2015-2019 STRATEGIC PLAN
YEAR 4 PROGRESS REPORT

2018-2019
STRATEGIC ACHIEVEMENTS
MEASURES OF SUCCESS
AND ADMINISTRATIVE PRIORITIES

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From the President

In June 2019 Southeast Community College (SCC) concluded the fourth year of its 2015-2019 Strategic Plan. I want to express gratitude to the College community for the remarkable progress made during the 2018-19 academic year.

SCC launched its Strategic Plan on July 1, 2015, following a comprehensive data-driven process that involved the Board of Governors, faculty and staff, students, and the local communities within the College's 15-county service area. The strategic plan contains nine goals and 65 associated objectives.

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

This progress report represents an excellent example of how SCC is embracing the importance of setting goals, measuring the progress towards these goals, and acting appropriately on the results from this process.

SCC's implementation and monitoring of its 2015-2019 Strategic Plan represents one of several substantive phases to ensure it fulfills its mission of empowering and transforming its students and the diverse communities it serves. I am pleased to present SCC's 2018-2019 Strategic Plan Progress Report, and am deeply appreciative to the Board, faculty, and staff for their efforts and participation in this ongoing strategic planning process.

Paul Illich, Ph.D.

Introduction

In this fourth annual Strategic Plan Progress Report, the [Office of Institutional Research](#) gathered and analyzed internal and external trend data for each metric. Fifteen Key Performance Indicators (KPIs) were identified for the 2017-2018, 2018-2019, and 2019-2020 academic years to demonstrate the extent that the College is making progress toward its Strategic Plan. The metric visualizations have been designed to capture trend data for the last five years for each metric. See key below.
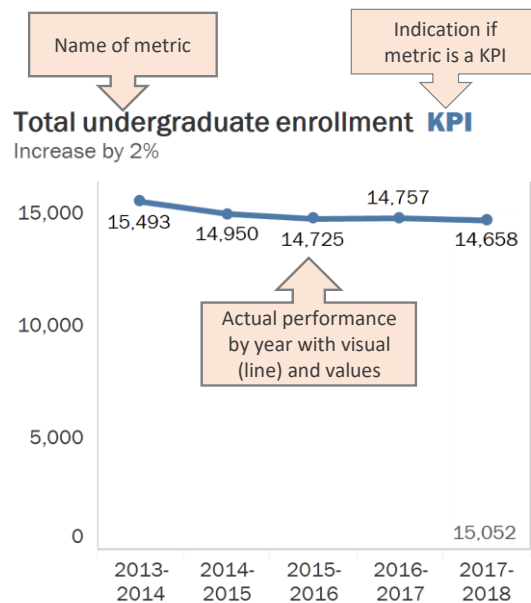
The Strategic Plan Progress Report includes the following information for each Strategic Goal: strategic highlights in narrative form, selected metrics with figure summaries, a visual of the total number of strategies connected to each goal by area and objective, and departmental-level achievements. The Office of Institutional Research selected highlights for each Strategic Goal's department-level achievement.

The report is an active informational document that contains hyperlinks to a variety of institutional data. For example, one can directly access additional [Fact Book](#) information on enrollment and diversity within the Goal 1 section of the report. The links are provided to encourage data exploration and to assist in the interpretation of the metric results.

The Strategic Plan Progress Report is designed to help improve the College's organizational environment by targeting the following strategic objective: "promote effective use of valid and reliable data in decision making, planning, and communication."

Strategic Goals Progress

Goal 1 – Enrollment and Growth

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

2018-2019 Strategic Achievements

Southeast Community College has continued to make strong progress on its goal to expand program and continuing educational opportunities to its six [learning centers](#) based on community and employer needs. In **2018-2019 total enrollment at the six learning centers increased** by 35 percent over the previous year and the number of sections offered across all learning centers increased by 25 percent (see Goal 4 metrics for further details).

SCC broke ground and **began construction on the [Falls City Learning Center](#)**. The center has distance learning-enabled classrooms, a health care teaching lab, and space for welding and manufacturing training. The new Learning Center facility opened in Fall 2019.

Thanks to a Rural Development Grant received last year from the United States Department of Agriculture, **students enrolled at SCC's learning centers can now participate in classes happening on campus by connecting to a [robot](#)** that serves as their avatar in the classroom. The grant allowed SCC to purchase five robots (to supplement one it already had). In 2018-2019 students enrolled at the learning centers used the robots to take 15 classes on the Lincoln and Beatrice campuses. The USDA grant also enabled the learning centers at Plattsmouth, Hebron and Falls City to **create new high-tech lab spaces for healthcare classes**. The lab spaces are equipped with high fidelity mannequins and are distance-learning-enabled to allow students to run simulations while connected remotely with specialized faculty on the campuses.

SCC has made progress in **strengthening recruiting processes by expanding career days** beyond Careers in Construction Day to also include Careers in [Healthcare Day](#) (fall and spring event), [Ag Day](#) (fall and spring event), [Automotive Career Expo](#), and [Careers in Manufacturing & Engineering Technologies Day](#). High school students, teachers and counselors have given strong positive feedback on these events, with 842 students and 155 guests participating in career days during the 2018-2019 academic year.

SCC also made progress on its goal to expand image and awareness of the College's programs and services through innovative, comprehensive, and dynamic marketing and promotion strategies. In order to more clearly communicate the unique benefits of SCC to prospective students, partners, and the community, SCC unveiled its first new logo in four decades, along with a **new branding initiative** in March 2019. Firespring, a local advertising

agency, developed the logo and branding plan with extensive feedback from the SCC community, including interviews and focus groups with students and employees.

Metrics [1]

This section includes the College-level metrics associated with Goal 1. The metrics include trend data from the last five academic years, which allow readers to interpret year-to-year changes in metrics. Each metric connects to one or more strategic objectives listed below:

1.1 Promote enrollment growth in academic transfer programs based on course demand.
1.2 Promote enrollment growth in career and technical programs based on student and employer demand
1.3 Expand program and continuing educational opportunities (i.e., satellites and/or learning centers) based on community and employer needs.
1.4 Improve accessibility to programs and services among underserved student populations.
1.5 Enhance articulation of courses to 4-year institutions.
1.6 Strengthen recruiting, admissions, advising, and financial aid processes.
1.7 Promote enrollment growth among military veterans through proactive recruitment and support services.
1.8 Promote enrollment growth among homeschooled students through proactive recruitment and support services.
1.9 Enhance and expand image and awareness of the College's programs and services through innovative, comprehensive, and dynamic marketing and promotion strategies.
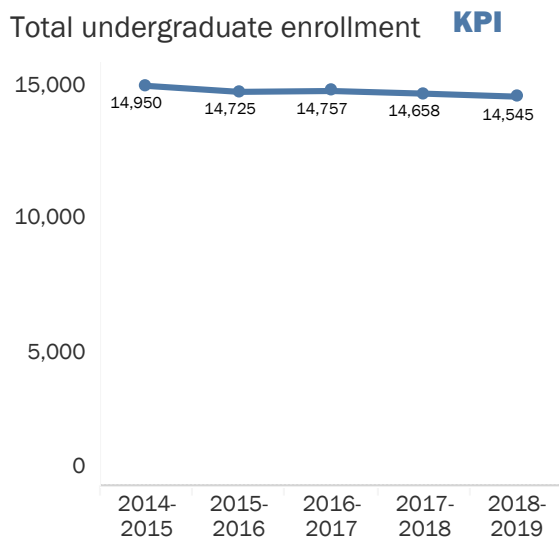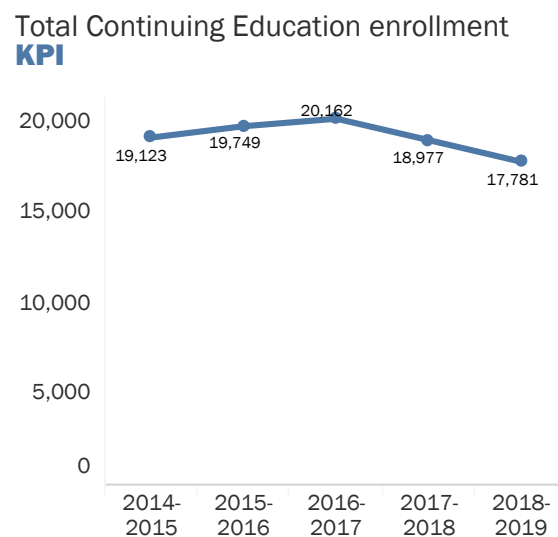
Figure 1

Total undergraduate enrollment   **KPI**

Figure 2

Total Continuing Education enrollment
KPI

As shown in Figure 1, total undergraduate enrollment (which includes academic transfer/undeclared, career/technical, and dual credit students) has been relatively flat in

[1] *The data sources and full description of the metrics provided for Goal 1 can be found on page 54.*

the past five years. As shown in Figure 2, Continuing Education enrollment increased from 2014-2015 through 2016-2017, but has subsequently declined. The Instructional Division has restructured a number of Continuing Education non-credit courses into credit courses, which has contributed to this decline.
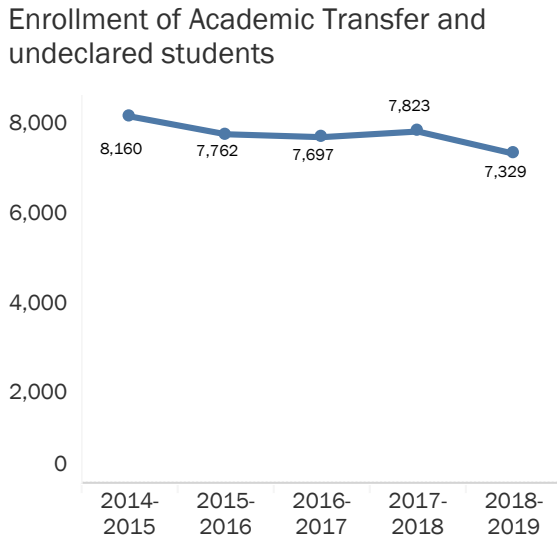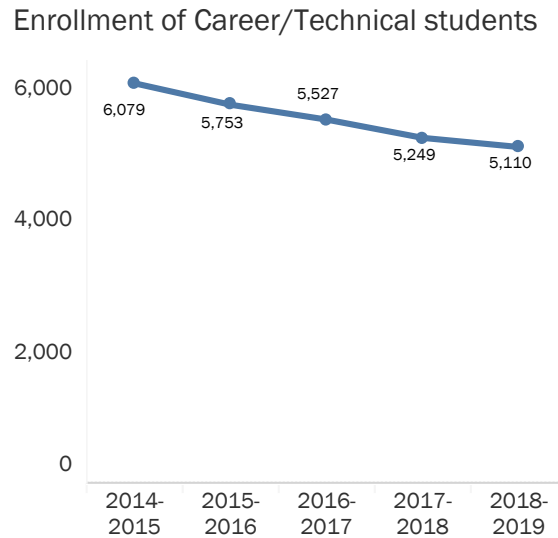
Figure 3

Enrollment of Academic Transfer and undeclared students

Figure 4

Enrollment of Career/Technical students

As shown in Figure 3, the number of Academic Transfer and undeclared students decreased. Figure 4 shows a continuing downward trend for the number of career/technical students.

Figure 5

Number of Continuing Education non-credit sections

Figure 6

Number of Arts and Sciences course sections
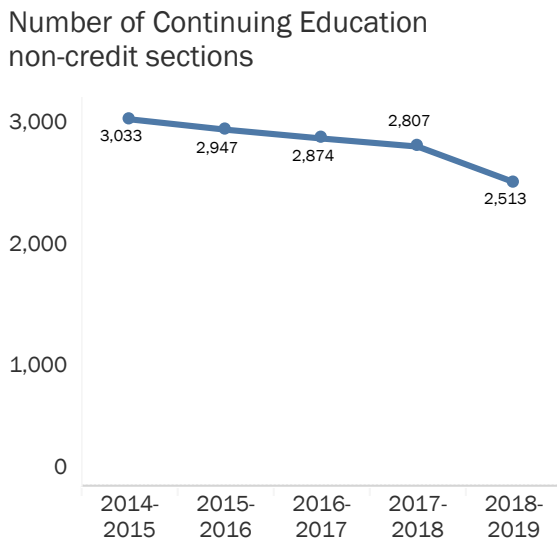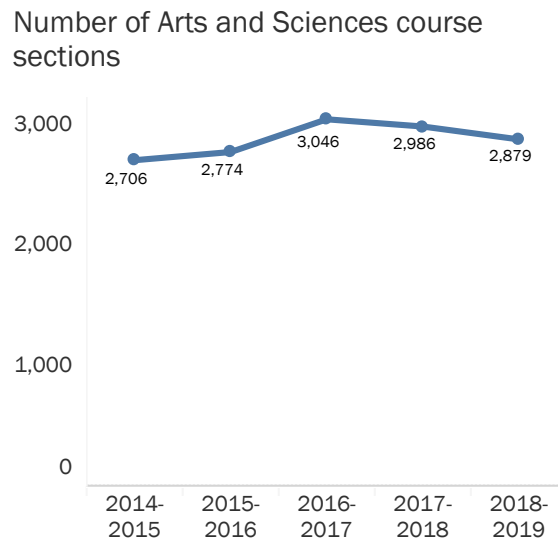

As shown in Figure 5, the number of sections offered by the Continuing Education Division decreased slightly each year between 2014-2015 and 2017-2018. There was a sharper decline

in 2018-2019. Some of this decline is due to the fact that no Continuing Education courses were started between June 12 and July 8 to allow for the conversion of the student records system to a semester calendar. Figure 6 shows a small decrease (4%) in 2018-2019 in the number of Arts & Sciences course sections offered following an upward trend since 2013-14. Over the last four academic years, SCC adopted a proactive data-driven enrollment management model to ensure enough course sections are offered to meet student demand.

Figure 7

Figure 8

Number of Career/Technical course sections

Percent of enrollment in web courses
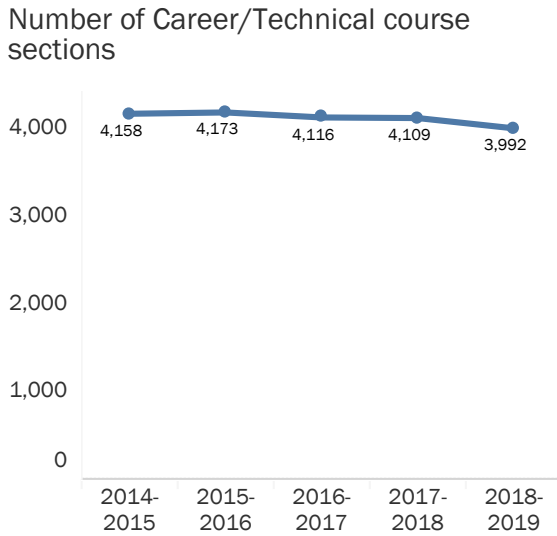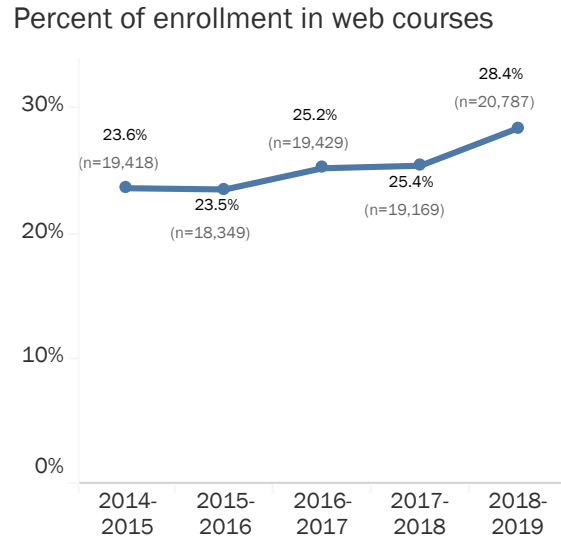

Figure 7 shows that the number of course sections offered by career/technical programs has been relatively flat for the last five years. Figure 8 shows a slow, steady growth in the percent of enrollment in undergraduate courses that are offered via the web. Please note that this metric shows course enrollment; a single student could be enrolled in multiple courses.

Figure 9

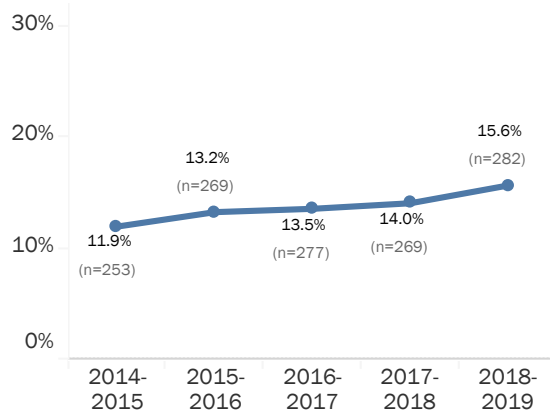Percent of female students enrolled in programs that lead to male dominant occupations

- 11.9% (n=253) — 2014-2015
- 13.2% (n=269) — 2015-2016
- 13.5% (n=277) — 2016-2017
- 14.0% (n=269) — 2017-2018
- 15.6% (n=282) — 2018-2019

Figure 10

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

- 11.3% (n=185) — 2014-2015
- 11.0% (n=169) — 2015-2016
- 11.1% (n=152) — 2016-2017
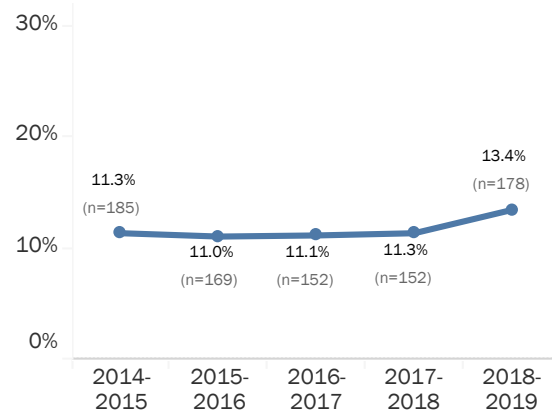- 11.3% (n=152) — 2017-2018
- 13.4% (n=178) — 2018-2019

Figure 9 shows that the percent of female students enrolled in programs that lead to male-dominant occupations has increased over the last five years. Figure 10 shows that the percent of male students enrolled in programs leading to female-dominant occupations has remained relatively flat over the previous four academic years until a 15% increase in 2018-2019.

Figure 11

Percent of undergraduate enrollment that is minority **KPI**
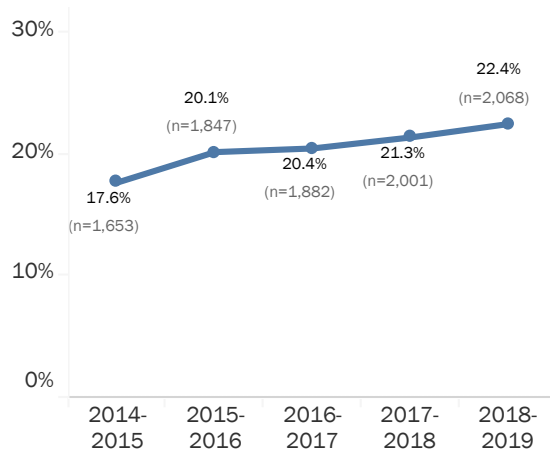
- 17.6% (n=1,653) — 2014-2015
- 20.1% (n=1,847) — 2015-2016
- 20.4% (n=1,882) — 2016-2017
- 21.3% (n=2,001) — 2017-2018
- 22.4% (n=2,068) — 2018-2019

Figure 12

Index of undergraduate population diversity compared to service area

- 1.21 — 2014-2015
- 1.35 — 2015-2016
- 1.43 — 2016-2017
- 1.46 — 2017-2018
- 1.54 — 2018-2019

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 provides a measure of diversity of the SCC student body as compared to the diversity of SCC's 15-county service area. A score of 1.0 means that the proportion of students

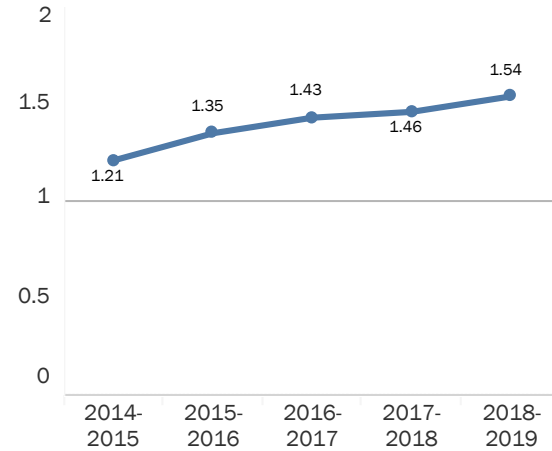of color at SCC is identical to the proportion of people of color in the service area. The SCC undergraduate population is more ethnically diverse than the service area and has become increasingly more so in each of the last five years.

Figure 13

Number of enrolled undergraduate students who were home-schooled
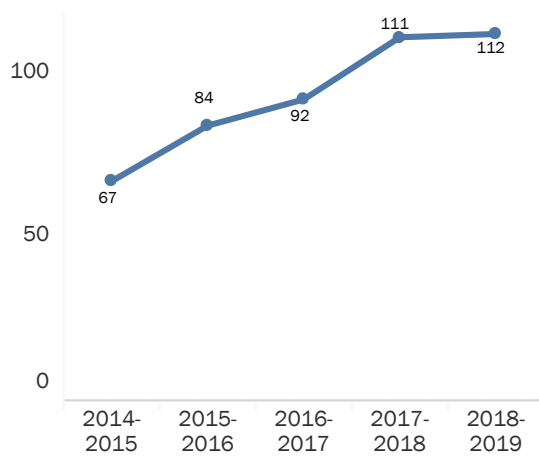
Figure 13 shows that the number of undergraduate students who were home-schooled before arriving at SCC – a small percentage of the overall undergraduate student body – has been increasing over the past five academic years.

Figure 14

Bounce rate from Academics page

Figure 15

Bounce rate from Continuing Education page
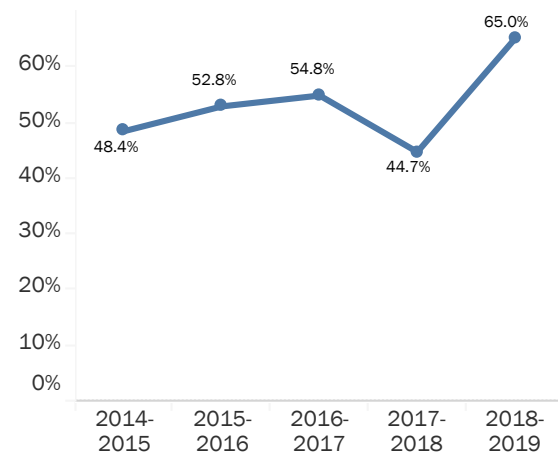
Bounce rate is the percentage of website visits in which the person leaves a website from a particular page without clicking a link on that page; lower values are better. Figure 14 shows

that the bounce rate from the Academics page is more than 25 percent (approximately 75 percent of visitors interacted with the page). Figure 15 shows that the Continuing Education page has a higher bounce rate than the Academics page. The bounce rate worsened in 2018-2019, only 35 percent of visitors to this page explored the website further.
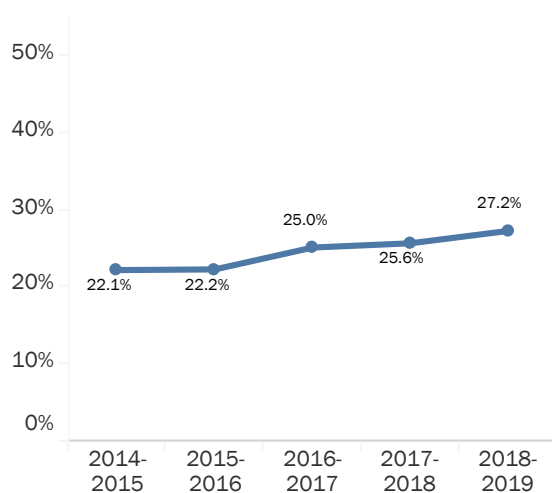
Figure 16

Number of likes of SCC Facebook page

Figure 17

Average total reach of SCC Facebook page
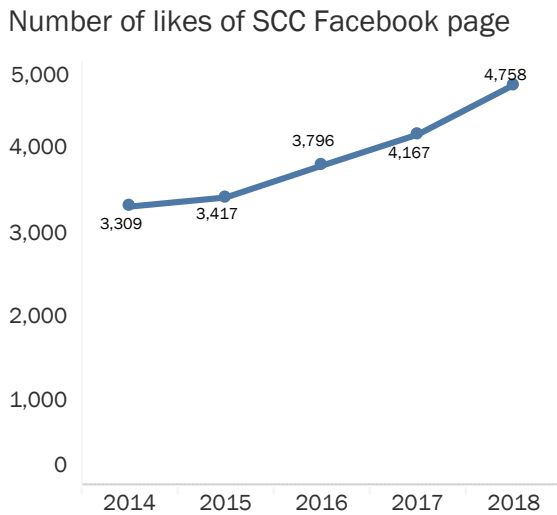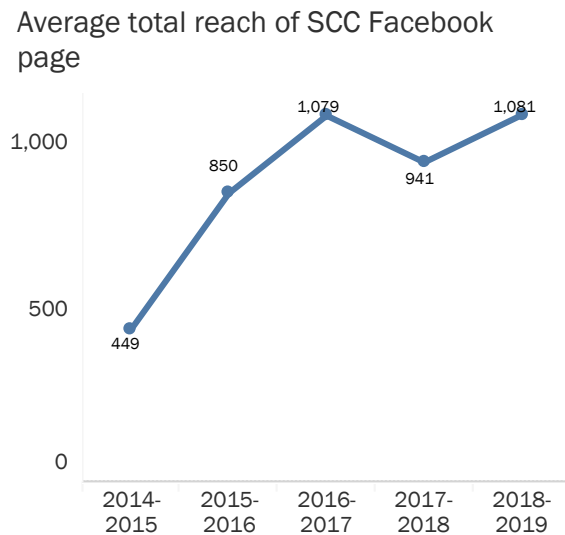
The number of likes of the SCC Facebook page has steadily increased over the past five academic years, increasing by 14 percent between 2017 and 2018 (Figure 16). Figure 17 shows the total reach of the SCC Facebook page–the average number of people per post who interacted with the page–has increased this year, following a slight drop in 2017-2018.

Figure 18

Number of unique pageviews of home page
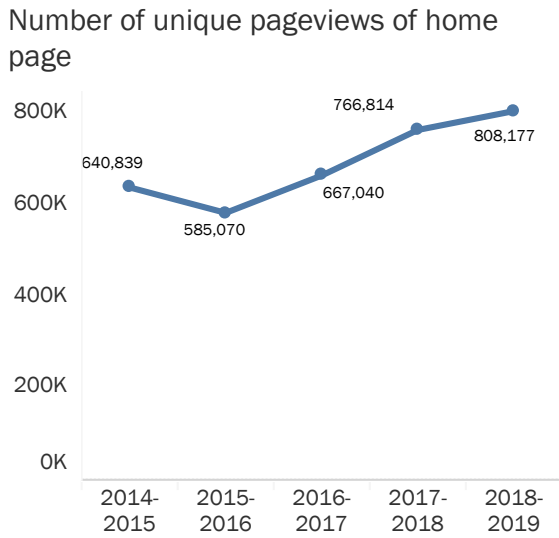
Figure 18 shows the number of unique pageviews of the SCC website home page for the past five years. This number has increased steadily over the last four years.

Department-level Connections
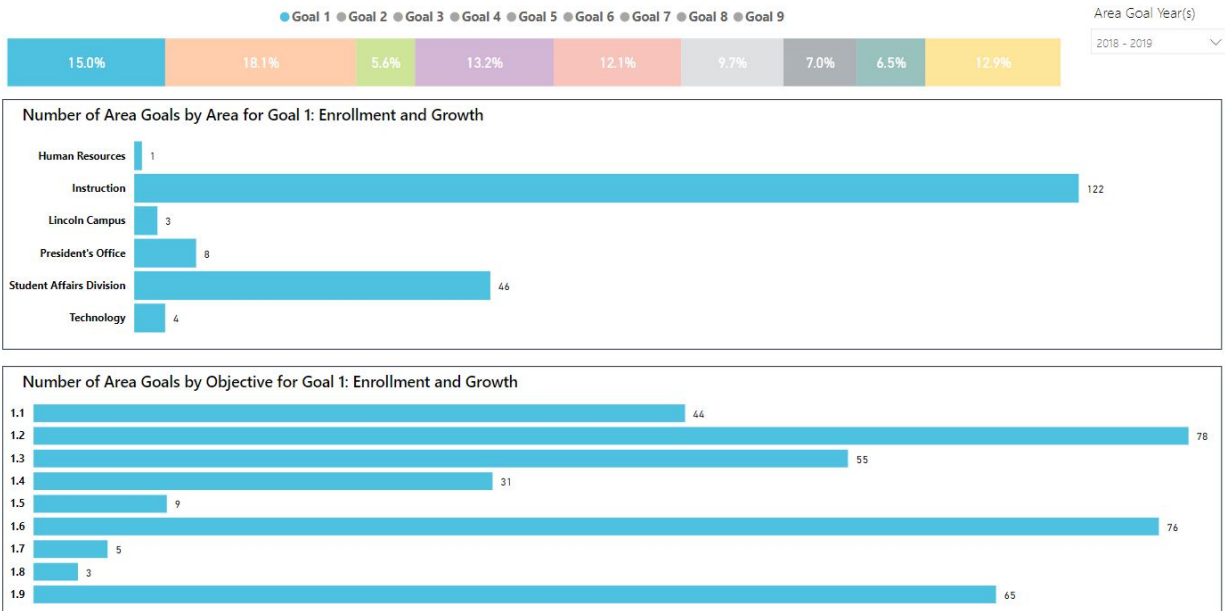
Department-level Achievements

- In 2018-19 SCC had 277 students enrolled who received services through the veteran's office.

- Admissions staff sent emails to newly declared students one week prior to the start of the registration period and then periodically through the enrollment period until classes started. These emails were sent each term during the 2018-2019 academic year. Email content ranged from providing next steps in the enrollment process to reminders to register and information about key campus resources and important information that students need to know the first day of classes. This communication plan contributed to a 2% increase of the yield rate for program enrollment to 72% (5,228) in 2018-2019 from 70% (5156) in 2017-2018.

- Admissions and Student Success staff increased the number of contacts made to prospective students and applicants of SCC, encouraging students to apply and enroll. They made 571 contacts with students not registered for the fall 2019 semester. Staff created lists of all newly declared students for CTE programs and divided them among staff to call. If students did not answer, staff followed up with emails. Staff encouraged students to attend new student orientation, register for classes, and schedule advising appointments. This effort was coordinated college-wide such that staff members called students from all CTE programs.

- The Public Information and Marketing office used a variety of means to promote the new logos and brand guide. A rollout event was held on each campus on March 29, 2019 to introduce the new logo to employees. A brand guide was created to standardize use of the logo and six training sessions were held to instruct employees on the proper use of logo.

- Registration and Records implemented an online Visiting Student Application. This online option makes it easier for co-enrolled and other undeclared students to register for classes at SCC and increases the the College's ability to track these students.

- Residence Life managers partnered with Admissions and Public Information to create talking points and social media marketing, such as Facebook live events, to promote the new residence halls.

Goal 2 – Student Success

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

2018-2019 Strategic Achievements

As part of the Open Pathways option for accreditation from the Higher Learning Commission (HLC), institutions are required to undertake a major **Quality Initiative** (QI) designed to suit its present concerns or aspirations. In October 2018, SCC submitted a Quality Initiative proposal to the HLC, which was approved without changes in December 2018. The QI initiative, which is based on extensive research and analysis of student course-level data, will focus on improving retention and completion by helping new students acquire and enhance academic resiliency skills to assist in the navigation of potential obstacles. The QI includes the following three strategies: (1) comprehensive professional development training on academic resiliency for faculty, advisors, and Student Affairs staff who have frequent interactions with new students, (2) engaged learning activities embedded into gateway courses that have the highest number of failing grades, and (3) implementation of a software solution, CRM Advise, to allow faculty, advisors, success coaches, and other Student Affairs staff to utilize analytics to identify at-risk students based on a range of customized and quantitative parameters. During spring 2019 a team of faculty, staff and administrators was assembled to review and make recommendations for the curriculum for professional development. The team recommended adoption of the book Emotional Intelligence 2.0 (Bradberry & Graves, 2009). Emotional Intelligence (EI) expert David Katz led an interactive training for administrators in May 2019 that focused on leading through EI and Strategic Objective 9.6. The QI planning team continues to meet regularly to prepare for the QI pilot in Spring 2020.

SCC worked with Ellucian to purchase and implement CRM Advise software in the spring of 2018. The software is designed to **support student retention** though the use of systematic student success tracking and retention alerts that trigger positive interventions. In 2018-2019 the College increased the integration and utilization of CRM Advise. Student Success staff were the first to use CRM Advise, and developed documentation guidelines and practices to use with software and hosted numerous training sessions throughout the academic year on using documentation for student tracking purposes. The College is continuing to explore opportunities to utilize this solution in its case management and advising responsibilities with students.

To **promote student success and effective teaching through improved technology**, SCC has adopted Canvas, a new learning management software. During 2018-2019 Virtual Learning and IT configured Canvas for SCC's needs and completed all technical integrations with existing systems. Faculty and staff received extensive training on the software and it was piloted in several courses each term leading up to the full college-wide implementation for the fall semester 2019.

Metrics[2]

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

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

2.2 Improve program and student learning outcomes.

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

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

2.5 Improve and expand academic and student support services.

2.6 Improve and expand classroom technologies.

Figure 19

Figure 20

CCSSE Benchmark for Active and Collaborative Learning
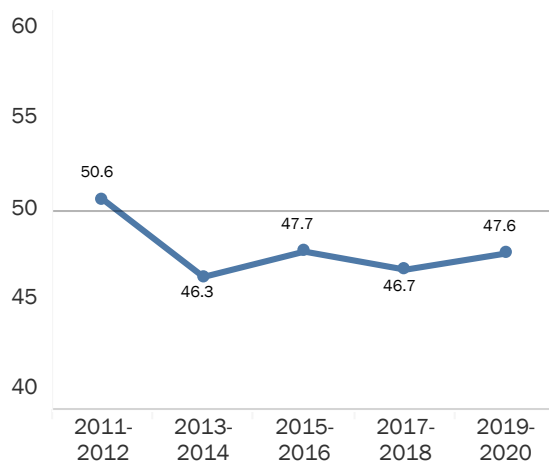
CCSSE Benchmark for Support for Learners
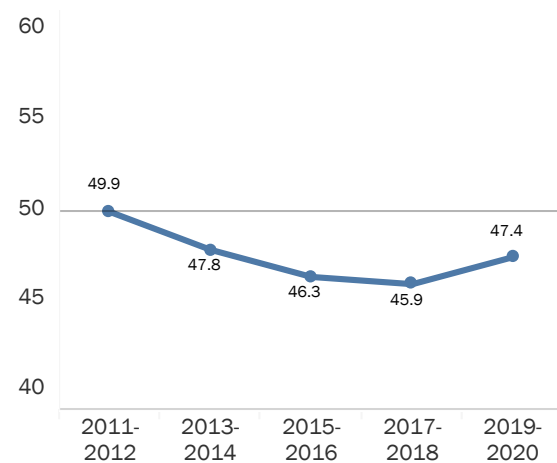
All scores for CCSSE benchmarks are normalized such that the average score nationwide for all participating schools is 50. Scores above 50 indicates students at an individual school are more engaged than the national average; scores below 50 indicate that students are less engaged. Because a different 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 19 and Figure 20, SCC's benchmark scores for both 'Active and Collaborative Learning' and 'Support for Learners' were near the national average in 2011-2012, but have been below average in subsequent years.

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[2] *The data sources and full description of the metrics provided for Goal 2 can be found on page 56.*

Figure 21

CCSSE Benchmark for Student-Faculty Interaction
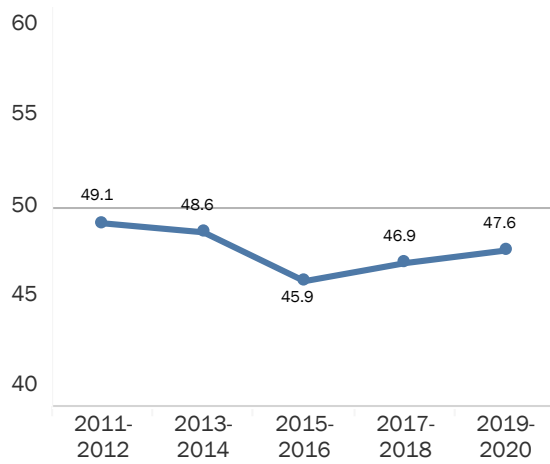
Figure 22

CCSSE Benchmark for Academic Challenge
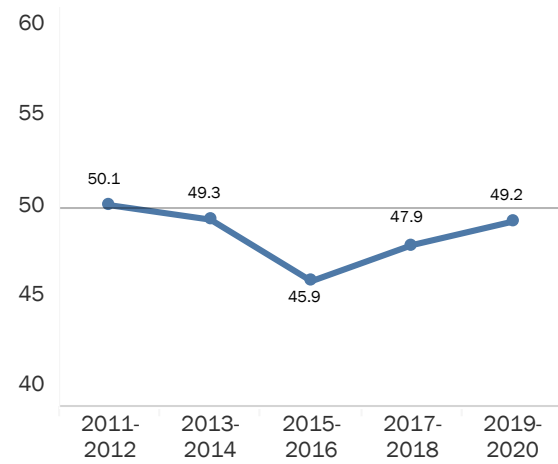
Figure 21 shows the benchmark score for 'Student-Faculty Interaction' was near the national average in 2011-2012, but has been below average in subsequent years. Figure 22 shows the benchmark score for 'Academic Challenge' was at the national average in 2011-2012, and has returned to near the national average.

Figure 23

CCSSE Benchmark for Student Effort
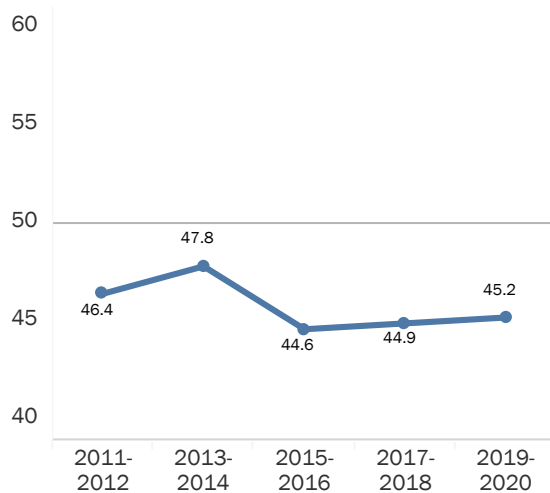
Figure 24

Percent of students who rated their overall educational experience as 'good' or 'excellent' KPI
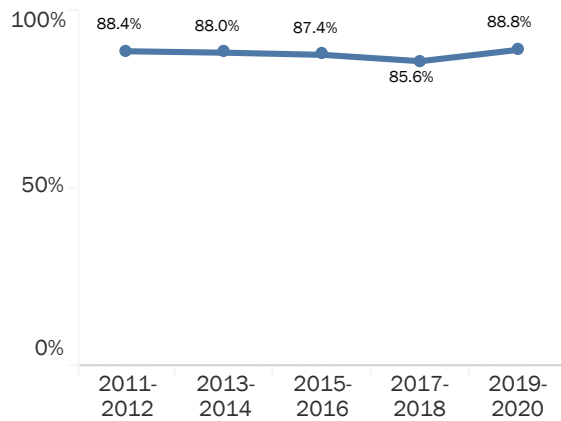
As shown in Figure 23, the SCC score for the benchmark on 'Student Effort' has been lower than the national average in each year the survey has been administered. Figure 24 shows that the vast majority of students who responded to the CCSSE survey rated their overall educational experience at SCC as 'good' or 'excellent' (and thus neither 'fair' nor 'poor') in each of the years reported.

Figure 25

Overall success rate of undergraduate students **KPI**
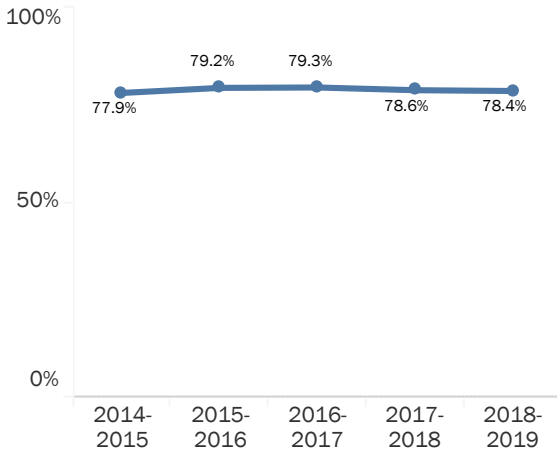
Figure 26

Overall success rate of dual credit students
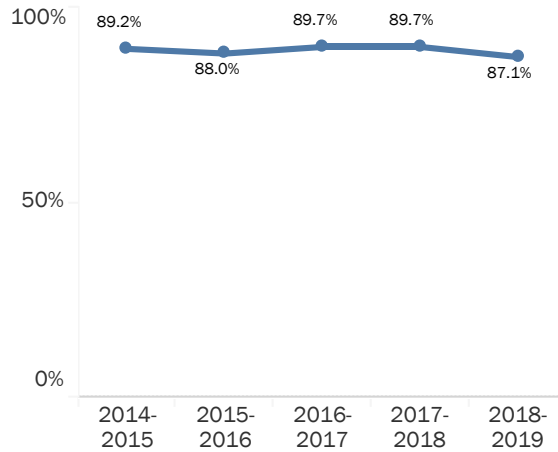
Figure 25 shows that the overall success rate of undergraduate students has remained very stable at around 78 percent for the past five academic years. Figure 26 shows the overall success rate of dual-credit students is also very stable, and has been higher (at around 88 percent) than that of the overall undergraduate population.

Figure 27

Overall withdrawal rate of undergraduate students
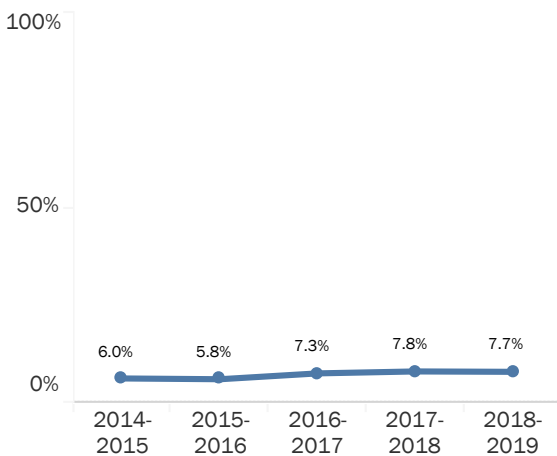
Figure 28

Overall rate of D/F grades among undergraduates
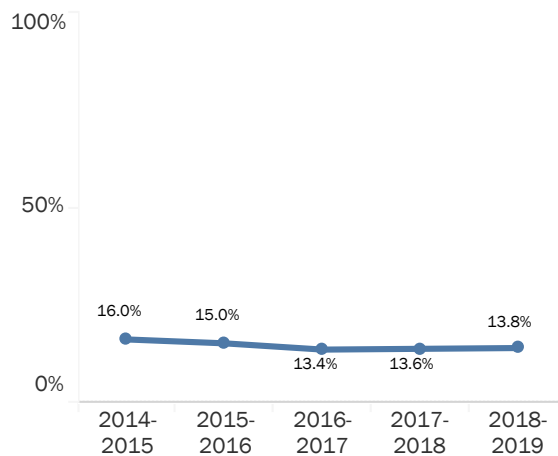
Figure 27 and Figure 28 show the related rates of students receiving a 'W' (withdrawal rate) or a 'D' or 'F' (D/F rate). Both these rates have been fairly low and stable. The largest change came with 2016-2017 when the College extended the deadline for students to withdraw from a course. This change 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 29

Percent of credit hours attempted in the first term that were successfully completed
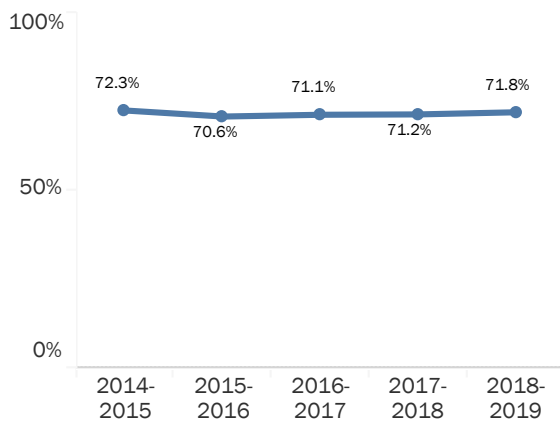
Figure 29 shows the percent of credit hours attempted by 'first time to the College' students at SCC were completed successfully (i.e., C or better). This number has remained relatively stable (at around 71 percent) over the past five academic years. All students new to SCC in the fall term are included in this measure, including transfer students. This data comes from the Voluntary Framework of Accountability (VFA) and is facilitated by the American Association of Community Colleges (AACC). SCC has participated in the VFA collection since 2013. This national accountability system identifies and collects comprehensive measures for community colleges.

Figure 30

Percent of students who attempted at least one developmental course in math, reading or writing
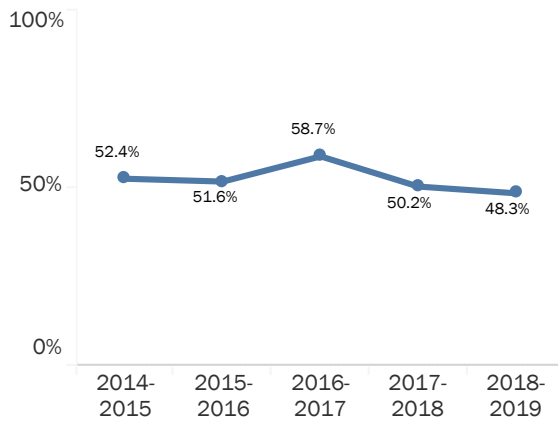
Figure 31

Percent of students who completed all developmental coursework   **KPI**
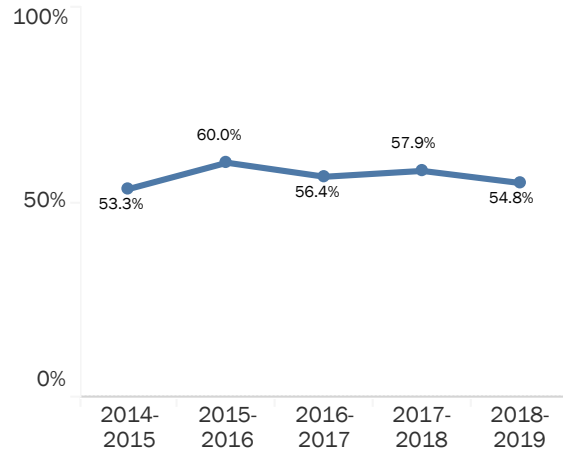
Two additional VFA measures include the percent of students who attempted at least one developmental course and the percent of students who completed all developmental coursework. These measures track course completion over a six-year period for a cohort of students who start at SCC in the fall term as their first college experience after high school. The percent of students who attempted at least one developmental course rose for the cohort that ended in 2016-2017, but dropped again in 2017-2018 and 2018-2019 (Figure 30). 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 31).

Figure 32

Number of certificate, diploma, associate degrees awarded **KPI**

Figure 33

Graduation and transfer rate **KPI**
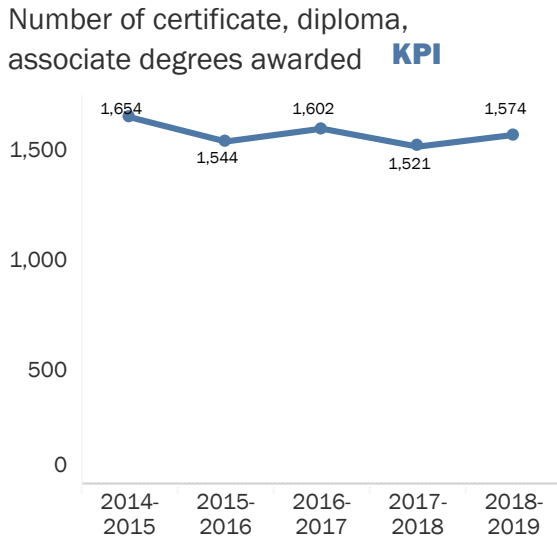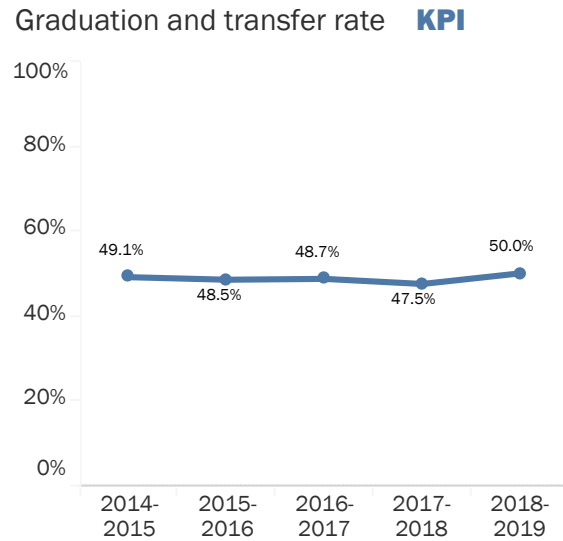
The number of certificates, diplomas, and associate degrees awarded increased in 2018-2019 (Figure 32). The graduation and transfer rate has remained relatively stable in recent years, and increased to 50% in 2018-2019 (Figure 33).

Figure 34

Workforce placement rate of Career/Technical graduates **KPI**

Figure 35

Fall to fall retention rate **KPI**
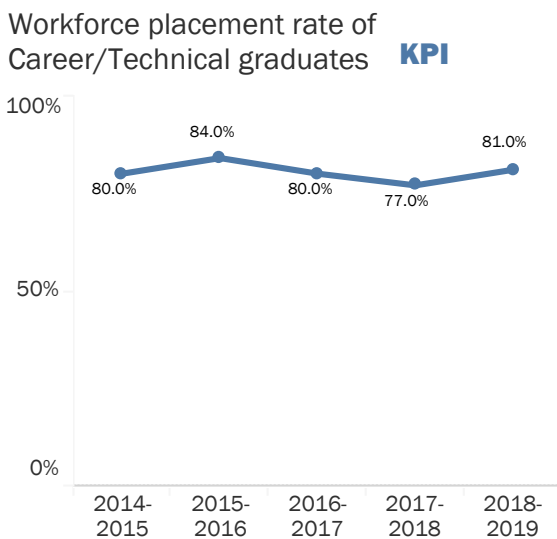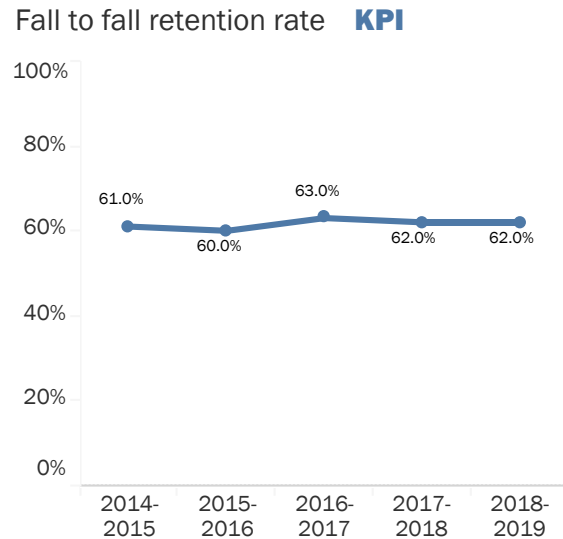
The workforce placement rate for career/technical students (Figure 34) has remained relatively stable at roughly 80 percent. Similarly, the fall-to-fall retention rate (Figure 35) has remained near 62 percent.

Department-level Connections

Goal 1 • Goal 2 • Goal 3 • Goal 4 • Goal 5 • Goal 6 • Goal 7 • Goal 8 • Goal 9

Area Goal Year(s)
2018 - 2019

| 15.0% | 18.1% | 5.6% | 13.2% | 12.1% | 9.7% | 7.0% | 6.5% | 12.9% |

Number of Area Goals by Area for Goal 2: Student Success

Area	Count
Administrative Services	8
Human Resources	1
Instruction	167
President's Office	5
Student Affairs Division	48
Technology	6

Number of Area Goals by Objective for Goal 2: Student Success

Objective	Count
2.1	69
2.2	87
2.3	86
2.4	28
2.5	67
2.6	92

Department-level Achievements

- Student Success worked with Institutional Research (IR) to establish regular tracking of student persistence and retention in the different special population categories that Student Success serves. They developed a Tableau workbook to show relevant student success data. Partnering with IR to develop strategies to gather and track relevant student success data has been instrumental in the department's ability to understand how students are performing, and what services and interventions would be timely and relevant given the data trends. The data has impacted the services offered, the types of programs available, and other areas of the office's work.

- The Practical Nursing program has been promoting retention and program completion by sending students a retention alert if they fail an exam and encouraging them to meet with their instructor if they score below 75%. The program is also assigning all Practical Nursing students a specific faculty advisor.

- The Tutoring and Learning Center implemented distance tutoring via Zoom and Smarthinking Live to improve student success and retention. In 2018-2019, 57 Zoom sessions occurred with 10 distinct users across three campuses resulting in 31 passed courses (94%) and two failed courses. Sixty percent of those students registered for fall 2019 classes. In 2018-2019, three SCC tutors offered "live" tutoring on the Smarthinking online tutoring platform in the following subjects: Anatomy, Physiology, Statistics, Algebra, Basic Math, Calculus, Physics, Economics, Chemistry, Geometry and Trigonometry. Seven distinct users logged on for 35 sessions resulting in seven passed courses (87.5%) and one failed course. Fifty-seven percent of those students

registered for fall 2019 classes. Student feedback along with the course completion rate supports that this new service has helped with course success and student retention.

- The Health Sciences Division has promoted student success through expanding classroom technologies. Some of the technologies that have been purchased and/or implemented for use in Health Sciences program courses are an Anatomage Table, virtual reality googles, high fidelity mannequins, and SimChart. Programs are also increasingly using e-books and Zoom in their courses.

- Biology, Chemistry, and Physics instructors in Beatrice have incorporated new advanced technologies into their classes to provide student with enhanced digital approaches to investigations and data collection/analysis in their laboratory courses. Vernier Probeware devices allow rapid data collection in Chemistry and Physics courses, providing students more time for data analysis and real-life application. Biodigital Human Interactive allows students virtual investigation of the human body in Anatomy & Physiology courses.

Goal 3 – Student Enrichment

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

2018-2019 Strategic Achievements

In 2018-2019 Southeast Community College made progress towards improving student psychological health by adding **a new full-time position of Director of Counseling**. Kalika Jantzen started in January, and has been overseeing the [Counseling and Assistance Program for Students](#) (CAPS) at all SCC campuses. In addition to working directly with students, she supervises graduate student clinical interns from area universities who provide counseling. SCC students taking credit classes are eligible to receive up to 15 individual and 10 group sessions at no charge each academic year. Students can seek counseling for any number of concerns, including: stress, anxiety, depression, grief and trauma, family and relationship difficulties; alcohol and drug abuse, diversity concerns, gender or sexuality concerns, body image, and other personal concerns.

The College continues to promote student enrichment on the Beatrice campus through inter-collegiate athletics. **Thirty-two SCC student-athletes were named [Academic All-Americans](#)** in the 2018-2019 academic year. In order to qualify, students must have at least a 3.30 cumulative grade-point average. In addition, four SCC teams earned academic honors, achieving a team average GPA of 3.0 or above: Women's basketball (3.6), volleyball (3.28), men's cross country/half marathon (3.07) and baseball (3.12).

The College also continues to promote and expand awareness and **appreciation of the arts** through a variety of arts programming:

- **SCC's annual arts magazine, [Illuminations](#), celebrated its twentieth year of publication** in April 2019 with the release of Volume 20. The award-winning magazine includes prose, poetry and visual art submitted by students and employees of the college. A special celebration and reading was held on the Lincoln campus to commemorate the anniversary.
- SCC has also provided various **opportunities for students to engage in the performing arts**, including Trial by Fire, a fully costumed musical; Murder in the Studio, a radio drama-style performance; and a madrigal dinner show.
- SCC **celebrated diversity through the arts by holding three 'read-ins' on the Lincoln campus** in 2018-2019. A Latinx Read-in was held in October, a Native American Read-in was held in November, and an African-American Read-in was held in February. In all three of these events students, faculty and staff gathered in the Cafeteria Commons to publicly read aloud from prose, poems, plays, and speeches written by authors from the respective ethnic and cultural backgrounds.

The College also promotes student enrichment through extra-curricular opportunities and student organizations on all campuses. In 2018-2019, SCC's student Ag Club received a grant of $1,000 from Farm Credit Services of America in recognition of the positive difference they make in the Beatrice community. The money allowed members of the Ag Club to travel to the North American Colleges and Teachers of Agriculture conference in April, where students had the opportunity to network and participate in competitions related to agribusiness, horticulture, livestock judging, and ag technology.

Metrics[3]

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

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

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

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

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

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

3.6 Improve and expand student organizations for various student populations.

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

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[3] *The data sources and full description of the metrics provided for Goal 3 can be found on page 57.*

Figure 36

Percent of students graduating with honors

Figure 37

Percent of undergraduates on the Dean's List
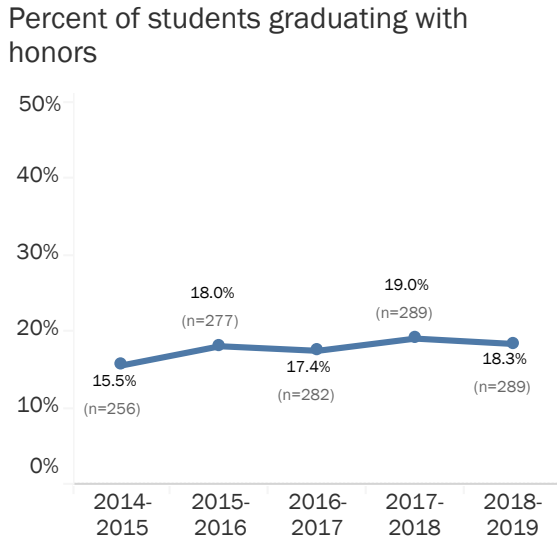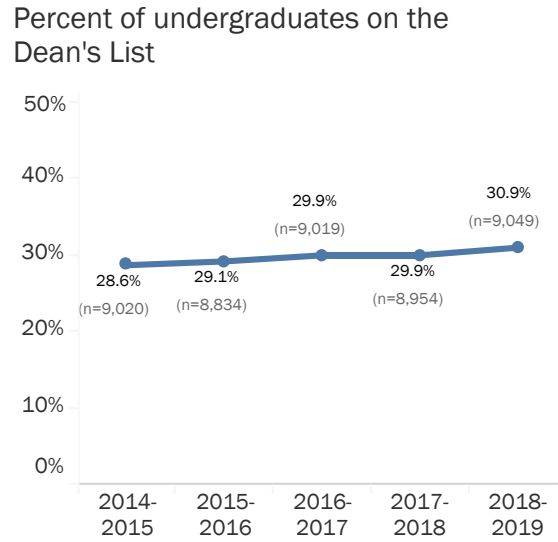
In 2018-2019 the percent of students graduating with honors decreased slightly over the previous year (Figure 36), although the number of students remained the same. The percent of undergraduates on the Dean's list has remained fairly stable (around 29 percent) over the past five academic years (Figure 37).

Figure 38

Number of student athletes enrolled

Figure 39

Number of students who participate in Global Education courses and trips
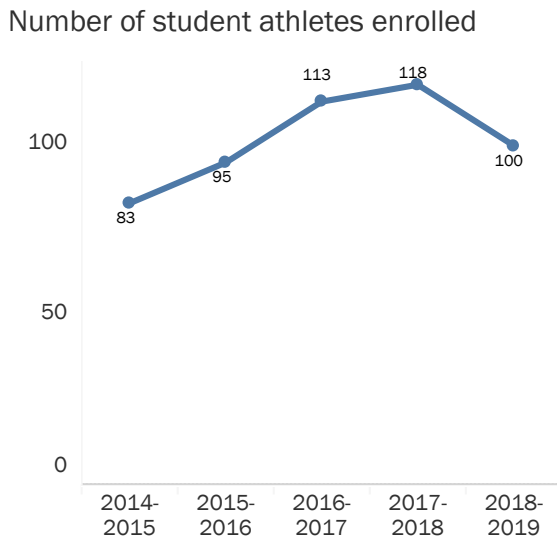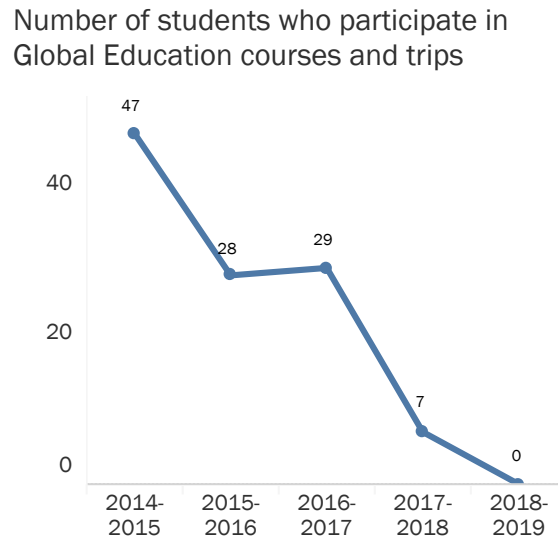
Figure 38 shows that the number of student athletes grew significantly between 2014-2015 and 2017-2018 over the last five years, largely due to the addition of men's and women's cross country teams in Fall 2016. In 2018-2019 the number of athletes decreased due to smaller numbers of students on the softball and baseball teams. Figure 39 shows the number of students who participated in Global Education experiences. The number for 2014-2015 is

exceptionally high because the 2013-2014 trip was held during the 2014-2015 academic year. The number of students decreased sharply in 2017-2018; one contributing factor was that the position of Global Programs Coordinator was unfilled from October 2016 until May 2018. No global education trips were held during the 2018-2019 year due to the semester calendar conversion.

Figure 40

Number of fine and performing arts course sections

Figure 41

Number of submissions to Illuminations
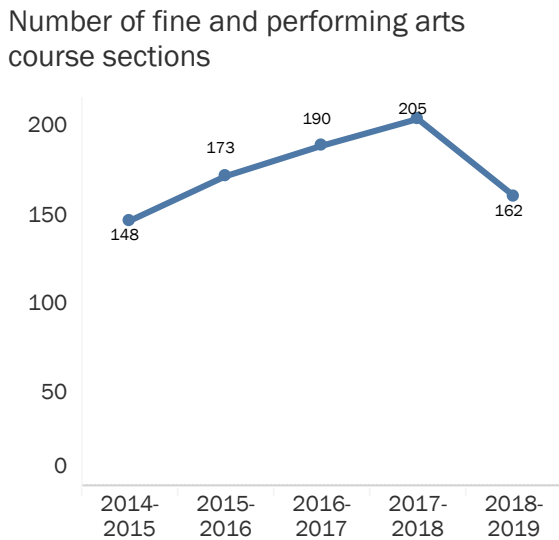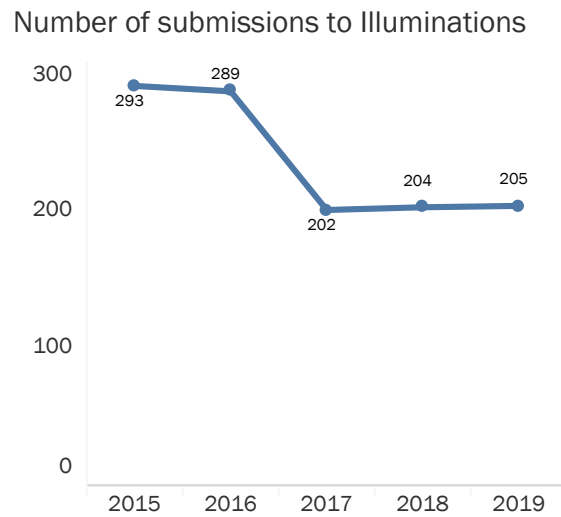
Figure 40 shows that the number of fine and performing arts course sections offered has increased each year since 2013-2014, with the exception of the 2018-2019 academic year. Figure 41 shows the number of submission to Illuminations—SCC's magazine of creative expression that published its 20th volume in Spring 2019—has remained steady since 2017.

Department-level Connections
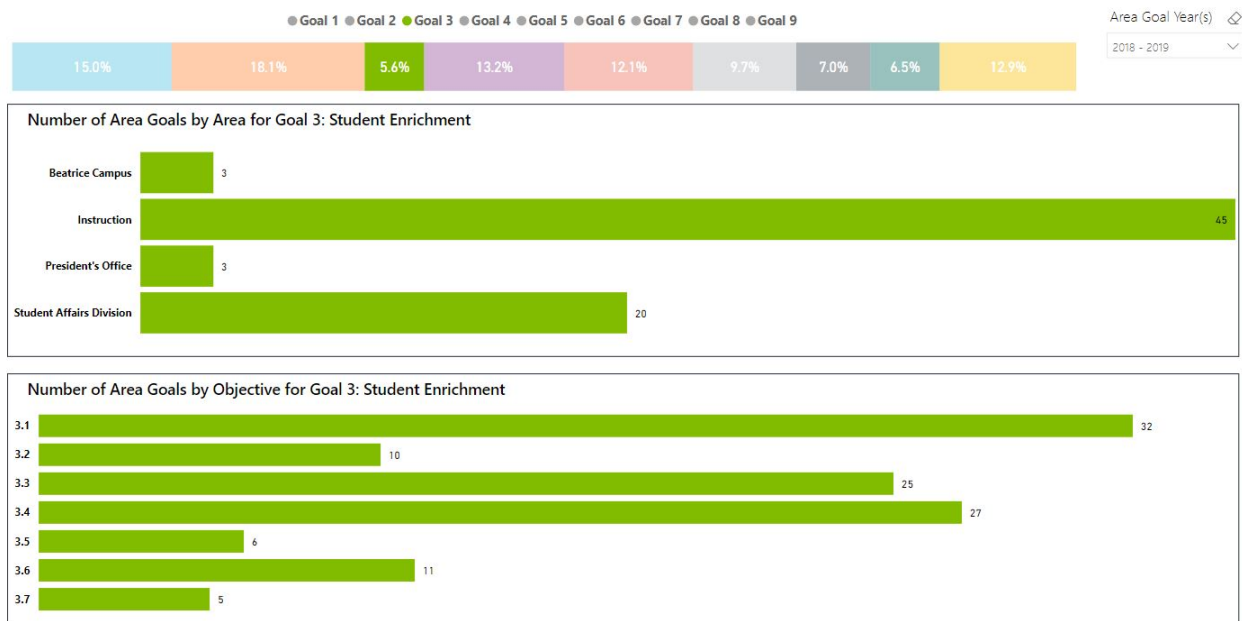
Department-level Achievements

- In an effort to increase participation and meet student interests, the Milford Campus Student Life office worked with Institutional Research in October 2018 to create and conduct a survey of students to gauge their interest in various types of extra-curricular activities.

- Twenty-eight students competed in the 2nd annual Speech Contest in Lincoln this year. Speech faculty planned, organized and advertised the event to showcase the talents of SCC students, as well as provide an opportunity for students to win free tuition for a class, and other prizes.

- To increase student engagement in campus programs and activities, the Campus Senates have begun using Facebook and Twitter to advertise events. They are also posting post-event photos to increase interest and generate engagement.

- Graphic Design|Media Arts is working to introduce mental and physical health considerations into the classroom. The program has been educating the students on the physical and psychological drawbacks of sitting/working indoors and students complete small daily challenges to combat these issues. Students also have access to multiple standing desks.

- Residence Life is working to develop a Residence Life Curriculum model. They have implemented a more rigorous Resident Assistant (RA) training academy to better prepare RAs and have provided educational and safety sessions for residents to enhance the social programming offered.

Goal 4 – Program Development

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

2018-2019 Strategic Achievements

Southeast Community College continues to be **responsive to student and employer demands** in its educational programming. In 2018-2019 the College began offering a new certificate program in [Healthcare Services](). The certificate provides students the necessary skills to be a diverse entry-level healthcare worker in careers such as Certified Nursing Assistant, Medication Aide, Phlebotomy, EMT, EKG Technician, and Personal Care Aide. The certificate provides the flexibility for students to work various entry-level positions in hospitals, medical facilities, physicians' offices and other medical facilities.

The College has **increased the number of students pursuing high-demand careers through its dual credit career academies**—[The Career Academy]() (TCA) in Lincoln and the [Southeast Nebraska Career Academy Partnership]() (SENCAP). In 2018-2019 TCA enrollment grew by 33% over the previous year, surpassing 500 students. SENCAP enrollment increased by 11% over the previous year, topping 2,000 students. TCA added Criminal Justice as a new pathway in 2018-2019, and it has already become one of the most popular pathways offered. (SENCAP debuted the Criminal Justice pathway the previous year). Additionally, 2018-2019 was the final year of a three-year project in which SENCAP and DC Advantage worked with area high schools to encourage teachers to get fully qualified to teach for Southeast Community and be eligible to teach dual credit courses. During the three year period the number of teachers qualified to teach dual credit courses has nearly doubled.

In order to improve and expand academic and career advising resources, SCC created **a new position, Administrative Director of Advising**, which is responsible for the college-wide oversight of all intake and academic/program advising processes and procedures. Vicki Domina was hired to fill the position in March 2019, and has been working to create and implement a new proactive model with the goal of increasing student success through improved retention, graduation, and transfer rates.

SCC's division of Continuing Education partnered with the York/Seward/Thayer Manufacturing Partnership, a group of diverse manufacturers and partners, to create a pilot course, *Introduction to Manufacturing*, targeted at graduating high school seniors who want to start a career in manufacturing. GAP Tuition Assistance funded the tuition for the pilot course. One of the participating students was interested in pursuing a degree in Electrical Engineering but did not have the financial resources to do so. He was hired by one of the partnership employers who is helping him get started in a manufacturing career and will help pay for his engineering degree.

Metrics[4]

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

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

Figure 42

Number of DACUMs conducted
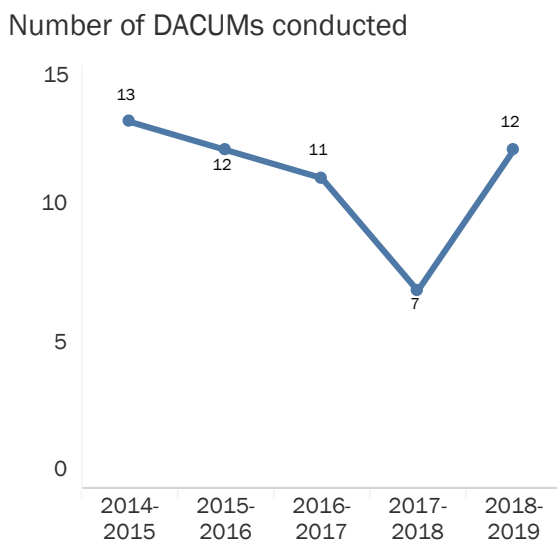
DACUM (Developing a Curriculum) is a process that invites current industry professionals to assess the major duties, tasks, knowledge, and skills related to their occupation. The relevant career and technical programs then use this data to determine the curricular changes needed to keep programs up-to-date with workforce needs. Each program is scheduled to complete a DACUM review every five years. While the number of programs completing a DACUM was lower in 2017-2018, it returned to its previous level in 2018-2019 (Figure 42).

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[4] *The data sources and full description of the metrics provided for Goal 4 can be found on page 58.*

Figure 43

Number of employer-organized customized trainings offered through Continuing Education

Figure 44

Number of articulation agreements
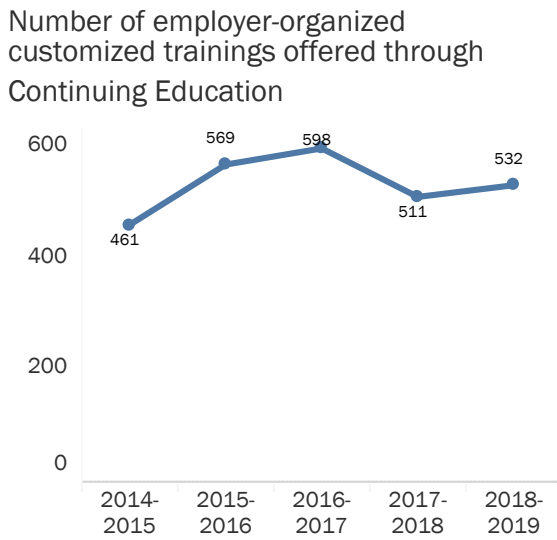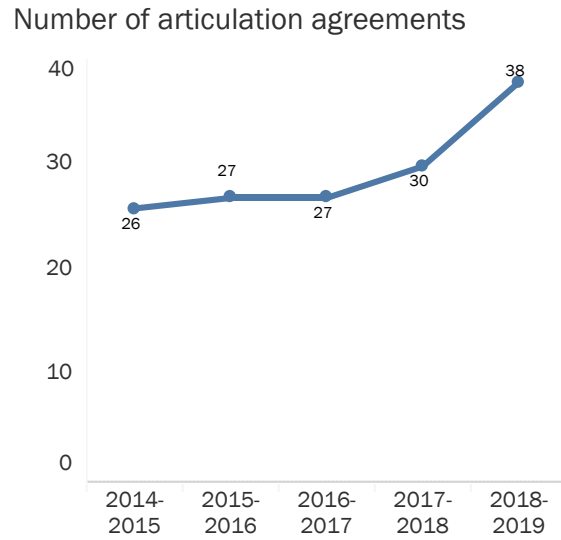
Figure 43 shows the number of employer-organized customized training courses offered by the Continuing Education Division, not including Ed2Go sections. Figure 44 shows the number of articulation agreements, which are dependent on program-level efforts with other higher education institutions increased significantly in 2017-2018 over the previous year.

Figure 45

Total enrollment at Learning Centers
KPI

Figure 46

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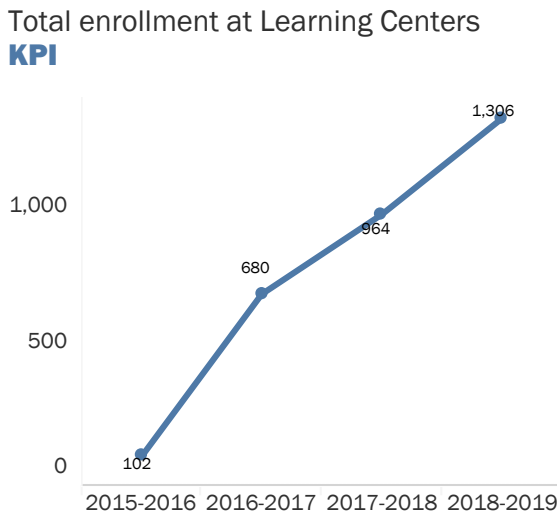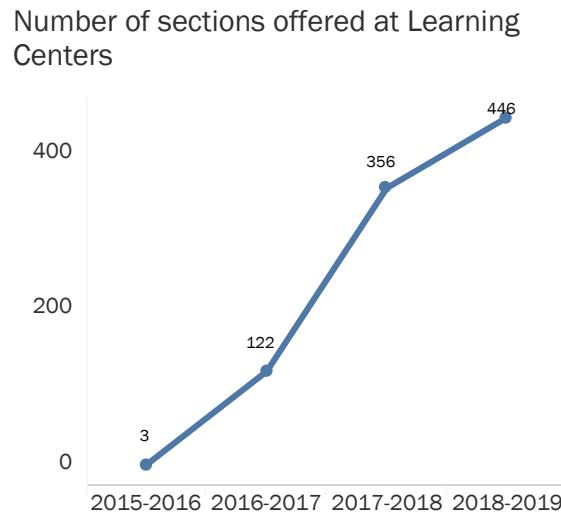
With the hiring of Learning Center coordinators and the opening of several new Learning Centers in 2016-2017, SCC began offering credit and non-credit classes at Learning Centers in York, Plattsmouth, Nebraska City, Hebron, and Wahoo, and expanded offerings at its location in Falls City. Both the total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

Figure 47

Figure 48

Number of SENCAP students **KPI**

Number of TCA participants **KPI**
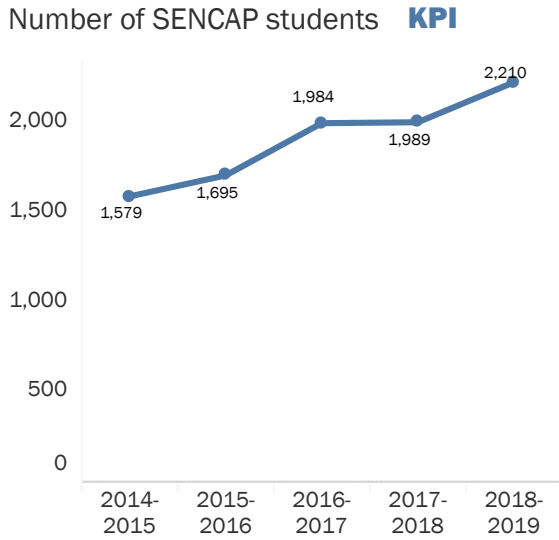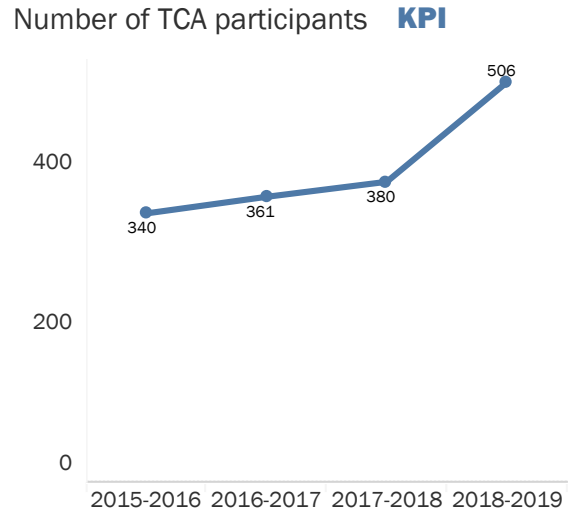
Figure 47 shows that the number of students enrolled in SENCAP has grown in each year reported, with over 2,000 students enrolled in 2018-2019. Figure 48 shows that the number of students participating in The Career Academy (TCA) in Lincoln increased by 33 percent in the fourth year of its operation, largely due to a new Criminal Justice pathway and expanded course offerings during the middle session.

Department-level Connections
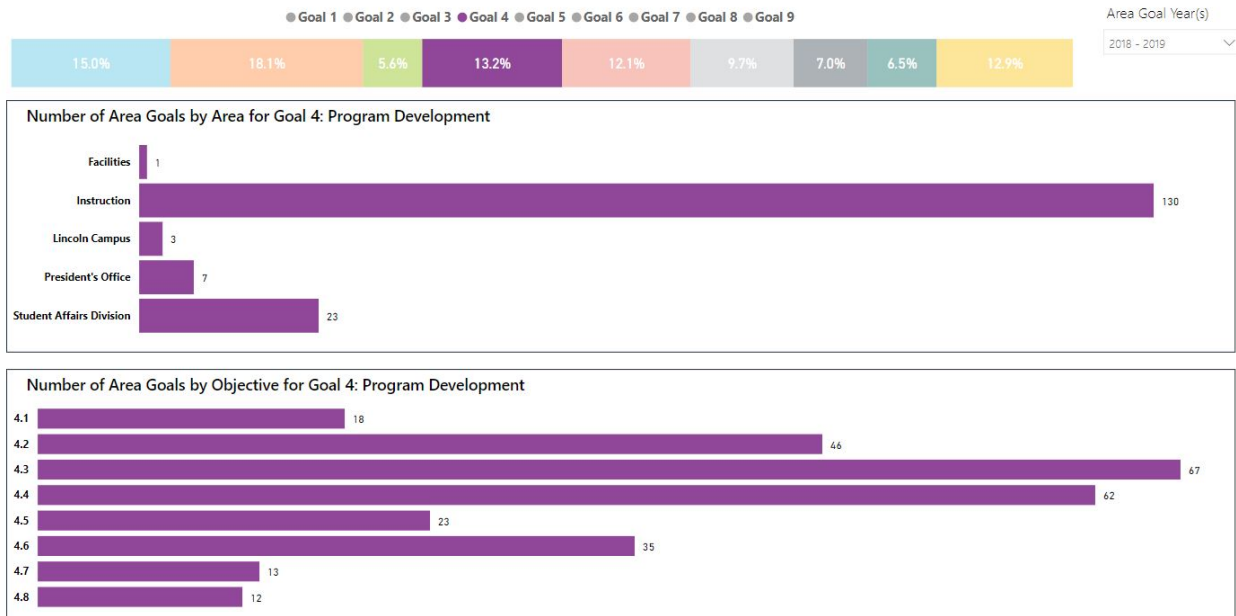
Department-level Achievements

- Career Services has expanded the career fairs on all three campuses. At the Milford Campus the spring career fair was expanded from one to two days allowing more students/programs to actively participate and allowing the number of employers to increase. The Milford career fairs saw an increase of 44 employers and 100+ students in 2018-2019. The Beatrice Campus held an Agriculture Career Fair with 42 employers and 50+ Ag students. A total of 10 career fairs were held on the Lincoln Campus in 2018-2019. Having more employers on campus allows students to learn about many different companies, which helps them choose a career path upon graduation.

- The Criminal Justice program developed an Associate of Arts degree in Criminal Justice based on UNL transfer requirements, which will offer a clear pathway for students interested in transferring on to a four-year degree. The program was fully approved during 2018-2019 and was offered to students in fall 2019.

- The Business Administration program has expanded to offer three Associate of Arts degree options in addition to the Associate of Applied Science. The new A.A. degrees in Accounting, Business, and Business Communication were developed and approved during 2018-2019 and first offered to students in fall 2019.

- The Dental Assisting program began offering courses in Expanded Scope Dental Assisting in fall 2018. These courses are part of a state-approved pathway for Dental Assistants in Nebraska to expand their scope of practice. The Dental Assisting program worked to develop an Associate of Applied Science degree in addition to the diploma currently offered. The AAS degree option was approved by the Nebraska CCPE in 2018-2019 and was offered beginning in fall 2019.

- The Heating, Ventilation, Air Conditioning & Refrigeration Technology program introduced curriculum on Wi-Fi and Bluetooth thermostats and related accessories into the classroom/lab. This will help graduates to be up-to-date to better meet employer and consumer demand.

- The Science Division expanded its offerings of Science courses on the Milford campus, adding Human Anatomy (BIOS 1140) and Human Physiology (BIOS 2130).

- The Automotive Technology programs in Milford and Lincoln each hosted MAC Tools and CarQuest evening training courses. Milford also hosted three days of AC Delco on-site training. These courses brought technicians onto campuses for training and allowed free/reduced training for many SCC automotive instructors and students

- SCC's Great Plains Culinary Institute hired an executive chef to oversee its Course restaurant and work closely with the Culinary program students who gain hands-on experience preparing food and serving customers in the restaurant.

Goal 5 – Faculty and Staff Excellence

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

2018-2019 Strategic Achievements

SCC has been working to **expand and promote internal opportunities for leadership and professional development**. The College increased employee engagement and participation in Monthly Professional Development offerings, with 67 trainings offered and 516 faculty and staff attending. Increasing emphasis was placed on leadership development training, including targeted department leadership/supervisor education and training, emotional intelligence training, and Gallup Clifton StrengthsFinder workshops.

In June 2019 an estimated 375 staff members from all college locations attended an All-College Staff Conference. The conference included a keynote address on organizational change and resiliency by Dr. Tammy Beck of UNL and 30 break-out sessions offered on topics including emotional intelligence, leadership, stress management, team building, customer service, engaging students, suicide prevention, diversity, safety, wellness, and retirement planning. A faculty in-service was held in August 2019 which included training on Emotional Intelligence by David Katz.

In Fall 2019 SCC launched Canvas, a new college-wide course management system. In 2018-2019, to prepare for the full implementation the [Virtual Learning](#) staff did extensive training with faculty and staff on the new software and online pedagogy, including: creating a Canvas orientation course for both instructors and students within Canvas; building and implementing a new Online Certification Course focused more on pedagogy to replace the once a term Moodle Training; creating a Virtual Learning team newsletter; hosting 70 open lab sessions to assist instructors with course development in Canvas; delivering requested Canvas training to 29 departments/programs; providing 17 Canvas training sessions to instructors (390 full-time and 260 part-time) and staff; and presenting 27 training sessions on various topics (e.g., preparing to leave Moodle, building within Canvas, Canvas help resources, communication within Canvas, accessibility, H5P, Kaltura, grade book, grading in Canvas, back-up and importing to Canvas, and finishing touches for Canvas courses)

In 2018-2019 several of SCC's **faculty were honored for their teaching excellence**. Among them were:

- English instructor Amy Doty was named "[Teacher of the Year](#)" at the Nebraska Developmental Education Consortium (NDEC) in Norfolk (October 2018). The NDEC, which started in 2015, consists of English teachers and learning support staff who collaborate to improve two-year college student success. Nominees for this award are from the six community colleges in Nebraska and are selected by administrators. Doty was chosen for her contributions to student success and professional development. She helped lead the design of an accelerated pathway for students to

complete English requirements. She also co-created a professional development resource for colleagues to learn and engage in best teaching practices.

- Jon Kisby, formerly an instructor in SCC's General Motors Automotive Service Educational Program and now Dean of Agriculture, Transportation and Welding, was named the 2019 Mitchell 1 Educator of the Year at the North American Council of Automotive Teachers Conference in Calgary, Alberta. The award recognizes top automotive technology teachers for their commitment to educational excellence.

Metrics[5]

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

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

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

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

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

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

5.6   Improve and expand the use and support of technologies.

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[5] *The data sources and full description of the metrics provided for Goal 5 can be found on page 58.*

Figure 49

Number of faculty/staff members who take advantage of tuition reimbursement for external courses
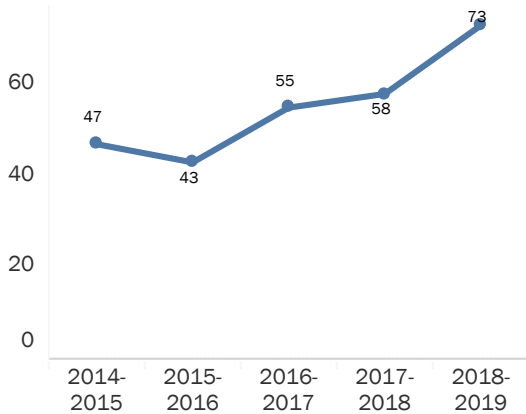
Figure 50

Number of faculty/staff members who take advantage of tuition reimbursement for internal courses
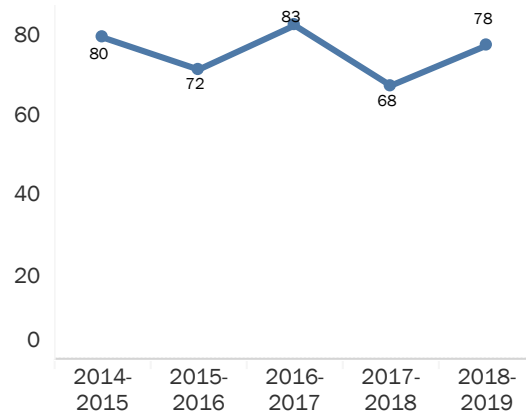
As shown in Figure 49, there has been an increase in the number of employees who have taken advantage of tuition reimbursement for external courses over the last four academic years. Figure 50 shows the number of employees taking advantage of tuition reimbursement for internal courses has remained relatively stable over the past five years.

Department-level Connections
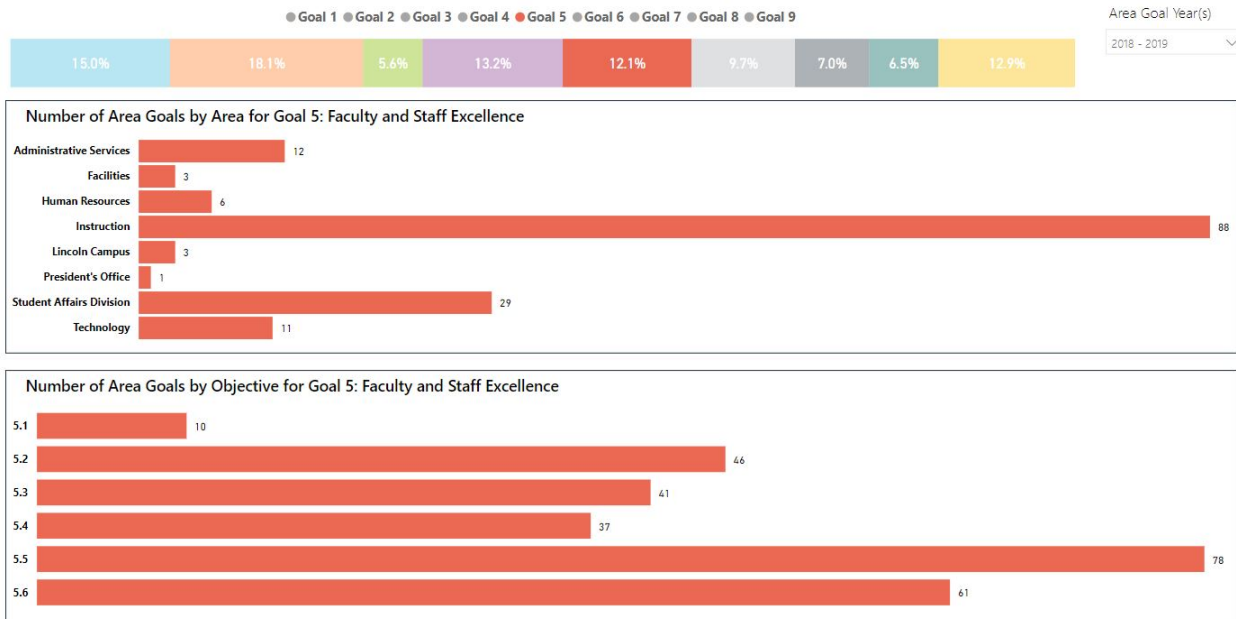
Department-level Achievements

- The Nondestructive Testing Technology program sent two faculty members to attend the American Society of Nondestructive Testing annual conference. Instructors gained knowledge in specific methods which will be evaluated for purposes of implementation where appropriate. The conference product show provides faculty with the opportunity to network with industry in determining technology and equipment trends along with application. Attendance in the various activities during the conference support the faculty in gaining necessary points for certification and provides the college/program exposure to a large number of employers and industry professionals.

- The Office of Access/Equity/Diversity made a concerted effort to identify opportunities to livestream diversity-related programing to all campus locations and learning centers. In addition to livestreaming the five-concert Diversity Through Music series, other programming that was streamed included the "Read-Ins" for African American, Native American and Latinx literature, a panel discussion on human trafficking, and a faculty forum of several faculty who shared their experiences of living abroad. This increases the accessibility of SCC's diversity programming and has the potential to help the campuses and learning centers develop a sense of belonging, community and connectedness.

- The Health Sciences Division is investing in the leadership development of health sciences faculty to grow their leadership skills. In 2018-2019 Health Sciences implemented leadership training in its monthly division meetings. In addition, two one-day leadership conferences were recommended to program directors with at least four attending.

- The Criminal Justice program enhanced faculty competency through professional development opportunities. Faculty attended ELE trainings on the Lincoln and Beatrice campuses; six faculty members participated in Webinars provided by Justice Clearinghouse on the topics of Mental Health, CyberSecurity, Crisis Intervention for Probationers, Domestic Violence, Social Media, Forensic Techniques, and Legal Issues with Weapon Crimes. Additionally, one faculty member attended Nebraska Legislative sessions regarding Nebraska Department of Corrections to learn about changes, laws, and reforms.

- All instructors in the branded automotive programs—Ford ASSET, General Motors ASEP, and MOPAR-Chrysler/Dodge/Ram/Jeep—completed the strategic goal of exceeding 20 annual hours of industry training. This ongoing faculty training ensures that students acquire training that reflects both current and future entry level skills.

- The Medical Assisting program collaborated with faculty and staff in other areas of the College to ensure the quality education of students in their program. During 2018-2019, the program had 66 examples of SCC employees volunteering to be patients for their students. All of the cases were about vital signs, allowing students to practice these vital skills on people other than their classmates before they go to their practicum rotations in real physician offices.

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.

2018-2019 Strategic Achievements

Southeast Community College made progress towards the strategic goal of **developing and maintaining industry, government and community partnerships** in a variety of areas in 2018-2019.

As part of its workforce development mission, SCC held three industry sector breakfasts in 2018-2019 for the Construction sector, the Information Technology sector, and the Manufacturing sector. The breakfasts included panel discussions by business leaders in the sector and breakout meetings with subgroups of industry representatives related to each of SCC's programs that serve the sector. The objective of the sector breakfasts is to serve as a first step in establishing Workforce Leadership Teams at Southeast Community College. The goal of WLTs is to provide businesses the opportunity to take a lead role in attracting and retaining people in their industries. SCC and other business partners will support them in this process, allowing the college and others to be responsive to their education and training needs.

Some of the other ways that SCC partnered with industry during 2018-2019 include:

- SCC's received a [2017 Freightliner Cascadia semi-truck](#), which will be used for training students in the Diesel Technology-Truck program. The generous donation was funded by the Aksarben Foundation, Truck Center Companies and Daimler Trucks North America. The College takes part in Daimler North America's 'Trucks for Training' program, which allows top-ranking schools to purchase used trucks at a reduced price. SCC's Diesel Technology-Truck program prepares students for employment as highly skilled truck service technicians in truck dealerships, truck fleet service facilities and independent truck service shops.
- In 2018 SCC was approved to be part of the **Subaru U training program**, which will allow students in the Automotive Technology Program to earn factory training credentials from Subaru while a student at SCC. Additionally, [Suburu donated a 2017 Subaru BRZ coupe](#) for the students to train on.
- SCC has partnered with 3M through its [MAP](#) (Manufacturing & Academic Partnerships) Project to educate and train employees for advanced manufacturing jobs. The MAP Project helps 3M fill jobs and SCC students pursue manufacturing careers. SCC will serve as a hub to provide technical support for high schools in the area offering an eight-week course and engaging students in technical education in the form of computer-controlled learning stations, which include pneumatics, drives, and programmable logic controllers. The MAP Project is funded through a series of grants

from 3M totaling $150,000. That money is used for trainers, additional equipment needed for the project, training for two SCC instructors, and two $2,500 scholarships for students in the Electrical & Electromechanical Technology program. SCC is one of many 3M MAP sites throughout the nation, but the only one in Nebraska. The equipment is already up and running at SCC's Milford campus and many high school teachers have already been trained on the new equipment.

- SCC's Precision Machining and Automation Technology program received a $15,000 donation from the Gene Haas Foundation which focuses on preparing students for careers in manufacturing. The money will be used for scholarships and for students to enter and travel to skills competitions such as SkillsUSA.

SCC continues to work to strengthen its communication with its primary constituencies across its 15-county service area. In spring 2019 President Illich held 16 open community forums—one in each county within our service area with the exception of Lancaster where two were held. The three campus directors, several members of the Strategic Planning Team, Institutional Research, and the Board of Governors also attended several of the forums. There was a total of 102 attendees across the forums, for an average of almost 7 per forum. At each one, Dr. Illich presented on the strategic planning process, 2015-2019 strategic achievements, Learning Centers, Phase 1 facilities and residence halls, improvements to existing facilities, semester calendar conversion, improved communication/marketing, and the new logo and branding initiative. Following the presentations, Dr. Illich answered questions and gathered feedback from community members. Some of the topics raised were: apprenticeships, the need for better pathways to state four-year institutions, the need for shorter-term certifications that could ladder up to a degree, and the need for updated agriculture facilities.

In the fall of 2018 SCC's Senior Director of Workforce Development represented the College as a member of the Comprehensive Economic Development Strategy (CEDS) Committee for Southeast Nebraska Development District (SENDD) in creating a comprehensive economic development plan for the region. The 2018-2023 CEDS plan is part of a five-year region-wide effort to assess, define and accomplish the economic development goals of the region. SCC is specifically identified in CEDS *Goal 3: Education* for workforce activities including reeducating the existing workforce and preparing schools to train students for new work environments. SCC's Senior Director of Workforce Development also serves as a board member for the Southeast Nebraska Development District (SENDD). SENDD's service area consists of 15 counties: Cass, Gage, Fillmore, Jefferson, Johnson, Nemaha, Otoe, Pawnee, Polk, Richardson, Saline, Saunders, Seward, Thayer, and York. SENDD provides technical assistance to address a variety of community development needs.

SCC's Continuing Education division continues to partner with the State of Nebraska Office of the Chief Information Officer to host the Annual Nebraska Cyber Security Conference. In September 2018 the college hosted 400 attendees at the 13th annual conference.

Metrics[6]

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

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

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

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

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

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

Figure 51

Percent of SCC service area high school seniors who enrolled at SCC during the following academic year   **KPI**
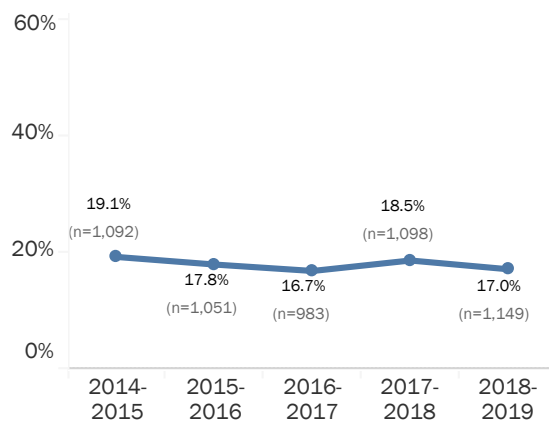
Figure 52

Percent of dual credit students who enrolled at SCC as an undergraduate the following academic year   **KPI**
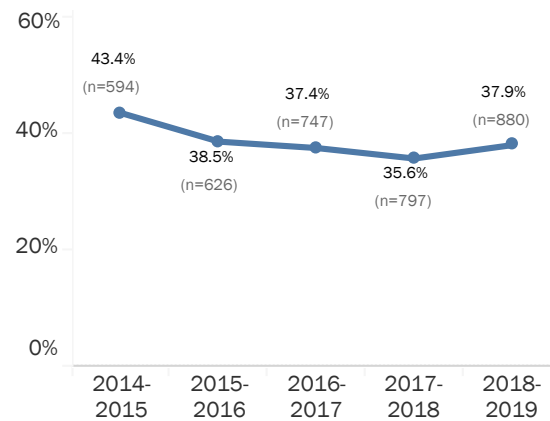
Figure 51 shows the percent of high school seniors in SCC's 15-county service area who, after graduating high school, enrolled at SCC the following academic year. While the overall percentage dropped in 2018-2019, the total number of area seniors who enrolled at SCC increased by 51 students. Figure 52 shows a small increase in the percent of dual credit students who, after graduating high school, enrolled at SCC the following academic year.

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[6] *The data sources and full description of the metrics provided for Goal 6 can be found on page 59.*

Department-level Connections

Number of Area Goals by Area for Goal 6: Partnerships

Area	Value
Administrative Services	3
Instruction	97
President's Office	9
Student Affairs Division	13
Technology	3

Number of Area Goals by Objective for Goal 5: Faculty and Staff Excellence

Objective	Value
6.1	36
6.2	6
6.3	78
6.4	12
6.5	33
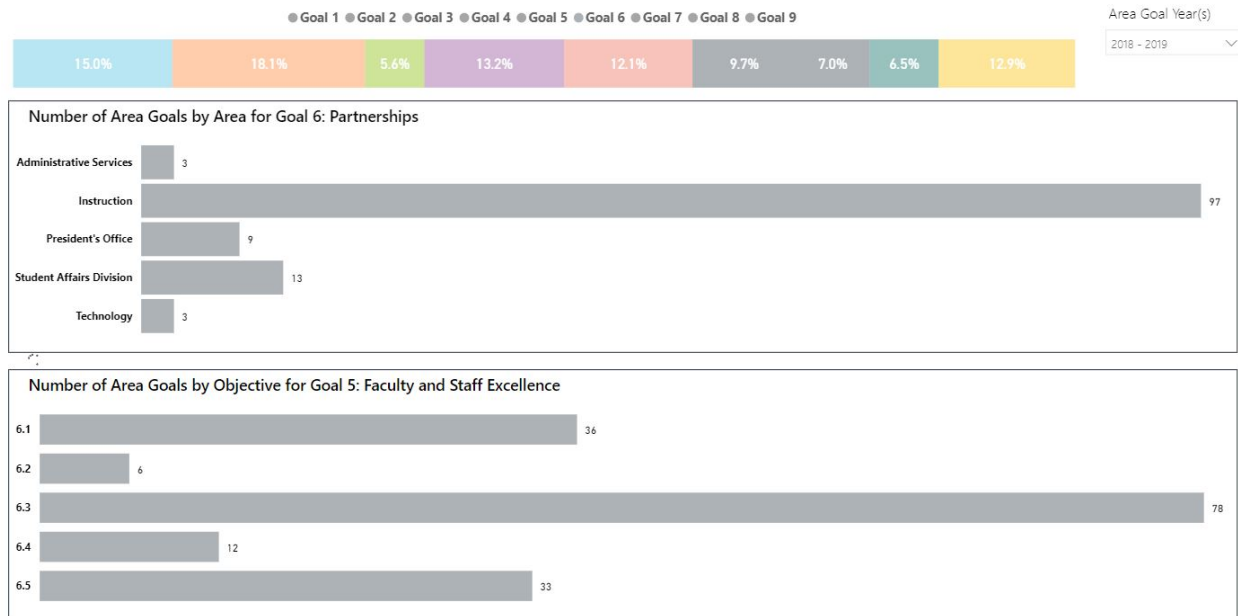
Department-level Achievements

- The Humanities Division continues to partner with K-12 institutions with its annual Leadership & College Success Conference. The fifth annual conference was held in Lincoln on April 6, 2019. Approximately 40 students attended the event which focused on how to succeed as a college student. Additionally, four students were awarded a scholarship to attend SCC. Informational sessions and activities were designed to help the participants learn more about themselves and to acquaint them with key resources and SCC personnel who can help them navigate potential challenges and obstacles they may face on their academic journey.

- The Welding Technology program partnered with industry when it signed a new five year training agreement with BNSF with 100-120 students served each year.

- The FORD ASSET program received a donation of a new 2018 Mustang GT convertible from Ford to use in training its students.

- The Entrepreneurship Center made a number of presentations designed to educate individuals and small businesses across the 15-county area. Many of the presentations were made available to the Learning Centers via distance learning technology. Presentation topics included: "Cover Your Assets: Entity Selection" for small businesses; "TRADEMARKS Putting the ® in Startup"; A Small Business Marketing Workshop sponsored by Community Development Resources; and "Business Succession" for small businesses. Additionally, in cooperation with the Weibling Entrepreneurship Center at UNL, The Entrepreneurship Center hosted three free Legal Advice Clinics for area entrepreneurs.

Goal 7 – Educational Environment

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

2018-2019 Strategic Achievements

Southeast Community College made significant progress toward the implementation of **Phase 1 its comprehensive [facilities master plan](#)** in 2018-2019.

- In November 2018 SCC broke ground on a **new 82,000 square-foot [Health Sciences building](#)** on the Lincoln campus. The $32 million project will house all 16 of the College's Health Science programs and includes: 14 high-tech health science labs; 8 active learning classrooms; a state-of-the art interdisciplinary center that simulates real-life medical settings to provide scenario-based learning; student collaboration spaces; and an outdoor interactive learning area, including a healing garden. The building is projected to be completed in late 2020.
- The College began construction on a new 60,000 square-foot diesel technology facility on the Milford campus in March 2019. The facility will be named the **[Crete Carrier Diesel Technology and Welding Center](#)** and will be funded in large part by the Acklie Charitable Foundation. The $13 million facility will provide state-of-the-art training spaces for the Diesel Technology-Truck and Diesel Technology-Ag Equipment programs. The facility will also include 30 welding bays to support the 13 programs on the Milford campus that require at least one welding class. The facility is slated for completion in December 2019.
- In May 2019 SCC held a groundbreaking ceremony for **a new 52,000 square-foot [multidisciplinary building](#) on the Beatrice campus**, the first modern general classroom building on that campus. The $19-million building will create effective learning spaces for all academic programs on campus and allow for growth in the Nursing programs, Academic Transfer, and dual credit courses. In addition to classroom space, the learning center design includes flexible space for Continuing Education classes, community events and meetings. The projected completion date for the project is August of 2020.
- In 2018-2019 the College also broke ground and completed most of the construction for the **new learning center facility in Falls City**. The 9,500 square-foot facility includes four classrooms, a large manufacturing space and a health sciences area. Credit and non-credit courses will be offered, as well as business and industry training.

In addition to the four Phase 1 building projects, the College is committed to enhancing the educational environment through renovation of its existing facilities. In 2018-2019 extensive updating was undertaken at the **Education Square** facility in downtown Lincoln, with a goal of **enhancing safety and creating a more appealing learning environment** for students. Building access was reconfigured to limit entry points and require ID card access for ground floor

entrance. Visitors may enter through a renovated front office with additional security features. Classrooms, restrooms, and common areas have been updated in both appearance and security. New study spaces and a student lounge have been added, and the tutoring center has been expanded.

The College continues to make progress towards providing **additional student housing**. During 2018-2019 construction was underway on two student housing units—one on the Milford campus and one on the Beatrice campus—as well as a new dining hall on the Beatrice campus. Both residence halls were completed during the summer of 2019 and were ready to house their first students in the Fall semester of 2019.

In 2018-2019, SCC continued working toward **maintaining a secure technology infrastructure**, with a strengthened focus on cyber security. The Information Technology (IT) division created a Cyber Security Team and did a full risk assessment based on the National Institute of Standards and Technology Cyber Security Framework. IT implemented a phishing email simulation and testing software and trained all HR, Business Office, IT, LRC and Administrative Team members with the software. IT also implemented an Artificial Intelligence Phishing Email Platform that uses big data to prevent and monitor phishing emails coming into and out of the College's system and added software tools that, if a breach happens, can track who touched files on the network and when and where they were moved to assess where the compromised credentials access our network.

The College also continues to make progress on safety, security, and emergency readiness at all college locations. In 2018-2019 SCC's Safety and Security team implemented Emergency Quick Response Guides across all locations and held three basic table top trainings with key personnel from all campus locations on emergency management and the Incident Command System. The Safety and Security team also implemented Stop the Bleed kits on each campus and held trainings for staff on their usage. Additional employee training opportunities have been developed on topics such as Fire Safety Awareness, Campus Security Authority trainings and Incident Management Training.

Metrics[7]

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

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

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

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

7.4 Improve safety and security at all College locations.

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

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

Figure 53

Number of multimedia classrooms

Figure 54

Number of wireless access points
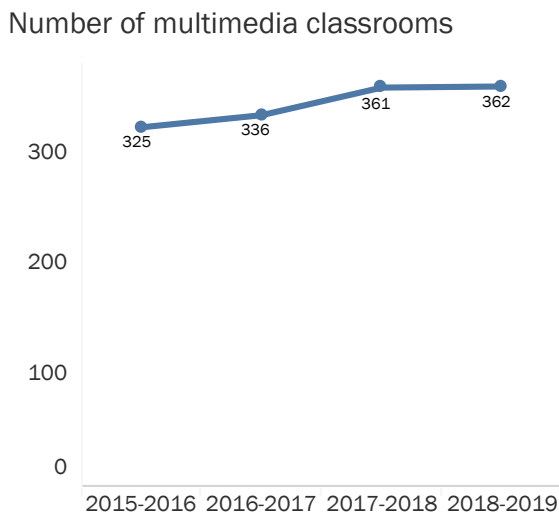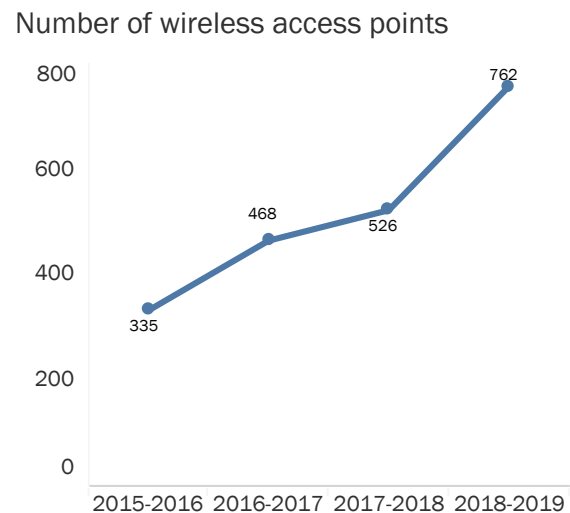
Figure 53 shows the total number of multimedia classrooms at all SCC locations. One classroom was added in 2018-2019. Figure 54 shows the number of wireless access points at all SCC locations. This number continued to grow in 2018-2019 with the addition of 236 wireless access points. This significant increase is due to the addition of two new residence halls and a dining center.

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[7] *The data sources and full description of the metrics provided for Goal 7 can be found on page 59.*

Department-level Connections
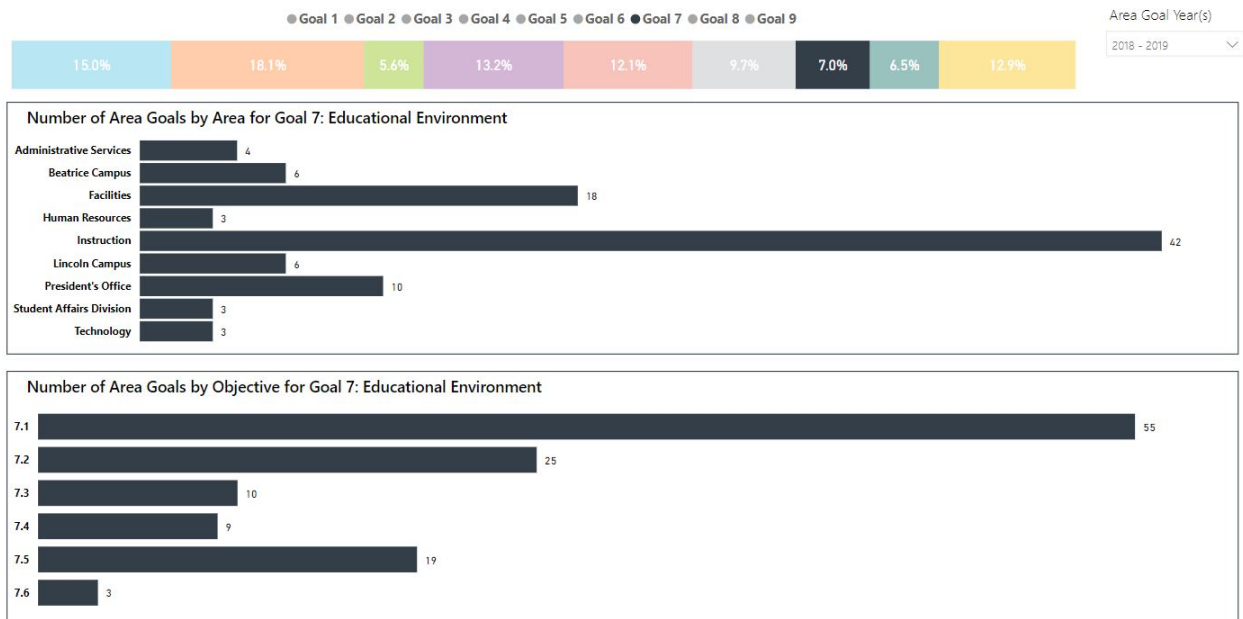
Department-level Achievements

- Virtual Learning completed the creation of a one-button recording studio for video and audio components that allows faculty to enhance online course components on the Lincoln Campus. Faculty may record lectures, demonstrations, or other video or audio elements for their courses. The fully functional one-button studio is operational and accessible to faculty in Room U7 of the Lincoln Campus.

- Informational Technology implemented two factor authentication for IT, Human Resources and Fiscal Services.

- On the Milford campus Alertus Desktop Technologies were implemented, including the use of panic buttons and broadcasts.

- The Milford campus created a new safety management plan and had all key personnel in Milford attend Incident Command Structure training.

Goal 8 – Financial Stability

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

2018-2019 Strategic Achievements

After hiring its first Director of Advancement last year, SCC has been able to make strong progress toward pursuing funding from external entities. In 2018-2019 **the College received its first donation for capital construction and its largest donation to date from the Acklie Charitable Foundation**—a $2 million dollar donation with naming rights for the establishment of the Crete Carrier Diesel Technology and Welding Center on the Milford campus. The project is under construction and completion is projected in December 2019.

Additional **naming rights donations** in 2018-2019 were received from:
- Truck Center Companies ($250,000) for the establishment of the Truck Center Companies Diesel Truck Lab within the new Diesel Technology facility;
- ChefAuChef Catering ($50,000) for the establishment of the ChefAuChef Culinary Lab in the Great Plains Culinary Institute on the Lincoln campus; and
- Inland Truck Parts ($50,000) for the establishment of the Inland Truck Parts Classroom within the new Diesel Technology facility.

The College has continued working to strengthen the capacity of the SCC Educational Foundation to provide support for student scholarships. In April 2019 it was announced that the **[Learn to Dream Scholarship](#) was expanded** thanks to a generous gift from the Acklie Charitable Foundation (ACF). Low income students who graduated from a Lincoln high school and receive the Learn to Dream Scholarship at SCC can now complete a second year of credits without having to pay tuition and fees. The scholarship, first established in 2007 as a partnership between Union Bank & Trust, Nelnet, Lincoln Public Schools, and SCC, included recruitment and transition support and covered tuition and fees up to 45 quarter credit hours for qualifying students. The donation by ACF will now allow students to complete up to 60 semester credit hours (90 quarter credit hours) without paying tuition and fees.

President Illich has been working through the Nebraska Legislature to introduce a more flexible system for community colleges to use their property taxing authority. Illich worked with Senator Mark Kolterman of Seward to introduce LB27 during the 2019 legislative session. The current statutes allow community college boards a maximum of 2 cents per $100 valuation to be used for capital projects. The bill proposes to remove the 2 cent maximum and allow boards to use their full taxing authority for either general fund or capital projects. The bill would have no fiscal impact on taxpayers because it does not change the current maximum levy authority of 11.25 cents per $100 valuation. The legislature did not move the bill forward during the 2019 session, but President Illich continues to work with legislators to pass it in the 2020 session.

Metrics[8]

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

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

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

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

8.4 Promote proactive management of assets.

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

8.6 Strengthen capacity to pursue funding from external entities.

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

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

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

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

Figure 55

Total revenue collected from State Aid

Figure 56

Total revenue collected from Tuition and Fees
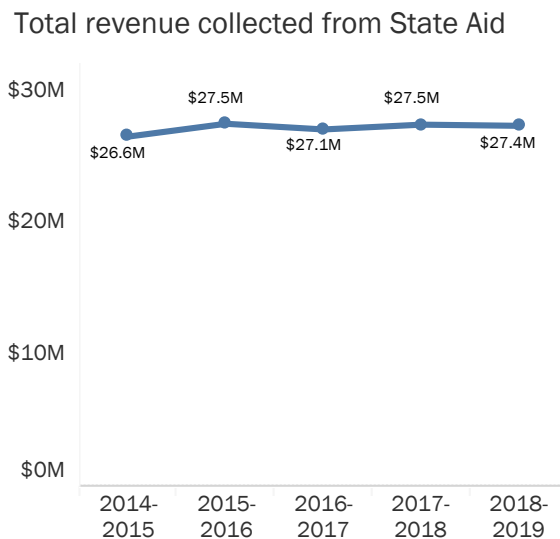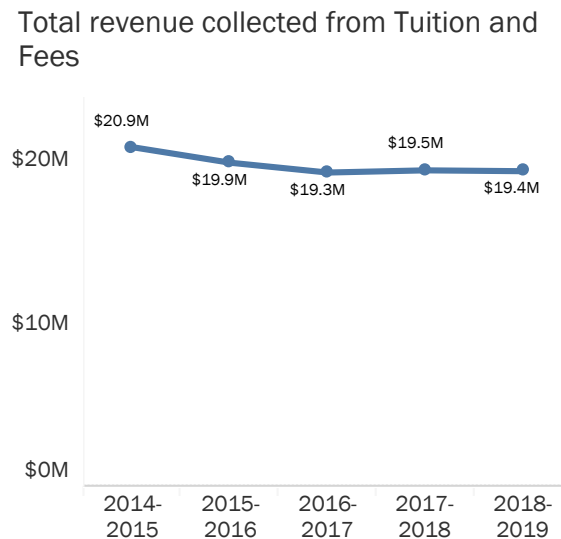
The total revenue collected from state aid (Figure 55) has been relatively flat the last four years. The total revenue collected from tuition and fees (Figure 56) has also been relatively stable for the last four years.

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[8] *The data sources and full description of the metrics provided for Goal 8 can be found on page 59.*

Figure 57

Amount of grant/contract awards
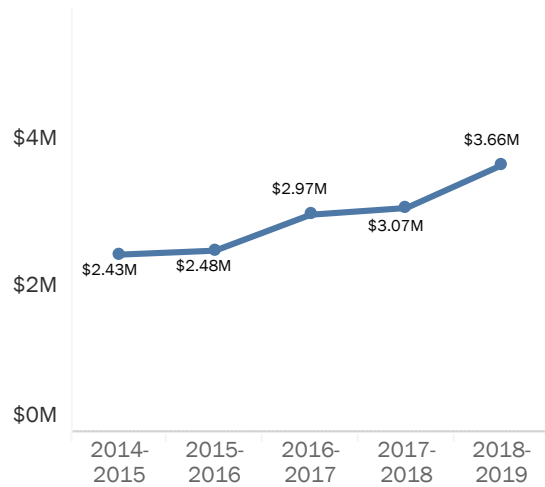
Figure 57 shows the amount of grant/contract funds awarded to SCC increased in fiscal year 2018-2019. The amount of awards has risen every year since 2014-2015.

Figure 58

Net assets of SCC Foundation
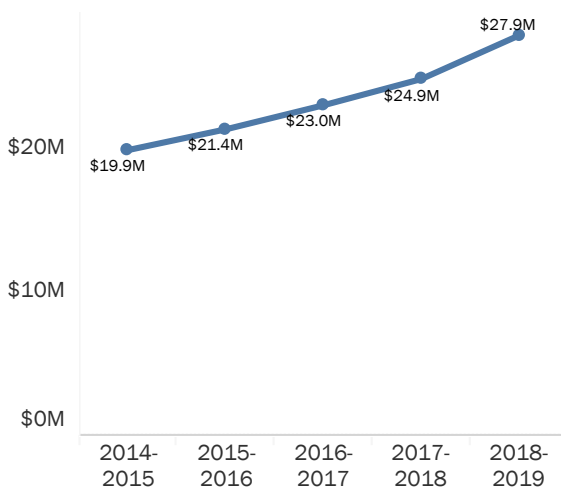
Figure 59

Total expenditures for scholarships by SCC Foundation
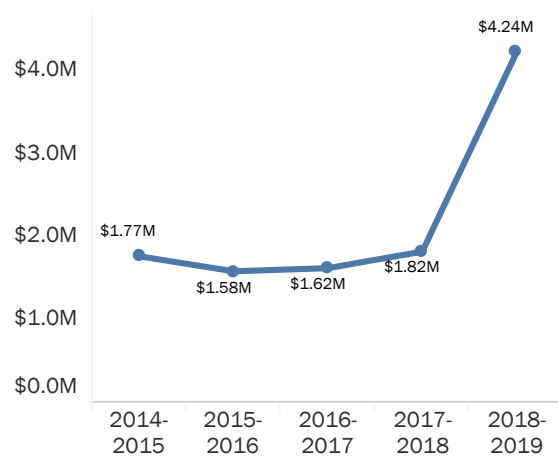
As shown in Figure 58, the total endowment of the SCC Foundation has grown steadily over the past five fiscal years, reaching nearly $28 million in fiscal year 2018-2019. Figure 59 shows that in 2018-2019 total expenditures for scholarships by the SCC Foundation grew from $1.82 million to $4.24 million. This dramatic increase was primarily due to a large donation from the Acklie Charitable Foundation.

Department-level Connections

Legend: ● Goal 1 ● Goal 2 ● Goal 3 ● Goal 4 ● Goal 5 ● Goal 6 ● Goal 7 ● Goal 8 ● Goal 9

Area Goal Year(s): 2018 – 2019

15.0%	18.1%	5.6%	13.2%	12.1%	9.7%	7.0%	6.5%	12.9%

Number of Area Goals by Area for Goal 8: Financial Stability

Area	Value
Administrative Services	16
Beatrice Campus	1
Facilities	5
Human Resources	1
Instruction	27
Lincoln Campus	6
President's Office	12
Student Affairs Division	9
Technology	6

Number of Area Goals by Objective for Goal 8: Financial Stability

Objective	Value
8.1	2
8.2	46
8.3	14
8.4	19
8.5	3
8.6	17
8.7	10
8.8	14
8.9	23
8.10	12

Department-level Achievements

- Advancement and Resource Development collaborated to identify 30+ potential grant opportunities for the College. They have submitted or are preparing grants for Health Science, Energy Generations, and Diesel Technology programs.

- Advancement, in collaboration with Public Information and the President's Office, made the College's online giving platform more user friendly and launched the SCC Diners Club.

- Resource Development updated the College's grant procedures and released them on the Hub. Grant tracking was also improved to include opportunities that are pursued and not pursued, with justifications.

Goal 9 – Organizational Environment

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

2018-2019 Strategic Achievements

In the spring of 2019 SCC's Office of Institutional Research held a **series of forums to engage employees from all divisions and departments across the College in the planning process**. In these meetings, IR presented an overview of key data from the environmental scan and asked for feedback on the College's progress in relation to the 2015-2019 Strategic Plan and input for the 2020-2024 Strategic Plan. During the spring quarter 29 forums were held, including multiple forums on each of the three campuses and a videoconference forum held with the Learning Center coordinators. More than 700 members of the SCC community participated, including employees from all instructional and non-instructional areas of the college and members of the SCC student senates. The input received at the forums highlights strong engagement among faculty and staff and indicates progress is being made on SCC's current strategic goals of improving communication and encouraging input. The input from the forums, community feedback, and other quantitative and qualitative data are being used by the Strategic Planning Team to inform the 2020-2024 Strategic Plan.

SCC accomplished one of its major initiatives when it officially started on a college-wide semester calendar on August 26, 2019. During 2018-2019 **all areas of the College worked diligently to ensure their areas were prepared for the quarters-to-semester switch**. In the Instructional and Student Affairs Divisions, revised Master Course Forms were processed for approximately 2,000 courses and division policies and procedures were updated. All academic programs finalized their semester course schedules and the catalog, student handbook, program fliers, cost sheets, and program web pages were updated to reflect semesters. Transfer equivalency processes were reviewed and articulation agreements with other institutions were reviewed and revised. Students affected by the conversion were extensively advised, including pop-up advising sessions at the end of the final spring quarter. The Board of Governors approved the rates for tuition, fees, housing and cafeteria, as well as a new 3-year faculty contract which determined the full-time faculty workload on the semester calendar. All student data had to be converted to reflect the new calendar as well. More than 400 hours was spent updating degree audits for the 2019, 2018, 2017 academic years; Financial Aid integrated the degree audit into its awarding process; and revisions and customizations to credit transcripts were finalized. A clone of the Colleague production database was completed for testing and a test of student records conversion process was completed. In the first week of July full data conversion occurred--nearly 5 million student records were updated and 102,260 course sections converted.

SCC continues to make progress in **the College's policies and procedures processes** to become fully compliant with HLC Criteria. In 2018-2019 the College developed a systematic

process to review and revise all policies and procedures in the College Handbook, Human Resources/Payroll Handbook, Instructional Handbook, Safety Management Plan, and those related to the Clery Act. A plan was presented to the Board of Governors for revising those policies and procedures identified as needing revision, and in September 2018 the Board passed a policy outlining the processes that will be used to regularly review policies/procedures and ensure compliance with all external regulations. The Board of Governers also passed a new Naming Rights of College Facilities Policy in January 2019.

SCC implemented a new employee wellness program. All full-time non-faculty employees are eligible for wellness time, which offers employees the opportunity to incorporate up to 90 minutes a week of exercise or wellness activities into their normal work week. Additionally, 402 full-time employees enrolled in the EHA Wellness Program in 2018-2019.

The College is working on revising its Strategic Plan for 2020-2024. IR **conducted an extensive environmental scanning process to inform the new Strategic Plan**. A team of faculty, staff, and administrators was established to review the findings of the environmental scan and develop data-driven goals and objectives for the College. The team will continue its work through Fall 2019 through Board approval of the new plan.

SCC implemented a **new planning software, Nuventive Improve, along with a new model for unit-level planning: Mission Action Plan**. The new software and model were adopted after gathering feedback on opportunities for improvement on the current planning process. The top areas of improvement included a strong desire for a meaningful and simplified process that promoted collaboration with other departments across the institution, additional training on setting goals, and alignment with other institutional continuous improvement processes. The College moved to a FAST (Frequently Discussed, Ambitious, Specific, and Transparent) goal model (from SMART goals) as an evidenced-based way to drive strategy and institutional improvement, while streamlining planning initiatives and providing training to leaders. More than 175 employees attended one of the trainings on the new planning system that were offered between November 2018 and January 2019. Survey findings included a 94% satisfaction rate with the College's planning process and 95% satisfaction with communication and training opportunities (n = 92; 56% response rate).

As part of continuing efforts to promote effective use of valid and reliable data, the Office of Institutional Research has recently implemented Tableau Server as a way to (1) make standard and ad hoc reports more visible and accessible, (2) build and strengthen a community of data consumers throughout the college, and (3) ensure the security of the underlying data. IR began rolling-out access to this system in September to the Administrative Team, Instructional Deans, and Student Affairs Deans and Directors.

SCC continued to work to **enhance employee orientation programming** for both full-time and part-time employees. In 2018-2019 SCC on-boarded 55 new full time employees to SCC (24 faculty and 31 staff).

Metrics[9]

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

9.1   Enhance staffing levels and organizational structure to promote excellence in all College operations.
9.2   Review and enhance all College policies and procedures by developing standardized documentation strategies.
9.3   Enhance employee orientation programming for both full-time and part-time employees.
9.4   Promote an efficient operational pace through effective organizational and academic calendars.
9.5   Enhance positive communication processes and practices.
9.6   Maximize a positive and engaging organizational environment by encouraging input, reflective and transparent communication, and compassion and respect toward the views and ideas of others.
9.7   Promote physical and psychological health among faculty and staff through innovative wellness programs, services, and facilities
9.8   Promote effective use of valid and reliable data in decision making, planning, and communication.

Figure 60

Full-time faculty headcount
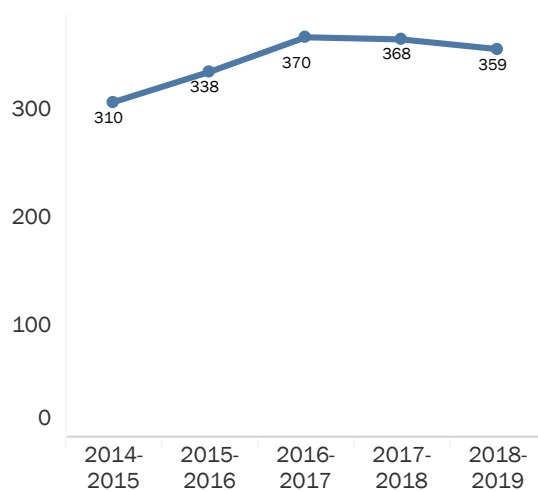
Figure 61

Full-time staff headcount
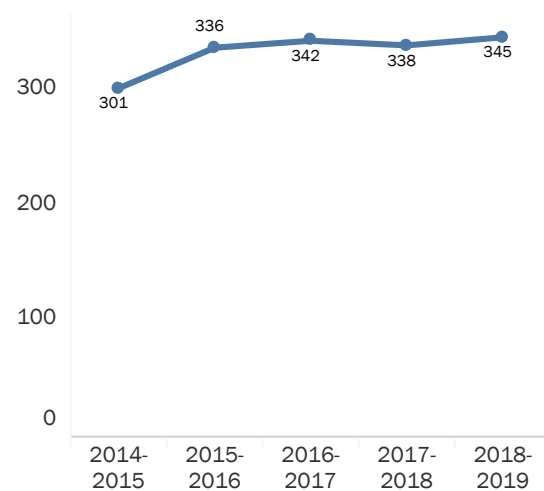
In 2018-2019, both the number of full-time faculty and the number of full-time staff remained relatively stable from the previous year, but both have grown significantly since 2014-2015. (Figure 60 and Figure 61). The increase in both employee counts was facilitated by an

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[9] *The data sources and full description of the metrics provided for Goal 9 can be found on page 60.*

increase in expanded budget requests being granted and was supported by the increased number of Human Resources employees available to assist in hiring.

Figure 62

Figure 63

Percent of employees who are faculty members

Percent of faculty who are full-time
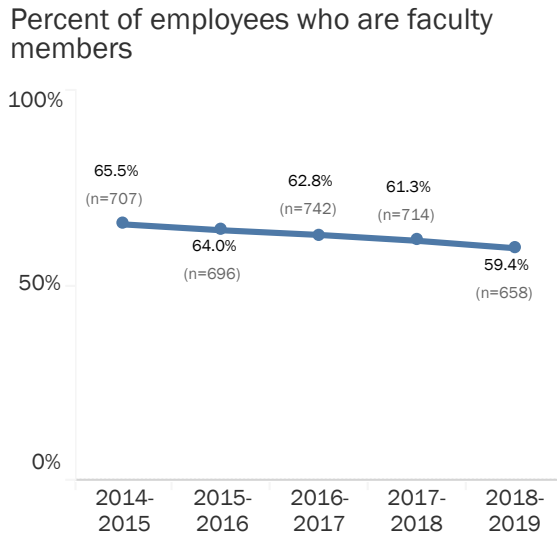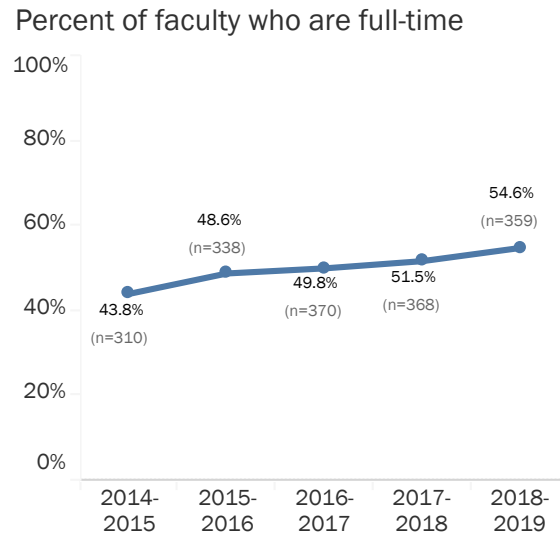
Figure 62 shows that approximately 60 percent of employees—as counted in the fall term—are faculty members. This proportion has decreased slightly over the last five years as necessary non-instructional staff have been added. Figure 63 shows that just over half of SCC's faculty members are full-time. This number has grown slightly in recent years and compares favorably to other community colleges in Nebraska, where this value ranged from 23.9 to 60.9 percent in 2017.

Department-level Connections

Goal 1 ● Goal 2 ● Goal 3 ● Goal 4 ● Goal 5 ● Goal 6 ● Goal 7 ● Goal 8 ● **Goal 9**

Area Goal Year(s)
2018 - 2019 ▾

15.0%	18.1%	5.6%	13.2%	12.1%	9.7%	7.0%	6.5%	12.9%

Number of Area Goals by Area for Goal 9: Organizational Environment

Area	Value
Administrative Services	15
Beatrice Campus	3
Facilities	6
Human Resources	10
Instruction	61
Lincoln Campus	3
President's Office	4
Student Affairs Division	48
Technology	16

Number of Area Goals by Objective for Goal 9: Organizational Environment

Objective	Value
9.1	20
9.2	39
9.3	10
9.4	18
9.5	90
9.6	52
9.7	10
9.8	71

Department-level Achievements

- Human Resources implemented online application and background check processes for part-time regular and adjunct positions college-wide and conducted a benefits comparison of peer community colleges.
- The Culinary/Hospitality program enhanced staffing levels to promote excellence by hiring an executive chef, a part-time front-house manager, and a purchasing manager for Course restaurant.
- To increase operational efficiency the Beatrice Dean of Students worked with Human Resources to complete a comparison study of community colleges and small colleges in Nebraska. As a result, the Residence Life Managers were reclassified from N classification to professional classification and salaried. The Assistant Residence Life Managers were also reclassified from N2 to N6.
- The Health Sciences Division worked to promote a positive and engaging environment. In 2018-2019 the division implemented a number of positive and engaging activities, including: birthday recognitions; FAC Celebrations after each division meeting quarterly to celebrate the great things each program is doing; a Fun Squad to plan fun/celebratory events; agenda items at division meetings to celebrate the personal, professional, educational, and passion accomplishments; Healthcare Awareness Months to show support for healthcare awareness initiatives; and Profession Awareness Weeks raise awareness and honor healthcare professions.
- Institutional Research produced two 9.8 Series documents in 2018-2019 to disseminate data to the College on the topics of Awards Granted and Enrollment by Program across Nebraska (Fall 2018) and Strategic Metrics and Peer Comparisons (Winter 2019).

Administrative Priorities

The Administrative Team developed the following priorities for the 2019-20 academic year after reviewing metrics performance data and evaluating the number of unit-level connections in 2016-17, 2017-18, 2018-19, and 2019-20. Administrative Team members will encourage all areas of the College to integrate these key College-level priorities into their 2020-2021 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, 2, and 3)

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 and 2)

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 (e.g. outcomes assessment, co-curricular assessment, program length, calendar enrollment processes, facilities, safety and security, and policy and procedure review) validated through the HLC Assurance Review process. (Goals 1-9)

6. Promote college-wide and department initiatives targeted toward strategic objective 9.6 to maximize a positive and engaging organizational environment, which includes the Quality Initiative; Emotional Intelligence professional development offerings and leadership trainings; and further infusion of 9.6 into the daily operations, employee and student interactions, and physical infrastructure. (Goal 9)

Sources and Methodology

This section provides additional information about the associated strategic objective, 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	Data Source	Definition
Figure 1	Total undergraduate enrollment*	1.0	SCC Data Warehouse	Total enrollment of undergraduate students, including dual credit students.
Figure 2	Total Continuing Education enrollment*	1.3	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	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	SCC Data Warehouse	The number of students enrolled with a major in one of the career/technical programs.
Figure 5	Number of sections of Continuing Education courses offered	1.3	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	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	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	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	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	Data Source	Definition
Figure 10	Percent of male students enrolled in programs that lead to female dominant occupations	1.4	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	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	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 enrolled undergraduate students who were home-schooled	1.8	SCC Data Warehouse	Unduplicated headcount of undergraduate students whose high school was identified as "Home School".
Figure 14	Bounce rate from Academics page	1.9	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 15	Bounce rate from Continuing Education page	1.9	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 16	Number of likes of SCC Facebook page	1.9	Public Information	As of June 30 of each year, the cumulative number of likes of SCC Facebook page.
Figure 17	Average total reach of SCC Facebook page	1.9	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 18	Number of unique pageviews of home page	1.9	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	Data source	Definition
Figure 19	CCSSE Benchmark for Active and Collaborative Learning	2.1	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 20	CCSSE Benchmark for Support for Learners	2.5	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 21	CCSSE Benchmark for Student-Faculty Interaction	2.5	CCSSE reports	Overall score for CCSSE benchmark of Student-Faculty Interaction. This survey has been administered at SCC every other year since 2011.
Figure 22	CCSSE Benchmark for Academic Challenge	2.2	CCSSE reports	Overall score for CCSSE benchmark of Academic Challenge. This survey has been administered at SCC every other year since 2011.
Figure 23	CCSSE Benchmark for Student Effort	2.2	CCSSE reports	Overall score for CCSSE benchmark of Student Effort. This survey has been administered at SCC every other year since 2011.
Figure 24	Percent of students who rated their overall educational experience at SCC as 'good' or 'excellent'*	2.1	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 25	Overall success rate of undergraduate students*	2.3	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 26	Overall success rate of dual-credit students	2.3	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 withdrawal rate of undergraduate students	2.3	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 28	Overall rate of D/F grades among undergraduate students	2.3	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 29	Percent of credit hours attempted in the first term that were successfully completed	2.3	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	Metric	Strategic Objective	Data Source	Definition
Figure 30	Percent of students who attempted at least one developmental course in math, reading or writing	2.3	VFA	The percent of First Time In College students who attempted at least one developmental course. Reported to VFA annually.
Figure 31	Percent of students who completed all developmental coursework*	2.3	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 32	Number of certificate, diploma, associate degrees awarded*	2.3	SCC Data Warehouse	Number of certificates, diplomas, and associate degrees (AA, AS, AAS, AOS) awarded during an academic year.
Figure 33	Graduation and transfer rate*	2.3	IPEDS Graduation Rates	Percent of students who either graduated or transferred out in three years (or 150% of normal time).
Figure 34	Workforce placement rate of Career/Technical students*	2.4	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 35	Fall to fall retention rate*	2.3	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	Data Source	Definition
Figure 36	Percentage of students graduating with honors	3.3	Informer Report titled "Graduate List"	The number of students who received "distinction" or "high distinction" at graduation during an academic year.
Figure 37	Percent of undergraduates on the Dean's List	3.3	SCC Data Warehouse	Percent of students on the Dean's list during the academic year. Students may be duplicated.
Figure 38	Number of student athletes enrolled	3.2	Athletic Department	The number of students participating in collegiate athletics during an academic year.
Figure 39	Number of students who participate in Global Education courses and trips	3.5	SCC Data Warehouse	Number of students participating in the Global Education course and trip during an academic year.
Figure 40	Number of fine and performing arts course sections offered	3.7	SCC Data Warehouse	The number of undergraduate course sections offered in the following subject areas: arts, music, photography, and theatre.
Figure 41	Number of submissions to Illuminations	3.7	Illuminations Editor	Number of submissions from SCC faculty, staff and students for Illuminations for an edition.

Goal 4 – Program Development

Figure	Metric	Strategic Objective	Data Source	Definition
Figure 42	Number of DACUMs conducted	4.3	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 43	Number of employer-organized customized trainings offered through Continuing Education	4.6	Continuing Education	The number of sections offered during an academic year through the Training Solutions department in Continuing Education.
Figure 44	Number of articulation agreements	4.7	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 45	Total enrollment at Learning Centers*	4.4	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 46	Number of sections offered at Learning Centers	4.4	SCC Data Warehouse	The number of courses offered at the six SCC Learning Centers.
Figure 47	Number of SENCAP participants*	4.5	SCC Data Warehouse	Unique count of students enrolled in courses offered by SENCAP or DC Advantage.
Figure 48	Number of students participating in TCA*	4.5	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	Data Source	Definition
Figure 49	Number of faculty/staff members who take advantage of tuition reimbursement for external courses	5.2	Human Resources-Professional Development	The number of employees who submitted requests for reimbursement after taking classes outside of SCC during a fiscal year.
Figure 50	Number of faculty/staff members who take advantage of tuition reimbursement for internal courses	5.2	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.

Goal 6 - Partnerships

Figure	Metric	Strategic Objective	Data Source	Definition
Figure 51	Percent of SCC service area high school seniors who enrolled at SCC during the following academic year*	6.1	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 52	Percent of dual credit students who enrolled at SCC as an undergraduate the following academic year*	6.1	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	Data Source	Definition
Figure 53	Number of multimedia classrooms	7.2	Information Technology	Total number of multimedia classrooms.
Figure 54	Number of wireless access points	7.2	Information Technology	Total number of wireless network access points on SCC locations.

Goal 8 - Financial Stability

Figure	Metric	Strategic Objective	Data Source	Definition
Figure 55	Total revenue collected from State Aid	8.1	Schedules of general fund revenues from Annual financial audit report	Total revenue collected from state aid during fiscal year.
Figure 56	Total revenue collected from Tuition and Fees	8.1	Schedules of general fund revenues from Annual financial audit report	Total revenue collected from tuition and fees during fiscal year. These are presented on the same basis as the College's General Fund budget and are not on a GASB basis of accounting. In particular, tuition is not reduced for scholarship allowances from grants and some other funds.
Figure 57	Amount of grant/contract awards	8.6	Annual reports from Resource Development Office	Amount of grant dollars awarded to SCC during fiscal year. Does not include awards from Pell Grant Program, Federal Direct Loan or Federal Work-Study Program.
Figure 58	Net assets of SCC Foundation	8.7	Annual financial audit reports	Total net assets of SCC Foundation at the end of the fiscal year.
Figure 59	Total expenditures for scholarships by SCC Foundation	8.7	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	Data Source	Definition
Figure 60	Full-time faculty headcount	9.1	IPEDS HR	Number of faculty members employed by SCC on November 1st of each year.
Figure 61	Full-time staff headcount	9.1	IPEDS HR	Number of staff members employed at SCC on November 1st of each year. This count includes administrators as well.
Figure 62	Percent of employees who are faculty members	9.1	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 63	Percent of faculty who are full-time	9.1	IPEDS HR	As reported to IPEDS during the fall term, percent of all SCC faculty who are full-time.

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