

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1.

Southeast Community College has been on a Mission-driven transformational journey for the last eight years, originating with its first [Strategic Plan in 2015-2019](#).

The current [Mission Statement](#) was developed through a comprehensive strategic planning process that led to the [2020-2024 Strategic Plan: Paving the Path to Possible](#). As a public institution, the College engaged its community and internal constituencies in developing data-informed changes to the Mission Statement and Strategic Plan. In January 2019, the College's President and Administrative Team activated the [Strategic Planning Team](#). The team was charged with building upon the [success](#) of the College's [2015-2019 Strategic Plan](#). The 18-month [strategic planning process](#) involved gathering feedback from multiple stakeholder groups, via [16 community listening sessions](#) throughout the service area and [30 internal listening sessions](#) with more than 700 employees in attendance. The Strategic Planning Team also used [comprehensive environmental scanning data](#) to inform the revision of the Mission Statement, the creation of the Vision Statement, the revision of Value Statements, and the creation of the 2020-2024 Strategic Plan. The [Board of Governors approved](#) these documents in January 2020.

The [2020-2024 Strategic Plan: Paving the Path to Possible](#), which began in July 2020, includes the following Mission Statement, in addition to a Vision Statement, Core Values, nine strategic goals, and 62 objectives.

The Mission of Southeast Community College is to empower and transform the diverse

learners and communities of southeast Nebraska through accessible lifelong educational opportunities. The College provides dynamic and responsive pathways to career and technical, academic transfer, and continuing education programs that contribute to personal, community, and workforce development.

Throughout the revision process, the College's [Administrative Team](#) and Board of Governors ensured the Mission Statement was consistent with Nebraska's [statutory regulations](#).

Results from the College's [2022 Employee Climate Survey](#) provided further evidence that the process used to develop and revise the College's Mission was suited to the context of the institution. More than [80% of respondents](#) indicated that the College's Mission Statement guided their daily work most or all of the time. Results from [previous employee surveys](#) revealed similar findings.

The College's Mission guides its operations across the institution and in all operational units that make up the [organizational structure](#). The College's annual planning process is coined [Mission Action Planning \(MAP\)](#) because of the strong connection employees have to the Mission. As part of the MAP process, academic programs, student support departments, and other administrative areas review their department, division, or program [mission statements](#), which are accessible to all employees through the College's [planning and assessment software](#). These reviews then inform the development and implementation of annual strategies and the assessment of student learning processes.

1.A.2.

SCC's Mission and Strategic Plan are revised on a [five-year cycle](#). The Mission and related strategic goals and objectives are kept functionally current through the development of each department's annual MAP goals. The Board regularly reviews the College's Mission Statement, and elements of the Mission Statement, Vision Statement, Values, and strategic goals are incorporated and referenced in the Board of Governors [agendas](#), [minutes](#), and [presentations](#).

Instruction

[Nebraska state statutes](#) and the College's Mission assert that SCC's purpose is to provide accessible, "dynamic, and responsive educational pathways to career and technical, academic transfer, and continuing education programs."

SCC's [Vision Statement](#) includes instruction-focused aspirations.

The College seeks to transform and empower its diverse learners for fulfilling careers, life-long learning, and community and societal advancement.

SCC strives to be a national leader in developing high-contact technical and academic experiences through personal and sincere relationships with engaged and invested faculty, staff, and administrators.

All [nine goals and 62 strategic objectives](#) in the College's current Strategic Plan directly support quality instruction and learning experiences. The Divisions of [Instruction](#), [Student Enrollment](#), and [Student Success](#) implement [annual MAP goals](#) driven by the strategic objectives; this practice reinforces institutional alignment of the Mission with on-ground operations.

Economic Development

As noted in the [last sentence of the College's Mission Statement](#), a major function of the College is to promote economic development throughout the 15-county service area.

The College provides dynamic and responsive pathways to career and technical, academic transfer, and continuing education programs that contribute to personal, community, and workforce development.

The College's [Vision Statement](#) includes a commitment to enhancing economic development through the life-changing benefits of higher education.

The College will work collaboratively and courageously with its higher education partners, employers, and local and state officials to address Nebraska's skilled worker shortage and the need for everyone to have affordable access to the life-changing benefits of higher education. SCC will utilize valid and dynamic data to respond to local and statewide needs to strengthen the College's diverse communities and economies.

The College's [strategic goals and objectives](#) are derived from the Mission and Vision Statements. A commitment to economic development is infused throughout SCC's goals and objectives (Goal 1 – Enrollment Growth, Goal 4 – Programming and Development, Goal 6 – Strategic Partnerships, and Goal 7 – Educational Environment) for both traditional and diverse/underserved populations.

The College operationalizes this aspect of its Mission Statement through active service in local and statewide economic development groups, including [Southeast Nebraska Manufacturing Partners](#), [Project Elevate](#), [Southeast Nebraska Area Health Education Advisory Board](#), and [Southeast Nebraska Development District](#). In 2022, the College was awarded a [\\$4.3 million grant](#) from the city of Lincoln to promote economic development and recovery following the pandemic. In 2022, the College established the [Office of Work-Based Learning](#) with the purpose of providing responsive, dynamic, and asymmetrical paths to economic and workforce development training.

1.A.3.

The second sentence of the College's [Mission](#) identifies the nature of SCC's programs and services by stating that it "provides dynamic and responsive pathways to career and technical, academic transfer, and continuing education programs."

The specific scope of the College's program and services is identified in the 2020-2024 Strategic Plan goals and objectives, including [Goal 1](#) (career and technical programs, academic transfer, and continuing education), [Goal 2](#) (advising, support services, cultural enrichment, co-curricular activities), [Goal 4](#) (customized training, co-ops, apprenticeships, and internships), and [Goal 6](#) (entrepreneurial programming).

The [Vision Statement](#) identifies the intended constituents of the College's programs and services.

SCC will ensure its open-access Mission is celebrated and realized through inclusivity, respect, and compassion toward the diverse views and ideas of its various student populations and constituents.

The College will work collaboratively and courageously with its higher education partners, employers, and local and state officials to address Nebraska's skilled worker shortage and the need for everyone to have affordable access to the life-changing benefits of higher education.

1.A.4.

As clearly articulated in the Mission Statement, SCC provides “lifelong educational learning opportunities” and responsive pathways in “career and technical, academic transfer, and continuing education.”

Academic Offerings

Academic transfer and undeclared students represented [38% of undergraduate enrollment](#) in Fall 2022. [Thirty-five percent of students](#) were enrolled in career or technical programs and the remaining [27% in dual credit programs](#). These enrollment trends have been [consistent for the past five years](#). In 2021-2022, [9,329 individuals enrolled in continuing education classes](#), a decline from pre-pandemic levels.

[Currently, 127 academic credentials](#) culminate in Associate of Arts, Associate of Science, Associate of Applied Science, or Associate of Occupational Studies degrees, diplomas, or certificates. Since 2018-2019, [54 new stackable credentials](#) have been added to meet student or employer demand. For students with academic developmental needs, [developmental education courses](#) and academic refresher support (the [Transitions Lab](#)) are available. Students with English language learner needs can access [English as a Second Language courses](#). Additionally, the College provides [diverse community services and adult education opportunities](#) throughout the [service area](#) to meet educational, occupational, cultural, and recreational needs.

The College’s commitment to its Mission includes support for students beyond academic programming. SCC’s ability to “empower and transform its diverse learners and communities” is accomplished through an array of [face-to-face and virtual student support services](#). Academic, advising, and financial student services at SCC are designed to support the College's [diverse enrollment profile](#). The following student support services are highlighted because of their strong connection to the College’s Mission.

Financial Student Support

SCC annually [awards more than \\$2 million in student scholarships](#) through the Educational Foundation. The largest scholarship programs are the [Learn to Dream \(LTD\)](#) and [People Obtaining Prosperity \(POP\) scholarships](#), which were established through public-private partnerships to create opportunities for economically disadvantaged students graduating from public or private high schools in SCC’s service area. These scholarship programs began in 2007 and were initially offered to all Lincoln area high school graduates who qualified for free or reduced lunch. Since then, the programs have expanded to the 15-county service area high schools and to a local non-profit for non-traditional students. Scholarship recipients receive career and academic advising, academic support services, and financial literacy training. In 2018, the scholarships were expanded to fund the second year of student tuition. Dual credit students may also utilize LTD funds to pay their portion of tuition. To date, [7054](#) SCC students have been awarded LTD/POP scholarships; [1209](#) of these recipients have graduated from SCC, and [1315](#) transferred to other postsecondary institutions.

Advising Support Services

Based on a comprehensive [study of approaches to student advising](#), the College [piloted](#) and, in Spring 2020, fully implemented a new [advising model](#). The College reorganized existing advising positions and hired a new [director](#) and several new advisors to create a dual-advisor model that ensures

students have both college-level and program-level advisors while at SCC. All new students complete an [advising inventory](#) and meet with a college advisor to [identify academic and non-academic needs](#).

Enrollment Profile

The College's enrollment profile reflects its Mission to serve a diverse student population throughout southeast Nebraska. In Fall 2022, [81% percent of enrolled students were residents of the College's 15-county service area, 13% were Nebraska residents from outside the service area, and less than 6% were out-of-state residents.](#)

As an open-access institution, SCC attracts a diverse student body in terms of age, race and ethnicity, economic status, and academic and social background. [Approximately two-thirds of students in Fall 2022 attended part-time; approximately one-third of students worked more than 30 hours per week; and more than half of students reported that family or work responsibilities were a major challenge to success.](#) To ensure instructional programs and student support services align with student needs, the College monitors the enrollment profile through [Board presentations](#), an interactive [Fact Book](#), regular [institutional research](#) reports and [presentations](#), and the [Strategic Plan Progress Report](#).

1.A.5.

SCC's Mission Statement, Vision Statement, Core Values, and strategic goals and objectives are reviewed annually through the [Strategic Plan Progress Report](#) and undergo a full revision every five years.

Mission Statement

Southeast Community College is a Mission-driven organization, which is evident in both operations and institutional planning. The College's Mission Statement is clearly articulated through internal and external public information venues and can be found in the College's official documents, including the [Strategic Plan](#), the [College Catalog](#), [student planners](#), the [faculty contract](#), [hiring documents](#), the [public website](#), and [College Policy](#). These documents and other [public information marketing materials](#) are shared throughout the service area and broader region.

The College, as part of its [biennial Employee Climate Survey](#), asks employees to identify how the College's Mission informs their daily work or the work of their team. Consistently, the survey reveals that a high percentage of College employees feel strongly connected to SCC's Mission. In 2022, [97% of responding SCC employees](#) reported that they were familiar with SCC's Mission Statement. In addition, [84% of employee respondents](#) noted that the College's Mission guided their daily work either all or most of the time. These results were [similar to those received in 2020](#).

SCC's Mission-driven culture – a key institutional strength – guides operations that contribute to empowering and transforming diverse learners.

Vision Statement

With the 2020-2024 Strategic Plan, the College adopted a [Vision Statement](#) which it has prioritized sharing with the College community.

During monthly Board meetings, the Board Chair provides [opening remarks](#) that are Mission or Vision Statement-driven. President Paul Illich includes excerpts of the Vision Statement in [weekly communication to employees](#) and offers examples of how he sees it being realized throughout the

College.

In Fall 2021, as part of the College's annual Strategic Planning Week celebration, each day included [Vision Statement-focused communications and presentations](#) from College leadership. As part of the programming for the week, [employees reflected](#) on aspects of the Vision Statement that resonated with them and where they had seen progress toward attaining SCC's Vision in the past year.

Core Values

The College embraces these [Core Values](#) that inform the strategic goals and objectives.

Excellence. Commitment to the highest level of performance in all facets of the College's programs, services, and operations through effective investment and support of all assets.

Integrity. Continuous pursuit of fulfillment of Mission, Vision, and goals through transparency and ethical practices in all College operations.

Innovation. Commitment to proactive discovery and application of emerging concepts and technologies, and promotion of the respectful challenging of ideologies and practices to cultivate creativity, alternative viewpoints, and opportunities for ongoing discovery and intellectual growth.

Inclusion. Promotion of opportunities and advancement for a diverse and dynamic student, employee, and community population through the creation of a positive, compassionate, and reflective culture.

Stewardship & Accountability. Commitment to our students, employers, and communities through investment in resources to fulfill the College's Mission, Vision, and goals, and responsible management of human, physical, and financial resources.

Strategic Plan Goals and Objectives

SCC's current [Strategic Plan](#) includes nine goals and 62 objectives, which operationalize the Mission Statement throughout the College with a focus on growth and meeting the needs of the service area.

These strategic goals encompass an array of areas for improvement, including enrollment growth, student success, communication and public awareness, programming and development, employee excellence, strategic partnerships, educational environment, financial stability, and organizational climate.

The most widely adopted, referenced, and operationalized strategic goal is [Goal 9.6](#), which is "to maximize a positive and engaging organizational environment that encourages input, reflective and transparent communication, and compassion and respect toward the views and ideas of others." This goal has come to embody the aspirations of SCC's organizational climate. The key words ("input", "reflection", "transparency", "compassion", "respect", and "positivity") have empowered employees to have a common language to interact with students and co-workers while carrying out the Strategic Plan. The College's [Quality Initiative](#) was focused on infusing the principles of Goal 9.6 into interactions with students in advising and instructional learning opportunities.

Institutional priorities are identified through studying [strategic achievements](#), opportunities for improvement, [institutional metrics](#), and progress toward the College's [Key Performance Indicators](#)

[and targets](#). [Administrative priorities](#) for the upcoming academic year are identified in the annual Strategic Plan Progress Report and used in [budget deliberations](#) as part of the College's [integrated planning, budget, and assessment processes](#).

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1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1.

SCC's commitment to public good is formalized through its [Mission Statement](#), [Vision Statement](#), [Values](#), and data-informed strategic goals and objectives ([1.5](#), [1.6](#), [3.2](#), [3.3](#), [4.1](#), [4.4](#), [4.5](#), [6.1](#), [6.2](#), [6.3](#), [6.4](#), and [8.1](#)), which serve as the foundation for budgetary and strategic decisions. [Annual Strategic Plan Progress Reports](#) highlight the College's actions at both institutional and department levels and demonstrate its commitment to accessible education throughout the service area. Highlighted below are three examples of large-scale initiatives directly supporting the public.

Improvement of Facilities

In 2016, the College [campaigned](#) for a [bond](#) to pursue facilities improvement for the 15-county service area. The bond did not pass, but the facility needs remained. SCC pursued plans to modernize and expand facilities using the College's existing taxing authority. In 2017, Higher Learning Commission peer reviewers noted in their [report](#) that they expected the College would have made more progress in facilities improvement. SCC entered into an [agreement](#) with HLC and annually hosts its Liaison/Vice President of Accreditation Relations to ensure that [progress is being made](#) on [Action Plan Agreement items](#).

The most pressing and transformative work in the agreement has involved expanding and modernizing the College's physical infrastructure, to better extend its mission to the public. Since 2017, SCC has invested approximately \$200 million in [capital construction](#) on its three campuses and six Learning Centers to meet the service area's economic and workforce needs. Construction projects include:

- [New residence hall and dining facility in Beatrice](#)
- [New Academic Excellence Center in Beatrice](#)
- New Great Plains Culinary Institute in Lincoln
- Renovated Campus Store and cafeteria in Lincoln
- [New Health Sciences facility in Lincoln](#)
- [New Crete Carrier Diesel Technology & Welding Center in Milford](#)
- [Two new residence halls in Milford](#)
- Renovated workout space and student center in Milford

- [New Learning Center in Falls City](#)
- [Renovated Learning Center in Nebraska City](#)
- [Renovated Learning Center in York](#)

[Additional capital construction projects](#) are in the planning and development stages. In Spring 2022, SCC's [Board of Governors](#) authorized the construction of two new buildings on the Lincoln Campus. The College received a [\\$5 million naming-right donation](#) to construct a building that will enable the College to expand its Computer Information Technology, Electronics, Design and Drafting Technology, and Biotechnology programs to address industry workforce shortages. Additionally, in 2023, SCC will begin construction on a [new welding technology center](#) to support the high demand for welders.

The College actively plans to modernize and expand academic programming to meet the workforce needs of the service area. [Construction projects currently in development](#) include the [first residence hall in Lincoln](#), a [third residence hall in Milford](#), a [Construction Technologies Center](#) in Milford, and an [Agriculture Career Center](#) in Beatrice.

Advocacy for Community Colleges

The College's obligation to the public is realized in the active role it takes in educating state legislators on the public benefit of community colleges. All six community colleges in Nebraska rely significantly on property taxes as a [funding source](#). Some of the [proposed tax reduction bills](#) introduced over the last five years would have had devastating effects and possibly led to closure of the colleges. In collaboration with four institutions that are also members of the Nebraska Community College Association, SCC prepared an informational [data sheet](#) that explained the value of Nebraska community colleges. The [2021 data sheet](#) showed that community colleges receive only 5.3% of the state's property tax revenue while producing more than 75,000 graduates every 10 years.

The College annually participates in Legislative Day at the state capitol and has provided [testimony](#) on [bills](#) that have directly impacted community college operations, further demonstrating that SCC takes an active role in serving the public to ensure it has the funding and operational capacity to carry out its mission.

Academic Programming

Several academic strategic initiatives have been implemented to serve the public. In 2019-2020, following three years of [research](#) and [preparation](#), the College [converted](#) from a quarter to semester calendar to align more closely with four-year colleges and high schools. This enabled students to enroll concurrently and allowed greater flexibility in offering courses within a 16-week term. In the last six years, SCC has added [54 new stackable credentials](#) to expand short-term credentialing options and meet local industry needs.

1.B.2.

SCC is a public institution of higher learning with a publicly elected 11-member Board of Governors. The College is subject to state statutes related to higher education, including the Nebraska Commission for Postsecondary Education's requirements. The College does not have investors and is not affiliated with a parent organization or other external entities. SCC receives its funding from [three primary sources](#): local property tax, state aid, and student tuition and fees.

SCC's educational responsibilities are at the forefront of its decision-making process. This prioritization of education is demonstrated by the strategic planning budget process and reflected in the percentage of operating funds dedicated to instruction, academic and student support services, and institutional scholarships.

The College makes budget-related decisions by identifying institutional needs that align with the College's Strategic Plan. The College follows a [data-driven planning](#) and [budgeting process](#) to inform expanded positions and other budget requests. Recent examples of new positions that demonstrate the College's commitment to its educational responsibilities include [Vice President for Program Development](#), [Associate Director of Marketing](#), and [Occupational Therapist Assistant faculty](#). These positions were created based on the College's data-informed strategic priorities.

In the past five years, [70-73% of operating funds](#) have been dedicated to providing quality instruction and academic programming, academic support services, student support services, and student scholarships. In 2021-2022, [88% of funds](#) for expansion of positions were allocated to instruction, academic support, and student services. The remaining operational expenses were distributed to institutional support and auxiliary enterprises that provided a service to students or the community, such as the Child Development Center, dining halls, and Campus Stores. These auxiliary operations are designed to meet the needs of students, but are funded through a separate restricted budget to ensure the College's educational responsibilities are at the forefront of its financial responsibilities.

SCC's website provides access to the College's financial data through the [Financial Fact Book](#); [annual audits](#) are available to the public on [SCC's website](#) and through [monthly financial presentations](#) to the Board of Governors. Furthermore, the College ensures compliance with state statutory requirements for annual public budget hearings and the filing of the [Uniform Budget Act document](#) with county boards and the State Auditor's office.

1.B.3.

Consistent with the state of Nebraska's charge, SCC has an extensive record of engaging with external constituencies to serve the community through higher educational opportunities. This engagement is manifested through every aspect of operations, including [Workforce Leadership Teams/Advisory Committees](#), [Entrepreneurship Center services](#), [Learn to Dream](#) and [People Obtaining Prosperity](#) scholarships, the new [Walter Scott Jr. Foundation Scholarship](#), the [Strategic and Facilities Master Plans](#), and the [Continuing Education Division](#).

The Continuing Education Division plays a unique role in serving the area. In 2021-2022, [9,329 students enrolled](#) in 1,233 sections of courses in [computers and technology](#), [business development](#), [traffic safety and licensing](#), [health care](#), [personal and leisure activities](#), and [industrial and manufacturing training](#). The College directly responded to community and constituency needs by offering 142 new courses in customized employer training in [technology](#), [leadership](#), [welding](#), and [electrical/manufacturing courses](#).

According to the Census Bureau, [fewer than half of the adults in the SCC service area](#) – and just over one-third in rural counties – have a post-secondary credential. To meet community educational attainment needs, the College provides [adult basic education](#), [adult secondary education](#), and [English as a Second Language classes](#).

Additional examples of engagement with and responsiveness to the College's external constituencies include grant awards, public community events, and a new senior leadership position.

Grant Awards

SCC was the [lead recipient](#) of the city of Lincoln's American Rescue Plan Act (ARPA) grant funds to establish an Office of Work-based Learning that will provide responsive and dynamic asymmetrical training to re-skill and upskill local workers. The College also received \$10 million in state ARPA dollars to support workforce development via dedicated training spaces in a new [Welding Technology Center](#) on its Lincoln Campus, a [Construction Technologies Center](#) on its Milford Campus, and a [Welding Training Center](#) on its Beatrice Campus. The new Technology building will offer [dedicated physical space](#) to the public that can be used for community work-based training.

Public Community Events

The College has established [policy and procedure](#) for community organizations desiring to utilize its facilities. The College hosts and sponsors public events and community series to promote inclusion and access, including a [Martin Luther King, Jr. Breakfast](#), [global studies events](#), [National Night Out](#), [Campus and Community Safety Night](#), and more. In addition, the [Health Sciences](#) and [Community Services](#) Divisions led College efforts to support the community with health services and access to basic needs as a result of disruptions associated with the pandemic in 2020. SCC's faculty organize an annual [Family Science Night](#) on the Beatrice and Lincoln campuses. The College also hosts two large community educational planning events in collaboration with [EducationQuest](#) and [NACRAO](#); these events attract more than 60 colleges and universities and hundreds of students to SCC's campuses.

New Leadership Position

In 2016, the College created a senior leadership position, [Vice President of Program Development](#), to engage with external constituencies to identify and address community, workforce, and student needs. The [strategic focus](#) of enhancing academic programming to meet community needs has resulted in more than [54 new credentials](#) over the last five years, including [Occupational Therapist Assistant](#), [Concrete Construction Technician](#), and [Technical Skills Instructor](#). The Vice President of Program Development works closely with instructional administration and the Office of Institutional Research to gather industry feedback through [Workforce Leadership Teams](#) and [program demand surveys](#).

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1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1.

The College's Mission, Vision, and strategic goals and objectives lay the foundation for supporting the service area. Southeast Community College's Mission is to empower and transform the diverse learners and communities of southeast Nebraska. The [Vision Statement](#) articulates that "SCC will ensure its open-access mission is celebrated and realized through inclusivity, respect, and compassion toward the diverse views and ideas of its various student populations and constituents."

[Strategic objectives](#), which clarify how the College intends to strengthen its ability to carry out its Mission and Vision, include:

1.6: Improve access to programs and services among diverse and underserved student populations (e.g., minorities; returning adults; military veterans; homeschooled students) through proactive community collaboration, recruitment, and support services.

1.7: Increase enrollment among female students in STEM programs.

Furthermore, the College has embedded an [organizational climate goal](#) that deliberately addresses positive and inclusive communication, a key component of civic engagement.

9.6: Maximize a positive and engaging organizational climate by encouraging input, reflective and transparent communication, and compassion and respect toward the views and ideas of others.

The College uses the American Psychological Association's definition of civic engagement: "individual and collective actions designed to identify and address issues of public concern." SCC's civic engagement takes many forms including student/employee volunteerism, student organizations, curricular/co-curricular programming, and the provision of facilities as [polling places for elections](#).

The College's civic engagement opportunities are developed, implemented, and assessed utilizing the following assumption: the majority of our students maintain a part- or full-time course load and have multiple responsibilities outside of school, including work and family.

SCC has made progress in formalizing systematic curricular and co-curricular activities that prepare

students for informed citizenship and workplace success. This work is informed by SCC's [Institutional Student Learning Outcomes \(ILOs\)](#), which include Career and Professional Readiness (ILO 1) and Community Engagement and Social Responsibility (ILO 4). The ILOs were developed through [a collaborative and participatory process](#) and guided by the College's Mission, Vision, and strategic objectives; they were [approved in 2019-2020](#).

To support the integration of the ILOs into curricular and co-curricular offerings, the [Director of Assessment](#) works to align co-curricular and curricular programming with SCC's ILOs and to [assess](#) overall programming effectiveness.

Students are prepared for informed citizenship and workplace success through active involvement in student clubs and organizations, general education programming, global education programming, service-learning opportunities, and civic engagement among employees and students. In addition, since 2020-2021, departments and programs have developed [112 Mission Action Plan \(MAP\) goals](#) in support of [Goal 2 – Student Success objectives](#).

Student Organizations

The College recognizes more than 20 [student organizations](#) directly connected to academic or professional areas of study or interest groups that support preparation for citizenship and workplace success. These organizations assess how students develop [Career and Professional Readiness and Community Engagement and Social Responsibility](#), among other ILOs.

General and Global Education

SCC's general education programming encourages student preparation for workplace success and informed citizenship. [General Education Learning Outcome 4](#) encompasses Global Awareness and Citizenship. The curricular options available to students prepare them to have sensitivity to and awareness of global issues and differences and similarities across diverse communities and cultures.

In the past decade, the College has enhanced strategic focus and participation in global education opportunities. SCC's Global Education faculty coordinator leads efforts to promote global awareness and engagement. The [Global Education Team](#) organizes an annual [International Education Week](#), [virtual book club discussions](#), [domestic and international trips](#), [exchange students](#), and other activities throughout the year.

A new credit-based [Global Studies Certificate](#) is being offered in 2022-2023. Students interested in other avenues of global education may participate in the [Global Education Student World Denizen Project](#), which was designed to more fully globalize the College's curriculum and to increase employee and student awareness and involvement in global issues, activities, and dialogues through SCC-sponsored activities. [Enrollment](#) in the [World Denizen courses](#) has been strong, and Global Awareness and Citizenship student learning outcomes continue to be [assessed](#) and [improved](#).

Service-Learning and Civic Engagement Opportunities

In support of the service-learning strategic objectives for the [current](#) and [previous](#) Strategic Plan, the Arts and Sciences Division has led efforts to systematically strengthen service-learning by defining [academic service-learning at SCC](#) and communicating [guidelines for credit courses](#) that offer service-learning opportunities. In the last five years, [27 sections of eight courses](#) have offered service-learning experiences in the Arts and Sciences Division.

In the last three years, 26 departments/programs [implemented MAP goals](#) intended to expand student involvement in co-curricular activities, service-learning, and global education opportunities.

In addition, College employees are actively involved in [work-related and personal civic engagement opportunities](#) throughout the service area. Faculty and staff make concerted efforts to include [student civic engagement opportunities](#) as part of curricular or co-curricular programming.

1.C.2.

SCC's [Office of Access, Equity, and Diversity](#) oversees policies and processes that ensure that the College demonstrates inclusive and equitable treatment of diverse populations.

The College also has inclusive equal opportunity/non-discrimination policies that apply to [admissions](#) and [employment](#).

Admissions: It is the policy of Southeast Community College to provide equal opportunity and non-discrimination in admission and attendance for all qualified persons, attending or seeking admission to the College, without regard to race, color, ethnicity, religion, sex, age, marital status, national origin, veteran status, sexual orientation, disability, or other factors prohibited by law. This policy applies to every aspect of recruitment, admission, attendance, advancement, financial assistance, and other terms and conditions of participation in all College-administered programs and activities.

Employment: It is the policy of Southeast Community College to provide equal opportunity and non-discrimination in employment and advancement for all qualified persons, employed by or seeking employment with the College, without regard to race, color, ethnicity, religion, sex, age, marital status, national origin, veteran status, sexual orientation, disability, or other factors prohibited by law. This policy applies to every aspect of recruitment, employment, advancement, transfer, demotion, reduction-in-force, termination, rates of pay or other compensation, training opportunities, and other terms and conditions of employment.

Since 1997, SCC has required employees to complete [three hours of diversity education each year](#) to foster inclusivity and equity. The Office of Access, Equity, and Diversity contracts with a vendor, [Vector Solutions](#), to provide an online program that trains all employees to cultivate and maintain a workplace culture resistant to discrimination, harassment and retaliation. Employees are equipped with the knowledge and skills that promote intervention, empathy, and allyship in preventing harassment and discrimination. [Training](#) is required of all employees in EEO Laws and Discrimination Prevention for Higher Education; Unlawful Harassment Prevention for Higher Education Staff; Preventing Discrimination and Sexual Violence: Title IX; the Violence Against Women Act; and the Clery Act. In [2021-2022](#), the Office of Access, Equity, and Diversity sponsored, led, or promoted more than 200 diversity events for employees, students, and the broader community. In each of the last three years approximately 800 full- and part-time employees completed [annual diversity education](#) requirements.

The Vice President for Access, Equity, and Diversity annually presents updates to the Board of Governors on [strategic achievements](#) and [diversity programming](#) as part of the annual [Access, Equity, and Diversity](#) Report.

In 2019, the College expanded the Office of Access, Equity, and Diversity to include two new positions: [Administrative Director of Title IX/Compliance](#) and [Associate Director of Institutional](#)

[Compliance](#). The creation of these positions has resulted in more clearly communicated processes and the expansion of [Title IX policies and procedures](#).

SCC also has a [Diversity and Inclusion Task Force](#), which provides educational events and informative campaigns to promote inclusion and celebration of SCC's diverse community. This team coordinates [monthly awareness programming](#) that promotes LGBT History Month, Poverty Awareness Month, World Day of Muslim Culture and Peace, Autism Day, and more.

The primary purpose of some SCC [student organizations](#) is to promote inclusion, diversity, and global awareness. These organizations include the Multi-Ethnic Student Organization (MESO), College Republicans, Campus Crusade (CRU), the Psychology/Sociology Club, Young Democrats, and the Student Veterans Organization.

Many of the College's academic divisions embed community service into their courses. Throughout the pandemic, the Health Sciences Division showed leadership in this area by donating [personal protective equipment](#) and [coordinating meal delivery for home-bound community residents](#). These practices support and promote students' equitable treatment of peers and future patients.

1.C.3.

[SCC's Goal 9.6](#) has come to embody the strategic Vision of the College and guides all aspects of operations. The [tenets of Goal 9](#) include input, reflection, transparency, compassion, respect, and positivity. These emotional intelligence skills foster a climate of respect that is inclusive and equitable for all.

As demonstrated in 1.C.2., the College promotes programs and activities intended to carry out its open-access Mission. In addition, the College regularly conducts climate surveys of [students](#) and [employees](#) to identify opportunities for improvement related to Goal 9.6.

[Key findings from the student survey](#) administered in Fall 2022 include:

- Large majorities of students agreed that they were treated with respect by SCC faculty (95%), staff (95%), other students (90%), and administrators (88%).
- More than 90% reported that they had not witnessed or experienced bias, exclusion, or discrimination related to race, ethnicity, age, perceived economic or social status, gender identity, religious beliefs, nationality, disability, or sexual orientation.
- Ninety percent are confident in their ability to work with people of diverse backgrounds and cultures upon graduation.
- Approximately half of respondents reported that SCC encouraged contact with students of different backgrounds "quite a bit" or "very much."

[Key findings from the employee survey](#) administered in Fall 2022 include:

- 85% of faculty and staff respondents agree that [diversity and inclusion are respected and appreciated](#) at SCC.
- Most employees agree that [other SCC employees and students treat them with respect](#).
- When asked to rate their co-workers and work environment at SCC, large majorities reported they are moderately or extremely '[respectful](#)' (94%), [supportive](#) (90%), [engaged](#) (89%), [positive](#) (88%), and [inclusive](#) (85%).
- Nearly three-fourths of respondents are [satisfied with the progress toward reaching Goal 9.6](#).

Administration has used these findings to lead discussions on improving organizational climate. Following the 2020 Student Climate Survey, the College conducted a focus group with students who identified as having a disability. [Focus group findings](#) revealed a need for [changes](#) in awareness programming, Collegewide communication, and accessibility to services.

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- PRES_Institutional Learning Outcomes - Email Introduction 2022
- PRES_MAP Goals and Results - Equity Access Diversity
- PRES_Passport Employee engagement - Feb 2022
- PRES_Passport Student Civic Engagement December 2022
- PRES_Strategic Plan_2015-2019
- PRES_Strategic Plan_2015-2019 (page number 13)
- PRES_Strategic Plan_2020-2024
- PRES_Strategic Plan_2020-2024 (page number 7)
- PRES_Strategic Plan_2020-2024 (page number 9)
- PRES_Strategic Plan_2020-2024 (page number 10)
- PRES_Strategic Plan_2020-2024 (page number 17)
- PRES_Strategic Planning Week 2021 - Employee Reflections
- STUAFF_Diversity and Inclusion Team minutes 2021-11-08
- STUAFF_Diversity and Inclusion Team minutes and agendas - July Aug Sept 2021
- STUAFF_Student Organization List

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

SCC's Mission was developed through a comprehensive data-informed strategic planning process and has brought transformation to all parts of its operations. The College continues to strengthen its mission-driven academic programming and industry partnerships so that the 15-county service area has affordable access to the life-changing benefits of higher education.

Sources

There are no sources.