2015-2019 STRATEGIC PLAN
YEAR 5 PROGRESS REPORT

2019-2020
STRATEGIC ACHIEVEMENTS
MEASURES OF SUCCESS
AND FIVE-YEAR SUMMARY

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From the President

In June 2020 Southeast Community College (SCC) concluded the fifth and final year of its 2015-2019 Strategic Plan, the College's first institutional strategic plan. 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 incredible progress on a number of its transformative goals and objectives, including the continued expansion of its physical presence in the 15-county service area with new Learning Centers; completion of its first Facilities Master Plan; the completion of Phase I of the Facilities Master Plan with multiple renovation projects and the construction of four new facilities; completion of a four-year initiative that led to the successful conversion to a semester calendar in fall 2019; and several college-wide initiatives implemented to enrich student lifelong learning.

I am extremely appreciative and thankful for the remarkable energy, effort, and positivity among everyone at SCC that led to these tremendous accomplishments. I also want to thank the Board of Governors for its courage, vision, and commitment to the students, employers and communities in our 15-county service area.

The annual strategic plan progress report represents an excellent example of how SCC is embracing the importance of setting goals, measuring the progress toward 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 2019-2020 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 fifth annual Strategic Plan Progress Report, the [Office of Institutional Research](#) gathered and analyzed internal and external trend data for each metric. The metric visualizations have been designed to capture trend data for the last five years for each metric. See key below.
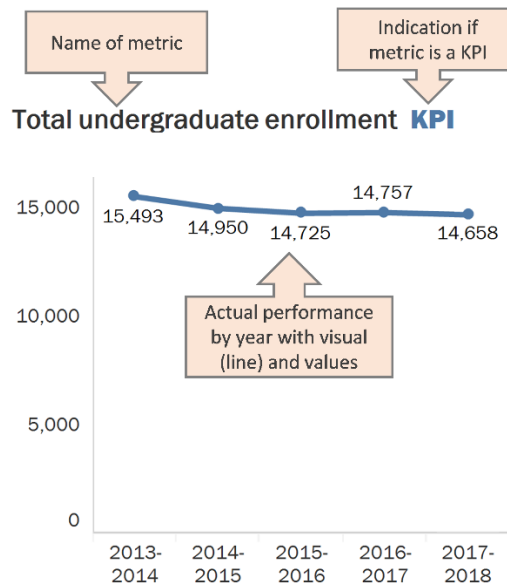
In past strategic plan progress reports each metric included a caption with basic data interpretation to help the reader understand the information in which what they were reading. The 2019-2020 academic year will not be soon forgotten with a number of major changes occurring. The metrics will be difficult to interpret, especially the data related to enrollment due to the semester conversion, substantial credit hour reduction in many programs, and the COVID-19 pandemic. Other data could be useful from a future planning perspective. Consequently, metric captions include interpretation only where data interpretation is appropriate. Please note the COVID-19 pandemic required SCC to alter instructional programming, course offerings, and other services.

The 2019-2020 Strategic Plan Progress Report includes the following information for each Strategic Goal: strategic highlights from 2019-2020 and the last five years 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 department-level achievements. The Office of Institutional Research selected highlights for each strategic goal's department-level achievement.

This 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.

2019-2020 Strategic Achievements

Southeast Community College continued to make progress toward its goal of enrollment growth in 2019-2020.

In September 2019, **the ribbon was cut on a new 9,500 square-foot [Learning Center at Falls City](#).** The new building replaced a small temporary facility and will be able to provide a wider array of learning opportunities and serve many more students. The new facility includes four classrooms, a large manufacturing space and a health science teaching lab. The Learning Center was designed with distance learning technology to facilitate connections to courses and faculty on SCC's campuses as well as on-site instruction. Credit and non-credit courses will be offered, as well as business and industry training.

SCC continues to make progress in strengthening recruiting and admissions processes. In 2019-2020 the College **increased the number students participating in its Career Days recruiting events with more than 1,000 students attending** the events promoting construction, healthcare, and transportation career pathways at SCC. This is an increase of 231 students from the previous year. With assistance from Firespring, the College launched its first admissions recruitment campaign which resulted in 674 unique student leads in its first year. In 2019-2020, SCC also implemented and hosted its first [virtual campus visits](#).

In 2019-2020, SCC also **continued to improve enrollment processes**. The College implemented a Program Evaluation/Degree audit process for financial aid, which measures the courses a student enrolls in against the requirements for the Program of Study. This facilitates student completion and corrects a compliance issue for the College. SCC also implemented Nelnet Business Solutions payment plan software, which aims to increase enrollment and retention by allowing students to pay current and past tuition balances on a payment plan.

SCC continued to focus on improving its marketing strategies. **SCC partnered with Firespring to develop videos for a new student recruitment campaign,** which will eventually include more program videos. During 2019-2020, Firespring created an overall SCC video around the tagline ["Choose You."](#) The College increased the amount of coverage it received from media outlets. The College also redesigned the webpages for each Program of Study, Continuing Education, Student Affairs, Advising, alumni, and child care.

Summary of 2015-2019 Strategic Achievements

Overall, Southeast Community College made strong progress toward its goal of enrollment growth during the course of the 2015-2019 Strategic Plan.

The new facility in Falls City in 2019-2020 capped five years of rapid development that saw the planning and realization of six new learning centers across the College's service area. SCC was able to **fulfill its goal of placing a Learning Center within a 35-mile radius of everyone living in its 15-county service area.** In July 2015, SCC released a study proposing to establish six new learning centers. The Learning Center at York officially opened in May 2016, with the Learning Centers at Plattsmouth and Nebraska City following in October 2016. The Learning Center at Hebron officially opened in July 2017, in a newly renovated facility located in the former Thayer Central primary school. The Learning Center at Wahoo officially opened in April 2018. The new facility in Falls City followed in September 2019. All six of the Learning Centers have been approved as recognized college locations by the Higher Learning Commission.

During this period, SCC secured Rural Development grants from the United States Department of Agriculture (USDA) which has enabled students in the Learning Centers to **participate in classes taught on campus by connecting to a** [robot](#) that serves as their avatar in the classroom. 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. In 2019-2020, SCC was awarded a $500,000 USDA grant for a Multi-Campus Simulation Center which will further extend distance learning options for Health Sciences to the entire 15-county service area.

The College has made progress toward **enrollment growth through improvements in enrollment and course scheduling processes that better meet student demand**. The College has implemented a scheduling model which identifies course demand based on course utilization over the previous three years of enrollment. The Dean of Student Enrollment uses utilization reports generated by the Office of Institutional Research and works directly with program directors and department chairs to produce the semester schedule, ensuring that additional sections are added where needed. The College has also made improvements in registration processes, with a focus on removing procedural barriers.

SCC made progress toward its goal of increasing enrollment among veterans and homeschooled students during the 2015-2019 Strategic Plan. In September of 2015, the [Veterans Connect Center](#) was opened on the Lincoln Campus. **The Veterans Connect Center was created to improve educational programming and services for student veterans and their families.** Additionally, a new Director of Disability and Academic Support services was hired in October 2016 and was tasked with overseeing [student veterans support services.](#)

SCC also initiated new recruitment efforts to proactively **increase homeschooled students**. Admissions and the Southeast Nebraska Career Academy Partnership/DC (Dual-Credit)

Advantage staff collaborated to provide outreach services and recruit homeschool students. Efforts included attendance at homeschool conferences and presentations to parents and students within the homeschool community. The College also committed additional marketing resources to recruit the homeschool population.

During the 2015-2019 Strategic Plan, the College made substantial progress on updating its branding and marketing. SCC **hired Firespring to boost its image and marketing efforts and to create a new logo for the College**. In 2019 the new logo and marketing strategy was rolled out with the goal of increasing awareness and enrollment among both high school students and adult learners.

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.

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[1] *The data sources and full description of the metrics provided for Goal 1 can be found on page 62.*

Figure 1

Total undergraduate enrollment
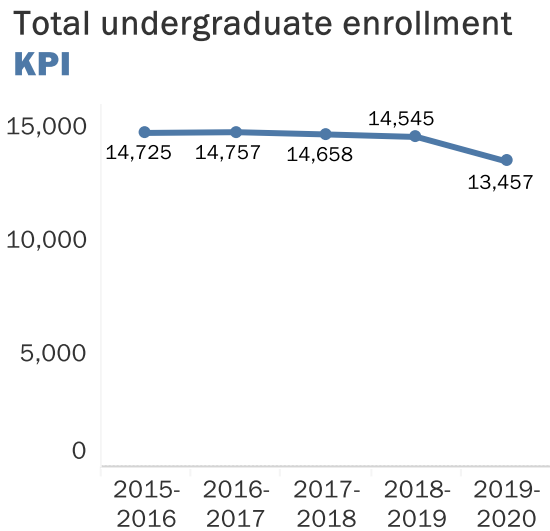### KPI

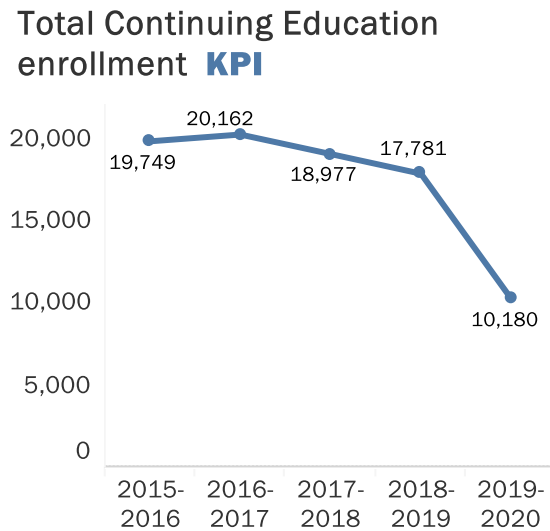**Figure 2**

Total Continuing Education enrollment KPI

Figure 1 shows the number of undergraduate students enrolled (which includes academic transfer/undeclared, career/technical, and dual credit students) for 2015-2016 through 2019-2020. Figure 2 shows the total Continuing Education enrollment for the same years.
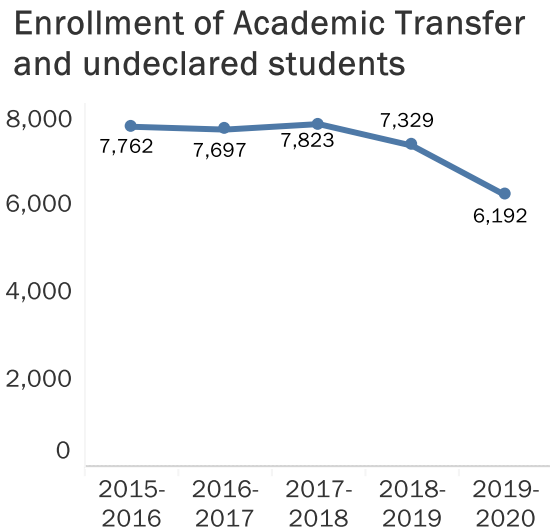
Figure 3

Enrollment of Academic Transfer and undeclared students

Figure 4
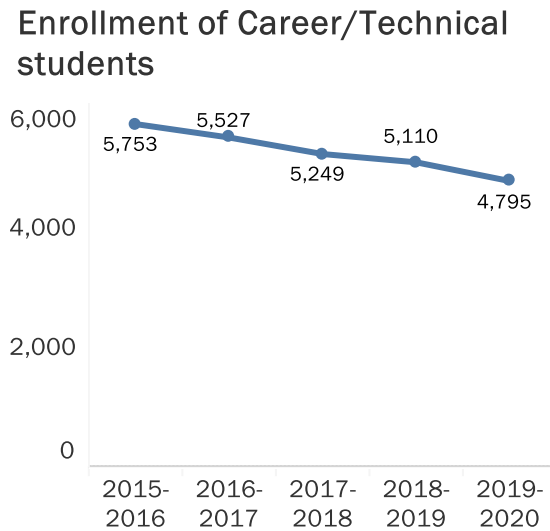
Enrollment of Career/Technical students

Figure 3 shows the number of Academic Transfer and undeclared students enrolled from 2015-2016 through 2019-2020. Figure 4 shows the number of students enrolled in career/technical programs for the same years.
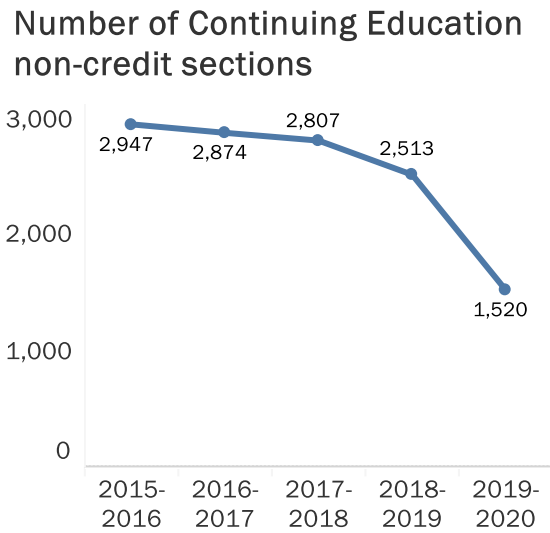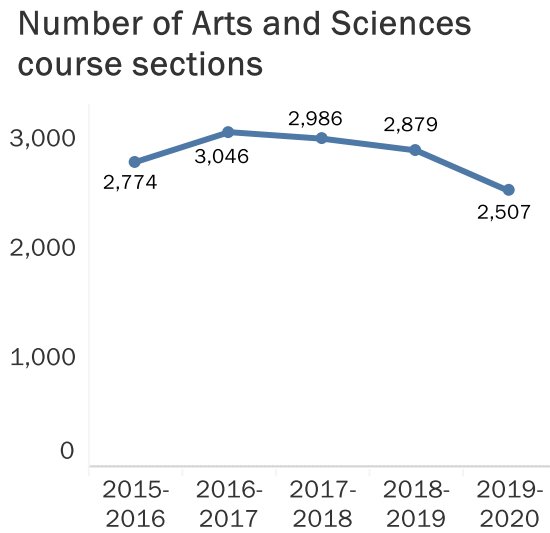
Figure 5

Number of Continuing Education non-credit sections

Figure 6

Number of Arts and Sciences course sections

Figure 5 shows the number of non-credit sections offered by the Continuing Education Division each year between 2015-2016 and 2019-2020. Figure 6 shows the number of Arts & Sciences course sections offered during the same time span.

Figure 7

Number of Career/Technical course sections
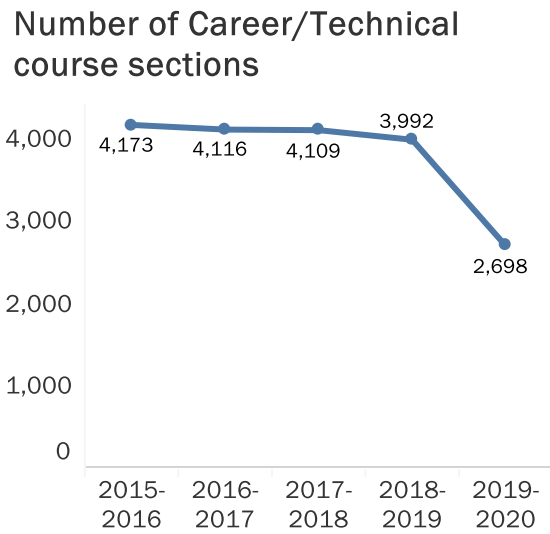

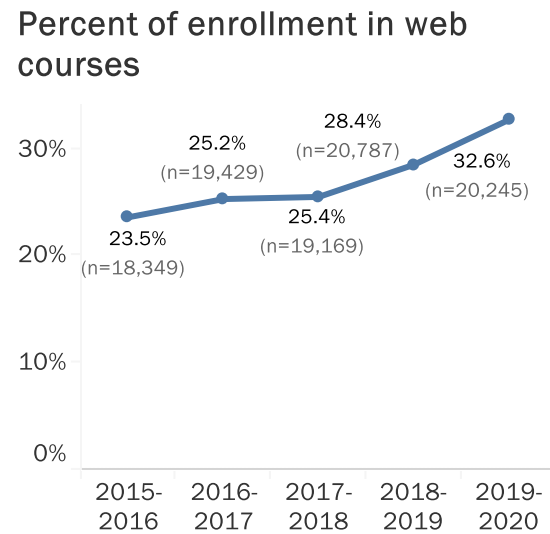Figure 8

Percent of enrollment in web courses

Figure 7 shows the number of course sections offered by career/technical programs during the last five years. Figure 8 shows 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

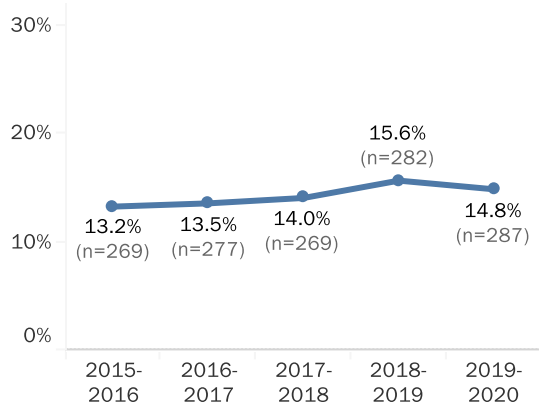Percent of female students enrolled in programs that lead to male dominant occupations

Figure 10

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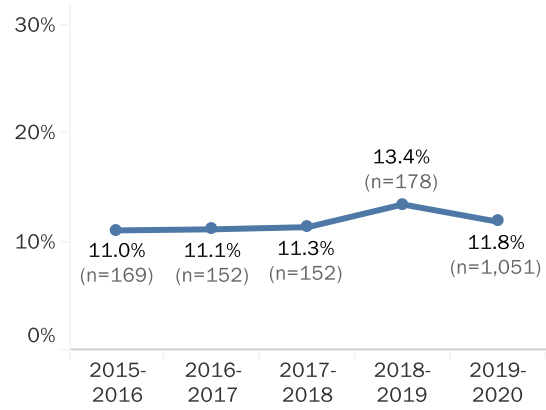

Figure 9 shows the percent of female students enrolled in programs that lead to male-dominant occupations over the last five years. Figure 10 shows the percent of male students enrolled in programs leading to female-dominant occupations over the last five years.

Figure 11

Percent of undergraduate enrollment that is minority **KPI**
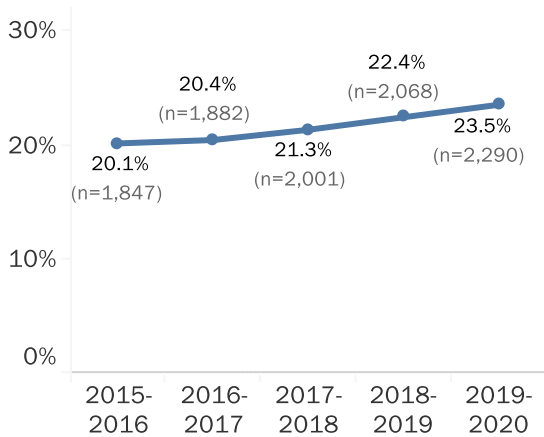
Figure 12

Index of undergraduate population diversity compared to service area
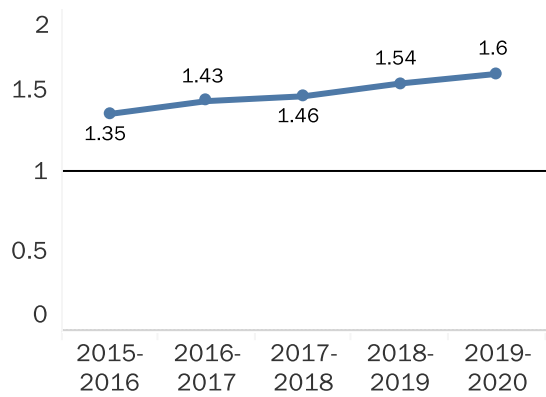
Figure 11 shows the percent of the undergraduate population at SCC which identifies as a racial or ethnic minority. These data include fall term enrollment only. Figure 12 provides a measure of diversity of the SCC student body as compared to the diversity of SCC's 15-county service area. A score of 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
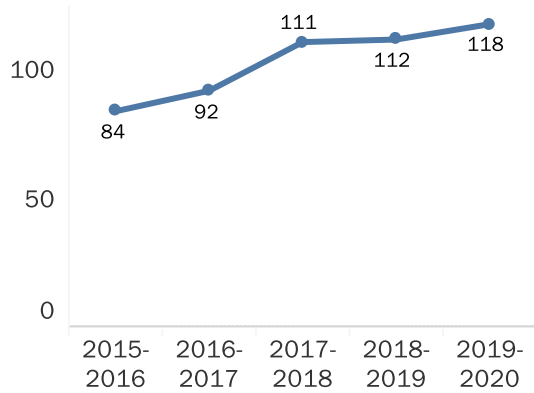
Figure 13 shows that the number of undergraduate students who were homeschooled before arriving at SCC, a small percentage of the overall undergraduate student body, has been increasing over the past five academic years.

Figure 14

Bounce rate from Academics page
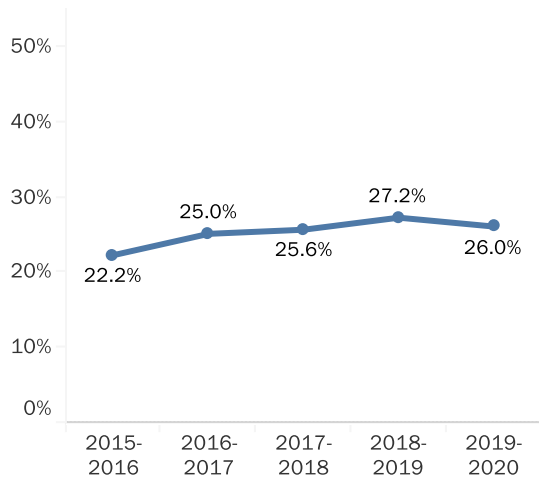
Figure 15

Bounce rate from Continuing Education page
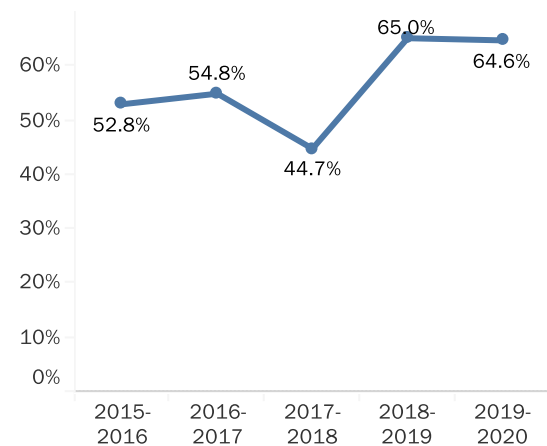
Bounce rate is the percentage of website visits in which the person leaves a website from a particular page without clicking a link on that page; lower values are better. Figure 14 shows that the bounce rate from the Academics page is more than 25% (approximately 75% of visitors interacted with the page). Figure 15 shows that the Continuing Education page has a higher bounce rate than the Academics page.

Figure 16
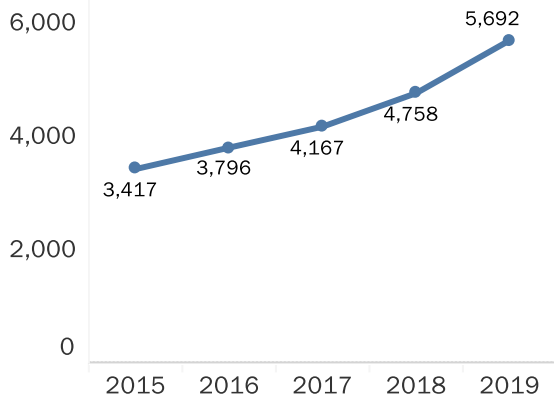
Number of likes of SCC Facebook page
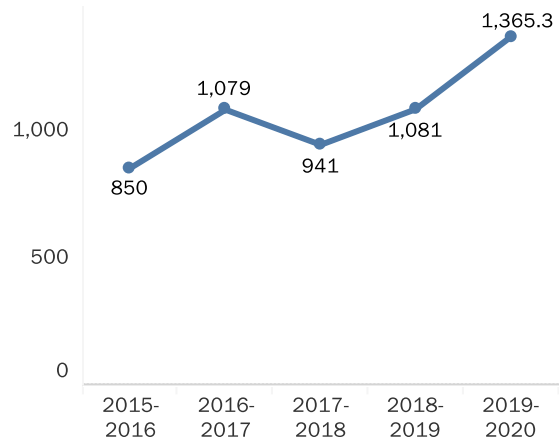
The number of likes of the SCC Facebook page has steadily increased over the past five years (Figure 16). Figure 17 shows the total reach of the SCC Facebook page. The average number of people per post who interacted with the page has increased the past two years.

Figure 17

Average total reach of SCC Facebook page

Figure 18

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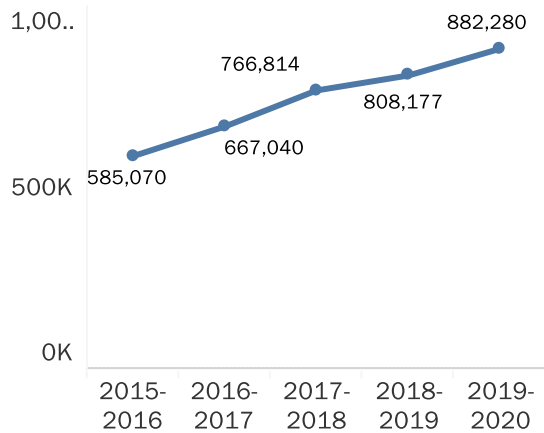
Figure 18 shows the number of unique pageviews of the SCC website home page for the past five years. This number has increased over the last five years.

2019-2020 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)
2019 - 2020

| 15.2% | 17.5% | 5.4% | 13.5% | 14.3% | 9.2% | 6.3% | 5.0% | 13.7% |

Number of Area Goals by Area for Goal 1: Enrollment and Growth

Area	Value
Administrative Services Division	1
Beatrice Campus Division	2
Instruction	70
Lincoln Campus Division	1
President's Office Division	12
Student Affairs Division	19
Transportation, Welding & Agriculture Division	22

Number of Area Goals by Objective for Goal 1: Enrollment and Growth

Objective	Value
1.1	29
1.2	72
1.3	29
1.4	33
1.5	10
1.6	47
1.7	8
1.8	8
1.9	65

Summary of 2015-2019 Department-level Connections

Objective	2015-16	2016-17	2017-18	2018-19	2019-20
1.1	22	15	12	45	29
1.2	78	65	59	79	72
1.3	49	48	47	56	29
1.4	24	33	30	31	33
1.5	13	8	2	9	10
1.6	73	55	20	76	47
1.7	5	5	5	5	8
1.8	2	5	5	3	8
1.9	30	40	43	66	65

2019-2020 Department-level Achievements

- The College enrolled 183 students who received veterans benefits through SCC during the Fall 2019 semester.

- The Business Division added three new degrees in Accounting, Business, and Business Communications to promote student enrollment growth and enhance transfer opportunities.

- Continuing Education identified a number of metrics to track increases in CE enrollment and course offerings. The Lincoln Leisure program's goal was to add 15 new classes offered to the public, and 37 new classes were offered. This resulted in 1,633 contact hours and 435 students.

- The Office of Public Information and Marketing developed internal metrics to track public awareness. From July 1, 2019, through June 30, 2020, SCC received media coverage of events or features 149 times, compared to 96 mentions the previous year.

Goal 2 – Student Success

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

2019-2020 Strategic Achievements

One of Southeast Community College's initiatives for improving student success is the Pillar Project, the College's Quality Initiative developed as part of the Higher Learning Commission's Open Pathway for accreditation. **The purpose of the Pillar Project is to improve retention and completion by helping new students acquire and enhance academic resiliency skills to assist in the navigation of potential obstacles.** In Fall 2019-2020, an Advisory Team was established for the Pillar Project that met monthly to develop pilot strategies for teaching, advising, and staff interactions. In January 2020, the College conducted a training workshop with a pilot group of faculty and staff, followed by monthly feedback sessions. In November 2019, the College held a faculty/staff in-service training with David Katz, a nationally recognized speaker on emotional intelligence and supportive, resilient classrooms and workplaces.

In 2019-2020, SCC completed its implementation of Canvas for the fall semester. The **new learning management software initiative** aimed to improve student success by enhancing teaching effectiveness. Achieving this full implementation in the fall allowed for a more successful shift to all remote learning when the COVID-19 pandemic unexpectedly forced the College to close its campuses in spring 2020.

SCC's staff also worked hard to quickly develop systems to enable the **remote delivery of student services** as well, including [Advising](#) and New Student Orientation. The remote delivery of these services is not only helping our students succeed during the pandemic, but will help ensure widespread access to these important student success resources in the future.

Summary of 2015-2019 Strategic Achievements

Over the course of the 2015-2019 Strategic Plan, SCC undertook a number of initiatives to improve student success, retention, completion, and academic excellence.

The College worked with Ellucian to purchase and implement CRM Advise software. The **new software is designed to support student retention through the use of systematic student success tracking and retention alerts that trigger positive interventions**.

The College designed and launched the Pillar Project as its Quality Initiative for the Higher Learning Commission after completing a comprehensive five-year cohort analysis of the factors that contribute to students receiving failing grades in credit courses at SCC and the completion or transfer outcomes of those students who received failing grades. The Pillar Project focuses on three strategies to promote and reinforce academic resiliency skills among new students: comprehensive professional development training on academic

resiliency for faculty, advisors, and Student Affairs staff who have significant and frequent interactions with new students; engaged learning activities embedded into gateway courses that have the highest number of failing grades; and implementation of the CRM Advise software.

The College continued its **Engaged Learning Experience (ELE) initiative**. ELE is a teaching and learning process focused on engaging students in the application of knowledge and skills through interactive experiences. The initiative has included workshops, learning labs, faculty challenges, and other strategies to train and encourage faculty to implement engaged learning strategies into their courses. The College has also invested in creating flexible classrooms that allow students to move, collaborate, and adapt all surfaces of the classroom for optimal learning.

SCC opened a **new Student Success Center on the Lincoln Campus** in August 2016. This Center provides a permanent home for student support services: [Learn to Dream](#), [TRIO Student Support Services](#), [Kiewit Scholarship Program](#), [People Obtaining Prosperity](#), and Student Success Coaches. In Fall 2016, a Director of Student Success was hired to support a unified mission of holistic student support. The Student Success Center has encouraged collaboration among student support services, resulting in improved communication to students related to success strategies.

During the 2017-2018 academic year, the General Education Team **revised the College's General Education Learning Outcomes** (GELOs) for the first time since the College's focused visit with HLC in 2005. The outcomes-based SCC Core consists of a set of student learning outcomes aimed at the development of knowledge and skills beyond those specific to an occupation and at academic, personal, and social growth. The General Education team revised the GELOs and developed descriptors, outcomes, and rubrics that will support the assessment of the GELOs. Furthermore, the General Education Team developed a continuous improvement process that will strengthen the general education course offerings and provide ongoing assessment and curricular revision of all general education courses.

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.

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[2] *The data sources and full description of the metrics provided for Goal 2 can be found on page 64.*

Figure 19

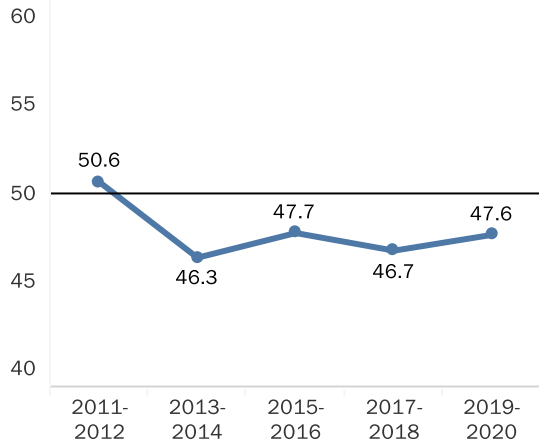CCSSE Benchmark for Active and
Collaborative Learning

Figure 20

CCSSE Benchmark for Support for
Learners
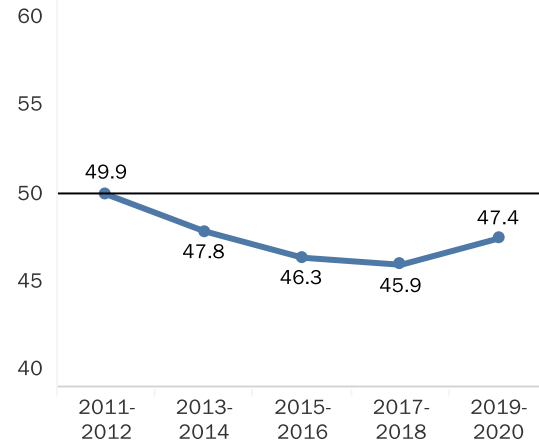
All scores for CCSSE benchmarks are normalized such that the average score nationwide for all participating schools is 50. Scores above 50 indicate students at an individual school are more engaged than the national average; scores below 50 indicate that students are less engaged. Because a different 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.

Figure 21

CCSSE Benchmark for Student-Faculty
Interaction

Figure 22

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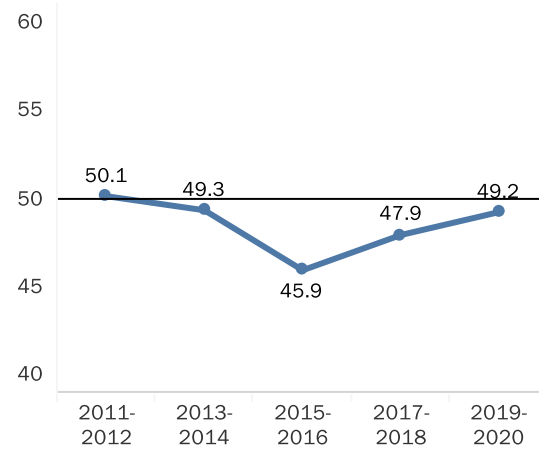
Figure 21 shows the benchmark score for "Student-Faculty Interaction" was near the national average in 2011-2012, but has been below average in subsequent years. Figure 22 shows the

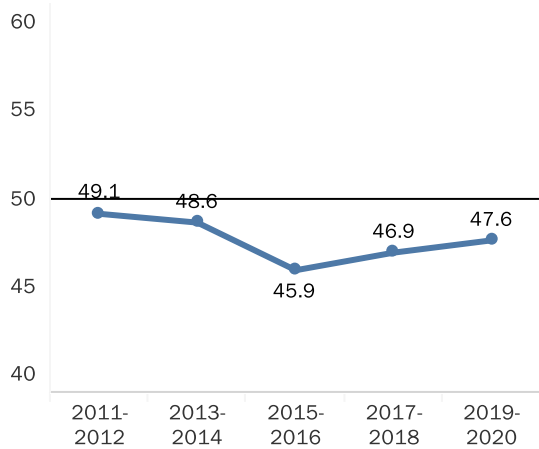benchmark score for "Academic Challenge" was at the national average in 2011-2012, and has returned to near the national average.

Figure 23

CCSSE Benchmark for Student Effort

Figure 24

Percent of students who rated their overall educational experience as 'good' or 'excellent' **KPI**
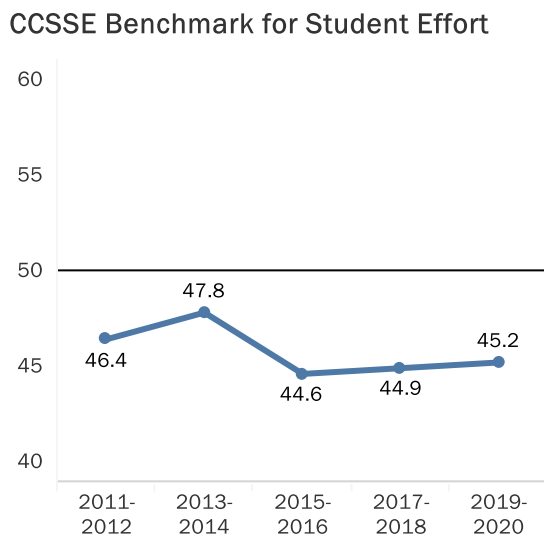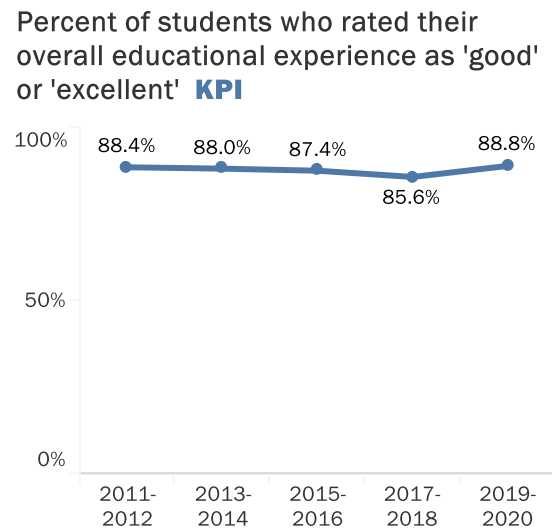
As shown in Figure 23, the SCC score for the benchmark on "Student Effort" has been lower than the national average in each year the survey has been administered. Figure 24 shows that the vast majority of students who responded to the CCSSE survey rated their overall educational experience at SCC as "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
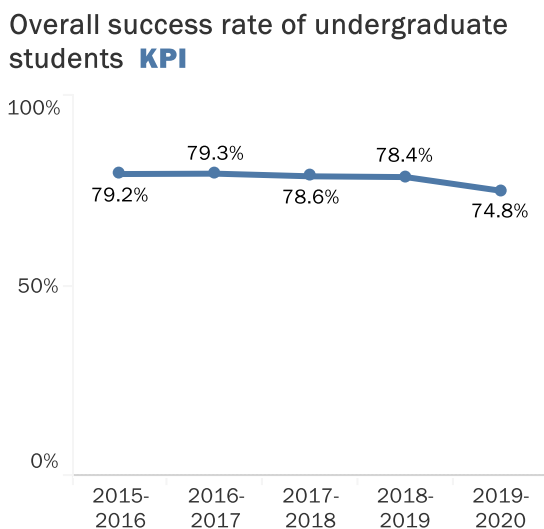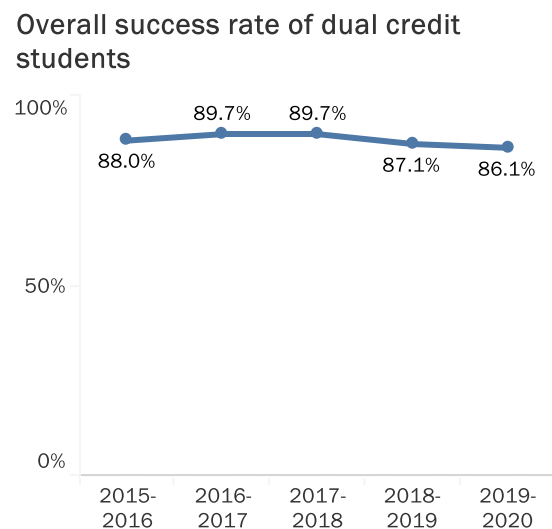
Figure 25 shows the overall success rate of undergraduate students for the past five academic years. Figure 26 shows the overall success rate of dual-credit students during the same five-year time span.

Figure 27

Overall withdrawal rate of undergraduate students

5.8% 7.3% 7.8% 7.7% 10.1%

2015-2016 2016-2017 2017-2018 2018-2019 2019-2020

Figure 28

Overall rate of D/F grades among undergraduates

15.0% 13.4% 13.6% 13.8% 15.2%

2015-2016 2016-2017 2017-2018 2018-2019 2019-2020
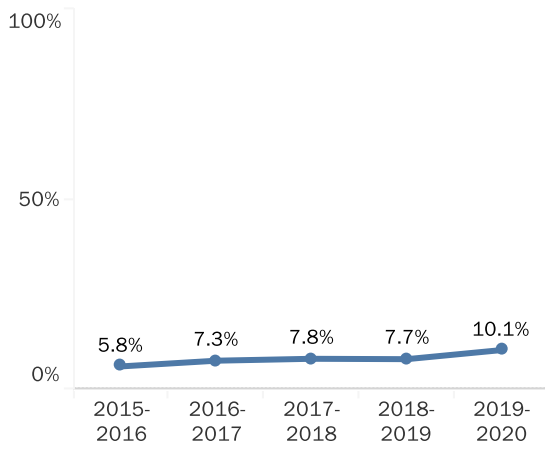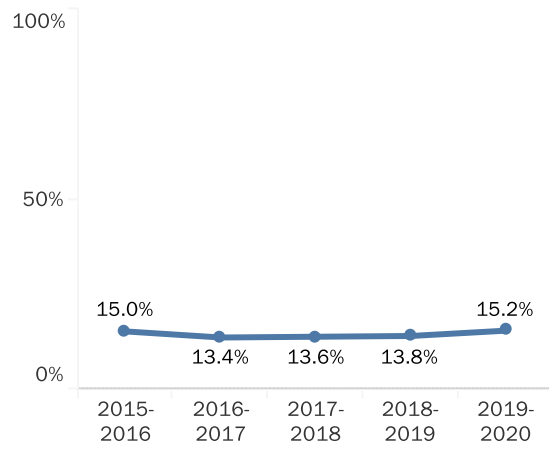
Figure 27 and Figure 28 show the related rates of students receiving a "W" (withdrawal rate) or a "D" or "F" (D/F rate) from 2015-2016 through 2019-2020.

Figure 29

Percent of credit hours attempted in the first term that were successfully completed

70.6% 71.1% 71.2% 71.8% 70.8%

2015-2016 2016-2017 2017-2018 2018-2019 2019-2020
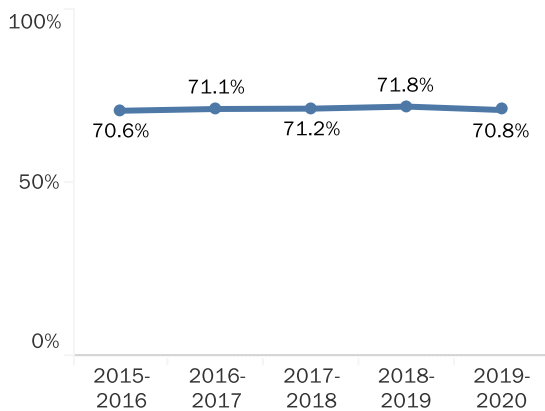
Figure 29 shows the percent of credit hours attempted by "first time to the College" students at SCC that were completed successfully (i.e., C or better). All students new to SCC in the fall term are included in this measure, including transfer students. This data comes from the Voluntary Framework of 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
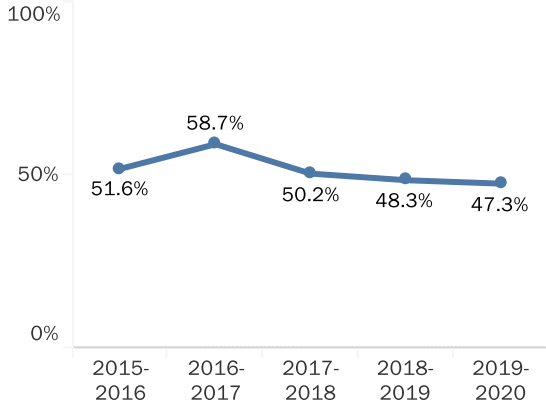
Figure 31

Percent of students who completed all developmental coursework **KPI**
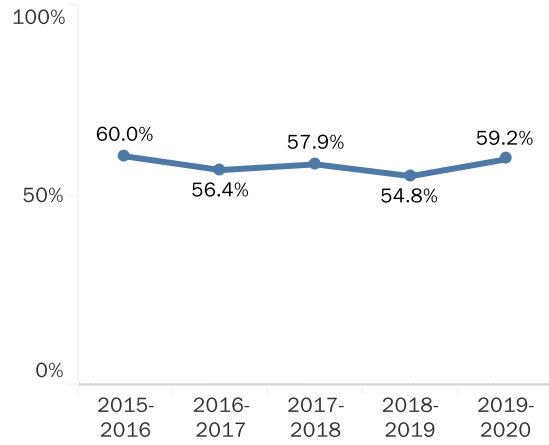
Two additional VFA measures include the percent of students who attempted at least one developmental course and the percent of students who completed all developmental coursework. These measures track course completion over a six-year period for a cohort of students who start at SCC in the fall term as their first college experience after high school. Figure 30 shows the percent of students who attempted at least one developmental course in math, reading or writing. Figure 31 shows the percent of students who completed all developmental courses (of those who took at least one developmental course) and were eligible to move on to a college-level course in math or writing.

Figure 32

Number of certificate, diploma, associate degrees awarded **KPI**
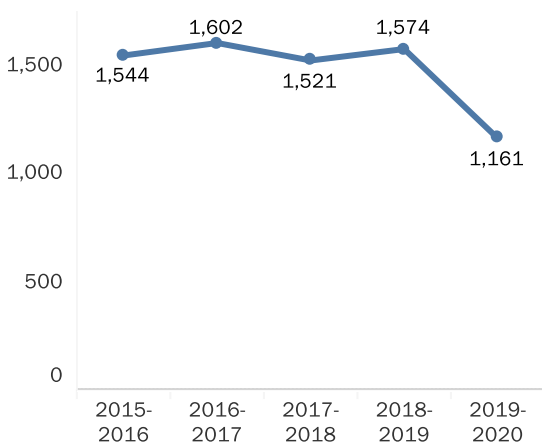
Figure 33

Graduation and transfer rate **KPI**
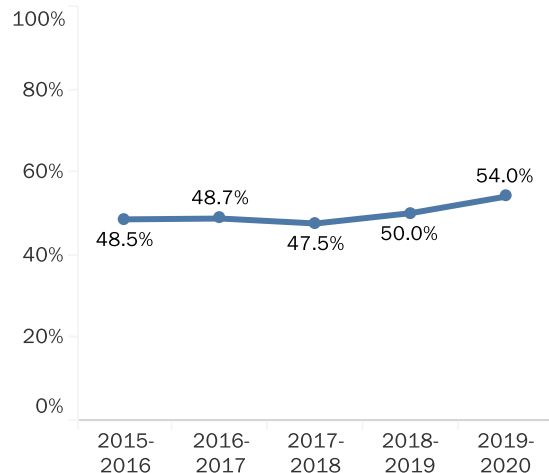
Figure 32 shows the number of certificates, diplomas, and associate degrees awarded in the last five academic years. Figure 33 shows the graduation and transfer rate during the last five academic years.

Figure 34

Figure 35

Workforce placement rate of
Career/Technical graduates **KPI**
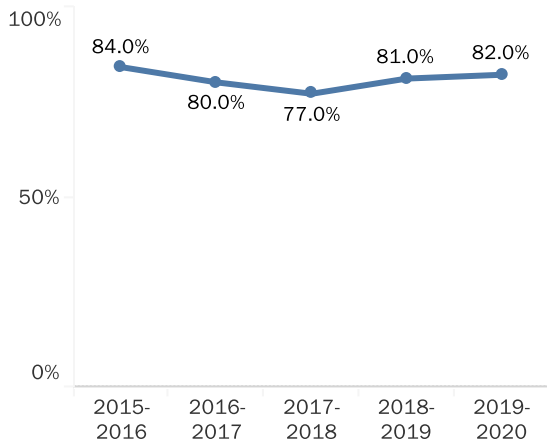
Fall to fall retention rate **KPI**
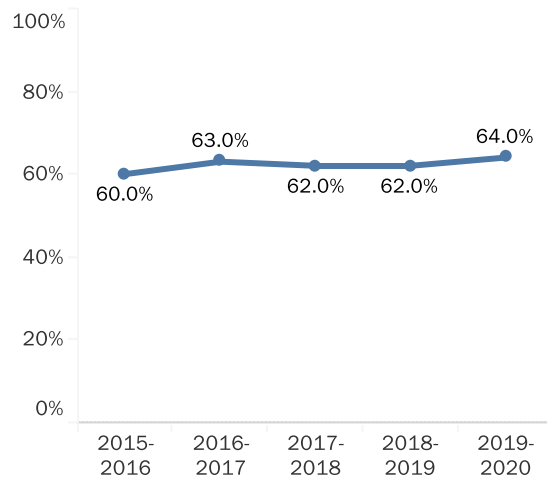
Figure 34 shows the workforce employment rate for career/technical students. Figure 35 shows the percent of students enrolled from the previous fall term who are still enrolled or completed their program.

2019-2020 Department-level Connections
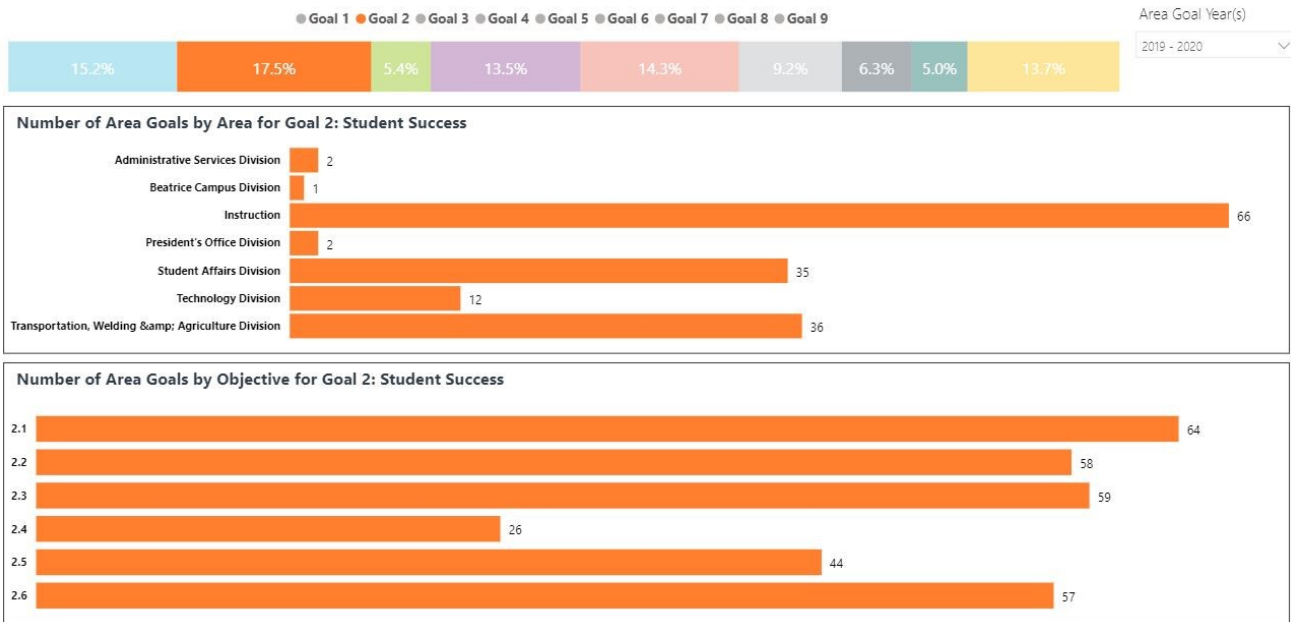
Summary of 2015-2019 Department-level Connections

Objective	2015-16	2016-17	2017-18	2018-19	2019-20
2.1	90	64	64	69	64
2.2	21	18	69	87	58
2.3	50	40	43	86	58
2.4	9	6	9	28	25
2.5	57	44	29	67	44
2.6	18	30	56	92	57
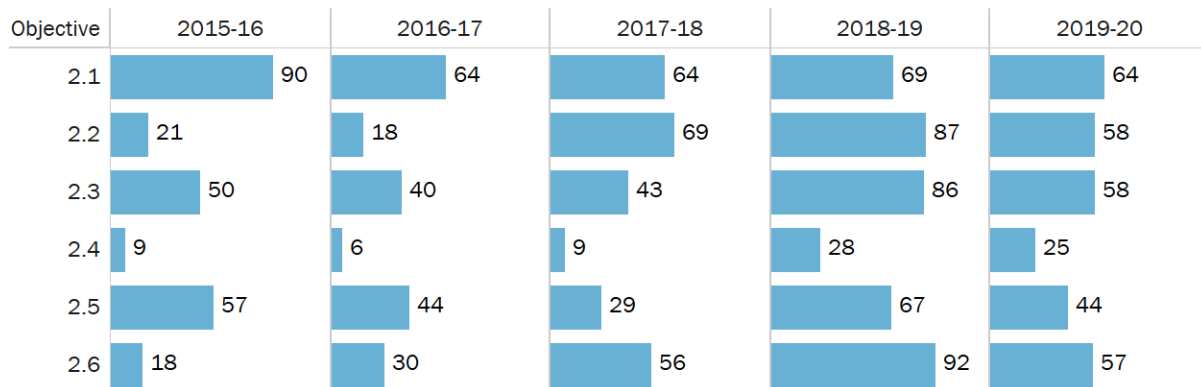
2019-2020 Department-level Achievements

- Transitions and Tutoring, in partnership with Student Success and the Learn to Dream (LTD) Scholarship program, created the DreamLab project. The LTD Scholarship paid the fee for Transitions to allow students to improve course placement scores and support preparation for college coursework. Through partnerships with high school guidance counselors, 142 LTD seniors and 26 non-LTD high school students enrolled in Transitions during the 2019-20 year. Of the students enrolled in the DreamLab: 73% of students improved Next Generation Accuplacer test scores, 15 students improved scores to college entrance level, and 85% of students registered for credit courses. This focused effort also resulted in 89 developmental math and writing courses bypassed which allowed more of the LTD Scholarship to pay for student's program courses.

- The Arts & Sciences Division and Student Affairs have been actively collaborating to redesign the new ACFS1015 Student Success course. During 2019-2020, the syllabus was completed, a three-year program implementation plan was finalized, an instructor tool-kit was created, and the online course was developed.

- The Early Childhood Education program developed Certificate and Diploma options to provide students additional completion options.

- In Fall 2019 the College formed a task force to develop Institutional Learning Outcomes (ILOs). The adoption of the ILOs is an important part of strengthening the College's assessment of student learning. The adoption and rollout will be implemented during the 2020-2021 academic year.

- Residence Life expanded the number of students living on campus. While comparison is difficult given the College's transition from quarters to semesters, during the Fall 2019 semester Milford had 193 students and 291 students in Fall 2020. Students living in residence halls in Beatrice increased from 225 (Fall 2019) to 229 (Fall 2020).

Goal 3 – Student Enrichment

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

2019-2020 Strategic Achievements

In 2019-2020, Southeast Community College continued to **expand access to mental health services** through its [Counseling and Assistance Program for Students](#) (CAPS). CAPS has worked to educate students, faculty, and staff on recognizing behaviors of concern and how to refer students to CAPS services. In 2019-2020, CAPS saw a 75% increase in referrals from the previous year and has been expanding its capacity to assist students. The CAPS program also developed a safe and confidential system for students to remotely access counseling services when the COVID-19 pandemic forced the College to close its campuses in March. The remote delivery of these services is not only helping students access necessary care during the pandemic, but will help ensure easy and widespread access to this important resource in the future.

In 2019-2020, SCC also continued to work **toward expanding its Athletics program**. In Spring 2020, the College hired coaches for both [men's and women's soccer](#) to begin recruiting students for the Fall 2020 season. This, along with the addition of cross country in 2016-2017, will bring the number of sports on SCC's Beatrice campus to five for women's (basketball, cross country, soccer, softball, and volleyball) and five for men's (baseball, basketball, cross country, golf, and soccer).

Summary of 2015-2019 Strategic Achievements

Over the course of the 2015-2019 Strategic Plan, SCC undertook a number of initiatives to promote student enrichment.

The growth of CAPS, including the addition of a full-time position of Director of Counseling, has been a key initiative toward promoting student health and wellness. The director and graduate student clinical interns from area universities provide counseling to any SCC student taking credit classes at no charge. 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 has also developed an ongoing program of QPR (Question, Persuade, Refer) Gatekeeper Training for Suicide Prevention which teaches students, faculty and staff about the warning signs of suicide and how to persuade people to seek professional help.

The College also began an **initiative to strengthen its gathering of data associated with student activities and to work toward developing a systematic program of co-curricular assessment.** In 2016-2017, SCC made a number of changes to its [Student Organizations and Clubs](#) guidelines and procedures to ensure each organization's compatibility with the educational goals and mission of the College. These guidelines outline the criteria and

process for organization/club recognition; provide a means of annually reporting the group's activities and accomplishments; define conduct expectations; and establish sound practices for student groups to manage funds through the SCC Business Office.

One area where SCC has not seen increased student involvement is in Global Education. There have been gaps in leadership in this area, which resulted in a decline in student participation during the 2015-2019 Strategic Plan.

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 65.*

Figure 36

Percent of students graduating with honors

Figure 37

Percent of undergraduates on the Dean's List
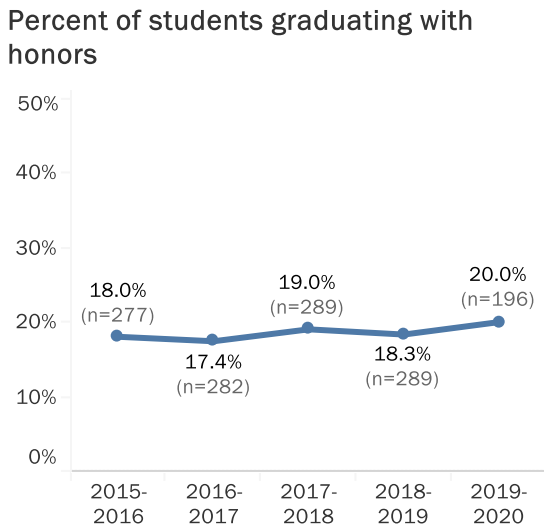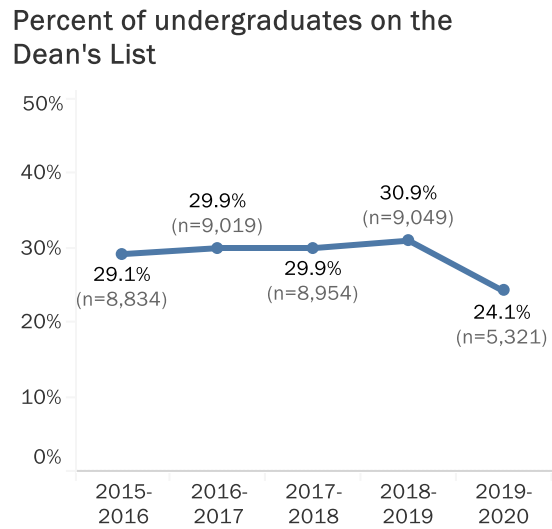
Figure 36 shows the percent of students graduating with honors in each of the past five academic years. Figure 37 shows the percent of undergraduates on the Dean's List for each of the last five years.

Figure 38

Number of student athletes enrolled

Figure 39

Number of students who participate in Global Education courses and trips
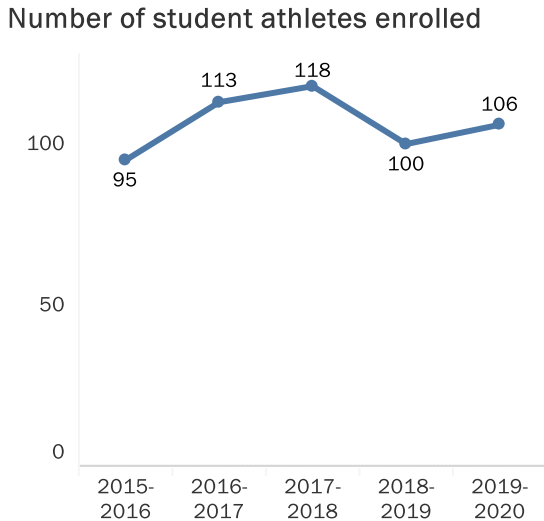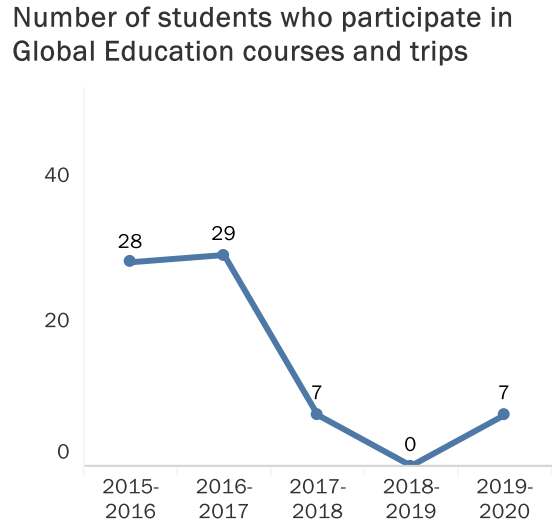
Figure 38 shows the number of student athletes enrolled each year. Figure 39 shows the number of students who participated in Global Education experiences. The number of students decreased sharply in 2017-2018. One contributing factor was that the position of Global Education Coordinator was unfilled 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

| | 173 | 190 | 205 | 162 | 104 |
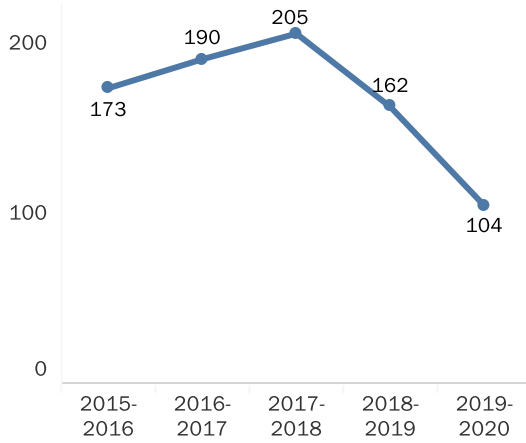
Figure 41

Number of submissions to Illuminations
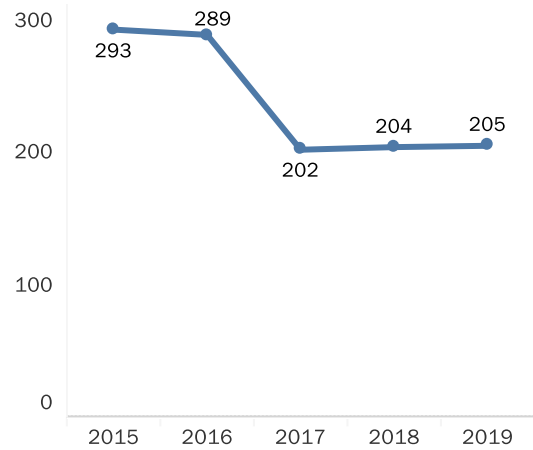
Figure 40 shows the number of fine and performing arts course sections offered each year. Figure 41 shows the number of submission to Illuminations, SCC's literary magazine.

2019-2020 Department-level Connections
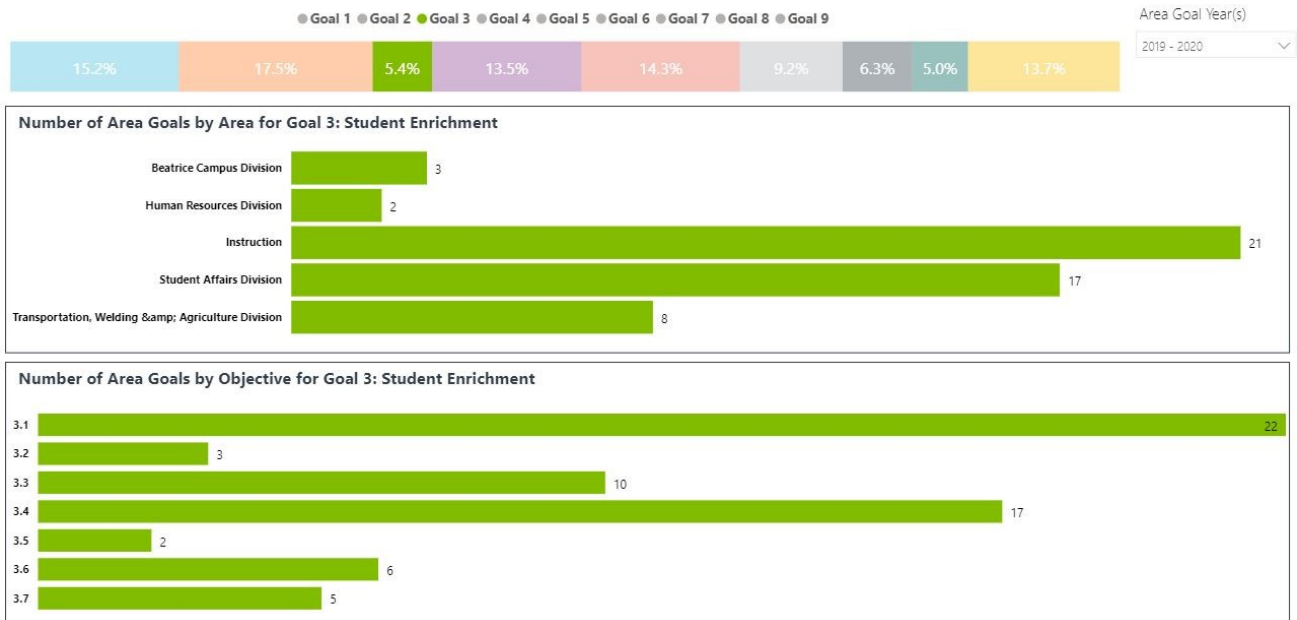
Summary of 2015-2019 Department-level Connections

Objective	2015-16	2016-17	2017-18	2018-19	2019-20
3.1	11	24	22	32	22
3.2	3	2	5	10	3
3.3	24	21	9	25	10
3.4	16	12	9	27	17
3.5	1	3	13	6	2
3.6	3	4	8	11	6
3.7	12	6	8	5	5

2019-2020 Department-level Achievements

- Referrals to the College's CAPS program increased in 2019-20 with 320 referrals, up from 183 the previous year.

- Each faculty member in the Speech Department was available at least one hour each week in the Transitions Lab during the Fall 2019 semester. Those same faculty members also were available in the lab during the Spring 2020 semester until mid-March, when COVID-19 led to the cessation of all face-to-face tutoring.

- The Social Sciences Department strengthened internal processes to offer students more opportunities to participate in service-learning programming. The infrastructure for this program was developed, including a SharePoint site with all necessary paperwork to implement service learning in a course.

- SCC expanded opportunities for student lifelong learning by offering 33 student organizations in 2019-2020. Overall, this was an increase of three active student organizations from the 2018-2019 academic year.

Goal 4 – Program Development

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

2019-2020 Strategic Achievements

In 2019-2020 SCC **added an Associate of Applied Science degree in** [Dental Assisting](#), expanding the existing Diploma option. This will allow SCC graduates to qualify as Expanded Function Dental Assistants under a new state statute. The College also **added Associate of Arts degrees in Business and Business Communications** to better serve students who plan to transfer to complete a bachelor's degree.

The College made the decision to **terminate the Fire Protection Technology and Fire and Emergency Services Management programs** at the conclusion of the 2019-2020 academic year due to declining interest and enrollments.

In 2019-2020, SCC **continued to grow enrollment in its dual-credit programs**. Enrollment at The Career Academy ([TCA](#)) on the Lincoln campus grew by 23% from 506 to 622 students. Similarly, [SENCAP](#) enrollment increased 25% in 2019-2020, from 2,210 students to 2,768 students.

The College **piloted a new centralized advising model** in 2019-2020. Pilot groups of students enrolling at SCC for the first time (427 in the fall term and 231 in the spring term) were assigned to a college advisor and received high-touch advising during their first term. Student records data was used to analyze the pilot group with a comparison group comprised of all undergraduate students in their first term at SCC who were declared in a Program of Study. Pilot students consistently demonstrated more positive outcomes than their peers in metrics such as fall-to-spring retention, success rate, failing grades, withdrawal rate and grade-point average.

Summary of 2015-2019 Strategic Achievements

These achievements continued initiatives in program development that were made during the 2015-2019 Strategic plan. Under the 2015-2019 Strategic Plan, **SCC made significant progress in improving its market research capacity to assess demand for existing and new career programs**. SCC established the position of Vice President for Program Development, which was added to the responsibilities of the Beatrice Campus Director, to allow for **more proactive development of new programs that will meet student and employer demand**. The College expanded its use of EMSI, a labor market analytics firm, to gather workforce data and contracted with Gray Associates, a higher education consulting firm, to help identify the best programs to serve our geographic market, grow student enrollment, and allocate resources to existing programs.

The following new programs were added during the 2015-2019 Strategic Plan:

- Academic Transfer (in Milford) AA and AS
- Adult & Juvenile Services & Corrections AAS
- Business Communications AA
- Accounting AA
- Dietary Manager Certificate
- Dental Assisting AAS
- Health Care Services Certificate
- Health Sciences AS

- Horticulture & Turfgrass Management AAS
- Law Enforcement & Homeland Security AAS
- Livestock Management AAS
- Plumbing Technology Diploma
- Precision Agriculture Certificate
- Surgical First Assist Certificate
- Technical Skills Instructor AOS

The growth of dual credit partnerships with area high schools was a highlight of the 2015-2019 Strategic Plan. In August 2015, **The Career Academy, a partnership between SCC and Lincoln Public Schools, opened on the Lincoln Campus.** Enrollment grew from 305 students in the first year to 622 students in 2019-2020, an increase of 63%. SENCAP has increased 63% since 2015-2019, from 1,695 students to 2,768 students. The College has also added new career pathways to the academies, such as Criminal Justice.

In March 2019, 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. The Administrative Director immediately began working to create and implement a new proactive model with the goal of increasing student success through improved retention, graduation, and transfer rates.

The College has also **worked to expand four-year pathways for its students**. It formed partnerships with Nebraska Wesleyan University and Concordia University to offer scholarships to students who transfer after having completed a minimum number of credit hours at SCC. The main objective is to increase the number of SCC students who earn bachelor's degrees.

As the Learning Centers were being developed, SCC's Continuing Education Division **worked closely with local advisory groups to determine the largest educational impacts and the greatest workforce needs in each region**. Continuing Education continues to work with the Learning Centers to develop necessary and appropriate non-credit training for each region in the College's service area.

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
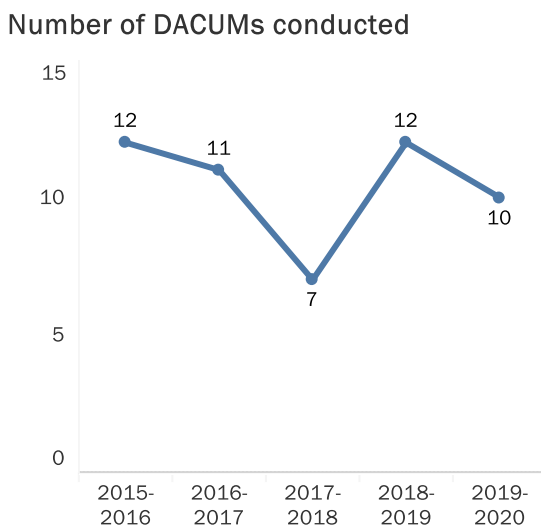
Figure 42 shows the number of DACUM workshops conducted in each of the last five years. DACUM (Developing a Curriculum) is a process that invites current industry professionals to assess the major duties, tasks, knowledge, and skills related to their occupation. The relevant career and technical programs 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.

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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
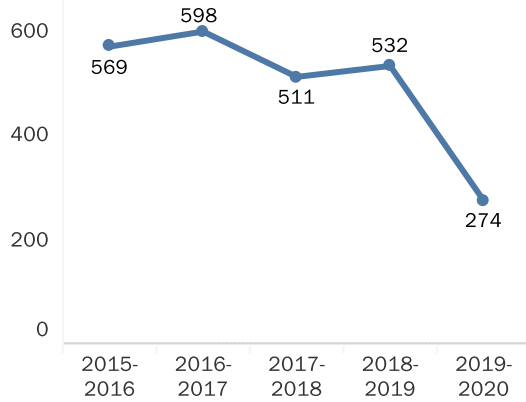
Figure 44

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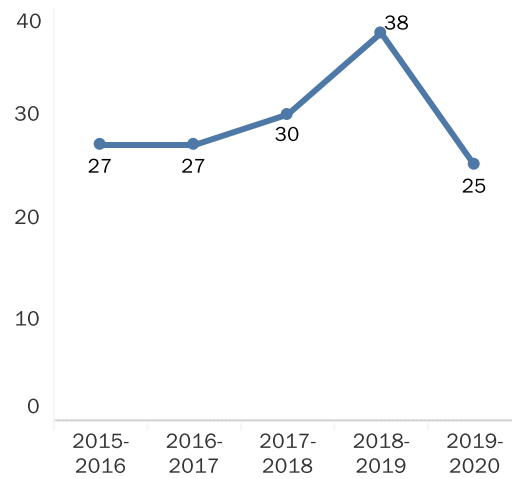
Figure 43 shows the number of employer-organized customized training courses offered by the Continuing Education Division, not including Ed2Go sections. Figure 44 shows the number of articulation agreements, which are dependent on program-level efforts with other higher-education institutions.

Figure 45

Total enrollment at Learning Centers
KPI
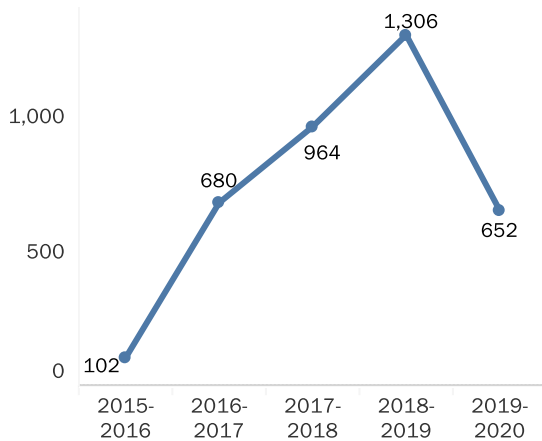
Figure 46

Number of sections offered at Learning
Centers
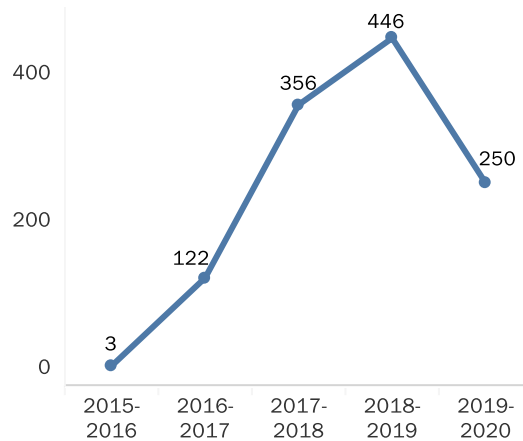
With the opening of six new Learning Centers starting in 2016-2017, SCC began offering credit and non-credit classes at Learning Centers in York, Plattsmouth, Nebraska City, Hebron, Falls City, and Wahoo. Figure 45 shows the total enrollment at the Learning Centers, and Figure 46 shows the number of sections offered at the Learning Centers.

Figure 47

Number of SENCAP students **KPI**
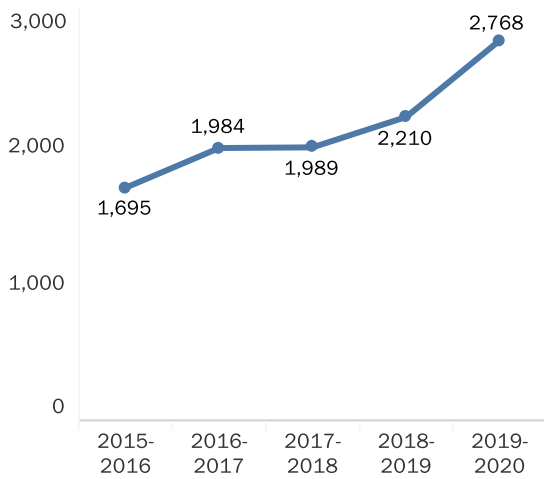
Figure 48

Number of TCA participants **KPI**
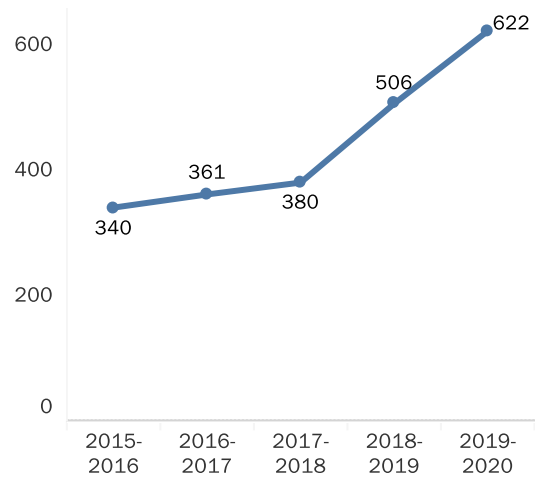
Figure 47 shows that the number of students enrolled in SENCAP has increased, with more than 2,700 students enrolled in 2019-2020. Figure 48 shows the number of students participating in The Career Academy (TCA) in Lincoln has increased since its first year in 2015-2016.

2019-2020 Department-level Connections
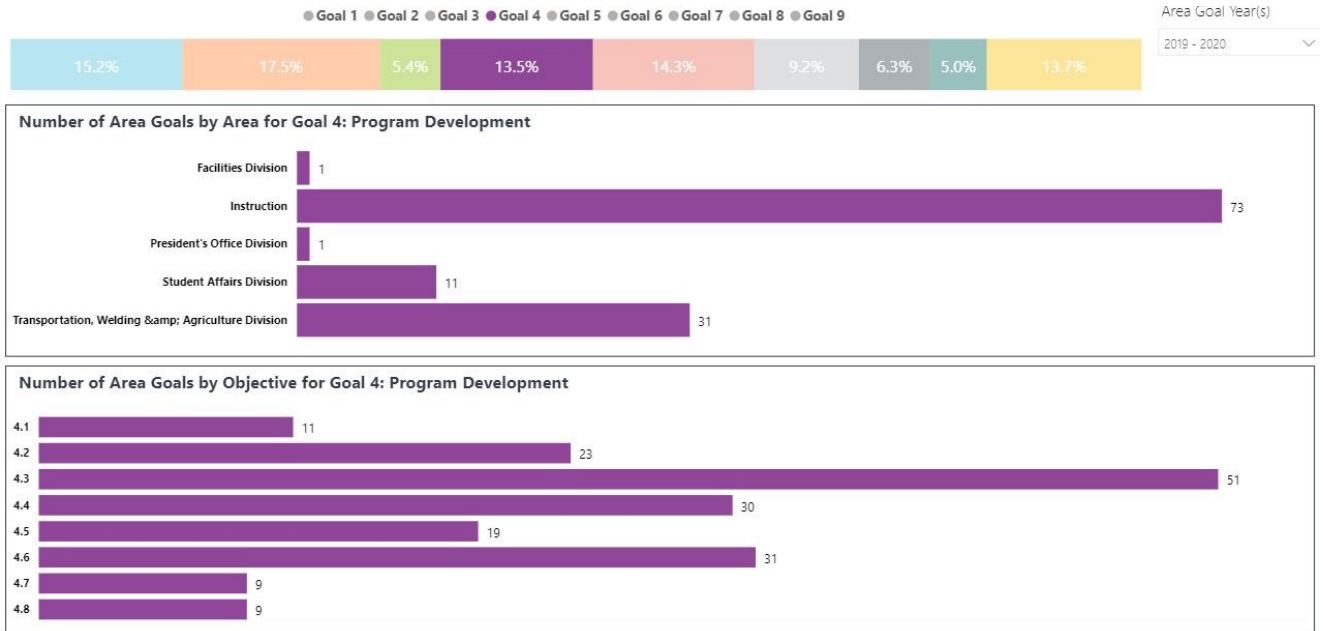
Summary of 2015-2019 Department-level Connections

Objective	2015-16	2016-17	2017-18	2018-19	2019-20
4.1	16	9	3	18	11
4.2	6	7	10	46	23
4.3	52	44	55	67	51
4.4	34	31	31	62	30
4.5	12	10	14	24	19
4.6	7	11	20	35	31
4.7	4	2		13	9
4.8	2	6		12	9
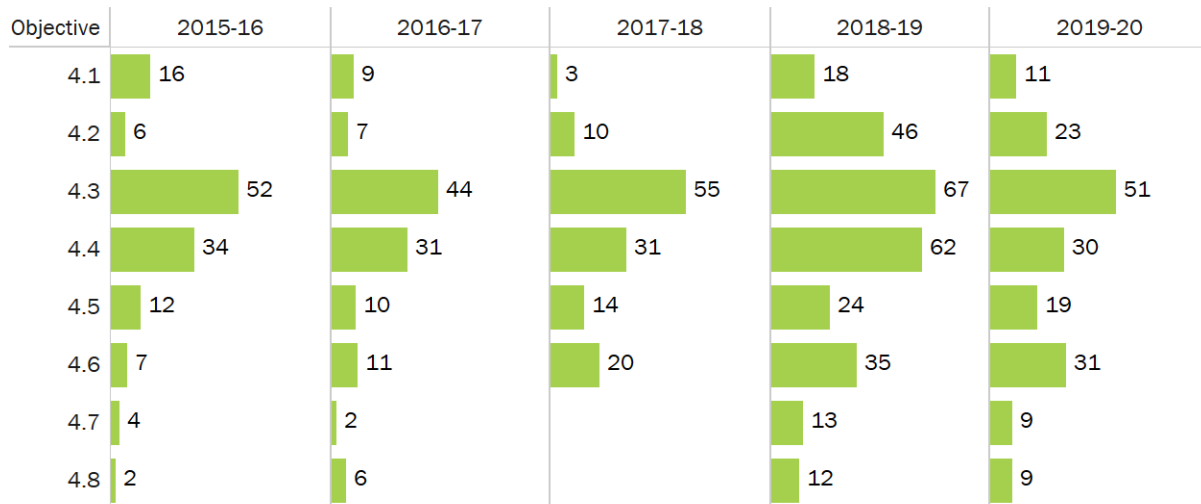
2019-2020 Department-level Achievements

- The Continuing Education Division created a training manual for the Learning Centers and provided three training events for all Learning Center Coordinators to strengthen data-driven course offerings, how to write course descriptions, set tuition and establish fees, and manage their budget.

- The Heating, Ventilation, Air Conditioning & Refrigeration program strengthened alignment of program curriculum with industry needs by evaluating curriculum in the HVAC1434 and HVAC2600 courses. The evaluation resulted in the removal of some repetitive material and the addition of hands-on projects.

- SENCAP partnered with the Arts & Sciences Division to create a pathway for dual-credit students to SCC. A communication campaign called "DC Advantage to SCC" was implemented to market awareness about program and academic transfer opportunities.

- All instructional programs and student support services were offered online by March due to the COVID-19 pandemic. Responsive planning, training, and implementation was completed in every aspect of College operations to meet current and future needs.

Goal 5 – Faculty and Staff Excellence

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

2019-2020 Strategic Achievements

SCC completed its **implementation of Canvas, a new learning management system**, for the Fall 2019 semester. 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; hosting open lab sessions to assist instructors with course development; and delivering program-specific Canvas training sessions.

That training was intensified in mid-March when the College had only two weeks to shift to all-remote instruction with the onset of the COVID-19 pandemic. The **Virtual Learning staff offered faculty webinar-based training on Canvas and how it integrates with Zoom and Kaltura software** all day every day for the first week of closure in order to be able to start offering all classes remotely after Spring Break. The Virtual Learning staff also worked with individual faculty to develop innovative ways to offer traditional lab and technical classes online.

The College also began **piloting a training program for faculty and staff on resiliency and emotional intelligence as part of the Pillar Project** (see Goal 2 for details). The training aims to improve faculty and staff proficiency in student advising and teaching resiliency and emotional intelligence skills within their existing curricula.

Summary of 2015-2019 Strategic Achievements

These achievements build on the broader initiatives to enhance faculty and staff excellence during the 2015-2019 Strategic Plan.

SCC made significant progress on **improving and promoting professional development opportunities for faculty and staff**, including on-campus College conferences for faculty and staff in 2019, Pro-Dev Fridays, and a monthly professional development newsletter. In addition, the College worked to **improve safety/security and diversity training** for employees and developed a program to promote employee wellness.

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

The College has also made progress **in improving benefits programs and services**. In addition to its standard PPO health plan, SCC began offering a high-deductible plan with a Health Savings Account. The College also began offering an employee wellness initiative program which allows employees to exercise in lieu of working for up to 90 minutes a week. Additionally, the College held its first HR Benefit Fair in 2017. Benefit providers were available to answer questions and provide resources, and breakout sessions were offered on wellness, retirement planning, diversity, and safety.

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 66.*

Figure 49

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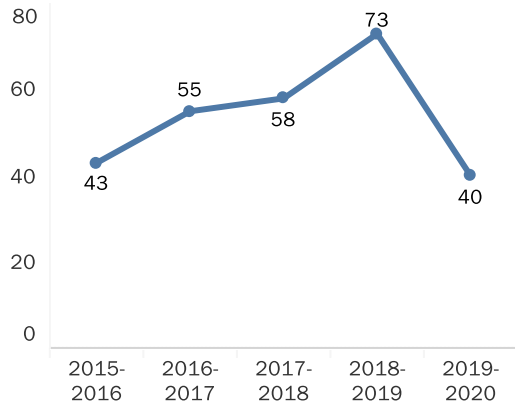
Figure 50

Number of faculty/staff members who take advantage of tuition reimbursement for internal courses
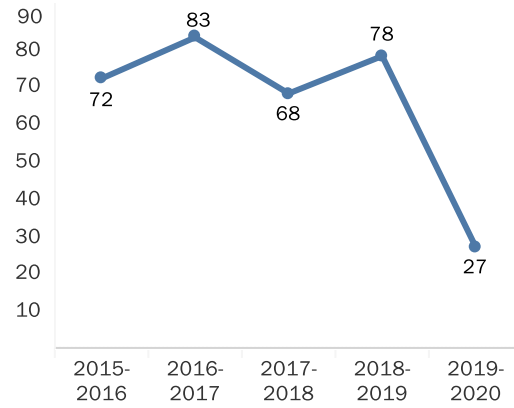
Figure 49 shows the number of employees who took advantage of tuition reimbursement for external courses over the last five academic years. Figure 50 shows the number of employees who took advantage of tuition reimbursement for internal courses over the past five years.

2019-2020 Department-level Connections
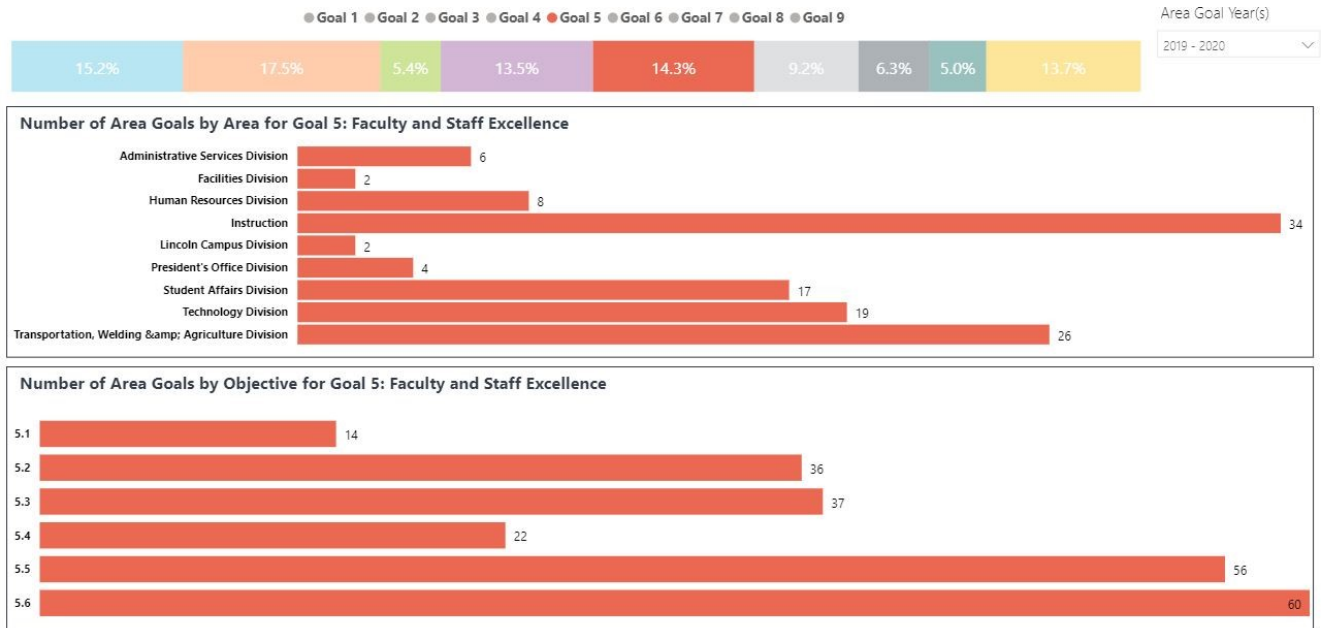
Summary of 2015-2019 Department-level Connections

Objective	2015-16	2016-17	2017-18	2018-19	2019-20
5.1	10	4	2	10	14
5.2	46	39	27	46	36
5.3	21	26	31	41	37
5.4	16	16	19	37	22
5.5	17	21	25	78	56
5.6	21	30	60	61	60
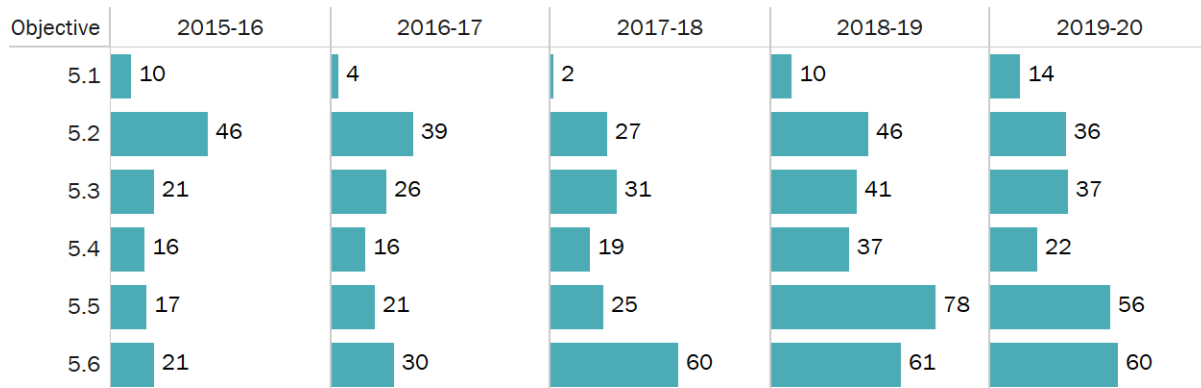
2019-2020 Department-level Achievements

- Faculty and students in the Diesel programs expanded their utilization of online training to promote professional development. Both SCC Diesel programs (AGST & DESL) participated in online training that resulted in being ranked 26th out of 180 colleges nationwide.

- Automotive faculty met their goal of attending more than 20 hours of industry training for ASE Education Foundation compliance. Faculty attended training in areas that they do not normally teach to promote cross training and communication.

- Information Technology began to offer "ASK IT" Webinars for faculty and staff. They also made progress on building a document library for easy access to IT training materials.

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.

2019-2020 Strategic Achievements

In 2019-2020, Southeast Community College continued to work collaboratively with its local partners in business and industry, K-12 and higher education, economic development, and government.

In September 2019, Kawasaki Motors in Lincoln donated new steel-toed, waterproof work boots to more than 30 new welding students in The Career Academy. Kawasaki has donated boots to the welding students at The Career Academy for the past five years.

In December 2019, SCC held an Agriculture/Horticulture Sector Lunch. These **industry sector meetings are designed to convene local leaders in the field to share information with the College on the state of the workforce, industry challenges and trends, and future workforce needs.**

SCC student and employee volunteers collaborated to serve the community in a number of creative ways during the pandemic through its Community Action Team. Close to a dozen members of the SCC community sewed and donated more than 100 cloth face masks and hats. The Health Sciences programs donated hundreds of gloves, masks, thermometers, and lab coats to Bryan Health and CHI St. Elizabeth's Hospital in Lincoln and other medical facilities in Beatrice. The Child Development Center participated in the Great Lincoln Egg Hunt by drawing colorful pictures of Easter eggs and displaying them in windows of the center, located at the College's Lincoln Campus, 8800 O St. SCC families were invited to join the Child Development Center and color spring pictures or inspirational messages to be delivered to local medical and senior care facilities, since many of these residents were unable to have visitors. The Culinary/Hospitality program's Course Restaurant prepared 100 meals each day for community members. SCC employees delivered meals throughout the community. Faculty from SCC's Manufacturing Engineering Technology program designed and assembled more than 2,500 lightweight face shields for the 15-county service area. These selected projects were just a few of the many community service projects organized by the College community during the 2019-2020 academic year.

Summary of 2015-2019 Strategic Achievements

During the 2015-2019 Strategic Plan, the College **strengthened its partnerships with K-12 systems through its dual-credit programs**. SCC partnered with Lincoln Public Schools, as well as with local business and industry, to create The Career Academy. The goal of TCA is to provide academic and real-world experiences to high school juniors and seniors through high school and dual-credit courses in 13 different career pathways. Expert instructors at TCA teach the students while professionals in business and industry provide real-world

connections. These 150+ professionals serve on pathway support teams that advise, mentor, judge, provide field trips, and sometimes offer internships for students at TCA. Upon completing courses at TCA, students either enter the workforce with enhanced skills and employment opportunities or have a head start on earning a certificate, diploma or degree in their field of study.

SCC also expanded the number of schools participating in SENCAP, the career academy program for schools in the SCC service area outside of Lincoln, as well as the number of career pathways available. In 2019-2020, there were 48 schools with students participating in 14 career pathways.

SCC has continued to enhance **partnerships with other institutions of higher education to improve transfer and academic articulation** in a variety of ways. The College has signed new articulation agreements with four-year universities and colleges to create seamless transfer pathways for students in career and technical programs. The College has partnered with Nebraska Wesleyan, Doane, and Concordia universities to create scholarships for students who transfer prior coursework earned at SCC. The College also partnered with Bellevue University to provide an onsite transfer outreach office on the Lincoln campus.

The Health Sciences Division added 12 **new clinical affiliation agreements** enabling students to attend clinicals at the University of Nebraska Medical Center. This brings the total number of clinical affiliation agreements to 83 partnerships in 32 states.

During the 2015-2019 Strategic Plan, SCC continued to bolster its **partnerships with business and industry**. 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, [Subaru donated](#) a 2017 Subaru BRZ coupe for student-training purposes.

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

SCC has also **continued to develop its partnerships with industry, community organizations, and city and state entities in the area of economic and workforce development**. During the 2015-2019 Plan, SCC collaborated with Southeast Nebraska Development District (SENDD); Prosper Lincoln; Lincoln Chamber Economic Development Corporation; Lincoln Partnership for Economic Development; Greater Lincoln Workforce Development Board; Greater Lincoln American Job Center; Falls City Economic Development and Growth Enterprise (EDGE); and other economic development organizations in the 15-county service area.

Community and regional partnerships have also been crucial to the College's strategic achievements in developing its Learning Centers. **SCC worked closely with local and regional businesses and economic development groups to determine the local needs for each new learning center.** Each learning center has an advisory board with local community and business leaders who continue to meet once a year to discuss local needs and how the learning centers are meeting them.

As part of SCC's strategic planning process in spring 2019, the College held 16 open community forums, one in each county within our service area with the exception of Lancaster where two were held. At each one, SCC President Dr. Paul Illich presented on the strategic planning process, 2015-2019 strategic achievements, Learning Centers, Phase I 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.

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.

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[6] *The data sources and full description of the metrics provided for Goal 6 can be found on page 67.*

Figure 51

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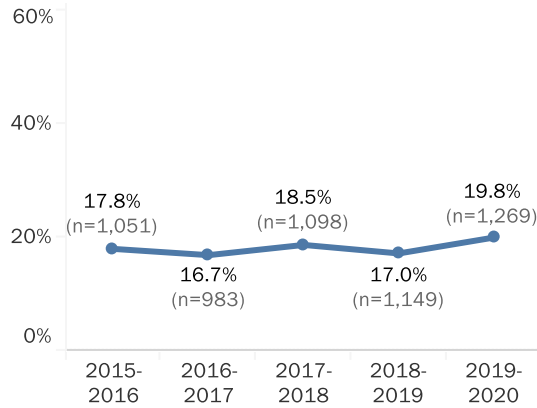
Figure 52

Percent of dual credit students who enrolled at SCC as an undergraduate the following academic year **KPI**
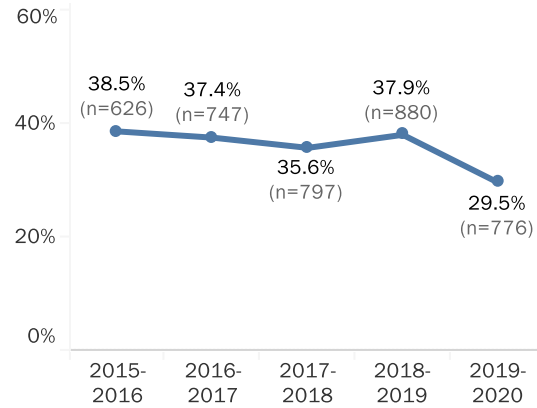
Figure 51 shows the percent of all high school seniors in SCC's 15-county service area who, after graduating high school, enrolled at SCC the following academic year. Figure 52 shows the percent of dual-credit students who, after graduating high school, enrolled at SCC the following academic year.

2019-2020 Department-level Connections
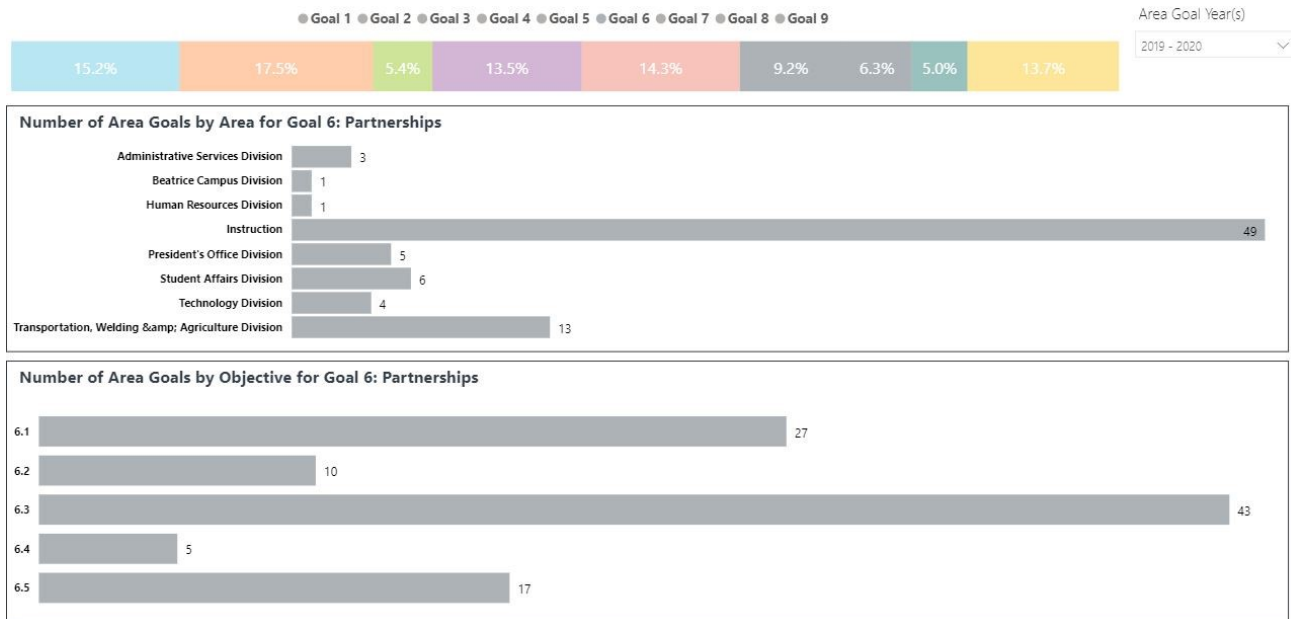
Summary of 2015-2019 Department-level Connections

Objective	2015-16	2016-17	2017-18	2018-19	2019-20
6.1	45	32	21	37	27
6.2	11	4	3	6	10
6.3	30	25	39	78	43
6.4	5		2	12	5
6.5	16	22	11	33	17

2019-2020 Department-level Achievements

- One of the Continuing Education Division's goals was to increase the Entrepreneurship Center's Focus Suites to 85% capacity. Through a number of implemented strategies, the Focus Suites achieved a 92% capacity for 2019-2020.

- The Course Restaurant collaborated with the Office of Public Information and Marketing to develop event and catering brochures. These brochures, in combination with the use of social media, increased the awareness of these areas to customers resulting in increased sales and events booked in Course prior to the COVID-19 pandemic.

- The Long Term Care Administration program developed a new articulation agreement with Youngstown State University in Ohio.

- The Medical Assisting program added nine new doctors' offices as student clinical sites, which exceeded its goal of five new sites for 2019-2020.

- The Transitions & Tutoring department focused on building relationships with high school guidance counselors by attending ESU meetings, giving presentations and visiting area high schools during course placement testing in order to speak with the counselors and students about the program.

Goal 7 – Educational Environment

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

2019-2020 Strategic Achievements

In 2019-2020, Southeast Community College continued to make progress towards improving its facilities following its Facilities Master Plan. In August 2019, SCC opened **two new residence halls,** [Homestead Hall](#) on the Beatrice Campus and [Prairie Hall](#) on the Milford Campus. Each of the 54,000 square-foot halls can house approximately 150 students. A new dining hall, Storm Center Dining, was also constructed on the Beatrice Campus.

In September 2019, SCC celebrated the completion of its **new Learning Center 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 are offered, as well as business and industry training.

In February 2020, the College opened a new instructional facility on the Milford Campus, the [**Crete Carrier Diesel Technology & Welding Center**](#). The $13 million facility provides much-needed space for SCC's Diesel-Ag Equipment Service Technology and Diesel Technology-Truck programs, as well as welding courses. This new space will allow the programs to accommodate the most up-to-date equipment, as well as expand the number of students who enroll.

In February 2020, the Nebraska Coordinating Commission for Postsecondary Education approved SCC's proposal for an addition to the main building on the Lincoln Campus to **expand and modernize Student and Academic Support spaces**. Construction on the project is scheduled to begin in spring 2021.

SCC also undertook **a facilities strategic planning initiative** in 2019-2020 to add more detail to the Facilities Master Plan. The College worked with RDG Planning & Design to evaluate the current state of the buildings on each campus and to make plans for how the College can create facilities that reflect its strategic goals. All campus employees were invited to a workshop on their respective campus to think critically and creatively about what the SCC classrooms and campuses of the future should look like. The planning team also worked to improve room utilization tracking, evaluated every room on each campus, and documented all infrastructure, maintenance, and utility systems.

In 2019-2020, the College hired Summit Companies to consult on **assessing fire and safety issues across the College**. The report highlighted the lack of fire suppression in most of the Lincoln Campus building and the inability to continue operations in the event of a fire incident within the campus's single facility. The report prompted the consideration of possible solutions, including ongoing fire suppression work; moving technical programs with greater fire safety concerns to other locations; and the need for additional buildings.

In 2019-2020, SCC **used funds from the federal [CARES Act](#) to transition rapidly to all-remote instruction** when the COVID-19 pandemic forced the College to close in March. Some of these funds were used to update equipment and technology infrastructure, including additional equipment/software to enable distance learning; upgrade campus Wi-Fi access and extending networks; and provide technology hardware to faculty and students, such as laptops or tablets. CARES funds also were used to reconfigure classrooms and work spaces to enable social distancing and improve safety.

Summary of 2015-2019 Strategic Achievements

During the 2015-2019, Strategic Plan SCC made significant progress toward improving its educational environment. **SCC's [Facilities Master Plan](#)** was released in February 2016, completing a year-long process of consultation and study that began with the hiring of Clark Enersen Partners in January 2015. The master planning process included workshops, planning retreats, and open campus forums. These workshops marked key milestones in the process of gathering data, analyzing space needs, assessing existing facilities, developing concepts, and selecting the preferred master plan concept for each campus.

The College has completed, or is nearing completion, on all of the projects in **Phase I of its implementation of the Facilities Master Plan**. In addition to the projects completed in 2019-2020 that are mentioned above, SCC has two major facilities scheduled to open in January 2021: a [Health Sciences facility](#) on the Lincoln Campus and the Academic Excellence Center, a classroom building, on the Beatrice campus. SCC also remodeled buildings in Nebraska City, Plattsmouth, Hebron, and Wahoo to house new Learning Centers.

In addition to constructing new facilities, **the College renovated a number of existing spaces**. On the Beatrice Campus, the Kennedy Center has seen extensive renovation, including remodeling the Welcome Center, Learning Resource Center, Testing Center, and updating classrooms to be compatible with engaged learning.

On the Milford Campus a section of roof was replaced on Eicher Technical Center; space was remodeled to create an additional Physics lab; the fitness center/weight room was renovated; a Transitions Lab was created in the Learning Resource Center; the student lounge in Eicher was refreshed with new furnishings; a new HVAC system was installed; and classrooms were refreshed in the Automotive section of Eicher.

On the 8800 O St. Lincoln Campus, the College completed a $4.2 million renovation and expansion of the Culinary/Hospitality program and rebranded it the [Great Plains Culinary Institute](#). **The Culinary Institute also debuted [Course](#), a new on-site upscale-dining restaurant where students continue their learning in a real-world environment by preparing meals and serving food to the public.** The campus store, campus office, Welcome Center, and Student Success Center were remodeled, and appealing student study spaces were added throughout the building.

In 2018-2019, **extensive updating was completed 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 now 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.

During the 2015-2019 Strategic Plan, SCC also made progress in **improving its technology infrastructure.** The College opened a new data center in Lincoln, which allows SCC to maintain both a primary data center and secondary data center and provides redundancy in server hardware and internet connectivity so that in the event of a failure at one site, the College will be operational almost immediately for web-based services, and in less than four hours for all services.

The Information Technology (IT) Department **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 occurs, can track who touched files on the network and when and where they were moved to assess where the compromised credentials access our network.

Under the 2015-2019 Strategic Plan, SCC continued to invest resources in **improving the safety and security of all campus locations.** The Safety and Security staff was expanded; security cameras and software were updated at all locations; and preparedness/safety audits were conducted on all campus locations. SCC's Safety Team established a **Campus Assessment, Response, Evaluation Team** (CARE Team), which meets regularly to proactively establish protocols, conduct investigations, respond to concerns, perform threat assessments, and provide training. This has contributed to handling student and employee concerns through a formalized process, instead of case-by-case, and ensures a centralized, coordinated, and caring intervention is implemented. Additionally, campus safety trainings were developed on a variety of topics, including Active Shooter, Personal Safety, Slip/Trip/Fall Prevention, Run/Hide/Fight, Fire Safety Training, and Stop the Bleed.

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
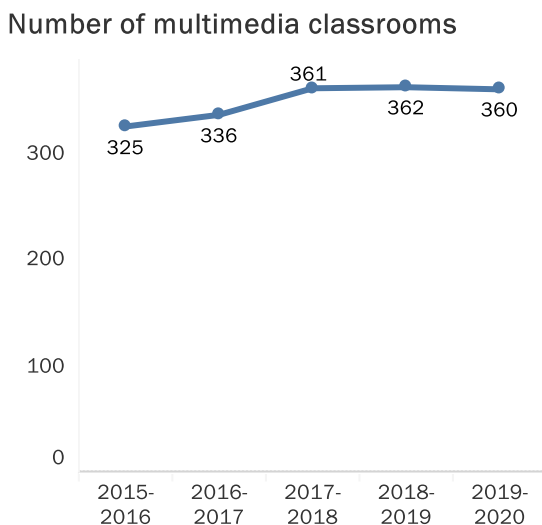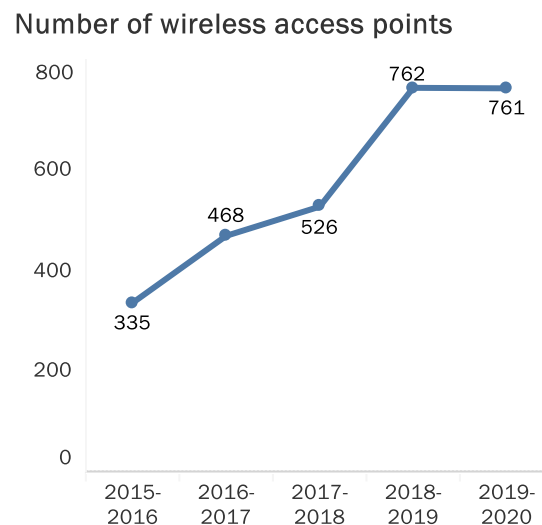
Figure 53 shows the total number of multimedia classrooms at all SCC locations. Figure 54 shows the number of wireless access points at all SCC locations.

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[7] *The data sources and full description of the metrics provided for Goal 7 can be found on page 67.*

2019-2020 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): 2019 - 2020

15.2%	17.5%	5.4%	13.5%	14.3%	9.2%	6.3%	5.0%	13.7%

Number of Area Goals by Area for Goal 7: Educational Environment

Area	Count
Administrative Services Division	3
Beatrice Campus Division	1
Facilities Division	7
Human Resources Division	3
Instruction	10
Student Affairs Division	3
Technology Division	15
Transportation, Welding & Agriculture Division	10

Number of Area Goals by Objective for Goal 7: Educational Environment

Objective	Count
7.1	22
7.2	25
7.3	9
7.4	11
7.5	9
7.6	1

Summary of 2015-2019 Department-level Connections

Objective	2015-16	2016-17	2017-18	2018-19	2019-20
7.1	64	54	42	55	22
7.2	17	16	24	25	25
7.3	6	6	16	10	9
7.4	7	5	26	9	11
7.5	11	12	21	19	9
7.6	2	6	6	3	1

2019-2020 Department-level Achievements

- The College successfully pivoted to provide all programs and services virtually beginning in March 2020 through investment in technology.

- The Design & Drafting Technology program enhanced its use of technology by adding Virtual Reality goggles to their program to simulate industry usage.

- To improve student support, safety and security on all campuses, the CARE Team adopted a standardized response rubric, needs assessment and case management model to use with referred students for CARE Team services. During the spring 2020 term, a video describing CARE Team services and referral instructions was developed that will be included in the 2020-2021 New Student Orientation online course.

- The Beatrice Campus migrated to the new Mitel Phone System. Key ACD positions across the campuses were migrated as well, and this work will continue through the 2020-2021 academic year.

Goal 8 – Financial Stability

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

2019-2020 Strategic Achievements

In 2019-2020, Southeast Community College continued to make progress toward increasing financial stability by pursuing funding from external entities. SCC's **Office of Advancement secured additional naming rights donations** for lab spaces within the new Crete Carrier Diesel Technology & Welding Center on the Milford Campus: $250,000 each from NMC/CAT and Truck Center Companies. The Peter Kiewit Foundation donated $300,000 to be used in SCC's Advising Transformation initiative to increase student success and completion rates. The College received an in-kind donation from John Deere of more than $100,000 worth of equipment. The College also received an in-kind gift from alumnus Elmer Wessel of equipment and intellectual property related to the Engineered Track System, a gas-powered tracked vehicle. This gift allows multiple programs, such as Precision Machining and Automation Technology, Electrical and Electromechanical Technology, and the Diesel Technology programs to collaborate across disciplines to create functioning and practical devices to enhance the ETS platform.

The **Office of Resource Development secured several grants in 2019-2020.** SCC was [awarded $500,000 from the United States Department of Agriculture](#) (USDA) for a Multi-Campus Simulation Center to help extend distance learning options for Health Sciences throughout the College's entire 15-county service area via the Learning Centers. The **funds will support the development of a multi-site interdisciplinary center that allows Health Science students in smaller communities to connect with faculty and classmates through interactive technology** that allows for audiovisual collaboration in learning labs, high-fidelity simulation and interdisciplinary experiences. In a separate grant, SCC was awarded $37,463 from the USDA to incorporate Nebraska specialty crops into the Culinary/Hospitality program curriculum.

SCC was [awarded a $1.12 million grant from the National Science Foundation](#) (NSF) to **partner with the University of Nebraska-Lincoln on STEM CONNECT, a scholarship and mentoring program that helps recruit, educate, and support academically talented, low-income students in Science, Technology, Engineering, and Math (STEM) programs.** The scholarship will support students in SCC's Academic Transfer program who take courses to build their strengths in math and computer science, and will follow those students for two more years if they transfer to UNL to complete a bachelor's degree in STEM.

In 2019-2020, the College also **received $4,282,436 through the federal CARES Act to mitigate the effects of the COVID-19 pandemic** on postsecondary institutions and their students. Half of this money was designated for direct emergency aid grants to students, and SCC developed an online application process through which students could request and receive this aid. SCC awarded CARES aid to 1,602 students. The remainder of the money was used for institutional expenses incurred due to the pandemic, including reimbursements to students

for tuition, room, and board; additional equipment/software to enable distance learning; expenses related to campus safety and operations, such as reconfiguring spaces, personal protective equipment, and disinfecting/cleaning supplies; upgrading campus Wi-Fi access and extending open networks; technology hardware for students, such as laptops or tablets or covering the added cost of technology fees; subsidizing the costs of high-speed internet to students or faculty to transition to an online environment; instructional equipment and supplies to reduce the number of students sharing equipment or supplies during a single class period and to provide time for disinfection between uses; and costs related to operating additional class sections to enable social distancing, such as hiring more instructors and extending campus hours of operations.

Summary of 2015-2019 Strategic Achievements

During the 2015-2019 Strategic Plan, SCC took several significant steps towards financial stability, growth, and the ability to complete capital projects.

In February of 2016, the College conducted a study across its 15-county service area to explore the support of registered voters for a **bond issue**. Researchers found that community members indicated strong support of the College and recognized the need to modernize facilities. The SCC Board of Governors formally adopted the Facilities Master Plan in July 2016 and authorized the College's President to place a general obligation bond on the [November 2016 ballot](#) to pay for the renovation and construction components of the Facilities Master Plan. The bond issue failed; however, the College immediately began exploring other funding options.

SCC's levy rates historically had been the lowest in the state, and in June 2017, **the SCC Board voted to raise the College's tax levy for capital construction** to rates comparable to other community colleges in Nebraska. With this foundation, the College secured certificates of participation and revenue bonds to finance the construction of multiple facilities projects. The College's bond ratings are very strong.

SCC's cash reserve has also consistently been lower than other Nebraska colleges. The College has been working to **bring its cash reserve levels up** to comparable levels to ensure financial stability.

SCC has continued to **promote the development of a responsive state funding mechanism that consistently meets the College's needs**. President Illich worked with Sen. Mark Kolterman of Seward to introduce LB27 during the 2019 legislative session. The current statutes allow community college boards a maximum of two cents per $100 valuation to be used for capital projects. The bill proposes to remove the two-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.

The College developed new budgeting procedures which tie expanded budget requests more closely to the Strategic Plan. The President and the Vice President for Administrative Services also **developed a predictive funding model to allocate underspent funds**. The goal of the model was to track the underspending and apply it to critical operating maintenance projects such as a roof replacement, HVAC replacements, and technological infrastructure. In 2016, the College added a new analysis to its monthly financial report that includes monthly tracking data on revenue, expenditures, and net position. Proactive application of the College's predictive funding model ensures financial stability while maximizing its ability to invest in its operations.

After hiring its first Director of Advancement in 2017-2018, 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 donation with naming rights for the establishment of the Crete Carrier Diesel Technology & Welding Center on the Milford Campus. Advancement has continued to actively seek external donations for recent and ongoing capital projects, as well as student success projects like the Transformational Advising initiative.

Under the 2015-2019 Strategic Plan, SCC also expanded its staffing in the Resource Development Office in order to **strengthen its capacity to pursue funding from external entities**. A part-time grant assistant position was expanded to a full-time Resource Development Specialist position, which has allowed SCC to write more grant applications for external funding opportunities than was possible under the previous staffing structure.

The College has continued working to strengthen the capacity of the SCC Educational Foundation to provide support for student scholarships. In 2019, the Foundation was able to **expand its Learn to Dream Scholarship** 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 up to 60 semester credit hours without having to pay tuition and fees.

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
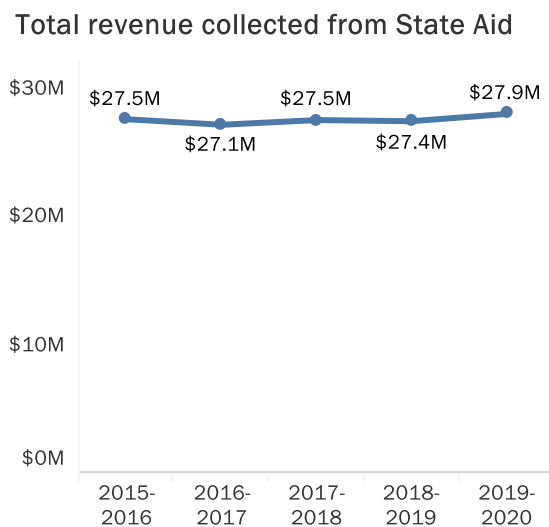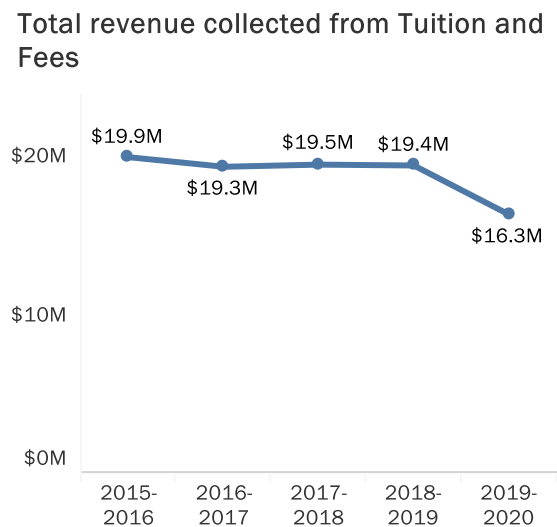
Figure 55 shows the total revenue collected from state aid each of the last five years. Figure 56 shows the total revenue collected from tuition and fees for each of the last five years.

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[8] *The data sources and full description of the metrics provided for Goal 8 can be found on page 67.*

Figure 57

Amount of grant/contract awards
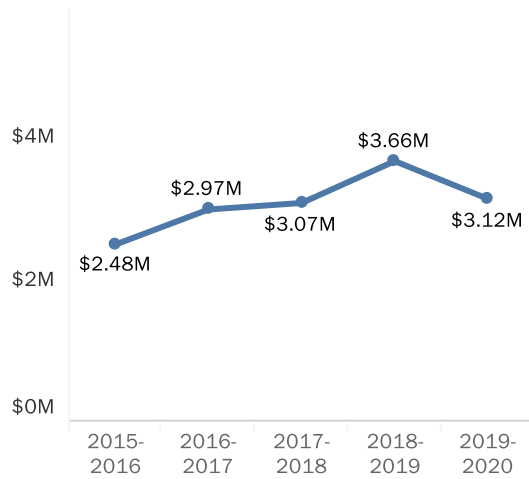
Figure 57 shows the amount of grant/contract funds awarded to SCC each of the last five fiscal years.

Figure 58

Net assets of SCC Foundation
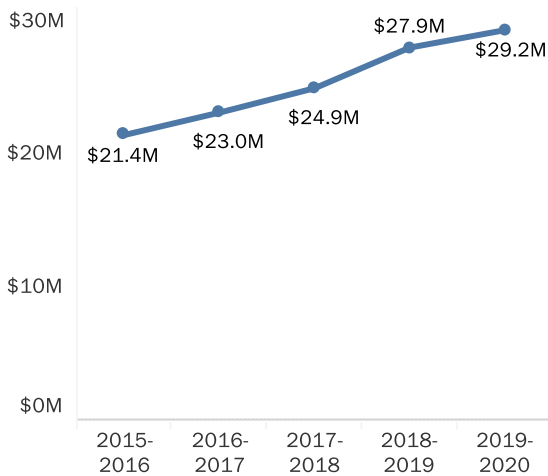
Figure 59

Total expenditures for scholarships by SCC Foundation
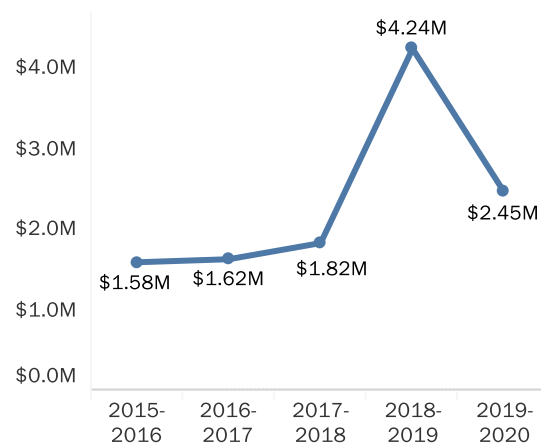
As shown in Figure 58, the total endowment of the SCC Educational Foundation has grown over the past five fiscal years, reaching more than $29 million in fiscal year 2019-2020. Figure 59 shows total expenditures for scholarships by the Foundation each of the last five years. The dramatic increase in 2018-2019 was primarily due to a large donation from the Acklie Charitable Foundation.

2019-2020 Department-level Connections

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

Division	Count
Administrative Services Division	7
Beatrice Campus Division	1
Facilities Division	1
Human Resources Division	5
Instruction	7
Lincoln Campus Division	2
President's Office Division	3
Student Affairs Division	3
Technology Division	6
Transportation, Welding & Agriculture Division	

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

Objective	Count
8.1	4
8.2	9
8.3	10
8.4	12
8.5	1
8.6	3
8.7	2
8.8	6
8.9	9
8.10	6

Summary of 2015-2019 Department-level Connections

Objective	2015-16	2016-17	2017-18	2018-19	2019-20
8.1	6	5	6	14	10
8.2	32	29	48	46	9
8.3	13	17	14	14	10
8.4	8	9	22	19	12
8.5	5	3		3	1
8.6	1	3	5	17	3
8.7	2	4	3	10	2
8.8	8	2		14	6
8.9	7	8	11	23	9

2019-2020 Department-level Achievements

- The College partnered with Nelnet to offer a payment plan solution for students. This software and process solution was integrated into College systems and launched for students as an additional payment option. See Goal 1 for additional information.

- The Diesel programs strengthened industry partnerships which resulted in a Freightliner truck donation using a $50,000 AKSARBEN Grant, $15,000 from Truck Center Companies and $15,000 from Daimler Trucks North America.

- Virtual Learning developed and implemented Canvas Commons and a Virtual Learning newsletter.

- Information Technology completed ongoing phishing email training to key personnel including the Administrative Team, Human Resources, Administrative Services, Information Technology, and Library Resource Center staff. IT also implemented two-factor authentication for IT, Human Resources and Administrative Services to strengthen the technology infrastructure security.

Goal 9 – Organizational Environment

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

2019-2020 Strategic Achievements

In August 2019, Southeast Community College started the 2019-2020 academic year with all locations on a semester calendar for the first time. This milestone marked the completion of the College's [quarters-to-semesters calendar conversion](#), a major part of its objective to promote an efficient operational pace, and the culmination of several years of hard work across the College. The preparation included extensive data gathering; surveying of stakeholders; focus groups with program directors; the creation of a task force; development of a communication strategy, including a student guide; conversion and reapproval of all program curricula; review of all transfer equivalency processes and agreements; extensive student advising; renegotiating faculty workloads; approving new tuition, fee, and room and board rates; conversion of degree audits; integrating the new degree audits into the financial aid award process; revising credit transcripts; and cloning and converting all records in Colleague (nearly 5 million student records and 102,260 course sections).

In Fall 2020, the College released its [new Strategic Plan for 2020-2024](#). IR conducted an extensive environmental scanning process to inform the new Strategic Plan. IR also organized a series of forums to engage employees from all SCC divisions and departments in the planning process. More than 700 members of the SCC community participated, including employees from all instructional and non-instructional areas and members of the SCC student senates. As a parallel process, President Illich held forums in all 15 counties of SCC's service area to update constituents on progress and gather community feedback on what communities need from the College. A team of faculty, staff, and administrators was established to review the findings of the environmental scan and forums and develop data-driven goals and objectives for the College. The Board of Governors unanimously approved the plan in January 2020.

Summary of 2015-2019 Strategic Achievements

During the five years of the 2015-2019 Strategic Plan, SCC made significant progress towards improving its organizational environment in several areas.

The College has made **significant progress towards enhancing staffing** to meet its current needs and to position itself for the various growth areas prioritized in the 2015-2019 and 2020-2024 Strategic Plans. Several of the College's initiatives, such as the new enrollment management model and The Career Academy, necessitated the addition of new faculty and staff positions. The College also expanded the Public Information and Marketing Office to increase its marketing and communications capacity. Additional accounting support was hired for the Vice President for Administrative Services. The Instructional Division was reorganized to include the six new Learning Centers and new Associate Dean positions. The Associate Dean positions were created to address concerns with faculty and the program

chair reporting structure. Additionally, SCC continued to work to **enhance employee orientation programming** for both full-time and part-time employees.

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.

In August 2017, SCC completed the [Year 4 Assurance Review process](#) as a part of the Higher Learning Commission's Open Pathway option for maintaining accreditation. The Assurance Review involves a full institutional review of HLC's Criteria for Accreditation and demonstration of how SCC meets each Criterion and Core Component through the assurance argument and evidence library. More than 100 employees contributed to the process through writing drafts and gathering evidence. Through a data-driven and transparent approach, the College identified five opportunities for improvement with detailed plans to ensure it fully meets HLC Criteria:

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

The result of the Assurance Review was outstanding. The College met all Criteria with no required monitoring and was removed from monitoring status for the first time in 20 years. While the College was commended for its transparent efforts in identifying opportunities for improvement, the report did indicate that the College should be prepared to show continued progress on the many strategic and transformative initiatives during the upcoming full site visit in April 2023.

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.

SCC continued to work toward a positive and engaging organizational environment by **encouraging input from faculty and staff**. In addition to the Strategic Planning forums mentioned earlier, in Fall 2017 and again in Spring 2020, all College faculty and staff were invited to participate in a Satisfaction and Climate Survey. The survey was designed to measure faculty and staff satisfaction with various processes, services, and facilities at the College, as well as to gather feedback about opportunities, challenges, priorities, and the workplace climate.

SCC has also incorporated the values of objective 9.6 into its Quality Initiative for HLC. **The goal of the Pillar Project is to help students build resiliency and emotional intelligence by training faculty and encouraging them to incorporate these skills into their courses.**

Under the 2015-2019 Strategic Plan, **SCC has greatly increased its capacity to use valid and reliable data in decision making, planning, and communication**. The College expanded its data infrastructure and data warehousing, analysis, and reporting capabilities with the implementation of ZogoTech, a data warehouse solution. IR has developed a number of interactive data reports using Tableau software, including an online Fact Book which provides interactive data on various key aspects of the College and its service area though SCC's public website. IR has increased its capacity to administer surveys using Qualtrics software and to provide live, interactive dashboards of survey results using Tableau. Additional staffing in IR as part of the 2015-2019 Strategic Plan has allowed the office to provide direct data support for most of the College's major initiatives, including: the Learning Center initiative, schedule building and enrollment management, program demand assessment, enrollment projections for the facilities master planning process, core curriculum revisions, unit-level planning, coordinating commission reports, the academic calendar conversion, service area penetration analyses, the new advising model pilot, and the development of the Quality Initiative project.

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

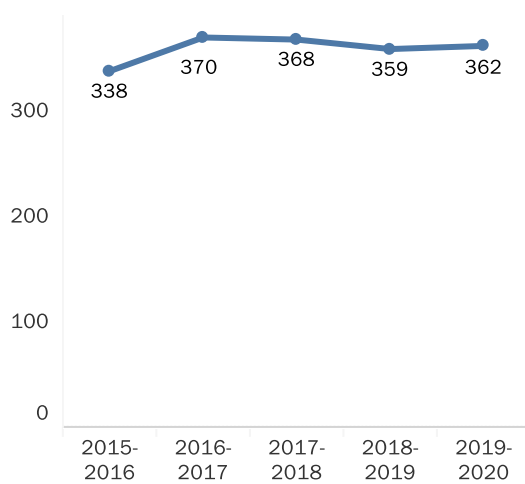Full-time faculty headcount

Figure 61

Full-time staff headcount
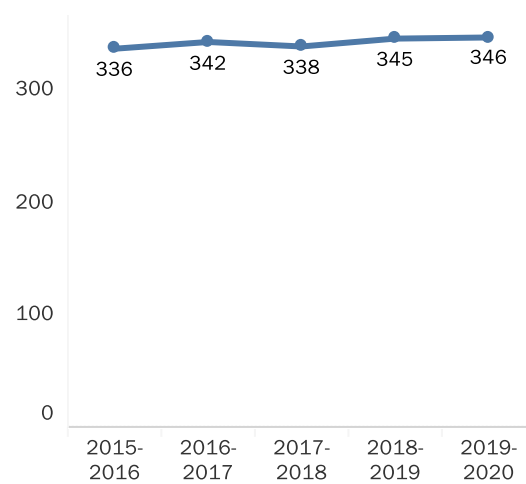
In 2019-2020, both the number of full-time faculty and the number of full-time staff remained relatively stable from the previous year (Figure 60 and Figure 61).

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[9] *The data sources and full description of the metrics provided for Goal 9 can be found on page 69.*

Figure 62

Percent of employees who are faculty members

64.0% (n=696) 62.8% (n=742) 61.3% (n=714) 59.4% (n=658) 60.4% (n=678)

Figure 63

Percent of faculty who are full-time

48.6% (n=338) 49.8% (n=370) 51.5% (n=368) 54.6% (n=359) 52.9% (n=378)
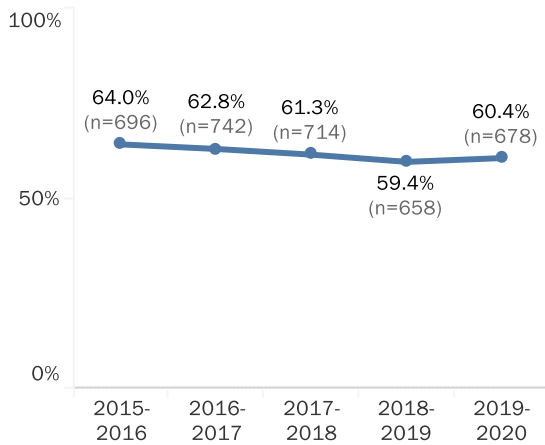
Figure 62 shows that approximately 60 percent of employees, as counted in the fall term, are faculty members. Figure 63 shows that more than half of SCC's faculty members are full-time.

2019-2020 Department-level Connections

Summary of 2015-2019 Department-level Connections
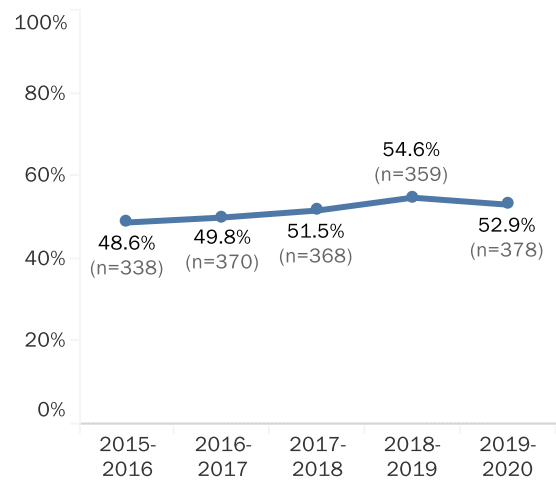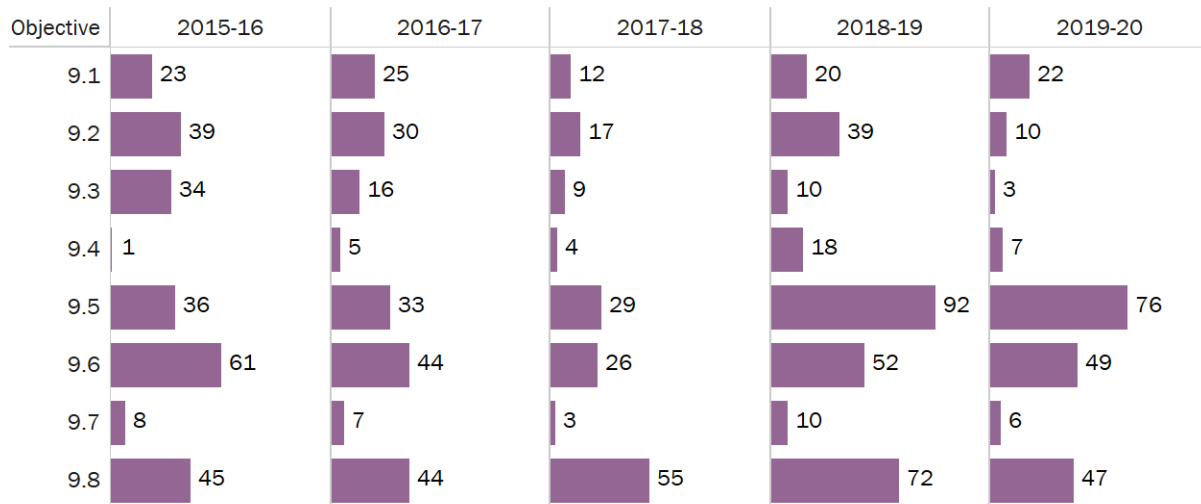
Objective	2015-16	2016-17	2017-18	2018-19	2019-20
9.1	23	25	12	20	22
9.2	39	30	17	39	10
9.3	34	16	9	10	3
9.4	1	5	4	18	7
9.5	36	33	29	92	76
9.6	61	44	26	52	49
9.7	8	7	3	10	6
9.8	45	44	55	72	47

2019-2020 Department-level Achievements

- The English Department implemented a number of initiatives that strengthened communication and collaboration to improve student success. The Department on the Beatrice Campus hosted an "English + Student Success" luncheon in the Storm Center Dining conference room for faculty, instructional administration, Student Affairs, and advisors. Additional collaboration occurred following the luncheon with Beatrice testing center staff, TRIO Student Support Services, and retention staff. The luncheon focused on a round-table style discussion, focusing on current and future opportunities between the English Department and student success staff to collaborate for student benefit. A shared document was created which allowed luncheon participants to update as new opportunities arose. Additionally, the Lincoln Campus English department held several collaborative meetings to discuss partnership opportunities between Student Affairs and the English Department.

- The Milford and Lincoln Automotive Technology program teams began meeting on a regular basis to identify facility/equipment utilization issues, equipment needs, student success/retention concerns, and promote positive communication.

- A number of programs transitioned to using Canvas to enhance frequent communication with students during the transition to remote learning.

- Professional Development researched and developed preliminary plans to offer an SCC Leadership and Development program.

Strategic Plan 2020-2024: *Paving the Path to Possible*

The 2015-2019 Strategic Plan, which represented SCC's first institutional-level strategic plan, served as the catalyst for the successful navigation of several transformative improvements. SCC is poised to continue this momentum with the launching of its 2020-2024 Strategic Plan. The College began working on the 2020-2024 Strategic Plan in the 2018-2019 academic year and through an 18-month-long planning process, the Board approved the new plan in January 2020. Please visit https://www.southeast.edu/strategicplan2020-2024/ for more information on the strategic planning process.

SCC's new 2020-2024 Strategic Plan is compromised of nine goals and 60 objectives.

Goal 1 – Enrollment Growth. Promote access to career and technical, academic transfer, and continuing education programs through collaborative and data-driven enrollment processes.

Goal 2 – Student Success. Improve student emotional intelligence skills, learning outcomes, success and completion through high-contact programs, advising, and student development programming.

Goal 3 – Communication and Public Awareness. Expand awareness of the College's programs and services through responsive and transparent communication.

Goal 4 – Programming and Development. Promote the development and expansion of career, academic transfer, and continuing education programs to meet current and future needs.

Goal 5 – Employee Excellence. Promote excellence, innovation, and creativity among faculty and staff to support a positive and dynamic learning environment.

Goal 6 – Strategic Partnerships. Strengthen community partnerships with school districts, institutions of higher education, industry, community organizations, and governing entities to promote access to higher education, and economic and workforce development.

Goal 7 – Educational Environment. Enhance and maintain educational environments that promote learning, engagement, innovation, creativity, accessibility, and safety.

Goal 8 – Financial Strength. Maximize the College's ability to fulfill its mission and accomplish its strategic goals and objectives while strengthening its financial position.

Goal 9 – Organizational Climate. Strengthen the organizational climate by promoting excellence in all College operations, policies, accreditation relationships, and data-driven decision making.

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	Google Analytics	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	Google Analytics	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	Google Analytics	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	Voluntary Framework of Accountability (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 graduates	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	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	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	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	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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