

Strategic Plan 2020-2024 PROGRESS REPORT

Paving the Path to Possible



2020-2021

S Southeast
COMMUNITY COLLEGE





Table of Contents

Letter from the President	4
Utilizing the report for data-informed planning	5
List of strategic metrics.....	6
Strategic achievements in Enrollment Growth & Student Success	8
Continuing education programming	8
Student support services	8
Enrollment growth	9
Information technology	10
Updates on enrollment process	11
Success, DF, and withdrawal rates	11
Update on Pillar Project.....	12
Community College Survey of Student Experience	13
New credentials and degrees awarded.....	14
Student experience.....	15
Scholarships and the SCC Educational Foundation.....	16
Student outcomes.....	17
Additional strategic achievements.....	18
Connections between MAP goals and strategic objectives	20
Key Performance Indicators.....	22
Mission Action Plan accomplishments.....	24
Administrative priorities	26
Sources and methodology.....	27





Letter from the President

SCC completed the first year of its 2020-24 Strategic Plan in June 2021. One of the most significant accomplishments this past year was the successful launching of the College's 2020-24 Strategic Plan during a pandemic. SCC returned to full in-person operations throughout the year via the implementation of recommended safety and control protocols. The College continued to keep its focus on its mission of empowering and transforming the diverse learners and communities of southeast Nebraska through accessible lifelong educational opportunities.

Although enrollment among community colleges declined significantly at the national level, SCC experienced relatively small declines in both its fall and spring semesters in 2020-21. While many factors may have contributed to this positive outcome, the return to full operations was likely one of the major factors. I want to thank the faculty, staff, and students for its incredible courage, resiliency, and commitment during this challenging time.

Major accomplishments during Year 1 of the SCC's 2020-24 Strategic Plan included: implementation of delivery technologies for instruction and student support services, creation of a new student onboarding process, completion of the first year of the College's new student advising model, the addition of 13 new program credentials, continued progress on the Student and Academic Support renovation and addition project on the Lincoln Campus, completion of a renovation for the Professional Truck Driving Program on the Milford Campus, opening of the new Health Sciences facility on the Lincoln Campus, opening of the new Academic Excellence Center on the Beatrice Campus, completion of the renovation of Agriculture Hall on the Beatrice Campus, and the purchase of a new facility for the Nebraska City Learning Center.

The annual strategic plan progress report represents an excellent example of how SCC is embracing the importance of setting goals, measuring the progress toward these goals, and acting appropriately on the results from this process. SCC's implementation and monitoring of its 2020-24 Strategic Plan represents one of several substantive phases to ensure it fulfills its mission of empowering and transforming its students and the diverse communities it serves.

I am pleased to present SCC's Year 1 2020-24 Strategic Plan Progress Report, and am very appreciative to the Board, faculty, and staff for their efforts and participation in this ongoing strategic planning process.

A handwritten signature in black ink, appearing to read "Paul Miller". The signature is fluid and cursive, with a large, stylized initial "P" and "M".



Utilizing the Progress Report for Data-informed Planning

Each year SCC provides a report on the progress made towards its strategic plan. With a new strategic plan in the 2020-2021 academic year, the Strategic Plan Annual Report has been re-conceptualized to focus on two strategic goals each year.

The content will include a summary of the activities, progress, and plans related to the theme goals, description of the strategic achievements, and the quantitative results of the associated strategic metrics and key performance indicators (KPIs).

The theme goals for 2020-2021 are

- **Goal 1** Enrollment Growth and
- **Goal 2** Student Success.

Graphs showing the trends for theme goal metrics will be interspersed in narrative. In some cases there will be additional graphs to provide context for the results or priorities. A summary of all KPIs, which will include target values for the end of the 2020-2024 strategic plan, will be provided every year.

In addition to detailed information about the theme goals, these reports will include a shorter narrative summarizing highlights and qualitative measures for other strategic goals and objectives where the College has made progress.

There are more than 80 associated metrics for the 2020-2024 plan, but not all will appear in every printed report. The quantitative results for all metrics and KPIs will be updated each year and made available publicly online.

In addition the Office of Institutional Research is developing interactive reporting for as many metrics and KPIs as possible to allow deans, directors, chairs, and others to understand how their area's data contributes to the College-wide success as a whole. When possible and in a later phase, the interactive reporting will include comparisons between SCC and our peer institutions.

Please send any feedback about the progress report to ir@southeast.edu. Watch for details about the online reporting during Spring 2022.

List of strategic metrics

This section provides a list of all the metrics and the strategic objective with which they are most closely associated. Those flagged with an asterisk are KPIs.



Goal 1 – Enrollment Growth

- 1.0 - Total undergraduate enrollment*
- 1.1 - Percent of first-term students who complete NSE
- 1.3 - Enrollment of Career/Technical students
- 1.4 - Enrollment of Academic Transfer
- 1.4 - Enrollment of undeclared students
- 1.5 - Total Continuing Education enrollment*
- 1.6 - Percent of undergraduate enrollment that is minority*
- 1.6 - Index of undergraduate population diversity compared to service area
- 1.6 - Number of 'adult learners' enrolled
- 1.6 - Number of students who receive scholarships from Foundation
- 1.6 - Number of endowed scholarship programs
- 1.7 - Number of female students in STEM programs*
- 1.8 - Number of dual credit students*



Goal 2 – Student Success

- 2.1 - Percent of students who rated their overall educational experience as 'good' or 'excellent'
- 2.1 - CCSSE Benchmark for Active and Collaborative Learning
- 2.2 - Percent of students who received an F during their first term
- 2.3 - CCSSE Benchmark for Student Effort
- 2.3 - CCSSE Benchmark for Academic Challenge
- 2.3 - CCSSE Benchmark for Student-Faculty Interaction
- 2.4 - Graduation and transfer rate*
- 2.4 - Number of certificates awarded*
- 2.4 - Number of diplomas awarded*
- 2.4 - Number of associate degrees awarded*
- 2.4 - Overall success rate of undergraduate students*
- 2.4 - Overall rate of D/F grades among undergraduates
- 2.4 - Overall withdrawal rate of undergraduate students
- 2.4 - Overall success rate of dual credit students*
- 2.4 - Overall rate of D/F grades among dual credit students
- 2.4 - Overall withdrawal rate of dual credit students
- 2.4 - Fall to fall retention rate*
- 2.4 - Percent of students who completed all developmental coursework
- 2.4 - Percent of credit hours attempted in the first term that were successfully completed
- 2.4 - Workforce placement rate of CTE graduates*
- 2.5 - CCSSE Benchmark for Support for Learners
- 2.7 - Percent of federal work study funds expended
- 2.8 - Number of student athletes enrolled
- 2.9 - Percent of students graduating with honors
- 2.10 - Number of students who actively participate in wellness activities
- 2.11 - Enrollment in World Denizen courses



Goal 3 – Communication & Public Awareness

- 3.1 - Number of unique pageviews of home page
- 3.4 - Survey results from employee survey related to communication
- 3.5 - Engagement rate with Instagram
- 3.5 - Engagement rate with Facebook
- 3.5 - Engagement rate with LinkedIn
- 3.5 - Engagement rate with Twitter
- 3.5 - Conversion rate for Hurray students
- 3.5 - Number of form submissions on microsite
- 3.5 - Number of clicks from home to Explore
- 3.5 - Number of clicks from home to Visit
- 3.5 - Number of clicks from home to Apply



Goal 4 – Programming and Development

- 4.4 - Number of sections offered at Learning Centers
- 4.4 - Total enrollment at Learning Centers*
- 4.5 - Number of employer-organized customized trainings offered through Continuing Education
- 4.8 - Percent of sections offered as web, hybrid, and other non-F2F
- 4.8 - Percent of enrollment in web, hybrid, and other non-F2F courses



Goal 5 – Employee Excellence

- 5.1 - Average number of qualified applicants per category 1 faculty position
- 5.1 - Average number of qualified applicants per category 2 faculty position
- 5.1 - Average number of qualified applicants per category 3 faculty position
- 5.1 - Average number of qualified applicants per support staff position (N12 and higher)
- 5.1 - Average number of qualified applicants per professional staff/administrative positions
- 5.1 - Index of employee diversity compared to service area
- 5.1 - Percent of non-faculty positions with minimum qualification of Associate degree or greater compared to education in service area
- 5.5 - Number of professional development offerings from HR



Goal 6 – Strategic Partnerships

- 6.1 - Percent of SCC service area high school seniors enrolled at SCC during the following academic year*
- 6.1 - Percent of TCA students enrolled at SCC as an undergraduate the following academic year*
- 6.1 - Percent of SENCAP/DC Advantage credit students enrolled at SCC as an undergraduate the following academic year*
- 6.3 - Number of people sent to training prompted by industry
- 6.3 - Number of courses offered after request from industry



Goal 7 – Educational Environment

- 7.5 - Percent of exterior doors with badge access
- 7.7 - Sustainability: IT expenditures per FTE
- 7.7 - Percent of computers in fleet that are 4 year or under
- 7.7 - Percent of servers in fleet that are 7 years or under
- 7.7 - Average score from NIST self-assessment



Goal 8 – Financial Strength

- 8.3 - CFI component: Primary Reserve Ratio
- 8.3 - CFI component: Return on Net Assets Ratio
- 8.3 - CFI component: Viability Ratio
- 8.3 - CFI component: Net Operating Revenues Ratio
- 8.3 - Amount of fund reserve at end of fiscal year
- 8.4 - Amount of grant/contract awards
- 8.4 - Net assets of SCC Foundation
- 8.4 - Total expenditures for scholarships by SCC Foundation
- 8.4 - Fundraising, dollars donated to College and Foundation*
- 8.4 - Fundraising, number of donors to College and Foundation*
- 8.6 - Difference between actual and budgeted revenue
- 8.6 - Difference between actual and budgeted expenditures
- 8.7 - Net profit(loss) for auxiliary services



Goal 9 – Organizational Climate

- 9.1 - Percent of employees who are faculty members
- 9.1 - Percent of faculty who are full-time
- 9.1 - Number of postings for full-time positions
- 9.1 - Percent of full-time faculty who are 55+
- 9.1 - Average retirement age of full-time faculty



Strategic Achievements in Enrollment Growth and Student Success

We are delighted to present the first annual report on the 2020-2024 strategic plan. This year this section of the report is focused on strategic achievements in Enrollment Growth (goal 1) and Student Success (Goal 2).



Southeast Community College pursued the newly developed strategic goals even in the context of maintaining full operations throughout the pandemic. The needs associated with operating through enhanced safety measures prompted substantial progress in continuing education programming, student experience, and technology infrastructure.

Continuing Education Programming

Despite the setbacks posed by the pandemic, SCC's Continuing Education division continued to expand non-credit opportunities based on community and employer needs.

The College participated in the Nebraska Workforce Retraining Initiative Scholarship (NWRI), a state initiative funded by Nebraska's federal Coronavirus Relief Fund allocation to provide scholarships for short-term workforce training. Nearly 100 students were served through NWRI, including with coursework in:

- *Welding courses:* Added two additional welding courses in response to the interest generated by Kawasaki and procured more than 50 welding kits to equip students with supplies needed for their welding careers.
- *Software bootcamps:* Added three software bootcamps through a partnership with Promineo Tech to provide skills development opportunities for those wanting to transition to careers in Nebraska's Silicon Prairie.

In addition to the NWRI, the Continuing Education division developed a new Production Welding course based on feedback from local manufacturing employers; designed a CNC Operators Bootcamp for Neapco in Gage County; offered the National Electrical Code seminar live online to enable electricians to access CEU content needed to maintain their licenses; transitioned Nursing Health CEU workshops to a live online delivery format to enable nurses to access CEU content needed to maintain their licenses; and converted three Excel courses to hybrid delivery utilizing live online, Zoom and Canvas to meet the State of Nebraska's needs for Excel training.

Similar to the national trends, SCC saw enrollment in Continuing Education programs decline as a result of the COVID-19 pandemic as many courses were cancelled or moved online. The number of continuing education students (a strategic metric associated with objective 1.5) dropped in 2019-2020 with the onset of the pandemic and again in 2020-2021. (See page 9.)

Student Support Services

In March 2020, SCC responded to the pandemic by shifting all courses, programs, and services online. This change, which was both a challenge and an opportunity, included offering all student support services in a virtual format.

To address the issue directly, the College implemented a high-touch case management model to support students and employees with a positive COVID test or exposure. In addition, SCC implemented a texting software to enhance communication with students on all topics.

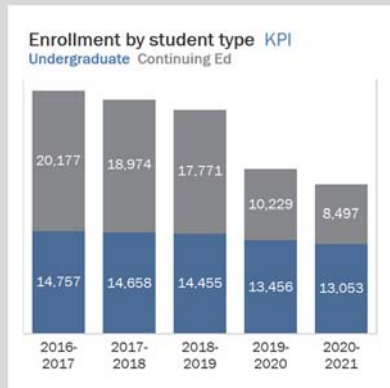
To ensure students had access to counseling and other support services, the Counseling and Assistance Program for Students (CAPS) moved

Enrollment growth (Goal 1)

The College has made a number of accomplishments to position itself for enrollment growth including conversion to semester calendar and new academic facilities. Then the pandemic created unexpected opportunities and challenges for this strategic goal. Despite the challenges, SCC had smaller enrollment decreases than many community colleges across the U.S.

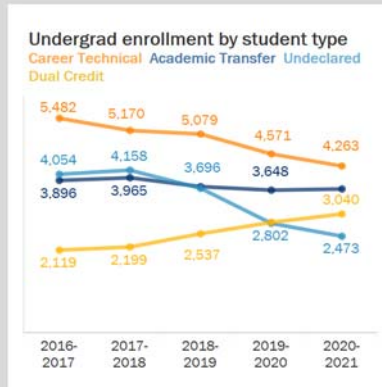
Total undergraduate enrollment has been steady around 14,500 each year. In 2019-2020, SCC converted to a semester calendar and did not offer a summer term to allow for a 'quiet system' during the conversion. As a result of the calendar conversion, the College experienced a decrease of about 1,000 undergraduate students. In 2020-2021 there was a small decline due to the pandemic.

Continuing education enrollment was more heavily impacted by the pandemic than undergraduate enrollment and there are active strategies in development to return to pre-pandemic programming.



Among undergraduate students, the number of Career/Technical students (orange) has decreased over the last five years. Academic Transfer enrollment (dark blue) has stayed fairly steady with a small decrease. The number of undeclared students has declined.

Some of the decline is attributed to the College not offering a summer term in 2019, limited offerings in 2020 due to the pandemic, and UNL's pandemic-driven calendar changes which made it difficult for dual-enrolled UNL students to take classes at Education Square. The number of dual credit students enrolled (yellow) has steadily increased over the last five years.

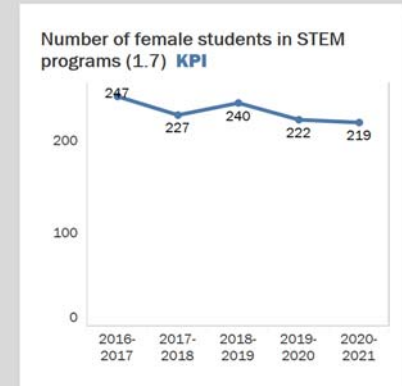
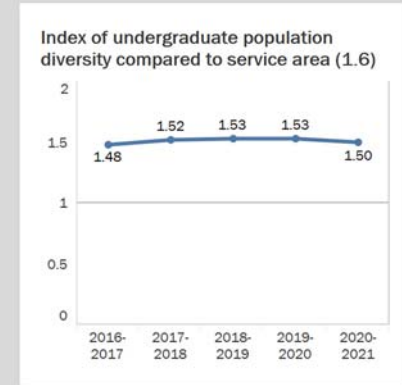
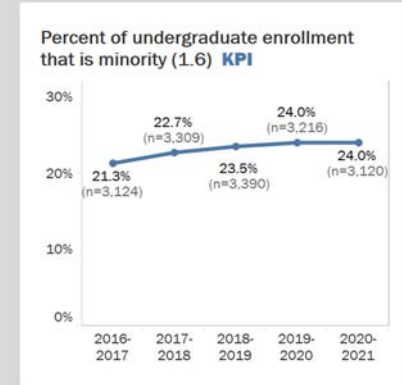
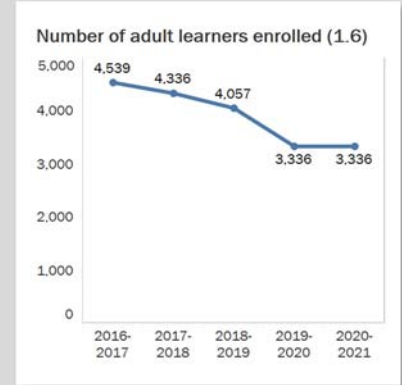


In addition to overall enrollment, the Strategic Plan includes objectives on improving access to diverse student populations (1.6) and increasing enrollment among female students in science, technology, engineering, math (STEM) programs (1.7).

The number of adult learners at SCC declined in 2019-2020, and stabilized 2020-2021.

This report includes two metrics on enrollment of racial and ethnic minority students. The percent of undergraduate enrollment that is minority increased slightly in the past five years to 24%. The second metric compares the diversity of the SCC undergraduate student body to that of our service area. A value of 1.0 would mean that these populations are equally diverse. With values that hover around 1.5, the SCC undergraduate student body is more diverse than the service area.

Finally, the number of female students in STEM programs has remained fairly steady. Please note that this metric excludes Health Sciences programs.



all individual counseling sessions to Zoom. They also developed group support sessions for students on stress management and navigating 'the new normal' to increase connectivity with their peers during challenging times.

In addition:

- CAPS staff created videos that were shared on social media and through the Canvas Learning Management System for students and employees for how to respond to stress and knowing when to ask for help.
- The College offered fifteen Question. Persuade. Refer. (QPR) trainings online for approximately 100 staff and faculty members.
- The College offered prevention and awareness activities that were moved online or held on social media to allow for an interactive platform. The College partnered with the Set Me Free Project to host three separate webinars for students, staff and faculty to learn more about Human Trafficking and resources in the College's service area.
- SCC Prevention Teams participated in and encouraged all at SCC to attend the virtual Run/Walk to increase Sexual Assault Awareness through the Hope Crisis Center.
- The CAPS office created a video about counseling aiming to destigmatize seeking services posted online at <https://www.southeast.edu/caps/>.
- CAPS expanded their staffing levels to provide additional access for students collegewide by adding a part-time counselor. The number of masters and doctoral counselor interns increased from 8 to 11.

Information Technology

The College made critical investments in Information Technology (IT) to improve the use of innovative technologies in course, program, and student service delivery (7.8). The following changes ensured that the College could meet its mission, vision, and strategic goals both when everything was remote as well as after the return to full operations when virtual and hybrid were more integrated with face-to-face experiences.

IT staff worked swiftly to ensure faculty and staff had access to technology to promote a seamless student enrollment experience (1.1). Additionally, financial and human resources were reallocated to ensure the infrastructure and network could support pivot planning on a class-by-class basis.

The IT team also provided additional responsive communication tools for students and employees. The College invested in laptops, Zoom accessories including web cams, headsets, and microphones for nearly every employee; and upgraded the phone system technology to allow for remote access to phones and expanded chat functionality as discussed below.

The Information Technology and Virtual Learning teams provided numerous training opportunities to support the learning curve associated with teaching and working virtually for faculty and staff and students (7.2). The Virtual Learning team led a series of bootcamp trainings to equip the College with the basic technology skills for Zoom, recorded lectures, Microsoft products, Canvas, and other software solutions.



While COVID-19 was an unprecedented disruption impacting all aspects of the College, the technological changes it necessitated have ultimately led to positive advances that will remain in place beyond pandemic times.

Updates on enrollment process

In response to objective 1.1 (promote a seamless and open-access student enrollment experience), many areas across the College are focused on improving and streamlining the process that students must undergo to enroll for classes. This section provides an overview of these changes.

Discovery Days/Career Days/Welcome Event (goal 1)

The Admissions Office has continued to develop and modify a number of integrated and collaborative processes and events in order to promote a seamless and open-access student enrollment experience.

The offices of Admissions and Public Information have partnered to develop interactive virtual tours for all three campuses. Additionally, the Admissions Office hosted a number of virtual events including partnering with the Instructional Division and Information Technology to showcase academic programs, Path to Possible Information Sessions, and Chat with SCC. The College began

offering admissions counseling and individual campus tours as part of a menu of offerings as well as virtual class presentations and high school visits.

Almost all programming (excluding Discovery and Career Days) was offered both in-person and virtually based on the student's, school's or teacher's preference. The Admissions Office partnered with Public Information to secure branded boxes of tour information and swag that were tailored for and mailed to students, families, and classrooms ahead of campus visits.

Additionally, the College streamlined placement testing by offering the Accuplacer Next Generation test remotely. This change expands access to prospective students who are unable to travel for the test or to test within regular hours.

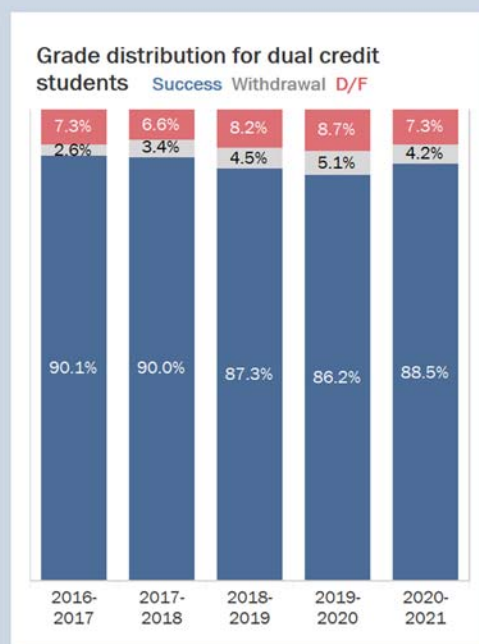
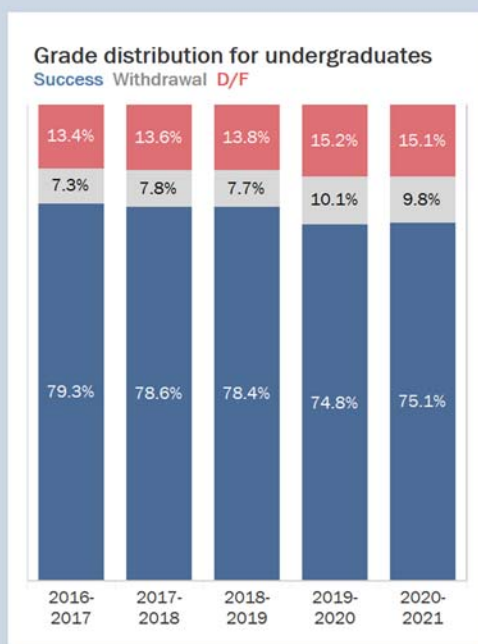
Project SOAR; Onboarding of new students; evaluation of New Student Enrollment (goal 1)

In 2020, Student Affairs began an evaluation of the process of engaging and onboarding new

Success, DF, and withdrawal rates for undergraduates and dual credit students

These two metric trios can be evaluated as sets because they are all connected to student grades. **Success rate** is the percent of grades that were A, B, C or P; **DF rate** is the percent of grades that were D, F, or NP; and **Withdrawal rate** is the percent of grades that were W. The sum of the three rates in a single year always will be 100%.

These metrics are provided for undergraduate and dual credit students. Both success rates are KPIs.



students. After researching other institutions' processes, Project SOAR was developed. This project re-imagines new Student Onboarding, Admissions, and Registration.

The Project SOAR Team identified four integrated stages to continuously engage new students from post-admission to completion of New Student Orientation. The team identified and implemented a number of strategies to improve the onboarding, advising, and retention processes. These strategies include: a robust, online New Student Enrollment (NSE) experience paired with individually tailored advising; an intentional communication plan to move students from accepted to enrolled status; New Student Welcome events that are responsive to students' individual needs; and scaffolded New Student Orientation programming designed to deliver information at appropriate points in the early weeks of each term.

Advising (goal 2)

The 2020-2021 academic year marked the full implementation of the College's new advising model. Now, each new student is assigned a College advisor to foster an ongoing, collaborative partnership from completion of NSE through graduation and beyond.

College Advisors educate and empower students to create educational plans that are consistent with their academic, career, and personal goals. Advisors also provide strategic messaging prior to the first term of student enrollment and throughout the first term to improve awareness and engagement.

In 2020-2021, **88.1%** of first-term students completed New Student Enrollment. This new strategic metric (1.1) exceeded expectations, especially given the unexpected shift to virtual delivery!

Additionally, College Advisors serve as Success Coaches, after the student's academic advising is transitioned to a Program Advisor. The new model improves students' ability to overcome challenges through enhanced emotional intelligence and resiliency skills, with the hope of strengthening student success, retention, and completion.

The College invested resources into expanding the number of advisors, which resulted in approximately 70% of new students connecting with an advisor in Spring 2021. The College continues to evaluate and modify processes for enhanced advising programming.

Update on Pillar Project (2.2 and 5.5)

One of SCC's initiatives for improving student success is the Pillar Project, which was developed to meet the requirement for a Quality Initiative for the Higher Learning Commission's (HLC) Open Pathway for accreditation. The purpose of the Pillar Project is to improve retention and completion by helping new students acquire and enhance academic resiliency skills to assist in the navigation of potential obstacles.

In Fall 2019-2020, SCC established a Pillar Project Advisory Team that met monthly to develop pilot strategies for teaching, advising, and staff interactions. The pilot work continued in 2020-2021. The Pillar Project's plans pivoted slightly due to the challenges associated with the pandemic, namely faculty's expanded responsibilities with teaching both face-to-face and virtually.

The College received approval from HLC to narrow the scope of the project given the external/environmental challenges. In Spring 2021, approximately 120 student affairs staff, advisors, and administrative assistants went through a semester-long training on the Emotional Intelligence (EI) 2.0 curriculum.



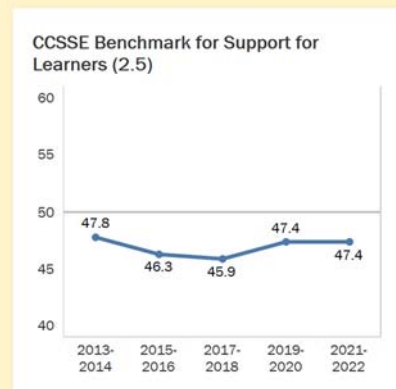
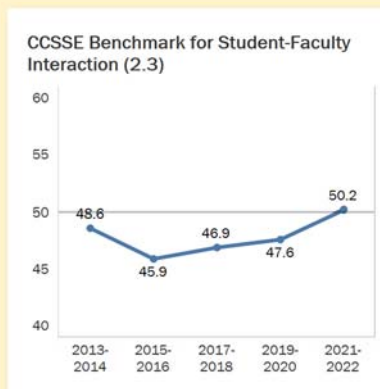
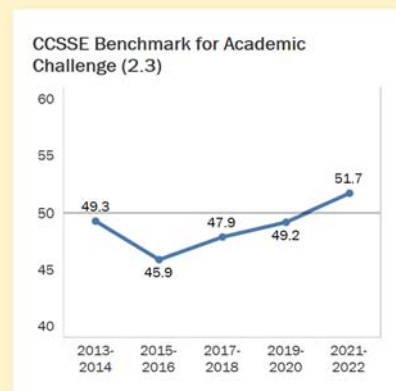
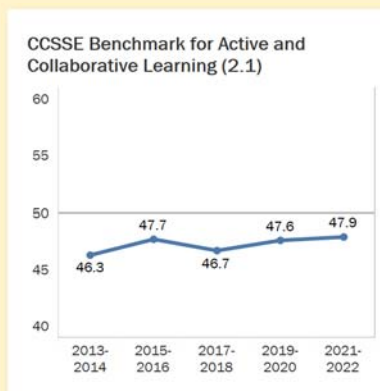
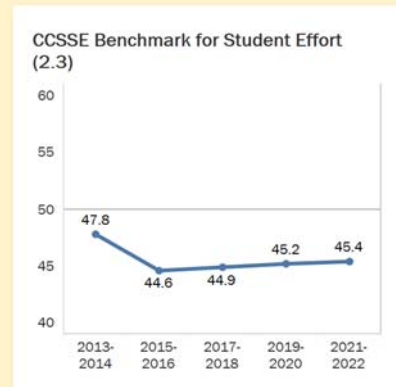
Community College Survey of Student Engagement

The University of Texas' College of Education established the Community College Survey of Student Engagement (CCSSE) as a service and research initiative for community and technical colleges interested in improving educational quality through strengthened student engagement and success.

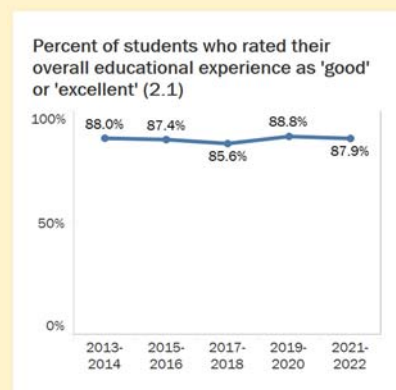
CCSSE provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. The CCSSE survey is a research-based tool that can be used for benchmarking, identifying areas of strength and opportunity, and monitoring progress toward goals.

SCC has administered the survey every other year since 2011. CCSSE staff have used statistical techniques to group individual items into composite scores to create five benchmarks. All benchmark scores are normalized such that the average score nationwide for all participating schools is 50. Scores above 50 indicate students at an

individual school are more engaged than the national average; scores below 50 indicate that students are less engaged. Because a different collection of schools participate each year, comparisons across years cannot be used as evidence of change. All benchmarks encompass multiple survey questions.

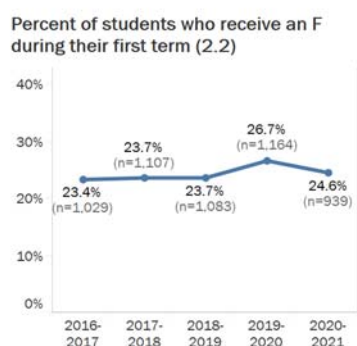


In addition to the benchmarks, individual survey items can be analyzed separately. The item that SCC has identified as a strategic metric is the percent of students who rated their overall educational experience at SCC as “good” or “excellent” (and thus neither “fair” nor “poor”).



As a result of staffing changes and continued challenges with teaching through the pandemic, future plans for training faculty members on the EI 2.0 curriculum were delayed by one term. The Quality Initiative project will continue through 2021-2022.

One of the metrics that provided direction for the Pillar Project — the percent of students who received an ‘F’ in their first term— was the focus of a study by the IR office. When we look at the five-year trend for this metric, we see that this percent is fairly consistently around 24%. The slightly higher number in 2019-2020, meaning that



more students received a grade of ‘F’, is likely the result of the upheaval of the pandemic.

New credentials (4.2) and trend of degrees awarded (2.4)

SCC added 13 new credentials during 2020-2021. One of these credentials is the result of new programming (Occupational Therapy Assistant). The others were added as part of existing programs as ‘stackable credentials’.

The new, stackable credentials maximize student success by enhancing opportunities for completion. As an added benefit, the new credentials strengthen alignment of program curriculum with industry needs.

In previous years, the number of awards represented a single strategic metric. With the shift toward stackable credentials, the single strategic metric is now three metrics, all identified as KPIs.

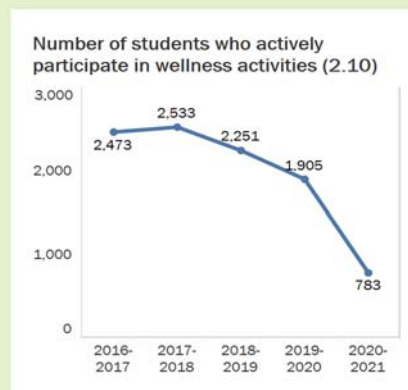
Overall, the vast majority of awards granted by SCC in recent years are Associate degrees with smaller numbers of diplomas and certificates. The total number of awards of all types were

Participation in student wellness activities (2.10)

This new metric is the unique student count of students who participate in wellness activities. We are using unique count to avoid duplicated counts, which would vary based on number of events that are held and not necessarily be an indication of more participation.

To get a unique student count, we are relying on information from the card swipes at student activities. There are limitations on the locations and types of activities in this reporting.

- As of Fall 2021, only Lincoln collects card swipes because the necessary equipment is not available in Milford or Beatrice. Additional equipment would allow tracking of activity in more locations.
- Similarly, the activities that students swipe to participate in are those paid for by student fees (and organized by Rachel Mason). Participation in other wellness/prevention/development events that should be included in the list of 'wellness activities' is not tracked with a scanner.
- In other words, the numbers currently reported are a significant underestimation. With a change in practice in Lincoln and new equipment in Beatrice and Milford, these numbers will increase.



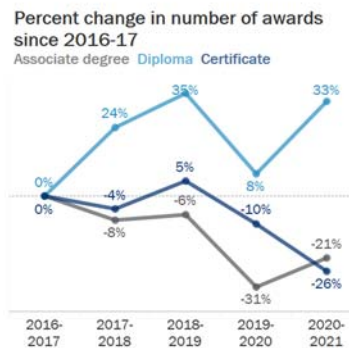
New credentials approved in 2020-2021

- Automotive Maintenance, Certificate
- Automotive Technology, Diploma
- Biotechnology, AAS
- Biotechnology, Certificate
- Biotechnology, Diploma
- Building Construction, Certificate
- Commercial Designing, Certificate
- Construction Processes, Certificate
- Electrician Construction – IBEW, Certificate
- Heating, Ventilation, Air Conditioning & Refrigeration Technology, Diploma
- Intro to Design Software, Certificate
- Occupational Therapy Assistant, AAS
- Powersports Technology, AAS
- Residential Designing, Certificate

fairly stable until the pandemic year of 2019-20, but the bar chart hides some interesting patterns.

The line chart shows the percent change in number of awards by type since 2016-17. Between 2016-17 and 2018-19, the number of diplomas and certificates were growing with the number of associate degrees holding fairly steady. The number of awards in all three degree types fell in 2019-20 and have not yet fully rebounded.

As the College expands both stackable credentials offered and facilities, we anticipate the number of awards of all types will grow. All three metrics are Key Performance Indicators; see page 22 for more information.



Student experiences (2.3 and 2.7)

The College created two new positions aimed at expanding cocurricular activities and service learning (2.7) and improving the student learning outcomes associated with cocurricular opportunities (2.3).

Several Student Affairs positions related to student success were reconfigured to establish a new position of Director of Student Development and Engagement. The Director is responsible for the development, implementation and delivery of a holistic range of college services to promote student academic success and retention, including student life, cocurricular and career services.

The position of Institutional Outcomes Assessment Coordinator was created to work collaboratively across the College to develop and coordinate institution-wide assessment process and to help coordinate an institutional culture of assessment. Two areas of primary focus for the position are assessment of student learning in cocurricular programming and assessment of SCC’s recently-established Institutional Learning Outcomes.

The College also replaced two dual credit leadership positions that were left vacant due to retirements. The new hires, Joshua Jones (Director of the Career Academy) and Brian Stark (Senior

Administrative Director of SENCAP and DC Advantage) bring an enhanced focus on increasing matriculation in SCC’s dual credit programs across the service area.

This report includes three strategic metrics associated with participation in service learning, cocurricular, and intercollegiate activities. One of those metrics, **participation in wellness activities**, is described on page 14.

The SCC athletic program is housed on the Beatrice campus. The number of student athletes enrolled has been fairly steady at just over 100 until 2020-21. With the 2020-21 academic year, the College expanded the number of sports offered to include men's and women's soccer. With the new sports, the **number of student athletes** grew by 50 percent to 158.

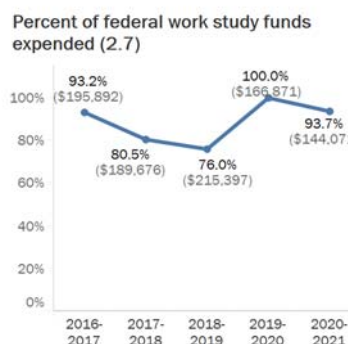
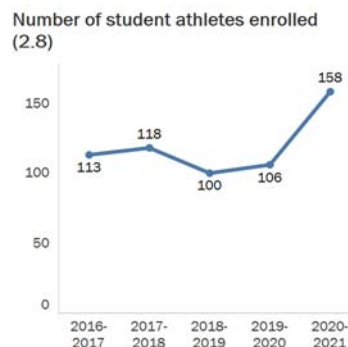
The connection between student activities and the **percent of federal work study**

funds expended is less obvious. Federal Work Study provides part-time jobs for students with financial need, allowing them to earn money for education expenses. The program encourages community service work and work related to the student's course of study.

The U.S. Department of Education allocates funds based on the prior year's funding level and the aggregate need from eligible students. All unspent funds must be returned. Expending 100% of these funds ensures that the College is providing as many resources as possible to current students and maximizes the funding available for students in future years.

Since 2016-17, the percent of

funds expended has ranged from 76.0% of \$215K in 2018-19 to 100% of \$166K in 2019-20.



SCC Educational Foundation Scholarships (1.6)

The SCC Educational Foundation has a long history of supporting students with financial need. With the new strategic plan, there are new strategic metrics that reflect their efforts to "improve access to programs and services" at SCC (1.6).

One new metric is **number of endowed scholarship programs**. The primary difference between an endowed fund and a non-endowed fund is the permanency of the funds.

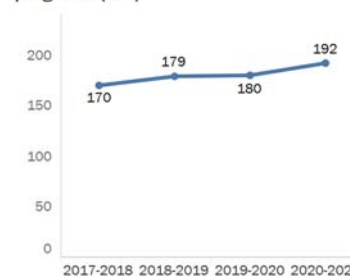
The Foundation invests endowed funds and uses only the interest generated for scholarships. Since the capital is never touched then the gift is a permanent source of funding. A non-endowed fund uses the capital in its entirety, and does

not generate interest over time. When all of the capital has been spent, the fund ceases to exist.

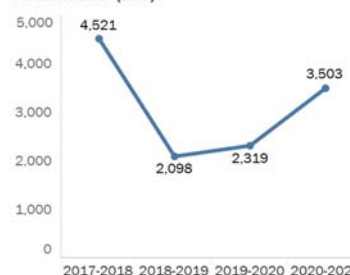
The number of endowed scholarship programs at SCC has grown slowly but steadily from 170 at the end of 2017-2018 to 192 at the end of 2020-2021.

The **number of scholarships awarded by the Foundation** went from 4000+ to 2000+ with the change from quarters (four award cycles per year) to semesters (two cycles/year). Thus the decrease in the number of scholarships between 2017-2018 and 2018-2019 was a result of the calendar conversion. Since the change to semesters, the number of scholarships awarded has grown steadily.

Number of endowed scholarship programs (1.6)



Number of scholarships awarded by the Foundation (1.6)



Student outcomes (2.4)

Among the most common strategic metrics across all colleges are retention rate, graduation and transfer rate, and workforce placement rate. Two additional metrics associated with academic performance are also included.

Retention rate

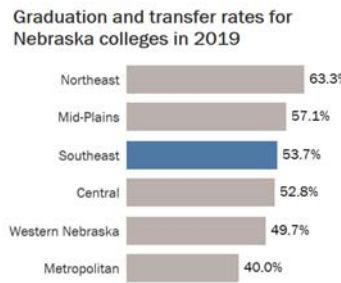
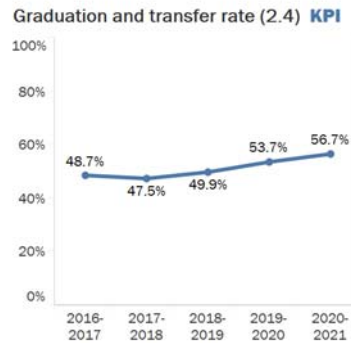
Retention rate can be measured in a variety of ways. The method used for this report is the one used by the U.S. Department of Education, which narrowly focuses on first-time, full-time students who start in the fall term. Part-time students, transfer students, and those who start in spring or summer are not part of this calculation.

While graduation and transfer rate shows gradual growth, the fall to fall retention rate at SCC has been consistent. Between 62 to 64% of students enroll in their second fall term.



Graduation and transfer rate

Graduation and transfer rate refers to the percent of students who either graduated from SCC or transferred to



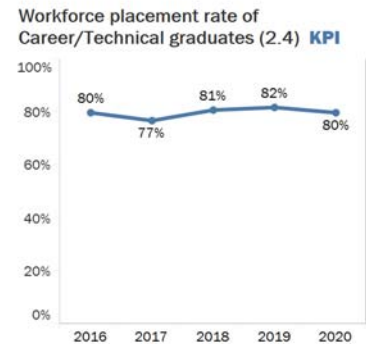
another college or university in three years (or 150% of normal time). This rate at SCC has improved from 48.7% in 2016-17 to 57.0% in 2020-21.

This metric is reported to the U.S. Department of Education each year, so we can see that SCC's graduation and transfer rate ranked third among Nebraska community colleges in 2019 (the most recent year data are available for peer schools). Northeast Community College had the highest rate at 63.3% and Metro the lowest at 40.0%.

Workforce placement rate

Each year, the College tracks what graduates do after they finish their program, whether it be to start a job or transfer to another institution. In recent years, approximately 80 percent of career/technical students find employment in the workplace immediately after

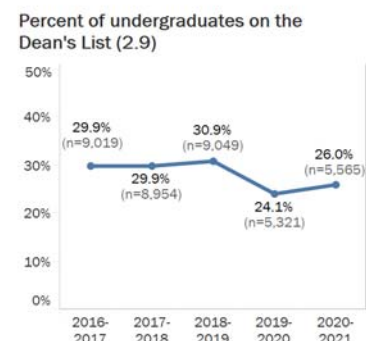
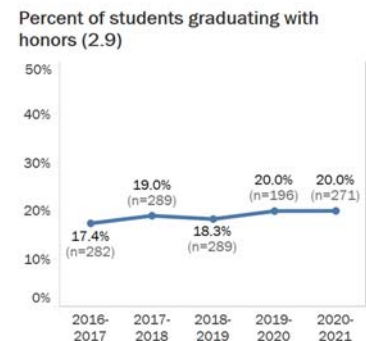
graduation. As shown in the 2020 Graduate Report (<https://www.southeast.edu/careerservices/>), another 11 percent of those graduates are continuing their education.



Academic performance

The percent of students who graduate with honors has been steady with a slight increase to 20% in recent years.

The percent of students on the Dean's List was down slightly in the pandemic years.



Additional Strategic Achievements

In addition to the enrollment growth and student success achievements, the College made substantial progress in a number of other key areas.

Goal 3—Collaboration expanded social media awareness



SCC received two Paragon awards from the National Council for Marketing & Public Relations. The Office of Public Information nominated SCC's

Admissions team for their outstanding efforts on building the page and posts, gaining followers, engaging with students, and telling SCC's story. SCC was awarded the gold for the College's Instagram page for outstanding achievement in design and communication at two-year colleges. SCC was commended for how closely the Instagram page connected to the SCC brand. The College's microsite (<http://chooseSCC.com>) also received a bronze level award.

Goal 4—New emphasis on “laddering” of short-term stackable credentials

SCC added 13 new credentials during 2020-2021 as part of a new focus on ‘stackable credentials’. As detailed on pages 14-15, the new credentials build on existing programs to provide a “ladder” for students. The new, stackable credentials maximize student success by creating additional opportunities for completion.

Goal 7— New facilities are open and available

As part of the College's strategic goals to create destination campuses and the highest quality learning climates, the College opened two new facilities during the 2020-2021 academic Year. The new 81,909 square-foot Health Sciences building includes 14 state-of-the-art health science labs, eight classrooms, student collaboration spaces,

faculty offices, an innovative area simulating a real-life medical setting, outdoor learning spaces, and more.

Sixteen health programs moved into the new facility. The vacated health sciences classrooms in the B-section of the 8800 O Street Campus created swing space for student and academic support services departments to move to temporary spaces.

Renovation for the Student and Academic Support project started in March 2021. Around 80,000 square feet of the main building will be completely renovated and 25,672 square feet will be added. The renovation will create capacity to grow academic support services to meet student and workforce demand; provide confidential spaces for student advising; and provide safe, expanded, and modernized service spaces to meet the needs of current and future students.

The Milford Campus Industry Training Center renovations were completed in August 2020 to house the Professional Truck Driver Training Program to create a transportation-focused campus in Milford. These building renovations include new roof, new HVAC, adding fire suppression systems, and classroom refreshes. The College also paved the east loop road, creating a concrete backing concourse and adding a cold storage building for extra truck parking.

During 2020-2021, Beatrice Campus opened its first modern general-purpose classroom building (Academic Excellence Center) to create effective learning spaces for all academic programs. The expanded space allows for growth and accessibility in the nursing programs, Academic Transfer offerings, and dual credit courses. The new building also creates flexible space for Continuing Education classes, community events, and Board meetings.

The Beatrice Campus also renovated a building purchased in 2018 to house the Agriculture programs. The 9,600 square-foot, \$1.5 million makeover to Agriculture Hall includes many

Completed projects from Phase 1 of the Facilities Master Plan



Academic Excellence Ctr, Beatrice



Crete Carrier Diesel Ctr, Milford



Prairie Hall, Milford



Homestead Hall, Beatrice



Health Sciences Center, Lincoln



Learning Center, Falls City

improvements such as office space for faculty, classrooms and a conference room.

A soccer recreation/sports field was completed for Fall 2020 to house the expanded men’s and women’s soccer teams.

In Spring 2021, the College purchased a new building from Nebraska City Public Schools to expand its Nebraska City Learning Center capacity. The increased space allows SCC to offer more dual-credit and Southeast Nebraska Career Academy Partnership (SENCAP) classes for high school students.

Goal 7—New technology available as a result of COVID (7.2, 7.7, 7.8)

In addition to the technology investments described on page 10, the College also enhanced its data security and use of innovative classroom technologies. The College increased its remote accessibility for employees through expanded network access utilizing Global Protect.

To strengthen cybersecurity, the College rolled out a multi-factor authentication process for all full- and part-time employees as an added layer of security for the College’s network.

Several new tools were added in 2020-2021 to support a hybrid work and learning environment. The College expanded its use of Adobe Sign and NextGen Secure forms. Additionally, the College invested in Panopto Lecture Capture to enable faculty to

provide a more flexible learning opportunity for students. Several classrooms were also upgraded for enhanced Zoom/Panopto course delivery.

Goal 8—Developed financial strategies and risk mitigation plan

In 2020-2021, the College completed a preliminary draft of the Facilities Master Plan Finance and Risk Mitigation Strategy document, which outlines several key risks. The plan identifies several multi-year strategies to address those risks through infrastructure upgrades.

Goal 9—Substantial progress on board policy review and approval

The Office of Human Resources continued to make substantial progress on the review of policies and procedures. All policies and procedures are now available on the College’s public website (under ‘Board of Governors’).

In addition, a shared governance policy and procedure process was implemented that enables any College employee to share recommendations for new policy or procedure or revisions to existing policy/procedure. The College anticipates the review and revision of all policies and procedures will be complete by Spring 2023.

Connections between MAP goals and strategic goals

As part of the annual Mission Action Planning (MAP) process, all departments, offices, and programs in the College will develop annual goals to work toward and guide priorities during the year. As part of that process, each MAP goal is associated with the College's strategic goals.

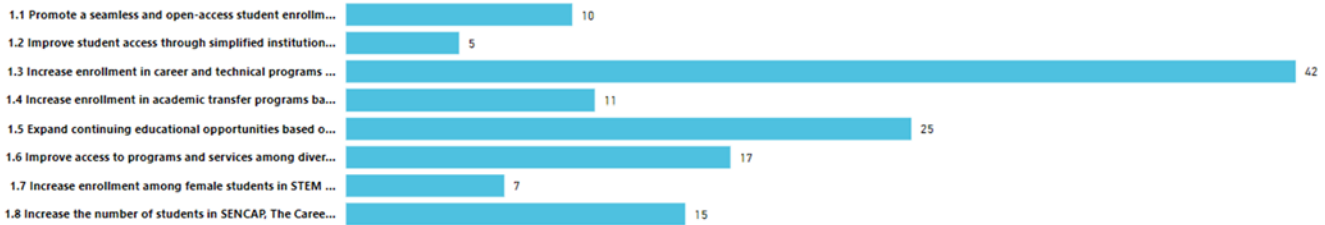
This page shows how many MAP goals are connected to each strategic goal and objective. As shown in the stacked bar, the strategic goal with the most connections to MAP goals was Goal 4– Programming and Development (18.6%), whereas Goal 8-Financial Strength had the least (1.8%).

When looking at the objectives, the high number of connections to 4.8 and 7.2 indicate that many areas are paying attention to expanding course delivery options with new programming and technology. All objectives were connected to at least two MAP goals.

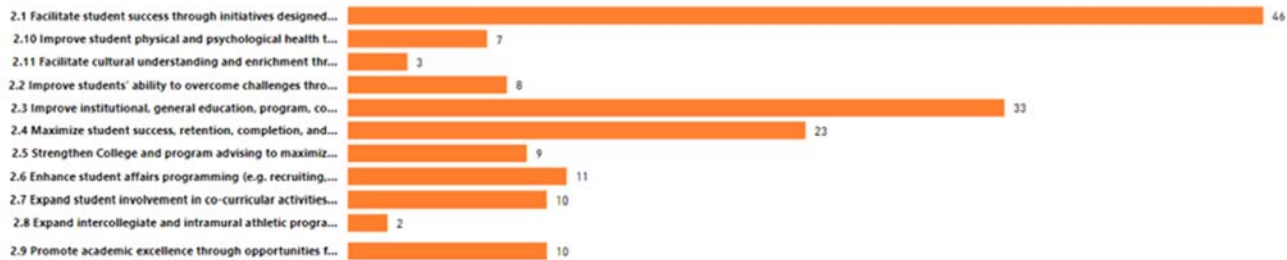
Distribution of MAP goals by Strategic Goal



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



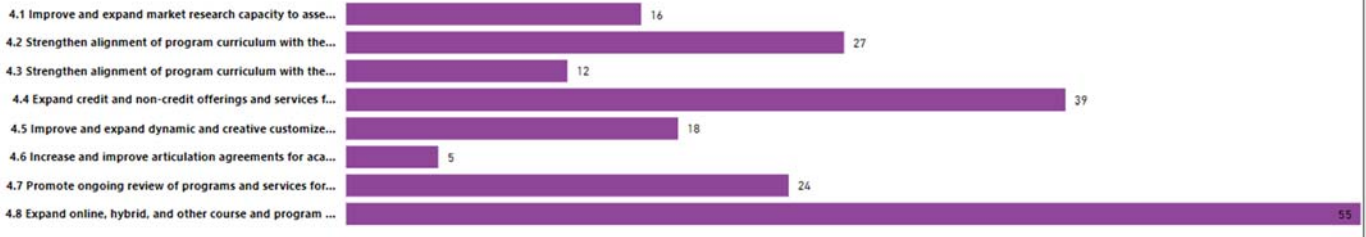
Number of Area Goals by Objective for Goal 2: Student Success



Number of Area Goals by Objective for Goal 3: Communication and Public Awar...



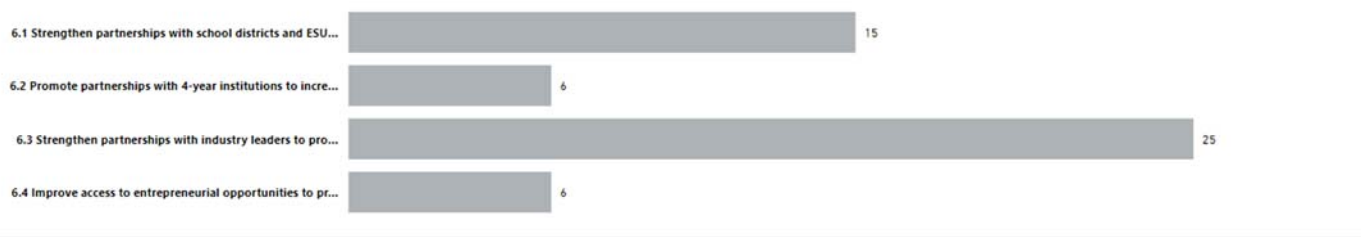
Number of Area Goals by Objective for Goal 4: Programming and Development



Number of Area Goals by Objective for Goal 5: Employee Excellence



Number of Area Goals by Objective for Goal 6: Strategic Partnerships



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



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



Number of Area Goals by Objective for Goal 9: Organizational Climate



Key Performance Indicators

As part of the 2020-2024 Strategic Plan, the College identified sixteen metrics as Key Performance Indicators (KPIs) that will serve as one method for measuring progress over the course of the Plan. The College utilized internal and external data sources to identify data-informed ‘targets’ that note the increase the College aims to achieve by June 2025, the end of the 2020-2024 Strategic Plan.

SCC has undergone massive transformation over the last several years. The College is positioned for growth due to the ongoing strategic and financial investments in facilities, conversion to a semester calendar, advising, enrollment processes, expansion of programming, and strengthening of partnerships. The KPI targets represent ambitious goals given the context of institutional changes and managing the uncertainty associated with environmental factors. The KPIs will be used for institutional and departmental planning as new initiatives are implemented that promote growth in enrollment and student success.

How to read the KPI images

KPI name, definition, and description of five-year target

Number of dual credit students | 2020-2021
 Unique count of high school students enrolled as dual credit students during an academic year
 Five year target: 40% growth from 2020-21

3,040
 Value for most recent year

One year change
 ↑ 7.5%

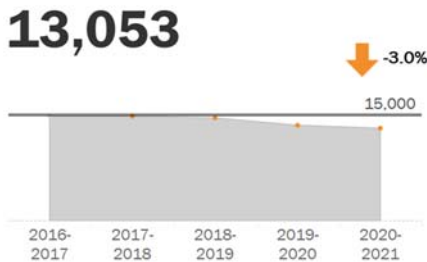
Value of five year target
 4,250

Trend since 2016-17 (grey area) with indicators of change since previous year (blue dot=increase; orange dot=decrease; grey dot=no change)

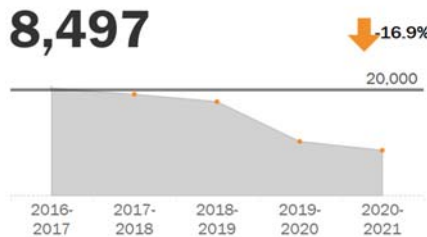


Goal 1 KPIs

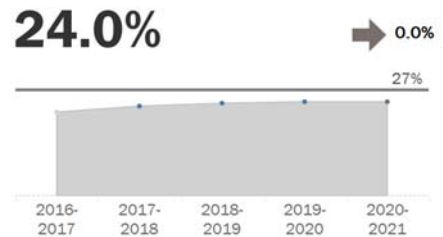
Total undergraduate enrollment | 2020-2021
 Total unique enrollment of undergraduate students during an academic year, including dual credit students.
 Five year target: 15% growth from 2020-21



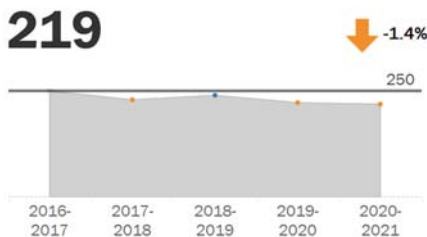
Enrollment of Continuing Education Students | 2020-2021
 The unduplicated number of individuals enrolled in non-credit Continuing Education courses.
 Five year target: Return to previous levels



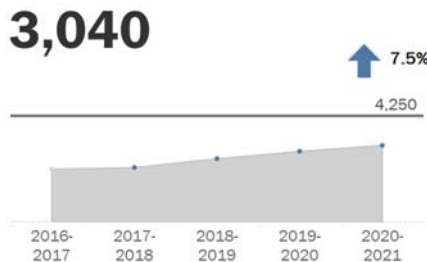
Percent of undergraduate enrollment that is minority | 2020-2021
 Percent of undergraduates who are students of color, including dual credit students
 Five year target: Increase 3 points from 2020-21



Number of female students in STEM programs | 2020-2021
 Number of female students in programs that are identified as STEM during a specified academic year
 Five year target: 15% growth from 2020-21



Number of dual credit students | 2020-2021
 Unique count of high school students enrolled as dual credit students during an academic year
 Five year target: 40% growth from 2020-21





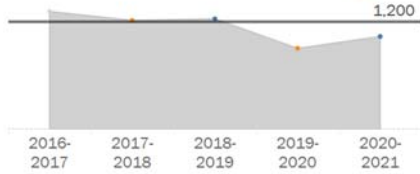
Goal 2 KPIs

Number of associate degrees awarded
Number of associate degrees (AA, AS, AAS, AOS) awarded during academic year

Five year target: 15% growth from 2020-21

1,041

↑ 14.6%

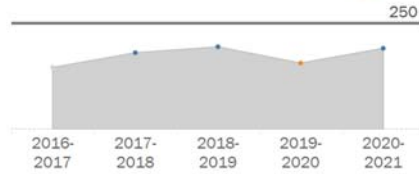


Number of diplomas awarded | 2020-2021
Number of diplomas awarded during academic year

Five year target: 30% growth from 2020-21

191

↑ 23.2%

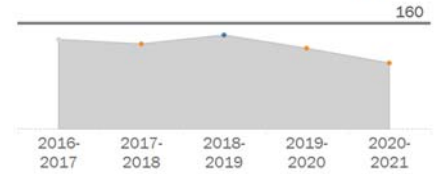


Number of certificates awarded | 2020-2021
Number of certificates awarded during academic year

Five year target: 60% growth from 2020-21

100

↓ 18.0%



Overall success rate of undergraduate students | 2020-2021

Percent of grades earned by undergraduate students that were successful (A, B, C, P) compared to the total number of grades earned

Five year target: Increase 3 points from 2020-21

75.1%

→ 0.4%



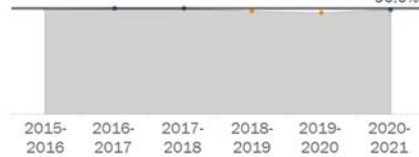
Overall success rate of dual credit students | 2020-2021

Percent of grades earned by dual credit students that were successful (A, B, C, P) compared to the total number of grades earned

Five year target: Increase 2 points from 2020-21

88.5%

↑ 2.7%



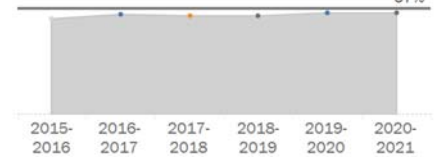
Fall to fall retention rate | 2020-2021

Percent of full-time students from the previous fall term cohort who are still enrolled or have completed their program (as defined by U.S. Dept. of Education).

Five year target: Increase 3 points from 2020-21

64.0%

→ 0.0%



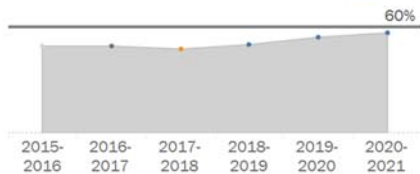
Graduation and transfer rate | 2020-2021

Percent of students who either graduated from SCC or transferred to another college or university in three years (or 150% of normal time).

Five year target: Increase 3 points from 2020-21

56.7%

↑ 5.6%



Goal 4 KPIs

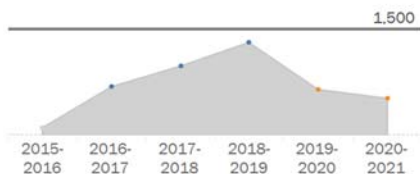
Total enrollment at Learning Centers | 2020-2021

Total enrollment in courses offered at the six Learning Centers.

Five year target: 300% growth from 2020-21

511

↓ 21.6%



Goal 6 KPIs

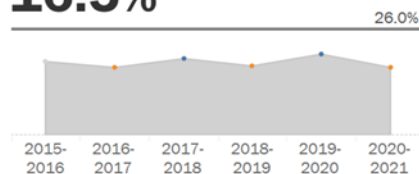
Percent of SCC service area high school seniors who enrolled at SCC during the following academic year | 2020-2021

Percent of high school seniors from the 15-county service area who attended SCC during the following year

Five year target: Increase 10 points from 2020-21

16.5%

↓ 16.7%



Percent of dual credit students who enrolled at SCC as an undergraduate the following year | 2020-2021

Percent of high school dual credit students who enrolled at SCC as an undergraduate student the following year.

Five year target: Increase 15 points from 2020-21

23.6%

↓ 20.0%





Mission Action Plan accomplishments!

This section recognizes and celebrates achievements throughout the College in their progress toward their Mission Action Plan goals.

Accommodations Resource Office

This Office reported that 77% of SCC students who are receiving accommodations successfully passed their classes in Spring 2021. This is an increase from 68% during Spring 2020, 69% during Summer 2020, and 71% during Fall 2020.

Entrepreneurship Center

Through the end of June 2021, the Entrepreneurship Center achieved an occupancy rate of 92% for the fiscal year when its initial occupancy goal for the fiscal year was 85%. (And as of June 2021, the Center has only one vacant office.)

Transitions - Tutoring

Staff members implemented a new, comprehensive appointment management software. This was done when it was needed most: during the pandemic when courses were shifted to distance learning. Tutors were very adaptable in using and monitoring each appointment as well as reporting on each session through the software. The software has become an invaluable tool for meeting students' needs.

Public Information

Effective June 30, 2021, the Public Information & Marketing Office finished a two year process to update all materials that adhere to the Brand Guide that was implemented in March 2019.

Residence Life

Both the Milford and Beatrice campuses experienced an increase in the number of students living on campus compared to the 2019-2020 year despite complications from COVID-19. Residence Life also made it mandatory for athletes on scholarship to live on campus starting Fall 2020 to help increase residence life numbers.

Learning Center - Falls City

Throughout 2020-2021, Falls City Learning Center staff met with local high school administrators to discuss credit programming needs, dual credit classes, and other services. As a result of this outreach, one of the local high schools allowed a free period for students to take credit classes. Staff members also set up events at local high schools, including a testing day at Beatrice Testing Center and an Accuplacer Event where students could drop in and take the test.

Child Development Center

The Child Development Center achieved step 3 out of 5 of the Nebraska Department of Education's Step Up to Quality program. Step Up to Quality is a five-step program for child care and early childhood education programs to follow in order to increase their quality and have a lifelong, positive impact on young children and their families.

TCA (The Career Academy)

TCA created a brand new Ambassador Program to help tell the TCA story. Students in the ambassador program come to information sessions, help out at recruiting events, and show off the great opportunities available at TCA. TCA finished off the 2020-2021 year with 25 student ambassadors and will continue to grow the program in the coming years.

Access/Equity/Diversity

By the end of 2020-2021, the Office had posted 200+ activities relating to diversity for all Southeast Community College employees. The activities were varied in type and format, and staff occasionally commented on the impact such activities had on their interest in and understanding of diversity. Employees were very willing to share books, films, etc. for diversity credit/inclusion on the What Staff Have lists. 805+ full-time and part-time employees (including temporary and adjunct employees) participated in the activities, totaling over 3,537 diversity credits being approved and recorded.

Virtual Learning

In conjunction with IT, the Virtual Learning Department piloted lecture capture classrooms in Fall 2020. The department also sent out a Request for Proposal for the purchase of capture software in Fall 2020 and purchased Panopto. More lecture capture classrooms were installed on each campus location, and training for Panopto as the new lecture capture, video platform, and database started in Spring 2021.

Student Outreach and Support

The Office of Student Outreach and Support developed and implemented a strengths and needs assessment for new referrals to the SCC Cares program.

IR, Accreditation, Planning, and Institutional Assessment

These teams collaborated to provide multiple training sessions in 2021 related to using the strategic plan progress report and Tableau dashboards to develop effective MAP plans. Approximately 70 departmental leaders attended these sessions.

Continuing Education Division

The Division created an Instructor Training Manual to provide consistent onboarding and professional development of noncredit adjuncts. They have shared this manual with all SCC Learning Centers to use for their noncredit courses as well.

Traffic Safety & Licensing

The Traffic Safety and Licensing Department created an online Driver Education Orientation via Zoom that is now used for all Driver Education courses. This allows flexibility for both students and parents to attend.

Leisure/Personal Enrichment

The Leisure/Personal Enrichment Department offered an average of 33 Zoom classes per term from July 2020 to June 2021. Prior to the pandemic, all classes were offered face-to-face and often include a hands-on component. The Leisure/Personal Enrichment program worked with IT staff to create Zoom versions of its most popular classes such as "Zoom Cook from Your Kitchen", "Feed Your Gardening Addiction via Zoom", and "Craft Along With Us" where kits were mailed to students and they followed along via Zoom to create the projects. The classes were very successful.

Instruction - Business Administration

This division held its first program recruiting webinar for its Business Administration, Office Professional, and Long Term Care Administration programs. There were 14 attendees, and the webinar was helpful in setting the foundation for the department to use virtual recruiting tools during the pandemic (and beyond).

Instruction - Diesel Ag Equipment Service Tech

This program transitioned to a new CDX Mobile Heavy Equipment online and paper textbook in Fall 2020. The content of the textbook is a major improvement over the previous one, and the online access facilitates homework requirements with easy instructor tracking of student use. The textbook also integrates well into Canvas.

Instruction - Land Surveying/GIS/Civil Engineering Tech

The department acquired drone equipment and software via an industry grant. Instructors will start incorporating working activities into the existing curriculum and then roll out standalone drone courses.

Instruction - English

The English Department met their goal to have individual faculty engage with the wider SCC community (inside and/or outside the college) to build clearer connections between the community and common English courses and common English assignments. Eight faculty reported meetings with community groups and shared information leading to 11 faculty reporting on specific relevance-based modifications to their courses as a result.

Instruction - Science

Students in the online section of BIOS-2250 and BIOS-2260 (sciences courses originating out of the Beatrice campus) reported successful and enhanced interactive learning experiences from the Augmented Reality (AR) experiences provided by Visible Body apps, particularly regarding the skeletal system and cardiovascular system structures examination.

Instruction - Radiologic Technology

All faculty (100%) have used the virtual environment or Zoom as part of the teaching process, which has improved communication with distance/online students and with students unable to attend face-to-face courses due to COVID-19. Weekly group and one-on-one meetings have made it easier for students to understand and learn new content.

Instruction - Pharmacy Technician

The Pharmacy Technician program added two new pharmacies to its clinical site options for the 2020-2021 and 2021-2022 academic years. The program continues to work with local pharmacies and Learning Centers to create more clinical opportunities for students.

Instruction - Practical Nursing

The Practical Nursing program reviewed HESI data to determine curriculum changes necessary in Holistic Nursing 1 and Holistic Nursing 2. Changes were made with faculty input, approved by the SCC curriculum committee, and the State Board of Nursing.

Instruction - Human Services

The Human Services program added 5 new online courses to its schedule throughout the 2020-2021 year. The added courses had full or nearly full capacity enrollment. The courses led to overall increased enrollment. The program continues to improve the quality of its online course offerings so that student outcomes match the face-to-face version of the same course.



Administrative priorities for 2022-2023

The Administrative Team developed the following priorities for the 2022-2023 academic year after reviewing strategic metrics trend data and evaluating the number of unit-level connections from 2020-2021 and 2022-2023. The College is positioned for growth due to the ongoing strategic and financial investment in all aspects of its operations. Additionally, the College is in the early stages of its first capital campaign to improve facilities. Finally, the College views its accreditation relationship with the Higher Learning Commission as a proactive partnership that allows the College to pursue its strategic goals. Administrative Team members will encourage all areas of the College to integrate these key College-level priorities into their 2022-2023 plans.

1. **Promote enrollment growth** through a seamless and open-access student enrollment experience by strengthening enrollment, recruiting, and advising processes. The College will pursue strategies to promote data-driven enrollment growth in programs through collaboration, integration, and simplified enrollment processes and new academic programming.
2. **Explore strategic funding options to improve College facilities** as identified in the Facilities Master Plan. Develop strategies to ensure timely progress on priority facility projects including: development and implementation of a Capital Campaign, capital fund raising, revenue bonds for student housing projects, legislation to promote flexibility in the College's taxing authority, and student facilities fees.
3. **Enhance preparations for the College's 10-year Higher Learning Commission comprehensive evaluation.** Continue implementing proactive solutions on identified opportunities for improvement (e.g. instructional outcomes assessment, cocurricular assessment, program review, facilities, safety and security, and policy and procedure review).



Sources and Methodology

This section provides additional information about the associated strategic objective, data source and definitions used for the metrics provided in this report (i.e., theme goal metrics and key performance indicators).



Goal 1 - Enrollment Growth

Objective	Metric	Data Source	Definition	KPI
1.0	Total undergraduate enrollment	Zogotech	Total unique enrollment of undergraduate students during an academic year, including dual credit students.	Yes
1.1	Percent of first-term students who complete NSE	Office of Advising	Percent of degree-seeking students who are either in their first term at SCC or returning after at least a year away who complete NSE in the specified academic year.	
1.3	Enrollment of Career/Technical students	Zogotech	The number of students enrolled with a major of in one of the career/technical programs.	
1.4	Enrollment of undeclared students	Zogotech	The number of students enrolled in undergraduate courses who do not have a declared major (not including dual-credit students).	
1.4	Enrollment of Academic Transfer students	Zogotech	The number of students enrolled in undergraduate courses with a major of Academic Transfer (not including dual-credit students).	
1.5	Enrollment of Continuing Education Students	Zogotech	The unduplicated number of individuals enrolled in non-credit Continuing Education courses.	Yes
1.6	Number of scholarships awarded by the Foundation	SCC Foundation	Number of individual scholarships awarded by the SCC Foundation during a fiscal year	
1.6	Number of endowed scholarship programs	SCC Foundation	Number of endowed scholarship programs available to students at the end of the fiscal year	
1.6	Percent of undergraduate enrollment that is minority	Zogotech	Percent of undergraduates who are students of color, including dual credit students	Yes
1.6	Index of undergraduate population diversity compared to service area	Zogotech; Census Bureau	Diversity of undergraduate student body during an academic year as compared to diversity of the service area as estimated by the U.S. Census Bureau	
1.6	Number of adult learners enrolled	Zogotech	Unique count of students age 25 or over who are enrolled at SCC in an undergraduate course	
1.7	Number of female students in STEM programs	Zogotech	Number of female students in programs that are identified as STEM during a specified academic year	Yes
1.8	Number of dual credit students	Zogotech	Unique count of high school students enrolled as dual credit students during an academic year	Yes



Goal 2 - Student Success

Object-ive	Metric	Data Source	Definition	KPI
2.1	Percent of students who rated their overall educational experience as 'good' or 'excellent'	CCSSE reports	Percent of students who responded to the CCSSE survey who rated their overall educational experience at SCC as 'good' or 'excellent' (and thus neither 'fair' nor 'poor').	.
2.2	Percent of students who receive an F during their first term	Zogotech	Percent of undergraduate students (not including dual credit students) who received a grade of 'F' or 'NP' in a credit course in their first term attending SCC.	.
2.1	CCSSE Benchmark for Active and Collaborative Learning	CCSSE reports	Overall score for CCSSE benchmark of Active and Collaborative Learning.	.
2.3	CCSSE Benchmark for Academic Challenge	CCSSE reports	Overall score for CCSSE benchmark of Academic Challenge.	.
2.3	CCSSE Benchmark for Student Effort	CCSSE reports	Overall score for CCSSE benchmark of Student Effort.	.
2.3	CCSSE Benchmark for Student-Faculty Interaction	CCSSE reports	Overall score for CCSSE benchmark of Student-Faculty Interaction.	.
2.5	CCSSE Benchmark for Support for Learners	CCSSE reports	Overall score for CCSSE benchmark of Support for Learners	.
2.4	Number of certificates awarded	Zogotech	Number of certificates awarded	Yes
2.4	Number of diplomas awarded	Zogotech	Number of diplomas awarded	Yes
2.4	Number of associate degrees awarded	Zogotech	Number of associate degrees (AA, AS, AAS, AOS) awarded	Yes
2.4	Overall success rate of undergraduate students	Zogotech	Percent of grades earned by undergraduate students (not including dual credit students) that were successful (A, B, C, P) compared to the total number of grades earned	Yes
2.4	Overall rate of D/F grades among undergraduates	Zogotech	Percent of grades earned by undergraduate students (not including dual credit students) that were unsuccessful (D, F, NP) compared to the total number of grades earned	.
2.4	Overall withdrawal rate of undergraduate students	Zogotech	Percent of grades of W earned by undergraduate students (not including dual credit students) compared to the total number of grades earned	.
2.4	Overall success rate of dual credit students	Zogotech	Percent of grades earned by dual credit students that were successful (A, B, C, P) compared to the total number of grades earned	Yes
2.4	Overall rate of D/F grades among dual credit students	Zogotech	Percent of grades earned by dual credit students that were unsuccessful (D, F, NP) compared to the total number of grades earned	.
2.4	Overall withdrawal rate of dual credit students	Zogotech	Percent of grades of W earned by dual credit students compared to the total number of grades earned	.
2.4	Graduation and transfer rate	IPEDS Graduation Rates	Percent of students who either graduated from SCC or transferred to another college or university in three years (or 150% of normal time).	Yes
2.4	Fall to fall retention rate	IPEDS Fall Enrollment	Percent of full-time students from the previous fall term cohort who are still enrolled or have completed their program (as defined by the U.S. Dept. of Education).	Yes
2.4	Workforce placement rate of Career/ Technical graduates	Graduate Reports	Percent of graduates from career/technical programs who indicated they were employed at the time of or shortly after their graduation.	Yes

Object-ive	Metric	Data Source	Definition	KPI
2.7	Percent of federal work study funds expended	FISAP reports	Percent of federal work study funds expended by SCC out of total Federal work study funds available to SCC	.
2.8	Number of student athletes enrolled	Toni Landenberger	The number of students who participate in collegiate athletics in an academic year.	.
2.9	Percent of students graduating with honors	Informer Report titled 'Graduate List'	The number of students who received "distinction" or "high distinction" at graduation	.
2.9	Percent of undergraduates on the Dean's List	Zogotech	Percent of students on the Dean's list during the academic year. Students on the Dean's list in multiple terms will be counted separately for each term	.
2.10	Number of students who actively participate in wellness activities	Informer Report titled 'Scanner activity by date'; Zogotech	Unduplicated count of students who swiped in to a SCC wellness center or event during an academic year	.

Other Key Performance Indicators

Object-ive	Metric	Data Source	Definition	KPI
4.4	Total enrollment at Learning Centers	Zogotech	Total enrollment in courses offered at the six SCC Learning Centers. This count is duplicated enrollment, which means that if a single person enrolls in multiple courses then s/he will be counted multiple times.	Yes
6.1	Percent of SENCAP/DCA students who enrolled at SCC the following academic year	Zogotech	Percent of SENCAP/DCA credit students who enrolled at SCC as an undergraduate student the following academic year	Yes
6.1	Percent of SCC service area high school seniors who enrolled at SCC during the following academic year	Zogotech; Nebraska Department of Education	Percent of high school seniors from the 15-county service area who attended SCC during the following academic year	Yes
6.1	Percent of TCA students who enrolled at SCC the following academic year	Zogotech	Percent of TCA students who enrolled at SCC as an undergraduate student the following academic year	Yes



For more information about the Southeast Community College
Strategic Plan, please visit our website at
<http://www.southeast.edu/strategicplanning/>

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*This report was developed by SCC's Office of Institutional Research.
For additional information, contact ir@southeast.edu*