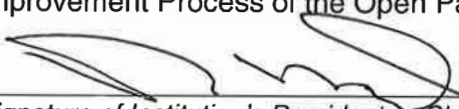# HIGHER LEARNING COMMISSION

Open Pathway Quality Initiative Proposal

Institutional Template

The enclosed Quality Initiative Proposal represents the work that the institution will undertake to fulfill the Improvement Process of the Open Pathway.

_____   10/9/18
Signature of Institution's President or Chancellor   Date

 Paul Illich, President
_____
Printed/Typed Name and Title

Southeast Community College
_____
Name of Institution

Lincoln, Nebraska
_____
City and State

The institution completes the Quality Initiative Proposal by responding to the questions in each category of the template. The institution may choose to submit a brief implementation plan or supplemental charts or graphs as appendices to the template. Proposals should be no more than 4,500 words. The Quality Initiative Proposal will be accepted beginning September 1 of Year 5 and is due no later than August 31 of Year 7. Submit the proposal as a PDF file to pathways@hlcommission.org with a file name that follows this format: QI Report No Name University MN. The file name must include the institution's name (or an identifiable portion thereof) and state.

Overview of the Quality Initiative

1. Provide a title and brief description of the Quality Initiative. Explain whether the initiative will begin and be completed during the Quality Initiative period or if it is part of work already in progress or will achieve a key milestone in the work of a longer initiative.

   Project Title: Improving Retention and Completion Among New Students Through Enhanced Resiliency Skills

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Potential for significant impact at SCC

The purpose of SCC's Quality Initiative (QI) is to improve retention and completion by helping new students acquire and enhance academic resiliency skills to assist in the navigation of potential obstacles. A comprehensive 5-year cohort analysis of course-level data revealed that more than 50% of students at Southeast Community College (SCC) received a failing grade while attending the institution. More than half of these students received the failing grade during their first term. These students have much lower retention and completion rates with less than 5% completing a certificate or degree. The College's QI will focus on three strategies to promote and reinforce academic resiliency skills among new students throughout all phases of their first-year experience, including admissions, advising, and early course work. (evidence: Patterns and Outcomes of Failing Grades Report, p. 13)

Impact on academic quality

The QI will include three strategies that will have a significant impact on academic quality:

Strategy #1: Comprehensive professional development training on academic resiliency for faculty, advisors, and student affairs staff who have significant and frequent interactions with new students.

Strategy #2: Engaged learning activities embedded into gateway courses that have the highest number of failing grades. Faculty teaching these courses will embed activities that will engage students in applying academic resiliency skills to facilitate learning of course content.

Strategy #3: Implementation of a software solution, CRM Advise, to allow faculty, advisors, success coaches, and other student affairs staff to utilize analytics to identify at-risk students based on a range of customized qualitative and quantitative parameters. Staff will utilize these data to promote understanding and acceptance of the importance of academic resiliency.

Alignment with SCC's mission, vision, and planning processes

The concepts that the three QI strategies will be targeting are already in progress at SCC. In 2015, the College launched its first 5-year strategic plan, which consists of nine goals and 65 objectives. One of the goals, Goal 9, which focuses on the organizational environment, includes an objective (9.6) to "maximize a positive and engaging organizational environment by encouraging input, reflective and transparent communication, and compassion and respect toward the views and ideas of others." The College has defined each of the key concepts within this objective (9.6) and incorporated them into professional development training, leadership training, and human resource practices. For example, central concepts already present in the Strategic Plan, such as reflection, input, and transparency, are factors thought to be critical in academic resiliency. To date, the College's Goal 9.6 strategies have only indirectly targeted students. The College's QI represents the first direct initiative to apply the ideas embedded in Goal 9.6 to promote academic resiliency among new students at greatest risk of dropping out within their first year. (evidence: 2015-19 Strategic Plan, p. 33 and 9.6 Key Concepts, p. 42)

In addition to the broader Goal 9.6 initiative, the College has existing initiatives that will complement the three QI strategies. For example, SCC is in the process of revising its new student orientation course to assess and promote academic resiliency skills (Strategy #2). The same curriculum used in the new student orientation course will be used in the first strategy of the QI to train faculty, advisors, success coaches, and other student affairs staff (Strategy #1). The College recently purchased the CRM Advise solution as a part of a new proactive advising model. The third QI strategy will leverage this solution to identify students at risk of failing a course within their first year at SCC. While these two QI strategies represent modified components of existing College initiatives, the second QI

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strategy to embed academic resiliency activities within gateway courses with a high number of failing grades is a new strategy for the College. The QI will complement the College's existing initiatives and will be vital in helping SCC achieve the milestone of increasing student retention and completion through enhanced academic resiliency skills.

Sufficiency of the Initiative's Scope and Significance

2. Explain why the proposed initiative is relevant and significant for the institution.

Evidence of relevance and significance

As a first step in identifying a potential QI project, the College's Office of Institutional Research conducted a comprehensive 5-year cohort analysis of course-level data to identify potential obstacles to retention and completion. The study, which utilized the College's Institutional Research data warehouse to examine grade patterns and associated outcomes, included 256,831 grades received by 21,599 undergraduate students attending SCC from the 2012-2013 academic year through the Fall 2017 quarter. When tracked over a 5-year period, more than half of SCC students received at least one failing grade. Among students receiving at least one failing grade, approximately 55% of these students received a failing grade their first term.

The second phase of the study focused on the outcomes associated with failing grades. Among students who received a failing grade in their first quarter, only 49.3% were retained the following term compared to 70% of students who did not receive a failing grade during their first term. Twenty-seven percent (27%) of students who received a failing grade their first term did not return to SCC at any point during the 5-year study period compared to less than 10% of students who did not receive a failing grade. Among students who received a failing grade their first term, less than 5% earned a certificate or degree during the 5-year study period. Among students who did not receive a failing grade during their first term, approximately 30% earned a certificate or degree during the 5-year study period.

The third phase of the study included a detailed analysis of course data to determine which courses were associated with the highest number of failing grades. This analysis revealed that the highest number of failing grades among new students occurred in beginning and intermediate algebra and English composition.

The comprehensive study of grade patterns and the associated outcomes revealed a tremendous opportunity to improve retention and completion by helping new students successfully navigate a failing grade. The College's QI is significant given that more than half of SCC students earn at least one failing grade, with the majority of these earning a failing grade during their first term. Because less than 5% of students who earn a failing grade their first term complete a certificate or degree, there is substantial potential for improvement.

The College conducted a comprehensive literature review to identify potential strategies to improve retention and completion among new students who may be at-risk of receiving a failing grade within their first term. A number of studies have shown that non-cognitive factors are critical to a successful transition to college and to retention and degree completion.[1-3] Emotional intelligence (EI) is one non-cognitive factor that has been positively associated with resilience in the face of stressful challenges.[4] EI skills, which have been linked to success in business and leadership, have also been shown to be associated with success in higher education.[2, 5-11] (evidence: Works Cited, p. 45)

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Other studies specifically focused on the relationship between EI and new students transitioning from high school to college. Willis[10] observed statistically significant relationships between first- to second-year retention and the measures of emotional self-awareness, empathy, social responsibility, reality testing, problem solving, optimism, and happiness. Parker, Duffy, Wood, Bond and Hogan[11] found that academically successful students had higher levels of interpersonal, adaptability, and stress management abilities, as well as overall emotional intelligence. In a related study, Parker, Hogan, Estabrook, Oke, and Wood[13] found that students who returned to college for a second year scored significantly higher than those students who withdrew on several measures of EI competency including interpersonal, intrapersonal, adaptability, and stress management. Studies have shown that EI can be learned with specific training.[2, 13-16]

In addition to the evidence that EI is associated with academic success, the proposed strategies are relevant based on the need for employers to have adaptable, self-motivated employees who can work well with others. Surveys of employers have consistently shown that employers seek to hire graduates who have highly developed social and emotional skills. In 2018, the Association of American Colleges and Universities commissioned a survey of business executives and hiring managers to gauge what skills and attributes employers are looking for in recent college graduates and how prepared they believe recent college graduates are for the workforce.[17] Of the top 12 skills employers deemed "very important" for recent graduates seeking employment, eight are connected to EI:

1. Critical thinking/analytical reasoning
2. Ethical judgment and decision-making
3. Working effectively in teams
4. Ability to work independently (prioritize/manage time)
5. Self-motivation/initiative
6. Ability to analyze and solve complex problems
7. Ability to analyze/solve problems with people from different backgrounds/cultures
8. Ability to innovate and be creative

A recent survey by the National Association of Colleges and Employers[18] shows nearly identical results, with employers responding that they are seeking employees who have the following skills and attributes: problem-solving ability, capable of working well on a team, leadership, strong work ethic, initiative, adaptable to change, and interpersonal skills.

The proposed initiative to improve retention and completion is particularly relevant to Southeast Community College's mission to respond to community and employer demand for higher education. Nebraska has both a very low unemployment rate (2.9% statewide, 2.8% Lincoln metropolitan area) and a skills gap for a number of high-demand, high-skill occupations. According to the 2018 Lincoln Area Skills Gap Report[19] (which includes 10 of the 15 counties in SCC's service area), 70.5% of area employers indicate having difficulty finding qualified workers, and 42% of employers report applicants lack the necessary occupation-specific skills for the jobs they need to fill. In the same report, 37% of workers cite a lack of training, and 29% of workers cite a lack of education as obstacles to finding a new job. The report specifically analyzes eight occupations identified by the Nebraska Department of Labor as high-wage that were found to have a skills gap: Heavy and Tractor-Trailer Truck Drivers; Welders, Cutters, Solderers and Brazers; Maintenance and Repair Workers; Registered Nurses; Software Developers, Applications; Licensed Practical and Licensed Vocational Nurses; Carpenters; and Machinists. SCC offers programs in all eight of these occupations and increasing the completion rates in these and other programs will contribute to overcoming the skills gap in SCC's service area and the state of Nebraska.

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3. Explain the intended impact of the initiative on the institution and its academic quality.

The intent of the proposed QI is to improve retention and completion via improved academic resiliency. SCC's QI will implement three strategies with the intention of impacting the following outcomes:

- Increase in retention and degree completion rates among all students

- Increase in retention and degree completion rates among students who receive a failing grade during their first term

- Improve benchmark scores in the bi-annual Community College Survey of Student Engagement

- Improve academic resiliency skills among students

- Improve employee satisfaction with progress made toward attaining a culture of resiliency

- Improve professional development training opportunities and increase levels of employee satisfaction for professional development

Additionally, there is anticipated impact on the following organizational processes:

Institutional process	Anticipated impact on the institution/academic quality	Related QI strategy
Student retention processes	Identify students at risk of failing quickly and ensure clear path for institutional response	CRM Advise (#3)
Faculty instruction and evaluation	Inclusion of engaged learning activities and resiliency skills embedded in curriculum and advising interactions	Professional Development (#1) Engaged Learning (#2)
Professional development	Comprehensive professional development training program for new and existing employees	Professional Development (#1)
Student onboarding processes (new student orientation)	Introduction of resiliency curriculum in new student orientation and student success course	Engaged Learning (#2) CRM Advise (#3)
Selection and onboarding of new hires	Resiliency questions included in interview and training during new employee on-boarding process	Professional Development (#1) Engaged Learning (#2)
Institutional policies and procedures	Policies and procedures revised from a framework that promotes a resilient and emotionally intelligent culture	Professional Development (#1) Engaged Learning (#2) CRM Advise (#3)

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Clarity of the Initiative's Purpose

4. Describe the purposes and goals for the initiative.

The purpose of SCC's QI is to increase student success outcomes by promoting academic resiliency through the enhancement of emotional intelligence skills among new students. The **goals for the project** include:

- Improve student success, retention, and completion via enhanced resiliency skills (Strategies #1, 2, 3)

- Improve emotional intelligence skills among faculty, staff, and students (Strategies #1, 2, 3)

- Infuse engaged learning strategies into courses with high failure rates to further the College's Engaged Learning Experience (ELE) initiative (Strategy #2)

- Strengthen professional development training opportunities (Strategy #1)

- Improve employee satisfaction with professional development programming (Strategy #1)

- Develop a clear process for identifying at-risk students and target support services to those most in need through the implementation of CRM Advise (Strategy #3)

- Improve organizational processes (see question #3) that significantly impact students' first term (Strategies #1, 2, 3)

(evidence: EI Skills and QI Goals, p. 48)

5. Select up to three main topics that will be addressed by the initiative.

☐ Advising	☐ Leadership	☒ Retention
☐ Assessment	☐ Learning Environment	☐ Strategic Planning
☐ Civic Engagement	☐ Online Learning	☐ Student Learning
☐ Curriculum	☐ Persistence and Completion	☒ Student Success
☐ Diversity		☐ Teaching/Pedagogy
☐ Engagement	☒ Professional Development	☐ Underserved Populations
☐ Faculty Development	☐ Program Development	☐ Workforce
☐ First-Year Programs	☐ Program Evaluation	☐ Other:
☐ General Education	☐ Quality Improvement	

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6. Describe how the institution will evaluate progress, make adjustments and determine what has been accomplished.

The primary QI strategies fall under the operational areas of Instruction, Student Affairs, and Human Resources/Professional Development. A leader has been identified from each one of these areas to lead the refinement and initial launch of this collaborative effort. The College anticipates hiring a QI Coordinator in 2019 to lead the finalized implementation and evaluation activities. A QI Advisory Team will be established with the following goals:

- Provide advisory support to the implementation of the QI strategies.

- Ensure consistency and collaboration with other initiatives, such as the College's new advising model, revision of the New Student Orientation and student success course, and revision of faculty professional development requirements.

- Regularly review implementation progress and the on-going evaluation of the QI goals and outcomes.

Established infrastructure for evaluating progress

The College will have summative and formative evaluation processes to regularly monitor the progress of the QI strategies. Seven outcomes have been identified that all directly support the QI's goals.

Outcomes	Frequency	Responsibility of
Improve student academic resiliency as evidenced by increase in retention rate	Annually	Institutional Research
Increase student academic resiliency as evidenced by increase in degree completion rate	Annually	Institutional Research
Improve academic resiliency among students who receive a failing grade during their first term as evidenced by increase in retention and degree completion rate	Annually	Institutional Research
Improve CCSSE benchmarks	2019; 2021	Instruction; Institutional Research
Increase student academic resiliency skills as identified by standardized assessment	Each term	Instruction; Student Affairs
Improve employee satisfaction with College-wide progress made towards establishing a culture of resiliency	2019; 2021	Institutional Research
Improve employee satisfaction with professional development	2019; 2021	Institutional Research

Two formative evaluations also will be implemented on a regular basis: a strategy progress report and an annual report which will be presented to the Board of Governors and at bi-annual college-wide meetings. (evidence: Progress Report, p. 50)

The College is equipped to conduct a comprehensive evaluation to track progress. As noted in 2013 reaffirmation team response recommendations, the creation of the Institutional Research Office (IR) in

January 2013 has helped the College collect, analyze, and use data to inform decision making at all levels. Since that time, IR has grown from one employee to six. For the past few years the College has invested significant time and resources in developing a centralized research capacity to ensure that data collection methodologies are valid (measure what they are supposed to measure), reliable (are representational and can be replicated), and triangulate multiple data sources. The expansion of IR has enabled the College to collect retention, persistence, and completion data for both internal and external reporting, such as IPEDS and the recently developed Voluntary Framework for Accountability (VFA), a collection tool specifically designed for two-year colleges. These and other institutional data are stored in a data warehouse and are analyzed and developed into reports throughout the year as needed. An interactive Fact Book, VFA reports, annual profile summary, and other reports are available on the College's public website. (evidence: Fact Book, p. 52)

The IR staff is trained in data-collection methodologies and has access to software and tools to provide internal and external stakeholders with meaningful data to use in understanding student outcomes and in making decisions to increase retention, completion, and persistence. SCC's IR staff will create interactive data visualizations for QI outcomes and other metrics, so that internal stakeholders can continuously evaluate progress and make adjustments in response to data. When the identified data-driven adjustments have budgetary implications, the College has an established expanded budgeting process that aligns with unit-level and strategic planning processes. (evidence: Metric Visualizations, p. 53 and Budget and Planning Process, p. 58)

Evidence of Commitment to and Capacity for Accomplishing the Initiative

7. Describe the level of support for the initiative by internal or external stakeholders.

The College shows strong commitment to student success at every level of the institution, from the Board of Governors to the administration, and at the department and program level, where faculty and staff are committed to helping students attain their educational goals. In 2015, the College adopted a new mission statement and Strategic Plan. Identifying goals for retention, persistence, and completion was prioritized as part of that process. Goal 2 of the 2015-19 Strategic Plan directly emphasizes the importance of student success: "Improve student success, retention, completion, and academic excellence through high-quality academic and career programs, and responsible, innovative student services." The College's identified Key Performance Indicators (KPI) quantify the College's success, completion, and academic excellence goals. Goal 2 and Goal 9 (discussed in #1) of the Strategic Plan lay the foundation for the college-wide adoption of the QI strategies. (evidence: KPI Report, p. 64)

Commitment of senior leadership

The College followed a thorough and in-depth process to gather input and support from stakeholders throughout the development of the QI. Following the completion of the exploratory study on the patterns and outcomes of students with failing grades, the Administrative Team directed the Office of Institutional Research and Director of Planning and Accreditation to present the findings to multiple stakeholder groups to gather feedback. In-depth presentations and discussions were held with the following groups:

- Administrative Team (January 2018)

- Instructional Deans (February 2018)

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- Student Services Deans and Directors (February 2018)

- Board of Governors (March 2018)

- Program Chairs (April 2018)

The broad scope of the project was identified following these presentations and feedback sessions. Based on the data and feedback, the project scope is to promote the development of resilient students at SCC by targeting strategies that focused on first-term interactions (advising, faculty-student interactions, and New Student Orientation), courses with high failure rates, and continue the College's progress toward a resilient organizational environment. (evidence: Organizational Chart, p. 66)

Involvement of key people and groups

Following the identification of the project scope in May 2018, the Administrative Team identified a group of 15 faculty, staff, and administrators to serve on a 'think tank' to develop data-informed recommendations that aligned with the project scope of developing resilient students. Think tank participants represented all three campuses, administrators in the Student Affairs and Instructional divisions, faculty from subject areas with high failure rates, and student affairs staff who have significant first-term interactions with students. Over the course of three workshops in June and July 2018, the think tank developed more than 30 innovative ideas. The think tank prioritized its top six recommendations. In August 2018, the Administrative Team narrowed the list of six strategies to three targeted strategies. The final strategies were presented to the Board of Governors in August 2018 and strategy leads were identified shortly thereafter. The College has also developed a communication plan to promote additional stakeholder support and engagement in the QI strategies. (evidence: Think Tank Minutes, p. 71 and Project Charter, p. 84)

Alignment with institutional priorities

The QI strategies align closely with other college-wide initiatives, including the conversion from the quarter to semester calendar, revision of the advising model, professional development expectations for faculty, policies and procedures revision, facilities master planning, and the hiring of new positions to support student success. The identified strategy leads are actively involved in those college-wide initiatives and will be able to ensure alignment and consistent communication due to their related roles at the College. (See #1 "Alignment with SCC's Mission")

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8. Identify the groups and individuals that will lead or be directly involved in implementing the initiative.

The QI work will be led by the QI Steering Team, which consists of the QI Coordinator, Dean of Student Enrollment, Associate Dean, Professional Development Coordinator, and Director of Planning & Accreditation. The activities will have operational impact on the Instructional Division, Student Affairs Division, Office of Human Resources/Professional Development, Institutional Research, and Information Technology. The Instructional Division will be tasked with embedding Engaged Learning activities into courses with high failure rates (Strategy #2). Student Affairs will train employees on academic resiliency curriculum and lead the CRM Advise processes (Strategy #3). The Office of Human Resources/Professional Development will provide frequent resiliency and emotional-intelligence-focused trainings based on needs of faculty, staff, and administrators (Strategy #1). The Office of Institutional Research and Division of Information Technology will support the evaluation, data collection, analysis, and technological needs of the QI. (evidence: Steering Team, p. 95)

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9. List the human, financial, technological and other resources that the institution has committed to this initiative.

Commitment to create a sustainable QI

The College has committed human, financial, technological, and data support to the QI. The QI strategies are being led by three employees who have operational oversight in the areas impacted by the QI. The newly hired Professional Development Coordinator will have an integral role in providing organizational training support. The Instruction-focused strategy is being led by a new Associate Dean, an internal hire and former faculty member, who has been part of the leadership of the Engaged Learning Initiative for the last four years. The Dean of Enrollment Services led the selection and technical implementation of the CRM Advise software in Spring 2018, so it was a natural fit for him to continue the leadership of that strategy as it was aligned with the work of the QI.

The College currently has three full-time student success coaches (one on each campus) and five full-time academic advisors. The College's Fall 2017 enrollment was 9,336 students, which is a ratio of 1,167:1. This is well above the median of 2-year schools (441:1) as found by the National Academic Advising Association.[20] One step the College has taken to address this gap is to include a new Director of Advising position to train faculty as advisors in its 2018-19 expanded budget. The College anticipates that as the QI strategies are implemented, there will be a significant increase in student utilization of advising and academic support services, and it will need to respond accordingly with additional personnel and physical infrastructure to support the influx of students.

Projected resources needed

The College is budgeting $80,000 for curriculum development and assessment. The funds will cover the cost of materials associated with these two activities, including any stipends for faculty and staff that may be necessary. The budget includes $50,000 for travel and training, operating expenses, and faculty stipends. The College plans to budget $75,000 for a QI Coordinator who will be hired in 2019 to provide oversight of the detailed implementation of the QI. The budget includes $65,000 for part-time success coaches and a half-time Director of Advising.

The other major budget item is $620,750 for the renovation of the space needed for a new Advising Center. Shortly after the launch of the College's first strategic plan in 2015, the College engaged an architecture firm to evaluate existing SCC facilities and develop SCC's first Facilities Master Plan. The plan was completed in February 2016, after a year-long process of consultation and study. The analysis confirmed that most of SCC's facilities were dated and inadequate with respect to current educational trends, market demand, safety, and student needs. The College included its plans in its 2017 Assurance Review and was commended by the HLC Peer Review panel. However, the panel noted that the College should have already made progress toward multiple projects at the time of the review given the extensive facilities needs coupled with the lengthy timeline associated with quality construction. HLC recommended SCC demonstrate progress for its full comprehensive evaluation in 2022. To address this concern, the College established a formal agreement with HLC with the expectation that the College provide annual updates on progress made toward the identified near-term facility projects as well as other renovation projects to ensure the College creates safe and modern learning spaces.

The College recently commissioned an architecture firm to develop conceptual designs for student affairs spaces that currently do not exist or are lacking in capacity to meet the needs for the College's critical student affairs functions. The budgeted item for renovation of the new Advising Center is only a portion of the larger plans to renovate the College's Library Resource Center, Student Life Center, Testing Center, Enrollment Services, and other key student affairs spaces. Renovation of these spaces also is included

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in the College's formal agreement with the Higher Learning Commission to ensure progress toward the modernization of its facilities. The new Advising Center will directly support the QI by providing the space needed to house success coaches and other student affairs staff who will be advising and assisting at-risk students.

Estimates of all QI expenses:

Budget item	Estimated cost
Curriculum Development	$ 40,000
Instrument/Assessment	$ 40,000
Training	$ 20,000
Travel	$ 20,000
Misc. Operating Expenses	$ 10,000
QI Coordinator salary/benefits	$ 75,000
Director of Advising (.5)	$ 40,000
Existing Success Coach position expansion (.74 -> 1.0 FTE)	$ 25,000
Project Management software (Asana)	$ 500
Tableau server licenses ($108/user)	$ 5,400
CRM Advise software	$ 76,100
Ellucian consulting for CRM Advise ($250/hour X 20 hours)	$ 5,000
Additional CRM Advise licenses ($40/user)	$ 4,000
Remodel of advising and academic support center ($130/sq. ft. X 4775 GSF)	$ 620,750
TOTAL:	**$ 981,750**

The College has demonstrated sustainability through the alignment with the 2015-2019 Strategic Plan, facilities renovation, and alignment with the budgeting and planning process. The QI strategies support the College's strategic goals and objectives (Goals 2, 5, 7, and 9). The College is committed to the project's sustainability and has included the renovation of the physical space as a budget item. The strategies are included in the expanded budget, which becomes part of the formal budget as a recurring expenditure. As discussed in question #1, the College's planning and budgeting process and timeline allow for proactive data-driven planning.

Appropriateness of the Timeline for the Initiative
(The institution may include a brief implementation or action plan.)

10. Describe the primary activities of the initiative and timeline for implementing them.

The College has accomplished the following activities in the pre-planning phase of the QI:

- Comprehensive exploratory study by the Office of Institutional Research (completed January 2018)

- Presentations to stakeholders (January – August 2018)

- Develop implementation (p. 89), communication (p.92), and evaluation plans (p.50) (August 2018).

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In addition to progress outlined above, the strategy leads completed a QI charter, a modified version of HLC's AQIP Action Project charter. This project-planning exercise demonstrates the College's clear understanding of: the project scope, stakeholders involved, measurable outcomes, communication planning, and the College's capacity to address potential obstacles. (evidence: Project Charter, p. 84)

Following the approval of the QI proposal by the Higher Learning Commission, the College will begin implementation of the strategies. The quarterly activities support the QI's goals and are specified for each quarter. As discussed in #9, the College has the financial, human, and technological resources to implement the full QI. Furthermore, frequently scheduled formative and summative evaluations are established in the timeline so that the College has the understanding and capacity to address potential obstacles.

Institutional Contact for Quality Initiative Proposal

Include the name(s) of the primary contact(s) for the Quality Initiative.

Name and Title: Shawna Herwick, Administrative Director, Planning & Accreditation

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Quality Initiative Proposal

Title: **Patterns and Outcomes of Failing Grades at Southeast Community College**

Source: Office of Institutional Research

Summary: The following evidence includes the full report that informed the scope of SCC's Quality Initiative. The report was presented to the College's Board of Governors, Administrative Team, Instructional Deans, Student Affairs Deans and Directors, Program Chairs, and the QI Think Tank.

Patterns and Outcomes of Failing Grades at Southeast Community College

January 15, 2018 | *As of data pulled on 12/22/2017 at 8:30am.*

As part of the Open Pathways option for accreditation from the Higher Learning Commission (HLC), institutions are required to undertake a major Quality Initiative designed to suit its present concerns or aspirations. SCC will submit our Quality Initiative proposal to HLC, which will focus on improving student success and outcomes by August 2018. As a first step toward understanding current student performance and identifying opportunities to increase student success, and thus inform the scope of the Quality Initiative proposal, the Office of Institutional Research conducted a preliminary study about the patterns and outcomes of students who received failing grades compared to students who never received a failing grade.

The first goal of this particular study was to examine factors that contribute to students receiving failing grades in credit courses at Southeast Community College (SCC). The second goal was to examine the eventual completion or transfer outcomes of students who received failing grades compared to those students who never received a failing grade at SCC.

To achieve those goals, this study looked at data from each starting cohort from the 2012-2013 academic year to the 2016-2017 academic year and their grades through Fall 2017. The data consisted of 256,831 valid grades received by 21,599 undergraduate students (excluding all dual credit students). Valid grades were defined as grades of A-F, W, NP, or P. The data excludes sections without a valid grade assigned (e.g., lab sections). Each cohort has data from more than 4,000 students. Overall, failing grades account for 11.7% of all valid grades in the study. Figure 1 shows the distribution of valid grades in the current study.

Figure 1

Frequency of all grades

Grade	
A	30.8% (n=78,994)
B	30.7% (n=78,794)
C	15.8% (n=40,552)
P	0.1% (n=153)
D	4.7% (n=12,167)
F	11.6% (n=29,891)
NP	0.0% (n=32)
W	6.3% (n=16,248)

Percent of students who receive an 'F'

Overall, nearly half (46.7%) of the students in this study have received at least one failing grade during their time at SCC. Students from older cohorts have a higher probability of receiving at least one failing grade in their academic careers at SCC. One important aspect to consider when evaluating comparisons across cohorts is the total number of courses taken and completed. Students whose starting cohort is 2012 have been enrolled for a longer period of time and, on average, taken and completed more courses than students whose starting cohort is 2016. Figure 2 shows that the proportion of students who have received at least one failing grade increases in older cohort years.

Figure 2

Percent of students who received at least one 'F' by starting cohort year

2012-2013	52.5%
2013-2014	51.9%
2014-2015	48.8%
2015-2016	44.5%
2016-2017	35.4%
Grand Total	46.7%
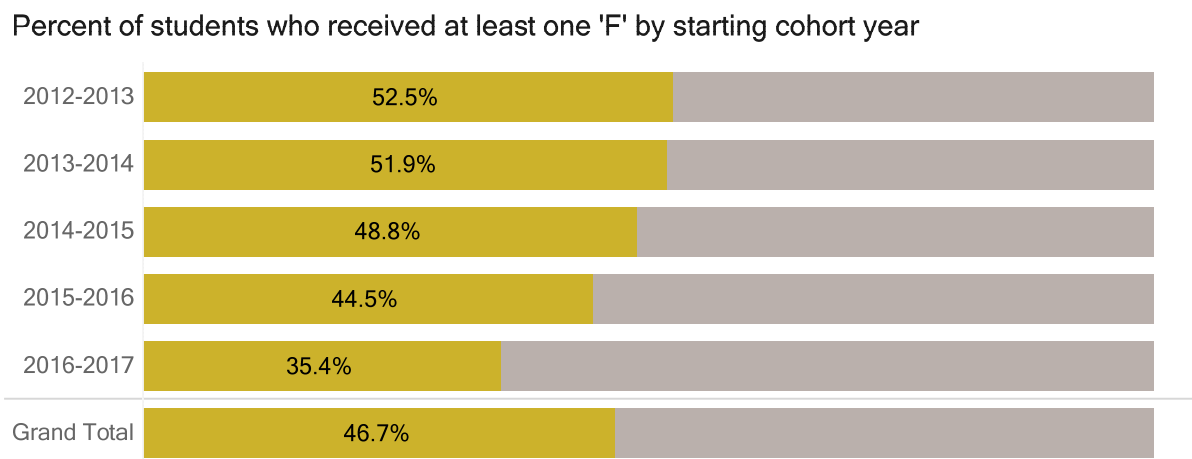
Student Group and Course Group

SCC courses were classified into one of four groups depending on the level and subject of the course. In comparing the failure rates by course group, we see that developmental courses had the highest proportion of failing grades (29.5% of grades assigned in these courses were failing grades), followed by Arts and Sciences courses (15.1%), Career/technical Education courses (7.7%), and Continuing Education courses (5.4%).

Figure 3

Fail rates by course group

Developmental courses	29.5% (n=5,038)
Arts and Sciences courses	15.1% (n=13,059)
Career/technical courses	7.7% (n=11,772)
Continuing education courses	5.4% (n=54)
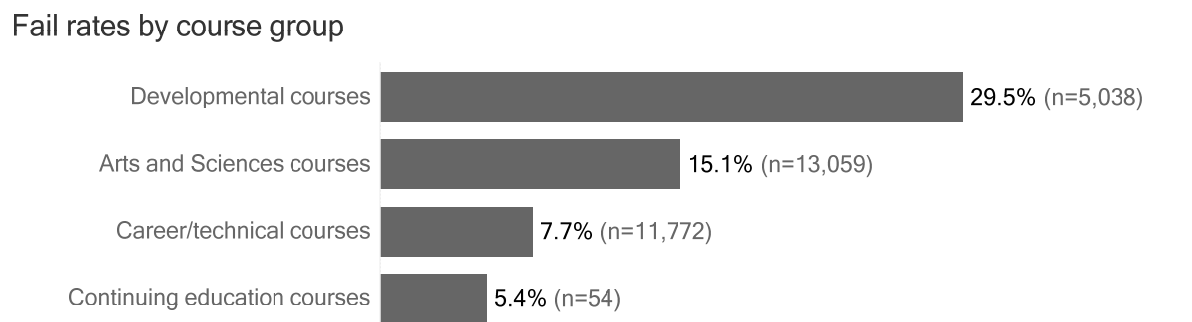
Similarly, SCC students were classified into one of three groups based on their declared major. When looking at student group (Figure 4), undeclared students received the highest proportion of failing grades (20.0% of grades received), whereas career/technical students received the lowest (8.3%).

Fail rates by student group

Undeclared students	20.0% (n=5,044)
Academic transfer students	15.5% (n=12,191)
Career/technical students	8.3% (n=12,688)
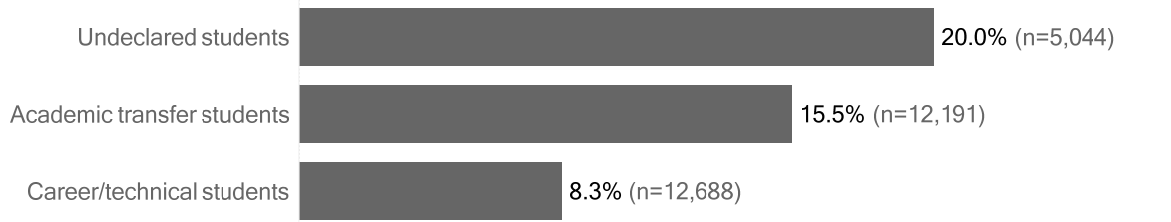
Figure 5 shows the failure rates of the three student groups for each of the three course groups. This interaction revealed that:
- Regardless of the type of course taken, undeclared students had the highest failure rates.
- Regardless of the student group, the highest proportion of failing grades were in developmental courses.

Fail rates by student group and course group

Undeclared students	Developmental courses	34.0% (n=934)
	Arts and Sciences courses	19.9% (n=2,433)
	Career/technical courses	16.9% (n=1,632)
	Continuing education courses	8.3% (n=45)
Academic transfer students	Developmental courses	28.2% (n=2,562)
	Arts and Sciences courses	14.6% (n=7,777)
	Career/technical courses	11.7% (n=1,847)
	Continuing education courses	1.3% (n=5)
Career/technical students	Developmental courses	29.4% (n=1,542)
	Arts and Sciences courses	13.8% (n=2,849)
	Career/technical courses	6.5% (n=8,293)
	Continuing education courses	6.5% (n=4)

When are students most likely to receive an 'F'?

Figure 6 shows that students are at the highest risk of receiving an 'F' during their first three terms of attendance. Approximately 26% of students received an 'F' during their first term. By their second term, approximately 24% of students received an 'F' and 19% in their third term. The failure rate for students in their second and third years (terms 5 through 12) levels out around 14-16%. These results are affected by attrition since students who receive an 'F' in their first few terms are less likely to continue enrolling at SCC.

Figure 6

Number (and percent) of students who received at least one 'F' by term sequence

Term	Percent	n
1	25.8%	(n=5,558)
2	23.6%	(n=3,289)
3	19.2%	(n=2,051)
4	15.2%	(n=1,209)
5	16.0%	(n=1,357)
6	13.3%	(n=975)
7	14.6%	(n=799)
8	15.2%	(n=565)
9	16.2%	(n=550)
10	15.4%	(n=417)
11	15.1%	(n=305)
12	14.7%	(n=220)
13	15.9%	(n=221)
14	11.6%	(n=128)
15	12.8%	(n=103)
16	13.5%	(n=84)
17	14.7%	(n=87)
18	8.8%	(n=39)
19	9.3%	(n=28)
20	10.0%	(n=21)
21	8.9%	(n=14)
22	3.5%	(n=4)
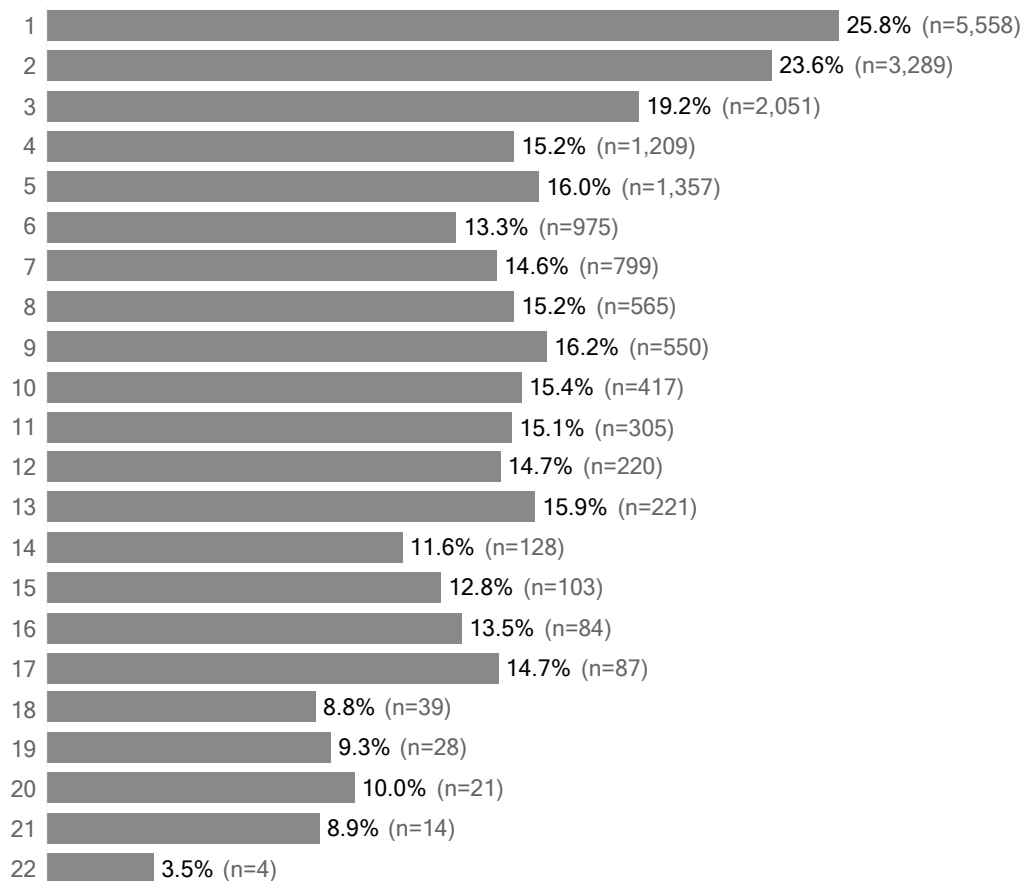
When are students most likely to receive their first 'F'?

Similar to the previous section, students have the highest risk of receiving their first 'F' during their first three to four terms of attendance. Of the 21,599 students in the study, 10,096 (46.7%) received at least one failing grade. Of the students who received at least one 'F', more than half (55.8%, n=5,558) receiving that first failing grade in the first term they attended SCC and nearly three-fourths (72.4%) receiving their first 'F' in the first two quarters of attendance.

Figure 7

Term sequence in which students received their first 'F' | Number (and percent) of those who received an 'F'

Term	Value
1	5,558 (55.1%)
2	1,749 (17.3%)
3	967 (9.6%)
4	458 (4.5%)
5	436 (4.3%)
6	277 (2.7%)
7	201 (2.0%)
8	121 (1.2%)
9	107 (1.1%)
10	70 (0.7%)
11	36 (0.4%)
12	39 (0.4%)
13	23 (0.2%)
14	18 (0.2%)
15	9 (0.1%)
16	8 (0.1%)
17	9 (0.1%)
18	5 (0.0%)
19	2 (0.0%)
20	1 (0.0%)
21	1 (0.0%)
22	1 (0.0%)
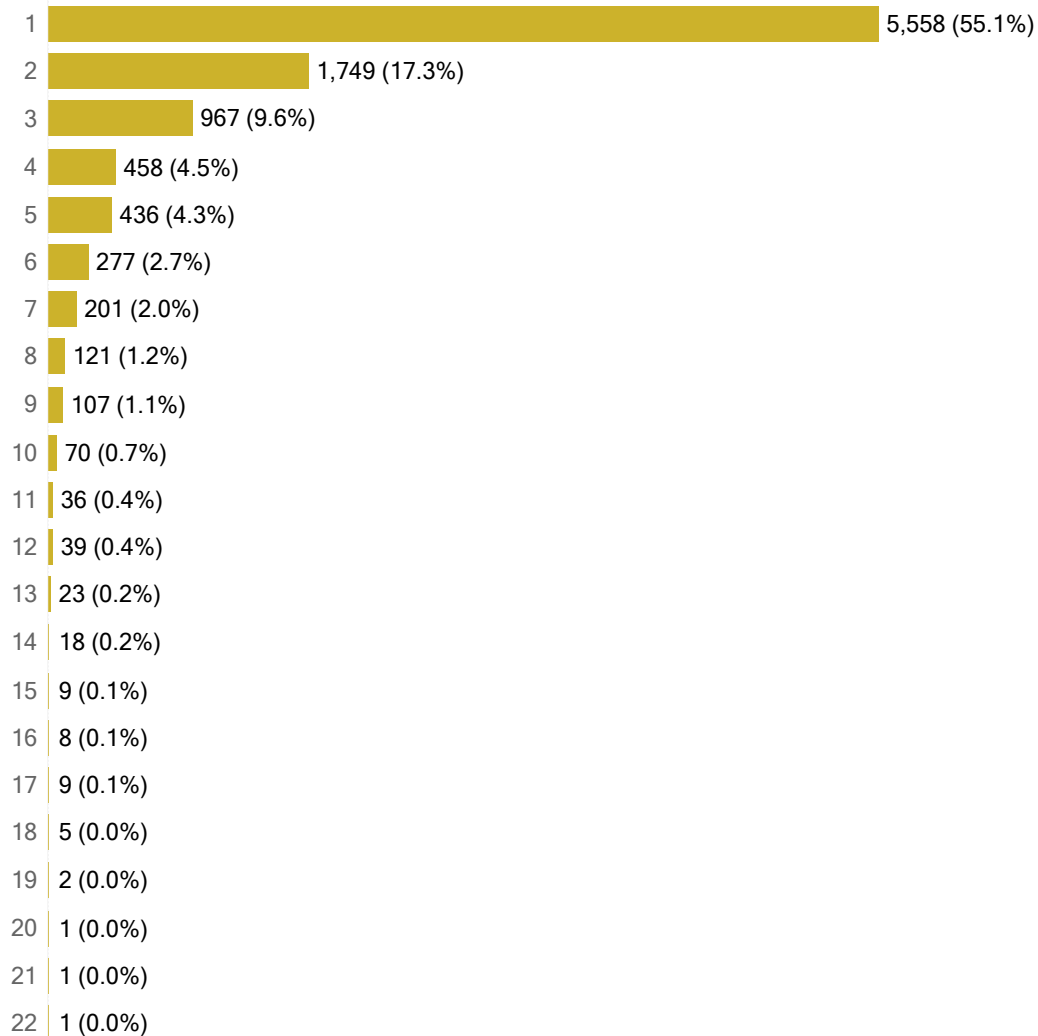
Outcomes when students receive an 'F'

Figure 8 shows the graduation/retention status for students in the term that they receive their first 'F'. As shown, more than half of students are retained after the first term in which they receive an 'F' (52.7%) and approximately one-quarter will drop out (23.3%) or transfer out of SCC.

Figure 8

Graduation/retention status at end of term when students **received their first 'F'**

Retained	52.7% (n=5,322)
Drop Out	23.3% (n=2,350)
Stop Out	16.7% (n=1,688)
Transfer Out	7.1% (n=712)
Graduated	0.2% (n=24)
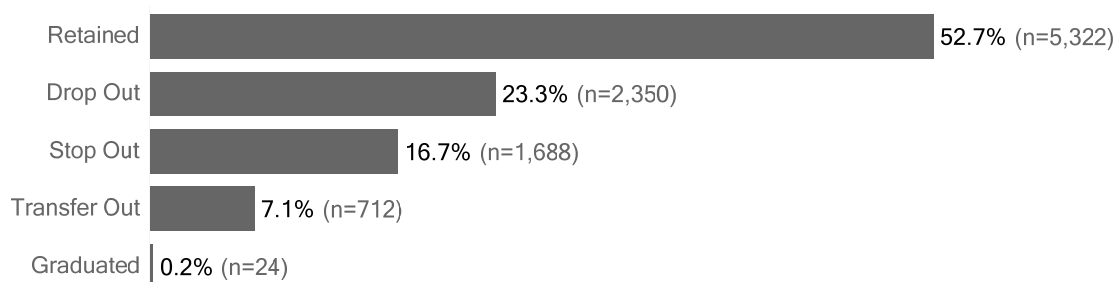
Figure 9 shows the graduation/retention status for all students after the most recent term in which they enrolled based on whether they ever received a failing grade. Students who received an 'F' during their time at SCC were twice as likely to have dropped out in their most recent term compared to those who never received a failing grade (64.3% and 32.2% respectively) and three times *less* likely for that term to have resulted in graduation (8.1% and 23.3% respectively).

Figure 9

Graduation/retention status at end of **most recent term enrolled | ** Received an 'F' or not

Received an 'F'	Drop Out	64.3% (n=6,488)
	Transfer Out	17.4% (n=1,754)
	Retained..	10.3% (n=1,041)
	Graduated	8.1% (n=813)
Has not received an 'F'	Drop Out	32.2% (n=3,702)
	Transfer Out	31.3% (n=3,596)
	Retained..	13.3% (n=1,527)
	Graduated	23.3% (n=2,678)
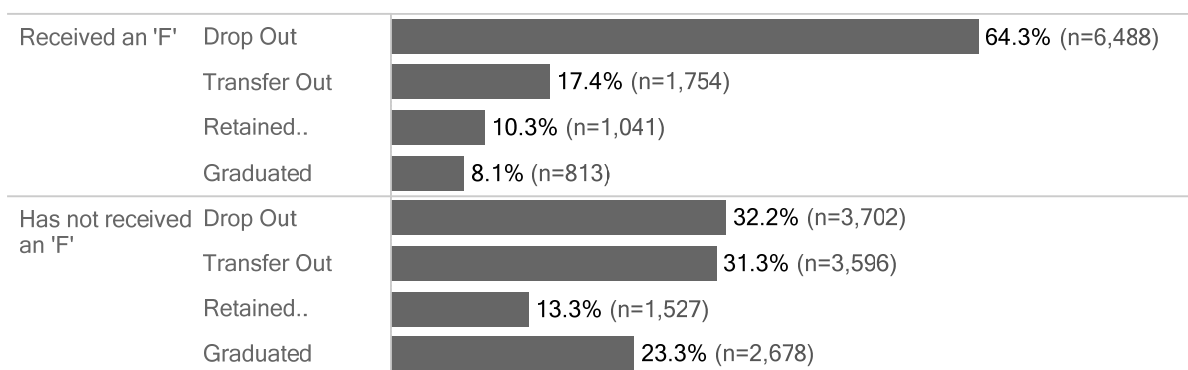
As shown in Figure 10, students who received a failing grade during their time at SCC are much less likely to complete their program of study and earn a degree from SCC. Among students who received an 'F', only 8.8% went on to complete an associate degree and an additional 1.7% completed a certificate or diploma. This compares to 24.7% and 5.6% of students who did *not* receive an 'F'. Please note that students with a starting cohort year of 2016-17 have been excluded from these analyses since not enough time has elapsed for them to complete a program of study.

Figure 10

Highest degree completed at SCC based on **whether** students received an 'F'

Received an 'F'	8.8% (n=756)	89.5% (n=7,664)
Has not received an 'F'	24.7% (n=2,151)	69.7% (n=6,066)

■ Associate degree ■ Certificate/Diploma ■ No degree
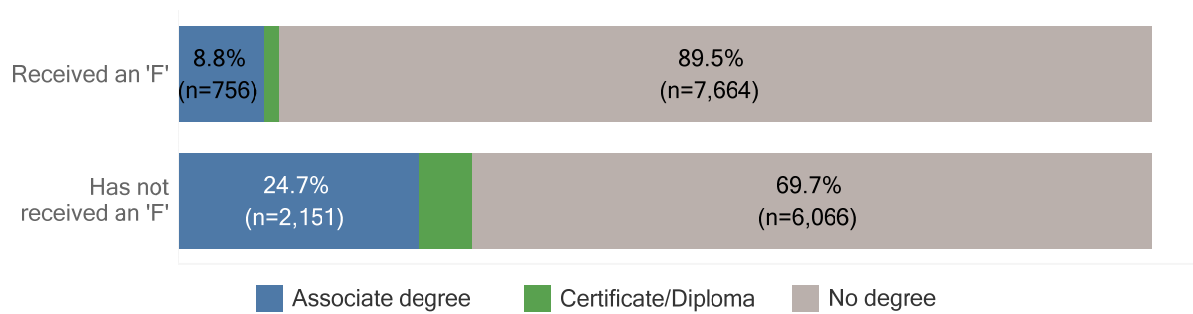
Outcomes when students receive an 'F' in their first term

As shown in Figure 11, students who failed a course during their first term of attendance on average were enrolled at SCC for fewer terms (3.1 terms) than those students who did not receive a failing grade during their first term (4.8 terms).

Figure 11

Average number of terms attended based on whether students received an 'F' in their first term or not

Received an F in first term	3.1
Did not receive an F in first term	4.8

Figure 12 shows the percent (and number) of students who were enrolled for a specific number of terms, separated by those who did and did not receive a failing grade in their first term. As shown, more than one-third of students who failed in their first term were enrolled for just that single term (35.1%). Another 24.4% of those students enrolled for just two terms. Among students who did not receive an 'F' in their first term, only 19.6% were enrolled for just a single term.

Figure 12

Number of terms attended based on whether students received an 'F' in their first term

	Received an F in first term	Did not receive an F in first term
1	35.1% (n=1,953)	19.6% (n=3,151)
2	24.4% (n=1,354)	14.0% (n=2,246)
3	13.1% (n=730)	10.8% (n=1,732)
4	7.0% (n=391)	8.8% (n=1,410)
5	5.2% (n=288)	7.4% (n=1,184)
6	3.2% (n=177)	10.4% (n=1,675)
7	2.7% (n=152)	8.5% (n=1,370)
8	2.3% (n=127)	6.2% (n=993)
9	1.6% (n=88)	4.4% (n=705)
10	1.4% (n=78)	3.2% (n=509)
11	1.2% (n=66)	2.1% (n=343)
12 or more	2.8% (n=154)	4.5% (n=723)
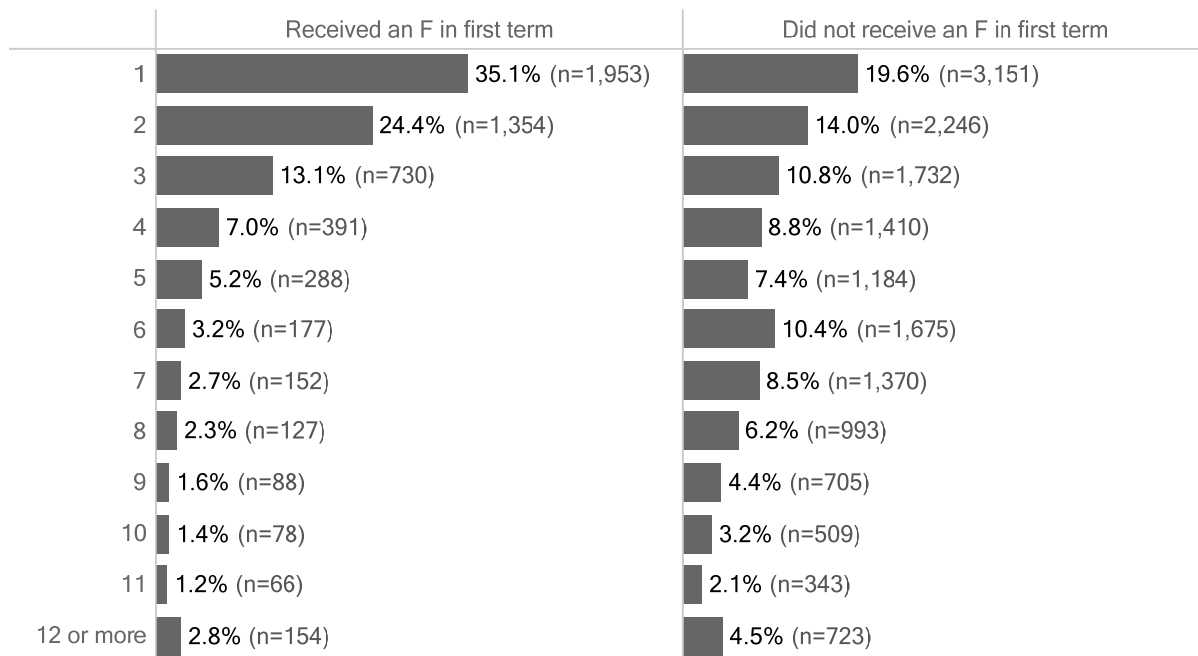
Figure 13 shows the graduation/retention status for all students *after their first term* at SCC based on whether they received an 'F' during that term or not. Students who received an 'F' during their first term were less likely to continue for a second term compared to those who never received a failing grade (49.3% and 70% respectively) and three times more likely to drop out (27.2% and 8.5% respectively).

Figure 13

Graduation/retention status at end of their **first term** | Received 'F' in first term or not

Received an F in first term	Retained	49.3% (n=2,741)
	Drop Out	27.2% (n=1,512)
	Stop Out	15.3% (n=849)
	Transfer Out	8.2% (n=456)
Did not receive an F in first term	Retained	70.0% (n=11,209)
	Drop Out	8.5% (n=1,369)
	Stop Out	9.8% (n=1,571)
	Transfer Out	10.7% (n=1,709)
	Graduated	1.0% (n=161)
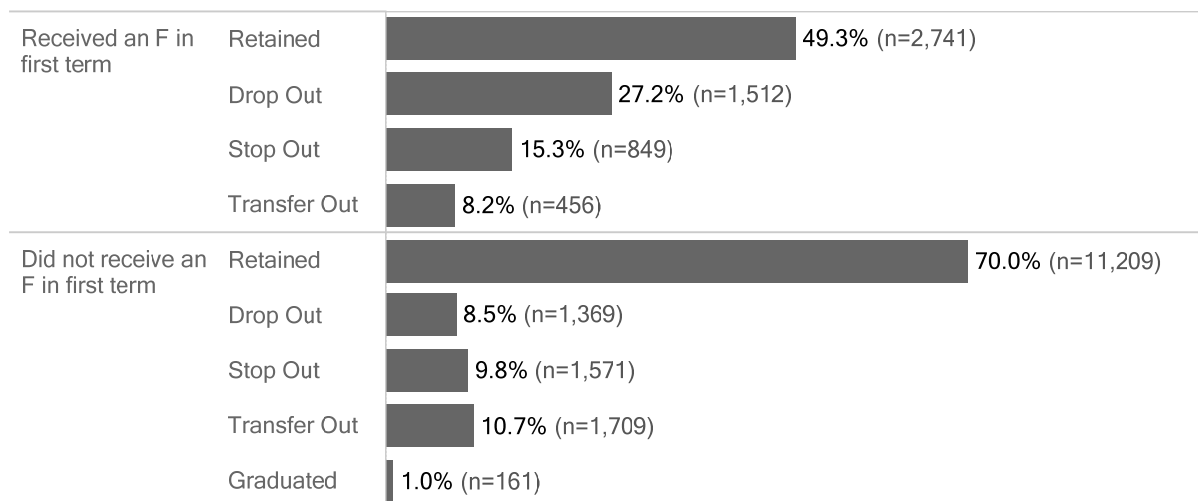
Figure 14 shows that students who receive a failing grade in their first term are much less likely to earn an award from SCC than those who receive a failing grade later in their college career. Among all students who receive a failing grade, 11.5% will eventually complete an award. Among those who receive a failing grade in their first term, only 4.9% will do so. As noted in the earlier section, students with a starting cohort year of 2016-17 have been excluded from these analyses.

Figure 14

Highest degree completed at SCC based on **when** students received an 'F'

All students who received an 'F'	89.5% (n=7,664)
Failing grade in first term	95.1% (n=4,376)
First failing grade after first term	83.0% (n=3,288)

■ Associate degree   ■ Certificate/Diploma   ■ No degree
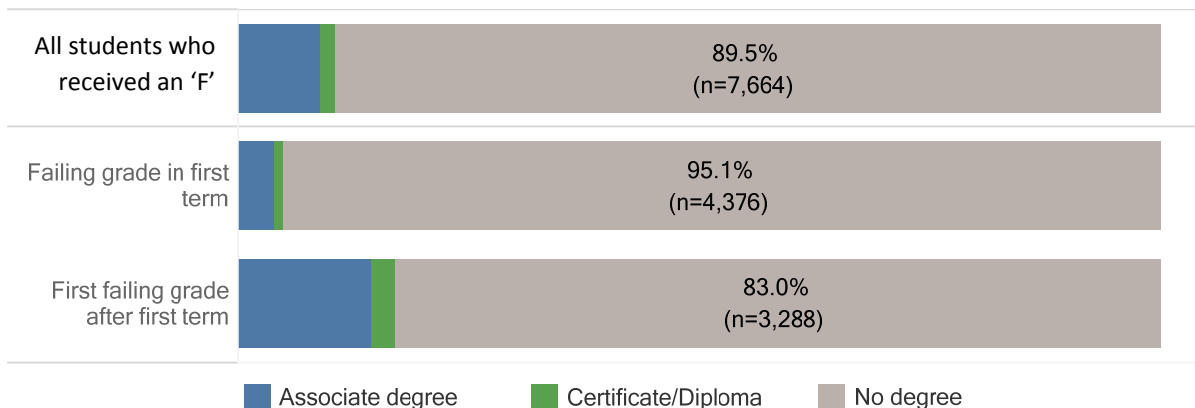
Figure 15 shows that Career/Technical students who received a failing grade during their first term are more likely to complete their program than are Academic Transfer and Undeclared, though their risk of not completing is still very high.

Figure 15

Highest degree completed at SCC among students who received an 'F' in their first term by program type

Career/technical students	89.8% (n=1,769)
Academic transfer students	95.3% (n=2,051)
Undeclared students	95.7% (n=1,709)

9
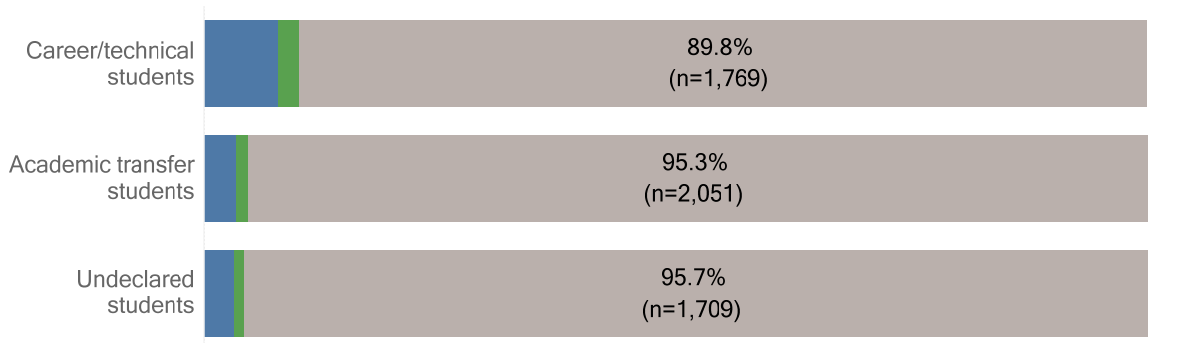
Summary

The data examined in this report revealed the following patterns:

- Just under half of undergraduate students received at least one failing grade during their time at SCC.
- Students were most likely to receive a failing grade during their first three terms that they attend SCC with the risk being highest during their first term.
- Undeclared students had the highest failure rates; career/technical students had lowest.
- The highest proportion of failing grades was in Developmental courses. This pattern was consistent across all student groups.
- Students who receive at least one failing grade will attend SCC for fewer terms and are less likely to complete a program of study at SCC. This pattern is particularly true if students receive a failing grade during their first term at SCC.

Notes about follow-up analyses to F-study

As of 4/18/2018

Which subjects/courses have the most Fs?

This section may help target specific subjects and courses where a number of students fail for action.

This chart shows the subject areas with the highest overall 'failure rate' (calculated as [Number of F's] / [Number of grades]). Though interesting, some subjects with high rates have very low number of Fs.

Top 10 Subjects by Failure Rate

	Failure Rate	Number of F's
Math	24.5%	6,389
Journalism	23.0%	46
Chinese	22.2%	2
Photography	21.8%	39
History	21.5%	828
English	20.2%	4,189
Theatre	19.5%	68
Spanish	18.2%	138
Political Science	16.8%	203
Humanities	16.4%	48

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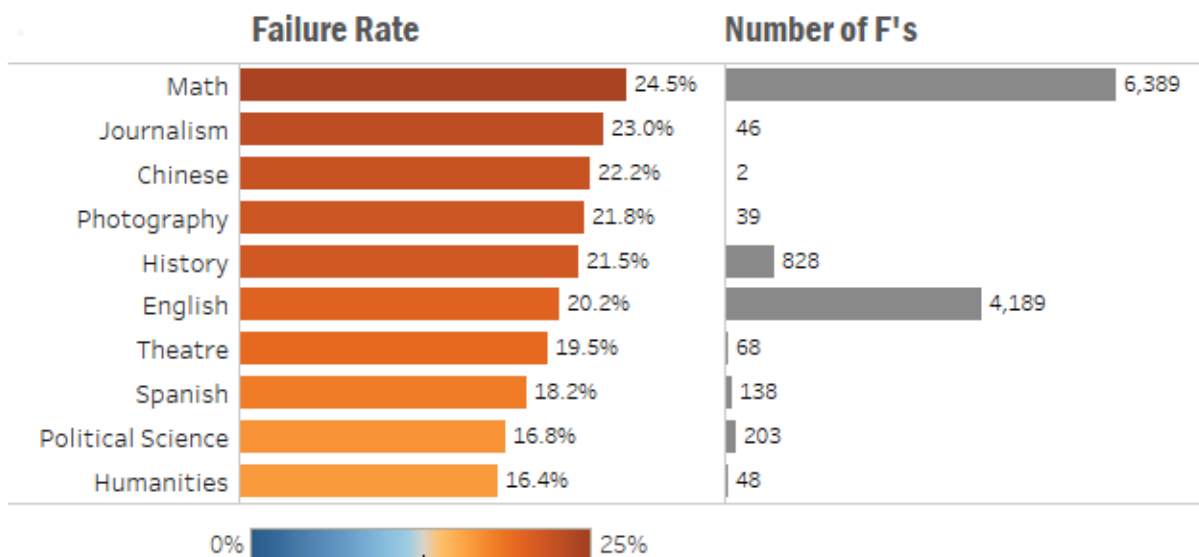
This chart shows the subject areas with the highest number of F's.

Top 10 Subjects by Number of Failing Grades

	Failure Rate	Number of F's
Math	24.5%	6,389
English	20.2%	4,189
Business Admin	12.9%	2,264
Info. Technology	13.2%	1,540
Biology	15.0%	1,518
Psychology	15.7%	1,494
Culinary Arts	9.5%	1,022
Economics	13.1%	928
History	21.5%	828
Sociology	14.0%	725
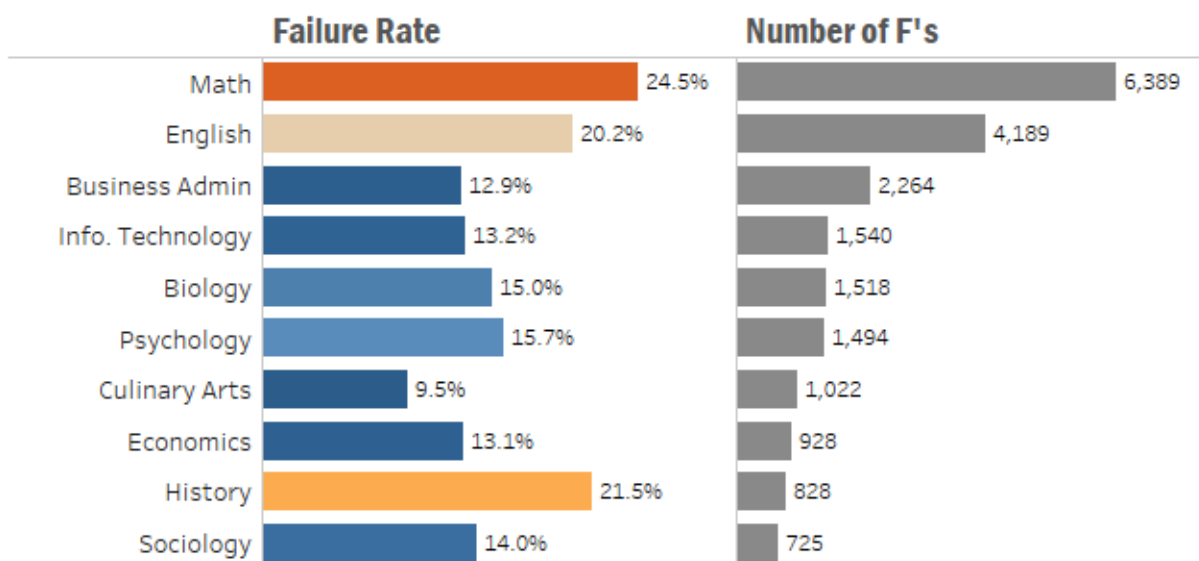
The next image shows the 10 subject areas with highest failure rates on the left and the highest number of F's on the right. The only subject areas on both lists are: Math, English, and History.

Top 10 Subjects by Failure Rate

Subject	Failure Rate
Math	24.5%
Journalism	23.0%
Chinese	22.2%
Photography	21.8%
History	21.5%
English	20.2%
Theatre	19.5%
Spanish	18.2%
Political Science	16.8%
Humanities	16.4%
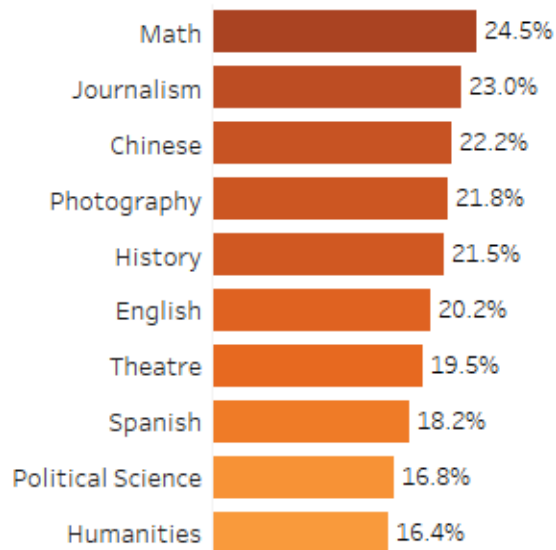
Top 10 Subjects by # of Failing Grades

Subject	# of Failing Grades
Math	6,389
English	4,189
Business Admin	2,264
Info. Technology	1,540
Biology	1,518
Psychology	1,494
Culinary Arts	1,022
Economics	928
History	828
Sociology	725
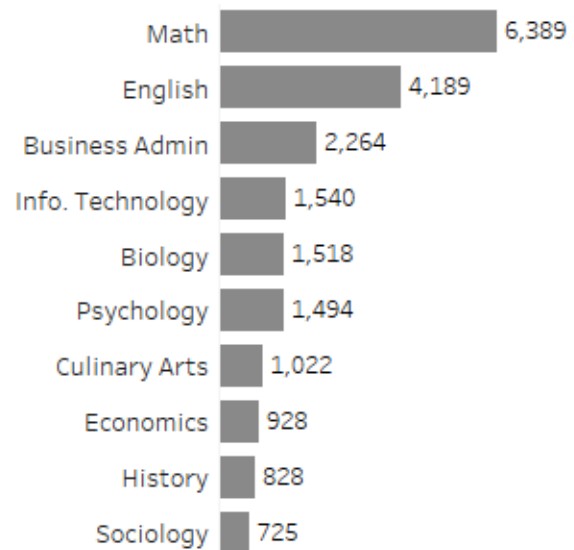
Since Math and English have both college-level and developmental courses, this chart shows the failure rate and number of F's by course level. There are slightly different patterns for the two.

Failure Rate and Count for Math and English by Course Level

		Failure Rate	Number of F's
Math	Developmental	33.3%	3,432
	College	18.7%	2,957
English	Developmental	23.7%	1,544
	College	18.6%	2,645

This chart shows the failure rate and number of F's in math by course number. Two courses (Beginning Algebra 0950 and Intermediate Algebra 1100) are responsible considerably more F's than all others.

Failure Rate and Count for Math by Course

Legend: Developmental (green), College (gray)

Math	Failure Rate	Number of F's
MATH-0900	50.8%	528
MATH-0903	38.8%	418
MATH-0902	38.7%	431
MATH-0952	37.1%	228
MATH-0953	35.0%	221
MATH-0901	33.5%	381
MATH-1103	29.7%	84
MATH-1101	28.0%	81
MATH-0951	27.2%	152
MATH-0950	26.1%	1,046
MATH-1102	24.6%	68
MATH-1100	24.0%	1,127
MATH-1600	21.1%	94
MATH-1400	20.1%	154
MATH-1150	17.8%	573
MATH-1200	13.8%	88
MATH-1040	13.6%	257
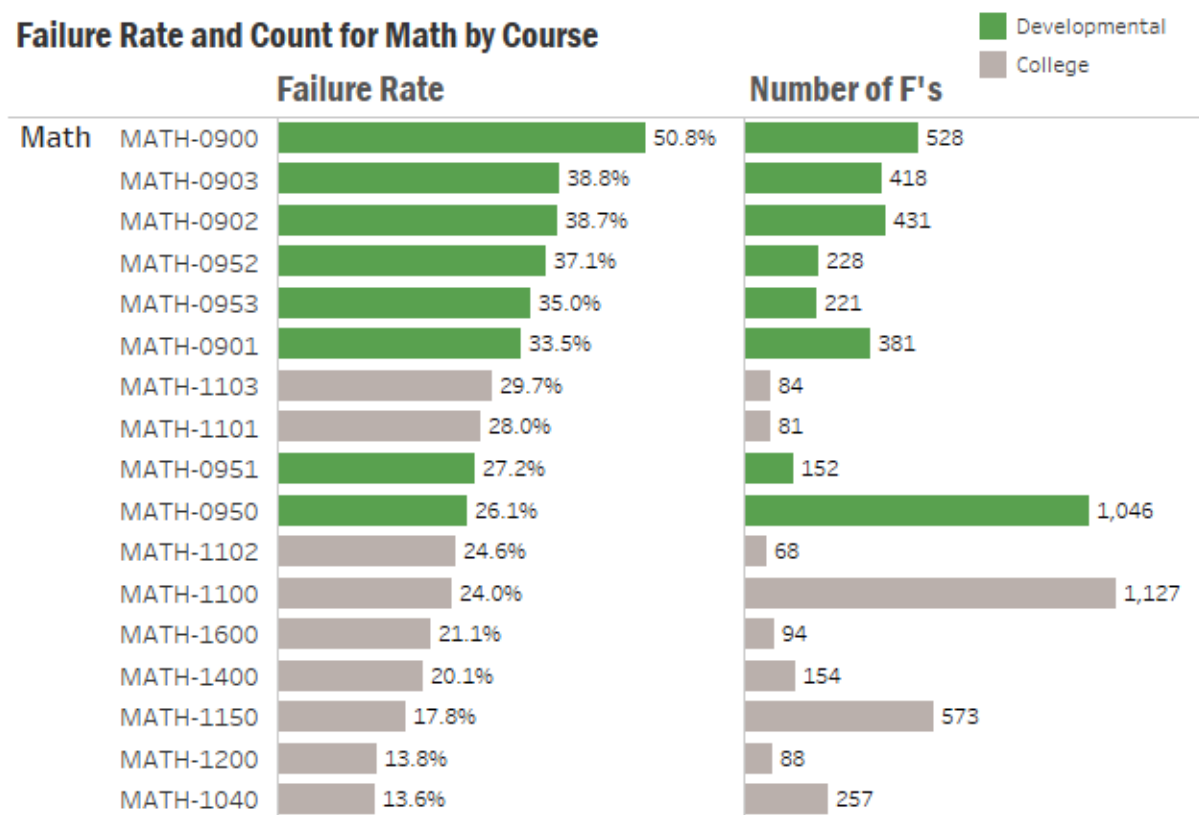
In English, one course (English Composition 1010) is responsible for the vast majority of F's.

Failure Rate and Count for English by Course

Legend: Developmental (green), College (gray)

English	Failure Rate	Number of F's
ENGL-1015	33.3%	35
ENGL-0845	30.6%	33
ENGL-0850	29.1%	319
ENGL-0960	26.3%	261
ENGL-0950	26.2%	265
ENGL-2200	25.0%	2
ENGL-0880	23.3%	34
ENGL-0900	22.7%	42
ENGL-0999	22.6%	21
ENGL-0980	20.7%	324
ENGL-1010	20.3%	2,123
ENGL-2440	20.0%	2
ENGL-0985	19.2%	235
ENGL-2050	16.5%	28
ENGL-2530	15.5%	9
ENGL-1020	14.6%	335
ENGL-2520	14.6%	6
ENGL-0846	14.3%	1
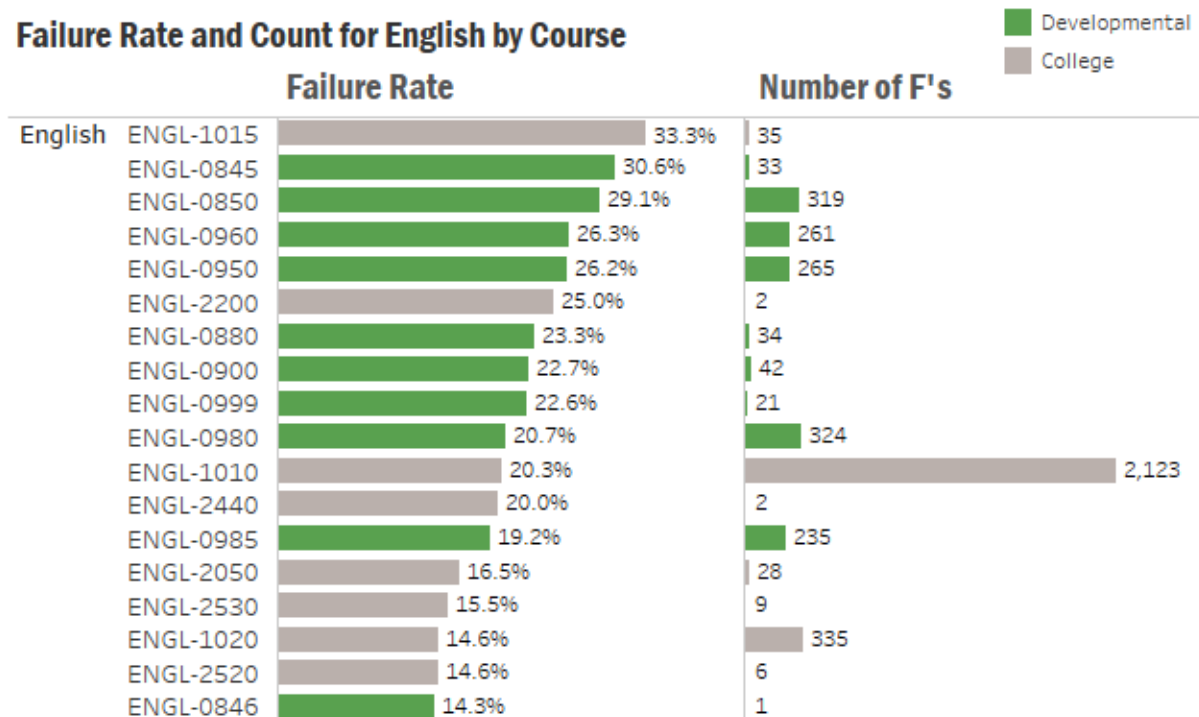
Are there differences in failure rate between students who do and don't take developmental courses?
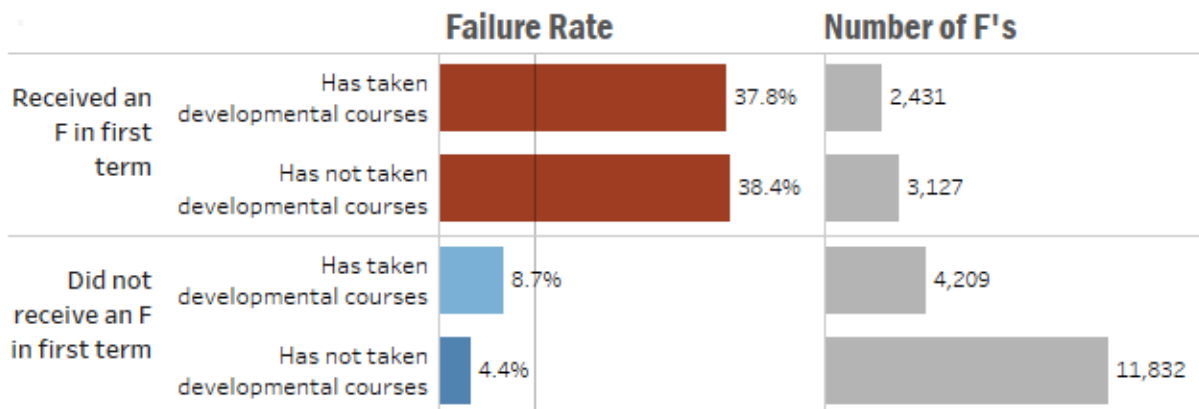
Students who have taken developmental courses are considerably more likely to receive an 'F' during their time at SCC than those who have not.

Failure rate for students who did and did not take developmental courses

|		Failure Rate		Number of F's
Has taken developmental courses	2012-2013		15.8%	1,638
	2013-2014		16.3%	1,471
	2014-2015		15.8%	1,254
	2015-2016		16.0%	1,143
	2016-2017		16.0%	1,134
Has not taken developmental courses	2012-2013		9.1%	2,993
	2013-2014		9.6%	2,969
	2014-2015		9.3%	2,900
	2015-2016		8.8%	2,905
	2016-2017		8.9%	3,192

0% ▬▬▬ 25%
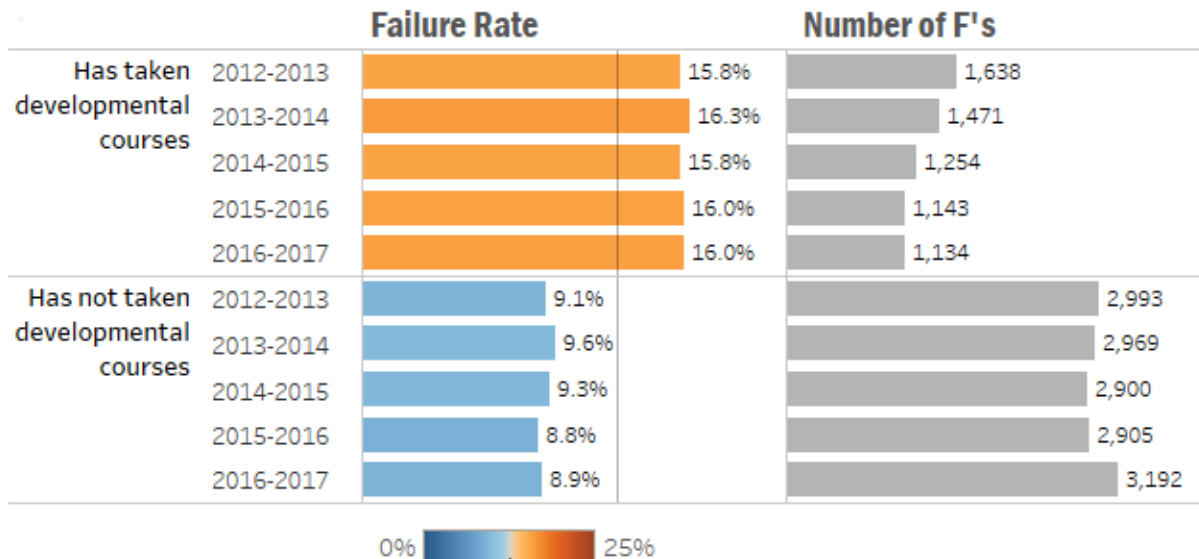
That said, students who have taken developmental courses and those who have not are more comparable when looking at whether the students receive an 'F' in their first term or not. More than one-third of all grades received by students who receive an 'F' in their first term will be failing grades. Students who take developmental courses, but do not receive an 'F' in their first term have much lower failure rates.

Failure rate for students who did and did not take developmental courses

		Failure Rate	Number of F's
Received an F in first term	Has taken developmental courses	37.8%	2,431
	Has not taken developmental courses	38.4%	3,127
Did not receive an F in first term	Has taken developmental courses	8.7%	4,209
	Has not taken developmental courses	4.4%	11,832

More than two-thirds of students who take developmental courses will receive at least one 'F' during their time at SCC.

Percent of students who received at least one 'F' by developmental status

Has taken developmental courses	68.1% (n=4,522)
Has not taken developmental courses	37.3% (n=5,574)
Grand Total	46.7% (n=10,096)
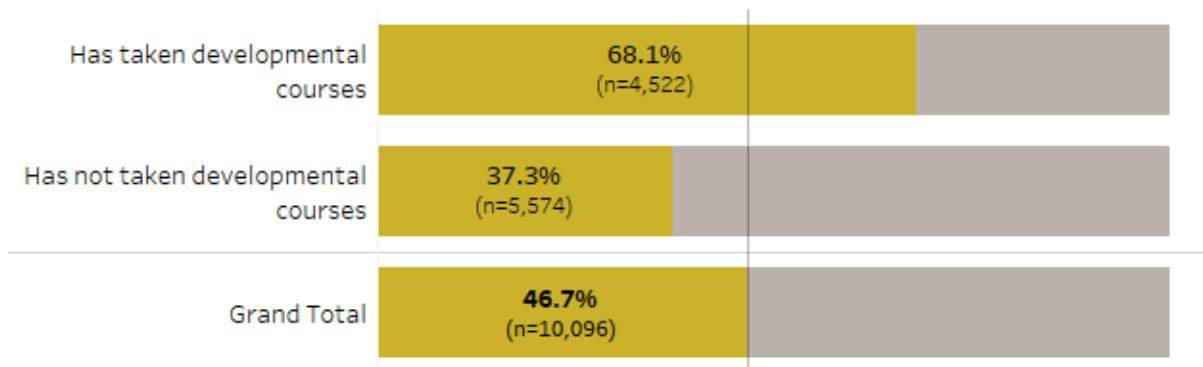
Are there demographic differences between those who get F's and those who don't?

Percent of Students who Received an 'F'
By Gender

	Failing grade in first term	First failing grade after firs..	No failing grade
Male	28.4% n=3,047	20.9% n=2,244	50.7% n=5,437
Female	23.1% n=2,511	21.1% n=2,294	55.8% n=6,065

By Race/Ethnicity

	Failing grade in first term	First failing grade after firs..	No failing grade
White	23.1% n=3,914	20.5% n=3,486	56.4% n=9,566
Minority	36.1% n=1,590	23.4% n=1,030	40.5% n=1,783
Unknown	23.5% n=54	9.6% n=22	67.0% n=154
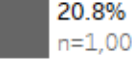
Percent of Students who Received an 'F'
By Age Group
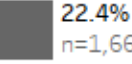
	Failing grade in first term	First failing grade after firs..	No failing grade
18-19	27.4% n=2,833	24.5% n=2,530	
20-21			51.8% n=4,757
22-24	25.0% n=1,240	26.0% n=1,286	
25-29			
30-34	18.6% n=254	22.5% n=306	58.9% n=802
35-39			
40-49	17.4% n=156	18.8% n=168	63.8% n=572
50-64			
65-99	17.6% n=3	17.6% n=3	64.7% n=11

Graduation/retention status at end of term when students received their first 'F'
By Gender

	Retained	Drop Out	Transfer Out	Stop Out
Male	52.2% n=2,761	25.5% n=1,349	5.9% n=310	16.1% n=853
Female	53.3% n=2,561	20.8% n=1,001	8.4% n=402	17.4% n=835

By Race/Ethnicity

	Retained	Drop Out	Transfer Out	Stop Out
White	53.3% n=3,947	22.4% n=1,661	6.9% n=514	17.0% n=1,259
Minority	51.5% n=1,350	25.2% n=659	7.1% n=186	16.0% n=420
Unknown	32.9% n=25	39.5% n=30	15.8% n=12	11.8% n=9

Quality Initiative Proposal

Title: **Data Exploration to Inform the Quality Initiative**

Source: Office of Institutional Research

Summary: The following evidence includes the 1-page report distributed to the College and used as a supporting document for presentations. A copy is also available online under the "Nine Point Eight Series": https://www.southeast.edu/institutional-research/data-reports/

The IR office developed this new series to promote effective use of valid and reliable data for decision-making and planning (strategic objective 9.8). We will have a new release at least once a year.

Data Exploration to Inform the Quality Initiative

As part of the Open Pathways option for accreditation from the Higher Learning Commission (HLC), institutions are required to undertake a major Quality Initiative designed to suit its present concerns or aspirations. In August 2018, SCC will submit a Quality Initiative proposal that will focus on improving student success and outcomes.

In order to inform development of the Quality Initiative, the Institutional Research office conducted a preliminary study about the patterns and outcomes of students who received failing grades as compared to students who never received a failing grade at SCC. In this process, we looked at data from starting cohorts from 2012-13 to 2016-17. Continuing education and dual credit students were excluded. The data consists of 256,831 valid grades (through Fall 2017) from 21,599 unduplicated students. The data excludes sections without a valid grade assigned (e.g., lab sections). Follow-up analyses are planned; this document provides a summary of results to date.

Overall, nearly half of the students in this study (n=10,096; 46.7%) received at least one failing grade during their time at SCC. Students with earlier starting cohorts, who have been enrolled for a longer period of time and have taken and completed more courses, are more likely to have received a failing grade.

Percent of students who received at least one 'F' by starting cohort year and overall

2012-2013	52.5%
2013-2014	51.9%
2014-2015	48.8%
2015-2016	44.5%
2016-2017	35.4%
Grand Total	46.7%
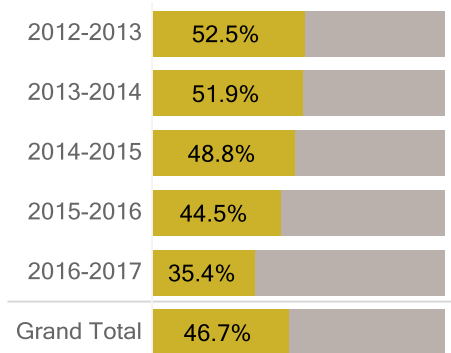
Of the students who received an 'F', more than half received their first 'F' during their first term enrolled.

Term sequence in which students received their first 'F'

Term	Count
1	5,558
2	1,749
3	967
4	458
5	436
6	277
7	201
8	121
9	107
10	70
11	36
12	39
13	23
14	18
15	9
16	8
17	9
18	5
19	2
20	1
21	1
22	1

Developmental courses had the highest proportion of failing grades.

Fail rates by course group

Developmental courses	29.5%
Arts and Sciences courses	15.1%
Career/technical courses	7.7%
Continuing education courses	5.4%
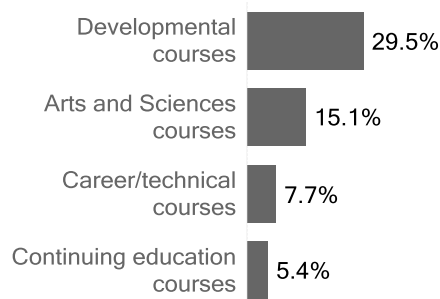
Undeclared students received the highest proportion of failing grades and career/technical students the lowest.

Fail rates by student group

Undeclared students	20.0%
Academic transfer students	15.5%
Career/technical students	8.3%
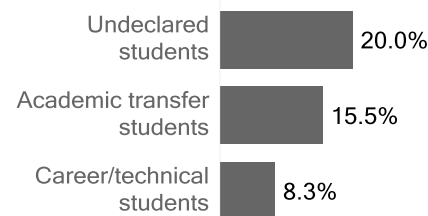
What happens when students receive a failing grade **in their first term?**

On average, students who failed a course during their first term of attendance were enrolled at SCC for fewer terms (3.1 terms) than those students who did not receive a failing grade during their first term (4.8 terms).

When looking at the graduation/retention status for all students after their first term at SCC, those who received an 'F' during their first term were less likely to continue for a second term compared to those who never received a failing grade (49.3% and 70% respectively) and three times more likely to drop out (27.2% and 8.5% respectively).

Average number of terms attended

Received an F in first term	3.1
Did not receive an F in first term	4.8

Graduation/retention status at end of their first term

Received an F in first term	Retained	49.3%
	Drop Out	27.2%
	Stop Out	15.3%
	Transfer Out	8.2%
Did not receive an F in first term	Retained	70.0%
	Drop Out	8.5%
	Stop Out	9.8%
	Transfer Out	10.7%
	Graduated	1.0%

The complete report can be found on the IR web site at *https://tinyurl.com/ycgbb4f2*
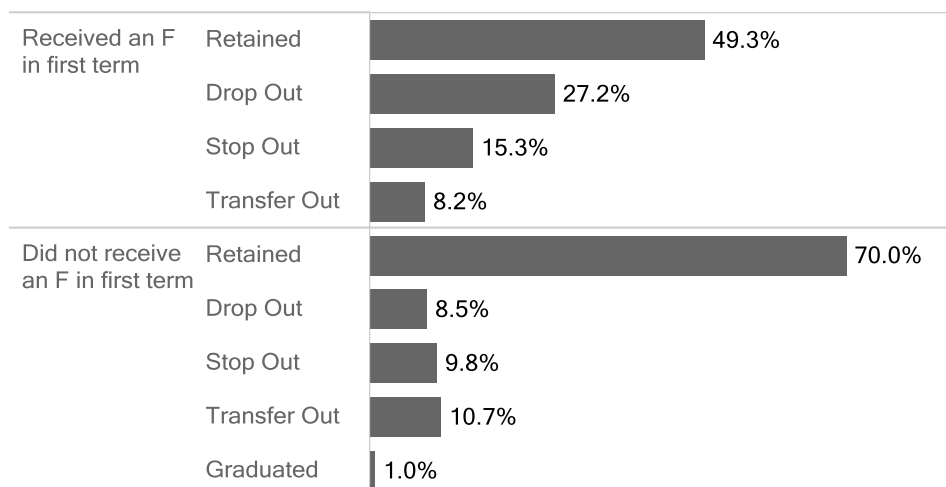
Students who receive a failing grade are much less likely to earn an award from SCC; the odds are worse if their first 'F' comes in the first term. Among students who received an 'F' in their first term, only 4.0% went on to complete an associate degree and an additional 1.0% completed a certificate or diploma.*

If we focus on students who received a failing grade during their first term, we see that — though their risk of not completing is still very high — career/technical students are more likely to receive an award (10.2%) than either academic transfer (4.7%) and undeclared students (4.3%).*

Highest degree completed at SCC based on when students received an 'F'
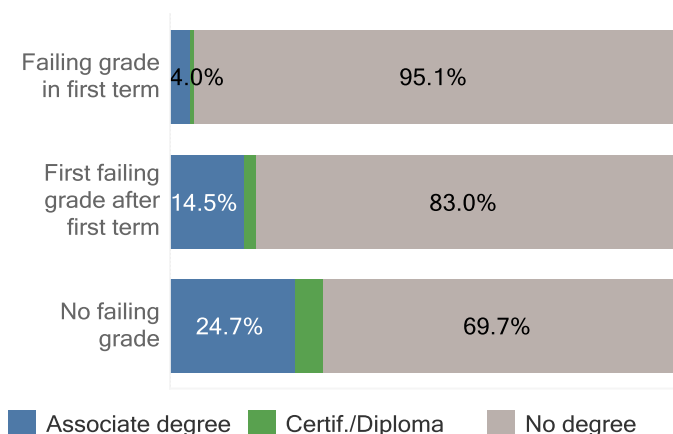
	Associate degree	Certif./Diploma	No degree
Failing grade in first term	4.0%		95.1%
First failing grade after first term	14.5%		83.0%
No failing grade	24.7%		69.7%

Highest degree completed at SCC among students who received an 'F' in their first term by program type

		No degree
Career/technical students		89.8%
Academic transfer students		95.3%
Undeclared students		95.7%

■ Associate degree   ■ Certif./Diploma   ■ No degree
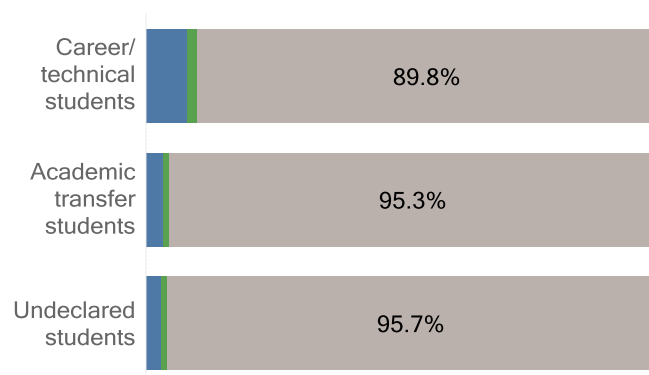
* Students with a starting cohort year of 2016-17 have been excluded since not enough time has elapsed for them to complete a program of study.

www.southeast.edu/institutional-research/home

SCC is an equal opportunity educator and employer.
SCC es un patrono con Igualdad de Oportunidades en el Empleo y la Educación.   1/2018

Quality Initiative Proposal

Title: **SCC's 2015-2019 Strategic Plan**

Source: President's Office

Summary: The following evidence includes excerpts of the College's current Strategic Plan. The College has established goals for student learning, completion, enrollment, and access. The entire Strategic Plan is available at:
https://www.southeast.edu/WorkArea/DownloadAsset.aspx?id=18830

The 2016-17 Annual Strategic Plan Progress Reports is available at:
https://www.southeast.edu/pdfs/ir/2016-2017-strategic-plan-annual-progress-report.pdf

The 2017-18 Progress Report will be available in November 2018 and posted on this site, under Strategic Planning Documents:
https://www.southeast.edu/institutional-research/strategic-planning/

Southeast community college

2015-2019

Strategic Plan

Creating Futures Through Inquiry, Knowledge and Application

Letter from the President

This is a very exciting time for Southeast Community College as it establishes a new transformational direction to meet the current and future higher education needs of southeast Nebraska. The new plan will promote bold and creative solutions such as the development of learning centers in outlying counties, new career and technical programs, improved articulation with four-year institutions, renovated and expanded facilities, implementation of student success strategies, and data-driven enrollment management.

Southeast Community College's 2015-2019 Strategic Plan reflects a college-wide and systematic review and assessment of internal and external trends, challenges and opportunities. The plan includes a revised mission statement, core values and nine goals with specific objectives. The mission statement reflects the College's commitment to the highest quality programs and services to meet student, employer and community demand throughout the College's entire 15-county service area.

SCC's core values emphasize excellence, transparency, integrity, inclusion, and innovation in all aspects of its operations and focuses on the following six goal areas: enrollment and program growth, partnerships, financial strength, organizational environment, faculty and staff excellence, and student success and development. The College's annual budgeting process will be tied directly to the 2015-2019 Strategic Plan to optimize alignment of financial resources with strategies targeting specific strategic goals and objectives.

The 2015-2019 Strategic Plan is designed to create futures through inquiry, knowledge and application. SCC's new strategic plan emphasizes the College's commitment to its students, employers and its 15-county service area.

Mission

The mission of Southeast Community College (SCC) is to empower and transform its students and the diverse communities it serves.

The College provides accessible, dynamic, and responsive pathways to career and technical, academic transfer, and continuing education programs.

Student success and completion is maximized through collegiate excellence, exemplary instruction, comprehensive student support services, enrichment programs, and student-centered processes.

SCC is committed to a proactive and evidence-based approach that continually assesses and responds to student, community, and employer demand for higher education.

Core Values

Southeast Community College adheres to a set of core values that drive the decisions and actions of the institution.

1. **Excellence** – Commitment to the highest level of performance in all facets of the College's programs, services, and operations through effective investment and support of all assets.

2. **Integrity** – Continuous pursuit of fulfillment of mission and goals through transparency and ethical practices in all College operations.

3. **Innovation** – Commitment to inquiry and the respectful challenging of assumptions to promote creativity, alternative points of view, and opportunities for ongoing discovery.

4. **Inclusion** – Promotion of opportunities and advancement for a diverse and dynamic student, faculty/staff, and community population through the creation of a positive, compassionate, and reflective culture.

5. **Stewardship and Accountability** – Commitment to investment in appropriate resources in fulfillment of the College's mission and goals and reliance on responsible management of human, physical, and financial resources.

Student Success
Goal 2

Improve student success, retention, completion, and academic excellence through high-quality academic and career programs and responsive, innovative student services.

2.1   Promote student success through initiatives designed to increase student engagement in the learning process.

2.2   Improve program and student learning outcomes.

2.3   Improve student success, completion, and retention rates while maintaining academic standards.

2.4   Promote preparedness of graduates for transfer to a 4-year institution and for the workplace.

2.5   Improve and expand academic and student support services.

2.6   Improve and expand classroom technologies.

Faculty and Staff
Goal 5 Excellence

Promote excellence, innovation, and creativity among faculty and staff to support a positive and dynamic learning environment.

5.1   Improve and expand human resource programs and services, including hiring processes, diversity training, wellness programming, personnel management, and safety training.

5.2   Promote internal and external opportunities for leadership, professional development, and educational advancement to ensure a dynamic work environment.

5.3   Promote opportunities for faculty and staff development through collaborative initiatives such as networking, research, conferences, and participation in professional societies and associations.

5.4   Promote participation within internal and external committees and organizations to support continuous learning and skill development.

5.5   Improve communication processes and procedures across departments, divisions, and campuses.

5.6   Improve and expand the use and support of technologies.

Educational GOAL 7 *Environment*

Enhance and maintain educational environments that promote learning, engagement, innovation, creativity, and safety.

7.1 Improve College facilities, learning environments, student housing, and landscapes through the development and implementation of a comprehensive and renewable facilities master plan and proactive maintenance plan.

7.2 Improve technology infrastructure to maximize informational assets, with dynamic and responsive functionality.

7.3 Improve readiness for emergency situations to ensure student and employee safety.

7.4 Improve safety and security at all College locations.

7.5 Improve space utilization through continual analysis and assessment of current and future facility needs.

7.6 Explore additional student housing opportunities based on a comprehensive feasibility analysis.

GOAL 7

Organizational Environment
GOAL 9

Maximize operational efficiency by enhancing policies and procedures, staffing, and communication processes and practices.

9.1 Enhance staffing levels and organizational structure to promote excellence in all College operations.

9.2 Review and enhance all College policies and procedures by developing standardized documentation strategies.

9.3 Enhance employee orientation programming for both full-time and part-time employees.

9.4 Promote an efficient operational pace through effective organizational and academic calendars.

9.5 Enhance positive communication processes and practices.

9.6 Maximize a positive and engaging organizational environment by encouraging input, reflective and transparent communication, and compassion and respect toward the views and ideas of others.

9.7 Promote physical and psychological health among faculty and staff through innovative wellness programs, services, and facilities.

9.8 Promote effective use of valid and reliable data in decision making, planning, and communication.

Quality Initiative Proposal

Title: **Strategic Plan Goal 9.6 Key Concepts**

Source: Office of Public Information; President's Office

Summary: The following evidence includes the key concepts from the College's strategic plan (9.6). These concepts have been incorporated into professional development training, leadership training, and human resource practices. Additionally, the words have also been printed on banners and displayed in prominent areas of the College.

Reflection

Pausing and thinking about one's thoughts and emotions before reacting

Compassion

Attempting to understand the thoughts, emotions, and circumstances of others without conditions

Positivity

Choosing to view one's circumstances in a realistic but hopeful way to maximize a successful outcome

Respect

Actively listening and acknowledging, not necessarily agreeing or disagreeing, with the views and ideas of others

Input

Offer one's views and ideas; respectfully challenge assertions of others

Transparency

Accurate communication of information that is interpreted as intended

Quality Initiative Proposal

Title: Works Cited

Source: Office of Institutional Research

Summary: The following evidence includes the articles used to inform the Quality Initiative proposal. Full-text of the articles are available by request.

Works Cited

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17. Hart Research Associates. 2018. *Fulfilling the American Dream: Liberal Education and the Future of Work.* Washington, DC: AAC&U. https://www.aacu.org/leap/public-opinion-research

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Quality Initiative Proposal

Title: **Emotional Intelligence Skills and QI Goals**

Source: President's Office

Summary: The following evidence includes a visualization of SCC's students' barriers to success, related EI/academic resiliency skills, and QI outcomes.

EI skills promote students' ability to bounce back quickly from difficulties

BARRIERS TO SUCCESS

- 46.7% of students who receive at least 1 'F'

- 55% of those F's occur in the students first term

- 5% of students who receive an 'F' in their first term complete a credential, compared to 30% of students with no failing grade

Emotional Intelligence (EI) Skills

- Building effective relationships
- Managing stress
- Making good decisions
- Communicating effectively in emotionally-charged situations
- Leveraging emotions to solve problems
- Recognizing and managing emotions
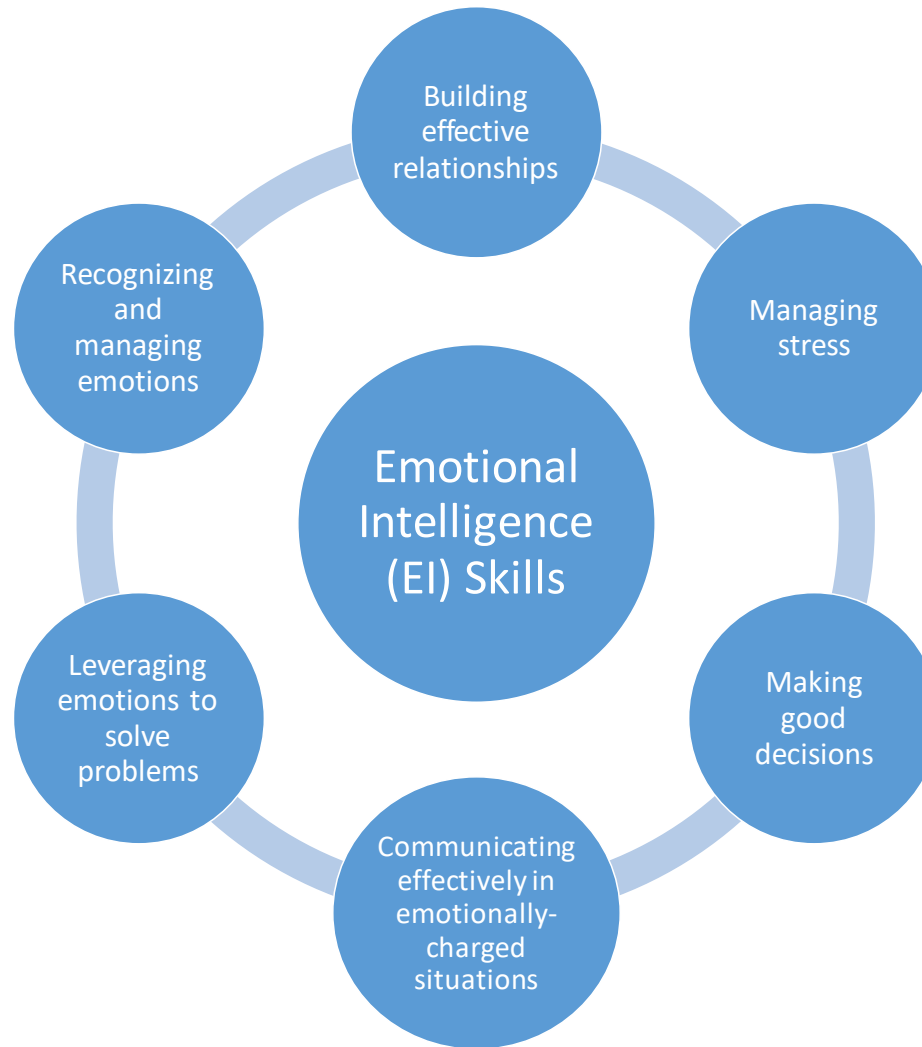
EI OUTCOMES

- Increase in retention rate and longer mean quarter enrolled for students who receive a failing grade during their first term

- Reduction in stop out rate who receive a failing grade during their first term

- Increase in degree completion who receive a failing grade during their first term

Southeast community college Quality Initiative Proposal

Title: **Quality Initiative Progress Report**

Source: President's Office

Summary: The following evidence includes a draft of the Quality Initiative progress report that will be completed by each strategy lead on a semi-annual basis. This is one example of how the College will evaluate progress, made adjustments, and monitor accomplishments.

Quality Initiative Mid-Year Progress Report

STRATEGY:

STRATEGY LEAD:

DATE:

Status Progress

- Description of the past term's accomplishments and the status of the strategy's activities (in progress - on time; in progress - delayed, completed, not yet started).

Institution Involvement

- Description of how the strategy involved internal and external stakeholders.
- Description of any "effective practices" that resulted from this work on the QI. Please include suggestions on how to scale practices.

Analysis

- What's working well for the strategy so far?
- What problems have been encountered? What challenges are anticipated over the next six months?
- What modifications need to be made for the next six months?
- Other important considerations to address?

Data

- Attach raw and aggregated data associated with your strategy and related action items.
- Description of how the use of data/feedback has influenced the strategy.

Next steps

- What additional resources are needed (human, financial, technological, administrative, etc.)?

Quality Initiative Proposal

Title: **SCC's Fact Book**

Source: Office of Institutional Research

Summary: The following evidence includes a link to the College's Fact Book. Interactive enrollment, graduate, courses, and financial data are available at: https://www.southeast.edu/institutional-research/factbook/

Similar dashboards are in development for Quality Initiative outcomes and metrics.

Quality Initiative Proposal

Title: **Sample Metric Visualizations**

Source: Office of Institutional Research

Summary: The following evidence includes examples of Quality Initiative metrics. An interactive dashboard is being developed by the College's Office of Institutional Research and will be available for stakeholders to regularly evaluate progress made on the identified outcomes.

Peer Comparisons for <u>CCSSE and VFA</u> Strategic Metrics | SCC and Nebraska Colleges

The <u>blue</u> line shows the trend for SCC. The <u>grey</u> shows the average for the selected peer group. The average for the full cohort for all benchmarks is 50.

CCSSE Benchmark for Active and Collaborative Learning

50.6
47.7
46.3
46.7

2011-2012 2013-2014 2015-2016 2017-2018
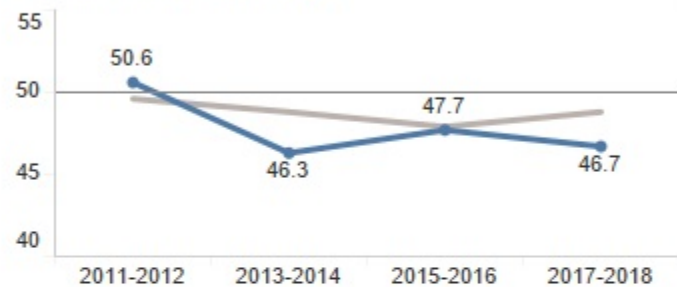
CCSSE Benchmark for Student Effort

47.8
46.4
44.9
44.6

2011-2012 2013-2014 2015-2016 2017-2018
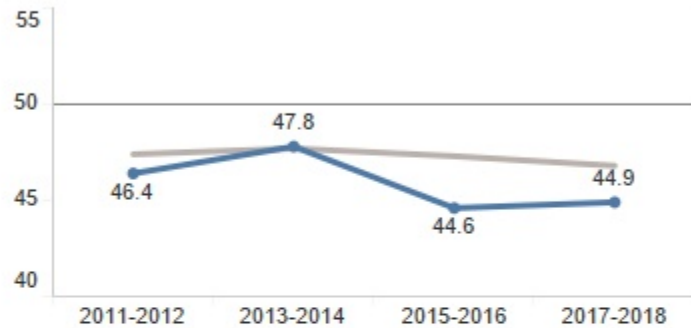
CCSSE Benchmark for Academic Challenge

50.1
49.3
47.9
45.9

2011-2012 2013-2014 2015-2016 2017-2018
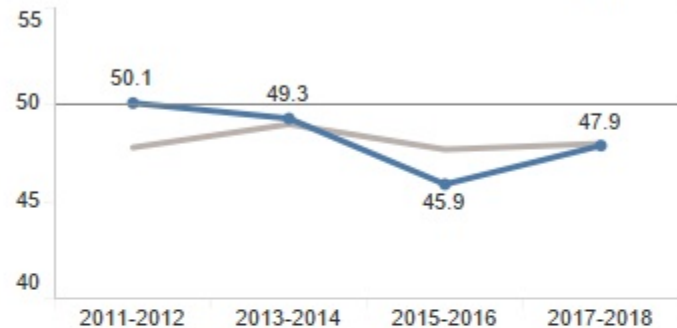
CCSSE Benchmark for Student-Faculty Interaction

49.1
48.6
46.9
45.9

2011-2012 2013-2014 2015-2016 2017-2018
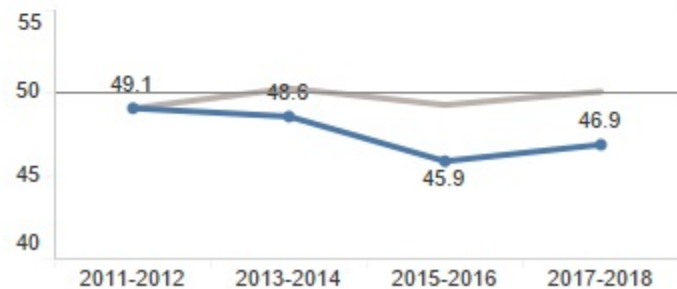
CCSSE Benchmark for Support for Learners
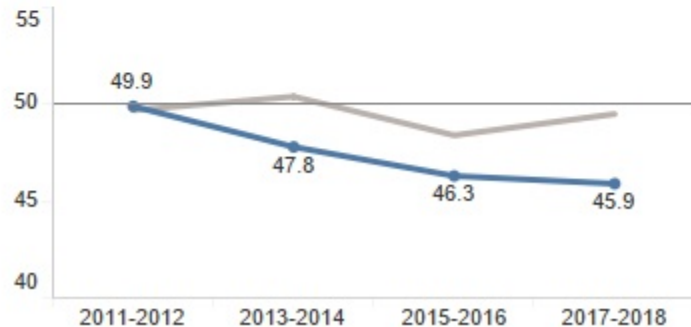
49.9
47.8
46.3
45.9

2011-2012 2013-2014 2015-2016 2017-2018

Percent of students who rated their overall educational experience as 'good' or 'excellent'

88.4% 88.0% 87.4% 85.6%

2011-2012 2013-2014 2015-2016 2017-2018
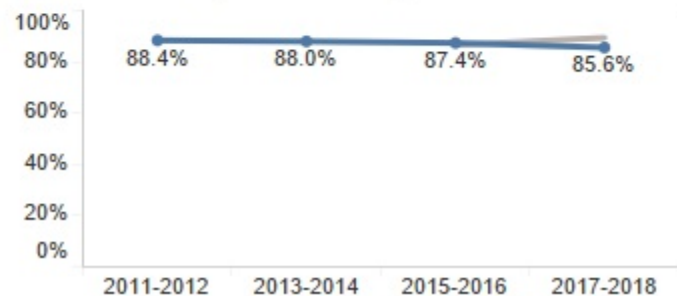
Please note:
(1) *Nebraska Colleges*: The list of colleges in this group is the same for all metrics, but not all these colleges participated in VFA during all years being reported.

(2) *Large Colleges*: (a) For CCSSE metrics, Large Colleges have an overall enrollment of 8,000-14,999 students. (b) For VFA metrics, Large Colleges have 5,000-9,999 students.

(3) *Full Cohort*: (a) Full cohort refers to all institutions that participated in the collection each year. As a result, the specific colleges in these peer groups differ both by source (i.e., CCSSE v. VFA) and by year. (b) For the CCSSE benchmark measures, the full cohort score is standardized at 50.0.

Graduation and transfer rate   KPI

Increase by 3%

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018

47.3%   49.1%   48.5%   48.7%   47.5%   50.2%
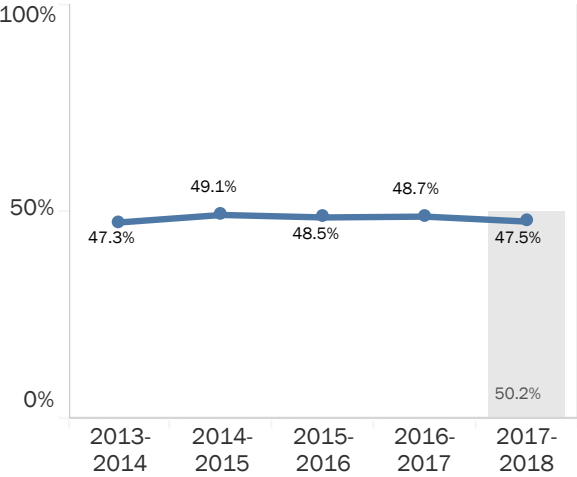
Fall to fall retention rate   KPI

Increase by 3%

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018

57.0%   61.0%   60.0%   63.0%   62.0%   64.9%

Southeast community college
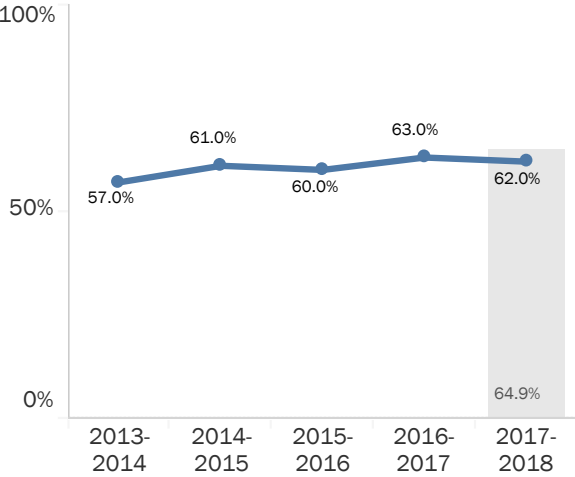
Faculty and Staff Satisfaction Survey | Comparison to 2015 Results

March 2018

Campus Services

	2015	2017	2017
Food served at the cafeteria / snack bar	37%	51%	13.7%
Services provided by the cafeteria staff	52%	63%	11.2%
Professional development opportunities	51%	60%	8.8%
Employee wellness opportunities	54%	61%	6.6%
Binding / copying / printing services	82%	83%	1.3%
Library / learning resource services	72%	72%	-0.9%
Services provided by the college bookstore	78%	74%	-3.3%
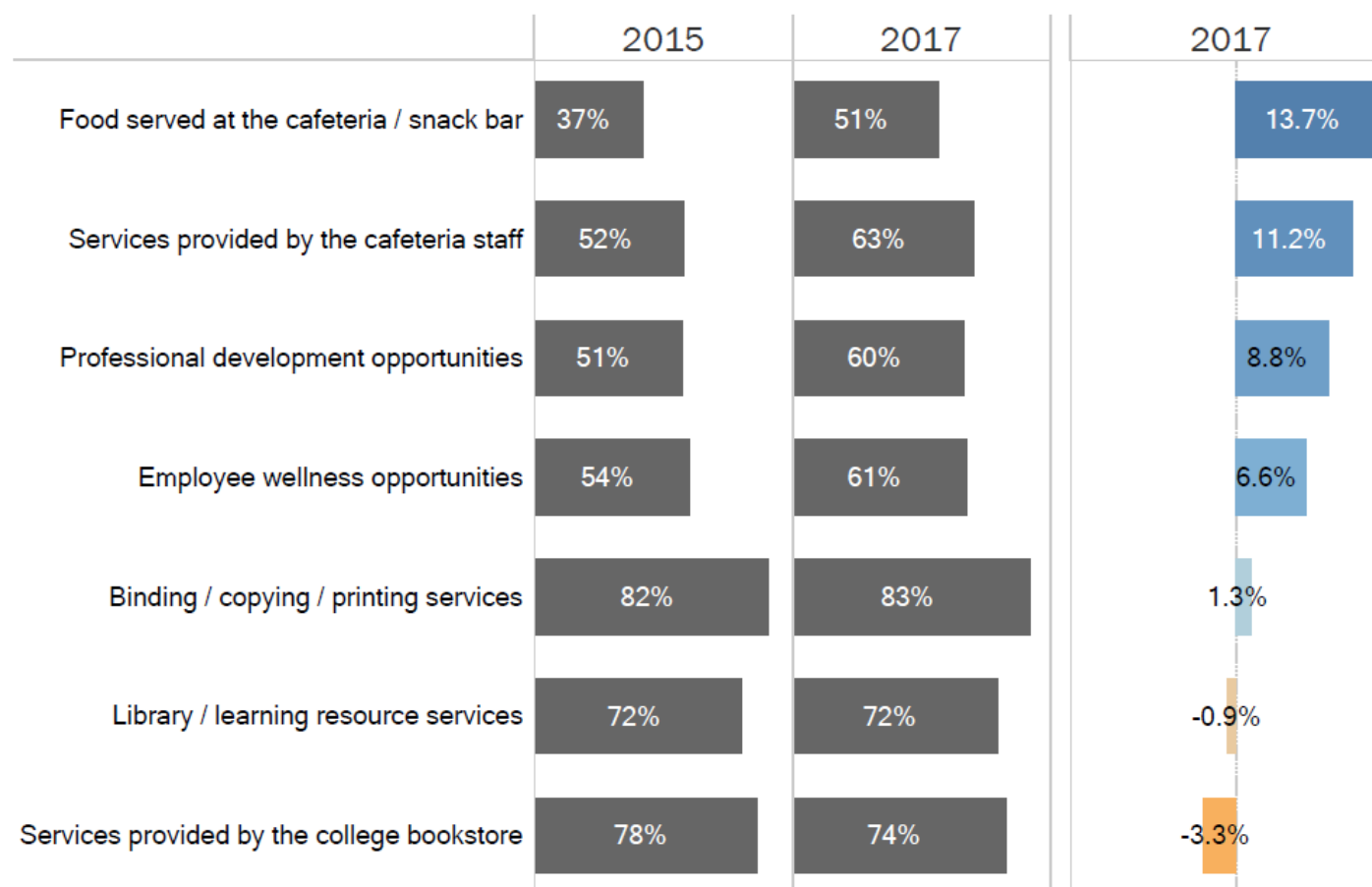
Progress toward Goal 9

As noted earlier, Objective 9.6 states that SCC aspires to "maximize a positive and engaging organizational environment by encouraging input, reflective and transparent communication, and compassion and respect toward the views and ideas of others". Figure 13 shows that over half of all respondents (59%) are satisfied with the progress toward reaching this objective to date and more than one-quarter (28%) are dissatisfied.

Figure 13

How satisfied are you with the College's progress toward reaching Objective 9.6?

| 28% (n=139) | 12% (n=61) | 59% (n=293) |

Legend:
- Dissatisfied
- Neither satisfied nor dissatisfied
- Satisfied
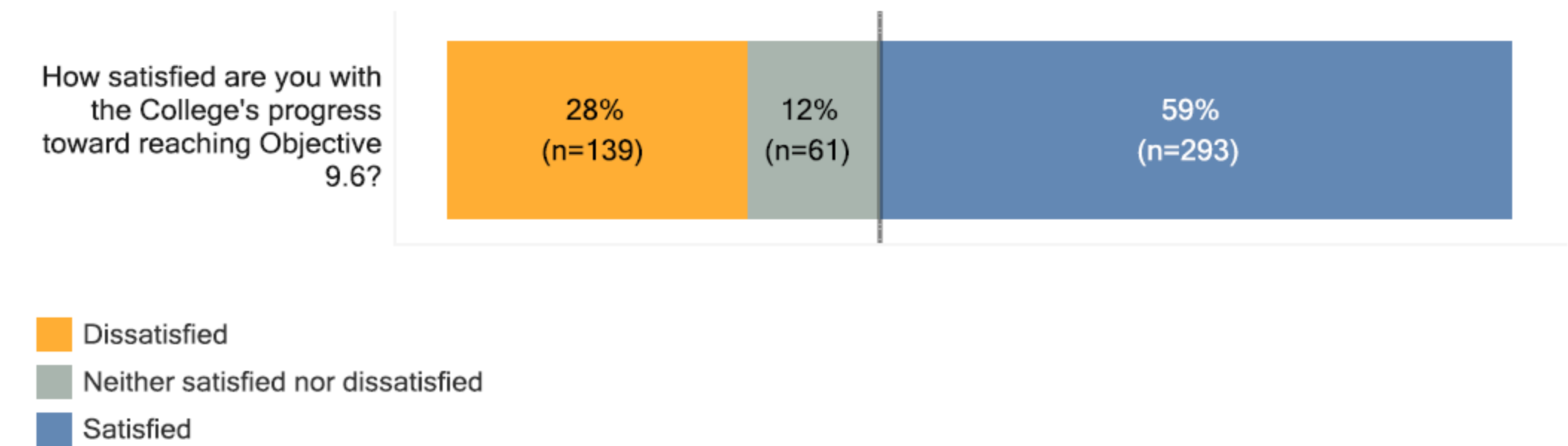
Quality Initiative Proposal

Title: **Budget and Planning Process**

Source: Office of Institutional Research; Administrative Services

Summary: The following evidence includes a timeline and visual of the annual planning and budgeting process, and supporting QI-specific examples.

2018—2019 Department, Division, and Area Planning Schedule

The following schedule is for the annual strategic planning process. Training and assistance from Coordinator of Planning/IR staff is available for any activity in the process.

Activity	Start Date	End Date
*Develop department, division, and area-level goals that will be accomplished during the 2018—19 academic year. With input from all members, each department lead should submit at least three goals, with related strategies and measures, that are aligned with one or more objectives from the 2015—2019 strategic plan.	October 1, 2017	November 30, 2017
Develop departmental budget. Utilize results from the 2016—17 goals and progress on the 2017—18 goals to inform the 2018—19 budget development. Any new activities requiring an increase in a department's budget will need to be developed as a project.	December 4, 2017	January 25, 2018 *VP approved by February 2, 2018
Develop equipment proposals for all new projects. The projects should be based on results from the 2016—17 strategies, current progress on the 2017—18 strategies, and integrated with the 2018—19 plans.	February 1, 2018	February 27, 2018
Develop position proposals for all new projects. The projects should be based on results from the 2016—17 strategies, current progress on the 2017—18 strategies, and integrated with the 2018—19 plans.	February 1, 2018	March 27, 2018
Budget presented to the Board in May 2018.		May 16, 2018
All departments, divisions, and areas review and finalize 2018—19 goals, strategies, and measures.	May 1, 2018	May 31, 2018
*Post end-of-year results for the 2017—18 goals.	July 1, 2018	August 31, 2018

SCC's Annual Planning and Budgeting Visual

November/December
Annual unit-level planning connected to the College's Strategic Plan.

January
Program Chairs, Directors, and Deans submit expanded budget requests for new positions, equipment, and technology using planning results from the previous year.

February
Deans and Directors review requests with Vice President of organizational area.

March
Vice President presents list of expanded budget requests to Administrative Team.

April
Adminstrative Team members individually rank priorities for all division requests. Administrative Team discusses and prioritizes budget requests.

May/June
President presents Administrative Team budget recommendations to the Board of Governors. Board reviews and approves requests that support the College's Strategic Plan.

SCC's Annual Planning and Budgeting Description

Annual Unit-level Planning

Each department, division, and program submits at least three goals, with related strategies and measures, that are aligned with one or more objectives from the 2015—2019 Strategic Plan.

Expanded Budget Requests

Budget leaders develop the upcoming year's annual departmental budget by utilizing results from previous year's planning goals, progress on the current year's goals, and the Annual Strategic Plan Progress Report. Annual planning goals (new positions, technology, and equipment) that require an increase in a department's budget are developed as an expanded budget request. All expanded requests are connected to the College's Strategic Plan. (**See Expanded Budget Request examples below.**) Deans and Directors submit expanded budget requests to the Administrative Team member that they report to.

Administrative Team Review

Each Administrative Team member reviews and prioritizes the requests for their area, and shares the list of expanded budget requests with the entire Administrative Team. The Administrative Team, which meets weekly, reviews the entire list over a series of meetings. Administrative Team members then have the opportunity to individually rank and vote on the priorities. The ranked priorities are aggregated and reviewed by the Administrative for further discussion and determination of which budget requests can be built into the upcoming budget.

Board Approval

The President and Vice President for Administrative Services present the final list of Administrative Team expanded budget request recommendations to the Board of Governors. The Board has the opportunity to review the list and ask questions of the Administrative Team. The Board approves the expanded budget requests to support achieving the 2015-19 Strategic Plan goals and objectives.

Position/Project Title **Administrative Director of Academic Advising**

Email of Requester   bcummins@southeast.edu

Division Student Services	Program/Dept. -Academic Advising	Priority 1
Classification A5	PCS Code 6 - INSTITUTIONAL ADMINISTRATION	Staff FTE 1
Location 53 - Lincoln	Status Full-Time	Student FTE 0

Total cost   **($127,897.00)**   **Total credits**   **$58,023.00**   **FTE revenue** $0.00   **Net cost**   **($69,874.00)**

Costs	Amount
Operating	($5,000.00)
Travel	($750.00)
Equipment, Tablet	($1,400.00)
Equipment, Docking st	($335.00)
Furniture, Desk	($3,600.00)
Furniture, File cabinet	($350.00)
Construction	($20,000.00)
Salary and benefits	($96,462.00)

Credits	Amount
Permanent Salaries	$58,023.

Justification

The Administrative Director of Advising would provide the implementation and oversight of a total intake advising model for SCC and would carry a student advising load to meet student demand. Research demonstrates intentional, purposeful advising increases retention 5-10% and is also one of our strategic objectives (1.6). Reviewing 5-year trends of students receiving failing grades, nearly half of all students received at least one failing grade during their time at SCC and developmental courses were predominant. Among those who receive a failing grade in their first term, only 4.9% graduated. The SCC data echoes what research has shown nationally. According to a 2018 National Report by the Center for Community College Student Engagement, "Advising is powerful because it attends to core elements of each student's success: setting academic goals based on transfer and/or career interests, developing an academic plan to attain those goals, and staying on track until those goals are met" (p. 1).

The Advising Transformation Team comprised of faculty and staff from all three campuses with the goal of recommending an advising model for SCC identified several concerns organized into three main themes: (1) Lack of a unified vision of advising (2) Inconsistent message and onboarding of students and (3) Lack of college-wide tracking system for advisor/student interactions. While the implementation of a transformational advising model and centralized advising processes will take time and resources over several years to implement, the Administrative Director of Advising will begin to develop the processes, procedures, and training necessary to build advising centers on all campuses.

Position/Project Title **Success Coach**

Email of Requester   bcummins@southeast.edu

Division Student Services	Program/Dept. -Student Retention	Priority 4
Classification P2	PCS Code 6 - INSTITUTIONAL ADMINISTRATION	Staff FTE 1
Location 53 - Lincoln	Status Full-Time	Student FTE 0

Total cost   **($71,699.00)**   **Total credits**   **$30,326.00**   **FTE revenue** $0.00   **Net cost**   **($41,373.00)**

Costs	Amount
Salary and benefits	($71,049.00)
Operating	($150.00)
Travel	($500.00)

Credits	Amount
Part Time Salaries	$30,326.

Justification

Shelley Stoltenberg serves as a part-time (29 hours/week) Success Coach for the Outreach Success & Career Pathway Development grant, currently in the first year of a three-year Perkin's grant. The goal of the grant is to provide support and improve the completion outcomes of homeless students, students whose parents are active duty military, English language learners, and foster youth in career and technical programs. The Success Coach works directly with these at-risk students in many ways such as providing support, connecting to resources, coordinating with local agencies, providing intensive advising and creating individualized success plans. Prior to the current grant, students were served from a similar Perkins grant titled the Special Populations Project to help meet the same general need.

These Perkins Grants run on a three-year cycle and are intended for start-up costs with the institution eventually taking over the costs if the results have impact and institution chooses to continue. Therefore, in June 2020 funding for the services Outreach Success & Career Pathway Development grant provides to the students will be depleted.

Since the inception of this position through the grant, approximately 300 at-risk students receive support services annually through 1:1 meetings throughout each term. The impact of these services is significant and above the national average of 55% persistence/graduation rate according to the ACT report (Noel Levitt, 2015).

2015-2016 Grant Data: Persistence/Graduation Rate = 62%

2016-2017 Grant Data: Persistence/Graduation Rate = 66%

In the 29 hours a week Shelley has available she meets with approximately 300 students annually. Increasing to a full-time position of 40 hours per week would allow her to increase the number of students by approximately 80 more students annually. Using an average of the prior two-year persistence rate, we project an enrollment increase as follows:

300 students x 64% = 192 students (Number currently being retained)

380 students x 64% = 243 students (An increase of 51 students retained)

If we could predict and apply student retention to increased student FTE and income, we could use the 9.0 quarter credits as a conservative approach on the academic load these high-risk students take each quarter, they would each enroll in 36 credit hours annually. The annual student FTE and revenue generated by this expanded request is shown below.

51x36/45 = 40 Student FTE

51x36x$65.50 = $120,258

While Student Success coaching is a vital component to the success of our students, improving accessibility to programs and services among underserved student populations is also one of our strategic objectives (1.4). As SCC researches and analyzes data relative to the HLC Quality Initiative, this Student Success Coach position could be one of the means in which student development can be enhanced.

Southeast community college   **Quality Initiative Proposal**

Title: **Key Performance Indicator Report**

Source: Institutional Research

Summary: The following evidence includes the College's 15 Key Performance Indicator (KPI) report from the 2017-18 academic year.

Key Performance Indicators - *as of 8/27/2018 12:39:24 PM*

Goal	Objective	Metric Name	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018		Target 2017-2018	2019
1	1	Total undergraduate enrollment		16,317	15,493 -5.3%	14,950 -3.6%	14,725 -1.5%	14,757 0.2%	14,658 -0.7%		15,052	❌
	1.3	Total Continuing Education enrollment		20,047	19,437 -3.1%	19,123 -1.6%	19,749 3.2%	20,162 2.0%	18,977 -6.2%		20,565	❌
	1.4	Percent of undergraduate enrollment that is minority		15.1%	16.3% 7.4%	17.6% 7.4%	20.1% 12.4%	20.4% 1.5%	21.3% 4.2%		21.6%	❌
2	2	Graduation and transfer rate	50.3%	42.0% -19.8%	47.3% 11.2%	49.1% 3.7%	48.5% -1.2%	48.7% 0.4%	47.5% -2.5%		50.2%	❌
	2.1	Percent of students who rated their overall educational experience as 'good' or 'excellent'	88.4%		88.0% -0.5%		87.4% -0.7%		85.6% -2.1%			
	2.3	Number of certificate, diploma, associate degrees awarded		1,783	1,691 -5.4%	1,654 -2.2%	1,544 -7.1%	1,602 3.6%	1,521 -5.3%		1,666	❌
		Overall success rate of undergraduate students		77.9%	78.4% 0.6%	77.9% -0.6%	79.2% 1.6%	79.3% 0.1%	78.6% -0.9%		80.9%	❌
		Fall to fall retention rate	63.0%	64.0% 1.6%	57.0% -12.3%	61.0% 6.6%	60.0% -1.7%	63.0% 4.8%	62.0% -1.6%		64.9%	❌
		Percent of students who completed all developmental coursework				53.3%	60.0% 11.2%	56.4% -6.4%	57.9% 2.6%		58.7%	❌
	2.4	Workforce placement rate of Career/Technical graduates	80.0%	78.0% -2.6%	82.0% 4.9%	80.0% -2.5%	84.0% 4.8%	80.0% -5.0%	77.0% -3.9%		83.4%	❌
4	4.4	Total enrollment at Learning Centers					102	680 85.0%	964 29.5%		952	✅
	4.5	Number of SENCAP students		1,161	1,385 16.2%	1,579 12.3%	1,695 6.8%	1,984 14.6%	1,989 0.3%		2,182	❌
		Number of TCA participants					340	361 5.8%	380 5.0%		397	❌
6	6.1	Percent of SCC service area high school seniors who enrolled at SCC during the following academic year		19.9%	19.8% -0.5%	19.1% -3.7%	17.8% -7.3%	16.7% -6.6%	18.5% 9.7%		17.2%	✅
		Percent of dual credit students who enrolled at SCC as an undergraduate the following academic year		49.7%	49.0% -1.4%	43.4% -12.9%	38.5% -12.7%	37.4% -2.9%	35.6% -5.1%		38.5%	❌

Title: **SCC's Organizational Chart**

Source: Office of Human Resources

Summary: The following evidence includes excerpts of the organizational chart (Administrative Team, Human Resources, Instructional Division, and Student Affairs). The full organizational chart is available upon request.

FY 2018-2019 Organizational Chart
Approved April 2018
Subject to Modification

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                                          ┌─────────────┐
                                          │  President  │
                                          └──────┬──────┘
                                   ┌─────────────┴──────┐
                                   │ Executive Administrative │
                                   │     Assistant      │
                                   └────────────────────┘
```

| President |

| Executive Administrative Assistant |

| Vice President, Access Equity & Diversity | Vice President for Human Resources, Professional Development & Safety | Vice President for Research, Planning & Technology / Campus Director - Milford | Director of Facilities | Vice President for Student Affairs / Campus Director - Lincoln | Director of Advancement | Vice President for Program Development / Campus Director - Beatrice | Vice President for Instruction | Vice President for Admin. Services & Resource Dev. | Administrative Director, Public Information & Marketing |

Administrative Director, Institutional Compliance

Administrative Director, Human Resources

Administrative Director, Institutional Research

Assistant Campus Director-MIL/Dean of Students (in conj. w/St.Affairs & Admin Services)

Physical Plant Superintendents (In conj. w/Campus Directors)

Assistant Campus Director-MIL/Dean of Student Affairs (in conj. w/IT)

Assistant Campus Director-BEA/ Dean Student Affairs (in conj. w/Prog Dev)

Athletics

Division Deans

Assistant Campus Director-BEA/ Dean Student Affairs (in conj. w/PD & SA)

Associate Director, Institutional Research

Administrative Director, Planning & Accredation

Assistant Campus Director-LIN/Dean of Student Enrichment

Dean of Student Enrollment

Assistant Campus Director-BEA/ Dean Student Affairs (in conj. w/PD & SA)

Associate Deans

Assistant Campus Director-MIL/ Dean Student Affairs (in conj. w/IT & SA)

Administrative Director, Library Resource Centers

Information Services Manager

Associate Dean of Student Affairs

Administrative Director, Career Academies

Assistant Campus Director-LIN/ Dean Student Affairs (in conj. w/SA)

Administrative Director, Client Services

Administrative Director, Infrastructure

Administrative Director, Admissions & Career Services

Administrative Director, Instruct. Effectiveness & Assessment

Director, Accounting & Finance

Administrative Director, Registration & Records

Vacant

Administrative Director, Financial Aid

FY 2018-2019 Organizational Chart
Approved April 2018
Subject to Modification

Vice President, Human Resources, Professional Development & Safety

Administrative Director, Human Resources

Safety Coordinator

Human Resources Coordinator

Human Resources Benefits & Compensation Analyst

Safety & Security Specialist-Lincoln

Safety & Security Specialist/Trainer-Beatrice

Human Resources Information Systems Specialist

Administrative Assistant

Safety & Security Specialist-Milford

Public Safety Officer - CEC

FY 2018-2019 Organizational Chart

- **Vice President of Instruction**
  - Executive Admin Assistant
  - Division Administrative Assistants II & I

Direct Reports

- **Athletics** (in conj. w/Beatrice Campus Director)
- **Administrative Director, The Career Academy** (LPS Partnership)
- **Director, Career Academies & K-12 Connections**
  - Assistant Directors, Career Academies & K-12 Connections
  - SENCAP Program Coordinators
- **Dean, Transportation, Welding & Agriculture**
  - Associate Dean (Beatrice)
    - Welding Faculty
    - Agriculture
      - Agribusiness Faculty
      - Horticulture/Turf Grass Faculty
      - Precision Agriculture Faculty
      - Farm Manager
      - Agriculture Lab Manager
    - John Deere Training Program-Canada - Trainers
    - Transportation
      - Auto Collision Repair Faculty
      - Automotive Technology Faculty
      - Deere Construction & Forestry Eq. Tech Faculty
      - John Deere Tech Faculty
      - Diesel -Ag Equipment Service Technology Faculty
      - Diesel Technology-Truck Faculty
      - Ford Automotive Faculty
      - General Motors Automotive Faculty
      - Motorcycle Technology Faculty
      - MOPAR Automotive Faculty
      - Truck Driving Faculty
- **Administrative Director of Assessment**
- **Dean, Arts & Sciences**
  - 2 Associate Deans (ESQ & Lincoln)
    - English Faculty
    - Humanities Faculty
    - Mathematics Faculty
    - Science Faculty
    - Social Sciences Faculty
    - Academic Advisors
    - Developmental Education Faculty
    - Director, Transitions & Tutoring
      - Tutors
- **Dean, Virtual Learning & Instructional Development**
  - Associate Dean, Virtual Learning
    - Director, Media & e-Learning
    - Instructional Designers
- **Dean, Community Services & Extended Learning**
  - Associate Dean (Lincoln & Learning Centers)
    - Community Services
      - Criminal Justice Faculty
      - Law Enforcement & Homeland Security Faculty
      - Adult & Juvenile Services & Corrections Faculty
      - Human Services Faculty
      - Early Childhood Education Faculty
      - Early Childhood Development Center
      - Fire Protection Faculty
      - Fire Emergency Management Faculty
      - Culinary/Hospitality Faculty
    - Learning Centers
      - York Learning Center Staff
      - Wahoo Learning Center Staff
      - Hebron Learning Center Staff
      - Nebraska City Learning Center Staff
      - Falls City Learning Center Staff
      - Plattsmouth Learning Center Staff
      - Dietary Management Faculty
- **Dean, Business**
  - Associate Dean (Lincoln)
    - Business Administration Faculty
    - Office Professional Faculty
    - Long Term Care Faculty
    - Director, Entrepreneurship Center
      - Assistant Director, Entrepreneurship Center
- **Dean, Health Sciences**
  - Associate Dean (Lincoln)
    - Associate Degree Nursing Faculty
    - Dental Assisting Faculty
    - Medical Lab Technology Faculty
    - Pharmacy Technician Faculty
    - Physical Therapist Assistant Faculty
    - Respiratory Care Faculty
    - Surgical Technology Faculty
    - Practical Nursing Faculty
    - Medical Assisting Faculty
    - Paramedic/EMT Faculty
    - Polysomnographic Technology Faculty
    - Radiologic Technology Faculty
    - Simulation Lab Faculty
- **Dean, Construction, Electronics, C.I Technology & Manufacturing**
  - Associate Dean (Milford)
    - Computer Information Technology Faculty
    - Construction & Electronics
      - Design & Drafting Technology Faculty
      - Building Construction Faculty
      - Electrical & Electromechanical Technology Faculty
      - Electronic Systems Faculty
      - Energy Generation Operations Faculty
      - Geographic Information Systems Faculty
      - HVAC & Refrigeration Technology Faculty
      - Land Surveying/Civil Engineering Technology Faculty
    - Graphic Design Media Arts Faculty
    - Manufacturing
      - Manufacturing Engineering Faculty
      - Precision Machining Faculty
      - Nondestructive Testing Faculty
- **Dean, Continuing Education**
  - Director, Traffic Safety
  - Director, Training Solutions
    - Assistant Directors
  - Director, Continuing Ed Health
  - Director, Client Solutions
  - Director, Leisure Learning
  - Assistant Director, Continuing Education-Beatrice
  - Director, Adult Ed
    - Instructor, Adult Education
    - Assistant Directors, Adult Ed
    - Coordinators, Adult Ed

- Media Services Specialists (in conj. w/IT)
- Instructional Design Assistant (in conj. w/IT)

FY 2018-2019 Organizational Chart
Approved April 2018
Subject to Modification

Vice President, Student Affairs /Lincoln Campus Director

Campus Executive Administrative Assistant

Area-wide oversight of Campus Student Life

Area-wide oversight of Student Accountability

Area-wide oversight of Enrollment Management

Area-wide oversight of Student Success

Beatrice Assistant Campus Director/ Dean of Students

- Administrative Assistants
  - Student Life (Beatrice)
    - Residence Life Manager - Beatrice
    - Residence Life Assistant Manager - Beatrice
    - Student Life Coordinator - Beatrice
  - Student Success (Beatrice)
    - Student Success Coach - Beatrice
    - TRIO Student Support Services Coaches - Beatrice
    - Career Services Specialist-Beatrice
    - Administrative Assistant, Career Services - Beatrice
  - TRIO Upward Bound Director - Beatrice
    - Education Specialist - Beatrice
    - Administrative Assistant - Beatrice
  - Enrollment Services (Beatrice)
    - Associate Registrar - Beatrice
    - Associate Director, Financial Aid - Beatrice
    - Admissions Representatives- Beatrice
    - Admissions Technician - Beatrice
  - Student Accountability (Beatrice)
    - Career, Testing, Supoprt & Accomodations Advisor
    - Testing Center Specialists - Beatrice
  - Campus Operations (Beatrice)
    - Campus Cafe Services Manager
    - Cafe Services Staff
    - Campus Store Staff (in conj. w/ VP AS)
    - Campus Business Office Staff (in conj. w/ VPAS)

Milford Assistant Campus Director/ Dean of Students

- Student Life (Milford)
  - Residence Life Manager
  - Residence Life Assistant Manager
  - Student Life Coordinator
- Student Success (Milford)
  - Student Success Coach (Milford)
  - TRIO Student Support Services Coach-Milford
  - Career Services Specialist - Milford
  - Administrative Assistant, Career Services - Milford
- Enrollment Services (Milford)
  - Associate Registrar - Milford
  - Associate Director, Financial Aid - Milford
  - Admissions Representatives - Milford
  - Admissions Technician - Milford
  - Administrative Assistant, Admissions - Milford
- Student Accountability (Milford)
  - Career, Testing, Supoprt & Accomodations Advisor
  - Testing Center Specialist

Campus Operations

- Physical Plant Superintendent (in conj. w/Director of Facilities)

Dean of Enrollment Services

- Administrative Director Registration & Records - Lincoln
  - Associate Registrars - Lincoln
  - Registration Technician - Lincoln
  - Registration Admin Assistants- Lincoln
- Administrative Director Admissions, Assessment & Recruiting - Lincoln
  - Administrative Assistant, Career Services - Lincoln
  - Admissions Outreach Specialist- Lincoln
  - Admissions Advisors - Lincoln
  - Admissions Technician - Lincoln
  - Administrative Assistants, Admissions - Lincoln
  - Admission Representatives - Lincoln
  - Testing Center Coordinator - Lincoln
  - Testing Center Specialists - Lincoln
- Administrative Director Financial Aid - Lincoln
  - Associate Director, Financial Aid - Lincoln
  - Associate Director Compliance/QA - Lincoln
  - Associate Director, Veterans Benefits - Lincoln
  - Loan Analyst
  - Financial Aid Technician - Lincoln
  - Administrative Assistants, Financial Aid - Lincoln -

Lincoln Assistant Campus Director/ Dean of Students

- Student Life (Lincoln)
  - Student Life Coordinator - Lincoln
  - Wellness Coordinator - Lincoln
- Director TRIO SSS Program - Lincoln
  - TRIO Success Coach - Lincoln
  - Admininistrative Assistant - Lincoln
- Student Success (Lincoln)
  - Director of Student Success - Lincoln
    - Campus Student Success Coaches - Lincoln
    - Prosperity over Poverty (POP) Program - Lincoln
    - Student Success Coach - Lincoln
  - Learn To Dream Program - Lincoln
    - Student Success Coach - Lincoln
    - Special Populations Program
    - Student Success Coaches - Lincoln
  - Career Services Specialist- Lincoln
    - Administrative Assistant I, Career Services - Lincoln
- Associate Dean/ Student Affairs Assessment
  - Administrative Assistant
  - Switchboard Operators
- Student Accountability
  - Director Disability & Academic Support Services
    - Disability & Academic Support Advisor
- Campus Operations
  - Manager, Cafe & Catering Services
    - Assistant Manager, Cafe
    - Assistant Manager, Catering

Quality Initiative Proposal

Title: **Quality Initiative Think Tank Minutes**

Source: President's Office

Summary: The following evidence includes minutes of the Think Tank strategy sessions held in July 2018.

Quality Initiative (Q.I.) Think Tank Meeting
Strategy Session #1

Wednesday, July 18, 2018, 2:00 pm
Lincoln Campus – Room V-112

PRESENT: Shawna Herwick, Nicholas Salestrom, John Glenn, Misty Wehling, Marco Bravo, Jacob
              Bonander, Betsy Anderson, Caleb Herwick, Jessica Murray, Haley Weakland, Phip Ross,
              Carolee Ritter, Kevin Uhler, Kevin Forch

ABSENT: Kat Kreikemeier, Mike Pegram

GUEST: Jessica Vetter, Rebecca Carr, Jill Wightman, Sarah Kramer, Kimberly Shirk, Paul Illich

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1. **Meeting** called to order at 2:04pm by Shawna Herwick. Comments made about the positive
   nature of the last meeting. Will spend the first part of the meeting fleshing out what EI/QI
   means, what the future of this initiative looks like, and then a workshop to come up with ideas
   to move forward.

2. **Welcome and Introductions –** not all attendees present at this time.
   a. Encourage attendees to use these reminders as we move through the meeting: Be
      present and open. Wait (Why am I talking?)? Waist (Why am I still talking?)? Waint
      (Why am I not talking?)?   "Yes, and…" not "Yes, but…". Respect one another and have
      fun.

3. **Scope of Q.I. and Resiliency Skills**
   a. **Givens:** The project needs to follow these guidelines: Align with HLC expectations; no
      brand new initiatives (per HLC) – work within to improve existing
      structures/programs/services; resiliency/emotional intelligence focused (less than 5%
      earn a degree from SCC, so far); first quarter interactions (seems to be the biggest
      opportunity for impact); specific courses (some courses have higher failure rates, such
      as Developmental Math, Comp 1, and History); target areas: advising, employee-student
      interactions, NSO/student success course; Goal 9. All strategies recommended today
      should support one or more of these areas.
        i. **Anything else we should consider?** No comments.
       ii. **What do you notice about this list?** Marco Bravo: it covers all areas of the
           college; it's comprehensive.
      iii. **Where are you really clear about on this list?** Marco Bravo: first quarter
           interactions. Carolee Ritter: resiliency focused. John Glenn: Bring it back to the
           students in a formal, substantive way.
       iv. **Where are you confused about on this list?** Carolee Ritter: not sure what
           "specific courses" refers to; would like to see whatever we come up with be

more comprehensive, instead of looking specifically at just a few courses; what about students who are in their first quarter and are taking none of the courses being focused on? Caleb Herwick: there are more students taking the courses being focused on, so it would make sense to start there. Carolee Ritter: Just concerned about the focus being on the course, instead of on the students taking the courses. Nick Salestrom: Could use these courses as a baseline, will see results in a short timeframe. Kevin Uhler & Carolee Ritter: focus needs to be on the students. Marco Bravo: who will be implementing these strategies we come up with? Shawna Herwick: this group will not be directly involved in the implementation; currently looking for a fresh perspective/ideas. Misty Wehling: you need faculty to buy in to the ideas, in order for them to be successful.

    v. **Which of these givens seem to be the most critical?** Carolee Ritter: HLC expectations. Nick Salestrom: Focus on first quarter interactions, no matter what course the student is taking. Kevin Uhler: advising role, student interaction. Nick Salestrom: the dilemma is, if the student is dead-set on taking one these courses in the second quarter, that could be a challenge. Marco Bravo: resiliency and EI; it would be good to have common terms for everyone to be familiar with; consistent messaging.

4. **Shared understanding of QI/Goal 9/Resilience**
   a. **Review of terms** including: Quality Initiative, Goal 9, Respect, Input, Transparency, Reflection, Compassion, Positivity, Resilience
   b. **What words stand out to you?** John Glenn: "Questioning success" (part of Resilience definition), what do you do next, what is the next step. Kevin Forch: Positivity, it's our focus on positivity and positive outcomes that makes him enjoy working at SCC. Betsy Anderson: "Learning from failure" (part of Resilience definition), community college is a safe space for students to fail and still bounce back. Caleb Herwick: Reflection, in terms of thinking about what you do before you do it; no privacy anymore because of social media. Nick Salestrom: Compassion, because we need to acknowledge that there are still conditions and consequences in this safe place. Kevin Uhler: Compassion and Respect make students more open to failure; let them know we want them to be successful, which breeds Resilience.
   c. **Where are you confident in SCC's progress?** Haley Weakland: Reflection, it's the first step towards change.
   d. **Where is more work needed?** Phip Ross: Transparency; he is happy we are looking at EI, it's a good route to take, wonders what else hasn't been revealed that will guide this work. Carolee Ritter: Compassion, as an institution we might not always show compassion to our students.
   e. **What kind of changes will we need to make?** Marco Bravo: We're going to have to be more in-tune with our students, in the sense that this is a first-year student; not let them fall through the cracks; be more proactive. Nick Salestrom: Is the student thinking about things on a quarterly basis, and how can we encourage them to envision the development of their education into the future. Marco Bravo: students who are visiting from UNL/Wesleyan seem to have a clear vision of how things are going to work, where SCC students exist on a quarter-to-quarter level. Kevin Forch: their personal situations

might contribute to that; if you are worried about how to feed your kids, you aren't worried about your educational future.

    f.   **What will it look like for SCC to have a Goal 9 culture?** Marco Bravo: feels like this is geared toward the culture on campus, so having students be more involved in campus life; there are lots of posters around, but he doesn't think his students know about these on-campus opportunities; they may not be invested in the campus culture. Kevin Forch: allowing "community" to exist, for both students and staff. Caleb Herwick: needs to spread into the classroom as well; make students excited about class and on-campus activities. Phip Ross: how ELE has saturated the environment, which is often teacher-led, which influences a collective teacher efficacy in the classroom which has a powerful impact in the culture, shapes a common vocabulary. Caleb Herwick: agrees, has a positive impact on the classroom. Nick Salestrom: recognizing that one person needs something different than the next person, and need to have an understanding/trust that all are being well-served; in the tutoring center, you are given a block of time to work with someone in the way they need to be worked with. Shawna Herwick: what she heard as the answer to the question is student engagement, making students excited to be involved in the campus community, strong ELE in the classroom.

5. **Envisioning Q.I. Success**
    a.   **Not knowing exactly how we will create a robust Goal 9 culture down the road, what ideas do you have in terms of what the success of QI will look like in 3 years? What do you see? What do you hear?**
        i.   Table 1: Haley Weakland: sustainable/continuing
                Haley Weakland: mentorship, both students and peer-
                        to-peer
        ii.   Table 2: Kevin Uhler: resiliency (plan a/b)
                Marco Bravo: Community/Pride, sense of care, support, compassion
                Marco Bravo: self-advocacy
                Kevin Uhler: students having fun
       iii.   Table 3: John Glenn: data that's responsive to student needs
                    (we need to identify what the student's needs are)
                Phip Ross: collaboration between student affairs & faculty
                Carolee Ritter: engagement/buzz, faculty/students/staff

6. **Strategy Development** (initial brainstorm of ideas)
    a.   **What *innovative* Goal 9 strategies will develop resilient students at SCC?** (As a group/table, identify 7-10 strategies and write them on half-sheets.)
        i.   **Three easiest to understand strategies:** Rethink faculty office hours (function of); service fairs for students and staff; EI professional development for students; lead by example; what is your "why"; mentoring; 10-week "preparing" courses; train and support good advisors; advising cohorts
            a.   **What are the natural pairs in this list of strategies?** (Advising cohorts – mentoring – train & support good advisors – required intake advising/mentoring program – regular collaboration) (what is your why

– lead by example) (rethink faculty office hours – service fairs for students and staff)

   ii. **Three most unique strategies:** more student input; increased accessibility (services, mental health); emotional intelligence preparation; qualitative student needs data that is actionable; EQ/EI initiative like ELE for faculty; required intake advising/mentoring program/strengths coaching; help students identify barriers first; regular collaboration meetings/opportunities; "living" student profile; 10-week "recovery" courses

      a. **What are the natural pairs in this list?** (emotional intelligence prep – EQ/EI for faculty – EI pro-dev for students) (more student input – qualitative student data – help students identify barriers first – living student profiles)

   iii. **Bring the rest of the cards up and stick them on the wall:** show students the big picture; implement EI into classrooms; standard advising model infused with EQ/EI; mandatory forced interaction; service learning; institutional training/expectations for student interactions (empathy/compassion)

   iv. **Final: Advising Reform:** advising cohorts; mentoring; train and support good advisors; required intake advising/mentoring program/strengths coaching; regular collaboration meetings/opportunities; standard advising model infused with EQ/EI (w/ pieces in 1st terms courses); mandatory forced interactions

   v. **Final: Purpose:** What is your "why"; lead by example; show students the big picture

   vi. **Final: Access:** rethink faculty office hours (function of); service fairs for students and staff; increased accessibility (services and mental health)

   vii. **Final: E.I. Employee Development:** EQ/EI initiative like ELE for faculty; implement EI into classrooms; institutional training/expectations for student interactions (empathy/compassion)

   viii. **Final: Student Centered Perspective:** More student input; qualitative student needs data that is actionable; help students identify barriers first; "living" student profile

   ix. **Final: EI for Students:** 10-week "recovery" classes; service learning; E.I. pro-dev for students; emotional intelligence preparation

  b. **How do these strategies work within our "givens"?** Nick Salestrom: it starts to bring up the question of elasticity of existing programs; how much expansion/contraction can we do within those? *Consensus is that the strategies align with the "givens".*

7. **Dr. Illich** visits during the brainstorming session, thanks the group, says this is an unbelievably exciting initiative, asks how things are going, fields questions.

8. **Closing and Next Steps –** Next time, prioritize these strategies; revisit the questions, any other strategies that come to you in the next week**.**

  a. **What did we accomplish today?** John Glenn: Teamwork. Haley Weakland: Nice to have some concrete ideas of what we can do. Kevin Forch: Shawna allowed us to come to

clear terms about why we are here and what we're working for. Kevin Uhler: Put things into tangible pieces, with a lot of similar ideas coming up.

    b. **How do you feel about what we did today?** Nick Salestrom: We went from what our limits are to what we are able to do.

    c. **What does this mean for SCC and our work over the next three years?** Carolee Ritter: a lot of work to do. Haley Weakland: important to stay grounded in what we're working on, why we're doing what we're doing.

9. **Adjournment** – Meeting adjourned at 5:01pm. Next meeting Friday, 7/27/18, 1:00-4:30pm.

Quality Initiative (Q.I.) Think Tank Meeting
Strategy Session #2

Friday, July 27, 2018, 1:00 pm
Lincoln Campus – Room V-112

PRESENT: Shawna Herwick, Nicholas Salestrom, John Glenn, Misty Wehling, Jacob Bonander, Betsy Anderson, Caleb Herwick, Phip Ross, Kevin Forch, Kat Kreikemeier, Mike Pegram

ABSENT: Carolee Ritter, Marco Bravo, Jessica Murry, Haley Weakland, Kevin Uhler

GUEST: Jessica Vetter, Jill Wightman, Sarah Kramer

1. **Meeting** called to order at 1:02pm by Shawna Herwick.

2. **Welcome**
   - Shawna welcomes everyone, reviews agenda
   - Introductions and what is your favorite sandwich?
   - Review of interaction guidelines
   - Shawna addresses the Admin team feedback: on right track, need to address lack of strategies for NSO/student success course, scope of project will narrow as the project launches

3. **Revisit Givens and QI Success**
   - Review of "givens"
   - All strategies should align with the themes to improve "advising", "faculty/staff and student interactions", and NSO/student success course
   - Shawna states that all ideas on the list, even if they don't end up in the final QI proposal, will be shared with groups on campus so that others might utilize those ideas on their own

4. **Additional Strategy Ideas**
   - What innovative Goal 9 strategies will improve:
     o Advising?
     o Faculty/Staff and Student interactions?
     o NSO/student success course?
       ▪ 3 that are easiest to understand:
         • Video library of student resources (Access); learning communities (its own category); standardized resiliency worksheet (resiliency scale worksheet for students to answer questions re: barriers to success) (EI for students); 1st day resiliency talks (EI for students); mandatory warm handoffs (Student Centered Perspective); policy review from EI perspective (EI Employee Dev.); embedded advising

curriculum in ACFS 1015 (teach students to use their advisor) (Advising Reform); internal advising certificate (pro-dev activity) (Advising Reform); common experience initiative (service learning, mentor program, reading club, collaborative research) (EI for staff/students overlap)

- 3 most unique ideas:
    - Assign a village (Advising); student resiliency role models (EI for Students); faculty/staff intros on TVs (Access); universal course design (buzz phrase to describe curriculum/other info is accessible, such as captioned videos, visual texts, etc. to make info more accessible in many different formats) (Access); faculty and students access to portfolio (Student Centered Perspective); connect to community resources (EI employee development/Access); "what if" written plans (EI for Students/Student Centered Perspective); collaborative teaching model for NSO (new category)); recognition system/resiliency award (EI for students)

- Remaining ideas:
    - Program-focused advisor training (Advising Reform); NSO student communication calendar (new category); EI-specific advising (locus/control) (Advising Reform); Holistic student interactions (Purpose); Breakout sessions at NSO (new category); Utilize technology better (Access/Student Centered Perspective); identify concerns during advising (Advising reform); more student involvement during NSO/WOW (new category)

- Question is asked: are Advising Reform and Student-Centered Perspective the same thing, or do they stay separate? Should Student-Centered Perspective be a subcategory of Purpose? Group discusses the layout of categories. Decide to combine Student-Centered Perspective and Purpose categories. Discussion about how a lot of these ideas would come naturally once the campus culture evolves to be EI-centered.

- Shawna asks if there are any last-minute ideas to add to the categories before moving forward w/ prioritization. No responses.

- Shawna asks, what do you notice about this strategies as they are?
    - Mike Pegram: they focus on interaction w/students.
      Jacob Bonander: all proactive, not reactive.
      Betsy Anderson: intend to promote increased campus engagement amongst students/employees.
      Kevin Forch: asking students to really identify where their risks are, empowering them to find challenges and solutions
      Misty Wehling: more of a formal way to prevent students from falling through the cracks.
      Phip Ross: we've been operating as a commuter campus and this is an answer to making this campus more of a home for our students.
      Caleb Herwick: a lot of opportunities designed to make what's

available to students more prevalent, will help us be better at our
jobs.

Kat Kreikemeier: building on pockets of great things that are already
happening.

John Glenn: represents innovation and is borderline impossible,
which is good because we're stretching ourselves by imagining a
situation where we're willing to innovate without being afraid of
failure.

Nick Salestrom: heartened and pleased by the fact that this has
entirely been a cultivation-based thing, what can we actively try to
grow.

5. **Prioritizing Recommendations**
   - Which of these strategies has a high likelihood of significant, measurable progress in 3
     years?
     o Train and support advisors; Embedded advising curriculum; Helping students
       identify barriers; Program focused advisor training; Train and support advisors;
       increased accessibility; living student profiles; Institutional training for student
       interactions.
   - Which of these already have current infrastructure in place?
     o Utilize technology better; increased accessibility; Qualitative student needs data;
       standard advising model infused with EQ/EI; Learning communities; NSO themes,
       seconded by some others; Faculty office hours; EQ/EI initiative like ELE; Connect to
       community resources; Regular Collaboration;
   - In which of these strategies are people resources currently in place?
     o 10-week recovery courses, technology; more student input; NSO process; mentors;
       1st day resiliency talk; train and support advisors; program focused advisor training;
       universal course design; EI specific advising;
   - Which strategy would have most substantial impact on student resiliency?
     o EI preparation; NSO; policy review; 10-week recovery course; institutional training
       for student interactions; train and support good advisors;
   - Which strategy would have the most substantial impact on SCCs progress towards goal 9?
     o Institutional training for student interactions;
       ▪ Comments are made that staff need to be trained for this before we can
         expect staff to train students to any of these ideas.
   - Which among these strategies have a strong likelihood of success?
     o Increased accessibility; Institutional Training for student interactions; policy review
       from EI perspective; student needs data; train and support good advisors; NSO
       strategies; helping students identify barriers
       ▪ If prioritize the above strategies, which are key?
         • Institutional training; policy review; student needs data
       ▪ How many seem reasonable?
         • All three seem reasonable, considering other things that are
           happening concurrently

- Which strategies will we, as a group, recommend to the Admin team?
  - o Caleb Herwick: Utilize Technology. Group agrees to move that strategy to top priority level, attached to Student Needs Data
  - o John Glenn: change Policy review to Policy Reform, to show action
  - o Group feels that Utilize Technology Better and Student Needs Data are hand-in-hand, as are Policy Reform and Institutional Training for Student Interactions.
  - o Mike Pegram and Caleb Herwick: Standardized advising model infused with EQ/EI, also infuse NSO with EQ/EI. The statement of standardized advising/NSO both infused with EQ/EI is overarching.
  - o **So, three strategies to present to Admin team:**
    - ▪ **Utilize tech better/Student needs better**
    - ▪ **Policy Reform/Institutional training for student interactions**
    - ▪ **Standard advising model infused with EQ-EI/NSO strategies group**
      - Some agree, some are on the fence.
      - Kat suggests broadening Policy Review to Policy, Procedures, Processes Reform.
      - Phip suggests remove "needs" from Qualitative Student Data
  - o Shawna asks again, what strategies is the think-tank recommending to Admin team?
    - ▪ Everyone agrees on:
      - Utilize existing tech better, enhance the use of qualitative student data; promote institutional training college-wide for student interactions, teaching us to be EI people; concurrently work alongside other initiatives to ensure we are infusing EQ/EI into all aspects, such as advising and NSO.
  - o How do you feel about what we accomplished today?
    - ▪ Phip Ross: concerned about what we are leaving behind, but likes what we have finalized.

6. **Small Group Work**
   - Utilize tech Better/Qualitative Student Data:
     - o Nick Salestrom, Phip Ross, Caleb Herwick, Kevin Forch
   - Policy, Procedures, Processes Reform from EI Perspective/Institutional Training:
     - o John Glenn, Jacob Bonander, Misty Wehling, Mike Pegram
   - Infuse EQ/EI into NSO/Advising:
     - o Kat Kreikemeier, Betsy Anderson

7. **Wrap-Up and Next Steps**
   - What did we accomplish today?
     - o Something to put forward, a start, some direction.
     - o Consensus in the group, friendly, very few "buts"
     - o Funneling down the things we picked, but still honored the spirit of what's still on the board
   - How do you feel?
     - o Excited, positive, more interconnected than what was envisioned

- o Represent a diverse segment of the institution, but came up with lots of similar ideas – shows the institution is "ready"
- What does this mean for us in our work over the next 3 years?
  - o Big changes
  - o Students affected in a positive way
  - o We're going to learn more about what people do in other areas of the college, what challenges they face. Even if we don't see a bunch of changes come out of this, we can understand why change takes time. More empathy and understanding.
  - o Opportunity, for the work to have an impact, and to raise up Goal 9 and live the pieces of that.
- Next Steps:
  - o Shawna will present what we have to Admin team, on Monday. Asks for additional ideas to be formed in the next couple work days and sent to her. She will present preliminary findings. Continue working on proposal. Goal is to submit by end of August. Should hear back in 2-3 months, 4 at the most. In the meantime, identify the infrastructure and how to make this happen.

8. **Adjournment** – Meeting adjourned at 4:40pm.

Focus question on 7/18/2018:

What innovative Goal 9 strategies will develop resilient students at SCC?

Focus question on 7/27/2018:

QI purpose: Develop resilient students at SCC

What innovative, Goal 9 strategies will improve:

-Advising?

-NSO/student success course?

-Employee-student interactions?

*Black font denotes strategies generated on 7/18; blue font denotes strategies generated on 7/27
**Underlined strategies are included in the final group recommendations

Advising

- advising cohorts
- mentoring (peer)
- train and support good advisors
- required intake advising/mentoring program/strengths coaching
- regular collaboration meetings/opportunities
- standard advising model infused with EQ/EI (w/ pieces in 1st terms courses)
- mandatory forced interactions
- Identify concerns during advising
- "Assign a village"
- Internal advising certificate (pro.dev. activity)
- Embedded advising curriculum in ACFS – teach students to use their advisor/advising relationships
- Program focused advisor training
- EI-specific advising (Locus of control)

Access

- rethink faculty office hours (function of)
- service fairs for students and staff
- increased accessibility (services and mental health)
- Video library of student resources
- Faculty/staff intros on TV's
- Universal course design
- Utilize technology better

Employee Development

- EQ/EI initiative like ELE for faculty
- implement EI into classrooms

- institutional training/expectations for student interactions (empathy/compassion)

Student centered perspective/purpose

- more student input
- help students identify barriers first
- qualitative student needs data that is actionable
- "living" student profile
- what is your "why"
- lead by example
- show students the big picture
- Holistic student interactions (courageous conversations)
- Mandatory warm handoffs
- Connect to community resources
- Common experience initiative (service learning, formal mentoring program, reading club, collaborative research)
- Faculty/student access to "portfolio" (digital)
- Policy, practices, processes reform from a EI perspective

EI for Students

- 10-week "recovery" classes
- service learning
- E.I. pro-dev for students
- emotional intelligence preparation
- "What if" plans (written)
- Student resiliency role models
- Standardized resiliency worksheet
- 1st day resiliency talk
- Recognition system (resiliency award)

Learning communities

NSO/Student success course

- Collaborative teaching model (NSO)
- NSO student communication calendar
- Breakout session @ NSO
- More student involvement during NSO/Weeks of Welcome

Quality Initiative Proposal

Title: **Quality Initiative Project Charter**

Source: President's Office

Summary: The following evidence includes a project charter for the Quality Initiative. The charter includes the implementation, evaluation, and communication plans.

Quality Initiative Project Charter

QI Overview

Sponsoring groups:
QI Steering Team, Instructional Division, Student Affairs, and Human Resources.

Project title:
Improving Retention and Completion Among New Students Through Enhanced Resiliency Skills

Strategic plan goal/objectives:
The Quality Initiative aligns with and supports the College's 2015-2019 Strategic Plan, specifically strategic objectives:

- Maximize a positive and engaging organizational environment by encouraging input, reflective and transparent communication, and compassion and respect toward the views and ideas of others. (9.6)
- Promote student success through initiatives designed to increase student engagement in the learning process. (2.1)
- Promote internal and external opportunities for leadership, professional development, and educational advancement to ensure a dynamic work environment. (5.2)
- Strengthen recruiting, admissions, advising, and financial aid processes. (1.6)
- Improve student success, completion, and retention rates while maintaining academic standards. (2.3)

Purpose/organizational need:
The purpose of SCC's Quality Initiative (QI) is to improve retention and completion by helping new students acquire and enhance resiliency skills to assist in the navigation of potential obstacles. A comprehensive 5-year cohort analysis of course level data revealed that over 50% of students at Southeast Community College (SCC) received a failing grade while attending the institution. Over half of these students received the failing grade during their first quarter. These students have much lower retention rates with less than 5% completing a certificate or degree.

QI Scope

Key stakeholders:
- Students (first term; students with medium-to-high levels of identified risk factors)
- Faculty who teach courses with high failure rates
- Advisors (professional and faculty)
- Student Affairs staff (CAPS program, student success programs – TRIO/Learn to Dream/POP, CARES team, Testing/Assessment, Admissions)

- Administrative Team
- Instructional leadership (Vice President for Instruction, Deans, Associate Deans)
- Information Technology and Institutional Research
- Other stakeholders: all college employees, interview teams, Human Resources team, collective bargaining units

Key Organizational Process, QI deliverables, and outcomes:

SCC expects the QI to change or improve the following Key Organizational Processes.

Key Organizational Process	Project deliverables	Outcomes
Student retention processes	Changes to the intervention strategies for at-risk students Changes in how information about 'at-risk student' is communicated	Pre-post data for students in targeted classes, like the Resiliency Scale. Increase in CCSSE scores/benchmarks Mean length of terms attended Increase retention rates Reduction in stop out rate Increase degree completion rates
Faculty interactions with students	Increased level of awareness and education among faculty and staff about EI techniques Changes in collaboration and working relationship between Student Affairs advisors and instructors in identified classes	Pre-post data for students in targeted classes, like the Resiliency Scale. Increase in CCSSE scores/benchmarks Mean length of terms attended Increase retention rates Reduction in stop out rate Increase degree completion rates
Faculty evaluations	Inclusion of resiliency components as part of faculty evaluations and course observations	Faculty evaluation processes reflect quantitative and qualitative resiliency components
Professional development	How we teach EI strategies to new and existing faculty Increase in the frequency and depth of ProDev sessions dedicated to EI and skill development	Increase in employees who are satisfied with professional development offerings Improved employee satisfaction with progress made towards Goal 9

	Faculty and staff can identify EI strategies and opportunities for implementation	
Student onboarding processes (new student orientation	How new students are onboard and oriented to the College in high failure rate classes	Increase in related CCSSE scores/benchmarks
Selection and onboarding of new hires	New employee orientation and onboarding changes to incorporate EI initiatives	Improved employee satisfaction with progress made towards Goal 9
Institutional policies and procedures	Classroom spaces, facilities and student spaces are adjusted to accommodate ELE/EI initiatives Changes in collaboration and working relationship between Student Affairs advisors and instructors in identified classes	Improved employee satisfaction with progress made towards Goal 9

Other organizational processes impacted include: admissions/financial aid/registration processes, Institutional Research data collection, planning and assessment processes, employee recognition, and communication/marketing

Project Authority:

The role of the Quality Initiative is multi-faceted:

- Implement strategies, as charged by the College's Administrative Team;
- Serve in a consultative role to college-wide initiatives that are related to the topic of promoting resiliency skills among students and employees; and
- Promote collaboration and alignment with other Goal 9-resiliency strategic initiatives.

Resource Requirements:

Estimates of all QI expenses:

Budget item	Estimated cost
Curriculum Development	$ 40,000
Instrument/Assessment	$ 40,000
Training	$ 20,000
Travel	$ 20,000
Misc. Operating Expenses	$ 10,000
QI Coordinator salary/benefits	$ 75,000

Director of Advising (.5)	$ 40,000
Existing Success Coach position expansion (.74 -> 1.0 FTE)	$ 25,000
Project Management software (Asana)	$ 500
Tableau server licenses ($108/user)	$ 5,400
CRM Advise software	$ 76,100
Ellucian consulting for CRM Advise ($250/hour X 20 hours)	$ 5,000
Additional CRM Advise licenses ($40/user)	$ 4,000
Remodel of advising and academic support center ($130/sq. ft. X 4775 GSF)	$ 620,750
TOTAL:	**$ 981,750**

Key Success Factors:

- **What must go well to ensure the success of the QI?**

  Consistent data tracking of before and after models (see project Deliverables/Outcomes)
  Complete evaluation of resiliency/ emotional intelligence curriculum elements before embedding into existing curriculum
  Stakeholder buy-in (Administrative Team, faculty, advisors, student affairs staff, IR)
  Communication tools to influence buy-in
  Equipping faculty/advisors/student services with consistent curriculum/tools

- **What variables or factors are likely to impact our desired outcome?**
  Faculty/advisor/student services buy-in
  The "why and how" about communicating the F Study research and goal outcomes

- **What changes in behavior must occur to create the desired outcomes?**
  Cultural change to factor in success of students as a shared goal of all
  Faculty/Advisors/Student services feeling of investment
  Easily accessible motivation/execution tools to equip students

- **What conditions must exist or change to create the desired outcomes?**
  Consistent positive investment in faculty advisors and student services staff
  Increased knowledge base of information to allow us predictive analytics on specific classes, situations and students

- **What skills or tools do we need to add or acquire to achieve success?**
  Additional analytics and process around who has access to CRM Advise and is trained to use the system
  Survey instrument and assessment plan
  Evidenced-based curriculum

- **How do we demonstrate "genuineness of effort"?**
  Tracking of activities, data, and outcomes
  Strong communication plan and execution
  Research-based evidence for the instructional materials we use
  Pre-post data points based on opportunity for R/EI training, development and learning

QI milestones and communication strategy

Timeline/Milestones:

Following the establishment of the QI goals and outcomes, the QI Steering Team developed the following implementation plan. The team feels that the activities are realistic given the established timeframe to complete the QI between years 6-9 of the College's accreditation cycle. Regularly scheduled formative assessments are built in to the timeline to evaluate on-going progress and anticipate potential obstacles to the QI's success. Furthermore, the strategies are aligned with the College's annual planning and budgeting cycle, so that if additional resources are needed throughout the project, they can be seamlessly integrated into a standing budget item.

Term	Quality Initiative Strategy Activities
Fall 2018	• QI charter and development of implementation plan • Research academic resiliency training • Evaluate and select academic resiliency curriculum and assessment tool • Review the predictive analytics within CRM Advise • Identify available support service areas (e.g. Student Success) for students • Identify list of users who will have access to CRM Advise
Winter/Spring 2019	• Continued research on academic resiliency training • Build out Digital Tool-Kit • Identify classes for pilot • Identify other tools for classroom success (e.g. schedule pilot classes in flexible classrooms) • Develop standard reports within Advise • Develop standard reports timeline and process to document how reports are being used and what kinds of college-wide changes are occurring based on data and results • Train identified users on CRM Advise • Quarterly QI Advisory Team meetings • Communication plan activities
Summer 2019	• Year 1 annual evaluation • Large-scale training to faculty, advisors, student affairs staff on academic resiliency and CRM Advise • Identify academic resiliency expectations for faculty

	• Communication plan activities
	• Create curriculum/implement best practices
	• Identify classes and faculty for pilot
Fall 2019	• Include academic resiliency in New Faculty Orientation
	• Train faculty for pilot
	• Develop feedback loop so we can assess results and make sure students we are routing to services are the right ones
	• Feedback from advisors – make sure we are training what they need to know and that the training is providing them with the right information they need to be successful
	• Quarterly QI Advisory Team meetings
	• Data collection and evaluation
	• Communication plan activities
Spring 2020	• Professional Development Training offered College-wide
	• Data collection and evaluation
	• Communication plan activities
	• Pilot academic resiliency curriculum into Student Success class
	• Pilot academic resiliency best practices into courses with high failure rates
	• Implement and assess feedback loop
	• Quarterly QI Advisory Team meetings
Summer 2020	• Year 2 annual evaluation
	• Large-scale EI Training to all faculty, advisors, student services
	• ProDev/Training of existing faculty
	• Evaluate pilots and make improvements
	• Evaluate process on how reports are being used and evidence of data-driven decisions that inform college-wide changes
	• Quarterly QI Advisory Team meetings
	• Communication plan activities
Fall 2020	• Train instructors/staff re: R/EI curriculum
	• Implement academic resiliency curriculum to increased number of sections/ classes/ programs

	• Data collection and evaluation
	• Quarterly QI Advisory Team meetings
	• Communication plan activities
	• Mid-year progress report
Spring 2021	• Professional Development Training offered College-wide with EI elements
	• Incorporate EI into all ProDev discussions
	• Data collection, evaluation, and progress reporting
	• Ongoing ProDev/Training of new and existing faculty
	• Implement academic resiliency curriculum to increased number of sections/ classes/ programs
	• Quarterly QI Advisory Team meetings
	• Communication plan activities
Summer 2021	• 3rd annual evaluation
	• Data collection and evaluation
	• Communication plan activities
	• Update classroom observations and Faculty Appraisals to reflect resiliency expectations
	• Implement academic resiliency curriculum to increased number of sections/ classes/ programs
	• Quarterly QI Advisory Team meetings
Fall 2021	• Data collection and evaluation
	• Implement academic resiliency curriculum to increased number of sections/ classes/ programs
	• Quarterly QI Advisory Team meetings
	• Mid-year progress report
	• Communication plan activities
Spring 2022	• Final QI report submitted to the Higher Learning Commission

Monitoring:

Built in to the timeline and implementation plan are mid-year and annual progress reports. The President will present annual status updates to SCC's Board of Governors and to the college community

at annual campus meetings. Additionally each strategy lead will complete a mid-year and annual progress report that includes the following components:

Status Progress

- Description of the past term's accomplishments and the status of the strategy's activities (in progress - on time; in progress - delayed, completed, not yet started).

Institution Involvement

- Description of how the strategy involved internal and external stakeholders.
- Description of any "effective practices" that resulted from this work on the QI. Please include suggestions on how to scale practices.

Analysis

- What's working well for the strategy so far?
- What problems have been encountered? What challenges are anticipated over the next six months?
- What modifications need to be made for the next six months?
- Other important considerations to address?

Data

- Attach raw and aggregated data associated with your strategy and related action items.
- Description of how the use of data/feedback has influenced the strategy.

Next steps

- What additional resources are needed (human, financial, technological, administrative, etc.)?

Communication strategies:

The QI Steering Team developed the following Quality Initiative Communications Plan

Term	Message	Media	Audience
Summer 2018	Proposal to HLC about quality initiative – 'think tank' formed	Email communication/ 3 'think tank' strategy development sessions - Shawna	Selected leaders representing all faculty and student services of the college
	Strategies for consideration	PowerPoint (PP) presentation - Shawna	Administrative Team
	Three strategies/ Steering team introduction	Infographic / PP presentation-Shawna	Administrative Leadership Group
	Three chosen objectives:	Initial planning meetings - Shawna	Committee members:

	CRM Advise predictive analytics; faculty curriculum (targeted classes); professional development for faculty student services, advisors		Mike Pegram, Vicki Rethmeier, Kimberly Shirk
Fall 2018	Emotional Intelligence Supervisor Training	Pro Dev newsletter/ Email/survey	All College Supervisors
	Report on EI workshop	Mike Pegram	Committee members
Winter 2019	Team gathered		
	Progress Report	Shawna/committee	Exec & Administrative Leadership Team
Spring 2019	Stakeholder presentations per campus/division	In-person presentations/ video?	Faculty/student affairs, advisors
	CRM Advise Invitations and subsequent Trainings	In-person recorded – Mike & team	Faculty/student affairs, advisors
	Feedback surveys with EI questions	Constant Contact (email marketing system)	ProDev session attendees
	Progress Report	Shawna/committee	Exec & Administrative Leadership Team
Summer 2019	Large-scale EI training, EI Speaker outside of college ((dependent on faculty negotiations/contract days))	In-person training per campus pending in-service days/Posters/Emails	Faculty/student affairs, advisors
	Digital resources roll-out	Email campaign/ Constant Contact	Faculty/student affairs, advisors
	Faculty Orientation Agenda – info included	ProDev newsletter/ faculty email	faculty
	Progress Report college wide during campus Breakfasts/PP/Follow up email		
	Identified classroom faculty notified for pilot	In-person meeting with email follow-up	faculty
Fall 2019-Soft Opening			
Early Fall (beginning of Sept./before Semester classes)	Classroom conversations (faculty in piloting classrooms)	Small group conversations time for questions/FAQ sheet	Piloting Faculty, student affairs, advisors
	Survey: part of this is services we have	Constant Contact	Faculty, student affairs, advisors

	access to, to route students in the right direction		
	Progress Report	Shawna/committee	Exec & Administrative Leadership Team
Winter 2020	Debrief meetings	Committee	Faculty, student affairs, advisors
	Adjustments made	Email	Faculty, student affairs, advisors
Spring 2020 & forward	Full-scale communication roll-out		
Summer 2020	Full launch to all impacted classrooms	Emails, newsletters	Faculty, student affairs, advisors
	Quarterly progress reports	Shawna/committee	Exec and Admin Leadership teams/ HLC
	Ongoing feedback with faculty	Constant contact Surveys	Faculty, student affairs, advisors
	Updates as needed	Newsletters	All College
	IR involvement	Research/ Benchmarks	All College

Planned project kickoff date:

Spring 2019
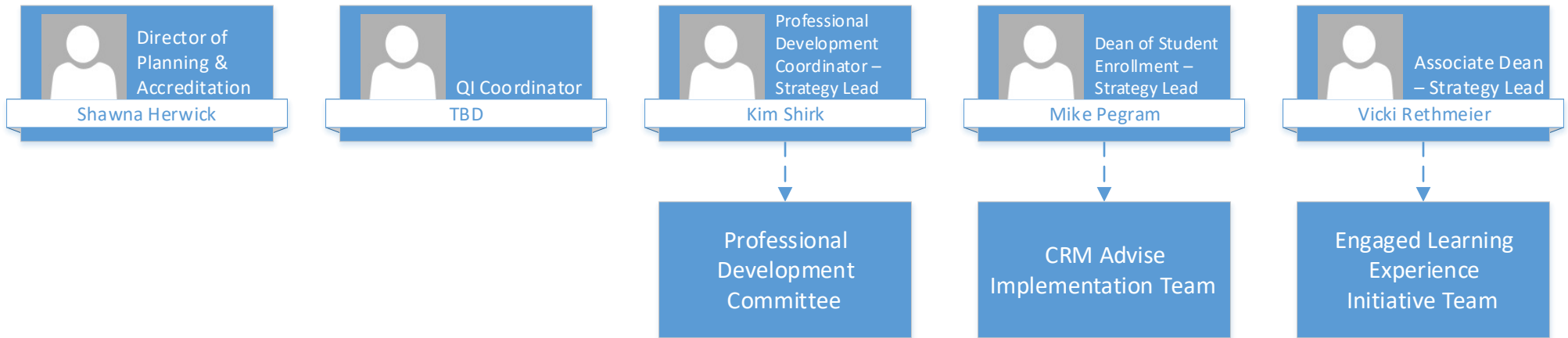
Target completion date:

Fall 2021

Quality Initiative Proposal

Title: **Quality Initiative Steering Team**

Source: President's Office

Summary: The following evidence includes the organizational chart for the QI Steering Team, which has led the QI planning efforts.

Quality Initiative
Planning Steering Team

Director of Planning & Accreditation	QI Coordinator	Professional Development Coordinator – Strategy Lead	Dean of Student Enrollment – Strategy Lead	Associate Dean – Strategy Lead
Shawna Herwick	TBD	Kim Shirk	Mike Pegram	Vicki Rethmeier

		Professional Development Committee	CRM Advise Implementation Team	Engaged Learning Experience Initiative Team

The QI implementation will be led by a Coordinator in 2019 and a standing QI Advisory Team will be established for ongoing advisory support.