Southeast community college

Strategic Plan

2015-2016 Progress Report Summary

Table of Contents

From the President 4

Introduction 5

Strategic Goals Progress 7

- Goal 1 - Enrollment and Growth 7
- Goal 2 - Student Success 15
- Goal 3 - Student Enrichment 19
- Goal 4 - Program Development 23
- Goal 5 - Faculty and Staff Excellence 27
- Goal 6 - Partnerships 31
- Goal 7 - Educational Environment 35
- Goal 8 - Financial Stability 39
- Goal 9 - Organizational Environment 45

Sources and Methodology 49

FROM THE PRESIDENT

Southeast Community College launched its 2015-2019 Strategic Plan on July 1, 2015. The plan was developed through a comprehensive data-driven process that involved the Board of Governors, faculty and staff, students, and the local communities within the College's 15-county service area. The strategic plan contains nine goals and 65 associated objectives. In June 2015, the College's Board of Governors approved SCC's 2015-2016 General Fund Budget, with a number of projects targeting the 2015-2019 Strategic Plan, including expanded faculty and staff positions and funding for the Learning Centers. The projects were developed as a part of a division/department-level planning process that provided an opportunity for divisions and departments to tie their strategies to institutional-level strategic goals and objectives.

SCC's Office of Institutional Research developed more than 75 quantitative and qualitative metrics that will be utilized to assess progress toward the College's strategic goals and objectives. The present report represents the College's 2015-2016 Strategic Plan Progress Report for Year 1 of the 2015-2019 Strategic Plan. The purpose of this report is to provide an overview of progress made toward the College's strategic goals and objectives. The report does not include all metrics, accomplishments, and departmental strategies. Rather, it provides selected highlights and is designed to be a starting point for divisions and departments to identify priorities and to integrate division/departmental planning with SCC's strategic direction.

The report is an active informational document in that it contains hyperlinks to a variety of institutional data. For example, one can directly access additional Fact Book information on enrollment and diversity within the Goal 1 section of the report. The links are provided to encourage data exploration and to assist in the interpretation of the metric results. The report also includes links to a variety of survey and report data. The report itself represents a strategy to improve the College's organizational environment by targeting the following strategic objective: "promote effective use of valid and reliable data in decision making, planning, and communication."

The report highlights many significant accomplishments in Year 1, including the following: establishment of learning centers throughout SCC's 15-county service area, the creation of the Veterans Connect Center, completion of the Facilities Master Plan, expansion of SCC's technology infrastructure, addition of security and safety staff, and implementation of an enrollment management model.

Southeast Community College's implementation and monitoring of its 2015-2019 Strategic Plan represents one of several substantive phases to ensure it fulfills its mission of empowering and transforming its students and the diverse communities it serves. SCC is committed to data-driven assessment to challenge assertions, steer resources toward quantifiable priorities, and to identify and pursue opportunities for improvement.

I am pleased to present SCC's 2015-2016 Strategic Plan Progress Report, and I am deeply appreciative to the Board, faculty, and staff for their efforts and participation in this ongoing strategic planning process.

Paul Illich, Ph.D.

INTRODUCTION

The 2015-2016 academic year marked the first year under the College's institution-wide strategic plan. Significant efforts by the Strategic Enrollment Planning team in 2013-2014 laid the foundation for the Institutional Strategic Planning team, which led the college through a comprehensive strategic planning process in 2014-2015, resulting in the adoption of the 2015-2019 Strategic Plan.

Using the Strategic Plan as a guide, College-wide planning efforts ensued to align department and division-level annual plans with College-wide strategic goals. Across all areas of the College, over 1,000 strategies were submitted in summer 2015 and work immediately began to help move the College towards its institutional goals in enrollment and growth, student success and enrichment, program development, faculty and staff excellence, partnerships, educational environment, financial stability, and organizational environment.

Throughout the year, many divisions across all campuses, including, Access/Equity/Diversity, Administrative Services, Human Resources, Instruction, President's Office, Student Services, and Technology made progress towards the College's mission of empowering and transforming its students and the diverse communities it serves. By September 2016 updates on the strategies were provided with a 100% response rate from departments, divisions, and areas of the College.

In this first Strategic Plan Progress Report Summary, the following information is included for each Strategic Goal: strategic highlights in narrative form, selected metrics with figure summaries, a visual of the total number of strategies connected to each goal by area and objective, and departmental-level achievements. With over 1,000 departmental-level strategy updates in the 2015-2016 academic year, the Office of Institutional Research selected highlights for each Strategic Goal.

This report will be used to provide baseline data for future operational planning and to support the development of performance indicators for each Strategic Goal, allowing the College to quantitatively measure progress towards the 2015-2019 Strategic Plan. This report provides a brief snapshot of the 2015-2016 academic year.

This page left intentionally blank

Strategic Goals Progress

Goal 1 - Enrollment and Growth

Promote access to career and technical, academic transfer, and continuing education programs through proactive enrollment, student support, and program growth based on student, employer, and community demand.

2015-2016 Strategic Achievements

In July 2015, SCC released a study proposing to establish 6 new **learning centers** in York, Nebraska City, Plattsmouth, Falls City, Wahoo, and Hebron. After careful study of demographic and population statistics, it was determined that learning centers should be located to ensure SCC meets the needs of as many individuals as possible within its 15-county service area; that those service areas should be within or near the largest cities, excluding the cities where SCC already has a campus; that the location of learning centers should be geographically distributed across the service area to maximize the number of individuals living within a 35 mile radius from the center; and that programming offered at each center depend on industry and community needs.

The first Learning Center began operating with the May 2016 ribbon-cutting for the York Learning Center, which is now open and offering credit and noncredit classes. The next two Learning Centers slated to open are the Nebraska City and Plattsmouth locations, with courses beginning in Fall 2016. During 2015-2016, for these two centers: coordinators were hired, advisory committees were identified, and site renovation began. For the other three Learning Centers, advisory committees have been identified, and the work of site selection and hiring coordinators has begun.

On September 11, 2015, the **Veterans Connect Center** was opened on the Lincoln Campus. The Center was made possible by a $10,000 grant from the Vet Center Initiative grant program, a partnership between Student Veterans of America and the Home Depot Foundation, in addition to a $3,000 grant from Lincoln South Rotary Club. The Veterans Connect Center was created to improve educational programming, services and fundraising for Student Veterans and their families. The goal is to establish a one stop shop where all student veterans, service members and their families can have access to the necessary assistance and resources to become successful and productive in today's college environment.

Some notable achievements of the Veterans Connect Center include the following:

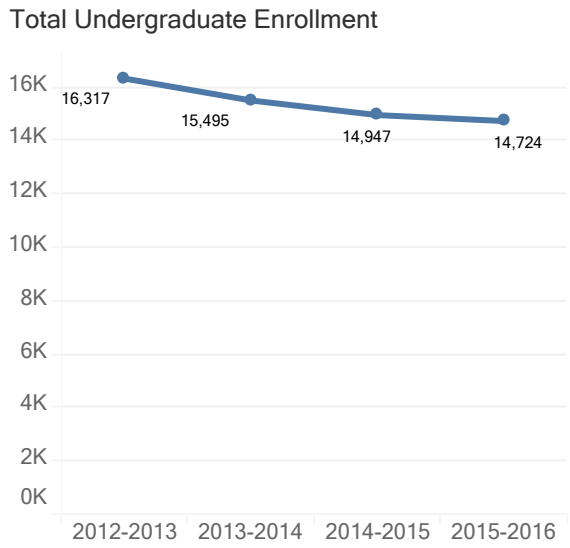
- During the 2015-16 academic year there were 298 military veterans enrolled in classes at SCC.
- On average, 8 to 12 veteran students and their families use the Veterans Connect Center on a daily basis.
- The SCC Veterans Connect Center employs 5 veterans as work-study students.
- The SCC Student Veterans Organization has nearly 35 active members.

Metrics [1]

This section includes the college-level metrics associated with Goal 1. Each metric connects to one or more strategic objectives listed below:

1.1 Promote enrollment growth in academic transfer programs based on course demand.
1.2 Promote enrollment growth in career and technical programs based on student and employer demand
1.3 Expand program and continuing educational opportunities (i.e., satellites and/or learning centers) based on community and employer needs.
1.4 Improve accessibility to programs and services among underserved student populations.
1.5 Enhance articulation of courses to 4-year institutions.
1.6 Strengthen recruiting, admissions, advising, and financial aid processes.
1.7 Promote enrollment growth among military veterans through proactive recruitment and support services.
1.8 Promote enrollment growth among homeschooled students through proactive recruitment and support services.
1.9 Enhance and expand image and awareness of the College's programs and services through innovative, comprehensive, and dynamic marketing and promotion strategies.

Figure 1



As shown in Figure 1, total undergraduate enrollment saw its most shallow decline in the past four years. Then the College observed its first spring enrollment increase in four years during the Spring 2016 quarter.

[1] *The data sources and full description of the metrics provided for Goal 1 can be found on page 49.*

Figure 2

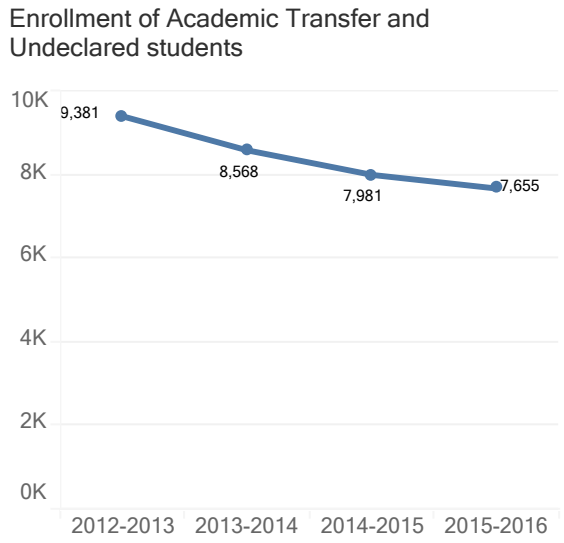
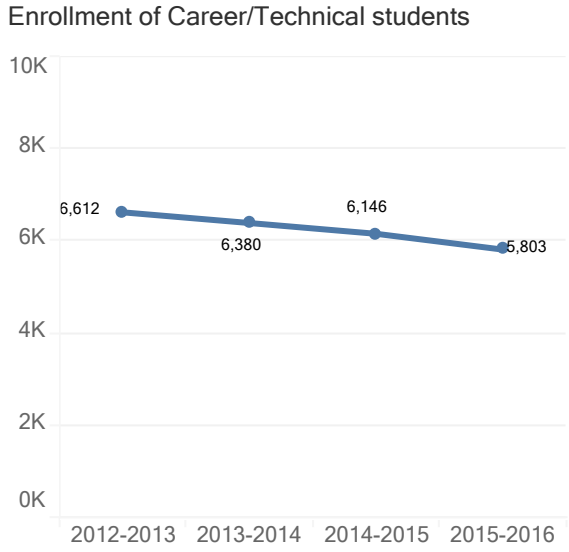


Figure 3



The number of both Academic Transfer and Undeclared students (Figure 2) and Career/Technical students (Figure 3) have decreased since the 2012-2013 academic year. The recent moderation in enrollment is most likely due to a new enrollment management model that seeks to identify and respond to student course demand.

Figure 4

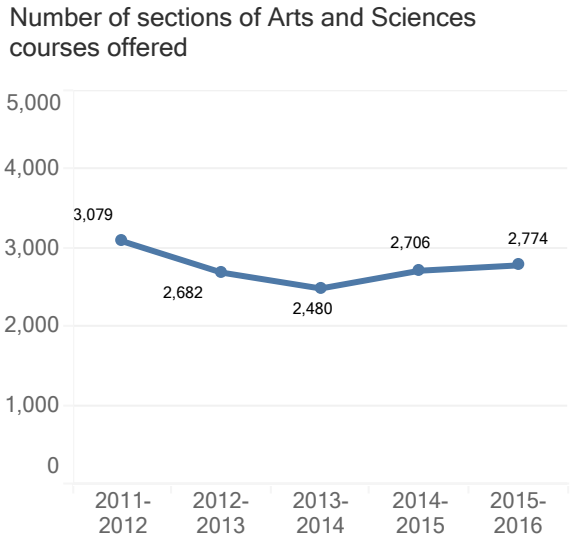
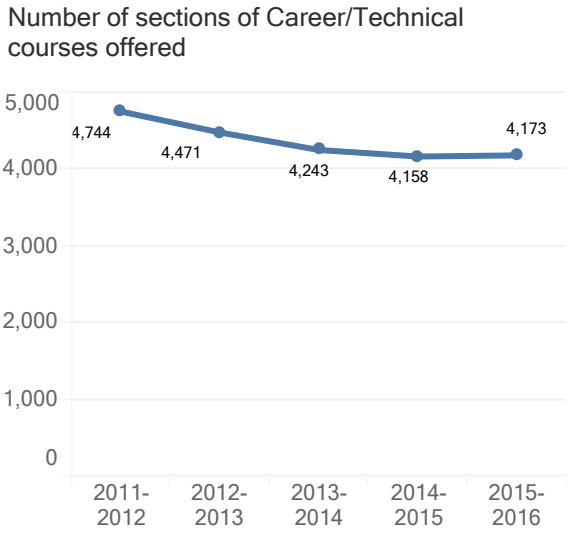


Figure 5



During the early 2010s, there was a reduction in the number of sections offered both for Arts and Sciences courses (Figure 4) and Career/Technical courses (Figure 5). In the 2014-2015 academic year, a proactive enrollment management model was adopted to increase the number of sections available to students to register for classes.

Figure 6

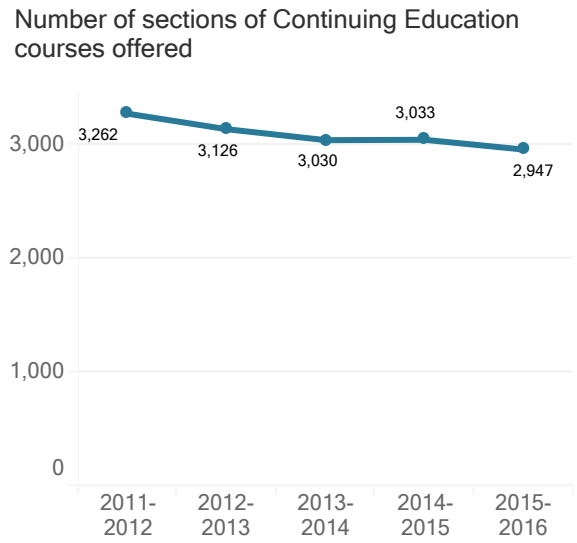
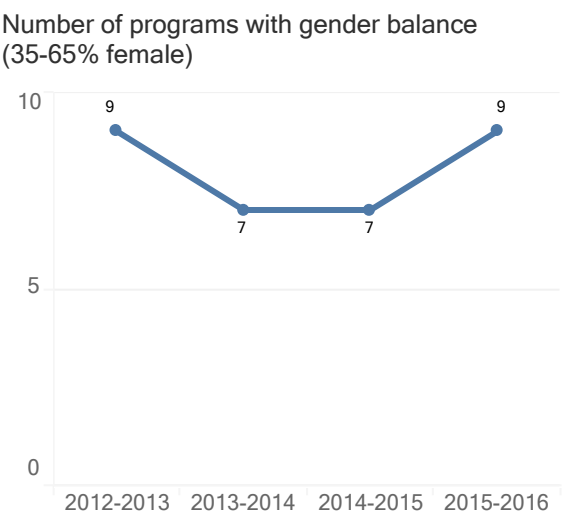


Figure 7



The number of sections and enrolled students in the Continuing Education Division (Figure 6) has remained relatively stable, with a less than 10 percent fluctuation over the past five years in sections and the number of enrolled students averaging 19,600. The number of instructional programs with gender balance (Figure 7) is a measure of how many programs have between 35 and 65 percent female students enrolled in the program. It appears to be fairly consistent across the four years reported, though this will fluctuate due to graduates leaving the programs and new students entering the programs.

Figure 8

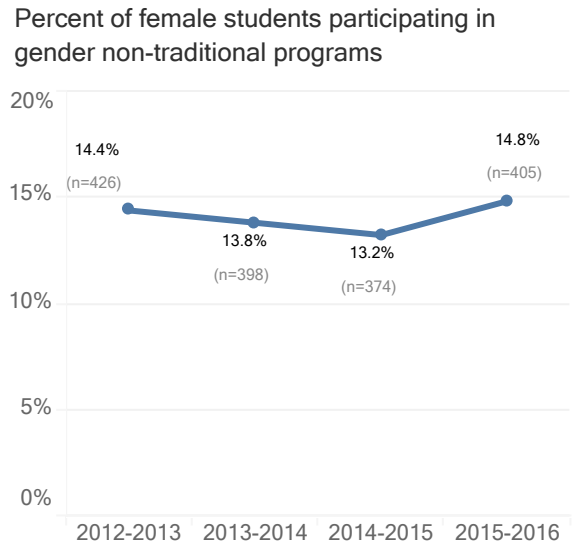


Figure 9

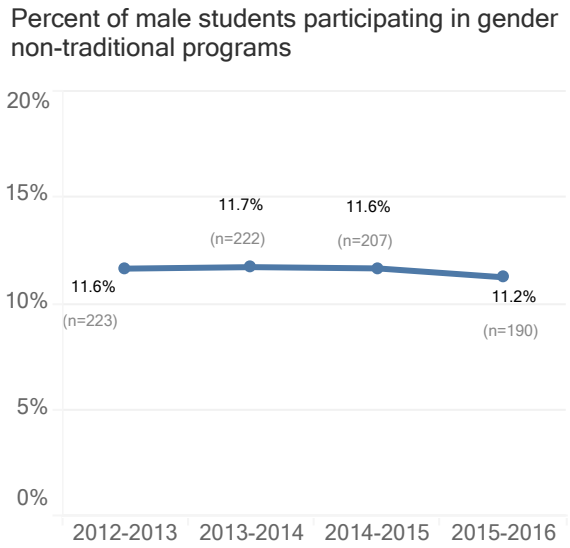


Figure 8 and Figure 9 suggest that there are a similar percent of males and females participating in gender non-traditional programs. That is, over the past four academic years, there were between 11.2 percent and 11.7 percent of males enrolled in traditionally female areas of study and between 13.2 percent and 14.8 percent of females enrolled in traditionally male areas of study. In the 2015-2016 academic year, 15 programs were female-dominated (over 65% female) and 29 were male-dominated (over 65% male).

Figure 10

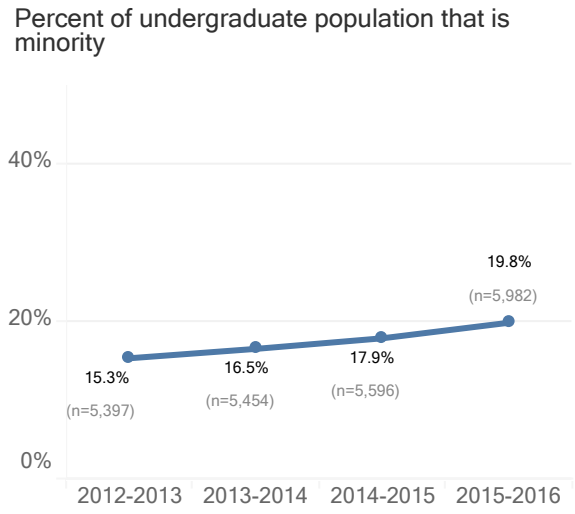


Figure 11

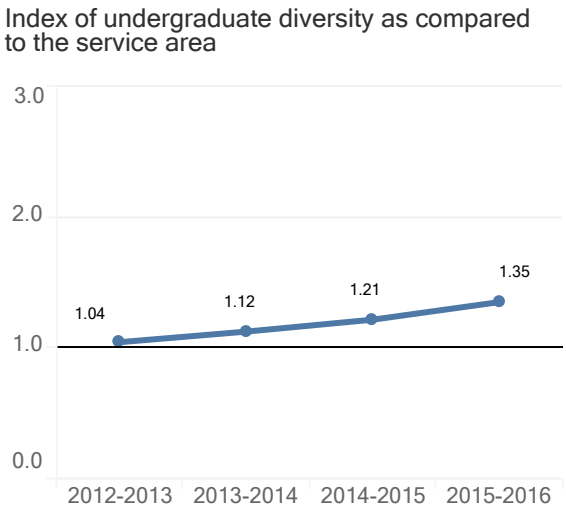


Figure 10 shows that the undergraduate population at SCC has become more racially and ethnically diverse over the past four academic years. Figure 11 shows the diversity of the student body as compared to the diversity of the 15-county service area. A score of 1.0 means that the proportion of students of color among all students is identical to the proportion of people of color among the service area. Because the scores are above 1.0, this means that the SCC undergraduate population is more ethnically diverse than the service area. The percentage of Hispanic and Black students have both increased each of the past four academic years.

Figure 12

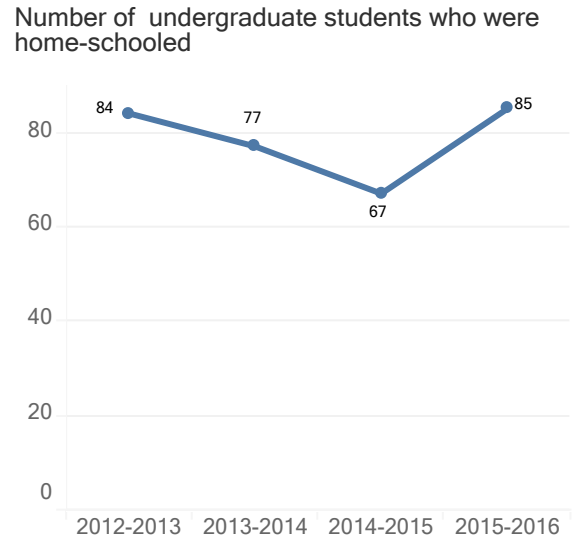
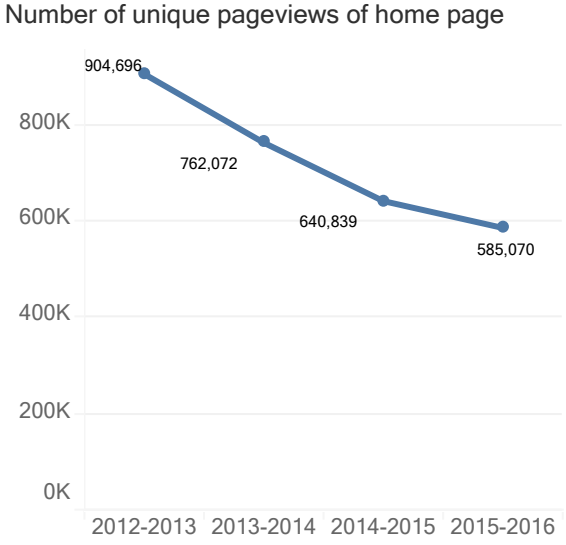


Figure 13



Although the number of undergraduate students who were home-schooled represents a small percentage of the overall undergraduate student body, the number remained fairly consistent over the past four academic years (Figure 12). Figure 13 shows the number of unique page views of the SCC website home page for the past four academic years. Although this number has declined over time, a variety of factors could influence this change (e.g., website redesigns, more efficient searches that skip the home page).

Figure 14

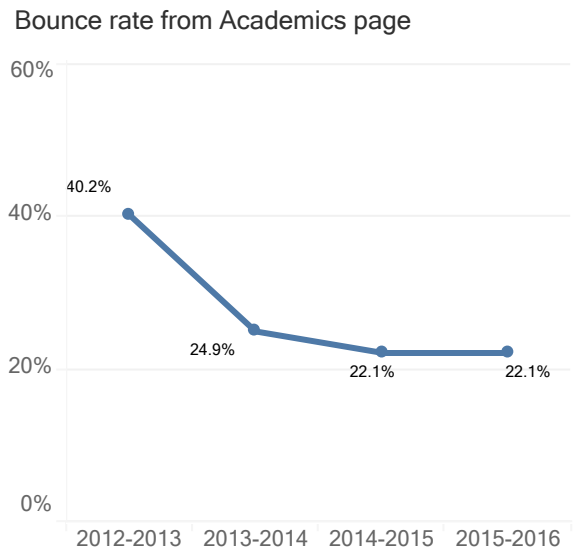
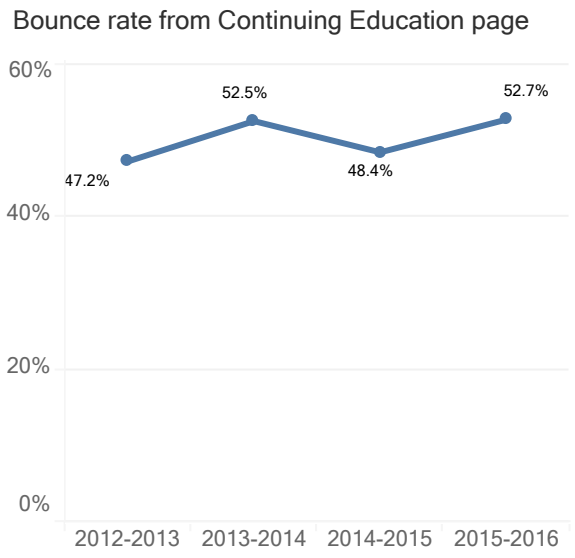


Figure 15



Bounce Rate is the percentage visits in which the person left a web site from the entrance page without interacting with that page by clicking on a link. Figure 14 shows a dramatic improvement in the bounce rate from the Academics page, which then remained stable after 2013-2014. This indicates that a vast majority of people who visit the Academics page will explore the SCC website further. Figure 15 shows that the Continuing Education page has a higher bounce rate that has remained around 50 percent for the past four academic years; only half of those who visit this page will explore the website further.

Figure 16

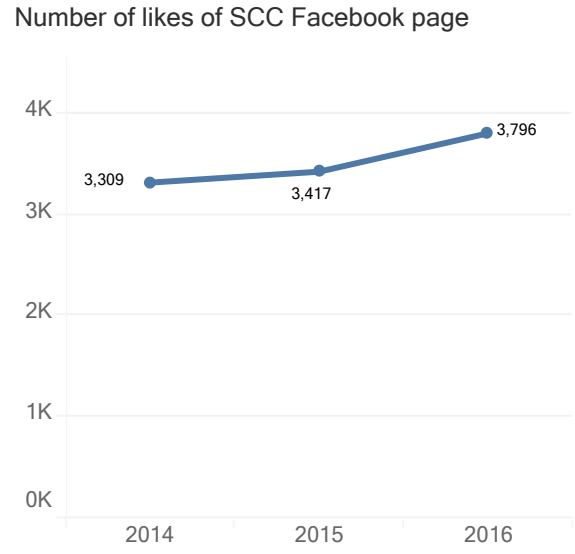
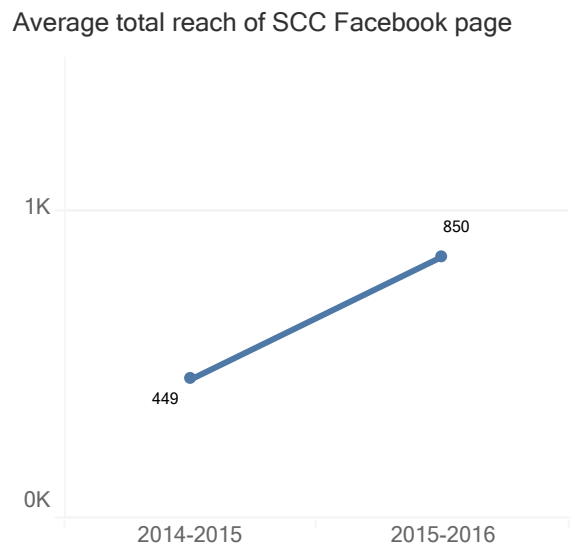


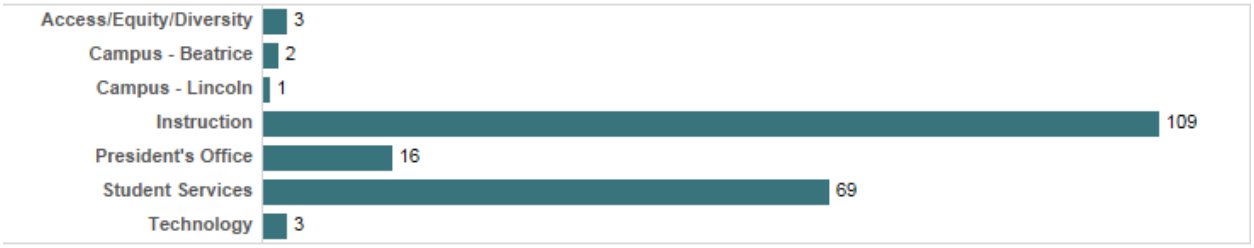
Figure 17



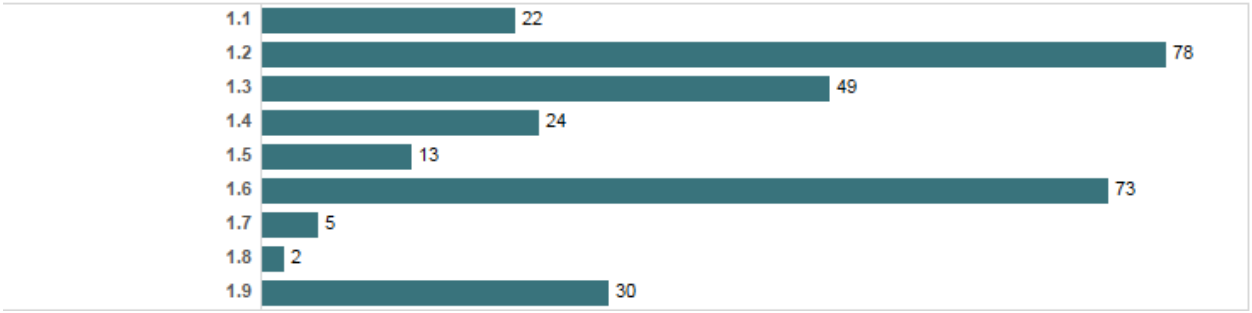
The number of likes of the SCC Facebook page increased slightly from 2014 to 2015 and saw larger growth from 2015 to 2016 (Figure 16). Total reach is a measure of the average number of people per post who interacted with the SCC Facebook page (Figure 17). A Social Media Specialist and Marketing Specialist were hired in the Public Information office in December of 2015, which likely contributed to the increases seen in 2016.

Department-level Connections

Number of strategies by *area* for **Goal 1. Enrollment and Growth**



Number of strategies by *objective*



Department-level Achievements

- Multiple on-campus recruiting events were held including the newly developed Discovery Days, which brought over 300 prospective students and 170 teachers and parents to campuses.
- To address employer demand, an Associate Degree Nursing option was developed and approved for the Beatrice Campus beginning fall quarter of 2016.
- Evidence review of high demand courses resulted in the addition of new Arts & Sciences, Precision Agriculture, Geographic Information Systems, and Cyber Security courses
- A new academic transfer campaign “Start Here. Succeed Anywhere.” was created and advertised across the Beatrice and Education Square Campuses.
- Public Information unveiled a redesigned public website in December 2015 to reflect modern standards of higher education websites. They also used Twitter, Facebook, Instagram, and LinkedIn to enhance and expand awareness of the College.

This page left intentionally blank

Goal 2 - Student Success

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

2015-2016 Strategic Achievements

The Engaged Learning Experience (ELE) is one significant initiative to improve student success at SCC. ELE is a teaching and learning process focused on engaging students in the application of knowledge and skills through interactive experiences. The initiative resulted in 120 faculty using highly engaging strategies for deeper learning in classes across the college. The ELE team provide ELE Days, power hours and learning labs each quarter of the 2015-2016 year on SCC campuses. In addition, the ELE team sponsored a two-day *On Course* workshop in Fall 2015 and a three-day workshop in Spring 2016. Faculty also had the opportunity to participate in the ELE Challenge initiative. For each challenge completed by a faculty member they were awarded $15 up to a total of $150. When submitting their challenge all faculty were asked if they would use the ELE tool/strategy again; 99% stated "Yes, definitely." The team also focused on the development of flexible classrooms on each campus. There are a total of 14 flexible classrooms at SCC that allow students to adapt all surfaces of the classroom for optimal learning. The classrooms have mobile furniture, additional whiteboard space, and huddle boards to compliment learning.

Metrics[2]

This section includes the college-level metrics associated with Goal 2. Each metric connects to one or more strategic objectives listed below:

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.

[2] *The data sources and full description of the metrics provided for Goal 2 can be found on page 51.*

Figure 18

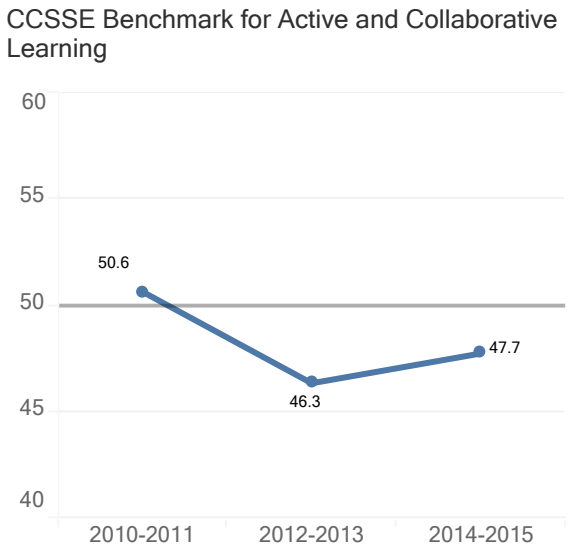
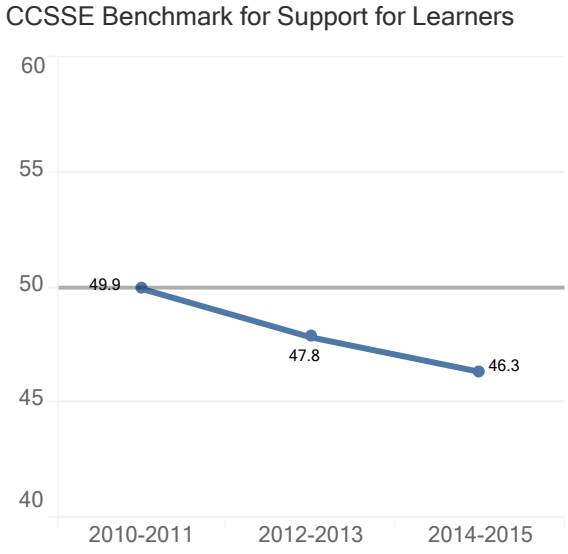


Figure 19



All scores for CCSSE benchmarks are normalized such that the average score nationwide for all participating schools is 50. Scores above 50 indicates students are more engaged than the national average; scores below 50 indicate that students are less engaged. As shown in Figure 18 and Figure 19, SCC's benchmark scores for both Active and Collaborative Learning and Support for Learners were near the average in 2010-2011, but below average in subsequent years. In 2014-2015, a score of 47.7 for the Active and Collaborative Learning benchmark put SCC in the 3rd decile (30th percentile), which means 70 percent of participating community colleges scored higher than SCC. A score of 46.3 for the Support for Learners benchmark in 2014-2015 put SCC in the 2nd decile (20th percentile), which means 80 percent of participating community colleges scored higher than SCC.

Figure 20

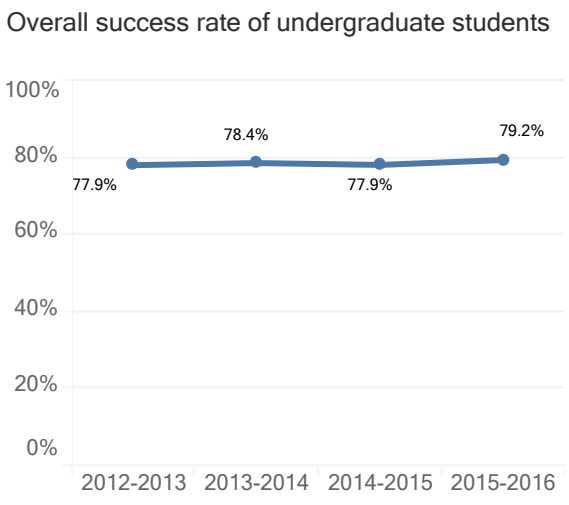


Figure 21

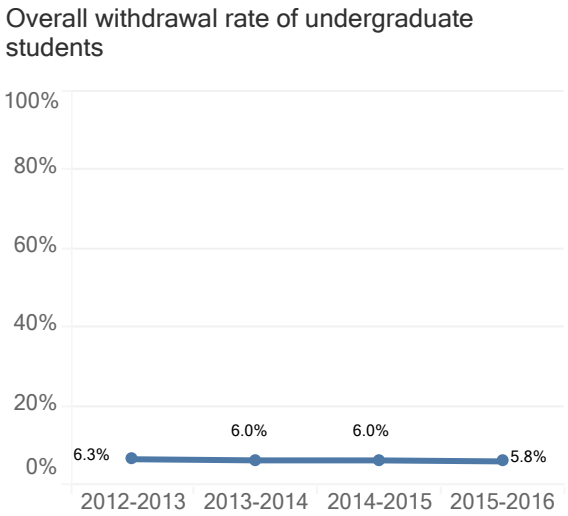


Figure 20 shows the overall success rate of undergraduate students has remained very stable for the past four academic years. Figure 21 shows a related, similarly stable trend of a very low withdrawal rate during the same timeframe.

Figure 22

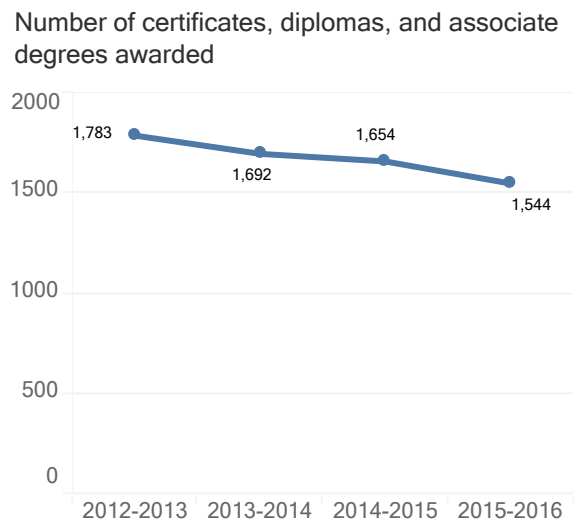
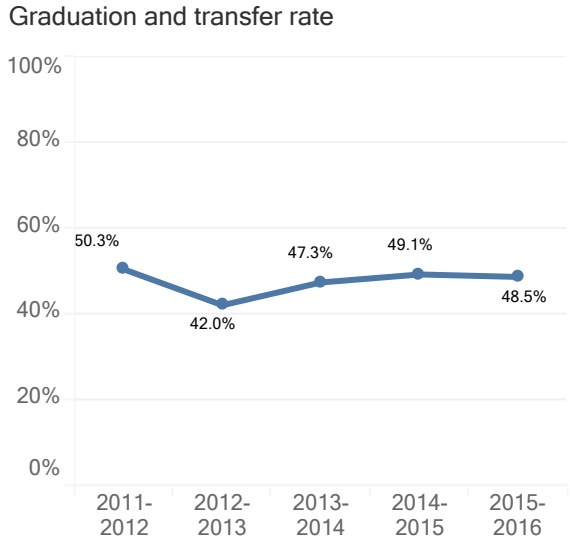
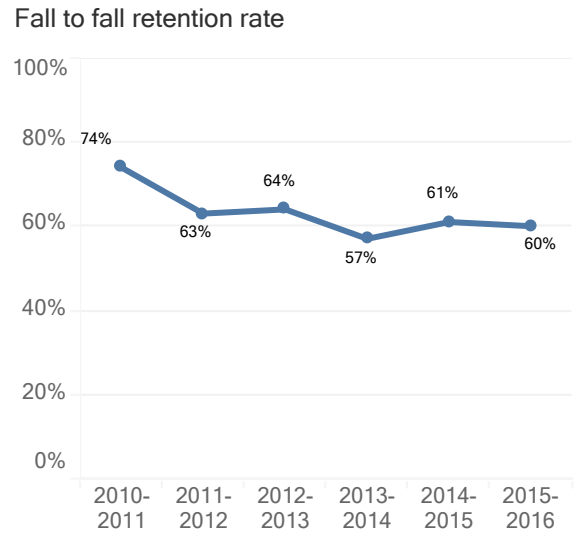


Figure 23



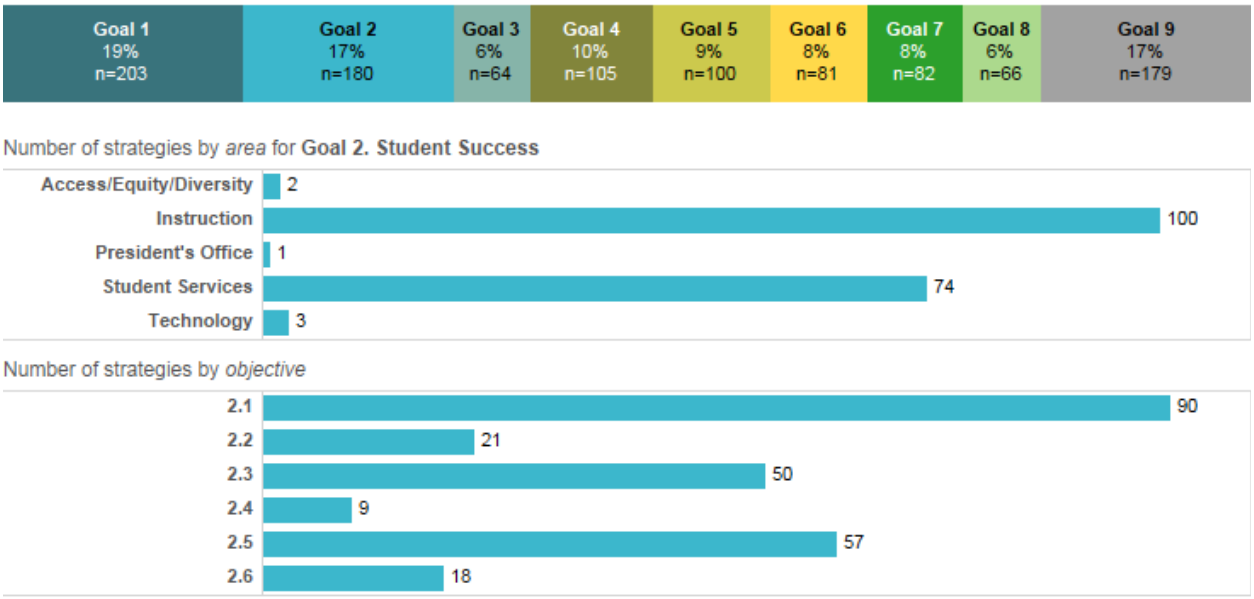
The number of certificates, diplomas, and associate degrees awarded (Figure 22), has declined for the last three years from 1,783 in 2012-2013 to 1,544 in 2015-2016. The decline is consistent with the enrollment patterns which reveal a recent stabilization. The number of graduates will likely align with this shift in enrollment. The graduation and transfer rate has remained near 48 percent (Figure 23).

Figure 24



The fall-to-fall retention rate (Figure 24) has remained fairly stable near 60 percent since 2011-2012.

Department-level Connections



Department-level Achievements

- Strategies to engage students in the learning process included use of “clickers” during lectures in the HVAC program, social media in Pharmacy Technician, Respiratory Care, and Criminal Justice, and professionalism rubrics in the Dental Assisting program.
- SENCAP utilized portfolios as an effective career readiness tool.
- Student Success Coaches created and held workshops to address student needs.
- A new website was developed by the Business Division for incoming students to complete program requirement and assist with online registration.
- Associate Degree Nursing and Practical Nursing programs modified program curriculum that has resulted in increased retention rates.

Goal 3 - Student Enrichment

Promote student lifelong learning and continuous personal growth through comprehensive student development programming.

2015-2016 Strategic Achievements

One of the ways in which SCC has worked on improving and expanding **Student Activities** is through conducting a college-wide student survey in the spring quarter of 2016 to identify student activity preferences and participation trends. Students expressed the most interest in free food days, health and wellness activities, and relaxation activities, and a preference for attending them in the student centers or other public spaces on campus. The survey found low rates of participation in SCC-sponsored activities: 48 percent have not attended SCC-sponsored activities, 69 percent have never utilized an SCC gym/wellness center, and 93 percent have not participated in intramural sports. Forty-two percent of respondents indicated they have not participated because they did not know about SCC-sponsored activities. The detailed results of the survey will be used to identify specific areas of improvement in the types of activities offered, when and where they are offered, and how these opportunities are communicated to students.

Metrics[3]

This section includes the college-level metrics associated with Goal 3. Each metric connects to one or more strategic objectives listed below:

3.1 Improve and expand student activities and service learning opportunities to promote personal enrichment and discovery.

3.2 Expand intercollegiate and intramural athletic programs/activities based on student demand

3.3 Promote academic excellence of high-achieving students through opportunities for undergraduate research, additional academic honors, and other initiatives.

3.4 Promote student physical and psychological health through appropriate programs and services.

3.5 Promote cultural understanding and enrichment through global and diversity education opportunities.

3.6 Improve and expand student organizations for various student populations.

3.7 Promote and expand awareness and appreciation of the arts through formal and informal programming.

[3] *The data sources and full description of the metrics provided for Goal 3 can be found on page 52.*

Figure 25

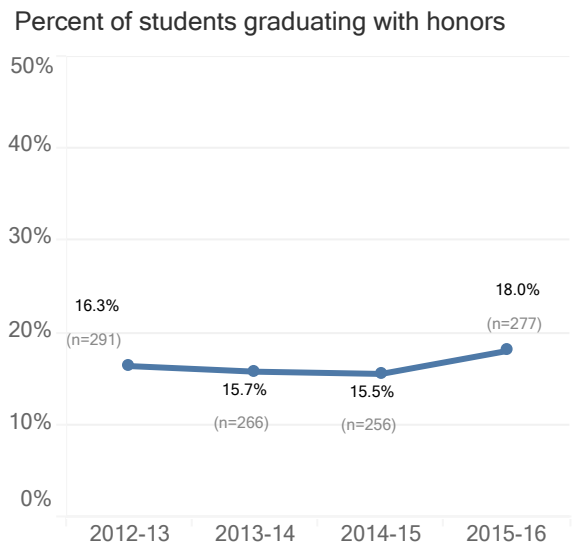
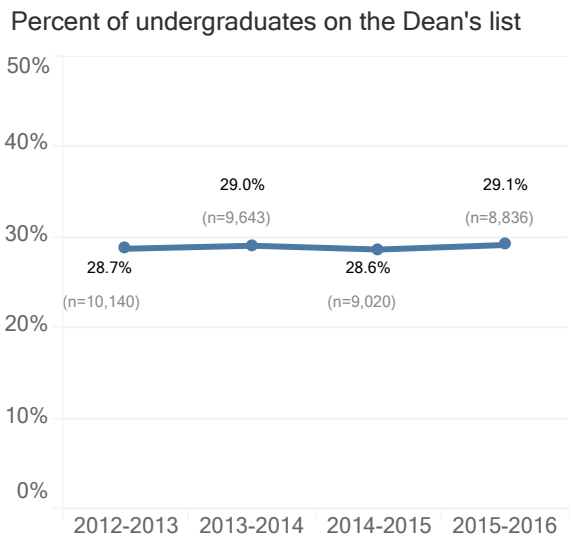


Figure 26



The percentage of students graduating with honors has remained fairly consistent with a slight increase in the 2015-2016 academic year (Figure 25). Similarly, the percent of undergraduates on the Dean's list has remained fairly stable over the past four academic years (Figure 26).

Figure 27

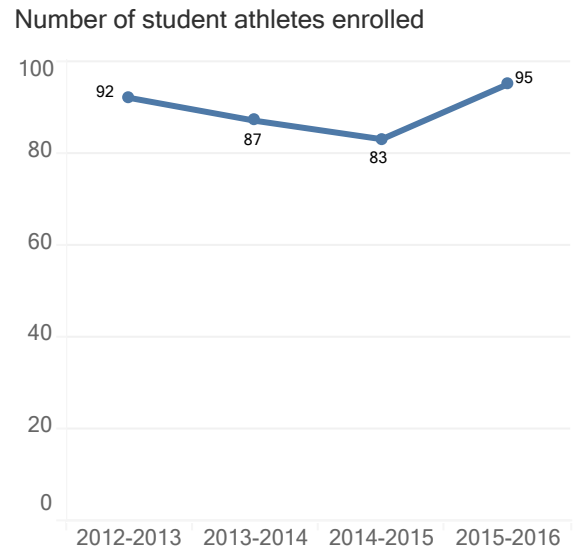


Figure 28

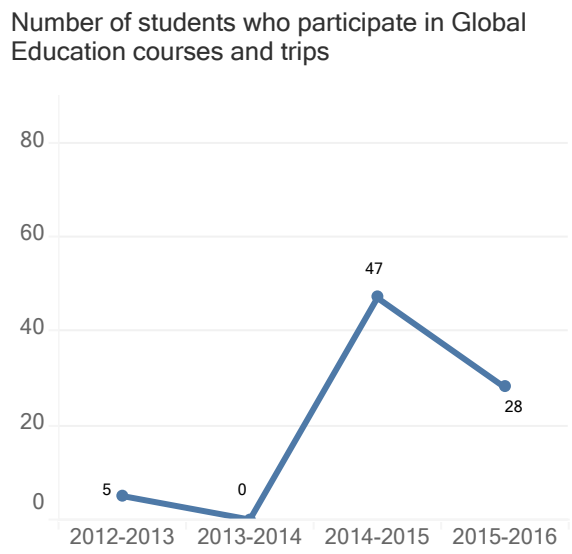


Figure 27 shows that the number of student athletes enrolled declined slightly, but rebounded in 2015-2016 and is likely to grow in 2016-2017 with the addition of Men's and Women's Cross Country. Figure 28 shows the number of students who participated in Global Education experiences has increased in the past two years. One trip is planned per academic year, but the 2013-2014 trip was held during the 2014-2015 academic year.

Figure 29

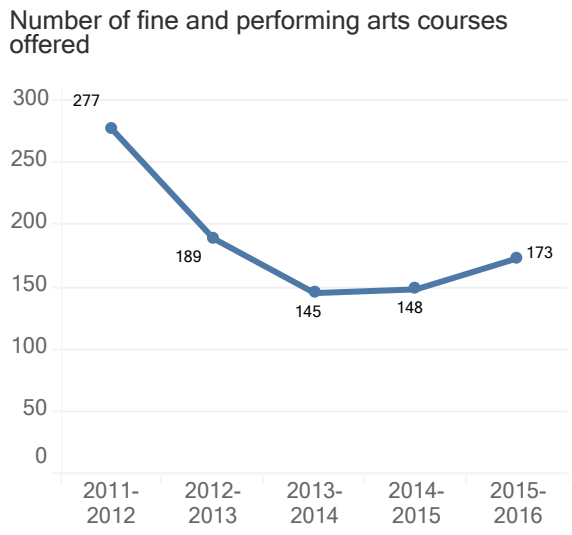
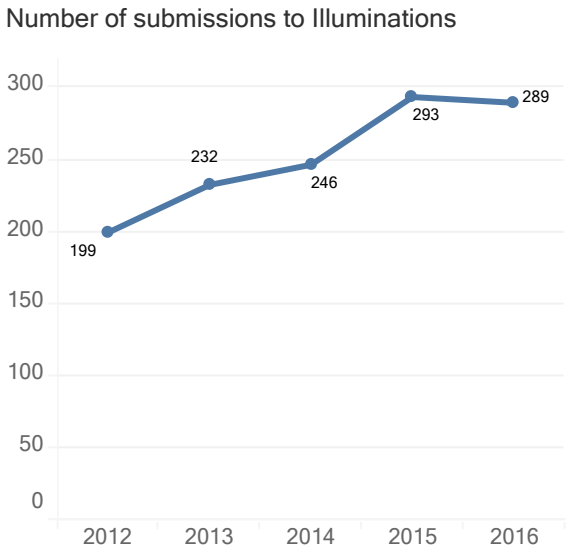
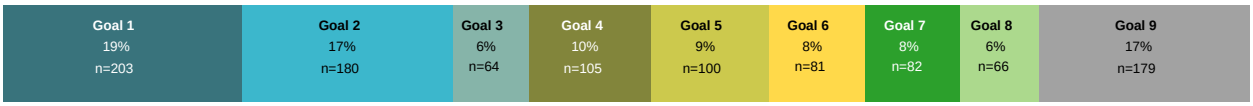


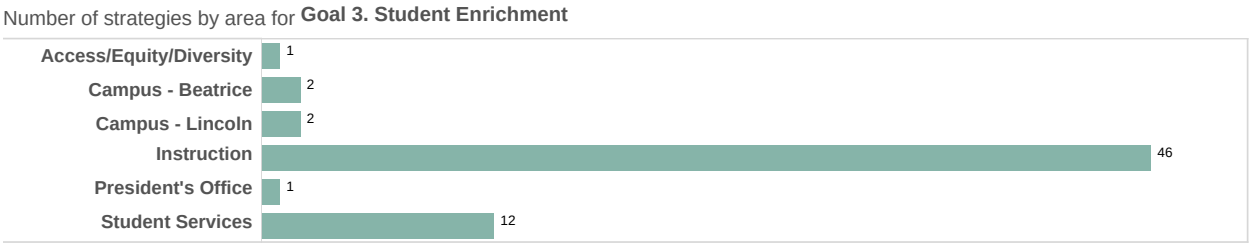
Figure 30

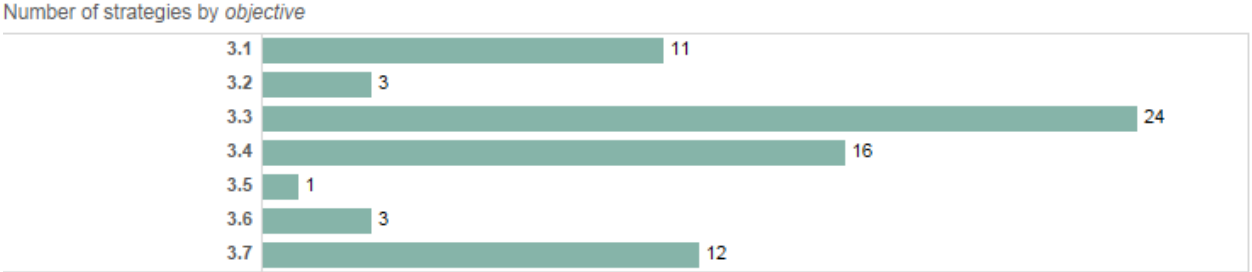


The number of fine and performing arts courses offered (Figure 29) was on a downward trend until 2013-2014 when it began to increase. The number of submission to Illuminations—SCC's magazine of creative expression that published its 17th volume in spring 2016—has increased over the past five calendar years (Figure 30).

Department-level Connections







Department-level Achievements

- The College approved the addition of Women's and Men's Cross-Country to its athletics program. A cross-county coach was hired, equipment was purchased, athletic scholarships were approved for the team, and student-athletes were recruited. The teams will start competing in Fall 2016.
- Two new program-specific awards were created and awarded to students: Early Childhood Education's "New Kid on the ECED Block" and Computer Aided Design Drafting's "PAAC" (Performance, Attitude, Academics, and Character).
- The first SCC Faculty Art exhibit at the Beatrice Public Library brought in over 300 visitors in April.
- A new Research Methods psychology course to promote undergraduate research was created.
- Rural Futures Institute trained four SCC faculty on strategies to expand service learning opportunities.

Goal 4 - Program Development

Promote the development of career, academic transfer, and continuing education programs to meet current and future needs.

2015-2016 Strategic Achievements

SCC developed six new **Learning Centers** in effort to expand accessibility of its programs and services for the entire 15-county service area. In July 2015, SCC released a study proposing to establish 6 new learning centers in York, Nebraska City, Plattsmouth, Falls City, Wahoo, and Hebron. After careful study of demographic and population statistics, it was determined that learning centers should be located to ensure SCC meets the needs of as many individuals as possible within its 15-county service area; that those service areas should be within or near the largest cities, excluding the cities where SCC already has a campus; the location of learning centers should be geographically distributed across the service area to maximize the number of individuals living within a 35 mile radius from the center; and that programming offered at each center will depend on industry and community needs. The York Learning Center began operating in May 2016. The Plattsmouth and Nebraska City Learning Centers were organized and renovations began; they are both scheduled to begin operations in Fall 2016. Planning has begun on the other three centers. Each of the Learning Centers has an advisory committee made up of local community, business and industry leaders, with the goal of ensuring that it is providing programming that meets the needs of the students, employers, and communities it serves.

DACUM (Developing a Curriculum) workshops are a strategy SCC utilizes to continue to ensure the alignment of its curriculum with the knowledge, skills, and abilities demanded by current employers and workforce needs. Each day-long workshop convenes a panel of six to twelve current workers in the field who meet with trained DACUM facilitators to discuss and review the duties, responsibilities, knowledge and skills required of their job, as well as future trends and concerns. The material from the workshop is sent for review to the program's advisory committee, which is made up of representatives of business, industry and educational institutions. Then it is sent to the program chair and faculty, who complete a curriculum map that links the chart's duties and tasks to core courses in the program. Most instructional programs complete the DACUM process on a 5-year cycle. The information gathered from these workshops can be used to explore potential programs of study or to assess whether an existing program is providing current, relevant content and skill development.

In 2015-2016, eleven DACUM workshops were conducted, including a pathway in The Career Academy (Food Science). In addition, six new DACUM facilitators were trained, in-house, by SCC's own DACUM trainer. In the programs of study, the approximate number of FTE students affected by these course updates included: Business Administration (Entrepreneurship Focus) (1,023.34), Respiratory Care (41.96), Graphic Design/Media Arts (73.27), Surgical Technology (42.38), Welding Technology (162.13), Pharmacy Technician (21.77), Fire Protection Technology (40.44), Office Professional (283.94), Early Childhood Education (131.88), and Medical Laboratory Technology (41.22) for a total of 1,862.33 FTE. This year a DACUM Facebook page was created that includes informational highlights and pictures from the workshops.

Metrics[4]

This section includes the college-level metrics associated with Goal 4. Each metric connects to one or more strategic objectives listed below:

- 4.1 Improve market research capacity to identify demand for existing and new career programs.
- 4.2 Improve and expand academic and career advising resources.
- 4.3 Ensure alignment of program curriculum with the knowledge, skills, and abilities required for career success.
- 4.4 Expand accessibility of programs and services for all 15 counties of the College's service area based on student, employer, and community demand.
- 4.5 Increase the number of students pursuing high-demand careers through The Career Academy, SENCAP, and other recruitment and academic programming initiatives.
- 4.6 Improve and expand dynamic and creative training solutions based on employer demand.
- 4.7 Expand articulation agreements for academic transfer programs.
- 4.8 Promote partnerships with 4-year institutions to increase access to undergraduate and graduate degrees.

Figure 31

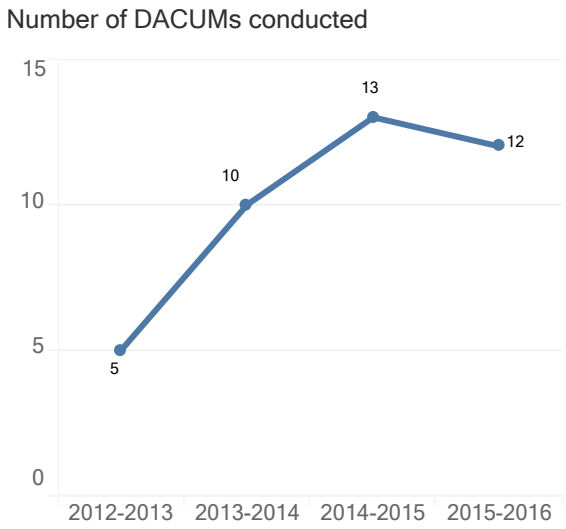
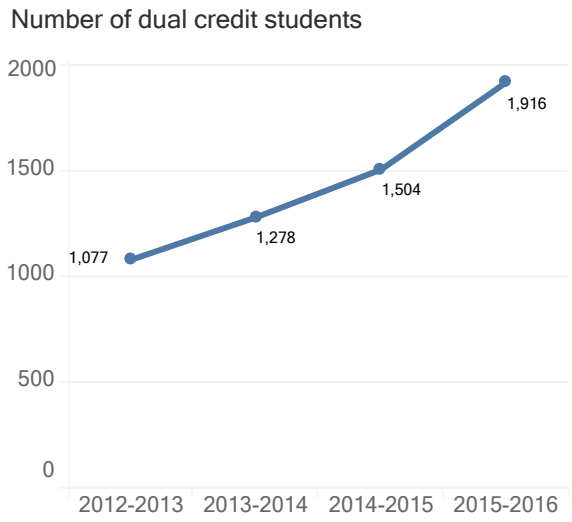


Figure 32



Each program is scheduled to complete a DACUM (Developing A Curriculum) review every five years. Over the past four academic years, between 5 and 13 programs per year have completed DACUMs (Figure 31). The number of dual credit students enrolled (Figure 32) has grown steadily since 2012-2013. A large increase is seen in 2015-2016 with the addition of The Career Academy.

[4] *The data sources and full description of the metrics provided for Goal 4 can be found on page 52.*

Figure 33

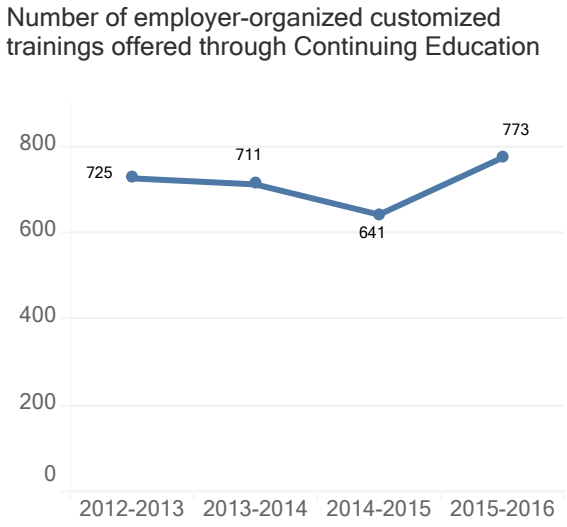
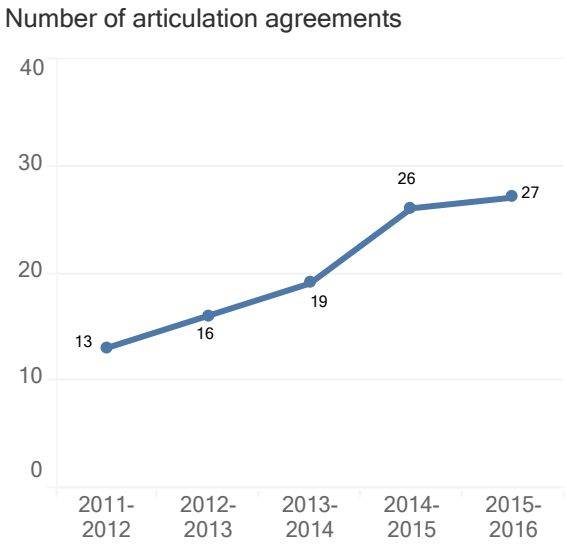
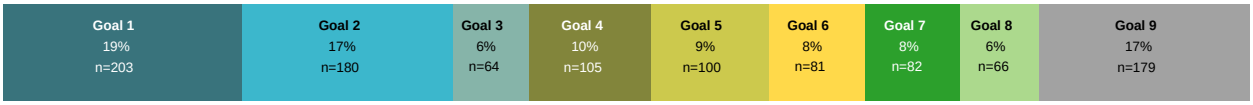


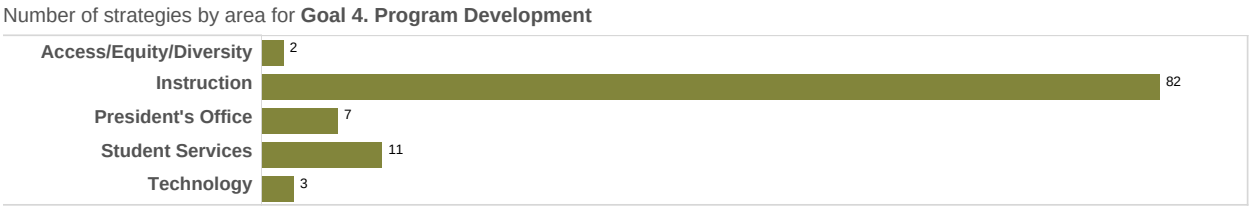
Figure 34

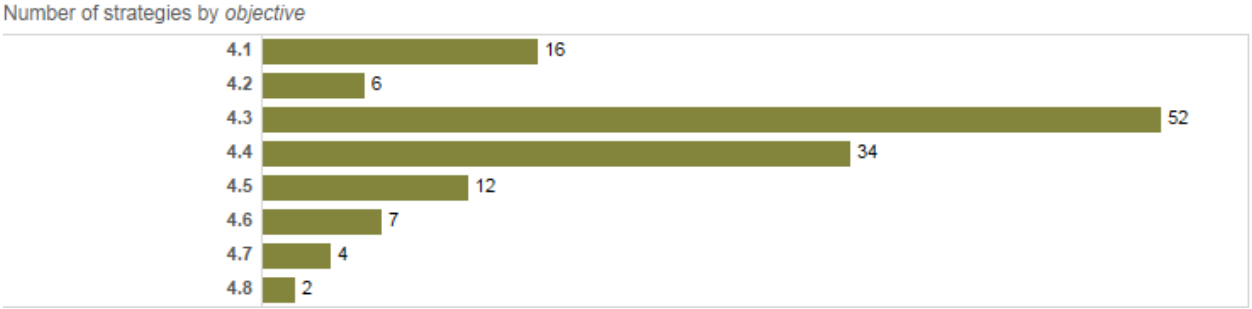


The number of employer-organized customized training courses offered by the Continuing Education Division, not including Ed2Go sections, experienced a decline in 2014-2015 but experienced a rebound to a level above the previous baseline in 2015-2016 (Figure 33). The number of articulation agreements added each year is dependent on program-level efforts with other higher education institutions, but as agreements have been added, the total number of agreements has increased over the past five academic years (Figure 34).

Department-level Connections







Department-level Achievements

- The Training Solutions team recognized growth from the prior year in both the number of courses offered (10%) and the number of unique sections offered (21%). Key drivers of the growth were new course offerings, improved timeliness in recognizing demand areas, and offering additional sections to meet demand including: Prezi, OSHA 10, Geometric Dimensioning & Tolerancing, Soldering, Emergenetics, Leading Through Influence, Creating Trust in the Workplace, Inclusive Leadership, and Simple Steps to Starting Your Business. They also hosted the 10th Annual Cyber Security Conference, which was attended by more than 250 people.
- Radiologic Technology developed a new Computed Tomography and Vascular-Interventional Radiography certification.
- The Electrical/Electromechanical Program added new cameras to the security device course to allow students to practice on up-to-date surveillance equipment.
- Utilizing survey data, the Arts & Sciences academic advisors held two transfer resource trainings for faculty and career advisors.

Goal 5 - Faculty and Staff Excellence

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

2015-2016 Strategic Achievements

The College made significant progress toward improving and expanding **human resources** programs and services, with the creation and hiring of three new positions: Human Resources Coordinator; Training, Policy, and Resources Specialist; and Benefits and Compensation Analyst. With these new positions the College is better able to hire talented faculty and staff through a more in-depth approach to the recruiting and analysis of applicants. The College will also be better able to develop a systematic and formal approach to employee training and new employee orientation.

Metrics[5]

This section includes the college-level metrics associated with Goal 5. Each metric connects to one or more strategic objectives listed below:

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.

[5] *The data sources and full description of the metrics provided for Goal 5 can be found on page 53.*

Figure 35

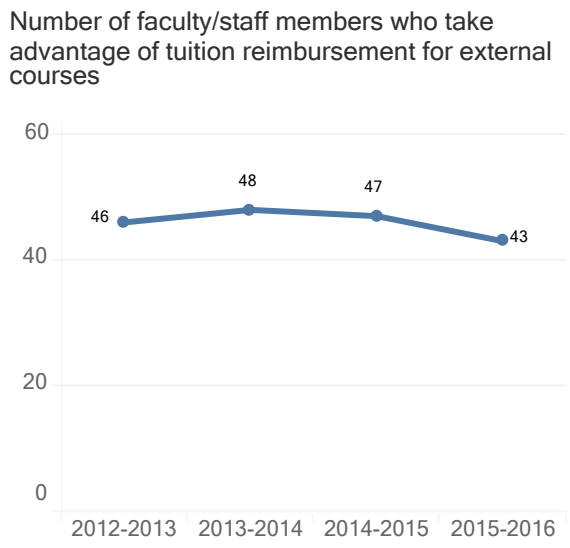
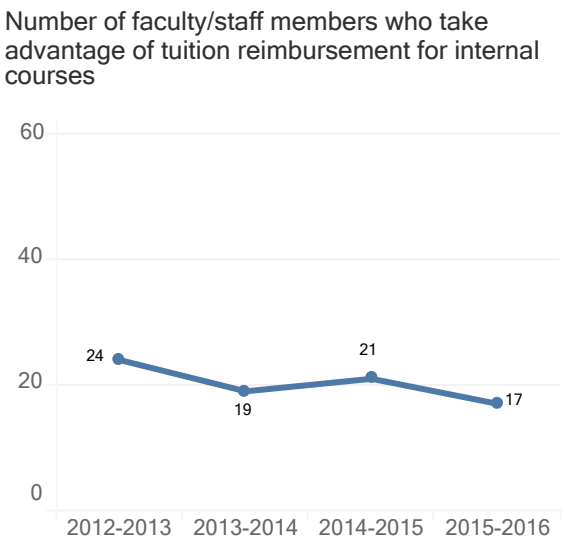


Figure 36



As shown above, more employees took advantage of tuition reimbursement for courses taken at other institutions (Figure 35) than courses taken at SCC (Figure 36) during the past four academic years. Both numbers have remained fairly stable since 2012-2013. The percentage of full-time faculty and staff who have taken advantage of tuition reimbursement benefits for external and internal courses has been about seven percent and four percent, respectively, over the past four years.

Figure 37

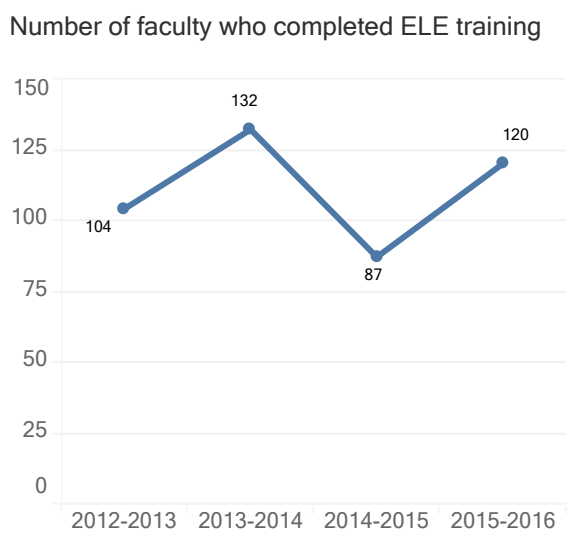
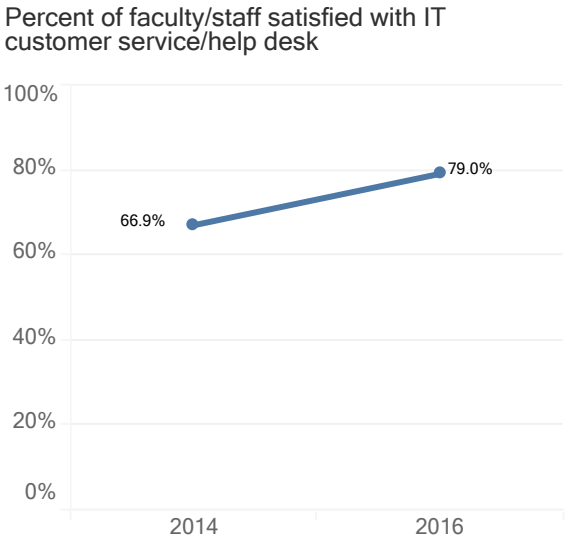


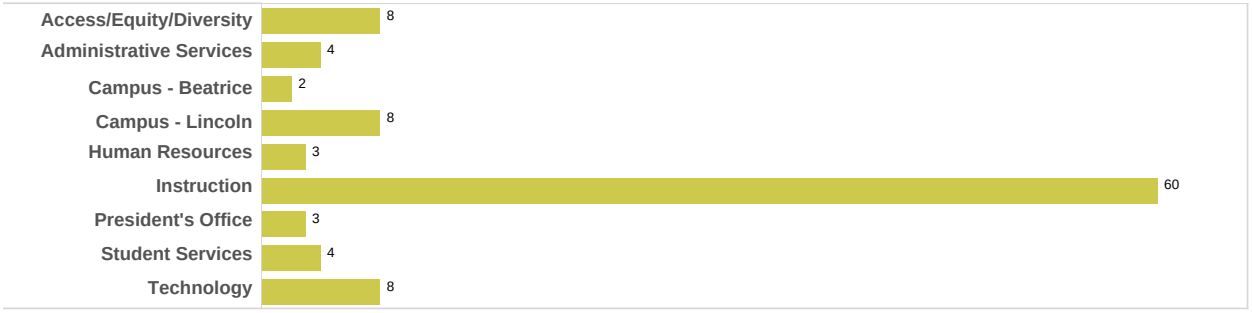
Figure 38



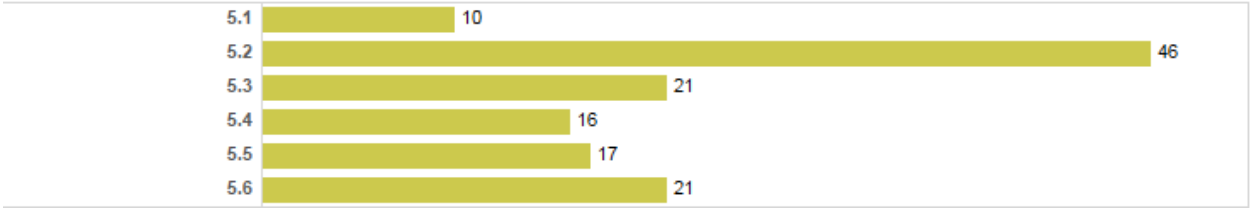
Over the past four academic years, the number of instructors completing ELE (Engaged Learning Experience) training has fluctuated between 87 and 132 (Figure 37). Figure 38 shows that the percent of faculty and staff survey respondents who indicated they are “satisfied” or “very satisfied” with the IT customer service/help desk survey increased between the two survey administrations in 2014 and 2016. During this time, an additional layer of managerial support, consisting of two new customer-support oriented employees, was added in the IT department.

Department-level Connections

Number of strategies by area for **Goal 5. Faculty and Staff Excellence**



Number of strategies by *objective*



Department-level Achievements

- Access, Equity, and Diversity contracted with a new vendor, Workplace Answers, to provide online training program to all staff in the following areas: Diversity Benefits for Higher Education Employees; EEO Laws and Discrimination Prevention for Higher Education; Unlawful Harassment Prevention for Higher Education Staff; and Preventing Discrimination and Sexual Violence: Title IX, VAWA and Clery Act for Faculty and Staff.
- Virtual Learning developed a Moodle course for faculty called Instruct ED that contains a number of technology tools for faculty to use in their courses.
- All faculty in the Energy Generations program completed internships with local employers to gain knowledge of specific industry needs.

This page left intentionally blank

Goal 6 - Partnerships

Develop and maintain community partnerships to promote collaboration and innovation among school districts, institutions of higher education, industry, community organizations, and governing entities.

2015-2016 Strategic Achievements

On August 10, 2015, Southeast Community College and Lincoln Public Schools cut the ribbon to commemorate the opening of **The Career Academy's** new facility on SCC's Lincoln Campus. The Career Academy (TCA) is a partnership between SCC, Lincoln Public Schools and business and industry. The goal of TCA is to provide academic and real world experiences to high school juniors and seniors through high school and dual credit courses in 16 different career pathways. Students attend TCA for two hours a day during the regular school year while taking their remaining courses back at their home high school. Expert instructors at TCA teach the students while professionals in business and industry provide real world connections. These 150+ professionals serve on pathway support teams that advise, mentor, judge, provide field trips, and sometimes offer internships for students at TCA. Upon completing courses at TCA, students either enter the workforce with enhanced skills and employment opportunities or have a head start on earning a certificate, diploma or degree in their field of study. During the 2015-2016 academic year, a total of 338 students participated in TCA. TCA offers Career Pathways in the following fields:

- Ag/Bioscience
- Business & Entrepreneurship
- Construction
- Culinary
- Early Childhood
- Engineering
- Food Science
- Health Sciences
- Information Technology
- K-12 Education
- Marketing
- Precision Machining
- Welding

SCC has continued to enhance **partnerships with other institutions of higher education** to improve transition and academic articulation in a variety of ways in 2015-2016. In May 2016, a new outreach office for Bellevue University was opened on SCC's Lincoln campus. The on-campus location will enable SCC and Bellevue University to better serve students wanting to transfer to the four-year university, and provide a seamless pathway to help those students reach their educational goals. Individual degree programs also continue to pursue articulation agreements with a growing number of four-year colleges. As one example, the Energy Generation Operations program finalized articulation agreements this year with Bismarck State College and Thomas Edison State College, and has already enrolled several of its graduates under these agreements.

SCC **partners with industry leaders** to meet employer needs for a qualified workforce through its advisory committees. SCC invites representatives of business, industry and educational institutions to become members of advisory committees for each of its career and technical instructional programs. The program advisory committees meet annually, participate in DACUM workshops (see Goal 4), and maintain communication throughout the year with program chairs. SCC's new Learning Centers also have advisory committees made up of community, business, and industry leaders from the area who advise on educational and workforce development needs specific to that community and its surrounding areas.

One of the ways in which SCC **partners with businesses** in its service area is through the Entrepreneurship Center. The Center works directly with entrepreneurs, offering business coaching,

business planning assistance, funding preparation assistance, business incubation, and entrepreneurial educational opportunities for individuals and small businesses across the 15-county service area. The Center has averaged about 1,300 coaching meetings with potential and existing entrepreneurs per year; 75% of those coaching sessions are free sessions offered to the community. During 2015-2016, the Center conducted successful workshops on the "Business of Art" and the "Business of Food," and hosted 17 distinct businesses in the business incubator within its Lincoln offices, with an average of 11 businesses in residence each month. The Center also works in partnership with economic development organizations in our region to promote entrepreneurial opportunities. In 2015-2016, the Center:

- Collaborated with the Nebraska City Area Economic Development Corporation on establishing a small business incubator and monthly small business coffees.
- Collaborated in establishing monthly small business coffees with the Gage Area Growth Enterprise (NGage) in Beatrice and the York County Economic Development Corporation.
- Gave presentations to the Seward County Chamber & Development Partnership and the Syracuse Chamber of Commerce.

Metrics[6]

This section includes the college-level metrics associated with Goal 6. Each metric connects to one or more strategic objectives listed below:

6.1 Strengthen partnerships with school districts and ESUs, both personnel and patrons, in all 15 counties to promote higher education access and preparedness in relation to career and technical and academic transfer programs.

6.2 Enhance partnerships to improve transition and academic articulation with 4-year institutions.

6.3 Strengthen partnerships with industry leaders in all economic sectors to meet employer needs for a qualified workforce.

6.4 Promote entrepreneurial opportunities for individuals and small businesses with economic development organizations and civic leaders in the 15-county service area.

6.5 Improve external communication processes and procedures, including primary constituencies such as community organizations, SCC alumni, industry leaders, and governing entities.

[6] *The data sources and full description of the metrics provided for Goal 6 can be found on page 53.*

Figure 39

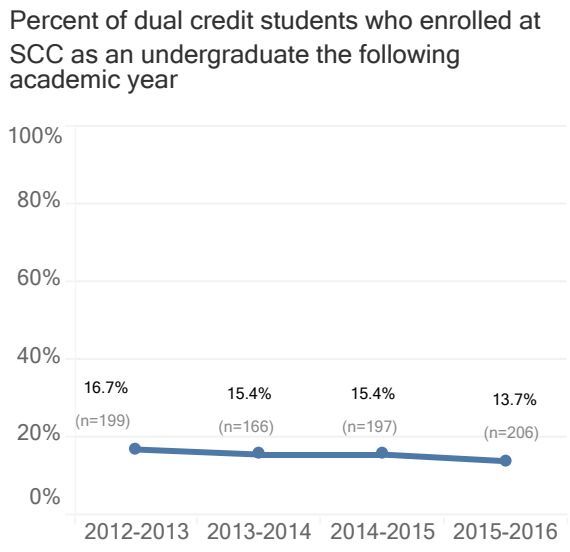


Figure 40

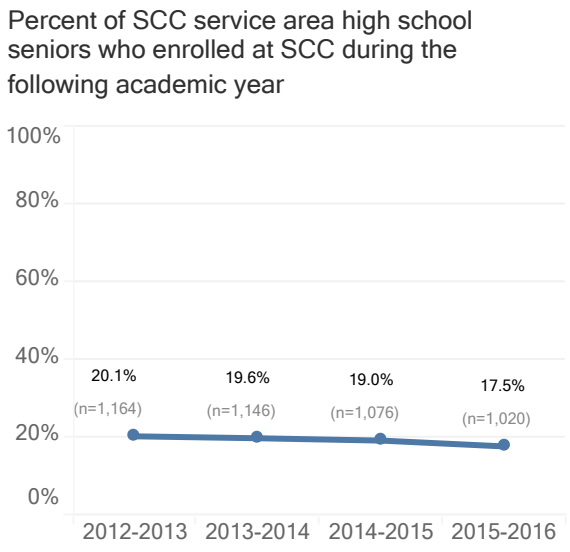
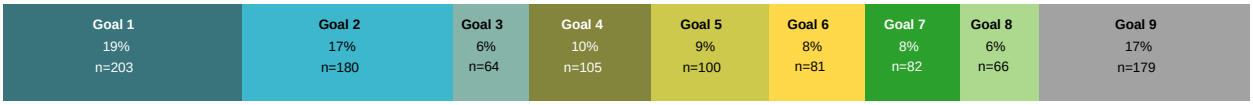
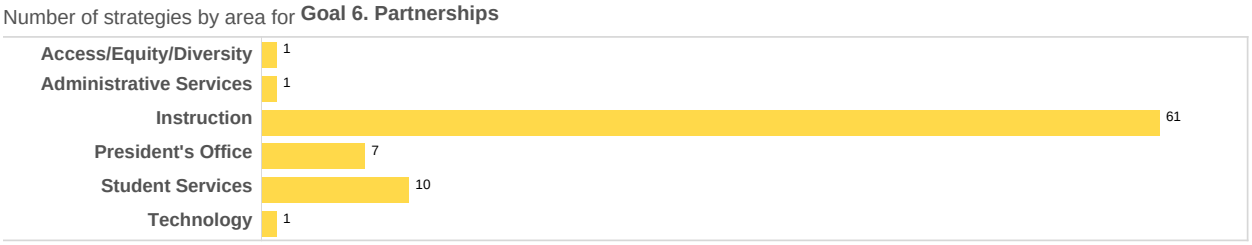
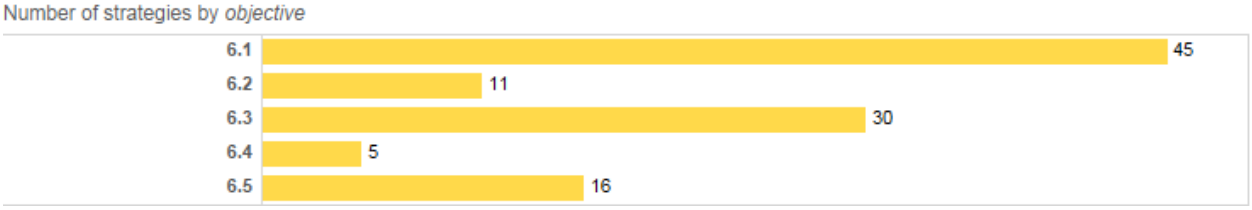


Figure 39 represents the percent of dual credit students who, after graduating high school, enrolled at SCC the following academic year. Figure 40 shows the percent of high school students in SCC's 15-county service area who, after graduating high school, enrolled at SCC the following academic year. Both percentages have remained relatively stable but experienced slight declines from 2012-2013 to 2015-2016, due to the increases the College experienced in dual credit enrollment during this time frame.

Department-level Connections







Department-level Achievements

- The Auto Collision Repair Technology program began partnering with the Recycled Rides Project to repair and donate vehicles to individuals in need.
- The John Deere Technology program began attending Future Farmers of America events to further develop partnerships.
- Through a partnership with Hildegard Center for the Arts, SCC became the first academic institution to interact with the new musical piece by Chickasaw Classical composer Jerod Tate.

Goal 7 - Educational Environment

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

2015-2016 Strategic Achievements

SCC's **Facilities Master Plan** was released in February 2016, completing a year-long process of consultation and study that began with the hiring of Clark Enersen Partners in January 2015. The master planning process included workshops, planning retreats, and open campus forums. These workshops marked key milestones in the process of gathering data, analyzing space needs, assessing existing facilities, developing concepts, and selecting the preferred master plan concept for each campus. Workshops explored institutional and campus trends that have an impact on space needs or influence master planning in some way, including anticipated changes in pedagogy, academic support and student services; trends in workforce education, jobs growth and continuing education in the 15-county service area; and the implications of meeting the needs of today's students, such as collaborative learning spaces, access to academic support, learning resource centers, recreation, housing, and student life. The master planning process included an assessment by architects, engineers, landscape architects, and interior designers of existing SCC facilities on the three main campuses in Beatrice, Milford and Lincoln and the two Lincoln satellite locations at 11th and O Street and 68th & O Street. The analysis of campus needs involved three primary components: enrollment analysis, space needs analysis, and facilities assessments.

The SCC Board of Governors authorized the College's President to move forward on the preparation process to place a general obligation bond on the November 2016 ballot to pay for the renovation and construction components of the Facilities Master Plan. The estimated tax levy would be 3.9 cents per $100 of property valuation for the maximum bond amount of $369 million, meaning a person owning property worth $100,000 would pay property taxes of an additional $39 a year until the bond is paid. The bonds would be issued in a series so that the levy would initially be less than $39 a year per $100,000 of property.

This year SCC improved its **technology infrastructure** and functionality by opening a new data center in Lincoln. The new data center will allow SCC to maintain both a primary data center and secondary data center. This will allow the college to not only have offsite back-up of data but also redundancy in server hardware and internet connectivity so that in the event of a failure at one site we will be able to fail-over to the other data center and be operational almost immediately for web based services, and in less than 4 hours for all services.

SCC continues to invest resources in **improving safety and security** at all college locations. In September 2015, the position of Security Coordinator was converted to full time and a new coordinator was hired. Additionally, in January 2016, two full-time Safety and Security Specialists were hired. In 2015-16, Safety and Security staff improved safety, security, and emergency readiness across the College in a variety of ways, including the following:

- Security cameras and software were updated at Milford Campus, The Career Academy and Education Square.
- As part of a plan to conduct emergency preparedness/safety audits on all campus locations, the audit of the Beatrice campus was completed in June 2016.

- Campus trainings were delivered on topics including: Active Shooter, Personal Safety, Slip/Trip/Fall Prevention, Run/Hide/Fight, and Fire Extinguisher Training.
- 114 new employees were briefed on safety and security policies during New Employee Orientation.

Metrics[7]

This section includes the college-level metrics associated with Goal 7. Each metric connects to one or more strategic objectives listed below:

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.

Figure 41

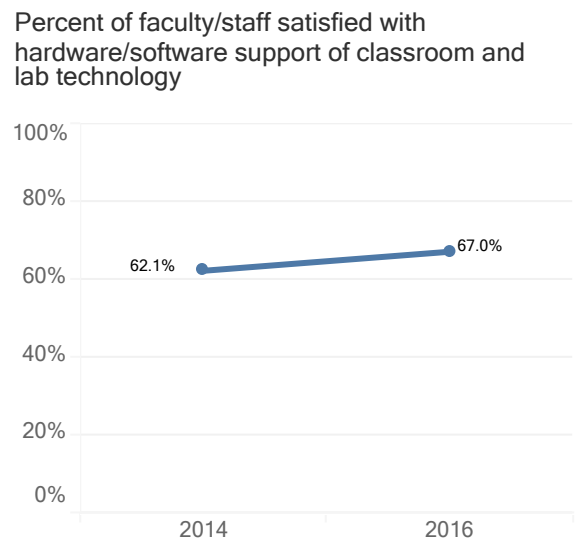
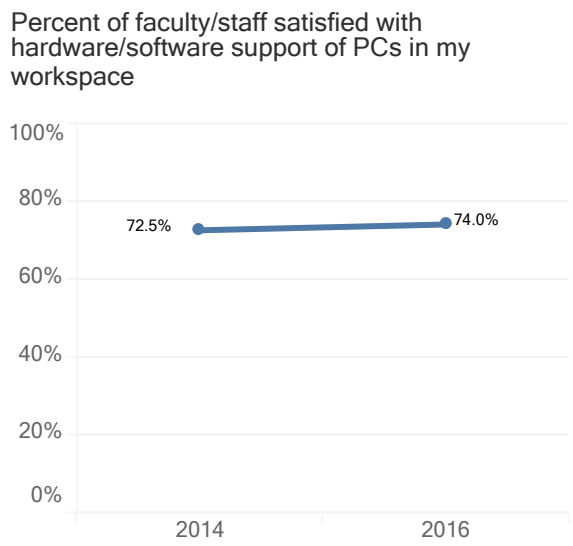


Figure 42

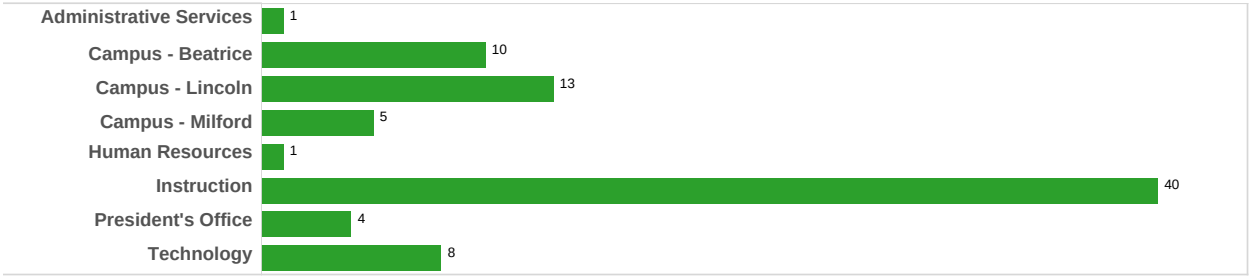


A survey question administered in 2014 and replicated in 2016 showed an increase in the percent of survey respondents indicating they are "satisfied" or "very satisfied" with hardware/software support of classroom and lab technology (Figure 41) and hardware/software support of PCs in workspaces (Figure 42). Information Technology added a new information services technician position to support hardware/software technology between 2014 and 2016.

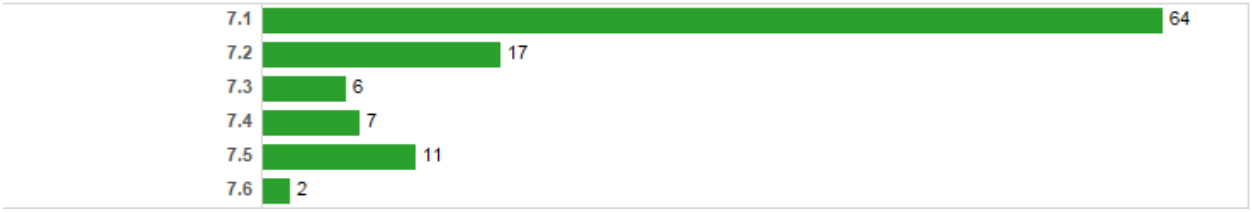
[7] *The data sources and full description of the metrics provided for Goal 7 can be found on page 54.*

Department-level Connections

Number of strategies by area for **Goal 7. Educational Environment**



Number of strategies by *objective*



Department-level Achievements

- The Kennedy Center on the Beatrice Campus was remodeled to create a new Welcome One Stop center and Learning Resource Center.
- Fifty-five media carts, 800 computers, and 30 network switches were upgraded by the end of March 2015
- The Computer Information Technology classrooms, labs, and offices were remodeled and new computers and dual monitors were added.

This page left intentionally blank

Goal 8 - Financial Stability

Maximize the College's ability to fulfill its mission and accomplish its strategic goals and objectives while maintaining financial stability.

2015-2016 Strategic Achievements

SCC continues to work to promote and develop a **responsive state funding mechanism** that consistently meets the College's needs. In August 2015, the Nebraska Community College Association (NCCA) Board asked the NCCA community college presidents to develop a new funding formula model. The presidents and their chief financial officers met several times during 2015-2016 to develop and review a number of potential models. SCC's President, based on his experience in developing funding models while in Texas, assisted in the development of a model that allocates funds on the basis of Reimbursable Education Units and service area valuation, and that would align with Nebraska's strategic economic priorities. He also worked toward responsive and stable state funding by providing legislative testimony and meeting with state officials. During 2015-2016, the President presented legislative testimony to the Education and Revenue Committees on the importance of the local tax levy in ensuring open and affordable access to higher education, on the importance of State aid to community colleges, and on the affordability of higher education.

In efforts to strengthen its capacity to pursue **funding from external entities**, the Resource Development Office expanded its staff to be able to increase its pursuit of grant funding and expand the types of grants for which it can compete. A part-time grant assistant position was expanded to a full-time Resource Development Specialist position, allowing SCC to write more grant applications for external funding opportunities than was possible under the previous staffing structure. The Resource Development Specialist hired brings with her a background in successful grant writing for funding from private foundations, a funding resource that SCC seeks to increase in the coming years. Additionally, three additional grant-funded positions overseen by Research Development were hired.

In 2015-16, the Resource Development office submitted nine grants, two of which have already been funded (PFI Accuplacer: $33,879; PFI ELE On-Course Initiative: $83,600). Five grants are still pending (Welding Education to Inmates on work-release: $150,000, partnering with Center for People in Need; America's Promise: $875,188, partnering with UNL Public Policy Center to provide free education to high need employment areas; ASF-ATE: $827,000 for Biotechnology program expansion; Perkins Basic Grant: $193,407; and Perkins Postsecondary Grant: $823,323).

Additionally, during the 2015-16 academic year the current **operating budget** was reorganized to minimize underspending, in order to maximize the College's ability to accomplish its strategic goals and objectives. The President and the Vice President of Administrative Services developed a strategy to align segments of underspent funds with newly expanded budget projects. The College will continue to reallocate underspent funds for critical operating projects, ultimately leading to a more balanced final general budget.

Metrics[8]

This section includes the college-level metrics associated with Goal 8. Each metric connects to one or more strategic objectives listed below:

8.1 Promote the development of a responsive state funding mechanism that consistently meets the College's needs.

8.2 Promote budget and planning policies, procedures, and practices that ensure accountability while maximizing functionality.

8.3 Promote ongoing review of programs and services for cost effectiveness and viability.

8.4 Promote proactive management of assets.

8.5 Utilize research-based solutions to enrollment management and program expansion to guide the setting of tuition and tax rates.

8.6 Strengthen capacity to pursue funding from external entities.

8.7 Strengthen capacity of the SCC Educational Foundation to provide support for student scholarships and other College programs and services.

8.8 Strengthen the College's ability to initiate and complete capital projects.

8.9 Ensure the College maintains a comprehensive and secure technology infrastructure through expandable functionality, redundancy, and comprehensive technology planning.

8.10 Promote transparency in the College's budgeting and financial processes.

Figure 43

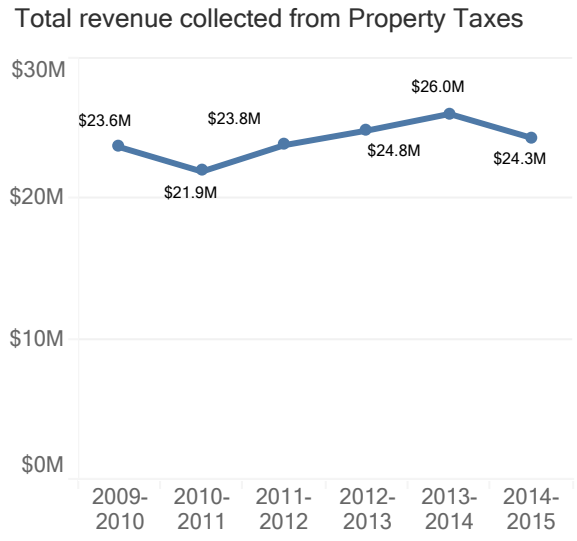
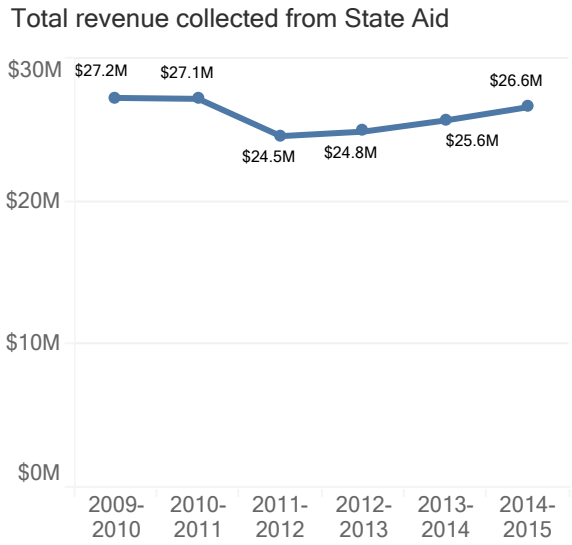


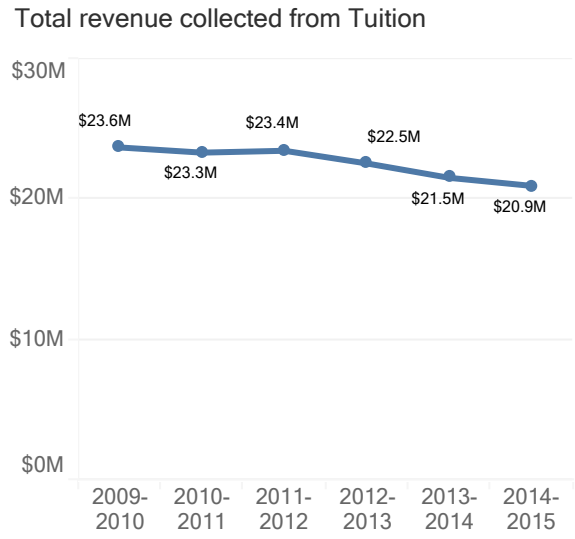
Figure 44



In the general fund, the total revenue collected from property taxes (Figure 43) and state aid (Figure 44) have both fluctuated over the past six years, but most recently returned to levels similar to 2009-2010. The total tax levy, which influences total property tax revenue, was at its lowest (5.98 cents per $100 valuation) in 2014-2015 and at its highest (7.57 cents per $100 valuation) in 2015-2016.

[8] *The data sources and full description of the metrics provided for Goal 8 can be found on page 54.*

Figure 45



The total dollar amount collected (Figure 45) from tuition over the past five academic years has decreased, but the percent of decline for 2014-15 was the smallest in four years. The overall decline in tuition dollars is the result of decreased enrollment during the same five-year timeframe.

Figure 46

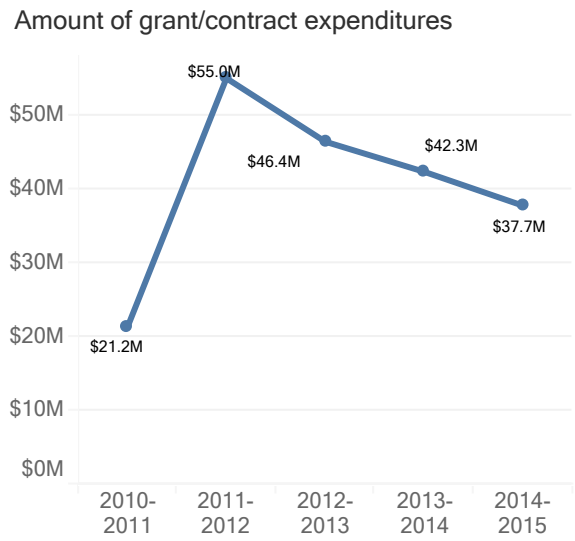
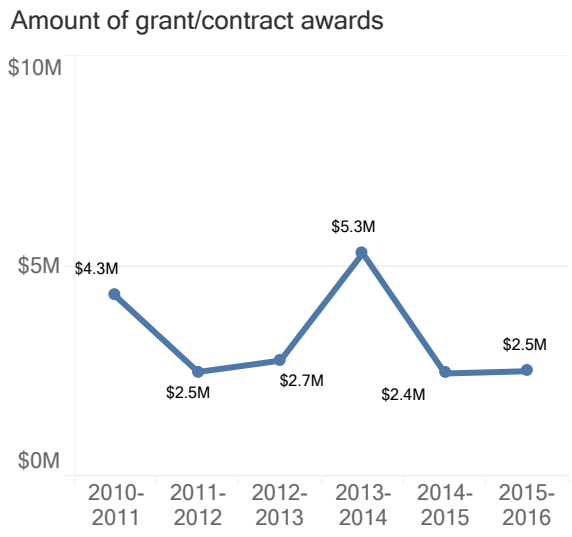


Figure 47



The peak for grant expenditures in recent years occurred in fiscal year 2011-2012 and has declined since (Figure 46). The amount of grants awarded to SCC, however, peaked in fiscal year 2013-2014 (Figure 47). Please note that grant expenditures includes payments to students for Pell Grants, Federal Direct Loans, and Federal Work-Study funds, whereas the grant awards do not.

Figure 48

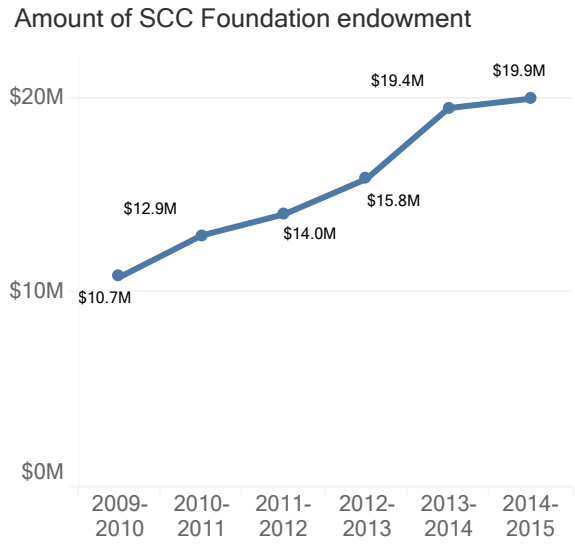
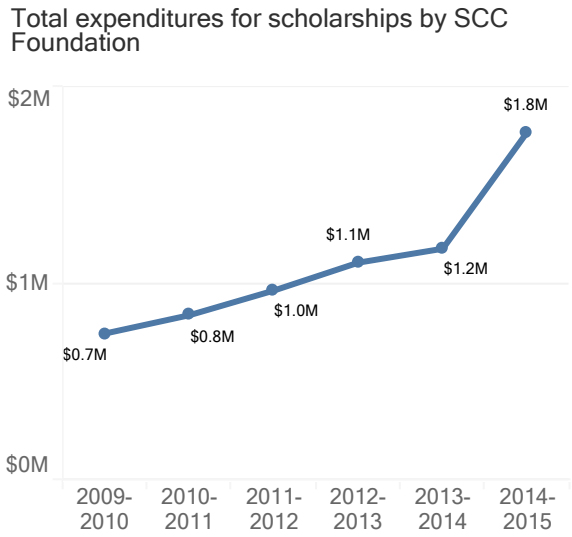
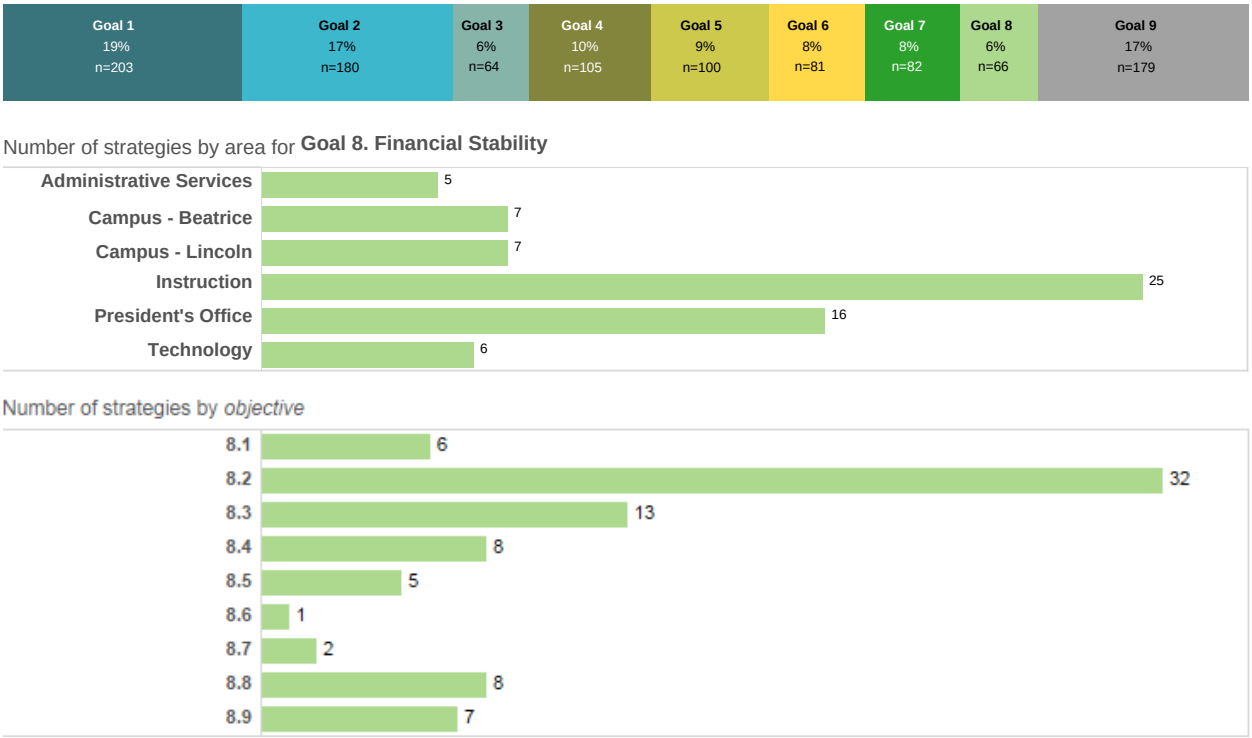


Figure 49



As shown in Figure 48, the total endowment of the SCC Foundation has grown steadily in the past six fiscal years, nearly doubling. Similarly, the total expenditures for scholarships by the SCC Foundation has also increased steadily and more than doubled (Figure 49).

Department-level Connections



Department-level Achievements

- The Business Administration Division reduced the use of paper within the division in efforts to promote the proactive management of college assets
- The Health Sciences Division created a master inventory of supplies, contracted with a medical supply company, and shared resources across the division to consolidate supplies.
- The Electronics Systems program used capital funds to purchase cutting-edge technology, including one robot to use in Robots & Vision Systems course.
- SCC analyzed the impact of LB958 and organized efforts to remove an amendment that would have resulted in SCC losing $33 million in unused authority per year.
- Administrative Services consulted with Ellucian to review financial processes that promote maximizing functionality, and identified changes to be made in 2016-2017.

This page left intentionally blank

Goal 9 - Organizational Environment

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

2015-2016 Strategic Achievements

To **promote the effective use of valid and reliable data** in decision making, planning, and communication, in 2015-2016 the College expanded its data infrastructure and data warehousing, analysis, and reporting capabilities with the implementation of Zogotech, a new data warehouse solution. Members of the Institutional Research Office have also developed a number of interactive data reports using Tableau, a powerful new analytical and reporting tool. Of particular note is the online Fact Book, which provides interactive data on various key aspects of the College and its service area though SCC's website. As part of the College's strategy to promote data-driven decision making throughout the institution, Institutional Research staff have provided direct data support for the following projects: Learning Center Initiative, schedule building and enrollment management, program demand assessment, enrollment projections for the facilities master planning process, core curriculum revisions, unit-level planning, coordinating commission reports, analyses to support the evaluation of the academic calendar, and service area penetration analyses.

The development of a **proactive enrollment management model** based on the analysis of course utilization trends is another area where data-driven decision making has been implemented. As part of the 2015-2016 expanded budget, 20 new faculty positions were added to meet identified needs for new course sections or new initiatives.

The College has made significant progress towards **enhancing staffing** to meet its current needs and to situate itself for the various growth areas prioritized in the Strategic Plan. Several of the College's new initiatives, such as the new enrollment management model and The Career Academy, necessitated the addition of new faculty and staff positions. In 2015-16 there were 68 expanded positions hired—more than four times the number in the previous year—and 145 total hires. The expansion of Human Resources staffing (see Goal 5) was essential for providing the time, resources, and expertise necessary for the expansion that took place in 2015-16. By combining the new areas of expertise in Human Resources with the new areas of expertise in marketing and social media from the recently expanded Public Information office, Human Resources was able to attract a more talented pool of applicants from a wider network to the College than had been possible in the past, and to accelerate the hiring process and fill new positions more efficiently.

One of the ways the College is **encouraging input** from faculty and staff is through the ongoing use of quarterly surveys on a variety topics important to decision making at the college. In January 2015, the first survey of Assessment of Satisfaction with Processes, Services, and Facilities was distributed to employees. This survey aided in developing the Strategic Plan, and its outcomes will be used to benchmark progress in this area against future surveys. Using this survey data, some areas made improvements in the 2015-16 department-level plans such as human resource policies and procedures, cafeteria food and services, staffing levels, quality of SCC's website, and registration, admissions, and financial aid processes.

Metrics[9]

This section includes the college-level metrics associated with Goal 9. Each metric connects to one or more strategic objectives listed below:

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.

Figure 50

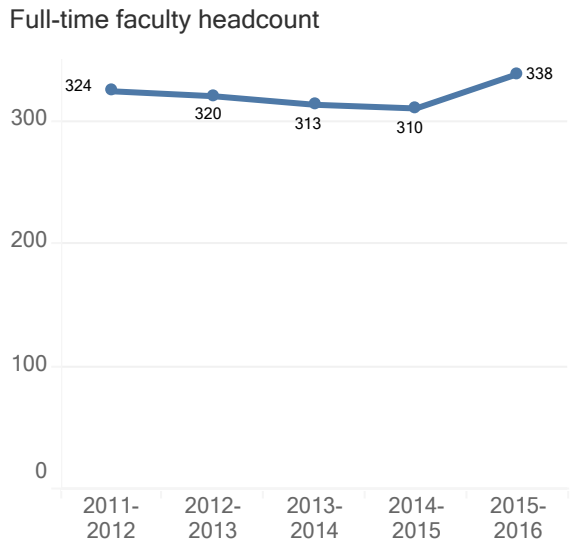
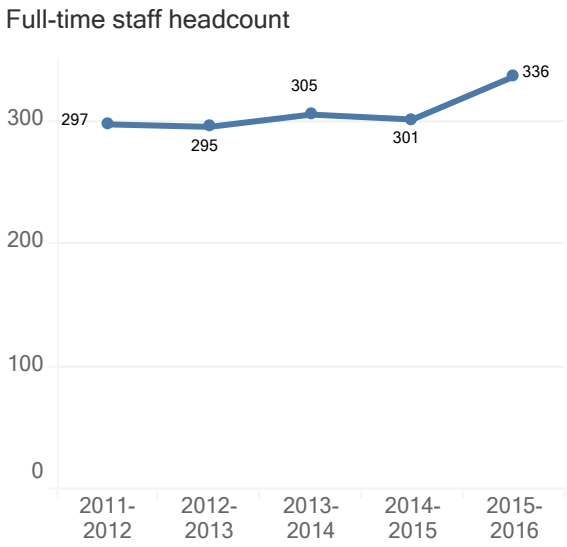


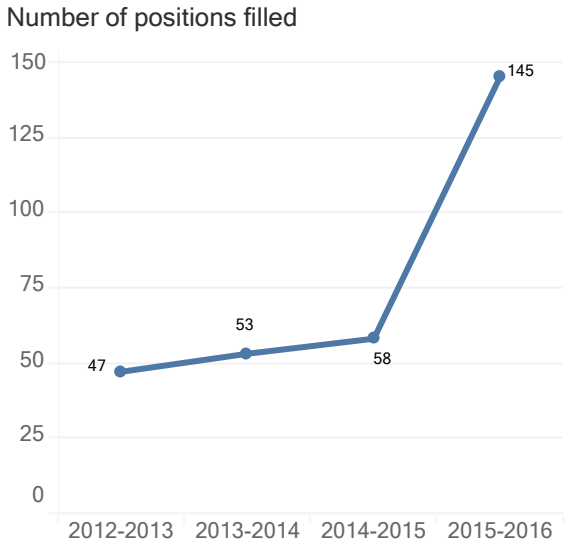
Figure 51



The number of full-time faculty at SCC declined slightly from 2011-2012 to 2014-2015, but increased beyond 2011-2012 numbers in 2015-2016 (Figure 50). The number of full-time staff showed a minor fluctuation from 2011-2012 to 2014-2015 and an increase in 2015-2016 (Figure 51). The increase in both measures was facilitated by an increase in expanded budget requests being granted and was supported by the increased number of Human Resources employees available to assist in hiring.

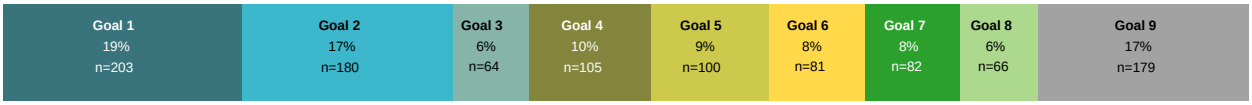
[9] *The data sources and full description of the metrics provided for Goal 9 can be found on page 55.*

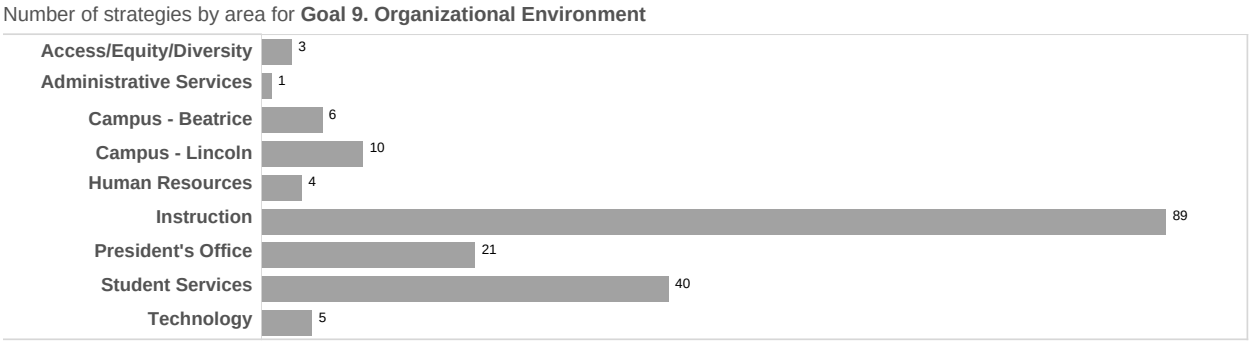
Figure 52

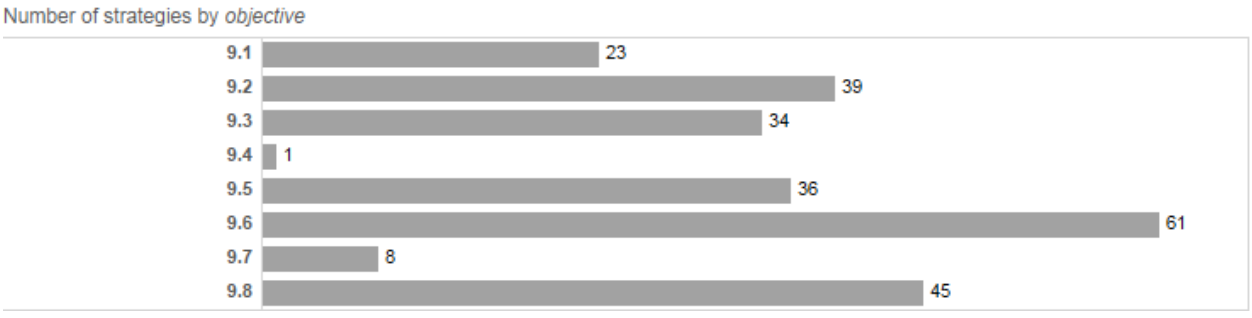


In 2014-2015 more expanded budget requests for employees were granted and new Human Resources employees were hired, both of which facilitated the sharp increase in the number of positions filled in 2015-2016 (Figure 52).

Department-level Connections







Department-level Achievements

- Student Services has created several initiatives to promote a positive and engaging environment, including: developing a "Fun Committee" dedicated to increasing morale by providing fun events, a FERPA training for all employees, and new professional development opportunities on topics such as StrengthsFinder, customer service, SCC Core Values, and the Strategic Plan. A Quarterly Student Services Status Session (QS4) has also been developed to share information, and focus on input and communication from all staff.
- Continuing Education developed a comprehensive orientation program for new nursing assistant adjunct faculty to promote positive communication.
- The Business Division hosted several events including an Administrative Professionals Luncheon for Office Professional students and faculty and "Refresh and Refreshments" cleaning day.
- The Medical Assisting program is working to encourage communication, compassion, and respect for others. An example they provided for how they are meeting this goal involved their interactions with students from VOICE (Vocational Opportunity in Community Experience, an LPS program for special education students). When VOICE students came to their offices to collect recycling and shredding, the faculty, as a group, made a point of getting to know the students and giving them treats every time they came in. They became involved with the students in the program and even attended a year-end party for the students in May 2016.

Sources and Methodology

This section provides additional information about the sources and data definitions used for the metrics provided in this report.

Goal 1 - Enrollment and Growth

Figure	Metric	Data Source	Definition
1	Total undergraduate enrollment	SCC Data Warehouse	Total enrollment of undergraduate students, including dual credit students.
2	Enrollment of Academic Transfer and undeclared students	SCC Data Warehouse	The number of students enrolled with a major of Academic Transfer or undeclared.
3	Enrollment of Career/Technical students	SCC Data Warehouse	The number of students enrolled with a major of in one of the career/technical programs.
4	Number of sections of Arts and Sciences courses offered	SCC Data Warehouse	The number of sections offered through the Arts and Sciences Division.
5	Number of sections of Career/Technical courses offered	SCC Data Warehouse	The number of sections offered through the Career Technical divisions (i.e., all divisions except Arts & Sciences and Continuing Education).
6	Number of sections of Continuing Education courses offered	SCC Data Warehouse	The number of non-credit sections offered through the Continuing Education Division.
7	Number of programs with gender balance	SCC Data Warehouse	Number of programs with between 35 and 65% female students during an academic year. The list of programs excludes 'undeclared' and 'high school, dual credit', but may include 'Career Academy'.
8	Percent of female students participating in gender non-traditional programs	SCC Data Warehouse	Of all students enrolled in programs that are predominantly male (i.e., greater than 65% male), the percent of those students who are female during an academic year.
9	Percent of male students participating in gender non-traditional programs	SCC Data Warehouse	Of all students enrolled in programs that are predominantly female (i.e., greater than 65% female), the percent of those students who are male during an academic year.
10	Percent of undergraduate population that is minority	SCC Data Warehouse	Percent of undergraduate students of color during an academic year

Figure	Metric	Data Source	Definition
11	Index of undergraduate population diversity compared to service area	SCC Data Warehouse; Census Bureau (2010)	Diversity of undergraduate student body during an academic year as compared to diversity of the service area as estimated by the U.S. Census Bureau for 2015. That estimate showed 14.7% of the service area is non-white.
12	Number of enrolled undergraduate students who were home-schooled	SCC Data Warehouse	Unduplicated headcount of undergraduate students whose high school was identified as "Home School".
13	Number of unique pageviews of home page	GoogleAnalytics	Unique pageviews of the home page of the SCC website during a fiscal year. As defined by Google, Unique Pageviews is the number of sessions during which the specified page was viewed at least once.
14	Bounce rate from Academics page	GoogleAnalytics	Bounce rate for Academics page on the SCC website during a fiscal year. Bounce Rate is the percentage of single-page visits (i.e. visits in which the person left your site from the entrance page without interacting with the page). Low values are preferable in most cases.
15	Bounce rate from Continuing Education page	GoogleAnalytics	Bounce rate for Continuing Education page on the SCC website during a fiscal year. Bounce Rate is the percentage of single-page visits (i.e. visits in which the person left your site from the entrance page without interacting with the page). Low values are preferable in most cases.
16	Number of likes of SCC Facebook page	Public Information	As of June 30 of each year, the cumulative number of likes of SCC Facebook page.
17	Average total reach of SCC Facebook page	Public Information	The average number of people per post who interacted with the SCC page in a fiscal year. Interactions may include SCC posts, posts to the SCC page by others, page like ads, mentions, and check-ins.

Goal 2 - Student Success

Figure	Metric	Data Source	Definition
18	CCSSE Benchmark for Active and Collaborative Learning	CCSSE reports	Overall score for CCSSE (Community College Survey of Student Engagement) benchmark of Active and Collaborative Learning. This survey has been administered at SCC every other year since 2011.
19	CCSSE Benchmark for Support for Learners	CCSSE reports	Overall score for CCSSE (Community College Survey of Student Engagement) benchmark of Support for Learners. This survey has been administered at SCC every other year since 2011.
20	Overall success rate of undergraduate students	SCC Data Warehouse	Success rate is calculated by taking the number of students receiving a successful grade (A, B, C, P) divided by the total number of grades earned during the same time period (A, B, C, D, F, P, NP).
21	Overall withdrawal rate of undergraduate students	SCC Data Warehouse	Withdrawal rate is calculated by taking the number of W grades awarded divided by the total number of grades awarded during the same time period.
22	Number of certificate, diploma, associate degrees awarded	SCC Data Warehouse	Number of certificates, diplomas, and associate degrees (AA, AS, AAS, AOS) awarded during an academic year.
23	Graduation and transfer rate	IPEDS Graduation Rates	Percent of students who either graduated or transferred out in three years (or 150% of normal time).
24	Fall to fall retention rate	IPEDS Fall Enrollment	Percent of students from cohort of previous fall term who are still enrolled or completed have their program.

Goal 3 - Student Enrichment

Figure	Metric	Data Source	Definition
25	Percentage of students graduating with honors	Informer Report titled "Graduate List"	The number of students who received "distinction" or "high distinction" at graduation during an academic year.
26	Percent of undergraduates on the Dean's List	SCC Data Warehouse	Percent of students on the Dean's list during the academic year. Students may be duplicated.
27	Number of student athletes enrolled	Athletic Department	The number of students participating in collegiate athletics during an academic year.
28	Number of students who participate in Global Education courses and trips	SCC Data Warehouse	Number of students participating in the Global Education course and trip during an academic year.
29	Number of fine and performing arts courses offered	SCC Data Warehouse	The number of undergraduate courses offered in the following subject areas: arts, music, photography, and theatre.
30	Number of submissions to Illuminations	Illuminations Editor	Number of submissions from SCC faculty, staff and students for Illuminations for an edition.

Goal 4 - Program Development

Figure	Metric	Data Source	Definition
31	Number of DACUMs conducted	Administrative Director, Instructional Effectiveness and Research	The number of programs who participated in the DACUM process (Developing A Curriculum) during an academic year. The standard DACUM cycle is five-years.
32	Number of dual credit students	SCC Data Warehouse	The number of high school students taking an undergraduate course at SCC for both college and high school credit. This includes dual credit, SENCAP, Academy, DC Advantage, and The Career Academy.
33	Number of employer-organized customized trainings offered through Continuing Education	Continuing Education	The number of sections offered through Training Solutions, not including Ed2Go, during an academic year.
34	Number of articulation agreements	The Hub	The total number of articulation agreements in place between individual programs at SCC and other institutions of higher education during an academic year.

Goal 5 - Faculty and Staff Excellence

Figure	Metric	Data Source	Definition
35	Number of faculty/staff members who take advantage of tuition reimbursement for external courses	Human Resources-Professional Development	The number of employees who submitted requests for reimbursement after taking classes outside of SCC during a fiscal year.
36	Number of faculty/staff members who take advantage of tuition reimbursement for internal courses	Informer report titled "SUPPLEMENTAL STATE REPORT - WAIVERS Copy"	The number of employees who took one or more courses through SCC over the course of an academic year.
37	Number of faculty who completed ELE training	ELE Team	The number of faculty members who participated in ELE training.
38	Percent of faculty/staff satisfied with IT customer service/help desk	Faculty/staff survey 2015; Quarterly survey from spring 2016	Percent of faculty/staff respondents who answered "Satisfied or Very Satisfied" to the question "Please indicate your level of satisfaction with IT customer service/help desk".

Goal 6 - Partnerships

Figure	Metric	Data Source	Definition
39	Percent of SCC service area high school seniors who enrolled at SCC during the following academic year	SCC Data Warehouse and Nebraska Department of Education website	Percent of high school seniors from the 15-county service area who attended SCC during the following academic year.
40	Percent of dual credit students who enrolled at SCC as an undergraduate the following academic year	SCC Data Warehouse	Percent of high school dual credit students who enrolled at SCC as an undergraduate student the following academic year.

Goal 7 - Educational Environment

Figure	Metric	Data Source	Definition
41	Percent of faculty/staff satisfied with hardware/software support of classroom and lab technology	Faculty/staff survey 2015; Quarterly survey from spring 2016	Percent of faculty/staff respondents who answered "Satisfied or Very Satisfied" to the question "Please indicate your level of satisfaction with hardware/software support of classroom and lab technology".
42	Percent of faculty/staff satisfied with hardware/software support of PCs in my workspace	Faculty/staff survey 2015; Quarterly survey from spring 2016	Percent of faculty/staff respondents who answered "Satisfied or Very Satisfied" to the question "Please indicate your level of satisfaction with hardware/software support of PCs in my workspace".

Goal 8 - Financial Stability

Figure	Metric	Data Source	Definition
43	Total revenue collected from Property Taxes	Schedules of general fund revenues from Annual financial audit report	Total revenue collected from property taxes during fiscal year.
44	Total revenue collected from State Aid	Schedules of general fund revenues from Annual financial audit report	Total revenue collected from state aid during fiscal year.
45	Total revenue collected from Tuition	Schedules of general fund revenues from Annual financial audit report	Total revenue collected from tuition during fiscal year.
46	Amount of grant/contract expenditures	Annual financial audit reports	Amount of grant dollars expended by SCC during fiscal year. Includes expenditures from Pell Grant, Federal Direct Loan, and Federal Work-Study Program.
47	Amount of grant/contract awards	Annual reports from Resource Development Office	Amount of grant dollars awarded to SCC during fiscal year. Does not include awards from Pell Grant Program, Federal Direct Loan or Federal Work-Study Program.
48	Amount of SCC Foundation endowment	Annual financial audit reports	Total net position of SCC Foundation at the end of the fiscal year.
49	Total expenditures for scholarships by SCC Foundation	Annual financial audit reports for Foundation	Total expenditures by SCC Foundation for scholarships in a fiscal year.

Goal 9 - Organizational Environment

Figure	Metric	Data Source	Definition
50	Full-time faculty headcount	IPEDS HR	Number of faculty members employed by SCC on November 1st of each year.
51	Full-time staff headcount	IPEDS HR	Number of staff members employed at SCC on November 1st of each year. This count includes administrators as well.
52	Number of positions filled	Human Resources	The total number of positions hired, including both new positions and positions filled because of employee turnover.

This page left intentionally blank

Beatrice Campus

4771 W. Scott Rd.

Beatrice, NE 68310-7042

402-228-3468

800-233-5027

FAX: 402-228-2218

Lincoln Campus

8800 O St.

Lincoln, NE 68520-1299

402-471-3333

800-642-4075

FAX: 402-437-2402

Deaf TDD: 402-437-2702

Milford Campus

600 State St.

Milford, NE 68405-8498

402-761-2131

800-933-7223

FAX: 402-761-2324

Education Square (ESQ)

1111 O St., Ste. 112

Lincoln, NE 68508-3614

402-323-3441

800-642-4075

FAX: 402-323-3453

Entrepreneurship Center

285 S. 68th St. Place

Lincoln, NE 68510-2572

402-323-3383

800-642-4075

FAX: 402-323-3399

Jack J. Huck Continuing Education Center

301 S. 68th St. Place

Lincoln, NE 68510-2449

402-437-2700

800-828-0072

FAX: 402-437-2703

2015-2016 Board of Governors

Chairperson: Dale Kruse, Beatrice; Vice Chairperson: Nancy A. Seim, Lincoln; Secretary: James J. Garver, Lincoln; Treasurer: Ruth M. Johnson, Lincoln; Kathy Boellstorff, Johnson; Robert J. Feit, Lincoln; Terrence L. Kubicek, Lincoln; Steven Ottmann, Dorchester; Edward C. Price, Lincoln; Donald Reiman, Virginia; Lynn Schluckebier, Seward Pat Galitz, Faculty Representative, Lincoln (Mar. 15, 2016)

Equal Opportunity/Non-Discrimination Policy

It is the policy of Southeast Community College to provide equal opportunity and nondiscrimination in all admission, attendance, and employment matters to all persons without regard to race, color, religion, sex, age, marital status, national origin, ethnicity, veteran status, sexual orientation, disability, or other factors prohibited by law or College policy. Inquiries concerning the application of Southeast Community College's policies on equal opportunity and nondiscrimination should be directed to the Vice President for Access/Equity/Diversity, SCC Area Office, 301 S. 68th Street Place, Lincoln, NE 68510, 402-323-3412, FAX 402-323-3420, or jsoto@southeast.edu.

Declaración de política sobre equidad/antidiscriminación

La política pública de Southeast Community College es de proveer equidad, y prohíbe discriminación, en todos asuntos referentes a la admisión, participación, y empleo contra toda persona por motivo de raza, color, religión, sexo, edad, estado civil, origen nacional, etnia, condición de veterano, orientación sexual, incapacidad, u otros factores prohibidos por ley o política del Colegio. Preguntas relacionadas a la política sobre equidad/antidiscriminación de Southeast Community College deben dirigirse a: Vice President for Access/Equity/Diversity, SCC Area Office, 301 S 68 Street Place, Lincoln, NE 68510, 402-323-3412, FAX 402-323-3420, o jsoto@southeast.edu. (April 2009)

Southeast
community college