

## DOCUMENT RESUME

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## ABSTRACT

This compilation of reports from Southeast Community College in Kentucky includes the 1998-99 Annual Report, the 1997-98 Enrollment Report, the 1999-2000 Annual Plan, and Action Strategies for 1999-2000. Sections include: (1) Message from the president (cover letter, mission statement, and vision statement); (2) Annual report 1998-1999 (Brief status reports on 22 numbered items from the 1998-1999 annual plan and updates to action strategies on 12 goals from 1998-1999); (3) Annual enrollment report 1998-1999 (data on student enrollment, demographics, enrollment trends, and results of 1999 exit survey of graduates); (4) Annual plan 1999-2000, (16 goals); (5) Action strategies for 1999-2000 (goals and strategies for the following college programs and services: administration, Appalachian Program, biological sciences & related technologies, business affairs, community & business development, communications, humanities and fine arts, library services, physical sciences & related technologies, social sciences & related technologies, and student services). Appended are the 1997-2000 Strategic Plan, which offers the college's vision statement, institutional goals, and strategic indicators; and the 1998-99 Institutional Effectiveness Plan, which focuses on the following six areas: basic skills, transfer, AAS and technical programs, community and business development, access, and academic program outcomes. (RDG)

**Report  
1998-99**

**Annual**

**Plan  
1999-2000**

**SECC**

**Southeast Community College**

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1

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# Contents

<b>Message from SECC's President</b>	<b>1</b>
<b>Annual Report 1998-99</b> With updates to 1998-99 Action Strategies	<b>2</b>
<b>Enrollment Report 1997-98</b>	<b>3</b>
<b>Annual Plan 1999-2000</b>	<b>4</b>
<b>Action Strategies for 1999-2000</b> Administration Appalachian Program Biological Sciences & Related Technologies Business Affairs Community & Business Development Communications, Humanities and Fine Arts Library Services Physical Sciences & Related Technologies Social Sciences & Related Technologies Student Services	<b>5</b>

**Message  
from**

**SECC  
President**

**SECC**

**Southeast Community College**

**SECC**



# SOUTHEAST COMMUNITY COLLEGE

CUMBERLAND CAMPUS

September 1999

Dear Friends & Colleagues:

Since its inception in 1960, the College has developed and maintained a wide array of measurements by which we could better gauge our students' chances for success and take corrective action as necessary to better serve our multi-faceted community. Beginning in 1996, SECC's administration, staff, and faculty set out to reexamine the institution's stated mission and, thus, launched a new era in strategic planning for higher education in southeast Kentucky. As we move closer to our scheduled reaccreditation review by the Southern Association of Colleges and Schools (SACS), we are well-positioned to engage in the required process of institutional Self-Study, having already put in-place the necessary action and assessment teams.

I am pleased to present SECC's **Annual Report for 1998-99** and **Annual Plan for 1999-2000**. This volume represents the critical midpoint for SECC's **Strategic Plan 1997-2002**, published in 1997 (enclosed, front cover), which continues to provide direction and oversight to all divisions and units. To complete this overview of the planning process at SECC, we have enclosed the **Institutional Effectiveness Plan**, amended and adopted November 1998, our self-assessment plan in daily use by the College, its Divisions, and Programs. We believe that these documents, taken together, will guide the College into the new millenium and help us to meet any challenges that may arise.

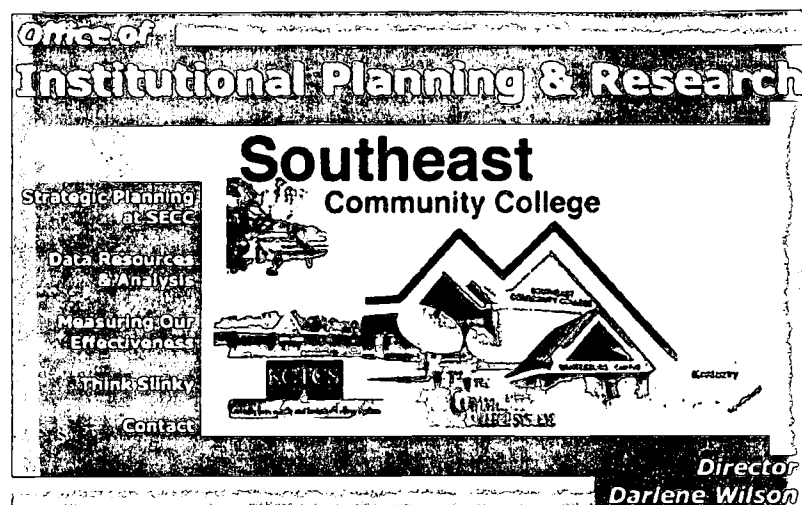
Thank you for your continued support of the College and dedication to its advancement. Please direct any comments or inquiries to the Office of Planning and Research which is charged, under the oversight of the Institutional Advancement and Effectiveness Team, with facilitating both the Strategic Planning process and the assessment of our overall effectiveness.

Sincerely,

**W. Bruce Ayers**  
President

# CLOSING THE LOOP

Getting information to the staff and faculty who most need it is the primary task of the Office of Institutional Planning and Research. The Internet and Web provide exciting new tools for efficient data-sharing. All of the information referenced in this report is available online at the SECC website.



Our main Web-address is:

<http://www.uky.edu/CommunityColleges/Sou/>

A mirror-site can be found at: <http://www.soucc.uky.edu/Resources/>

At either of these websites, the reader can locate a current roster of IAE Team members and all Action Team assignments for 1999-2000. Also archived there are Action Plans and Evaluations for 1997-98 and 1998-99 from the College's divisions and units, data resources and analysis such as enrollment patterns, results of Entrance and Exit Surveys taken of SECC Students, and Student Profiles. For more information, please contact:

Darlene Wilson, Director  
SECC Office of Institutional Planning and Research  
700 College Road, Cumberland, KY 40823  
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E-mail: [dgwils0@pop.uky.edu](mailto:dgwils0@pop.uky.edu)

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**MISSION STATEMENT**  
**SOUTHEAST COMMUNITY COLLEGE**  
***Adopted 1999***

Southeast Community College will provide:

**Associate in Arts and Associate in Science degree programs and courses designed to prepare individuals to succeed in baccalaureate programs at senior colleges and universities; and,**

**Associate in Applied Science degree programs and courses designed to prepare individuals to succeed in today's technological workforce; and,**

**Continuing education, training activities, and services designed to expand life skills and knowledge of our citizens, strengthen the existing workforce, and enhance community and business development; and,**

**Developmental education courses and experiences designed to prepare individuals for success in transfer, technical, and continuing education programs and courses; and,**

**Student and academic support services designed to enhance student success in accomplishing academic goals.**

# **OUR VISION STATEMENT**

**Southeast Community College, the Catalyst for Educational, Community and Economic Development, Opens the Door to a Brighter Future.**

**Southeast Community College will strive to be:**

## **Proactive and Responsive**

In partnership with its communities, the college will continuously scan the environment to understand and anticipate local, regional and state needs, responding with appropriate programs and services. Rigorous strategic planning and constant innovation will empower the college to create and to participate in social and economic change.

## **Leaders and Partners**

The college will be a leader and broker in its service area, a catalyst for community and economic development and a lead partner with other community organizations and educational institutions. The college- through its faculty, staff and students-will model the role of "servant" leader.

**Southeast Community College will work toward excellence in:**

## **Teaching and Learning**

The college's enthusiastic, well-prepared faculty will exemplify commitment to providing a diverse student population with an outstanding education, rooted in a student-centered approach to teaching and learning, and responsive to technological innovation and state-of-the-art teaching methods. Nurtured by caring faculty, students will leave the college with the capacity and excitement for lifelong learning.

## **Access and Support**

The college will have a strong partnership with public schools, employers, and transfer institutions to ensure that all students come prepared to succeed and depart with strong options for future growth and development. The college will be creative in its use of resources to overcome barriers of distance, fear, poverty, and other constraints to education. It will welcome all and enthusiastically support each one.



**Report  
1998-99**

# Annual

**SECC**  
**Southeast Community College**

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2

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# ANNUAL REPORT 1998-99

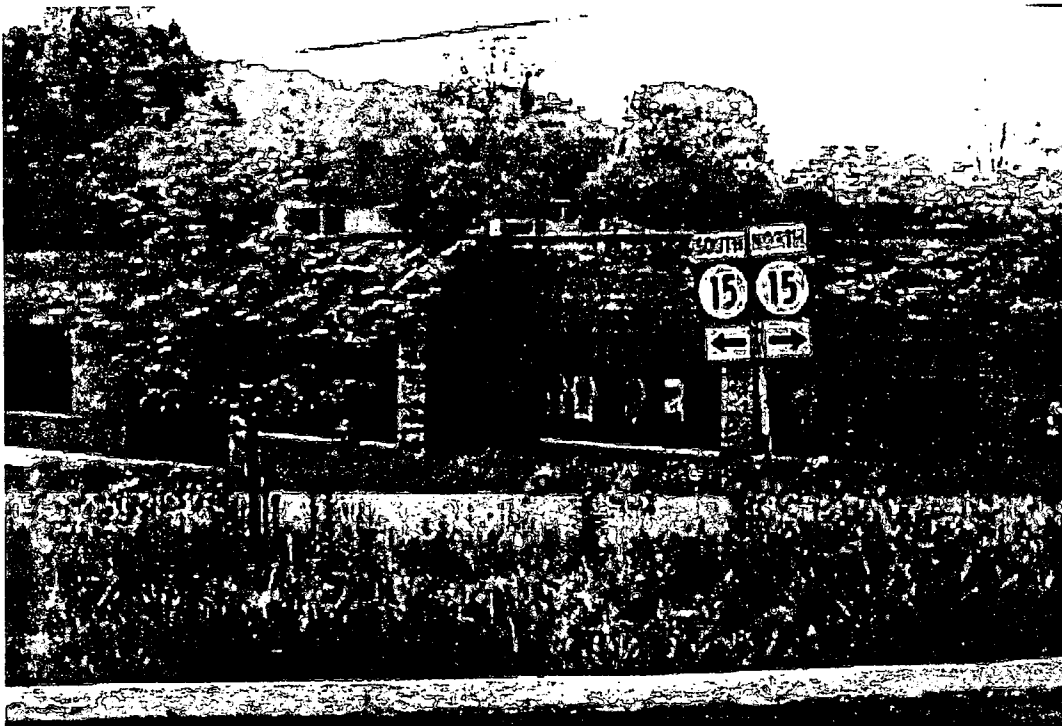
## Southeast Community College

### AUGUST 1999

NUMBERED ITEMS FROM THE 1998-99 ANNUAL PLAN

- 1 To begin construction of Phase II of the Academic / Technical Building in Whitesburg, and continue work on environmental clean up.**

This project will expand the square footage within the campus' second major structure. The project managers, DCT Design Group, Lexington, are completing the design phase. Contract documents are scheduled to be finished by 9/24/99, and the contract awarded by 12/9/99. Construction is expected to be completed by 1/11/01. Environmental clean up continues according to a plan approved by the State's environmental control office. With enrollment at Whitesburg showing healthy growth, these new classrooms and learning labs will help to alleviate current over-crowding and scheduling problems.



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**2** *To complete construction of the Telecommunications Center on the Cumberland Campus.*

McKnight Construction Company, London, now expects to complete this project by October 1. SECC has been awarded a FIPSI (Fund for Improvement of Post Secondary Instruction) grant in the amount of \$1,125,000. These funds will establish a telelinking network connecting the new SECC Telecommunications Center in Falkenstine Hall at Cumberland with the Middlesboro and Whitesburg campuses and with local high schools. FIPSI funds will also be used to establish a television studio / laboratory for a broadcasting technology curriculum, and to support new staff positions: Telecommunications Director, Broadcasting Instructor and ITV technicians.

**3** *To complete construction of a storage building / equipment compound on the Middlesboro Campus.*

Work is now underway in Middlesboro to develop a space on which a storage building can be located. The site presently in use as an equipment storage compound, after it is screened with trees and a decorative fence, will continue to be used for that purpose. Additional parking spaces for the handicapped have also been built as part of this project, a new site survey has been completed, and the landscaping plan has been updated.

**4** *To complete roofing projects for Newman Hall and Chrisman Hall, on the Cumberland Campus.*

The Newman Hall project was awarded by bid in the spring, and work is expected to be completed by the end of summer. The Chrisman Hall project is now in the design phase, and work is expected to be completed Fall 1999.

**5** *To complete initial planning for renovation projects approved for the Cumberland Campus by the 1998 General Assembly.*

Projects approved for SECC are: (1) Electrical Renovation in Falkenstine Hall (\$60,000), 2) Roof Replacement, Chrisman Hall (\$220,000), HVAC and Lighting Renovation, Newman Hall (\$395,000), HVAC and Lighting Renovation, Falkenstine Hall (\$395,000), and Elevator Replacement, Newman Hall (\$250,000). Consultants have been approved for the Chrisman Hall roofing project, and the Falkenstine Hall HVAC and lighting renovation project.. (Design work is near completion on new tennis courts, approved by a separate appropriation to SECC.)

**6** *To complete the new physical development plan for the Middlesboro Campus.*

The Plan has been completed and presented to the Board of Directors for review and approval on February 23, 1999. (See Attachment 1)

**7** *To work with the Department of Transportation, City of Cumberland, and the Corps of Engineers to complete the design for a new access road for the Cumberland Campus.*

The Department of Transportation's regional office in Manchester has been assigned to this project; meetings were held during the spring semester, and the design is now being completed. Work is expected to begin in the spring of 2000.

**8** *To begin programming in the Telecommunications Center, using it as the platform for the use of multimedia in the classroom, the offering of course work and laboratory experiences in broadcasting, and the development of an independent study program.*

Please see # 2, above. Programming will begin within one semester of the completion of the Telecommunications Center. Special attention will be given to providing instruction in the use of distance learning and broadcast technologies and to establishing SECC as a state and regional leader in the use of ITV as the basis for an independent study program.

**9** *To begin the self-study process, leading to the reaffirmation of accreditation from the Commission on Colleges, Southern Association of Colleges and Schools in 2001.*

The Commission on Colleges has approved a self-study plan for SECC. Kathy Guyn, who served as self-study director during the College's last reaffirmation visit, agreed to serve in that position again. Milton Borntrager was chosen as chair of the steering committee, which consists of the chairs of each of the principal committees.

**10** *To approve a new mission statement for the College based on changes brought about by the passage of House Bill 1.*

A new mission statement was approved by the faculty, presented to the Board of Directors on February 23, 1999, and approved on that date.

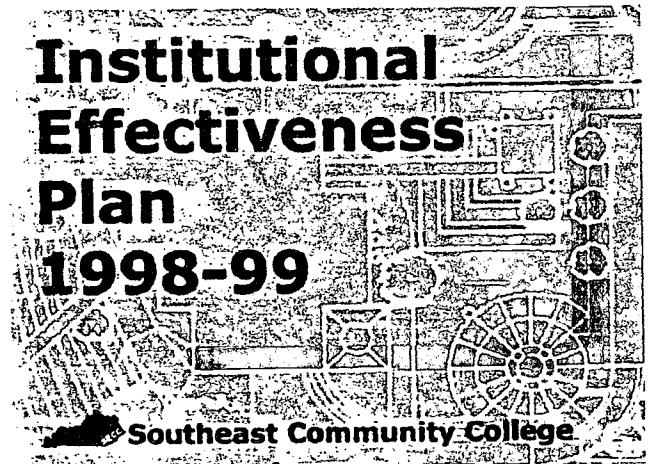


**11** *To approve a new organizational chart for the College based on changes brought about by the passage of House Bill 1 and the merger of several units into the new Office of Community and Business Development.*

Following the creation of the Office of Community and Business Development, a new organizational chart was approved for the College. (See Attachment 2.)

**12** *To update the Institutional Effectiveness Plan to reflect the change in mission and the merger of units into the Office of Community and Business Development.*

The Institutional Effectiveness Plan has been updated, submitted to division chairs for review, and presented to the Community College System's Chancellor's office. The revised IEP is included in this report.



**13** *To review all programming with the Southeast Regional Technology Center, which leads to an associate of, applied science degree.*

This objective was put on hold, pending designation of a parent college for the Southeast Regional Technology Center. Work on this objective will begin Fall 1999.

**14** *To request the approval of the Council on Postsecondary Education for a regional radiography program, offered jointly with Hazard Community College.*

KCTCS approved this program Spring 1999; CPE approval was not required.



**15** *To request the approval of the Council on Postsecondary Education for new associate of applied science degree programs in Law Enforcement Technology, Network and Information Systems Technology, and Art and Craft Design.*

Proposals for Law Enforcement and Network Information Systems Technology were approved by KCTCS, Spring 1999. Students are currently enrolled in these programs. The Arts and Crafts Design proposal will be submitted Spring, 2000.

**16** *To determine the need for the reactivation of Civil Engineering Technology Program, and, if a sufficient demand exists, request approval from Kentucky Community and Technical College System/UKCCS.*

Work is progressing: a faculty committee is working on a curriculum, letters of support from potential students and employers have been solicited. The College will move forward with a formal proposal Fall 1999. Courses may be offered as early as Spring, 2000, and program approval is anticipated Fall, 2000.

**17** *To conduct preliminary needs assessment studies to determine the need for applied science programs in hospitality management, culinary arts, and museum management.*

Curricula have been developed for hospitality management and golf course management. Needs assessment for each has been launched by the Office of Institutional Planning and Research with completion expected by September 30.

**18** *To expand interactivity among the campuses, build on the distance learning network, and make wider use of computer capabilities, particularly in the academic and learning resources area.*

This objective has been accomplished. Please see Objectives 2 and 8.

**19** *To launch at least three major initiatives through the Office of Community and Business Development and continuing serving as a partner with the community in all areas of economic development.*

New initiatives have been successful: (1) location of an industrial site on U.S. 119; (2) securing a planning grant for an aquaculture project; (3) securing funds for the reactivation of a specialty sock factory, and (4) an effort to locate a National Historical Park in the coal mining communities of Benham and Lynch.

**20** *To work toward a performing arts/ theater arts cooperative among the College's three campuses.*

**A preliminary plan--for discussion purposes---has been prepared and circulated. Meetings will be held with officials in Cumberland, Harlan, Middlesboro and Whitesburg by the end of the Fall Semester.**

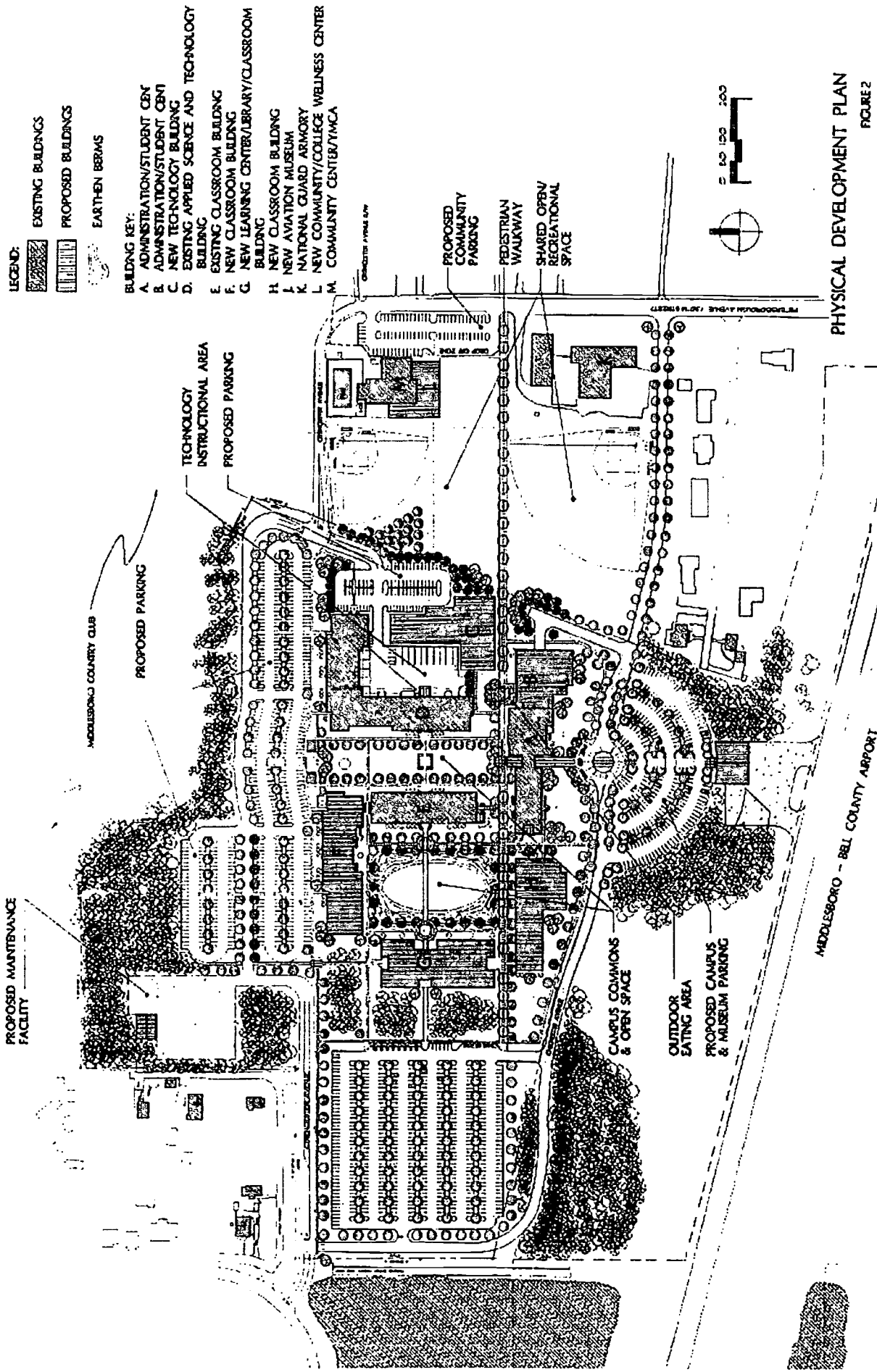
**21** *To complete the Partners in Progress Campaign in Bell County, plan and launch SECC's first annual campaign, and to complete the match of gifts from the Robinson Trust in Letcher County.*

**The Partners in Progress Campaign has been completed in Middlesboro, with \$350,000 raised; an additional \$100,000 was raised by the Whitesburg Education Foundation to match a gift from the Robinson Trust, bringing the total raised in Whitesburg to more than \$1 million. The total raised during the PIP and Whitesburg campaigns is now approaching \$6 million.**

**22** *To establish closer working relationships with the public schools through expansion of the Pine Mountain Technology and Education Consortium.*

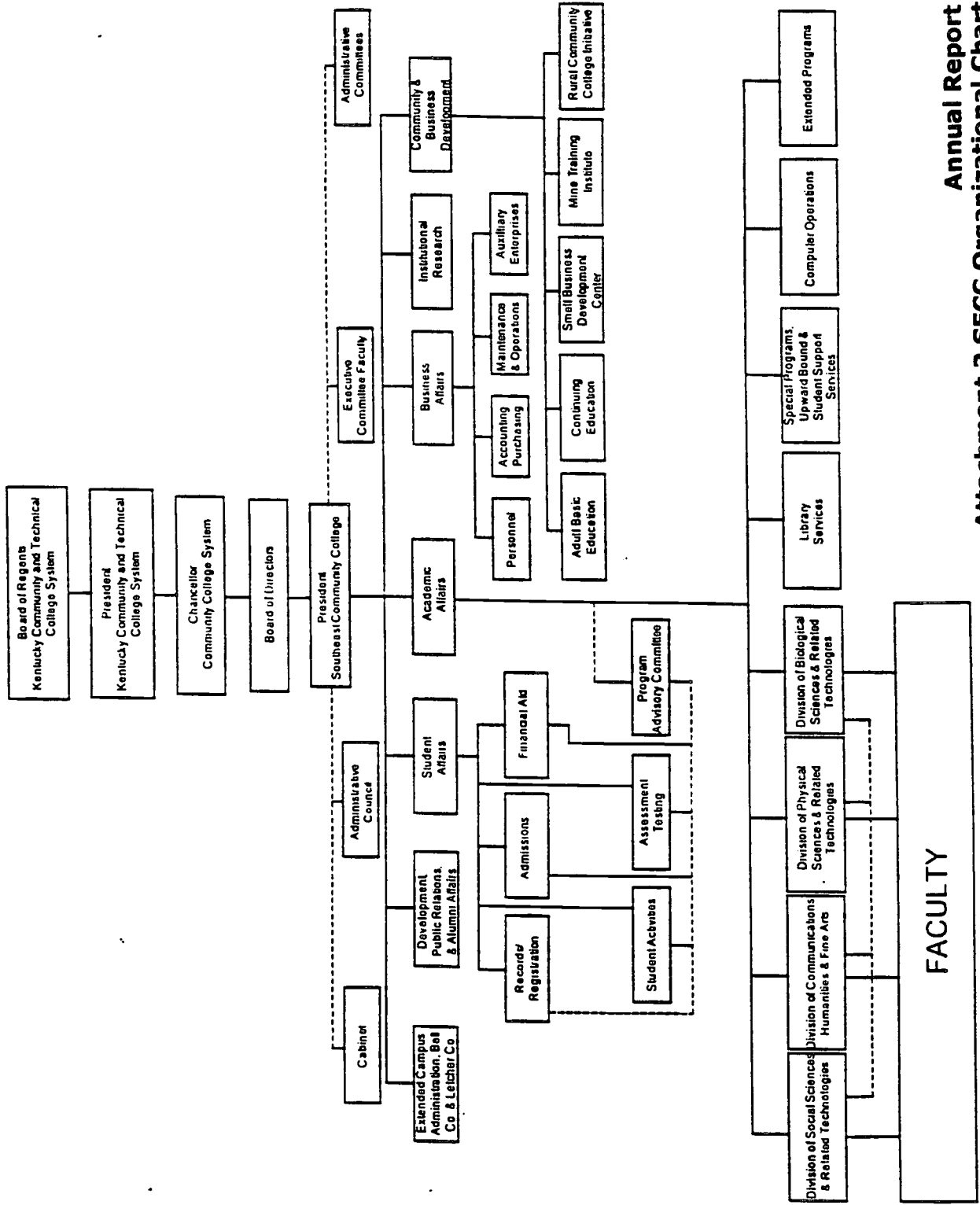
**Task forces in language arts and in science/math have been established and met throughout the academic year. Other initiatives are planned for the visual and performing arts and in the Appalachian Studies curriculum. The new tele-linking network will allow public schools in the SECC service region to receive programming from all three campuses. The Consortium will be consolidated at the beginning of the 1999-2000 academic year with workshops and seminars to be scheduled throughout.**

**For more information, contact:  
Office of Institutional Planning and Research  
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700 College Road  
Cumberland, KY 40823  
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# SOUTHEAST COMMUNITY COLLEGE ADMINISTRATIVE ORGANIZATION



**GOAL 1) To Maintain a Transfer Program which is Responsive to the Needs of Students Pursuing a Baccalaureate Degree:**

Priority Initiative	Division / Department Action Strategy	Status - August 1999
Determine (a) primary areas of student interests and (b) colleges to which they will transfer as a basis for building the transfer curriculum	STUDENT SERVICES # 3 - Develop questionnaire to be administered by Academic Advisors; Survey all students with a transfer code concerning college or university plans	Ongoing - questionnaire is being developed as part of re-accreditation process (SACS)
Maintain a curriculum planning cycle which will allow students to project schedules over a two-year period	ADMINISTRATION # 4 - September 9 start date: meeting with division chairs; chairs given curriculum plans and meet to share conflicts, etc.;	Accomplished
	BIOLOGICAL SCIENCES & RELATED TECHNOLOGIES # 10 - By end of Fall semester, a 2-year course-planning cycle will be developed; identify sequences of courses	Accomplished
	COMMUNICATIONS, HUMANITIES, & FINE ARTS # 17 - Offer an AA program for SECC with theatre emphasis; include summer school offerings; Offer TA 283 and TA 126 once a year; Offer TA 101 every semester; Survey need for TA 150/ TA 260	Plan is not effective; division will re-consider and re-define
Emphasize the importance of the General Education Block Transfer Policy and the need for students to complete an associate degree	COMMUNICATIONS, HUMANITIES, & FINE ARTS # 3 - Semi-annual or quarterly meetings with Harlan Co. teachers; continue work with teachers in Region Eight; pursue similar sessions with Bell Co. teachers; plan in-service workshops for Harlan Co. teachers	Ongoing and on-schedule; division has scheduled a series of workshops for Fall 1999
	SOCIAL SCIENCES & RELATED TECHNOLOGIES # 1 - During advising process, discuss with each advisee the importance of General Education Block Transfer Policy; distribute to each transfer advisee an appropriate sheet of graduation requirements; indicate where transfer requirements of other majors can be found; keep a General Education Block Transfer Check sheet in the individual's file	Ongoing-- this initiative will be integrated into standard procedures
Explore the possibility of combining general education courses with small enrollments over the distance learning network	COMMUNICATIONS, HUMANITIES, & FINE ARTS #5 - Add ITV Spanish 201 & 202 to the 2-year cycle; add ART 100 & MUS 100 to ITV for Fall/Spring 98/99; assess courses with small enrollment during Spring '99 to determine feasibility of offering ENG 221-222, ENG 261-262, & TA 282 through Distance Learning	Partially accomplished; Spanish 201 & 202, Art 100, and Music 100 were offered Fall 1998; Music 222 offered Spring 1999. feasibility of other courses still being studied

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	SOCIAL SCIENCES & RELATED TECHNOLOGIES #2 - During Fall, Spring, and Summer scheduling processes before each semester, the division will recommend any General Education course that has potentially low enrollment on each campus	Ongoing, continuous; this initiative will be integrated into standard procedures
Maintain a full array of academic and support services, with special efforts on academic advising and retention	ADMINISTRATION - BELL #3 - Provide workshops to enable advisors to properly & professionally place students in academic support courses; develop an identification system, whereby students needing developmental skills be referred to academic support center (1 Nov 98)	Ongoing and on-schedule - Fulltime Admissions Counselor employed January 1, 1999
Seek official transfer agreements and 2+2 partnerships with senior institutions	ADMINISTRATION #5 - Set up meeting with officials of Eastern Kentucky Univ. to discuss 2+2 agreements; Schedule meeting with Morehead officials next semester to discuss transfer agreements; Meet with Union, LMY, Cumberland College, and Clinch Valley College to upgrade transfer agreements	In-progress - will be completed by the end of the summer. New KCTCS Baccalaureate Program Transfer Framework distributed to faculty and appropriate staff
Monitor student progress at other institutions and develop a mechanism for sharing this information with faculty and staff	BIOLOGICAL SCIENCES & RELATED TECHNOLOGIES # 6 - Program coordinators report passing rates for each class to Dean of Academic Affairs in order to keep information in central location	Pass rates for Radiography & Respiratory Care programs have not been received. Nursing had an 84% pass-rate in 1998
	PHYSICAL SCIENCES & RELATED TECHNOLOGIES #3 - Work with Office of Institutional Planning and Research to solicit data from other institutions to which SECC students commonly transfer (e.g., ECU, UK, LMU, CVC, Union, Morehead, etc.) in order to assess student progress after leaving SECC	IN PROGRESS IR office is currently securing cooperation of transfer institutions in returning student progress information to SECC

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**GOAL 2) To Provide Technical Programs, Based on Local, Regional, and State Employment Needs, for Students who Seek Immediate Employment upon Graduation:**

Priority Initiative	Division / Department Action Strategy	Status - August 1999
<p>Work closely with community, business and industry leaders in the planning, development and assessment of associate of applied science program</p>	<p>BIOLOGICAL SCIENCES &amp; RELATED TECHNOLOGIES #9 - Investigate need for a paramedic, dental lab, pharmacist assistant, medical sonography, and mortuary service program by March 1999; Reactivate and admit students to CLT program, Fall 1999</p>	<p>Partially accomplished - CLT program has been reactivated. Currently 8 students remain in the program. Many do not have the general education courses required to graduate.</p>
	<p>COMMUNICATIONS, HUMANITIES, &amp; FINE ARTS #18 - Complete application for an AAS Degree in art &amp; craft design; Begin offering courses in the program, such as pottery</p>	<p>Degree application is in-progress; survey is in-progress; program has not been formally launched although classes in pottery are on schedule</p>
	<p>PHYSICAL SCIENCES &amp; RELATED TECHNOLOGIES #1 - Develop a proposal for UKCCS/KCTCS approval of Network Administration program provided need exists; Seek UKCCS/KCTCS approval for reactivation of Civil Engineering Technology program provided need exists</p>	<p>NIST program approved by KCTCS in April 1999; program begins accepting students Fall 1999. In December, met with representative engineers regarding Civil Engineering; currently working on curriculum; IP &amp; R office will launch community needs survey in Aug. 1999 (student interest survey is complete)</p>
	<p>PHYSICAL SCIENCES &amp; RELATED TECHNOLOGIES #6 - Seek Advisory input at least once a year; Needs assessments for new programs or new course offerings with input from community and business; Ad hoc committees; Employer surveys; Consultation with KY Tech regarding curriculum</p>	<p>Computer Repair Advisory committee met Fall semester (1998) - Computer Repair program will be moved to Middlesboro campus 1999-2000; needs assessment for Civil Engineering launched via meeting with business/industry people to explore course requirements and program competitiveness</p>
	<p>SOCIAL SCIENCES &amp; RELATED TECHNOLOGIES #6 - Cooperate with local &amp; state officials to determine need for AAS programs in: hotel management, culinary arts, golf course management, and museum management as part of state's plan for Southeast Foundation to administer the Schoolhouse Inn, Sleepy Hollow Country Club, and Kentucky Coal Mining Museum.</p>	<p>On-schedule - survey is in-progress at this time. Expected completion - September 1999. Advisory statements for hospitality and golf-course management submitted to KCTCS</p>

<p>Develop methods for identifying and developing training, retraining and cross-training of workers for industries with new and emerging technologies and for changing job requirements</p>	<p>SOCIAL SCIENCES &amp; RELATED TECHNOLOGIES #4 - Cooperate with new Office of Community and Business Development to offer TQM training, self-directed Work Team training and other specialized courses; each member should keep current in information pertaining to their own field and the current job market</p>	<p>Ongoing-- faculty members received TQM training in fall 1998</p>
<p>Work cooperatively with Kentucky Tech institutions in the college's service area to offer joint and/or 1+1 programs whenever possible</p>	<p>BIOLOGICAL SCIENCES &amp; RELATED TECHNOLOGIES #8 - Division Chairperson will meet at least twice a semester with program coordinators and appropriate officials at CVHTC; joint-planning meetings will occur with all KY Tech and SECC when new programs are proposed between KY Tech and SECC</p>	<p>Ongoing - in the process of dissolving Radiography program with CVHTC and creating a regional program with HCC/CVHTC to replace it. Until governance of CVHTC is determined, agreements cannot be processed</p>
	<p>SOCIAL SCIENCES &amp; RELATED TECHNOLOGIES #5 - Meet with faculty at area technical colleges each semester; jointly advise students in cooperative programs (Bell County campus); continue to evaluate programs and/or courses</p>	<p>Ongoing and on-schedule</p>
<p>Build on existing relationship with Hazard Community College to offer joint programs in specific fields on a regional basis</p>	<p>BIOLOGICAL SCIENCES &amp; RELATED TECHNOLOGIES #7 - Develop curriculum for Medical Sonography Program as a joint program with HCC and CVHTC; Meet with participating institutions; Needs survey conducted; Ad hoc curriculum committee appointed by CCS</p>	<p>CVHTC will submit this program proposal and expand it to Hazard area in 3 years</p>
<p>Make use of the distance learning and computer networks in the delivery of special courses and programs</p>	<p>ADMINISTRATION - # 8 - Offer math courses (MA 112) in Spring 1999; Offer foreign language (SP 102) in Spring 1999; Expand ITV offerings within CCS network; Schedule students to take ITV courses offered through other community colleges in Fall 1998</p>	<p>Accomplished</p>
	<p>ADMINISTRATION - BELL #1 Utilize interactive television &amp; computer networks for courses with large enrollments; Complete schedule should be finalized by August 30 of each year</p>	<p>Ongoing and on-schedule</p>

**GOAL 3) To Provide a Multifaceted Continuing Education Program that Places Emphases on (a) a Flexible Delivery System and (b) Responsiveness to the Needs of the Area**

Priority Initiative	Division / Department Action Strategy	Status - August 1999
<p>Offer short-term courses and programs as requested by business and industry, utilizing the Mine Training Institute and the Small Business Development Center</p>	<p>ADMINISTRATION # 5 - Whitesburg Hire at least one full-time Continuing Education facilitator; utilize services of the college's Office of Community and Business Development</p>	<p>Accomplished - new CE Facilitator on board, offering full array of courses and services in Letcher County</p>
	<p>COMMUNITY &amp; BUSINESS DEVELOPMENT #7 - Expand Mine Training Institute by the provision of mine-related courses at "on-site" locations; dependent upon findings of Business/Industry "Inquiry Service", survey provision of training at their various sites</p>	<p>Survey in progress; MTI holds on-site classes routinely throughout eastern KY and in VA and WV for firms with work forces in KY</p>
	<p>COMMUNITY &amp; BUSINESS DEVELOPMENT # 11 - Small Business Development Center will offer training courses to small business in seven counties on a variety of subjects pertinent to their jobs</p>	<p>Ongoing and on-schedule</p>
	<p>SOCIAL SCIENCES &amp; RELATED TECHNOLOGIES #9 - Utilizing the new Office of Community and Business Development, work with existing &amp; new businesses in providing workshops in training their employees in tasks &amp; skills needed to launch and sustain a successful business</p>	<p>Ongoing and on-schedule</p>
<p>Work cooperatively with regional and state agencies to develop, implement and evaluate specific programs offered in support of welfare reform and employment development programs</p>	<p>COMMUNITY &amp; BUSINESS DEVELOPMENT #4 - Pursue &amp; submit proposals for training that will promote employment development skills &amp; support welfare reform</p>	<p>K-TAP Program approved by KCTCS (Fall 1998; Fall 1999); operates on all campuses</p>
	<p>COMMUNICATIONS, HUMANITIES &amp; FINE ARTS #11 - 1) Members with DOE commitment will coordinate Welfare Reform activities in Letcher Co.; 2) Will continue to serve &amp; support adult education programs throughout 3-county service area; 3) Assess client needs &amp; prioritize results</p>	<p>1) Faculty support strong for K-TAP program but needs centralized emphasis 2) Ongoing and on-schedule 3) Comprehensive questionnaire prepared for distribution</p>
	<p>COMMUNICATIONS, HUMANITIES &amp; FINE ARTS #13 - Work with local agencies such as Image Entry Corporation to develop and provide workforce training program</p>	<p>On-schedule - pending</p>
<p>Utilize the distance learning network to expand the student base for specialized courses and programs</p>	<p>COMMUNITY &amp; BUSINESS DEVELOPMENT #6 - Develop "HIV/AIDS Update for Health-care providers" home-study course &amp; seek approval for it from Cabinet of Human Resources</p>	<p>Home study is now implemented; however classes have not been taught</p>

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	SOCIAL SCIENCES & RELATED TECHNOLOGIES #10 - Offer BE 151, BE 153, and BE 283, low enrollment courses, over ITV, with 151 and 153 offered as part of the Weekend College (Fall Semester)	BE 151 & 153 were offered but were under-enrolled; BE 283 and 284 were also offered and have met or are currently meeting
Make available a broad-based curriculum for the general population, based on a continuous needs assessment program	BIOLOGICAL SCIENCES & RELATED TECHNOLOGIES #2 - Coordinate with Continuing Education department, the workshops that Nursing/Biological Science faculty can provide	Six nursing workshops were offered in fall 1998; two offered spring 1999
	COMMUNITY & BUSINESS DEVELOPMENT #1 - Submit a Real Estate Continuing Education program for approval to the KY Real Estate Commission & offer the program via ITV	Real Estate CE approved and conducted. There was no response to ITV offering
	COMMUNITY & BUSINESS DEVELOPMENT #2 - Submit programs for approval to "specific" professional agencies (i.e., nurses, cosmetologists, nurses, real estate agents, surveyors)	All programs accomplished except Cosmetology which is in-progress
	COMMUNITY & BUSINESS DEVELOPMENT #3 - Offer an EMT Transition Course for currently certified EMTs	Not accomplished at this time; competitors offering reduced prices

**GOAL 4) To Offer a Community Service Program that Helps to Meet the Recreational, Cultural, Educational and Social Needs of the Area**

Priority Initiative	Division / Department Action Strategy	Status - August 1999
Work with each campus to assess specific needs in the communities served and develop strategies to encourage faculty and student involvement in community service	ADMINISTRATION - Bell #2 - Incorporate Service Learning activities into every course through the course syllabus; Contact community agencies to define interests & needs (Sept. 30)	Accomplished - Service Learning course designed and implemented. Approved by Senate and is now utilized by all KY Community Colleges
	ADMINISTRATION - Whitesburg #3 - Leadership Academy participant will establish a college/public school committee to plan "Treasures from the Hills and Hollows" exhibit for Mountain Heritage Festival; enlist faculty/staff support for College co-sponsorship for this activity; form a speakers' bureau made up of Whitesburg personnel	Mostly accomplished - committee has been selected and has met

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<p>BIOLOGICAL SCIENCES &amp; RELATED TECHNOLOGIES #13 - Incorporate service learning into each course in a deliberate &amp; organized fashion; Provide school-to-work opportunities for high school students interested in health-care or-teaching as a profession; Increase community-based learning experiences for nursing students, to enhance quality education by maximizing participation in school-to-work program; Identify activities which the Division can sponsor to attract local participation; Survey local groups to determine interests &amp; needs</p>	<p>Some faculty have excelled in this area; others have done less well and will need encouragement and/or incentives</p>
<p>COMMUNITY &amp; BUSINESS DEVELOPMENT #13- Develop Community Service Committee on each campus in Spring 1999 semester with members who are representative of community &amp; SECC students. Their mission will be to provide CE/CS personnel input on needs/concerns of respective communities; to be shared with SECC faculty &amp; staff to plan 1999-2000 Community Service Activities</p>	<p>Not implemented - planned for 1999-2000</p>
<p>COMMUNICATIONS, HUMANITIES &amp; FINE ARTS #1 - Publish college's literary magazine <i>Bloodroot</i> on an annual basis (March 1999); Rotate editorship; Plan for involvement of other divisions and students</p>	<p>Ongoing and on-schedule</p>
<p>COMMUNICATIONS, HUMANITIES &amp; FINE ARTS #6 - Recruit contributions of ethnic foods for the "What is an American?" essay contest; involve students in the program</p>	<p>Not accomplished; division will reconsider and redefine</p>
<p>COMMUNICATIONS, HUMANITIES &amp; FINE ARTS #7 - Continue teaching &amp; mentoring with GED students from organizations in Harlan, Letcher, &amp; Bell counties; Students use weekly class sessions &amp; as-needed one-on-one tutoring sessions to reach their educational goal (completion of GED exam with passing score); Refer them to appropriate SECC or KY Tech personnel for further career options</p>	<p>Ongoing and on-schedule</p>
<p>COMMUNICATIONS, HUMANITIES &amp; FINE ARTS #12 - Explore ways of increasing community participation in Bookends, perhaps involving reading programs with schools &amp; the aged; Explore feasibility of implementing film discussion groups</p>	<p>Ongoing -- division will re-evaluate Fall 1999</p>
<p>LIBRARY SERVICES #2- Establish link between campus libraries and local public libraries; college librarians will attend public library board meetings annually to report on campus' library program and to determine ways for local / regional cooperation; Work with regional librarian to ensure that professional development needs of public librarians are being met by College</p>	<p>In progress</p>

<p>Establish advisory committees to assist with the Kingdom Come Swappin' Meetin', Cumberland Mountain Fall Festival Mountain Heritage Festival and Harlan Area Performing Arts Series</p>	<p>COMMUNICATIONS, HUMANITIES &amp; FINE ARTS #9 - 1) Letcher Co. faculty will seek positions on Mountain Heritage Festival committee; 2) Chair will recruit community members for the Harlan Co. Performing Arts committee; 3) Add student representatives to Swappin' Meetin' committee</p>	<p>1) Accomplished 2) Under consideration 3) Nominee will be appointed for Fall 1999</p>
<p>Help to establish a framework for arts programming in Middlesboro and Whitesburg</p>	<p>COMMUNICATIONS, HUMANITIES &amp; FINE ARTS #10- Make regular contacts between Little Theatre &amp; PAS in Middlesboro &amp; Cumberland; make connections between Appalshop &amp; SECC stronger; establish permanent plans with Middlesboro Little Theatre to do 2 regular productions each school year with optional summer production; coordinate with other producing agencies in county - Summer '98; offer TA 126 after regular work-hours to make available to community - Fall '98</p>	<p>Ongoing</p>
<p>Utilize service-learning and faculty-initiated programming through the Appalachian Center to provide a base of support for KERA-related activities</p>	<p>COMMUNICATIONS, HUMANITIES &amp; FINE ARTS #8 - Offer theatre productions for schools (Middlesboro); bring school children on campus; open Appalachian Center to general public and make tours available; invite area high schools to perform productions on Fri/Sat to utilize AC Theatre &amp; its technical support services; invite art students &amp; high school instructors to display their works in AC Gallery</p>	<p>Accomplished</p>
<p></p>	<p>PHYSICAL SCIENCES &amp; RELATED TECHNOLOGIES #5 - ACT Workshops; cultural activities/fairs/exhibits; educational competitions (Math/Science Contest, Science Fair); tutoring services at local elementary, middle, &amp; high schools; consultation &amp; assistance to local school teachers regarding science &amp; math questions &amp; activities as they arise; field trips, lab demonstrations/activities for local school children</p>	<p>Accomplished</p>

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**GOAL 5) To Maintain a Financial Aid Program that will Help Students to Gain Access to College:**

Priority Initiative	Division / Department Action Strategy	Status - August 1999
Maintain access to a full complement of federal and state financial aid programs	STUDENT SERVICES #1 - Implement the National Loan Student Data Base System; Provide training for all financial aid personnel	Accomplished
Recognize that students are the reason we exist and to put in place policies and procedures which will help them to stay in school.	BIOLOGICAL SCIENCES & RELATED TECHNOLOGIES #12 - Support partnerships with senior colleges and universities by providing students with information regarding their programs; attend College Days at local high schools to promote community college education; provide information packets to high school counselors to make them aware of programs offered by the division	Accomplished

**GOAL 6) To Provide Adequate Academic and Support Services so that Students have Realistic Opportunities for Successful Attainment of their Educational Goals**

Priority Initiative	Division / Department Action Strategy	Status - August 1999
Provide a full range and schedule of services to improve the retention and well-being of students	ADMINISTRATION #1 - Whitesburg Create broad-based counseling program to include academic and career counseling activities to be in place by mid-Fall semester 1998	Accomplished
	ADMINISTRATION #2 - Whitesburg Establish student activities program that provides students with the opportunity to interact and enhances pride in being a part of Southeast Community College (Sept 1 and ongoing)	Partially accomplished
	BUSINESS AFFAIRS #2 - Explore possibility of extended payment plan as part of a UKCCS initiative; work with UKCCS ad hoc committee to ensure that if pilot programs are started, SECC is considered	In-progress
	COMMUNICATIONS, HUMANITIES, & FINE ARTS #14- Purchase, install, & train ASC tutors & faculty to use contemporary computer software in rhetoric, grammar, mathematics, pre-algebra, reading, & biology; target developmental students & regular population	On-schedule

	<p>COMMUNICATIONS, HUMANITIES, &amp; FINE ARTS #15 - Increase usage of desktop publishing among journalism students (start 8/98, complete 5/99); Develop a plan for creation of a publications lab (start 8/98, complete 5/99); Increase usage of computers/internet in COM 181, 252 (start 1.99, complete 5/99); Explore feasibility of JAT courses via ITV (start 8/98, complete 5/99)</p>	<p>Accomplished</p>
	<p>LIBRARY SERVICES #3 - Design and administer a questionnaire to determine students' level of satisfaction with services provided by the libraries (November 1998); Provide access to Harlan Co. Employment Service's Hotline in the Cumberland Library</p>	<p>Survey form being designed; Harlan County Employment computer is in-place; training for users planned for Fall 1999</p>
<p>Implement an early-warning system to identify students who are likely to drop out and to develop intervention and methods and strategies.</p>	<p>PHYSICAL SCIENCES &amp; RELATED TECHNOLOGIES #4 - Attendance policy on syllabi; Absenteeism reporting &amp; follow-up action (i.e., phone calls or letters to students); placement testing (recommend ASSET) to make sure students are in classes commensurate to their abilities &amp; academic background</p>	<p>Attendance policy - Accomplished; Absenteeism reporting - Accomplished Accuplacer tests are used for placement (although we would prefer to use ASSET)</p>
<p>Maintain fully-equipped and staffed learning laboratories on each campus</p>	<p>BIOLOGICAL SCIENCES &amp; RELATED TECHNOLOGIES #1 - Take annual inventory of all labs in Division, to be completed by August 1998; identify CAI in each lab &amp; program that needs to be up-dated by September 1</p>	<p>Labs are adequate; however, Anatomy &amp; Physiology labs in Cumberland needs CAI updated. CAI for Biology courses to be purchased</p>
	<p>BIOLOGICAL SCIENCES &amp; RELATED TECHNOLOGIES #3 - Review library holdings for each course in the division by August 31, 1998; order new books and/or journals by May 1, 1999</p>	<p>Utilizing NOTIS, books related to the Division's courses were identified and weeding process was begun. Requests for new books have been submitted</p>
<p>Provide a full-complement of developmental courses, particularly in English and math</p>	<p>ADMINISTRATION #7 - Spring 1999 - Offer the following courses on all 3 campuses: English: DRE 010/015, ENC 090/091/092; Math: MAH 060/065/070/ 075/ 080</p>	<p>Accomplished</p>
	<p>COMMUNICATIONS, HUMANITIES &amp; FINE ARTS #2 - ENC 090, 091, &amp; 092 are offered on all campuses annually; the TABE test will be used as pre- &amp; post-test; Students will be tracked through any developmental courses on through ENG 101-102; Schedule workshops/seminars on study skills, time management, and self-esteem</p>	<p>Accomplished</p>
<p>Establish and maintain tutorial assistance, easily available to all students</p>	<p>ADMINISTRATION - Bell #4 - Develop a strong tutorial base by offering PY 181; Encourage &amp; solicit high-level students in Math &amp; English to take course; Make this course rewarding for recipients of tutoring AND for the tutors</p>	<p>Ongoing and on-schedule</p>



<p>BIOLOGICAL SCIENCES &amp; RELATED TECHNOLOGIES #5 - Refer students to Academic Support Center and/or to counselors if they have difficulty with required work; Identify individuals who can serve as tutors; Work with Academic Support Center to get appropriate software; Encourage Support Center to place student/tutors in labs &amp; classroom</p>	<p>Accomplished - Tutors for the Division area available on all campuses.</p>
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**GOAL 7) To Provide for the Development and Implementation of Alternative Approaches to Learning through the use of a Flexible Educational Delivery System**

Priority Initiative	Division / Department Action Strategy	Status - August 1999
<p>Establish a distance learning network, linking all campuses, and arrange for a full complement of courses to be offered each semester by specially-trained instructors</p>	<p>ADMINISTRATION #8 - Offer math courses (MA 112) in Spring 1999; Offer foreign language (SP 102) in Spring 1999; Expand ITV offerings within CCS network; Schedule students to take ITV courses offered through other community colleges in Fall 1998</p>	<p>Accomplished</p>
<p>Link library services on-and off-campus through computer networking.</p>	<p>COMMUNICATIONS, HUMANITIES &amp; FINE ARTS #4 - Meet with high school Spanish teachers &amp; principals &amp; tech-support personnel to discuss feasibility</p> <p>LIBRARY SERVICES #4 - Provide access for faculty and staff to library holdings through personal computers in their offices; allow for faculty to transact all library functions via the computer</p>	<p>No significant progress due to lack of ITV coordinator and other key personnel</p> <p>Accomplished - all faculty who want access to online card catalog now have it</p>
<p>Seek expanded use of computer assisted instruction models by all instructional divisions</p>	<p>BIOLOGICAL SCIENCES &amp; RELATED TECHNOLOGIES #4 - Need 1 computer per every 2 students in every biological science lab (10-15 students/lab); Each computer must be Internet-accessible; Update software</p> <p>COMMUNICATIONS, HUMANITIES, &amp; FINE ARTS #16 - Restructure the research project required by ENG 102 in order to maximize limited library research materials</p>	<p>Incomplete - Each lab has 4-6 computers which is still inadequate to division's and students' needs</p> <p>Ongoing and on-schedule</p>



	<p>PHYSICAL SCIENCES &amp; RELATED TECHNOLOGIES #2 - Computer-enhanced instruction of classes in all labs via new software programs, simulations, and Internet; Continued computer upgrades for all campuses; Use of high-tech, graphing calculators in math &amp; physics classes</p>	<p>There are four computers in most chemistry, physics, and biology labs, though some have been damaged by leaking roof; Computers in math lab have had memory upgrades to 32 Mb but need more memory to work effectively in math classes; Have obtained some additional TI-85s for Whitesburg and Middlesboro campuses. Now have 10 on each campus but not enough for all MA 109 (algebra) and MA 113/114 (calculus) classes.</p>
<p>Provide for full institutional and community access to the Internet and utilize whenever possible as an instructional tool.</p>	<p>SOCIAL SCIENCES &amp; RELATED TECHNOLOGIES #7 -                      1) Provide a method for faculty to place course materials on the WEB in easy, efficient manner (December 1998); 2) Place division 2-year schedule on the WEB and update as needed (March 1999); 3) Cooperate with Professional Development &amp; Continuing Education in providing internet instruction; 4) Continue to offer special topic courses on Internet and modify as technologies change</p>	<p>1) In-progress                      2) In-progress                      3) Ongoing-- classes held and continue to be scheduled.                      4) Ongoing-- special topic courses offered and subject to program review</p>
<p>Continue to offer a full complement of courses made available through the Kentucky Education Network (KET).</p>	<p>SOCIAL SCIENCES &amp; RELATED TECHNOLOGIES #8 -                      Identify courses offered by KET each semester and provide information to students &amp; the community; have faculty available to offer KET courses; begin development of an electronically-driven independent study program at SECC, utilizing new Telecommunications Center (March 1999).</p>	<p>Ongoing and on-schedule pending completion of Telecommunications Center</p>

**GOAL 8) To Prepare the College to be More Responsive to Needs and Opportunities by Maintaining a Program for Faculty and Staff Growth and Development**

Priority Initiative	Division / Department Action Strategy	Status - August 1999
<p>Emphasize a college community marked by integrity, openness and trust</p>	<p>SOCIAL SCIENCES &amp; RELATED TECHNOLOGIES #13 -                      Needs assessment to determine divisional faculty's concerns.                      1) Continue current practice of open, participatory division meetings, possibly increasing frequency to 3 times per term;                      2) Create a social event for division members &amp; their families at least once a year</p>	<p>1) Accomplished                      2) Not accomplished; still in planning stage</p>

<p>Provide faculty and staff with access to information on matters that affect their personal and professional life</p>	<p>ADMINISTRATION #2 - Ensure that the staff council meets bimonthly and that the entire staff meets with the administration semiannually</p>	<p>Partially accomplished: Due to the absence of staff council chair, this priority initiative has not been fully met</p>
	<p>BUSINESS AFFAIRS #3 - Schedule retirement seminars on each campus to cover benefits/ annuities (during March); Work with UK/KCTCS and program personnel (TIAA-CREF, etc.)</p>	<p>In-progress/ongoing</p>
<p>Create a work environment which values individuals and their contributions, fosters their development and respects the diversity among them</p>	<p>SOCIAL SCIENCES &amp; RELATED TECHNOLOGIES #13 - 1) Continue current practice of open, participatory division meetings, possibly increasing frequency to 3 times per term; 2) Propose to the college a forum on diversity-- in which faculty that fall into various racial/ethnic/religious minorities would present personal points of view</p>	<p>1) Accomplished 2) Not accomplished as yet; still in planning stage</p>
<p>Maintain a program through which faculty and staff needs for professional development activities can be assessed</p>	<p>BUSINESS AFFAIRS #5 - Determine staff needs for retraining on new software package being purchased through KCTCS (Fall semester); Set up courses to meet established needs (Spring semester)</p>	<p>Accomplished</p>
<p>Encourage faculty-staff participation in leadership activities sponsored by the University and/or Community College System with special emphasis given to women and African Americans</p>	<p>SOCIAL SCIENCES &amp; RELATED TECHNOLOGIES - Identify leadership activities available for faculty-staff; Disseminate that information to faculty-staff on a regular basis; Recognize those individuals who participated in leadership</p>	<p>Ongoing and continuous-- this initiative will be integrated into standard procedures</p>
<p>Plan an on-going program for the Institutional Excellence Center and provide adequate funding to support approved activities</p>	<p>LIBRARY SERVICES #5 - Call together IEC in Fall 1998 to begin programming in Spring (Jan) 1999; Completion of yearly planned activities &amp; programs to end with Spring semester of each school year</p>	<p>On-hold - consultation with Institutional Effectiveness Council will be held Fall 1999 - programming possible Spring 2000; at current time, there isn't sufficient room to house IEC in C'land library; alternative site under study</p>
<p>Establish a faculty mentoring program to provide assistance to new instructors</p>	<p>SOCIAL SCIENCES &amp; RELATED TECHNOLOGIES #15 - Develop criteria for mentoring utilizing team approach (1998-1999 academic year or Fall, 1999); train current faculty to be mentors in facilitated workshops (1998-1999); implement mentoring process (1998-99 or Spring 2000)</p>	<p>Ongoing-- still in planning phase</p>

<p>Maintain an orientation program to fully acquaint faculty and staff with the college</p>	<p>BUSINESS AFFAIRS #1 - Business dean will meet with internal human resources person to discuss personnel/benefits policies and opportunities; development of updated packet of benefits/services available to each new employee; Implementation beginning as new KCTCS Policies and Procedures are developed</p>	<p>In-progress</p>
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**GOAL 9) To Maintain a Flexible Educational Structure to Accommodate the Special Economic, Cultural and Development Needs of the Area**

Priority Initiative	Division / Department Action Strategy	Status - August 1999
<p>Work as a full partner in economic development efforts</p>	<p>COMMUNITY &amp; BUSINESS DEVELOPMENT #10 - Sponsor forums for community leaders to meet on regular basis to discuss &amp; act on important community &amp; economic issues; RCCI community team will act as "Think Tank" to promote ideas for community improvement</p>	<p>On going process - meetings have been conducted, more are planned</p>
<p>Maintain close ties with business and industry through personal contact and through membership on industrial development boards, chambers of commerce, and other agencies concerned with job creation</p>	<p>BIOLOGICAL SCIENCES &amp; RELATED TECHNOLOGIES #11 - Serve as advisory board members in community organizations; Conduct workshops and participate in community service activities that enhance job productivity; Graduate respiratory therapists, radiographers, and nurses who work in the local setting; Continue to utilize individuals from business and industry as members on program advisory committees</p>	<p>Accomplished - continuous</p>
	<p>COMMUNITY &amp; BUSINESS DEVELOPMENT #8 - Perform a needs assessment for specific training needs of business &amp; industry in our service area by contacting business/industries throughout the year</p>	<p>Action Team subcommittee is developing survey instruments at this time.</p>
	<p>COMMUNITY &amp; BUSINESS DEVELOPMENT #12 - MTI personnel will meet with mine supervisors on an as-needed basis &amp; maintain membership in professional organizations</p>	<p>Accomplished</p>
<p>Expand offerings through the Small Business Development Center and the Mine Training Institute</p>	<p>COMMUNITY &amp; BUSINESS DEVELOPMENT #5 - Continue to provide "industry-specific" training to current mining clientele &amp; pursue new companies</p>	<p>In progress - most companies in the region have been contacted.</p>
<p>Broaden programming by and through the Pine Mountain Community Development Corporation and the Rural Community College Initiative</p>	<p>COMMUNITY &amp; BUSINESS DEVELOPMENT #9 - PMCDC will strive to add \$100,000 in new capital for loans to entrepreneurial ventures in the community; it will continue to offer loan counseling in partnership with the SBDC &amp; SECC faculty</p>	<p>New capital offering to be made in spring; Counseling on-going.</p>

Encourage faculty and staff participation in community organizations and as technical advisors	SOCIAL SCIENCES & RELATED TECHNOLOGIES #3 - Encourage faculty & staff to participate in local government, civic clubs, & business organizations and to be responsive to requests for help and guidance; Attend meetings & take leadership roles	Ongoing and on-schedule
Allow community organizations to have access to and the use of campus facilities and equipment	LIBRARY SERVICES #1 - Maintain library equipment in good, working order; Determine equipment needed to accommodate community patrons; Set up a fee schedule for ITV classrooms for community use	Fee schedule completed and in-place
Utilize Appalachian Center programs to reinforce the value of the region's culture and to promote the understanding and appreciation of other cultures	COMMUNICATIONS, HUMANITIES, & FINE ARTS #19 - Further implementation & teaching of the Appalachian Seminar involving different faculty or team-teaching; Ideally the seminar could/would include community members from every economic area. Ongoing discussion between 3 faculty members representing 3 areas such as historical perspective, social/economic factors and analysis of the cultural-literary factors (Appalshop is one possible partner in this effort)	Accomplished
	SOCIAL SCIENCES & RELATED TECHNOLOGIES #12 - 1) Faculty to incorporate programs into class work (Jan. 1998); 2) Faculty to incorporate Swappin' Meetin' activities in lesson plans, etc. (Oct. 1998); 3) Faculty to work with public schools to promote knowledge of Appalachian culture throughout school year	1) Accomplished 2) Accomplished 3) Ongoing - need to involve more faculty

**GOAL 10) To Actively Seek External Funding for Projects and Programs Supportive of and Compatible with the College and Its Mission**

Priority Initiative	Division / Department Action Strategy	Status - August 1999
Provide comprehensive evaluation of academic and non-academic environments, programs, services and costs, as well as institutional policies and procedures	ADMINISTRATION #1 - Appoint self-study director (Sept. 1); Appoint all committees (Sept. 15); Meet with COC liaison for planning purposes (Oct. 26); Begin Self-study process (Jan. 1)	All steps outlined have been accomplished and Self-Study is launched; Kathy Guyn has been appointed Self-Study Director; all principal committees have been appointed and a meeting was held with the COC liaison

**GOAL 11) To Ensure that the College's Land, Buildings and Equipment are Utilized Effectively, Well Maintained and Enhanced.**

Priority Initiative	Division / Department Action Strategy	Status - August 1999
Maintain a facilities-use plan, outlining the need for new buildings, renovation projects, and major equipment purchases	ADMINISTRATION #6 - Whitesburg Work with central administration to complete program plans for Phase II AT building (Nov. 1), acquire property for Phase II development (Whitesburg Education Foundation, Inc.) (March 1), and get construction of AT Building underway (June 1)	Acquisition of property has begun. Construction scheduled to begin in December
Provide a safe and healthy campus environment	BUSINESS AFFAIRS #4 - Work with safety committee to review and make necessary changes to safety manual; Publish an updated version of the college's safety manual	Ongoing

**GOAL 12) To Create a Service-Oriented Environment Responsive to the College Community and the Public:**

Priority Initiative	Division / Department Action Strategy	Status - August 1999
Develop a campus-wide awareness of the need to be service oriented, friendly and hospitable	ADMINISTRATION #3 - Use new office of Community and Business Development to plan and deliver a workshop on being service-oriented, friendly, and hospitable (Sept. 1); Schedule workshop to be given on all campuses (March 1)	Partially accomplished: a two-day workshop was held April 1999 (to coincide with CCS training in this area)
	ADMINISTRATION #5 - BELL Work with central administration to schedule workshops for all faculty & staff to enlighten them as to their responsibilities to students and the college community in general; On faculty performance review evaluations, this area needs to be part of procedure; This also needs to be included for all staff personnel	Ongoing and on-schedule
	STUDENT SERVICES #2 - Develop a recruiting plan for each campus; Schedule a one-day retreat for all Admissions Directors to develop an annual plan of recruitment	Accomplished and implemented
Establish an information center at each campus, near primary entry points	ADMINISTRATION #4 - Whitesburg Establish information centers on campus and hire college personnel to operate such centers	Not accomplished - Have been unable to secure necessary personnel



**Enrollment  
Report  
1998-99**

# Annual

**SECC**  
**Southeast Community College**

**SECC**

3

# ENROLLMENT REPORT: 1999-2000

## Southeast Community College

### AUGUST 1999

PROGRAM	PROJECTED '98-99	ACTUAL '98-99	PROJECTED '99-00	
<b>AAS Program</b>	<b>Business Management</b>	<b>150</b>	<b>156</b>	<b>160</b>
	<b>Computer Repair Technology</b>	<b>25</b>	<b>21</b>	<b>25</b>
	<b>+ Mining Technology</b>	<b>0</b>	<b>7</b>	<b>15</b>
	<b>Nursing</b>	<b>100</b>	<b>101</b>	<b>100</b>
	<b>Nursing (Pre)</b>	<b>220</b>	<b>246</b>	<b>220</b>
	<b>Office Administration</b>	<b>100</b>	<b>105</b>	<b>100</b>
	<b>Respiratory Care</b>	<b>30</b>	<b>27</b>	<b>30</b>
	<b>Radiography</b>	<b>25</b>	<b>45</b>	<b>50</b>
	<b>* Clinical Laboratory Assisting</b>	<b>10</b>	<b>1</b>	<b>10</b>
	<b># Physical Therapy Assisting (Pre)</b>	<b>30</b>	<b>30</b>	<b>30</b>
	<b>^ Law Enforcement</b>			<b>40</b>
	<b>^ NIST</b>			<b>25</b>
<b>SUB-TOTAL</b>	<b>690</b>	<b>739</b>	<b>805</b>	
<b>AA and AS (Transfer)</b>	<b>1,198</b>	<b>1,075</b>	<b>1,075</b>	
<b>Non-Degree / Undecided / Associate Degree Not Offered</b>	<b>335</b>	<b>413</b>	<b>425</b>	
<b>TOTAL</b>	<b>2,223</b>	<b>2,227</b>	<b>2,305</b>	

- + Program scheduled to be reinstated in the fall of 2000
- \* Program offered cooperatively with Cumberland Valley Technical College; accepts students only through articulation
- # Program will admit first class in the spring of 2000
- ^ Program will admit first class in the fall of 1999

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All enrollment figures, projected and actual, are for fall semesters only.  
 Enrollment for the fall of 1998 increased by 5 percent from the fall of 1997  
 Enrollment for the fall of 1999 is projected to increase by 3.4 percent

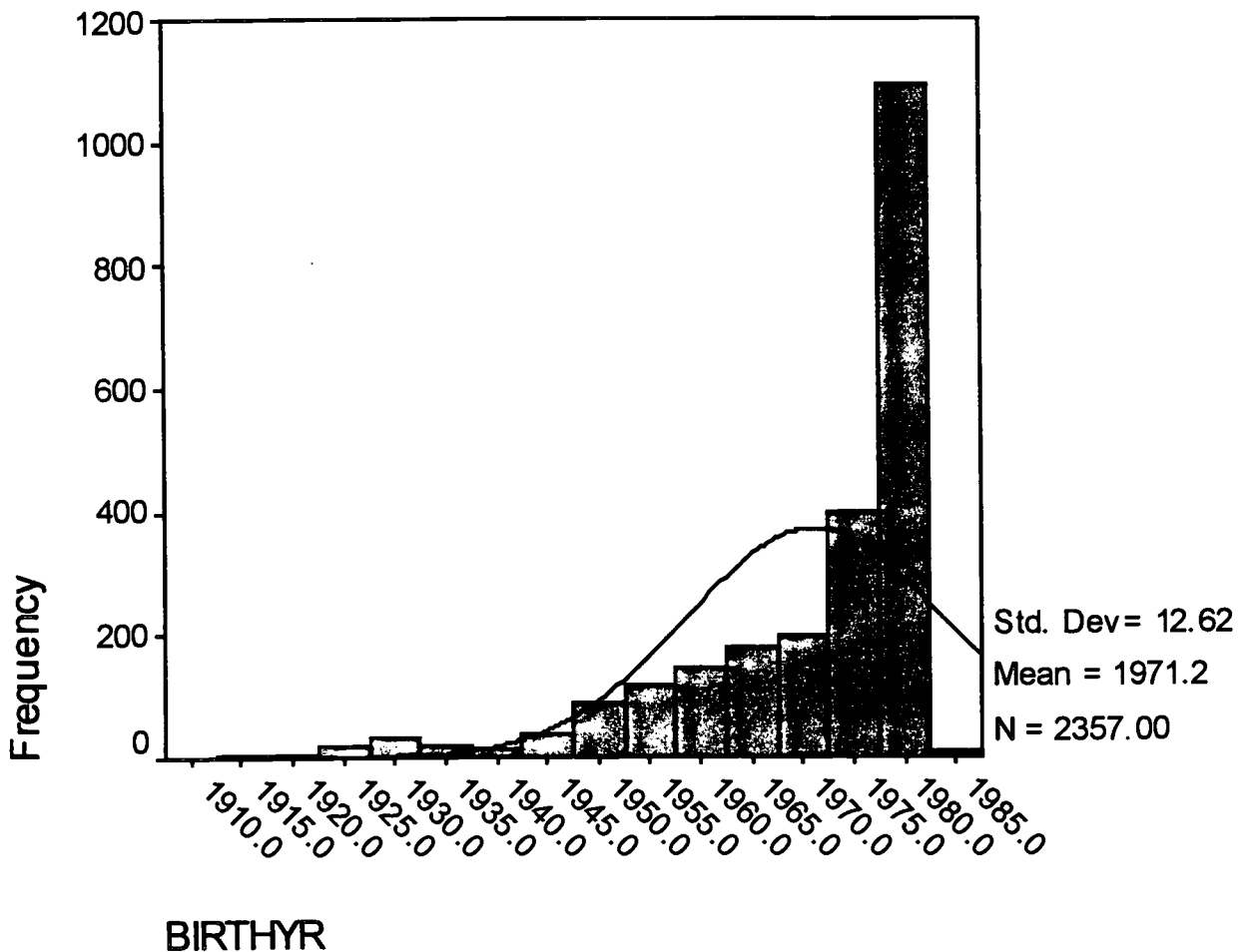
# SECC 1999 Fall Enrollment Profile

## 1) Median Age - 22

### Statistics BIRTHYR

	<b>N</b>	<b>Valid</b>	<b>2357</b>
		<b>Missing</b>	<b>0</b>
	<b>Mean</b>		<b>1971.16</b>
	<b>Std. Error of Mean</b>		<b>.26</b>
	<b>Median</b>		<b>1977.00</b>
	<b>Std. Deviation</b>		<b>12.62</b>
	<b>Minimum</b>		<b>1911</b>
	<b>Maximum</b>		<b>1985</b>

## BIRTHYR

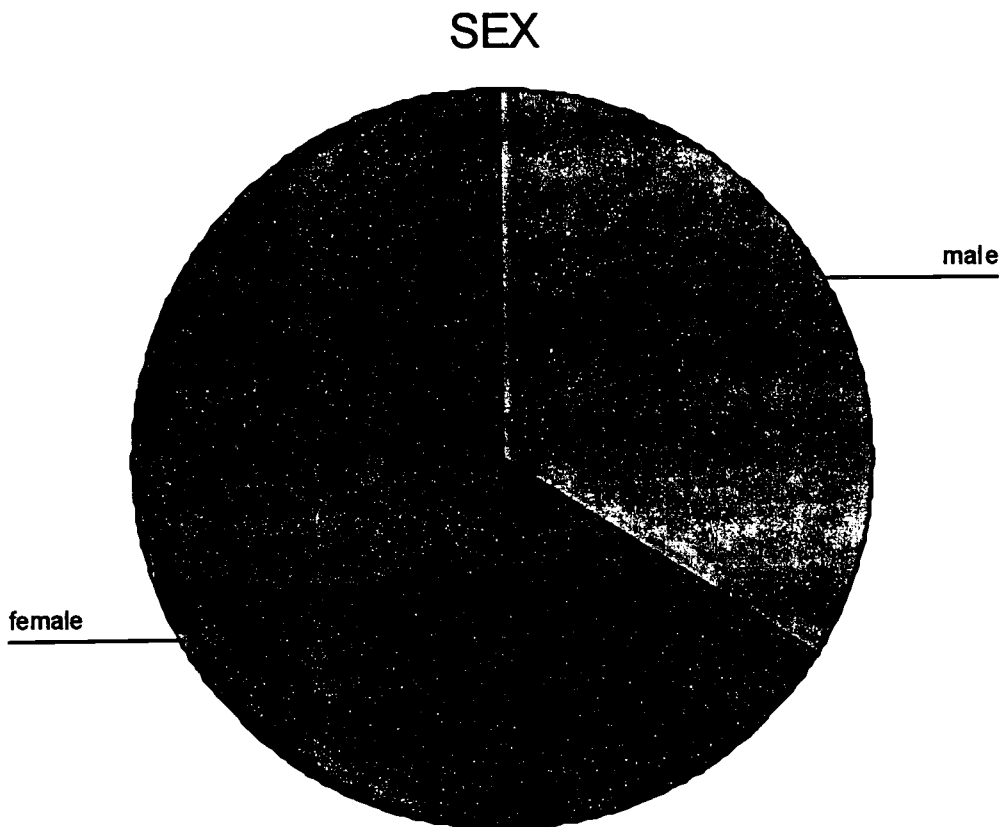


# SECC 1999 Fall Enrollment Profile

## 2) Sex

### SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	800	33.9	33.9	33.9
	female	1557	66.1	66.1	100.0
	Total	2357	100.0	100.0	

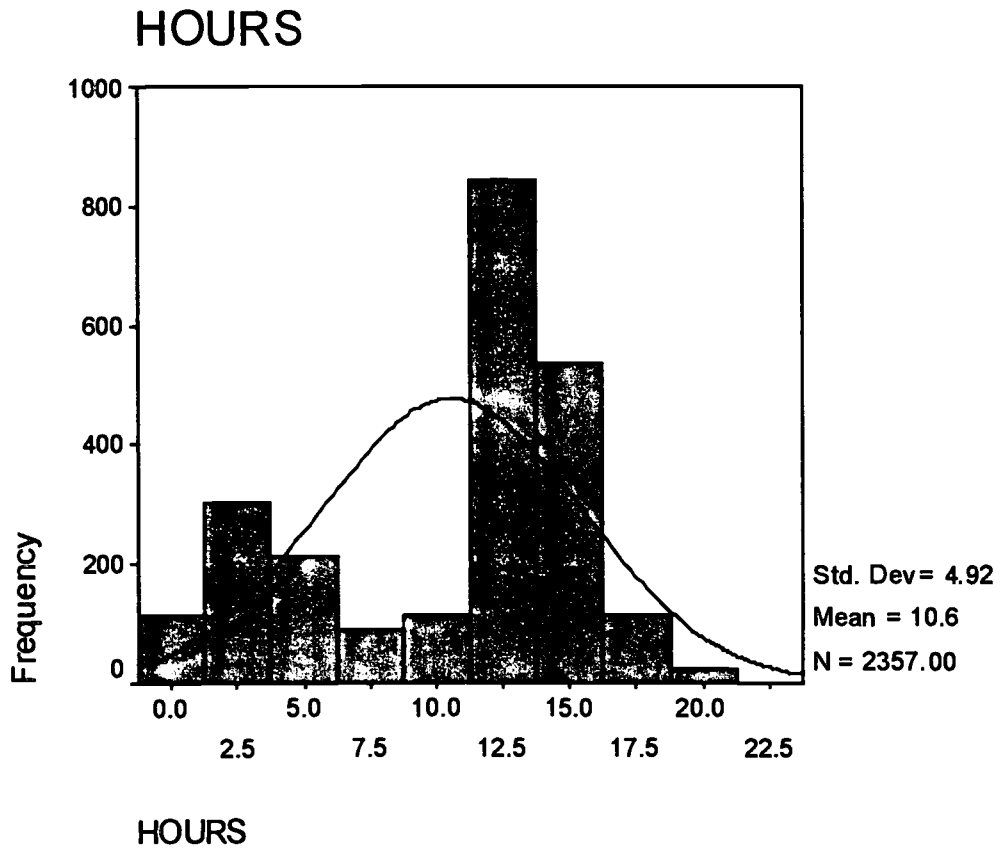


# SECC 1999 Fall Enrollment Profile

## 3) Academic Hours This Semester

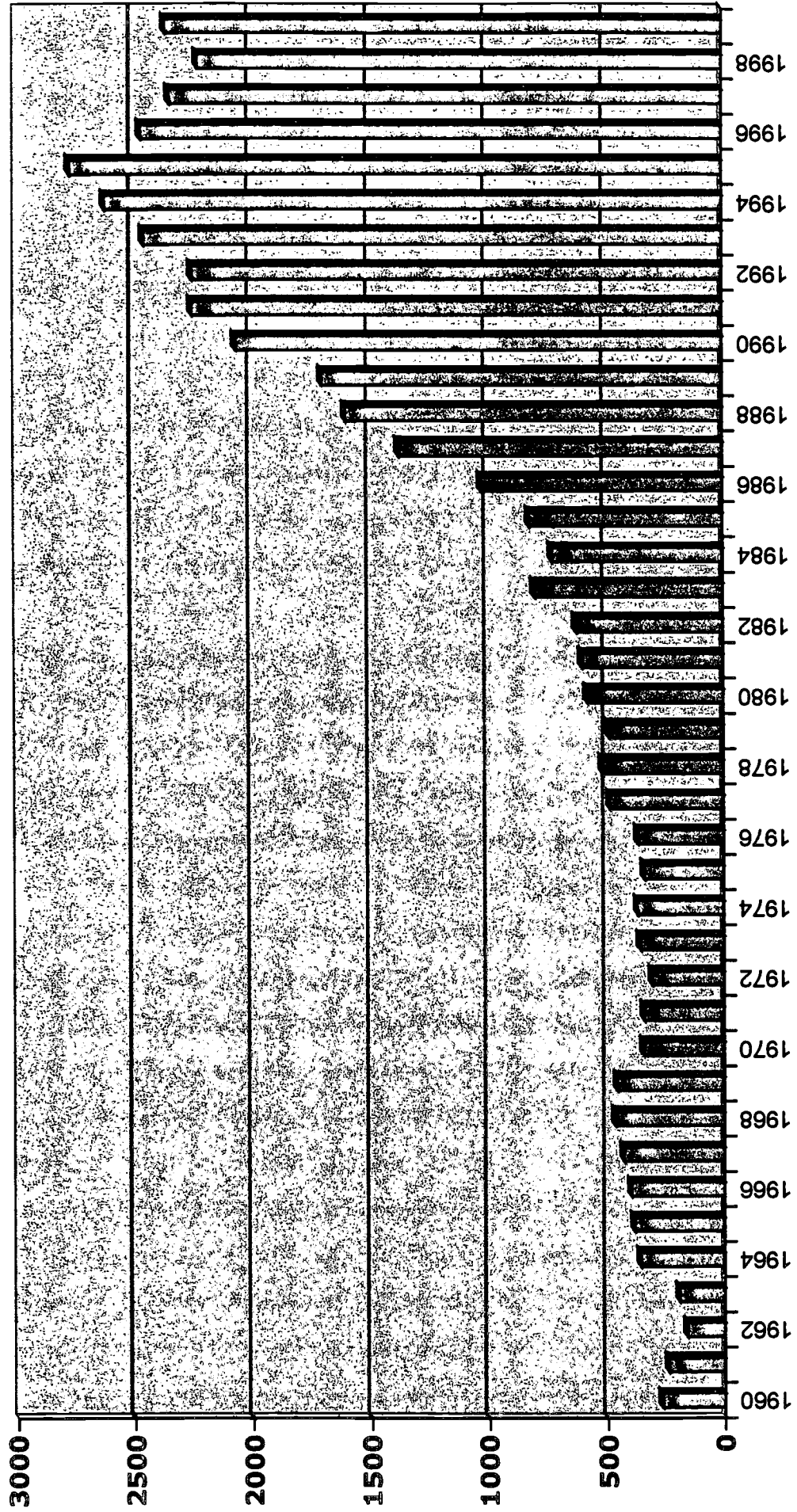
### Statistics HOURS

	<b>N</b>	<b>Valid</b>	<b>2357</b>
		<b>Missing</b>	<b>0</b>
	<b>Mean</b>		<b>10.55</b>
	<b>Std. Error of Mean</b>		<b>.10</b>
	<b>Median</b>		<b>12.00</b>
	<b>Minimum</b>		<b>1</b>
	<b>Maximum</b>		<b>22</b>
	<b>Sum</b>		<b>24873</b>

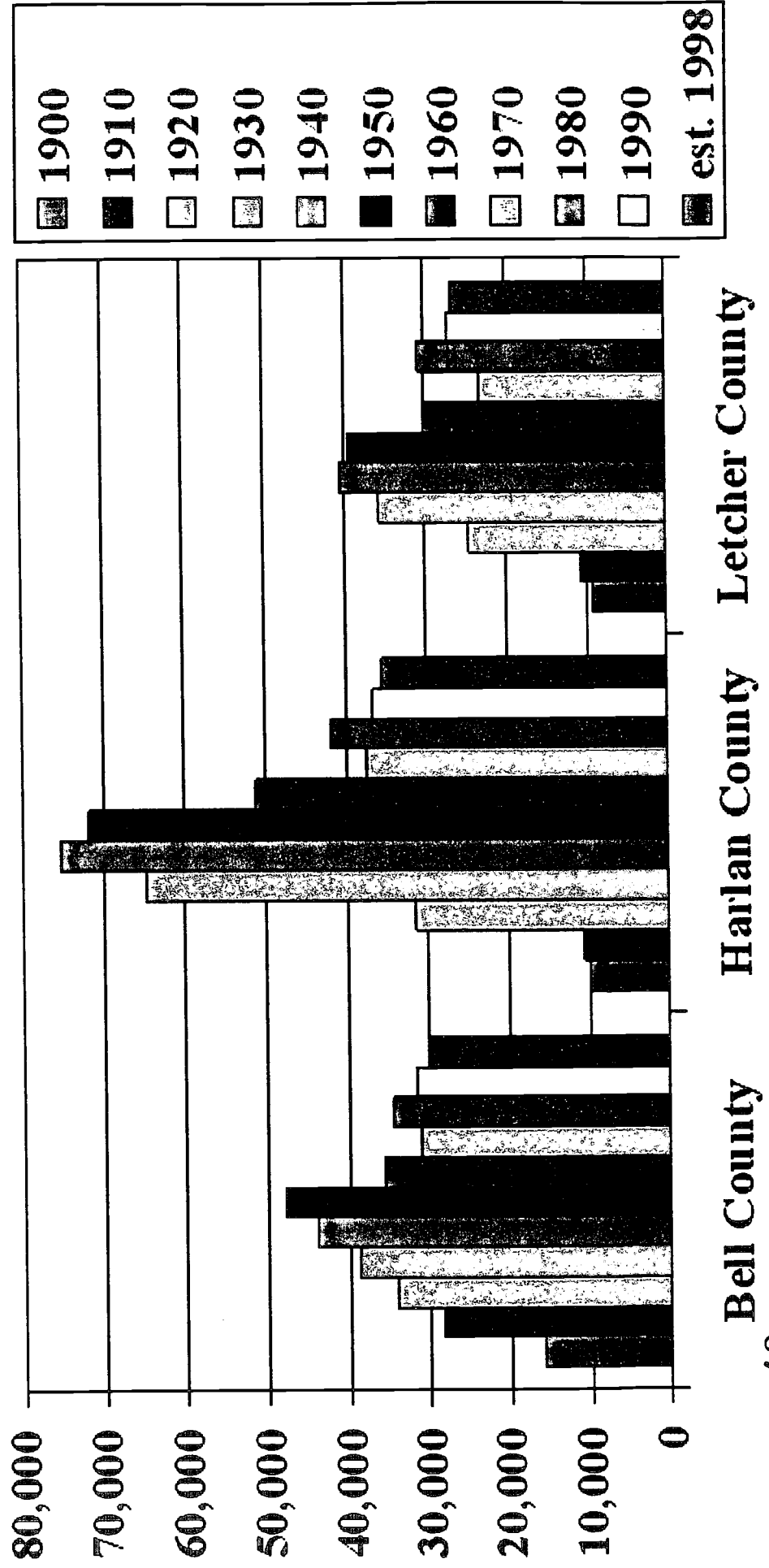




# SECC's Enrollment History



# Population History of SECC Service Area: 1900-1990s



**1999 Exit Survey of Graduates  
at Southeast Community College**

**Conducted May 1999 by SECC Registrar Karin Gibson; Compiled by the  
Office of Institutional Planning and Research with technical assistance  
from Christopher Hockenberry**

**N of Rows in Working Data File**

**203**

<b>(Q1) How satisfied are you with the overall quality of instruction at SECC?</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
a very dissatisfied	2	1.0	1.0
c satisfied	82	40.4	41.4
d very satisfied	117	57.6	99.0
e missing or n/a	2	1.0	100.0
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q2) How would you rate your overall experience at SECC?</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
a very dissatisfied	2	1.0	1.0
b dissatisfied	1	.5	1.5
c satisfied	95	46.8	48.3
d very satisfied	105	51.7	100.0
<b>Total</b>	<b>203</b>	<b>100.0</b>	

<b>(Q3) How would you rate your high school preparation for college work?</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very dissatisfied</b>	<b>17</b>	<b>8.4</b>	<b>8.4</b>
<b>b dissatisfied</b>	<b>34</b>	<b>16.7</b>	<b>25.1</b>
<b>c satisfied</b>	<b>110</b>	<b>54.2</b>	<b>79.3</b>
<b>d very satisfied</b>	<b>42</b>	<b>20.7</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q4) If you could start college again, would you enroll at SECC?</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a definitely not</b>	<b>1</b>	<b>.5</b>	<b>.5</b>
<b>b probably not</b>	<b>5</b>	<b>2.5</b>	<b>3.0</b>
<b>c probably yes</b>	<b>67</b>	<b>33.0</b>	<b>36.0</b>
<b>d definitely yes</b>	<b>127</b>	<b>62.6</b>	<b>98.5</b>
<b>e missing or n/a</b>	<b>3</b>	<b>1.5</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q5) Would you recommend SECC to another student?</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a definitely not</b>	<b>1</b>	<b>.5</b>	<b>.5</b>
<b>c probably yes</b>	<b>61</b>	<b>30.0</b>	<b>30.5</b>
<b>d definitely yes</b>	<b>137</b>	<b>67.5</b>	<b>98.0</b>
<b>e missing or n/a</b>	<b>4</b>	<b>2.0</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	

<b>(Q6) Completed a paper or project that integrated ideas from several sources.</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>b seldom</b>		<b>6</b>	<b>3.0</b>	<b>3.0</b>
<b>c occasionally</b>		<b>54</b>	<b>26.6</b>	<b>29.6</b>
<b>d often</b>		<b>138</b>	<b>68.0</b>	<b>97.5</b>
<b>e missing or n/a</b>		<b>5</b>	<b>2.5</b>	<b>100.0</b>
<b>Total</b>		<b>203</b>	<b>100.0</b>	
<b>(Q7) Applied a concept or technique you learned in class.</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>b seldom</b>		<b>5</b>	<b>2.5</b>	<b>2.5</b>
<b>c occasionally</b>		<b>68</b>	<b>33.5</b>	<b>36.0</b>
<b>d often</b>		<b>125</b>	<b>61.6</b>	<b>97.5</b>
<b>e missing or n/a</b>		<b>5</b>	<b>2.5</b>	<b>100.0</b>
<b>Total</b>		<b>203</b>	<b>100.0</b>	
<b>(Q8) Worked on an assignment where you used a computer.</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>b seldom</b>		<b>11</b>	<b>5.4</b>	<b>5.4</b>
<b>c occasionally</b>		<b>48</b>	<b>23.6</b>	<b>29.1</b>
<b>d often</b>		<b>142</b>	<b>70.0</b>	<b>99.0</b>
<b>e missing or n/a</b>		<b>2</b>	<b>1.0</b>	<b>100.0</b>
<b>Total</b>		<b>203</b>	<b>100.0</b>	



<b>(Q9) Explained a method or theory to another person.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a never</b>	<b>1</b>	<b>.5</b>	<b>.5</b>
<b>b seldom</b>	<b>19</b>	<b>9.4</b>	<b>9.9</b>
<b>c occasionally</b>	<b>115</b>	<b>56.7</b>	<b>66.5</b>
<b>d often</b>	<b>66</b>	<b>32.5</b>	<b>99.0</b>
<b>e missing or n/a</b>	<b>2</b>	<b>1.0</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q10) Participated in clubs or organizations.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a never</b>	<b>65</b>	<b>32.0</b>	<b>32.0</b>
<b>b seldom</b>	<b>71</b>	<b>35.0</b>	<b>67.0</b>
<b>c occasionally</b>	<b>47</b>	<b>23.2</b>	<b>90.1</b>
<b>d often</b>	<b>19</b>	<b>9.4</b>	<b>99.5</b>
<b>e missing or n/a</b>	<b>1</b>	<b>.5</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q11) Attended musical/drama activities.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a never</b>	<b>99</b>	<b>48.8</b>	<b>48.8</b>
<b>b seldom</b>	<b>54</b>	<b>26.6</b>	<b>75.4</b>
<b>c occasionally</b>	<b>34</b>	<b>16.7</b>	<b>92.1</b>
<b>d often</b>	<b>15</b>	<b>7.4</b>	<b>99.5</b>
<b>e missing or n/a</b>	<b>1</b>	<b>.5</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	

<b>(Q12) How often did you use Career Placement services?</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a</b>	<b>seldom</b>	<b>40</b>	<b>19.7</b>	<b>19.7</b>
<b>b</b>	<b>occasionally</b>	<b>29</b>	<b>14.3</b>	<b>34.0</b>
<b>c</b>	<b>often</b>	<b>13</b>	<b>6.4</b>	<b>40.4</b>
<b>d</b>	<b>did not use</b>	<b>115</b>	<b>56.7</b>	<b>97.0</b>
<b>e</b>	<b>missing or n/a</b>	<b>6</b>	<b>3.0</b>	<b>100.0</b>
<b>Total</b>		<b>203</b>	<b>100.0</b>	
<b>(Q13) Rate the quality of service at Career Placement services.</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a</b>	<b>poor</b>	<b>6</b>	<b>3.0</b>	<b>3.0</b>
<b>b</b>	<b>fair</b>	<b>18</b>	<b>8.9</b>	<b>11.9</b>
<b>c</b>	<b>good</b>	<b>43</b>	<b>21.2</b>	<b>33.1</b>
<b>d</b>	<b>excellent</b>	<b>17</b>	<b>8.4</b>	<b>41.5</b>
<b>e</b>	<b>missing or n/a</b>	<b>119</b>	<b>58.6</b>	<b>100.0</b>
<b>Total</b>		<b>203</b>	<b>100.0</b>	
<b>(Q14) How often did you use Counseling Services?</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a</b>	<b>seldom</b>	<b>32</b>	<b>15.8</b>	<b>15.8</b>
<b>b</b>	<b>occasionally</b>	<b>48</b>	<b>23.6</b>	<b>39.4</b>
<b>c</b>	<b>often</b>	<b>43</b>	<b>21.2</b>	<b>60.6</b>
<b>d</b>	<b>did not use</b>	<b>77</b>	<b>37.9</b>	<b>98.5</b>
<b>e</b>	<b>missing or n/a</b>	<b>3</b>	<b>1.5</b>	<b>100.0</b>
<b>Total</b>		<b>203</b>	<b>100.0</b>	

<b>(Q15) Rate the quality of service at Counseling Services.</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a</b>	<b>poor</b>	<b>8</b>	<b>3.9</b>	<b>3.9</b>
<b>b</b>	<b>fair</b>	<b>11</b>	<b>5.4</b>	<b>9.4</b>
<b>c</b>	<b>good</b>	<b>59</b>	<b>29.1</b>	<b>38.4</b>
<b>d</b>	<b>excellent</b>	<b>54</b>	<b>26.6</b>	<b>65.0</b>
<b>e</b>	<b>missing or n/a</b>	<b>71</b>	<b>35.0</b>	<b>100.0</b>
<b>Total</b>		<b>203</b>	<b>100.0</b>	
<b>(Q16) How often did you use Testing Services?</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a</b>	<b>seldom</b>	<b>40</b>	<b>19.7</b>	<b>19.7</b>
<b>b</b>	<b>occasionally</b>	<b>42</b>	<b>20.7</b>	<b>40.4</b>
<b>c</b>	<b>often</b>	<b>30</b>	<b>14.8</b>	<b>55.2</b>
<b>d</b>	<b>did not use</b>	<b>82</b>	<b>40.4</b>	<b>95.5</b>
<b>e</b>	<b>missing or n/a</b>	<b>9</b>	<b>4.5</b>	<b>100.0</b>
<b>Total</b>		<b>203</b>	<b>100.0</b>	
<b>(Q17) Rate the quality of service at Testing Services.</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
	<b>missing</b>	<b>2</b>	<b>1.0</b>	<b>1.0</b>
<b>a</b>	<b>poor</b>	<b>2</b>	<b>1.0</b>	<b>2.0</b>
<b>b</b>	<b>fair</b>	<b>15</b>	<b>7.4</b>	<b>9.4</b>
<b>c</b>	<b>good</b>	<b>57</b>	<b>28.1</b>	<b>37.4</b>
<b>d</b>	<b>excellent</b>	<b>41</b>	<b>20.2</b>	<b>57.6</b>
<b>e</b>	<b>not applicable</b>	<b>86</b>	<b>42.4</b>	<b>100.0</b>
<b>Total</b>		<b>203</b>	<b>100.0</b>	

<b>(Q18) How often did you use the service for students with disabilities?</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
a	seldom	23	11.3	11.3
b	occasionally	9	4.4	15.8
c	often	10	4.9	20.7
d	did not use	153	75.4	96.1
e	missing or n/a	8	3.9	100.0
<b>Total</b>		<b>203</b>	<b>100.0</b>	
<b>(Q19) Rate the quality of service at Services for Students with Disabilities.</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
	missing	1	.5	.5
a	poor	7	3.4	3.9
b	fair	4	2.0	5.9
c	good	23	11.3	17.2
d	excellent	10	4.9	22.2
e	not applicable	158	77.8	100.0
<b>Total</b>		<b>203</b>	<b>100.0</b>	
<b>(Q20) How often did you use Computing Resources?</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
a	seldom	16	7.9	7.9
b	occasionally	39	19.2	27.1
c	often	114	56.2	83.3
d	did not use	33	16.3	99.5
e	missing or n/a	1	.5	100.0
<b>Total</b>		<b>203</b>	<b>100.0</b>	

<b>(Q21) Rate the quality of service at Computer Resources.</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a</b>	<b>poor</b>	<b>3</b>	<b>1.5</b>	<b>1.5</b>
<b>b</b>	<b>fair</b>	<b>22</b>	<b>10.8</b>	<b>12.3</b>
<b>c</b>	<b>good</b>	<b>74</b>	<b>36.5</b>	<b>48.8</b>
<b>d</b>	<b>excellent</b>	<b>81</b>	<b>39.9</b>	<b>88.7</b>
<b>e</b>	<b>missing or n/a</b>	<b>23</b>	<b>11.3</b>	<b>100.0</b>
<b>Total</b>		<b>203</b>	<b>100.0</b>	
<b>(Q22) How often did you use the Library?</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
	<b>missing</b>	<b>1</b>	<b>.5</b>	<b>.5</b>
<b>a</b>	<b>seldom</b>	<b>9</b>	<b>4.4</b>	<b>4.9</b>
<b>b</b>	<b>occasionally</b>	<b>44</b>	<b>21.7</b>	<b>26.6</b>
<b>c</b>	<b>often</b>	<b>129</b>	<b>63.5</b>	<b>90.1</b>
<b>d</b>	<b>did not use</b>	<b>19</b>	<b>9.4</b>	<b>99.5</b>
<b>e</b>	<b>n/a</b>	<b>1</b>	<b>.5</b>	<b>100.0</b>
<b>Total</b>		<b>203</b>	<b>100.0</b>	
<b>(Q23) Rate the quality service at the Library.</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a</b>	<b>poor</b>	<b>6</b>	<b>3.0</b>	<b>3.0</b>
<b>b</b>	<b>fair</b>	<b>21</b>	<b>10.3</b>	<b>13.3</b>
<b>c</b>	<b>good</b>	<b>87</b>	<b>42.9</b>	<b>56.2</b>
<b>d</b>	<b>excellent</b>	<b>81</b>	<b>39.9</b>	<b>96.1</b>
<b>e</b>	<b>not applicable</b>	<b>8</b>	<b>3.9</b>	<b>100.0</b>
<b>Total</b>		<b>203</b>	<b>100.0</b>	



<b>(Q24) How often did you use the Bookstore?</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a</b>	<b>seldom</b>	<b>15</b>	<b>7.4</b>	<b>7.4</b>
<b>b</b>	<b>occasionally</b>	<b>67</b>	<b>33.0</b>	<b>40.4</b>
<b>c</b>	<b>often</b>	<b>106</b>	<b>52.2</b>	<b>92.6</b>
<b>d</b>	<b>did not use</b>	<b>14</b>	<b>6.9</b>	<b>99.5</b>
<b>e</b>	<b>missing or n/a</b>	<b>1</b>	<b>.5</b>	<b>100.0</b>
<b>Total</b>		<b>203</b>	<b>100.0</b>	
<b>(Q25) Rate the quality of service at the Bookstore.</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a</b>	<b>poor</b>	<b>15</b>	<b>7.4</b>	<b>7.4</b>
<b>b</b>	<b>fair</b>	<b>35</b>	<b>17.2</b>	<b>24.6</b>
<b>c</b>	<b>good</b>	<b>83</b>	<b>40.9</b>	<b>65.5</b>
<b>d</b>	<b>excellent</b>	<b>66</b>	<b>32.5</b>	<b>98.0</b>
<b>e</b>	<b>not applicable</b>	<b>4</b>	<b>2.0</b>	<b>100.0</b>
<b>Total</b>		<b>203</b>	<b>100.0</b>	
<b>(Q26) How clear were the procedures at the Business office?</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a</b>	<b>very confusing</b>	<b>2</b>	<b>1.0</b>	<b>1.0</b>
<b>b</b>	<b>somewhat confusing</b>	<b>26</b>	<b>12.8</b>	<b>13.8</b>
<b>c</b>	<b>clear</b>	<b>152</b>	<b>74.9</b>	<b>88.7</b>
<b>d</b>	<b>did not use</b>	<b>23</b>	<b>11.3</b>	<b>100.0</b>
<b>Total</b>		<b>203</b>	<b>100.0</b>	

<b>(Q27) Rate the quality of service at the Business office.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
a poor	8	3.9	3.9
b fair	21	10.3	13.2
c good	88	43.3	56.5
d excellent	71	35.0	92/6
e missing or n/a	15	7.4	100.0
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q28) How clear were the procedures at the Academic Dean's office?</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
a very confusing	1	.5	.5
b somewhat confusing	14	6.9	7.4
c clear	95	46.8	54.2
d did not use	89	43.8	98.0
e missing or n/a	4	2.0	100.0
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q29) Rate the quality of service at the Academic Dean's office.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
a poor	3	1.5	1.5
b fair	9	4.4	5.9
c good	58	28.6	34.5
d excellent	53	26.1	60.6
e missing or n/a	80	39.4	100.0
<b>Total</b>	<b>203</b>	<b>100.0</b>	

<b>(Q30) How clear were the procedures at the Admissions office?</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very confusing</b>	<b>2</b>	<b>1.0</b>	<b>1.0</b>
<b>b somewhat confusing</b>	<b>24</b>	<b>11.8</b>	<b>12.8</b>
<b>c clear</b>	<b>167</b>	<b>82.3</b>	<b>95.1</b>
<b>d did not use</b>	<b>10</b>	<b>4.9</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q31) Rate the quality of service at the Admissions office.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a poor</b>	<b>2</b>	<b>1.0</b>	<b>1.0</b>
<b>b fair</b>	<b>19</b>	<b>9.4</b>	<b>10.3</b>
<b>c good</b>	<b>95</b>	<b>46.8</b>	<b>57.1</b>
<b>d excellent</b>	<b>86</b>	<b>42.4</b>	<b>99.5</b>
<b>e missing or n/a</b>	<b>1</b>	<b>.5</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q32) How clear were the procedures at the Registration office?</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very confusing</b>	<b>3</b>	<b>1.5</b>	<b>1.5</b>
<b>b somewhat confusing</b>	<b>31</b>	<b>15.3</b>	<b>16.7</b>
<b>c clear</b>	<b>158</b>	<b>77.8</b>	<b>94.6</b>
<b>d did not use</b>	<b>11</b>	<b>5.4</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	

<b>(Q33) Rate the quality of service at the Registration office.</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a</b>	<b>poor</b>	<b>2</b>	<b>1.0</b>	<b>1.0</b>
<b>b</b>	<b>fair</b>	<b>26</b>	<b>12.8</b>	<b>13.8</b>
<b>c</b>	<b>good</b>	<b>94</b>	<b>46.3</b>	<b>60.1</b>
<b>d</b>	<b>excellent</b>	<b>81</b>	<b>39.9</b>	<b>100.0</b>
<b>Total</b>		<b>203</b>	<b>100.0</b>	
<b>(Q34) How clear were the procedures at the Financial Aid office?</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a</b>	<b>very confusing</b>	<b>5</b>	<b>2.5</b>	<b>2.5</b>
<b>b</b>	<b>somewhat confusing</b>	<b>24</b>	<b>11.8</b>	<b>14.3</b>
<b>c</b>	<b>clear</b>	<b>136</b>	<b>67.0</b>	<b>81.3</b>
<b>d</b>	<b>did not use</b>	<b>36</b>	<b>17.7</b>	<b>99.0</b>
<b>e</b>	<b>missing or n/a</b>	<b>2</b>	<b>1.0</b>	<b>100.0</b>
<b>Total</b>		<b>203</b>	<b>100.0</b>	
<b>(Q35) Rate the quality of services at the Financial Aid office.</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a</b>	<b>poor</b>	<b>2</b>	<b>1.0</b>	<b>1.0</b>
<b>b</b>	<b>fair</b>	<b>15</b>	<b>7.4</b>	<b>8.4</b>
<b>c</b>	<b>good</b>	<b>67</b>	<b>33.0</b>	<b>41.4</b>
<b>d</b>	<b>excellent</b>	<b>90</b>	<b>44.3</b>	<b>85.7</b>
<b>e</b>	<b>not applicable</b>	<b>29</b>	<b>14.3</b>	<b>100.0</b>
<b>Total</b>		<b>203</b>	<b>100.0</b>	

<b>(Q36) How clear were the Campus Security procedures?</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a</b>	<b>very confusing</b>	<b>3</b>	<b>1.5</b>	<b>1.5</b>
<b>b</b>	<b>somewhat confusing</b>	<b>9</b>	<b>4.4</b>	<b>5.9</b>
<b>c</b>	<b>clear</b>	<b>68</b>	<b>33.5</b>	<b>39.4</b>
<b>d</b>	<b>did not use</b>	<b>117</b>	<b>57.6</b>	<b>97.0</b>
<b>e</b>	<b>missing or n/a</b>	<b>6</b>	<b>3.0</b>	<b>100.0</b>
<b>Total</b>		<b>203</b>	<b>100.0</b>	
<b>(Q37) Rate the quality of Campus Security.</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a</b>	<b>poor</b>	<b>5</b>	<b>2.5</b>	<b>2.5</b>
<b>b</b>	<b>fair</b>	<b>12</b>	<b>5.9</b>	<b>8.4</b>
<b>c</b>	<b>good</b>	<b>40</b>	<b>19.7</b>	<b>28.1</b>
<b>d</b>	<b>excellent</b>	<b>34</b>	<b>16.7</b>	<b>44.8</b>
<b>e</b>	<b>missing or n/a</b>	<b>112</b>	<b>55.2</b>	<b>100.0</b>
<b>Total</b>		<b>203</b>	<b>100.0</b>	
<b>(Q38) To what degree has your education added to your practical skills necessary to obtain employment in your field.</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a</b>	<b>very little</b>	<b>12</b>	<b>5.9</b>	<b>5.9</b>
<b>b</b>	<b>somewhat</b>	<b>60</b>	<b>29.6</b>	<b>35.5</b>
<b>c</b>	<b>very much</b>	<b>131</b>	<b>64.5</b>	<b>100.0</b>
<b>Total</b>		<b>203</b>	<b>100.0</b>	



<b>(Q39) To what degree has your SECC education added to getting along with people of different races, ethnic groups, or cultures.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very little</b>	<b>20</b>	<b>9.9</b>	<b>9.9</b>
<b>b somewhat</b>	<b>56</b>	<b>27.6</b>	<b>37.4</b>
<b>c very much</b>	<b>124</b>	<b>61.1</b>	<b>98.5</b>
<b>d missing or n/a</b>	<b>3</b>	<b>1.5</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q40) To what degree has your SECC education added to your appreciation and understanding of different cultures and philosophies.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very little</b>	<b>14</b>	<b>6.9</b>	<b>6.9</b>
<b>b somewhat</b>	<b>66</b>	<b>32.5</b>	<b>39.4</b>
<b>c very much</b>	<b>122</b>	<b>60.1</b>	<b>99.5</b>
<b>d missing or n/a</b>	<b>1</b>	<b>.5</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q41) To what degree has your SECC education added to your ability to grow and learn on your own.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very little</b>	<b>3</b>	<b>1.5</b>	<b>1.5</b>
<b>b somewhat</b>	<b>41</b>	<b>20.2</b>	<b>21.7</b>
<b>c very much</b>	<b>158</b>	<b>77.8</b>	<b>99.5</b>
<b>d missing or n/a</b>	<b>1</b>	<b>.5</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	

<b>(Q42) To what degree has your SECC education added to your ability to lead or guide others.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very little</b>	<b>12</b>	<b>5.9</b>	<b>5.9</b>
<b>b somewhat</b>	<b>65</b>	<b>32.0</b>	<b>37.9</b>
<b>c very much</b>	<b>125</b>	<b>61.6</b>	<b>99.5</b>
<b>d missing or n/a</b>	<b>1</b>	<b>.5</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q43) To what degree has your SECC education added to your ability to adjust to new job demands.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very little</b>	<b>5</b>	<b>2.5</b>	<b>2.5</b>
<b>b somewhat</b>	<b>69</b>	<b>34.0</b>	<b>36.5</b>
<b>c very much</b>	<b>128</b>	<b>63.1</b>	<b>99.5</b>
<b>d missing or n/a</b>	<b>1</b>	<b>.5</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q44) To what degree has your SECC education added to your self-confidence in verbally expressing your ideas.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very little</b>	<b>8</b>	<b>3.9</b>	<b>3.9</b>
<b>b somewhat</b>	<b>57</b>	<b>28.1</b>	<b>32.0</b>
<b>c very much</b>	<b>136</b>	<b>67.0</b>	<b>99.0</b>
<b>d missing or n/a</b>	<b>2</b>	<b>1.0</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	

<b>(Q45) To what degree has your SECC education added to your self-confidence in expressing your ideas in writing.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very little</b>	<b>5</b>	<b>2.5</b>	<b>2.5</b>
<b>b somewhat</b>	<b>48</b>	<b>23.6</b>	<b>26.1</b>
<b>c very much</b>	<b>150</b>	<b>73.9</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q46) To what degree has your SECC education added to planning and carrying out projects.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very little</b>	<b>6</b>	<b>3.0</b>	<b>3.0</b>
<b>b somewhat</b>	<b>58</b>	<b>28.6</b>	<b>31.5</b>
<b>c very much</b>	<b>139</b>	<b>68.5</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q47) To what degree has your SECC education added to your understanding of written information.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>missing</b>	<b>1</b>	<b>.5</b>	<b>.5</b>
<b>a very little</b>	<b>4</b>	<b>2.0</b>	<b>2.5</b>
<b>b somewhat</b>	<b>60</b>	<b>29.6</b>	<b>32.0</b>
<b>c very much</b>	<b>138</b>	<b>68.0</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	

<b>(Q48) To what degree has your SECC education added to your understanding of information on graphs and charts.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very little</b>	<b>11</b>	<b>5.4</b>	<b>5.4</b>
<b>b somewhat</b>	<b>60</b>	<b>29.6</b>	<b>35.0</b>
<b>c very much</b>	<b>131</b>	<b>64.5</b>	<b>99.5</b>
<b>d missing or n/a</b>	<b>1</b>	<b>.5</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q49) To what degree has your SECC education added to your defining and solving problems.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very little</b>	<b>5</b>	<b>2.5</b>	<b>2.5</b>
<b>b somewhat</b>	<b>62</b>	<b>30.5</b>	<b>33.0</b>
<b>c very much</b>	<b>136</b>	<b>67.0</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q50) To what degree has your SECC education added to your working cooperatively in a group.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very little</b>	<b>4</b>	<b>2.0</b>	<b>2.0</b>
<b>b somewhat</b>	<b>46</b>	<b>22.7</b>	<b>24.6</b>
<b>c very much</b>	<b>152</b>	<b>74.9</b>	<b>99.5</b>
<b>d missing or n/a</b>	<b>1</b>	<b>.5</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	

<b>(Q51) To what degree has your SECC education added to your understanding of global environmental concerns.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very little</b>	<b>27</b>	<b>13.3</b>	<b>13.3</b>
<b>b somewhat</b>	<b>68</b>	<b>33.5</b>	<b>46.8</b>
<b>c very much</b>	<b>108</b>	<b>53.2</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q52) To what degree has your SECC education added to your understanding and appreciation the arts.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very little</b>	<b>31</b>	<b>15.3</b>	<b>15.3</b>
<b>b somewhat</b>	<b>68</b>	<b>33.5</b>	<b>48.8</b>
<b>c very much</b>	<b>103</b>	<b>50.7</b>	<b>99.5</b>
<b>d missing or n/a</b>	<b>1</b>	<b>.5</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q53) To what degree has your SECC education added to your understanding and applying scientific methods and principals.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very little</b>	<b>9</b>	<b>4.4</b>	<b>4.4</b>
<b>b somewhat</b>	<b>63</b>	<b>31.0</b>	<b>35.5</b>
<b>c very much</b>	<b>130</b>	<b>64.0</b>	<b>99.5</b>
<b>d missing or n/a</b>	<b>1</b>	<b>.5</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	

<b>(Q54) To what degree has your SECC education added to your ability to understand mathematical concepts.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very little</b>	<b>11</b>	<b>5.4</b>	<b>5.4</b>
<b>b somewhat</b>	<b>60</b>	<b>29.6</b>	<b>35.0</b>
<b>c very much</b>	<b>132</b>	<b>65.0</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q55) To what degree has your SECC education added to your ability to use mathematics in everyday life.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very little</b>	<b>9</b>	<b>4.4</b>	<b>4.4</b>
<b>b somewhat</b>	<b>75</b>	<b>36.9</b>	<b>41.4</b>
<b>c very much</b>	<b>119</b>	<b>58.6</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q56) To what degree has your SECC education added to your ability to use computers and computer software.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very little</b>	<b>6</b>	<b>3.0</b>	<b>3.0</b>
<b>b somewhat</b>	<b>50</b>	<b>24.6</b>	<b>27.6</b>
<b>c very much</b>	<b>147</b>	<b>72.4</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	



<b>(Q57) To what degree has your SECC education added to your ability to use computers skills in practical situations.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very little</b>	<b>4</b>	<b>2.0</b>	<b>2.0</b>
<b>b somewhat</b>	<b>49</b>	<b>24.1</b>	<b>26.1</b>
<b>c very much</b>	<b>149</b>	<b>73.4</b>	<b>99.5</b>
<b>d missing or n/a</b>	<b>1</b>	<b>.5</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	

<b>(Q58) To what degree has your SECC education added to your ability to examine ethical issues or issues pertaining to personal values.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very little</b>	<b>9</b>	<b>4.4</b>	<b>4.4</b>
<b>b somewhat</b>	<b>59</b>	<b>29.1</b>	<b>33.5</b>
<b>c very much</b>	<b>135</b>	<b>66.5</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	

<b>(Q59) To what degree has your SECC education added to your ability to be critical, evaluative, and analytical.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very little</b>	<b>5</b>	<b>2.5</b>	<b>2.5</b>
<b>b somewhat</b>	<b>58</b>	<b>28.6</b>	<b>31.0</b>
<b>c very much</b>	<b>140</b>	<b>69.0</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	

<b>(Q60) To what degree has your SECC education added to your ability to understand practical value of the courses.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very little</b>	<b>4</b>	<b>2.0</b>	<b>2.0</b>
<b>b somewhat</b>	<b>59</b>	<b>29.1</b>	<b>31.0</b>
<b>c very much</b>	<b>140</b>	<b>69.0</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q61) To what degree has your SECC education added to your development of good health and physical fitness habits.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a very little</b>	<b>43</b>	<b>21.2</b>	<b>21.2</b>
<b>b somewhat</b>	<b>71</b>	<b>35.0</b>	<b>56.2</b>
<b>c very much</b>	<b>82</b>	<b>40.4</b>	<b>96.6</b>
<b>d missing or n/a</b>	<b>7</b>	<b>3.5</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q62) Availability of your major advisor.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a poor</b>	<b>6</b>	<b>3.0</b>	<b>3.0</b>
<b>b fair</b>	<b>18</b>	<b>8.9</b>	<b>11.8</b>
<b>c good</b>	<b>58</b>	<b>28.6</b>	<b>40.4</b>
<b>d excellent</b>	<b>120</b>	<b>59.1</b>	<b>99.5</b>
<b>e not applicable</b>	<b>1</b>	<b>.5</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	

<b>(Q63) Willingness of your major advisor to help.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a poor</b>	<b>6</b>	<b>3.0</b>	<b>3.0</b>
<b>b fair</b>	<b>12</b>	<b>5.9</b>	<b>8.9</b>
<b>c good</b>	<b>50</b>	<b>24.6</b>	<b>33.5</b>
<b>d excellent</b>	<b>135</b>	<b>66.5</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q64) Availability of faculty to help students outside of class.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a poor</b>	<b>5</b>	<b>2.5</b>	<b>2.5</b>
<b>b fair</b>	<b>23</b>	<b>11.3</b>	<b>13.8</b>
<b>c good</b>	<b>68</b>	<b>33.5</b>	<b>47.3</b>
<b>d excellent</b>	<b>106</b>	<b>52.2</b>	<b>99.5</b>
<b>e missing or n/a</b>	<b>1</b>	<b>.5</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q65) Clarity of degree requirements in the major.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a poor</b>	<b>6</b>	<b>3.0</b>	<b>3.0</b>
<b>b fair</b>	<b>25</b>	<b>12.3</b>	<b>15.3</b>
<b>c good</b>	<b>77</b>	<b>37.9</b>	<b>53.2</b>
<b>d excellent</b>	<b>95</b>	<b>46.8</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	

<b>(Q66) Clarity of objectives for the courses in the major.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a poor</b>	<b>3</b>	<b>1.5</b>	<b>1.5</b>
<b>b fair</b>	<b>23</b>	<b>11.3</b>	<b>12.8</b>
<b>c good</b>	<b>76</b>	<b>37.4</b>	<b>50.2</b>
<b>d excellent</b>	<b>101</b>	<b>49.8</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q67) Opportunities for formal student evaluation of instruction.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a poor</b>	<b>4</b>	<b>2.0</b>	<b>2.0</b>
<b>b fair</b>	<b>18</b>	<b>8.9</b>	<b>10.8</b>
<b>c good</b>	<b>70</b>	<b>34.5</b>	<b>45.3</b>
<b>d excellent</b>	<b>109</b>	<b>53.7</b>	<b>99.0</b>
<b>e missing or n/a</b>	<b>2</b>	<b>1.0</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q68) Quality of instruction in the major.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a poor</b>	<b>2</b>	<b>1.0</b>	<b>1.0</b>
<b>b fair</b>	<b>18</b>	<b>8.9</b>	<b>9.9</b>
<b>c good</b>	<b>75</b>	<b>36.9</b>	<b>46.8</b>
<b>d excellent</b>	<b>102</b>	<b>50.2</b>	<b>97.0</b>
<b>e missing or n/a</b>	<b>6</b>	<b>3.0</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	

<b>(Q69) Quality of curriculum in providing job related skills and knowledge.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
a poor	2	1.0	1.0
b fair	19	9.4	10.3
c good	86	42.4	52.7
d excellent	95	46.8	99.5
e missing or n/a	1	.5	100.0
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q70) Quality of curriculum in preparing for further education.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
a poor	1	.5	.5
b fair	19	9.4	9.9
c good	80	39.4	49.3
d excellent	101	49.8	99.0
e missing or n/a	2	1.0	100.0
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q71) Opportunity to apply what was learned in the classroom.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
b fair	20	9.9	9.9
c good	82	40.4	50.2
d excellent	97	47.8	98.0
e missing or n/a	4	2.0	100.0
<b>Total</b>	<b>203</b>	<b>100.0</b>	

<b>(Q72) Practicum/internship/co-op experience in your major.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>a poor</b>	<b>9</b>	<b>4.4</b>	<b>4.4</b>
<b>b fair</b>	<b>25</b>	<b>12.3</b>	<b>16.7</b>
<b>c good</b>	<b>68</b>	<b>33.5</b>	<b>50.2</b>
<b>d excellent</b>	<b>71</b>	<b>35.0</b>	<b>85.2</b>
<b>e missing or n/a</b>	<b>30</b>	<b>14.8</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q73) If you could choose your major again, would you choose the same major.</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>missing</b>	<b>2</b>	<b>1.0</b>	<b>1.0</b>
<b>a definitely not</b>	<b>3</b>	<b>1.5</b>	<b>2.5</b>
<b>b probably not</b>	<b>26</b>	<b>12.8</b>	<b>15.3</b>
<b>c probably yes</b>	<b>65</b>	<b>32.0</b>	<b>47.3</b>
<b>d definitely yes</b>	<b>107</b>	<b>52.7</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	
<b>(Q74) For the most part, were you a part-time or full-time student while attending SECC?</b>	<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>missing</b>	<b>8</b>	<b>3.9</b>	<b>3.9</b>
<b>a part-time, day</b>	<b>20</b>	<b>9.9</b>	<b>13.8</b>
<b>b full-time, day</b>	<b>148</b>	<b>72.9</b>	<b>86.7</b>
<b>c part-time, evening</b>	<b>12</b>	<b>5.9</b>	<b>92.6</b>
<b>d full-time, evening</b>	<b>15</b>	<b>7.4</b>	<b>100.0</b>
<b>Total</b>	<b>203</b>	<b>100.0</b>	

<b>(Q75) Did it take an extra semester or more for you to complete your degree requirements at SECC?</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>missing</b>		<b>10</b>	<b>4.9</b>	<b>4.9</b>
<b>a yes</b>		<b>116</b>	<b>57.1</b>	<b>62.1</b>
<b>b no</b>		<b>72</b>	<b>35.5</b>	<b>97.5</b>
<b>d</b>		<b>2</b>	<b>1.0</b>	<b>98.5</b>
<b>e</b>		<b>3</b>	<b>1.5</b>	<b>100.0</b>
<b>Total</b>		<b>203</b>	<b>100.0</b>	
<b>(Q76) If it did take an extra semester or more for you to complete your degree requirement, at SECC please indicate why?</b>		<b>#</b>	<b>%</b>	<b>Cumulative %</b>
<b>missing</b>		<b>65</b>	<b>32.0</b>	<b>32.0</b>
<b>a work</b>		<b>38</b>	<b>18.7</b>	<b>50.7</b>
<b>b family obligations</b>		<b>36</b>	<b>17.7</b>	<b>68.5</b>
<b>c tuition and other costs</b>		<b>16</b>	<b>7.9</b>	<b>76.4</b>
<b>d change of majors</b>		<b>31</b>	<b>15.3</b>	<b>91.6</b>



The background of the entire page is a detailed architectural floor plan of a building. It features various rooms, corridors, and structural elements like columns and beams, rendered in a high-contrast, black-and-white line-art style.

# Annual

Plan  
1999-2000

SECC  
**Southeast Community College**

**SECC**

4

# **ANNUAL PLAN 1999-2000**

## **Southeast Community College**

### **AUGUST 1999**

**1**

To develop a plan to present to the President and Board of Regents of the Kentucky Community and Technical College System to consolidate Southeast Community College and Cumberland Valley Technical College.

**2**

To continue our self-study process, leading to the reaffirmation of accreditation from the Commission on Colleges, Southern Association of Colleges and Schools in 2001.

**3**

To begin programming in the Telecommunications Center, using it as the platform for developing a regional tele-linking network, for offering course work and laboratory experiences in broadcasting, and for expanding the utilization of technology in the classroom.

**4**

To seek approval:

- For new associate of applied science degree programs in Arts and Crafts: Pottery;
- For new options in the business management program in hospitality management and golf course management;
- To reactivate associate of applied science degree programs in Engineering Technology and Mining Technology.

**5**

To develop a concept plan for the location of a Center for Appalachian Development to house a research and development institute at Southeast Community College.

**6**

To expand interactivity among the campuses: build on the distance learning network, and make wider use of computer capabilities, particularly in the academic and learning resources area.

**7**

To develop a successful framework for the management and operation of projects affiliated with the Southeast Education Foundation, Inc.

**8**

To place major emphasis on planned giving in the College's development program and to work toward the establishment of at least one charitable remainder trust whose proceeds will benefit the College.

**9**

To launch at least three major initiatives through the Office of Community and Business Development and continue to serve as a partner with the community in all areas of economic development, with particular emphasis to be given to:

- Establishing industrial sites at strategic locations and recruiting business and industry that can build on the unique aspects of our region's cultural heritage;
- Working to increase the importance of cultural tourism;
- Creating opportunities for sustainable development through exploration of new and innovative programming, i.e., aquaculture, arts and crafts design, and videography.

**10**

To work toward a performing arts/ theater arts cooperative among the College's three campuses.

**11**

To successfully integrate new computer software systems in all administrative areas and to insure that personnel are trained to use systems in their respective areas.

**12**

To establish closer working relationships with the public schools through:

- The offering of in-service workshops and seminars for faculty and staff,
- The availability of course work for high school juniors and seniors,
- The establishment of a tele-linking network in Harlan, Bell, and Letcher counties that includes the public schools.

**13**

To begin construction of Phase II of the Academic / Technical Building in Whitesburg and continue work on environmental clean up.

**14**

To complete initial planning for renovation projects approved by the 1998 General Assembly that have not yet been started.

**15**

To complete a landscaping improvement project on the Middlesboro Campus.

**16**

To work with the Department of Transportation to complete the design for a new access road for the Cumberland Campus.

*For more information, contact the Office of Institutional Planning and Research at Southeast Community College, 700 College Road, Cumberland, KY 40823 606.589.2145, ext. 2081.*



**ACTION  
STRATEGIES  
1999-2000**

**SECC**  
**Southeast Community College**

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# SECC Action Strategy - Plan for 1999-2000 ADMINISTRATION

	Action # 1	Action # 2
<b>College's Goal met with this Plan</b>	To maintain a transfer program which is responsive to the needs of students pursuing a Baccalaureate Degree.	To maintain a transfer program which is responsive to the needs of students pursuing a Baccalaureate Degree.
<b>Priority initiative</b>	Seek official transfer agreements and 2+2 partnerships with senior institutions	Monitor student progress at other institutions and develop a mechanism for sharing this information with faculty and staff
<b>Actions/ implementation procedures necessary</b>	Continue process (begun 1998-99) of strengthening relationships with transfer institutions and secure transfer agreements	Ask KCTCS to consider seeking sponsorship for a legislative measure to mandate data-exchange between postsecondary institutions in Kentucky. Work with CPE & KCTCS institutions to develop data-sharing mechanism.
<b>Resources required to carry out this plan</b>	Staff time, travel expenses	Staff time, travel expenses
<b>Criteria and outcomes used to measure success</b>	1) Transfer agreements will be secured as required; 2) In lieu of new 2 + 2 agreements within the Kentucky system, the Baccalaureate Transfer Framework (CPE 1998-99) will be monitored for effectiveness.	Measure will be adopted and data-transfer mechanism implemented.
<b>Other divisions/ programs affected</b>	Offices of Academic Dean, Institutional Planning & Research, Student Services, Administration	Offices of Academic Dean, Institutional Planning & Research, Student Services, Administration

# SECC Action Strategy Plan for 1999-2000 ADMINISTRATION

	<b>Action # 3</b>
<b>College's Goal met with this Plan</b>	To provide technical programs based on local regional, and state employment needs for students who seek immediate employment upon graduation.
<b>Priority initiative</b>	<p>1) <b>Work closely with community, business and industry leaders in the planning, development and assessment of associate of applied science programs;</b></p> <p>2) <b>Develop methods for identifying and developing training, retraining and cross-training of workers for industries with new and emerging technologies and for changing job requirements</b></p>
<b>Actions/ implementation procedures necessary</b>	<p>A) <b>Implement program in Hospitality Management</b>            B) <b>Implement Develop program in Golf Course Management</b>            C) <b>Develop program in Museum Management</b>            D) <b>Implement Arts &amp; Crafts program - pottery emphasis</b>            E) <b>Pursue reactivation of 1) Civil Engineering and 2) Mining Engineering programs</b>            F) <b>Provide for admission of SECC students into HCC's Early Childhood Education Program</b></p>
<b>Resources required to carry out this plan</b>	<p>A) through E) Approximately \$85,000-to-\$100,000 each annually            F) Approximately \$15,000-to-\$20,000 annually            Staff and Faculty time, travel expenses, printing</p>
<b>Criteria and anticipated outcomes used to measure success</b>	New or revised programs listed above will be implemented
<b>Other divisions/ programs affected</b>	Offices of Academic Dean, Institutional Planning & Research, Community & Business Development, and Administration, Appalachian Program, Resource Development; Divisions: Social Sciences & Related Technologies, Communications, Humanities & Fine Arts, Physical Sciences & Related Technologies

# SECC Action Strategy - Plan for 1999-2000 ADMINISTRATION

	<b>Action # 4</b>	<b>Action # 5</b>
<b>College's Goal met with this Plan</b>	To Ensure that the College's Land, Buildings, and Equipment are Utilized Effectively, Well-Maintained and Enhanced	To provide adequate academic and support services so that students have realistic opportunities for successful attainment of their educational goals.
<b>Priority initiative</b>	Provide a safe and healthy campus environment	Provide a full range and schedule of services to improve the retention and well-being of students
<b>Actions/ implementation procedures necessary</b>	<b>In cooperation with the Department of Transportation, complete the design for a new access road for the Cumberland campus and launch project implementation.</b>	<b>Successfully integrate new computer software systems in all administrative areas and ensure that personnel are trained to use systems in their respective areas.</b>
<b>Resources required to carry out this plan</b>	State has allocated \$800,000; some college funds necessary for staff time, travel, consultation	Computer resources and upgrades, personnel training costs, trouble-shooting - approximately \$150,000 annually
<b>Criteria and anticipated outcomes used to measure success</b>	New access road will be designed, community input and support will be solicited, funding secured, and timetable for completion will be publicized.	People Soft system will be fully functioning in all administrative areas; Problem-areas will be identified and overcome
<b>Other divisions/ programs affected</b>	Administration	All Divisions; Office of Academic Dean, Business Affairs, Student Services, and Administration (all campuses)



# SECC Action Strategy - Plan for 1999-2000 ADMINISTRATION

	<b>Action # 6</b>	<b>Action # 7</b>
<b>College's Goal met with this Plan</b>	To Actively Seek External Funding for Projects and Programs Supportive of and Compatible with the College and Its Mission	To provide for the development and implementation of alternative approaches to learning through the use of a flexible educational delivery system.
<b>Priority initiative</b>	Maintain a planning mechanism through which the college can grow in an orderly pattern, ensuring an optimum use of resources and the maximizing of services to the community	1) Establish a distance learning network, linking all campuses, and arrange for a full complement of courses to be offered each semester by specially-trained instructors; 2) Explore the possibility of offering independent study courses in various formats, including access to a virtual college
<b>Actions/ implementation procedures necessary</b>	<b>Review the College's current administrative organizational chart and make recommendations for better representation of College-based programs, services, and activities that are not, at the current time, represented distinctly in relationship to other College departments.</b>	<b>Begin programming in the Telecommunications Center, using it as the platform for developing a regional tele-linking network, for offering a course work and laboratory experiences, and for expanding the utilization of technology in the classroom.</b>
<b>Resources required</b>	Personnel time	FIPSI grant (\$1.25 million), ongoing support, resource development (grants-writing)
<b>Criteria and anticipated outcomes</b>	Recommendations for revisions to the College's organizational chart will specifically address the Appalachian Center, Appalachian Program, Institutional Advancement, Institutional Effectiveness centers, and Institutional Planning	Telecommunications Center will be completed and fully operational by Spring 2000; new programming will be outlined and appropriate plans developed for each; implementation of regional tele-linking network will be in-progress.
<b>Other divisions/ programs affected</b>	All campuses, All divisions	Offices of Academic Dean, Institutional Planning & Research, Director of Information Technology, and Administration (all campuses); All Divisions and Computer Services



# SECC Action Strategy - Plan for 1999-2000 ADMINISTRATION

	Action # 8	Action # 9
College's Goal met with this Plan	To prepare the college to be more responsive to needs and opportunities by maintaining a program for faculty and staff growth and development.	To Provide Adequate Academic and Support Services so that Students have Realistic Opportunities for Successful Attainment of their Educational Goals
Priority initiative	Plan an on-going program for the Institutional Excellence Center and provide adequate funding to support approved activities	Establish and maintain tutorial assistance, easily available to all students
Actions/ implementation procedures necessary	Through the Office of Institutional Planning and Research, establish a model IEC on the Cumberland campus and develop strategies for implementation of similar centers at Middlesboro and Whitesburg.	<p>1) More tutors will be made available;</p> <p>2) Students will be made aware of tutorial services by having tutors visit classes;</p> <p>3) Tutors will set up study groups in locations convenient to students;</p> <p>4) Peer tutors will maintain monthly contact with assigned instructors.</p>
Resources required to carry out this plan	Staff, equipment procurement (approximately \$10,000), printing and dissemination costs.	Increased budget for Academic Support Center Tutors; will also request work study students to serve as receptionists & tutors
Criteria and anticipated outcomes used to measure success	A fully-realized Institutional Excellence Center will be established on the Cumberland campus; plans for implementation of similar Centers on other campuses will be presented to IAE Team. All Divisions	<p>1) A 5% increase in the number of students utilizing peer tutoring services;</p> <p>2) A 5% decrease in the number of students achieving less than 2.9 GPA</p>
Other divisions/ programs affected	Offices of Academic Dean, Administration (all campuses), Director of Information Technology, Computer Services, Business Affairs, Community & Business Development.	Student work study program & all academic divisions

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# SECC Action Strategy - Plan for 1999-2000 ADMINISTRATION

		<b>Action # 10</b>	<b>Action # 11</b>
<b>College's Goal met with this Plan</b>	To Maintain a Flexible Educational Structure to Accommodate the Special Economic, Cultural, and Development Needs of the Area.		To Actively Seek External Funding for Projects and Programs Supportive of and Compatible with the College and its Mission
<b>Priority initiative</b>	1) Encourage faculty and staff participation in community organizations and as technical advisors; 2) Allow community organizations to have access to and the use of campus facilities and equipment <b>Establish closer working relationships with the public schools:</b> A) Offer in-service workshops and seminars for faculty and staff; B) Make courses available to high school juniors and seniors C) Establish a tele-linking network in Harlan, Bell, and Letcher counties that includes the public schools		Establish a resource development program designed to assist the college in meeting needs for which traditional sources of funding are not available
<b>Actions/ implementation procedures necessary</b>			<b>Through the Office of Institutional Planning and Research, develop a fully-functioning "Resource Center for Institutional Advancement" to identify external funding sources, disseminate information relating thereto, and assist faculty &amp; staff with successful grants-writing.</b>
<b>Resources required to carry out this plan</b>	Staff & Faculty time, travel expenses, workshop costs, training materials, Resource development		Staff time, printing costs, research activities, institutional support
<b>Criteria and anticipated outcomes used to measure success</b>	In-Service workshops offered will increase by 50%; Enrollment in SECC classes by high school juniors and seniors will increase by 25%; Tele-linking network will be funded and a plan for implementation will be developed and presented for approval to participating entities		A fully-functioning Resource Center will be implemented by November 1999; an array of funding opportunities will be identified and publicized to concerned faculty and staff; support activities (i.e., budget preparation, documentary support, community needs assessment) will be integrated into regular functions of Office of I P & R with electronic dissemination provided to Middlesboro & Whitesburg personnel.
<b>Other divisions/ programs affected</b>	All Divisions; Offices of Academic Dean, Institutional Planning & Research, Community & Business Development, and Administration (all campuses)		Offices of Academic Dean, Community & Business Development, Resource Development, Administration (all campuses)

# SECC Action Strategy - Plan for 1999-2000 ADMINISTRATION

<b>Action # 12</b>		<b>Action # 13</b>
<b>College's Goal met with this Plan</b>	To Actively Seek External Funding for Projects and Programs Supportive of and Compatible with the College and its Mission	To Actively Seek External Funding for Projects and Programs Supportive of and Compatible with the College and its Mission
<b>Priority initiative</b>	Maintain a planning mechanism through which the college can grow in an orderly pattern, ensuring an optimum use of resources and the maximizing of services to the community	Maintain a planning mechanism through which the college can grow in an orderly pattern, ensuring an optimum use of resources and the maximizing of services to the community
<b>Actions/ implementation procedures necessary</b>	<b>Complete &amp; circulate for staff &amp; faculty input, the concept plan for a "Southeast Center for Appalachian Development"; develop a plan for identifying and securing external funding for Center and present to appropriate authorities.</b>	<b>Develop a successful framework for the management and operation of projects affiliated with the Southeast Education Foundation, Inc.</b>
<b>Resources required to carry out this plan</b>	Staff time, printing costs, research activities, institutional support	Staff time, printing costs, research activities, institutional support
<b>Criteria and anticipated outcomes used to measure success</b>		External funding resources will be identified and researched; management plans and action strategies will be developed and presented to the Foundation's managing entity by Dec. 1999
<b>Other divisions/ programs affected</b>	Offices of Academic Dean, Community & Business Development, Resource Development, Administration (all campuses)	Offices of Community & Business Development, Resource Development, Institutional Planning & Research, and Administration (Cumberland)

# SECC Action Strategy - Plan for 1999-2000 ADMINISTRATION

		<b>Action # 14</b>	<b>Action # 15</b>
<b>College's Goal met with this Plan</b>		To Actively Seek External Funding for Projects and Programs Supportive of and Compatible with the College and its Mission	To Ensure that the College's Land, Buildings, and Equipment are Utilized Effectively, Well-Maintained and Enhanced
<b>Priority initiative</b>		Maintain a planning mechanism through which the college can grow in an orderly pattern, ensuring an optimum use of resources and the maximizing of services to the community	Provide a safe and healthy campus environment
<b>Actions/ implementation procedures necessary</b>		<b>Devote major emphasis on planned giving in the College's development program and work toward the establishment of (at least) one charitable remainder trust whose proceeds will benefit the College.</b>	<b>In cooperation with KCTCS and community leaders, develop new signage for all campuses; Develop better identification of handicapped-accessible pathways and work to secure funding to ensure that all SECC facilities are fully accessible</b>
<b>Resources required to carry out this plan</b>		Staff time, printing costs, research activities, institutional support	Funds for staff time, travel, consultation, and signage
<b>Criteria and anticipated outcomes used to measure success</b>		External funding resources will be identified and researched; management plans and action strategies will be developed and presented to the Foundation's managing entity by December 1999	New signage will be developed and installed; Handicapped-accessible pathways will be fully-marked and easily read; External funding sources will be explored and action strategies for securing same will be developed and implemented.
<b>Other divisions/ programs affected</b>		Offices of Community & Business Development, Resource Development, Institutional Planning & Research, and Administration (all campuses)	Administration (all campuses)

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# SECC Action Strategy - Plan for 1999-2000 ADMINISTRATION

<b>Action # 16</b>		<b>Action # 17</b>
<b>College's Goal met with this Plan</b>	To Ensure that the College's Land, Buildings, and Equipment are Utilized Effectively, Well-Maintained and Enhanced	All 12 College Goals are served by this Action Strategy
<b>Priority initiative</b>	Provide a safe and healthy campus environment	
<b>Actions/ implementation procedures necessary</b>	<b>Complete initial planning for renovation projects approved by the 1998 General Assembly</b>	<b>Devote full institutional support to the College's Self-Study process for SACS re-accreditation (2001)</b>
<b>Resources required to carry out this plan</b>	Funds for staff time, travel, consultation, and appropriate professional consultation	Administration will provide technical leadership and resources as requested by Self-Study committees
<b>Criteria and anticipated outcomes used to measure success</b>	Timetables for new construction & renovations will be determined and projects launched	Self-Study process continues to progress in efficient, effective manner without undue disruption in regular College functions
<b>Other divisions/ programs affected</b>	Administration (all campuses)	All campuses, All divisions, All Faculty & Staff



# SECC Action Strategy - Plan for 1999-2000 ADMINISTRATION

## Middlesboro campus

	Action # 18	Action # 19
<b>College's Goal met with this Plan</b>	To provide technical programs based on local regional, and state employment needs for students who seek immediate employment upon graduation.	To Ensure that the College's Land, Buildings, and Equipment are Utilized Effectively, Well-Maintained and Enhanced
<b>Priority initiative</b>	Work cooperatively with Kentucky Tech institutions in the college's service area to offer joint and/or 1+1 programs whenever possible	Provide a safe and healthy campus environment
<b>Actions/ implementation procedures necessary</b>	<b>Develop a plan (for presentation to KCTCS) to consolidate Southeast Community College and Cumberland Valley Technical College</b>	<b>Complete landscaping improvement project on the Middlesboro campus</b>
<b>Resources required to carry out this plan</b>	Staff and Faculty time, travel expenses, printing, advertising	Funds for staff time, travel, consultation, and project completion
<b>Criteria and anticipated outcomes used to measure success</b>	Plan for consolidation will be developed and submitted to appropriate agencies, faculties, and community advisory groups for their approval and/or input. Target date for implementation of consolidation: FALL 2000.	
<b>Other divisions/ programs affected</b>	Offices of Academic Dean, Institutional Planning & Research, Community & Business Development, and Administration All Divisions	Administration, Facilities management



# SECC Action Strategy - Plan for 1999-2000 ADMINISTRATION

## Whitesburg campus

Action # 20		Action # 21	
<b>College's Goal</b>	To Create a Service-Oriented Environment Responsive to the College Community and the Public	To Ensure that the College's Land, Buildings and Equipment are Utilized Effectively, Well Maintained and Enhanced	
<b>Priority initiative</b>	Ensure that administrative offices are open and accessible to students and visitors throughout the work day	To provide a safe and healthy campus environment	
<b>Actions/ implementation procedures necessary</b>	<b>Create flexible scheduling for staff that will cover critical times (such as early morning, lunch, and late afternoon); Starting July 1, 1999, a flexible schedule will be implemented.</b>	<b>Train staff to be aware of situations that may create danger for students and employees. Begin July/August 1999.</b>	
<b>Resources required</b>	Cooperation of staff	Money & personnel to provide necessary training.	
<b>Criteria and anticipated outcomes</b>	Greater access for students and local residents; evaluation will be based on the amount of time offices remain open.	Completion of training program in campus safety.	
<b>Other divisions/ programs affected</b>	All administrative offices.	All divisions of the college	

# SECC Action Strategy - Plan for 1999-2000 ADMINISTRATION

## Whitesburg campus

<b>Action # 22</b>		<b>Action # 23</b>	
<b>College's Goal</b>	To Maintain a Flexible Educational Structure to Accommodate the Special Economic, Cultural and Development Needs of the Area	To Provide Adequate Academic and Support Services so that Students have Realistic Opportunities for Successful Attainment of their Educational Goals	
<b>Priority initiative</b>	Encourage faculty and staff participation in community organizations and as technical advisors	Provide a full range and schedule of services to improve the retention and well-being of students	
<b>Actions/ implementation procedures necessary</b>	Provide timely information of opportunities for personnel to become active in their community. Start: Fall 1998	To significantly increase the number of opportunities for students to engage in activities that will add to the quality of college life, we will create a Calendar of Events that will allow students to incorporate extracurricular activities into their schedules. This Calendar will be provided beginning Fall 1999.	
<b>Resources required</b>	Time & personnel	Personnel, Counselor, directors, and Student Council	
<b>Criteria and anticipated outcomes</b>	Number of employees actively participating in community organizations will increase by 25%	Creation of Calendar and number of events provided	
<b>Other divisions/ programs affected</b>	All divisions	Admissions	

# SECC Action Strategy - Plan for 1999-2000 APPALACHIAN PROGRAM

	Action # 1	Action # 2
<b>College's Goal met with this Plan</b>	To provide technical programs based on local regional, and state employment needs for students who seek immediate employment upon graduation.	To provide a multi-faceted Continuing Education Program that places emphasis on (A) a flexible delivery system and (B) responsiveness to the needs of the area.
<b>Priority initiative</b>	1) Work closely with community, business, and industry leaders in the planning, development, and assessment of applied science programs; 2) Develop methods for identifying and developing training, retraining, and cross training of workers for industries with new and emerging technologies and for changing job requirements	Make available a broad-based curriculum for the general population, based on a continuous needs assessment.
<b>Actions/ implementation procedures necessary with anticipated start and completion dates</b>	<p>1) Assist Dean of Academic Affairs in curriculum development supporting sustainable development; Start: ongoing, Finish: ongoing</p> <p>2) Create opportunities for entrepreneurial teaching @ SECC (partnership with REAL Enterprises) Start: Summer 1999, C: implement in 99-00 school year</p>	<p>1) Coordinate at least one workshop a year for the public presenting information about some aspect of sustainable development (horse logging, etc.). Ongoing</p> <p>2) Host a major two-day conference annually on a specific aspect of Appalachian culture and/or community development annually. S: Summer 1999, C: first conference in Fall, 2001</p>
<b>Resources required to carry out this plan</b>	<p>1) Administrative &amp; committee support travel &amp; research funds;</p> <p>2) REAL Enterprises training &amp; support leadership &amp; participation from Office of Community &amp; Business Development and the Business Faculty</p>	<p>1) \$0-1000 depending on workshop presenter</p> <p>2) \$15-30,000 depending on the scale of the conference</p>
<b>Criteria and anticipated outcomes used to measure success</b>	2) Solid entrepreneurial teaching in craft program	1) Good media coverage, participation of 15-20 people, new businesses starting in community as result; 2) participation by 100 in year one; break even financially
<b>Other divisions/ programs affected and plans for coordination</b>	1) Academic Affairs; All Divisions, Office of Community & Business Development	Office of Community & Business Development, Appalachian Center Staff, Office of Development

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100

# SECC Action Strategy - Plan for 1999-2000 APPALACHIAN PROGRAM

	Action # 3	Action # 4
<b>College's Goal</b>	Offer a community service program that helps meet the recreational, cultural, educational, and social needs of the area.	Maintain a flexible educational structure to accommodate the special economic, cultural, and developmental needs of the area.
<b>Priority initiative</b>	Utilize service learning and faculty initiated programming through the Appalachian Center to provide a base of support for KERA related activities	1-2) Participate in the development of futures-oriented public policy for the region. 3) Maintain close ties with business and industry through personal contact and through membership on industrial development boards, chambers of commerce, and other agencies concerned with job creation.
<b>Actions/ implement ation procedures</b>	Create and maintain at least one ongoing partnership annually with an area school on the development of place based curriculum; S: Spring 2000, C: ongoing;	1) Present at least two speakers a year in conjunction with the Appalachian Studies class (at least one of which would speak on issues relating to sustainable community development); 2) Publish Mast, the Appalachian Program newsletter, at least 3 times a year, gradually increasing the letter's size, scope, and circulation. Develop a meaningful circulation of 1,500 for Mast, S: Spring 1999, C: 3 issues/yr by 1999-2000 school year; circulation of 2000 by Spring 2002. 3) Support and participate in the work of the Harlan County Action Team.
<b>Resources required</b>	\$0-5,000, willing school partner	1) \$0-5,000, Appalachian Studies course offered in the evening; 2) \$0-5,000, upgraded computer equipment, printing budget, support staff; 3) time
<b>Criteria and anticipated outcomes</b>	School partner actively doing the work and defining the terms of their own success	1) increasing attendance at speaker program, easier to get speakers, easier to get money to pay speakers; 2) newsletter itself, reviews; 3) new initiatives in sustainable development involving Harlan County Action Team
<b>Other divisions/ programs</b>	Division of Communications, Humanities, and Fine Arts; Division of Social Sciences	Rural Community College Initiative Office of Community & Business Development

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102

# SEC Action Strategy - Plan for 1999-2000 APPALACHIAN PROGRAM

	Action # 5	Action # 6
<b>College's Goal met with this Plan</b>	Maintain a flexible educational structure to accommodate the special economic, cultural, and developmental needs of the area.	Maintain a flexible educational structure to accommodate the special economic, cultural, and developmental needs of the area.
<b>Priority initiative</b>	Utilize Appalachian Center programs to reinforce the value of the region's culture and to promote the understanding and appreciation of other cultures.	Utilize Appalachian Center programs to reinforce the value of the region's culture and to promote the understanding and appreciation of other cultures.
<b>Actions/ implementation procedures</b>	<b>Increase number of items &amp; daily displays from Archive in Appalachian Center, S: Spring 1999, C: Fall 1999</b>	<b>1) Establish an Appalachian Program Advisory Board, S: July 99, C: December 99</b> <b>2) Provide leadership in the development of a strategic plan for the Appalachian Center programs (HAPA, the gallery, the facility, and the Appalachian Program), S: immediately, C: Fall 1999</b>
<b>Resources required to carry out this plan</b>	Display cases, partnership with Kentucky Coal Mining Museum	1) Administrative and committee support, Community participation; 2) Time, Full support of Administration
<b>Criteria and anticipated outcomes used to measure success</b>	Archive exhibits on daily display in Appalachian Center increase by 40%	1) Committee established; 2) approved strategic plan
<b>Other divisions/ programs</b>	Appalachian Center staff	1) Humanities division, Administration 2) Appalachian Center staff

# SECC Action Strategy - Plan for 1999-2000 APPALACHIAN PROGRAM

	Action # 7	Action # 8
<b>College's Goal met with this Plan</b>	Maintain a flexible educational structure to accommodate the special economic, cultural, and developmental needs of the area.	Maintain a flexible educational structure to accommodate the special economic, cultural, and developmental needs of the area.
<b>Priority initiative</b>	Utilize Appalachian Center programs to reinforce the value of the region's culture and to promote the understanding and appreciation of other cultures.	Utilize Appalachian Center programs to reinforce the value of the region's culture and to promote the understanding and appreciation of other cultures.
<b>Actions/ implementation procedures</b>	<p>1) Design database program for archive's collection, S: July 99, C: May 2000</p> <p>2) Improve Archive collection of materials about service area, particularly books</p>	In partnership with Pine Mountain Settlement School, create a for credit interdisciplinary environmental education internship S: ongoing, C: Spring 2000
<b>Resources required to carry out this plan</b>	<p>1) \$3000-\$5000, upgraded hardware and software, staff support;</p> <p>2) \$1000 acquisition budget annually</p>	Faculty and CPE approval
<b>Criteria and anticipated outcomes used to measure success</b>	<p>1) Database online, easy to use finding aids;</p> <p>2) Collection increases by twenty items annually</p>	Course approval by CPE
<b>Other divisions/ programs</b>	<p>1) Office of Institutional Planning &amp; Research, Computer Operations</p> <p>2) Appalachian Center committee Humanities Division</p>	Office of the Dean of Academic Affairs; Office of Continuing Education, All Divisions



# SECC Action Strategy - Plan for 1999-2000 APPALACHIAN PROGRAM

Action # 9	
<b>College's Goal met with this Plan</b>	Maintain a flexible educational structure to accommodate the special economic, cultural, and developmental needs of the area.
<b>Priority initiative</b>	Utilize Appalachian Center programs to reinforce the value of the region's culture and to promote the understanding and appreciation of other cultures.
<b>Actions/ implementation procedures necessary, with anticipated start and completion dates</b>	<p>1) Establish relationship for improved access to Vic Howard photographic collection in Mississippi; seek funds for local exhibit;</p> <p>2) Develop at least one line of merchandise featuring Dr. Golden's work (postcards, greeting cards, t-shirts, etc) and a travelling exhibit of Dr. Golden's work, S: May 2000, C: May 2001</p>
<b>Resources required to carry out this plan</b>	<p>1) Travel budget to Mississippi;</p> <p>2) technical assistance, \$10,000-\$20,000</p>
<b>Criteria and anticipated outcomes used to measure success</b>	1) Access secured; 2) Exhibit completed
<b>Other divisions/ programs that will be directly affected and plans for coordination</b>	Administration, Office of Resource Development



# SECC Action Strategy - Plan for 1999-2000 BIOLOGICAL SCIENCES

	<b>Action # 1</b>	<b>Action # 2</b>
<b>College's Goal met with this Plan</b>	To maintain a transfer program which is responsive to the needs of students pursuing a Baccalaureate Degree.	To provide technical programs based on local regional, and state employment needs for students who seek immediate employment upon graduation.
<b>Priority initiative</b>	<ol style="list-style-type: none"> <li>1) Maintain a course planning cycle that will allow students to project class schedules over a two year- period.</li> <li>2) Maintain curriculum plans and check-off sheets for each in program in the Division.</li> <li>3) Emphasize the importance of the General Education Block Transfer Policy and the need for students to complete an associate degree.</li> </ol>	<ol style="list-style-type: none"> <li>1) Work closely with hospitals and other health care agencies in the development and/or implementation of health-related technical programs.</li> <li>2) Build on existing relationship with Hazard Community College (and Cumberland Valley Technology College) to offer joint programs in specific fields on a regional basis, (such as medical sonography and dental assisting/dental hygiene).</li> </ol>
<b>Actions/ Implementation procedures, with anticipated start and completion dates</b>	<b>Identify sequences of courses and the semesters in which they are to be offered.</b>	<b>Review and up-date all memoranda of agreements; Conduct need surveys for nursing and allied health programs within the Division during Spring Semester 2000; Solicit input from program advisory committees; Monitor student progress on licensure and professional examinations.</b>
<b>Resources to carry out this plan</b>	No budgetary involvement	Workforce needs surveys; Funds to properly equip labs needed for technical programs
<b>Criteria and anticipated outcomes to measure success</b>	Two-year course offering plan is maintained; Curriculum check-off sheets are available to academic advisors; Increase percentage of students completing a degree	Nursing and allied health programs are implemented based on local needs
<b>Other divisions/ programs affected and plans for coordination</b>	All advisors; Office of Institutional Planning and Planning	Office of Institutional Planning and Research

# SECC Action Strategy - Plan for 1999-2000 BIOLOGICAL SCIENCES

	<b>Action # 3</b>	<b>Action # 4</b>
<b>College's Goal met with this Plan</b>	To provide a multi-faceted Continuing Education Program that places emphasis on (A) a flexible delivery system and (B) responsiveness to the needs of the area.	To Maintain a Flexible Educational Structure to Accommodate the Special Economic, Cultural, and Development Needs of the Area.
<b>Priority initiative</b>	Make available continuing education programs based on needs assessment of community.	Encourage faculty in the Division to participate in community organizations as technical advisors and as members of advisory boards.
<b>Actions/ implementation procedures necessary</b>	<b>Identify continuing education workshops needed by the community that can be addressed by the faculty in the Division and offer at least three workshops.</b>	<b>Establish relationships with community organizations concerned with health-care and quality-of-life issues; Division faculty will make periodic reports to the Division and to the College re: community needs and interests in which the College could make a contribution.</b>
<b>Resources required to carry out this plan</b>	Funds to conduct needs surveys; mail brochures and advertisement Honorarium for speakers or funds for travel expenses	Faculty time and expertise
<b>Criteria and anticipated outcomes</b>	Number of workshops offered; number of participants served	Faculty serve in advisory capacity with various community organizations; ongoing exchange of needs and interests will become part of Strategic Planning process.
<b>Other divisions/ programs</b>	Office of Continuing Education; Office of Institutional Planning and Research; Public Relations office	N/A

# SECC Action Strategy - Plan for 1999-2000 BIOLOGICAL SCIENCES

	<b>Action # 5</b>	<b>Action # 6</b>
<b>College's Goal met with this Plan</b>	To offer a community service program that helps to meet the recreational, cultural, educational, and social needs of the area. Work with each campus to assess specific needs in the communities served and develop strategies to encourage faculty and student involvement in community service Utilize service-learning and faculty-initiated programming ... to provide a base of support for KERA-related activities	To provide adequate academic and support services so that students have realistic opportunities for successful attainment of their educational goals.
<b>Priority initiative</b>		1) Implement an early-warning system to identify students who are likely to drop out and to develop intervention and methods and strategies; 2) Establish and maintain tutorial assistance, easily available to all students
<b>Actions/ implementation procedures</b>	<b>Require students to be involved in community service activities (such as March of Dimes, blood drive, health fairs, and as volunteers for special community needs) in selected courses offered by the Division; Identify agencies, organizations, or projects which are appropriate for students' involvement in service projects.</b>	<b>Use placement testing scores in advising students; Follow-up with students who are performing poorly in coursework; Refer students to the Academic Support Center and/or to counselors if they experience difficulty with the academic work required in courses offered by the division; Identify individuals who can serve as tutors; Work with Academic Support Center to get appropriate software for the Center; Encourage Academic Support Center to place tutors in the labs and classrooms.</b>
<b>Resources required</b>	Identification of community needs and available resources. Feedback from students and the individual(s) involved in service projects	Placement testing scores; Software for remediation
<b>Criteria and anticipated outcomes</b>	rate the experiences as valuable; Number of people served in special projects and amount of money raised (March of Dimes) and number of blood donors (Blood Drive)	Improved retention rate of students enrolled in courses offered by the Division
<b>Other divisions/ programs affected</b>	Office of Continuing Education; Office of Institutional Planning and Research	Admissions Office; Academic Support Services

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# SECC Action Strategy - Plan for 1999-2000 BIOLOGICAL SCIENCES

	Action # 7	Action # 8
College's Goal met with this Plan	To provide for the development and implementation of alternative approaches to learning through the use of a flexible educational delivery system.	To prepare the college to be more responsive to needs and opportunities by maintaining a program for faculty and staff growth and development.
Priority Initiative	1) Establish a distance learning network, linking all campuses, and arrange for a full complement of courses to be offered each semester; 2) Seek expanded use of computer assisted instruction models; 3) Explore the possibility of offering independent study courses in various formats	1) Emphasize a college community & Division marked by integrity, openness and trust; 2) Establish a faculty mentoring program to provide assistance to new instructors in the Division; 3) Provide opportunities for all employees to participate in decision-making processes
Actions/ implementation procedures	<b>Review &amp; identify courses that are conducive to flexible or alternative delivery methods;</b> Explore implications of offering nursing courses at least one time per week to reduce travel for students from Bell & Letcher counties; Explore possibility of offering independent courses through Division; Establish websites for individual faculty in the Division in order to become acclimated to alternative teaching methods;	<b>Division Faculty will be involved in decision-making at various levels in College's administrative structure; Conduct open, participatory Division meetings; Hold a social event for Division members and families; Assign currently employed faculty to mentoring roles with new faculty</b>
Resources required to carry out this plan	ITV training for all faculty involved; Webpage Design instruction for faculty; Sufficient number of ITV classrooms; Sufficient number of computers in each lab operated by the Division and appropriate software.	No budgetary involvement
Criteria and anticipated outcomes	Minutes of the Division will reflect discussions pertaining to alternate educational delivery systems; Participating faculty will have individual/course websites to use as a tool for communicating with students.	Faculty attend Division meetings and contribute to discussions of issues pertaining to the Division; Faculty are recognized for their individual contribution; Faculty are assigned and perform as mentors to new faculty.
Other divisions/ programs	Dean of Academic Affairs; Technology committee and Computer Services personnel	N/A





# SECC Action Strategy - Plan for 1999-2000 BUSINESS AFFAIRS

	<b>Action # 1</b>	<b>Action # 2</b>
<b>College's Goal met with this Plan</b>	To provide adequate academic and support services so that students have realistic opportunities for successful attainment of their educational goals.	To Actively Seek External Funding for Projects and Programs Supportive of and Compatible with the College and its Mission
<b>Priority initiative</b>	1) Provide a full range and schedule of services to improve the retention and well-being of students; and 2) Ensure that the highest quality counseling and advising services are maintained on each campus	1) Maintain a planning mechanism through which the college can grow in an orderly pattern, ensuring an optimum use of resources and the maximizing of services to the community; and 2) Establish a resource development program designed to assist the college in meeting needs for which traditional sources of funding are not available
<b>Actions/ implementation procedures necessary, with anticipated start and completion dates</b>	<b>Provide enhanced orientation and support for new faculty and staff by:</b> <b>A) Compiling a comprehensive reference guide to all departments, divisions, and persons responsible therein for specific tasks and/or problem-solving; and</b> <b>B) Distributing this information College-wide in print and electronic formats by January 2000</b>	<b>Dean &amp; Staff of Business Affairs will cooperate with the Offices of Institutional Planning &amp; Research and Resource Development to facilitate development of a strategy for resource development that a) establishes reasonable indirect costs that should be part of new funding applications, b) provides a ready stock of documentation appropriate for packaging of funding proposals.</b>
<b>Resources required to carry out this plan</b>	Personnel time for compilation; proofreading, printing costs, conversion to HTML for College website	Staff time for consultation
<b>Criteria and anticipated outcomes used to measure success</b>	All faculty and staff will be asked to comment on the draft guide and will be surveyed during Spring semester 2000 for efficacy, accuracy, and updating.	By December 1999, resource materials will be developed and a standardized process for assessing & receiving indirect-cost payments will be outlined and presented to the College's Faculty and advisory boards for comment.
<b>Other divisions/ programs directly affected and plans for coordination</b>	All campuses, all personnel	All divisions, all campuses,



# SECC Action Strategy - Plan for 1999-2000 BUSINESS AFFAIRS

	<b>Action # 3</b>	<b>Action # 4</b>
<b>College's Goal met with this Plan</b>	To Ensure that the College's Land, Buildings, and Equipment are Utilized Effectively, Well-Maintained and Enhanced	To create a service-oriented environment responsive to the College community and the public.
<b>Priority initiative</b>	Maintain a facilities-use plan, outlining the need for new buildings, renovation projects, and major equipment purchases	1) Establish an information center at each campus, near primary entry points 2) Establish signage to direct students/visitors to various points on campus and to identify areas by function
<b>Actions/ implementation procedures necessary, with anticipated start and completion dates</b>	<b>Office of Business Affairs will work with Office of Institutional Planning &amp; Research, Computer Services, and with Department of Facilities Management to conduct a comprehensive equipment and facilities usage inventory to include computer technology and related equipment.</b>	<b>Business Affairs personnel will:</b> <b>A) help to develop a strategic plan for establishing 'electronic kiosks' at primary entry points that are linked (in 'motif' and design) to similar kiosks at the various local attractions now associated with the Southeast Education Foundation, Inc.; and, B) participate in the design and acquisition of additional signage (directional and handicapped) for each campus.</b>
<b>Resources required to carry out this plan</b>	No additional resources	Funds, personnel time, consultation with KCTCS re: design
<b>Criteria and anticipated outcomes used to measure success</b>	A comprehensive inventory will provide a 'history' (1960-2000) of the College's acquisitions, property disposition & usage-rates; said inventory will be cross-indexed to Biennial Plan.	The College's three campuses will be more visible from major roadways, parking areas will be well-defined, handicapped-accessible pathways will be clearly delineated.
<b>Other divisions/ programs that will be directly affected and plans for coordination</b>	All divisions, all campuses	All campuses

# SECC Action Strategy - Plan for 1999-2000 COMMUNICATIONS, HUMANITIES & FINE ARTS

	Action # 1	Action # 2
<b>College's Goal met with this Plan</b>	<p>1) To Maintain a Transfer Program which is Responsive to the Needs of Students Pursuing a Baccalaureate Degree</p> <p>2) To provide for the development and implementation of alternative approaches to learning through the use of a flexible educational delivery system.</p>	<p>Maintain a flexible educational structure to accommodate the special economic, cultural, and developmental needs of the area.</p>
<b>Priority initiative</b>	<p>1) Explore the possibility of combining general education courses with small enrollments over the distance learning network</p> <p>2) Establish a distance learning network, linking all campuses, and arrange for a full complement of courses to be offered each semester by specially-trained instructors</p>	<p>Participate in the development of futures-oriented public policy for the region.</p>
<b>Actions/ implementation procedures necessary, with anticipated start and completion dates</b>	<p><b>A) Begin programming in the Telecommunications center, using it as the platform for developing a regional telelinking network, offering course work and laboratory experiences in broadcasting, and expanding the utilization of technology in the classroom;</b></p> <p><b>B) Identify courses that have traditionally low enrollment or courses for which there are no adjunct faculty members available and determine if these are appropriate for ITV or other Distance Learning formats;</b></p> <p><b>C) Explore feasibility of Music 222 as a Web-based course.</b></p>	<p><b>Work with Middlesboro faculty &amp; administration to begin courses in Appalachian Studies. S: Spring 1999 C: Fall 1999</b></p>
<b>Resources required to carry out this plan</b>	ITV classrooms and trained assistants	Cooperation of division, instructor for class
<b>Criteria and anticipated outcomes used to measure success</b>	Stabilized enrollment in general education humanities courses; availability of variety of courses; and accessibility for adults	Class is offered and fully enrolled
<b>Other divisions/ programs that will be directly affected, plans for coordination</b>	Director of Information Technology, Dean of Academic Affairs	Office of Academic Affairs, Appalachian Programs staff

**SECC Action Strategy - Plan for 1999-2000**

**COMMUNICATIONS, HUMANITIES & FINE ARTS**

	<b>Action # 3</b>	<b>Action # 4</b>
<b>College's Goal met with this Plan</b>	To maintain a transfer program which is responsive to the needs of students pursuing a Baccalaureate Degree.	To provide technical programs based on local regional, and state employment needs for students who seek immediate employment upon graduation.
<b>Priority initiative</b>	Determine (a) primary areas of student interests and (b) colleges to which they will transfer as a basis for building the transfer curriculum	Ensure that a mix of technical programs among the college's three campuses is evaluated on a regular basis and that changes are made as needed
<b>Actions/ implementation procedures necessary, with anticipated start and completion dates</b>	<b>Begin programming in the Tele-communications center, using it as the platform for the developing of a regional telelinking network, the offering of course work and laboratory experiences in broadcasting, and expanding the utilization of technology in the classroom; Offer basic level broadcasting courses to provide hands-on experiences in the TV studio; Offer TEL 101 in the fall and in the spring.</b>	<b>To seek approval for new associate of applied science degree programs in Arts and Crafts: Pottery; Submit to KCTCS; Seek approval from faculty and forward documents to KCTCS</b>
<b>Resources required to carry out this plan</b>	Qualified personnel to teach	Clerical support for final preparation of documents; possible money for travel by committee members to answer questions when new program is considered
<b>Criteria and anticipated outcomes used to measure success</b>	Expanded interest in and increased enrollment in new program	Increased course and program offerings
<b>Other divisions/ programs that will be directly affected and plans for coordination</b>	Director of Information Technology, Dean of Academic Affairs	Division of Social Sciences; Dean of Academic Affairs

# SECC Action Strategy - Plan for 1999-2000 COMMUNICATIONS, HUMANITIES & FINE ARTS

	<b>Action # 5</b>	<b>Action # 6</b>
<b>College's Goal met with this Plan</b>	To Provide for the Development and Implementation of Alternative Approaches to Learning through the use of a Flexible Educational Delivery System	To Provide for the Development and Implementation of Alternative Approaches to Learning through the use of a Flexible Educational Delivery System
<b>Priority initiative</b>	<p>1) Establish a distance learning network, linking all campuses, and arrange for a full complement of courses to be offered each semester by specially-trained instructors;</p> <p>2) Provide for full institutional and community access to the Internet and utilize whenever possible as an instructional tool</p>	Seek expanded use of computer assisted instruction models by all instructional divisions
<b>Actions/ implementation procedures necessary, with anticipated start and completion dates</b>	<b>To begin programming in the Telecommunications center, using it as the platform for the developing of a regional telelinking network, the offering of course work and laboratory experience in broadcasting, and expanding the utilization of technology in the classroom. Establish a regional telelinking network at Harlan High School.</b>	<b>Expand classroom use of technology; offer LB-299 in the fall; incorporate PowerPoint presentations in COM classes; demonstrate how to access a relational chat room for COM 252; expand library orientation through ENG 101 classes to enhance students' Internet capabilities; offer HUM 202 as interactive class along with SOC 152 for students at the Rosebud Sioux Reservation.</b>
<b>Resources required to carry out this plan</b>	Set up an ITV site at Harlan High School, Funds for the hardware, ITV coordinator	Available computer labs; assistance from OA instructors or other personnel adept at PowerPoint
<b>Criteria and anticipated outcomes used to measure success</b>	Expanded offerings to students at Everts High School, James A. Cawood High School and Harlan High School as well as varied programming for adults	Enhanced instruction and increased knowledge
<b>Other divisions/ programs and plans for coordination</b>	Director of Information Technology, Dean of Academic Affairs, Principal at Harlan High School	Director of Information Technology, Dean of Academic Affairs, Librarians, Division of Social Sciences

# SECC Action Strategy - Plan for 1999-2000

## COMMUNICATIONS, HUMANITIES & FINE ARTS

	<b>Action # 7</b>	<b>Action # 8</b>
<b>College's Goal met with this Plan</b>	To Maintain a Flexible Educational Structure to Accommodate the Special Economic, Cultural, and Development Needs of the Area.	To Maintain a Flexible Educational Structure to Accommodate the Special Economic, Cultural, and Development Needs of the Area.
<b>Priority initiative</b>	1) Work as a full partner in economic development efforts 2) Participate in the development of futures-oriented public policy for the region	1) Participate in the development of futures-oriented public policy for the region 2) Encourage faculty and staff participation in community organizations and as technical advisors 3) Allow community organizations to have access to and the use of campus facilities and equipment
<b>Actions/ implementation procedures necessary, with anticipated start and completion dates</b>	<b>Develop plan for the location of a Center for Appalachian Development, to house a research and development institute, at SECC; Submit plan to administration; Seek input by and approval from faculty with recommendation to administration for implementation.</b>	<b>Offer workshops for teaching assistants and non-writing teachers in Harlan Co. Schools; offer teacher workshop at Perry County Central; work with CE/CS facilitators and K-12 personnel in Letcher &amp; Bell counties; meet with Harlan County personnel to develop and implement plans for workshops 1999-2000; meet with Bell &amp; Letcher Co. personnel to offer in-service programs; design plan for in-service programs and workshops to be offered by the division.</b>
<b>Resources required to carry out this plan</b>	Space, budget, personnel, and materials	Funds for travel
<b>Criteria and anticipated outcomes used to measure success</b>	Improved planning mechanisms, enhanced classroom instruction, enhanced cooperation between college and community, such as SBDC, and so on	Improved communication and enhanced instruction as we work toward a true curriculum alignment from K-college
<b>Other divisions/ programs and plans for coordination</b>	Academic divisions, Office of Community Development, Institutional Research, community agencies	Office of Continuing Education



**SECC Action Strategy - Plan for 1999-2000 COMMUNICATIONS, HUMANITIES & FINE ARTS**

	<b>Action # 9</b>	<b>Action # 10</b>
<b>College's Goal met with this Plan</b>	To Actively Seek External Funding for Projects and Programs Supportive of and Compatible with the College and its Mission	To create a service-oriented environment responsive to the College community and the public.
<b>Priority Initiative</b>	Identify and solicit help from volunteers from throughout the area, not only as solicitors of funds but as friends of the college who can help to articulate the institutional vision	Develop a campus-wide awareness of the need to be service oriented, friendly and hospitable
<b>Actions/ implementations necessary, with anticipated start and completion dates</b>	<b>Work toward a performing arts/theater arts cooperative among the College's three campuses; Form a "town and gown" committee to develop a plan that can be implemented; Include Ann Schertz, Michael Corriston, Ken Maciula and Madeline Gibson as committee members from the Division of Communication, Humanities, and Fine Arts; begin a lecture/cultural activity series at Whitesburg with brown bag lunch at least once a month.</b>	<b>Post information to the College's website concerning all three campuses; create web sites for the Academic Support Centers; redesign the web page for the division; add a web page for English teachers.</b>
<b>Resources required to carry out this plan</b>	Money for travel, publicity, and hospitality for community meetings	Assistance from Web Master and Web Page Committee
<b>Criteria and anticipated outcomes used to measure success</b>	Development of plan to be implemented in summer/fall of 2000; number of programs and number of attendees at Whitesburg	Improved communication; ease of access of information for ENG students
<b>Other divisions/ programs that will be directly affected and plans for coordination</b>	Academic divisions	Academic divisions and Web Master



# SECC Action Strategy - Plan for 1999-2000 COMMUNITY & BUSINESS DEVELOPMENT

	<b>Action # 1</b>	<b>Action # 2</b>
<b>College's Goal met with this Plan</b>	To provide technical programs based on local regional, and state employment needs for students who seek immediate employment upon graduation.	To provide a multi-faceted Continuing Education Program that places emphasis on (A) a flexible delivery system and (B) responsiveness to the needs of the area.
<b>Priority initiative</b>	Develop methods for identifying and developing training, retraining and cross-training of workers for industries with new and emerging technologies and for changing job requirements	Offer short-term courses and programs as requested by business and industry, utilizing the Mine Training Institute and the Small Business Development Center
<b>Actions/ implementation procedures necessary, with start and completion dates</b>	<b>Immediate: Survey employers and prospective employers and their employees as to those degree programs most useful to them in their type of business.</b>	<b>Immediate and ongoing: Survey area coal companies and other industries as to their training requirements.</b>
<b>Resources required to carry out this plan</b>	Should be able to accomplish this objective with existing personnel and resources.	Depending on the amount of new training, additional personnel may be indicated. Additional training panels consonant with new technology are also required.
<b>Criteria and anticipated outcomes used to measure success</b>	1) Increased enrollment in degree program; 2) Positive feedback from industries employing degree program graduates; 3) Exit surveys	Increased and/or repeated requests for training services
<b>Other divisions/ programs affected and plans for coordination</b>	Dean of Academic Affairs; Social Sciences faculty representatives should attend planning meetings for development of B & I curriculum.	No other divisions will be affected

# SECC Action Strategy - Plan for 1999-2000 COMMUNITY & BUSINESS DEVELOPMENT

	<b>Action # 3</b>	<b>Action # 4</b>
<b>College's Goal met with this Plan</b>	To provide a multi-faceted Continuing Education Program that places emphasis on (A) a flexible delivery system and (B) responsiveness to the needs of the area.	To provide a multi-faceted Continuing Education Program that places emphasis on (A) a flexible delivery system and (B) responsiveness to the needs of the area.
<b>Priority Initiative</b>	Offer short-term courses and programs as requested by business and industry, utilizing the Mine Training Institute and the Small Business Development Center	Work cooperatively with regional and state agencies to develop, implement and evaluate specific programs offered in support of welfare reform and employment development programs
<b>Actions/ implementation procedures necessary, with start and completion dates</b>	<b>Survey needs of existing and aspiring small business owners in the areas of small business oriented training. Implement 19 programs scheduled during 12 month period beginning October 1, 1999, through September 30, 2000</b>	<b>Submit Basic Job Preparation Program to the Big Sandy Area Development District in the fall of 1999 to provide 4 weeks of training to KTAP participants.</b>
<b>Resources required to carry out this plan</b>	Applied efforts of the Director as well as site facilitators on Whitesburg and Bell County campuses to contact potential clients and determine needs	Preparation of program to be submitted to BSADD; facility usage; usage of SECC faculty & staff to provide instruction; referral of participants from the Cabinet for Families & Children; ordering of class materials
<b>Criteria and anticipated outcomes used to measure success</b>	Increased attendance in training programs; Increased referral base for future training programs	Funding of the proposal; number of individuals trained/referred; evaluations of programs and instructor
<b>Other divisions/ programs affected and plans for coordination</b>	Social Sciences & Related Technologies division will provide instructors for some program; other instructors will come from private sector.	CE personnel will contact Division Chairs and faculty/staff to conduct training; contact BSADD and personnel with the Cabinet for Families and Children.

**SECC Action Strategy - Plan for 1999-2000**

**COMMUNITY & BUSINESS DEVELOPMENT**

	<b>Action # 5</b>	<b>Action # 6</b>
<b>College's Goal met with this Plan</b>	To provide a multi-faceted Continuing Education Program that places emphasis on (A) a flexible delivery system and (B) responsiveness to the needs of the area.	To offer a community service program that helps to meet the recreational, cultural, educational, and social needs of the area.
<b>Priority initiative</b>	Make available a broad-based curriculum for the general population, based on a continuous needs assessment program	Establish literacy and GED programs to provide individuals with upgraded employability skills and a "second chance" at high school graduation
<b>Actions/ implementation procedures necessary, with start and completion dates</b>	<b>Offer programs based on the faculty survey and clientele's request via phone and prior workshop evaluations</b>	<b>Adult Basic Education and GED classes will be taught at two central locations in Harlan Co.: SECC and Harlan CO Tech. Morning &amp; evening classes will be available at both sites. Literacy coordinators will help establish sites in communities throughout the county. Classes begin early August 1999 and continue through June 2000.</b>
<b>Resources required to carry out this plan</b>	Review surveys, implement programs based on survey information, advertise programs and register attendees	Classroom facilities, instructors, tutor trainers, volunteer tutors, instructional supplies and materials, computers, and computer programs
<b>Criteria and anticipated outcomes used to measure success</b>	The number of attendees and evaluation of programs	Success will be measured by the Dept. of Adult Education & Literacy's performance indicators; included in these are "obtaining employment, obtaining a GED, and placement in higher institution of learning."
<b>Other divisions/ programs affected and plans for coordination</b>	All SECC personnel	All divisions, Academic Support Center

# SECC Action Strategy - Plan for 1999-2000 COMMUNITY & BUSINESS DEVELOPMENT

	<b>Action # 7</b>	<b>Action # 8</b>
<b>College's Goal met with this Plan</b>	To offer a community service program that helps to meet the recreational, cultural, educational, and social needs of the area.	To prepare the college to be more responsive to needs and opportunities by maintaining a program for faculty and staff growth and development.
<b>Priority initiative</b>	Work with each campus to assess specific needs in the communities served and develop strategies to encourage faculty and student involvement in community service	Provide faculty and staff with access to information on matters that affect their personal and professional life
<b>Actions/ implementation procedures, with start &amp; completion dates</b>	<b>CE/CS personnel will serve as contact point for community representatives who need community service and will relay information to appropriate faculty.</b>	<b>Create an individual database on SECC personnel who must complete CE activities; update each semester.</b>
<b>Resources required to carry out this plan</b>	CE/CS personnel and SECC personnel	Participation of faculty in completing DOE commitment to CE; CE personnel to update the database; DOE commitment list from Dean of Academic Affairs
<b>Criteria and anticipated outcomes used to measure success</b>	Provision of services requested and community service report	This report will be available to faculty upon request to prepare for evaluation/promotion/tenure files; will be utilized to complete evaluation of faculty as to their completion of DOE commitment
<b>Other divisions/ programs affected and plans for coordination</b>	All divisions, including faculty, staff, and students	SECC personnel who must complete CE activities; CE personnel

# SECC Action Strategy - Plan for 1999-2000 COMMUNITY & BUSINESS DEVELOPMENT

	<b>Action # 9</b>	<b>Action # 10</b>
<b>College's Goal met with this Plan</b>	To Maintain a Flexible Educational Structure to Accommodate the Special Economic, Cultural, and Development Needs of the Area.	To Maintain a Flexible Educational Structure to Accommodate the Special Economic, Cultural, and Development Needs of the Area.
<b>Priority initiative</b>	Work as a full partner in economic development efforts	Maintain close ties with business and industry through personal contact and through membership on industrial development boards, chambers of commerce, and other agencies concerned with job creation
<b>Actions/ implementation procedures necessary, with start and completion dates</b>	<p>1) Develop collaborative relationship with regional loan funds.</p> <p>2) Continue ongoing efforts to recruit new industry and to assist existing businesses with their needs</p>	<b>Community and Business Center Dean will serve on the Appalachian Regional Commission, Business Incubator Steering Committee, and the Governor's Task Force for coal industry incentives.</b>
<b>Resources required to carry out this plan</b>	<p>1) RCCI funding support of program for meetings and loan fund management</p> <p>2) Office space - telephone, fax, computer, e-mail; Travel budget including ability to 'host' prospective clients</p>	Travel support and time to serve on committees
<b>Criteria and anticipated outcomes used to measure success/ Other divisions/ programs affected and plans for coordination</b>	<p>1) Partnership agreement with other funds</p> <p>2) Successful recruitment of new factories providing new employment for the area</p> <p>Small Business Development Center, Pine Mountain Community Development Corporation</p>	<p>Successful completion of committee assignments</p> <p>Business, Small Business Development Center</p>



**SECC Action Strategy - Plan for 1999-2000 COMMUNITY & BUSINESS DEVELOPMENT**

	<b>Action # 11</b>	<b>Action # 12</b>
<b>College's Goal met with this Plan</b>	To Maintain a Flexible Educational Structure to Accommodate the Special Economic, Cultural, and Development Needs of the Area.	To Maintain a Flexible Educational Structure to Accommodate the Special Economic, Cultural, and Development Needs of the Area.
<b>Priority initiative</b>	Broaden programming by and through the Pine Mountain Community Development Corporation and the Rural Community College Initiative	Participate in the development of futures-oriented public policy for the region
<b>Actions/ implementation procedures necessary, with start and completion dates</b>	<b>Establish an aquaculture pilot project by August 1, 1999, to demonstrate sustainable industry.</b>	<b>Attend Vision 2000 for Harlan County meetings as scheduled.</b>
<b>Resources required to carry out this plan</b>	Grant funding from Kentucky Department of Agriculture, RCCI grant funds, land, and cooperation of local industry	Release time from work to attend meetings
<b>Criteria and anticipated outcomes used to measure success</b>	Project completion, entrepreneurial participation	Assist in the development of a plan to enable Harlan County to apply for state and federal grants.
<b>Other divisions/ programs affected and plans for coordination</b>	Business, Physical Science, Small Business Development Center	This is a collaborative effort by many agencies as well as local elected officials.



# SECC Action Strategy - Plan for 1999-2000

## COMMUNITY & BUSINESS DEVELOPMENT

	<b>Action # 13</b>	<b>Action # 14</b>
<b>College's Goal met with this Plan</b>	To Maintain a Flexible Educational Structure to Accommodate the Special Economic, Cultural, and Development Needs of the Area.	To Maintain a Flexible Educational Structure to Accommodate the Special Economic, Cultural, and Development Needs of the Area.
<b>Priority Initiative</b>	Expand offerings through the Small Business Development Center and the Mine Training Institute	Allow community organizations to have access to and the use of campus facilities and equipment
<b>Actions/ implementation procedures necessary, with start and completion dates</b>	<b>Implement an Enterprise Development Program facilitating the services of the Bell County and Whitesburg Site coordinators to survey and screen potential Small Business Development Center clients according to their respective needs.</b>	<b>Provide facility usage forms and CE forms to designated personnel that schedule facilities at each campus site -- when facilities are available.</b>
<b>Resources required to carry out this plan</b>	Applied efforts of representatives of Harlan, Bell, and Letcher counties to coordinate and implement potential client research and screening	Contact with community representatives; provide usage of facilities according to usage guidelines and facility availability
<b>Criteria and anticipated outcomes used to measure success</b>	Increased client base and increased exposure in the SECC service area; also, increased efficiency of Small Business Development Center consultant efforts	Better community relationships and completion of above-mentioned forms
<b>Other divisions/ programs affected and plans for coordination</b>	None	All SECC personnel involved

# SECC Action Strategy - Plan for 1999-2000 LIBRARY SERVICES

	Action # 1	Action # 2
<b>College's Goal met with this Plan</b>	To offer a community service program that helps to meet the recreational, cultural, educational, and social needs of the area.	To Provide Adequate Academic and Support Services so that Students have Realistic Opportunities for Successful Attainment of their Educational Goals
<b>Priority initiative</b>	Work with each campus to assess specific needs in the communities served and develop strategies to encourage faculty and student involvement in community service	Provide a full range and schedule of services to improve the retention and well-being of students school
<b>Actions/ implementation procedures necessary, with anticipated start and completion dates</b>	Develop handouts re: new KCTCS e-mail policies, and distribute during Fall semester on each campus	<p>1) All library personnel, working with Office of Institutional Planning &amp; Research, will develop a needs assessment tool re: library access on each campus and determine the manner in which said tool will be utilized (i.e., each semester, annually). Nov. '99;</p> <p>2) Perform a survey of faculty, staff, and students, concerning library services and utilize as basis for planning and assessment. Begin January 2000 with results to be reported by May 2000.</p>
<b>Resources required to carry out this plan</b>	Staff time	Contact Office of Institutional Planning and Research for assistance with survey-design; Planning/meeting time, printing costs
<b>Criteria and outcomes used to measure success</b>	Hand-outs will be developed and distributed as indicated in the timetable above. Staff will monitor implementation of new policy in order to detect problems encountered by student body and community members. If necessary, information sheets will be revised for Spring 2000 dissemination.	Gather useful information re: library accessibility on each campus; Survey will be designed, executed, and results reported in specified timeframe.
<b>Other divisions/ programs affected and plans for coordination</b>	N/A	Office of Institutional Planning and Research; All campuses, students, staff, and faculty.

# SECC Action Strategy - Plan for 1999-2000 LIBRARY SERVICES

	<b>Action # 3</b>	<b>Action # 4</b>
<b>College's Goal met with this Plan</b>	To provide for the development and implementation of alternative approaches to learning through the use of a flexible educational delivery system.	To prepare the college to be more responsive to needs and opportunities by maintaining a program for faculty and staff growth and development.
<b>Priority initiative</b>	1) Link library services on- and off-campus through computer networking 2) Provide for full institutional and community access to the Internet and utilize whenever possible as an instructional tool	1) Provide faculty and staff with access to information on matters that affect their personal and professional life; 2) Plan an on-going program for the Institutional Excellence Center and provide adequate funding to support approved activities
<b>Actions/ implementation procedures</b>	<b>Continue to monitor computer linkages between campus library computers; Upgrade Whitesburg computers to full complement of 10 computers; Monitor development of Commonwealth Virtual Library and assess necessary alterations to current databases in libraries.</b>	<b>A) Disseminate, as received, to faculty all information pertaining to CVU and CVL by e-mail, brochure, workshop; use follow-up questionnaire to ascertain faculty perceptions;</b> <b>B) Library Director will work with Office of Institutional Planning and Research to coordinate future site and services of Institutional Excellence Center by Nov. 1999</b>
<b>Resources required to carry out this plan</b>	Funds for new computers in Whitesburg; Disseminate information about CVL to faculties and staff at each campus. Full complement of internet-connected computers will be accessible in Whitesburg; decisions will be made about adding or subtracting current databases and print subscriptions within one month of availability of KCVL databases; CVL will be monitored and information disseminated in timely fashion.	Planning time, printing costs
<b>Criteria and anticipated outcomes</b>	All library personnel will be affected; All faculty; Office of the Dean of Academic Affairs.	1) Faculty will be fully informed of progress of CVU and CVL on a quarterly basis provided there is any progress to report; 2) Formal document establishing mission of Excellence Center and plan to fully-realize that mission.
<b>Other divisions/ programs</b>		Office of Institutional Planning & Research, Administration

# SECC Action Strategy - Plan for 1999-2000 LIBRARY SERVICES

	<b>Action # 5</b>	<b>Action # 6</b>
<b>College's Goal met with this Plan</b>	To Maintain a Flexible Educational Structure to Accommodate the Special Economic, Cultural, and Development Needs of the Area.	To Actively Seek External Funding for Projects and Programs Supportive of and Compatible with the College and its Mission
<b>Priority initiative</b>	Allow community organizations to have access to and the use of campus facilities and equipment	Identify and solicit help from volunteers from throughout the area, not only as solicitors of funds but as friends of the college who can help to articulate the institutional vision
<b>Actions/ implementation procedures necessary, with anticipated start and completion dates</b>	<b>Determine college's and community's needs as they pertain to accessibility. If warranted, a public relations endeavor should be undertaken to fully acquaint public with library services and availability for community use. Start Jan. 2000.</b>	<b>Director of Library Services will confer with campus library directors in Whitesburg and Middlesboro to determine feasibility of establishing "Friends of the Library" group for each campus; All directors will research strategies for creating such groups and gather information on support for such groups in their respective communities.</b>
<b>Resources required to carry out this plan</b>	Learning Resource Committee; library personnel time	Staff time; community meetings
<b>Criteria and anticipated outcomes used to measure success</b>	A public awareness campaign will be conducted, including at least one live presentation to an area civic group in each county, during the Spring of 2000.	A summary of research done and a plan of action for establishing "Friends of the Library" groups will be produced by May, 2000.
<b>Other divisions/ programs that will be directly affected and plans for coordination</b>	All campuses	N/A

# SECC Action Strategy - Plan for 1999-2000

## PHYSICAL SCIENCES

	<b>Action # 1</b>	<b>Action # 2</b>
<b>College's Goal met with this Plan</b>	To maintain a transfer program which is responsive to the needs of students pursuing a Baccalaureate Degree.	To maintain a transfer program which is responsive to the needs of students pursuing a Baccalaureate Degree.
<b>Priority initiative</b>	Monitor student progress at other institutions and develop a mechanism for sharing this information with faculty and staff	Explore the possibility of combining general education courses with small enrollments over the distance learning network
<b>Actions/ implementation procedures necessary, with anticipated start and completion dates</b>	<b>Solicit data from other institutions to which SECC students commonly transfer in order to assess student progress after leaving SECC</b>	<b>Analyze enrollments from previous years to determine which courses would be appropriate - each fall and spring semester</b>
<b>Resources required to carry out this plan</b>	Data must be gathered and distributed by Institutional Research Office. Student Services Office	Data from registrar's office; cooperation of Academic Support Center on each campus for individual student help when less-disciplined students need assistance
<b>Criteria and anticipated outcomes used to measure success</b>	Evaluate student success after transferring via GPA (of "C" or better); Modify course delivery to ascertain that methods and materials, topics, etc., are being presented effectively at SECC	Smaller-enrollment classes that might have been cancelled with have sufficient enrollment to stay on schedule
<b>Other divisions/ programs that will be directly affected and plans for coordination</b>	Institutional Research Office Student Services	All divisions, Dean of Academic Affairs, Administration; Academic Support Center tutors; trained, capable technicians to work with equipment; assistant to supervise students at other sites, coordinate paperwork, etc.



# SECO Action Strategy - Plan for 1999-2000 PHYSICAL SCIENCES

	<b>Action # 3</b>	<b>Action # 4</b>
<b>College's Goal met with this Plan</b>	To Provide Adequate Academic and Support Services so that Students have Realistic Opportunities for Successful Attainment of their Educational Goals Provide a full range and schedule of services to improve the retention and well-being of students	To Provide for the Development and Implementation of Alternative Approaches to Learning through the use of a Flexible Educational Delivery System
<b>Priority initiative</b>	Provide a full-complement of developmental courses, particularly in English and math	Seek expanded use of computer assisted instruction models by all instructional divisions
<b>Actions/ implementation procedures, with anticipated start and completion dates</b>	<b>Schedule developmental math courses on all campuses; place math tutors in Academic Support Center; provide tutoring by math instructors</b>	<b>Computer upgrades to handle math software; use of MAPLE software in algebra and calculus classes; use of Internet in all labs; use of CBL's (Computer Based Labs); use of high-tech, graphing calculators for math operations</b>
<b>Resources required to carry out this plan</b>	Scheduling times/rooms; funds for purchase of additional calculators for student use on each campus; purchase of developmental math software for computers	Memory upgrades on lab computers; replacement of rain-damaged computers in labs; TI-85 graphing calculator accessibility to all students; projectors for TI-92s for each campus; computer & screen projector with network connection for physics instruction
<b>Criteria and anticipated outcomes used to measure success</b>	Greater student success in math; completion of courses; increased enrollment and success in higher level math classes (specifically algebra)	Increased enrollment in math, physics, and chemistry; student mastery of math operations and execution of assignments using high-tech modern technological instruments
<b>Other divisions/ programs affected and plans for coordination</b>	Academic Support Center, Dean of Academic Affairs; Other Division chairpersons; support and expertise of computer manager and staff.	Support and expertise of computer manager and computer staff



# SECC Action Strategy - Plan for 1999-2000 PHYSICAL SCIENCES

	<b>Action # 5</b>	<b>Action # 6</b>
<b>College's Goal met with this Plan</b>	To Provide a Multifaceted Continuing Education Program that Places Emphases on (a) a Flexible Delivery System and (b) Responsiveness to the Needs of the Area	To Offer a Community Service Program that Helps to Meet the Recreational, Cultural, Educational and Social Needs of the Area
<b>Priority initiative</b>	Offer short-term courses and programs as requested by business and industry, utilizing the Mine Training Institute and the Small Business Development Center	Utilize service-learning and faculty-initiated programming through the Appalachian Center to provide a base of support for KERA-related activities
<b>Actions/ implementation procedures, with anticipated start and completion dates</b>	<b>Solicit input from industries and businesses regarding the nature of training needed.</b>	<b>ACT Workshops; cultural activities/ fairs/ exhibits; tutoring services at local elementary, middle, and high schools; consultation and workshops for local school teachers regarding science and math instruction</b>
<b>Resources required to carry out this plan</b>	Funds, if necessary, for upgrades to equipment for training, and for purchase of specialized equipment or supplies	Locations for activities
<b>Criteria and anticipated outcomes used to measure success</b>	Surveys/evaluations done by businesses to determine satisfaction and if training meets needs.	Evaluations done by audience; modification of presentations when necessary
<b>Other divisions/ programs affected and plans for coordination</b>	CE/CS office; Small Business Development Office; Student Services; Registrar; Dean of Academic Affairs	CE/CS Office

# SECC Action Strategy - Plan for 1999-2000 PHYSICAL SCIENCES

<b>Action # 7</b>	
<b>College's Goal met with this Plan</b>	To provide technical programs based on local regional, and state employment needs for students who seek immediate employment upon graduation.
<b>Priority initiative</b>	Work closely with community, business and industry leaders in the planning, development and assessment of associate of applied science programs
<b>Actions/ implementation procedures necessary, with anticipated start and completion dates</b>	<b>Seek input from community and business community concerning needs assessments for new programs (Civil Engineering and Mining Technology), new course offerings, or changes in existing courses (EMT); Advisory Board input at least once per year; Ad Hoc committees; Employer surveys, consultation with technical colleges regarding curriculum (i.e., Computer Repair)</b>
<b>Resources required to carry out this plan</b>	Funds to update technical equipment, computers, software to complement that which is actually used on jobs; PR for AAS offerings, graduates
<b>Criteria and anticipated outcomes used to measure success</b>	Increased enrollment and completion of programs; Surveys; Job placement for graduates
<b>Other divisions/ programs that will be directly affected and plans for coordination</b>	Dean of Academic Affairs, Office of Institutional Planning & Research; Small Business Development Center; CE/CS Office

# SECC Action Strategy - Plan for 1999-2000 Social Sciences

	<b>Action # 1</b>	<b>Action # 2</b>
<b>College's Goal met with this Plan</b>	To provide technical programs based on local regional, and state employment needs for students who seek immediate employment upon graduation.	To provide technical programs based on local regional, and state employment needs for students who seek immediate employment upon graduation.
<b>Priority initiative</b>	Ensure that a mix of technical programs among the college's three campuses is evaluated on a regular basis and that changes are made as needed	Work closely with community, business and industry leaders in the planning, development and assessment of <u>associate of applied science programs</u>
<b>Actions/ implementation procedures necessary, with anticipated start and completion dates</b>	<b>Implement new programs in Network Information Systems Technology and Law Enforcement Technology on the Cumberland, Middlesboro, and Whitesburg campuses</b>	<b>Seek approval for new options in the Business Technology Program in Hospitality Management and Golf Course Management</b>
<b>Resources required to carry out this plan</b>	Travel, computer equipment, software, and labs	Travel, printing costs; survey costs, personnel time
<b>Criteria and anticipated outcomes used to measure success</b>	Students enrolled in classes and labs, with courses completed in December 1999; course and instructor evaluations.	Submit proposals to KCTCS
<b>Other divisions/ programs that will be directly affected and plans for coordination</b>	Dean of Academic Affairs	Office of Institutional Planning & Research; Dean of Academic Affairs

# SECC Action Strategy - Plan for 1999-2000 Social Sciences

	<b>Action # 3</b>	<b>Action # 4</b>
<b>College's Goal met with this Plan</b>	To provide technical programs based on local regional, and state employment needs for students who seek immediate employment upon graduation.	To provide technical programs based on local regional, and state employment needs for students who seek immediate employment upon graduation.
<b>Priority initiative</b>	Build on existing relationship with Hazard Community College to offer joint programs in specific fields on a regional basis	Ensure that a mix of technical programs among the college's three campuses is evaluated on a regular basis and that changes are made as needed
<b>Actions/ implementation procedures necessary, with anticipated start and completion dates</b>	<b>Implement Early Childhood Education program through Hazard CC to meet the needs of pre-school education employees.</b>	<b>Cooperate with the Office of Community and Business Development to offer entrepreneurial training; each member should keep current in information pertaining to their own field and current job market</b>
<b>Resources required to carry out this plan</b>	Travel, personnel	Travel and personal time
<b>Criteria and anticipated outcomes used to measure success</b>	Students to be enrolled in classes with graduates in Fall 2000 and later	
<b>Other divisions/ programs that will be directly affected and plans for coordination</b>	Dean of Academic Affairs	Office of Community and Business Development

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# SECC Action Strategy - Plan for 1999-2000 Social Sciences

	<b>Action # 5</b>	<b>Action # 6</b>
<b>College's Goal met with this Plan</b>	To provide for the development and implementation of alternative approaches to learning through the use of a flexible educational delivery system.	To Maintain a Flexible Educational Structure to Accommodate the Special Economic, Cultural, and Development Needs of the Area.
<b>Priority initiative</b>	Establish a distance learning network, linking all campuses, and arrange for a full complement of courses to be offered each semester by specially-trained instructors	Encourage faculty and staff participation in community organizations and as technical advisors
<b>Actions/ implementation procedures necessary, with anticipated start and completion dates</b>	<ol style="list-style-type: none"> <li>1) Offer two web-based courses during the Fall 1999 and Spring 2000 semesters;</li> <li>2) Place division's 2-year schedules on the Web and update as needed;</li> <li>3) Offer Web Page Design and Electronic Commerce courses;</li> <li>4) Identify and offer KET courses in combination with WEB-based technology</li> </ol>	Encourage faculty and staff to participate in local governments, civic clubs, and business organizations and to be responsive to requests for help and guidance.
<b>Resources required to carry out this plan</b>	Travel, Server, Space, Personnel training	Personal time
<b>Criteria and anticipated outcomes used to measure success</b>	Student enrollment/completion will increase; faculty participation with KET and SBDC will be enhanced.	Number of participants
<b>Other divisions/ programs that will be directly affected and plans for coordination</b>		None

# SECC Action Strategy - Plan for 1999-2000 Social Sciences

<b>Action # 7</b>	
<b>College's Goal met with this Plan</b>	To prepare the college to be more responsive to needs and opportunities by maintaining a program for faculty and staff growth and development.
<b>Priority initiative</b>	Create a work environment which values individuals and their contributions, fosters their development and respects the diversity among them
<b>Actions/ implementation procedures necessary, with anticipated start and completion dates</b>	<b>Propose to the College a Forum on Diversity in which individuals that fall into various racial/ ethnic/ religious minorities would present personal points of view.</b>
<b>Resources required to carry out this plan</b>	Space, food, funds
<b>Criteria and anticipated outcomes used to measure success</b>	Forums will be held and participants surveyed as to their effectiveness. If necessary, additional forums will be scheduled.
<b>Other divisions/ programs that will be directly affected and plans for coordination</b>	All



# SECC Action Strategy - Plan for 1999-2000 STUDENT SERVICES

	Action # 1	Action # 2
<b>College's Goal met with this Plan</b>	To Maintain a Financial Aid Program that will Help Students to Gain Access to College	To provide adequate academic and support services so that students have realistic opportunities for successful attainment of their educational goals.
<b>Priority initiative</b>	Establish policies to govern all programs which are consistent with federal and state regulations, ensuring that all programs and funds are monitored on a regular and consistent basis	Ensure that the highest quality counseling and advising services are maintained on each campus
<b>Actions/ implementation procedures necessary, with anticipated start and completion dates</b>	<p><b>Reduce the Direct Loan Default rate:</b></p> <ol style="list-style-type: none"> <li>1) Send letters to borrowers classified as 90-day delinquent;</li> <li>2) If a borrower's name appears on the list for two consecutive months, attempts will be made to contact the borrower by phone.</li> <li>3) Students listed as default on the Loan Record Detail Report will be contacted by phone to discuss options.</li> </ol>	<ol style="list-style-type: none"> <li>1) Purchase Career Exploration software for each campus by July 1999;</li> <li>2) Establish policies regarding the use of career development services by students, alumni and employers;</li> <li>3) Conduct meetings with counseling personnel to develop policies for use.</li> </ol> <p><b>Completion date: December 1999</b></p>
<b>Resources required to carry out this plan</b>		<p>A) Purchase software (FOCUS II) at a cost of \$1,650.</p> <p>B) Purchase computers for each campus, estimated cost: \$2,000 each</p>
<b>Criteria and anticipated outcomes used to measure success</b>	Reduce default rate below 25%	Monitor usage of software
<b>Other divisions/ programs that will be directly affected and plans for coordination</b>		Career Exploration Centers may be located in the Library; affected divisions include Library Services & Academic Support, Office of the Dean of Academic Affairs.

# SECC Action Strategy - Plan for 1999-2000 STUDENT SERVICES

	<b>Action # 3</b>	<b>Action # 4</b>
<b>College's Goal met with this Plan</b>	To provide adequate academic and support services so that students have realistic opportunities for successful attainment of their educational goals.	To provide adequate academic and support services so that students have realistic opportunities for successful attainment of their educational goals.
<b>Priority initiative</b>	Provide a full range and schedule of services to improve the retention and well-being of students	Provide a full range and schedule of services to improve the retention and well-being of students
<b>Actions/ implementation procedures necessary, with anticipated start and completion dates</b>	<p><b>Implement the PeopleSoft Admissions Module and train all admissions personnel on the new software:</b></p> <ol style="list-style-type: none"> <li>1) Attend ITV training workshops;</li> <li>2) All admissions personnel complete PeopleSoft tutorials;</li> <li>3) Attend summer training sessions;</li> <li>4) Conduct local training sessions;</li> <li>5) Update all computers used by admissions personnel.</li> </ol>	<p><b>Registrar will implement the registration and records aspects of PeopleSoft Software by:</b></p> <ol style="list-style-type: none"> <li>1) Working closely with PeopleSoft implementation team;</li> <li>2) Attending PeopleSoft development meetings;</li> <li>3) Training all registration and records staff;</li> <li>4) Maintaining a dual system, if necessary, for a seamless transfer of data;</li> <li>5) Having implementation teams begin working with Peoplesoft in July 1999 with objective of online implementation in 2001 (approximately).</li> </ol>
<b>Resources required to carry out this plan</b>	Computer upgrades; travel funds.	Computer upgrades; travel funds.
<b>Criteria and anticipated outcomes used to measure success</b>	Input Spring 2000 applications beginning September 15, 1999.	PeopleSoft software will be implemented with minimal difficulty and interruption of work-flow.
<b>Other divisions/ programs that will be directly affected and plans for coordination</b>		Office of the Dean of Academic Affairs; Business Affairs; Office of Registration & Records/Registrar will be responsible for implementation.

# SECC Action Strategy - Plan for 1999-2000 STUDENT SERVICES

	<b>Action # 5</b>	<b>Action # 6</b>
<b>College's Goal met with this Plan</b>	To provide adequate academic and support services so that students have realistic opportunities for successful attainment of their educational goals.	To provide adequate academic and support services so that students have realistic opportunities for successful attainment of their educational goals.
<b>Priority initiative</b>	Provide a full range and schedule of services to improve the retention and well-being of students	Provide a full range and schedule of services to improve the retention and well-being of students Implement an early-warning system to identify students who are likely to drop out and to develop intervention and methods and strategies
<b>Actions/Implementation procedures necessary, with anticipated start and completion dates</b>	<b>Implement a system by which a student may apply for admissions and register for classes via the Internet:</b> 1) Work with Web developer to create online mechanisms; 2) Implement system Fall 1999.	<b>Prepare for implementation of mandatory placement; Develop clearly-defined process for tracking students who enter GED program or who place in developmental courses.</b>
<b>Resources required to carry out this plan</b>		Assistance of Robin Haggerty (Leadership Project), planning time, computer services cooperation,
<b>Criteria and outcomes used to measure success</b>	Students will be able to apply for admission via the Internet	Students at-risk of failure or dropping out will be identified in time to offer support services; College will be able to identify success and/or failure rates more adequately for assessment.
<b>Other divisions/programs that will be directly affected and plans for coordination</b>	Web committee and developer	Communications, Humanities, and Fine Arts, Office of Institutional Planning and Research, Academic Support Services



**SOUTHEAST  
COMMUNITY COLLEGE<sup>SM</sup>**

**STRATEGIC PLAN  
— 1997-2002 —**

174

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173

**Southeast Community College  
of the  
University of Kentucky  
Community College System**

**Kentucky Community and Technical College System**

W. Bruce Ayers, President

**Board of Directors**

Helen Smith, Chair

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W. Henry Lawson

Robert W. Vaughn

Astor Simpson

Faculty Representative

Rachel Standridge

Student Representative

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VISION STATEMENT

**Southeast Community College,  
the Catalyst for Educational,  
Community and Economic  
Development, Opens the Door  
to a Brighter Future.**



## **Southeast Community College will strive to be:**

### ► **Proactive and Responsive**

In partnership with its communities, the college will continuously scan the environment to understand and anticipate local, regional and state needs, responding with appropriate programs and services. Rigorous strategic planning and constant innovation will empower the college to create and to participate in social and economic change.

### ► **Leaders and Partners**

The college will be a leader and broker in its service area, a catalyst for community and economic development and a lead partner with other community organizations and educational institutions. The college--through its faculty, staff and students--will model the role of "servant" leader.

## **Southeast Community College will work toward excellence in:**

### ► **Teaching and Learning**

The college's enthusiastic, well-prepared faculty will exemplify commitment to providing a diverse student population with an outstanding education, rooted in a student-centered approach to teaching and learning, and responsive to technological innovation and state-of-the-art teaching methods. Nurtured by caring faculty, students will leave the college with the capacity and excitement for lifelong learning.

### ► **Access and Support**

The college will have a strong partnership with public schools, employers, and transfer institutions to ensure that all students come prepared to succeed and depart with strong options for future growth and development. The college will be creative in its use of resources to overcome barriers of distance, fear, poverty, and other constraints to education. It will welcome all and enthusiastically support each one.

A COMMITMENT  
TO EXCELLENCE



Dear Reader:

Last year, the faculty and staff at Southeast Community College spent considerable time refocusing our strategic plan, looking at ways in which we could better serve our students and our region.

From improving access to technology to offering courses at more convenient times and locations to initiating new programs to enhance economic development, we examined all aspects of our relationship with our students--whether they be recent high school graduates enrolled in credit programs or small business owners seeking help with developing a new marketing strategy. Our desire was to be sure that we could match our performance to our mission.

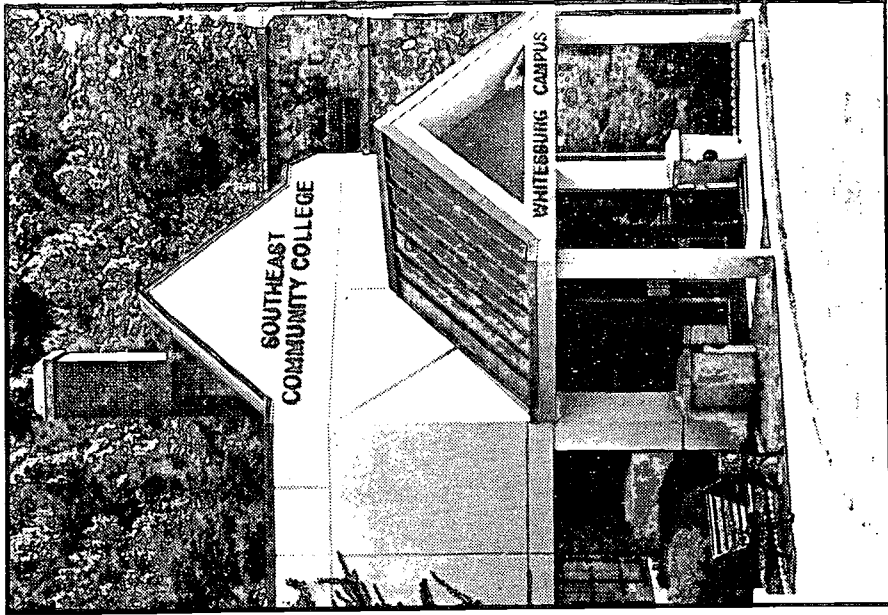
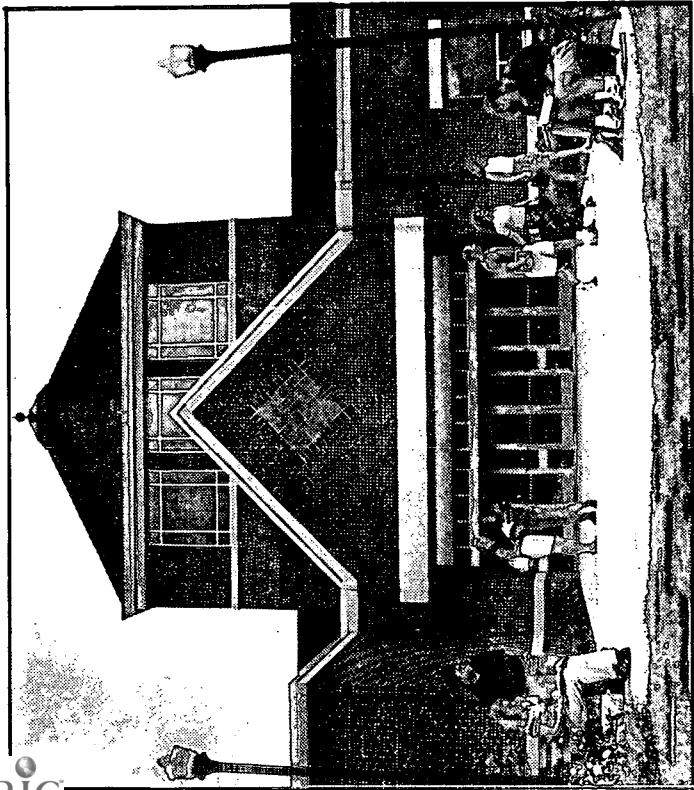
Then in May the Kentucky General Assembly passed legislation designed to create a more effective delivery system for postsecondary education that emphasizes quality of programming and ease of movement for our students from one sector to another.

These two significant occurrences have positioned SECC, with its continued strong ties with the University of Kentucky, to put students and our region at the center of all that we do. We believe that our strategic plan will help us to reach this ambitious goal, expressed in our vision statement: Southeast Community College, the catalyst for educational, community and economic development, opens the door to a brighter future.

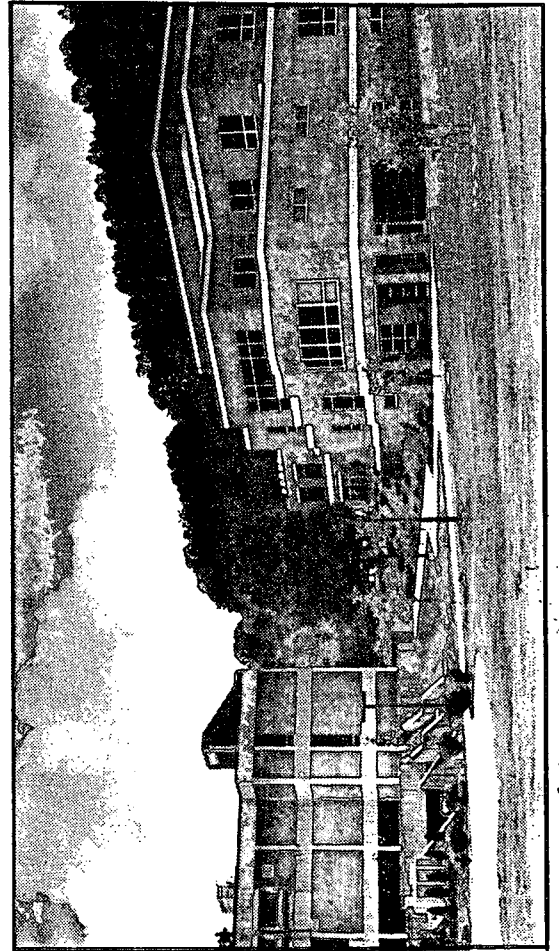
Sincerely,

W. Bruce Ayers  
President

Bell County Campus  
Middlesboro



Letcher County Campus  
Whitesburg



Harlan County Campus  
Cumberland



**To Maintain a Transfer Program which is Responsive to the Needs of Students Pursuing a Baccalaureate Degree**

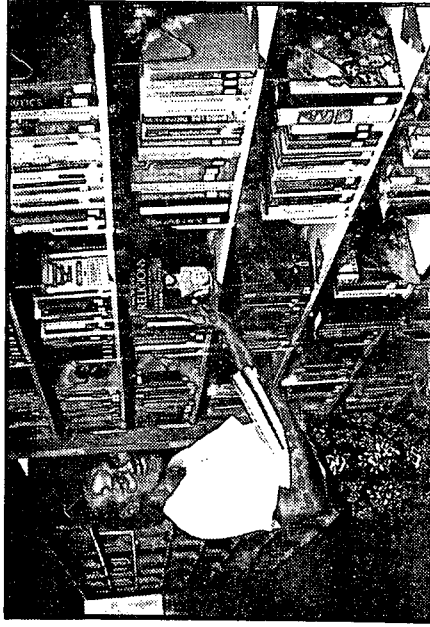
- \* Determine (a) primary areas of student interests and (b) colleges to which they will transfer as a basis for building the transfer curriculum
- \* Maintain a curriculum planning cycle which will allow students to project schedules over a two-year period
- \* Emphasize the importance of the General Education Block Transfer Policy and the need for students to complete an associate degree
- \* Explore the possibility of combining general education courses with small enrollments over the distance learning network
- \* Maintain a full array of academic and support services, with special efforts on academic advising and retention
- \* Seek official transfer agreements and 2+2 partnerships with senior institutions
- \* Monitor student progress at other institutions and develop a mechanism for sharing this information with faculty and staff





## To Provide Technical Programs, Based on Local, Regional and State Employment Needs, for Students who Seek Immediate Employment upon Graduation

- \* Work closely with community, business and industry leaders in the planning, development and assessment of associate of applied science programs
- \* Develop methods for identifying and developing training, retraining and cross-training of workers for industries with new and emerging technologies and for changing job requirements
- \* Ensure that a mix of technical programs among the college's three campuses is evaluated on a regular basis and that changes are made as needed
- \* Work cooperatively with Kentucky Tech institutions in the college's service area to offer joint and/or 1+1 programs whenever possible
- \* Build on existing relationship with Hazard Community College to offer joint programs in specific fields on a regional basis
- \* Make use of the distance learning and computer networks in the delivery of special courses and programs
- \* Expand academic and support services for students enrolled in technical programs
- \* Monitor student progress on licensure and professional examinations



## **To Provide a Multifaceted Continuing Education Program that Places Emphases on (a) a Flexible Delivery System and (b) Responsiveness to the Needs of the Area**

- \* Offer short-term courses and programs as requested by business and industry, utilizing the Mine Training Institute and the Small Business Development Center
- \* Work cooperatively with regional and state agencies to develop, implement and evaluate specific programs offered in support of welfare reform and employment development programs
- \* Utilize the distance learning network to expand the student base for specialized courses and programs
- \* Make available a broad-based curriculum for the general population, based on a continuous needs assessment program

## **To Offer a Community Service Program that Helps to Meet the Recreational, Cultural, Educational and Social Needs of the Area**

- \* Work with each campus to assess specific needs in the communities served and develop strategies to encourage faculty and student involvement in community service
- \* Establish advisory committees to assist with the Kingdom Come Swappin' Meetin,' Cumberland Mountain Fall Festival Mountain Heritage Festival and Harlan Area Performing Arts Series
- \* Help to establish a framework for arts programming in Middlesboro and Whitesburg
- \* Utilize service-learning and faculty-initiated programming through the Appalachian Center to provide a base of support for KERA-related activities
- \* Establish literacy and GED programs to provide individuals with upgraded employability skills and a "second chance" at high school graduation



## To Maintain a Financial Aid Program that will Help Students to Gain Access to College

- \* Maintain access to a full complement of federal and state financial aid programs
- \* Establish and maintain a scholarship/workshop program, supported with funds made available by private donations and fund-raising projects
- \* Establish policies to govern all programs which are consistent with federal and state regulations, ensuring that all programs and funds are monitored on a regular and consistent basis
- \* Recognize that students are the reason we exist and to put in place policies and procedures which will help them to stay in school
- \* Work closely with local communities to make students aware of financial aid programs and to assist them in making application for funds
- \* Utilize marketing plans and publicity programs to inform potential recipients--internally and externally--of financial aid opportunities



**SOUTHEAST  
COMMUNITY COLLEGE**<sup>SM</sup>

## **To Provide Adequate Academic and Support Services so that Students have Realistic Opportunities for Successful Attainment of their Educational Goals**

- \* Provide a full range and schedule of services to improve the retention and well-being of students
- \* Implement an early-warning system to identify students who are likely to drop out and to develop intervention and methods and strategies
- \* Maintain fully-equipped and staffed learning laboratories on each campus
- \* Provide a full-complement of developmental courses, particularly in English and math
- \* Establish and maintain tutorial assistance, easily available to all students
- \* Ensure that the highest quality counseling and advising services are maintained on each campus
- \* Implement an improved identification system for disadvantaged and disabled students
- \* Offer drug education programs on every campus

## **To Provide for the Development and Implementation of Alternative Approaches to Learning through the use of a Flexible Educational Delivery System**

- \* Establish a distance learning network, linking all campuses, and arrange for a full complement of courses to be offered each semester by specially-trained instructors
- \* Link library services on-and off-campus through computer networking
- \* Seek expanded use of computer assisted instruction models by all instructional divisions

- \* Provide for full institutional and community access to the Internet and utilize whenever possible as an instructional tool
- \* Continue to offer a full complement of courses made available through the Kentucky Education Network (KET)
- \* Explore the possibility of offering independent study courses in various formats, including access to a virtual college

### **To Prepare the College to be More Responsive to Needs and Opportunities by Maintaining a Program for Faculty and Staff Growth and Development**

- \* Emphasize a college community marked by integrity, openness and trust
- \* Provide faculty and staff with access to information on matters that affect their personal and professional life



- \* Provide opportunities for all employees to participate in decision-making processes
- \* Recognize long-term and meritorious service to the college
- \* Create a work environment which values individuals and their contributions, fosters their development and respects the diversity among them
- \* Preserve the college as a place for free expression of ideas
- \* Maintain a program through which faculty and staff needs for professional development activities can be assessed
- \* Establish a model development program, utilizing various delivery strategies to address assessed needs

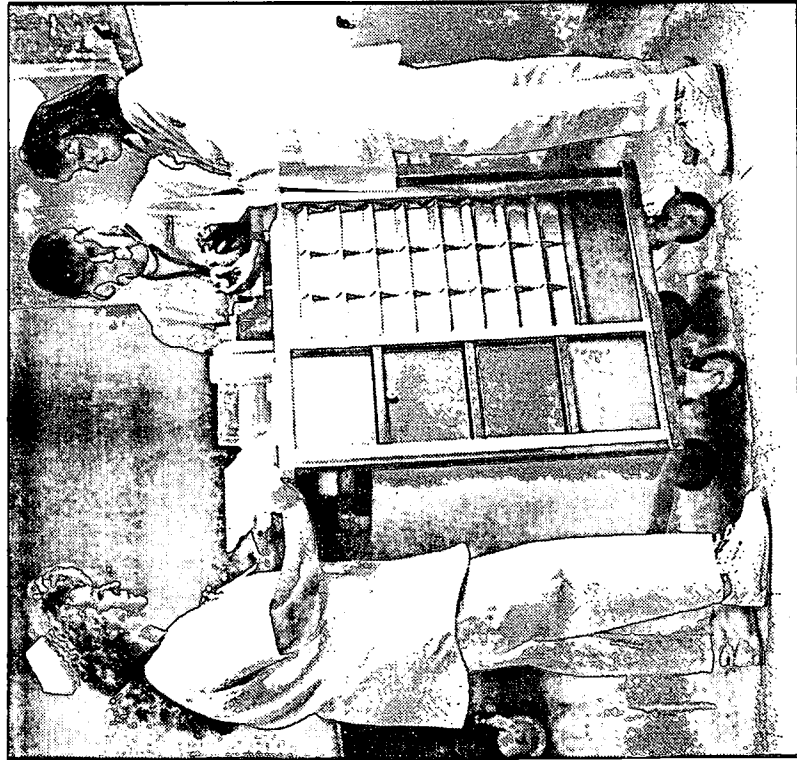
- \* Explore the possibility of establishing a faculty-staff mini-grant program to provide funding for specialized activities
- \* Encourage faculty-staff participation in leadership activities sponsored by the University and/or Community College System with special emphasis given to women and African Americans
- \* Plan an on-going program for the Institutional Excellence Center and provide adequate funding to support approved activities
- \* Establish a faculty mentoring program to provide assistance to new instructors
- \* Maintain an orientation program to fully acquaint faculty and staff with the college
- \* Utilize the college's distance-learning capability to supplement and enhance on-going development activities

### **To Maintain a Flexible Educational Structure to Accommodate the Special Economic, Cultural and Development Needs of the Area**

- \* Work as a full partner in economic development efforts
- \* Maintain close ties with business and industry through personal contact and through membership on industrial development boards, chambers of commerce, and other agencies concerned with job creation
- \* Expand offerings through the Small Business Development Center and the Mine Training Institute
- \* Broaden programming by and through the Pine Mountain Community Development Corporation and the Rural Community College Initiative
- \* Participate in the development of futures-oriented public policy for the region



- \* Encourage faculty and staff participation in community organizations and as technical advisors
- \* Allow community organizations to have access to and the use of campus facilities and equipment
- \* Utilize Appalachian Center programs to reinforce the value of the region's culture and to promote the understanding and appreciation of other cultures
- \* Promote the use of cultural programming as a means of broadening tourism opportunities in the area
- \* Provide leadership for the on-going support, promotion, and practice of activities designed to encourage the stewardship of a safe and productive environment



## **To Actively Seek External Funding for Projects and Programs Supportive of and Compatible with the College and its Mission**

- \* Maintain a planning mechanism through which the college can grow in an orderly pattern, ensuring an optimum use of resources and the maximizing of services to the community
- \* Provide comprehensive evaluation of academic and non-academic environments, programs, services and costs, as well as institutional policies and procedures
- \* Establish a resource development program designed to assist the college in meeting needs for which traditional sources of funding are not available
- \* Maintain an Office of Development with a primary goal of identifying funding sources for established needs and implementing programs which makes the college's case for support
- \* Identify and solicit help from volunteers from throughout the area, not only as solicitors of funds but as friends of the college who can help to articulate the institutional vision

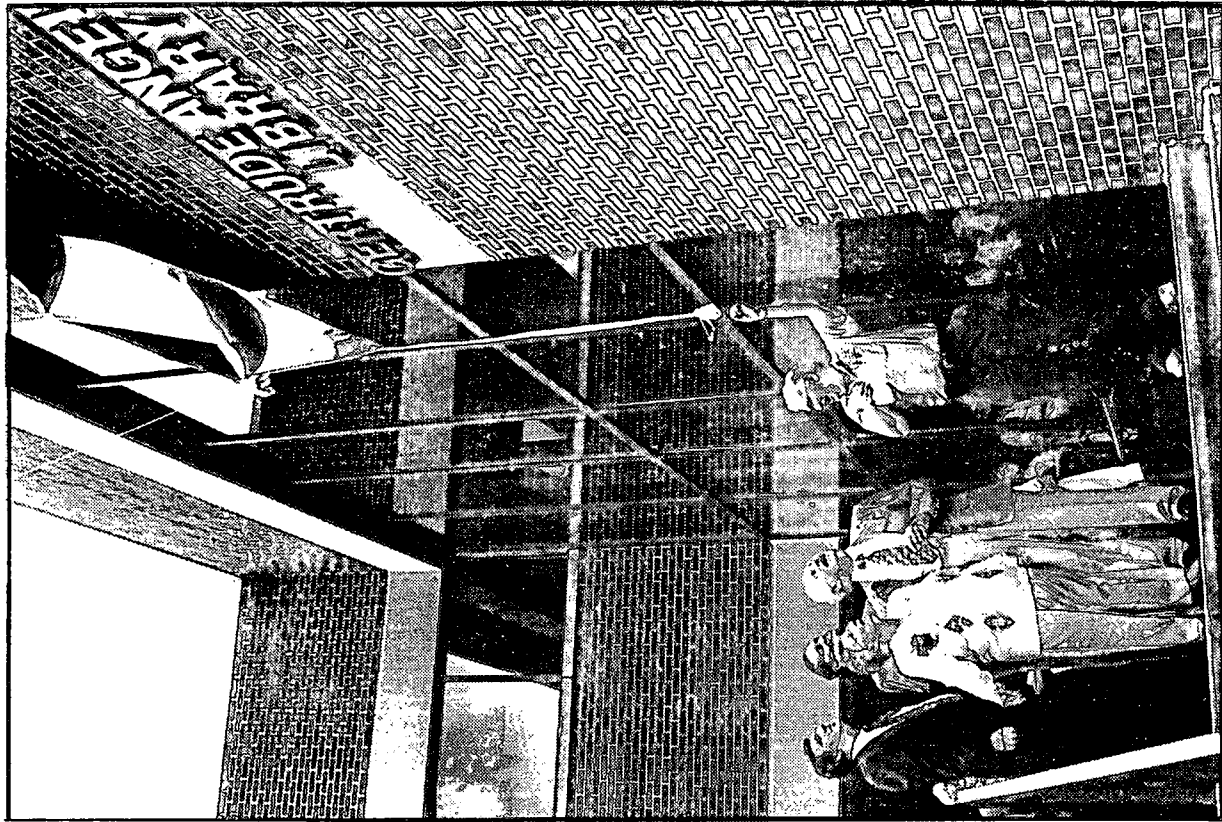
## **To Ensure that the College's Land, Buildings, and Equipment are Utilized Effectively, Well Maintained and Enhanced**

- \* Maintain a facilities-use plan, outlining the need for new buildings, renovation projects, and major equipment purchases
- \* Develop a biennial plan for acquiring furniture and equipment
- \* Provide a safe and healthy campus environment



## To Create a Service-Oriented Environment Responsive to the College Community and the Public

- \* Develop a campus-wide awareness of the need to be service oriented, friendly and hospitable
- \* Establish an information center at each campus, near primary entry points
- \* Establish signage to direct students/visitors to various points on campus and to identify areas by function
- \* Ensure that administrative offices are open and accessible to students and visitors throughout the work day



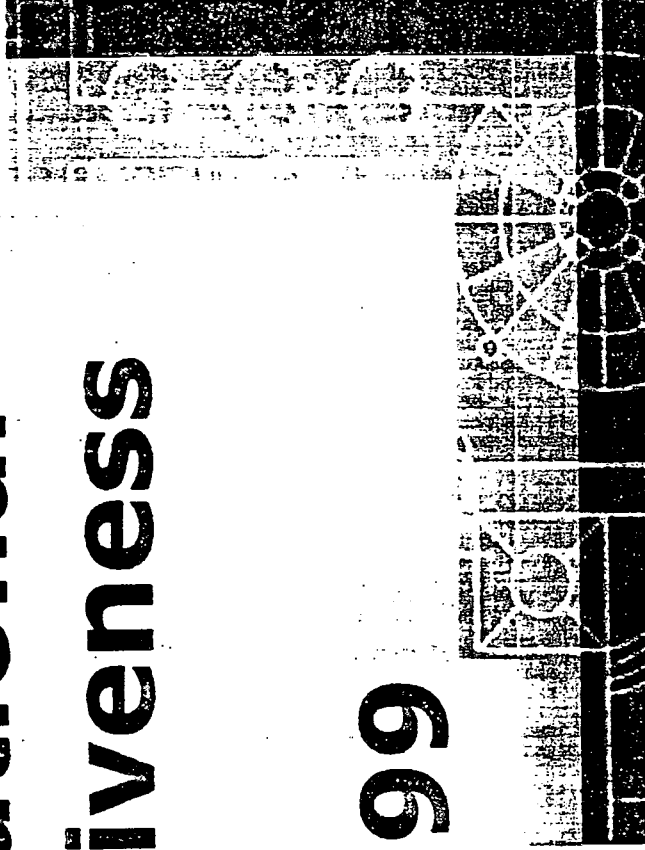
**Within Five Years**

- ◆ Maintain faculty salaries and benefits at a level competitive with comparable institutions
- ◆ Maintain staff salaries and benefits at a level competitive with comparable institutions or the local market area as appropriate
- ◆ Increase the percentage of courses taught by full-time faculty from approximately 40 percent to 50 percent by 1999
- ◆ Evaluate all degree programs and options
- ◆ Maintain student enrollment at or near 2,500
- ◆ Maintain the enrollment of African American students at a rate equal to the percentage of the regional population
- ◆ Increase the number of traditionally underserved students in literacy, ABE and GED programs and provide connections to associate degree programming
- ◆ Maintain the graduation rate at current levels
- ◆ Maintain the level of external support obtained by faculty and staff at current levels
- ◆ Achieve a level of state funding at least equal to the average at comparable institutions
- ◆ Expand fund raising initiatives through the Development Office

- ◆ Meet the employment goals of the University Affirmative Action Plan
- ◆ Expand programming in the Institutional Excellence Center
- ◆ Increase training programs in support of local business and industry initiatives
- ◆ Expand programming through the Rural Community College Initiative and the Small Business Development Center in support of new business/industry initiatives
- ◆ Secure external support for programming in the Appalachian Center
- ◆ Serve as a community partner for programming in the Kentucky Coal Mining Museum and other tourism related projects in the area
- ◆ Establish and connect each of the college's three campuses as distance learning sites, with full access to date, voice and video communications in instructional and administrative areas
- ◆ Expand service-learning and KERA-support programs
- ◆ Expand joint programming in technical studies, leading to associate of applied science degrees (AAS), with Kentucky Tech
- ◆ Begin new AAS programs/options in physical therapy assistant, industrial technology, public services technology, computer networking administration, arts and crafts production, and museum management, based on the results of needs assessment studies in the area

- ◆ Secure state/federal support for the academic/technical building - Whitesburg. Secure development funds to plan and design an academic/technical building - Cumberland, a learning resource center - Middlesboro, and an amphitheater - Cumberland
- ◆ Serve as a community partner in securing additional state/federal support for completion of U.S. 119 between Cumberland, Whitesburg and for expanded highway construction throughout the area
- ◆ Meet the goals of the Higher Education Accountability plan
- ◆ Use the results of the Higher Education Accountability process for institutional improvement
- ◆ Use the results of the five-year unit review process conducted in 1995-96 for institutional improvement
- ◆ Prepare for a successful visit from the Commission on Colleges in 2000 and the reaffirmation of the college's accreditation
- ◆ Qualify for 100 percent of performance funding

# **Institutional Effectiveness Plan 1998-99**

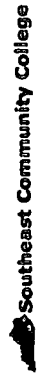


 **Southeast Community College**

**Institutional  
Effectiveness  
Plan  
1998-99**

# **Southeast Community College Institutional Effectiveness Plan**

**Revised November 1998**



## **Components**

<b>I. BASIC SKILLS &amp; DEVELOPMENTAL</b>	<b>2</b>
<b>II. TRANSFER AA/AS</b>	<b>3</b>
<b>III. ASSOCIATE OF APPLIED SCIENCE/TECHNICAL PROGRAMS</b>	<b>7</b>
<b>IV. COMMUNITY &amp; BUSINESS DEVELOPMENT</b>	<b>11</b>
<b>V. ACCESS TO THE COLLEGE</b>	<b>13</b>
<b>VI. ACADEMIC PROGRAMS (Assessment Criteria and Outcomes)</b>	<b>16</b>

**For more information, contact the Office of Institutional Planning & Research on the Cumberland (Harlan County, KY) campus of Southeast Community College. Telephone 606 589-2145, ext. 2081**  
**Visit our website at**  
**<http://www.uky.edu/CommunityColleges/Sou/Resources>**



# I. BASIC SKILLS & DEVELOPMENTAL COMPONENT

Data Source		Dissemination Route *	Corrective Feedback
1. Are students attaining the skills identified as course and program objectives?	<ul style="list-style-type: none"> <li>◆ Semester Grade Analysis</li> <li>◆ Evaluation of Instruction</li> <li>◆ Graduate Follow-up Survey</li> </ul>	<p><b>DEVELOPMENTAL SKILLS COORDINATOR</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Division Chairs</li> <li>→ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Faculty Meetings</li> <li>✓ Faculty Conferences</li> <li>✓ Professional Discussions</li> <li>✓ Professional Development</li> </ul>
2. Are students progressing to & succeeding at the next level of education?	<ul style="list-style-type: none"> <li>◆ Compare performance of students who have completed developmental programs with those who in postsecondary programs.</li> <li>◆ Semester Grade Analysis</li> </ul>	<p><b>DEVELOPMENTAL SKILLS COORDINATOR</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Division Chairs</li> <li>→ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Faculty Meetings</li> <li>✓ Planning &amp; evaluation at academic support center level in collaboration with faculty &amp; division chairs</li> </ul>
3. Are students satisfied with course and program content, teaching methodologies and support services?	<ul style="list-style-type: none"> <li>◆ Evaluation of Instruction</li> <li>◆ Graduate Exit Interviews</li> <li>◆ Graduate Follow-up Survey</li> </ul>	<p><b>DEAN OF STUDENT SERVICES</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Division Chairs</li> <li>→ Program Coordinator</li> <li>→ Counselors</li> <li>→ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Open discussion</li> <li>✓ General Review</li> <li>✓ Faculty Meetings</li> <li>✓ Annual &amp; Strategic Planning</li> <li>✓ Faculty Conferences</li> </ul>

\* NOTE: In this column, the highlighted position denotes the person responsible for dissemination of relevant data.

## II. TRANSFER AA/AS

Question	Data Source	Dissemination Route *	Corrective Feedback
1. To what extent do students who transfer understand the content in the general education core?	<p>TRANSFER INSTITUTIONS:</p> <p>e.g., Eastern Kentucky Univ., Union College, Lincoln Memorial Univ., Morehead State Univ., Univ. of Kentucky, Cumberland College, Clinch Valley College</p>	<p><b>ACADEMIC DEAN</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Dean of Student Services</li> <li>→ Division Chairs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Curriculum &amp; Course Changes</li> <li>✓ Annual &amp; Strategic Planning</li> <li>✓ Professional Development</li> </ul>
2. To what extent do students master content in their areas of & specialization?	<ul style="list-style-type: none"> <li>◆ Grade Reports, Persistence and Graduation rates from 4 yr. institutions (see above)</li> <li>◆ Employer follow-up</li> </ul>	<p><b>ACADEMIC DEAN</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Dean of Student Services</li> <li>→ Division chairs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Curriculum &amp; Course Change</li> <li>✓ Annual &amp; 5-year Planning</li> <li>✓ Professional Development</li> </ul>
3. Are individuals satisfied with the overall instruction, delivery, & content of courses, programs, and services?	<ul style="list-style-type: none"> <li>◆ Evaluation of Instruction</li> <li>◆ Graduate Exit Interviews &amp; Follow-up Surveys</li> <li>◆ Non-Returning Student Survey</li> </ul>	<p><b>DEAN OF STUDENT SERVICES</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Division Chairs</li> <li>→ Program Coordinator</li> <li>→ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Faculty Meetings</li> <li>✓ General Review</li> <li>✓ Open Discussion</li> <li>✓ Faculty Conferences</li> </ul>

\* NOTE: In this column, the highlighted position denotes the person responsible for dissemination of relevant data.

## II. TRANSFER AA/AS, continued

Question	Data Source	Dissemination Route	Corrective Feedback
4. What is the college's transfer rate?	<ul style="list-style-type: none"> <li>◆ Enrollment reports</li> <li>◆ Grade Reports, admissions verification from other institutions</li> <li>◆ Graduate Follow-up</li> </ul>	<p><b>DEAN OF STUDENT SERVICES</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Divisions Chairs</li> <li>→ Program Coordinator</li> <li>→ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Faculty Meetings</li> <li>✓ Advisor Workshops</li> <li>✓ Refine Advising toward 4 yr schools</li> <li>✓ Emphasis on AA/AS degrees</li> </ul>
5. To which recipient four-year colleges and universities do students transfer?	<ul style="list-style-type: none"> <li>◆ Grade Reports from other institutions</li> <li>◆ Exit Interview</li> <li>◆ Graduate Follow-up Survey</li> </ul>	<p><b>DEAN OF STUDENT SERVICES</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Division Chairs</li> <li>→ Program Coordinator</li> <li>→ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Faculty Meetings</li> <li>✓ Advisor Workshops</li> <li>✓ Institutional Research &amp; Planning</li> </ul>
6. At what rate do transfer students make progress (hrs earned) toward their bachelor's degrees?	<ul style="list-style-type: none"> <li>◆ Grade Reports from other institutions</li> <li>◆ Graduate Follow-up Survey</li> </ul>	<p><b>DEAN OF STUDENT SERVICES</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Division Chairs</li> <li>→ Program Coordinator</li> <li>→ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Faculty Meetings</li> <li>✓ Advisor Workshops</li> <li>✓ Textbook Evaluation &amp; Planning</li> <li>✓ Divisional Meetings to discuss pedagogical styles</li> <li>✓ Curriculum Evaluation &amp; Planning</li> </ul>

## II. TRANSFER AA/AS, continued

Question	Data Source	Dissemination Route	Corrective Feedback
7. What grades do transfer students earn?	<ul style="list-style-type: none"> <li>◆ Grade Reports from other institutions</li> </ul>	<b>ACADEMIC DEAN</b> → President → Dean of Student Services → Division Chairs → Program Coordinator → Faculty	<ul style="list-style-type: none"> <li>✓ Open Discussion</li> <li>✓ Reemphasis on release of Information from Transfer schools</li> <li>✓ Institutional Research &amp; Planning</li> </ul>
8. What percentage of transfer students successfully complete their bachelor's degree?	<ul style="list-style-type: none"> <li>◆ Graduate Follow-up Survey</li> <li>◆ Grade Reports from other institutions</li> </ul>	<b>DEAN OF STUDENT SERVICES</b> → President → Academic Dean → Division Chairs → Program Coordinators → Faculty	<ul style="list-style-type: none"> <li>✓ Faculty Meetings</li> <li>✓ Open Discussion</li> <li>✓ Reemphasis on release of Information from transfer schools</li> <li>✓ Institutional Research &amp; Planning</li> </ul>
9. What percentage of students' total credit hours are accepted by the transfer institution?	<ul style="list-style-type: none"> <li>◆ Graduate Follow-up Survey</li> </ul>	<b>DEAN OF STUDENT SERVICES</b> → President → Academic Dean → Division Chairs → Program Coordinator → Faculty	<ul style="list-style-type: none"> <li>✓ Faculty Meetings</li> <li>✓ Open Discussion</li> <li>✓ Reemphasis on release of Information from transfer schools</li> <li>✓ Institutional Research &amp; Planning</li> </ul>

**II. TRANSFER AA/AS, continued**

Question	Data Source	Dissemination Route	Corrective Feedback
<p>10. Are there barriers to transfer, if so, what are they?</p>	<p>♦ Graduate Follow-up Survey</p>	<p><b>DEAN OF STUDENT SERVICES</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Division Heads</li> <li>→ Program Coordinator</li> <li>→ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Faculty Meetings</li> <li>✓ Administrative Meetings between colleges, universities &amp; other Institutions,</li> <li>✓ In-house committee</li> <li>✓ Strategic &amp; Annual Planning</li> </ul>

### III. ASSOCIATE OF APPLIED SCIENCE/TECHNICAL PROGRAMS

Question	Data Source	Dissemination Route *	Corrective Feedback
1. Are students successfully completing programs?	<ul style="list-style-type: none"> <li>◆ Evaluations of Instruction</li> <li>◆ Exit Interview</li> <li>◆ Graduate &amp; Employer Follow-up Surveys</li> <li>◆ Program Graduation Rates</li> </ul>	<p><b>PROGRAM COORDINATOR</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Dean of Student Services</li> <li>→ Division Chairs</li> <li>→ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Program meetings</li> <li>✓ Division meetings</li> <li>✓ Faculty Meetings</li> <li>✓ Advisory Boards</li> </ul>
2. Are students completing the general education requirements?	<ul style="list-style-type: none"> <li>◆ Evaluation of Instruction</li> <li>◆ Graduate Exit Interviews</li> <li>◆ Graduate &amp; Employer Follow-up Surveys</li> </ul>	<p><b>PROGRAM COORDINATOR</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Dean of Student Services</li> <li>→ Division Chairs</li> <li>→ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Examination of Curriculum</li> <li>✓ Faculty Corrective Planning</li> <li>✓ Program meetings</li> <li>✓ Division meetings</li> <li>✓ Faculty Meetings</li> </ul>
3. Are individual students achieving their educational goals?	<ul style="list-style-type: none"> <li>◆ Evaluation of Instruction</li> <li>◆ Exit Survey</li> <li>◆ Graduate Follow-up</li> <li>◆ Non-Returning Student Survey</li> </ul>	<p><b>DEAN OF STUDENT SERVICES</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Division Heads</li> <li>→ Program Coordinator</li> <li>→ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Faculty Meetings</li> <li>✓ Emphasis on advisor &amp; counselor contacts</li> </ul>

\* NOTE: In this column, the highlighted position denotes the person responsible for dissemination of relevant data.





### III. ASSOCIATE OF APPLIED SCIENCE/TECHNICAL PROGRAMS, continued

Dissemination Route		Corrective Feedback	
Question	Data Source	Dissemination Route	Corrective Feedback
4. Are individuals satisfied with the overall instruction, delivery, and content of the course, program, or service?	<ul style="list-style-type: none"> <li>◆ Evaluation of Instruction</li> <li>◆ Graduate Follow-up Survey</li> <li>◆ Exit Survey</li> <li>◆ Non-Returning Student Survey</li> </ul>	<p><b>DEAN OF STUDENT SERVICES</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Division Heads</li> <li>→ Program Coordinator</li> <li>→ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Faculty Meetings</li> <li>✓ Curriculum, Course &amp; Textbook Review</li> <li>✓ Faculty Corrective Planning</li> </ul>
5. Are students finding jobs in the areas of their training? attaining promotions? able to change careers?	<ul style="list-style-type: none"> <li>◆ Graduate Exit Survey</li> <li>◆ Employer Follow-up Survey</li> <li>◆ Non-Returning Student Survey</li> <li>◆ Program Review</li> </ul>	<p><b>PROGRAM COORDINATOR</b></p> <ul style="list-style-type: none"> <li>→ Current &amp; Prospective Students</li> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Dean of Student Services</li> <li>→ Division Heads</li> <li>→ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Faculty Meetings</li> <li>✓ More Involvement with Placement</li> <li>✓ Greater Emphasis on Business &amp; Industry Contacts</li> </ul>
6. Do career programs and courses meet the hiring needs of local employers?	<ul style="list-style-type: none"> <li>◆ Graduate &amp; Employer Follow-up Surveys</li> <li>◆ Industry survey</li> </ul>	<p><b>PROGRAM COORDINATOR</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Dean of Student Services</li> <li>→ Division Chairs</li> <li>→ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Greater Emphasis on business &amp; industry contact</li> </ul>

### III. ASSOCIATE OF APPLIED SCIENCE/TECHNICAL PROGRAMS, continued

Question	Data Source	Dissemination Route	Corrective Feedback
7. Are the skills taught in courses and programs up-to-date and appropriate for the local job market?	<ul style="list-style-type: none"> <li>◆ Employer Follow-up Survey</li> <li>◆ Graduate Follow-up Survey</li> </ul>	<p><b>PROGRAM COORDINATOR</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Dean of Student Services</li> <li>→ Division Heads</li> <li>→ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Faculty Meetings</li> <li>✓ Greater Emphasis on Business &amp; Industry Contacts</li> </ul>
8. Are customized training programs meeting the needs of employers? Are they meeting the need of employees?	<ul style="list-style-type: none"> <li>◆ Graduate Follow-up Survey</li> <li>◆ Employer Follow-up Survey</li> <li>◆ Field Liaison Research</li> </ul>	<p><b>PROGRAM COORDINATOR</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Dean of Student Services</li> <li>→ Division Heads</li> <li>→ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Faculty Meeting</li> <li>✓ Greater Emphasis on Business &amp; Industry Contacts</li> </ul>
9. Are Co-op Internship training program meeting the needs of organized labor? Are they meeting the needs of trainees?	<ul style="list-style-type: none"> <li>◆ Co-op Internship Evaluation</li> <li>◆ Graduate Follow-up Survey</li> <li>◆ Coordinator's Field Review</li> </ul>	<p><b>PROGRAM COORDINATOR</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Dean of Student Services</li> <li>→ Division Heads</li> <li>→ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Revamp Co-op Curriculum &amp; Experiences</li> </ul>



### III. ASSOCIATE OF APPLIED SCIENCE/TECHNICAL PROGRAMS, continued

Question	Data Source	Dissemination Route	Corrective Feedback
<p>10. Do community members perceive that college career preparation programs are effectively meeting their career needs, as well as contributing to the economic well-being of the community?</p>	<ul style="list-style-type: none"> <li>◆ Board of Directors</li> <li>◆ Advisory Boards for each program</li> <li>◆ College Advisory Board</li> <li>◆ College Foundation</li> <li>◆ Employer Follow-up Survey</li> </ul>	<p><b>PROGRAM COORDINATOR</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Dean of Student Services</li> <li>→ Division Heads</li> <li>→ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Faculty meetings</li> <li>✓ Greater Emphasis on Community Contact</li> <li>✓ Engage in More Public Relations</li> <li>✓ Increase Frequency of Advisory Board Contacts</li> </ul>
<p>11. Do career programs make a significant economic contribution to the community?</p>	<ul style="list-style-type: none"> <li>◆ Board of Directors</li> <li>◆ Employer Follow-up Survey</li> <li>◆ Advisory Boards for each program</li> <li>◆ College Advisory Board</li> <li>◆ College Foundation</li> </ul>	<p><b>PROGRAM COORDINATOR</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Dean of Student Services</li> <li>→ Division Chairs</li> <li>→ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Faculty Meetings</li> <li>✓ Examine Mission of College by Faculty &amp; Administrative Staff</li> </ul>

## IV. COMMUNITY AND BUSINESS DEVELOPMENT

Question	Data Source	Dissemination Route *	Corrective Feedback
1. Are individuals achieving their educational goals?	<ul style="list-style-type: none"> <li>◆ Program Evaluation</li> <li>◆ Follow-up survey</li> </ul>	<p>DEAN OF CBD</p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Program Directors</li> <li>→ Faculty &amp; Staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ Staff meetings</li> <li>✓ Division meetings</li> <li>✓ Faculty meetings</li> </ul>
2. Are customized training programs or other targeted courses meeting the needs of the individuals for which they are intended and the sponsoring company or group?	<ul style="list-style-type: none"> <li>◆ Program Evaluation</li> <li>◆ Presenters Evaluation</li> <li>◆ Community survey</li> </ul>	<p>DEAN OF CBD</p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Program Directors</li> <li>→ Faculty &amp; Staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ Greater contact with Sponsors</li> <li>✓ Staff meetings</li> </ul>
3. Are continuing education programs being implemented as designed?	<ul style="list-style-type: none"> <li>◆ Program Evaluation</li> <li>◆ Presenters Evaluation</li> </ul>	<p>CONTINUING ED. COORDINATOR</p> <ul style="list-style-type: none"> <li>→ Dean of CBD</li> <li>→ President</li> <li>→ Faculty &amp; Staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ Advisory Board review</li> </ul>
4. Is the community participating in these programs and using these services?	<ul style="list-style-type: none"> <li>◆ Program Evaluation</li> <li>◆ Community Survey</li> </ul>	<p>DEAN OF CBD</p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Faculty &amp; Staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ Greater emphasis on Program Evaluation and Follow-up</li> </ul>

\* NOTE: In this column, the highlighted position denotes the person responsible for dissemination of relevant data.

#### IV. COMMUNITY AND BUSINESS DEVELOPMENT, continued

Question	Data Source	Dissemination Route	Corrective Feedback
5. Are continuing education programs, courses, and services designed to meet the needs of various groups in the community?	<ul style="list-style-type: none"> <li>◆ Program Evaluation</li> <li>◆ Community Survey</li> </ul>	<p><b>CONTINUING ED. COORDINATOR</b></p> <ul style="list-style-type: none"> <li>→ Dean of CBD</li> <li>→ President</li> <li>→ Faculty &amp; Staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ Greater community contact</li> </ul>
6. Are the continuing education courses, programs, and services accessible to individuals and various groups throughout the service area?	<ul style="list-style-type: none"> <li>◆ Program Evaluation</li> <li>◆ Presenters Evaluation</li> <li>◆ Community Survey</li> </ul>	<p><b>CONTINUING ED. COORDINATOR</b></p> <ul style="list-style-type: none"> <li>→ Dean of CBD</li> <li>→ President</li> <li>→ Faculty &amp; Staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ Greater Community Contact</li> </ul>
7. Are individuals satisfied with the overall instruction, delivery, and content of the course, program, or service?	<ul style="list-style-type: none"> <li>◆ Program Evaluation</li> <li>◆ Presenters Evaluation</li> <li>◆ Community Survey</li> </ul>	<p><b>DEAN OF CBD</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Faculty &amp; Staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ Greater Emphasis on Program Review and Evaluation /</li> </ul>
8. Is the organizational relationship between Community & Business Development and other college divisions cooperative?	<ul style="list-style-type: none"> <li>◆ Peer and Performance Reviews</li> </ul>	<p><b>DEAN OF CBD</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Faculty &amp; Staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ Open Discussion</li> </ul>
9. Do the benefits of offering a specific course, program or service outweigh the costs?	<ul style="list-style-type: none"> <li>◆ Program Evaluation</li> <li>◆ Cost/Benefit Analysis</li> </ul>	<p><b>DEAN OF CBD</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Faculty &amp; Staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ Greater Emphasis on Program Review</li> </ul>

# V. ACCESS TO THE COLLEGE

Question	Data Source	Dissemination Route *	Corrective Feedback
1. Are students being admitted from throughout the three county service area?	<ul style="list-style-type: none"> <li>◆ Student enrollment and profile data</li> <li>◆ Student surveys</li> </ul>	<p><b>DEAN OF STUDENT SERVICES</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Division Chairs</li> <li>→ Special Program Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>✓ Greater emphasis on recruitment</li> <li>✓ Greater emphasis on community contact</li> </ul>
2. Are a reasonable number of targeted and special populations being served by college service and programs?	<ul style="list-style-type: none"> <li>◆ Student surveys</li> <li>◆ Student enrollment and profile data</li> <li>◆ Data on student use of college services</li> </ul>	<p><b>DEAN OF STUDENT SERVICES</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Division Chairs</li> <li>→ Program Coordinator</li> <li>→ Special Program Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>✓ Counselor follow-up</li> <li>✓ Examination of college services</li> </ul>
3. To what extent are students from targeted and special populations achieving their individual goals?	<ul style="list-style-type: none"> <li>◆ Program completion rates</li> <li>◆ Exit Interviews</li> <li>◆ Grade reports</li> <li>◆ Graduate follow-up survey</li> </ul>	<p><b>SPECIAL PROGRAM COORDINATORS</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Dean of Student Services</li> <li>→ Division Chairs</li> <li>→ Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>✓ Greater emphasis on student outcomes to intended student goals.</li> </ul>

\* NOTE: In this column, the highlighted position denotes the person responsible for dissemination of relevant data.



## V. ACCESS TO THE COLLEGE, continued

Question	Data Source	Dissemination Route	Corrective Feedback
<p>4. Are students representative of the population of the area? Are the minorities equal to the percentage of the total population?</p>	<ul style="list-style-type: none"> <li>◆ Student enrollment and profile data</li> <li>◆ Census data</li> </ul>	<p><b>DEAN OF STUDENT SERVICES</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Division Chairs</li> <li>→ Special Program Coordinators</li> <li>→ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Greater emphasis on recruitment</li> <li>✓ Greater emphasis on community contact</li> </ul>
<p>5. Does the campus climate encourage and support success for all groups of students?</p>	<ul style="list-style-type: none"> <li>◆ Exit Interviews</li> <li>◆ Graduate follow-up survey</li> </ul>	<p><b>DEAN OF STUDENT SERVICES</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Division Chairs</li> <li>→ Special Program Coordinators</li> <li>→ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Student focus groups</li> <li>✓ Greater emphasis on student involvement in campus life</li> </ul>
<p>6. Are students receiving timely and accurate information about college services and programs?</p>	<ul style="list-style-type: none"> <li>◆ Exit Interviews</li> <li>◆ Graduate follow-up survey</li> </ul>	<p><b>DEAN OF STUDENT SERVICES</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Dean of Student Services</li> <li>→ Division Chairs</li> <li>→ Special Program Coordinators</li> <li>→ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Greater emphasis on services available</li> </ul>

**V. ACCESS TO THE COLLEGE, continued**

Question	Data Source	Dissemination Route	Corrective Feedback
<p>7. To what extent do students use various academic support services? How effective are these services?</p>	<ul style="list-style-type: none"> <li>◆ Exit Interviews</li> <li>◆ Graduate follow-up survey</li> <li>◆ Grade Reports</li> </ul>	<p><b>SPECIAL PROGRAM COORDINATORS</b></p> <ul style="list-style-type: none"> <li>→ President</li> <li>→ Academic Dean</li> <li>→ Dean of Student Services</li> <li>→ Division Chairs</li> <li>→ Program Coordinator</li> <li>→ Faculty</li> </ul>	<p>✓ Greater emphasis on academic advising</p>



**Institutional  
Effectiveness  
Plan  
1998-99**

**VI. ACADEMIC PROGRAMS  
Assessment Criteria and Outcomes**

 Southeast Community College

<b>Program</b>	<b>Page</b>
<b>AA/AS - Liberal Studies</b>	<b>17</b>
<b>Radiography</b>	<b>18</b>
<b>Respiratory Care</b>	<b>20</b>
<b>Nursing</b>	<b>22</b>
<b>Clinical Laboratory Assistant</b>	<b>24</b>
<b>Physical Therapy Assistant</b>	<b>25</b>
<b>Business Technology</b>	<b>26</b>
<b>Office Systems</b>	<b>28</b>
<b>Computer Maintenance Technology/Technician</b>	<b>29</b>

<b>Program</b>	<b>Identified Desired Student Outcomes (Program Objectives)</b>	<b>Outcome Mechanisms (Assessment Criteria) in Place</b>	<b>Measured Actual Outcomes and Reported Results</b>	<b>Use of Assessment Results for Program Improvement</b>
<p><b>24.0101</b></p> <p><b>AA/AS - Liberal Studies</b></p>	<p>Eighty-five percent (85%) of students will be satisfied with the overall instruction, delivery, and content of the program.</p> <p>Maintain graduation rates at current levels</p> <p>Increase student transfer rate</p>	<p>Evaluation of Instruction</p> <p>Graduate Follow-up survey</p> <p>Graduate Reports from Registrar's Office</p> <p>Transfer Data Reports</p> <p>Exit Surveys, Follow-up surveys</p>	<p>Over ninety percent (90%) of the students indicate that they are satisfied with instruction.</p> <p>Graduation rate for the 1994 cohort was 25.4%.</p> <p>*** students transferred to state-supported universities or private senior institutions in fall 199*</p>	<p>Make course and curriculum changes as necessary.</p> <p>Improve teaching methods and techniques.</p> <p>Ensure proper classification of students through admissions and registration process</p> <p>Focus on student advising activities.</p> <p>Foster closer working relationships with 4-year institutions.</p> <p>Student Advising Activities</p>

Program	Identified Desired Student Outcomes (Program Objectives)	Outcome Mechanisms (Assessment Criteria) in Place	Measured Actual Outcomes and Reported Results	Use of Assessment Results for Program Improvement
51.0907 Radiography	<p>Students will successfully complete the program</p> <p>At least 85% of the graduates will pass the American Registry for Radiologic Technologists exam on the first writing.</p> <p>Eighty percent (80%) of graduates will find employment within the first year after graduation.</p>	<p>Retention/ attrition data will reflect that at least sixty percent (60%) of students entering the program in a given year will graduate.</p> <p>National Licensure Examination results</p> <p>Graduate Follow-up survey</p> <p>Needs Survey</p>	<p>3 of students enrolled in the program in 1997 completed the program for a 100% retention rate</p> <p>100% passed exam in 1997.</p> <p>100% of 1997 graduates found employment within the first year after graduation</p> <p>15 annually</p>	<p>Information about joint programming efforts are increased.</p> <p>Focus on student advising is increased</p> <p>Course changes are made and teaching methodologies and techniques are refined.</p> <p>Maintain close working relationship with employers.</p>

Program	Identified Desired Student Outcomes (Program Objectives)	Outcome Mechanisms (Assessment Criteria) in Place	Measured Actual Outcomes and Reported Results	Use of Assessment Results for Program Improvement
51.0907 Radiography continued	<p>Accreditation by the Joint Review Committee on Education in Radiologic Technology is maintained.</p> <p>Students will be satisfied with the overall instruction, delivery, and content of the program.</p> <p>Employer surveys reflect a 90% overall satisfaction with hired graduates.</p>	<p>Accrediting Agency Reports</p> <p>Graduate Follow-up survey</p> <p>Exit interviews</p> <p>Employer Follow-up Survey</p>	<p>Full Accreditation was received in Fall 1996 for 5 years.</p> <p>The majority of graduates indicate they are satisfied or very satisfied with instruction.</p> <p>Survey indicates that employers are satisfied with graduates.</p>	<p>Improvements in curricular matters are made and maintained.</p> <p>Necessary course and curriculum changes are made.</p> <p>Maintain close working relationship with employers.</p> <p>Make necessary adjustments in curriculum.</p>



Program	Identified Desired Student Outcomes (Program Objectives)	Outcome Mechanisms (Assessment Criteria) in Place	Measured Actual Outcomes and Reported Results	Use of Assessment Results for Program Improvement
51.0908 Respiratory Care	<p>Students will successfully complete the program</p> <p>At least **% of the graduates will pass the National Board in Respiratory Therapy exam on the first writing.</p> <p>Eighty percent (80%) of graduates will find employment within the first year after graduation.</p>	<p>Retention/attrition data will reflect that at least *** percent (**%) of students entering the program in a given year will graduate.</p> <p>National Licensure Examination results</p> <p>Graduate Follow-up survey</p> <p>Needs Survey</p>	<p>6 of 6 students enrolled in the program in 1998 completed the program for a 100% retention rate</p> <p>5 of the 6 graduates took the exam Nov. 1998; results have not been reported at this time.</p> <p>100 percent of 1997 graduates found employment within the first year after graduation</p> <p>15 annually</p>	<p>Information about joint programming efforts are increased.</p> <p>Focus on student advising is increased</p> <p>Course changes are made and teaching methodologies and techniques are refined.</p> <p>Maintain close working relationship with employers.</p>

Program	Identified Desired Student Outcomes (Program Objectives)	Outcome Mechanisms (Assessment Criteria) in Place	Measured Actual Outcomes and Reported Results	Use of Assessment Results for Program Improvement
51.0908 Respiratory Care continued	<p>Accreditation by the Joint Review Committee for Respiratory Care is maintained.</p> <p>Students will be satisfied with the overall instruction, delivery, and content of the program.</p> <p>Employer surveys reflect a 90% overall satisfaction with hired graduates.</p>	<p>Accrediting Agency Reports</p> <p>Graduate Follow-up survey</p> <p>Exit interviews</p> <p>Employer Follow-up Survey</p>	<p>Full Accreditation was received in Fall 1995 for 5 years. Reaccreditation visit will be held in 2000.</p> <p>100% of graduates indicate they are satisfied or very satisfied with instruction.</p> <p>Survey indicates that employers are satisfied with graduates.</p>	<p>Improvements in curricular matters are made and maintained.</p> <p>Necessary course and curriculum changes are made.</p> <p>Weak areas in the curriculum are identified and necessary changes made.</p>

<b>Program</b>	<b>Identified Desired Student Outcomes (Program Objectives)</b>	<b>Outcome Mechanisms (Assessment Criteria) in Place</b>	<b>Measured Actual Outcomes and Reported Results</b>	<b>Use of Assessment Results for Program Improvement</b>
<p><b>51.1601</b></p> <p><b>Nursing</b></p>	<p>Seventy percent (70%) of students will successfully complete the program.</p> <p>At least 85% of the students completing the program pass the NCLEX-RN on the first writing.</p> <p>Seventy percent (70%) of graduates will find employment within the first year after graduation.</p>	<p>Retention/ attrition data will reflect that at least seventy percent (70%) of students entering the program in a given year will graduate within two years.</p> <p>NCLEX-RN results</p> <p>Graduate Follow-up survey</p> <p>Registered Nurse Needs Survey</p>	<p>The retention rate for each class ranges from 67 to 100%. Seventy-eight percent (78%) of the students enrolled in the class of 1998 completed the program.</p> <p>The average annual NCLEX-RN passage rate for 1996-1998 is 94%.</p> <p>Ninety-four percent (94%) of the 1997 graduates found employment within the first year after graduation.</p> <p>Survey indicated the need for 87 registered nurses in area.</p>	<p>Make course and curriculum changes as necessary.</p> <p>Refine admissions criteria.</p> <p>Course changes and refinement in teaching methodologies and techniques.</p> <p>Increase focus on job placement and advising activities.</p> <p>Utilize job placement services.</p>

Program	Identified Desired Student Outcomes (Program Objectives)	Outcome Mechanisms (Assessment Criteria) In Place	Measured Actual Outcomes and Reported Results	Use of Assessment Results for Program Improvement
51.1601 Nursing continued	<p>National League for Nursing Accreditation will be maintained</p> <p>Ninety percent (90%) of the students will be satisfied with the overall instruction, delivery, and content of the program.</p> <p>Employer surveys reflect a ninety percent (90%) overall satisfaction rate with hired graduates.</p>	<p>Accrediting Agency Reports</p> <p>Graduate Follow-up survey</p> <p>Exit Interviews</p> <p>Employer Follow-up survey.</p>	<p>Initial accreditation was received in 1994. Reaccreditation visit will be held in 1999.</p> <p>One hundred percent (100%) of graduates indicate they are satisfied or very satisfied with instruction.</p> <p>Survey indicates that ninety-eight percent 98% of employers are satisfied with graduates.</p>	<p>Improvements in curricular matters are made and maintained</p> <p>Necessary course and curriculum changes are made.</p> <p>Weak areas in the curriculum are identified and necessary changes made.</p>

<b>Program</b>	<b>Identified Desired Student Outcomes (Program Objectives)</b>	<b>Outcome Mechanisms (Assessment Criteria) in Place</b>	<b>Measured Actual Outcomes and Reported Results</b>	<b>Use of Assessment Results for Program Improvement</b>
<b>Clinical Laboratory Assistant</b>	<b>New Program : Plan In-Progress</b>	<b>In-Progress</b>	<b>In-Progress</b>	<b>In-Progress</b>

Program	Identified Desired Student Outcomes (Program Objectives)	Outcome Mechanisms (Assessment Criteria) in Place	Measured Actual Outcomes and Reported Results	Use of Assessment Results for Program Improvement
Physical Therapy Assistant	New Program: Plan In-Progress	In-Progress	In-Progress	In-Progress

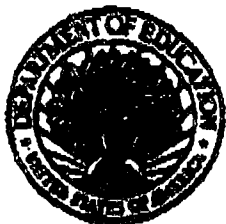


Program	Identified Desired Student Outcomes (Program Objectives)	Outcome Mechanisms (Assessment Criteria) in Place	Measured Actual Outcomes and Reported Results	Use of Assessment Results for Program Improvement
52.0201 Business Technology	<p>Students will successfully complete program by graduating or transferring.</p> <p>Students will achieve educational goals.</p> <p>Students will be satisfied with the overall instruction, delivery, and content of the program.</p> <p>Skills taught in the courses will be up-to-date and appropriate for the job market.</p>	<p>Review number of program graduates/transfers. (ICLM)</p> <p>Exit interviews</p> <p>Graduate Follow-up surveys</p> <p>Evaluation of instruction</p> <p>Graduate Follow-up survey</p> <p>Graduate Follow-up survey</p>	<p>19 students graduated from the program 1996-97.</p> <p>Program graduates indicate that their educational goals were achieved.</p> <p>Program graduates indicate that they are satisfied or very satisfied with instruction.</p> <p>Sixty-seven percent (67%) of graduates indicated that the program provided them with good job skills.</p>	<p>Necessary course and curriculum changes are made.</p> <p>Focus on student advising.</p> <p>Improvement of teaching methods and techniques.</p> <p>Course content and curriculum are reviewed and updated as necessary.</p>

Program	Identified Desired Student Outcomes (Program Objectives)	Outcome Mechanisms (Assessment Criteria) in Place	Measured Actual Outcomes and Reported Results	Use of Assessment Results for Program Improvement
52.0201 Business Technology, continued	<p>Employer surveys reflect overall satisfaction with hired graduates.</p> <p>Students will access employment opportunities in the business field.</p> <p>Skills taught in the courses will be up-to-date and appropriate for the job market.</p>	<p>Employer Follow-up survey</p> <p>Graduate Follow-up survey</p> <p>Graduate Follow-up survey</p>	<p>Survey indicates that the majority of employers are satisfied with graduates.</p> <p>Fifty-three percent (53%) of graduates found employment within first year of graduation; thirty-one percent (31%) continued their education in same or related field.</p> <p>Sixty-seven percent (67%) of graduates reported that they expected a promotion and/or salary increase and anticipated no immediate need for further training.</p>	<p>Foster closer working relationship with employers of graduates.</p> <p>Focus on job placement activities.</p> <p>Course content and curriculum are reviewed and updated as necessary.</p>

Program	Identified Desired Student Outcomes (Program Objectives)	Outcome Mechanisms (Assessment Criteria) in Place	Measured Actual Outcomes and Reported Results	Use of Assessment Results for Program Improvement
<p><b>52.0402</b></p> <p><b>Office Systems</b></p>	<p>Students will successfully complete program.</p> <p>Students will achieve educational goals.</p> <p>Students will access employment opportunities in the office-secretarial field.</p> <p>Skills taught in the courses will be up-to-date and appropriate for the job market.</p> <p>Students will be satisfied with the overall instruction, delivery, and content of the program.</p>	<p>Review number of program graduates/transfers. (ICLM)</p> <p>Graduate Follow-up surveys</p> <p>Exit interviews.</p> <p>Graduate Follow-up survey</p> <p>Evaluation of instruction</p> <p>Graduate Follow-up survey</p>	<p>60 students graduated from the program 1995-98.</p> <p>Surveys indicate that educational objectives are achieved.</p> <p>Forty-one percent (41%) of 1995-96 graduates, and forty percent (40%) of 1996-97 graduates, found employment immediately in the field.</p> <p>All graduate respondents indicate that the program provided them with good job skills.</p> <p>All graduate respondents indicate they are satisfied or very satisfied with instruction.</p>	<p>Focus on student advising is increased.</p> <p>Course changes are made and teaching methodologies are refined.</p> <p>Foster closer working relationship with employers of graduates.</p> <p>Make course, content and curriculum changes as necessary.</p> <p>Make course, content and curriculum changes as necessary.</p>

Program	Identified Student Outcomes (Program Objectives)	Outcome Mechanisms (Assessment Criteria) in Place	Measured Actual Outcomes and Reported Results	Use of Assessment Results for Program Improvement
15.0402 Computer Maintenance Technology/ Technician	Students will be satisfied with the overall instruction, delivery, and content of the program.	Evaluation of Instruction Graduate Follow-up	The majority of the students indicate that they are satisfied with instruction.	Make course and curriculum changes as necessary.



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