Strategic Plan 2020-2024
PROGRESS REPORT

Paving the Path to Possible

2022-2023

Southeast
COMMUNITY COLLEGE

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Letter from the President

SCC completed the third year of its 2020-2024 Strategic Plan in June 2023. The theme goals for this year's progress report are enrollment growth (Goal 1) and communication and public awareness (Goal 3). Strong enrollment continued on the Milford Campus with both the Lincoln Campus and the Beatrice Campus experiencing relatively steady enrollment this past year. Following a comprehensive study of patterns in placement scores, curriculum requirements, and student outcomes, the College implemented a standardized minimum placement score in Fall 2022. The new standardized placement approach utilizes the same minimum entry score for all SCC programs of study. The use of a standardized placement score will facilitate the College's stackable credential initiative.

In relation to communication and public awareness, the College had many accomplishments, which include the launching of a digital marketing campaign, a redesign of the College's website, the adoption of a new College mascot, the implementation of a comprehensive recruitment campaign, expansion of the College's Career Days and Discovery Days events, and implementation of communication plan for all recruitment activities.

Major accomplishments related to the other strategic goals included: successful reaffirmation of accreditation for the next 10 years, completion of full cycle of policy review and revision, development of more than 20 new credentials, continuation of $50 Empower Capital Campaign, launching of construction of the new Sandhills Global Technology Center on the Lincoln Campus, initiation of capital campaign for renovation of Nebraska Hall on the Lincoln Campus, launching of construction of the Welding Building on the Beatrice Campus, expansion of athletic programs, and the opening of newly renovated Student and Academic Support Center on the Lincoln Campus.

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 Three 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.

Utilizing the Progress Report for Data-informed Planning

Each year SCC provides a report on the progress made towards its strategic goals and objectives. With the new strategic plan in 2020-2021, the Strategic Plan Annual Report was re-conceptualized to focus on two 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 2022-2023 are
- **Goal 1** Enrollment Growth and
- **Goal 3** Communication and Public Awareness.

Graphs showing the trends for theme goal metrics will be interspersed in narrative. There may be additional graphs to provide context for the results or priorities.

The report will provide a summary of all KPIs, which will include target values for the end of the 2020-2024 strategic plan.

In addition to detailed information about the theme goals, these reports will include a shorter narrative to summarize highlights and qualitative measures for other strategic goals 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 Accreditation, Planning, and Institutional Assessment has developed 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.

Please send any questions or feedback about the progress report to sherwick@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 Communication, Public Awareness, and Enrollment Growth

We are happy to present the third annual report on the 2020-2024 strategic plan. This year this section of the report is focused on strategic achievements in Communication and Public Awareness (Goal 3) and Enrollment Growth (Goal 1).

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The College elevated its focus on improving communication and public awareness from an objective in the 2015-2019 Strategic Plan to a new goal in the 2020-2024 Plan. The topics of marketing, recruitment, and communication, both within the College and to external constituencies, were common themes in the internal and community strategic planning forums in 2019.

Enhancing image and awareness of SCC's programs and services

The College has implemented a number of innovative, comprehensive, and dynamic branding, marketing, and promotion strategies to enhance the image and awareness of the College's programs and services, including:

Digital marketing campaign
The College partners with CLARUS for digital marketing campaign needs. Numerous audiences are targeted each term, including high school seniors, veterans, adults with high school only, adults with high school and some college, COVID-19 seniors, and prospects who have indicated an interest in specific program areas such as business and hospitality, arts & sciences, manufacturing, transportation, and agriculture.

Each individual campaign utilizes tactics specific to the target audience and uses metrics to identify their impact. For example, the campaign targeting adults for fall 2023 enrollment included

the tactics of geofencing businesses and retargeting those who visited the public website. Analytic measures included the number of impressions, clicks and actions taken.

Health Sciences video project
In early 2023 the College worked with Hearst Media to create a four-minute video highlighting Health Sciences programs in the state-of-the-art Health Sciences building. Student and faculty testimonials were included in the video, along with hands-on footage from various programs. The long version of the video, located on a number of program webpages, has also been edited into a 30-second video.

Redesigned public website
In 2022 the College began partnering with MRW Connected to redesign the public website. At the same time, SCC purchased a new content management system. Prospective students are
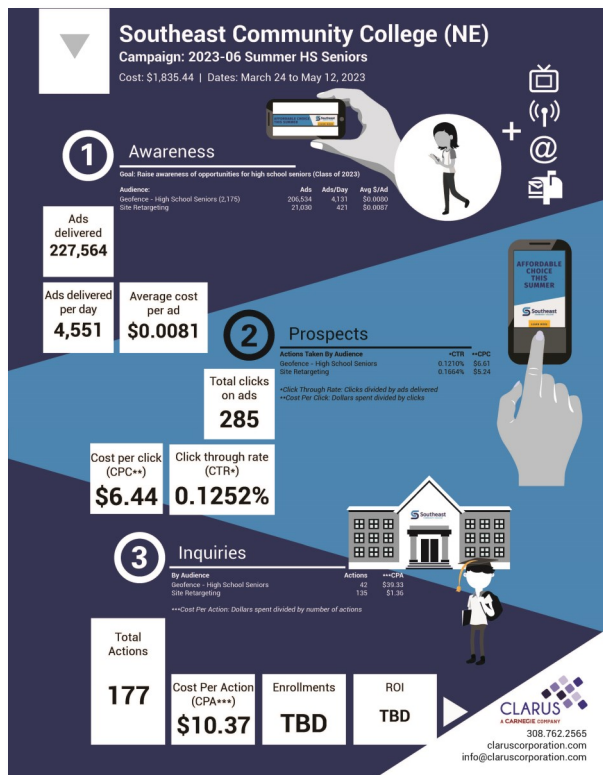
Example of digital marking campaign analytics

the primary target with the new website design, and the Marketing & Communications Office worked closely with Admissions to determine the appropriate navigation for that audience. The new site went live in July 2023.

Adopted new College mascot

In fall 2022 the College partnered with Unanimous to develop a new mascot for the institution. Expansion of SCC's intercollegiate athletic programs, the relocation of a number of sports, and the overall continuous transformation of the College prompted the decision to adopt a new mascot. After months of research that included focus groups of current students, alumni, community members, and current SCC employees, the design phase was completed, and the Bobcat was selected as the new mascot for the College. SCC campus stores and athletic programs began offering Bobcat apparel and merchandise in August 2023.

In addition to these activities, the College will incorporate new strategies to recruitment campaigns, including a more uniform use of video on the website and in social media and the use of artificial intelligence models to craft targeted marketing messages. These additions will enhance the campaigns and increase traffic to the public website and to the College's social media channels.

Recruiting and communicating with prospective students

Student recruitment campaigns

In spring 2023 the College began partnering with Lincoln-based agency Unanimous on a new, comprehensive student recruitment campaign.

Following discovery meetings, Unanimous began developing a marketing/advertising plan; media negotiations and buys; and creative, production and execution, all to support the strategies set forth by SCC. The campaign's underlying philosophy is to promote SCC as the college of choice. The results of the marketing efforts should increase enrollment, brand recognition in all markets, and SCC's perceived value among constituents.

Unanimous has assisted with the development of email campaigns, direct-mail pieces, creative and design of the career pathways book, and significantly improved photography assets used in recruiting print and web ads. The College will continue to collaborate with Unanimous to produce videos and other materials that will be used in the campaign.

The Admissions team, with support from Marketing, worked with Unanimous to reimagine and revise the career pathways publication. The result is significantly different from other colleges as it contains information about all of SCC's programs of study.

In the coming years, the College will continue to work with Unanimous to revise and expand the admissions campaign. The projects will include further integration of dynamic communication methods (e.g., videos, social media content) into the student communication plan and development of new creative content that matches the larger enrollment campaign.

Events at SCC

Though SCC has been holding recruiting events on its campuses for many years, the College now actively coordinates an expanded number of events that have an emphasis on being more interactive.

> The underlying philosophy of the campaign is to promote SCC as the college of choice. The results of the marketing efforts should increase SCC's enrollment, brand recognition in all markets, and SCC's perceived value among constituents.

Social media metrics (Goal 3)

SCC began tracking metrics with social media platforms in 2017-2018. Engagement rate is a key metric broadly used to measure how actively involved an audience is with social media content.

Engagement rate is calculated as the total number of interactions on a platform that SCC content receives divided by the total number of followers then multiplied by 100; so, having more followers makes it more difficult to retain the same engagement rate. Specifics vary by platform, but in general rates of 1 to 3% are considered good, above 3.5% are high, and above 6% are very high.

SCC has a good to excellent engagement rate with all four major platforms.

- With Facebook, engagement rate has been over 7% since tracking began. In addition, SCC increased the number of followers by 9% over the course of 2022-2023 (i.e., 8,197 followers on 7/1/22 to 8,936 on 6/30/23).

- The Instagram engagement rate showed a big increase to 8.3% in 2022-2023. In the same time period, SCC increased the number of followers by 4.5% in 2022-2023 (i.e., 2,266 followers on 7/1/22 to 2,368 on 6/30/23).

- The engagement rate with LinkedIn has shown steady increase to 4.0% in 2022-2023. The number of followers grew by 7% from 23,011 on 7/1/22 to 24,713 on 6/30/23.

- Of the four major platforms, SCC's engagement rate is lowest with Twitter/X, but the rate still is considered good. The number of followers grew by 4% from 1,634 on 7/1/22 to 1,700 on 6/30/23.■

Social media engagement rates
Facebook Instagram LinkedIn Twitter/X

8.4%   8.3%
7.0%   7.5%
4.0%
1.7%   2.3%
0.7%

2017-2018 2018-2019 2019-2020 2020-2021 2021-2022 2022-2023
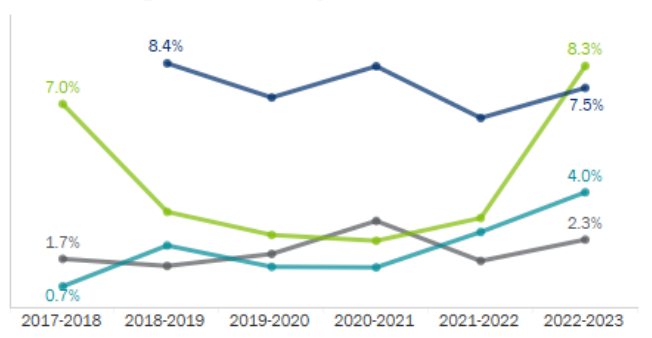
Career Days started with one event in 2015 and have since expanded to include nine events annually that represent most academic divisions at the College. A unique characteristic of these events, which promote SCC programs, is their use of hands-on activities that are like what participants will experience as students.

The events are structured so that students are formed into small groups and then rotate through several hands-on stations – often led by current students and industry partners -- where they participate in activities that mimic the learning of current students and industry jobs (e.g., concrete, suture chicken thighs, type their own blood, make animal lick tubs, plant propagation, etc.). These events are popular among area high schools due to the quality of the experience, hands-on nature of the events, and the wide range of programs and careers that are showcased. Annually, these events bring over 1000 students to SCC.

Each year *Counselor Visit Day* brings approximately 60 school counselors to the College to learn more about SCC programs and services. Historically, these events were hosted every other year at the Continuing Education Center (a neutral site). Since Fall 2021, the events are being hosted annually by a specific campus on a rotating basis. With these changes, school counselors can see updates of facilities, labs, and equipment, and can interact directly with faculty and staff.

Presence at recruiting events

Over the past three years, Admissions, Marketing, and several academic programs have collaborated and expanded SCC's presence in recruiting at major state-level events to promote SCC programs. The events attract an extremely large number of high school students.

SCC significantly expanded its involvement in *Husker Harvest Days*. Only agriculture programs were represented in previous years. Starting in 2021, additional career/technical programs have become part of the booth to serve the FFA students who will pursue careers that support the agriculture industry but go beyond day-to-day farming. Admissions staff collected contact cards from 500 prospective students during the 2021 event, approximately double that of prior years.

In 2022, SCC increased its sponsorship level to expand its footprint and include a double-sized lot that allowed programs – such as Diesel Ag and Precision Machining – to bring additional equipment and hands-on demonstrations. SCC's display is unique to those hosted by other colleges due to the amount of equipment and hands-on activities. The collaboration and enthusiasm from SCC faculty, staff, and participants resulted in over 750 prospective students in 2022.

This event is one of the most collaborative experiences that Admissions organizes each year, making for a great display of collaboration and teamwork in recruiting students. Every participating program shows up with passion and participates in dynamic ways. Many programs bring current students to help staff the booth. Seventeen programs and departments participated in 2023 and collected 1050 contact cards from prospective students.

SCC is expanding its presence in **SkillsUSA** and academic programs are encouraging more involvement from students as competitors. The mission of SkillsUSA is "to empower students to become skilled professionals, career -ready leaders and responsible community members."

In 2022, SCC increased its sponsorship level of the State Conference, which provides additional space on the competition floor, more print space for content, and the opportunity to address attendees during the Opening Ceremony.

The number of SCC students participating and winning competitions also has grown. As a whole, the number of registered members from SCC tripled from 21 in 2021-2022 to 66 in 2022-2023. The Milford Chapter received the Builder Award at the state competition for its growth in membership. The number of students who won medals in 2022-2023 exceeded the number who competed in 2021-2022.

Seven students went on to participate in the National SkillsUSA conference; another three qualified but were unable to attend. A Powersports Technology student won the gold medal in Motorcycle Service Technology and a Manufacturing Engineering student took home the Bronze in Technical Drafting.

TCA students also continue to be involved, though the number of participants dropped slightly from 50 to 44 last year. TCA students qualified for four competitions — two individual and two team events —at Nationals. The students in three of those events competed.

Historically, each program had its own table at the **State Future Farmers of America** event, with Admissions staff assisting at the Agriculture table. After recognizing that the College was paying for multiple tables, SCC consolidated to a larger display and higher sponsorship level. Admissions now coordinates involvement across many career/technical areas at the event and — since there is a central point for collecting student information and the variety of activities and displays attracts more students — receives more contact cards. This event is another example of

significant collaboration among a variety of offices and programs resulting in positive outcomes.

During 2021, Admissions hosted a **program fair in each Learning Center community**. These popular events, which exposed SCC programs to the entire service area, resulted in interactions with more than 900 prospective students. After review of the data collected, SCC has decided to host events in these communities every other year (with three held each year) to ensure continued access and promotion of programs to students and community members throughout the service area. These fairs are a collaborative experience with Learning Center staff and programs.

Communicating with current students

SCC is communicating with students in more ways than ever. From 2020 through 2022, the Office of Admissions developed a department-wide communication plan for all stages of the recruitment funnel from the inquiry stage to New Student Welcome (NSW) invitations.

During this process, staff reviewed existing communications to prospective, applicant, and admitted students and then expanded the communication plan to include additional, intentional messaging based on best practices and College needs. In mid-2022, Admissions began working with IT and Marketing to implement the plan.

The following strategies have been implemented:

- IT expanded the communication workflow to include an on-going postcard campaign for prospects. As part of this campaign, all prospects who are high school juniors and seniors will receive a postcard inviting them to visit campus. If seniors do not apply within a month, they will receive a postcard that summarizes the top five reasons to apply.

- During 2022-2023, staff members were trained to review data and clean-up records in the recruiting software (called CRM Recruit). Testing Center staff are working with this data on a daily basis to ensure accurate data, which has allowed IT staff to develop an automated workflow for future communications.

- Widespread inclusion of text messages in the communication plan: In 2022-2023, Admissions sent 67,541 text messages to 16,914 unique student phone numbers and received 12,028 responses to the messages sent. Admissions staff are following best practice guidelines from the software provider to ensure strategic and appropriate use. Anecdotally, staff report much higher and faster response rates when using text messages rather than phone calls.
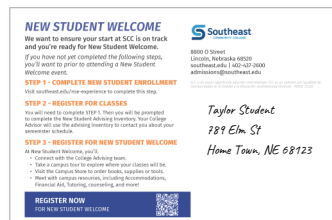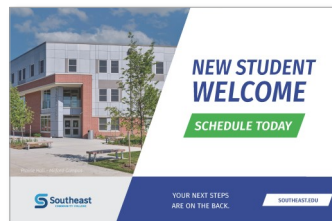
- Adding postcard invitations to NSW events to existing email and text message distribution: While a number of factors could impact participation, SCC saw increased participation in NSW after adding the postcard invitations. Specifically, attendance grew by 20% from 535 in Fall 2022 to 644 in Fall 2023.

The Office of Admissions is continually refining the communication plan for all enrollment stages based on data, experiences with students, changes to processes and procedures, and topics and trends in higher education. The Office

Standardizing Minimum Placement Scores to Increase Enrollment

SCC uses placement scores on standardized tests (ACT, SAT, and ACCUPLACER) to determine course-level placement in appropriate math and English courses, and to identify if a student meets the minimum placement score requirements to take college-level courses. For more than 20 years, SCC also utilized placement scores to determine if a student would be accepted into a program of study, and the minimum scores required varied widely by program. To be admitted to some programs, a student might have needed to place as high as college-level math and English.

These placement score requirements created a myriad of issues and often left students confused, discouraged, and directionless as they navigated a labyrinth of various score requirements across 60+ programs. In addition, this institutional practice was not in alignment with the College's open access mission.

Led by the Associate Vice President for Student Enrollment, the College began studying patterns in placement score data, curriculum requirements, student success outcomes, and the potential impact of standardizing minimum placement scores. The Institutional Research data found that:
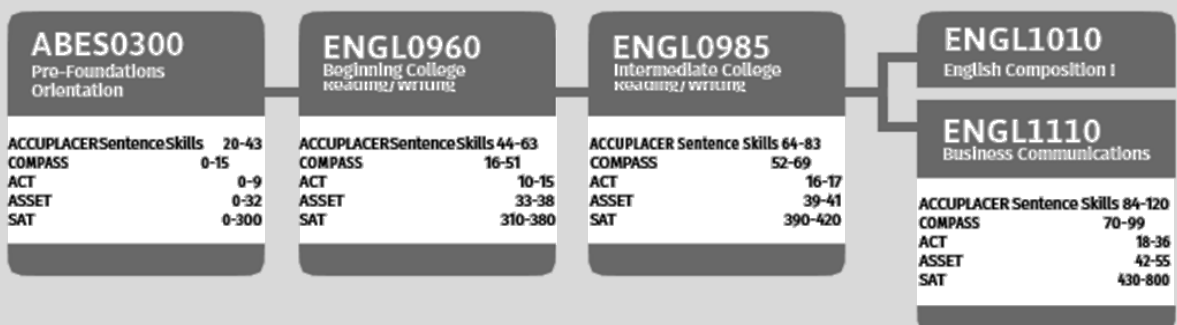
- Between 2019 and 2021, more than a thousand students annually were not admitted, who would have otherwise been admitted with a common minimum placement score. Based on 2019-2021 admission and enrollment patterns, the College could have enrolled approximately 700 more students.

- Students taking developmental math and English were just as likely to succeed in college-level English and math as their peers who placed directly into that course.

These findings informed the College's decision to have the same minimum entry score to enter all programs of study at SCC. Students meeting the minimum score requirements above the Adult Basic Education level would be directly admitted to their intended program of study. The College piloted the admission score changes in Spring 2022 and fully implemented them in Fall 2022.

The College has utilized the student success and support infrastructure through the College's new onboarding and advising model. Preliminary results have shown growth in enrollment in some traditionally cohort-based programs such as HVAC and Diesel Truck Technology. This change in test score requirements has also allowed the College to better integrate and implement additional stackable credentials for students without having to limit the student's opportunity to be admitted and pursue these degrees. ▪

ABES0300
Pre-Foundations Orientation

ACCUPLACER Sentence Skills	20-43
COMPASS	0-15
ACT	0-9
ASSET	0-32
SAT	0-300

ENGL0960
Beginning College Reading/Writing

ACCUPLACER Sentence Skills	44-63
COMPASS	16-51
ACT	10-15
ASSET	33-38
SAT	310-380

ENGL0985
Intermediate College Reading/Writing

ACCUPLACER Sentence Skills	64-83
COMPASS	52-69
ACT	16-17
ASSET	39-41
SAT	390-420

ENGL1010
English Composition I

ENGL1110
Business Communications

ACCUPLACER Sentence Skills	84-120
COMPASS	70-99
ACT	18-36
ASSET	42-55
SAT	430-800

Enrollment growth (Goal 1)

In addition to new marketing and recruiting activities, other strategic accomplishments — such as construction of new facilities and the conversion to a semester calendar — are positioning SCC for enrollment growth.

Prior to 2019-2020, total undergraduate enrollment (blue bars) had been steady around 14,500 each year. Then several factors contributed to a decrease of about 1,000 undergraduates. Undergraduate enrollment has been approximately 13,000 since 2020-2021.

Enrollment by student type KPI
Undergraduate Continuing Ed

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Continuing Ed	20,177	18,974	17,771	10,229	8,497	9,117	9,249
Undergraduate	14,757	14,658	14,455	13,456	13,053	12,974	13,036
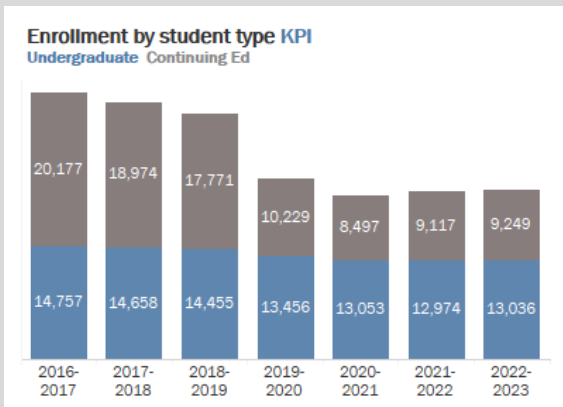
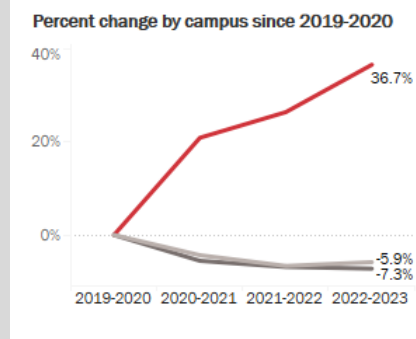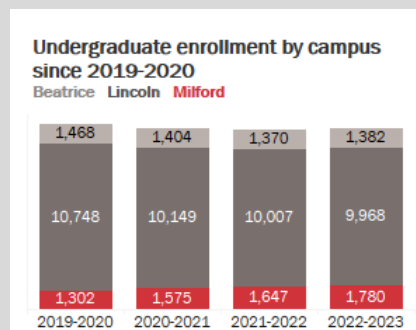Continuing education enrollment (grey bars) was heavily impacted by changes to business practices. Prior to the pandemic, the College reported all events held by external entities in SCC facilities as non-credit courses, which inflated continuing education enrollment. The Division used the downtime that the pandemic afforded to change this practice. Since then, enrollment in SCC non-credit courses has grown.

Among undergraduate students as a whole, the number of Career/Technical students (orange line) continues a slow decline. Academic Transfer

Undergraduate enrollment by student type
Career Technical Academic Transfer Undeclared Dual Credit
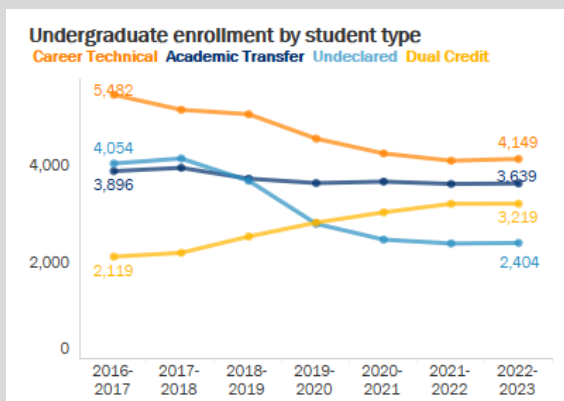
enrollment (dark blue) has stayed fairly steady while the number of undeclared students has declined more substantially. Some of the decline is attributed to the College not offering a summer term in 2019 and limited offerings in 2020 due to the pandemic. The number of dual credit students enrolled (yellow) has steadily increased over the last five years.

While undergraduate enrollment has been quite steady since 2019-2020, the change since then has differed by campus. While the Milford campus has a smaller overall proportion of students, that campus has experienced a 37% increase in undergraduate enrollment since 2019-2020. Enrollment in Beatrice and Lincoln is down slightly in the same period.

Undergraduate enrollment by campus since 2019-2020
Beatrice Lincoln Milford

	2019-2020	2020-2021	2021-2022	2022-2023
Beatrice	1,468	1,404	1,370	1,382
Lincoln	10,748	10,149	10,007	9,968
Milford	1,302	1,575	1,647	1,780

Percent change by campus since 2019-2020

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).

As shown on the next page, the number of adult learners (students 25 or older) at SCC declined in 2019-2020 and has since stabilized around 3,000.

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. 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 around 1.5, the undergraduate student body is more diverse than the service area.

Finally, the number of female students in STEM programs (which does not include Health Science programs) has increased and now is larger than the KPI target of 250. ∎

Number of adult learners enrolled (1.6)

Percent of undergraduate enrollment that is minority (1.6) KPI

Index of undergraduate population diversity compared to service area (1.6)

Number of female students in STEM programs (1.7) KPI
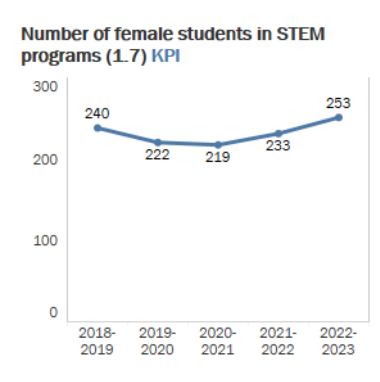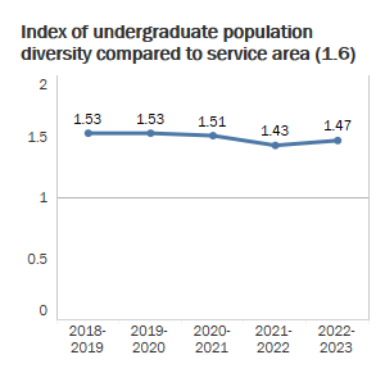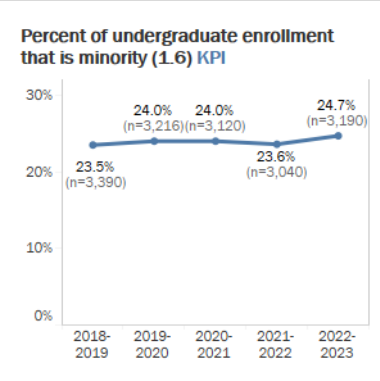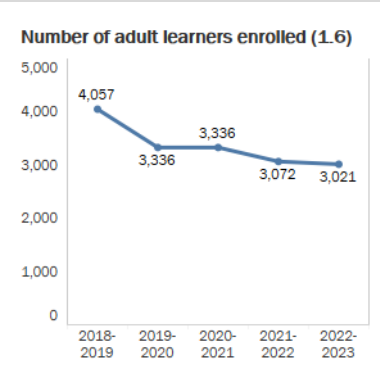
expects to develop additional communication plans that are targeted for stop outs, transfer students, Learn to Dream-eligible students, and other specific populations.

The College has made progress on the Goal 3 objectives in a variety of areas:

- Collaboration of offices and programs to ensure resource (people, time, and fiscal) efficiency.
- Increased activity with prospective students as documented by the number of prospect cards generated from booths, social media marketing, and increased attendance at on-campus recruiting events.
- Increased career/industry awareness for programs, which is seen in program enrollment. For example, Non-Destructive Testing and Manufacturing Engineering expanded capacity in response to student demand. Building Construction, Diesel Ag, Diesel Truck, and John Deere all adjusted the size of their program intakes (e.g., increased capacity, rearranged intakes, etc.) to accommodate large enrollment numbers in the last three years.
- All campuses had larger tour numbers and attendance at Discovery Days and Career Days. Since four of the career day events take place in Milford, this is one of the factors that have helped boost enrollment on that campus. (Other factors include test score changes, new facilities, and expanded housing.)
- Admissions is partnering with Institutional Research to identify the number of event attendees who end up enrolling at SCC; this metric will be used to support efforts in the future.

More intentional communications with larger groups of students are leading to more opportunities for interaction, visits, and enrollment, but increased interaction and transformational work requires more time and staffing. Time, staff, resources, and competing priorities for Admissions and IT are potential limiting

factors for continued growth in these areas. The Office of Admissions needs additional staffing to implement fully this vision and support additional activity resulting from the proactive communication efforts and expanded schedule of activities.

Communication across departments, divisions, and campuses

Across the College, Dr. Illich has modeled good practices for both Goal 3 and Goal 9 by sending weekly emails about his current priorities and recent activities at SCC. In addition, the recent accreditation site visit with HLC and annual strategic planning week have been intense hubs of communication about the current status and future of the College.

Individual campuses also have intensified their emphasis on communication. Each campus holds in-services at the beginning of each academic year that are broadly attended.

In Lincoln, Bev Cummins and Korena Varejcka redesigned the bi-weekly *Monday Memo* to the Lincoln Campus Connections with a focus on communicating to all employees in Lincoln about updates, important information, and changes that are occurring. The newsletter has standing topics that include athletics, construction, safety, and events.

Bev Cummins holds one or two campus coffees each semester and approximately 100 employees join each event via Zoom.

In Beatrice, Toni Landenberger sends a monthly newsletter to keep the campus informed about activities and priorities.

In Milford, there are two regular newsletters distributed weekly. The *Monday Morning Memo i*s for communicating events and updates for

employees; *The Happenings* is for student communication.

Finally, campus representatives provide an update to each of the Student Senates so students can ask questions or describe their concerns at least once a semester.

Coordinating Communication

Created in 2018, the Lincoln Campus Council focuses on campus climate and communication along with issues, facility needs, concerns and more. The Council is a team of leaders from student support departments and instructional divisions along with facilities and safety staff who meet twice a month (excluding summer months).

In 2022, the Council conducted an analysis of strengths, weaknesses, opportunities, and challenges and established MAP goals to drive future priorities.

The Campus Management Team in Lincoln -- which consists of Bev Cummins, Korena Varejcka, Aaron Epps, Sam Loos, Eric Small, and Mike Wood -- builds upon the work of the Lincoln Campus Council by focusing on implementation of needed improvements or and expanding communication.

In Beatrice, the Deans have taken charge of providing communication with staff and providing campus newsletters and campus meetings.

Assistant Campus Director/Dean of Student Success Toni Landenberger holds monthly meetings with the Student Success and Student Enrollment staff as well as those from other areas who do not have a campus supervisor, such as business office and library staff. These meetings include updates from Safety & Security staff as well as the Associate Dean of Instruction and other areas as needed. Beatrice holds monthly campus leadership team meetings with

the Beatrice Campus Director, Safety and Security, and with the four administrators.

In Milford, weekly campus leadership meetings are held to share updates between key leaders on campus to ensure everyone remains in the loop on what is happening on campus. Team members include Campus Director, Assistant Campus Director/Dean of Students, Operations Coordinator, Instructional Deans, Associate Dean, Safety and Security, and other campus-based staff.

In addition, Academic Deans meet bi-weekly with program chairs and directors to discuss program updates and needs, while the Dean of Students meets with staff from the student affairs, business, and library departments to review changes, updates, or upcoming events.

The Deans of Students at each campus facilitate a monthly college-wide Student Success team meeting to share relevant updates, share successes and discuss any issues or concerns.

Engaging employers and industry leaders with non-credit programming

With the goal of increasing the number of people and businesses served, the Division of Continuing Education has split their single non-credit catalog into two distinct publications: Business and Professional Development

Metrics for website and microsite (Goal 3)

Website: The number of unique pageviews (web sessions during which the specified page was viewed at least once) of the SCC home page at *www.southeast.edu* has remained above 800,000 in recent years.

Starting in 2019-2020, SCC added prominent links to 'Explore', 'Apply', and 'Visit' on the home page to direct prospective students to specific content. ('Donate' was added in 2022-2023.) The second chart shows the number of annual clicks to these four pages. All have shown growth, with 'Explore' receiving by far the most attention.

Number of unique pageviews of home page (3.1)

Number of clicks from SCC home page to Explore Apply Visit Donate
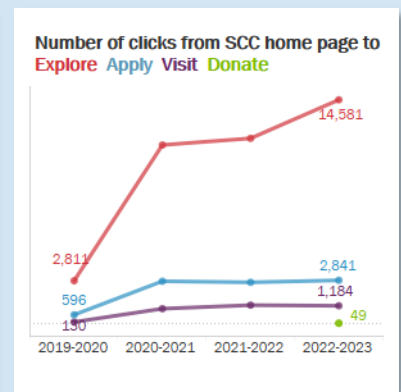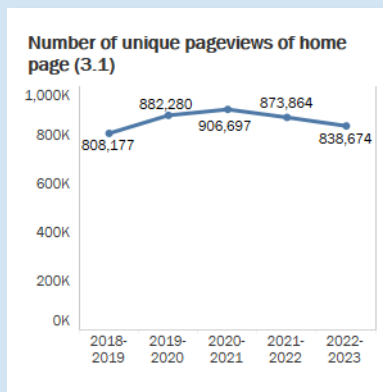
Microsite: In partnership with FireSpring, SCC established a microsite at *ChooseSCC.com,* that was used in billboard and social media advertising that targeted prospective students.

Both the number of prospects the microsite identified and the rate at which those students were admitted to SCC grew each year in the time it was used.

SCC ended its use of the microsite in 2022. Instead, those interacting with social media advertising are directed to the 'Apply' or 'Visit' pages. This change brought an immediate end to the *ChooseSCC* prospect pool. ■

Number of prospects identified from 'Choose SCC' microsite (3.5)

Admit rate of prospects identified by the 'Choose SCC' microsite (3.5)
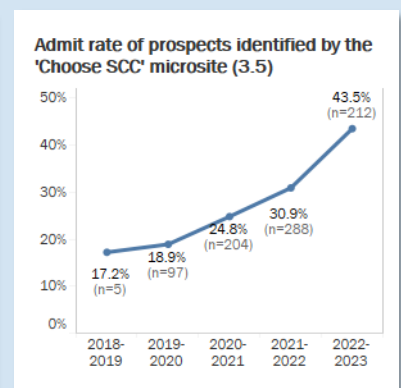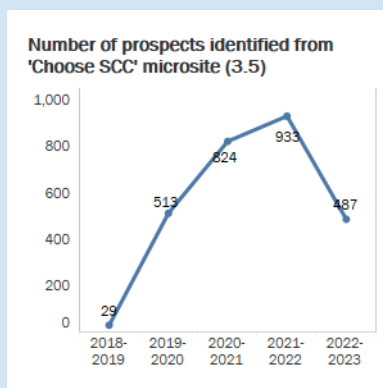
Noncredit Catalog and Community Education Catalog. Previously, the unified catalog included all courses that had a variety of target audiences. With the separation, each catalog serves a single market and will be better positioned to reach the appropriate individuals and businesses.

In addition, the Division is creating a customized booklet about SCC's ability to offer contract training and to make businesses aware of the open-to-public offerings. Contract training is most helpful for small to medium-sized businesses that want to provide local professional development opportunities but cannot afford a full-time trainer.

In addition, the Division contracted for professional production of a video about trades and industry opportunities intended to expand our reach and increase awareness among business and industry. (Images from these videos are shown on page 21.)

The Division is seeking to expand collaboration in their marketing efforts to better promote non-credit offerings, contract training, and other services, including those provided at the Learning Centers.

Increase engagement with community, industry, and economic partners

In addition to Continuing Education's on-going partnerships, the establishment of the Office of Work-based Learning provides additional options to increase communication, participation, and support for the 15-county service area. The Office was established in Fall 2022 through grant funding from the City of Lincoln to create customized training for people who may be underemployed or not employed so those individuals can reskill or upskill in high-demand areas. Marguerite Himmelberg was selected as Executive Director.

Since its inauguration, the Office has been involved in a number of initiatives including:

- Serving as convener for Southeast Nebraska Manufacturing Partners that is comprised of industry leaders, workforce partners, and economic development leaders including from the Nebraska Chamber, Nebraska

Lincoln Manufacturing Council

Participants in Echo Collective

Workforce Leadership Team

Healthcare education in rural Nebraska

Department of Economic Development, Seward County, York County, Fillmore County, Falls City Economic Development Entities.

- Working with Health Sciences programs and Tabitha Healthcare and other community partners to enhance the success and transition of English language learners from the CNA class to the workplace. The goal is to create a reproducible/scalable solution for our healthcare community.

- Collaborating with the City of Lincoln Workforce Administrator and the Director of Human Services for Lincoln/Lancaster Counties on a successful grant. Lancaster County will be one of eight counties in the nation to participate in an inaugural *Counties for Career Success* cohort to provide technical training and support cross-system collaboration between post-secondary education, workforce development, and human services.

- Working with Nebraska Tech Collaborative and Project ELEVATE colleges to explore apprenticeships as a solution to the goal of increasing the tech workforce in Nebraska.

Many of these new connections are promising and outcomes will be evident as the relationships develop. SCC is investigating a customer management system that both the Office of Work-based Learning and the Continuing Education Division will share to track activity and projects as they happen. This system will be valuable to track projects and follow-through with internal and external stakeholders. SCC will monitor its capacity to manage and grow opportunities from these relationships over time.

Action items from 2022-2023 Workforce Leadership Teams

Program: Action Item	Person(s) Responsible	Results
Building Construction: Review sponsorship guidelines	WLT members	A work-group produced a report
Building Construction: Research other pathways SCC could offer	SCC Administration	Meeting on possible Lineman program
Energy Generation: Let SCC know of work opportunities for students	WLT members	Companies worked on creating internships
John Deere Tech: Prepare list of needed components for WLT members	SCC Program	A list was prepared and shared with members
Diesel Ag Tech: Prepare list of shops & dealerships for waitlisted students	SCC Program	Program Chair prepared and updated the list
Diesel Ag Tech: Send list of SCC recruiting events to WLT members	SCC	Sarene provided a list as part of meeting minutes
Office Professional: WLT members expressed need for improved communication skills	SCC Program	The program created a new course, "Workplace Dynamics"
Manufacturing Engineering: Share recruiting videos with WLT and SCC	WLT & SCC	Link provided in meeting minutes

Improve communication to maximize engagement in economic development

Workforce Leadership Teams (WLTs) serve as SCC's systematic approach to ensure the College's career/technical programs produce graduates with the skills and knowledge that industry needs. WLTs provide expert advice and assistance to SCC's programs on industry outlook and direction; workforce needs and trends; recruitment and retention; and facility and equipment recommendations

In recent years, WLTs have begun adopting a more standardized agenda to increase consistency of the meetings across divisions and programs and provide a means of capturing important trends and ideas shared by industry leaders. Programs are still adapting to the WLT model, which is more of a partnership approach to advisory committees than the previous format. Next steps include developing a master calendar of WLT workshops, investigating the possibility of adding WLT webpages to the SCC website, and continuing to improve the action items portion of meetings and follow-up on those items.

SCC has enhanced its collaboration with **Greater Lincoln Workforce Board**. The Board of community leaders oversees the American Job Center and is charged with developing a plan that outlines local workforce shortages, needed skills, and training opportunities within Lancaster and Saunders counties. A greater alignment between SCC and the Workforce Board will leverage the services of both organizations to improve the connection of training and resources for individuals looking for employment opportunities.

SCC has begun to see an early positive impact from this new collaboration. Marguerite Himmelberg was appointed to the Greater Lincoln Workforce Board by Mayor Leirion Gaylord Baird in May 2023 and an SCC Career Coach began scheduled office hours at the American Job Center in August 2023. The collaboration has resulted in co-enrollment that enabled Kawasaki to receive WIOA funding from the American Job Center for their apprentice's tuition at SCC. In addition, the Lincoln City Administrator made a commitment that the American Job Center will align their goals to SCC's apprenticeship goals.

The College would like to extend this collaboration to the Greater Nebraska Workforce Board in the future since it represents a significant part of the SCC service area; however, our ability to expand these services is a challenge given staffing capacity.

Engagement and outreach from Learning Centers

In addition to representing SCC at local Chambers of Commerce, economic development boards, and other organizations, the Learning Centers are reaching out to their communities in dozens of other ways. The following is a much-condensed list of such activities.

The Nebraska City Learning Center was part of a group of area business owners, artists, and organizations that shepherded the development and approval of Nebraska City being named as a "Creative District." This designation by the Nebraska Arts Council should prove to be another source of exposure and community participation. In August, staff members attended Auburn's Back-

to-School Bash for K-12 students. While there, they made connections with students, parents, and other Nemaha County organizations and businesses.

The Plattsmouth Learning Center staff members participate in area chambers, Cass County Economic Development, and local organizations for their meetings and events. Several changes and opportunities have resulted from these connections. For example, the Center developed a series of leadership classes following a survey of area businesses and several non-credit classes have been developed from contacts within the participating groups. In addition, Center staff have regular contact with Cass County high schools, middle schools, and junior highs about dual credit classes, proctoring tests, Discovery Days, tours, having an SCC presence at their events and more.

The Falls City Learning Center staff members participated in the Falls City Manufacturing Day held in September/October. During this event, high school students tour local industries, businesses, and the SCC Learning Center where they meet with SCC Admissions and instructors. Each term, the Center invites employers to meet with welding (3-4 employers), Nursing Assistant (4 employers) and Practical Nursing (4 employers) students to share employment opportunities.

The Hebron Learning Center staff members work in partnership with Thayer County Economic Development Association to connect SCC with local business and industry. Among other things, they have hosted an Open House during the Holiday Stroll event that involves small businesses, coordinated with local SENCAP Coordinators to connect students to SCC dual credit programs and classes, participated in annual college/career fairs. Center staff run booths at events such as the Women's Health Night hosted by Thayer County Health Services, and at the Thayer County Fair to provide
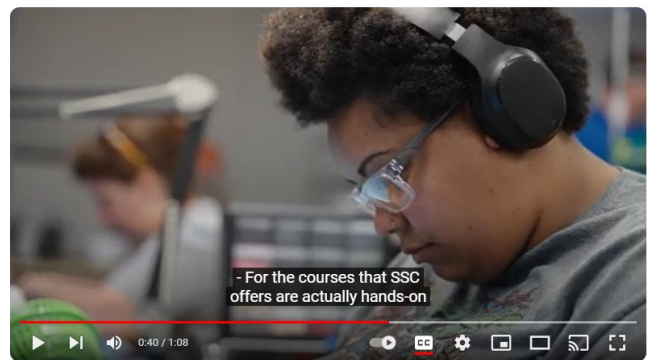
SCC Electrical and Automation Student POV
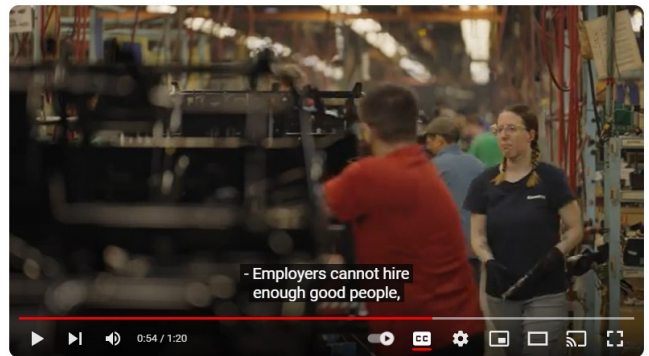
SCC Electrical and Automation Industry POV

SCC Electrical and Automation classes

Images from Trades and Industry videos (see pg. 18)

information, answer questions, hand out swag, and increase SCC's visibility.

The York Learning Center provides Spanish classes for employees of the City of York and Kilgore Library. Center staff are exploring inclusion of leadership classes and EMT classes for the York Fire Department. One challenge has been finding a schedule that suits potential students since many are farmers with challenging schedules during harvest and planting seasons. ■

Additional Strategic Achievements

In addition to the achievements in enrollment, communication, and public awareness, the College made substantial progress in a number of other key areas, including the following.

Goal 2: Athletics expansion planning

SCC began planning for the addition of several new athletic teams during 2022-2023. The Beatrice Campus added Men's and Women's Wrestling, Trap Shooting, and Rodeo. To accommodate the Beatrice expansion, the Women's and Men's Basketball and cross-country teams moved to the Lincoln Campus. Lincoln also added Long Distance Track. Additionally, all three campuses added an E-sports program in addition to the existing club teams. The College has invested in modernizing its athletic and wellness spaces to support the health and wellness of its students and employees.

Goal 4: New program development process formalized and implemented

SCC's Vice President of Program Development, Bev Cummins, led the charge to develop a systematic, integrated, and highly collaborative program development process. The process includes internal partnerships with Instruction, Institutional Research, Accreditation and Planning, Student Success, Student Enrollment, Institutional Compliance, and Marketing and Communications. The College developed more than 20 new credentials in 2022-23 as a result of this streamlined process, which strengthens the College's ability to meet workforce needs.

Goal 8: Fundraising campaign moving

The College continued to make progress on its *Empower Campaign* nearing the half-way goal of $50 million.

Goal 7: Continued facilities planning

Facilities planning continued on a new Construction Technology Center in Milford, Agriculture Careers Center in Beatrice, and a Welding Center in Lincoln. Construction began on the Sandhills Global IT tower, which will house Computer Information Technology, Electronic Technology systems, Design and Drafting Technology, and Biotechnology. Construction College's first residence hall on the Lincoln Campus began as well. The College also opened a new Learning Center in York that better meets to needs of the local community.

Goal 7: Academic Support Center opened

In March 2023, the College opened a $30 million Student and Academic Support Center addition and renovation. The new and remodeled spaces will provide students with a positive experience as they navigate their way through SCC. The project involved construction of approximately 26,000 square feet that included a two-story addition (where the Library Resource Center is now located), and the renovation of around 80,000 square feet of existing spaces.

Areas with renovated space include the Welcome Center, Advising, Adult Education, Instructional Design/Virtual Learning, Information Technology, the Student Activities Center, Student Enrollment & Accounts, Academic Success Center, Safety/Security/Campus Office, Student Support Center, Testing Center, Veteran's Connect Center, Course Ground Coffee, and the Information Desk. In addition, the project added many private study rooms and wellness rooms for personal use.

The project also addressed vital fire and life safety needs, including fire suppression of the gymnasium, appropriate firewall separations, and appropriate egress, all in adherence to current safety codes.

Goal 7: Technology upgrades made

The College made several upgrades to its technology infrastructure, including a donor management software that significantly enhances SCC's fundraising and data reporting capacity. The College also made technology changes using Self-Service, strengthening fiscal and human resources processes.

Goal 9: SCC's reaffirmation visit was successful!!

Following several years of preparation, SCC's 10-year comprehensive evaluation concluded with a site visit in April 2023. This multi-phased process culminated in a 35,000-word report, 2,694 pieces of evidence, a federal compliance report, a multi-campus report, and 2-day site visit.

Approximately 350 SCC employees, community members, and students attended at least one of the 26 site visit meetings to provide feedback to the site visitors about the College's strengths and areas of opportunity. SCC received the highest level of reaffirmation by the Higher Learning Commission, meeting all Criteria for Accreditation with no monitoring for the first time in its history. This achievement marked a significant achievement of strategic objective 9.4!

Goal 8: Shift in payroll cycle

Fiscal services shifted the College to a biweekly instead of monthly payroll cycle with the goal of improving the quality and efficiency of SCC's business processes. The new system provided service benefits including a systematic approach to payroll time reporting, standardized payroll cycles, and fewer manual adjustments.

Goal 9: All policies and procedures reviewed

In December 2022, the College completed a full review cycle of its policies and procedures. The College had identified this area as needing improvement in the strategic plan and accreditation relationship with the Higher Learning Commission. Since 2018, the Board has adopted three new Board of Governors policies, three new Administration/Management policies, 15 new Educational Services policies, nine new Fiscal Management policies, four new Personnel policies, and conducted an extensive review and modification of all five Board policy sections. The College now has a collaborative, thorough, and systematic process to review existing and develop new policies and procedures on a five-year cycle.■

Word cloud of Final Report from HLC visiting team

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. For the first time, the goal with the most connections to MAP goals was Goal 4 – Programming and Development (20%). Previously, Goal 1 had the most connections; it is second this year.
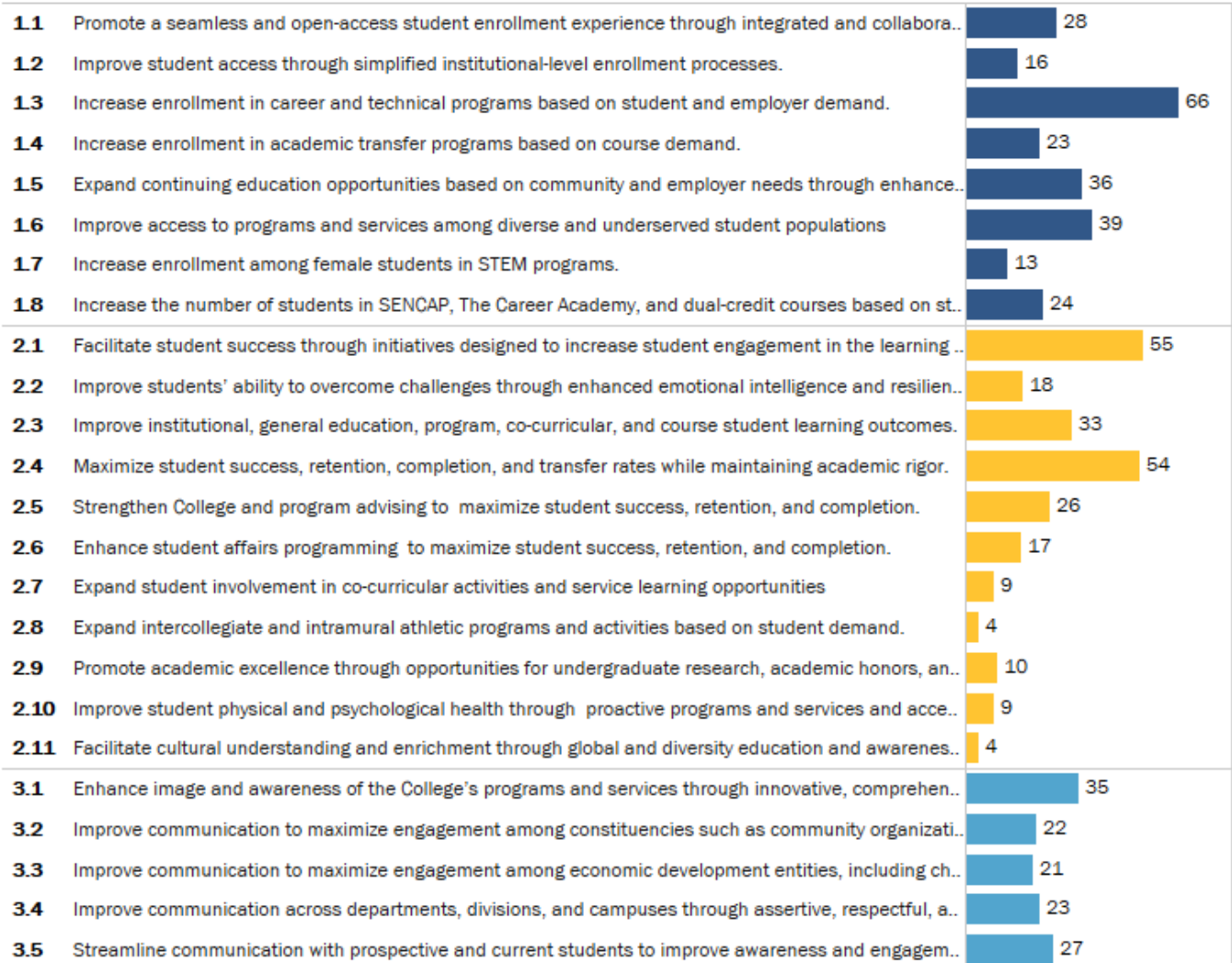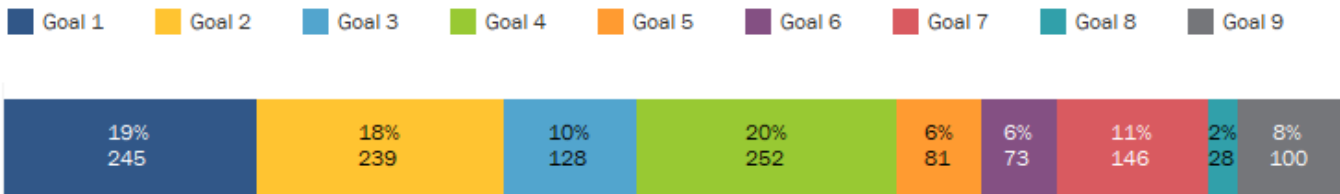
Four objectives had more than 50 connections to MAP goals: (1) 1.3—increase enrollment in career technical programs, (2) 4.2—strengthen alignment of program curriculum with abilities required for professional success. *A new addition to this list in 2022-23.* (3) 2.1—facilitate student success by increasing engagement in the learning process, and (4) 2.4– Maximize student success, retention, completion, and transfer rates while maintaining rigor.

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8	Goal 9
%	19%	18%	10%	20%	6%	6%	11%	2%	8%
Count	245	239	128	252	81	73	146	28	100

1.1	Promote a seamless and open-access student enrollment experience through integrated and collabora..	28
1.2	Improve student access through simplified institutional-level enrollment processes.	16
1.3	Increase enrollment in career and technical programs based on student and employer demand.	66
1.4	Increase enrollment in academic transfer programs based on course demand.	23
1.5	Expand continuing education opportunities based on community and employer needs through enhance..	36
1.6	Improve access to programs and services among diverse and underserved student populations	39
1.7	Increase enrollment among female students in STEM programs.	13
1.8	Increase the number of students in SENCAP, The Career Academy, and dual-credit courses based on st..	24
2.1	Facilitate student success through initiatives designed to increase student engagement in the learning ..	55
2.2	Improve students' ability to overcome challenges through enhanced emotional intelligence and resilien..	18
2.3	Improve institutional, general education, program, co-curricular, and course student learning outcomes.	33
2.4	Maximize student success, retention, completion, and transfer rates while maintaining academic rigor.	54
2.5	Strengthen College and program advising to maximize student success, retention, and completion.	26
2.6	Enhance student affairs programming to maximize student success, retention, and completion.	17
2.7	Expand student involvement in co-curricular activities and service learning opportunities	9
2.8	Expand intercollegiate and intramural athletic programs and activities based on student demand.	4
2.9	Promote academic excellence through opportunities for undergraduate research, academic honors, an..	10
2.10	Improve student physical and psychological health through proactive programs and services and acce..	9
2.11	Facilitate cultural understanding and enrichment through global and diversity education and awarenes..	4
3.1	Enhance image and awareness of the College's programs and services through innovative, comprehen..	35
3.2	Improve communication to maximize engagement among constituencies such as community organizati..	22
3.3	Improve communication to maximize engagement among economic development entities, including ch..	21
3.4	Improve communication across departments, divisions, and campuses through assertive, respectful, a..	23
3.5	Streamline communication with prospective and current students to improve awareness and engagem..	27

4.1	Improve and expand market research capacity to assess demand for existing and new career programs.	26
4.2	Strengthen alignment of program curriculum with theknowledge, skills, and abilities required for professio..	57
4.3	Strengthen alignment of program curriculum with the knowledge, skills, and abilities required for successf..	32
4.4	Expand credit and non-credit offerings and services for the College's 15-county service area by strengtheni..	31
4.5	Improve and expand dynamic and creative customized training solutions based on employer demand.	19
4.6	Increase and improve articulation agreements for academic transfer and career/technical programs.	12
4.7	Promote ongoing review of programs and services for effectiveness and viability.	39
4.8	Expand online, hybrid, and other course and program delivery options to increase access to educational o..	36
5.1	Improve hiring processes, including proactive recruiting and onboarding for a diverse and dynamic full- an..	9
5.2	Expand human resource programs and services for all employees	10
5.3	Promote internal and external opportunities for leadership, professional development, research, and educ..	29
5.4	Strengthen employee engagement through a comprehensive participatory governance structure that prom..	11
5.5	Improve faculty and staff proficiency in College and program advising and resiliency and emotional intellig..	22
6.1	Strengthen partnerships with school districts and ..	13
6.2	Promote partnerships with four-year institutions to increase access to undergraduate, graduate, and profe..	7
6.3	Strengthen partnerships with industry leaders to promote economic and workforce development.	42
6.4	Improve access to entrepreneurial opportunities to promote economic development in the 15-county servi..	11
7.1	Expand and improve College facilities, learning environments, and landscapes through the implementatio..	34
7.2	Strengthen instructional programming through capital equipment and classroom technologies.	24
7.3	Improve space utilization through continual analysis and assessment of current and future facility needs.	18
7.4	Expand and improve ADA compliance and equitable access to all aspects of the College's educational envi..	6
7.5	Improve safety and security at all College locations.	11
7.6	Promote all campuses as destinations through expanded housing, student-centric collaborative spaces, ac..	8
7.7	Ensure the College maintains a comprehensive, secure, and sustainable technology infrastructure through..	5
7.8	Improve the use of innovative technologies in course, program, and student services delivery.	40
8.1	Promote legislation to improve state funding and enhance flexibility associated with the College's use of it..	1
8.2	Improve proactive and integrative planning and budgeting processes through a multi-year financial master..	5
8.3	Increase fund reserves and strengthen financial position to ensure future financing of strategic initiatives.	3
8.4	Increase giving opportunities from external entities by expanding Advancement and Resource Developme..	4
8.5	Strengthen the College's ability to initiate and complete capital projects.	5
8.6	Enhance transparency in the College's budgeting and financial processes.	1
8.7	Promote cost-effective and efficient auxiliary services.	9
9.1	Promote effective and sustainable staffing and compensation levels to ensure excellence in all College op..	6
9.2	Improve all College policies and procedures through a systematic review and documentation process.	21
9.3	Promote an efficient operational pace through integrated scheduling and calendar processes.	8
9.4	Enhance institutional accountability through ongoing compliance with accreditation requirements and the ..	12
9.5	Promote use of valid and reliable data in decision making through improved integrated planning, budgetin..	15
9.6	Maximize a positive and engaging organizational climate by encouraging input, reflective and transparent ..	38

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

2016-2017 2017-2018 2018-2019 2019-2020 2020-2021

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 | 2022-2023
Total unique enrollment of undergraduate students during an academic year, including dual credit students.
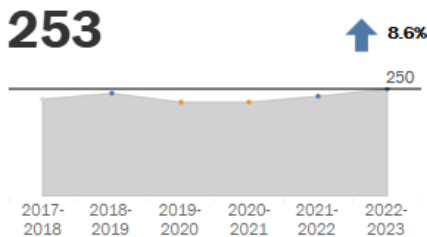Five year target: 15% growth from 2020-21

13,036 ➡ 0.5%
15,000

2017-2018 2018-2019 2019-2020 2020-2021 2021-2022 2022-2023
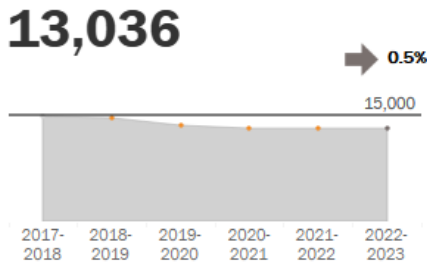
Enrollment of Continuing Education Students | 2022-2023
The unduplicated number of individuals enrolled in non-credit Continuing Education courses.
Five year target: Return to previous levels

9,249 ▲ 1.4%
20,000

2017-2018 2018-2019 2019-2020 2020-2021 2021-2022 2022-2023
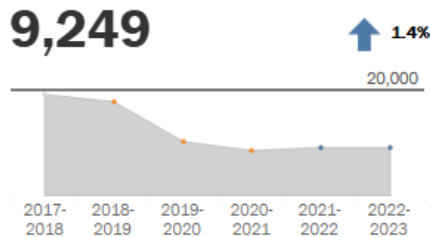
Percent of undergraduate enrollment that is minority | 2022-2023
Percent of undergraduates who are students of color, including dual credit students
Five year target: Increase 3 points from 2020-21

24.7% ▲ 4.7%
27%

2017-2018 2018-2019 2019-2020 2020-2021 2021-2022 2022-2023
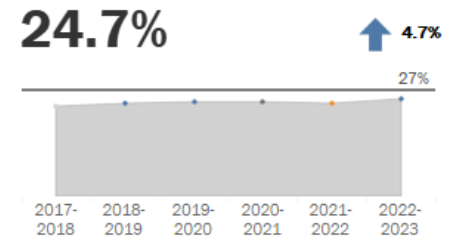
Number of female students in STEM programs | 2022-2023
Number of female students in programs that are identified as STEM during an academic year
Five year target: 15% growth from 2020-21

253 ▲ 8.6%
250

2017-2018 2018-2019 2019-2020 2020-2021 2021-2022 2022-2023

Number of dual credit students | 2022-2023
Unique count of high school students enrolled as dual credit students during an academic year
Five year target: 40% growth from 2020-21

3,219 ➡ 0.0%
4,250

2017-2018 2018-2019 2019-2020 2020-2021 2021-2022 2022-2023
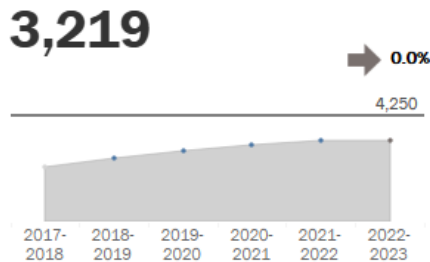
Goal 4 KPIs

Total enrollment at Learning Centers | 2022-2023
Total enrollment in courses offered at the six Learning Centers.
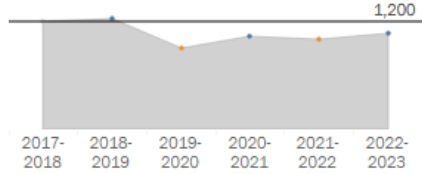Five year target: 300% growth from 2020-21

825 ▲ 23.1%
1,500

2017-2018 2018-2019 2019-2020 2020-2021 2021-2022 2022-2023
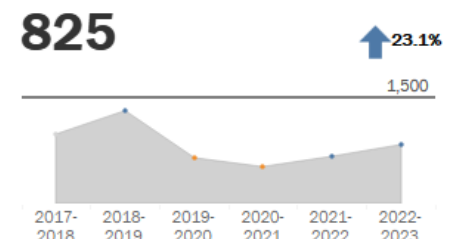
⬤ Goal 2 KPIs

Number of associate degrees awarded
Number of associate degrees (AA, AS, AAS, AOS) awarded during academic year
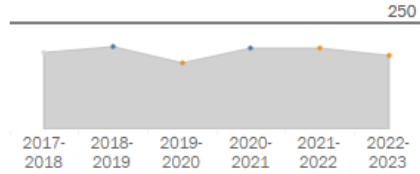
Five year target: 15% growth from 2020-21

1,080
↑ 7.8%

1,200

2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023

Number of diplomas awarded | 2022-2023
Number of diplomas awarded during academic year
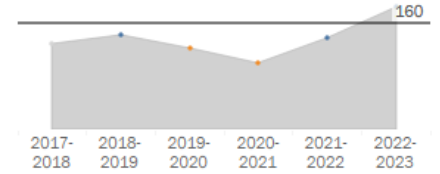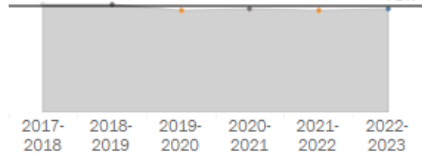
Five year target: 30% growth from 2020-21

171
↓ -10.0%

250

2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023

Number of certificates awarded | 2022-2023
Number of certificates awarded during academic year

Five year target: 60% growth from 2020-21

185
↑ 35.0%

160

2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023

Overall success rate of undergraduate students | 2022-2023
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

75.3%
↑ 2.0%

78%

2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023

Overall success rate of dual credit students | 2022-2023
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

89.3%
↑ 1.0%

90.0%

2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023
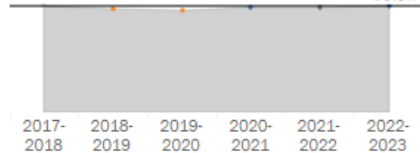
Fall to fall retention rate | 2022-2023
Percent of full-time students from the previous fall term cohort who are still enrolled or have completed their program (as defined by U.S. Dept. of Education).

Five year target: Increase 3 points from 2020-21

64.0%
↑ 1.9%

67%

2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023
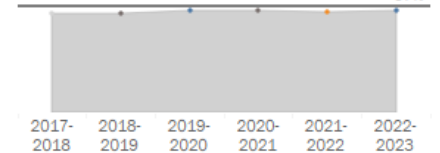
Graduation and transfer rate | 2022-2023
Percent of students who either graduated from SCC or transferred to another college or university in three years (or 150% of normal time).

Five year target: Increase 3 points from 2020-21

45.5%
↓ -19.7%

60%

2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023
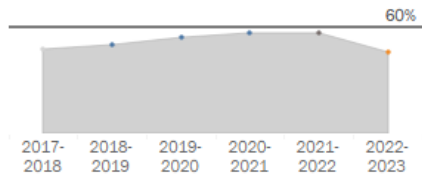
⬤ Goal 8 KPIs No target is yet established for these metrics

Fundraising: Dollars donated to College and Foundation | 2022-2023
Total dollars donated to the College and Foundation toward capital, scholarships and programs during the fiscal year. Multi-year pledges are split among the years the funds are received.
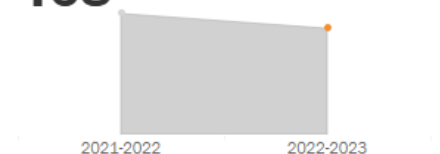
Five year target: na

$9.79M
↑ 103.8%

2021-2022 | 2022-2023
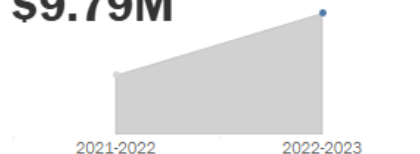
Fundraising: Number of donors to College and Foundation
Total number of individuals or companies who donated funds or equipment to the College and Foundation toward capital, scholarships and programs during the fiscal year.
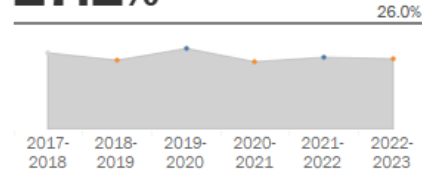
Five year target: na

468
↓ -12.4%

2021-2022 | 2022-2023

⬤ Goal 6 KPIs

Percent of SCC service area high school seniors who enrolled at SCC during the following academic year | 2022-2023
Percent of high school seniors from the 15-county service area who attended SCC during the following year

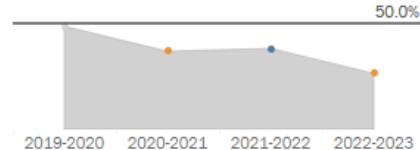Five year target: Increase 10 points from 2020-21

17.1%
↓ -3.4%

26.0%

2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023

Percent of TCA seniors who enrolled at SCC the following academic year | 2022-2023
Percent of TCA seniors who enrolled at SCC as an undergraduate student in the following academic year.

Five year target: Increase 12 points from 2020-21

26.5%
↓ -29.7%

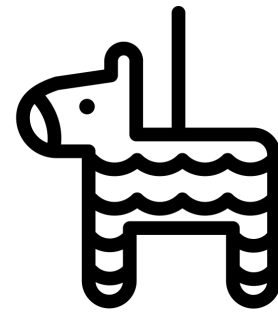50.0%

2019-2020 | 2020-2021 | 2021-2022 | 2022-2023

Percent of SENCAP/DCA seniors who enrolled at SCC the following academic year | 2022-2023
Percent of SENCAP/DCA seniors who enrolled at SCC as an undergraduate student in the following academic year.

Five year target: Increase 12 points from 2020-21

15.1%
↓ -34.9%

35.0%

2019-2020 | 2020-2021 | 2021-2022 | 2022-2023
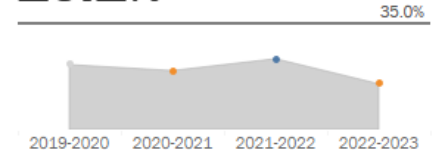
Mission Action Plan accomplishments!

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

Beatrice Campus

The Academic Excellence Center shell space has been completed and is now being used to house the music and theater departmental offices. The new spaces are equipped with up-to-date surfaces and features that provide better lighting, acoustics, and space.

Access/Equity/Diversity

In 2022-2023 AED worked on designing and developing a Title IX training program for employees. This program was ready for use in 2023-2024.

Accommodations Resource Office

During 2022-2023 ARO partnered with Diversity & Inclusion to provide more education regarding disabilities. We were also able to utilize the student and staff newsletters by providing ongoing information about our office and how accommodations can help students. In addition, ARO have worked closely with TCA & SENCAP to ensure their students know how to access our services, and how they can transition over when they are ready to be a full-time college student. Had a 19% increase in students we serve last year.

Building Construction

Basic Carpentry (CNST-1224 & 1225) we experienced an average of 37% attrition in Fall 2021. In Fall 2022, we experienced 11% attrition in these courses. Our goal was to lower attrition by 10%. This measure shows that we lowered attrition by approximately 30%.

Adult Education - ESL

Identified three locations for Family Literacy classes: Everett Elementary; Campbell Elementary; Lincoln High School. Hired three instructors for the locations. Started classes in all locations: total number of students was 36. Will add a second class at Campbell, and in January 2024, will add Clinton Elementary.

Accreditation, Planning, and Institutional Assessment

A workshop was held during the August 2022 in-service period for all program and department chairs on topics related to student learning assessment. The material presented included: leading faculty discussion to analyze student learning assessment results; identifying actions to improve student learning, and use of Nuventive software.

Health Sciences

Developed an additional articulation agreement with Wesleyan University for a 2+3 Masters Degree Athletic Training program. Continue to work on communication to students. Development of an Intro to Athletic Training course to be offered in time at SCC and TCA/SENCAP for exposure to athletic training.

Adult & Juvenile Services and Corrections

Achieved goal to implement four face-to-face courses on the Lincoln campus in the academic year. These classes were offered, ran, and met with positivity by students, especially those in the AA degree program. Faculty would like to expand on this goal and increase the offerings next year.

Business Communications

We have increased enrollment for the BCOM degree from 16 new students enrolled in Fall 2022 to 37 students who plan to start in Fall 2023.

Dietary Manager

Graduates had a 100% pass rate on the CDM Credentialing Exam last year.

Electrical & Electromechanical Technology

Created multiple awards to replace program focus areas. Associate Degrees for Electromechanical, Electrical, and Automation are live. Certificates for Electromechanical and Electrical are live. Certificate for Automation is created and waiting to roll out.

Electronic Systems Technology

Eight (8) students from Duncan Aviation enrolled after offering alternative course delivery methods.

English

In August 2022, English faculty reflected on the work on Civic Engagement within the department and decided to include a reflective element. By Spring 2023, 15 faculty submitted modified assignment prompts and details of reflective, follow-up assignments. At the end of Spring 2023, faculty submitted debrief notes and evidence drawn from classes where the civic engagement assignment was completed. Eight student essays were provided as examples of the final products.

General Motors (ASEP)

We created a first semester plan that articulates all the transportation programs to the same course content allowing first semester students to transfer between the programs. We have created the courses to articulate between each other in the course catalog starting in 2023-2024.

Horticulture & Turfgrass Management

Received continued support from Toro with sponsored professional development for faculty members. Also, established several new COOP/intern destinations within the industry to give current and future students new opportunities and help with growth of the program.

Manufacturing Engineering Technology

Created an interactive spreadsheet of skills, theory, and tools taught in curriculum for the April 2023 Workforce Leadership Team meeting. WLT members were surveyed on whether the items should be discarded or retained. Results were collected and organized in a new map that will be used in the next WLT for further review.

Medical Laboratory Technology

All MLT courses are being offered as flipped classrooms which leads to a more engaged learning experience and helps students to learn the material at a deeper level. This is one of the best things we have ever done. Students give overwhelmingly positive feedback when asked about this structure of the classroom.

Social Science

With goal of building community within and amongst the Social Science team, a social event was held for the entire department, on both campuses each semester. On three occasions department meeting were held between both Beatrice and Lincoln. On three other occasions, joint trainings were held between the campuses. Due to the positive impact, we plan to continue for another year with new and increased measures.

Design & Drafting Technology

DDRT wanted to track and learn about student retention. The program admitted 64 applicants to the program and 33 joined for a 52% success in getting new students. Of the 33 students who joined the program, seven students left after one semester for a retention rate of first semester students of 79%. Program faculty were surprised that the retention for first semester student was as high as it was, but did not care for the fact that we only got 52% of applicants to join the program.

Graphic Design | Media Arts

As of May 2023, all GDMA program documents (course files, general program files, program chair files) are stored and organized on the OneDrive account of the program chair. Everything follows a standardized naming structure for all folders. This was a necessary step to move forward the efficiency of how the program works. All instructors, full-time and adjunct now have a central place to find all needed documents. Students have access to specific shared files and program policy files.

● Program Development

Established a streamlined process that extends from concept through approvals and into implementation. The initiative resulted in an organized and streamlined process to move new and moderate extensions of current programs from concept to inception. The collaborative nature of those involved helped this be successful. Individuals from student success and enrollment, to planning and accreditation, IR, instruction, and marketing helped design a methodology that could be a model for other colleges.
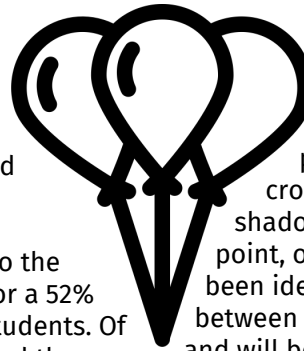
Student Enrollment

The division is in the process of providing a cross-divisional job shadowing process. At this point, over 50 participants have been identified, matched up between shadower/shadowee, and will be connected to one another to begin arranging shadowing experiences throughout the upcoming year. Standards and expectations for how to shadow have been developed and a post-completion survey has been prepared. The plan is that participants will have completed their shadowing experience by the summer of 2024. Going forward, this program will be adapted and become part of new employee orientation and training to onboard incoming staff.

TRiO / SSS

At the end of 2022-2023 academic year, 87% of participants (144/165) met the criteria for persistence (110 students re-enrolled at SCC for the fall 2023 semester; 19 graduated during the year; 10 graduated and transferred to a four-year college; 5 students transferred to a four-year college).

The Career Academy

Made a number of changes to create and implement innovative pathways, learning formats, and methods. The faculty made curricular changes to the Culinary, Welding, Construction, Health Science, Early Childhood Education, and K-12 Education pathways. These pathways are significantly better going into the 2023-2024 school year as a result. The student experience both while at TCA and the credits they have for after TCA will be impacted for the positive. ∎

Looking forward...

Administrative priorities for 2024-2025

The Administrative Team developed the following priorities for the 2024-2025 academic year after reviewing strategic metrics trend data and evaluating the number of unit-level connections in previous years. Administrative Team members encourage all areas of the College to integrate these key College-level priorities into their 2024-2025 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, new academic programming, and expanding programs and services for underserved populations.

2. **Explore strategic funding options** in response to the new Community College Future Fund model and to improve College operations and facilities as identified in the Strategic Plan and Facilities Master Plan. Develop enrollment-generating and other budgetary/funding strategies to ensure timely progress on priority facility and operational projects including: implementation of a Capital Campaign, capital and operational fund-raising, revenue bonds for student housing projects, student facilities fees, institutional reorganization, realignment of funding priorities, and legislation to promote enrollment growth and workforce development.

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 the Higher Learning Commission 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 1 - Enrollment Growth

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
1.1	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 3 - Communication and Public Awareness

Object-ive	Metric	Data Source	Definition	KPI
3.1	Number of unique pageviews of home page	GoogleAnalytics	Unique pageviews of the home page of the SCC website. As defined by Google, Unique Pageviews is the number of sessions during which the specified page was viewed at least once.	.
3.5	Number of clicks from home to Explore	Google Analytics	Number of visits to SCC home page that clicked through to the Explore content at https://www.southeast.edu/academics/	.
3.5	Number of clicks from home to Visit	Google Analytics	Number of visits to SCC home page that clicked through to the Visit content at https://www.southeast.edu/visitscc/	.
3.5	Number of clicks from home to Apply	Google Analytics	Number of visits to SCC home page that clicked through to the Apply content at https://www.southeast.edu/applynow/	.
3.5	Engagement rate with Facebook	Marketing and Communications	The total number of interactions SCC content receives on Facebook divided by total number of followers., multiplied by 100.	.
3.5	Engagement rate with Twitter	Marketing and Communications	The total number of interactions SCC content receives on Twitter divided by total number of followers, multiplied by 100.	.
3.5	Engagement rate with Instagram	Marketing and Communications	The total number of interactions SCC content receives on Instagram divided by total number of followers, multiplied by 100.	.
3.5	Engagement rate with LinkedIn	Marketing and Communications	The total number of interactions SCC content receives on LinkedIn divided by total number of followers, multiplied by 100..	.
3.5	Number of prospects identified from 'Choose SCC' microsite	CRM Recruit	Unique prospects as identified by email address from the 'Choose SCC' microsite at https://www.choosescc.com.	.
3.5	Admit rate of prospects identified by the 'Choose SCC' microsite	CRM Recruit	Percent of prospects identified through the Choose SCC microsite who move on to be admitted to a program at SCC.	.

Other Key Performance Indicators

Object-ive	Metric	Data Source	Definition	KPI
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).	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
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 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 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 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

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 Access/Equity/Diversity Office, 301 S. 68th Street Place, Lincoln, NE 68510, 402-323-5589, FAX 402-323-3420, or *equity@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 publica 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: Access/Equity/Diversity Office, 301 S 68 Street Place, Lincoln, NE 68510, 402-323-5589, FAX 402-323-3420, o *equity@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.

For more information about the Southeast Community College
Strategic Plan, please visit our website at
https://www.southeast.edu/about/leadership-and-governance/