

Strategic Plan 2020-2024 PROGRESS REPORT

Paving the Path to Possible



2021-2022

S Southeast
COMMUNITY COLLEGE





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Letter from the President

SCC completed the second year of its 2020-2024 Strategic Plan in June 2022. The theme goals for this year's progress report are *programming and development* and *strategic partnerships*. SCC reorganized and formalized its program development processes to ensure the College can quickly and fully respond to employer and community needs. The College added 17 new credentials in 2021-2022 at the certificate, diploma, and associate degree levels.

In relation to strategic partnerships, the College had many accomplishments, which include receiving a \$4.3 million award from the city of Lincoln to create a new Office of Work-Based Learning to address the workforce development needs of individuals and communities disproportionately impacted by the pandemic. In addition, SCC established a new partnership with the Suzanne & Walter Scott Foundation to create the Walter Scott Jr. Pathway Scholarship program. The new program will support students pursuing a high-demand career/technical degree. SCC also expanded programming and training for its industry partners. The College continued to strengthen its Dual-Credit programs by adding high school partners, new pathways, and internship opportunities.

Major accomplishments related to the other strategic goals included: 25% enrollment increase over the past three years on the Milford Campus; launching of the Empower Capital Campaign to raise \$50 million for the Phase II Facilities Master Plan projects; raising of approximately \$20 million in gifts, pledges, and grants toward the campaign; HLC approval of the College's Quality Initiative Report without additional follow-up required; launching of the construction of a new student housing project on the Lincoln Campus; implementation of a new process for reporting and responding to complaints and concerns; review and revision of key policies and procedures; and continued preparation for SCC's 2023 comprehensive evaluation site visit.

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 2020-2024 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. The strategic plan progress report is an excellent starting point for departments as they develop their MAP goals based on the strategic plan metric data and associated data at the departmental level.

I am pleased to present SCC's Year Two 2020-2024 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 "David Miller". The signature is fluid and cursive, with a large, stylized initial "D" 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 was 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 2021-2022 are:

- **Goal 4** Programming and Development
- **Goal 6** Strategic Partnerships.

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 at <https://www.southeast.edu/strategicplan2020-2024/>.

In addition the Office of Institutional Research is developing interactive reporting for as many metrics and KPIs as possible to allow deans, directors, program 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.

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 Key Performance Indicators.



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 scholarships awarded by the SCC Educational 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 in their first term
- 2.3 - CCSSE Benchmark for Academic Challenge
- 2.3 - CCSSE Benchmark for Student Effort
- 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 undergraduates on the Dean's List
- 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
- 3.5 - 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
- 3.5 - Engagement rate with Facebook
- 3.5 - Engagement rate with Instagram
- 3.5 - Engagement rate with Twitter
- 3.5 - Engagement rate with LinkedIn
- 3.5 - Number of prospects identified from the 'Choose SCC' microsite
- 3.5 - Admit rate of prospects identified by the 'Choose SCC' microsite



Goal 4 – Programming and Development

- 4.4 - Number of sections offered at Learning Centers
- 4.4 - Total enrollment at Learning Centers*
- 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 Arts & Sciences faculty position
- 5.1 - Average number of qualified applicants per Career Technical 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
- 5.5 - 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*



Goal 7 – Educational Environment

- 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 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 Programming and Development, and Partnerships

We are delighted to present the second annual report on the 2020-2024 strategic plan. This year this section of the report is focused on strategic achievements in Programming and Development (Goal 4) and Strategic Partnerships (Goal 6).



There have been many strategic achievements in Goals 4 and 6. Some have measures and others are transformational initiatives.

Organizational Changes for Program Development (goal 4)

Southeast Community College has undergone massive transformation in the area of Program Development in the last few years. The role of Vice President of Program Development was first established in 2017. Prior to that, the College did not have a single person or unified process for identifying and developing new programs.

In order to provide “dynamic and responsive pathways” in our constantly changing world, the College must be intentional, agile, and innovative to meet the needs of our employers, students, and programs. As regional and state needs evolve, SCC also must evolve by identifying trends, modernizing curriculum, and developing new academic programs.

In 2022, SCC saw further opportunity for transformation in this area. As a result, SCC shifted administrative positions by reassigning Bev Cummins to Vice President of Program Development and Brett Bright to Vice President of Student Success and creating an Associate Vice President of Student Enrollment position, which has been filled by Mike Pegram.

This reorganization aligns skills and positions to support the processes, innovations, and rapid responses needed for SCC to respond to the needs of the community. As a result, SCC has expanded and restructured the program development process to address academic and workforce needs and adhere to established timelines and requirements.

New Credentials in 2021-2022



The College received approval from the Nebraska Coordinating Commission for Postsecondary Education, the Higher Learning Commission, and the Department of Education for these new credentials:

- Applications Development, AAS
- Baking and Pastry, AAS
- Baking and Pastry, Diploma
- Bookkeeping, Certificate
- Computer Support, AAS
- Concrete Construction Technician, AAS
- Concrete Construction Technician, Diploma
- Culinary Communications, AAS
- Culinary Communications, Diploma
- Cybersecurity, AAS
- Geographic Information Systems Technician, AAS
- Global Studies, Certificate
- Healthcare Management, AAS
- Network Management, AAS
- Office Professional, Certificate
- Peer Support, Certificate
- Plumbing, Heating & Air Conditioning Technology, AAS

Cummins established a collaborative and phased approach that uses data to inform program development decisions. The restructured process is designed to guide college personnel from concept of a new program through approval, development, and launch of academic and nonacademic programs; support development and implementation of curricular change and innovation; align internal and external approval processes; ensure the responsible use of fiscal and human resources; and respond to local workforce needs.

As of 9/30/2022, the Program Development Team has identified 39 potential new programs or extensions of current programs to consider in the upcoming years.

Strengthening Existing Partnerships: Dual-Credit Programs (goals 4 and 6)

Southeast Community College has several Dual-Credit programs that allow high school students to take college courses at an affordable price. SCC offers Dual-Credit courses at high schools throughout the service area, online, and at The Career Academy on the Lincoln Campus.

The goal of these programs is to provide academic and real world experiences to high school juniors and seniors through high school and Dual-Credit courses in a variety of career pathways.

Dual-Credit courses will transfer to most colleges and universities and tuition is either free through scholarships or paid at a 50% discount to the regular SCC credit hour charge.

These existing partnerships, which are a strategic priority for SCC, have seen considerable growth in recent years.

The Career Academy (TCA)

The Career Academy is a joint venture between Lincoln Public Schools (LPS) and Southeast

Community College. Students attend TCA, which is located on SCC's Lincoln Campus, for two hours a day during the regular school year while taking their remaining courses at their home high school. Transportation in the LPS district is provided and books are free.

Expert instructors work with students in the classroom while over 150 professionals in business and industry provide real world connections. These professionals serve on pathway support teams that advise, mentor, judge, provide field trips, and sometimes offer internships for students at TCA.

In recent years, TCA has expanded their community partnerships and increased the number of opportunities that students have for internships and job opportunities within their chosen academic pathway.

Working with the Lincoln Independent Business Association (LIBA), the Lincoln Chamber of Commerce, and Lincoln Human Resources Management Association (LHRMA), TCA welcomed more than 80 companies last year in order to expose students to work-based learning opportunities and enhance curricular instruction. These companies hired more than 80 students for paid work experience that was aligned with their academic pathway during the 2021-2022 school year.

In addition, TCA staff worked with Cinda Konken (Dean of Extended Learning), Dr. Joel Michaelis (Vice President of Instruction) and Dr. Steve Duke at UNL to identify opportunities to increase course transferability to UNL.

TCA's partnership with SCC, LPS, and Lincoln-area parochial schools continues to be strong. The primary adjustment to this partnership was that LPS reviewed all courses that transfer and weighted them more favorably to increase student enrollment at TCA. This adjustment has

had a significant impact on the College’s ability to recruit the highest caliber student and to retain students who may consider leaving TCA to take Advanced Placement courses at their high school.

In several pathways (K-12, Ag-Bio, and Health Sciences), TCA incorporated hybrid and online delivery methods for courses that were previously taught only as a traditional in-class method. The purpose for establishing this flexibility was to increase course options for students and potentially to increase enrollment.

SENCAP and DC Advantage

Southeast Nebraska Career Academy Partnership (SENCAP) and DC Advantage (DCA) are partnerships with 57 school districts or associations in Educational Service Units (ESU) 2, 3, 4, 5 and 6. These districts offer high school

students the opportunity to enroll in college-level classes in several pathways: Academic Transfer, Agriculture, Business, Construction, Criminal Justice, Education, Health Sciences, Manufacturing in Energy and Welding, and Information Technology.

The program is designed for students to participate for two years with the intention of students earning college credit and preparing them for their future careers.

High school juniors and seniors take college-level coursework in a field of their interest, and also have multiple opportunities to explore careers in a hands-on approach that includes job shadowing, field trips, professional speakers, and annual events highlighting resume building, mock interviews, and other career-related activities.

Strategic metrics: Partnerships (6.1)

SCC has three strategic metrics associated with enrollment of high school seniors in SCC’s Dual-Credit programs or service area high schools. These metrics measure the percent of different groups of seniors who enroll at SCC in the year after their high school graduation.

Approximately 40% of TCA seniors and 20% of SENCAP/ DCA seniors enroll at SCC in the year after their high school graduation (which is the year shown in the graphs).

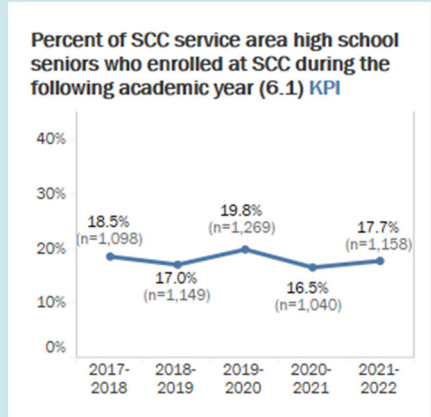
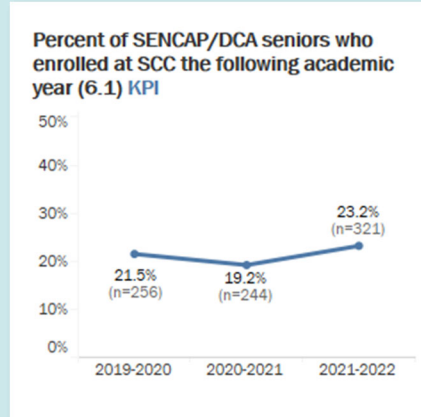
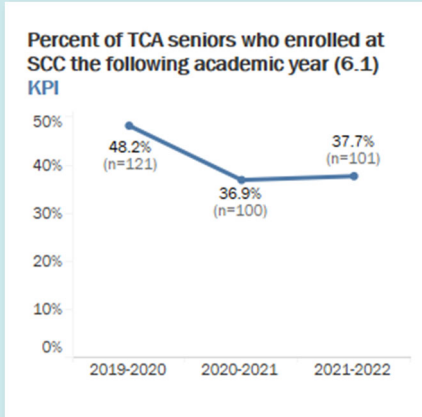
Just under 20% of all high school seniors in the 15-county service area enroll in the year after their graduation.

These metrics are key performance indicators (KPIs)

that have specific targets:

- TCA is working toward having 50% of their students enroll at SCC in the year after finishing high school.
- SENCAP/DCA has a target of 35% enrolled one year later.
- The target for the College as a whole is to enroll 26% of all seniors in the service area the year after graduating.

See pages 22-23 for more. ■



Students can take their courses in a variety of formats: online, distance learning, or face to face at their local high school. In addition to their college course, they will have a weekly portfolio assignment aimed to provide career education and exploration.

Some highlights from and changes made by the SENCAP and DC Advantage programs in recent years include the following.

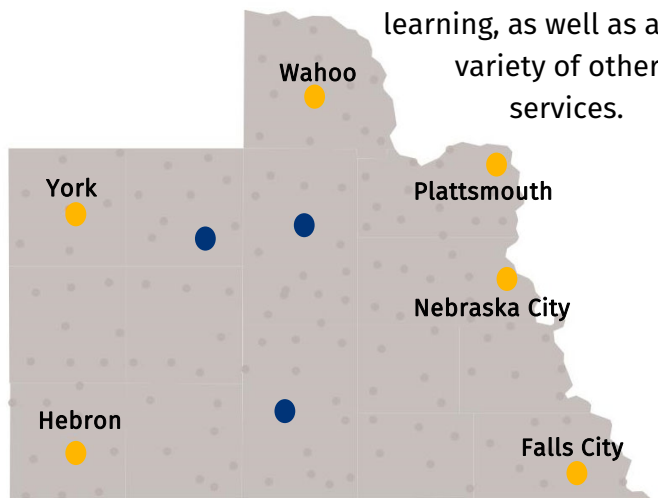
- Added new partnerships for Louisville and Plattsmouth. All public schools in the 15-county service area are now members of SENCAP.
- Aligned pathways to match certificates offered for high school students. As of 2022-2023, SCC offers seven certificates to high school students.
- Added four new pathways for 2022-2023: Commercial Driver's License (CDL), Licensed Practical Nursing (LPN), Automotive, and Academic Transfer
- Created an online Resource Guide to support SENCAP/DC Advantage application and registration.
- Created a Dual-Credit handbook to support instructor (and student) success, which is posted on <https://www.southeast.edu/highschoolstudentprograms/>
- Created a SENCAP/DC Advantage Coordinator handbook to deliver high quality services.
- Expanded delivery options for new academies at our high school locations.
- Met with all ESUs in our 15-county area for partnership opportunities.
- Added transfer matrix to SENCAP guidebook to improve transfer information for parents, students, and counselors.
- Identified internship opportunities in our

portfolio with area businesses and industries.

Strengthening Existing Partnerships: Learning Centers (4.4, 6.3, 6.4)

In support of the 2015-2019 Strategic Plan, SCC established six learning centers within the service area to provide program and continuing education opportunities outside of SCC's three campuses. The Learning Centers are geographically distributed across the service area to maximize the number of people living within a 35-mile radius from at least one SCC location.

The Learning Centers are located in Falls City, Hebron, Nebraska City, Plattsmouth, Wahoo, and York. They offer a variety of credit and non-credit courses from workforce development to leisure learning, as well as a variety of other services.

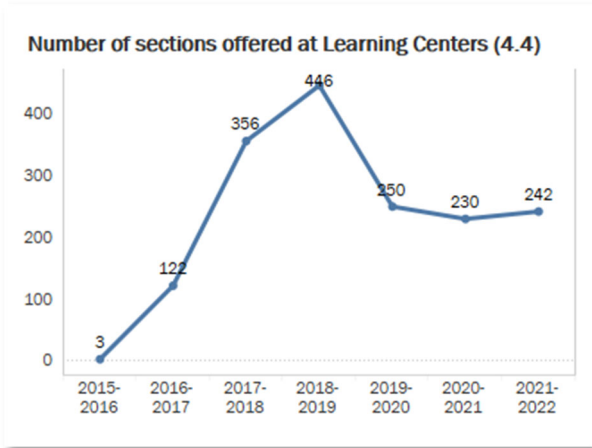
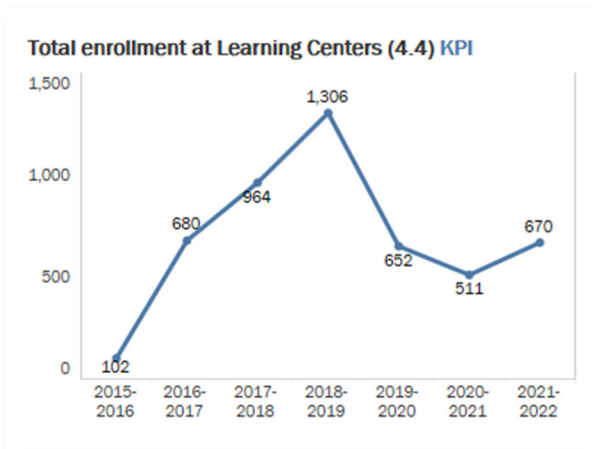


In addition to serving as locations for courses, the Learning Centers also function as hubs for regional connections to educational, community, business, and industry partners. A working list of these partnerships is available at <https://www.southeast.edu/learning-center-regional-connections/>.

As documented in previous Strategic Plan Progress Reports, both the number of courses and course enrollment at the Learning Centers grew rapidly as soon as they were established.

As shown on page 12, the trends for these metrics are now more complicated. The combination of

the calendar change and the pandemic stopped the pattern of enormous growth each year. With fewer terms, the Learning Centers have fewer opportunities to offer courses on a semester calendar than on a quarter calendar. As a result, the College expected to experience some decrease in both number of sections and total enrollment between 2018-2019 and 2019-2020.



Since this combination of events, both metrics have become more stable. Since last year, total enrollment at the six learning centers increased from the prior year (from 511 to 670) while the sections offered remained relatively consistent.

The total enrollment at Learning Centers is a key performance indicator. By the end of the 2020-2024 strategic plan, the College wants to enroll 1,500 students in courses offered at the Learning Centers. This target represents 300% growth from 2020-2021. See page 23 for more details.

New locations for York and Nebraska City Learning Centers

The York Learning Center moved to a new building on 7/1/2022. The new location provides more space for classes, computer labs, and meeting rooms to serve the educational needs of the City of York and surrounding communities and to increase outreach to our rural counties.

The Nebraska City Learning Center moved into new space in May 2021 that includes indoor/ outdoor classrooms, a health simulation room, office and testing spaces, a construction lab and more. With the new space (shown below), SCC has expanded relationships with business and industry to host several non-credit classes. For example, SCC has begun offering Microsoft Office training in Intermediate Excel, Word, Outlook, and Teams to Cargill employees.



SCC Learning Center, Nebraska City

First-ever graduates from SCC Learning Centers!

As the Learning Centers have grown, the outcomes associated with expansion of learning throughout service area have become more concrete.

In December 2021, two students graduated from SCC without ever setting foot on an SCC campus. One student earned her AAS in Business Administration from the Wahoo Learning Center and another earned an AAS in Long-Term Care Administration from the Plattsmouth Learning Center. These awards were made possible by the expanded credit offerings now available at the Learning Centers.

New Strategic Partnerships (goal 6)

In addition to SCC's existing partnerships, new ones are being established. Interestingly, the pandemic prompted two new partnerships to support SCC programs, employees, and students.

Walter Scott Jr. Pathway Scholarship Program

Beginning in January 2022, both SCC and the SCC Educational Foundation worked extensively with the Suzanne & Walter Scott Foundation to create the *Walter Scott, Jr. Pathway Scholarship Program*. This program will support Career and Technical Education students along an educational pathway leading to high-skill, high-demand, high-wage careers in their local community.

Each year, this innovative program will provide up to 50 students in skilled technology programs with the opportunity for a full scholarship that covers tuition, fees and room and board. Other amenities include an on-campus living and learning environment and program enrichment activities throughout the year. Student support and career placement will be coordinated by a full-time director who is dedicated to the program. The first selection of 25 students will occur by August 2023; another 25 will be chosen by January 2024.

Office of Work-based Learning

The Office of Work-based Learning was established in 2022 with nearly \$4.3 million of funding from the American Rescue Plan awarded by the City of Lincoln. The purpose of this office is to create customized training for people who may be under-employed or not employed as a result of COVID-19. As the office hires an Executive Director (the position is open as of 10/1/2022) and becomes more established, this partnership will address workforce development needs of individuals and communities disproportionately impacted by the pandemic.

The Office will focus on high demand, high impact areas such as information technology, welding, manufacturing, and health sciences. The partnership with the City and regional employers will include creation of dedicated training spaces and asymmetrical training. It will allow the college to provide the training that industry partners need for their workforce.

The American Rescue Plan funding also will support development of dedicated IT training space in the to-be-constructed Sandhills Global Technology Center.

Children of State Teammate Tuition Reimbursement Program

Starting with summer 2022, a new partnership with the state of Nebraska provides dependents of state employees with free tuition to attend SCC and other Nebraska community colleges. The partnership will help combat the on-going workforce shortage in the state by increasing the number of individuals enrolled at our colleges.

This program, which will be administered by the state of Nebraska, will provide direct benefit to state employees that covers 100% of the cost of tuition after other funding sources, such as grants and scholarships, have been applied.

Instructional Division Initiatives

The Instructional Division has a number of initiatives related to programming and partnerships that are both established and in development.

Global Studies Program (4.2, 4.3)

Southeast Community College provides educational opportunities through Global Education/Study Abroad to enhance college experience and improve students' chances of career success. These programs provide tools for exploring different cultures and managing oneself in a global economy. SCC offers many opportunities through our Global Education/Study Abroad program and has recently added or expanded partnerships and programming for students and employees in this area including:

- Monthly book club
- Monthly 'Lunch and Learn' series
- Award to honor staff and faculty for Global Education endeavors
- New content on the SCC website about international holidays.

The Arts & Sciences Division launched the Global Studies Certificate program and a "study away" option that allows students interested in cultural travel to do a trip within the continental US.

The Global Studies program also has expanded other travel opportunities and will host trips to:

- Ireland—May 2022
- Paris—May 2023
- New York City —May 2023

In addition, the Global Studies Program Chair, Nicole Trevena-Flores, has launched an exchange student program during 2021-2022. Through this program SCC has two students from Germany who are spending a year in the United States beginning in fall 2022. These students are enrolled at SCC and living with SCC host families.

DACUM (4.2, 4.7, 6.3)

The DACUM process is one way that SCC partners with our community to ensure student and employer needs are met. DACUM, which stands for 'Developing a Curriculum', is used to ensure that program curricula are up-to-date.

All programs go through a DACUM workshop approximately every five years. The process is a structured way to gather feedback from participants who are expert workers from the relevant industry. The goal is to identify what skills, tools, and behaviors should be taught in a program's curriculum. SCC wants students to learn skills that new employees will need as they start in a new industry and to not skills that are outdated (e.g., VCR repair).

The DACUM process utilizes partnerships with industry to help SCC ensure that instructional programs and internal processes remain current and relevant for a changing world.

SCC conducted the following DACUM workshops in 2021-22; all but one was done via Zoom.

- Graphic Design/Media Arts
- Energy Generation Operations
- Little Priest Tribal College (new Ag program)
- Diesel Technology—Truck
- SCC Department Chairs

Tutoring and Transitions Center (goal 6)

The Tutoring and Transitions Center provides a number of services to students, particularly those from vulnerable populations, to help them reach their full potential. Services include face-to-face and online tutoring and assistance with homework and study skills. To expand the effectiveness of the Tutoring and Transitions Center, SCC designed an initiative to support individuals who are not on SCC campuses.

This grant-funded project, entitled Bridging the Opportunity Gap, includes a full-time academic

coach to develop off-campus relationships with non-profits in the human services field in the Lincoln community. The aim is to build relationships that will reach students where they are – whether that be at a shelter, a residential community recreation center, or rehabilitation center – and help them build a bridge to educational attainment, sustainable income, and fulfilling life.

The academic outreach coach has established relationships with Community Action Partnership, Cedars, Lincoln Literacy, St. Monica’s, and the Mental Health Association and has begun discussions with several others.

In addition, the academic coach is learning where and how to best support students in terms of academic support needs, financial aid support, and academic pathways. An advisory team of community members and SCC faculty and staff will meet regularly to navigate and guide these efforts during the course of the project.

Adult Education Program (4.4, 6.3)

The Adult Education program at SCC is best known for instruction in Basic Skills/GED and English as a Second Language. Recently, the program expanded its partnerships within SCC and with the Lincoln-based American Job Center to support students and contribute to the workforce by implementing

Integrated Education and Training programs (IETs)

IETs are federally funded by the Workforce Innovation and Opportunity Act (WEOA) and other grants to develop the workforce in high-demand jobs, provide opportunities to individuals who have limited foundational reading and math skills, and increase access to the workforce.

For example, the Adult Education program is now partnering with SCC’s Health Sciences division to provide a Nursing Assistant course designed to build employable skills and improve reading, math, and high school equivalency. The American Job Center was also a partner in this project. They provided workforce preparation through funding, workshops, workplace recruiting visits, and job placement supports.

In spring 2022, eight students, whose tuition and course materials were fully funded through federal and state grants, successfully completed the Nursing Assistant course and passed state requirements to join the Nebraska Nursing Assistant registry.

These students gained 1.9 grade levels in reading and 1.4 grade levels in math during the 16-week course. All students who were work-eligible are now employed in healthcare jobs with the assistance of our workforce readiness partner, American Job Center. Four students who achieved high school



Ireland 2022



Strategic metrics: Virtual delivery methods

Strategic objective 4.8 states that SCC will “expand online, hybrid, and other course and program delivery options to increase access to educational opportunities”.

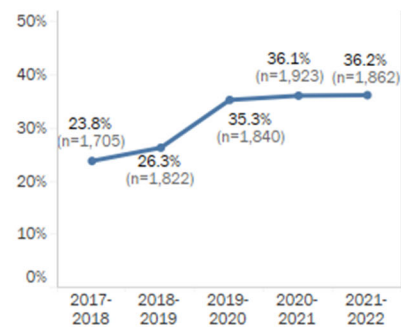
Virtual courses like these include **online** (offered online and on demand), **hybrid** (include both online and in-person components), and **synchronous web** classes (scheduled for specific days and times with all class sessions held via Zoom).

Two strategic metrics associated with this objective demonstrate that SCC has successfully expanded both the number of sections offered virtually and enrollment in those courses.

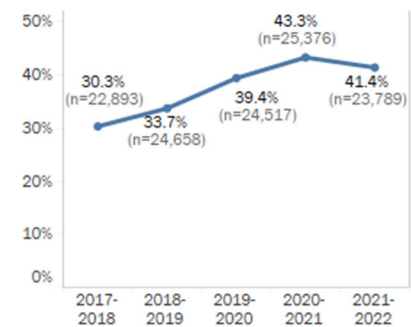
There was an increase between 2018-2019 and 2019-2020 in the number of sections offered with a virtual delivery method. In the last three academic years, more than one-third of undergraduate sections were offered with a virtual delivery method.

The percent of undergraduate enrollment in virtual courses is slightly higher than percent of sections, which indicates that virtual sections have slightly higher enrollment than face-to-face sections. The percent of enrollment in

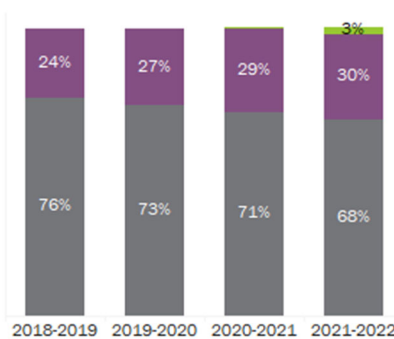
Percent of sections offered as web, hybrid, and other non-F2F (4.8)



Percent of enrollment in web, hybrid, and other non-F2F courses (4.8)



Type of virtual course sections offered

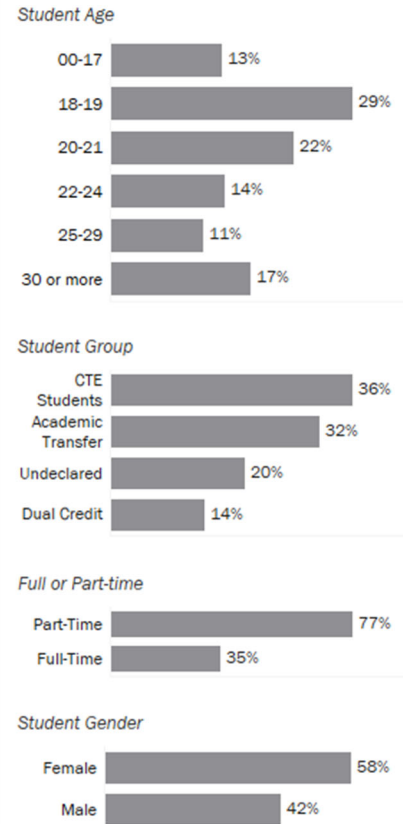


virtual classes has increased steadily to more than 40% until it fell slightly in 2021-2022.

The percent of virtual courses offered via traditional online methods, while still the dominant method, is slowly decreasing (76% in 2018-2019 68% in 2021-2022) as the number of hybrid and synchronous web delivery methods grows.

Finally, virtual students are a diverse group. While most virtual students are part-time (77%), students of all ages, program types, and genders are taking classes delivered

Demographics of Virtual Students 2021-2022



via virtual methods. In a separate analysis, we discovered that a substantial number of these students are females age 25 or older. ■

equivalency have taken entrance exams for their first post-secondary classes, and two of them have started taking post-secondary classes toward health care careers.

In fall 2022, eight additional students are enrolled in the semester-long, 10 hour per week nursing assistant program and are on their way to gaining valuable workforce skills, improving reading and math abilities, completing their high school equivalency, and becoming increasingly ready to join the workforce and post-secondary study because of this partnership between SCC's Adult Education Program, Health Sciences, and the American Job Center.

Continuing Education (4.4, 4.5, 6.3, 6.4)

SCC's Continuing Education Division provides responsive workforce, educational, and personal enrichment opportunities for southeast Nebraska to support an improved quality of life and promote economic development.

As part of that mission, the Division continues to expand its workforce training programs to meet industry needs. A partial list of the new programs and training implemented in 2021-2022 includes:

- 309 Task Force Functional Welding
- Kawasaki MVAC Training
- NPPD National Electrical Code Seminar
- Leadership Training for Constructors
- Statistical Process Controls training with Hornady Manufacturing
- Introduction to Programming & Technical Fundamentals
- Promineo Tech Software Developer Programs
- Increased customized CPR training to include a class for 120 TCA students
- 'On demand' education for healthcare continuing education with Abuse and Neglect and IV Therapy courses.
- Developed innovative, flexible programming that serves 30 rural fire departments.

In addition, the Continuing Education Division is deeply involved in numerous partnerships throughout the service area, including:

- *Southeast Nebraska Development District:* SENDD provides a variety of services for counties including grants, business and industry financing and special studies and plans to support area workforce and community needs.
- *Southeast Nebraska Manufacturing Partners:* The group includes area economic development and ESU 5 and ESU 6 representatives working to promote opportunities for the manufacturing sector.
- *Southeast Nebraska Area Health:* AHEC's focus is with rural and underserved populations and seeks to provide educational programs and services that bridge academic institutions and communities.
- *Strategic Initiatives Committee for the Greater Lincoln Workforce Board:* Committee is responsible for connecting local and regional business, education and economic development initiatives; promoting partnerships with the local and regional one stop systems and American Job Center and promoting strategies for target industries.
- *Nebraska Manufacturing Alliance Workforce Committee:* Committee member on task force working to advance priority workforce initiatives for the Nebraska Manufacturing Alliance that was established with the Nebraska Chamber of Commerce in 2020.

Other recent collaborations happened with:

- AARP to provide online technology sessions for their members throughout the U.S.
- Lincoln Public Schools to provide \$20,000 in scholarships to LPS students enrolled in Drivers Education. ■

Additional Strategic Achievements



In addition to the Goals 4 and 6 achievements, SCC made substantial progress in other areas.

Goal 1—Enrollment processes are being streamlined (1.2)

The Student Enrollment and Instructional Divisions collaborated to improve student access through simplified institutional-level enrollment processes. A common placement score was implemented across the College to streamline admissions processes.

The divisions utilized applicant-to-enrollment matriculation data to identify opportunities to develop a tiered approach to prerequisite sequencing. Such an approach would strengthen the College’s ability to ensure students enter courses for which they are adequately prepared. Several programs implemented this change in Spring 2022, with the college-wide implementation effective Fall 2022.

Goal 1—Enrollment increase at Milford (1.3, 1.4)

Among other notable accomplishments related to enrollment, the Milford campus has observed a 25% increase in enrollment over the past 3 years with a 10% increase in just this most recent year.

Goal 2—New software for complaints and concerns reporting

SCC is committed to promoting a safe and welcoming environment that is respectful of diversity and which improves the quality of campus life for students, faculty and staff.

SCC has implemented a new software for complaints and concerns reporting (CCR) for when individuals encounter a College-related problem, conflict, concern or issue that negatively impacts themselves or others. The new system replaces the TIPS system for reporting of complaints and concerns.

Goal 3—Considerable progress with communication and public awareness

The College continued its work with Firespring on the New Student Recruitment Campaign to identify prospects with the <http://choosesc.com> website. The number of users, new users, sessions, and page views all exceeded their annual goals. The number of leads generated (945) was just short of the campaign goal of 1,000.

The pandemic led to increased communication across the College. At least 40 COVID-19 communications (approximately one per week) were sent to employees during 2020-2021.

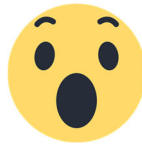
Other accomplishments related to Goal 3:

- More people are visiting the SCC website. There were 2,158,015 unique page views in 2020-2021, which was an annual increase of 1.9%.
- Overall our social media engagement statistics are favorable, yet challenging due to COVID-19.
 - Facebook post frequency decreased when the pandemic hit, but it did not affect the overall numbers in 2021-22.
 - Admissions took over the College’s Instagram account on 4/1/2020, and is using it to complement their recruiting efforts.
- The number of College-generated press releases increased from the previous year, and the College received favorable media coverage on a number of stories, including new Board member Tim Cerveny, SCC tuition to remain steady, and free suicide prevention training.
- The College worked with Firespring on a *Cool Programs of Study* video project. Numerous programs were featured, including culinary, agriculture, diesel technology, HVAC/R, land surveying, precision machining, and welding.



Goal 7— Student housing is coming to Lincoln (7.6)

SCC launched the construction of the first student housing project on the Lincoln Campus in June 2022. Occupancy in the 250-bed residence hall is expected in Spring 2024.



Goals 7 and 8—New software solution for donor management (7.8, 8.4)

A new donor management software for the college and Foundation will go live in October 2022. This comprehensive and cloud based fundraising and donor management software will give us the analytics to find top prospects, connect with all donors and alumni, and drive strategic decisions.

Goals 7 and 8— Capital Campaign is underway (7.1, 8.5)

The College and the SCC Educational Foundation are working closely together on the Empower Capital Campaign to raise \$50 million for new facilities. As of September 2022, we have received approximately \$20 million in pledges, gifts, and grants for the following projects.

- IT/STEM building in Lincoln
- Construction Technology Center in Milford
- Welding Center in Lincoln
- Agriculture Center and Arena in Beatrice.

Goal 8—SCC Foundation established scholarship and giving programs (8.4)

The SCC Educational Foundation established 21 new scholarships and created a planned giving program that includes a new society called the *Path to Possible Legacy Society*.

In addition, a new annual fund program *Pathway to Possible* made its debut in November 2021. Its goals are to bring in new donors, strengthen and cultivate relationships with current donors, and support students through scholarship funding or donations toward facilities or the Foundation.

Goal 8—Financial strategies and risk mitigation plan developed (8.3, 8.6)

The College completed a 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—New and revised policies and procedures approved (9.2)

A thorough review of all College policies and procedures is underway. The Board of Governors has approved 15 new policies in areas such as federal compliance, substantive change, and academic quality.

Similarly, the SCC Educational Foundation is in the process of evaluating all their current policies and procedures including their investment policy statement, endowment agreements, and gift acceptance policies.

Goal 9—Quality Initiative report was approved by HLC (2.2, 5.5, 9.4)

SCC sent our Quality Initiative (QI) report to HLC in March 2022. The QI project, a requirement of accreditation, focused on improving student retention and completion by developing academic resiliency in students and those employees who directly interface with students. HLC approved the report with no additional follow-up required.

Goal 9—Preparation for upcoming HLC site visit (9.4)

The Accreditation Steering Team has been actively preparing for the April 2023 Comprehensive Evaluation site visit since 2020. The activities to prepare for this important event have included gathering evidence; developing a communication plan that includes newsletters, passport challenges, and more; drafting narrative for the Assurance Argument; and moving forward on identified areas of improvement. ■

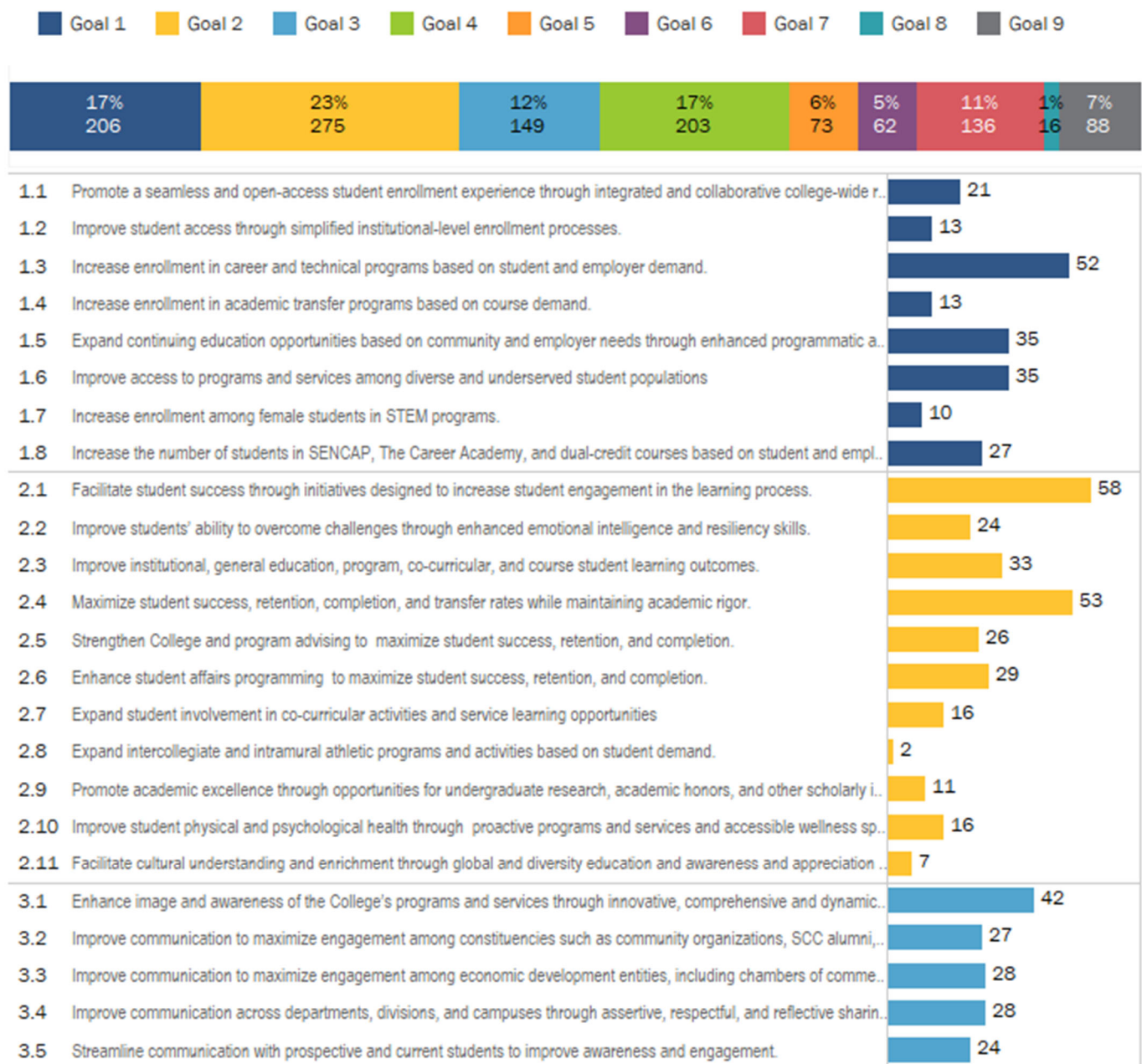
Connections between MAP goals and strategic goals

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

These pages show 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 2— Student Success (23%), whereas Goal 8—Financial Strength had the least (1%).

Three objectives had more than 50 connections: (1) 1.3—increase enrollment in career technical programs, (2) 2.1—facilitate student success by increasing engagement in the learning process, and (3) 2.4— Maximize student success, retention, completion, and transfer rates while maintaining rigor.



4.1	Improve and expand market research capacity to assess demand for existing and new career programs.	14
4.2	Strengthen alignment of program curriculum with the knowledge, skills, and abilities required for professional success through responsive apprenticeships, co-operative learning, hands-on experiences, and real-time simulations.	35
4.3	Strengthen alignment of program curriculum with the knowledge, skills, and abilities required for successful ..	21
4.4	Expand credit and non-credit offerings and services for the College's 15-county service area by strengthening programmatic and operational capacity at each Campus, Learning Center, or other College location.	42
4.5	Improve and expand dynamic and creative customized training solutions based on employer demand.	17
4.6	Increase and improve articulation agreements for academic transfer and career/technical programs.	6
4.7	Promote ongoing review of programs and services for effectiveness and viability.	31
4.8	Expand online, hybrid, and other course and program delivery options to increase access to educational opportunities.	37
5.1	Improve hiring processes, including proactive recruiting and onboarding for a diverse and dynamic full- and part-time ..	9
5.2	Expand human resource programs and services for all employees	9
5.3	Promote internal and external opportunities for leadership, professional development, research, and educational advancement to ensure a collaborative and dynamic work environment.	27
5.4	Strengthen employee engagement through a comprehensive participatory governance structure that promotes service to the College through opportunities for input and committee participation.	12
5.5	Improve faculty and staff proficiency in College and program advising and resiliency and emotional intelligence skills.	16
6.1	Strengthen partnerships with school districts and ..	17
6.2	Promote partnerships with four-year institutions to increase access to undergraduate, graduate, and professional degrees.	7
6.3	Strengthen partnerships with industry leaders to promote economic and workforce development.	31
6.4	Improve access to entrepreneurial opportunities to promote economic development in the 15-county service area.	7
7.1	Expand and improve College facilities, learning environments, and landscapes through the implementation of a comprehensive, environmentally conscious, and renewable facilities master planning and proactive maintenance plan..	24
7.2	Strengthen instructional programming through capital equipment and classroom technologies.	23
7.3	Improve space utilization through continual analysis and assessment of current and future facility needs.	15
7.4	Expand and improve ADA compliance and equitable access to all aspects of the College's educational environment through proactive universal design principles.	3
7.5	Improve safety and security at all College locations.	17
7.6	Promote all campuses as destinations through expanded housing, student-centric collaborative spaces, access to amenities, and high-quality study spaces.	11
7.7	Ensure the College maintains a comprehensive, secure, and sustainable technology infrastructure through expandable functionality, redundancy, and innovative technology planning.	6
7.8	Improve the use of innovative technologies in course, program, and student services delivery.	37
8.1	Promote legislation to improve state funding and enhance flexibility associated with the College's use of its tax levy authority.	1
8.2	Improve proactive and integrative planning and budgeting processes through a multi-year financial master plan.	3
8.3	Increase fund reserves and strengthen financial position to ensure future financing of strategic initiatives.	1
8.4	Increase giving opportunities from external entities by expanding Advancement and Resource Development office functionality and strengthening the partnership between the College and the SCC Educational Foundation.	3
8.5	Strengthen the College's ability to initiate and complete capital projects.	1
8.6	Enhance transparency in the College's budgeting and financial processes.	1
8.7	Promote cost-effective and efficient auxiliary services.	6
9.1	Promote effective and sustainable staffing and compensation levels to ensure excellence in all College operations.	7
9.2	Improve all College policies and procedures through a systematic review and documentation process.	20
9.3	Promote an efficient operational pace through integrated scheduling and calendar processes.	6
9.4	Enhance institutional accountability through ongoing compliance with accreditation requirements and the implementati..	6
9.5	Promote use of valid and reliable data in decision making through improved integrated planning, budgeting, program review, assessment, and other institutional processes.	18
9.6	Maximize a positive and engaging organizational climate by encouraging input, reflective and transparent communication, and compassion and respect toward the views and ideas of others.	31

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%

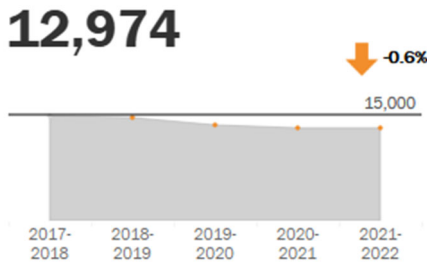
Value of five year target
 4,250

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

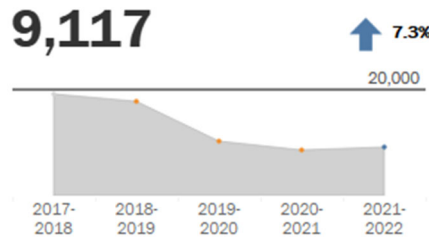


Goal 1 KPIs

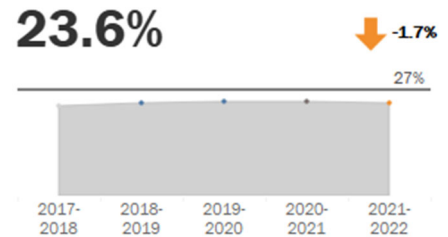
Total undergraduate enrollment | 2021-2022
 Total unique enrollment of undergraduate students during an academic year, including dual credit students.
 Five year target: 15% growth from 2020-21



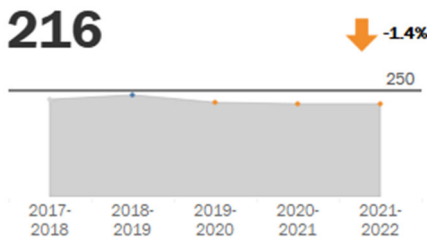
Enrollment of Continuing Education Students | 2021-2022
 The unduplicated number of individuals enrolled in non-credit Continuing Education courses.
 Five year target: Return to previous levels



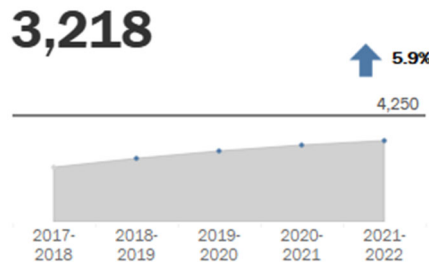
Percent of undergraduate enrollment that is minority | 2021-2022
 Percent of undergraduates who are students of color, including dual credit students
 Five year target: Increase 3 points from 2020-21



Number of female students in STEM programs | 2021-2022
 Number of female students in programs that are identified as STEM during an academic year
 Five year target: 15% growth from 2020-21



Number of dual credit students | 2021-2022
 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

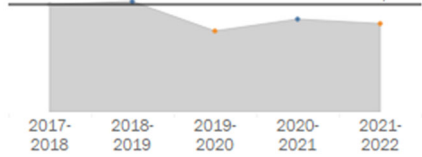
Number of associate degrees (AA, AS, AAS, AOS) awarded during academic year

Five year target: 15% growth from 2020-21

987

↓ -5.2%

1,200



Number of diplomas awarded | 2021-2022

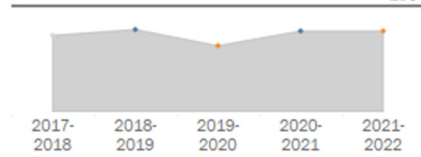
Number of diplomas awarded during academic year

Five year target: 30% growth from 2020-21

189

↓ -1.0%

250



Number of certificates awarded | 2021-2022

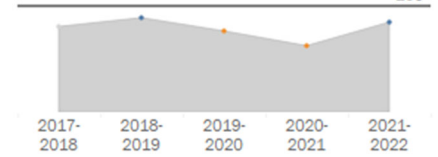
Number of certificates awarded during academic year

Five year target: 60% growth from 2020-21

135

↑ 35.0%

160



Overall success rate of undergraduate students | 2021-2022

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

73.8%

↓ -1.7%

78%



Overall success rate of dual credit students | 2021-2022

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

88.4%

→ -0.1%

90.0%



Fall to fall retention rate | 2021-2022

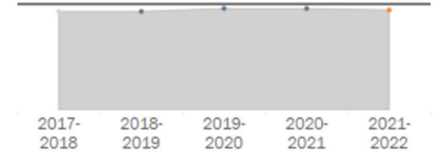
Percent of full-time students from the previous fall term cohort who are still enrolled or have completed their program (as defined by U.S. Dept. of Education).

Five year target: Increase 3 points from 2020-21

62.8%

↓ -2.0%

67%



Graduation and transfer rate | 2021-2022

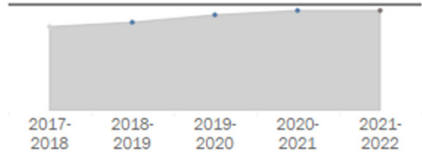
Percent of students who either graduated from SCC or transferred to another college or university in three years (or 150% of normal time).

Five year target: Increase 3 points from 2020-21

56.6%

→ -0.2%

60%



Workforce placement rate of Career/Technical graduates | 2021-2022

Percent of graduates from career/technical programs who indicated they were employed at the time of or shortly after their graduation.

Five year target: Increase 3 points from 2020-21

83.0%

↑ 3.7%

83.0%



Goal 4 KPIs

Total enrollment at Learning Centers | 2021-2022

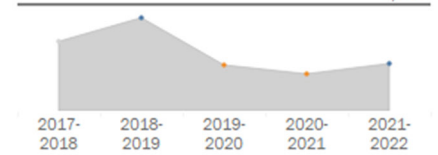
Total enrollment in courses offered at the six Learning Centers.

Five year target: 300% growth from 2020-21

670

↑ 31.1%

1,500



Goal 6 KPIs

Percent of TCA seniors who enrolled at SCC the following academic year | 2021-2022

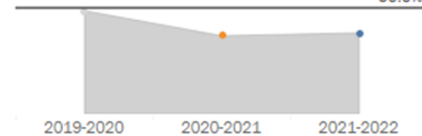
Percent of TCA seniors who enrolled at SCC as an undergraduate student the following academic year

Five year target: Increase 12 points from 2020-21

37.7%

↑ 2.2%

50.0%



Percent of SENCAP/DCA seniors who enrolled at SCC the following academic year | 2021-2022

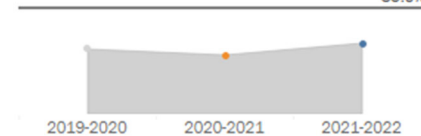
Percent of SENCAP/DCA seniors who enrolled at SCC as an undergraduate student the following academic year

Five year target: Increase 12 points from 2020-21

23.2%

↑ 20.8%

35.0%



Percent of SCC service area high school seniors who enrolled at SCC during the following academic year | 2021-2022

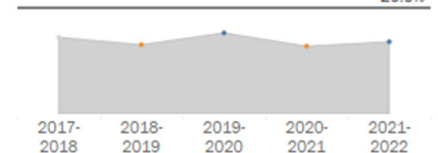
Percent of high school seniors from the 15-county service area who attended SCC during the following year

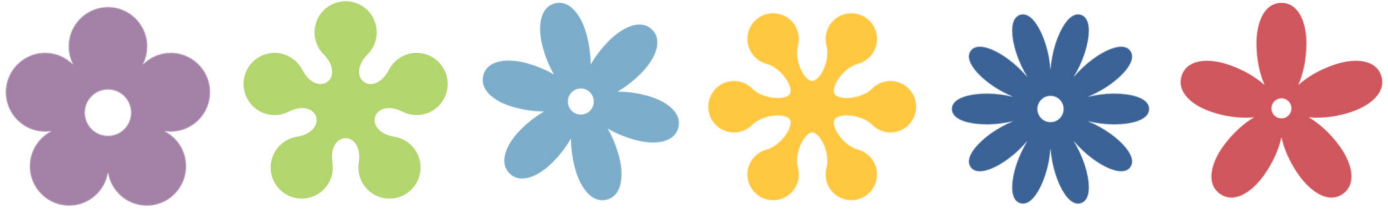
Five year target: Increase 10 points from 2020-21

17.7%

↑ 7.3%

26.0%





Mission Action Plan accomplishments!

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

Equity/Access/Diversity

Staff continue to identify areas within the College's procedures and operations affected by federal and/or state laws and regulations to identify what areas should be reviewed and monitored for compliance.

Advising

Faculty advisor Canvas training shell developed and deployed. Mentor program for new advisors developed and deployed. Continued training for faculty advisors conducted each semester by appropriate college advisor.

Assessment

Developed course-level assessment processes using CANVAS and Nuventive. Data was collected by the General Education team. Full implementation is down the road.

Career Services

Career Services hosted etiquette development workshops on all three campuses. Learn to Dream specific invites originated through the Career Services office and from College Advisors. These events were well attended and well received by the students who participated.

Beatrice Physical Plant

Director of Facilities and Superintendent studied the complexities of the new building and the needs required - amount of people and job descriptions needed to maintain the facilities.

Milford Campus

Fundraising to date for Save Nebraska Hall is at \$827,000. Due to increase in project costs, the College needs to reach \$2 to \$3 million to begin construction.

CAPS

Referrals to CAPS in 2021-2022 increased to over 340 as compared to 305 in the previous year.

Financial Aid

Promotion of SCC Foundation scholarships has increased the number of applicants for the scholarship funding available to students. Increased applicants helps to provide a larger pool of candidates to utilize available funds to ensure annual funding is allotted to student population to help meet their expenses.

Entrepreneurship Center

All Focus Suite offices were occupied during the fiscal year.

Institutional Research

Developed a satisfaction survey to gather feedback from data users that was administered in June 2022.

Construction, Electronics, CIT and Manufacturing Division

The number of hybrid offerings in this area increased from 56 to 72.

Continuing Education Services

The Division has developed a standard operating procedure for course evaluations that explains the purpose, scope, responsibilities, a process map, and procedure to be followed.

Agricultural Management and Production

Instructors are continuing to bring industry leaders into the classroom in order to bring in the most current information and technology.

Arts and Sciences

The division Associate Deans and Chairs really embraced the goal of improving access, equity and inclusion. Among other things the English department is organizing for 2022-2023 training webinars and discussion series as part of their own community of practice and to invite others to join a community of practice focusing on these issues.

Global Studies

GLST 1000 was approved and is scheduled to run Fall of 2022. In addition the Global Studies Certificate program was built and has been approved by CCPE, HLC, and U.S. Department of Education.

Humanities

Approximately 40 students entered the Speech Contest. Advertisements of the contest, spreading the word by email, and providing extra credit in Speech classes to students who take part helped with the number of students who entered by submitting an application and outline.

Sciences

The Beatrice STEM Club was established in 2021-2022. The Club was organized, held meetings, elected officers, and submitted a constitution, which was approved. The Club provided co-curricular and extracurricular opportunities for students, including a service opportunity, various field trips, and collaborative participation in Family Science Night.

Biotechnology

Had a four-fold increase in enrollment. Approximately 12 students were still enrolled in Spring 2022 compared to three students the previous year.

Early Childhood Education

Through the advising process faculty were able to heighten awareness of the AA and Certificate options. The program had several students who decided to change their completion pathways as a result.

Automotive Technology

Our automotive students had similar success (rate of passing) in hybrid course results when compared to face to face success. The program faculty and students proved to themselves that hybrid learning options can work with the automotive technology curriculum, but face-to-face remains preferred.

Nondestructive Testing Technology

Program faculty have developed and implemented assignments relative to course activities which primarily have been centered around classroom and online activities for purposes of improving student engagement and retention.

Deere Construction & Forestry Equipment

Program faculty have started conversations about adjusting curriculum to align more closely with the John Deere Ag Tech program in order to more efficiently use space, while increasing enrollment and providing a pathway to dual degrees (or transferring from one program to the other) more easily.

Office Professional

Created new certificate program that was approved by Board of Governors that is designed to allow students to gain the necessary basic knowledge to be successful in an office setting. It consists of the classes that students take in their first semester of the Associate of Applied Science program and that are the foundation of becoming an administrative assistant.

Practical Nursing

Every Practical Nursing student is assigned a faculty advisor when entering the program; all students at risk are reviewed during faculty meetings and a plan is developed; students are allowed remediation opportunities with nursing lab skills and clinical competencies.

Surgical Technology

Utilization of capital equipment purchased with the new Health Science building has been incorporated to provide hands on practice in program courses. Students now have to opportunity to practice these skills in the lab environment prior to beginning their clinical rotations.

Library Resource Center

LRC staff prepared and put up three book displays that focus on diversity resources with the help of the office of Access, Equity, and Diversity.

Learning Center in Falls City

Over the past few years, we've had continual requests for more arts & crafts and cooking classes. From specific requests from students and community members, four new classes were developed.

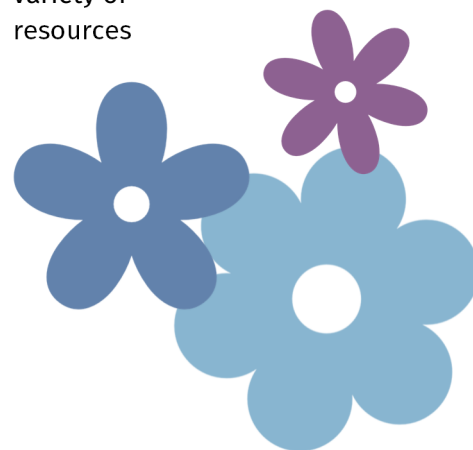
Intercollegiate Athletics

Identified a number of athletic programs for expansion:

- Men's and Women's Track
- Men's and Women's Wrestling
- Men's and Women's Rodeo
- Men's and Women's Tennis
- Men's Volleyball
- Women's Golf
- E-Sports
- Trap Shooting.

Professional Development

Professional Development promotes virtual options through the professional development newsletter each month that may be of interest to staff/faculty. These are provided through a wide variety of resources





Administrative priorities for 2023-2024

The Administrative Team developed the following priorities for the 2023-2024 academic year after reviewing strategic metrics trend data and evaluating the number of unit-level connections in previous years. Administrative Team members will encourage all areas of the College to integrate these key College-level priorities into their 2023-2024 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 with high school and four-year college and university partnerships, integrated and simplified enrollment processes, retention initiatives, 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 employee hiring, development, and retention processes** to ensure the College has diverse, invested, and highly engaged faculty, staff, and administrators.
4. **Respond to opportunities for improvement identified by HLC** during the comprehensive accreditation review in April 2023.



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 4 - Programming and Development

Object-ive	Metric	Data Source	Definition	KPI
4.4	Number of sections offered at Learning Centers	Zogotech	The number of credit and non-credit courses offered at the six SCC Learning Centers.	.
4.4	Total enrollment at Learning Centers	Zogotech	Total enrollment in courses offered at the six Learning Centers.	Yes
4.8	Percent of enrollment in web, hybrid, and other non-F2F courses	Zogotech	Percent of undergraduate enrollment in courses that were offered via via web, hybrid, synchronous learning methods, or other non face-to-face methods.	.
4.8	Percent of sections offered as web, hybrid, and other non-F2F	Zogotech	Percent of course sections that are offered via web, hybrid, synchronous learning methods, or other non face-to-face methods	.



Goal 6 - Strategic Partnerships

Object-ive	Metric	Data Source	Definition	KPI
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 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
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



Other Key Performance Indicators

Object-ive	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
1.5	Enrollment of Continuing Education Students	Zogotech	The unduplicated number of individuals enrolled in non-credit Continuing Education courses.	Yes
1.6	Percent of undergraduate enrollment that is minority	Zogotech	Percent of undergraduates who are students of color, including Dual-Credit students	Yes
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
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 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	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). The value for 2021-2022 in this report does not match that reported to IPEDS due to a mistake on the initial cohort submitted to IPEDS. The value in this report is correct.	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



SCC Board of Governors 9/30/2022

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Equal Opportunity/Non-discrimination Policy

It is the policy of Southeast Community College to provide equal opportunity and nondiscrimination in all admission, attendance, and employment matters to all persons without regard to race, color, religion, sex, age, marital status, national origin, ethnicity, veteran status, sexual orientation, disability, or other factors prohibited by law or College policy. Inquiries concerning the application of Southeast Community College's policies on equal opportunity and nondiscrimination should be directed to the Vice President for Access/Equity/Diversity, SCC Area Office, 301 S. 68th Street Place, Lincoln, NE 68510, 402-323-3412, FAX 402-323-3420, or jsoto@southeast.edu. The U.S. Department of Education's Office for Civil Rights enforces Title IX's prohibition on discrimination on the basis of sex to also include discrimination based on gender identity.

Declaración de política sobre equidad/antidiscriminación

La política pública de Southeast Community College es de proveer equidad, y prohíbe discriminación, en todos asuntos referentes a la admisión, participación, y empleo contra toda persona por motivo de raza, color, religión, sexo*, edad, estado civil, origen nacional, etnia, condición de veterano, orientación sexual, incapacidad, u otros factores prohibidos por ley o política del Colegio. Preguntas relacionadas a la política sobre equidad/antidiscriminación de Southeast Community College deben dirigirse a: Vice President for Access/Equity/Diversity, SCC Area Office, 301 S 68 Street Place, Lincoln, NE 68510, 402-323-3412, FAX 402-323-3420, o jsoto@southeast.edu. *La Oficina de Derechos Civiles del Departamento de Educación de los Estados Unidos hace cumplir la prohibición del Título IX contra discriminación por motivos de sexo, que también incluye la discriminación basada en la identidad de género.

<http://www.southeast.edu/diversity>



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

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