

2015-2019 STRATEGIC PLAN YEAR 3 PROGRESS REPORT

2017-2018
Strategic Achievements
Measures of Success
and Administrative Priorities

Contact Information:

Shawna Herwick

Administrative Director, Planning and Accreditation
402-323-3637
sherwick@southeast.edu

Robin Moore

Administrative Director, Institutional Research
402-323-3497
rmoore@southeast.edu

TABLE OF CONTENTS

| | |
|--|----|
| FROM THE PRESIDENT..... | 2 |
| INTRODUCTION..... | 3 |
| STRATEGIC GOALS PROGRESS | 4 |
| Goal 1 - Enrollment and Growth | 4 |
| Goal 2 - Student Success | 12 |
| Goal 3 - Student Enrichment | 19 |
| Goal 4 - Program Development | 24 |
| Goal 5 - Faculty and Staff Excellence | 29 |
| Goal 6 - Partnerships | 32 |
| Goal 7 - Educational Environment | 35 |
| Goal 8 - Financial Stability | 39 |
| Goal 9 - Organizational Environment | 43 |
| ADMINISTRATIVE PRIORITIES | 48 |
| SOURCES AND METHODOLOGY | 49 |

FROM THE PRESIDENT

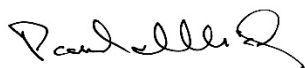
In June 2018 Southeast Community College (SCC) concluded the third year of its 2015-2019 Strategic Plan. I want to express gratitude to the College community for the remarkable progress made during the 2017-18 academic year.

SCC launched its Strategic Plan on July 1, 2015 following 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.

The College made progress on a number of its goals and objectives including the continued expansion of its physical presence in the 15-county services area with new [Learning Centers](#); continued work on Phase I in the [Facilities Master Plan](#); progress made in instructional and operational planning for the semester calendar conversion; and several college-wide initiatives implemented to enrich student lifelong learning.

The Year 3 Progress Report includes performance targets associated with each strategic metric. Because the College is implementing several transformational changes, such as the semester calendar conversion and development of new facilities, the targets are preliminary and will be evaluated and adjusted based on qualitative and quantitative data. The present progress report represents an excellent example of how SCC is embracing the importance of setting goals, measuring progress these goals, and acting appropriately on the results from this process.

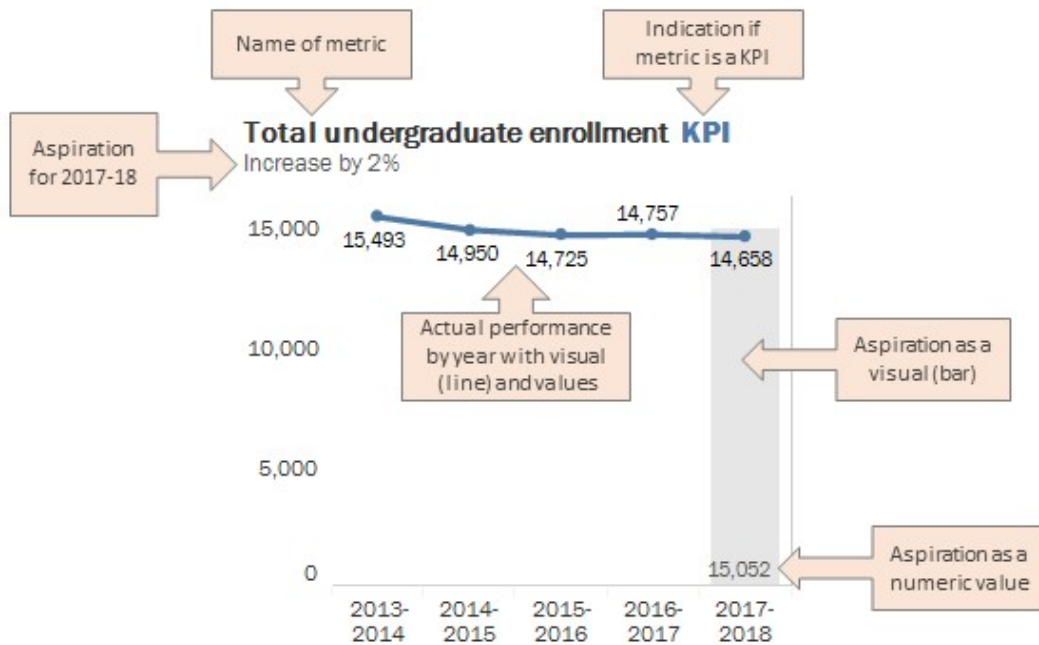
SCC's implementation and monitoring of its 2015-2019 Strategic Plan represents one of several substantive phases to ensure it fulfills its mission of empowering and transforming its students and the diverse communities it serves. I am pleased to present SCC's 2017-2018 Strategic Plan Progress Report, and 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

In this third annual Strategic Plan Progress Report, the [Office of Institutional Research](#) gathered and analyzed internal and external trend data to establish performance measures for each metric. Fifteen Key Performance Indicators (KPIs) were identified for the 2017-2018, 2018-2019, and 2019-2020 academic years to demonstrate the extent that the College is making progress toward its Strategic Plan. A list of all metrics and their identified targets are found in the Methodology and Sources section. Additionally, the metric visualizations have been redesigned to incorporate the preliminary target aspiration that was identified for each metric. See key below.



The Strategic Plan Progress Report includes the following information 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 940 departmental-level connections in the 2017-2018 academic year, the Office of Institutional Research selected highlights for each Strategic Goal’s department-level achievement.

The report is an active informational document that 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 Strategic Plan Progress Report is designed to help 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.”

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.

2017-2018 Strategic Achievements

Southeast Community College continues to make strong progress on its goal to promote access to educational opportunities by bringing an SCC location within a 35-mile radius of every resident of its 15-county service area. As of the 2017-2018 academic year, credit and non-credit classes are being offered in all six of SCC's [learning center](#) locations. Milestones in 2017-2018 included:

- The learning centers in Falls City, Hebron and Plattsmouth received a grant of more than \$240,000 to expand the distance learning capabilities in those regions. Half of the money is from a federal grant from the United States Department of Agriculture (USDA), while SCC will provide the rest in matching funds. This is the first grant SCC has received from the USDA. This grant is part of the Distance Learning and Telemedicine Grant Program, which aims to use telecommunications to overcome the effects of remoteness and low population density. As part of the grant, SCC will purchase equipment to create distance-learning classrooms in the three communities, as well as robots and simulation mannequins to make the experience more lifelike. The three learning centers were chosen for their potential for growth in a rural setting.
- SCC celebrated the official opening of its Hebron Learning Center with a ribbon cutting on July 18, 2017. The newly renovated facility is located in the former Thayer Central primary school.
- SCC celebrated the official opening of its Learning Center in downtown Wahoo with a ribbon cutting on April 17, 2018 at the newly renovated space.

The College also made progress in expanding access to academic transfer programs when, in December 2017, SCC received approval from Nebraska's Coordinating Committee on Postsecondary Education to add the Associate of Arts (A.A.) and Associate of Science (A.S.) degrees in Academic Transfer to its Milford campus. SCC had previously only been authorized to offer these degrees on the Beatrice and Lincoln campuses. An A.A. or A.S. degree in Academic Transfer offers a broad preparation in the arts and sciences, and is designed to prepare students who wish to complete two years of a bachelor's degree before transferring to a four-year college or university. Adding the Academic Transfer program on the Milford campus will improve access to affordable pathways to a bachelor's degree for the residents of the northwestern portion of SCC's designated service area. It will also bring beneficial changes to the demographic make-up –especially the gender ratio– of the Milford campus.

Metrics ¹

This section includes the College-level metrics associated with Goal 1. The metrics include trend data from the last five academic years, which allow readers to interpret year-to-year changes in metrics. 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

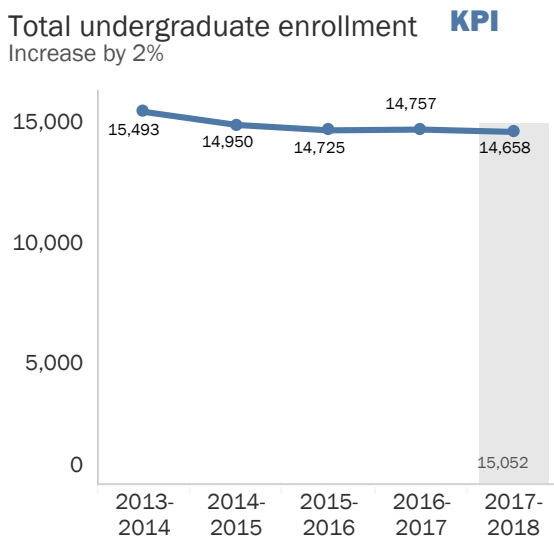
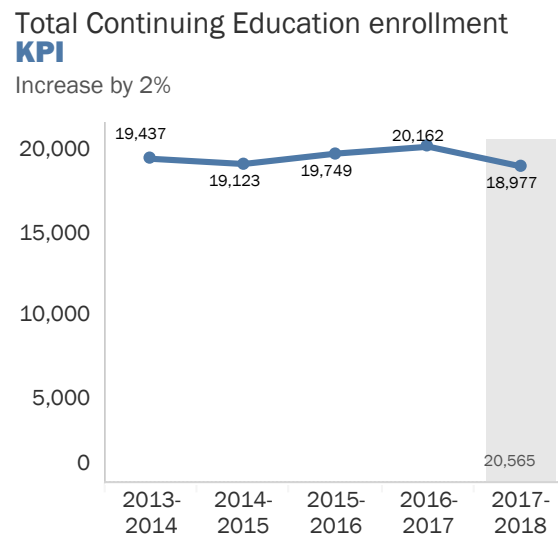


Figure 2



As shown in Figure 1, total undergraduate [enrollment](#) (which includes academic transfer/undeclared, career/technical, and dual credit students) has been relatively flat the past three years. In 2016-2017, undergraduate enrollment increased for the first time in the past five years, but dropped slightly in 2017-2018. As shown in Figure 2, Continuing Education enrollment increased from 2014-2015 through 2016-2017 before declining approximately 6% in 2017-2018.

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

Figure 3

Enrollment of Academic Transfer and undeclared students

Increase by 2%

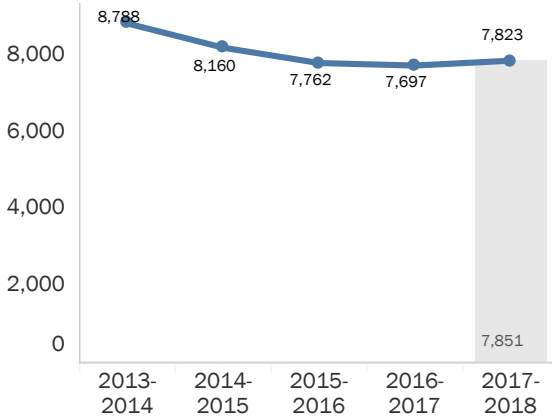
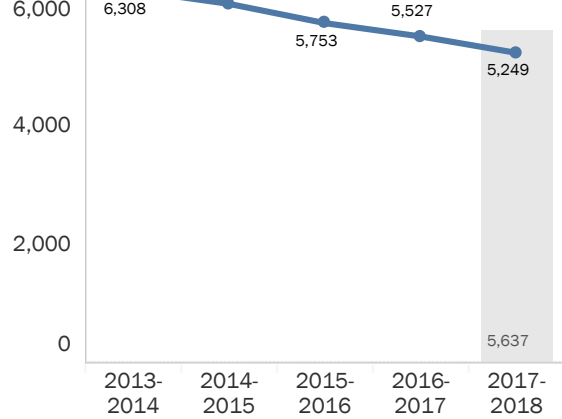


Figure 4

Enrollment of Career/Technical students

Increase by 2%



As shown in Figure 3, the number of Academic Transfer and undeclared students showed its first increase (1.6%) in 2017-2018 after two years of relatively flat enrollment. Figure 4 shows a continuing downward trend for the number of career/technical students, decreasing by five percent in 2017-2018.

Figure 5

Number of Continuing Education non-credit sections

Increase by 1%

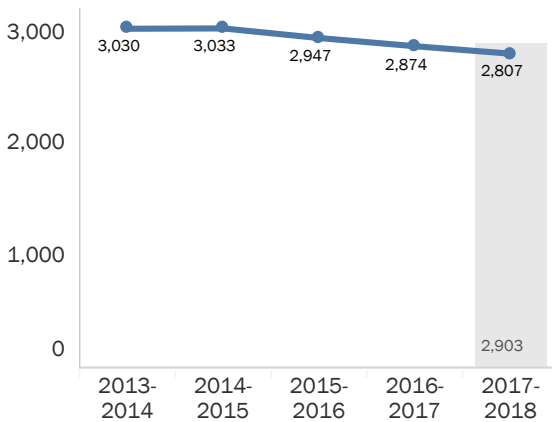
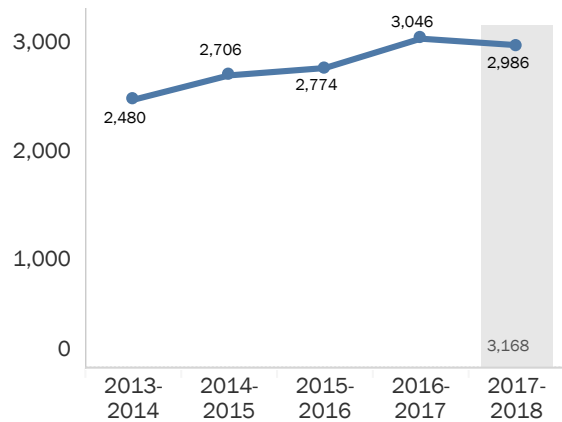


Figure 6

Number of Arts and Sciences course sections

Increase by 4%



As shown in Figure 5, the number of [sections](#) offered by the [Continuing Education](#) Division has decreased slightly for the past three years. Figure 6 shows a small decrease (2%) in 2017-2018 in the number of sections of Arts & Sciences courses offered following an upward trend since 2013-14. Over the last three academic years, SCC adopted a proactive data-driven enrollment management model to increase and right-size the number of course sections offered.

Figure 7

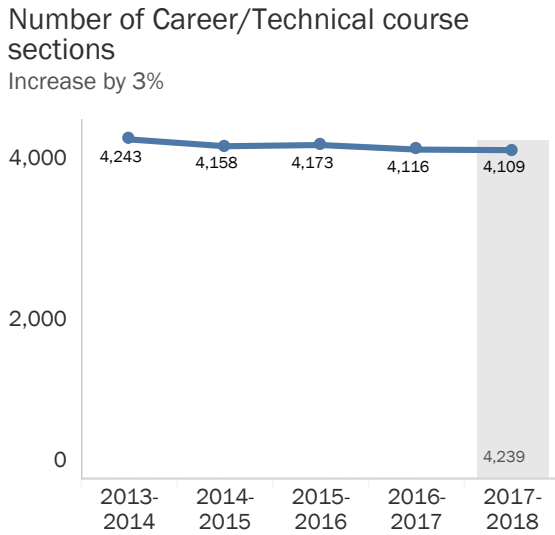


Figure 8

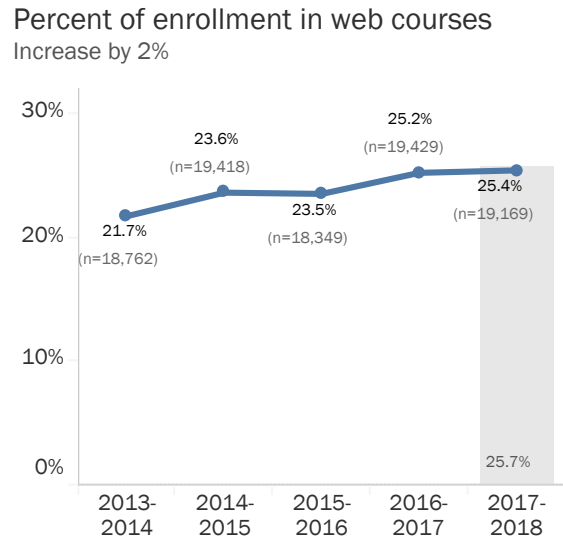


Figure 7 shows that the number of course sections offered by career/technical programs has been relatively flat for the last four years. When looking at all undergraduate course enrollments, Figure 8 shows a slow, steady growth in the percentage of enrollment that is in courses offered via the web. Please note that this is a measure of course enrollment; a single student could be enrolled in multiple courses.

Figure 9

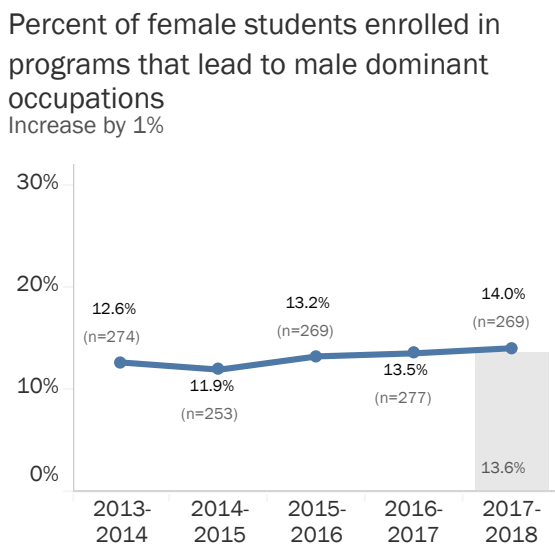


Figure 10

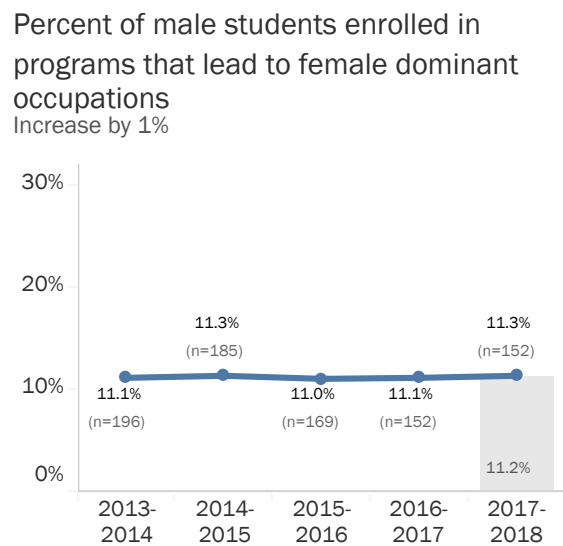


Figure 9 shows the percent of female students enrolling in programs that lead to male-dominant occupations has been increasing over the last four years. Figure 10 shows the percent of male students enrolling in programs leading to female-dominant occupations has remained relatively flat over the last five academic years.

Figure 11

Percent of undergraduate enrollment that is minority **KPI**
 Increase by 6%

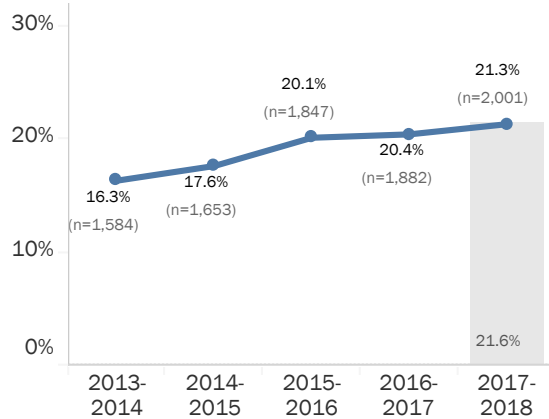


Figure 12

Index of undergraduate population diversity compared to service area
 Increase by 6%

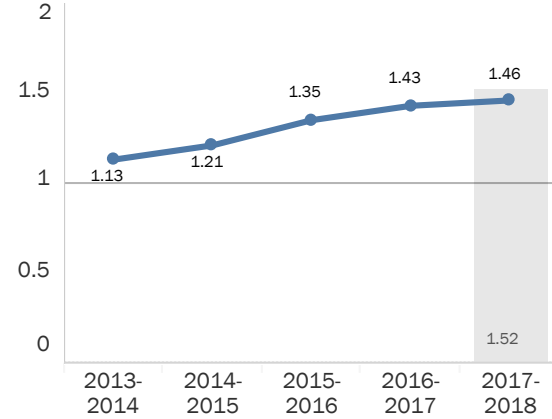


Figure 11 shows that the undergraduate population at SCC has become more racially and ethnically diverse over the past five academic years. These data include fall term enrollment only. Figure 12 displays a measure of diversity of the student body as compared to the diversity of SCC’s 15-county service area. A score of 1.0 means that the proportion of students of color at SCC is identical to the proportion of people of color in the service area. The SCC undergraduate population is more ethnically diverse than the service area and has become increasingly more so in each of the last five years.

Figure 13

Number of military service members and veterans enrolled in credit or non-credit courses during an academic year
 Increase by 5%

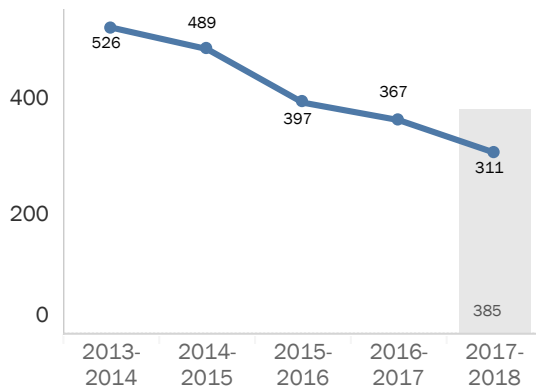


Figure 14

Number of enrolled undergraduate students who were home-schooled
 Increase by 10%

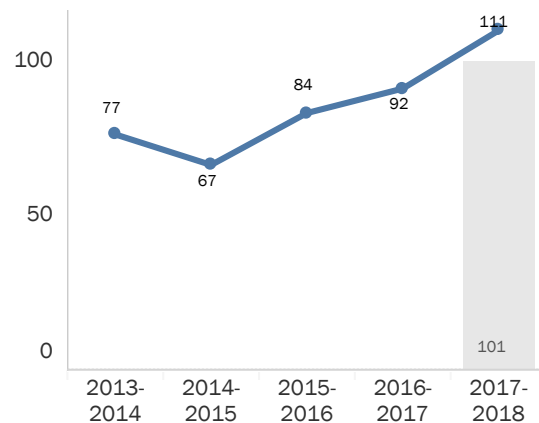


Figure 13 shows a decline over the past five years in the number of active military service members and veterans who are enrolled at SCC. Figure 14 shows that the number of undergraduate students who were home-schooled before arriving at SCC—a small percentage of the overall undergraduate student body—has been increasing over the past three academic years.

Figure 15

Bounce rate from Academics page
Maintain 25% or lower*

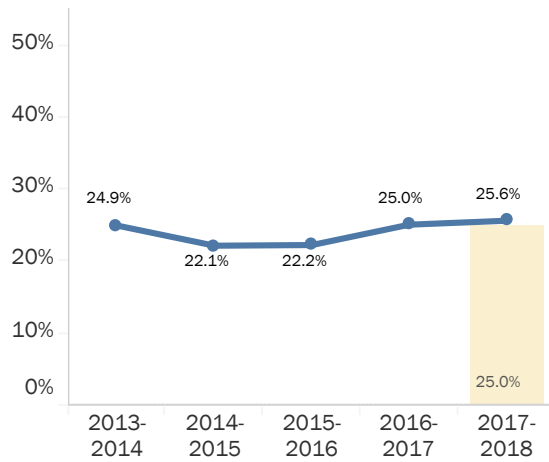
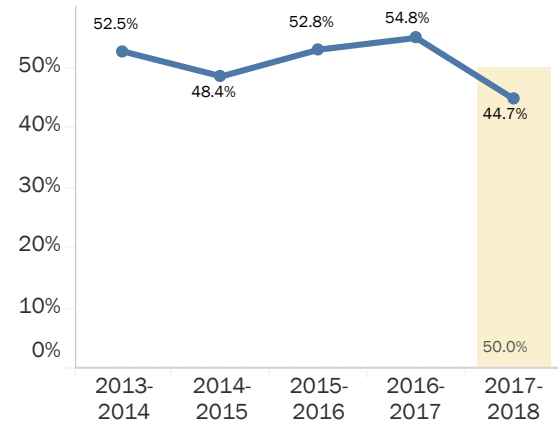


Figure 16

Bounce rate from Continuing Education page
Maintain 50% or lower*



Bounce rate is the percentage of website visits in which the person leaves a web site from a particular page without clicking a link on that page; lower values are better. Figure 15 shows that the bounce rate from the [Academics page](#) saw improvement in 2014-2015 and 2015-2016, and has since returned to over 25 percent (approximately 75 percent of visitors interacted with the page). Figure 16 shows that the [Continuing Education page](#) has a higher bounce rate than the Academics page. The bounce rate improved significantly in 2017-2018, dropping by more than 18 percent from the previous year. More than 55 percent of visitors to this page explored the website further.

Figure 17

Number of likes of SCC Facebook page
Increase by 10%

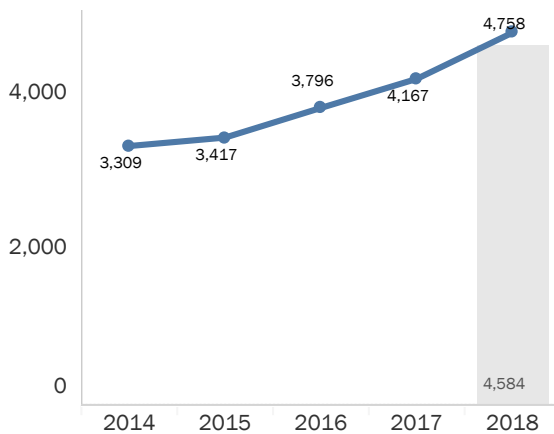
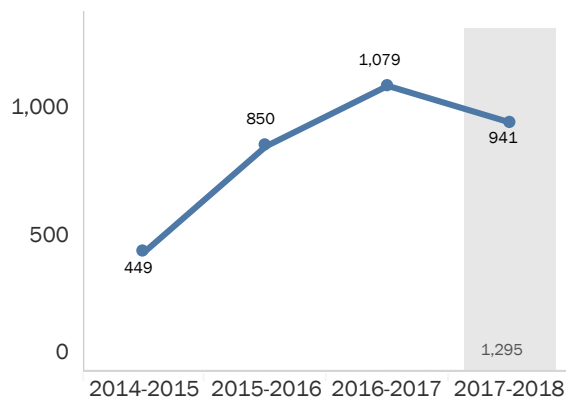


Figure 18

Average total reach of SCC Facebook page
Increase by 20%



The number of likes of the [SCC Facebook page](#) has steadily increased over the past five academic years, increasing by 14 percent between 2017 and 2018 (Figure 17). Figure 18 shows the total reach—the average number of people per post who interacted with the SCC Facebook page—has decreased somewhat this year, following three years of strong growth.

Figure 19

Number of unique pageviews of home page
Increase by 5%

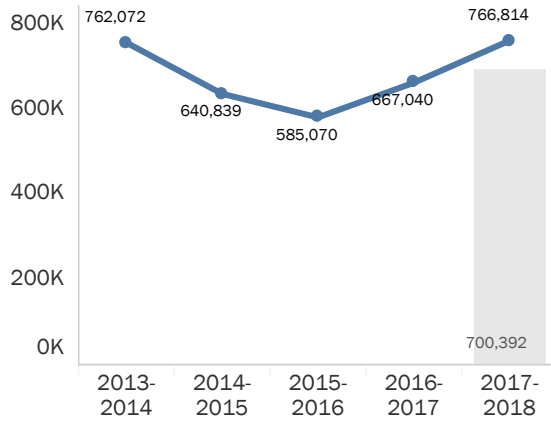
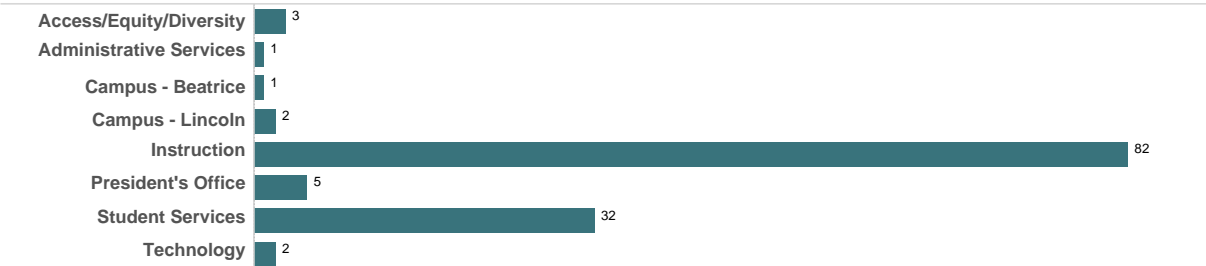


Figure 19 shows the number of unique page views of the [SCC website](#) home page for the past five years. Although this number declined from 2012-2013 to 2015-2016 (likely due to a variety of factors such as, website redesigns and more efficient searches that skip the home page), the number of pageviews increased by 82,000 unique views in 2016-2017 and by nearly 100,000 unique views in 2017-2018.

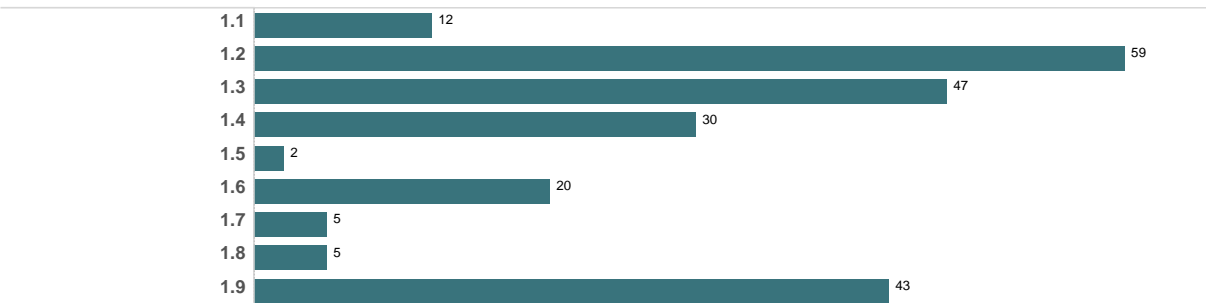
Department-level Connections



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



Number of strategies by *objective*



Department-level Achievements

- Enrollment Services improved the enrollment process for undeclared/visiting students by streamlining registration. Over the past five terms this has resulted in 1,543 undeclared applications being processed. The College has marketed this change online, on the public website and in the printed class schedule.
- Continuing education used a data-driven process to identify opportunities for improvement for continuing education registration processes. This change was a collaborative effort between Information Technology, Moodle Support, and Registration. As a result of these changes, student satisfaction with registration and access increased by 3%.
- The Business Administration program made changes to strengthen admissions and advising processes for new students including increasing advising availability for the face-to-face New Student Orientations, having part-time advisors assist during evenings and breaks, and revising admissions materials for students and advisors.
- SCC's Admissions/Testing departments collaborated with all Nebraska community colleges to create a resource guide for distribution to all Nebraska high schools. The resource guide includes specific information about the Accuplacer test, scores, and testing processes.
- Public Information pitched 130 press releases and stories during the 2017-2018 academic year, which resulted in 89 media mentions, compared to 57 mentions during 2016-2017 on 118 pitches.

Goal 2 - Student Success

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

2017-2018 Strategic Achievements

As part of the Open Pathways option for accreditation from the Higher Learning Commission (HLC), institutions are required to undertake a major **Quality Initiative** (QI) designed to suit its present concerns or aspirations. In 2017-2018, as a first step in identifying a potential QI project, the Office of Institutional Research conducted a comprehensive 5-year cohort analysis of course-level data to identify potential obstacles to student retention and completion.

When tracked over a 5-year period, approximately half of SCC students received at least one failing grade. Among students who received at least one failing grade, approximately 55% of these students received a failing grade their first term. The second phase of the study focused on the outcomes associated with failing grades. Among students who received a failing grade in their first quarter, only 49% were retained the following term compared to 70% of students who did not receive a failing grade during their first term. Twenty-seven percent (27%) of students who received a failing grade in their first term did not return to SCC at any point during the 5-year study period compared to less than 10% of students who did not receive a failing grade. Among students who received a failing grade their first term, less than 5% earned a certificate or degree during the 5-year study period, compared to 30% among those students who did not receive a failing grade during their first term. The third phase of the study included a detailed analysis of course data to determine which courses were associated with the highest number of failing grades. This analysis revealed that the highest number of failing grades among new students occurred in beginning and intermediate algebra and English composition.

Between December 2017 and July 2018 several presentations and workshops were held to review the data and discuss strategies targeted at promoting success among first-term students. In October 2018, SCC submitted a Quality Initiative proposal that will focus on improving retention and completion by helping new students acquire and enhance academic resiliency skills to assist in the navigation of potential obstacles. The implementation of the Quality Initiative will begin upon approval from the Higher Learning Commission.

During the 2017-2018 academic year, the General Education Team revised the College's **General Education Learning Outcomes** (GELOs) for the first time since the College's focused visit in 2005. SCC believes that possessing both career-specific knowledge and broad-based knowledge are essential to any college education. This belief is reinforced by employers as evidenced in DACUM reports and by Higher Learning Commission guidelines for general education. The outcomes-based SCC Core consists of a set of student learning outcomes aimed at the development of knowledge and skills beyond those specific to an occupation and at academic, personal, and social growth. These student learning outcomes are:

- Oral Communication
- Written Communication
- Critical Thinking & Problem Solving,
- Global Awareness and Citizenship
- Analytical, Quantitative, and Scientific Reasoning
- Career and Life Skills

The General Education team revised the GELOs, developed descriptors, outcomes, and rubrics that will support the assessment of the GELOs. Furthermore, the General Education Team developed a continuous improvement process that will strengthen the general education course offerings and provide ongoing assessment and curricular revision of all general education courses. The goal for the General Education program at SCC is for students and employees to understand how general education is integrated into the overall education experience at SCC.

Metrics²

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.

Figure 20

CCSSE Benchmark for Active and Collaborative Learning
Increase to 50% benchmark or higher

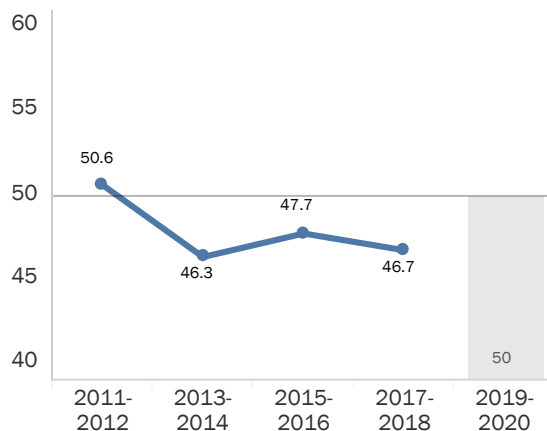
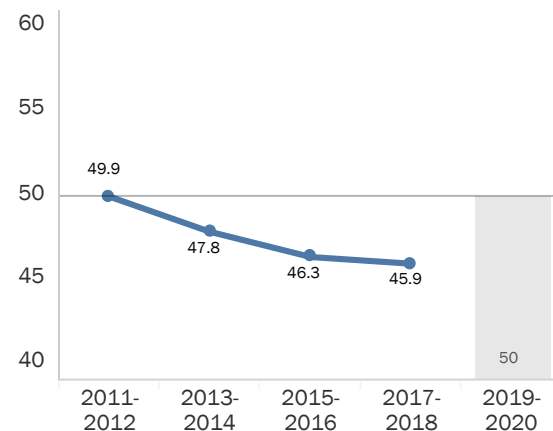


Figure 21

CCSSE Benchmark for Support for Learners
Increase to 50% benchmark or higher



All scores for [CCSSE benchmarks](#) are normalized such that the average score nationwide for all participating schools is 50. Scores above 50 indicates students at an individual school are more engaged than the national average; scores below 50 indicate that students are less engaged. Because a different collection of schools participate each year, comparisons across years *cannot* be used as evidence of change. All benchmarks encompass multiple survey questions. As shown in Figure 20 and Figure 21, SCC's benchmark scores for both 'Active and Collaborative Learning' and 'Support for Learners' were near the national average in 2010-2011, but have been below average in subsequent years.

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

Figure 22

CCSSE Benchmark for Student-Faculty Interaction

Increase to 50% benchmark or higher

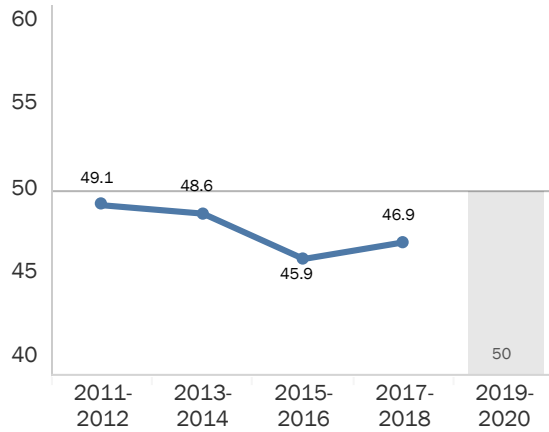


Figure 23

CCSSE Benchmark for Academic Challenge

Increase to 50% benchmark or higher

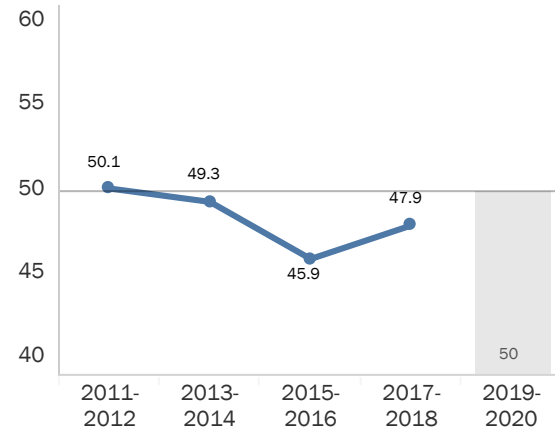


Figure 22 shows the benchmark score for 'Student-Faculty Interaction' was near the national average in 2011-2012, but has been below average in subsequent years. Figure 23 shows the benchmark score for 'Academic Challenge' was at the national average in 2011-2012, but below average in more recent years.

Figure 24

CCSSE Benchmark for Student Effort

Increase to 50% benchmark or higher

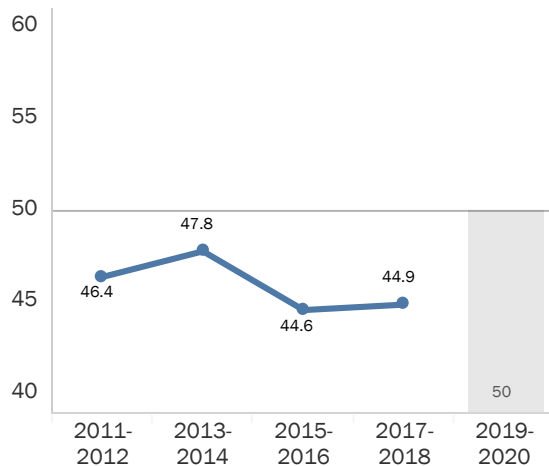
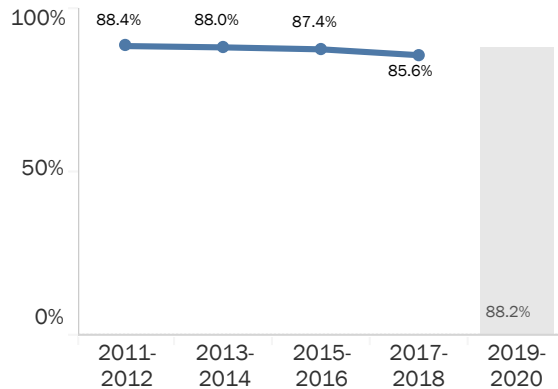


Figure 25

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

Increase by 3%



As shown in Figure 24, the SCC score for the benchmark on 'Student Effort' has been lower than the national average in each year the survey has been administered. Figure 25 shows that the vast majority of students who responded to the CCSSE survey rated their overall educational experience at SCC as 'good' or 'excellent' (and thus neither 'fair' nor 'poor') in each of the years reported.

Figure 26

Overall success rate of undergraduate students **KPI**
Increase by 2%

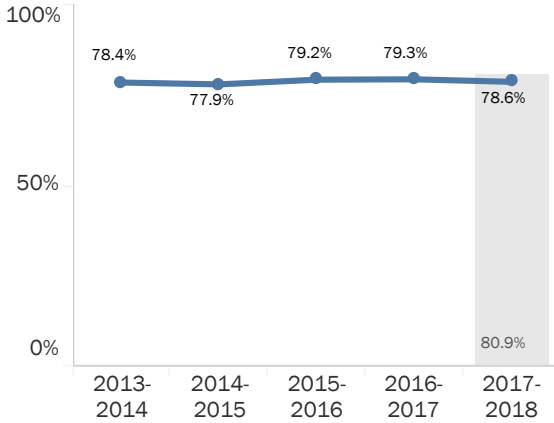


Figure 27

Overall success rate of dual credit students
Maintain current level

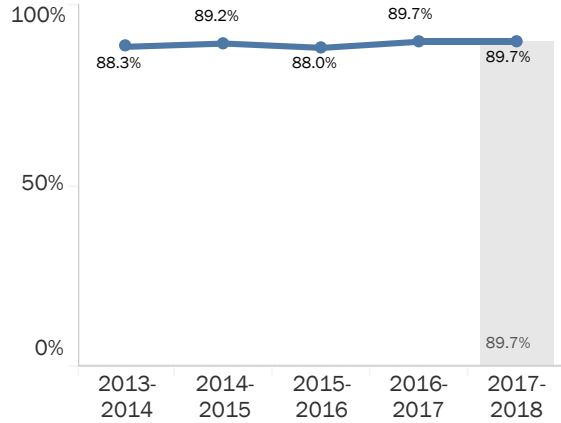


Figure 26 shows that the overall success rate of undergraduate students has remained very stable at around 79 percent for the past five academic years. Figure 27 shows the overall success rate of dual-credit students is also very stable, and has been higher (at around 89 percent) than that of the overall undergraduate population.

Figure 28

Overall withdrawal rate of undergraduate students
Maintain current level or lower

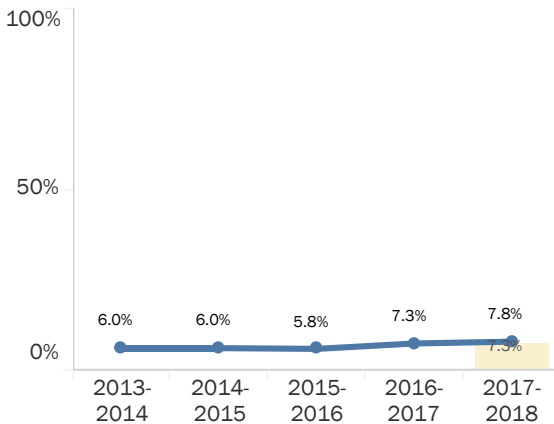


Figure 29

Overall rate of D/F grades among undergraduates
Maintain current level or lower

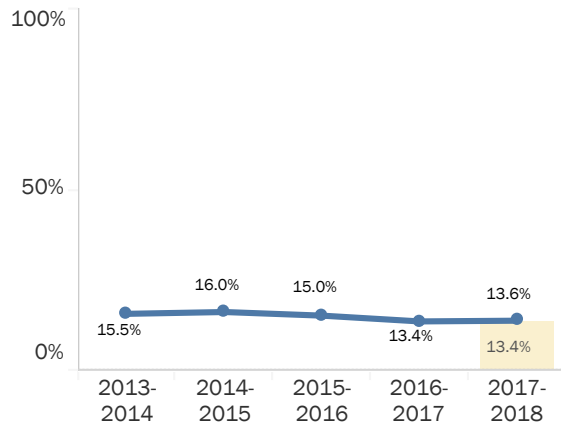


Figure 28 and Figure 29 show the related rates of students receiving a 'W' (withdrawal rate) or a 'D' or 'F' (D/F rate). Both these rates have been fairly low and stable. The largest change came with 2016-2017 when the College extended the deadline for students to withdraw from a course. This change was made to ensure that students had sufficient time to determine whether dropping a course was the appropriate action. With this policy change, the withdrawal rate increased and the D/F rate decreased.

Figure 30

Percent of credit hours attempted in the first term that were successfully completed
Increase by 2%

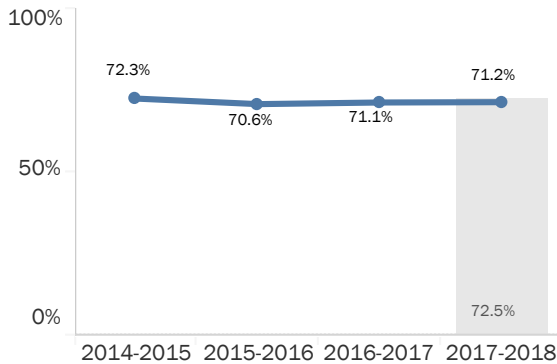


Figure 30 shows that 70 percent of credit hours attempted by ‘first time to the College’ students at SCC were completed successfully (C or better). This number has remained relatively stable over the past four academic years. All students new to SCC in the fall term are included in this measure, including transfer students. This data comes from the [Voluntary Framework of Accountability](#) (VFA). SCC has participated in the VFA collection since 2013. This national accountability system identifies and collects comprehensive measures for community colleges.

Figure 31

Percent of students who attempted at least one developmental course in math, reading or writing
Maintain current level

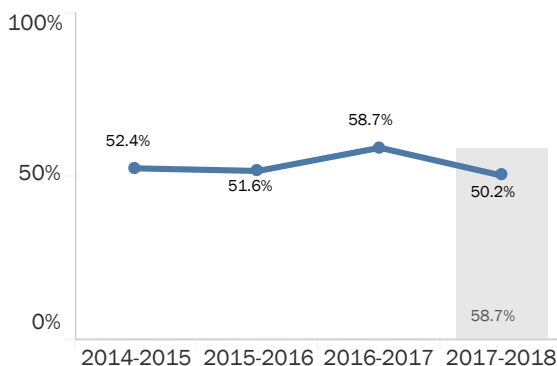
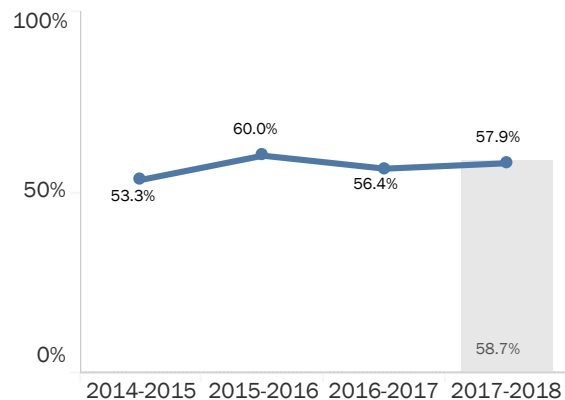


Figure 32

Percent of students who completed all developmental coursework **KPI**
Increase by 4%



Two additional VFA measures include the percent of students who attempted at least one developmental course and the percent of students who completed all developmental coursework. These two measures track course completion over a six-year period for a cohort of students who start at SCC in the fall term as their first college experience after high school. The percent of students who attempted at least one developmental course rose for the cohort that

ended in 2016-2017, but dropped again in 2017-2018 (Figure 31). Of those students who attempted at least one developmental course, more than half completed all developmental coursework and were eligible to move on to college-level courses in math and writing (Figure 32).

Figure 33

Number of certificate, diploma, associate degrees awarded **KPI**
Increase by 4%

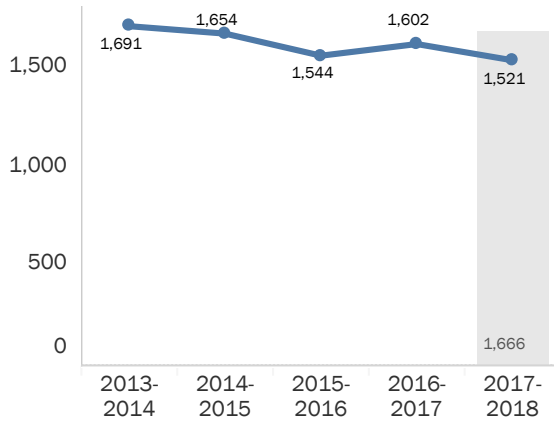
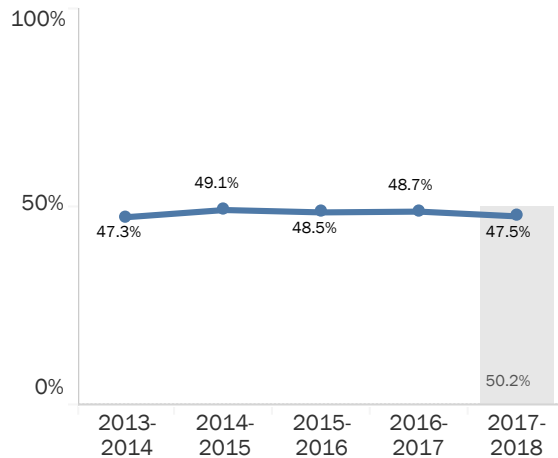


Figure 34

Graduation and transfer rate **KPI**
Increase by 3%



The number of certificates, diplomas, and associate [degrees awarded](#) increased in 2016-2017, but decreased again in 2017-2018 (Figure 33). The graduation and transfer rate has remained near 48 percent in recent years (Figure 34).

Figure 35

Workforce placement rate of Career/Technical graduates **KPI**
Increase by 4%

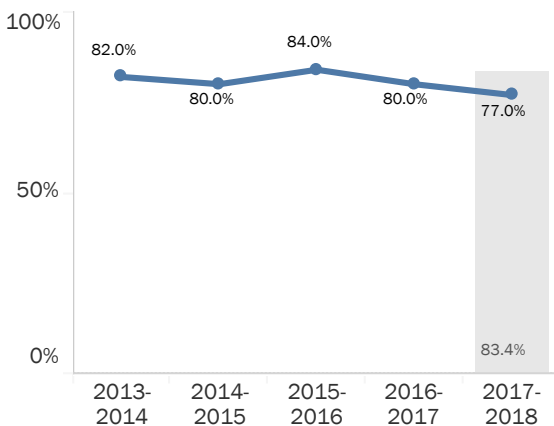
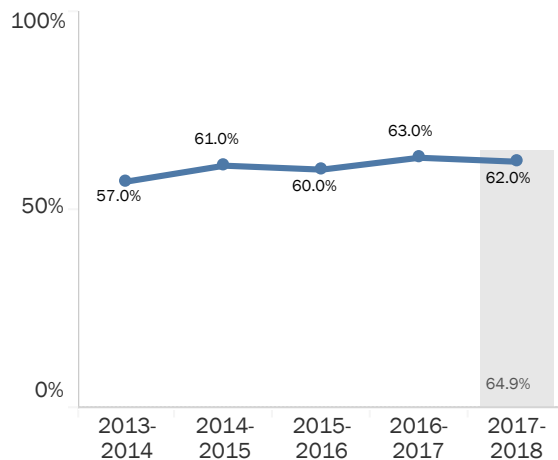


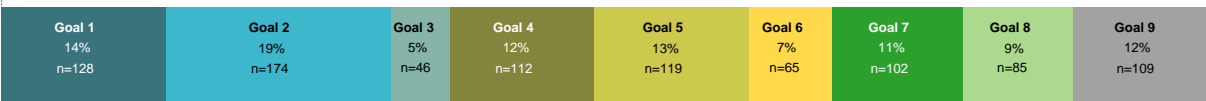
Figure 36

Fall to fall retention rate **KPI**
Increase by 3%

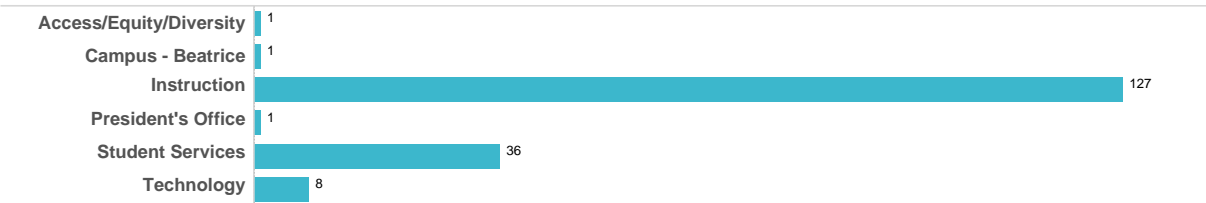


The [workforce placement](#) rate for career/technical students (Figure 35) has remained relatively stable at roughly 80 percent. Similarly, the fall-to-fall retention rate (Figure 36) has remained near 60 percent.

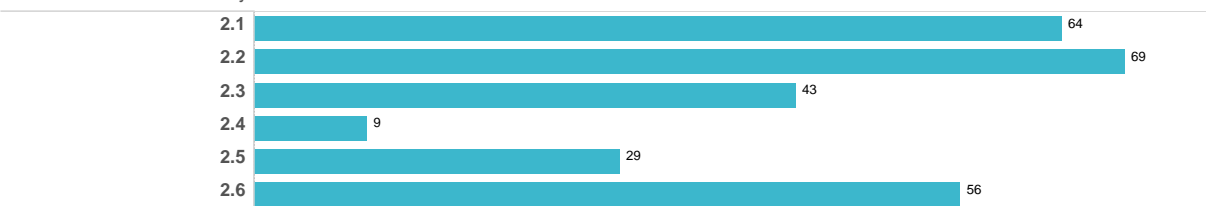
Department-level Connections



Number of strategies by *area* for Goal 2. Student Success



Number of strategies by *objective*



Department-level Achievements

- In Spring quarter 2018, the Transitions program on the Lincoln campus began offering bi-weekly supplemental instruction workshops for students taking developmental math courses. The program recognized a need for additional support for developmental math students based on the high number of Transitions students requesting help with their math modules course work. The free workshops provide the students additional resources, including lectures over the material covered in the course, opportunities to ask individual questions, and free tutoring. The goal is to improve the pass rate in Math 0900 courses and to build the students' confidence so they can be successful in their subsequent math courses.
- The Learn to Dream scholarship program celebrated 10 years in May 2018. This scholarship program has been transformational in offering low-income students access to a college degree. Learn to Dream pays for up to 45 credit hours, or around \$3,037.50 of tuition at SCC. During the 2017-2018 academic year, the scholarship provided approximately 450 awards to students. Due to a generous donation from the Acklie Charitable Foundation, beginning in 2018 the scholarship will be extended to allow for up to 90 credits of tuition; enough for students to complete an associate degree.
- The Criminal Justice program developed a new course based on industry needs. The new course, Effective Communication in Criminal Justice, applies oral and written communication skills through hands-on scenarios. This course will develop students' ability to communicate effectively in the criminal justice industry.
- Student Success offices developed a calendar of activities to help promote the mission of the Student Success Center. They also gathered feedback at their largest event, the Midterm Grade Check, on satisfaction and effectiveness of services.

Goal 3 - Student Enrichment

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

2017-2018 Strategic Achievements

On February 21, 2018, SCC held its first **African American Read-in** on the Lincoln Campus. A total of 45 students and 30 faculty and staff attended this annual event that is sponsored by National Council of Teachers of English (NCTE) during Black History Month. This event is the nation's oldest diversity in literature event; it began in 1990 and has reached more than six million people globally. SCC's first African American Read-in was an effort to promote cultural diversity through the public reading of works (poetry, plays, novels, speeches, etc.) by African American authors. There were approximately 24 students and employees who volunteered to read, recite poetry, or perform dramatic recitations. The event was hosted by the Division of Arts and Sciences, in collaboration with Student Affairs; the Office of Access, Equity, and Diversity; Information Technology; and Facilities. Several instructors incorporated this event into their classes via response papers, essays, etc., making it a truly co-curricular event. The College has plans to host similar events in the future.

The College continues to promote and expand awareness and **appreciation of the arts** through formal and informal extra-curricular programming and public artistic performances. In September 2017, SCC presented the play *12 Angry Jurors* at the Continuing Education Center in Lincoln. The play was part of a new non-credit class at SCC called "Yes, You Can be a Star!" where students learn skills in acting and technical theater by participating in a theatre production. The cast of the production included SCC students, staff, and community members. In December 2017, SCC presented a madrigal dinner show entitled *The Jester's Test* at the Beatrice Country Club. The performance by students, faculty and community members included Renaissance holiday choral selections and musical instruments, medieval costumes, theatrical performance, and a three-course meal.

SCC continues to promote cultural understanding and enrichment through **global education** and **service learning** opportunities. In June 2017, two faculty members led fifteen students on a service-learning trip to Guatemala. Students from multiple health science programs—Associate Degree Nursing, Practical Nursing, Respiratory Care, Surgical Technology, Physical Therapist Assistant, and Dental Assisting—traveled to Antigua, Guatemala, to offer assistance and supplies to the community. The students and faculty joined with other volunteers through International Medical Relief to provide five days of health care clinics and health education for people in need in small towns surrounding Antigua. This is the fifth international service trip for Health Sciences and the fourth to Guatemala. These trips offer students an interdisciplinary opportunity to apply what they have learned in their programs while also learning about another country's culture and health care practices.

The College also **promotes student enrichment through extra-curricular opportunities** within [The Career Academy \(TCA\)](#), its dual credit academy partnership with Lincoln Public Schools. TCA students enrich their coursework and have the opportunity to demonstrate the skills they have learned through national conferences and competitions. In 2017-2018 students from the Ag/Bio Sciences, Business Administration/Entrepreneurship, Construction, Culinary, Education, Engineering, Health Sciences, Information Technology, and

Welding Pathways competed in state and national skills competitions, including the following examples:

- In April 2018, The Career Academy’s CyberPatriot Team placed 14th in the nation (out of 807 teams in their category) at the National Youth Cyber Defense Competition. In competition, teams were given a set of virtual images representing operating systems and were tasked with finding the cybersecurity vulnerabilities and making critical fixes within a six-hour period.
- In April 2018, a team of TCA students placed in the top 25 at the National ProStart Invitational culinary competition in Rhode Island. The team successfully completed the challenge of preparing a three-course meal in 60 minutes using only two butane burners and no access to running water or electricity. ProStart is a program of the Hospitality Education Foundation and is supported by Nebraska Restaurant Association.
- TCA students attended professional development workshops and participated in competitive events at the annual Educators Rising Nebraska State Leadership Conference in February 2018. Sixteen TCA students won or placed in various project-based competitions designed to demonstrate their knowledge, creativity, skills, and leadership abilities against high standards and peers from across Nebraska. In June 2018, five individuals and one team attended and competed in the Educators Rising National Conference in Orlando, FL.
- In June 2018, eight individuals and two teams attended the 2018 National SkillsUSA Championships in Louisville, Kentucky. The students—representing the Ag/Bio Sciences, Construction, Culinary, and Information Technology pathways—competed in hands-on competitions to demonstrate their technical and occupational skills. Three TCA students won Skill Point Certificates, which are awarded to students who meet a predetermined threshold score set by their industry.

Metrics³

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 37

Percent of students graduating with honors
Increase by 1%

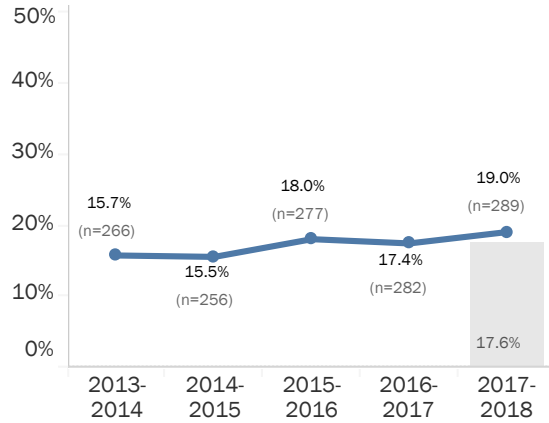
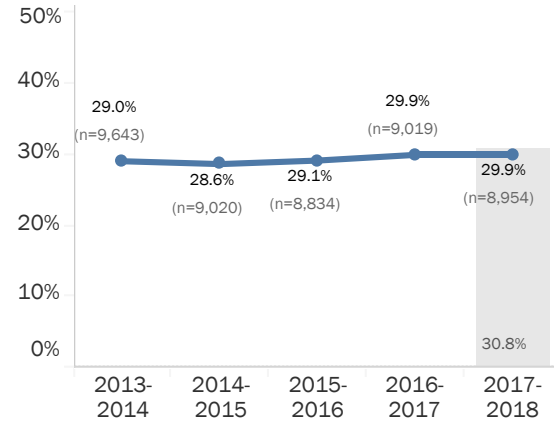


Figure 38

Percent of undergraduates on the Dean's List
Increase by 3%



In 2017-2018 the percent of students graduating with honors increased over the previous year (Figure 37). The percent of undergraduates on the Dean's list has remained fairly stable (around 29 percent) over the past five academic years (Figure 38).

Figure 39

Number of student athletes enrolled
Increase by 5%

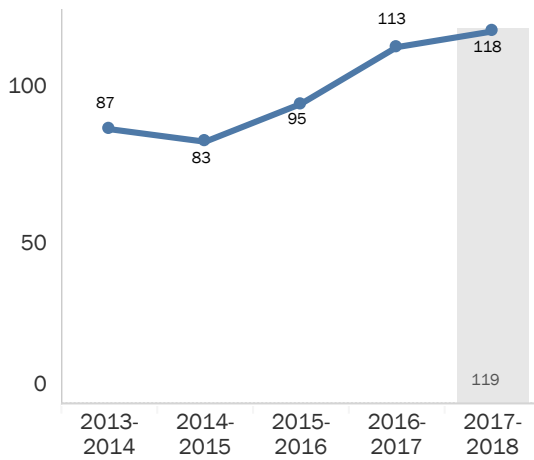


Figure 40

Number of students who participate in Global Education courses and trips
Increase by 25%

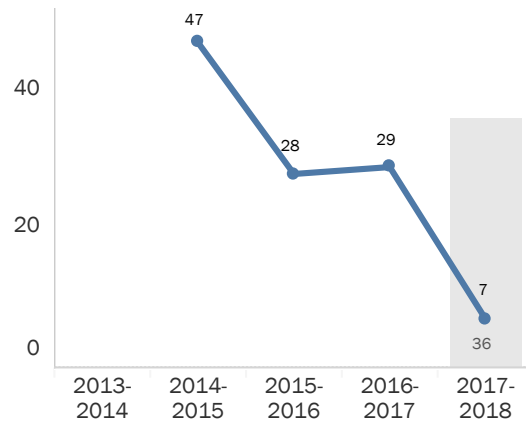


Figure 39 shows that the number of student athletes has grown significantly since 2014-2015, largely due to the addition of men's and women's cross teams in Fall 2016. Figure 40 shows the number of students who participated in Global Education experiences. The number for 2014-2015 is exceptionally high because the 2013-2014 trip was held during the 2014-2015 academic year. The number of students decreased sharply in 2017-2018; one contributing factor to this decline is that the position of Global Programs Coordinator was unfilled from October 2016 until May 2018.

Figure 41

Number of fine and performing arts course sections
Increase by 3%

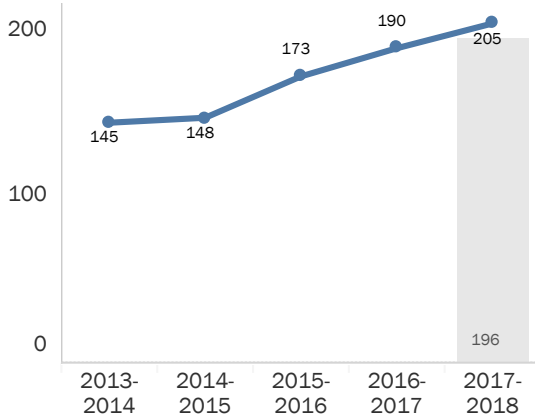


Figure 42

Number of submissions to Illuminations
Maintain current level

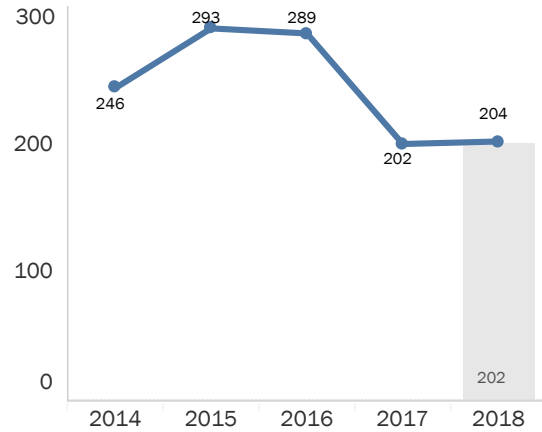
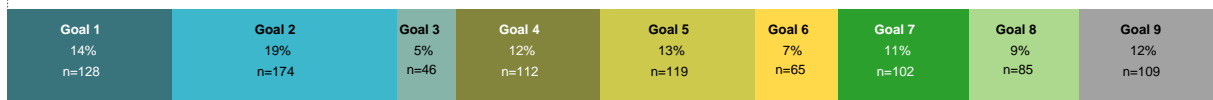
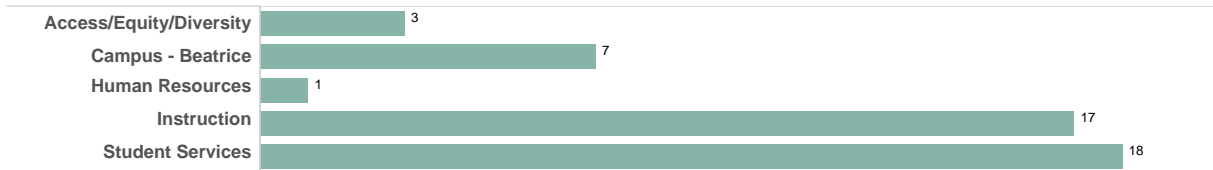


Figure 41 shows that the number of fine and performing arts [course sections](#) offered has increased each year since 2013-2014. Figure 42 shows the number of submission to [Illuminations](#)—SCC’s magazine of creative expression that published its 19th volume in Spring 2018—was lower in 2017 and 2018 than in previous years, but still remains strong.

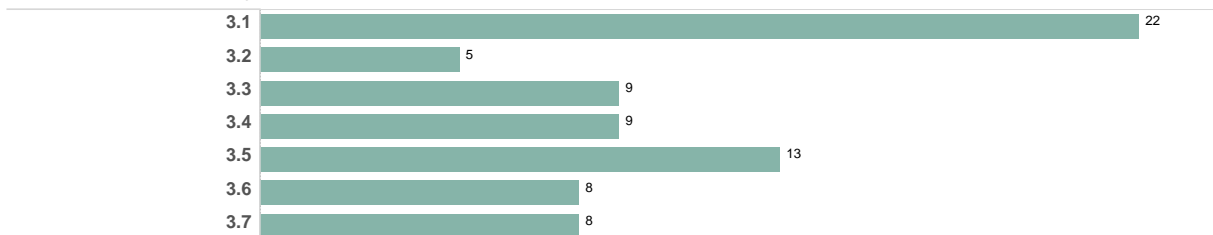
Department-level Connections



Number of strategies by *area* for Goal 3. Student Enrichment



Number of strategies by *objective*



Department-level Achievements

- The Division of Arts & Sciences hosted an inaugural Speech Contest for all SCC students. A total of 45 students from the Lincoln and Milford campuses competed for a total of seven awards. This event was a positive and innovative collaboration between all areas of the College and will be held again during the 2018-19 academic year.
- SCC's Agriculture students took home three first-place awards in a recent national competition, the North American Colleges and Teachers of Agriculture Judging Conference. SCC students placed first among 39 colleges in the Knowledge Quiz Bowl, Ag Business Team and Horticulture Contest, and third place in Dairy Judging.
- On August 21, 2017 all SCC campuses were in the path of the 2017 Total Solar Eclipse. Various eclipse-themed activities were held on all three campuses to commemorate this awe-inspiring event.
- The Student Success Center partnered with Student Life and Wellness to promote student psychological health. SCC was awarded funds through the Garrett Lee Smith grant for suicide prevention. Events such as "Coffee with a Counselor" were held to provide students information about campus counseling services.
- Academic Transfer's Social Science department increased student participation in the National History Day event hosted by SCC from 74 students in 2017 to 88 in 2018. Winners from each category received tuition waivers for future SCC courses.
- SCC students in the Culinary/Hospitality, Fire Protection, Motorcycle Technology, and Welding programs placed in the state SkillsUSA competition. At the SkillsUSA national conference, Josh Forrest placed first in the firefighting competition and Cassie Belling took 7th place in commercial baking.

Goal 4 - Program Development

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

2017-2018 Strategic Achievements

Southeast Community College continues to be **responsive to student and employer demands** in its educational programming. To this end, it is actively seeking to update and expand its instructional programming to meet the changing needs of Nebraska's economy. In 2017-2018, the Criminal Justice program updated its curriculum, expanding from a single degree option in Criminal Justice to three degree options: Adult & Juvenile Services and Corrections; Criminal Justice; and Law Enforcement & Homeland Security. Similarly, the Agriculture program has been expanded over the last two academic years, changing from a single degree program in Agriculture Business and Management Technology to three degree programs: Agriculture Management & Production; Livestock Management and Production; and Horticulture & Turfgrass Management.

During the 2017-2018 academic year, the College submitted several new program proposals to the Nebraska Coordinating Commission on Postsecondary Education. Two new programs were approved to start in the 2018-2019 academic year: Plumbing Technology (diploma) and Healthcare Services (certificate). An advanced certificate in Surgical First Assistant was approved to begin in Fall 2019.

In an effort to **improve its market research capacity to identify demand for existing and new career programs**, the College contracted with Gray Associates, a higher education consulting firm, to help identify the best potential programs in our geographic market, with the aim of growing student enrollment. The College is using Gray's Program Evaluation System to evaluate all potential and current programs based on customized geographic markets and program scoring cards. This process is designed to maximize new program development resources by identifying a list of the best new programs to launch; reduce risk of failure when launching new programs; ensure student demand for new and existing programs; and properly allocate resources to existing programs.

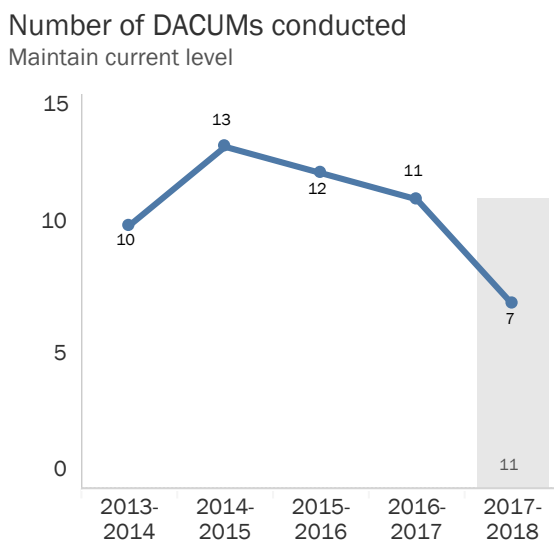
SCC has a significant strategic achievement to **promote partnerships with 4-year institutions that increase access to undergraduate degrees**. In October 2017, SCC formed a partnership with Nebraska Wesleyan University (NWU) that enables students to transfer to Wesleyan with a \$15,000 annual scholarship. The \$15,000 scholarship is available to students transferring directly from SCC and who complete a minimum of 18 credit hours. The scholarship is renewable for up to eight semesters at NWU. Phi Theta Kappa and Kappa Beta Delta students are eligible for \$17,000 in scholarships. Since 2013, 386 full-time students with SCC credits have enrolled at NWU and 231 students have enrolled in the adult degree completion program. The average grade point average of those students is 3.2. In addition to the \$15,000 annual scholarship, the Pathways Partnership also provides a \$15 credit hour reduction in tuition for working adults. The scholarship's main objective is to increase the number of SCC students who earn bachelor's degrees.

Metrics⁴

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 43



DACUM (Developing a Curriculum) is a process that invites current industry professionals to assess the major duties, tasks, knowledge, and skills related to their occupation. The relevant career and technical programs then use this data to determine the curricular changes needed to keep programs up-to-date with workforce needs. Each program is scheduled to complete a DACUM review every five years. The number of programs completing a DACUM was lower in 2017-2018 than in previous years (Figure 43).

⁴ The data sources and full description of the metrics provided for Goal 4 can be found on page 53.

Figure 44

Number of employer-organized customized trainings offered through Continuing Education
 Increase by 5%

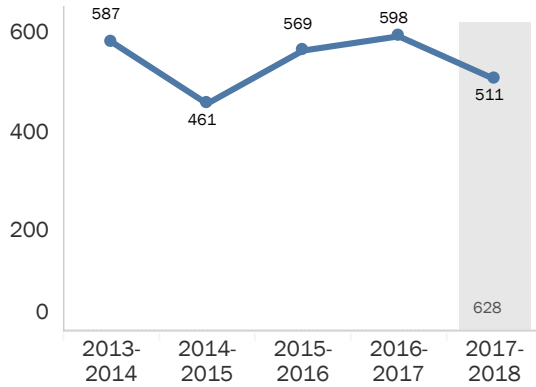


Figure 45

Number of articulation agreements
 Maintain current level

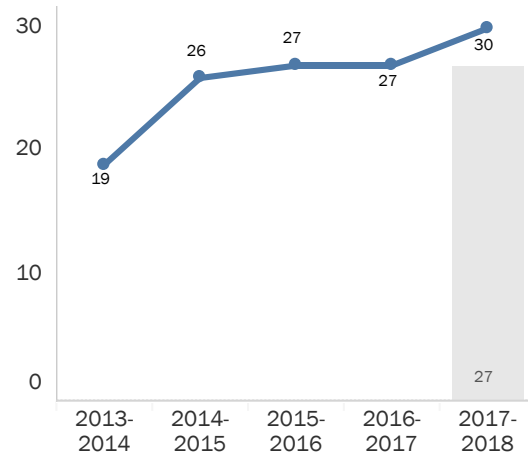


Figure 44 shows the number of employer-organized [customized training](#) courses offered by the Continuing Education Division, not including Ed2Go sections. Figure 45 shows the number of articulation agreements, which are dependent on program-level efforts with other higher education institutions, increased significantly in 2014-2015 and has continued growing slowly in subsequent years.

Figure 46

Total enrollment at Learning Centers
KPI
 Increase by 40%

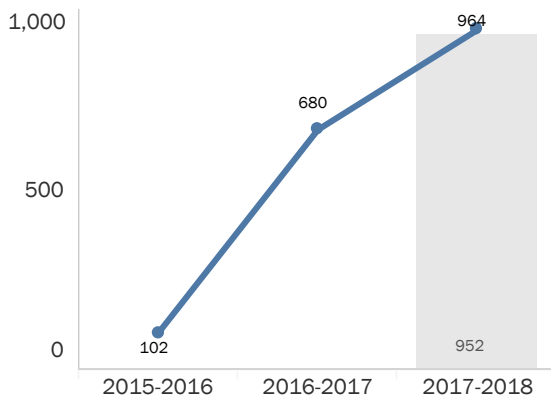
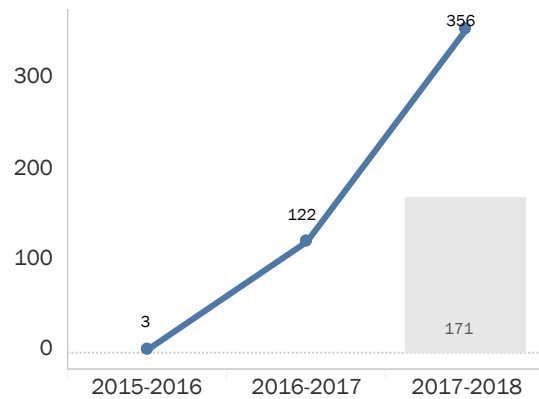


Figure 47

Number of sections offered at Learning Centers
 Increase by 40%



With the hiring of Learning Center coordinators and the opening of several new Learning Centers in 2016-2017 (see Goal 1 narrative for details), SCC began offering credit and non-credit classes at Learning Centers in York, Plattsmouth, Nebraska City, Hebron, and Wahoo, and expanded offerings at its location in Falls City. Both the total enrollment and number of sections offered at Learning Centers have grown tremendously since 2015-2016 (Figure 46 and Figure 47).

Figure 48

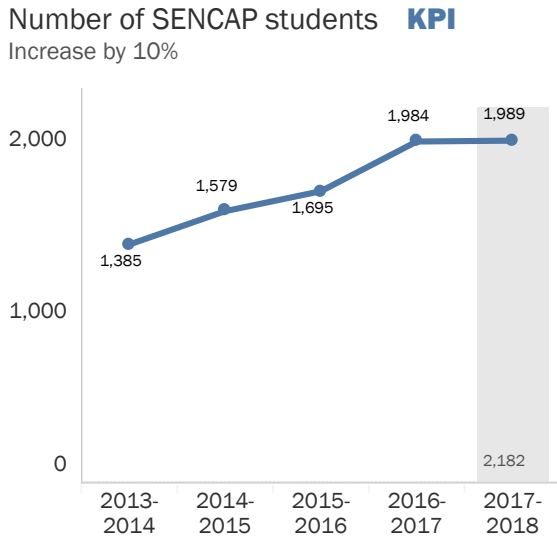


Figure 49

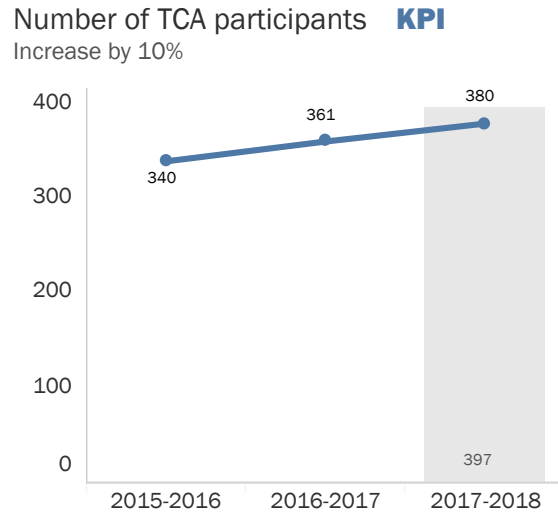
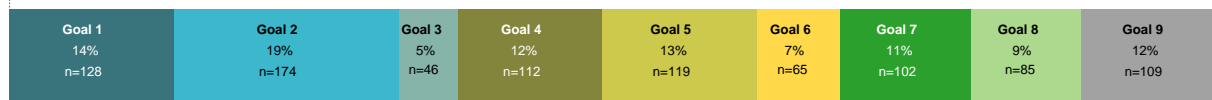


Figure 48 shows that the number of students enrolled in [SENCAP](#) has grown in each year reported, with nearly 2,000 students enrolled in 2017-2018. Figure 49 shows that the number of students participating in [The Career Academy](#) (TCA) in Lincoln increased by six percent in the second year of its operations and by five percent in its third year.

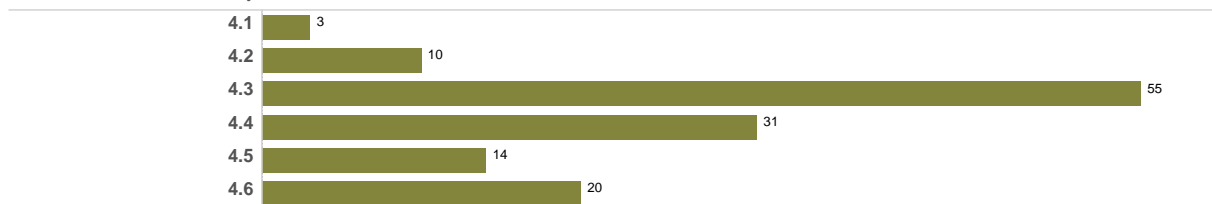
Department-level Connections



Number of strategies by *area* for Goal 4. Program Development



Number of strategies by *objective*



Department-level Achievements

- SENCAP worked with high schools in the 15-county area to expand dual-credit opportunities. Several new schools were added during the 2017-18 academic year, including Pawnee City, Johnson-Brock, Johnson County Central, Lewiston, Sterling, Humboldt-Table Rock-Steinauer, and Falls City.
- In an effort improve and expand dynamic and creative career training solutions based on employer demand, the Dean of Construction, Manufacturing, and Electronics collaborated with SCC's Office of Institutional Research (IR) to survey plumbing businesses in SCC's service area. The surveys were used to determine hiring and training needs and gauge demand for developing a diploma program in Plumbing Technology. The SCC Learning Center coordinators in Falls City, Plattsmouth, and Wahoo also collaborated with IR to survey businesses in their local areas about their specific workforce training needs.
- The Auto Collision Repair Technology program partnered with the Nebraska Auto Body Association's new Youth Opportunity Council. This goal of this collaboration is to increase enrollment and graduate more students to meet industry demands.
- Continuing Education started offering Nursing Assistant courses open to the public in Plattsmouth and Louisville.

Goal 5 - Faculty and Staff Excellence

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

2017-2018 Strategic Achievements

In effort to **improve and expand human resource programs and services**, the Office of Human Resources (HR) held the first annual HR Benefit Fair on Friday, July 7, 2017 at the Lincoln Campus. Following a State of the College address by President Illich, presentation breakout sessions were offered on wellness, retirement planning, diversity, and safety. Additionally, benefit providers (Assurity Life Insurance, Blue Cross/Blue Shield of Nebraska, Continuum, EYEMED, TIAA) were on site to give employees an opportunity to obtain information and visit one-on-one. Approximately 340 employees attended the Benefit Fair to obtain beneficial information on benefit offerings that affect their financial future and retirement readiness. In future years HR will hold Benefit Fairs on each campus to give employees at each location the opportunity to attend and meet with benefit providers.

In an effort to **promote continuous learning among faculty and staff and support a positive and dynamic learning environment**, SCC hosted poverty simulations on its campuses. The poverty simulation experience is designed to help participants begin to understand what it might be like to live in a typical low-income family trying to survive from month to month. The two-to-three-hour simulation can host up to 88 participants who play different roles in families facing poverty. The College has hosted two simulations for SCC staff and faculty with a total of 145 participants focused on poverty and the impact it has on college students. The health sciences division has also hosted two poverty simulations with a total of 158 participants focused on poverty and the impact it has on patients seeking medical care. Since starting the poverty simulation at SCC, faculty and staff have communicated to organizers that it has opened their eyes to how hard it is for students living in poverty and has changed the way they support and interact with students.

Metrics⁵

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 50

Number of faculty/staff members who take advantage of tuition reimbursement for external courses
Increase by 10%

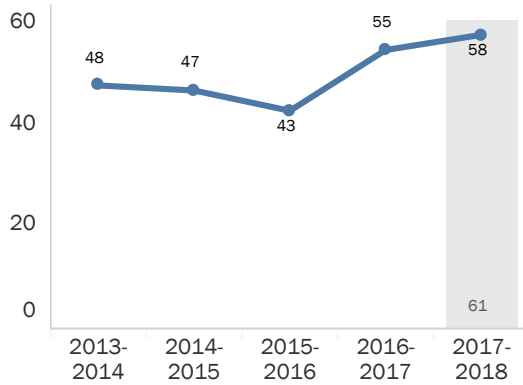
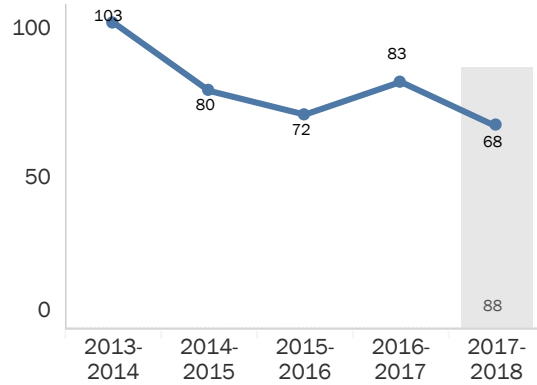


Figure 51

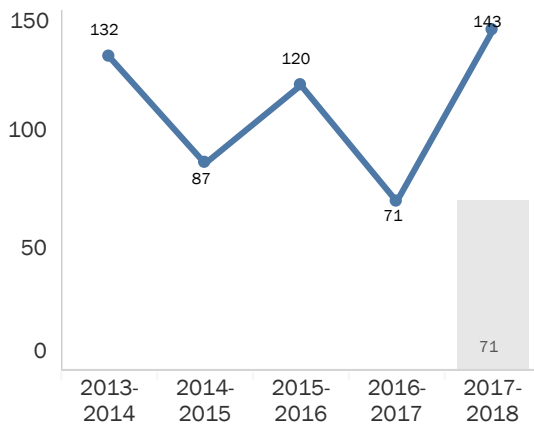
Number of faculty/staff members who take advantage of tuition reimbursement for internal courses
Increase by 6%



As shown in Figure 50, there has been an increase in the number of employees who have taken advantage of tuition reimbursement for external courses over the last two academic years. Figure 51 shows a decrease in the number of employees taking advantage of tuition reimbursement for internal courses in 2017-2018.

Figure 52

Number of faculty who completed ELE training
Maintain current level

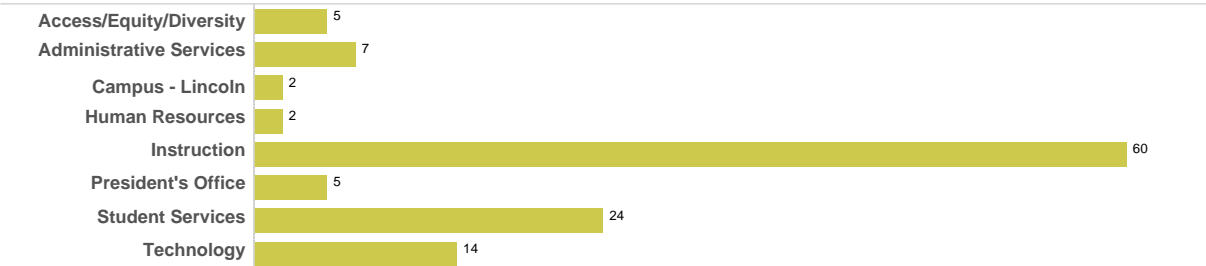


Over the past five academic years, the number of instructors annually completing Engaged Learning Experience (ELE) training has fluctuated between 71 and 143 (Figure 52).

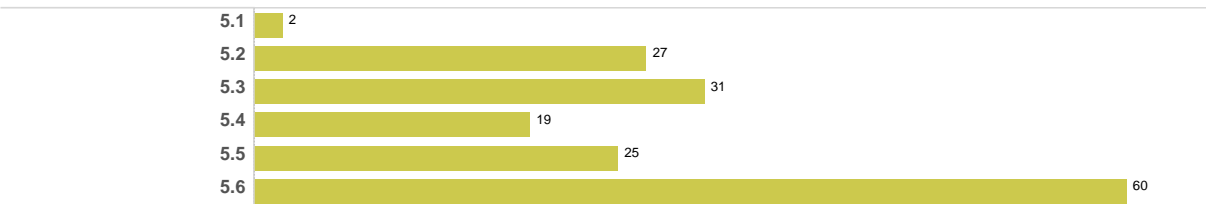
Department-level Connections



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



Number of strategies by *objective*



Department-level Achievements

- The Arts & Sciences Mathematics department hosted the annual conference of the Nebraska Mathematical Association of Two-year Colleges. This event was attended by faculty from other Nebraska community colleges. Conference topics were focused around improving student success at community colleges.
- Faculty in the John Deere programs attended John Deere Instructor Development Training to ensure faculty maintain current knowledge and skills in the industry.
- Two staff in the Office of Institutional Research presented at the National Community College Benchmarking Project Conference in Kansas City. The presentation focused on the patterns and outcomes of students who receive failing grades at SCC.
- All faculty in the Energy Generations program completed internships at employer sites. Faculty spent 40 hours at each site to learn more about industry and educational needs.
- The Professional Development Committee offered 24 trainings. The trainings with the strongest participation included the QPR (Question, Persuade, Refer) Suicide Prevention Training; Poverty Simulation; Retirement Planning Expectations; Compliance and SCC; On Course (ELE); Strengths-based Management; and Emotional Intelligence in the Classroom.
- Continuing Education's Health department hosted 24 nursing conferences in Lincoln, three of which were broadcast to the Learning Centers.

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.

2017-2018 Strategic Achievements

Southeast Community College made progress towards the strategic goal of developing and maintaining community partnerships in a variety of areas in 2017-2018. As highlighted under Goal 4 - Program Development, SCC has continued its efforts in developing strategic **partnerships with 4-year institutions** with the objective of increasing the number of SCC students who earn bachelor's degrees. Of particular significance in 2017-2018 is the [Pathways Partnership with Nebraska Wesleyan University](#).

SCC has also continued to develop its partnerships with industry, community organizations, and city and state entities in the area of **economic and workforce development**. President Paul Illich serves on several boards and taskforces related to economic development in the College's service area. Dr. Illich currently serves on a workforce taskforce with [Prosper Lincoln](#); is a board member of the Lincoln Chamber Economic Development Corporation; and serves on the Steering Committees for the Lincoln Partnership for Economic Development. Dr. Illich was also appointed by the Mayor of Lincoln to serve on the [Greater Lincoln Workforce Development Board](#). The Board guides and oversees the [Greater Lincoln American Job Center](#), which provides career development information, education and training programs, case management, and job placement assistance.

Community and regional partnerships have also been crucial to the College's strategic achievements in developing its Learning Centers. SCC has worked with [Falls City Economic Development and Growth Enterprise \(EDGE\)](#) for the past three years to develop the Learning Center at Falls City and bring increased educational and workforce development opportunities to the Falls City region. Becky Cromer, Executive Director of EDGE, has collaborated with SCC in securing land and connecting with regional business and industry partners and other stakeholders in the Falls City community. The College plans to continue partnering with EDGE for many years to come to ensure that SCC is meeting the educational and workforce development needs of the southeastern corner of Nebraska. In 2017-2018 the [construction of the new Learning Center at Falls City](#) moved forward with the completion of the architectural drawings and the selection of the construction manager at-risk.

SCC continues to **promote entrepreneurial opportunities for individuals and small businesses** through its [Entrepreneurship Center](#). The center serves as a resource hub for entrepreneurs through the various stages of business development, including free business consulting for community members and a business incubator. In June 2018, the Entrepreneurship Center rebranded its business incubator as [Focus Suites](#). Focus Suites offer entrepreneurs an affordable, professional place to start or grow a business; networking opportunities; a supportive community; and optional business coaching. The Focus Suites now also include *Suite Spot*, a drop-in workspace designed for entrepreneurs who only need office space for a few hours a week.

SCC theatre instructor Jon Gruett partnered with the [International Quilt Study Center and Museum](#) in Lincoln to help it celebrate its 10th anniversary in March 2018. Gruett led a cast and crew of SCC students and faculty in a production of the musical *Quilters*, with the museum's

quilt displays serving as the backdrop. The play, featuring American folk music, is about the lives of American pioneer women told through short vignettes. Each story involves a piece of quilting, which incorporates the women’s life experiences into its design.

Metrics⁶

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.

Figure 53

Percent of SCC service area high school seniors who enrolled at SCC during the following academic year **KPI**
Increase by 3%

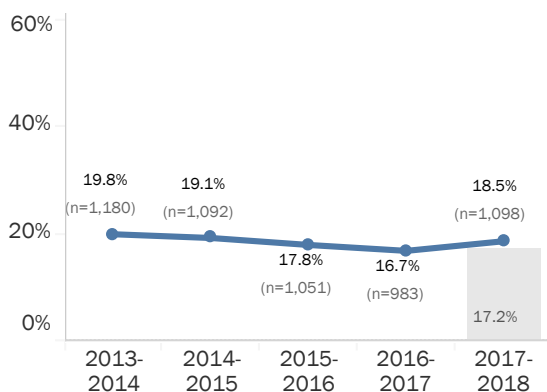


Figure 54

Percent of dual credit students who enrolled at SCC as an undergraduate the following academic year **KPI**
Increase by 3%

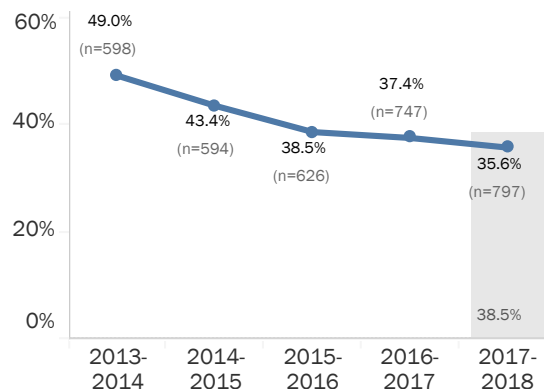


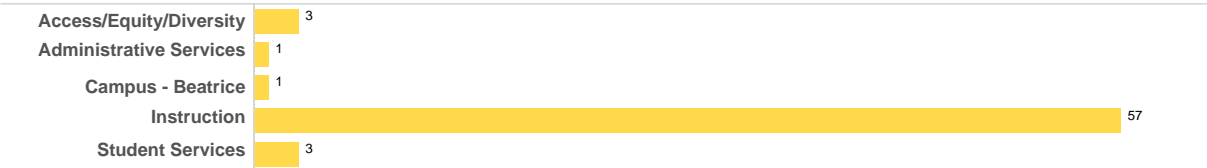
Figure 53 shows the percent of high school seniors in SCC’s 15-county service area who, after graduating high school, enrolled at SCC the following academic year. Both the percentage and number of area seniors who enrolled at SCC increased in 2017-2018. Figure 54 represents the percent of dual credit students who, after graduating high school, [enrolled](#) at SCC the following academic year. The number of students has increased while the percentage has decreased.

⁶ The data sources and full description of the metrics provided for Goal 6 can be found on page 54.

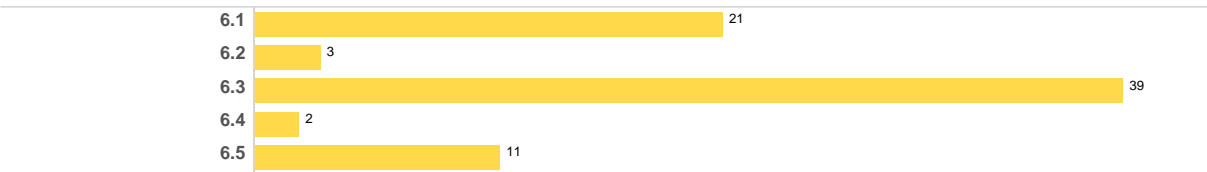
Department-level Connections



Number of strategies by *area* for Goal 6. Partnerships



Number of strategies by *objective*



Department-level Achievements

- The Division of Continuing Education increased awareness of the Community College GAP Assistance Program (GAP) through marketing and partnerships. The number of students participating in this program doubled and the expenditures increased by 20%. Additional strategies to increase GAP expenditures are being explored, including offering a new course, Welding Essentials, to help increase participants.
- Students in the Motorcycle, ATV, and Personal Watercraft Technology program partnered with Wheels 4 Warriors USA (W4W USA) to rebuild a motorcycle for a local veteran. Since 2015, W4W USA has presented refurbished motorcycles to veterans groups across the country. SCC also partnered with an industry expert, Rylan Vos (owner of The Vic Shop in De Soto, Iowa), who attended class and dyno-tuned the motorcycle's engine.
- The Graphic Design|Media Arts program participated in the First Friday Art Show at the Windstream Solutions Center. Five students showcased both physical and digital work including package design, publication design, illustrations, photography, and interaction design. Over the course of the evening, students had the opportunity to network and mingle with local design professionals, former GD|MA students, friends, and family.
- SCC's Division of Student Affairs partnered with several non-profit organizations to provide awareness and prevention services on a variety of student health-related topics: Hope Crisis Center, Voices of Hope, RAINN (Rape, Abuse, Incest National Network), Family Health Services, and UNL.

Goal 7 - Educational Environment

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

2017-2018 Strategic Achievements

Southeast Community College continues to work toward **enhancing its educational environment** through implementation of its comprehensive [facilities master plan](#). In 2017-2018, the College made significant progress on Phase 1 of its Facilities Master Plan. Phase 1 consists of four building projects:

- General classroom building on the Beatrice campus
- Health Sciences building on the Lincoln campus
- Diesel Technology building on the Milford campus
- Learning Center facility in Falls City

In 2017-2018, the College submitted program statements and received approval from Nebraska's Coordinating Commission on Postsecondary Education (CCPE) for the building projects in Beatrice, Lincoln and Milford. At the end of 2017-2018, SCC was in the process of selecting design firms for all three of these projects, with the aim of completing construction on these buildings in 2020.

In 2017-2018, the design process was completed for the Falls City Learning Center project, which is below the minimum capital expenditure threshold requiring CCPE approval. The College expects to break ground on this project in 2018-2019.

In addition to the four Phase 1 building projects, the College is committed to enhancing the educational environment through renovation of its existing facilities. In 2017-2018:

- The College completed a \$4.2 million renovation and expansion of the Culinary/Hospitality program and rebranded it the Great Plains Culinary Institute. The Institute has expanded and updated teaching kitchens, a demonstration kitchen, and a bakery. The Culinary Institute also debuted *Course*, a new on-site fine-dining restaurant where students continue their learning in a real-world environment by preparing meals and serving food to the public.
- SCC hired architects to produce a conceptual design for a new Learning Commons space (that would incorporate the existing Learning Resource Center and Student Center) and a revamped Student Affairs space for the Lincoln campus.

The College has also made significant progress towards supplying **additional student housing**. In 2017-2018, the College held groundbreaking ceremonies for new residence halls on the Milford and Beatrice campuses. The new three-story residence halls will house around 154 students each in suite-style rooms. The College is also building a new dining facility on the Beatrice campus.

To facilitate progress toward the goal of improving College facilities, SCC hired its first Director of Facilities, Aaron Epps, in 2017-2018. The Director of Facilities is responsible for the development, coordination and implementation of SCC's facilities master plan, as well as the supervision of college-wide physical plant operations.

The College made significant progress towards **strengthening its technological infrastructure** and **improving cybersecurity** at all College locations. To ensure compliance

with the Gramm-Leach-Bliley Act and Department of Education regulations, the College established a Cybersecurity Team and completed an annual audit in 2018. Using the National Institute of Standards and Technology (NIST) Framework, the College completed an internal assessment which identified several key opportunities for improvement. As a result of the internal assessment, the College sought a second opinion and contracted with Symantec, which validated many of the concerns. Areas of concern were prioritized and next steps were developed, including reviewing policies and procedures, creating a governance/compliance IT role, implementing awareness and training among all college employees, documenting existing processes, developing a process to ensure any breach in data security is properly reported, and documenting failover processes for all critical systems.

In Fall 2017, SCC launched a mobile app that integrates with the College's student information system, single sign-on, and Moodle. The mobile app allows students to interact with SCC to pay bills, register for courses, and access Moodle and The Hub. The app also includes floor plans and campus maps and provides push notifications. There have been more than 2,000 installs as of July 2018. Other technological infrastructure strategic achievements include an updated Aruba wireless platform and the addition of chat functionality for the Help Desk.

Metrics⁷

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.

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

Figure 55

Number of multimedia classrooms
Increase by 3%

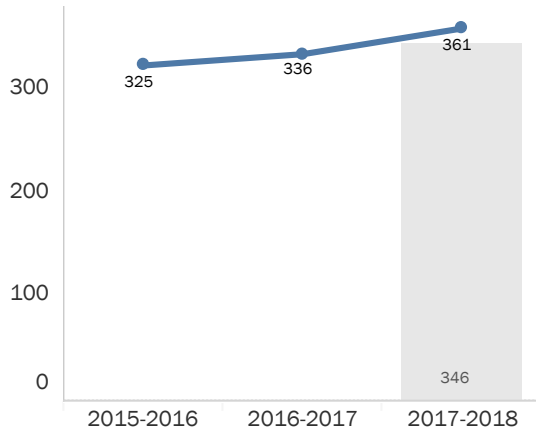


Figure 56

Number of wireless access points
Increase by 10%

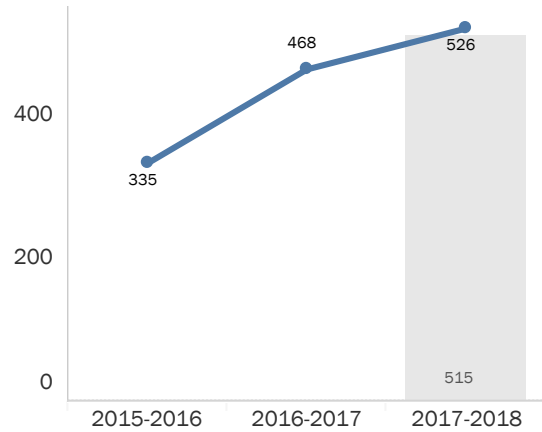
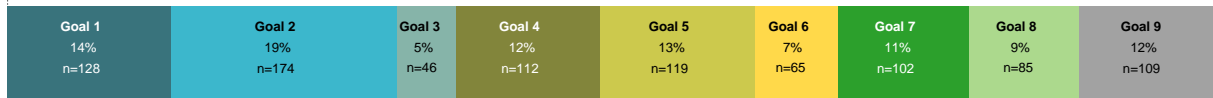
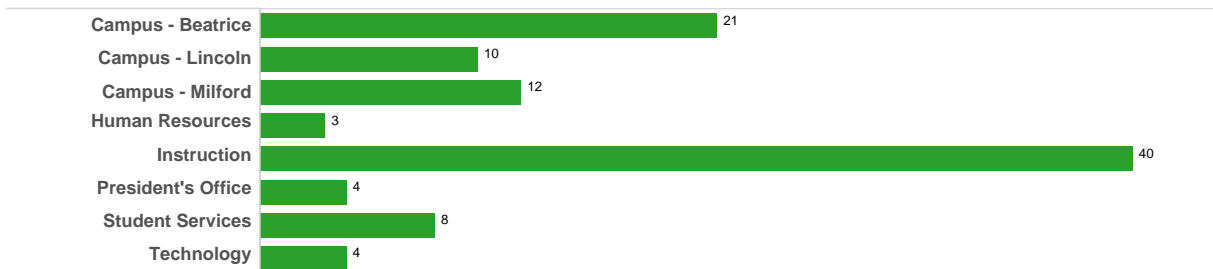


Figure 55 shows the total number of multimedia classrooms at all SCC locations. This number increased by 25 classrooms in 2017-2018. Figure 56 shows the number of wireless access points at all SCC locations. This number continued growing in 2017-2018 with the addition of 58 wireless access points.

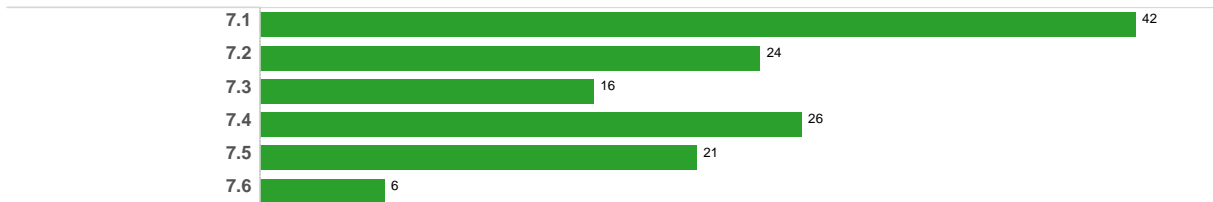
Department-level Connections



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



Number of strategies by *objective*



Department-level Achievements

- Campus leadership, Safety and Security, and Student Affairs reviewed and revised emergency management protocols, updated safety brochures, and created Emergency Response Guides to promote safety and security for students and employees.
- The Electrical & Electromechanical Technology program's robotics lab was remodeled to allow for expanded capacity.
- The Virtual Learning team assisted faculty in integrating new instructional technologies in the classroom and online, including training options for incorporating video and engaged learning options into Moodle. They also provided several outreach activities, including a newsletter to all faculty announcing new team formation and soliciting ideas for trainings.
- The Arts & Sciences Division's Humanities Department enhanced the use of instructional technology by using Zoom to deliver live lectures and conduct conferences with students. Zoom is being utilized in all levels of online Spanish and Introduction to Humanities courses to orient students to the course, hold online group interviews, and delivery of virtual office hours.

Goal 8 - Financial Stability

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

2017-2018 Strategic Achievements

To strengthen its capacity to pursue funding from external entities and its ability to initiate and complete capital projects, the College hired its first Director of Advancement, Richard Blessen, in December 2017. The Director of Advancement is working to develop relationships with individuals, foundations, organizations, institutions, and state and local entities that share common goals with the College and to make the case for support for a wide range of projects and programs across the College.

The Director of Advancement has been actively working on seeking external donations for recent and ongoing capital projects, including the Great Plains Culinary Institute, the new Diesel Technology building on the Milford campus, the new Health Sciences facility on the Lincoln campus, the new classroom building on the Beatrice campus, and the new Learning Center at Falls City. He has also been working with multiple instructional programs to secure donations (including naming rights) to various instructional spaces and facilities across the College.

SCC has continued to **promote the development of a responsive state funding mechanism that consistently meets the College's needs**. SCC's Board of Governors and president participated in the Legislative Day activities organized by the Nebraska Community College Association on February 1, 2018. The group met with the state senators representing SCC's 15-county service area to educate them about the College's mission and economic impact in the state. They distributed informational handouts about SCC's programs of study, funding sources, role in developing Nebraska's workforce, and the high return on investment that SCC and other Nebraska community colleges provide to the state.

In the 2018 Nebraska legislative session, President Illich provided oral testimony to the Appropriations Committee in a hearing regarding funding levels for Nebraska's community colleges. Dr. Illich testified about the crucial role that state funding plays in SCC's ability to offer the affordable, open-access educational opportunities necessary to meet Nebraska's need for qualified, skilled workers. Additionally, Dr. Illich provided written testimony against LB 997, which would have limited expenditures associated with administrative employees to no more than 5% of a political subdivision's total budget. Dr. Illich testified that this measure would eliminate the College's ability to provide administrative and support services sufficient to satisfy accreditation requirements and federal regulations associated with federal Title IV and Title IX requirements.

Metrics⁸

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 57

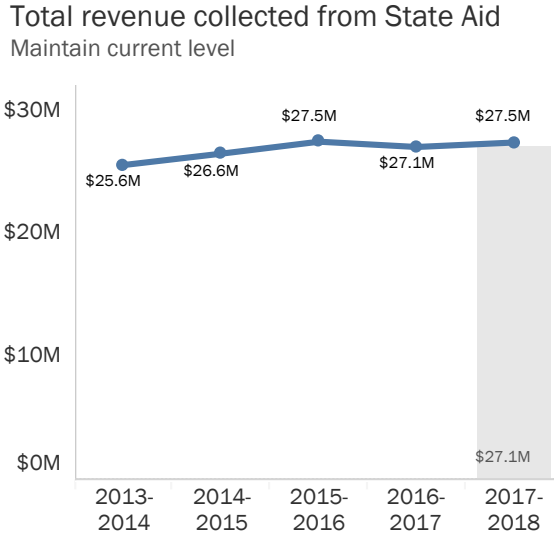
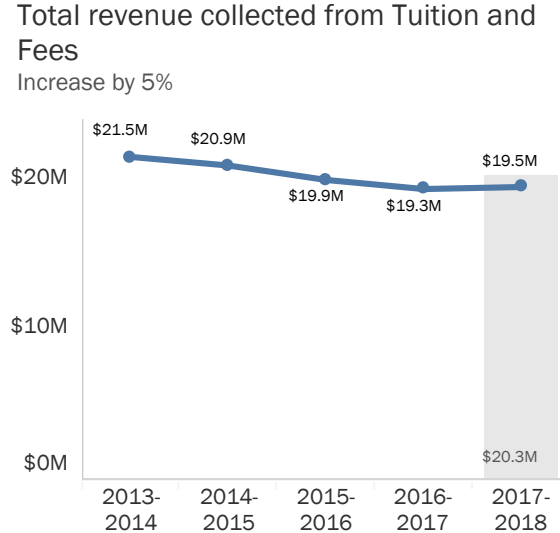


Figure 58



In 2017-2018, the total [revenue](#) collected from state aid (Figure 57) returned to the level of 2015-2016 funding after a small drop in 2016-2017. The total revenue collected from tuition and fees (Figure 58) has been relatively flat for the last three years.

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

Figure 59

Amount of grant/contract awards
Maintain current level

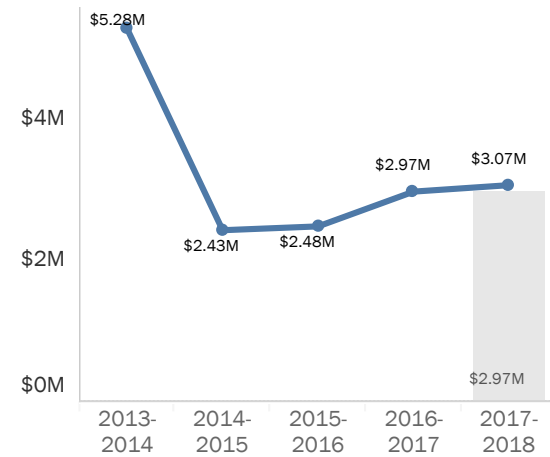


Figure 59 shows the amount of grant/contract funds awarded to SCC increased in fiscal year 2017-2018. The amount of awards has risen every year since 2014-2015. Fiscal year 2013-2014 was higher than typical due to the receipt of a \$2.5 million TAA-GIS grant.

Figure 60

Net assets of SCC Foundation
Increase by 7%

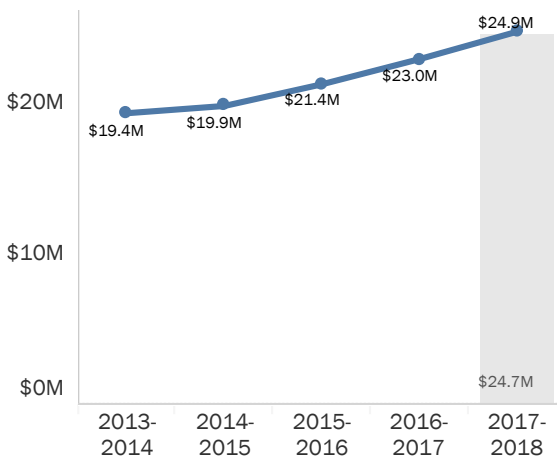
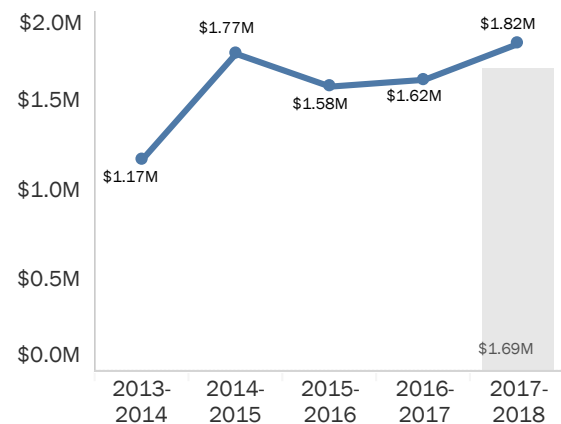


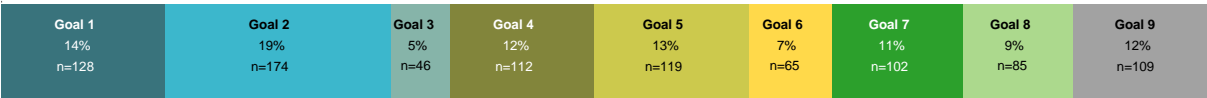
Figure 61

Total expenditures for scholarships by SCC Foundation
Increase by 4%

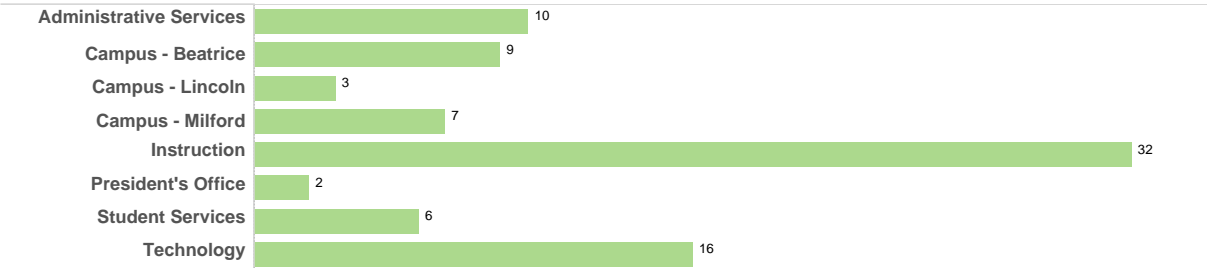


As shown in Figure 60, the total endowment of the SCC Foundation has grown steadily over the past five fiscal years, reaching nearly \$25 million in fiscal year 2017-2018. Figure 61 shows that total expenditures for scholarships by the [SCC Foundation](#) have also grown over the past five fiscal years.

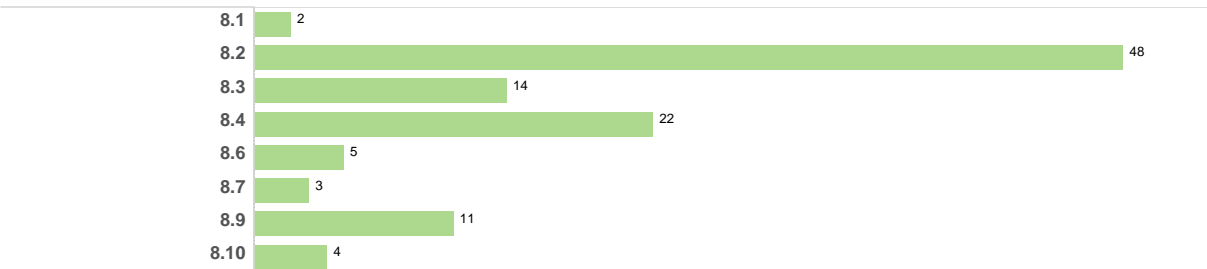
Department-level Connections



Number of strategies by *area* for Goal 8. Financial Stability



Number of strategies by *objective*



Department-level Achievements

- The Office of Resource Development increased funding applications to private and corporate foundations. A total of 11 private foundation/corporate grants were submitted; 10 of which were awarded, totaling \$411,684. Resource Development also updated policies and procedures related to grant management and will begin utilizing this during grant orientations.
- Parts Store employees developed a new manual, including procedures for the cash register and credit card machine. This manual helps ensure procedures are followed to maximize accountability.
- Human Resources, Instruction, and Administrative Services conducted a salary and benefits comparison of peer intuitions, state system institutions, and other public sector employers in the geographic area of Southeast Nebraska. This report was utilized throughout the review of College policies and benefit offerings, as well as the negotiation process with the Professional Association.
- The Divisions of Continuing Education and Community Services collaborated with Resource Development to write a grant to expand distance learning capacities to the Learning Center regions. SCC was awarded more than \$240,000 through this funding opportunity.

Goal 9 - Organizational Environment

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

2017-2018 Strategic Achievements

In August 2017, Southeast Community College (SCC) completed the **Year 4 Assurance Review process** as a part of the Higher Learning Commission's Open Pathway option for maintaining accreditation. The Assurance Review involves a full institutional review of HLC's Criteria for Accreditation and demonstration of how SCC meets each Criterion and Core Component through the assurance argument and evidence library.

Over a hundred employees contributed to the process through writing drafts and gathering evidence. Through a data-driven and transparent approach, the College identified five opportunities for improvement with detailed plans to ensure fully meet HLC Criteria:

- Implement facilities master plan to ensure physical space is adequate for students and faculty;
- Ensure program lengths and assignment of credit hours are appropriate and comparable to peer institutions;
- Fully implement a co-curricular assessment plan;
- Transition to a semester calendar to ensure the College maintains one academic calendar; and
- Strengthen enrollment processes to ensure the College has a clear and consistent process for directing entering students to courses and programs.

The result of the Assurance Review was outstanding. The College met all Criteria with no required monitoring and was removed from monitoring status for the first time in 20 years. The Review Team commended and validated the College for many major initiatives including the Facilities Master Plan, strategic planning, institutional research, increased staffing levels, diversity, academic integrity, and many other areas. However, while the College was commended for its transparent efforts in identifying opportunities for improvement, the report did indicate that the College should be prepared to show continued progress on our many strategic and transformative initiatives during the upcoming full site visit five years from now. SCC's Liaison at the Higher Learning Commission agreed to visit SCC's campuses and provide clarification on these expectations. In November, 2017 the Liaison presented the following expectations to the Board so that the College had clear direction ahead of the comprehensive evaluation in 2022-2023:

- Continue to make progress on strategic planning, facilities master planning, program length, calendar conversion, and student outcome assessment;
- Formalize co-curricular assessment plan and implement;
- Formalize processes for policies and procedures; and
- Agree to provide updates on progress made toward multiple near-term facility projects prior to the next comprehensive review.

SCC is committed to a transparent and proactive relationship with the Higher Learning Commission and will be providing annual updates on progress made in the identified areas to ensure continued improvements on full compliance with the Criteria for Accreditation.

Southeast Community College made progress during the 2017-2018 academic year towards its goal of **promoting an efficient operational pace** through its extensive preparations for the college-wide conversion to a semester calendar starting Fall 2019. The College established a Calendar Conversion Task Force with representation from: Instruction, Student Affairs, Technology, Institutional Research, Public Information, and Administrative Services. The Task Force took an inventory of all tasks associated with the conversion and will provide leadership to ensure the successful completion of all the tasks. Key accomplishments in the quarter to semester conversion from 2017-2018 include: the development of a Student Guide and [Quarters to Semesters \(Q2S\) website](#), conversion of curriculum and program course offerings, and several consulting calls with Ellucian to strengthen business processes during the transition.

Additionally, the College added seven new associate dean positions to **enhance staffing levels** and organizational structure to promote excellence in all College operations. These positions were added to alleviate some of the supervisory duties that were previously being completed by program leaders. The associate deans have an integral role at the College in supervising, evaluating, and supporting faculty; and supporting deans with administrative duties such as schedule building and program/course enrollment.

SCC continued to work toward a positive and engaging organizational environment **by encouraging input from faculty and staff**. In November 2017, all College faculty and staff were invited to participate in a Satisfaction and Climate Survey. The survey was designed to measure faculty and staff satisfaction with various processes, services, and facilities at the College, as well as to gather feedback about opportunities, challenges, priorities, and the workplace climate. Among other questions, employees were asked if they were satisfied with the College's progress toward reaching Objective 9.6 of the Strategic Plan. Fifty-nine (59) percent of respondents indicated they were satisfied, 12 percent indicated they were neither satisfied nor dissatisfied, and 28 percent indicated they were dissatisfied.

In addition, survey respondents were asked to provide examples of positive changes the College has made toward Objective 9.6. Improved communication was the most prevalent theme in the open-ended responses to this question. Respondents were also asked for suggestions for making additional progress toward Objective 9.6. The two most dominant themes were the need for more/better communication from administrators and the desire for opportunities for broad-based employee input into College and department-level decision making.

Additional results from the survey that relate to the objective of Goal 9 include the following:

- A majority of respondents (59%) indicated they are satisfied with the level of staffing in their department. This is an increase over the percent (52%) who indicated satisfaction in the 2015 survey.
- Nearly two-thirds of respondents (61%) indicated they are satisfied with the organizational structure of their division. This is a decrease from the percent (67%) who indicated satisfaction in the 2015 survey.
- More than two-thirds of respondents (69%) indicated they are satisfied with the work environment at SCC. This is a decrease from the percent (76%) who indicated satisfaction in the 2015 survey.

Metrics⁹

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 62

Full-time faculty headcount
Increase by 1%

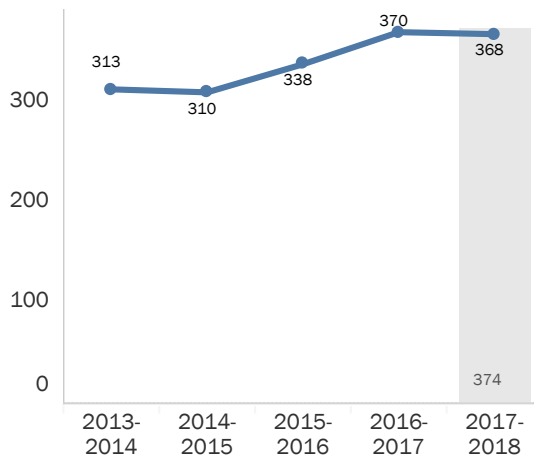
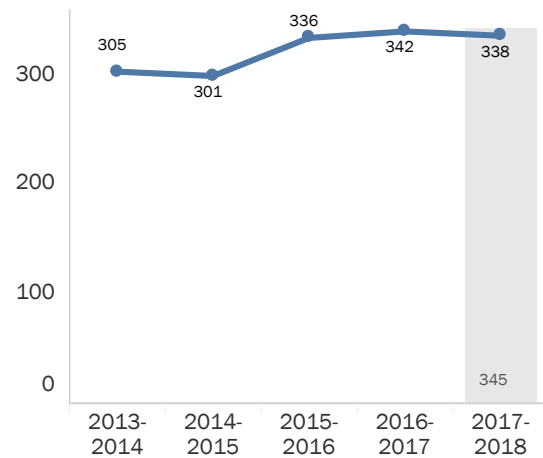


Figure 63

Full-time staff headcount
Increase by 1%



In 2017-2018, both the number of full-time faculty and the number of full-time staff remained relatively stable from the previous year, but both have grown significantly since 2014-2015. (Figure 62 and Figure 63). The increase in both employee counts 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 64

Percent of employees who are faculty members

Maintain current level

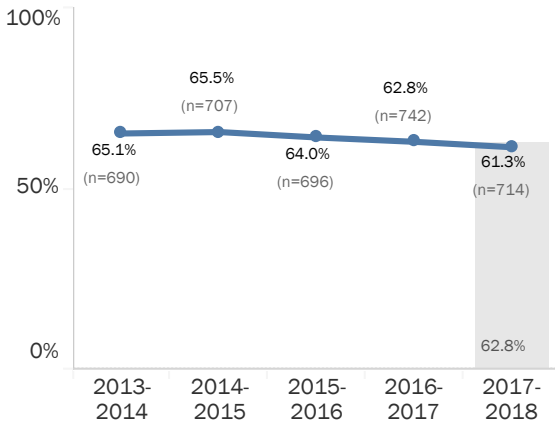


Figure 65

Percent of faculty who are full-time

Maintain current level

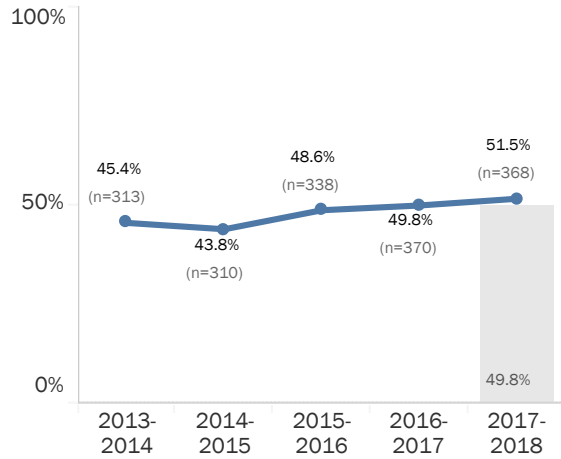
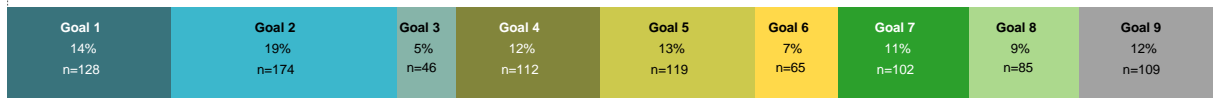
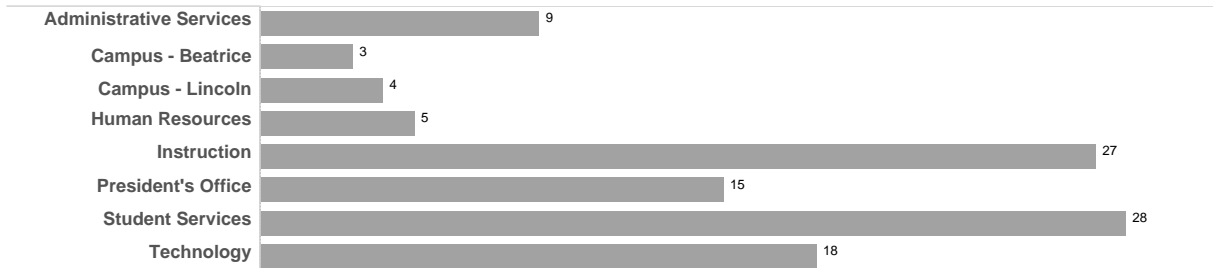


Figure 64 shows that over 60 percent of employees—as counted in the fall term—are faculty members. This proportion has stayed relatively stable over time. Figure 65 shows that just over half of SCC’s faculty members are full-time. This number has grown slightly in recent years and compares favorably to other community colleges in Nebraska, where this value ranged from 20.3 to 52.1 percent in 2016.

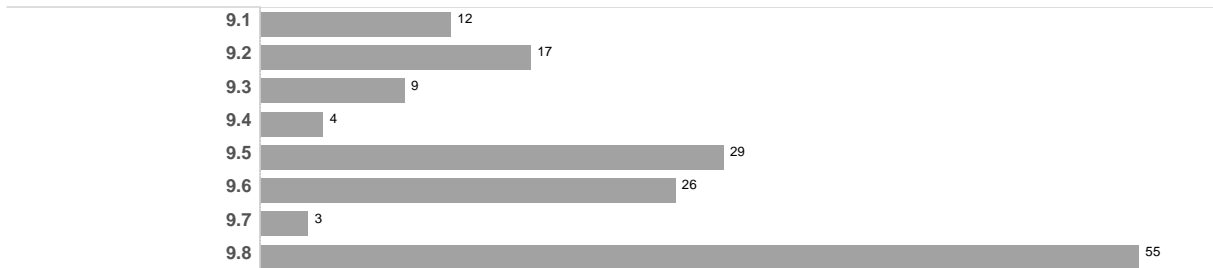
Department-level Connections



Number of strategies by *area* for Goal 9. Organizational Environment



Number of strategies by *objective*



Department-level Achievements

- Each campus created Goal 9 banners to display in prominent areas. Each banner word includes one of the keywords from Objective 9.6 (i.e. input, respect, compassion, reflection, positivity, and transparent) with its definition.
- The Office of Institutional Research developed several standard reports to support college-wide access to data and encourage data-driven decision making. These include: Fact Book-FTE, Retention/Graduation, and Continuing Education Courses. Additionally, several updates were made to the College's data warehouse (Zogotech) that will expand reporting capabilities.
- The Health Sciences Division implemented a number of strategies to strengthen a culture that aligns with 9.6, including the Fun Squad, volunteer/service learning events, student success training, and Fred Factor reading groups. Additional quarterly division meetings and communication avenues were implemented.
- The Administrative Services Division held a planning workshop for all employees to focus on an environment that is supportive of positive and reflective communication. President Ilich and Shawna Herwick, Administrative Director for Planning and Accreditation, were guest presenters for this workshop and led exercises to promote respectful communication and collaborative planning.
- The Division of Student Affairs began a co-curricular assessment pilot project to promote effective use of valid and reliable data in decision making, planning, and communication.

ADMINISTRATIVE PRIORITIES

The Administrative Team developed the following priorities for the 2019-20 academic year after reviewing metrics performance data and evaluating the number of unit-level connections in 2016-17, 2017-18, and 2018-19. Administrative Team members will encourage all divisions, departments, and programs to integrate these key College-level priorities into their 2019-2020 plans.

1. Strengthen data-driven course scheduling, marketing, recruiting, admissions, registration, financial aid, and advising processes to promote enrollment growth and eliminate enrollment barriers in academic transfer, career and technical, and continuing education programs (Goals 1 and 2)
2. Improve student success through innovative support services and engaged learning pedagogy to increase student engagement, academic success, retention, and completion. Identify and implement initiatives targeted at decreasing course failure rates among entering students. (Goals 1, 2, and 3)
3. Enhance partnerships with school districts, institutions of higher education, employers, and other entities to promote collaborative opportunities that result in improved access to higher education. (Goals 1, 2, 4, and 6)
4. Explore strategic funding options to improve College facilities as identified in the Facilities Master Plan. Develop strategies to ensure timely progress on priority facility projects. (Goal 7)
5. Continue to progress on major initiatives (i.e. semester calendar conversion, program length, co-curricular assessment, enrollment processes, facilities, safety and security, and policy and procedure review) validated through the HLC Assurance Review process. (Goals 1–9)
6. Promote college-wide and department initiatives targeted towards strategic objective 9.6 to maximize a positive and engaging organizational environment, which includes the Quality Initiative; Emotional Intelligence professional development offerings and leadership trainings; and further infusion of 9.6 into the daily operations, employee and student interactions, and physical infrastructure. (Goal 9)

SOURCES AND METHODOLOGY

This section provides additional information about the associated strategic objective, target, data source and definitions used for the metrics provided in this report. An asterisk denotes this metric is identified as one of the College's Key Performance Indicators.

Goal 1- Enrollment and Growth

| Figure | Metric | Strategic Objective | Target | Data Source | Definition |
|---------------|--|----------------------------|---------------|--------------------|---|
| Figure 1 | Total undergraduate enrollment* | 1.0 | Increase 2% | SCC Data Warehouse | Total enrollment of undergraduate students, including dual credit students. |
| Figure 2 | Total Continuing Education enrollment* | 1.3 | Increase 2% | SCC Data Warehouse | Total enrollment in Continuing Education courses. This count is duplicated enrollment, which means that if a single person enrolls in multiple courses then s/he will be counted multiple times (i.e., once for each course). |
| Figure 3 | Enrollment of Academic Transfer and undeclared students | 1.1 | Increase 2% | SCC Data Warehouse | The number of students enrolled with a major of Academic Transfer or undeclared. |
| Figure 4 | Enrollment of Career/Technical students | 1.2 | Increase 2% | SCC Data Warehouse | The number of students enrolled with a major in one of the career/technical programs. |
| Figure 5 | Number of sections of Continuing Education courses offered | 1.3 | Increase 1% | SCC Data Warehouse | The number of non-credit sections offered through the Continuing Education Division. |
| Figure 6 | Number of sections of Arts and Sciences courses offered | 1.1 | Increase 4% | SCC Data Warehouse | The number of sections offered through the Arts and Sciences Division. |
| Figure 7 | Number of sections of Career/Technical courses offered | 1.2 | Increase 3% | SCC Data Warehouse | The number of sections offered through the Career Technical divisions (i.e., all divisions except Arts & Sciences and Continuing Education). |
| Figure 8 | Percent of undergraduate enrollment in web courses | 1.0 | Increase 2% | SCC Data Warehouse | Percent of undergraduate enrollment in courses that were offered via web. |
| Figure 9 | Percent of female students enrolled in programs that lead to male dominant occupations | 1.4 | Increase 1% | SCC Data Warehouse | Of all students enrolled in programs that map to occupations identified by the National Alliance for Partnerships in Equity as male dominant (employing more than 75% males), the percent of those students who are female during an academic year. |
| Figure 10 | Percent of male students enrolled in programs that lead to female dominant occupations | 1.4 | Increase 1% | SCC Data Warehouse | Of all students enrolled in programs that map to occupations identified by the National Alliance for Partnerships in Equity as female dominant (employing more than 75% females), the percent of those students who are male during an academic year. |

| Figure | Metric | Strategic Objective | Target | Data Source | Definition |
|---------------|---|----------------------------|-----------------------|--|--|
| Figure 11 | Percent of undergraduate population that is minority* | 1.4 | Increase 6% | SCC Data Warehouse | Percent of undergraduate students of color during the fall term. |
| Figure 12 | Index of undergraduate population diversity compared to service area | 1.4 | Increase 6% | 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. |
| Figure 13 | Number of active military service members and veterans who are enrolled | 1.7 | Increase 5% | Informer Report and SCC Data Warehouse | Unduplicated headcount of Veterans (not including Guard/Reservists, Dependents, or Spouses of Veterans) enrolled in an academic year. |
| Figure 14 | Number of enrolled undergraduate students who were home-schooled | 1.8 | Increase 10% | SCC Data Warehouse | Unduplicated headcount of undergraduate students whose high school was identified as "Home School". |
| Figure 15 | Bounce rate from Academics page | 1.9 | Maintain 25% or lower | 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. |
| Figure 16 | Bounce rate from Continuing Education page | 1.9 | Maintain 50% or lower | 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. |
| Figure 17 | Number of likes of SCC Facebook page | 1.9 | Increase 10% | Public Information | As of June 30 of each year, the cumulative number of likes of SCC Facebook page. |
| Figure 18 | Average total reach of SCC Facebook page | 1.9 | Increase 20% | 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. |
| Figure 19 | Number of unique pageviews of home page | 1.9 | Increase 5% | 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. |

Goal 2 - Student Success

| Figure | Metric | Strategic Objective | Target | Data source | Definition |
|-----------|---|---------------------|-------------------------------------|--------------------|--|
| Figure 20 | CCSSE Benchmark for Active and Collaborative Learning | 2.1 | Increase to 50% benchmark or higher | 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. |
| Figure 21 | CCSSE Benchmark for Support for Learners | 2.5 | Increase to 50% benchmark or higher | 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. |
| Figure 22 | CCSSE Benchmark for Student-Faculty Interaction | 2.5 | Increase to 50% benchmark or higher | CCSSE reports | Overall score for CCSSE benchmark of Student-Faculty Interaction. This survey has been administered at SCC every other year since 2011. |
| Figure 23 | CCSSE Benchmark for Academic Challenge | 2.2 | Increase to 50% benchmark or higher | CCSSE reports | Overall score for CCSSE benchmark of Academic Challenge. This survey has been administered at SCC every other year since 2011. |
| Figure 24 | CCSSE Benchmark for Student Effort | 2.2 | Increase to 50% benchmark or higher | CCSSE reports | Overall score for CCSSE benchmark of Student Effort. This survey has been administered at SCC every other year since 2011. |
| Figure 25 | Percent of students who rated their overall educational experience at SCC as 'good' or 'excellent'* | 2.1 | Increase 3% | CCSSE reports | Percent of students who responded to the CCSSE survey who rated their overall educational experience at SCC as 'good' or 'excellent' (and thus neither 'fair' or 'poor'). |
| Figure 26 | Overall success rate of undergraduate students* | 2.3 | Increase 2% | 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). |
| Figure 27 | Overall success rate of dual-credit students | 2.3 | Maintain current level | 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). |
| Figure 28 | Overall withdrawal rate of undergraduate students | 2.3 | Maintain current level | 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. |
| Figure 29 | Overall rate of D/F grades among undergraduate students | 2.3 | Maintain current level | SCC Data Warehouse | D/F rate is calculated by taking the number of students receiving an unsuccessful grade (D, F, NP) divided by the total number of grades earned during the same time period (A, B, C, D, F, P, NP). |
| Figure 30 | Percent of credit hours attempted in the first term that were successfully completed | 2.3 | Increase 2% | VFA | Percent of credits attempted by 'first time to the College' students (fall or summer cohort--MAIN cohort in VFA) completed with a grade of C or better. |
| Figure 31 | Percent of students who attempted at least one developmental course in math, reading or writing | 2.3 | Maintain current level | VFA | The percent of First Time In College students who attempted at least one developmental course. Reported to VFA annually. |

| | | | | | |
|-----------|---|-----|-------------|------------------------|---|
| Figure 32 | Percent of students who completed all developmental coursework* | 2.3 | Increase 4% | VFA | The percent of students who took at least one developmental course who completed all developmental courses and were eligible to move on to a college-level course in math or writing. |
| Figure 33 | Number of certificate, diploma, associate degrees awarded* | 2.3 | Increase 4% | SCC Data Warehouse | Number of certificates, diplomas, and associate degrees (AA, AS, AAS, AOS) awarded during an academic year. |
| Figure 34 | Graduation and transfer rate* | 2.3 | Increase 3% | IPEDS Graduation Rates | Percent of students who either graduated or transferred out in three years (or 150% of normal time). |
| Figure 35 | Workforce placement rate of Career/Technical students* | 2.4 | Increase 4% | Graduate reports | Percent of graduates from Career/Technical programs who indicated they were employed at the time of or shortly after their graduation. Initially these reports were compiled based on an academic year. Since 2015, they have been compiled based on calendar year. |
| Figure 36 | Fall to fall retention rate* | 2.3 | Increase 3% | 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 | Strategic Objective | Target | Data Source | Definition |
|-----------|--|---------------------|------------------------|--|--|
| Figure 37 | Percentage of students graduating with honors | 3.3 | Increase 1% | Informer Report titled "Graduate List" | The number of students who received "distinction" or "high distinction" at graduation during an academic year. |
| Figure 38 | Percent of undergraduates on the Dean's List | 3.3 | Increase 3% | SCC Data Warehouse | Percent of students on the Dean's list during the academic year. Students may be duplicated. |
| Figure 39 | Number of student athletes enrolled | 3.2 | Increase 5% | Athletic Department | The number of students participating in collegiate athletics during an academic year. |
| Figure 40 | Number of students who participate in Global Education courses and trips | 3.5 | Increase 25% | SCC Data Warehouse | Number of students participating in the Global Education course and trip during an academic year. |
| Figure 41 | Number of fine and performing arts course sections offered | 3.7 | Increase 3% | SCC Data Warehouse | The number of undergraduate course sections offered in the following subject areas: arts, music, photography, and theatre. |
| Figure 42 | Number of submissions to Illuminations | 3.7 | Maintain current level | Illuminations Editor | Number of submissions from SCC faculty, staff and students for Illuminations for an edition. |

Goal 4 - Program Development

| Figure | Metric | Strategic Objective | Target | Data Source | Definition |
|-----------|--|---------------------|------------------------|---|--|
| Figure 43 | Number of DACUMs conducted | 4.3 | Maintain current level | 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. |
| Figure 44 | Number of employer-organized customized trainings offered through Continuing Education | 4.6 | Increase 5% | Continuing Education | The number of sections offered during an academic year through the Training Solutions department in Continuing Education. |
| Figure 45 | Number of articulation agreements | 4.7 | Maintain current level | 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. |
| Figure 46 | Total enrollment at Learning Centers* | 4.4 | Increase 40% | SCC Data Warehouse | Total enrollment in courses offered at the six SCC Learning Centers. This count is duplicated enrollment, which means that if a single person enrolls in multiple courses then s/he will be counted multiple times (i.e., once for each course). |
| Figure 47 | Number of sections offered at Learning Centers | 4.4 | Increase 40% | SCC Data Warehouse | The number of courses offered at the six SCC Learning Centers. |
| Figure 48 | Number of SENCAP participants* | 4.5 | Increase 10% | SCC Data Warehouse | Unique count of students enrolled in courses offered by SENCAP or DC Advantage. |
| Figure 49 | Number of students participating in TCA* | 4.5 | Increase 10% | SCC Data Warehouse | Unique count of students enrolled in courses offered by The Career Academy. |

Goal 5 - Faculty and Staff Excellence

| Figure | Metric | Strategic Objective | Target | Data Source | Definition |
|-----------|--|---------------------|------------------------|--|--|
| Figure 50 | Number of faculty/staff members who take advantage of tuition reimbursement for external courses | 5.2 | Increase 10% | Human Resources-Professional Development | The number of employees who submitted requests for reimbursement after taking classes outside of SCC during a fiscal year. |
| Figure 51 | Number of faculty/staff members who take advantage of tuition reimbursement for internal courses | 5.2 | Increase 6% | Informer report | The number of employees who took one or more courses through SCC during an academic year. The total includes credit and non-credit reimbursable courses. |
| Figure 52 | Number of faculty who completed ELE training | 5.3 | Maintain current level | ELE Team | The number of faculty members who participated in ELE training. |

Goal 6 - Partnerships

| Figure | Metric | Strategic Objective | Target | Data Source | Definition |
|-----------|---|---------------------|-------------|---|--|
| Figure 53 | Percent of SCC service area high school seniors who enrolled at SCC during the following academic year* | 6.1 | Increase 3% | 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. |
| Figure 54 | Percent of dual credit students who enrolled at SCC as an undergraduate the following academic year* | 6.1 | Increase 3% | 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 | Strategic Objective | Target | Data Source | Definition |
|-----------|----------------------------------|---------------------|--------------|------------------------|--|
| Figure 55 | Number of multimedia classrooms | 7.2 | Increase 3% | Information Technology | Total number of multimedia classrooms. |
| Figure 56 | Number of wireless access points | 7.2 | Increase 10% | Information Technology | Total number of wireless network access points on SCC locations. |

Goal 8 - Financial Stability

| Figure | Metric | Strategic Objective | Target | Data Source | Definition |
|-----------|---|---------------------|------------------------|---|--|
| Figure 57 | Total revenue collected from State Aid | 8.1 | Maintain current level | Schedules of general fund revenues from Annual financial audit report | Total revenue collected from state aid during fiscal year. |
| Figure 58 | Total revenue collected from Tuition and Fees | 8.1 | Increase 5% | Schedules of general fund revenues from Annual financial audit report | Total revenue collected from tuition and fees during fiscal year. These are presented on the same basis as the College's General Fund budget and are not on a GASB basis of accounting. In particular, tuition is not reduced for scholarship allowances from grants and some other funds. |
| Figure 59 | Amount of grant/contract awards | 8.6 | Maintain current level | 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. |
| Figure 60 | Net assets of SCC Foundation | 8.7 | Increase 7% | Annual financial audit reports | Total net assets of SCC Foundation at the end of the fiscal year. |
| Figure 61 | Total expenditures for scholarships by SCC Foundation | 8.7 | Increase 4% | Annual financial audit reports for Foundation | Total expenditures by SCC Foundation for scholarships in a fiscal year. |

Goal 9 - Organizational Environment

| Figure | Metric | Strategic Objective | Target | Data Source | Definition |
|---------------|--|----------------------------|------------------------|--------------------|--|
| Figure 62 | Full-time faculty headcount | 9.1 | Increase 1% | IPEDS HR | Number of faculty members employed by SCC on November 1st of each year. |
| Figure 63 | Full-time staff headcount | 9.1 | Increase 1% | IPEDS HR | Number of staff members employed at SCC on November 1st of each year. This count includes administrators as well. |
| Figure 64 | Percent of employees who are faculty members | 9.1 | Maintain current level | IPEDS HR | As reported to IPEDS during the fall term, percent of all SCC employees who are categorized as "Instructional Staff". Instructional Staff includes both full-time and adjunct faculty members. |
| Figure 65 | Percent of faculty who are full-time | 9.1 | Maintain current level | IPEDS HR | As reported to IPEDS during the fall term, percent of all SCC faculty who are full-time. |

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

SCC-AREA OFFICE

301 S. 68th St. Place, 5th floor
 Lincoln, NE 68510-2449
 402-323-3400 | 800-642-4075
 FAX: 402-323-3420

LEARNING CENTER AT FALLS CITY

116 W. 19th St.
 Falls City, NE 68355
 402-323-3396 | 800-828-0072
 www.southeast.edu/FallsCityLC

LEARNING CENTER AT HEBRON

610 Jefferson Ave.
 Hebron, NE 68370
 402-323-5591 | 800-828-0072
 www.southeast.edu/HebronLC

LEARNING CENTER AT NEBRASKA CITY

819 Central Ave.
 Nebraska City, NE 68410
 402-323-3636 | 800-828-0072
 www.southeast.edu/NebraskaCityLC

LEARNING CENTER AT PLATTSMOUTH

537 Main St.
 Plattsmouth, NE 68048
 402-437-2298 | 800-828-0072
 www.southeast.edu/PlattsmouthLC

LEARNING CENTER AT WAHOO

536 N. Broadway
 Wahoo, NE 68066
 402-323-5581 | 800-828-0072
 www.southeast.edu/WahooLC

LEARNING CENTER AT YORK

3130 Holen Ave.
 York, NE 68467
 402-323-3635 | 800-828-0072
 www.southeast.edu/YorkLC

Board of Governors

Kathy Boellstorff, Johnson; Robert J. Feit, Lincoln;
 James J. Garver, Lincoln; Dale Kruse, Beatrice; Terrence L. Kubicek,
 Lincoln; Steven Ottmann, Dorchester; Edward C. Price, Lincoln;
 Donald Reiman, Virginia; Lynn Schluckebier, Seward;
 Nancy A. Seim, Lincoln; Kristin Yates, Lincoln;
 Pat Galitz, Faculty Representative, Lincoln
 (Jan. 16, 2018)

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)