculty ASL update meeting in [October 2018](#), and another all-faculty in-service for “[ASL Data Day](#)” in February 2019.

Program faculty have identified which activity or set of activities provide opportunities for students to best demonstrate PLOs. CCC has established an ASL documentation process where faculty report assessment methodology, student performance results, and action-based recommendations. Faculty discuss results as a group and collaborate to determine recommendations during college-wide meeting times or other times as agreed upon by the group's faculty.

1R2.

Business: Accounting

112.

1P2b_Program_General Education Basic Achievement _ Core Requirements - Diploma -
CCC
1p2b-BSAD-plos-example
1P2B-CurriculumDesignLoop
1P2b-WIDS-Example
1P2c-AGRIProgramPage
1P2c-BasicLevelAchievementDegree
1P2c-BasicLevelAchievementDiploma
1P2c-Schedule-CCPE
1P2d_BSAD_ACCT-Program Review 2019-2022
1p2d_HMRM-Program Review 2019-2022.docx
1P2d-BOGMay2019
1P2d-CollegeCabinetApril2019
1P2d-EdServices-Agenda-April2019
1P2d-ExistProgReview_Guidelines
1P2d-NurseEdProgramReview
1P2e_SkillsUSAPhilosphy
1P2e-CCC SkillsUSA
1P2e-PhiThetaKappa
1P2f_AUTO_LabGradeRubricNEW2018
1P2f_How to Clone _ Edit ASL Plans in WIDS
1P2F-EmployerSurveyExample
1R2a_CCC_AUTO_ASLReport2018
1R2d-CCSSE 2017 CCC Key Findings
1R2d-HigherEdSurvey2018Chart17
1R2d-NCCBP 2018 EXECUTIVE REPORT
1Rd2-2016-17 Graduate Success and Employment Outlook By Program
1Rd2-2017-18-Credit Registered-Earned By Discipline
Arizona 2018 Survey Results
Earn an e-Badge at CCC
NCCBP REPORT OF NATIONAL AGGREGATE DATA
z1P2f_AUTORUBRIC
zACCT_ASLReport2018
zADNR_ASLReport2018
zAUTO_ASLReport2018
zz1P2d_Professional_Rubric

1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)

Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

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curriculum development, program-specific supplies and equipment needs, as well as viability of the program within CCC's service area. CCC seeks approval from our education services committee, college cabinet, the board of governors and the state's coordinating committee prior to beginning instruction of the new program. CCC also gains approval from our regional accreditor, HLC, for all new academic programs.

Improvement of responsive academic programming is central to our continuous improvement commitment. We use regular surveys of students, employees, community members, and employer groups to judge satisfaction with the outcomes of our academic programs. Employer and other stakeholder satisfaction along with ASL data regarding student achievement of CLO's and PLO's are cultivated through [program review](#) and CCC's annual assessment of PLOs.

CCC leverages advisory committees to provide a regular source of stakeholder communication. Program faculty and instructional support staff receive consistent, directed feedback regarding all facets of their programs. Advisory committee members are representative of their professional discipline and are empowered to ask questions regarding existing program quality improvements and offer feedback on the potential to develop new programs that would benefit students and the community. For example, a request made for CCC to consider a Mortuary Science program was based on community feedback. CCC conducted a review of the need in the community and determined the program wasn't in demand and therefore was not developed.

(1.C.2) Another example, based on feedback from local industry professionals and faculty, was investigation of an energy technology program. First, a study was conducted which demonstrated

program review cycle is completed annually in the spring term and the process is evaluated by the administrative team with input from the faculty.

A recent example of program improvement is the review and subsequent revision of the foundations math curriculum. Originally Math Essentials (MATH 0980) was developed for implementation beginning in Fall 2015 for students underprepared in the basic skills of mathematics. While this pre-requisite course focused on preparing students to enroll in the next level of credit-bearing math as required by a diploma or degree, student success and completion of the [course remained stagnant \(see success and completion trend 2009-2011 report\)](#). In Fall

courses. This data is used in the ASL process and program review for improving the quality of student learning. In 2018, direct student data (N = 1,563) shows students achieved a level of 86.15% of “advanced/proficient” surpassing the college-wide goal of 75%.

In meeting the needs of English as a second language and adult basic education (ABE) learners in 2017-18, 1,785 adult education students were served in the following categories:

1,332 Low ABE (Up to and including 5th grade) - Includes 1,070 ESL and 92 ABE students

351 Intermediate ABE (6th – 8th grade)

102 Adult Secondary ABE (9th – 12th grade)

43 passed tests to obtain the GED

The [Graduate Outcome Report](#) data supports the fact that graduates achieve the employment/continued education learning objectives of their programs. The data indicates that 773 of the 1,391 students are continuing their education at a postsecondary institution. 42 percent of graduates (predominantly diploma students) are continuing their education at CCC. 93 percent of our graduates are employed in Central’s seth

0. Enrollment Report Final_Aproved
0. OPEN ACCESS STATUTE
0. VFA
00.1.3_CCC_MulticulturalResourceCenter
00.1.3_HACU-AMI-Evidence
00.1_P1h_ASL_Five_Phases
00.DiversitySummit
1P1E_Nebraska_Transfer_InitiativeDocument
1P1f_CCC_Student Clubs
1P2c-Schedule-CCPE
1P2d-NurseEdProgramReview
1P3a-ETEC-EdServices
1P3a-ETEC-HLC-05242019
1P3a-FullETECProposal
1p3a-OnlineAdmissionForm
1P3a-SSOIQuestions
1P3c-ETEC-BOG-October_2018_Board_Agenda
1P3c-ETEC-CCPE
1P3c-ETEC-CCPE-ProgramProposal
1P3c-ETEC-October 2018 Cabinet Agenda
1p3e-Developmental Math Excerpt from Voluntary Framework of Accountability
1P3e-MathBOGpresentation
1p3e-MATHNovusAGENDA
1Rd2-2016-17 Graduate Success and Employment Outlook By Program
statute=85-1501

(4.A.2) CCC evaluates every credit it transcripts, including [credit for prior learning](#), career technical articulation, department and standardized national examinations, military school and work experience, civilian work experience, company training programs, licensing, formal, non-credit continuing education and other similar experiences.

(4.A.3) Our process for awarding [transfer credit](#) is communicated to students online in our course catalog (credit for prior learning option), in person by advisors, admissions team members, faculty, and other support team members.

1P4d.

(4.A.5) Specialized accreditation is identified by the program faculty, dean, instructional vice president, and CAO and may be identified at the point of new program development or after the program has been approved. Required specialized accreditation (e.g., nursing or allied health programs), is identified when the program is first considered for development. Programs that do not require specialized accreditation may elect to become part of specialized accreditation at any time it would be feasible to engage in the process. The application for specialized accreditation is prepared by faculty and the dean with support from the CAO, Division Vice President, and College President.

Faculty and deans implement specialized accreditation following the rules set forth by each accrediting body. Specialized accreditation-required criteria are included in the program development change process. Should there be specialized staffing or accreditation requirements, the process for hiring would go through Central's normal hiring process. Additionally, the student preparation requirements, application to the program, specialized handbooks, and program materials including textbook requirements, all follow the program development process. When required, sites for clinicals and practica are contracted. Classroom technology and other equipment are identified and secured by the faculty, dean, and CAO working with facilities and IT Services using established protocol.

Specialized program accreditation is maintained by faculty and deans through CCC's curriculum, assessment and evaluation process in tandem with the specialized accrediting agencies' requirements and reporting schedule.

1P4e.

(3.A.2) CCC determines student success as improved employment condition, academic award attainment, and transfer into another post-secondary institution. (4.A.6) Since 2012, CCC uses the [Graduate Outcome Report](#) to quantify and qualify the level of outcomes attained by its graduates. The data in this report outlines the success of completers by defining employment and salaries via Nebraska Department of Labor unemployment data, matriculation to other postsecondary institutions via National Student Clearinghouse data, and continued enrollment at CCC. For all other students, CCC uses the [Voluntary Framework of Accountability Six-Year](#) and two-year cohort data to track recei

1P4f.

CCC defined the program review process, method, and tools to assess program rigor across all modalities. Program rigor is assessed through review of student success, graduation rates, licensure pass rates, and specialized accreditation results. These additional measures are selected by the program faculty and administration with input from other internal and external stakeholders.

1R4.

Program review results for determining the quality of academic programs include internal review of the program as well as review by employers of graduates and program graduates.

The Graduate Outcome Report shows 88% of [CCC graduates](#) are employed full-time or continuing their education, which CCC considers successful student completion. The average hourly wage of 2016-17 graduates was \$18.32, more than double Nebraska's minimum wage. Successful transfer agreements are evidenced through [transfer data](#) also included in this report. While results vary by program, the majority of graduates believe they are well-prepared for their chosen field of employment.

(4.A.5) As part of the 7-year Nebraska Coordinating Commission for Postsecondary Education, all CCC programs have been successfully reviewed. Results of external review of academic program quality include successful maintenance of the following program external programmatic approvals and accreditation:

Nursing Education- approved by the Nebraska State Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN): www.acenursing.org

Paramedicine- accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) on the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP): www.caahep.org and www.coaemsp.org.

Medical Assisting- accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB).

Occupational Therapy Assistant- granted accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), www.acoteonline.org.

Dental Hygiene and Dental Assisting- programs are accredited by the Commission on Dental Accreditation, <https://www.ada.org/en/coda>.

Health Information Management Services- accredited by the Commission on Accreditation for Health Informatics and Management Education (CAHIIM). www.cahiim.org/.

Automotive Technology- accredited by the Automotive Service Excellence (ASE) Student Certification program.

CCC interprets the effectiveness of our academic program quality to be on par or above the performance of our peers in Nebraska or our market share.

114.

Academic program quality improvement process is central to the mission and essential to the operation of CCC. Data-driven decision-making will remain paramount as CCC ensures

1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks

instruction, curricular improvements, or recruitment and retention, original educational research is not an expectation.

(2.E.3) CCC maintains academic integrity procedures that are communicated through the [website](#) (excerpt from the Student Code of Conduct) and the [Expectations for Academic Integrity](#).

(2.E.1, 2.D) Students are provided instruction on scholarly practice from their instructors through class procedures, expectations, and assignments. Academic integrity is reinforced through information provided by the Library Resource Centers, including copyright and plagiarism information. All students are provided access to Central's online resource guide called [Information Literacy](#), to assist in observing ethical writing practices.

1P5b.

(2.E.2) All degree-seeking students complete Gen Ed Group A: Communications requirement, which includes the following student learning outcome: *Graduates are prepared to incorporate information from sources ethically and effectively.* Additionally, students are informed about academic honesty and integrity and the ethical use of information resources through material and links posted in the learning management system course shell. The Academic Integrity statement is included in all syllabi. Students are provided guidelines for ethics in research in courses that require research. In addition to face-to-face support for students and faculty, librarians have developed an online Information [Literacy Skill Builder](#) that provides assistance and training to critically evaluate information and utilize accurate citations. Librarians are available for support to faculty through professional development sessions and collaboration on research assignments. Librarians are also available to students through in-class presentations and out-of-class support for research.

(2.E.3) CCC maintains a [Code of Student Conduct](#) which expects students to exemplify honesty, honor, and respect for the truth in all of their dealings. Behavior that violates this value includes, but is not limited to, academic dishonesty. Instances of academic dishonesty are described in CCC [Academic Integrity Procedures](#) and can be found on the website. Procedures for addressing alleged instances of academic dishonesty, academic sanctions, and the student appeal process are outlined, along with examples and of personnel involved. Many faculty require students to submit their papers to TurnItIn to check for plagiarism. Students receive feedback identifying potential problem areas and have the opportunity to correct their work prior to submitting it for grading.

1P5c.

(2.E.2) Academic integrity is reinforced through information provided by the Library Resource Center, including copyright and plagiarism information. All students and faculty are provided access to Central's online information literacy skill builder called [Information Literacy](#), to assist in observing ethical writing practices.

(2.E.3) CCC maintains a policy which outlines ethics and responsibilities for College Employees and requires faculty and staff to adhere to standards of professional conduct and act in a manner consistent with our Core Beliefs. Professional conduct is described as acting with honesty and integrity in all matters relating to employment.

(2.E.3) CCC has a manual process established for reviewing faculty requests for data to conduct research. Faculty submit requests to CCC Institutional Research. The Chief Academic Officer, in consultation with the President, takes several aspects of the request into consideration, including but not limited to guidance of the process through a degree-granting institution, resource allocation and availability, and alignment with College mission and vision. A final decision granting the research request is communicated to the requestor.

(2.E.3) The faculty evaluation process assists in ensuring ethical practices within the classroom setting. Associate Deans of Instruction conduct classroom observations and an annual evaluation process of all faculty, both in face-to-face settings and online. A [standardized classroom observation](#) with guidelines is utilized. The faculty evaluation process includes evaluation of pedagogy, assessment, teaching materials, progression toward annual goals, contractual duties and responsibilities, student survey of instruction data, self-reflection and evaluation. Concerns are discussed between the faculty and the associate dean following the observation or at the end-of-the-year evaluation. On the occasion a student believes an instructor has acted unethically, CCC directs the student to the [student complaint](#) process, available on the website.

1P5d.

Employment evaluations, developed by academic administration along with faculty to ensure the appropriateness of the evaluation tool as well as compliance with the negotiated faculty contract and faculty evaluation procedures, provide the primary method of assessing freedom of expression, integrity of research, and scholarly practice as well as ethical teaching and research practices of faculty. Student complaints that cF.15 TD.0001 T012 Tw(CCwork-.ds. Prof(laints that -22.605 -1.15

0% similarity rate and less than 3% of students (N=770) have an incidence of plagiarism. CCC students are expected to respect ethical standards and exhibit academic honesty and therefore, have a goal of zero incidences. The results through Turnitin are within an acceptable range. No external benchmarks are sought.

1I5.

CCC has proactively communicated with students CCC's expectations for maintaining academic integrity through the common syllabi information posted in all courses. CCC will work toward adopting an online reporting structure using current software reporting processes. Due to increased request, the administration is also considering a more formal Institutional Review Board to review research requests.

Sources

00.code-of-student-conduct-2018
1p5a-Course_ Information Literacy Skill-Builders
1P5a-Ethics-Responsibilities
1P5a-Student Code of Conduct-Website
1P5b-academicintegrityprocedures
1P5c- Student Complaint Process _ Central Community College
1P5C-FacultyEvalDocs

2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)

- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

- Ensuring faculty are available for student inquiry (3.C.5)

- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

- Determining new student groups to target for educational offerings and services

- Meeting changing student needs

- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

- Deploying non-academic support services to help students be successful (3.D.2)

- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)

- Communicating the availability of non-academic support services (3.D.2)

- Selecting the tools, methods and instruments to assess student needs

- Assessing the degree to which student needs are met

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

- Comparison of results with internal targets and external benchmarks

- Interpretation of results and insights gained

2I1: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

identify and serve students with behavioral or emotional concerns by coordinating resources and appropriate interventions while supporting the student's well-being and continued success.

(3.D.2) CCC deploys personalized academic advising to help students seeking a degree, diploma, or certificate to select and complete courses and programs. Student Planner is a web-based software tool utilized by academic advisors to help clarify, plan, and track student progress toward the credential. They may also document meeting notes, academic goals, and actions items to be completed. Students have access to this information 24/7/365.

2P1c.

As outlined in the (3.C.5) [CCEA Negotiated Agreement](#), faculty are contractually required to be on-campus a minimum of two office hours per week in addition to instructional time, labs and clinicals. Hours are posted in syllabi, office, and the college intranet. Students can meet face-to-face with faculty during office hours or a pre-arranged time. Online faculty use WebEx to hold virtual office hours, and students can use the Chat feature of WebEx. Students may also contact instructors by phone, email, or Quickmail (a Moodle tool). Faculty are expected to respond to student inquiry within 48 hours. This [sample faculty member's schedule](#) (3.C.5) illustrates how an instructor provides opportunities for student meetings.

2P1d.

Both Student Services staff and faculty are integral to the process of determining and addressing all student needs for learning support. [Academic Success Centers](#) (ASC) provide numerous programs/services that support student learning. CCC offers library services in physical and virtual formats. (3.D.5) All students have access to the [Information Literacy Skill Builder](#) tool to assist in observing ethical practices.

One example is [Academic Skill Builder workshops](#). In these multi-week workshops, college staff use placement test scores to pinpoint a student's specific areas of deficiency and create individualized study plans. The ultimate goal of these short-term offerings is to help students improve their scores in reading, writing, and math and get into college-level courses. Additionally, the College's Academic Success Centers collaborate with faculty to address student needs for supplemental instruction. Supplemental Instruction offers enhanced tutoring for historically difficult courses in order to provide immediate additional support for learning. In 2017, ASC staff implemented Online Tutoring to improve service to students who are unable to access brick and mortar tutoring centers. The list of all [tutors employed during Spring 2019](#) (3.D.1, 3.D.3) shows the scope of providing tutoring to students at CCC. Regardless of the mode of delivery, tutoring services are provided at no cost to the student.

ASC Directors collaborate with Disability Support Services Directors (DSS) to support the learning needs of students with disabilities by implementing certain testing accommodations that could include proctoring, reading, and scribing.

(3.D.4, 3.D.5) There are several methods used to identify the learning support needs of faculty, including feedback from instructional administrators about potential areas for faculty growth, federal or state guidelines, HLC standards, student performance measures, and business/industry expectations. When learning support needs for faculty are identified, the College has several avenues for providing this support. The [Faculty Resource Center and Learning Support Services](#) staff work to facilitate the teaching and learning process and to support program, curricular, instructional, assessment, and student engagement improvements through individual meetings, work sessions, trainings, and professional development opportunities. In addition, Associate Deans and other administrators work with faculty through division and individual meetings to identify needs and provide corresponding professional learning opportunities. Faculty attend professional conferences and receive professional growth opportunities internally through outside trainers or facilitators hired to educate on topics related to student engagement, disabilities support, and educational best practices.

2P1e.

CCC relies on dozens of extended learning services staff and training and workforce development personnel to meet regularly with community groups, area business and industry and school partners to promote current programming and gain insight on new programming. Close working relationships with the Nebraska Department of Labor offices provide opportunities to quickly identify potential groups of individuals needing educational programming due to layoffs or hiring expansions. School personnel may identify groups of students from a new cultural background needing language or cusanguage or cusanguag.oal

groups of employees committed to collaboratively serving students who are facing various barriers to their success.

CCC also has prioritized support services to serve the increased mental health needs experienced by many of our students. In 2014, CCC created the Student Assistance Program, which makes available to all CCC students 12 counseling sessions a year with a licensed mental health practitioner at no charge.

2P1g.

Demographic information gathered from prospective students through CCC's recruiting and admissions processes helps the College identify subgroups who may have distinctive needs. One example is the addition of a veteran status question on the application in 2015. During the registration process, all students receive information on available services and are encouraged to identify distinctive needs to receive any required support. Enrollment behaviors are also examined, with distance education students identified as one group with distinctive needs. A sample of the major subgroups with distinctive needs and descriptions of how they are supported are explained below (3.D.1).

Distance learners account for 39-52% of total student headcount. This 13% growth from 2013 to 2017 was supported by usage of an online registration software (Ellucian PLAN), and development of an online orientation regarding student support services, college basics, how to obtain and maintain financial aid, and access to student tools. Additionally, we created a step-by-step WebEx video to educate students about online course tools, assignment submission, utilization of discussion boards, and instructor communication.

During the application process, military-connected students are identified and monitored to ensure their distinctive needs are proactively being met. The [Veterans & Military Resource Center](#) utilizes a uniform set of data tools to collect and track information on veterans, active service members, and their family members, regardless of their use of VA educational benefits. This includes demographics, military history, enrollment, retention, and degree completion. Support for these student subgroups reduces unique barriers and encourages academic success. Since the implementation of the VMRC in 2011, all veteran and military-connected students are contacted multiple times during the semester through phone calls, emails, social media, and personal contacts with staff

The VMRC has four dedicated locations, each with a distinctive chapter of Student Veterans of America and Salute National Honor Society. VMRC staff provide admissions support, advising, mentoring, peer support, financial counseling, career advising, resume writing, and advocacy, as well as space for study and relaxation to build peer support within this group. VMRC also collaborates with the Veterans Administration Health Care System to provide direct, on-campus counseling and case management support through the VITAL program (Veterans Integration to Academic Leadership). These important initiatives helped CCC be recognized as [3.D.1] "[Best for Vets](#)" by Military Times Magazine, Ranked #1 in the Nation the last five years consecutively (2014-2018). VMRC won multiple other national awards and has committed to the Eight Keys to

Veteran Student Success issued by the Department of Veteran Affairs & Department of Education.

2P1h.

(3.D.2) Central Community College uses a variety of methods to provide support services that will help our students be successful. Incoming students are invited to a face-to-face [New Student Orientation](#) prior to enrolling in classes. This event includes information about student support services available and provides an opportunity to meet staff. At orientation, students learn about success in college and involvement in extracurricular and curricular activities, and are instructed on time management and best practices for academic planning. Distance students and others unable attend face-to-face orientation may access an online orientation that is available 24/7/365. Online orientation provides students with information about the support services available, student rights/responsibilities, and online resources.

Other support services/resources include club and organizational fairs, part-time job fairs, residence hall orientations, drug/alcohol prevention activities, and even social events like movie nights or bowling. In addition, student services staff encourage students to contact them whenever they encounter problems or have questions.

Distance students and others unable to access services on-campus can access services online. Among these online services is our [College Central Network](#), an online system that both CCC current students and alumni can access to search for jobs, get assistance with developing a resume, and practice their interviewing skills. CCC recently added the [Career Coach](#) program to the array of resources offered to provide students with regional employment data, forecasts, and other resources matched to students' specified fields of interest.

Finally, the College has behavioral intervention teams/CARE Teams at each location. [CARE Teams](#) offer resources, support, and interventions to students who are encountering barriers or displaying concerning behaviors. (3.D.2) The

have been many [professional development and training opportunities for CCC student services staff](#) (3.C.6) since 2014.

In addition to regional and national professional development opportunities, the College provides student support services staff with other forms of internal professional development. On-campus training events enhance the education of staff on issues such as behavioral intervention, effective communication/customer service, poverty, diversity, LGBTQ+, and other service-related topics.

2P1j.

Central Community College uses a number of methods to communicate the range of available student support services. The CCC website includes an easy-to-find and comprehensive listing of the (3.D.2) [student support services](#) available.

In addition to the website, the student portal system (WebCentral) contains links for accessing financial aid and scholarship information, account balances, and payment options, as well as daily reminders about important deadlines, events, and student activities. Non-academic support services are also communicated by Student Services during presentations at orientations and welcome events, meetings with student groups, one-on-one appointments with students, and email notices to faculty.

Student services also use printed brochures, flyers, posters, billboards, and digital monitor messages to help explain and promote their services. Additionally, the College often communicates information about new or unique services through marketing pieces and student presentations. Social media is also beginning to be utilized effectively to promote the wide array of student support services available.

2P1k.

CCC selects tools and instruments for assessing student needs based upon effectiveness, past successes, and educational research best practices. For example, the College uses a variety of methods to evaluate where new students will be starting academically, including Accuplacer testing, ACT/SAT, MAP, and other standardized tests to assess academic readiness and recommend course placement.

Administered every two years, the Community College Survey of Student Engagement (CCSSE) serves as another method for assessing student needs and how well the college may/may not be meeting such needs. Additionally, every semester the Student Survey of Instruction (SSOI) is administered at the course level to assess student academic-based/instructional needs and their related satisfaction.

The attached factors from the [Community College Survey of Student Engagement \(CCSSE\)](#) 2017 administration indicated both favorable results and opportunities for improvement. The favorable data includes aggregated data for the items on which the College performed most favorably relative to the 2017 CCSSE Cohort. These higher areas of student engagement are across four of the five national CCSSE benchmarks – and not solely focused in one or two of those areas. This suggests that the College is performing well in several of the key areas of student engagement. The bottom section of the CCSSE data displays the items on which the College performed least favorably relative to the 2017 Cohort. For example, only 24.8% of CCC students (compared with 34.4% of the 2017 Cohort), responded that they “often” or “very often” gave a classroom presentation in their courses. Again, the data reflects that there are aspects of student engagement with opportunities for improvement. Three of the lowest areas of student engagement fell within the “Student Effort” benchmark. The College will include these data during upcoming strategic planning meetings and meetings of the President’s Quality Action Council.

2I1.

As noted in the above results section, the College’s nursing program spent considerable time collecting and reviewing data related to students’ licensure pass rates and course completion rates. Based on this examination, the program made several changes and improvements to how they prepare students, including implementing supportive programs such as Virtual ATI, to give students another resource to prepare for the NCLEX. The pass rate difference between 2016 and 2017 suggests that a positive impact has occurred since adding this new program for the College’s nursing students. The 2018 pass rate is on track to meet the 92% benchmark.

CARE teams and expanded Student Assistance Programs are showing additional services needed including providing student food/hygiene pantries. Tutoring and veteran resource center services continue to show positive results on student success and will be reviewed for expansion at additional centers and distance locations. A multicultural center was established on one campus as a pilot, with possible expansion to other campuses in the next three years. Online orientations may expand to include the entire first-year experience modules for student engagement.

Sources

- 1 - 2p1a - Successful Outcome Rate - Stage 1 SPNS
- 10 - 2p11 - Conferences and trainings since 2014
- 1p5a-Course_ Information Literacy Skill-Builders
- 2 - 2p1b - Student Services
- 2.1-2P1i-SourceToAccessStudentNeeds
- 2.1-2R1-Chart1
- 2.1-2R1-Chart2
- 2p1a-18.FA Resources Available for Students updated
- 2P1B-Project HELP
- 2P1D-Academic Success Center - Grand Island
- 2P1D-AcademicSkillBuilderExample

2P1D-LSS_FRC Handout

2P1G-IPEDS-Hispanic

2P1G-Veterans Guidebook

2P1H-CareerCoach

2P1H-CCN

2P1H-New Student Orientation

2P1L-Student Organizations

3 - 2p1c - CCCEA Negotiated Agreement 2019-2020

4 - 2p1c - Sample Faculty Schedule in Spring 2019

5 - 2p1d - Tutors in Spring 2019

8 - 2p1h - CARE information

9 - 2p1h - SAP Brochure

Best for Vets

CCSSE 2017 CCC Key Findings

Concordance Chart 01-16-19 with MAPS

SPNS Full Term Process

2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data

track cohorts including the Voluntary Framework of Accountability (VFA) (4.C.2) [two-](#) and [six-year](#) persistence & retention tracking, The National Community College Benchmarking Project (NCCBP) including transfer, completion and persistence rates and to a lesser degree [IPEDS cohort tracking](#). Data on completion is collected, stored, and reported in multiple ways, including all of those listed above and the (4.C.2, 4.C.4) [Graduate Outcomes Report](#).

2P2b.

CCC utilizes (4.C.4) [IPEDS benchmarking](#) and VFA metrics and to determine and set targets for retention, persistence, and completion. IPEDS retention tracking allows us to measure ourselves against a self-selected peer group of similar colleges. (4.C.1) CCC's target in the IPEDS data is to be on par or outperform CCC's peer college group for both full- and part-time student retention. Additionally, IR compiles data on early college students and college attendance. The College uses (4.C.4) [Early College Conversion](#) by High School report to identify matriculating CCC early college students after high school graduation.

2P2c.

Retention, persistence, and completion rates are used in Enrollment Management, Student Success, and instruction to assess effectiveness and feasibility of multiple initiatives and practices and to inform policy and process. In response to a growing Hispanic student population and a desire to recruit and retain a higher number of Hispanic students, CCC started offering [Spanish New Student Orientation](#). Bilingual student services teams run these events.

English and Math faculty review the success rates of developmental vs. college-level students. Placement scores are reviewed, along with grades received in the first college-level course, and instruction is adjusted to meet lagging areas. Math faculty redesigned developmental courses based on completion rates in hopes of increasing student success and persistence. Program directors and faculty annually review retention and persistence data to identify strengths and weaknesses of the program, and potential ways to support students. Specially accredited programs, such as those in Health or Nursing, also include this data in their respective accreditation reports.

Enrollment projections prepared by IR are reviewed for trending data on retention and persistence by student demographics including gender, age, race, and enrollment status. This review informs the Dean of Enrollment Management's efforts, contributes to cabinet-level future forecasting; and improves potential targeted marketing campaigns.

2P2d.

CCC works to improve retention, persistence, and completion by giving adequate attention to student success through the services and support provided by instruction and student services, as detailed in 2P1. These efforts are supported by analysis of the data from IR and the focus provided by the action projects outlined in the [Strategic Plan Goal 1](#) (4.C.1). These data are reviewed by the President, Deans and College Cabinet with opportunities integrated into annual planning and the Strategic Plan.

2I2.

Like many community colleges in the United States, CCC has identified the need to improve retention, persistence, and completion rates. Based on the performance data shown in 2R2, CCC will create part-time and full-time completion plans in the upcoming 2020 Strategic Plan. Currently, the College is working on several projects in the present [Strategic Plan Goal 1](#) (4.C.3). Depending on their level of completion, some of these may be continued in the new strategic plan, along with new objectives covering improved student advising and expanding engagement with students. CCC will also import these plans into Student Planning, so program and non-program advisors can utilize these plans to create an award completion plan for each student.

Retention coaches have been piloted in some divisions and their effectiveness will be evaluated; the success of the Gardner Institute courses will be monitored for possible expansion; and early college student transitions to CCC will remain a priority.

Sources

2.2-2p2a-EarlyCollege-ConversionByHighSchool-2017-2018
2.2-2p2a-WeeklyEnrollmentReport-19SP 05-06-2019
2.2-R-2017-18 Graduate Outcomes Report (2015-16 Graduates)-Most Recent
2.2-R-2017-18-Credit Registered-Earned By Discipline
2.2-R-2018-National Community College Benchmark Project-Retention-PeerComparison
2.2-R-2018-NCCBP-national-report
2.2-R-Awards 2015-16 to 2017-18 - Degrees_Diplomas_Certificates
2.2-R-IPEDS-Completion-Data_5-2-2019
2.2-R-IPEDS-Retention-Data_5-2-2019
2P2a April 19 - Alpha Campus Summary
2P2a graduateoutcomesreport
2P2a VFA 2yr Cohort
Spanish Insert
strategicplan2015-2020
VFA 6yr Cohort

2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P3a.

CCC considers all its stakeholders as key stakeholders and uses multiple [sources to identify the changing needs of its stakeholders](#). The College employs extended learning services (ELS), student services and workforce development st

unsupported need or to better define the nature of the relationship. Additionally, the College's ongoing marketing analysis and regularly scheduled economic impact study aid in defining new stakeholder groups and their potential needs.

2P3b.

CCC relies on feedback and new information from an array of sources to identify new target markets and stakeholders, including federal and local agencies and community partnerships. If a new stakeholder group is identified, leadership teams evaluate the potential relationship's ability to support CCC's mission and instructional or service priorities. The College uses quality improvement/planning processes to take action. To identify priorities that bring the highest value to students and stakeholders, the developed [planning model](#) includes input from all available

group, along with reviewing all comments. The feedback collected has aided the College greatly in defining key stakeholder needs.

ELS, student services, and workforce training personnel make regular in person or virtual visits to businesses, schools and community groups to assess programming needs and implement services.

2P3e.

CCC assigns key stakeholders a point-of-contact and ongoing communication between the stakeholder and the assigned individual is encouraged. This fosters a strong relationship, with stakeholder needs anticipated, continually assessed, and promptly addressed. While some methods are informal and qualitative in nature, [HEP Satisfaction Survey](#) provides a formal evaluation by which the College can track if needs are being met. Repeat and expanded partnerships with area businesses also indicate satisfaction with past and current partners who want to continue working with CCC.

2R3.

In the 2018 [HEP Satisfaction Survey](#), the majority of survey participants who participated responded positively in regard to the level and type of communication with CCC, and were satisfied with their relationship with the College. Participants believed their organization's needs were met. CCC's results were on par with other institutions participating in this survey.

Additionally, the College is successful in securing and implementing grant funding for customized incumbent workforce training as evidenced in the [monthly grant reports](#) and [letters of support from area partners](#).

Alumni are communicated with through quarterly Community Connection magazine, Facebook groups, letter campaigns, and special events like reunions or athletic alumni tournaments.

2I3.

Several high schools have expanded into career and technical programming and that trend is expected to continue. With low unemployment, area businesses and health care facilities are needing to “grow their own” through investments in current incumbent workers to upgrade their skills for changing and expanded roles in their organization. Recent partnerships like the one shown with the [City of Lexington](#) will be implemented over the next three years, with monitoring for use in other communities. Service to all of our communities will remain a priority as the College begins the 2020-2025 strategic planning process.

Sources

2.3-2018-Higher Educ Partnership Report 2P3
4P2A-4 CCC_LexIndCtr_SupportLetters

4R2-April Grants Report
Methods to Identify Stakeholder Needs
Plan and Budg Flow Chart May 2019 REV2

2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P4a.

CCC uses both informal and formal processes to collect and respond to complaints from internal and external stakeholders. [Formal complaint procedures](#) are available to all stakeholders on the CCC website. Complaints can fall into several categories, including complaint Non-Faculty related, Discrimination and Sexual/Sexual Harassment (Title IX) and Faculty-Related complaints-Non-Grade Related and other. CCC uses the Maxient system to collect complaints and summarize activity using the built-in reporting system. One example is the [Incident Report Overview](#) that tracks the type of incident by type and day. Once a formal complaint is submitted,

it is forwarded to the administrator responsible for the individual, process, or department involved for investigation or action. Informal complaints can include comments from students, staff, faculty, and community members. For informal resolutions, the complainant is encouraged to address concerns by talking with the staff member/administrator and his/her supervisor if necessary. CCC encourages open dialogue to reme

2P4e.

Complaints are submitted through the Maxient system, which allow complaints to be tracked, evaluated, and resolved. With the diversity of types of complaints, the process of evaluation and resolution is handled on a case-by-case basis. However, if several complaints are received about a particular topic, the appropriate administrator addresses the concern on a more systematic basis.

2R4.

CCC tracks all [complaints submitted](#) through Maxient and analyzes the number and type of complaint annually. [Case statuses](#) are also reviewed to ensure they are being handled and resolved in a timely manner.

Suggestion Box items are resolved, even if the response is reviewing for possible incorporation into future plans. Facility and workplace safety concerns are documented and resolved through regular facilities inspections.

2I4.

The College's complaint process has evolved significantly over the past 2-3 years. Purchase of the online management system in 2015 allowed College administration a more organized system to maintain and document the types of complaints, as well as the subsequent follow up with the student or stakeholder. Title IX changes have occurred and will continue to evolve as state and federal guidance is clarified in ongoing letters and legislation. Additionally, the steps for a

2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is

Strategic Plan. The current [Strategic Plan](#) has multiple components that relate to development of collaborations and partnerships, including 2.5 Strengthen Partnerships to Enhance Offerings and Expand Opportunities and 3.2 Collaborate with Community Partners and Civic Leaders.

2P5b.

A statewide example of how CCC builds and maintains its relationships with partners is the process used to develop and implement “[The Nebraska Math Readiness Project](#)”. The purpose of this grant-funded project is to coordinate math readiness between secondary and postsecondary education through software (MyMathLab) and instructional support, to eliminate the need for remedial math education after high school. The project established a collaboration amongst five state community colleges and 16 high school partners. CCC offered and was selected to serve as the fiscal and managerial lead of this project. To build this relationship, several unified efforts needed to be accomplished. Initially, informational group meetings with community college and high school leadership were hosted at CCC. Based on these meetings and input from the grant funder, multiple tasks were developed and carried out by CCC and our partners. CCC's tasks included developing and deploying a secure centrally-accessible database, development, review, and agreement for a unified data sharing agreement, hiring and housing the program lead and logistical taskings/timeline for all participants.

As mentioned earlier in this category, ELS, student support, administrative and training personnel work with meeting and maintaining numerous partnerships with area community, state, and national leaders.

2P5c.

CCC assesses partnership effectiveness by defining partner and grant expectations, feedback reports, program advisory surveys, and the HEP Satisfaction Survey. In the case of The Nebraska Math Readiness Project, methods and instruments to assess the effectiveness of the partnership

2R5.

At the highest level, the College tracks the progress of projects linked to partnerships on the College's [strategic goals tracking system](#) (see: 2.5-Strengthen Partnerships to Enhance Offerings and Expand Opportunities and 3.2-Collaborate with Community Partners and Civic Leaders). The major survey results showing CCC partner satisfaction is included in the [Higher Education Partnership Survey](#). The [Mid-Year Evaluation Report](#) for the Nebraska Math Readiness Project is a good example of a detailed in-progress report. Numbers and variety of grants also provides examples of success in collaborations and partnerships. Additional early college staff have been hired at learning centers due to growth in early college programming.

2I5.

As stated above, the improvements to individual partnerships are variable. Statewide actionable items will continue to come from the Nebraska Math Readiness Project. Initial findings show that the time to complete all phases of the supplemental training must be condensed. To achieve this, the instructional guidance and memorandums of understandings will be modified. As CCC will be entering into its strategic planning process in July 2019, the results from all current and past partnerships will be reviewed and progress on existing strategic projects reviewed.

Sources

(3.C.6) Central Community College's standard operating procedure identifies specific credentials, skills, and values required for faculty, staff, and administrators. Supervisors and Human Resources personnel review a position's 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.

CCC's hiring process contains multiple steps to ensure appropriate credentials, skills, and values of its employees. The hiring manager validates any identified requirements for all applicants during the candidate process. Supervisors and/or hiring committees may require skill documentation, skill assessment, or performance demonstrations from potential employees.

In addition, the College provides employees the opportunity and support needed to obtain additional credentials once job postings for each position have the appropriate level of required credentials. These opportunities are offered through the Individual Development Program. See the [Staff and Faculty Individual Development Program](#) forms.

Annually, CCC hosts the CCC Educator Workshop and New Faculty Institute, at which we train new faculty on benefits; compliance; CCC's Mission, Vision, Values and Goals; and the support systems we have in place for faculty to best

Sources

3I1-CCC Candidate Screening Evaluation Matrix
3I1-Employment
3P1A-Staff_Faculty Individual Development Program
3P1C-Faculty Users Guide for PeopleAdmin System 19
3P1C-Position Justification Request Form
3R1A-Excerpt From 2017 Employee Engagement Survey Results
3R1A-Facebook Insight Page
3R1A-HigherEdJobs Results Tracker
3R1A-PeopleAdmin Applicant Data
Continuity of faculty members
Qualified Faculty

3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance

The current staff evaluation includes various indicators such as initiative, customer service skills, job knowledge/skills, quality of work, personal goals, and quality improvement goals. Employees are evaluated on every essential function from their job description, making all performance evaluations unique to the position. The evaluation includes a self-evaluation and a one-on-one evaluation with the direct supervisor. This process provides an opportunity for the employee to ask for guidance on specific processes while also affording the supervisor the opportunity to give input on goals and improvement objectives. All full-time staff are evaluated annually during their anniversary month.

The faculty evaluation has been newly designed, as of the 2018-2019 academic year, to be conducted electronically instead of on paper. It includes factors dealing with initiative, customer service skills, job knowledge/skills, quality of work, personal goals, quality improvement goals, classroom observation, and reflection of student survey data. The evaluation includes an employee self-evaluation, a one-on-one evaluation with the direct supervisor, and a classroom observation in two of every three years. The evaluation provides an opportunity for the faculty to ask for guidance on specific processes and provides the supervisor the opportunity to give input on goals and improvement objectives. All full-time faculty are evaluated annually and data from student feedback is summarized and reviewed annually as part of the evaluation.

Both evaluations provide the employee and the supervisor the opportunity to rank the employee's performance. This type of tool allows employees and supervisors to be reflective and to identify areas of strength and improvement. It facilitates effective communication and relationship building to increase employee job performance and retention at CCC. See the sample [staff](#) and [faculty evaluations](#).

3P2b.

The staff evaluation process was discussed in the previous systems portfolio and continues to operate as initially developed. A few small changes were made, such as incorporating the option to denote items as "not applicable". The initial process had HR reviewing every evaluation during the first year to ensure consistency of rating and quality comments. This step was removed, as it was determined that supervisors were providing quality analysis and feedback.

The faculty evaluation has been revised to be conducted electronically. The first phase of developing the evaluation tool was to create a common job description for all faculty. In 2017, a committee comprised of faculty and administrators jointly met to develop five essential functions

CCC has designed a service award program that recognizes full-time and part-time employees who have served five years and at each additional five-year anniversary. At the annual All-College In-Service, the College recognizes employees who have served 25 years or more. While not directly tied to retention, recognizing an employee's years of service is beneficial to the institutional culture.

Every year, one faculty member college-wide is nominated for the Nebraska Community College Association (NCCA) Faculty of the Year award. Local awards such as the Distinguished Faculty, Outstanding Staff, and Spirit Award are voted on and given on each campus to recognize exceptional performance and impact at CCC. Retirement plaques (or donations to the CCC Foundation, if employee prefers) are given to retirees of the College. Distinguished Emeritus status is awarded to outstanding personnel following their retirement.

In addition to base salaries, CCC compensates employees by offering a generous benefit package described in two documents - the Summary of Benefits for full-time [staff](#) and [faculty](#). Additional

Ultimately, the leadership teams of the College, in conjunction with the President's Quality Action Council (PQAC) (formerly CQIT), review the findings of the perception surveys/studies and then define potential improvement opportunities. Once an opportunity for improvement is identified, the PQAC 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.

3R2.

Assessing an employee's contributions to the institution is done through a ranking system on [staff evaluations](#)

3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)

Aligning employee professional development activities with institutional objectives

Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

Summary results of measures (include tables and figures when possible)

Comparison of results with internal targets and external benchmarks

Interpretation of results and insights gained

3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P3a.

(3.C.4, 5.A.4) During the last five years, CCC has coordinated with Human Resources, Information Technology, and supervisors to develop New Employee Orientations, intended to acquaint new full-time hires with the College. Based on feedback from new employees, as well

as other departments involved, it was evident that this process was not adequately meeting the needs of new employees. In order to improve the orientation process, the HR Employee training director has been working to redesign CCC's New Employee Orientation, and implement it by Fall 2020. This new process will include informing new full-time employees about CCC history; vision, values, and culture; benefit plans; administrative procedures; safety; and other key policies, procedures, and compliance standards. Other activities will include touring the campus, meeting team members, identifying goals and setting expectations, identifying a mentor, and engaging in other training specific to the employee's position. Formerly, new employee orientation was completed in the first two days of employment. Our new orientation process will take place over time, with portions completed prior to the first day of employment. The remainder may occur over a course of a year, depending upon the position. We have implemented and utilized People Admin and BizLibrary, which are online systems that will assist us in reaching out and educating our employees during orientation and onboarding experiences in an efficient and meaningful manner. Additionally, all new full-time faculty attend a two-week institute (New Educator Workshop and New Faculty Institute) addressing many of the organizational objectives listed above, in addition to teaching and learning topics. See examples of the [New Educator Workshop Agenda](#) and [2017](#) and [2018 New Faculty Institute Agenda](#) for topics covered.

Annual evaluations for all full-time [faculty](#), [staff](#), and [administrators](#) provide an opportunity to document and discuss current trends, objectives, and job skills relevant to their area of responsibility. Each employee sets goals annually and self-identifies training opportunities, which are reviewed by the supervisor and employee together and progress is noted. Supervisors and the HR Department also review training suggestions to assist in continuing employees' professional development. A new online performance evaluation system was implemented in 2016 for Administrators and Staff members.

The College encourages and assists employees in pursuing continued education, in addition to sponsoring in-house training. An Employee Training Specialist was added to conduct in-house customized training and professional development areas in 2015. An internal program developed by the Employee Training Specialist is the [Leading with Excellence Leadership Program](#), which is designed to assist in identifying potential leaders within the institution, as well as encouraging advancement within the organization. After [applying](#), employees accepted into the program are given the opportunity to travel to all college locations, learn about the divisions, resources, and projects within the College, hear from institutional leaders, and receive focused training on various leadership concepts. Leading with Excellence has successfully operated for [three years](#) and has graduated 48 employees from the program. It is a competitive program, with approximately 53% of applicants accepted annually. Only four participants have left the institution, while 44 continue their employment at CCC. Of those 44, three have advanced in the institution.

The College offers [Teaching and Learning Summits](#) to faculty members to acquire best practices in teaching and learning. These summits are optional sessions offered during the summer months. We also offer Staff Summits to staff members to provide personal and professional development skills on-site. These summits are similar to a conference where there are multiple sessions and topics offered. See the [2018](#) and [2017 Staff Summit Registration](#) for more details.

The College understands the importance of the institution complying with federal and state regulations, and in 2015 CCC hired an Equity and Compliance Manager to assist with these efforts. It is important that employees and students are free to work and learn in a safe environment. All full-time employees are required to complete annual training covering topics such as workplace harassment, Title IX, and safety protocols.

The College encourages and assists employees in pursuing continued education by offering an Individual Development Program (IDP). This program utilizes college dollars to support college [staff](#) and [faculty](#) as they pursue additional educational opportunities. From Fall 2015 to Fall 2018, CCC dedicated \$294,000 towards supporting employee educational goals (\$40,000 per year for Staff and \$33,500 per year for Faculty). The College has approved \$284,329.99 since Fall 2015 through this program. 126 employees (75 staff and 51 faculty) have been able to pursue educational opportunities due to the support offered by the IDP.

3P3b.

(3.C.4) CCC provides a variety of activities to ensure instructors are current in instructional content in their disciplines and pedagogical processes. 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-service events bring employees of the campus together to collaborate on campus-specific needs. The faculty's [negotiated contract](#) provides non-teaching contract days, allowing for specific training, development, and collaboration.

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

The College requires selected faculty to hold practice licenses through State of Nebraska Licensing Boards established by national accrediting professional organizations (RN, LPN, BSN, MSN, RDH, etc.)

The six Nebraska Community College Chief Academic 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 tra

New full-time faculty members attend a two-week institute ([New Educator Workshop](#) and [New Faculty Institute](#)) addressing teaching and learning topics. This occurs during the first two weeks of employment. Topics covered include:

- Institution's Mission, Vision, and Values
- Role of CCC in the service area
- Community and Connections
- Teaching and Learning Expectations
- Instructional Materials and Learning Activities
- Engagement & Assessment
- Human Resources
- Information Technology
- Compliance
- Student Services
- Learning Support Services

New faculty members are able to attend New Faculty Collaboration meetings conducted quarterly. Faculty members determine the agenda of these meetings based upon their needs or successes. See the [New Faculty Institute Survey](#) for responses from employees that have participated.

The College assists faculty members in pursuing continued education by offering a variety of development opportunities:

- Individual Development Program (IDP) - assists faculty members with individual skill development by attending classes, trainings, workshops, or conferences.
- Sabbatical Leave Program - allows the faculty member take leave to learn more about an area of study to bring value back to the program, students, and the College.
- Return to Industry - allows the faculty member time to go back into industry to learn current trends to bring back to the academic program.
- Advisory Boards - allows the faculty member to meet with industry experts to establish relationships, provide guidance and feedback of their academic areas.
- Credentialing Program - outlines credential requirements and, in some cases, provides financial assistance to faculty members who need to obtain credentials outlined by CCC and the HLC guidelines for their assigned positions.
- Teaching and Learning Summits – allows faculty members to acquire best practices in

Classroom observation by supervisor
Student evaluations
Review current year goals/ Establish new goals

3P3c.

(3.C.6) To assist in increasing employee knowledge in their area of expertise, meetings are held frequently among the divisions and departments (see [SSS Staff Meetings and Trainings](#)). Information discussed include new policies/procedures, areas for potential improvement, and areas of strength. Experts and other specialized speakers are invited to present on important topics such as poverty, diversity, LGBTQIA+, Respect in the Workplace, Micro-aggression,

Survey feedback after training sessions
Employee Satisfaction Survey
Number and cost of employee professional development activities
Tuition reimbursement from Individual Development Program and Sabbatical Program

Use of the Employee Professional Development (EMPD) registration system to track employee attendance and training history. Based on the performance of the EMPD registration system we have incorporated, a Training Learning Management System (BizLibrary) will take the place of the EMPD program. This new system will allow us to track training attendance, allow for easier employee registration for training sessions and provide online learning sessions.

3R3.

Results for determining if employees are assisted and supported in their professional development include:

The number of [Individual Development Program applications and amount \(\\$\)](#) has surpassed expectations over the last three years. The internal Leading with Excellence program has received an average of 31 applications per year. Only four participants who have attended this training have left the institution, with 44 continuing their employment with CCC. Of the 44, three have advanced and one has moved from part-time to full-time status.

The College approved four faculty in 2016/17 and two faculty in 2017/18 for Sabbatical Leave. Currently (2018/19) one staff member is approved for Sabbatical Leave. [Staff Summit sessions](#) have averaged 188 employees since 2015.

3I3.

Process improvements that are planned in the coming years include:

New Performance Evaluation program for faculty – faculty will be completing their Performance Evaluations using the People Admin program.
Implement an Employee Training Tracking syst

3P1C-Faculty Users Guide for PeopleAdmin System 19
3P2A-Staff Eval
3P3A-2017 New Faculty Institute Agenda
3P3A-2017 Staff Summit Registration Info
3P3A-2018 All College Hourly Staff Summit Agenda
3P3A-2018 New Faculty Institute Agenda
3P3A-2018 Staff Summit Registration Info
3P3A-CCC Leading With Excellence Application Form 2018 2019
3P3A-CCCEA Negotiated Agreement 2019-2020
3P3A-Faculty Individual Development Program 5 years
3P3A-Leading With Excellence Leadership Program Synopsis
3P3A-LWE Participants
3P3A-New Educator Workshop Agenda
3P3A-Staff Individual Development Program 5 years
3P3A-T and L Summit Registration Info-2018_2017
3P3B-New Faculty Institute Results
3P3C-SSS staff meetings and trainings
3P3D-ExcerptFromEvaluationTraining
3R1A-Excerpt From 2017 Employee Engagement Survey Results
3R1A-Facebook Insight Page
3R1A-HigherEdJobs Results Tracker
3R1A-PeopleAdmin Applicant Data
3R3-Individual Development Plan applications and amount awarded
3R3-Staff Summit Session Attendees

4 - Planning and Leading

4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)

- Ensuring that institutional actions reflect a commitment to its values

- Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)

- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)

- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

- Comparison of results with internal targets and external benchmarks

- Interpretation of results and insights gained

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P1a.

The current [mission statement, vision, values, plans and goals](#) are accessible to staff, faculty, students, and the general public via the College website.

The organizational mission is: (1.A.1) ***Central Community College maximizes student and community success.*** The vision and values were created to support this mission and are in congruence with the purpose of Nebraska community colleges, as defined in Nebraska Statute. (1.D.2)

Central Community College's geographic focus is the twenty-five counties in central/south central Nebraska. Our instructional priorities, outlined by the [Nebraska statute 85-962](#) creating community colleges, include:

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.

Following completion of our last Systems Appraisal, we began a thorough review of the institutional mission and values, and creation of our 2015-2020 strategic plan, with positive results. The inclusive process facilitated by internal leadership involved internal and external stakeholders and occurred over 12 months. A Strategic Planning Task Force was assembled, consisting of over 100 employees, including part-time and full-time staff, faculty, and administrators, with a concerted effort to include representation from each campus, division, area office, and faculty (adjunct and full-time) (1.D.2, 1.D.3). The task force met with stakeholder groups, including on- and off-campus students (full- and part-time, and community members, to gather input. An internal survey (N=159) showed 91% of employees supported the new mission, 95% supported the three-part vision statement, and 97% supported the 12 value statements. The new mission, vision, and values were then [approved by our 11-member elected College Board of Governors](#). (1.A.1)

(1.B.1, 1.B.2, 1.B.3) Once created, the mission statement was deployed, with inclusion on all email signature lines, business cards, promotional items like coasters, notebooks and tools, [full window decals on all major building en](#)

for [Energy Technology](#) is included as an example. Once the initial approval is completed, reports are required every seven years by the CCPE. In addition, the College annually reviews key performance indicators such as degrees/diplomas/certificates awarded, licensure pass rates, student enrollment, budget expenditures, graduate placement, and faculty workloads. If programs are no longer meeting community needs or providing opportunities for student success, programs are discontinued or refocused to meet a new identified need. (1.A.2) Evidence of the systematic review of academic offerings include the [CCPE review schedule](#) & sample Program Reviews of [Nursing](#) and [Business Technology](#).

4P1e.

The Nebraska CCPE also plays a role in major facility or building remodels, and requires extensive and comprehensive reports on need, community input, resource sources, and congruence with state and institutional role and mission. (1.D.1, 1.A.3, 1.D.2) A recent facilities report for the proposed Columbus Campus [STEM Center remodel](#) is attached. The report emphasizes the facility needs in terms of more current two-year academic programs and spaces for use to fulfill occupational (nursing), academic transfer (microbiology), and public service (Central Honors Institute for Youth) responsibilities. Long-range planning of facilities is completed regularly ([Master Facilities Plan](#)) and includes repair and maintenance requirements to accomplish our instructional mission.

(1.A.2, 1.A.3, 1.D.2) Over 75% of the College [object budget](#) is dedicated to personnel services such as salaries and benefits, almost 20% to operational expenses, 2% to supplies & materials, 1% to travel and 1% to equipment. Additional equipment is generally received through industry donations and grants. The budgeting and planning process are outlined in the [Planning and Budgeting Process](#) and reviewed annually and approved by the CCC governing board and reported to the state coordinating commission. Over \$600,000 annually is used for travel for professional development and operational purposes, with an additional \$70,000 available specifically for faculty to remain updated on academic trends and professional development, including returning to industry. Individual development program funds are applied for by employees and reviewed by a faculty/staff committee, supervisor, and college president. A listing of external training funded through just that one specific program is shown here for ([faculty](#)) and ([staff](#)).

4P1f.

CCC collects multiple measures of performance relating to leading and communicating, using both qualitative and quantitative measures. These efforts include:

College mission, vision, values, and strategic plan priorities are reviewed and updated annually, as were AQIP action plans through 2018.
President's Quality Action Council evaluation

[Student Engagement Surveys](#) (FA 18 is the example) have been completed annually since 2003 with findings related to student-faculty interaction evaluated.

Performance evaluations are completed annually by more than 500 full-time faculty and staff, and annual goals are set and reviewed annually with supervisors and stored by Human Resources ([example blank staff evaluation](#)).

Professional development dollars are budgeted and awarded annually through College

Examples of the way CCC ensures the mission statement is continually communicated to both internal and external stakeholders include [Mission banners](#) at building entrances and [marketing materials](#).

The Nebraska Coordinating Commission for Postsecondary Education (CCPE) reviews all existing and new programs to ensure the College is supporting its mission. This also provides an opportunity for internal stakeholders to reaffirm the mission. Examples of these reports include [Energy Technology](#) (new program), [Nursing](#), and [Business Technology](#) (existing program reviews).

The Nebraska CCPE also reviews all existing facilities and new construction and renovations to ensure alignment with the mission. Examples of this include the [Columbus Campus STEM Center remodel](#) and the CCC [Master Facilities Plan](#)

Budget breakdowns by [PCS and Object Code](#) are analyzed and adjusted to ensure our instructional mission is prioritized and values of supporting our students and communities are funded.

4I1.

Annual reviews of the strategic plan allow the College to regularly plan initiatives and set priorities for implementation. A new five-year strategic plan for 2020-2025, along with a reaffirmation of mission, vision, and values, will begin in July 2019. The President's Quality Action Council was created and will continue to include student voices and peer-elected leaders of major employee groups. Academic program reviews, facility improvement plans, and revisions are ongoing based on the facilities plan and community input. Major construction projects completed include the new Kearney Center, Information Technology Center in Hastings, Student Center in Grand Island, and Welding expansion in Columbus. These were successful due to master facilities planning and budgeting. Organizational changes have also occurred, including creating a Vice President of Innovation & Instruction to replace the former Executive Vice President position.

Over the next three years, a new capital campaign will begin for Science, Technology, Engineering, and Math (STEM) in Columbus, continuation of the Advanced Manufacturing and Welding expansion in Hastings, and phase three of a building remodel/update in Grand Island. Programmatically, the Energy Technology program will begin implementation next year as a new academic program, along with year two of Pharmacy Technology.

Sources

2013-2018-HigherEducationPartnershipSatisfactionSurveyReport
2017-18-Graduate Survey Data-College-Wide
2019 2020 view book
4-MissionSignage
4P1C-2019 CCC BOG Partnership and Ownership

4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

Engaging internal and external stakeholders in strategic planning (5.C.3)

Aligning operations with the institution's mission, vision and values (5.C.2)

The highly-inclusive process facilitated by internal leadership involved internal and external stakeholders over 12 months. The Strategic Planning Task Force comprised of over 100 employees included part-time and full-time staff, faculty, and administrators (1.D.2, 1.D.3) with a concerted effort to include representation from each campus, division, area office, and faculty (adjunct and full-time). The task force met with stakeholder groups including on- and off-campus students (full- and part-time), and community members (5.C.3). An internal survey (N=159) showed 91% of employees supported the new mission, 95% supported the three-part vision statement, and 97% supported the 12 value statements. (5.C.3) The new mission, vision, and values were then [approved by our 11-member elected College Board of Governors](#). Internal groups are updated on strategic priorities through representatives of the [President's Quality Action Council](#).

The College greatly expanded its involvement of external stakeholders, resulting in an increased understanding of their needs. (5.C.3, 1.D.3) CCC has accomplished this by surveying specific external stakeholder groups in the annual [Higher Education Partnership Satisfaction Survey](#) and by securing regular participation of business and industry in program advisory boards ([Human Services example](#)). The College also engaged with high school counselors to design and implement a process to better meet their needs/desires and refine interactions with counselors and prospective students. As a result, Career Pathways were created with several high schools. Further, Early College coordinator staffing improved, leading to clearer job responsibilities. The College has been successful in showing relevance and earning letters of support from businesses for new programs or grants, as evidenced by the attached letters from [Tyson, the City of Lexington, and Lexington Public Schools](#).

4P2b.

(1.B.1) The mission, vision, and values are reaffirmed continuously and alignment is demonstrated through website updates on strategic plan progress, annual [catalog updates](#), and processes such as me

resource team, the position holds regular training and hands-on work sessions with faculty at all campuses and centers, including special sessions in the evenings or on weekends for part-time instructors.

(5.C.1 & 2) Budgets and updates are approved annually by the CCC governing board and reported to the CCPE, as outlined in the [Planning and Budgeting Process](#) timeline. Processes for assessment of student learning are explained in more detail in Category 1 and for assessment of operations in Category 5.

4P2c.

4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

4P3a.

(2.C.2, 3, 4) The precedent for CCC's and the other five Nebraska community colleges' Boards of Governors is found in Nebraska [State Statute 85-1501](#). CCC has 25 designated counties,

system or WebEx, to allow for regular area meetings, in-services, or trainings. Vice Presidents and Deans have local and area-wide responsibilities to keep engaged with College issues, in addition to local opportunities and initiatives.

4P3e.

The planning process starts with a review of the College mission, then includes several steps to qualify the proposed need. Current and potential student stakeholder needs are considered during the qualification step. Teams and committees each have a stated role in defining any need and identifying a path for reporting results to the appropriate personnel or decision-making body. (5.B.3) CCC currently has many active teams and committees, including General Education, Academic Standards, Area Budget and Facilities teams, CARE teams, Campus & College Cabinets, Campus and Area Faculty Senates, Campus and Area Support Staff groups, and Educational Services, all providing opportunities for cross-functional and specialized collaboration on projects. Additionally, some [proposed CCC Committees](#) and Teams are currently under development to allow for more accountability and alignment.

4P3f.

(2.C.1 & 2) The leadership of [Board of Governors](#) is determined through election terms. Each Board of Governors meeting contains “[Partnership/Ownership](#)” presentations from various departments/divisions that allow for individuals from all levels of the organization and students to address the Board regarding courses or services. Consent items include upcoming major purchases, personnel contracts, and Board-reviewed fiscal claims paid from the previous month. Additionally, the College President reports on college accomplishments and activities. Private executive sessions are allowable for personnel and legal matters only. The College President is hired by the Board and all administrators are selected by the College President. Presidential effectiveness is determined by an annual review by the Board of Governors of set criteria including leadership and examples of community and internal effectiveness.

[Employee evaluations](#) of all full-time contract and hourly staff occur annually, with non-probationary faculty evaluations occurring on a three-year rotation hen in Tc0 Tw(addition cge 2004 Tc13 TD6k

This is the first step in defining strengths and opportunities for improvement in the current system of developing future leadership.

One Action Project implemented following the last portfolio review is the [CCC Leading with Excellence program](#) which started in 2016. The 9-month program annually accepts at least 15 staff and faculty participants from all divisions and locations. The program's mission is to introduce participants to a cross-section of programs and services available across the College, build relationships across departments and campuses, and assist individuals with personal and professional leadership development activities. Each class completes group projects focused on the betterment of students, employees, or communities. In 2018-19, the College accepted their third class of participants. The program is further explained in category 3.

State and national leadership opportunities have been made available to employees and supervisors including some specifically designed for state community college employees and provided through the Nebraska Community College Association, and national opportunities provided by the American Community College Association and League for Innovation.

Part-time and full-time staff have access to over \$100,000 annually in professional development funds through programs like Individual Development Program, Foundation, and Return to Industry opportunities. Grant funding pays for additional opportunities for staff and faculty.

The Board of Governors are regular attendees of American Community College Trustee and Nebraska Community College Association trustee leadership meetings and sessions.

4P3h.

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. When a position is publicized externally, College hiring procedures were recently updated to allow no more than three internal candidates to move on to the interview stage. This change ensures that the most qualified and competitive internal candidates are selected for interview, demonstrating the College's value for current employees and advancement within the institution, while offering outside candidates equal opportunity to bring increased value and diversity to the institution.

Due to the high quality of adjunct faculty, many full-time faculty hires come from existing adjunct pools. Whenever possible, a new hire starts before the exiting employee departs, to provide some continuity and training. Examples of this overlapping hiring/training in the past five years have occurred in positions such as college president, vice presidents, deans, associate deans, admissions directors, faculty, and administrative assistants.

(2.C.3) Hiring committees are familiar with the College mission and vision and seek candidates with community college experience or demonstrated success in meeting student and community needs. The Board votes on all administrative positions and faculty recommended by the

administration. Orientation and onboarding activities emphasize CCC's mission and service to our students and communities.

4P3i.

CCC collects multiple measures of performance relating to leading and communicating, using both qualitative and quantitative measures. These efforts include:

College [mission statement, vision, values, plans and goals](#), and Action projects are reviewed and approved annually
[Employee Engagement Surveys](#) have been completed since 2009 with results related to communication evaluated annually.
The [Community College Survey of Student Engagement](#) and other student surveys have

One of the most significant improvements in the past three years has been the establishment of the Leading with Excellence program. Committees continue to be developed to include more diverse employee groups. For example, Educational Services now has four faculty voting members representing each of the four instructional divisions. An all-college faculty senate has been established and meets regularly. Hourly staff, contract staff, and faculty leaders are elected and represented now on the President's Quality Action Council. Requests have recently been made by the CCCEA for a method for faculty to evaluate their supervisor, which will be explored in the future. Board of Governors will continue to have representation on state community college trustee meetings and at national conferences of the American Community College Trustees organization.

Sources

2019HigherEducationPartnershipResults
4P1C-2019 CCC BOG Partnership and Ownership
4P3C-Administrative Responsibilities
4P3f-4R3-BOG Bios
4-Presidents Quality Action Council-CC05032018
boardofgovernors
CCC New Hires May 2017-May 2019 (002)
CCSSE 2017 CCC Key Findings
CentralConnection_April2019
Data_All_190515
Draft Committee Structure
Faculty JD
LWE Participants
Mission.docx w
ORG Chart 2018 Fall
Staff Eval
statute=85-1501
statute=85-1511
statute=85-1540

4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards

- Training employees and modeling for ethical and legal behavior across all levels of the institution

- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)

- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

- Comparison of results with internal targets and external benchmarks

- Interpretation of results and insights gained

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P4a.

The State of Nebraska legislates certain processes such as audits and state and federal civil rights compliance for all entities, including community colleges. Further, the Central Community

College Board of Governors has approved the [Ethics and Responsibilities for College Employees Policy](#) for employees. Student standards of conduct are outlined in the [Student Handbook](#), as well as in the catalog.

4P4b.

Training occurs at multiple times and through multiple methods, such as new employee orientation, peer mentoring of new employees, departmental meetings, division and campus in-service training, online safety training, all-college meetings, and digital communications.

Modeling of ethical and legal behavior is encouraged at all levels of the organization and information about abuse may be reported to supervisors at the local, division, campus or area level, online suggestion box, informal or formal grievances, as well as through legal claims or regulatory agency reporting.

4P4c.

(2.A) As a public institution, the College abides by the Nebraska Open Meetings Act and is transparent regarding meetings, decisions, and actions, as provided through additional public record requests which are managed by the College. [Policies and procedures](#) are available in digital or print formats, and shared with employees, students and other stakeholders. (2.C.3) Construction projects and purchasing decisions are made through public notice and bid processes, and contracts. [Financial](#) and [enrollment](#) audits are conducted annually.

4P4d.

The College maintains compliance with all state and federal reporting of institutional operations including (2.B) [IPEDS](#) and Nebraska Coordinating Commission for Postsecondary Education requests. Accreditation relationships of programs and the Higher Learning Commission are maintained on the website with inspection of documents available upon request. (2.B) [Program cost](#) and requirements are made available in print and digital form for students and stakeholders. Books and required materials lists are available before classes start each semester, and costs are publicized for workshops or short-term training. This information is communicated annually to all employees, in addition to being available online and shared with students through student portals (see 4R4 below).

4R4.

Results from [financial](#), financial aid, and [FTE/enrollment](#) audits have been favorable and indicate no material instances of noncompliance or significant internal control deficiencies (2.A).

Successful Resolution of Grievances and regulatory claims have occurred with only 11 formal internal grievances filed, with 100% resolution; and three EEOC claims filed, with one resolved and two still pending over the past three years. CCC employs over 1,500 full- and part-time employees, making this a very small percentage of employees filing grievances or making claims.

To be in compliance with all federal notifications to internal and external stakeholders, the College publishes and distributes both the [Consumer Information Resources](#) and the [Annual Security and Fire Safety Report](#) each semester via email to all students, faculty, and staff. They are available on the College website for external stakeholders and available in print upon request. The resources include information on financial assistance, institutional information, and academic information. The information contained within the report is provided by various divisions and departments within CCC and compiled by members of the Student Services Division.

4I4.

The Ethics and Responsibilities procedure for all employees was last updated in 2017, and is regularly reviewed and improved for clarity, based on questions from employees or suggestions for improvements. Annual updates of consumer information are shared with students and employees at least annually and will continue. Additional online training has been requested in areas of computer security and prevention of identity theft, which will be expanded upon current basic training levels. Additional state and federal requirements will be implemented once finalized for proposed changes in financial aid and handling of funds, privacy of student information, Title IX, and others.

Sources

2018-19completed_ccc-student-handbook
4P4D-College Costs
4R4-ConsumerInfo
Ethics and Responsibilities for College Employees
Financial Audit 17-18
FTE Audit 17 -18
IPEDSDFR2018_180902.pd
safetysecurityandsubstanceawareness

5 - Knowledge Management and Resource Stewardship

5P1a.

Information entered into our Colleague data system serves as the primary source of the data that informs decisions in the college. The types of data collected in this system include student records (academic and financial), personnel, and financial information. Student demographic information is entered by Student Services staff, Human Resources staff enter personnel records, and financial information is managed by the Business Office personnel. As a part of the analysis process data collected including performance results are compiled and reported by both the Institutional Research office (IR) and to a lesser extent, individual departments. The selection of needed data is defined by those seeking the data and includes reporting requirements and regulatory mandates. If a requestor of data is unaware of what is available or possibly unsure what data is needed to qualify or quantify a specific process, the IR office staff assist in finding the required data. Organization and analysis of needed data is defined by the end user that prompts the request but is validated by the IR office staff. Data is also selected and collected in specific divisions and departments and then centrally collected and reported to the appropriate review body. Data not collected in the Colleague data system includes survey results and external data and is normally stored in the SharePoint system.

CCC uses multiple methods to share data and performance information. These include the (i.e. [Institutional Effectiveness](#)) measures on the College website, internal SharePoint system, Colleague direct access and internal reports, emails, formal reports, and College publications (i.e. [Quick Facts](#)). The data shared in these modes support planning, budgeting, and quality improvement processes. As the use of data in monitoring ongoing processes and planning for improvement is always evolving, it is best to show how the overall college planning process works. In CCC's [Planning, Continuous Improvement & Budgeting process](#), the College disseminates data to all stakeholders at key points throughout the process and feedback on the perceptions of that data are collected and acted upon in others. Once plans are in place, the divisions and departments who will enact the plans also receive all related data.

IR office when the information is downloaded for reporting purposes. The format and requirements of the data submission process has built-in checks for missing entries, misconfigured, and illogical data. All returned errors are addressed by IR with the appropriate Student Services personnel who refer back to the original source.

CCC deploys up-to-date current technology to house institutional data. Data is kept in high-speed accessible storage environments at locations with stable environmental controls and UPS/Generator power availability. Data back-ups are captured multiple times a day and stored at an off-site secure storage location. The college uses a variety of enterprise-level software applications that are used to interact with users and the data needed. Software applications are updated to use the latest in version and dot software releases.

5P1e.

The College uses many software products that track outcome data. For example, Colleague is used to capture much of the enrollment, financial, and student data; College Suite is used to capture budgeting information; Moodlerooms captures instructional data; ServiceNow captures data concerning service requests and incident management; School Dude tracks travel, work initiatives, and schedules for maintenance; College Net captures room utilization; and Labstats captures usage of computing devices. KPI data and other programs track other aspects the college tracks.

The majority of the instruments listed above have been tracked for over 15 years. Following are several examples of performance measures to track effectiveness of the ITS functions. On an annual basis, ITS services have delivered on timeliness and in a reliable manner by meeting a 99% up-time. Additional factors ITS tracks include requests successfully closed, call tracking, average task completion time, and incident types. The qualitative measure of the Employee Engagement Survey aids in tracking internal users' perceptions of the meeting of needs by both the ITS and IR offices.

5R1.

The primary measures CCC utilizes in determining use of data of all types is focused largely on access to the given data. Factors tracked for the ITS department included opening and successful [closure of requests](#) by group and by [category](#), [average completion time for tasks](#), and [calls to the Service Center](#). For the IR office in the past year, a total 249 requests for data were logged with 110 bjl1e Ce01 ref246.3ar, a t0 12 d7yu.ina.21590001 (Cules form6.52 920 Tc-.0015 Tw7(of the ITS fu[(2 d7yu

CCC collects employees' input on department performance on a multi-year rotational basis via

budgeting, facilities, construction management, sustainability, yearly budgeting, 5-year facilities master planning, and environmental health and safety. All of these work in conjunction with each other to support operations. CCC has also implemented an online helpdesk for employees to report any deficiencies with college facilities. Facilities has quarterly meetings to discuss ongoing problems, identify potential problems, and discuss solutions. The College conducts yearly building walk-throughs that identify potential areas that are substandard or could become a safety hazard.

CCC's budget process includes all levels of the institution and includes two separate budgets that get incorporated at the end for the Board of Governors to approve. The first budget process is the Capital Budget process which includes funds designated for Hazardous Materials and ADA compliance issues, as well as maintenance a

The [Strategic Plan](#) is the key process for setting CCC's strategic direction in alignment with our mission, while taking into consideration organiza

management and control system. We have incorporated saving measures such as Paper Cut which maintains a count on our utilization of paper products.

Sources

- 12-State Budet Forms
- 13-5p2A Individual Initiatives
- 14-Plan and Budg Flow Chart May 2019 REV2
- 15-Mission.docx w
- 16-strategicplan2015-2020
- 17-Five Year Master Facilities Plan
- 18-Sources of Revenue

x

5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key pro

The expense side of the budget is more a bottom-up process where each department is responsible for its own budget, but with guidance from the top. Each budget officer is responsible for inputting their own budget, which is reviewed by their division manager,

campus utilizes SchoolDude, a web-based program, to optimize facilities maintenance and custodial requests. This program is utilized to schedule preventive maintenance, receive work orders from employees, event setup requirements, and fleet management. Control Management Inc., is a third party vendor which installs and maintains the building management system, including temperature, lighting, heating, ventilation, and cooling. The College is working to track energy efficiency in order to identify opportunities for improvement.

The College contracts G4S security to provide for the safety and well-being of students and employees. Security patrols the Columbus and Hastings campuses 24/7 and the Grand Island Campus M-F 24 hrs./day and weekends during specified hours. Multiple security patrols are conducted daily and documented by a touch probe system. The majority of exterior doors are on an automated system, which allows for scheduled opening and closings, along with lockdown capabilities. The College also uses key cards for identification and room/building access. To enhance building security, all new classroom constructions have a thumb lock, so that the door can be secured from the inside.

In order to ensure campuses/centers are user-friendly, appropriate signage and accessibility for individuals with disabilities is monitored routinely. Annual safety inspections are conducted for all buildings to identify any deficiencies and safety concerns for correction. All new facilities and remodels are designed and constructed according to stringent national building codes with facilities designed to meet the expressed needs of the users in an adaptable and efficient manner.

5P3e.

CCC manages risks to ensure operational stability which includes emergency preparedness by having quarterly facilities meetings, building management systems, work order systems, master planning, and alternative funding to build priority capital projects.

The College's [Emergency Response Procedures](#) establish and outline the College's response to an emergency and sets the standards for the creation of individual campus emergency plans. Campus Emergency Response teams were formed and trained in accordance with the National Incident Management System (NIMS) and Incident Command Structure (ICS) developed by Homeland Security. As part of the Emergency Response Plan, "Building Captains" are trained to assist with building-specific emergency response procedures, evacuations, and assist the College or Campus Emergency Response Teams in an emergency. All Emergency Response Teams and Building Captains are AED/CPR certified.

While these procedures do not cover every conceivable contingency solution, it does provide the basic administrative guidelines necessary to

integrate CQI projects into the day-to-day operations of CCC, individual Action Projects and other quality improvement projects are incorporated into the current budgeting and planning process for CCC. This is illustrated in the yearly [planning and budgeting cycle](#); 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 campuses and three permanent learning centers
- Annual update and prioritization of College Technology Initiatives
- Annual update of three-year plans for all instructional programs
- Annual review of assessment measures and defining of improvement projects for the upcoming year
- 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

All key planning processes include a needs analysis for all employees, including full-time faculty, adjunct faculty, full-time staff, and part-time employees. All departments and internal and external stakeholders are represented in this process. Input is reviewed/analyzed and used in the formulation and updating of plans with approval and prioritization at departmental, campus, division, college-wide, and Board of Governor levels. In the past, multiple initiatives have been put into action using this process, including implementation of new programs leading to degrees (including the most current proposed program - Associate of Applied Science Degree in Energy Technology), college-wide capital improvement projects (including the remodeling of the heavily-used Health and Science instructional facilities), and other capital projects. Most recently, the Kearney Center expansion was completed in 2018. Another major initiative offers formal training for employees, including the New Faculty Institute, Adjunct Faculty Orientation, Advising Training for Faculty, Moodle Training, and soft-skill training (including Workplace Harassment, Safety, Team Building, Real Colors, and StrengthsFinder).

CCC has a mature system for planning that ensures the achievement of its quality improvement goals. CCC has an integrated planning process used for traditional planning and continuous improvement strategies. Both processes integrate the continuous quality improvement model/cycle. This cycle is supported in the strategic [planning and budgeting cycle](#). CQI planning includes a requirement for the PQAC to review the viability of proposed projects and aids in defining the outcome measures for all action and/or strategic projects. During this phase, the PQAC determines if the project will support our mission, vision, and service priorities as defined in the [State of Nebraska charter legislation](#), which are:

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

(5.D.1) The process of determining short-term strategies is larg

yearly Action Summit and other all-college meetings. The visit review required compiling a list of strategic issues to be addressed and assigning priority to each. Determination of who and how each would be worked was also defined at that time. If assigned as a new Action Project or as part of the five-year Strategic Plan, the assigned team would define the needed performance measures and actions to realize the improvement. All strategic issues are monitored via CCC's public-facing dashboard that includes a measure of goal completion.

[Systems Portfolio/Appraisal](#): The Systems Portfolio/Appraisal (2005, 2009, 2013) was reviewed regularly and served as the primary document to inform CCC quality efforts. Writing or updating the Systems Portfolio was guided by the CQIT and supported by the IR department. The last Systems Portfolio was written by 46 employees (faculty, administration, and staff) who were organized into nine category teams that aligned with individual skills a

preferred to take courses that use a more traditional delivery method, and that scheduling conflicts with work limited their options. As the Business program is popular with adult learners, we determined this would be a good area in which to start offering evening courses. The objective of this first phase of the project was to pilot four courses per semester during evening hours (Fall and Spring 2018). Additionally, two courses were offered in the evenings during the 2018 Summer term, for a total of ten courses offered during the 2018 calendar year. The primary measures to evaluate the success of these evening offerings included calculating Fall-to-Fall retention of the students enrolled, calculating comparison of credits attempted and completed versus identical courses offered in other modes of delivery and times offered, and conducting a demographic analysis of the students who actually took the evening courses.

2. [Integrating Quality Matters Beyond Online Courses Categories 1 & 2](#) (October 2015-November 2017). This was a two-part project where CCC worked to expand the best practices of Quality Matters to reach beyond the online instructional environment. While this Quality Matters project was geared toward online courses, the recognized research-based best practices outlined in the rubric are practices that can benefit any course format – lecture, blended, or online only. CCC supports any faculty who want to make improvements to any of their courses. Quality Matters provides the standards and framework for professional development for course improvement.
3. [Enhancement of New Student Orientation](#), Categories 1 & 2 (October 2015-November 2017). This was a two-part project that started with the defined need to improve new student success and retention. The first Action Project related to the development of an updated New Student Orientation process. The new process included multiple new information briefings, including presentations from the major Student Service divisions. Also, the orientation included a briefing from the student success staff on services/assistance provided. Based on feedback from students and improved retention/persistence rates, CCC adopted the second part of the project (First Year Experience). This project picked up after the New Student Orientation and included developing baselines for first-year student success,
4. [Publish a fully-integrated Sustainability Dashboard](#) (October 2016-November 2017). Following years of work to establish sustainability goals, including the creation of an area Sustainability Director, it had become evident that a digital location and dashboard was needed to show the positive results that CCC was having in initiating practices to limit our environmental impact and to educate both internal and external stakeholders. This framework was created and continues to be in use today in an expanded form that has earned CCC recognition through various national sustainability organizations.

In addition to specific Action Projects:

CCC has completed the majority of its strategic goals in its current five-year cycle. An example of the interactive report system and a link to the actual system is attached ([Strategic Plan Example](#)).

CCC has sent teams of representative employee groups to Continuous Quality Improvement training at annual HLC conferences and provides internal quality training for new and existing employees.

CCC's operational planning structure ensures that the relationships and integration of all CQI activities are identified.

As CCC reflects upon its work in Continuous Quality Improvement, it is clear that what was once seen as disjointed projects, grants, and activities has become more systematic and linked within the institution's planning processes. The AQIP categories serve as the hub around which all CQI work focuses.

6I1.

Over its 17 years as an AQIP college, CCC has worked to further its integration of CQI process. As a majority of the senior staff, faculty, and administrators have lead or acted as team members on one or more Action Projects, the process is well ingrained in the leadership of CCC. CCC's quality efforts have flourished since the last portfolio and CQR visit. As stated in 6R1 above, the Action Projects have generated measurable results for improving teaching and learning and operational systems.

Following notification of AQIP's phaseout, CCC has started the transition process to the Open Pathway. As CCC has traditionally completed yearly Action Projects, the challenge will be to select the Year Four project that has the appropriate scope and value to CCC. In an effort to align improvement efforts with its transition to the Open Pathway, CCC will integrate this objective development with the new five-year strategic planning process (January-May 2020). The strategic planning process is a multiple meeting, face-to-face collaborative event that includes representation from faculty, staff, and administrators across the College. This body will include

6_6pR_1

6_6PR_2 Enhancement of New Student Orientation

6_6PR_3 Publish a fully integrated Sustainability Dashboard

6_6PR_4 Example from Strategic Plan Dashboard

62_6p2a_1 Strategic Plan

62_6p2a_2 PQAC Agenda 3-29-19

62_6p2c_1 Central Community College Excerpt Interim Report to HLC

62_6p2d_1 Central Community College Map

62_r2_1 Employee Engagement Survey Excerpt

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6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

plans. Activities that center around continuous quality improvement include the Administrators Summit (now called the Action Summit) and CQI/PQAC Team quarterly meetings. In addition, the All-College and campus In-Services offer the entire staff opportunities to participate in AQIP activities beyond working on one of the current Action Project teams.

The infrastructure and resources to support quality activities/culture are provided via CCC's process. Within this process, CCC provides resources for Action Projects once they are clearly

means to achieve this state. The most important aspect is the broad involvement of both internal and external stakeholders in quality improvement activities. This involvement increases input from all points of view, and broad representati

Chief Academic Officer created an improvement team including career and technical program faculty, associate deans, and deans to discuss out-of-class work expectations/requirements. Each program completed a study of what

AQIP, and the new Strategic Plan due to be developed between January and May of 2020, this focus is not expected to change. As part of the Strategic Plan, CCC will also develop our quality initiative in support of the potential of going into the fifth year of the Open Pathway. This opportune alignment of the strategic planning process and the need to develop a longer-term quality initiative is seen as an opportunity to revitalize the quality improvement efforts at CCC.

Sources

62_6p2a_1 Strategic Plan
62_6p2a_2 PQAC Agenda 3-29-19
62_6p2c_1 Central Community College Excerpt Interim Report to HLC
62_6p2d_1 Central Community College Map
62_r2_1 Employee Engagement Survey Excerpt
62-6_AQIPMap