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July 21, 2023

Dr. Paul Illich
President
Southeast Community College Area
8800 O Street
Lincoln, NE 68520-1299

Dear President Illich:

This letter serves as formal notification and official record of action taken concerning Southeast Community College Area (the institution) by the Institutional Actions Council (IAC) of the Higher Learning Commission (HLC) at its meeting on July 18, 2023. The date of this action constitutes the effective date of the institution's new status with HLC.

Action. IAC continued the accreditation of Southeast Community College Area with the next Reaffirmation of Accreditation in 2032-33.

In taking this action, the IAC considered materials from the most recent evaluation and the institutional response (if applicable) to the evaluation findings.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for the institution to review and manage information regarding its accreditation relationship. Chief Executive Officers and Accreditation Liaison Officers may download the ISR Report in Canopy at <https://canopy.hlcommission.org>.

Within the next 30 days, HLC will also publish information about this action on its website at <https://www.hlcommission.org/Student-Resources/recent-actions>.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison, Tom Bordenkircher. Your cooperation in this matter is appreciated.

Sincerely,

A handwritten signature in black ink that reads "Barbara Gellman-Danley".

Barbara Gellman-Danley
President

cc: Shawna Herwick, Accreditation Liaison Officer
Tom Bordenkircher, HLC Staff Liaison

Southeast Community College Area - NE

HLC ID 1898

OPEN PATHWAY: Reaffirmation Review

Review Date: 4/24/2023

Dr. Paul Anthony Illich
President

Tom Bordenkircher
HLC Liaison

Cindy Krueger
Review Team Chair

Steven Abell
Federal Compliance Reviewer

Matt Fowler
Team Member

Moira Lafayette
Team Member

Tristan Londre
Team Member

Chris Severson
Team Member

Valerie Wilson
Team Member

Context and Nature of Review

Review Date

4/24/2023

Review Type:

Reaffirmation Review

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

- Multi-campus Review

Institutional Context

Southeast Community College (SCC) is a non-profit, public, comprehensive community college located in southeast Nebraska. The college is one of six community colleges in the state of Nebraska. SCC has an identified service area which includes 15 counties in southeast Nebraska. The college has three campuses and six learning centers to serve its students.

An open pathway Year-4 assurance review was completed in 2017 resulting in the college meeting all criteria for accreditation with no progress reports required. Since the last comprehensive review and the Year-4 review, the college has implemented two strategic plans, an advising and retention master plan, a facilities master plan with building and renovation projects that have impacted all campuses and locations. Since 2017, SCC has had an action plan agreement with the Higher Learning Commission and has regularly reported their progress to their HLC liaison. The team conducted a review of the comprehensive Year-10 Open Pathway assurance argument and other submitted materials as well as an on-site review of all campuses to confirm the arguments made in the document.

Interactions with Constituencies

The team met with faculty, staff, and students at each campus in addition to community members. Open forum sessions on the Lincoln campus had between 80 and 100 participants. Below is a list of participants that the team met with during the visit.

Beatrice Campus

- Faculty - Agribusiness (5), Business (3), Criminal Justice, English (3), History, Practical Nursing (2), Science (3), Science/Math (2), Social Science (2), Theatre/Music
- Account Clerk III
- Admissions Counselor & Testing, Admissions Representative (2)

- Assistant Campus Director / Dean of Student Services
- Associate Dean
- Associate Directors (2) - Financial Aid, Registration
- Campus Administrative Assistant
- College Advisor
- Dean Agriculture / Transportation / Welding
- Information Systems Tech
- Operations / Special Projects Coordinator
- Transition Advisor
- Student Affairs Technician (2)
- Students (22)
- Superintendent

Milford Campus

- Assistant Campus Director / Dean of Students
- Associate Dean
- Associate Director of Registration
- Bookstore Manager
- Controller
- Dean Construction / Electronic & Communications / IT
- Information Services Manager
- Superintendent
- Vice President Technology
- Faculty - Auto Technology (2), Business (3), Diesel Ag (2), Electrical Electromechanical, Energy Generation, English, Ford ASSET, GM ASEP, John Deere Ag Tech, Manufacturing / Engineering, Mathematics, Precision Machining, Speech
- Account Clerk
- Administrative Assistant (2)
- Admissions Representative
- Admissions Tech
- Career Counselor
- Financial Aid Associate Director
- Information Systems Tech
- Instructional Designer / Trainer
- Operations Coordinator
- Transition Advisor
- Test Center Specialist
- Residence Life Manager
- Student Activities Coordinator
- Students (26)
- TRIO student success Coach

Lincoln Campus

- President
- Board of Governors (5)
- Community members (5)
- Faculty (75) - Adjunct, Ag Bioscience, Auto Tech, Business (5), Computer Info Tech (3), Criminal Justice,

Design & Drafting Technology (2), Dental Assisting, Developmental (5), Diesel Truck, Dietary Manager, Early Childhood, Electronics (2), English (5), Food Service Hospitality, History, Mathematics (4), Medical Assisting (2), Office Professional (3), Pharmacy Tech, Practical Nursing, Precision Machining (2), Science (7), Social Science (10), Speech (5), Surgical Technology (2), Welding (6)

- Academic Outreach Coach
- Administrative Directors (17) - Client Services, Institutional Effectiveness & Assessment, Admissions, Advising, Career Academy, Financial Aid, Library Services, Admissions, Public Information & Marketing, Registration, Resource Development, Student Accounts, Title IX & Institutional Compliance, Accreditation / Institutional Assessment, Infrastructure Systems, Institutional Effectiveness and Research, Marketing & Communications
- Administrative Assistants (2)
- Admissions Advisor
- Admissions Representative
- Assistant to the President
- Associate Deans (11) - including Student Services, Virtual Learning
- Associate Directors (6) - Compliance, Financial Aid, Registration, IR
- Associate Vice President for Student Enrollment
- Assistant Campus Director / Dean Student Services
- Benefit and Compensation Analyst
- Business Intelligence Developer
- Career Counselor / Assessment
- College Advisor (4)
- Controller
- Deans (7) - Ag / Transportation / Welding, Arts & Science, Business, Construction / Electronic & Communications / IT, Continuing Education, Health Science, Extended Learning
- Directors (11) - Adult Education, Advancement, CAPS, Facilities, Instructional Tech, Student Accommodations, Student Development, Testing, Career Academy, Transitions & Tutor, TRIO
- Executive Assistant
- Executive Director Work Based Learning
- Foundation Director
- Human Resource Analyst
- Human Resources Coordinator
- Information Security Analyst
- Information Services Manager
- Instructional Designer / Trainer
- Learning Center coordinator
- LRC Specialist (2)
- Outcomes Assessment
- Project Coordinator (2)
- Social Media Marketing / Writing
- Student Services Business Analyst
- Superintendent Physical Plant
- Transitions Advisor / Tutoring (2)
- Vice Presidents (4) - Access/Equity/Diversity, Administrative Services, Human Resources, Instruction
- Vice President Program Development,, Lincoln Campus Director
- Vice President Student Success, Beatrice Campus Director
- Vice President Technology, Milford Campus Director
- Student Senate - Lincoln (3), Milford (4)
- Students (35)

Additional Documents

Additional documents reviewed were added to the Addendum.

The team received a demonstration on the Nuventive and Ellucian Self Service software.

17 staff and 23 faculty electronic employee files were reviewed by the team on-site.

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

Southeast Community College's (SCC) mission is to "empower and transform the diverse learners and communities of southeast Nebraska through accessible lifelong educational opportunities". The mission, vision, and core values of the college align with Nebraska's statutory regulations for community colleges. The College's Strategic Planning Team facilitated the revision of the mission and core value statements and developed a vision statement after receiving input from faculty, staff and community members throughout the service area during the planning process for the 2020-2024 Strategic Plan. The January 21, 2020 Board of Governors meeting minutes noted the official adoption of the mission, vision, and core values with the 2020-2024 Strategic Plan. Board policy A-23 establishes a five-year review cycle for the college's mission, vision, values, strategic goals and objectives. The strategic plan identifies nine goals that align with SCC's governing documents. The Board of Governors review progress toward achievement of strategic priorities through periodic reports to the board presented at regularly scheduled meetings; this process was confirmed by board members.

The institution's associate of arts, associate of science, associate of occupational studies, and associate of applied science degrees, along with the diploma and certificate programs are consistent with its mission and prepare students for transfer to a university or for entry into an occupational career. Since 2018, the college has added 54 stackable credentials to meet student and employer

demand. The college consults regularly with local employers to maintain the currency of academic programs. The Nebraska Coordinating Commission for Postsecondary Education (NCCPE) has policies and procedures in place to enhance transfer alignment between state institutions. The college participates and follows the NCCPE guidelines for course and program development. A wide variety of student activities and student services, including academic advising, counseling, financial aid, disability services, supplemental instruction, and academic support centers help promote student growth and success in accordance with the institution's mission and vision statements.

Southeast Community College's enrollment profile from fall 2022, showed a multicultural campus with 24% minority enrollment. Based on the 2020 census data, the service area has a 16.5% minority population with largest minority in the service area being Hispanic. The college enrollment pattern follows this trend with 11% Hispanic enrollment. The institution's mission documents guide the operation of the college as evidenced by the 2022-2024 Strategic plan. The strategic goals and objectives are used to determine annual Mission Action Plans (MAP), the operational plans of the college. Annual reports document how the college is meeting its mission and strategic priorities. SCC's mission documents, including its mission, vision, and core values are publicly articulated on the college's website and are included in the Student Planner, strategic planning documents and the college catalog.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

SCC is a non-profit, public institution and is authorized by the Coordinating Commission for Postsecondary Education to operate in Nebraska. The college is funded by state appropriations, local property tax levy, and student tuition and fees. An eleven-member Board of Governors is elected; two members from each voting district and one at-large member. The college has no obligations to investors or any parent organization.

The actions and decisions of the college demonstrates a commitment to the public good in a variety of ways. Examples include: 1) community members serving on various Workforce Leadership Teams (advisory committees) to keep academic programs current; 2) career and technical programs that support workforce needs; 3) partnering with area high schools for dual enrollment opportunities for high school students; 4) partnering with businesses to provide clinical, cooperative experience and internship opportunities for students in various programs and 5) supporting the development of new businesses in the community through the Entrepreneurship Center. These programs and activities support the college mission to empower and transform the diverse learners and communities through educational opportunities and the college vision to work collaboratively with community partners and employers.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

SCC understands its mission and the diversity of society. It starts with the mission identifying diverse learners and identifies inclusion as one of its values. The Community Engagement & Social Responsibility institutional learning outcome focuses on "cultivating inclusivity and engaging respectfully with others" and is supported by the general education learning outcome of global awareness and citizenship as part of its general education requirements for associate degrees.

The office of Access, Equity and Diversity, whose purpose is to ensure inclusive and equitable treatment of diverse populations, identifies priorities and goals, develops strategies, and oversees the non-discrimination policies and processes. In addition, the Diversity and Inclusion Task Force provides educational events to the SCC community. During the open forum, over half of the participants noted attending a Lunch-n-Learn session of this task force. The college's quality initiative and one strategic goal focus on inclusivity through use of emotional intelligence skills. These principles and skills are incorporated into employee and student orientation and are used to promote an inclusive climate. This strategic goal and key words were posted on the wall in a student lounge area.

The college promotes global awareness and civic engagement in a variety of ways. Some examples include: 1) service-learning opportunities with a variety of service agencies; 2) global education programming including domestic and international trips; 3) facilitating workshops, professional development, and speakers on diversity topics; and 4) facilitating student clubs and interest groups representing diverse backgrounds; and 5) encouraging employee involvement in community organizations.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Rationale

Southeast Community College has clear statements of mission, vision, and values, which are linked to the strategic planning goals and drive institutional operations. Mission documents appear in various college publications and are readily available on the college website. SCC has established outreach programs, student interest groups, and a variety of support services that support the mission and demonstrate a commitment to creating learning experiences and growth opportunities for the community. The institution's core value of inclusion is supported by strategic goals and assessed through institutional and general education learning outcomes on social responsibility and global awareness. This institution is committed to promoting the public good through its many partnerships and services in the community. After reviewing the evidence, the team concludes that Criterion One and the Core Components are met.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

The Strategic Planning Process Report outlines how a planning team of sixteen employees worked for nine months to revise the mission, using input from an environmental scan and several listening sessions. At an open forum during the visit, employees confirmed their participation in the process. The institution provided minutes from its January 2020 board meeting to demonstrate that the governing board approved the mission, which the administration presented for approval along with the strategic plan. Southeast Community College (SCC) developed the institutional mission, and its governing board approved it.

College policies and procedures are accessible to the public through the website, and there is a regular schedule for their review. Board members described having looked at every policy over a two-year period. One example of a recent update is the addition of a policy on gift acceptance in 2020, as the institution increased its fundraising efforts. The College provides appropriate access to key financial information. The board receives monthly financial reports and an annual audit report, as well as composite financial index (CFI) results. Samples of financial and audit reports are included in the evidence. The College has a good record of unqualified audits, and these are available for public view on the College's website along with the Financial Fact Book and CFI information. SCC must submit a Uniform Budget Document to the State Auditor annually, and a sample is available in the evidence. A budget summary is sent to the media along with the posting of budget and tax hearings each September, following which SCC makes the Uniform Budget Document available online to the public. The business office maintains a purchasing handbook and abides by state statutes.

Instructional programs follow a seven-year cycle of program review and meet with workforce leadership teams (advisory committees) annually. Policies and processes related to academic integrity are described further elsewhere in the argument. Human Resources oversees employee hiring and orientation, and a copy of the orientation checklist is in the evidence file. SCC recently expanded the

office to support the human resources function. Employees must complete training in safety, diversity, cybersecurity, and FERPA as confirmed during an open forum. The College expects all employees to follow the SCC Code of Ethics. SCC maintains harassment and grievance policies and procedures. The Faculty Association and Professional Association negotiated their own procedures, which are included in their respective agreements as shown in the evidence.

SCC auxiliary functions include an entrepreneurship center, a child development center, cafeterias, student housing, and campus stores. All these are part of the financial reporting system and are covered by the annual audit. Auxiliary services follow the same planning, budgeting, and assessment cycle as the rest of the College with administrative oversight and budget review. Southeast Community College operates with integrity in its financial, academic, human resources and auxiliary functions.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

Southeast Community College has added ten new positions in marketing and communications, compliance, and institutional research since 2015, to strengthen public information, ensure compliance, and generate reliable data. The College provided numerous samples of reports and dashboards used to provide accurate information to students and the public.

SCC publishes an annual catalog, maintains a Consumer Information website, and distributes an annual notice containing information about the College's educational programs. The catalog and website display general program information. Syllabi are available through the website, the intranet, and the learning management system (LMS). More detailed course information is on the intranet and in Canvas. The catalog displays faculty and staff names, positions, and credentials. Faculty qualification policies are publicly available within the online policy pages.

Costs to students appear in the catalog, in program fliers, and on the website. Administration discusses tuition and fee changes with the student senate before going to the board for approval. The website and catalog declare the status of SCC as a public institution with board membership and responsibilities accessible on the public website. The catalog and website also display information on regional accreditation status, as well as program-specific accreditations. Coordinators of accredited programs make regular presentations to the board on the status of their programs. The College maintains a consumer information page that includes safety and security information. SCC ensures the accuracy of public representations it makes.

Southeast Community College claims a focus on community engagement, experiential learning, resiliency skills, and relationship building. The Vision Statement says that SCC strives to develop high-contact experiences through personal connections, coupled with "intensive learning opportunities through co-curricular involvement, research, volunteerism, and public service. SCC's commitment to student transformation intentionally encompasses the development of essential life skills, including reflective thinking, resiliency, and emotional intelligence proficiency". The College conducted a Student Diversity and Climate Survey in 2020, in which students indicated confidence in and control over their own academic success. They were also surveyed on self-awareness, self-

management, social awareness, and relationship management. Institutional Research found positive correlations between self-management and self-awareness and student GPA. Community engagement and experiential learning are reinforced through the co-curricular programming. SCC annually assesses seven co-curricular programs that link with its institutional learning outcomes (ILOs). CCSSE is another means for SCC to evaluate student achievement of its ILOs.

The argument provided several examples of service and community engagement, including school health screenings by nursing students and meals for the needy that were prepared by the culinary program. Numerous additional examples were mentioned during the forum onsite. Technical programs particularly feature experiential learning, and most include organized work experiences or a capstone project. A community member spoke eloquently to the quality of these experiences during an open forum. SCC recently expanded its student success course, and now requires it for a majority of programs. The Graduate Report uses placement and transfer data to show the College's contribution to local economic development. In 2021, 96% of SCC graduates either obtained employment or continued their education upon graduation. Of those who were employed, 67% were in the 15-county service area. SCC provided evidence to support the claims it makes regarding the educational experiences available to students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

Southeast Community College's Board of Governors comprises eleven publicly elected members, who have the responsibility of representing their constituencies and reporting updates to the Board about the areas they represent. This means the members can act autonomously in the best interest of citizens in their districts. The College provided evidence that board members receive an orientation handbook, as well as in-person orientation and ongoing access to professional development. During the visit, board members mentioned that they had helped to develop this handbook, and that they felt new board members received good preparation to meet their responsibilities. The board has monthly work sessions to allow for in-depth discussion of issues, and to receive updates from academic programs and services during the public meeting. The board reviews and approves bills, personnel changes, monthly financial reports, and the annual audit, as well as reviewing new programs before these go to the state for approval. There has been a strong focus on policy review at SCC in the last few years, and the Board has recently established policies on gift acceptance, naming rights, and tuition. The SCC Board of Governors meets its responsibilities.

The Board makes policy decisions for the best interests of the service area, institution, and students. Examples of Board decisions that reflect institutional priorities include approval of the strategic plan, adoption of bond resolutions, participation in facilities master planning, and approval of budget expansion for special projects based on review of financial information, trend data, and the strategic plan. In spite of a failed bond attempt in 2016, the Board has approved more than \$200 million in renovation and new construction since then, showing a commitment to preserve and enhance the institution through modernization of facilities.

As elected officials, Board members consider the needs of internal and external stakeholders. Strategic planning is the principal means for reviewing reasonable and relevant interests for the

institution. The planning process includes an environmental scan, and incorporates goals and objectives identified internally through a Mission Action Plan (MAP) process. The SCC administrative team and Board members also traveled to each county in the service area twice in the past ten years, to engage personally with district constituents in open forums, gaining valuable input for the last two strategic plans. There are standing agenda items at Board meetings to allow for public comment, input from the student senate and faculty association, and presentations from instructional programs or administrative departments. Student senators described attending board meetings to share information and opinions. Evidence provided demonstrated that the Board is getting regular input through these means.

The College's legal counsel prepares the Conflict-of-Interest Statement for Board members to read during the monthly financial statement approval. Board members comply by abstaining from voting on bills and claims when a conflict arises. For example, a Board member would abstain from voting on the monthly financial statement after receiving travel reimbursement that month. Recently, a Board member had a family member who owned a paint supply company that the College used for facilities projects. The meeting minutes demonstrate that this Board member abstained from voting action regarding the related voucher numbers. As mentioned above, the Board has added policies on gift acceptance and naming rights. The College contracts with an attorney to provide legal counsel at all Board meetings, to protect independence of the Board.

College Policy grants the Board responsibility "to appoint, support, and evaluate the President and to delegate the responsibilities for the execution of its policies directly to him or her". Each year the Board provides guidance on the President's operational priorities for that year. In closed session at the end of each calendar year, the Board provides feedback on the President's performance related to those goals. Adherence to this process was confirmed through discussion onsite with the board. The Board Standards of Conduct state that trustees are to avoid interference in the day-to-day administration of Southeast Community College and to support the President in carrying out the administrative duties of the College, including those regarding academic matters. In discussions during the visit, board members revealed a good understanding of (and commitment to) their proper roles. The Board Executive Team and Chair meet monthly with the President to set the Board meeting agenda, and the President provides monthly updates on relevant operational and strategic matters.

Board members receive professional development on their roles during and outside of regular meetings. In July 2022, the Board had a special work session with the College's legal counsel to discuss Open Meetings Law and FERPA, executive sessions, and the functions of administration related to day-to-day operation of the College. SCC faculty oversee academic matters through oversight of curriculum, service on committees, assessment of student learning, advising, and other functions described in College Policy and the faculty contract. See 3.C for additional information on faculty oversight of academic matters. The SCC Board of Governors is autonomous and sufficiently trained to ensure the integrity of the institution.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Rating

Met

Rationale

Southeast Community College is committed to truth and integrity in teaching and learning. Integrity and Innovation are given as core values of the College, and one of the goals of the strategic plan is to encourage input, transparent communication, compassion, and respect toward the views and ideas of others. While the College has standard course syllabi with common learning outcomes across all sections, faculty have the freedom to develop their own lesson plans to meet these objectives. During a meeting onsite, a faculty member talked about academic freedom at the institution. College policies on intellectual property support research and scholarly work by employees. Strategic objective 5.3 demonstrates the SCC commitment to faculty research, and in 2017, the College began offering research sabbaticals as shown in the faculty agreement. Human Resources and the Instructional Division worked together to provide faculty training that supports ethical and inclusive teaching and learning.

Policies on use of facilities and peaceful assembly affirm the SCC commitment to both student and employee freedom to pursue scholarship, creative expression, and research. Students and faculty can exercise academic freedom by publishing art, photography, prose, poetry, and essays in the College's creative works publication, recent samples of which were shared with the visit team. The newspaper helps students learn the ethical responsibilities of gathering and reporting news. More than 20 student clubs and organizations offer students opportunities for free expression and engagement. CCSSE results suggest that students feel engaged in classes, and that they do not experience bias or discrimination at the College. Southeast Community College ensures academic freedom and freedom of expression.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

Southeast Community College maintains professional standards for ethical behavior and oversight. During an open forum onsite, faculty confirmed that the SCC Resource Development Office supports regulatory compliance and fiscal accountability for grants. Financial procedures preserve a separation of duties, and the College creates a separate cost center in the accounting structure for each externally funded project, to avoid co-mingling of funds and to accurately track grant revenues and expenses. Faculty in the biology and agriculture departments follow American Association of Laboratory Animal Science guidelines for humane use of animals during educational and research activities, and relevant course syllabi outline student expectations and learning outcomes associated with animal care.

Institutional Research developed guidelines for faculty or external researchers who wish to conduct research, and all potential researchers must request approval. These guidelines have recently allowed access to both internal and external research projects. SCC does not have a formal Institutional Review Board (IRB), so all researchers requesting interaction with SCC faculty, staff, or students must show IRB approval from their affiliated institution. SCC claims its procedures ensure that all projects involving human subjects will meet federal standards and that researchers will use data appropriately; however, SCC procedures seem to rely heavily on the judgment of external parties. The College may wish to consider adding its own internal IRB capabilities for oversight.

SCC offers students multiple resources for finding, assessing, and using information in an ethical manner. The library and tutoring center staff offer guidance to both students and faculty on ethical use of information resources and support for research, through both course-specific and individual modes. Writing tutors work with students on ethical use of citations, and the library page contains useful information on evaluation of sources for credibility, appropriate use of citation formats, ethical use of information, and a tutorial on academic applications of copyright law. Over 750 students accessed the tutoring center in person or online in spring 2022, with most requests relating to writing. Four of the GELOs (1, 2, 4, and 6) relate directly to ethical use of research. Students take

communications courses in the general education core that give instruction in the appropriate use and citation of sources. The College provided evidence that courses like Composition 1 support academic integrity through both outcomes and assignments.

The College offers students guidance in academic integrity through various documents including the student planner and catalog. All course syllabi include the SCC academic integrity policy, and ethical responsibility is explicitly included in the statements of GELO 1 and GELO 4. As described above, the library plays a key role in training students to use information effectively and ethically. SCC documented that library staff receive regular professional development in academic integrity trends and resources. Use of the internal Maxient incident reporting and data collection system helps SCC track and respond to academic dishonesty. Maxient allows the College to access trend data and helps indicate the need to offer training for faculty and students. SCC provides students guidance in the ethics of research and use of information resources.

SCC provides students with information on the consequences of academic dishonesty in several of its documents, including the website, student code of conduct, catalog, student planner, and course syllabi. The College has added software solutions and refined processes for tracking and addressing academic integrity issues. Turnitin is integrated into the learning management system and students are encouraged to check their writing to guard against unintentional plagiarism. In 2022, SCC students sent nearly 70,000 submissions to Turnitin demonstrating heavy use. The College recently upgraded its incident reporting system from TIPS to Maxient, and both faculty and students can report academic integrity violations. Reported incidents are assigned to the appropriate associate dean, who works with the faculty member to ensure the concern has been addressed with the student. Sample course syllabi show that academic dishonesty has grading consequences. If the system flags a student for multiple violations, the associate dean will request a conference with the student. If the number or nature of the violations warrant it, the Dean of Students may become involved and impose further sanctions. In the past four years, the College has reported and resolved about 350 academic integrity issues. SCC enforces its academic integrity policies.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Rationale

Southeast Community College has devoted significant attention to integrity of its operations. The College instituted regular review of policies and procedures, and upgraded its software and processes for tracking academic integrity. Appropriate training is available to employees and students. The board is also well trained and committed to the institution. SCC is transparent in its communications with internal and external stakeholders. The institution acts responsibly and ethically. After reviewing the evidence, the team concludes that Criterion Two and the Core Components are met.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Rationale

Southeast Community College (SCC) is an open-access institution focused on preparing students for the skilled workforce or transfer to a four-year institution. In 2021, 83% of the College's career/technical graduates (921) were employed and 77% of academic transfer graduates (184) continued their education. These rates have been consistently positive for 2019 (82% and 81%) and 2020 (80% and 76%). In the 2021 Community College Survey of Student Engagement (CCSSE), SCC students responded to indicators of academic challenge at or above the College's peer benchmark. This data are indicators of the rigor of the College's academic offerings and the appropriateness to higher education.

SCC has a set of comprehensive processes in place to ensure that its courses and programs are current and require levels of student performance appropriate to the credential awarded. This is demonstrated by the use of Curriculum Committee review, program review, maintenance of its 18 specialized accreditations, articulation agreements, design a curriculum (DACUM) workshops, and advisory committees. In this context, the Curriculum Committee reviews and makes recommendations for course and curriculum updates. In adherence to the seven-year program review cycle required by Coordinating Commission for Post-Secondary Education (CCPE), SCC uses this process to ensure continued efficacy and to determine if programs need to be modified or removed. SCC's specialized accreditations are up-to-date. The accreditation requirements ensure that the programs are meeting industry and professional standards and thresholds appropriate to the degree or certificate awarded. Articulation agreements are in place with baccalaureate offering institutions which enables students to further their education through transfer. These agreements were recently reviewed and updated as part of the quarter-to-semester calendar conversion. Another process that

SCC uses to ensure that its curriculum is current and relevant is by conducting DACUM workshops. This process is on a five-year cycle in which a day-long session is held with panels of experts in the field. Skills, behaviors, equipment and materials that graduates need in order to perform the job well are identified. Panelists also share their thoughts on future trends and concerns for the occupation. Finally, Workforce Leadership Teams (program advisory committees) meet annually to provide input regarding workplace competencies required for graduates to be successful in the field, make suggestions on capital equipment requests and ensure that technology and industry standard updates are specific to the local labor market. Discussions with members of the college's staff and faculty confirmed the use of these processes and indicated that the data collected from these processes are used to inform course and curriculum revisions.

SCC has identified learning outcomes for different levels at the college. The College has Institutional Learning Outcomes (ILOs), General Education Learning Outcomes (GELOs), Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). The ILOs guide all academic and non-academic learning opportunities at the College. SCC has designated a set of courses as its "SCC Core". These courses consist of a set of student learning outcomes aimed at the development of knowledge and skills beyond those specific to an occupation with a goal of academic, personal and social growth. The courses that make up the SCC Core support the six GELOs. All of these different levels of learning outcomes are articulated within program handbooks, course syllabi, and assessment plans and reports.

SCC offers face-to-face classes on its campuses at Lincoln, Beatrice and Milford and at its additional locations. Classes are delivered in online and hybrid formats. The college also offers dual credit courses. Regardless of course delivery, learning goals for programs and courses remain consistent through established processes. A standard course syllabus is used that includes student learning outcomes, course learning objectives, course policies and procedures, and textbook and supply needs. Standard textbooks are used for all courses. In order to promote universal navigation and consistency between courses in its LMS, SCC uses a standard template. Prior to an instructor being allowed to teach an online or hybrid course, he/she is required to complete an online certification course.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

The general education program at Southeast Community College (SCC) is made up of 100 and 200-level general education courses referred to as the "SCC Core". The SCC Core ensures a common, broad-based, well-rounded education for students irrespective of their program of study. The outcomes-based Core consists of a set of General Education Learning Outcomes (GELOs) with the goal of academic, personal and social growth and the development of knowledge and skills beyond those specific to an occupation. SCC's six GELOs were also intended to help faculty include transferrable general education skills into their programs. The GELOs are appropriate to the College's mission of empowering and transforming diverse learners by providing students with transferrable, broad-based skills and knowledge that prepares them to acquire new competencies, broaden their perspectives, adapt to the needs of a changing society, and participate responsibly in local, national, and global communities.

Between 2016 and 2018, SCC's General Education Committee substantially revised the College's GELOs for the first time since 2005. Descriptors, outcomes and rubrics were developed to support the assessment of the newly created GELOs. The six GELOs are: 1) speech communication; 2) written communication; 3) critical thinking and problem solving; 4) global awareness and citizenship; 5) analytical; quantitative and scientific reasoning; and 6) career and life skills. Each GELO has been assigned a core competency statement and list of learning outcomes that were developed by the General Education Team, program chairs and department faculty. Students seeking an associate degree (Associate of Arts/Science, Associate of Applied Science or Associate of Occupational

Studies) are required to take at least one speech communication and one written communication course, plus one course from three of the four other areas for a minimum of five general education courses, or 15 semester credits. Under this process, students are assessed for only five of the six GELOs. SCC staff is aware and is in the process of revising the process to ensure that all GELOs are assessed. There is also a process in place for faculty members to propose courses for inclusion in the SCC Core. The purpose, content and intended learning outcomes of SCC's general education requirements are published on the College's web site and in the college catalog.

SCC's mission for its general education program is to "support the College's mission of empowering and transforming our diverse learners by providing students with transferrable, broad-based skills and knowledge, preparing them to acquire new competencies, broaden their perspectives, adapt to the needs of a changing society and participate responsibly in local, national, and global communities. The SCC Core consists of a set of student learning outcomes aimed at the development of knowledge and skills beyond those specific to an occupation and at academic, personal, and social growth. The courses that make up the SCC Core support these student learning outcomes." The courses selected for the SCC Core are broad-based and encompass a range of skills and attitudes necessary for a well-educated citizen. To reinforce general education behaviors, skills and habits, all faculty for all programs are required to list the related GELOs on the master syllabus for each course. These syllabi are distributed to students and posted on SCC's web site. The inclusion of the GELOs and the course-level outcomes on the syllabi ensures the general education goals are articulated to both students and faculty.

SCC's commitment to providing students with opportunities to develop skills and attitudes to live and work in a diverse world is reflected in its strategic plan, institutional learning outcomes, GELOs, and Board of Governors Philosophy policy. Each year, employees are required to complete three hours of diversity education to enhance cultural understanding. The College maintains a directory of employees who speak a language other than English so students can contact a faculty or staff member who speaks their native language. Global education initiatives seek to equip students for a global economy and an increasingly multicultural society. In 2022-2023 the College added the Global Studies Certificate and has recently revitalized the Denizen Project. Global Education at SCC has provided educational opportunities for students, faculty and staff to travel to England, France, Ireland and Kenya and has provided service-learning experiences in Haiti and Guatemala. Other activities that SCC offers that provide students cultural growth opportunities to live and work in a diverse society include: book clubs, local awareness campaigns, planning for domestic travel experiences and International Education Week. The Multi-Ethnic Student Organization sponsors events that encourage awareness of human and cultural diversity. The Agriculture Club holds annual drives for local community organizations.

Although research is not a required aspect of SCC faculty roles and responsibilities, SCC's faculty and students are engaged in a variety of activities that enhance scholarship, creativity, and cultural diversity in support of the College's strategic plan and institutional learning outcomes. The Humanities Club on the Beatrice Campus engages faculty and students in creative exhibits in partnership with the public library and craft/cultural workshops. The College's biotechnology, biology and psychology/animal behavior courses were awarded a National Science Foundation Advanced Technical Education grant for canine research. SCC also has a creative works publication, *Illuminations*, with contributions from faculty, staff and students. This publication has received national recognition from the Community College Humanities Association. In 2016, SCC added a full-time theatre/music instructor who produces theatrical and musical events that engage the College and the broader community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

The College's mission to empower and transform the diverse learners in its service area informs its vision, values and strategic objectives. SCC's student population is more racially diverse at 23.6% than its 15-county service area population at 16.5%. While SCC's student population is more racially diverse than its service area, its employee population is less racially diverse. The College's strategic objective 5.1, "Improve hiring processes, including proactive recruiting and onboarding for a diverse and dynamic full- and part-time employee workforce," has been identified as one of the four Administrative Priorities for 2023-2024. The College's Human Resources office has already expanded its recruiting and advertising practices to reach a broader pool of applicants. It is too early yet to determine if these practices have yielded positive results. Also, the more proactive activities will not begin until the 2023-2024 academic year.

SCC has sufficient numbers of faculty members (362 fulltime; 327 adjunct) to carry out both classroom and non-classroom roles of faculty. The Instructional Handbook, faculty contract and faculty position descriptions detail faculty responsibilities that include: oversight of curriculum, expectations for student performance, and assessment of student learning. College Policy further states that faculty will be involved in establishing the academic credentials for instructional staff.

The College hires faculty with credentials that meet or exceed HLC standards. As of fall 2022, all

full-time, adjunct, and dual credit faculty met minimum qualifications. In 2022-2023, the College reassessed minimum qualifications and updated its faculty qualifications matrix which is included in the evidence file. During the review of faculty files, 23 full-time and adjunct faculty files were reviewed. Four faculty files, primarily in the EMS program, did not have documentation of the appropriate credentials. In discussion with the Human Resources staff, they indicated they would follow-up with those faculty to gather that documentation. The VP of Instruction acknowledged that the faculty serving as the Paramedic program director was on an action plan to meet the CAAHEP/CoAEMPS requirement of a Bachelor's degree.

SCC has institutional policies and procedures in place that are used to regularly evaluate instructors. These policies and procedures are detailed in College Policy. Evaluations were found in faculty files.

SCC provides resources that allow for instructors to remain current in their disciplines and adept in their teaching roles. The College supports professional development. It was confirmed during a session with the staff that faculty are required to complete at least three professional development activities annually. There are also annual training requirements for diversity, safety and cybersecurity, and FERPA. Budgets are available for instructors for conference registration; travel and lodging; and memberships in professional organizations and affiliations.

SCC full-time instructors (classroom and online) are expected to be accessible for student inquiry. This is accomplished by instructors posting contact information and maintaining a minimum of five office hours per week. The results of the 2021 CCSSE for Student-Faculty Interaction shows that SCC scored at the national average (50.2) in this section. The two items in this section with the highest levels of student-faculty interaction were at 69% and 74%.

SCC's College Policy states that, "Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained, and supported in their professional development." Student Success and Student Enrollment hires and trains staff to support the College's goal of maximizing student enrollment, growth and success. Qualifications are established for positions to ensure that education, training, skills and experience meet minimum expectations. Position descriptions for these positions include both minimum and desired qualifications. A review of seventeen staff files found appropriate degrees for positions held. New employees complete new hire orientation and the standard checklist. They also participate in job training and orientation for the area in which they will be working and will vary by office.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

To fulfill its mission and meet the needs of its student population, SCC provides a comprehensive student support services system for its students. The system includes: admissions department, career advising, financial aid resources, registration and records, testing center, student activities, campus stores, academic advising, library resource centers, accommodations resources, health and wellness centers, and services designed to support underserved populations. In addition, outcomes for students receiving accommodations and for the Learn to Dream and TRiO/Student Support Services program are monitored. A childcare center is also available on the Lincoln campus. The College informs prospective and current students about its support services through its web site, The Hub (a central resource accessible to all students), SCC's Facebook page, Instagram account and the college catalog.

Learning support for SCC students is available through the Tutoring and Transition Centers, tutoring services, student success programs and academic advisors. The expansion of tutoring support services resulted in an increase of students served from 572 in 2020 to 1,374 in 2021. Preparatory instruction at SCC is provided in the form of developmental education, Adult Basic Education or other academic support services. The process for determining which preparatory instruction a student needs begins with the student completing an accepted college placement exam. If the student does not receive the designated placement score benchmark, a developmental education diagram is used to place the student in the class(es) or service(s) needed to prepare them to be successful in the reading, writing and computation required. In fall 2022, the admissions process was changed to standardize minimum placement test scores across the College. Alternate pathways have also been created in programs to support students who do not meet college-level math and English standards. These pathways allow students to take introductory program courses alongside needed preparatory courses.

Beginning with the 2020-2021 academic year, SCC implemented a new advising model. An integral part of this new model is the use of emotional intelligence strategies to guide advising interactions. Advisors were oriented and trained in the use of these strategies. The new advising model also

includes three different types of advisors. The admissions advisor provides pre-enrollment support to prospective students. Once admitted and completed the New Student Enrollment, the student is assigned a college advisor who assists the student in understanding prerequisites and degree requirements, developing an academic plan, understanding college policies, accessing academic and non-academic resources and adopting strategies for success. A program advisor is assigned to the student beginning with the student's second term. According to statements made during a student session and a staff session, the student can work with whichever advisor that he/she builds a closer connection.

SCC provides the technological infrastructure and resources needed to support teaching and learning for its instructors and students. Completion of the College's first Facilities Master Planning process led to substantial progress being made in improving the condition of its instructional space across all campuses and locations. Over the last five years, SCC has completed \$200 million in construction projects, including new or significantly renovated learning spaces. The new space includes Health Sciences facility that provides a state-of-the-art learning environment for simulations. Sixteen health sciences programs use this facility each term. The remodel on the Lincoln campus includes a dedicated Library Resource Center.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Rationale

Southeast Community College (SCC) has an established program review process that is used to ensure quality and currency of its academic offerings. DACUMs are also used to get feedback from employers for the skills that students need to have upon program completion. The College employs appropriate numbers of qualified faculty and staff to provide learning and student services support for its students. The College has demonstrated that processes are in place to ensure that, regardless of delivery format or program location, the quality and learning goals for courses and programs remain consistent. After reviewing the evidence, the team concludes Criterion Three and the Core Components are met.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Rating

Met

Rationale

SCC is approved to offer degrees at the Associate level and offers seventy degrees at the Associate of Arts, Associate of Science, and Associate of Applied Science level in addition to offering diplomas and eleven certificates. SCC strives to integrate their program review process with their planning and budgeting process. The program review policy and procedure adopted in 2022 describes a comprehensive process under the authority of the Vice President of Instruction and a Program Review Committee. This process includes a curriculum review process - Developing a Curriculum (DACUM), that is used to determine the key content areas and level of knowledge, skills and abilities required from an industry perspective to be used in the design of the program outcomes and for evaluation of student learning. The College follows the Nebraska Coordinating Commission for Postsecondary Education (CCPE) Program Review Template and a DACUM Curriculum Map that documents the use of key knowledge areas and what content aligns with specific courses, and if there

are missing tasks or competencies that should be incorporated into the curriculum.

The Program Review Committee is charged with providing feedback to programs and sharing those findings to the SCC Administrative Team. The internal program review process includes a report out to the Board of Governors on the data metrics tracked by the Institutional Research Office on key performance indicators (KPI). Programs not meeting the CCPE's quality indicator thresholds (faculty resources and number of graduates) are monitored by the Program Review Committee.

SCC has a Transfer Credit policy that is shared on its website and follows the Nebraska Transfer Initiative in the evaluation of common statewide courses. The College's credit review by the Registrar includes credit by examination and CLEP testing through the SCC Testing/Assessment Center. The Southeast Nebraska Career Academy Partnership (SENCAP) offers high-school students an opportunity to take college-level courses and earn course credit that can be transcribed at SCC. During the site visit, the team verified that the Transfer Policy was being updated to ensure the information was accurate and aligned with the information on the website which indicates that courses with grades of "A," "B" or "C" (or their equivalent) are transferred into SCC.

SCC provides many transfer options for students. The Transfer Credit policy and procedures falls under the administrative oversight of the Associate Vice President for Student Enrollment in collaboration with the Area Administrative Team. The College follows a recommended course review practice in accepting common courses that are part of the Nebraska Transfer Initiative. The DACUM process and aligned assessment of student learning outcomes at the institutional, general education and program level provide the college with evidence of student learning. The SCC website posts current and archived catalogs that link to program information, course descriptions and prerequisites as part of a degree pathway and provide information on transfer credits.

SCC's Curriculum Committee ensures curriculum review processes are in place and are involved with the review of a proposed course and course syllabus. The committee also evaluates the need for changes to an existing course or proposal of a new course based on the impacts to other program areas. A standardized syllabus template requires course objectives, student learning outcomes, and methods of evaluation of courses and learning outcomes for students are developed prior to committee approval. Examples of syllabi in the assurance argument demonstrate these elements are incorporated. Students can access the library resources online and in-person at the Beatrice, Lincoln, and Milford campuses. Additional learning support resources are available in-person and online through the Tutoring & Transitions Center.

The SCC's policy on Faculty Qualifications guides the expectations for all faculty to meet minimal HLC qualifications, and/or tested experience. Dual credit instructors are also required to meet the faculty qualifications to teach at SCC. The College collaborates with over fifty high schools in its 15-county service area that participate in either the Dual Credit (DC) Advantage program or through the Southeast Nebraska Career Academy Partnership (SENCAP) to provide area high school students the opportunity to earn college credit. The Dual Credit Adjunct Instructor Handbook details the credentialing requirements for faculty and course design and delivery requirements.

SCC has specialized accredited programs in 18 career and technical fields including business, allied health, auto and manufacturing which demonstrates a commitment to offering high quality programs that meet industry standards.

The IR office gathers key strategic metrics on the College's strategic plan goals to evaluate the overall performance related to attaining these goals. SCC evaluates the success of its students through a

number of metrics including job placement in related career fields and transfer. The College hopes to gain additional data to evaluate student success through a graduate survey tool to measure student preparedness for employment or advance study in their related fields.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met

Rationale

SCC has taken deliberate actions since the Mid-Year Review in 2017 to invest in their assessment process at the institutional, program and course levels. The College's Institutional Learning Outcomes (ILO) were established in 2019 and are linked to the General Education Learning Outcomes (GELO), program learning outcomes and co-curricular learning outcomes (per college policy-C6 and procedures C-6A). The College has aligned the five ILOs (Career & Professional Readiness, Innovative & Critical Thinking, Effective Communication, Community Engagement & Social Responsibility and Wellness & Resiliency) with student learning outcomes at the course and program level and with the six GELOs: GELO 1) Speech Communication, GELO 2) Written Communication, GELO 3) Critical Thinking & Problem Solving, GELO 4) Global Awareness & Citizenship, GELO 5) Analytical, Quantitative, and Scientific Reasoning, and GELO 6) Career & Life Skills.

SCC has a strong culture of assessment of student learning built upon an assessment framework for program and student learning outcomes with oversight from the Administrative Assessment Council and guidance from a Policy on Assessment, that articulates faculty responsibility in ongoing collection and analysis of data from course assessments as part of SCC's continuous improvement related to student learning. The Assessment Team, with representation from faculty at the divisional level, review program outcome assessment plans and give feedback to programs to assist them with the collection and use of program assessment data. During the visit, the team confirmed that these assessment results are submitted to the Administrative Team for budget and planning purposes.

Faculty assess GELOs thru course assessments using a standard GELO rubric and use the CANVAS Outcomes LMS to report assessment data. The General Education Assessment Pilot expanded GELO to include adjunct taught courses in 2022-23 and will expand to Dual Credit Instructors in 2023-24. During the open forum on criterion 3 and 4 we heard from faculty that they were engaged in this process. Faculty are expected to use the curriculum management systems – Canvas to track program and course learning outcomes that roll up to college-level assessment results. The Course Assessment Plans and Results provides an excellent example of how the results of assessment of the GELO

outcomes are analyzed and used to revise course content, assessment approaches or instructional resources by faculty.

The College's Institutional Assessment Plan was implemented in 2021-22 and led to the formation of the Administrative Assessment Council and adoption of the Assessment Policy and Procedures, along with the first Institutional Assessment Report. The College has adopted Nuventive software which supports the use of assessment plans and curriculum maps and outcome tracking to map PLOs to ILOs and GELOs. The recent implementation of the assessment plan and assessment data collection tools provide SCC with a strong assessment framework and resources to evaluate how these initiatives are used to improve upon student learning and operational effectiveness.

The assurance argument states the co-curricular learning outcomes were established in 2021 and that these outcomes were mapped to the existing ILOs. Evidence of a comprehensive co-curricular assessment practice is in place which relies on student reporting. The College has a well-documented policy and procedure for assessment at the institutional level, general education curriculum, program-level, co-curricular and operational assessment.

The Institutional Assessment Report provides an overview of the institution's use of assessment and how it is disseminated to various stakeholders to use in program evaluation and review. With a relatively new policy and procedure in place for assessment, the college is poised to continue developing training for faculty and the administrative team to advance the use of assessment at SCC. A workflow diagram of the assessment of student learning process provides a clear example of how assessment data is used by internal stakeholders and linked to strategic goals and budget planning. The assurance argument documents how the Assessment Team provides feedback to departments and programs on their program assessment plans and progress reports. Additionally, during the open forum on criterion 3 and 4, faculty from the Surgical Technology, Political Science and Nursing programs gave examples of how they use assessment data and student feedback to make changes in capstone learning projects, course structure, equipment purchases, and even instructional materials because of direct and indirect assessment data. Minutes from the Assessment Administrative Council in 2021 indicate discussion on the importance of working with faculty to ensure their role in assessing student learning and using that data for course and program improvements.

SCC has made impressive progress on establishing a structural assessment framework within the college which includes policies and procedures to provide strategic alignment of assessment to the institution's planning and budgeting process. This led to the procurement of the assessment and planning software solution Nuventive. The Administrative Assessment Council was formed to provide oversight and guidance to the institutional assessment plan, support the work of the Director of Assessment, and development of faculty and staff with the goals of strengthening assessment practices and building a culture of assessment at SCC.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

Southeast Community College's 2020-2024 Strategic Plan provides that the College's mission is "to empower and transform the diverse learners and communities of southeast Nebraska through accessible lifelong educational opportunities." The commitment to student success is evident in their strategic plan Goal 2- Student Success which strives to "Improve student emotional intelligence skills, learning outcomes, success and completion through high-contact programs, advising and student development programming."

SCC collects student retention and persistence data through the Institutional Research office and disseminates this data to the Administrative Team. The College has key performance indicators for student retention, persistence, and completion and tracks the progress and success in meeting these targets. Fall-to-fall retention is set at 67% with a target increase of 3 percent set in 2020. The 2021-2022 fall-to-fall retention rate dropped to 50.4%. Undergraduate success rate is set at 78% by 2025. To accomplish these performance targets, the college adopted a number of student success strategies including adding advising staff and changing their advising model. This led to the enhancement of student affairs operations in the areas of recruitment, student onboarding, retention, and engagement with additional campus services to increase student success.

SCC's Quality Initiative (QI) was implemented in Spring 2020, with a focus on strengthening student retention and persistence. The data on student success indicated that a significant percentage (over 50%) of students in their first term received a failing grade and that of those students, only about 5% were likely to attain a certificate or graduate from a program at SCC. The QI initiative focused on training student affairs staff that interact with students during the registration and

onboarding process. The other focus of the QI was to look at course success data in gateway courses and use that to integrate student engagement and academic resiliency activities within those courses. The Institutional Research team collects data on the strategic metrics tied to each of the goals of the Strategic Plan. This data is shared in the annual Strategic Plan Progress Report. With the implementation of the new advising model and additional training to advisors, the college should be better positioned to support student onboarding and retention.

In a conversation with students during the visit, the team heard that students were able to set meetings with their academic advisors and that faculty were supportive and accommodating in advising on degree completion strategies and connecting students to tutoring and library resources. Students seeking veteran resources indicated they had to be more persistent in getting the information they needed on their benefits and were eventually able to get those questions answered by the dean of students. Transfer students expressed a need for advising on which courses would transfer.

The institutional Strategic Plan and progress reports share data and analysis that provides the college with information that is used to measure progress on the KPIs. Additionally, SCC examines IPEDS data on comparative retention rates. Overall, the college demonstrates effective use of data and information to drive their Mission Action Planning and strategic priorities. Ongoing communication and coordination of retention efforts are essential to sustain the objectives of the Student Success QI and related efforts.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Rationale

SCC has a program review process that includes assessment of program outcomes that link student learning outcomes at the courses level to engage in continuous improvement of programs. Furthermore, the College demonstrates a strong commitment to assessment through the process of linking their Institutional Learning Outcomes and General Education Learning Outcomes to program outcomes and utilizes an assessment and planning software to collect, link and analyze this data for continuous improvement of programs and services.

SCC's Quality Initiative project focused on Student Persistence and Retention. Thus far the data indicates the impact of this project has had a positive effect on student retention and with the implementation of the student success course for new students.

With a relatively new policy and procedure in place for assessment, the college is poised to continue developing training for faculty and the administrative team to advance the use of assessment at the college. Based on the evidence provided, the team concludes Criterion Four and the Core Components are met.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

The Governing Board develops policies and administrative regulations that are posted on the district website and are updated on a five-year cycle. The college has established shared governance processes that includes both policy and procedures that were adopted 8/12/22. SCC claims to achieve shared governance through the following in its policy manual: "planning processes, collaborative initiatives, policies and procedures, campus student senates, Board of Governors Faculty Representative, data-informed practices, proactive data collection, campus communications, and curriculum development and review processes." Linkage between shared governance and the strategic plan exists in Goal 9.6 of its 2020-2024 Strategic Plan to "maximize a positive and engaging organizational climate by encouraging input, reflective and transparent communication, and compassion and respect toward the views and ideas of others." In discussion with faculty and staff, references to Goal 9.6 was made several times. Faculty mentioned their service on multiple committees and a staff member noted that charters were being developed to help faculty and staff know the purpose of the committee. Additionally, a faculty representative spoke to the development of a faculty senate on campus that is taking form to help in the shared governance model.

At SCC, the Administrative Team is the primary management council of the College under the Governing Board. It is comprised of all employee groups. The council incorporates 11 leadership positions including the VP of Student Success; VP of Program Development; Administrative Director of Accreditation; Institutional Assessment and Planning; VP Administrative Services; VP of

Technology; VP of Instruction; Administrative Director of Institutional Effectiveness and Research; Administrative Director of Marketing and Communications; VP of Student Enrollment; VP of Access, Equity and Diversity; and VP of Human Resources, Professional Development and Safety/Security.

SCC has invested in an information infrastructure within the Office of Institutional Research that provides access to both administration and employees to reach informed decisions. The college invested in Zogotech Data Warehouse and Tableau servers to provide interactive data that allows employees to use data to inform the decision-making process. In an open session a faculty member said he used Ellucian Self Service to aid in advising of students and in following annual budget spending and encumbrances. The VP of Technology said movement to self service has allowed employees to make data informed decisions with real-time data.

In their assurance argument, SCC described the use of data in their enrollment management model utilizing a detailed look at course enrollment trends over a three-year period to determine utilization by campus, mode of delivery, and time of day. This allows the College to determine where to direct resources to meet the needs of students. Faculty described the use of assessment data to determine which classes could be included in the college core courses and in the development of internal professional development needs.

Many academic policies are formed at the committee level through a shared governance processes of 25 standing campus committees. Faculty, staff and students spoke to their alignment of requests to the strategic plan. Students spoke directly to their petition to the VP of Instruction to have representation on the Calendar Committee and how that process led to representation on the 2024 calendar.

The team read the Assurance Argument and examined an array of documents in support of SCC's argument. The team also interacted with multiple constituencies to gather evidence and/or support the evidence presented to the team. Following an analysis of provided data and evidence, the team concludes that SCC meets Core Component 5.A.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

According to the Assurance Argument, SCC employs 1109 staff and faculty, 400 of those were part-time and 709 were full-time in the fall of 2021. Of those 1109 employees, 689 were instructional and 420 were non-instructional employees. By the fall of 2022 SCC had added another 38 employees including 716 full-time and 431 part-time employees. This increase in staffing over time is in response to goal 9.1 in the strategic plan that states, "promote effective and sustainable staffing and compensation levels to ensure excellence in all College operations". During sessions with staff and faculty, it was clear that people enjoyed the workload and referred to their work as a "professional work arrangement" that allowed work life balance if flex time was needed. A staff member said that employees felt like family as they discussed the value of SCC as a workplace and while one faculty requested a desired change within the organization's calendar, she followed the request by saying "don't take that wrong. I love SCC and love my job".

A review of job postings on the SCC website from various employee groups such as administrative, student support and faculty positions demonstrate appropriate credentials, licensures, certifications, educational requirements, and minimum qualifications. SCC assesses student satisfaction survey data to assess the effectiveness of their operational staff. SCC provides professional development opportunities for all classifications of employees and in FY23 budgeted \$1.2M for professional development. Faculty spoke to the process they use to request professional development, how professional development has become an outcome of their assessment data, and the requirement that all faculty have to complete three professional development activities annually. Both faculty and staff spoke to the value of lunch and learn opportunities that are planned at the college and that Human Resources sends out a monthly list of professional development opportunities to all SCC employees. One faculty member talked about how one of these professional development on-campus opportunities provided her with succinct ways in which she could globalize her curriculum.

During an open session, faculty stated that there was more direct discussion regarding goals than in the past. The faculty stated the strategic plan is a framework providing a common language to talk

about goals, measurement of goals and linkage. In an open session, one employee indicated that everything they do is measured by its linkage to the strategic plan. In discussions with multiple college employee groups and the Board of Governors, there is a clear understanding of the college's strategic objectives and that decisions at every level are made based on those objectives. Goals are reviewed by the Board of Governors, Administrative Team, and by program units. Goals are aligned with division and department plans of academic and support units. A demonstration of Nuventive by an embedded IR employee provided linkage between departmental goals and Mission Action Plans (MAP). In open forum sessions, faculty and staff spoke to their building of a budget in relation to the strategic plan and linkage to their Mission Action Plan (MAP) goals. A faculty member spoke to his use of Ellucian Self Service to check and monitor his budget daily. In a demonstration of Ellucian Self Service, the team was able to see that each department is able to see their budget, spending, encumbrances and remaining budget for the physical year.

The college sets a single year budget, but planning is based on the five years of the strategic plan. SCC has developed a financial resource plan that serves as a framework to develop and implement a multi-year strategic resource allocation and budget development plan to support the college's Strategic Goals. This allows the college to run forecasting models that allow for a "what-if" analysis of economic and legislative movements that are outside of the College's control.

The college's budget is centered on student learning. The FY 2022-2023 budget was \$97.8 million, with instructional expenses representing the largest share of the budget with 47.7% (\$46.6M) and Academic Support is the second largest share of the budget with 10.8% (\$10.6M). The college continues to use its levy effectively to invest in itself for the long term. In FY23, SCC budgeted Capital Improvement Funds of \$37.4M that are aligned to Goal 7 in the 2020-2024 Strategic Plan.

The team read the Assurance Argument and examined an array of documents in support of SCC's argument. The team also interacted with multiple constituencies to gather evidence and/or support the evidence presented to the team. Following an analysis of provided data and evidence, the team concludes that SCC meets Core Component 5.B.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

As mentioned in 5.A, the college engages in shared governance which creates formal processes for considering the perspectives of internal constituent groups. The 2020-2024 Strategic Plan was developed by stakeholders of the institution and serves as the guiding document for the decision-making process of the college which engages all employees in working toward the SCC Strategic Plan Goals. Throughout multiple open sessions, faculty, staff and students talked about their role in providing input, reviewing policy and procedures and feeling like their thoughts and feelings were heard. As one faculty member said, "I feel like part of a family at SCC".

The college engages external constituents through groups such as occupational program advisory boards. In an open forum, two employers from the community spoke to the responsiveness of the college to their training needs. One community member indicated a desire to host opportunities for students in the field. One community partner stated: "Having an educational partner who quickly finds solutions is beyond value." A student spoke to the community partnership that exists between the college and clubs and organizations in the communities served by the college. A faculty member talked about a Science Night as one example of an activity geared toward Goal 1.6 that brought in 650 community members and gave access to programs and materials to the public. The college makes available trainings and buildings for organizational use as just a few examples of how the college utilized their input to support the best interests.

The Institutional Effectiveness and Research Department has grown from a single person seven years ago to an office with embedded employees in many divisions throughout the College. It was clear in talking with faculty and staff that they use the new tools such as Nuventive and Self Service in their decision-making processes. Moreover, all employees spoke to their use of data in the decision-

making process. At the Administrative Team meetings, it was clear that all areas have a sound understanding of current college capacity regarding enrollment and retention trends and are using, not only quantitative data, but also forums to speak with students and employers about needs in the community. The capital projects in SCC's Empower Capital Campaign are outcomes of these listening tours and data analysis.

SCC finds itself in a unique spot in higher education. It has enrollment growth projections because of a growing community around the greater Lincoln area. The Administrative Team projects significant enrollment growth in the next five years. On tours of the campus, program directors spoke to the need for increased capacity in programs because of the number of applications they have in the program. The Dual Credit Academy Director spoke to the potential to move from 300 to 900 students in the Academy as students are able to take embedded courses on the campus of SCC. The Vice President for Instruction stated their analysis for continuing education in the communities they serve will grow by 3,000 students in the next three years. SCC recognizes these opportunities and is positioning itself with a strategic plan that speaks to these goals and anticipates the challenges of that growth. SCC recognizes the legislative factors associated with their funding model and has been active in testifying to the legislature on proposed changes. While those proposed changes are outside the control of SCC, the college still does not utilize its full levy capability of 11.25 cents. While the Board has slowly increased its levy over time; the College has a General Fund Reserve below the statutory maximum of 50% of its General Operating Budget maximum by law. This puts the college in a lower CFI position and more susceptible to changes at the legislative level.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Rationale

Criterion 5 focuses on the institution's resources, structures, processes, and planning. SCC's Assurance Argument (AA) adequately addresses how the institution works to fulfill its mission, to improve the quality of its educational offerings, and to respond to future challenges and opportunities. The adoption and use of a guiding strategic plan has resulted in a sharp focus and alignment of resources, structures, processes, and planning to support the college's goals.

The team examined the evidence in support of SCC's argument. The team also interacted with multiple constituencies to gather evidence and/or support the evidence presented to the team. In summary, the team concludes that Criterion 5 and the Core Components are met.

FC - Federal Compliance

Rating

Met

Federal Compliance Filing Form

- Southeast_Community_College_Federal_Compliance_Report_-_FINAL

Rationale

Federal Compliance Rationale Template

Instructions: When an evaluation that includes a Federal Compliance Review is released to the peer review team in the Assurance System, copy and paste the text below into the Rationale section of the Federal Compliance tab.

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

The following syllabi were requested and reviewed from Southeast Community College (SCC), in an effort to sample course instruction from different departments/programs, at the different levels of study offered at a community college (first year and second year), and with different delivery methods (in person, hybrid, and online):

ACCT 1200 Principles of Accounting I (an in-person section, and an online section reserved for high school students)

ARTS 1120 Beginning Drawing II (in person)

CHEM 2510 Organic Chemistry (in-person)

CRIM 1010 Introduction to Criminal Justice (two syllabi for in-person sections with different instructors, a hybrid section, and a section reserved for high school students)

ECED 2450 Administration (in person)

ENG 1010 Composition I (two in-person sections with different instructors, one hybrid section, and

an in-person section reserved for high school students)

HIST 2010 - American History I (an in-person section and a section reserved for high school students)

LPNS 1113 Professional Nursing I (a hybrid section and an online section)

PSYC 2960 Lifespan Human Development (an in person and an online section)

SPAN 1020 Elementary Spanish II (in person)

WELD 2410 Welding Codes and Standards (in person)

A review of the syllabi listed above showed that a three credit class at SCC typically involves 45 class/contact hours, which is a standard practice for higher education. While this was true for most courses in traditional academic areas (such as the courses reviewed in Criminal Justice, English and Psychology), courses in a few areas with significant lab, studio, or workshop time had slightly different time configurations. For example, in Beginning Drawing II the course involved 15 class hours and 60 lab hours (for 75 contact hours), and in Welding Codes and Standards the requirement was 38 classroom hours and 23 lab hours (for 61 contact hours). In all of the syllabi reviewed, the time requirements/contact hours involved with a particular course seemed consistent with the discipline of the course, and in all cases a three credit course at SCC involved at least 45 contact hours. Courses for different numbers of credits followed a similar formula of at least 15 contact hours per credit (LPNS 1113 was 2 credits and had 30 contact hours, and SPAN 1020 was 5 credits and had 75 contact hours).

In the professional experience of the reviewer, the course workload/assignments in the syllabi listed above seemed consistent with reasonable course expectations in higher education. When the same course was reviewed across different delivery methods and/or instructors, listed objectives/competencies and learning outcomes were the same, and sections used the same primary text (though syllabi indicated that secondary texts varied by instructor). The syllabi sampled indicated that a considerable effort has been made by SCC to ensure that similar learning objectives and goals are covered when different instructors teach the same course or when a course is offered in more than one delivery method.

The student calendar at Southeast Community College indicates SCC utilizes semesters of standard length in higher education for the scheduling of courses. For example, the Fall 2022 semester began on August 22 and ended on December 15, while the Spring 2023 semester began on January 9 and will end on May 5.

In terms of public disclosure of tuition and fees, both a 2022-2023 and a 2023-2024 tuition and fee schedule were clearly displayed on the "Costs" webpage of the Southeast Community College website. The college's website also has a designated "Withdrawal, Drop, and Refund" page which provides detailed information for students and prospective students on the SCC refund policy.

2. INSTITUTIONAL MECHANISMS FOR HANDLING STUDENT COMPLAINTS

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Southeast Community College (SCC) has a written complaint policy and a written complaint procedure. Both were provided with the institution's Federal Compliance report and were reviewed by the HLC Federal Compliance Reviewer. The complaint policy was detailed, consistent with best practices in higher education, and includes an explicit policy of no retaliation for those making both informal and formal complaints. The complaint procedure provides specific guidelines not only for the submission of complaints but for the institution's response to complaints. For example, the responsible administrator must conduct an initial inquiry and respond to the complainant by email within 15 days of receiving the complaint. The complaint procedure also allows the party making the complaint to request an additional review beyond the initial inquiry, as well as a formal appeal procedure with additional timelines for institutional decisions/response. For example, the Assistant Campus Director/Dean of Student Affairs or designee must refer the appeal within 5 days to the appropriate vice president or other administrator, who will then determine if there are subsequent grounds for a formal appeal procedure.

A review of the SCC website easily located a detailed webpage entitled "Report a Complaint or Concern", which provided specific information about how to make a complaint. The web page is linked to fillable forms to make different types of complaints (academic concerns, campus safety, a student conduct incident, etc.), allowing individuals to directly submit complaints from one location on the SCC website. The dedicated webpage for complaints also makes clear matters not to be reported on the page (such as 911 emergency concerns). The webpage also specifies that anonymous complaints are permitted, though indicates that doing so may at times limit the institution's capacity to inquire about and respond to the complaint.

3. PUBLICATION OF TRANSFER POLICIES

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Links were provided by Southeast Community College (SCC) in the Federal Compliance Filing to the institution's transfer policies, to a list of institutions with which SCC has established articulation agreements, and to the webpage where prospective and current students can obtain information about SCC's transfer requirements. All three of these documents were easily found in a search of the SCC website, as well as an additional web page entitled "Transferring Credit to SCC." (www.southeast.edu/transferring-credit-to-scc), ensuring the easy availability of this information to prospective and current students on the school's web page.

All of the information in these documents was found to be clearly stated, and in keeping with standard practices in higher education. For example, SCC accepts credits from institutions of higher learning that are accredited by an agency recognized as an accreditor in higher education by the United States Department of Education. For college credits earned outside the United States, the institution granting the credits must be recognized by either a government or non-governmental

agency responsible for the review of higher education in the country of the institution. The College accepts 2/3 of a certificate or degree program through transfer credit or examination. Transfer credit grades are not used in the calculation of a student's grade point average at SCC, but are used in the determination of satisfactory academic progress and other measures of a student's performance such as rate of program completion. The procedures by which perspective and current students have their transcript's evaluated for transfer credit was clearly stated, as well as the process for re-evaluation if a student at SCC changes their academic program.

In general, the information obtained in the four documents cited above was found to be highly consistent. The only discrepancy noticed by the reviewer was that the web page entitled "Transferring Credit to SCC" mentioned that transfer credit is awarded for courses in which grades of "A", "B" or "C" (or their equivalent) have been earned," while the College Policy document indicated that transfer credit will be awarded for courses "in which grades D or above (or equivalent) have been earned." The team confirmed that "C" grades and above are transferred. The college had noted this discrepancy prior to the team arrival and described it as a typographical error. The process to revise the transfer procedure had been implemented and administrative approval was granted April 19, 2023. The procedure was updated on the college website on April 25, 2023.

The "Transfer Information" web page on the SCC website (www.southeast.edu/transfer-information/) contains detailed information for current and perspective SCC students on transfer information and/or articulation agreements with over 25 four-year institutions of higher learning. Such information is provided as transfer agreements, admissions information, course equivalencies, and in some cases scholarship information. The information is organized by four-year school, and was found by the reviewer to be current and in a user-friendly format. A separate, health sciences transfer page on the SCC website (www.southeast.edu/health-program-transfer-information/) contains similar information, though the information on this web page is organized by profession (for example, transfer guides to various BSN nursing programs at Nebraska colleges and universities are listed together for easy comparison).

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Southeast Community College (SCC) reports in their Federal Compliance Filing that the institution uses Ellucian Recruit software in the admissions process to create a unique account for each new student with an email address, phone number, and postal address. A verification email then requires students to confirm this information. Students then use "multi-factor authentication" to access SCC systems, such as registration, student account, and the CANVAS learning system. This system then requires a device unique to each student as an additional level of verification.

The Federal Compliance Filing also indicates that SCC holds institutional licenses for widely-used software that promotes test integrity in higher education. (Respondus LockDown Browser®, Respondus Monitor®, and Examity). In 2022-2023, 3.5 percent of online course sections required test proctoring. When an online course requires proctored testing, the Federal Compliance Filing

indicated that students may test at an approved location, such as an SCC campus testing center or other location approved by the instructor. The Federal Compliance Filing indicates that a few courses offer the option to use ProctorU (which involves a nominal fee), if a student is unable to test at an approved location or with the instructor. The team confirmed multiple options for test proctoring are available to students. Faculty stated most students used the college testing center when test proctoring is required. Data provided for 2021-2022 noted about 1200 students utilized Respondus and 100 students utilized ProctorU during fall and spring semesters.

According to the Federal Compliance Filing, students are informed about requirements for proctored testing "in syllabi and course information documents, the College Catalog, and term schedules (web-based courses with proctored exams have the section designation WBP)." The team, confirmed that WBP designation was clearly noted on the course schedule (Fall 2023 schedule).

5. PROTECTION OF STUDENT PRIVACY

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Written policies at Southeast Community College (SCC) regarding student privacy and the privacy and security of student data were reviewed and seemed, in the experience of the reviewer, to be in keeping with standard, best practices in higher education for the secure maintenance of student records. According to the policies, records are maintained in keeping with the Family Educational Rights and Privacy Act of 1974 (FERPA), and students are notified annually of their FERPA rights through the SCC catalog.

In 2019, SCC added a Cybersecurity Analyst position to the Information Technology staff, and SCC requires that permanent employees complete one cybersecurity awareness training per fiscal year. Temporary employees are encouraged to complete cybersecurity awareness training though this is apparently not required. According to the Federal Compliance Filing, new employees at SCC are informed of FERPA requirements and student data privacy policies during orientation. According to the SCC Federal Compliance Filing, "the College's Vice President for Administrative Services monitors the contractual adherence of third party contractors to ensure compliance with student data privacy requirements." SCC's contractual agreements with companies that provide services involving confidential data, such as student financial records, contain specific language in the contract to ensure the privacy of confidential data.

The SCC website contains the college's "Annual Notice to Student and Employees." which provides detailed information for students and employees on FERPA rights, such as the rights of students to inspect and review their educational record, to seek correction if they believe their records are inaccurate, etc. Information on the disclosure of information, and the types of directory information that may be disclosed without permission is also provided. The Annual Notice also explains how the privacy of dually enrolled students is handled.

6. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Student outcome data is reported by Southeast Community College (SCC) on the "Student Right to Know" webpage on the college's website. The links provided on this webpage were examined and included full-time graduation, transfer, and retention rate data for the last ten years, as well as fall-to-fall retention rates for part-time students for the same ten year period of time.

A 2022 Integrated Postsecondary Data System (IPEDS) data feedback report was also provided. This report provides detailed information on the race/ethnicity and gender of students enrolled at SCC in 2021, as well as detailed retention and graduation data (both for the student body overall, as well as by ethnicity, full vs. part-time study, etc.). Information on the levels of participation in distance education, and completion rates for students receiving different types of financial support (e.g. Pell grant vs. non-Pell recipients) was also provided in the IPEDS feedback report.

A 2022 Graduates "Employment and Transfer Statistics Report" was also provided on the "Student Rights to Know" webpage. This report provides data on the percent of graduates from the college employed in an occupation related to their training/education at SCC, average starting salary data, the percent of graduates employed in-state vs. in other parts of the country, and the percent of graduates continuing with formal higher education. The report was found by the reviewer to be well-organized, with easy to read graphics and tables displaying detailed information on employment and further study, as well as lists of job titles, employers and transfer institutions.

For academic programs leading to professional licensure or certification (such as dental assisting, paramedics, and practical nursing), a detailed table containing recent licensure and certification exam pass rates was linked to the "Student Rights to Know" webpage. A separate table containing standard academic outcome data for student-athletes at SCC was also provided.

STANDING WITH STATE AND OTHER ACCREDITORS

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Southeast Community College maintains specialized accreditation with all of the following accreditors recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation (CHEA):

Accreditation Commission for Education in Nursing (ACEN) • American Dental Association–Commission on Dental Accreditation (ADA–CODA)

Council for Standards in Human Service Education (CSHSE)

Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon

recommendation of the Medical Assisting Education Review Board

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Committee on Accreditation for the Emergency Medical Services Professions (CoAEMSP)

Accreditation Council for Pharmacy Education (ACPE)

American Physical Therapy Association–Commission on Accreditation in Physical Therapy Education (APTA-CAPTE)

Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Committee on Accreditation for Polysomnographic Technologist Education (CoAPSG)

Joint Review Committee on Education in Radiologic Technology (JRCERT) • Commission on Accreditation for Respiratory Care (CoARC)

Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA)

Accreditation Council for Business Schools and Programs (ACBSP)

American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC)

Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children (NAEYC)

The College's accreditation relationships are clearly displayed for the public to find on the institution's website. The "Quicklinks" tab on the SCC website has a link to an accreditation page, which contains the standard link to the institution's status with the Higher Learning Commission, as well as links to pdf tables of the College's specialized program accreditations and professional industry organizations. Both tables were reviewed, and found to be well organized, current, and containing information such as a program's campus location, initial accreditation date, most recent accreditation review date, next accreditation review date, and professional credentialing exam pass rates when applicable (exam pass rates from as recently as 2022 were listed).

8. RECRUITING, ADMISSIONS AND RELATED INSTITUTIONAL PRACTICES

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Southeast Community College (SCC) reported in the Federal Compliance Filing that their recruiting and admissions practices are largely guided both by their open-access mission (which is specifically

mentioned in the College's Vision Statement) and by the tenets of Strategic Objective 9.6, which seeks to "maximize a positive and engaging organizational climate by encouraging input, reflective and transparent communication, and compassion and respect toward the views and ideas of others."

The work of recruiting and admissions at SCC is done by the staff of the Enrollment Management Division (which is comprised of the Admissions, College Advising, Financial Aid, Registration, and Testing & Assessment departments) in conjunction with the Office of Marketing and Communications (which is comprised of public information, social media, graphic design, marketing, and web professionals). All staff in both Enrollment Management and Marketing and Communications are guided by and follow the SCC Professional Standards and Code of Conduct, "which outline expectations for accuracy in information, use of non-coercive marketing strategies, professional communication, adherence to College policies, and protection of student data privacy and security." The current Professional Standards and Code of Conduct statement was reviewed, and found to be in keeping with standard best practices in higher education, in terms of such values and guiding principles as the respectful and ethical treatment of students, professionalism, integrity, and transparency.

Meeting agendas were provided by SCC showing that staff in Enrollment Management and Marketing and Communications have been trained in the Professional Standards and Code of Conduct. Enrollment management staff also sign written statements committing to the principles of the Professional Standards and Code of Conduct. In terms of College oversight of outside vendors in the areas of recruiting and admissions, SCC reports that they do not utilize any outside vendors or contractors who engage in direct communication with prospective students.

APPENDIX A: TITLE IV PROGRAM RESPONSIBILITIES

Complete this section **only if** the institution has submitted an Appendix A. Review any negative actions taken against the institution since HLC's last Federal Compliance review and identify any implications for the institution's current compliance with the Criteria for Accreditation or other HLC requirements. Provide a detailed rationale for any Core Components identified as Met with Concerns or Not Met.

Rationale: Not applicable - an Appendix A was not submitted.

MANDATORY REPORTING: FRAUD, ABUSE OR FAILING TO MEET TITLE IV RESPONSIBILITIES

Federal regulations require HLC to notify the U.S. Department of Education related to the following item. Do not skip this section.

In the course of the peer review team's evaluation of this institution, have the reviewers encountered any reason to believe that (i) the institution is failing to meet its Title IV, Higher Education Act program responsibilities (if the institution participates in Title IV, HEA programs) or (ii) that the institution may be engaged in fraud or abuse?

Answer (Choose one response and delete the other)

No

Rationale (If the team responded “Yes,” explain the reasons for concern in detail. Otherwise, leave this section blank.):

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Met

Review Summary

Conclusion

Southeast Community College has Met all of the Criteria and core components for HLC accreditation. The college lives its mission and demonstrated the ability to adapt to the changing environment to serve its community. The college functions with a sense of integrity and utilizes its resources to meet its strategic objectives. The Strategic Plan, which was developed with data and environmental scanning, is used to guide the daily operations at all levels. The multi-campus visit confirmed that services for students, policies and procedures were implemented similarly at all three campuses.

SCC's assessment practices include institutional, general education, program, and co-curricular learning outcomes. The College has linked program learning outcomes to general education and institutional outcomes and co-curricular outcomes to institutional learning outcomes. An assessment and planning software that collects, links, and analyzes data is used for continuous improvement of programs and services. While some assessments and the assessment software has been implemented in the last few years, the college has the opportunity to continue to systematize the assessment process.

SCC has demonstrated multiple improvements since its last comprehensive visit. Multiple plans have been developed and implemented; facilities have been built and renovated. The faculty, staff, administration, and community are proud of their institution. The team recommends the college has the ability to choose the pathway they wish to utilize based on the evidence provided in the assurance argument and the conversations that the team had while on campus with faculty staff, administration, students, and community members.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose

Federal Compliance

Met

No Interim Monitoring Recommended.

INTERNAL

Institutional Status and Requirements (ISR) Worksheet

Review Details

Institution: Southeast Community College Area, Nebraska

Type of Review: Open Pathway - Comprehensive Evaluation Visit

Description: Specific review of compliance with faculty qualifications requirements solely for dual credit faculty has been suspended until the first evaluation occurring on or after September 1, 2025.

Review Dates: 04/24/2023 - 04/25/2023

No Change in Institutional Status and Requirements

Accreditation Status

Status: Accredited

No Change

Recommended Change:

Degrees Awarded: Associates

No Change

Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2012 - 2013

Year of Next Reaffirmation of Accreditation: 2022 - 2023

No Change

Recommended Change:

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

- No Change
- Recommended Change:

Additional Locations:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.

- No Change
- Recommended Change:

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

- No Change
- Recommended Change:

Competency-Based Education:

- No Change
- Recommended Change:

Accreditation Events

Pathway for Reaffirmation of Accreditation: Open Pathway

- No Change
- Recommended Change:

Upcoming Reviews:

No Upcoming Reviews

- No Change
- Recommended Change:

Upcoming Branch Campus or Additional Location Reviews:

No Upcoming Reviews

No Change

Recommended Change:

Monitoring

Upcoming Monitoring Reviews:

No Upcoming Reviews

No Change

Recommended Change:

Institutional Data

Academic Programs Offered:

Undergraduate Programs		
Associate Degrees:	63	<input type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Baccalaureate Degrees:	0	<input type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Graduate Programs		
Master's Degrees:	0	<input type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Specialist Degrees:	0	<input type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Doctoral Degrees:	0	<input type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Certificate Programs		

Certificates:	9	<input type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
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Contractual Arrangements:

No Contractual Arrangements

✓ No Change

Recommended Change:

Off-Campus Activities

Branch Campuses:

Southeast Community College, 4771 W Scott Road, Beatrice, Nebraska 68310-7042 UNITED STATES

Southeast Community College, 600 State St, Milford, Nebraska 68405-8498 UNITED STATES

✓ No Change

Recommended Change:

Additional Locations:

Ashland-Greenwood High School, 1842 Furnas Street, Ashland, Nebraska 68003 UNITED STATES

Auburn High School, 1829 Central Ave, Auburn, Nebraska 68305 UNITED STATES

Beatrice High School, 600 Orange Blvd., Beatrice, Nebraska 68310 UNITED STATES

Cedar Bluffs High School, 110 East Main Street, Cedar Bluffs, Nebraska 68015 UNITED STATES

Crete High School, 1750 Iris Avenue , Crete, Nebraska 68333 UNITED STATES

Tri-County High School, 72520 Hwy. 103, DeWitt, Nebraska 68341 UNITED STATES

Fairbury High School, 1501 9th Street, Fairbury, Nebraska 68352 UNITED STATES

Falls City Learning Center, 3200 Bill Schock Blvd., Falls City, Nebraska 68355 UNITED STATES

Norris High School, 25211 S. 68th Street, Firth, Nebraska 68358 UNITED STATES

Fillmore Central High School, 1410 L Street, Geneva, Nebraska 68361 UNITED STATES

Hebron Learning Center, 610 Jefferson Avenue, Hebron, Nebraska 68370 UNITED STATES

Education Square, 1111 O Street, Lincoln, Nebraska 68508-3656 UNITED STATES

Jack J. Huck Continuing Education Center, 301 S. 68th St Place, Lincoln, Nebraska 68510
UNITED STATES

IBEW Training Center, 1415 Old Farm Road, Lincoln, Nebraska 68512 UNITED STATES

Louisville High School, 202 W 3rd Street, Louisville, Nebraska 68037 UNITED STATES

Milford High School, 1200 West 1st Street, Milford, Nebraska 68405 UNITED STATES

Elmwood-Murdock High School, 300 Wyoming Street, Murdock, Nebraska 68407 UNITED
STATES

Conestoga High School, 8404 42nd Street, Murray, Nebraska 68409 UNITED STATES

Nebraska City High School, 215 North 12th Street, Nebraska City, Nebraska 68410 UNITED
STATES

Learning Center at Nebraska City, 1406 Central Avenue, Nebraska City, Nebraska 68410
UNITED STATES

Plattsmouth High School, 1916 East U.S. 34, Plattsmouth, Nebraska 68048 UNITED STATES

Plattsmouth Learning Center, 537 Main Street, Plattsmouth, Nebraska 68048 UNITED
STATES

Raymond Central High School, 1800 W Agnew Road, Raymond, Nebraska 68428 UNITED
STATES

Seward High School, 532 Northern Heights Drive, Seward, Nebraska 68434 UNITED STATES

Syracuse-Dunbar-Avoca High School, 1500 Education Drive, Syracuse, Nebraska 68446
UNITED STATES

Johnson County Central Public School, 358 North 6th Street, Tecumseh, Nebraska 68450
UNITED STATES

Wahoo High School, 2201 N Locust Street, Wahoo, Nebraska 68066 UNITED STATES

Wahoo Learning Center, 536 N. Broadway St., Wahoo, Nebraska 68066 UNITED STATES

Waverly High School, 13401 Amberly Rd, Waverly, Nebraska 68462 UNITED STATES

Weeping Water High School, 204 W O Street, Weeping Water, Nebraska 68463 UNITED
STATES

York High School, 1005 Duke Drive, York, Nebraska 68467 UNITED STATES

Learning Center at York, 401 N. Lincoln Avenue, York, Nebraska 68467 UNITED STATES

No Change

Recommended Change:



Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms as PDFs at hlcommission.org/upload. Select “Final Reports” from the list of submission options to ensure the institution’s materials are delivered to the correct HLC staff member. (Note: The submission webpage can be accessed through the Assurance System by clicking the Submit Final Form button on the Forms tab.) The Multi-campus Report from the institution and the reviewer forms become part of the institution’s permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team’s deliberations.

For each review category, provide 2–3 evidence statements that make clear the team’s findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Report Template

Name of Institution: Southeast Community College

Name and Address of Branch Campus: Beatrice Campus 4771 West Scott Road NE 68310

Date and Duration of Visit: 4/25/23 from 8:15am-12:15pm

Reviewer: Chris Severson

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

As one of three Southeast Community College (SCC) campuses in their 15-county service area, the Beatrice Campus offers a wide variety of academic programs, courses, including general education courses, and services to students. The campus is home to 42 full-time and 12 part-time faculty, 15 student enrollment and student success professional staff, 30 support staff, and four administrators. The three highest enrolled programs at the campus include Academic Transfer, Health Sciences, and Agriculture Management & Production. The Beatrice Campus also provides on campus housing for students.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution’s planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

SCC lives their culture through their strategic plan. Since the initial inception of the strategic plan, the college has taken intentional efforts to improve facilities. A Facilities Master Plan was created in 2019. In 2019, the Beatrice Campus built a new residence hall. In 2021, SCC opened the newly built Academic Excellence Center (general purpose classroom building) in addition to acquiring and remodeling the Agriculture Hall building at the Beatrice Campus. The campus collects feedback in a variety of ways to include workforce leadership team meetings, curriculum feedback through their DACUM process, student feedback through the Community College Survey of Student Engagement and student organizations, and also faculty input on budgetary or equipment needs that are prioritized through leadership at the college.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution’s facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

SCC has invested \$31.3 million at the Beatrice Campus since 2020. All classrooms have a whiteboard screen and a media cart to support faculty instruction. The technological infrastructure is consistent across all three campuses. Laptop carts are available on each floor in the Academic Excellence Center. SCC also upgraded classrooms on the Beatrice Campus in 2020 to provide the ability to use lecture capture technology to enhance distance learning. As an example, nursing faculty use Vault to record and live capture simulation regardless of the faculty or student campus location. Student services and resources at the Beatrice Campus are consistent with the other campus locations.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Employee hiring, evaluation, and termination processes at SCC are centralized through the Office of Human Resources. New employees attend a standard Collegewide orientation in addition to a Beatrice campus specific procedural orientation. All employees complete safety/security and diversity/inclusion training. Faculty and staff shared their ability to sit on interview teams and provide recommendations of new candidate hiring. Through the budgeting process, expanded

positions are eligible for request. Also, the college program development process demonstrates programming hiring needs.

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The Beatrice Campus provides appropriate student and faculty resources and support. All academic and student services are available at all three campuses to include admissions, career services, financial aid, registration and records, testing center, student activities, campus store, advising, library, accommodations office, counseling, TRiO, transitions and tutoring, safety and security, and health and wellness centers. Students and faculty can receive both in-person and remote/online support at the Beatrice Campus. The Hub provides students online access to support services. Faculty, staff, and students can use the Complaints & Concerns Reporting (Maxient) to share any safety and security concerns.

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution’s capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The Beatrice Campus has adequate oversight of educational programming and instruction. Collaboration between the Campus Director, Dean, and Associate Dean provides supervision over current and future direction of the programming and campus. Also, the program review process and What Do You Think (WDYT) end of class surveys gives faculty insight into opportunities to improve their program and courses. SCC uses a standard syllabus template to provide consistency to students with course information documents that provide further course detail. Faculty expressed their appreciation for online and in-person professional development “share and learn” opportunities as well as support from the college to attend conferences as needed.

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution’s processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Program review, WDYT, and assessment of student learning data provides faculty, staff, and administrators current and future direction. Student academic performance across all programs and campuses are assessed using the same process. Departments and programs develop the assessments of student learning outcomes. Deans, Associate Deans, Program Chairs, and faculty ensure learning outcomes are met across all campuses regardless of delivery mode and adjustments are made as necessary for improvement.

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution’s planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The 2020-24 Strategic Plan serves as a guide for SCC's continuous improvement. As part of operationalizing the strategic plan, departments and programs have developed Mission Action Plan goals to support efforts of the college which is linked to the budget planning process. The Facility Master Plan also guides the campus direction and efforts for future facility planning at the Beatrice Campus. A planning and assessment software is used to align assessment, goal setting, and the budgeting process.



Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms as PDFs at hlcommission.org/upload. Select “Final Reports” from the list of submission options to ensure the institution’s materials are delivered to the correct HLC staff member. (Note: The submission webpage can be accessed through the Assurance System by clicking the Submit Final Form button on the Forms tab.) The Multi-campus Report from the institution and the reviewer forms become part of the institution’s permanent file and are shared as appropriate with future evaluation teams.

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Report Template

Name of Institution: Southeast Community College

Name and Address of Branch Campus: Milford Campus 600 State Street, Milford NE 68405

Date and Duration of Visit: 4/24/23 from 11:15am- 4:30pm

Reviewer: Chris Severson

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

As one of three Southeast Community College (SCC) campuses in their 15-county service area, the Milford Campus offers a wide variety of academic programs, courses, including general education courses, and services to students. The campus is home to 76 full-time and 14 part-time faculty, 16 student enrollment and student success professional staff, 46 support staff, and nine administrators. The three highest enrolled programs at the campus include Electrical & Electromechanical Technology, John Deere Technology, and Professional Truck Driver Training. The Milford Campus also provides on campus housing for students.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution’s planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

SCC lives their culture through their strategic plan. Since the initial inception of the strategic plan, the college has taken intentional efforts to improve facilities. A Facilities Master Plan was created in 2019. In 2020, the Milford Campus built two new residence halls along with a 52,000 square foot Crete Carrier Diesel Technology and Welding Center. The campus collects feedback in a variety of ways to include workforce leadership team meetings, curriculum response through their DACUM process, student feedback through the Community College Survey of Student Engagement and student organizations, and also faculty input on budgetary or equipment needs that are challenged and prioritized through leadership at the college.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution’s facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

SCC has invested \$29.5 million at the Milford Campus since 2020. All classrooms have a whiteboard screen and a media cart to support faculty instruction. The technological infrastructure is consistent across all three campuses. Computer labs are available at the Milford Campus. SCC also upgraded classrooms on the Milford campus in 2020 to provide the ability to use lecture capture technology to enhance distance learning. As an example, nursing faculty use Vault to record and live capture simulation regardless of the faculty or student campus location. Student services and resources at the Milford Campus are consistent with the other campus locations.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
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Evidentiary Statements:

Employee hiring, evaluation, and termination processes at SCC are centralized through the Office of Human Resources. New employees attend a standard Collegewide orientation in addition to a Milford specific procedural orientation. All employees complete safety/security and diversity/inclusion training. Faculty and staff shared their ability to sit on interview teams and provide recommendations of new candidates to be hired. Through the budgeting process, expanded positions are eligible for request. Also, the college program development process demonstrates programming hiring needs.

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over current and future direction of the programming and campus. Also, the program review process and What Do You Think (WDYT) end of class surveys gives faculty insight into opportunities to improve their program and courses. SCC uses a standard syllabus template to provide consistency to students with course information documents that provide further course detail. Faculty expressed their appreciation for online and in-person professional development “share and learn” opportunities as well as support from the college to attend conferences as needed.

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Evidentiary Statements:

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