

2015-2019 Strategic Plan

YEAR 3 PROGRESS REPORT

2017-2018
Strategic Achievements
Measures of Success
and Administrative Priorities

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Table of Contents

From the President.....	2
Goal 1 Enrollment and Growth.....	4
Goal 2 Student Success.....	7
Goal 3 Student Enrichment.....	9
Goal 4 Program Development.....	24
Goal 5 Faculty and Staff Excellence.....	29
Goal 6 Partnership.....	32
Goal 7 Educational Environment.....	35
Goal 8 Financial Stability.....	39
Goal 9 Organizational Environment.....	43
Administrative Priorities.....	48
Sources and Methodology.....	49

From the President

In June 2018 Southeast Community College (SCC)

Introduction

In this third annual Strategic Plan Progress Report, the [Office of Institutional Research](#)

Strategic Goals Progress

Goal 4 Enrollment and Growth

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

2017-2018 Strategic Achievements

Southeast Community College continues to make strong progress on its goal to promote access to educational opportunities by bringing an SCC location within a 35--

Figure 3

Figure 4

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

Figure 5

Figure 6

As shown in Figure 5, the number of [sections](#) offered by the [Continuing Education](#) Division has decreased slightly for the past three years. Figure 6 shows a small decrease (2%) in 2017-2018 in the number of sections of Arts & Sciences courses offered following an upward trend since 2013-14. Over the last three academic years, SCC adopted a proactive data-driven enrollment management model to increase -
dio6

Figure 7

Number of Career/Technical course sections

Increase by 3%

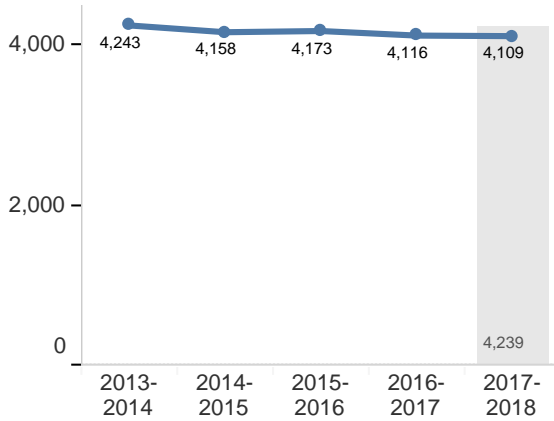


Figure 8

2013-

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

Figure 9

Figure 10

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

Figure 15

Figure 16

Bounce rate is the percentage of website visits in which the person leaves a web site from a particular page without clicking a link on that page; lower values are better. Figure /Re Td [(a)1 (vn)]TJ

Figure 19

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

2012-2013 1,148,831 2013-2014 1,044,580 2014-2015 844,580 2015-2016 744,580 2016-2017 826,580 2017-2018 926,580

Department -level Connections

Department -level Achievements

Goal 2- Student Success

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

2017-2018 Strategic Achievements

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

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

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

During the 2017-2018 academic year, the Gene

The General Education team revised the GELO

Figure 22

CCSSE Benchmark for Student-Faculty Interaction

Increase to 50% benchmark or higher

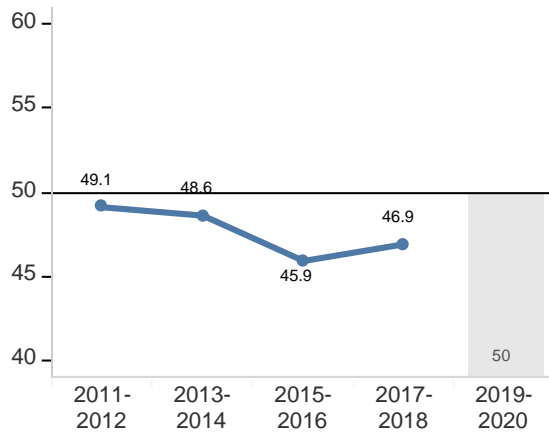


Figure 23

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

Figure 24

Figure 25

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

Figure 26

Figure 27

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

Figure 28

Figure 29

Figure 28 and Figure 29 show the related rates of students receiving a 'W' (withdrawal rate) or a 'D' or 'F' (D/F rate). Both these rates have been fairly low and stable. The largest change came with 2016

Figure 30

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

Figure 31

Figure 32

Two additional VFA measures include the percent of students who attempted at ledi.2 ne

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

Figure 33

Figure 34

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

Department -level Connections

Department -level Achievements

- In Spring quarter 2018, the Transitions program on the Lincoln campus began offering bi-weekly supplemental instruction workshops for students taking developmental math courses. The program recognized a need for additional support for developmental math students based on the high number of Transitions students requesting help with their math modules course work. The free workshops provide the students additional resources, including lectures over the material covered in the course, opportunities to

Goaß - Student Enrichment

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

2017-2018 Strategic Achievements

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

The College continues to promote and expand awareness and

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

-

Figure 37

Figure 38

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

Figure 39

Figure 40

Figure 39 shows that the number of student athletes has grown significantly since 2014-2015, largely due to.

Goal 4 Program Development

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

2017-2018 Strategic Achievements

Southeast Community College continues to be responsive to student and employer demands in its educational programming. To this end, it is actively seeking to update and expand its instructional programming to meet

Metrics⁴

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

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

Figure 43

DACUM (Developing a Curriculum) 1.04 P <</M.4 (o)-3) -0 Ov2 (3ri)13../areesnei.96 -0 .8 (0.00a)2 pnees0 Tc

Figure 44

Figure

Department -level Achievements

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

Goal 5 - Faculty and Staff Excellence

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

2017-2018 Strategic Achievements

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

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

Metrics⁵

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

- 5.1 Improve and expand human resource programs and services, including hiring processes, diversity training, wellness programming, personnel management, and safety training.
- 5.2 Promote internal and external opportunities for leadership, professional development, and educational advancement to ensure a dynamic work environment.
- 5.3 Promote opportunities for faculty and staff development through collaborative initiatives such as networking, research, conferences, and participation in professional societies and associations.
- 5.4 Promote participation within internal and external committees and organizations to support continuous learning and skill development.
- 5.5 Improve communication processes and procedures across departments, divisions, and campuses.
- 5.6

Figure 50

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

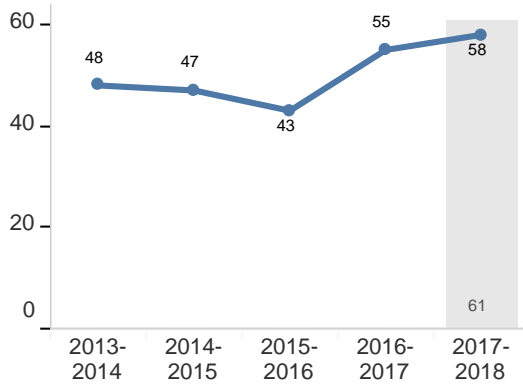
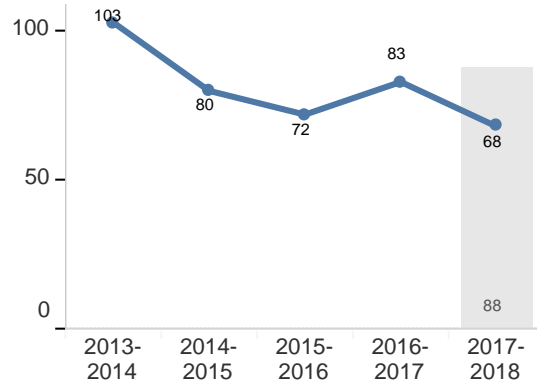


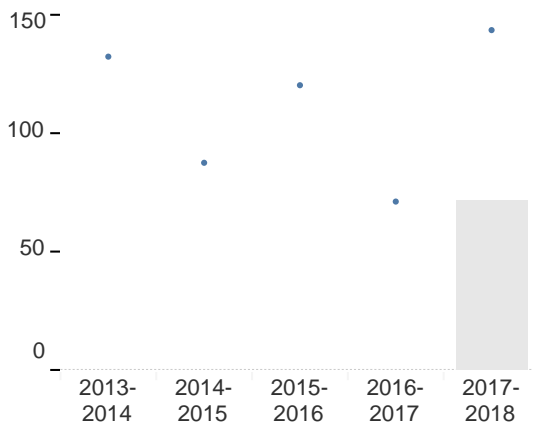
Figure 51

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



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

Figure 52



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

Department -

Goal 6 - Partnerships

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

2017-2018 Strategic Achievements

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

Goal 7

with the Gramm-Leach-Bliley Act and Department of Education regulations, the College

Goal 8 - Financial Stability

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

2017-2018 Strategic Achievements

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

The Director of Advancement has been actively working on seeking external donations for recent and ongoing capital projects, including the Great Plains Culinary Institute, the new Diesel

Metrics⁸

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

8.1

Goal 9 Organizational Environment

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

2017-2018 Strategic Achievements

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

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

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

The result of the Assurance Review process was a successful outcome, demonstrating the College's commitment to continuous improvement and operational efficiency.

The result of the Assurance Review process was a successful outcome, demonstrating the College's commitment to continuous improvement and operational efficiency.

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

Additionally, the College added seven new associate dean positions to enhance staffing levels and organizational structure to promote excellence in all College operations. These positions

Metrics⁹

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

- 9.1 Enhance staffing levels and organizational structure to promote excellence in all College operations.
- 9.2 Review and enhance all College policies and procedures by developing standardized documentation strategies.
- 9.3 Enhance employee orientation programming for both full-time and part-time employees.
- 9.4 Promote an efficient operational pace through effective organizational and academic calendars.
- 9.5 Enhance positive communication processes and practices.
- 9.6 Maximize a positive and engaging organizational environment by encouraging input, reflective

Figure 64

Figure 65

Figure 64 shows that over 60 percent of employees—as counted in the fall term—are faculty members. This proportion has stayed relatively stable over time. Figure 65 shows that just over half of

Department -level Achievements

- Each campus created Goal 9 banners to display in prominent areas

Administrative Priorities

The Administrative Team developed the following priorities for the 2019-20 academic year after reviewing metrics performance data and evaluating

Sources and Methodology

This section provides additional information about the associated strategic objective, target,

Goal 2- Student Success

Figure	Metric	Strategic Objective	Target	Data source	Definition
Figure 20	CCSSE Benchmark for Active and Collaborative Learning	2.1	Increase to 50% benchmark or higher	CCSSE reports	Overall score for CCSSE (Community College Survey of Student Engagement) benchmark of Active and Collaborative Learning. This survey has been administered at SCC every other year since 2011.
Figure 21	CCSSE Benchmark for Support for Learners	2.5	Increase to 50% benchmark or higher	CCSSE reports	Overall score for CCSSE (Community College Survey of Student Engagement) benchmark of Support for Learners. This survey has been administered at SCC every other year since 2011.
Figure 22	CCSSE Benchmark for Student-Faculty Interaction	2.5	Increase to 50% benchmark or higher	CCSSE reports	Overall score for CCSSE (Community College Survey of Student Engagement) benchmark of Student-Faculty Interaction. This survey has been administered at SCC every other year since 2011.

Figure 32	Percent of students who completed all developmental coursework*	2.3	Increase 4%	VFA
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Goal 6 - Partnerships

Figure	Metric	Strategic Objective	Target	Data Source	Definition
Figure 53	Percent of SCC service area high school seniors who enrolled at SCC during the following academic year*	6.1	Increase 3%	SCC Data Warehouse and Nebraska Department of Education website	Percent of high school seniors from the 15-county service area who attended SCC during the following academic year.
Figure 54	Percent of dual credit students who enrolled at SCC as an undergraduate the following academic year*	6.1	Increase 3%	SCC Data Warehouse	Percent of high school dual credit students who enrolled at SCC as an undergraduate student the following academic year.

Goal 7 Educational Environment

Figure	Metric	Strategic Objective	Target	Data Source
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Goal 9 Organizational Environment

Figure	Metric	Strategic Objective	Target	Data Source	Definition
Figure 62	Full-time faculty headcount	9.1	Increase 1%	IPEDS HR	Number of faculty members employed by SCC on November 1st of each year.
Figure 63	Full-time staff headcount	9.1	Increase 1%	IPEDS HR	Number of staff members employed at SCC on November 1st of each year. This count includes administrators as well.
Figure 64	Percent of employees wh				

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