

2015-2019 STRATEGIC PLAN YEAR 2 PROGRESS REPORT

2016-2017
Strategic Achievements
Measures of Success
and Administrative Priorities

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FROM THE PRESIDENT

Southeast Community College launched its 2015-2019 Strategic Plan on July 1, 2015. The plan was developed through a comprehensive data-driven process that involved the Board of Governors, faculty and staff, students, and the local communities within the College's [15-county service area](#). The [Strategic Plan](#) contains nine goals and 65 associated objectives.

In June 2017 Southeast Community College concluded the second year of its 2015-2019 Strategic Plan. The College made progress on a number of its goals and objectives including the expansion of its physical presence in the 15-county services area with new [Learning Centers](#); development of Phase I in the [Facilities Master Plan](#); new partnerships with high schools, institutions of higher education, and businesses; approval of the semester calendar conversion by the Board of Governors and Higher Learning Commission; and several college-wide initiatives to improve student success.

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

I am pleased to present SCC's 2016-2017 Strategic Plan Progress Report, and I am deeply appreciative to the Board, faculty, and staff for their efforts and participation in this ongoing strategic planning process.



Paul Illich, Ph.D.

INTRODUCTION

In this second 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 achieving its Strategic Plan. A list of all metrics and their identified annual performance measures are found in the Methodology and Sources section. Other areas new to the 2016-2017 Progress Report include:

- The addition of more than 20 new metrics including Voluntary Framework for Accountability (VFA) measures, student success in course completion, Community College Survey of Student Engagement, and overall student satisfaction.
- Administrative Priorities for the 2018-2019 academic year.

The Strategic Plan Progress Report includes the following information for each Strategic Goal: strategic achievements in narrative form, selected metrics with figure summaries, the total number of strategies connected to each goal by area and objective, and examples of department-level achievements. With over 700 department-level strategy updates in the 2016-2017 academic year, the Office of Institutional Research selected examples for each strategic goal.

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. In addition to the 64 quantitative metrics included in this report, further data to inform 2018-2019 plans can be found by accessing the College's Fact Book and [Institutional Research Hub page](#).

The Strategic Plan Progress Report is designed to help administrators and division, department, and program leaders 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." After reviewing the College's 2018-2019 Administrative Priorities, unit-level leaders will engage their teams to develop data-informed unit-level plans for the 2018-2019 academic year.

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.

2016-2017 Strategic Achievements

In 2016-2017, with expansion of its **Learning Centers**, Southeast Community College made strong progress on its goal to bring an SCC location within a 35-mile radius of every resident of its 15-county service area. By the beginning of the 2017-2018 academic year all [six learning center locations](#) will be offering both credit and non-credit classes.

- In Fall Quarter 2016 the [York Learning Center](#) began offering both credit and non-credit classes.
- The College hired three additional coordinators for the centers in [Falls City](#), [Hebron](#), and [Wahoo](#), completing the task started the previous year of hiring coordinators for all six centers.
- [Ribbon-cutting ceremonies](#) were held in October 2016 for the learning centers in [Nebraska City](#) and [Plattsmouth](#). These learning centers are offering credit and non-credit classes.
- In Hebron a former school building was remodeled by facilities staff from SCC's Milford campus, and the Hebron Learning Center was prepared to begin operating at the beginning of the 2017-2018 academic year.
- The Falls City Learning Center continues to operate out of a temporary facility, but in 2016-2017 SCC received approval from the Coordinating Commission on Postsecondary Education to open a permanent facility in Falls City, and the SCC Board of Governors approved the purchase of a parcel of land to construct a new learning center.
- In 2016-2017 SCC continued to search for an appropriate site for a permanent center in Wahoo, but will offer courses in community spaces in the interim, starting in Summer 2017.

SCC has initiated new recruitment efforts to proactively increase **home-schooled students**. Admissions and the SENCAP/DC Advantage staff worked in collaboration to provide outreach services and recruit homeschool students. Efforts have included attendance at homeschool conferences and presentations to parents and students within the homeschool community. The College has also committed additional marketing resources to the homeschool population by purchasing ads in newsletters and conference sponsorships.

The College made progress in staffing, recruitment, collaboration with the Veterans Administration, and enhancing support services for **military veterans**. A new Director of Disability and Academic Support services was hired in October 2016 and was tasked with overseeing [student veterans support services](#). The new Director collaborated with the Office of Institutional Research to gauge the needs and opinions of student veterans on the Milford campus regarding support services available to veterans and their level of interest in participating in a Student Veterans Organization. The vast majority (92%) of respondents indicated they feel they have (or have had) the support they need to be a successful student. The majority

of respondents also indicated they would like to have a Student Veterans Organization on their campus. In response to the survey data, in January 2017, an official Student Veterans Organization was formed on the Milford campus. Another significant achievement to promote enrollment among veterans and military service members was the creation of a Memorandum of Understanding (MOU) with Veterans Integration To Academic Leadership (VITAL). VITAL is a veteran-centered, results oriented, collaboration between the VA Health Care System and institutions of higher education. This academic support program will be available to students on the Lincoln and Milford campuses.

The College has made progress toward **enrollment growth through improvements in course scheduling processes that better meet student demand**. Beginning with Fall 2014, the College began looking at course demand based on course utilization over the previous three years of enrollment. The Office of Institutional Research (IR) developed utilization reports identifying courses (grouped by location and time of day) with a trend of 85% utilization and above. From this initial utilization report, IR staff identify which courses and how many additional sections are needed to meet student demand. Beginning in 2016, the Dean of Student Enrollment began using the IR reports and working directly with program chairs to produce the quarterly schedule. The primary goal of the involvement of the Dean of Enrollment is to ensure that additional sections are added or identify factors precluding additional sections (e.g. lack of facilities or faculty). During the past year, the Dean of Enrollment began using the proactive approach of pre-loading the additional sections needed to a schedule of classes built from the previous year. This is then given to program chairs to add or confirm the details of rooms, times, and faculty assignments. This resulted in 272 additional Arts and Sciences course sections offered in 2016-2017 (Figure 6).

Metrics ¹

This section includes the College-level metrics associated with Goal 1. The metrics include trend data from the last three to five academic years, which allows for interpretation of year-to-year changes in relation to the implementation of improvement strategies. 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.

¹ The data sources and full description of the metrics provided for Goal 1 can be found on page 48.

Figure 1

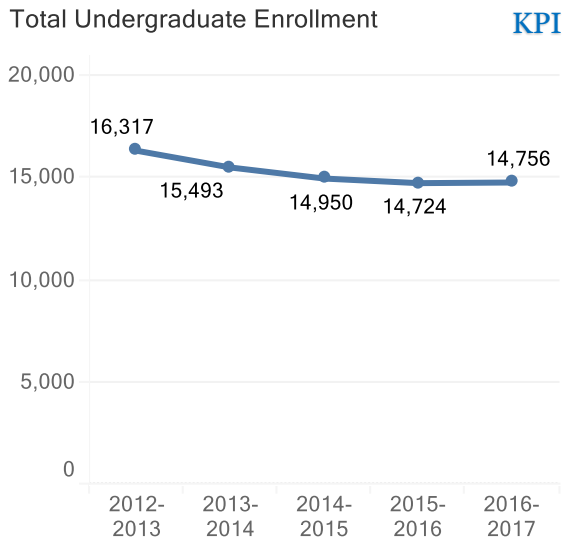
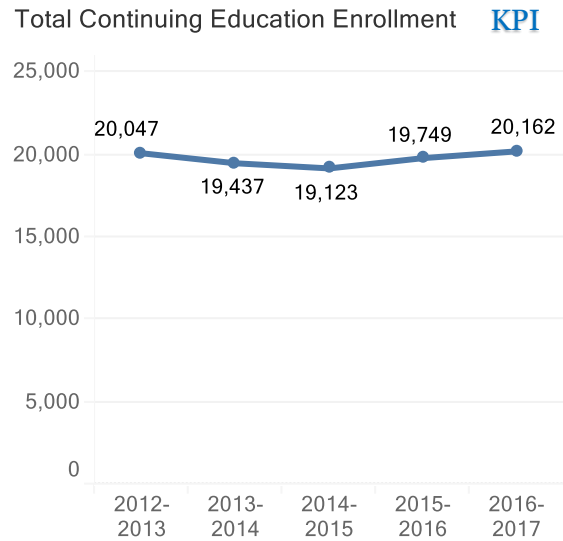


Figure 2



As shown in Figure 1, total undergraduate [enrollment](#) (which includes academic transfer/undeclared, career/technical, and dual credit students) has been on a slight downward trend in recent years. In 2016-17, undergraduate enrollment increased for the first time in the past five years. As shown in Figure 2, continuing education enrollment has maintained around 20,000 students for the last five years with a 2 percent increase in 2016-2017.

Figure 3

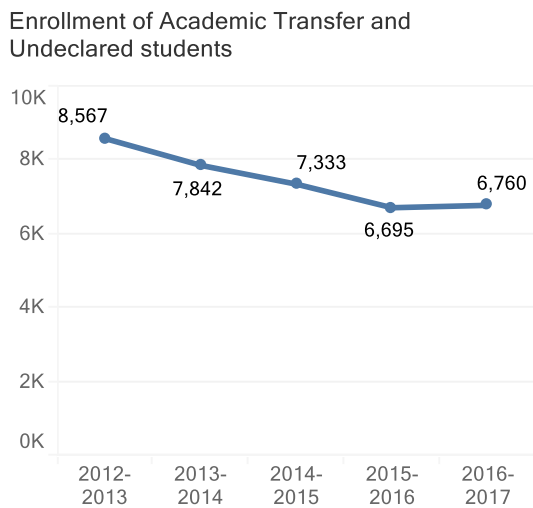
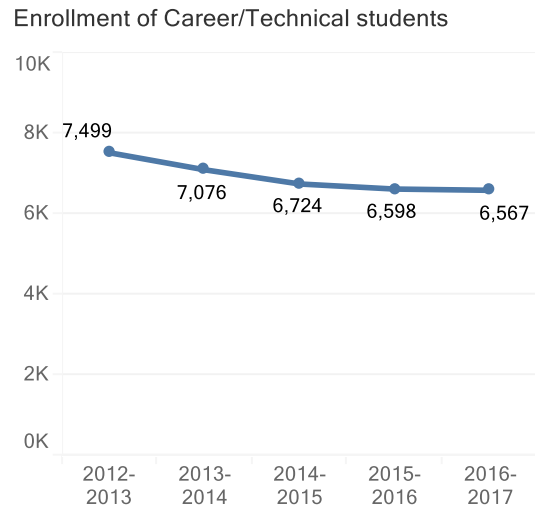


Figure 4



As shown in Figure 3, the number of Academic Transfer and undeclared students showed its first increase in 2016-2017 after several years of a downward trend. Figure 4 shows a similar downward trend for the number of career/technical students. However, the College experienced the smallest year-to-year decline (-.47%) in the past five years.

Figure 5

Number of sections of Continuing Education courses offered

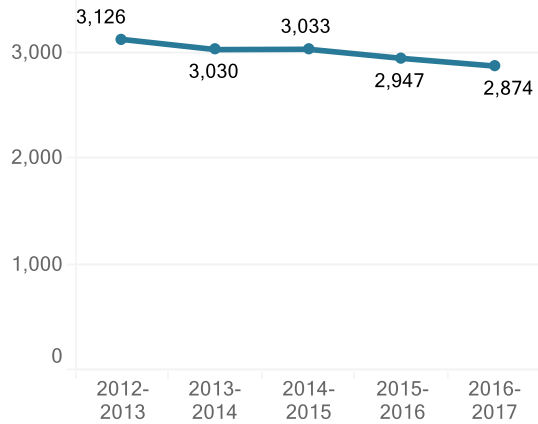
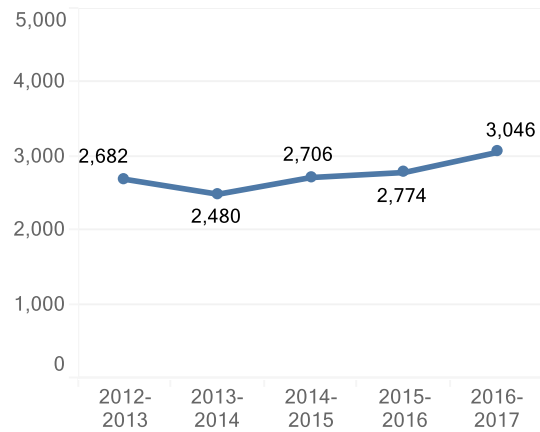


Figure 6

Number of sections of Arts and Sciences courses offered



As shown in Figure 5, the number of [sections](#) offered by the [Continuing Education](#) Division has been on a slight downward trend over the past five years. Figure 6 shows a slight upward trend since 2013-14 in the number of sections of Arts & Sciences courses offered. In 2014-2015, a proactive enrollment management model was adopted to increase the number of sections available to students. In 2016, the Dean of Enrollment Services was tasked with working with programs to implement a data-driven approach to right-size the number course sections offered.

Figure 7

Number of sections of Career/Technical courses offered

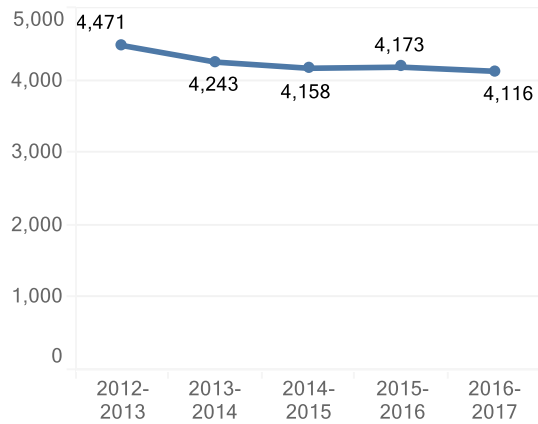


Figure 8

Percent of undergraduate enrollment in web courses

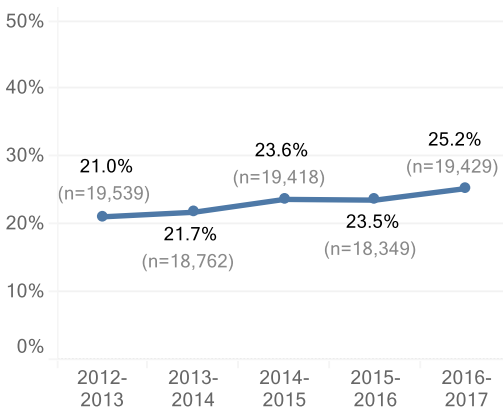


Figure 7 shows that the number of course sections offered by career/technical programs decreased in 2013 and has remained relatively stable since then. When looking at all undergraduate course enrollments, Figure 8 shows a slow, steady growth in the percentage of enrollment that is in courses offered via the web. Please note that this is a measure of course enrollment; a single student could be enrolled in multiple courses.

Figure 9

Percent of female students enrolled in programs that lead to male dominant occupations

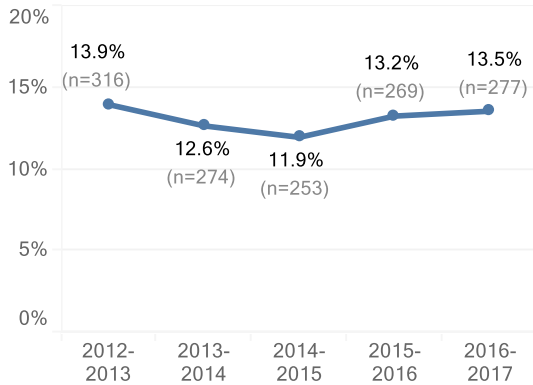


Figure 10

Percent of male students enrolled in programs that lead to female dominant occupations

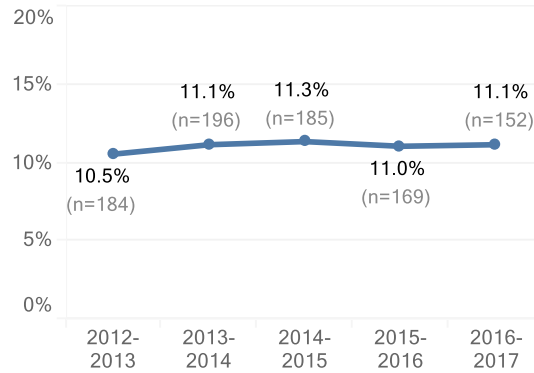


Figure 9 and Figure 10 show a similar percent of males and females participating in programs that lead to gender non-traditional occupations. Over the past five academic years, approximately 13 percent of female students were enrolled in programs leading to male-dominant occupations and 11 percent of male students were in programs leading to female-dominant occupations. Both of these metrics have remained quite stable over time.

Figure 11

Percent of undergraduate population that is minority **KPI**

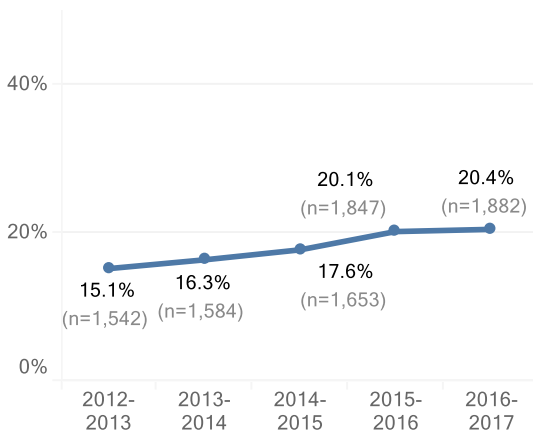


Figure 12

Index of undergraduate diversity as compared to the service area

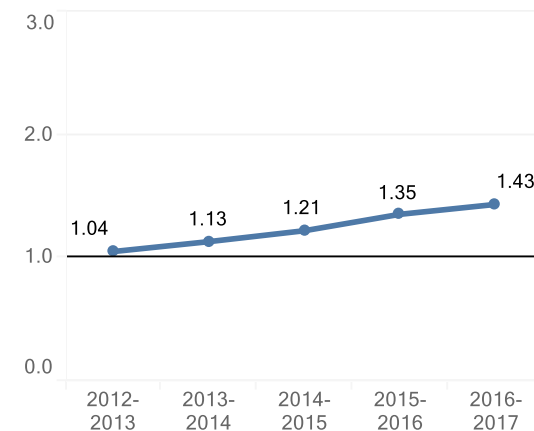


Figure 11 shows that the [undergraduate population](#) at SCC has become more racially and ethnically diverse over the past five academic years. These data include fall term enrollment only. Figure 12 displays a measure of diversity of the student body as compared to the diversity of the 15-county service 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. Because the scores are above 1.0, this means that the SCC undergraduate population is more ethnically diverse than the service area. The percentage of Hispanic and Black students have both increased each of the past five academic years.

Figure 13

Number of active military service members and veterans who are enrolled

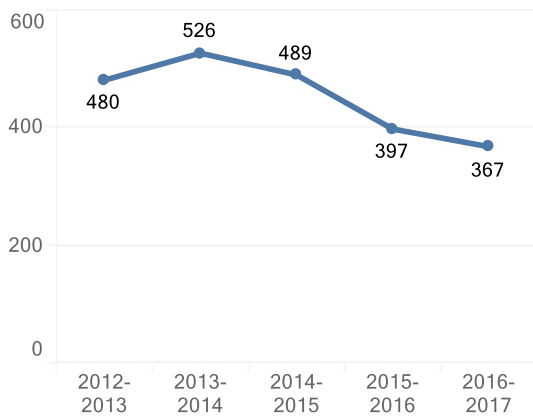


Figure 14

Number of undergraduate students who were home-schooled

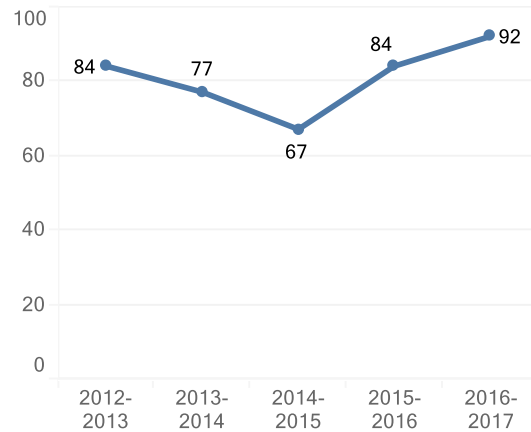


Figure 13 shows a decline in the number of active military service members and veterans who are enrolled at SCC. Figure 14 shows that the number of undergraduate students who were home-schooled before arriving at SCC – a small percentage of the overall undergraduate student body – has remained fairly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

Figure 15

Bounce rate from Academics page

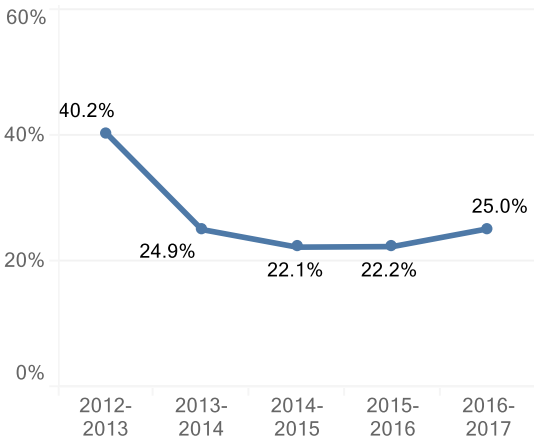
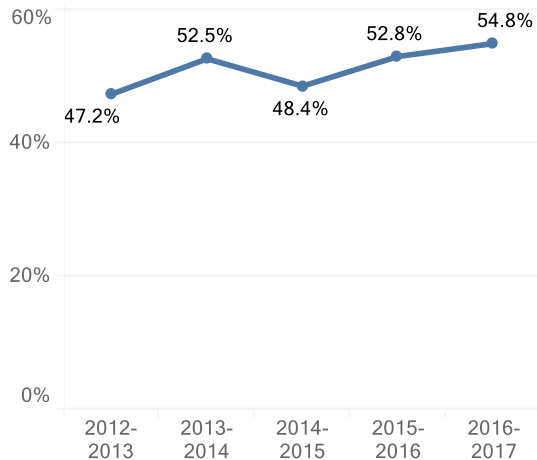


Figure 16

Bounce rate from Continuing Education page



Bounce rate is the percentage of website visits in which the person leaves a web site from a particular page without interacting with that page (by clicking on a link); lower values are better. Figure 15 shows a dramatic improvement in the bounce rate in 2013-14 from the [Academics page](#) (i.e., a smaller proportion left the page or ‘bounced’) and relative stability since then. This chart shows that approximately three-quarters of those who visited the Academics page went on to explore the SCC website further. Figure 16 shows that the [Continuing Education page](#) has a higher bounce rate at around 50 percent; only half of those who visited this page explored the website further.

Figure 17

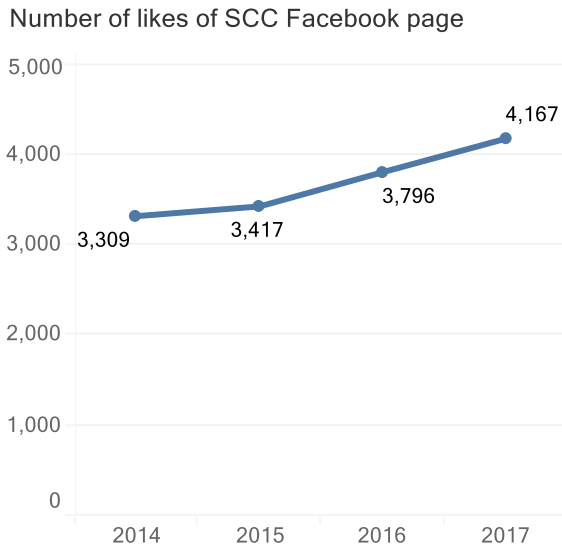
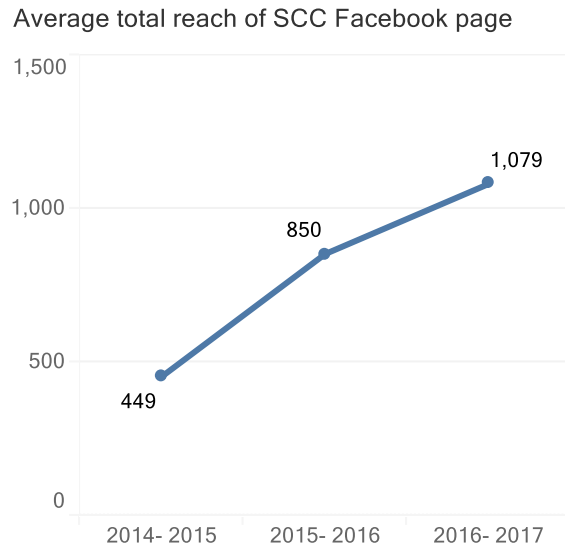


Figure 18



The number of likes of the [SCC Facebook](#) page increased by 9 percent between 2016 and 2017 (Figure 17). Figure 18 shows that total reach – the average number of people per post who interacted with the SCC Facebook page – has increased 240 percent over the last two years. A Social Media Specialist and a Marketing Specialist were hired in the Office of Public Information in December 2015, which likely contributed to the increases seen since 2016.

Figure 19

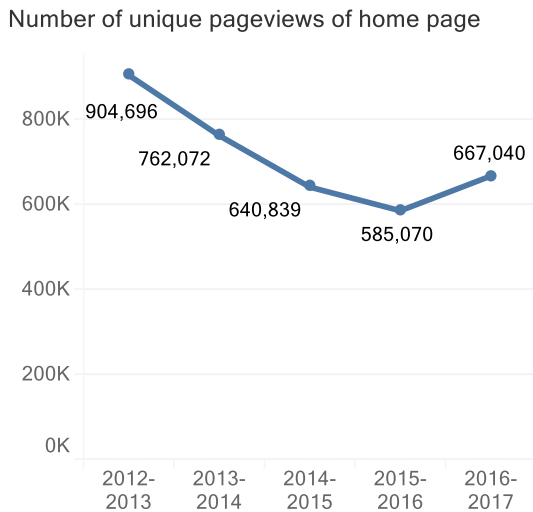
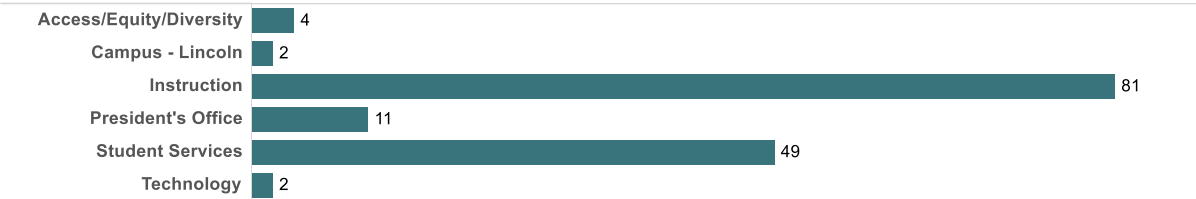


Figure 19 shows the number of unique page views of the [SCC website](#) home page for the past five years. Although this number declined from 2012-2013 to 2015-2016 (likely due to a variety of factors, including website redesigns and more efficient searches that skip the home page), the number of pageviews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

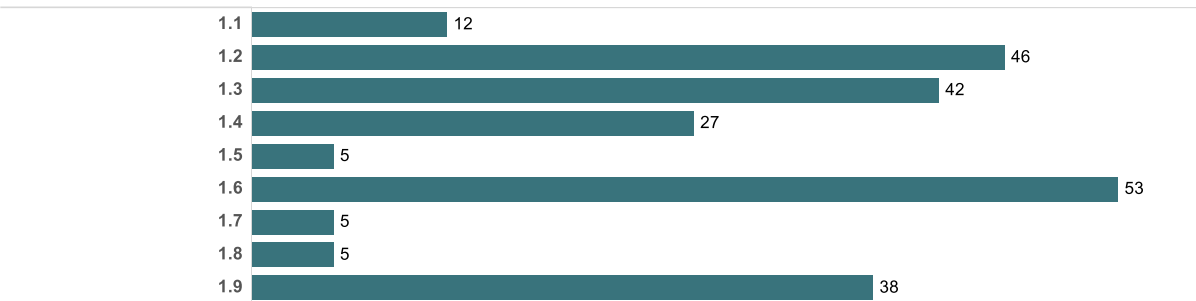
Department-level Connections



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



Number of strategies by *objective*



Department-level Achievements

- The Office of Public Information continued to expand awareness of College programs and services through dynamic social media marketing strategies and coverage in the local media. In 2016-2017, SCC's Facebook account increased the total number of 'likes' from 3,798 to 4,167, an average of one new 'like' per day. SCC's marketing specialist pitched approximately 60 news-related stories that were covered by the local media.
- In January 2017, the Arts & Sciences Social Science department hosted its first annual Transfer Night for students in the K-12 and Early Childhood Education Pathways at The Career Academy. Representatives from UNL, UNK, Midland, Peru, Bellevue and Wesleyan met with students to discuss transfer opportunities.
- Student Services strengthened admissions, advising, and financial aid processes by reorganizing the College Catalog to better clarify enrollment procedures and processes for both entering and returning students.
- The Pharmacy Technician program responded to community needs and a recent legislative change for pharmacy technicians in Nebraska by offering continuing education courses to prepare students for the Pharmacy Technician Certification Board exam. Eight students took the course and seven passed for a pass rate of 88%, compared to the national pass rate of 54%.
- Continuing Education's Adult Education department increased enrollment by expanding current class programming in GED Learning Labs and ESL Learning Centers.

Goal 2 - Student Success

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

2016-2017 Strategic Achievements

The new **Student Success Center** on the Lincoln Campus opened in August 2016. This Center provides a permanent home for student support services—Learn to Dream, TRIO Student Support Services, Kiewit Scholarship Program, People Obtaining Prosperity, and Student Success Coaches. In Fall 2016, a Director of Student Success was hired to support a unified mission of holistic student support. The Student Success Center has encouraged collaboration among student support services, resulting in improved communication to students over success strategies and contact information, Midterm Motivation Week programming, a new student success conference, and a voter registration drive. Additionally, focused efforts on developing partnerships with local organizations has resulted in increasing student awareness of available community resources. The Student Success Center hosted a Community Resource Fair with ten local organizations, met with Community Action Partnership to talk about college success with pre-college students, and participated in the Juneteenth Celebration hosted by the Malone Center. The Student Success Center now offers expanded hours to provide more availability to students. The Success Center also expanded the SCC Food Pantry by collaborating with Student Life to raise awareness of the pantry among SCC students and employees and promote donations (non-perishable food items, toiletries and school supplies).

In 2016-2017, the **Teaching and Learning Center** academic support program used data to improve student success, retention, completion, and academic excellence. During the Fall 2016 quarter the Teaching and Learning Center collaborated with the Office of Institutional Research to conduct a student survey on academic support services. Students reported the most common way they learn about Tutoring was from their instructors and from New Student Orientation, but nearly three-quarters of respondents had not used any of the services. In response to this survey data, the Teaching and Learning Center implemented a variety of initiatives focused around communication, accessible space, and technology.

- **Communication.** A larger effort was focused on digital and print advertising and classroom presentations for 2016-2017. On the Lincoln campus walk-in, by appointment, and online Tutoring Services were displayed on the new café monitors. Email campaigns created on Constant Contact were sent to all students, staff, faculty, and adjuncts. Posters with tutoring schedules were designed and distributed on the Lincoln and ESQ campuses and the HUB Tutoring website was updated with current tutor schedules updated each quarter for all campuses. A Power Point presentation was created for classroom visits. Results of the improved communication include a 28.3% increase last year from 5,856 sessions in 2015-2016 to 7,515 sessions in 2016-2017. Education Square saw a 97.6% increase over the same period from 328 sessions to 648 sessions. Smarthinking also saw an increase of 19.4% over this same time frame. These campaigns will be implemented at Beatrice and Milford this next year.
- **Accessible space.** New Tutoring and Transitions Labs opened in the Beatrice LRC during Summer 2016. The Transitions advisor's office moved from Jackson to Kennedy to increase visibility and provide support to students working in the Lab. This more centralized area has attracted more students to these services. Transitions in Beatrice has seen a 34% increase in enrollment from 59 students in 2015-2016 to 79 students for 2016-2017. The Milford Campus is

currently remodeling new space in the Learning Resource Center to improve student access to tutoring services.

- **Technology.** Transitions implemented Moodle to deliver course content to distance students along with access to an online course to review material. Zoom equipment was also purchased to implement tutoring via Zoom.

Metrics²

This section includes the College-level metrics associated with Goal 2. The metrics include trend data from the last three to six academic years, which allows for interpretation of year-to-year changes in relation to the implementation of improvement strategies. 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

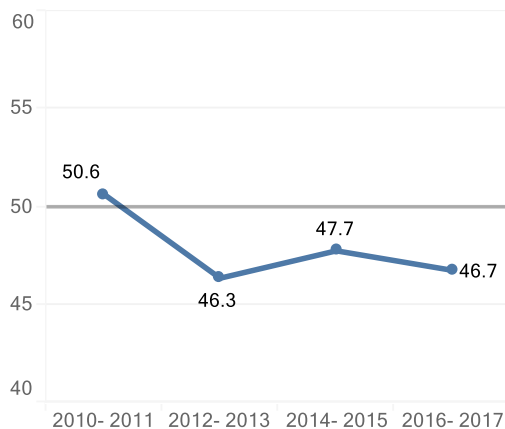
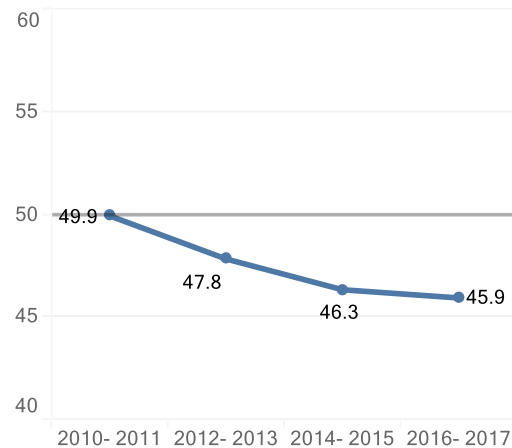


Figure 21

CCSSE Benchmark for Support for Learners



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 50.

Figure 22

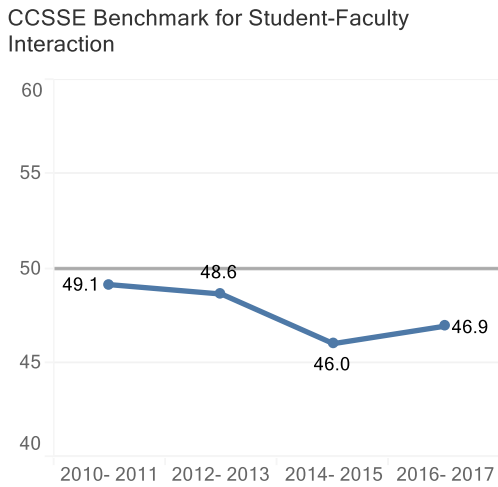


Figure 23

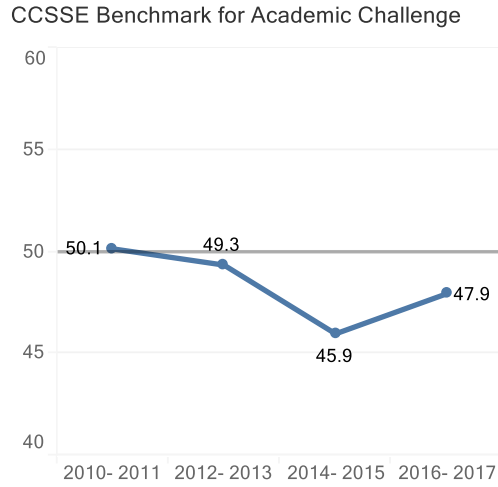


Figure 22 and Figure 23 shows that the benchmark scores for ‘Student-Faculty Interaction’ and ‘Academic Challenge’ are at or near the national average in 2010-2011 and 2012-2013, but below average in more recent years.

Figure 24

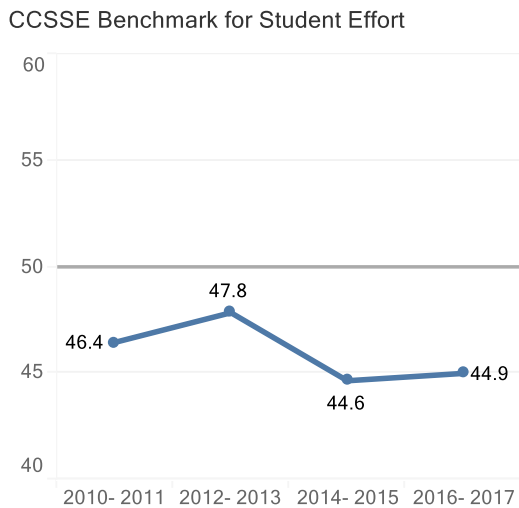
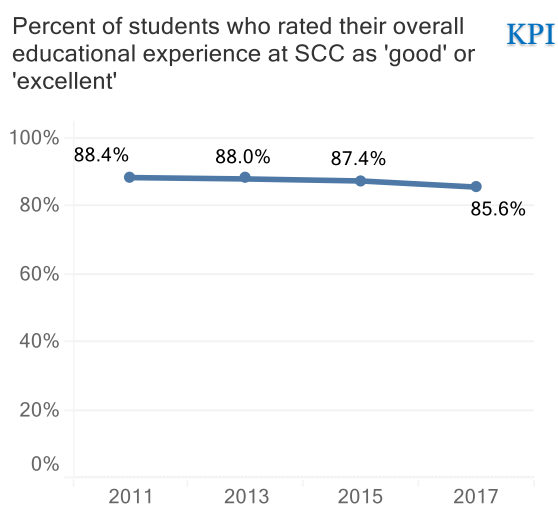


Figure 25



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’ or ‘poor’) in each of the years reported.

Figure 26

Overall success rate of undergraduate students **KPI**

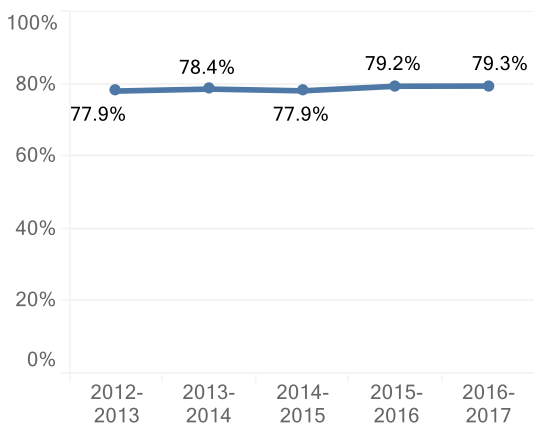


Figure 27

Overall success rate of dual-credit students

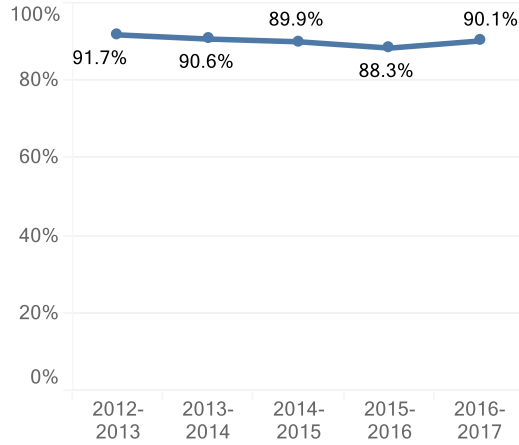


Figure 26 shows that the overall course success rate of undergraduate students has remained very stable at around 79 percent for the past five academic years. Figure 27 shows the overall success rate of dual-credit students is also very stable, but has been higher at around 90 percent than that of the overall undergraduate population.

Figure 28

Overall withdrawal rate of undergraduate students

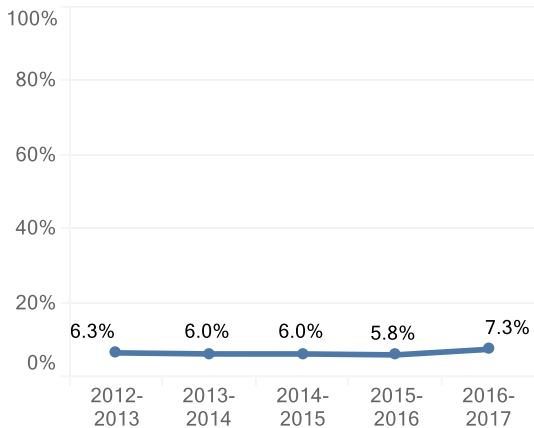


Figure 29

Overall rate of D/F grades among undergraduate students

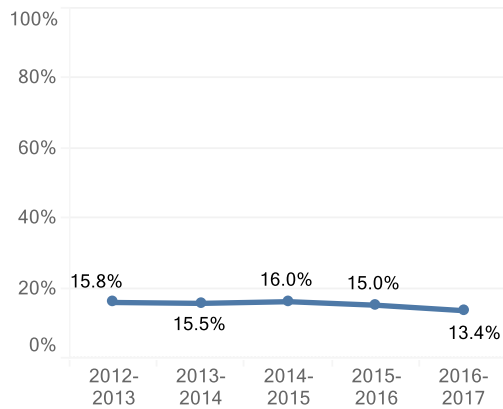
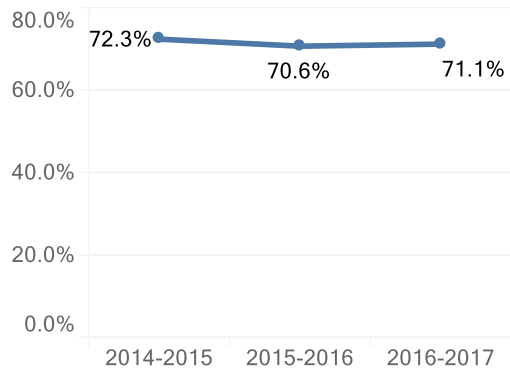


Figure 28 and Figure 29 show the related rates of students receiving a 'W' (withdrawal rate) or a 'D' or 'F' (D/F rate). Both these rates have been fairly low and stable. The largest change came with 2016-2017 when the College extended the deadline for students to withdraw from a course. This change 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



SCC has participated in the [Voluntary Framework of Accountability \(VFA\)](#) collection since 2013. This national accountability system identifies and collects comprehensive measures for community colleges. 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). All students new to SCC in the fall term are included in this measure, including transfer students.

Figure 31

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

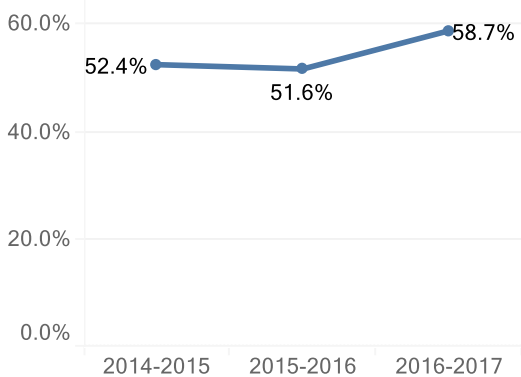
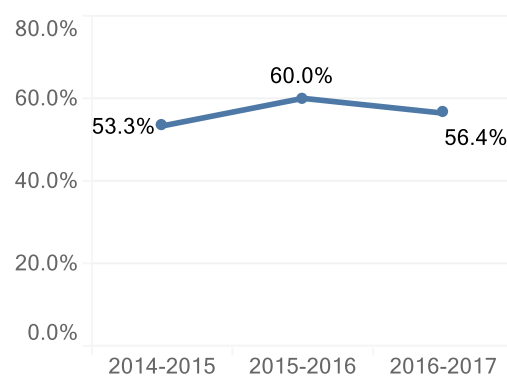


Figure 32

Percent of students who completed all developmental coursework **KPI**



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 use a cohort of students who started at SCC in the fall term as their first college after high school. The data includes student course completion over a six-year period. The percent of students who attempted at least one developmental course has been consistently above 50 percent with a notable increase in 2016-2017

(Figure 31). Figure 32 shows that 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 33

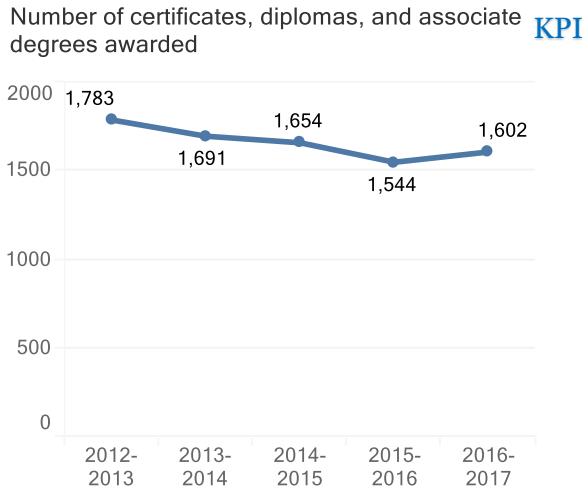
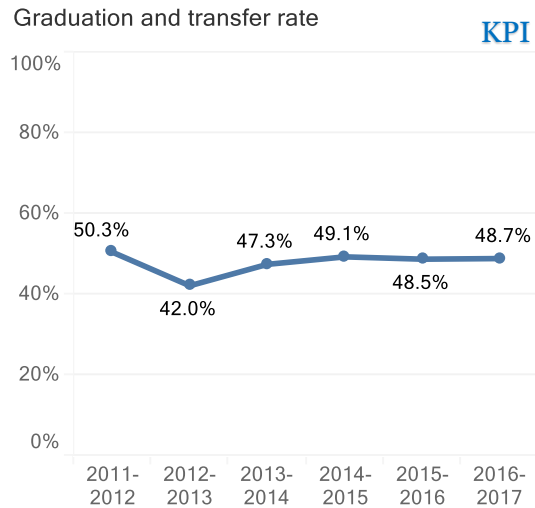


Figure 34



The number of certificates, diplomas, and associate [degrees awarded](#) increased in 2016-2017 for the first time in five years (Figure 33). The [graduation and transfer rate](#) has remained near 48 percent in recent years (Figure 34).

Figure 35

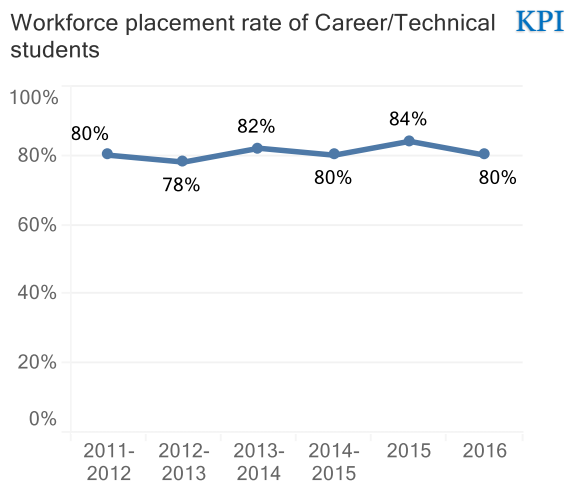
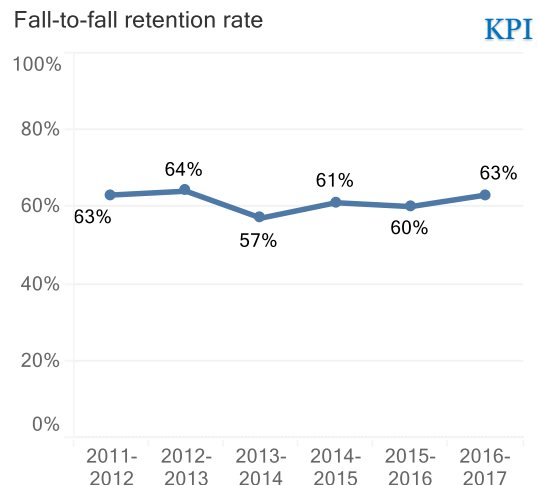


Figure 36

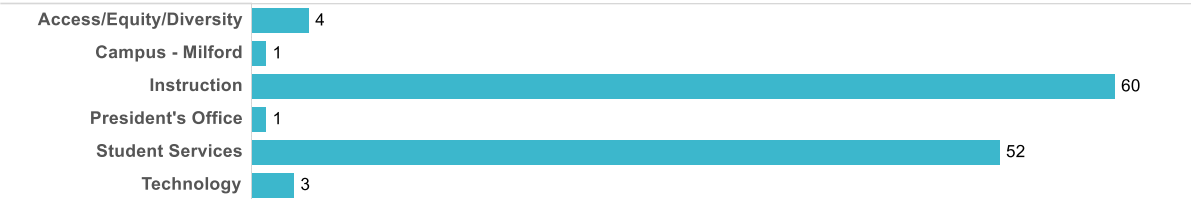


The workforce placement rate – which has been tabulated by calendar year since 2015 – for career/technical students (Figure 35) has remained stable at roughly 80 percent. Similarly, the fall-to-fall retention rate (Figure 36) has remained stable near 60 percent since 2011-2012.

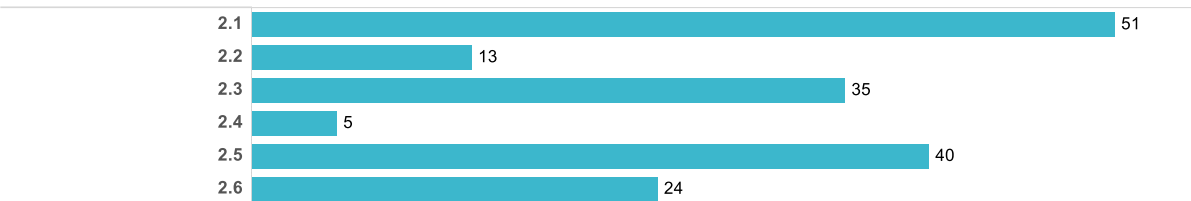
Department-level Connections



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



Number of strategies by *objective*



Department-level Achievements

- The Milford Campus successfully piloted [Weeks of Welcome](#) (WOW), which expanded to include the Beatrice and Lincoln campuses. Weeks of Welcome provides students an interactive opportunity to, “Get Informed! Get Involved! Get Excited,” about SCC. Daily events include SCC scavenger hunts, resource fairs, technology workshops, engaging student activities, and Lunch & Learn sessions.
- All campuses revised their in-person orientation programming to offer an enhanced experience for entering students. The Admissions department collaborated with Public Information to increase marketing and communication and worked closely with instructional staff to ensure students the opportunity to meet with academic advisors. The Lincoln Campus saw an increase in attendance from approximately 10 students (Fall 2016) to over 400 students (Winter/Spring 2017).
- The Electrical/Electromechanical program added new technology to their classroom and lab spaces: fiber optic fusion splicer, autotransformers, operator panels, new surveillance systems and cameras, motors, and a BusDuct system. Several pieces of the equipment were donated or purchased at a much lower cost due to partnerships with ECHO Electric and Square D.
- Six health sciences programs (Associate Degree Nursing, Practical Nursing, Respiratory Care, Physical Therapist Assistant, Radiologic Technology, and Paramedic) have partnered to provide students with hands-on educational experiences to build interprofessional communication, collaboration, and team-focused care to simulation patients. The activities include: Interprofessional Education Simulation Day, Physical Therapist Assistant and Respiratory Care Day, and a medical-focused poverty simulation.

Goal 3 - Student Enrichment

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

2016-2017 Strategic Achievements

Southeast Community College continues to improve and expand **student development programming**. During 2016-2017, student activities coordinators on each campus began developing monthly **prevention and awareness social events**. Most events were piloted on the Milford Campus and will be implemented on the Beatrice and Lincoln campuses throughout the 2017-2018 academic year. These coordinated events helped the College expand student support services and promote students' personal enrichment and physical and psychological health. Examples of awareness events held on the Milford Campus include: Campus Safety; Suicide Prevention; Traumatic Brain Injury; Hunger Awareness Month; Sexual Assault Awareness & Prevention; and Alcohol Awareness. Fun days (e.g. Positive Thinking Day, Waffle Day, Taco Day, Origami Day) were also held in to increase feelings of overall well-being, encourage engagement and participation, and reduce levels of student stress.

The College believes that an important part of student development includes the opportunity to participate in **extracurricular activities**. Each campus provides organized activities, awareness and prevention programming for students with the goal of encouraging the personal, social, cultural and/or physical development of students. Students are encouraged to take part in [student organizations](#) in order to build new relationships, foster cooperation and responsibility and develop new skills and interests. In 2016-2017 SCC made a number of changes to its Student Organizations and Clubs guidelines and procedures to ensure each organization's compatibility with the educational goals and mission of the College. The new guidelines:

- Develop a means of assessing co-curricular activities in accordance with the Higher Learning Commission.
- Ensure compliance with the Jeanne Clery Higher Education Opportunity Act (Clery Act) by providing training as Campus Security Authorities for all organization/club advisors.
- Outline the criteria and process for organization/club recognition.
- Provide a means of annually reporting the group's activities and accomplishments.
- Define conduct expectations.
- Provide a means of managing funds through the SCC Business Office and in accordance with sound financial practices.

Several significant accomplishments related to [inter-collegiate athletics](#) happened in 2016-2017:

- This year marked the first year of competition for the men's and women's cross country teams. The addition of the cross country teams brought new students on scholarship from Nebraska, Jamaica, and Kenya. Four members of the men's cross country team were named to the NJCAA All-Academic Team for having a GPA above 3.60.
- The SCC baseball team earned a spot at the National Junior College Athletic Association Division II World Series for the first time in the program's history. While the Storm lost in the opening round, the opportunity to represent SCC on the national stage was a significant achievement for the program's ninth year.

- The Storm men's golf team won the Region IX championships by 89 strokes and qualified for the National Junior College Athletic Association Division II National Golf Tournament. SCC golfers finished 8th overall in the championship. One of the golfers was a candidate for Freshman Golfer of the Year and was a runner-up for NJCAA Division II Golf Tournament First-Team All-American. He finished 2nd individually and was four strokes off from being National Champion.

In April 2017, a new weeklong event, **Creativity Week**, was held in conjunction with the release of *Illuminations* Vol. 18 to promote and expand awareness and appreciation of the arts. A committee of faculty, staff, and students planned daily creative events on the Beatrice, Lincoln, and Milford campuses. The activities were planned to fit individual campus schedules and with the interests of the different student populations in mind. A total of 17 Creativity Week events held across campuses included: cake pop and cookie designing, storytelling contests, LEGO building station, painting and art technique demonstrations, Pla-Doh construction, poetry reading, lyrics writing, jewelry making, and live music. Copies of the College's award-winning literary magazine, *Illuminations*, were also distributed to students, employees, and the public at all Creativity Week events.

In Spring 2017, the Office of Institutional Research collaborated with the Office of Access, Equity, and Diversity to administer a survey of students about **diversity, inclusion, and climate** at Southeast Community College. In total, 1,945 students responded (31% response rate). The key findings from the [survey](#) included:

- Large majorities of students agreed that they are treated with respect by SCC staff (92.8% agreed), faculty (92.8%), administrators (89.9%) and other students (86.9%).
- More than 90 percent of students reported that they have not witnessed or experienced bias, exclusion or discrimination related to race, ethnicity, age, perceived economic or social status, gender identity, religious beliefs, nationality, disability, or sexual orientation. Eighteen percent of students reported experiencing or witnessing bias, exclusion or discrimination based on political views.
- Students generally agreed that issues of diversity and inclusion are important, but 13 to 16 percent of respondents reported that such issues are not important.
- More than 80 percent of respondents reported that they had serious conversations with students who differed from themselves during the current academic year.
- Approximately half of respondents reported that SCC encourages contact with students of different backgrounds quite a bit or very much.

Metrics³

This section includes the College-level metrics associated with Goal 3. The metrics include trend data from the last three to six academic years, which allows for interpretation of year-to-year changes in relation to the implementation of improvement strategies. 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.

Figure 37

Percent of students graduating with honors

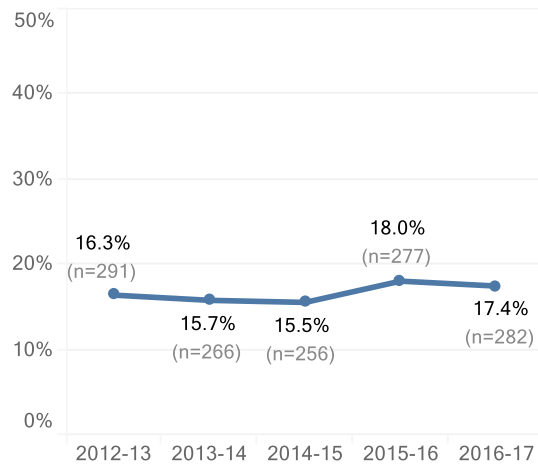
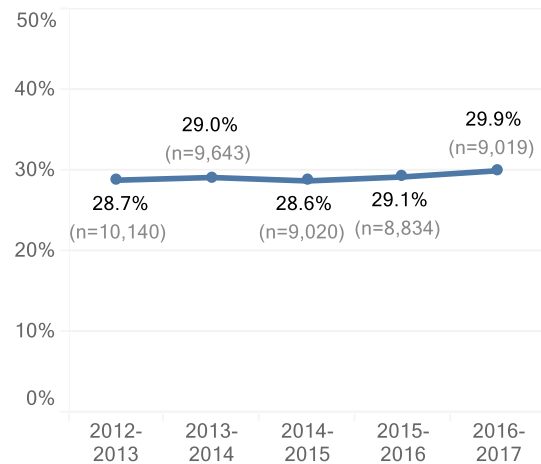


Figure 38

Percent of undergraduates on the Dean's list



The percentage of students graduating with honors has remained between 15 and 18 percent since 2012-2013 (Figure 37). Similarly, the percent of undergraduates on the Dean's list has remained fairly stable around 29 percent over the past five academic years (Figure 38).

³ The data sources and full description of the metrics provided for Goal 3 can be found on page 51

Figure 39

Number of student athletes enrolled

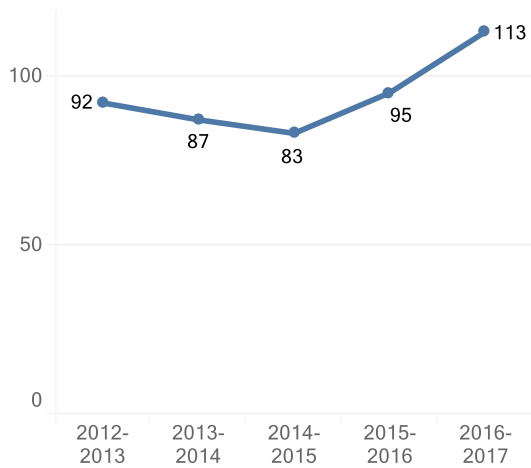


Figure 40

Number of students who participate in Global Education courses and trips

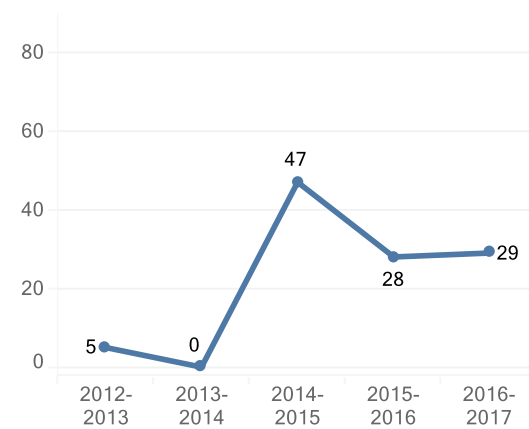


Figure 39 shows that the number of [student athletes](#) grew significantly since 2014-2015, largely due to the addition of men’s and women’s [cross country](#) teams in Fall 2016. Figure 40 shows the number of students who participated in [Global Education](#) experiences has increased in the past three years. One trip is planned per academic year, but the 2013-2014 trip was held during the 2014-2015 academic year.

Figure 41

Number of fine and performing arts course sections offered

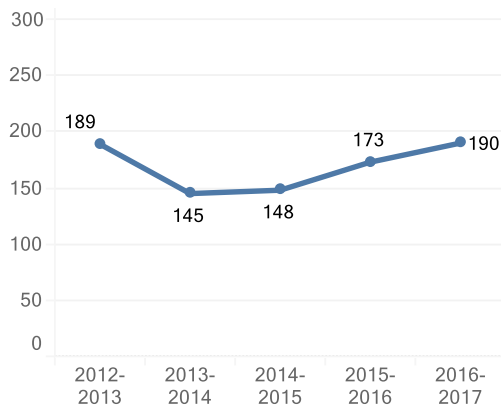


Figure 42

Number of submissions to Illuminations

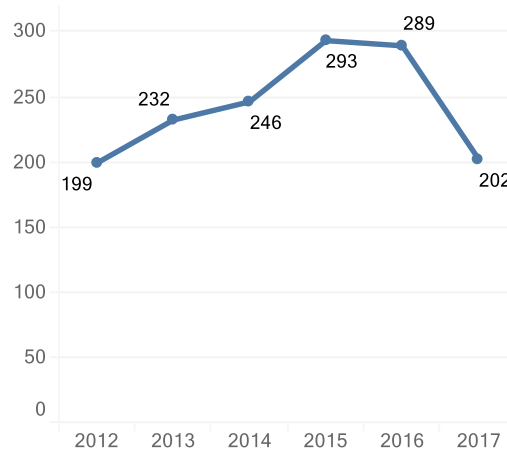
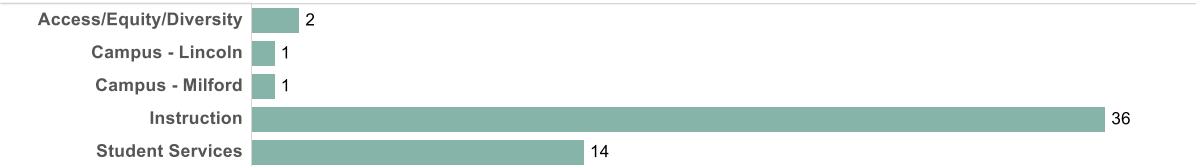


Figure 41 shows that the number of fine and performing arts [course sections](#) offered dipped between 2012-2013 and 2014-2015, but has rebounded to its previous level. Figure 42 shows the number of submission to [Illuminations](#)—SCC’s magazine of creative expression that published its 17th volume in Spring 2016—increased between 2012 and 2016. The submission numbers steadily grew during a time of increased publicity and several awards for the magazine. The number of submissions dropped in 2017, but still remains strong.

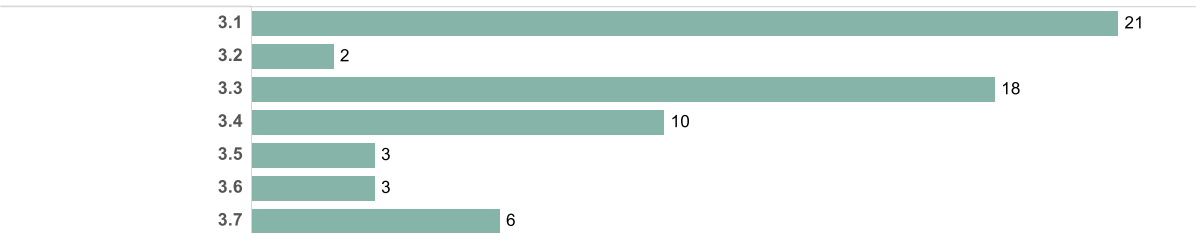
Department-level Connections



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



Number of strategies by *objective*



Department-level Achievements

- Seventeen Health Sciences students participated in the annual Global Education service-learning trip to Guatemala in June 2017. The team provided health clinics and patient education for five days to families and individuals living in severe poverty.
- In the Business Administration program, a cost accounting course utilized service learning to promote student enrichment and discovery. Students made and sold approximately 30 dry soup mixes to the SCC employees. For each soup mix sold, an additional soup mix was donated to SCC's Student Pantry and Matt Talbot Kitchen and Outreach Center.
- The Division of Health Sciences provided leadership in promoting academic excellence of high achieving students. Twenty-six Health Sciences students were recognized at graduation for involvement in the Health Occupations Student Association (SCC HOSA) and participation in leadership development, inter-professional activities, and service learning within healthcare. The Respiratory Care program also recognized six students in the program as outstanding in the categories of professionalism, life-long learning, clinical practice, classroom accomplishments, and most improved student.
- Several TCA students in the Agriculture/Bio Sciences, Business Administration, Construction, and Culinary pathways competed and placed in state and national competitions including: Skills USA, DECA, State ProStart, and MCC ICE Invitational.

Goal 4 - Program Development

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

2016-2017 Strategic Achievements

SCC seeks to be responsive to student and employer demands in its educational programming and to promote enrollment growth in career and technical programs that are in demand in Nebraska's economy. Nursing is a field with high employer demand in Nebraska, and SCC's Nursing programs routinely have had waiting lists for enrollment. In Fall Quarter 2016, SCC's Beatrice campus began offering a **Licensed Practical Nursing to Associate Degree Nursing accelerated degree** option in addition to its established Practical Nursing diploma program. The Beatrice LPN-to-ADN option currently accepts six students each year in Fall quarter. In September 2017 all six students completed and graduated from the program, with a new cohort of students beginning Fall Quarter 2017. Students completed course work using innovative delivery methods, such as Lifesize videoconferencing technology. The Beatrice LPN-to-ADN program collaborated with Beatrice Community Hospital and Fairbury Community Hospital for clinical and observational learning experiences.

The Office of Institutional Research distributed reports on **employer demand surveys** that had been conducted earlier. The [reports](#) summarized data from a suite of 12 surveys—developed by Institutional Research in collaboration with Instructional Deans—that roughly correspond to SCC's educational divisions. The goal of the surveys was to identify current and future demand for existing and potential new programs offered by the College. Invitations to participate were distributed in a variety of ways to individuals and companies who had shown interest in hiring graduates of SCC or had done business with SCC in the past. The survey topics included number of current employees, starting salaries, and demand for graduates from existing and potential new programs. The Vice President for Program Development is using the reports and the data available through Economic Modeling Specialists, Inc. (EMSI) to inform decision-making about establishing new programs at SCC. EMSI data are available to Nebraska community colleges through Partnerships for Innovation (PFI). This partnership provides access to reports regarding projected educational attainment, regional economic outlook reports and trends in career clusters over the next ten years.

Continuing Education helped the Learning Centers facilitate 19 advisory and task force meetings in 2016-2017, providing an avenue to identify the largest educational impacts and the greatest workforce needs in the region. Valid and reliable data were utilized to inform discussions. The advisory and task forces concluded that the greatest need and demand are in healthcare and trades and industry in all six regions. SCC's Training Solutions has used a variety of data provided by the Office of Institutional Research, Department of Labor statistics, course evaluations, and advisory committees to identify new training opportunities. Training Solutions developed and offered several new courses in 2016-2017, including: Six Sigma Green Belt Certification, Lean Six Sigma White and Yellow Belts, Lean Manufacturing & Transactional, OSHA 10, Communicating with Purpose and Intent, The Psychology of Customer Service, and Building the Team You Want with the Team You Have.

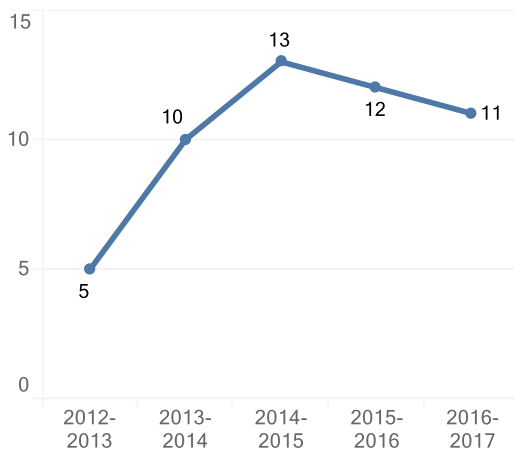
Metrics⁴

This section includes the College-level metrics associated with Goal 4. The metrics include trend data from the last two to five academic years, which allows for interpretation of year-to-year changes in relation to the implementation of improvement strategies. 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

Number of DACUMs conducted



[DACUM](#) (Developing A Curriculum) is a process that incorporates current industry professionals to capture the major duties, tasks, and necessary knowledge skills and traits related to the occupation and thus inform the program about potential curricular changes that should be made. Each program is scheduled to complete a DACUM review every five years. Over the past four academic years, the number of programs that have completed a DACUM has stabilized around 12 annually (Figure 43).

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

Figure 44

Number of employer-organized customized trainings offered through Continuing Education

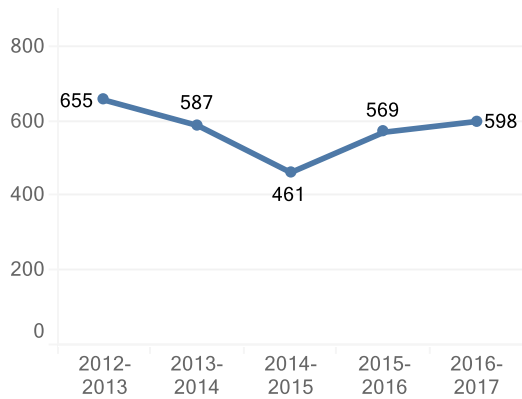
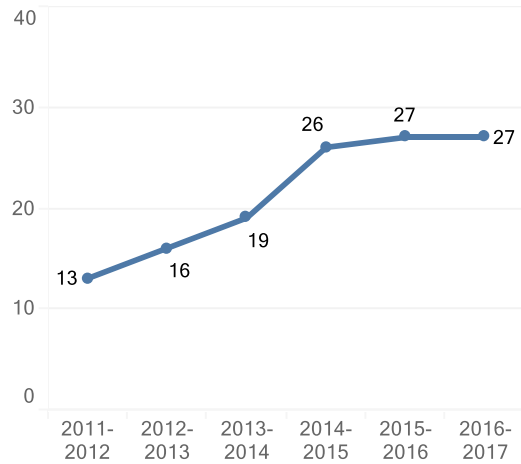


Figure 45

Number of articulation agreements



The number of employer-organized [customized training](#) courses offered by the Continuing Education Division, not including Ed2Go sections, has been fairly stable with the exception of a dip in 2014-2015 (Figure 44). The number of [articulation agreements](#), which are dependent on program-level efforts with other higher education institutions, has doubled over the past six academic years (Figure 45).

Figure 46

Total enrollment at Learning Centers

KPI

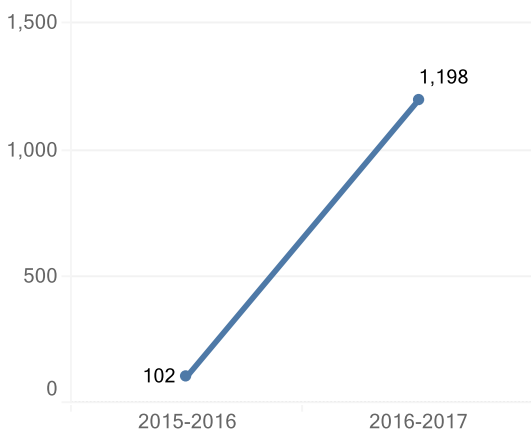
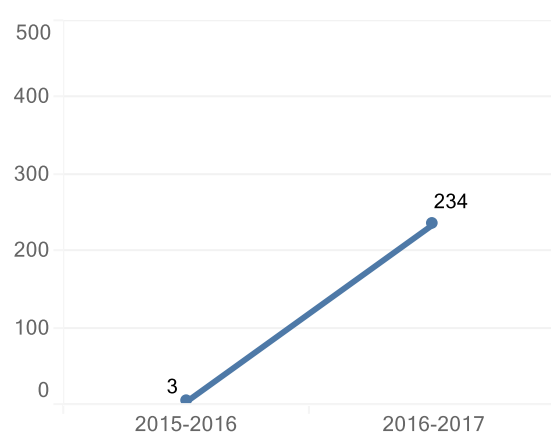


Figure 47

Number of sections offered at Learning Centers



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 and Nebraska City, and expanded offerings in its temporary locations in Falls City. Both the total enrollment and number of sections offered at Learning Centers have grown tremendously (Figure 46 and Figure 47).

Figure 48

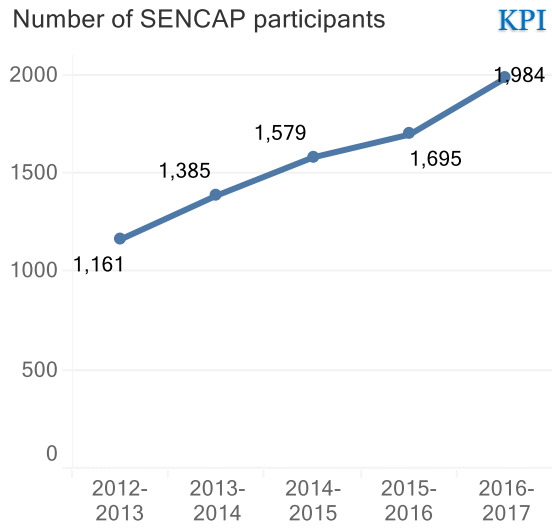


Figure 49

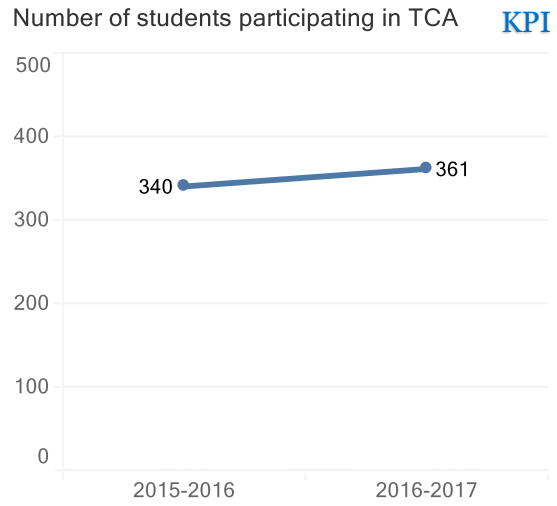
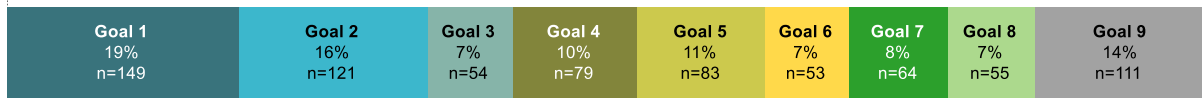
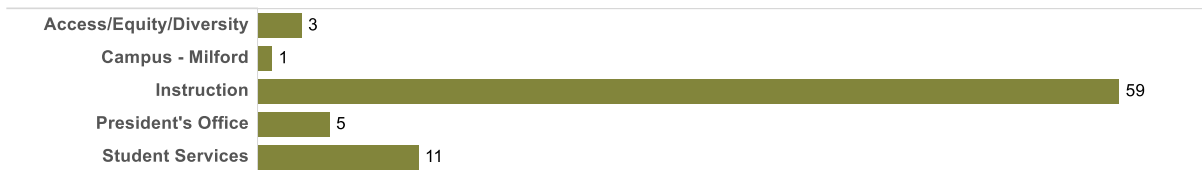


Figure 48 shows that the number of students enrolled in [SENCAP](#) has grown in each year reported, with nearly 2,000 students enrolled in 2016-2017. Figure 49 shows the number of student participating in [The Career Academy](#) in Lincoln. TCA saw an increase of 21 students during the second year of its operations.

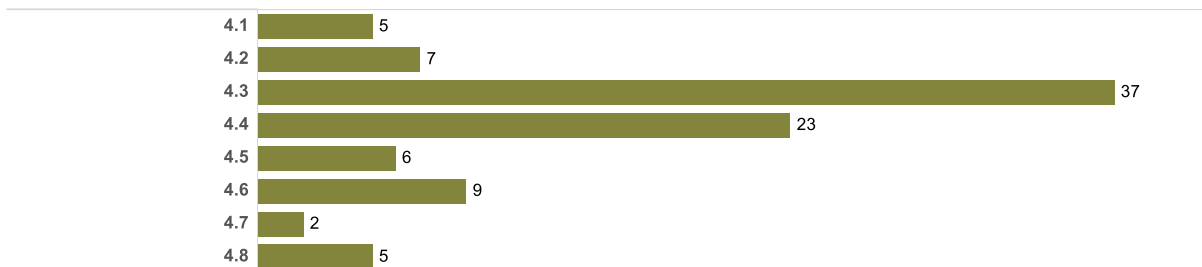
Department-level Connections



Number of strategies by area for Goal 4. Program Development



Number of strategies by objective



Department-level Achievements

- Significant curricular changes to instructional programs were researched and developed during the 2016-2017 academic year in the Agriculture, Dietary Management, and Criminal Justice programs. These changes are effective for the 2017-2018 academic year to meet current and future industry needs.
- In 2016-2017, the Entrepreneurship Center increased the number of businesses in SCC's on-site business incubator by two businesses. The Entrepreneurships Center also increased the number of people attending their events (Perk Up Thursday Coffees, workshops, classroom presentations, community presentations) from 1,344 in 2015-2016 to 1,630 in 2016-2017.
- Developmental English faculty modeled a data-driven and thoughtful analysis to improve curriculum. Faculty conducted an instructional review of student classroom experience in ENGL 0960 and ENGL 0985 to consider changes that enhanced student learning, while remaining cost-effective to students. The faculty evaluated new text proposals using three metrics: relevance (connects to student lives), readability (challenging vocabulary yet prose is moving, organized, reflective of college-type material), and accessibility (vocabulary, sentence structure, organization, and subject appropriate for diverse groups of readers). After extensive analysis and discussion faculty adopted six new non-fiction reading resources, as well as a new reading and writing handbook.
- In 2016-2017, SCC's Student Success department coordinated regular Advisor Roundtable meetings for College-wide advising staff to discuss advising-related strategies and projects. Additional transfer advising training was offered in collaboration with the Academic Transfer program advisors to improve and expand academic advising resources.
- The Food Service/Hospitality program's advisory board identified improvements needed in students' knife skills upon graduation. To ensure alignment with the industry standards needed for career success, the faculty added a more intensive section of knife skills in FSDT 1105 and increased the amount of time students are tested over knife skills.
- In Summer 2016, the Computer Information Technology program added a new focus area in network cybersecurity. The Network Security focus introduces students to cybersecurity tools and practices needed to protect computers from ever-present cyber threats, including security operations and ethics, Cisco security, and computer forensics.

Goal 5 - Faculty and Staff Excellence

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

2016-2017 Strategic Achievements

The Office of Human Resources made significant progress on the strategic objectives of **improving human resource programming and professional development offerings**. In response to 2015 Employee Survey data, ProDev Friday's were implemented twice a month to allow for professional development trainings to be offered. Throughout the 2016-2017 academic year a total of 84 sessions were offered with attendance of 913 employees. Sessions included topics on safety, classroom engagement strategies, serving diverse student populations, communication and wellness. A total of 10 wellness sessions were offered which resulted in 91 attendees. Additionally, the professional development steering committee implemented a new employee newsletter, which provides another avenue of communication for professional development offerings.

Individual faculty members at SCC continue to demonstrate excellence in their fields. The co-chair of the Humanities department, Dr. Ken Hoppmann, was the artistic director and pianist for the world premiere of "**Standing Bear: A Ponca Indian Cantata**", which premiered on November 4, 2016. The event was sponsored in part by the Hildegard Center for the Arts and SCC. The [performance](#) tells the story of Standing Bear, including many of his own words in English, as well as the Ponca language. The Standing Bear performance was recognized at the [Lincoln Mayor's Arts Awards](#) and received the Outstanding Event Award for its cultural significance.

Metrics⁵

This section includes the College-level metrics associated with Goal 5. The metrics include trend data from the last three to five academic years, which allows for interpretation of year-to-year changes in relation to the implementation of improvement strategies. 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

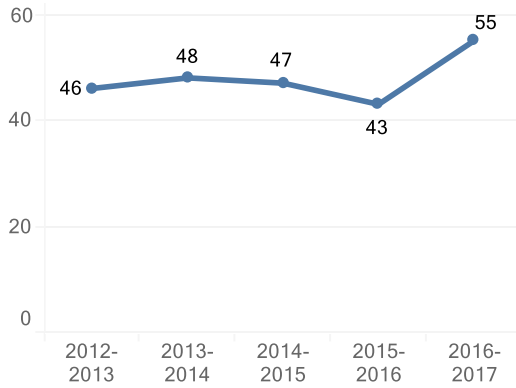
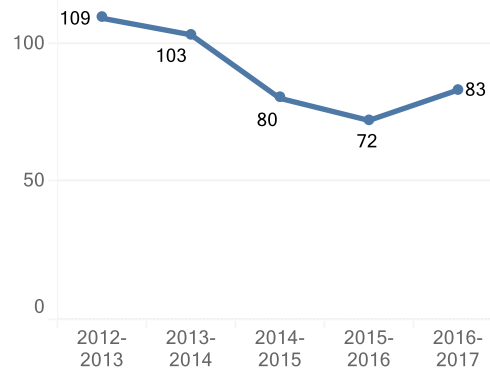


Figure 51

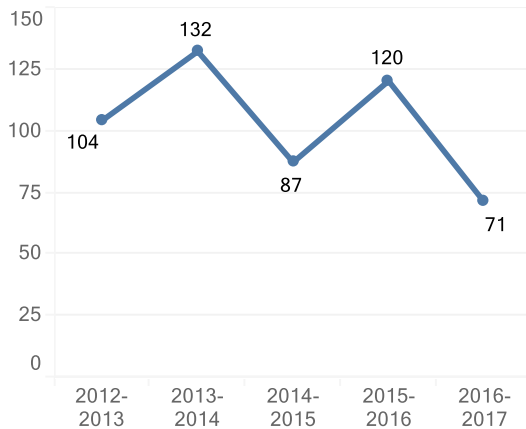
Number of faculty/staff members who take advantage of tuition reimbursement for internal courses



As shown in Figure 50, there was an increase in the number of employees who took advantage of tuition reimbursement for external courses in 2016-2017. Figure 51 shows a reversal in the downward trend of the number of employees taking advantage of tuition reimbursement for internal courses. The percentage of full-time faculty and staff who have taken advantage of tuition reimbursement benefits for external and internal courses has been about seven and fourteen percent, respectively, over the past five years.

Figure 52

Number of faculty who completed ELE training

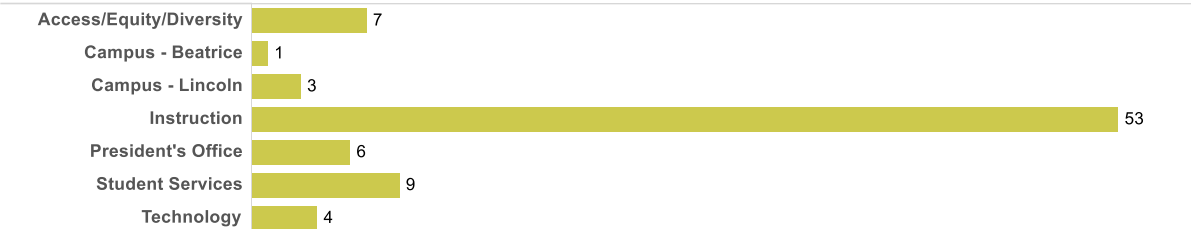


Over the past five academic years, the number of instructors completing ELE (Engaged Learning Experience) training has fluctuated between 71 and 132 (Figure 52).

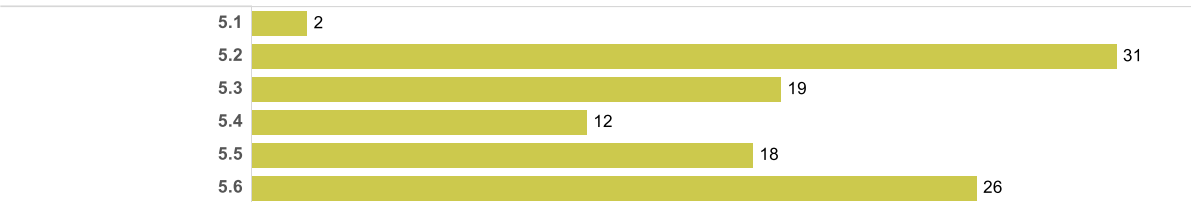
Department-level Connections



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



Number of strategies by *objective*



Department-level Achievements

- Faculty in the Electrical/Electromechanical program enhanced their technical abilities on new equipment by attending National Electric Code classes, BISCO certification on fiber optics, laser alignment, and industrial fluid power and motion/drive/automation training.
- All Transitions Lab advisors attended the University of Nebraska Academic Advising Conference in February 2017. The advisors learned about a Parallel Planning model and implemented it with students.
- Business and Office Professional faculty participated in several professional development opportunities and certifications including MOS Specialist, OnCourse, National Business Education Association National Conference, Women in Higher Education, Cengage Technology, Tableau, and Accounting Educators.
- In 2016-2017, Arts & Sciences faculty in the Science department began an adjunct mentorship program. Each adjunct is assigned a full-time faculty member to promote regular communication about available resources and College-related updates, and to further engage science adjunct faculty members with the College's mission.
- Progress was made in promoting a professional environment for faculty by revising the 2017-2019 faculty agreement. The new agreement includes Goal 9 in the preamble as a recognition of the importance of maximizing a positive and engaging organizational environment.

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.

2016-2017 Strategic Achievements

The 2016-2017 academic year marked a significant achievement in partnerships that promote collaboration with other institutions of higher education. SCC developed a formal agreement with UNL and Doane University to provide free **mental health counseling** to SCC students. In the first year of its existence, the [Counseling Assistance Program for Students](#) (CAPS) has provided over 140 counseling sessions to approximately 40 SCC students. A total of four counselors (graduate students from UNL and Doane) work with students to provide counseling around stress; anxiety; depression; sexuality, gender, and diversity-related concerns; alcohol and drug abuse; and relationship difficulties. The Student Success office has helped with connecting students to counselors via referrals and promotions. Starting in Fall Quarter 2017, CAPS will be hosting two student group sessions: one group for stress and anxiety, and one for international students.

SCC's **Engaged Learning (ELE)**, **On Course**, **Partnership for Innovation**, and the **six Nebraska community colleges** partnered to provide On Course training to faculty and staff across the state of Nebraska. Partnership for Innovation provided funding for four four-day workshops in Lincoln, Columbus, Grand Island, and Ogallala to train faculty to develop and facilitate workshops focused on engaging students in learning. Funds were also provided to offer six one-day workshops in Lincoln, Omaha, Norfolk, Grand Island, North Platte, and Scottsbluff for faculty interested in learning the basics of utilizing On Course tools and strategies in their classes. The planning team included representation from all of the community colleges and a faculty network is in development to create reproducible workshops that can be offered in the community colleges to faculty and staff.

SCC's **Division of Continuing Education** partnered with UNL's Department of Agricultural Leadership, Education & Communication to offer professional development for area high school industrial technology and agriculture teachers in June 2016. SCC instructors taught three-day non-credit courses in Residential Construction, Residential Wiring, and MIG/TIG Welding to more than 48 high school teachers. The Nebraska Department of Education provided a grant to pay for the tuition costs for all teachers in attendance. In addition to obtaining construction, wiring, and welding related skills, the high school teachers increased their abilities to integrate technology into classrooms and learned strategies for engaging high school leaders in strengthening industrial education. SCC's instructional programs had the opportunity to showcase some of the learning opportunities in their programs. Additional Continuing Education community partnership examples include participation in:

- the Partners for Progress Stronger Economies Together (SET) Region economic development plan in a five-county region in southeast Nebraska (Johnson, Nemaha, Otoe, Pawnee, and Richardson);
- the Arnold Employment Resource Team, which promotes skills and education for employers and provides pathways out of poverty for Arnold-area neighborhood residents;
- and the 1st Job-Lincoln program coordinated by the Lincoln Human Resources Workforce Readiness Team, which provides opportunities for high school students to have job coaching and paid professional summer internships in the information technology field.

The **Division of Health Sciences** has several new partnerships with institutions of higher education and industry leaders. They have added 12 new clinical affiliation agreements enabling students to attend clinicals at the University of Nebraska Medical Center. This brings the total number of clinical affiliation agreements to 83 partnerships in 32 different states. The **Surgical Technology program** has partnered with the Union College Physician Assistant program to provide instruction on asepsis and surgical procedures. Faculty from SCC work with the students to develop the skills and knowledge they will need in their profession to maintain asepsis and assist and perform surgical procedures.

Metrics⁶

This section includes the College-level metrics associated with Goal 6. The metrics include trend data from the last three to five academic years, which allows for interpretation of year-to-year changes in relation to the implementation of improvement strategies. 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 dual credit students who enrolled at SCC as an undergraduate the following academic year **KPI**

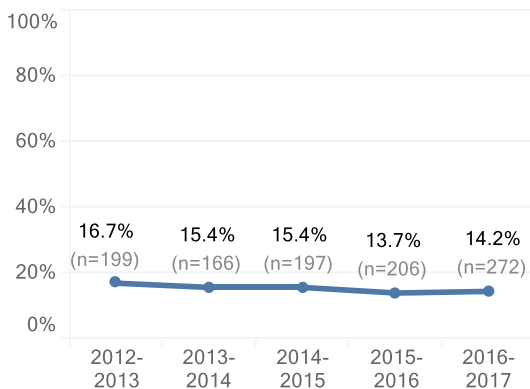


Figure 54

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

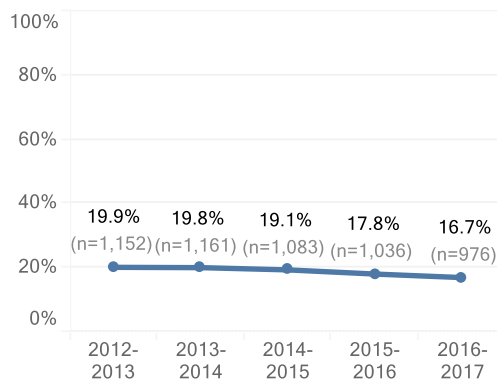
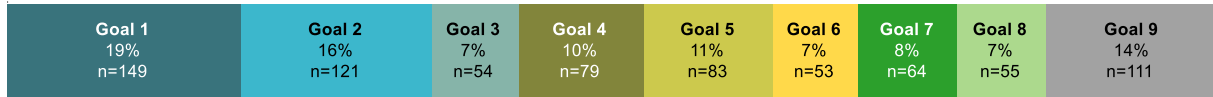


Figure 53 represents the percent of dual credit students who, after graduating high school, [enrolled](#) at SCC the following academic year. The number has increased while the percentage has remained relatively stable over time at around 15 percent. Figure 54 shows the percent of high school seniors in SCC's 15-

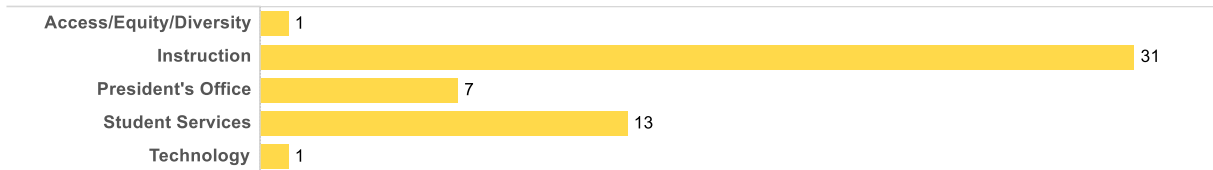
⁶ The data sources and full description of the metrics provided for Goal 6 can be found on page 53

county service area who, after graduating high school, enrolled at SCC the following academic year. The percentage and number of students declined slightly in the last two years.

Department-level Connections



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



Number of strategies by *objective*



Department-level Achievements

- In its sixth year of existence, the SENCAP program partners with a total of 37 high schools from SCC's 15-county service area. New partnership schools for 2016-2017 include Nebraska City and Plattsmouth school districts. Six new additional partnerships have been developed for the 2017-2018 academic year with Sterling, Johnson-Brock, Falls City, Lewiston, Pawnee City, and Johnson County Central.
- Two new articulation agreements were finalized during the 2016-2017 academic year: a 2 + 2 agreement with the University of Nebraska at Omaha for SCC's Associate of Arts degree and a 2 + 2 agreement with the University of Nebraska for the Agriculture Business Management and Technology program.
- SCC's Theatre department partnered with the Haymarket Theatre for the College's spring production of *Berlin to Broadway*. Two performances were held in March 2017.
- In 2016-2017, SCC partnered with Leadership Lincoln to begin offering a poverty simulation experience to faculty, staff, and students. Leadership Lincoln provided training and assistance for utilizing the new Community Action Poverty Simulation Kit purchased through Perkins funds. The simulation focuses on the impact of poverty on community college students.
- SCC's Continuing Education Division has partnered with the State of Nebraska to offer the largest Cyber Security Conference in the state. Recent years have seen tremendous growth as conference registrations have increased over 20%, sponsorships have doubled (from 5 to 10), and the number of breakout sessions have grown from six to 23.
- SCC's President served as the President of The Career Academy Joint Board during the 2016-2017 academic year, in addition to several other local partnership initiatives including the Greater Lincoln Workforce Board, Lincoln Chamber Economic Development Corporation Board of Directors, and Prosper Lincoln.

Goal 7 - Educational Environment

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

2016-2017 Strategic Achievements

Southeast Community College continues to work toward enhancing its educational environment through implementation of a comprehensive **facilities master plan**. In an effort to fund its [Facilities Master Plan](#) (approved in February 2016), Southeast Community College placed a general obligation bond on the November 2016 ballot across its 15-county service area. This bond issue was defeated by voters. The College immediately moved forward with a longer-term plan to implement its Facilities Master Plan over multiple phases using its existing tax levy authority.

Phase 1 consists of one building project on each campus as well as one Learning Center. The specific construction projects designated for this phase are:

- A new general classroom building on the Beatrice campus
- A new Health Sciences building on the Lincoln campus
- A new Diesel Technology building on the Milford campus
- A learning center in Falls City

A series of information sessions were held in February 2017 to get feedback from a broad range of campus constituents, including faculty, staff and students. Campus Directors led twenty-nine sessions across all campuses, with over 400 total participants. Information on the Phase 1 projects was presented to the Board of Governors at a board work session in March. The Board of Governors voted at their June 2017 meeting to raise the capital levy from 1.05 cents to 2 cents per \$100 valuation, securing the funding necessary for implementation of Phase 1.

The College also continues to improve its facilities and learning environments through its development of a more **proactive maintenance plan** and the **renovation of a number of spaces on all campuses**.

- On the Beatrice campus, the Kennedy Center has seen extensive renovation since the initiation of the Facilities Master Plan. A remodeled Welcome Center opened in 2015-2016, and the project was completed with the opening of the Library Resource Center and Testing Center in July 2016. The Beatrice campus has also continued to update classrooms from traditional to engaged learning classrooms.
- On the Milford campus a section of roof was replaced on Eicher Technical Center; space was remodeled to create an additional Physics lab; the fitness center/weight room was renovated; a Transitions Lab was created in the Learning Resource Center; the student lounge in Eicher was refreshed with new furnishings; a new HVAC system was installed and classrooms were refreshed in the Automotive section of Eicher; new automotive lifts were installed in the GM ASEP program teaching lab; the Energy Generation Climbing Tower was relocated; and a Frisbee Golf Course was created on campus.
- On the 8800 O Street campus in Lincoln, areas that were remodeled in 2016-2017 included: offices for Culinary/Hospitality, Early Childhood Education, and science faculty; classroom and laboratory space for Medical Laboratory Technology, Early Childhood Education, and Geology;

the campus bookstore; the Campus Office; the Welcome Center; the vending area; the Student Success Center; the print shop and mailroom. In the CEC/ENT building, the 5th floor of the ENT side was remodeled to accommodate expansion hires in the Area Office.

SCC's Safety Team established a **Campus Assessment, Response, Evaluation Team** (CARE Team). The CARE team meets regularly to proactively establish protocols, conduct investigations, respond to concerns, perform threat assessments, and provide training. This has contributed to handling student and employee concerns through a formalized process, instead of case-by-case. This team also ensures a centralized, coordinated, and caring intervention is implemented. The CARE Team also drafted a standard protocol handbook that outlines a reporting and referral process through the TIPS referral site, establishes an assessment process, and intervention strategies. The work of this team during the 2016-2017 academic year supports SCC's goal of improving safety and security across the College.

Metrics⁷

This section includes the College-level metrics associated with Goal 7. The metrics include trend data from the last two academic years, which allows for interpretation of year-to-year changes in relation to the implementation of improvement strategies. 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

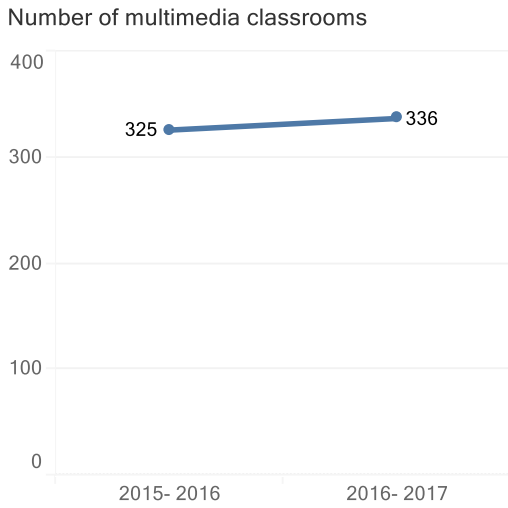


Figure 56

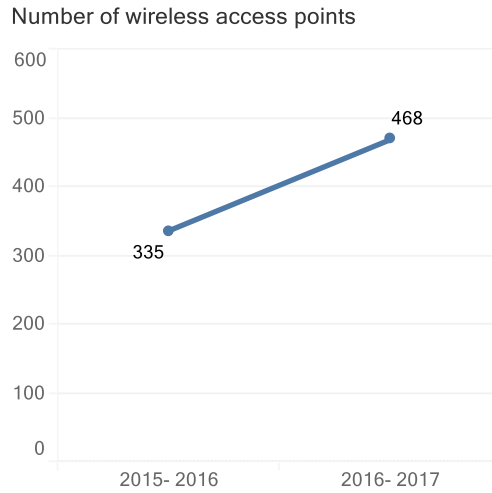
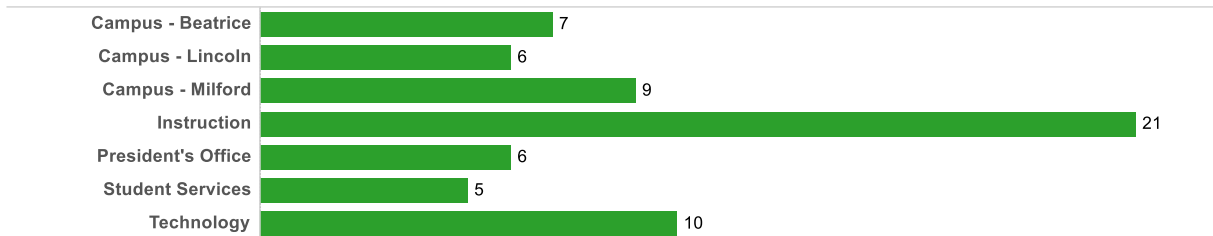


Figure 55 shows the total number of multimedia classrooms at all SCC locations. This number increased by eleven classrooms in 2016-2017. Figure 56 shows the number of wireless access points at all SCC locations. This number grew in 2016-2017 with the addition of 133 wireless access points.

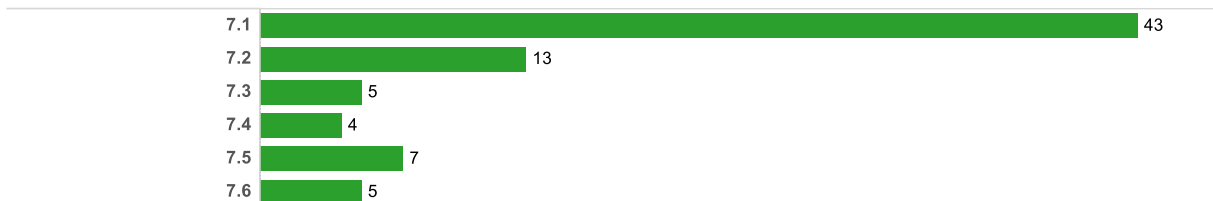
Department-level Connections



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



Number of strategies by *objective*



Department-level Achievements

- In 2016-2017, Human Resources' Safety and Security team offered a total of 14 safety-related professional development trainings to 278 College employees.
- Enrollment Management (Admissions, Registration, and Financial Aid) made significant progress on the implementation of technology solutions: Recruit software, Degree Audit, Student Planning, SCC Mobile app, and an online New Student Orientation. Improvements were also made to the application processes for new and undeclared students to remove enrollment barriers for entering students.
- SCC's Placement Office implemented a new employment software solution that is used by other colleges and universities nationally. The new software enables the College to better track and analyze employment-related data to make data-driven improvements in services offered by the Placement Office.
- Administrative Services consulted with Ellucian to identify and implement improvements in Accounts Receivable processes.
- SCC's Lincoln Campus improved security infrastructure by upgrading from an analog system to an IP-based digital system, which included the installation 220 new cameras.
- SCC's Lincoln Campus Café worked with Media Services to create digital signage in the Café for updated menu pictures, pricing, and other important information for dining customers.

Goal 8 - Financial Stability

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

2016-2017 Strategic Achievements

SCC has continued to work toward its objective of promoting the development of a **responsive state funding mechanism** that consistently meets the College's needs. The Nebraska Community College Association (NCCA) and the presidents of Nebraska's six community colleges continued to work towards a revised state funding formula to take to the state legislature. Additionally, President Illich and the NCCA continued to inform and educate state senators on the work SCC and other Nebraska community colleges are doing to ensure the state has an educated workforce to meet its current and future needs. To this end, SCC's Office of Institutional Research assisted the NCCA in creating a [Nebraska Community College Facts](#) sheet about Nebraska's community colleges, focusing especially on the economic benefit they bring to state. This fact sheet has been distributed to state senators, members of Nebraska's U.S. congressional delegation and other policymakers.

In the 2017 Nebraska Legislature session, President Illich provided legislative testimony on three bills, which would have negatively affected SCC's financial stability. He testified before the Education Committee on [LB569](#) which would have removed the tax levy and bonding authority of all Nebraska community colleges starting in 2020. He also testified twice before the Government, Military and Veteran's Affairs committee: on [LB431](#), which would have limited the College's ability to maintain sufficient cash reserves, and on [LB510](#), which would have limited the College's ability to use installment contracts to purchase property. None of these bills were voted out of committee during the 2017 legislative session, but remain pending for the 2018 session.

During the 2015-2016 academic year the budgeting process was reorganized to ensure a more **balanced operating budget**. The President and the Vice President for Administrative Services developed a predictive funding model to allocate available funds. The goal of the model was to track the underspending and apply it to critical operating maintenance projects such as a roof replacement, HVAC replacements, and technological infrastructure. In 2016 the College added a new analysis to its monthly financial report that includes monthly tracking data on revenue, expenditures, and net position. For 2016-2017, the model predicted a year-end net position of between \$2 and \$2.5 million underspending; the model proved accurate with a year-end net position of \$2.1 million underspent. Approximately \$1.1 million of these underspent funds were used to cover the unexpected 4% cut in state aid. Proactive application of the College's predictive funding model ensures financial stability while maximizing its ability to invest in its operations.

In February of 2016, the College conducted a study across the 15-county area to explore the support of registered voters for a **bond issue**. The researchers found that community members indicated support of the College and recognized the need to modernize facilities. The SCC Board of Governors formally adopted the Facilities Master Plan in July 2016, which authorized the College's President to place a general obligation bond on the November 2016 ballot to pay for the renovation and construction components of the Facilities Master Plan. The bond issue failed on November 8, 2016. However, the College immediately began exploring other funding options including existing capital budget authority,

revenue bonds, and public-private partnerships. A special work session with the Board was held in March 2017 and additional listening sessions across all campuses in the Winter Quarter of 2017. The Board acknowledged during its June meeting that SCC's physical infrastructure was dated and in need of modernization. In June 2017 the Board voted unanimously to raise the tax levy to secure funding within the existing budget authority.

Metrics⁸

This section includes the College-level metrics associated with Goal 8. The metrics include trend data from the last five to seven academic years, which allows for interpretation of year-to-year changes in relation to the implementation of improvement strategies. 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.

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

Figure 57

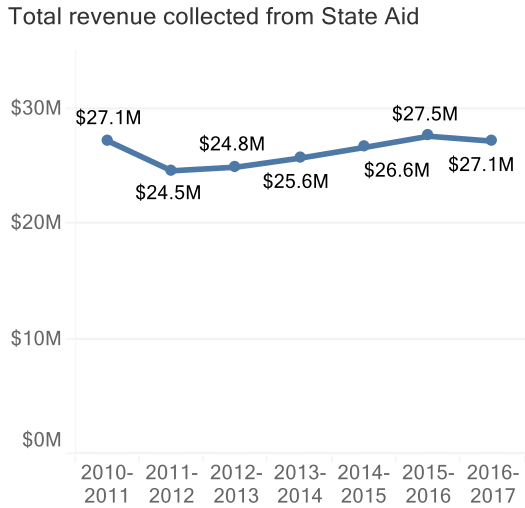
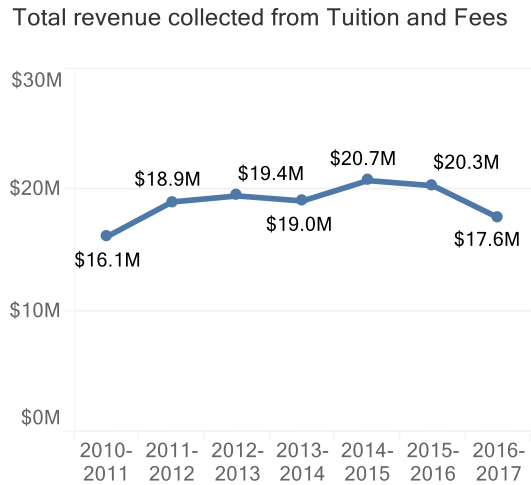


Figure 58



The total [revenue](#) collected from state aid (Figure 57) dropped by more than \$2 million in 2011-12 from \$27.1 million and only recovered to that level in 2015-2016. The total revenue collected from tuition and fees (Figure 58) had its biggest increase in 2011-2012 when state aid decreased. Since then, revenue from tuition and fees was fairly stable until a decrease in 2016-2017.

Figure 59

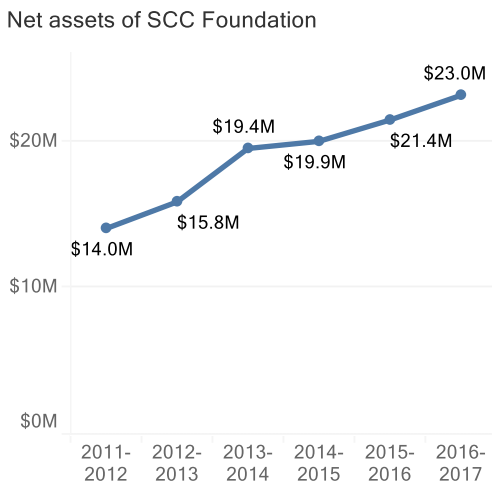
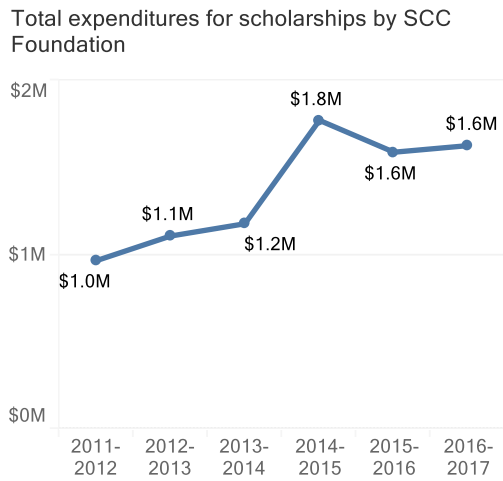


Figure 60

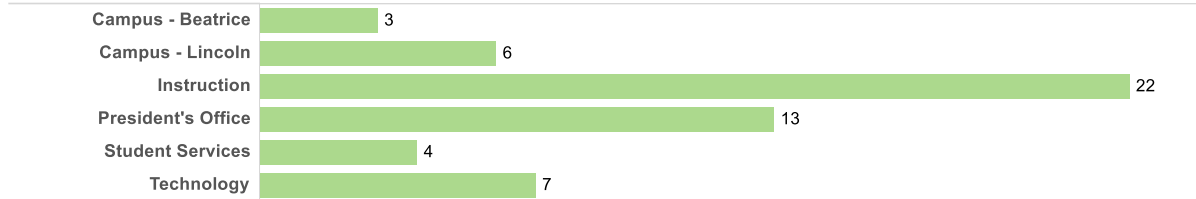


As shown in Figure 59, the total endowment of the SCC Foundation has grown steadily in the past eight fiscal years, more than doubling to \$23 million. Figure 60 shows that total expenditures for scholarships by the [SCC Foundation](#) have followed a similar pattern of growth.

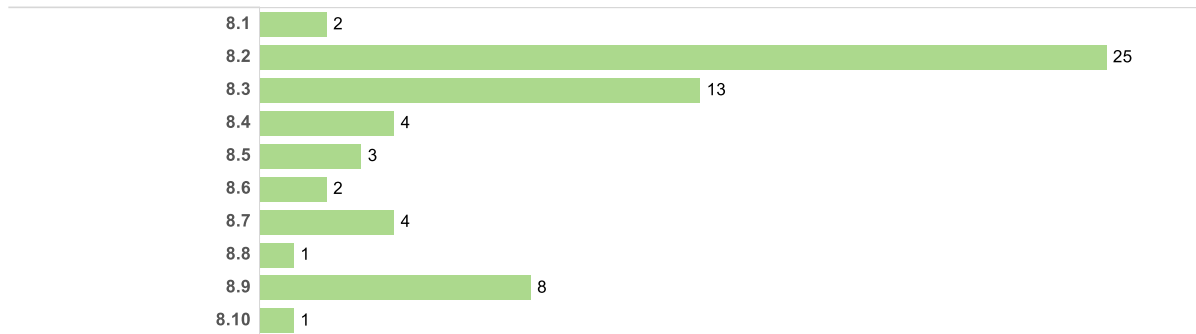
Department-level Connections



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



Number of strategies by *objective*



Department-level Achievements

- In 2016-2017, SCC's TRIO Upward Bound program had funding renewed with a five-year federal grant award of \$1,287,500. Upward Bound provides intensive academic, career, cultural enrichment, and leadership development support services to qualifying students attending Beatrice High School, Southern High School, and Fairbury High School. This is the fourth time the College has been granted funds to administer TRIO programs.
- SCC's Student Success Center worked with Resource Development to submit a SAMHSA grant to provide and promote suicide prevention and mental health resources to students. SCC was awarded the grant in 2017 and will begin building infrastructure to help support student well-being through a peer-to-peer intervention program known as HOPE Squad. It will also promote resources and provide space to support LGBTQIA+ students.
- The Lincoln Campus Physical Plant developed a detailed inventory of custodial products and equipment to improve product management and budget allocation.
- The Beatrice Campus Cafeteria implemented a mandatory meal charge for residential students, which resulted in net income, expanded part-time positions, and evening cafeteria services.

Goal 9 - Organizational Environment

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

2016-2017 Strategic Achievements

In 2016-2017, SCC's Administrative Team evaluated the College's **organizational structure** to promote excellence in operations. Several significant changes were made to enhance organizational communication, supervision, consistency, and professionalism.

- The Instructional Division was reorganized to include the six new Learning Centers and new Associate Dean positions. The Associate Dean positions were created to address concerns with faculty and program chair reporting structure.
- Student Services, Administrative Services, and Campus Administration had several retirements which resulted in significant reorganization of those operational areas. The Lincoln and Beatrice campuses adopted the Milford Campus model of Assistant Campus Director/Dean of Student Services positions to provide consistency across all three campuses. Consequently, since the Assistant Campus Directors no longer provide support to the Business office, opportunity for additional accounting support was identified for the Vice President for Administrative Services.

SCC demonstrated commitment to a **data-informed and transparent approach** during the process to complete the Year Four Assurance Review. The College upheld HLC's Open Pathway philosophy for quality assurance and institutional improvement as a framework for the entire Assurance Review process. Over 30 employees comprehensively reviewed policies, practices, initiatives, and supporting data, which enabled the College to identify key opportunities for improvement. Upwards of 100 additional employees were involved in the process by providing information, data, and other examples for the report. This 35,000-word document had over a thousand links to more than 500 unique sources of evidence. The response to each of the five HLC Criteria for Accreditation demonstrated established policies and processes, including evidence of the processes, data to support the extent the processes are working, and plans for improvement. The teams identified strengths (how the College met the criteria), opportunities for improvement and areas where continuing progress has been made since the last reaffirmation of accreditation in 2012-2013. In November 2017, the College received a positive report draft from the Higher Learning Commission. Assurance Review results and findings will be made available once the final report is published.

The College demonstrates its commitment to systematically studying issues that improve its performance in institutional effectiveness, capabilities, and sustainability. One of the College's Strategic Plan objectives is to promote an **efficient operational pace** through effective organizational and academic calendars; over the past two years, the College has studied its operational pace through data gathering and analysis including the following:

- Student survey in the Spring of 2016
- Employee survey in 2015
- Survey of Instructional Deans as to their level of assurance the programs under their supervision could be converted to the semester calendar
- Informational request from non-instructional staff to identify processes and impacts of semester conversion
- Best practices research on calendar conversion at other institutions

- Analysis of the challenges and advantages of different calendar systems relative to instructional/work pace
- Focus Group session with a group of Program Chairs
- List of similar programs on semester calendar from other colleges
- Nation-wide analysis of community college calendar systems

After an in-depth analysis, in May 2017, the Board of Governors voted unanimously to approve the conversion to a semester calendar system. The College was notified by the Higher Learning Commission in August 2017 that the calendar change request was approved by the Institutional Actions Council at the July 2017 meeting. The Vice President for Instruction and Vice President for Student Services are overseeing the conversion process which will take place during the 2017-2018 and 2018-2019 academic years.

Metrics⁹

This section includes the College-level metrics associated with Goal 9. The metrics include trend data from the last four to six academic years, which allows for interpretation of year-to-year changes in relation to the implementation of improvement strategies. 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.

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

Figure 61

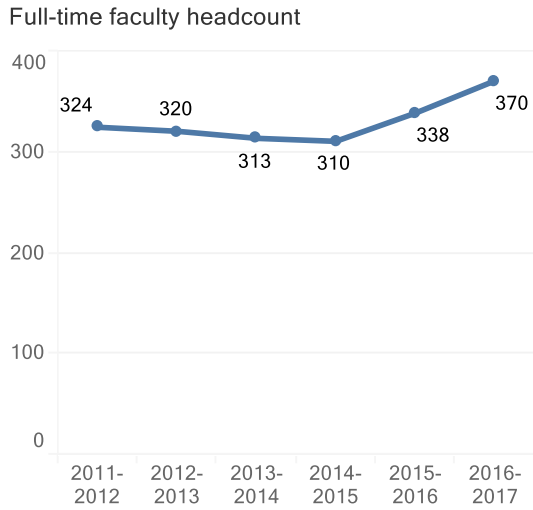
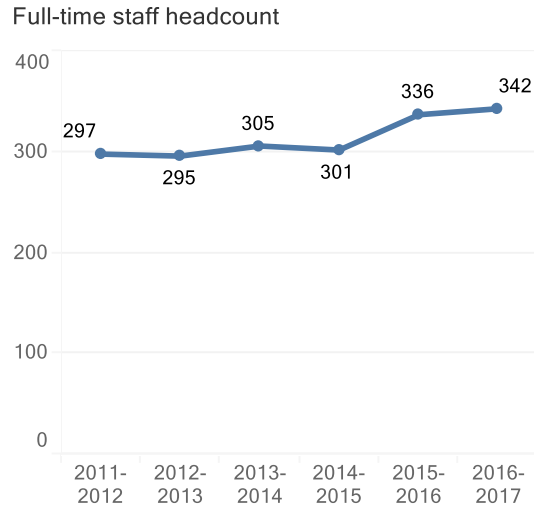


Figure 62



The number of full-time faculty at SCC declined slightly from 2011-2012 to 2014-2015, but increased beyond 2011-2012 numbers in 2016-2017 (Figure 61). The number of full-time staff was quite stable from 2011-2012 to 2014-2015 and then increased in 2015-2016 and 2016-2017 (Figure 62). 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.

Figure 63

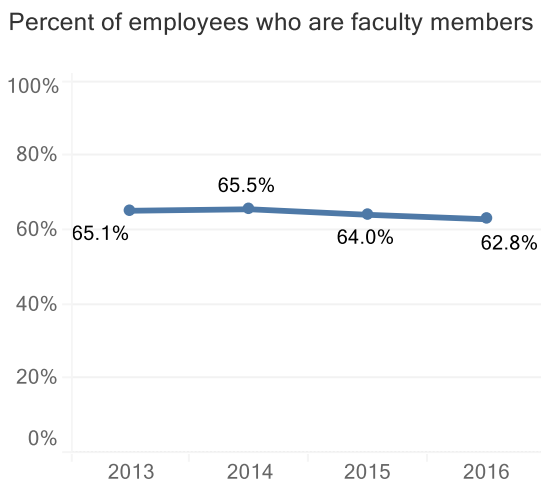


Figure 64

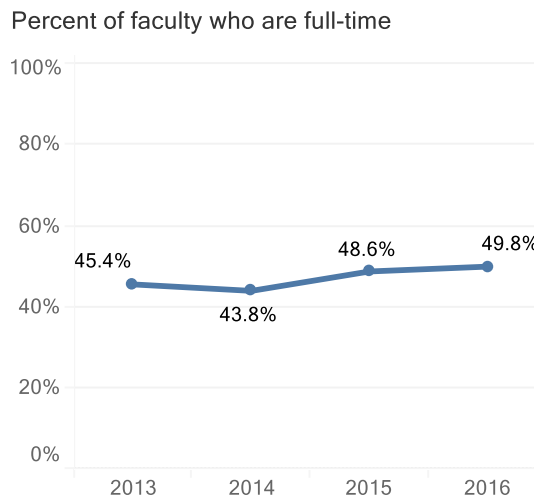
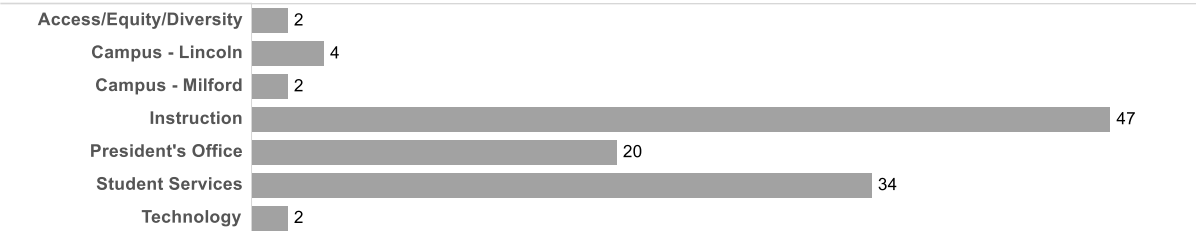


Figure 63 shows that just under two-thirds of employees – as counted in the fall term – are faculty members. This proportion has stayed relatively stable over time. Figure 64 shows that just under half of SCC’s faculty members are full-time. This compares favorably to the other community colleges in Nebraska, where this value ranged from 20.1 to 44.5 percent in 2015.

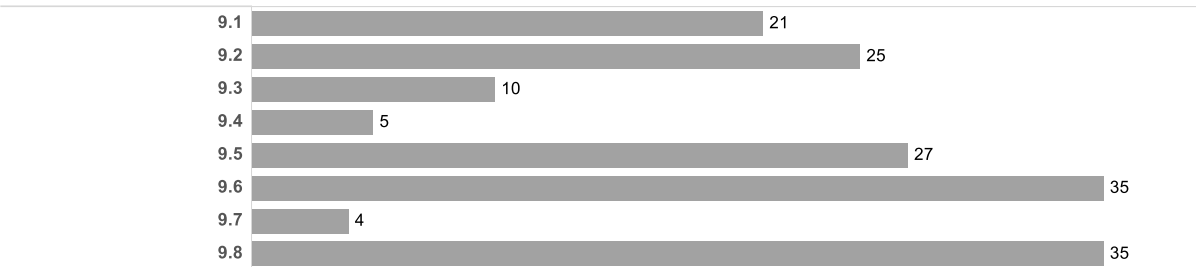
Department-level Connections



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



Number of strategies by *objective*



Department-level Achievements

- Human Resources added Goal 9 language on communication styles and practices to all position descriptions, interview questions, and faculty evaluations to promote positive communication across the College.
- Following Ellucian consulting, the Student Services Division realigned Registration, Admissions and Financial Aid under Enrollment Management to increase collaboration and productivity in these areas. Staffing was also increased in critical areas with the addition of a Student Services Business Analyst, Admissions Outreach Specialist, Admissions Advisors, Associate Registrar and Registration Technician, Associate Director of Financial Aid Compliance, and Financial Aid Technician.
- The Office of Human Resources held ten wellness sessions to promote physical and mental wellness training to employees. A total of 91 employees attended the wellness sessions.

ADMINISTRATIVE PRIORITIES

The Administrative Team developed the following priorities for the 2018-2019 academic year after reviewing metrics performance data and evaluating the number of unit-level connections in 2016-2017 and 2017-2018. Administrative Team members will encourage all divisions, departments, and programs to integrate these key College-level priorities into their 2018-2019 unit-level annual 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, and facilities) validated through the HLC Assurance Review process. (Goals 1–9)

SOURCES AND METHODOLOGY

This section provides additional information about the associated strategic objective, performance measure, 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 | Performance Measure | 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 of 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 | Metric | Strategic Objective | Performance Measure | Data Source | Definition |
|---------------|--|----------------------------|----------------------------|--|--|
| 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 11 | Percent of undergraduate population that is minority* | 1.4 | Increase 1% | 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 25% 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 | Performance measure | 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 | Metric | Strategic Objective | Performance measure | Data source | Definition |
|---------------|---|----------------------------|----------------------------|------------------------|---|
| 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 | Performance measure | 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 | Metric | Strategic Objective | Performance measure | Data Source | Definition |
|---------------|--|----------------------------|----------------------------|----------------------|--|
| 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 | Performance measure | 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 | Metric | Strategic Objective | Performance measure | Data Source | Definition |
|---------------|--|----------------------------|----------------------------|--------------------|---|
| 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 | Performance measure | 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 | Performance measure | 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 | Performance measure | 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 | Performance measure | 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. |
| Figure 59 | 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 60 | 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 | Performance measure | Data Source | Definition |
|---------------|--|----------------------------|----------------------------|--------------------|--|
| Figure 61 | Full-time faculty headcount | 9.1 | Increase 1% | IPEDS HR | Number of faculty members employed by SCC on November 1st of each year. |
| Figure 62 | 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 63 | 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 64 | 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. |

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