

## 3 - Teaching and Learning: Quality, Resources and Support

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The institution provides quality education, wherever and however its offerings are delivered.

### 3.A - Core Component 3.A

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The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### Argument

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#### 3.A.1.

SCC's rigor is appropriate to a postsecondary, open-access institution focused on preparing students for the skilled workforce or transfer to a four-year institution. The College has consistently strong [student employment rates](#) and [transfer rates to four-year institutions](#), thus demonstrating appropriate rigor. Furthermore, in the [2021 Community College Survey of Student Engagement \(CCSSE\)](#), SCC students responded to [indicators of academic challenge](#) at or above the College's peer benchmark.

SCC consistently follows well-established processes that ensure its courses are current and appropriate to the level of degree or certificate awarded. These processes include Curriculum Committee review, program review, maintenance of specialized accreditation, articulation agreements, a systematic curriculum development model (DACUM), and Workforce Leadership Teams/Program Advisory Committees.

#### Curriculum Committee

The faculty-driven [Curriculum Committee](#) includes representation from each academic division, instructional administration, and Student Enrollment. The committee's purpose is to [promote quality for all academic programs and courses](#) and ensure compliance with program policies and procedures, as well as HLC and Nebraska Coordinating Commission for Postsecondary Education requirements. The [committee evaluates](#) curriculum additions, modifications, and eliminations, providing another level of input in coordination with the [Assessment Team](#), [General Education Team](#), and [master course form](#) and [review process](#). The [annual College Catalog revision](#) communicates curriculum and program changes to students and employees.

#### Program Review

As required by CCPE, SCC programs [undergo program reviews](#) on [seven-year cycles](#) to ensure

continued efficacy and to determine if programs need to be modified or removed. For these [program reviews](#), SCC provides data on the number of graduates, student credit hours, ratio of student credit hours to faculty FTE, and degrees awarded as evidence of need, demand, and efficiency. These metrics are compared to the [thresholds established by CCPE](#).

### **Specialized Program Accreditation**

[Eighteen programs](#) maintain specialized accreditation with third-party accrediting bodies recognized by the United States Department of Education or the Council for Higher Education Accreditation. These standardized accreditation requirements ensure programs are meeting industry and professional standards and thresholds appropriate to the degree or certificate awarded.

### **Articulation Agreements**

Since 1995, all community colleges in Nebraska have been involved in the [Nebraska Transfer Initiative](#) to ensure that 100- and 200-level general education courses are comparable in scope, quality, and rigor statewide. Consistent with [College Policy](#), SCC maintains [articulation agreements](#) that enable students to further their education through transfer to a baccalaureate institution. The course learning outcomes must be equivalent in order for transfer credit and the articulation agreement to be approved. As part of the quarter-to-semester calendar conversion, articulation agreements were reviewed and updated with [public and private four-year colleges and universities](#) in Nebraska and a [number of out-of-state institutions](#).

### **Curriculum Development Model (DACUM)**

To ensure curriculum is current and relevant, SCC utilizes the [DACUM](#) (Developing a Curriculum) [model](#) and annual Program Advisory Committee and Workforce Leadership Team meetings for all instructional programs. The DACUM process is on a [five-year cycle](#) and involves a day-long workshop with panels of experts in the field who identify necessary skills, behaviors, equipment, and materials that graduates need to perform the job well. Field experts also share their thoughts on future trends and concerns of the occupation. Panel recommendations are sent to the program faculty and Advisory Committee for review. In their review, faculty [map the list of duties and tasks to core courses](#) and identify potential gaps in the curriculum.

As an example, the Office Professional program [completed a DACUM workshop](#) and [curriculum map](#) in 2021, and [their discussion](#) led to creating Advanced Excel projects, creating new group projects and collaborative quizzes, and implementing changes in a capstone course, including adding more objectives related to ongoing professional development for their students.

### **Program Advisory Committees (Workforce Leadership Teams)**

The role of [Workforce Leadership Teams](#) (WLT), as outlined in the [Instructional Handbook](#), [extends beyond](#) reviewing feedback from the DACUM process. These advisory groups [meet annually](#) (at a minimum) to provide input regarding workplace competencies required for graduates to be successful in the field, make suggestions on capital equipment requests, and ensure that technology and industry standard updates are specific to the local labor market. The Instructional Division maintains the [list of WLT/Advisory Committee members](#) and supports the organization of meetings and mailings (see 4.A.4).

### **Program Length Update**

As identified in SCC's [Assurance Review \(2017\)](#), [Team Report \(2017\)](#), and [HLC Liaison visit \(November 2018\)](#), the College has been dedicated to ensuring its programs are comparable in length to its peers' programs to comply with HLC's policy [FDCR.A.10.020](#). Following this policy's revision, the College conducted a [comparative analysis](#) of program lengths at SCC and its peer institutions and determined that levels of performance required by students for a number of the College's programs were not comparable to levels of performance required for similar programs at peer institutions. Approximately 70% of SCC's 39 associate degree programs required more than 75 hours; in contrast, only 12% of peer institutions required more than 75 hours.

For the last four years, the College has been conducting [further analyses, adjusting program lengths](#) through transition to the semester calendar, and refining the curriculum review process. Reducing program lengths is one of SCC's [six areas of improvement](#) annually reported to the College's HLC Liaison, who has [commended the College](#) for its strategic and systematic progress in this area. In 2019-2020, SCC met the milestone of having program lengths in alignment with program lengths of its peers.

### **3.4.2.**

SCC has established [Mission-driven Institutional Learning Outcomes](#) that guide all academic and non-academic learning opportunities at the College. The College offers undergraduate [associate degrees, diplomas, and certificates](#). SCC articulates learning outcomes and identifies measurable expectations of performance within [course-level learning objectives](#). As established in [College Policy](#), certificates are awarded to students who complete a credential of 24 or fewer semester credit hours; diplomas are awarded to students who complete a credential of at least 25 semester credit hours, including two Core general education courses; and associate degrees are awarded to students who complete at least 60 semester credit hours, including five Core general education courses (a minimum of 15 credit hours). Requirements for each level of award are communicated in the [College Catalog](#) and on the [public website](#) and reviewed annually as part of the [curriculum review process](#).

General education at SCC provides students with transferable, broad-based skills and knowledge, preparing them to acquire new competencies, broaden their perspectives, adapt to the needs of a changing society, and participate responsibly in local, national, and global communities. The [SCC Core](#) consists of a set of Student Learning Outcomes aimed at the development of knowledge and skills beyond those specific to an occupation with a goal of academic, personal, and social growth. The courses that make up the SCC Core support these [six General Education Learning Outcomes \(GELOs\)](#).

Degree, diploma, and certificate programs articulate learning outcomes [within program handbooks, course syllabi](#), and [assessment plans and reports](#). All course syllabi are available to students on the [public website](#) and [SCC's intranet \(The Hub\)](#). Programs annually review learning goals within the syllabi in collaboration with the [DACUM report](#), [Assessment Report](#), and [Workforce Leadership Team feedback](#).

### **3.4.3.**

#### **Evaluation of Course Success Data**

SCC offers face-to-face classes on its [three campuses](#) and [additional locations](#), as well as [online, hybrid, and dual credit classes](#). In [Fall 2022](#), 66% of courses were taught in person, 25% online, and 9% in hybrid format. Regardless of delivery format or program location, the quality and learning

goals for courses and programs remain consistent through established processes, as demonstrated by analysis of trends in grade distribution, pass rates, and attrition rates across divisions and course sections.

The Office of Institutional Research (IR) has developed several interactive tools for program chairs, instructional deans, and administrators to evaluate topics like [student success and withdrawal rates](#), [enrollment](#), [grade distribution](#), and [attrition rates](#) across divisions, programs, and courses. IR also [offers training in these tools to support](#) instructional leaders in analyzing and using data to promote student success.

### **Common Syllabi**

To achieve consistency in processes, the College utilizes a [standard course syllabus](#). The syllabus requirements include identification of student learning outcomes, course learning objectives, course policies and procedures, and textbook and supply needs. In addition, [standard textbooks](#) are used for courses.

### **Faculty Qualifications**

Required minimum faculty qualifications are the same across course sections and [are provided on faculty job descriptions](#). As outlined in [College Policy](#), faculty must meet the HLC's requirements for teaching in specific content areas. In 2016, the College conducted an audit of faculty qualifications and [developed a matrix](#) that defined minimum faculty qualifications for each course.

All new and existing faculty, irrespective of the course format or location they teach in, meet the minimum qualifications outlined in the matrix. Human Resources and instructional administrators utilize the matrix during the hiring process. The College completed a comprehensive [revision of the faculty qualification matrix](#) in 2023 to ensure alignment with HLC policies.

Each dual credit courses must have an approved, qualified instructor, follow the [College's course and grading policies](#), and use the standard course syllabus and course information document with the same student learning outcomes. Over the past five years, [dual credit student grade distribution, success rates, and attrition rates](#) have remained consistent even as enrollment has increased.

### **Canvas Learning Management System**

A [Fall 2017 employee survey](#) identified low levels of satisfaction with the Moodle learning management system compared to other aspects of technology and communication at SCC. The College made the decision to invest in a more user-friendly learning management system, which enabled more interaction, better use of technology, and access to learning outcome data. In 2019, the College transitioned from Moodle to the [Canvas learning management system](#). In Spring 2023, 76% of employees reported they were [satisfied with Canvas](#), up from 63% in 2020.

Faculty use the Canvas gradebook and course shell to publish course information, grades, and documents for students to access. Canvas has a locked menu, course display, and course setup, thus promoting a universal navigation between courses. To ensure consistency with course delivery, all faculty who teach online or hybrid courses are required to first complete an [online certification course](#). The Virtual Learning Handbook outlines [faculty expectations and course procedures](#). The Virtual Learning Team also [supports faculty](#) in designing online learning experiences for students.

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## 3.B - Core Component 3.B

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The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

## Argument

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### 3.B.1.

SCC's [Mission, Vision, Values, Strategic Plan](#), and [Institutional Learning Outcomes \(ILOs\)](#) inform programming and the development of skills that empower and transform students and are adaptable to changing environments. The development of these adaptable skills and attitudes is at the heart of the College's [Goal 9.6](#).

SCC has developed [six General Education Learning Outcomes \(GELOs\)](#) to help faculty infuse transferrable general education skills into their programs. The GELOs align with the [College's Institutional Learning Outcomes](#) and articulate the broad knowledge and intellectual concepts that every SCC student and graduate should possess.

These Institutional Learning Outcomes inform the SCC Core, which are general education course offerings that support the College's [Mission](#) of empowering and transforming diverse learners by providing students with transferrable, broad-based skills and knowledge that prepares them to acquire new competencies, broaden their perspectives, adapt to the needs of a changing society, and participate responsibly in local, national, and global communities. Students gain knowledge and skills in:

- Collecting, analyzing, and communicating information through the [Speech Communication](#) and [Written Communication](#) Learning Outcomes.
- Mastering modes of intellectual inquiry and creative work through the [Critical Thinking & Problem Solving](#) and [Analytical, Quantitative, and Scientific Reasoning](#) Learning Outcomes.
- Adapting to changing environments through the [Global Awareness and Citizenship](#) and [Career and Life Skills](#) Learning Outcomes.

The general education program at SCC is appropriate to the College's Mission of empowering and transforming students. As a two-year institution providing both technical and academic transfer education, the College provides [100 and 200-level general education courses \(the SCC Core\)](#) that ensure a common, broad-based, well-rounded education for students irrespective of their program of study. The outcomes-based Core consists of a set of General Education Learning Outcomes (GELOs) with the goal of academic, personal, and social growth and the development of knowledge and skills beyond those specific to an occupation.

Between 2016 and 2018, the [General Education Committee](#) substantially revised the College's GELOs for the first time since 2005. The Team also [developed descriptors, outcomes, and rubrics](#) that supported their assessment. Furthermore, the General Education Team [developed a process](#) that strengthens the general education course offerings and provides ongoing assessment and curricular revision of all general education courses.

Each of the six general education Core categories is based upon a [Core competency statement](#) and a [list of learning outcomes](#) developed collaboratively by the area representative on the General Education Team, program chairs, and department faculty. Students seeking an [Associate of Arts/Science](#), [Associate of Applied Science](#), or [Associate of Occupational Studies](#) are required to take at least one Speech Communication and one Written Communication course, plus one course from three of the four other areas for a minimum of five general education courses, or 15 semester credits.

Faculty members follow an [established procedure](#) to [propose courses](#) to the General Education Committee for inclusion in the Core. The General Education Committee then makes a recommendation to the Instructional Division deans and Vice President for Instruction. The committee is chaired by the Dean of Arts and Sciences and is comprised of faculty representatives from each instructional division, as well as a representative from each of the general education disciplines. The Core courses (and all other course offerings) are published on the public website and in the College Catalog with [course descriptions, syllabi, learning outcomes, and content outlines](#).

### **3.B.2.**

The [College Catalog](#) includes an explicit explanation of the general education role, Mission, philosophy, and requirements. The courses selected for the SCC Core are broad-based and encompass a range of skills and attitudes necessary for a well-educated citizen. For example, the [Speech Communication outcomes describe the intent](#) to broaden students' behaviors, skills, and habits by developing effective communication skills, which are the bedrock of successful, fulfilling personal and professional relationships. Students learn and demonstrate research, writing, and presentation skills (verbal and nonverbal), which enable them to present informed, organized information in an ethical, engaging manner to different audiences in various contexts. They also learn and develop critical listening and thinking skills, which are applicable to both personal and professional contexts.

Each year, instructional programs [link](#) their [Program Learning Outcomes](#) to the GELOs. Oral Communication (GELO 1) and Written Communication (GELO 2) reference these skills directly. Critical Thinking (GELO 3), Problem Solving (GELO 4), Analytical, Quantitative, and Scientific Reasoning (GELO 5), and Career and Life Skills (GELO 6) prioritize developing students' skills in analyzing academic or creative problems and creating strategies for reasonable solutions. GELOs 3-6 also highlight the College's priority of positioning students to succeed in a variety of environments.

The [following assignments](#) from a variety of courses in the SCC Core are included as examples of how programs develop the knowledge, skills, and attitudes beyond those specific to an occupation to

promote academic, personal, and social growth:

- Speech Communication
  - A persuasive speech is required for [SPCH-1090 Fundamentals of Human Communication](#) and [SPCH-1110 Public Speaking](#). Students identify an issue about which they hope to persuade audience members to change their attitudes, beliefs, values, and/or behaviors. Students gather evidence and build arguments to support their claims.
- Written Communication
  - Students who take [ENGL-1010 English Composition I](#) read "Anti-Intellectualism: Why We Hate the Smart Kids" by Grant Penrod. Students analyze the reasons and evidence the author presents to support his claims and critique the effectiveness of the author's ability to support his thesis.
- Critical Thinking and Problem Solving
  - In [MATH-1150 College Algebra](#), students apply mathematical and scientific methods to solve problems from an array of contexts and everyday situations.
- Global Awareness and Citizenship
  - The [ECON-2110 Principles of Macroeconomics](#) course provides students the opportunity to write critical reaction papers using macroeconomic data to analyze current events. Students also explore alternative actions based on economic theory.
- Analytic, Quantitative, and Scientific Reasoning
  - Students who take [CHEM-1050 Chemistry and the Citizen](#) develop knowledge and skills in dimensional analysis through mathematical equations, solving of problems, and completion of assignments and lab exercises.
- Career and Life Skills
  - In [FSDT-1350 Basic Nutrition](#), students analyze their diets and develop goals for improving their health based on the comprehensive well-being status listed in GELO 6.5.

To reinforce general education behaviors, skills, and habits, all programs are required to list the related GELOs on the [master syllabus](#) for each course. These syllabi are then distributed to students in their courses and posted on SCC's [public website](#). By including the GELOs and the course-level student learning outcomes on the syllabus, general education goals are articulated for both students and faculty. All career and technical programs identify how at least one of their program's learning outcomes supports at least one GELO in the Program Learning Outcome assessment cycle.

In the biennial CCSSE survey, [students agreed](#) either "very much" or "quite a bit" that SCC had contributed to their ability to:

- Write clearly and effectively: 59% (below benchmark).
- Speak clearly and effectively: 56% (below benchmark).
- Think critically and analytically: 75% (slightly above benchmark).
- Form a new idea or understanding from various pieces of information: 72% (above benchmark).
- Apply theories or concepts to practical problems or in new situations: 68% (above benchmark).

### **3.B.3.**

SCC is committed to providing students with opportunities to develop skills and attitudes to live and work in a diverse world. This commitment is reflected explicitly in the [College's Strategic Plan](#), [Institutional Learning Outcomes](#), [General Education Learning Outcomes](#), [institutional policies](#), and [curricular/co-curricular programming](#).

Since 1997, employees have been required to complete [three hours of diversity education each year to enhance](#) cultural understanding. In addition, since 2015, College resources have increased to support students of all abilities. For example, in 2016, the Accommodations Resource Office was restructured to add three new positions: [Director of Student Accommodations](#) and two [Accommodation Resource Advisors](#). The College responds to the needs of the substantial immigrant population and [maintains a directory](#) of all employees who speak a language other than English so students can contact a faculty or staff member who speaks their native language. This information is available to students on the home page of the [College's intranet portal, The Hub](#).

Global Education initiatives seek to equip students for a global economy and an increasingly multicultural society. As stated on the Global Education page of the SCC website, “Global Education offers students the [opportunity to bridge](#) cultural differences between people from diverse backgrounds and increase awareness of global issues.”

[Global Education](#) at SCC includes student and curriculum initiatives and helps fulfill SCC's Mission by providing "educational experiences and opportunities that enhance a student’s chance for success and gainful employment.” The College added a [Global Studies Certificate](#) in 2022-2023 and has recently revitalized its [World Denizen Project](#).

In its nearly 20 years of existence at SCC, Global Education has offered [educational opportunities](#) for students, faculty, and staff to travel to [England, France, Ireland](#), and [Kenya](#) and has provided service-learning experiences in Haiti and Guatemala. All students and employees who participate in the study abroad trips [take a course \(GLST2980\)](#) one term prior to the trip. Taught by faculty leading the trip, the course focuses on the culture of the country to be visited and practical preparations for the trip.

[Participation](#) in Global Education study abroad trips increased in 2022-2023 following a few years of declining enrollment. Due to travel restrictions associated with the pandemic, Global Education expanded to include [book clubs](#), [local awareness campaigns](#), and planning for [domestic travel experiences](#).

For the [past several years](#), the Global Education Committee has sponsored an annual [International Education Week](#). Activities range from performances to poster sessions, displays, and panel presentations related to the arts, health and science, immigration, culture, food, and other areas.

Clubs and organizations also provide students with cultural growth opportunities to live and work in a diverse society. The [Multi-Ethnic Student Organization](#) sponsors events that encourage awareness of human and cultural diversity. Other student organizations, like the [Agriculture Club](#), hold annual drives for local community organizations.

### **3.B.4.**

SCC provides hands-on technical learning experiences to equip students for employment or transfer to a four-year institution. [Nebraska statute](#) permits faculty to engage in applied research activities to enhance student achievement, professional development, and instructional programs, but research is not a required aspect of [faculty roles and responsibilities](#). The following examples illustrate how SCC’s faculty and students are engaged in a variety of activities that enhance scholarship, [creativity](#), and cultural diversity in support of the College’s Strategic Plan and Institutional Learning Outcomes.

The [Humanities Club](#) on the Beatrice Campus engages students and faculty in fundraisers and

community activities, including faculty and student creative exhibits in partnership with the public library, craft/cultural workshops, and collaborations with the city of Lincoln and local organizations.

For the [annual Social Science Research Day](#), students share their research (generally completed as part of coursework) in poster or video form in the main hall of the Lincoln Campus. Students, faculty and staff have the opportunity to view their work and discuss it with them. Faculty and staff judges score the students on their visual presentation, quality of research, and ability to explain their results. This event engages the campus community in social science research, rewards students for research excellence, and allows them to gain experience in public presentation of knowledge.

SCC's biotechnology, biology, and psychology/animal behavior courses were awarded a [National Science Foundation Advanced Technical Education grant](#) for canine research. These academic disciplines engaged industry partner (Neogen) in an undergraduate research project. As part of the experience, SCC faculty and Neogen provide training and support to high school teachers for implementing research experiences in their courses.

[Illuminations](#), SCC's creative works publication, has had consistently strong contributions from faculty, staff, and students alike and has received [national recognition](#) from the Community College Humanities Association.

In 2016, the College added a [full-time theatre/music instructor](#), who produces [theatrical and musical events](#) that engage the College and the broader community. Credit and non-credit theatre production courses are offered for students, staff, and community members.

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## 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

### Argument

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#### 3.C.1.

SCC's Mission to empower and transform the diverse learners in the [15-county service area](#) informs the College's Vision, Values, and strategic objectives. The College's [student population is more racially diverse](#) than the service area's population with [23.6% of students self-identifying as Black, Hispanic, Asian, American Indian/Alaska Native, or Hawaiian/Pacific Islander](#). The [employee population is less racially diverse](#) than the service area with [7% self-identifying their race/ethnicity as Black/African American, Hispanic, Asian, or Native American](#). The gender makeup of employees is [59% female and 41% male](#), and the student population is [53% female and 47% male](#).

In response to one of the College's strategic objectives ([5.1](#)), Human Resources has expanded its [recruiting and advertising practices](#) to reach a broader pool of applicants, as recruiting qualified candidates [has become increasingly challenging](#) in recent years. The College has identified this area as one of its [Administrative Priorities](#), which informs planning and budgeting decisions for 2023-2024.

#### 3.C.2.

The most recent data reported to IPEDS (Fall 2021) indicate that SCC employs [1,109 faculty and staff \(709 full-time employees and 400 part-time\)](#). In 2015-2016, to support the implementation of SCC's strategic goals related to [program development](#), [student success](#), [employee excellence](#), and [organizational climate](#), the College approved 68 new full-time positions through a data-driven, [expanded budget request process](#). Between 2016 and 2022, through the College's expanded budget



process, another 29 full-time positions were added, including key positions in [Instruction](#), [Student Success](#), and [Student Enrollment](#). SCC has the [highest ratio of full-time faculty to adjunct faculty](#) in Nebraska and among its peers and has made progress in [increasing the number of administrators](#) to provide adequate oversight of institutional activities.

The [distribution of full-time \(n=362\) and adjunct faculty \(n=327\)](#) ensures that full-time faculty have sufficient resources to carry out classroom and non-classroom roles and responsibilities.

### **Oversight of the Curriculum/Expectations for Student Performance**

As detailed in the [Instructional Handbook](#), [faculty contract](#), and [position descriptions](#), instructors are expected to:

- Provide instruction in their respective areas.
- Advise students in accordance with the student advising plan.
- Maintain competencies in accordance with established program expectations.
- Complete professional development requirements.
- Conduct evaluation of student performance.
- Complete a periodic review of one's position description, and provide input on possible changes to supervisor.
- Post and maintain a minimum of five office hours per week to maximize accessibility to students.

Faculty are responsible for [overseeing curriculum and evaluating student performance](#). The expectations of instructors as related to curriculum include:

- Developing, reviewing, revising, and following course syllabi.
- Developing, reviewing, revising, and following the course information document for each course.
- Periodically reviewing, revising and developing new course curriculum to reflect new curricular innovations and/or professional/industry standards.

In 2016, the College established a faculty-driven [Curriculum Committee](#) to coordinate processes related to curriculum review (discussed in 3.A.1).

### **Assessment of Student Learning**

Faculty communicate expectations for student performance in [standardized syllabi](#) and [assignment descriptions](#). Faculty also oversee the delivery of academic content and develop learning objectives for each course. Evaluations of [course-level student learning outcomes](#) are part of the [program assessment and general education process](#), which is coordinated by the Director of Assessment and Dean of Arts & Sciences, in collaboration with a [faculty team](#) of peer reviewers.

### **Establishment of Academic Credentials for Instructional Staff**

Instructional administration, Human Resources, and faculty collaboratively [establish minimum qualifications](#) for each academic discipline area in alignment with [HLC policy](#). Program chairs and associate deans conduct [an in-depth review of position descriptions each time](#) a new hire is needed. Faculty members establish the work experience, academic qualifications, and training expectations reflected in position descriptions. College Policy notes faculty involvement in establishing academic credentials.

### **3.C.3.**

Faculty qualifications are established Collegewide and implemented at a program level. As documented in [College Policy](#), faculty play an important role in determining both academic and work experience credentials critical to specific disciplines. Even though the College received an [extension](#) until 2025 to meet expectations, as of Fall 2022, all instructors are appropriately qualified, including those teaching dual credit courses. Faculty employed by the College to teach credit courses to high school students at approved locations must have credentials consistent with full-time faculty who teach similar courses at SCC.

The College is committed to employing faculty with credentials that meet or exceed HLC standards. [Faculty](#) teaching general education and transfer-eligible courses (including those in the Nebraska Transfer Initiative) have a minimum of a master's degree, or a minimum of 18 graduate semester hours in the field they are teaching. Additionally, in order for high school students to receive dual credit (high school and college credit) for an SCC course, the instructor is required to have current Nebraska Department of Education teaching credentials or a postsecondary permit. [Faculty](#) who teach in the career and technical education programs hold a bachelor's degree in the field and/or a combination of education, industry training, years of experience, licenses, certifications, or tested experience.

In 2016, to verify continuity and ensure compliance with HLC as set forth in Assumed Practice B.2, the Office of Human Resources and the Vice President for Instruction [analyzed minimum faculty credentials](#) at peer institutions. After being granted an extension on January 25, 2017, to complete this work, the College reviewed all SCC faculty transcripts and proof of work experience, including those for dual credit faculty, against the minimum faculty credentials. Five full-time and six adjunct faculty did not meet the minimum credentialing requirements but have since retired or completed required coursework. As of Fall 2022, all full-time, adjunct, and dual credit faculty meet minimum qualifications. In 2022-2023, the College reassessed minimum qualifications and updated its [faculty qualifications matrix](#).

Prior to teaching distance education classes, faculty must complete [online course training](#). Faculty must adhere to standards of course design developed and overseen by the College's Virtual Learning Department. Associate deans and instructional designers [review distance courses](#) and work with faculty to make modifications as needed.

### **3.C.4.**

Faculty are evaluated regularly in accordance with established [institutional policies and procedures](#). During their two-year probationary period, faculty have an annual full appraisal from their associate dean with a [minimum of one classroom observation](#) each term. After their probationary period, faculty have a [performance review](#) every three years and a minimum of one classroom observation each year. The appraisal is designed to identify strengths and weaknesses in the areas of accessibility, workload, interpersonal relations, job-related skills, and initiative. The [process](#) includes self-assessment from the faculty member, evaluation from the associate dean, classroom observation, and a professional development plan.

During their probationary period, faculty members are expected to participate in a series of standard [instructional training modules](#) and collaborate with their supervisors to identify appropriate activities, goals, and training opportunities with a timeline for completion. These modules and activities are documented in the [Individual Development Plan](#) (IDP), which is tracked by the faculty member and

reviewed by the supervising associate dean.

At the end of each term, students are asked to evaluate their faculty in the WDYT "[What do you think?](#)" process. Faculty, program directors, associate deans, and deans [review these evaluations](#), and course modifications are made when applicable. For the past five years, the average [response rate has been 22%](#).

### **3.C.5.**

SCC has processes and resources for ensuring that instructors are current in their disciplines and supported in their professional development. The College's Office of Human Resources, Virtual Learning Department, and associate deans coordinate faculty professional development opportunities.

- [College Policy](#) requires that faculty complete at least three professional development activities annually. Human Resources tracks and documents the completion of these activities.
- College Policy requires that faculty and staff fulfill annual requirements for [diversity](#), [safety](#), and [cybersecurity and FERPA](#).
- The [performance appraisal process](#) includes a [section on goal setting](#) and professional development.
- Programs have budget lines for conference registration, travel and lodging, and memberships in professional organizations and affiliations. Over the past seven years, the College has [invested \\$1.61 million in travel for College employees](#).
- The College reimburses full-time employees (.75 FTE or more) for costs incurred for the successful completion of undergraduate or graduate credit courses. In accordance with the 2015-2019 Strategic Plan, the College [regularly reviews tuition reimbursement data](#) and [encourages participation in this benefit](#).

The College has processes and resources for ensuring that all instructors are adept in their teaching roles.

- All new instructors complete training modules as part of their [Individual Development Plans](#).
- College policies are [provided to adjunct instructors](#) and reviewed during [orientation](#).
- Faculty have annual [professional development](#) and [diversity requirements](#), which are documented and tracked (see 3.C.5).
- Additional resources and ongoing training for distance education and Canvas are presented in the [Virtual Learning Handbook](#) and in the [monthly Virtual Learning Newsletter](#).
- More than [50 faculty members](#) completed Emotional Intelligence 2.0 training as part of the Quality Initiative in 2018-2022.
- Building upon the success of the College's Engaged Learning Experience initiatives in 2014-2018, all new faculty are oriented to engaged learning strategies. Some instructional divisions have [expanded this training](#) to [Lunch and Learns](#) and [other professional development opportunities](#).

In July 2022, the College implemented a [new leadership academy and supervisor training](#). These sessions provided training on SCC-specific topics (e.g., PeopleAdmin, hiring/onboarding, coaching/evaluations) and topics related to supervision as a whole (e.g., delegating, change management, effective teams, supervision, developing trust). A monthly newsletter communicates professional development opportunities to all employees.

### **3.C.6.**

As documented in the [Instructional Handbook](#) and the [faculty contract](#), full-time instructors are expected to be accessible for student inquiry by posting contact information and maintaining a minimum of five office hours per week. The same requirements apply to instructors of online courses.

In the 2021 Community College Survey on Student Engagement (CCSSE), SCC scored at the [national average \(50.2\) on Student-Faculty Interaction](#). Of the items in this CCSSE benchmark, [these items indicated the highest levels of student-faculty interaction](#):

- “How often have you received prompt feedback from instructors on your performance?” (69.0% answered “Often” or “Very often”)
- “How often have you used email to communicate with an instructor?” (74% answered “Often” or “Very often”)
- “How often have you discussed grades or assignments with an instructor?” (50% answered “Often” or “Very often”)

The College re-administered the CCSSE in Spring 2023. SCC has used CCSSE results to [discuss strategies with deans](#) in the Instructional, Student Success, and Student Enrollment Divisions.

### **3.C.7.**

In accordance with [College Policy](#), staff members providing student support services are appropriately qualified, trained, and supported in their professional development. Student Success and Student Enrollment hires and trains staff to support the College's goal of maximizing student enrollment, growth, and success. Qualified applicants go through the Human Resources hiring process, as documented in Criteria 5.A. Qualifications are closely scrutinized to ensure that education, training, skills, and experience meet minimum expectations. Some positions require licensure, such as the College's [mental health counseling staff](#). Other positions, such as [tutoring staff](#), [financial aid staff](#), [academic advisors](#), and [student development teams](#), outline qualifications clearly in the position descriptions. After attending the College's [new hire orientation](#) and completing the procedures identified in the [standard checklist](#), new employees participate in job training and orientation, which vary by office.

The College has [reorganized the Student Affairs Division into two divisions](#), Student Success and Student Enrollment, to provide additional supervision, support, and oversight on each campus. The College has developed [standard operating procedures](#) to assist in training. The Enrollment Management team provides [guidance](#) for employees on fair and ethical recruiting practices.

The College provides professional development and a leadership academy for all employees as described in 3.C.5.

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## 3.D - Core Component 3.D

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The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

### Argument

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#### 3.D.1.

Driven by its strategic goals to improve student success, SCC has made significant investments in strengthening its student support system through transformation of the physical infrastructure, expanded staffing levels, and enhanced programming.

SCC's [Vision](#) includes the creation of destination campuses with a full selection of student services, including housing, dining, and study spaces. In 2018, the College constructed its [first private study spaces](#) and a [small coffee shop](#) on the main Lincoln Campus and [added tables and chairs to the hallways](#). These small changes shifted the culture from that of a commuter campus to a campus where students could spend more time interacting with peers and faculty while having ready access to learning resources. The College plans to open its [first residence hall on the Lincoln Campus](#) by Spring 2024 and is planning the construction of [additional residence halls](#). In February 2023, the Lincoln Campus completed a [\\$30+ million renovation](#) that will transform the student enrollment and academic support experience into one that more closely aligns with the College's Mission, Vision, and strategic goals. Furthermore, in the last three years, the Milford Campus has added [two new residence halls](#) and plans to begin construction on a third in 2024, while the Beatrice Campus opened a [new residence hall and a dining hall](#) in 2019.

Since 2015-2016, the College has added more than 20 [new Student Success, Advising, and Student Enrollment positions](#). The new student support positions have allowed for enhanced programming, including an [overhaul of the Advising, New Student Enrollment and New Student Orientation processes](#), the [development and implementation of a comprehensive student advising model](#), and an expansion of [mental health services](#).

With an [average student age just under 22](#) and [19% of the student population older than 25](#), SCC recognizes that many of its students have been away from formal education for a few years and may be underequipped to succeed academically. Institutional data indicate that [nearly half of first-time SCC students \(43%\) test into at least one developmental course](#) (math, English, or reading). In the 2021 Community College Survey of Student Engagement, 51% of SCC students reported that [they worked at least 21 hours per week with 35% reporting more than 30 hours per week](#), leaving less



time for concentrating on studies. As reported to IPEDS, [23% of SCC students receive Pell grants and 62% have federal student loans](#), which is [considerably higher than the rates at peer institutions](#). Some student populations are also known to experience more barriers to academic success. The College has a significantly [higher diversity index](#) than the SCC service area, and a number of [students](#) receive accommodations through the [Accommodations Resource Office](#).

To fulfill its Mission and meet the needs of its student population, SCC has a comprehensive student support service system in place, including an [Admissions Department](#), [Career Advising](#), [financial aid resources](#), [Registration and Records](#), [Testing Center](#), [student activities](#), [Campus Stores](#), [Academic Advisors](#), [Library Resource Centers](#), [Accommodations Resources](#), [Health and Wellness Centers](#), and [mental health counseling](#). In addition, a [childcare center](#) is available on the Lincoln Campus. SCC offers services designed to support underserved populations and monitors outcomes for [students receiving accommodations](#) and for the [Learn to Dream](#) and [TRiO/Student Support Services](#) programs.

The College informs prospective and current students about its support services through multiple outlets. The [SCC website](#) is accessible 24 hours a day. [The Hub](#), a central resource accessible to all students, contains information on student support service options, including contact information, hours, and locations for each campus. SCC's [Facebook page](#) and [award-winning Instagram account](#) also include information on how to access student support. All support services are listed in the [Student Support](#) section of the College Catalog. The [New Student Enrollment](#), [New Student Orientation](#), and [required Student Success course](#) provide an in-depth overview of how to access services. Finally, as described below, College advisors utilize a [total-intake case management advising model](#) and are [trained](#) to assess and support students with academic and non-academic needs alike. Since March 2020, all student support services have been made available for [in-person](#) or [virtual appointments](#).

Six full-time Admissions representatives travel to high schools in the [15-county service area](#) and across Nebraska, Kansas, Iowa, and Missouri to meet with students and counselors and provide them with information about SCC's admissions policies, academic programs, and student support services.

### **3.D.2.**

SCC's [Institutional Learning Outcomes](#) and [General Education Learning Outcomes](#) focus on the ability of students to gather and analyze information from a variety of sources, present research effectively through the logical and ethical use of sources, and think critically in order to solve problems and evaluate results. [Students report](#) that their coursework at SCC emphasizes analyzing the basic elements of an idea, experience, or theory; synthesizing and organizing ideas, information, or experiences in new ways; and making judgments about the value or soundness of information, arguments, or methods. To support the College's learning outcomes related to research and information resources, the College offers access to free tutoring, either in person or online through [Smarthinking](#), a 24/7 online tutoring service. The [Library Resource Center provides guidance](#) in the use of research and information resources through presentations and individual consultations. The College has a subscription to a web-based software system, [Turnitin](#), that helps educators evaluate student work and provides feedback to promote the effective and ethical use of research and information resources. Usage and evaluation of Turnitin are discussed in 2.E.

Prospective and current students can access learning support through the [Tutoring & Transitions Center](#), [tutoring services](#), [Student Success programs](#), and [academic advisors](#). Since the last comprehensive evaluation, significant progress has been made in [expanding tutoring support services](#)

and strengthening developmental education at the College.

## **Enrollment Processes**

SCC's process for directing new students into courses and programs for which they are adequately prepared begins with the student completing an accepted college placement exam. If the student does not test into the [program's designated placement score benchmark](#), the Testing Center and advising staff use the [developmental education diagram](#) to ensure that students enroll in the classes or services they need to prepare them to be successful in the reading, writing, and computation required for their intended program. These students may be directed to the [Transitions Lab](#), [Adult Basic Education](#), [English as a Second Language classes](#), or other [student support services](#).

In 2017, the College identified a need to improve its process for directing entering students into courses and programs for which they were prepared. One of the key findings in SCC's comprehensive environmental scan (part of its [2020-2024 Strategic Planning process](#)) was that the College needed to streamline enrollment processes to strengthen its ability to fulfill its open-access mission. Two of SCC's [strategic objectives](#) directly target this area of opportunity, which has led to changes in advising and enrollment processes.

The Associate Vice President of Student Enrollment [studies enrollment trends](#) in SCC's programs and [develops recommendations](#) for Collegewide changes in enrollment processes. In the past, [inconsistency in minimum placement scores](#) and admission processes had contributed to low acceptance rates in select programs, barriers in student enrollment opportunities, and unmet demand for a local skilled workforce. However, following an in-depth [analysis of student enrollment applicant yield rates, minimum test scores, and academic success trends](#), a significant admissions process change was made in Fall 2022 to standardize minimum test scores across the College. In addition, programs have created [alternate pathways](#) to support students who do not meet college-level math and English standards. These pathways allow students to take introductory program courses alongside needed preparatory classes.

## **Transitions Lab and Tutoring Services**

Transitions Lab advisors meet with new and existing students to review college-entrance test scores and identify academic needs. Over the past 10 years, advisors have [worked with more than 4,600 students](#) to help them gain entrance into the College and/or their program by providing resources, support, and advising to improve academic skills. In the Transitions Lab, students are encouraged to review basic math and English concepts through an online program and then retake the entrance assessment. As a result, [84% percent of students](#) who have retaken the entrance assessment have attained improved course placement scores. Transitions students have tested out of approximately 2,900 courses in writing, reading, and math, saving them both time and money. Additionally, [794 Transitions students have graduated](#) from SCC so far, and others have transferred to other colleges.

SCC provides free tutoring services to students in face-to-face and online formats. All three campuses, plus Education Square, have [tutoring centers](#), and students can request tutors through their Canvas courses. The College provides [Smarthinking](#), an online tutoring service, to all students regardless of campus or course modality.

## **Advising and Student Success Support**

Academic and student support services encompass mentoring, academic advising, help with

developing time management and study skills, and referrals to community agencies. Some students seek support directly; others are referred through the [Retention Alert system](#). This electronic system helps identify academically at-risk students and provides information to College advisors, who respond promptly. SCC utilized this system to track and resolve [more than 1,300 retention cases in 2021-2022](#).

Additional learning support resources and preparatory instruction to address the academic needs of the College's service area population include [Adult Basic Skills](#), [ESL](#) and [GED courses](#), and [dual credit classes](#). Special support services, such as [TRiO/Student Support Services](#) (TRiO/SSS), [TRiO/Upward Bound](#), and [Learn to Dream \(LTD\)/People Obtaining Prosperity](#) (POP), also provide academic and financial support to students who qualify for them.

The TRiO/SSS and LTD/POP services support academically at-risk, low-income, first-generation students, as well as students with disabilities. Both programs monitor [academic standing](#), [retention](#), and [graduation/transfer rates](#) among those identified as underserved student populations.

### **Developmental Education**

College and program advisors work together to direct students into developmental education, Adult Basic Education, or other academic support services based on [student placement scores](#). The College provides an array of [online, hybrid, and face-to-face developmental education courses](#) and regularly analyzes developmental education as part of its [strategic objectives](#). SCC's developmental English and math courses have undergone significant revision since 2017, as the College strives to support access and equity for academically underprepared students.

Developmental English faculty have implemented two changes that have helped students move through developmental sequencing more quickly and successfully. The [Accelerated Learning Program \(ALP\)](#) is an approach for accelerating students who, according to placement measures, are underprepared for ENGL1010 or ENGL1110 (gateway college-level English courses) by providing them with targeted, scaffolded support in a co-requisite course to strengthen academic, English, and non-cognitive success skills. Students who place one level below the college level English course of ENGL1010 may still take ENGL1010 as long as they also co-enroll in a one-credit support course. Students who pass these classes earn degrees at a comparable rate as students who place directly into ENGL1010. In 2018-2020, students [passed ALP courses](#) with above-average grades, which indicated that minimum scores for placement could be lowered slightly, allowing more students to successfully earn credits and achieve their goals faster with support. Based on this data, in 2021, in conjunction with the [Placement Score Committee](#), minimum scores were lowered, and ALP courses were made a distinct part of the developmental sequence. Prior to this, ALP was an optional path toward college credit courses. Today, students who place in the ALP range are advised to take the paired English course and the one-credit support course.

The [mini-portfolio project](#) is an option for students who placed in the lowest level of the two-course developmental English sequence (ENGL0960). Students earning a passing grade by the last week of the course have the option of submitting a portfolio of their writing for review by one of the English Department chairs. If the work in the portfolio is assessed at a holistic "B," the student is allowed to "leap" past the second English course in the sequence and take either ENGL1010 or ENGL1110, as well as the one-credit support course described above. So far, [164 students](#) have successfully taken this accelerated path from ENGL0960 to a college-level English course.

The College's Math Department uses a [modular approach](#) that allows students to work at their own

pace and re-test as needed until mastery. Since 2020, [math faculty](#) have added corequisite accelerated options for students to progress more quickly through the sequence. To further strengthen student support in developmental education, a number of math faculty have made use of [engaged learning strategies](#), as well as embedded emotional intelligence and resiliency skills (part of the Quality Initiative), into their courses.

The College's Office of Institutional Research has conducted comparative analysis of [success rates](#) of students enrolled in module courses versus traditional courses. The results have been used to assist in evaluating the effectiveness of module courses and accelerated learning options.

### **3.D.3.**

In the past five years, SCC has invested financial, human, technological, and data resources into transforming its advising services and processes. In 2018, an [Administrative Director of Advising](#) was hired to pilot a [total-intake new student advising model](#). The [advising pilot](#) showed promising correlational findings, and the College made the decision to complete an [institutional restructuring of all advising processes](#) effective 2020-2021. Seven existing positions were reassigned to College Advisors, and 18 new full- and part-time positions were developed. The Advisors were [oriented and trained in emotional intelligence strategies](#) to guide advising interactions.

Multiple support systems, including Admissions advisors and College and program advisors, ensure students are adequately prepared to enter courses and programs.

Admissions advisors provide [pre-enrollment support](#) to prospective students. Once admitted, a student completes [New Student Enrollment \(NSE\)](#), which provides information about navigating academic processes and the [resources available to them](#). Upon completion of NSE, students are assigned a [College advisor](#) who assists them in understanding prerequisites and degree requirements, developing an academic plan, understanding College policies, [accessing academic and non-academic campus resources](#), and adopting strategies for success. Program advisors [offer career mentoring and academic advising](#) beginning with a student's second term.

Students can access [interactive curriculum guides](#) and program degree requirements on the [SCC website](#). Additionally, the College has invested in software that provides an easy-to-use degree audit for students and advisors.

[CCSSE results from 2021](#) indicated that more than 77% of students agreed that the College provided the support they needed to succeed; in addition, approximately half of the students responding indicated that they used College academic advising services.

### **3.D.4.**

SCC provides to students and instructors technological infrastructure, libraries, clinical practice sites, and simulation experiences to support teaching and learning. Addressing an area of opportunity identified through the College's [first Facilities Master Planning process](#), SCC has made substantial progress in improving the condition of its instructional space across all campuses and locations.

#### **Infrastructure**

In January 2015, the College engaged Clark Enersen Partners to evaluate the existing facilities on its three main campuses in Lincoln, Beatrice, and Milford and at Lincoln's two additional locations, Education Square and the Jack J. Huck Continuing Education Center. After a year-long process of

consultation and study, SCC released its [Facilities Master Plan](#) in February 2016. As part of the analysis, the College toured peer institutions and confirmed the initial physical assessment that most of SCC's facilities were [dated and inadequate](#) with respect to current educational trends, market demand, and student needs.

Following the 2017 Year 4 Assurance Argument, SCC entered into a [formal agreement with HLC](#) to make progress in [six key areas critical to institutional operations, including facilities](#). Over the last five years, the College has completed \$200 million in construction projects, including these new or significantly renovated learning spaces:

- [New Academic Excellence Center](#) on the Beatrice Campus
- [New Diesel Technology Center](#) on the Milford Campus
- [New Health Sciences Facility](#) on the Lincoln Campus
- [New addition and renovated Student and Academic Support area](#) on the Lincoln Campus
- [Renovated Agriculture Career Building](#) on the Beatrice Campus
- Classroom renovations on all three campuses
- New Learning Center spaces in [York](#), [Nebraska City](#), and [Falls City](#)

Recognizing the need for additional modernization to ensure students have access to appropriate learning spaces, the College has continued space planning for current and future workforce needs. Plans for future near-term projects include the construction of the [Sandhills Global Technology Center \(Lincoln\)](#), the [Welding Technology Center \(Lincoln\)](#), the [Construction Technologies Center \(Milford\)](#), and the [Agriculture Career Center \(Beatrice\)](#).

### **Faculty Resources**

As the College modernized campus facilities, the [Engaged Learning Experience \(ELE\) initiative](#) also began to improve the educational environment. In 2014-2018, [more than 100 faculty participated](#) in an ongoing ELE initiative to improve student success by engaging students in the application of knowledge and skills through interactive learning experiences. Building on that success, the College now includes [ELE teaching strategies](#) in [new faculty orientation](#). To provide more flexibility for ELE activities, SCC remodeled several classrooms across campuses so that all aspects of the classrooms could be used for active learning.

The College also provides [financial support](#) to faculty seeking [professional development opportunities](#) that enhance teaching skills or offer expertise in their respective industries.

### **Simulated Learning and Clinical Practice Sites**

In 2021, SCC opened a Health Sciences facility that provides a state-of-the-art learning environment for simulations. The new facility includes a three-floor [Interdisciplinary Center \(IDC\)](#) that provides simulated patient care experience in various care environments, including an apartment, a six-room medical clinic, a four-room counseling office, and a six-bed medical center space with emergency/ICU, pediatric, labor and delivery, and general/progressive care rooms. The IDC patient care spaces in Lincoln connect to classrooms in Beatrice, Milford, and the six Learning Centers using audiovisual software. The IDC gives students the chance to prepare for clinical experiences by practicing skills, knowledge, and behaviors using mid/high-fidelity [mannequins](#) and standardized patients in various scenarios. All 16 Health Sciences programs use the IDC each term.

Other instructional programs also have simulated and virtual reality learning experiences to prepare

students for real-life experiences. The Energy Generation Operations program uses a [Control Room Simulator](#), which replicates the control room of a power plant. The Manufacturing Engineering, Professional Truck Driver Training, Auto-Collision Repair, and Ford ASSET programs also [use simulator or virtual reality learning](#).

## Libraries

The Library Resource Center (LRC) budgets more than \$1 million each year to provide students and employees with research support, access to print and online books, magazines and journals, film resources, and databases. The LRC provides access to [67 online databases](#). SCC is a member of a group of Nebraska postsecondary institutions, including the University of Nebraska-Lincoln, that participates in [reciprocal borrowing programs](#) with other libraries; this significantly expands access to the academic resource base. The LRC staff provide education and training on the ethical use of resources and develop class-specific LibGuides to [supplement course materials](#).

The Lincoln Campus remodel includes a dedicated [Library Resource Center](#), which provides learning resources and support through a remodeled stacks area, a computer lab for instruction and presentations, comfortable study areas, and access to internet, computers, and printing.

## Information Technology (IT)

The College's [IT Division](#) maintains a help desk with four full-time technicians that [support students and staff](#) via phone, email, and chat; Information Services Technicians support hardware/software technology. In a biennial survey, faculty and staff respondents reported increasing levels of satisfaction with these services. For example, satisfaction with:

- IT's customer service/help desk [increased from 67% in 2015 to 87% in 2020 and 91% in 2023](#).
- Hardware/software support of PCs in workspaces [increased from 72% in 2015 to 83% in 2020 and 88% in 2023](#).
- Hardware/software support of classroom and lab technology [increased from 62% in 2015 to 74% in 2020 to 83% in 2023](#).

In Spring 2020, the College [made critical investments in IT](#) to improve the use of innovative technologies in course, program, and student service delivery. The College invested in laptops and Zoom accessories, including webcams, headsets, and microphones, for nearly every employee; upgraded the phone system technology to allow for remote access and expanded chat functionality; and introduced software that made it easier for faculty to record interactive video lectures.

SCC offers distance learning courses in a variety of delivery modes and has [23 programs available entirely online](#). In 2021-2022, [SCC provided](#) 1,409 web-based course sections, 39 with synchronous web delivery, and 520 hybrid sections. The student help resource site is available 24/7 to assist with Canvas, the College's learning management system, as well as provide information on accessing software support, contacting the help desk, logging in, and using SCC email. The site also includes tutorials to help students navigate and complete activities in Canvas.

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## **3.S - Criterion 3 - Summary**

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The institution provides quality education, wherever and however its offerings are delivered.

### **Summary**

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SCC's courses and programs are reviewed regularly as part of internal and external processes. The College has added 54 new credentials since 2018-2019 to meet student and employer demand. The College's new advising model has served as a conduit for student success and academic support.

### **Sources**

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*There are no sources.*