

# Strategic Plan 2020-2024 **PROGRESS REPORT**

Paving the Path to Possible



**2023-2024**

**S** Southeast  
COMMUNITY COLLEGE





## Table of Contents



Letter from the President.....	4
Utilizing the report for data-informed planning .....	5
List of strategic metrics .....	6
Strategic achievements in educational environment and financial strength.....	8
Comprehensive Facilities Master Plan.....	8
Funding of facilities.....	9
SCC Campuses.....	10
Design Guidelines .....	11
Information Technology .....	13
Facilities planning, design, and safety .....	14
Financial strength and changing funding models .....	15
External funding.....	16
Composite Financial Index (CFI).....	18
Additional strategic achievements .....	22
Connections between MAP goals and strategic objectives .....	24
Key Performance Indicators .....	26
Mission Action Plan accomplishments.....	28
SCC2030: The next strategic plan.....	30
Sources and methodology .....	32



## Letter from the President

SCC completed the fourth year of its 2020-2024 Strategic Plan in June 2024. The theme goals for this year's progress report are educational environment (Goal 7) and financial strength (Goal 8). There were several transformative accomplishments this past year in relation to these two goals. The College successfully transitioned to the new Community College Future Fund (CCFF) model, which replaces general fund taxing authority with state funding that is directly tied to enrollment. Under the new model, the College receives an increase in CCFF funding equivalent to the percent increase in weighted enrollment if the annual percent enrollment increase exceeds 3.5%. The model gives greater weight to career/technical programs based on their higher operational costs. The transition to the new model coincided with strong enrollment growth this year, which ensures the College can continue to effectively pursue its mission, vision, and strategic goals. Another key feature of the new CCFF model includes taxing authority to supplement both state aid and CCFF funds if the State is unable to fund these two revenue sources in accordance with funding model specifications. The College was able to work collaboratively and proactively with State senators, the Governor's Office, NCAA, and the other Nebraska community colleges to develop the new funding model.

The College has continued to make significant progress on Goal 7 through the construction of the Sandhills Global Technology Center and the Welding Technology Center on the Lincoln Campus. In addition, SCC initiated the construction of a new welding facility on the Beatrice Campus and completed a comprehensive renovation of Nebraska Hall on the Milford Campus. For the first time ever, SCC is providing student housing on the Lincoln Campus with the opening of the 250-unit Woodhaven Hall in January 2024.

Major accomplishments related to the other strategic goals included: significant enrollment growth on all three SCC campuses, the launch of the Prison Education Program (PEP) at multiple off-site locations, the completion of the first strategic plan for the SCC Educational Foundation, continued progress on fundraising for capital projects, development of new stackable credentials across several existing academic programs, and formal notification from the Higher Learning Commission that SCC's accreditation is reaffirmed through 2033.

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 Four 2020-2024 Strategic Plan Progress Report, and am very appreciative to the Board, faculty, and staff for their efforts and participation in this ongoing strategic planning process.

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



## 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 2023-2024 are

- **Goal 7** Educational Environment
- **Goal 8** Financial Strength.

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](mailto: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 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 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 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

*\* These metrics are no longer being tracked because they no longer reflect how the College is doing business and/or have an associated fee.*



## 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



## 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 Educational Environment and Financial Strength

We are happy to present the fourth annual report on the 2020-2024 strategic plan. This year this section of the report is focused on strategic achievements in Educational Environment (Goal 7) and Financial Strength (Goal 8).



The College has experienced seismic changes in both its educational environment and financial support since the first strategic plan was approved in 2015.

During 2024, SCC celebrated the 10-year anniversary of Dr. Paul Illich becoming President. His hiring was the catalyst for a broad and deep transformation of the College, which started in 2015 with approval of its first Strategic Plan and its first Facilities Master Plan. With those plans as foundation, the College prioritized investment in and attention to renovation of existing facilities and construction of new ones. As identified in the Vision Statement, SCC is “dedicated to creating destinations and the highest quality learning climates through permanent, innovative, modern, virtually linked, sustainable, and collaborative facilities and green spaces.”

Over time, these plans, investments, and the resulting changes have transformed all aspects of the College.

Multiple factors contribute to student enrollment and retention, including available programs of study, instructor reputation and experience, the social environment, extracurricular opportunities,

location, and cost. But just as important, the quality of campus facilities play an important role in shaping perceptions and enhancing the overall appeal of a college campus.

SCC students, employees, and stakeholders are in the early stages of experiencing the benefits from improvements to, and expansion of, its physical environment on its three campuses.

## Comprehensive Facilities Master Plan

As part of the goal to create high quality learning climates on each of its campuses, the College conducted a comprehensive facilities assessment and space needs analysis in 2015.

The facilities assessment involved a team of experts reviewing and rating each building on multiple factors. The factors included regulatory

metrics such as fire/life safety code compliance, ADA accessibility, and current building and energy codes; best practices for construction methods/ materials; and current standards for functionality, aesthetics, place-making, sustainability, and stewardship of natural

resources.

The space needs analysis, conducted by Paulien and Associates, included interviews; workshops; and analysis of facilities, enrollment, and staffing data. Its purpose was to:

- Document the existing physical assets on the campus,
- Establish an understanding of how classrooms and laboratories are being used currently,





- Conduct analysis for both current and future target enrollment and staffing levels,
- Determine the gap between existing space and future space needs to determine additional spaces required to meet needs.

As a result of these activities, the College developed its first-ever facilities master plan (FMP). When it was complete, the College estimated it would take \$369M to fully fund all the necessary changes. The College attempted a general obligation bond to fund the entire amount. Voters failed to approve the bond in 2016, so the College identified other funding mechanisms for renovation and new construction. The latest master plans are shown on pages 20-21.

## Funding of facilities

Following the failed public bond issue, the College pursued multiple strategies to fund construction and renovation of new buildings. In addition to the continued focus on enrollment growth, the strategies included developing new funding sources (i.e., private fundraising, student fees, and public-private partnerships) and using existing funding sources in novel ways (i.e., tax

levy authority to support certificates of participation and revenue bonds, growing the general fund reserve).

One of the first priorities for the Office of Advancement was **fundraising** for Phase I facilities projects. As a result,

the College raised over \$5 million in private gifts, grants, in-kind donations, and naming rights. The donation for naming rights from the Acklie

Charitable Foundation for the Crete Carrier Diesel Technology and Welding Center on the Milford Campus was the most notable during that phase.

The Office of Advancement in partnership with the SCC Educational Foundation continues private fundraising and partnership efforts. The most notable success has been the Sandhills Global Technology Center with naming rights from that company and additional funding from a **partnership** with the City of Lincoln to provide dedicated industry spaces for reskilling, upskilling, apprenticeships, and internships.

Since students receive a direct benefit from modern facilities, SCC instituted a **student facilities fee** in 2017-2018. Each \$1 per credit hour in facilities fees produces approximately \$200,000 in revenue for facilities projects. The 2023-2024 rate of \$15 per credit hour generates approximately \$3 million each year.

After the failed bond issue, the SCC Board of Governors raised the College's **tax levy for capital construction** to its maximum in 2017. A portion of these funds is used for "pay as you go" projects and facility upgrades.

The remaining portion of levied funds are pledged to secure **certificates of participation** and revenue bonds to finance long-term projects. The debt from certificates of participation is retired using the pledged authority from the capital tax levy. These projects have included:

- 2018: \$58.8M for all Phase I projects
- 2023: \$30M for Welding Technology Center (Phase II project)

**Revenue bonds** are paid off by revenue generated by the projects, in this case by fees paid by students living in the residence halls.

- 2018: \$19.5M for student housing and dining in Milford and Beatrice.
- 2020: \$8.7M for student housing in Milford
- 2022: \$26.0M for student housing in Lincoln.

### Selected List of Donors

Acklie Charitable Foundation  
Aksarben  
Ameritas  
Blue Cross Blue Shield  
Inland Truck Parts  
NMC/CAT  
Peter Kiewit Foundation  
Sandhills Global Technology  
Sunderland Foundation  
Truck Center Companies

In addition, SCC has worked to increase the **general fund reserve** annually in order to position the College for additional financings and to ensure compliance with HLC Composite Financial Index requirements (CFI; see page 18).

## SCC Campuses

This section explores improvements to the physical environment of each campus. Details about the campuses in 2015 were drawn from the Facilities Master Plan.

### Beatrice Campus

In 2015, the main part of the Beatrice Campus consisted of 13 buildings. Three of the buildings (Adams, Hoover, and Jackson) were built in 1965 as dormitories on the John J. Pershing campus, but converted to primarily classroom use by SCC. The most recent construction on campus included three residence halls – Roosevelt (2002), Eisenhower (2012) and Washington Hall (2004). The most recent non-residential construction on campus includes Ford Hall (1981), two adjacent greenhouses (1998), and Truman Hall (1999).

The Agriculture Center, just south of the main campus, is situated on a nearly 600-acre laboratory farm where students receive hands-on instruction in multiple focus areas. The Ag Center consists of 24 buildings used for class labs, animal holding, and agricultural support facilities. Of these, all

but four were constructed prior to 1990 and are crowded and/or in poor condition.

As a result of the facilities assessment, the Facilities Master Planning team recommended that all buildings on the Beatrice Main and Agricultural Campuses be removed and replaced and that the Ag Center property be repurposed for other agricultural programs in the future.

Since 2016, the construction and renovation projects in Beatrice have included:

- *Academic Excellence Center*. An award-winning, general purpose classroom building opened in 2021.
- *Homestead Hall*. A three-story, suite-style residence hall accommodating up to 152 students opened in 2019.
- *The Windmill Grill* (previously named ‘Storm Center Dining Center’). A 15,000 square-foot dining facility to support students living on campus, also opened in fall 2019.
- *Agriculture Hall*. A privately-owned building on SCC property was purchased and renovated.
- Extensive remodeling of the *Kennedy Center*, including the renovation and relocation of the Library Resource Center to include tutoring center and private study spaces for students, creation of a Welcome Center, and space for the Testing Center.
- A *welding building*, where students can earn a certificate in welding, opened in August 2024.
- Razing of Adams, Hoover, and Jackson Halls.

On-going projects in Beatrice include:

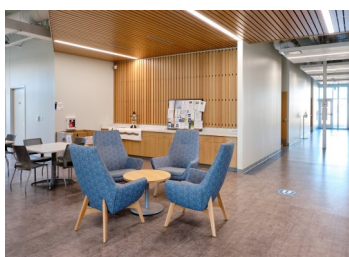
- *Agriculture Career Center*. This new facility will support SCC’s agriculture and ag-related programs. Currently the project is in the private fundraising stage. Design and architectural plans are being finalized.



Academic Excellence Center



Homestead Hall



Interior of Agriculture Hall

## Milford Campus

In 2015, the SCC Milford Campus consisted of 22 buildings. The oldest building on campus,



Crete Carrier Diesel and Welding



Prairie Hall



Rendering of Nebraska Hall

Nebraska Hall (1922) pre-dates the College. The Nebraska Technical College built several campus buildings in the 1950's and 1960's with Eicher Hall (1958), Cornhusker Hall (1964) HVAC Building (1961), and Welsh Center (1966). In 1973, the Milford Campus became part of Southeast Community College, which initiated expansion of campus with Pioneer Complex North (1979) and South (1981), the Physical Plant (1979), and Cold Storage (1985). In the 1990's, the Industrial Training Center (1991), Dunlap Student Center (1997), and the first of two John Deere Buildings were built (1997).

Since 2016, the construction and renovation projects in Milford have included:

- The *Crete Carrier Diesel Technology & Welding Center* provides learning space for diesel programs and welding courses to create capacity and meet industry demand.
- Two three-story residence halls, each housing 152 students. *Prairie Hall* opened in 2019 and *Meadow Hall* in 2021.
- The *Industry Training Center* was renovated and improved to house the Professional Truck Driver Training program, which moved to Milford from Lincoln. The improvements include a paved concourse, new parking garage for the trucks, new HVAC system and roof, and classroom renovations.
- Extensive renovation to the *Welsh Center*, including its Health and Wellness Center.

## Design Guidelines

Led by experts from Clark Enersen Partners, the College established design guidelines to guide the development of designing and renovation of the institution's physical infrastructure and aid in the implementation of the Facilities Master Plan.

The guidelines establish principles for the ongoing development and improvement of the College's physical environment. The intent of the guidelines is to:

- Promote high-quality architecture and contextual design that enhances and reinforces the image and identity of Southeast Community College across all campuses.
- Create essential cohesive design relationships between buildings.
- Foster innovation in construction technology, while promoting sustainable and flexible solutions.
- Encourage for future adaptability, allowing the campuses to evolve with changing needs and uses.
- Set the tone for creative, unique, and distinguishing designs that contribute to a unique and recognizable campus identity.

### The resulting design principles are:

- Create a local sense of place as well as respond to SCC's vision and values.
- Respond to the local climate, community and landscape.
- Create purposeful and enriched public spaces.
- Maintain a positive human scale on campus.
- Durability and long-term performance should drive the quality and character of all campus projects.
- Authentic, contemporary design should be employed rather than mimicking the past.■



The projects that are in progress in Milford are:

- Extensive renovation of *Nebraska Hall*. Then named the Roosevelt Building, Nebraska Hall was built in 1922 to house patients in the Nebraska Soldiers and Sailors Home. It was later converted to a dormitory for the former Nebraska Technical College. SCC is renovating Nebraska Hall to house a welcome center, student enrollment and student success services, administration, and a student union.
- SCC is actively fundraising for a new *Construction Trades Center* that will support several career/technical academic programs.

## Lincoln Campus

Lincoln is home to multiple SCC locations, including the main campus at 8800 'O' Street.



Health Science Center



Student & Academic Support Ctr.



Welding Technology Center

Apart from the Career Academy (completed in 2015), the Lincoln campus was largely established during the first decade of its existence starting with the Physical Plant (1980) and the Main Building (1979), which has been expanded several times. SCC built new facilities for the

Fire Protection program between 1988 and 2002.

Since 2016, the SCC Lincoln Campus has experienced extensive construction and renovation, including:

- The *Great Plains Culinary Institute* opened in May 2018 to support the Culinary/Hospitality program. The renovation includes classrooms and labs, a bakery, and full-service restaurant.

- The *Health Science Building*, which includes a simulation center, general purpose classrooms, and specialized teaching spaces, opened in January 2021.
- The renovations that established the *Student and Academic Support Center* were transformational. These changes, which addressed fire and life safety needs, also included an additional 25,672 sq. ft, two-story addition that modernized the campus entry.
- *Lincoln Campus Store* renovation and enlargement.
- *Lincoln Campus Café* renovations.
- The 250-bed *Woodhaven Hall*, the first residence hall at SCC Lincoln, opened in January 2024.
- Razing of the Fire Tower.
- Re-development of roads and parking.

Projects in progress on the Lincoln Campus are:

- *Sandhills Global Technology Center* to address the demand for computer information technology, electronics, biotechnology, and design/drafting technology professionals.
- *Welding Technology Center* will allow SCC to accept more students to the program and dedicate industry spaces for reskilling, upskilling, apprenticeships, and internships.

## Other Lincoln Locations

A smaller campus, Education Square (ESQ) is located three blocks south of the University of Nebraska-Lincoln city campus. This building is actively on the market to be sold.

The Jack J. Huck Continuing Education Center and the Entrepreneurship Center, both located at South 68th Street Place, are intended mainly for the community, business professionals, and entrepreneurs, and primarily features avocational classes, workshops and seminars. Some College administration is also housed at the Continuing Education Center.

## Information Technology (7.7)

Strategic objective 7.7 states that SCC strives to “ensure the College maintains a comprehensive, secure, and sustainable technology infrastructure through expandable functionality, redundancy, and innovative technology planning”.

One way to maintain IT that promotes learning, engagement, and innovation is to ensure that the computers and servers are replaced on a reasonable schedule. The percentage of computers that are no more than four years old has grown since 2020 from 68% to 88% and the number of servers no more than seven years old dropped from 84% to 74%. In this time, the fleet of computers grew by nearly 700 whereas the number of servers remained steady.

The Educause/NIST Cybersecurity Self-Assessment is designed to help institutions, especially in higher education, assess their cybersecurity maturity and alignment with the National Institute of Standards and Technology (NIST) Cybersecurity Framework. This self-assessment enables organizations to identify strengths, weaknesses, and opportunities for improvement in their cybersecurity practices.

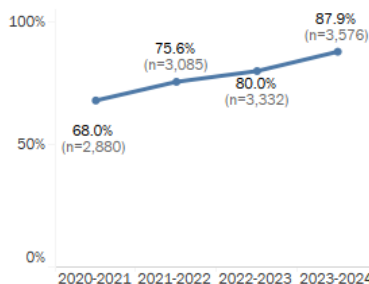
The assessment has 101 items in 14 categories related to the current state of the information security program and the desired future state of information security. The institution rates each item on a scale from 0=Not Performed to 5=Continuously Improving.

For the first three years that SCC tracked the information, the average score from the self-assessment was exactly the same at 3.4 (3=Well Defined and 4=Quantitatively Controlled). In the 2023-2024 assessment, the average score rose to 3.6 as a result of documenting the incident response plan and implementing new data loss protection services.

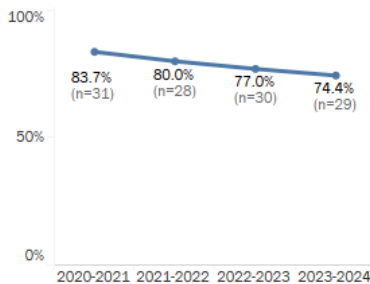
Each year SCC provides data to the Common Data Set collected by Educause. One of those metrics, Central IT expenditures per institutional FTE (i.e., how much does SCC spend on IT per full-time equivalent student and employee), was identified as a strategic metric. In 2023-2024, SCC spent just under \$900 per institutional FTE.

The 46 Associate’s Colleges who provided data reported a very wide range of spending per FTE from \$257 to \$2634. SCC’s spending is just below the median value of \$1008. ■

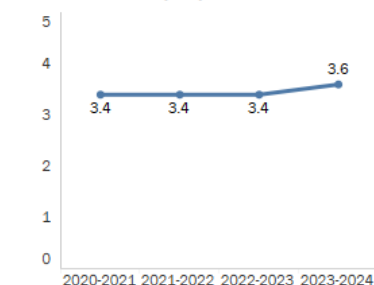
Percent of computers in fleet that are 4 year or under (7.7)



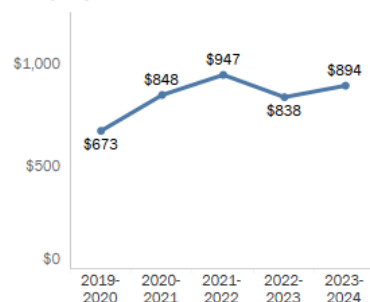
Percent of servers in fleet that are 7 years or under (7.7)



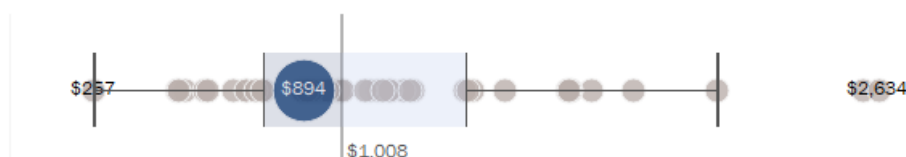
Average score from NIST self-assessment (7.7)



Central IT expenditures per Institutional FTE (7.7)



Box-plot showing distribution of Central IT Expenditures per Institutional FTE



## Facilities planning, design, and safety

### Analysis and assessment of facility needs (7.3)

The College strives to use a proactive approach to the care and maintenance of its infrastructure to avoid deferred maintenance projects. Effective space utilization is actively scrutinized and addressed by the College and oversight agencies. Projects that require \$2M of taxpayer dollars or more must be approved by the Coordinating Commission for Postsecondary Education (CCPE).

To obtain CCPE approval, the College must show two types of data as evidence that facilities need to be right-sized or that additional space is necessary: (1) the hours rooms are in use during the week and (2) how full the rooms are when in use. For larger projects, the Institutional Research office provides data.

### Universal Design (7.4)

Since 2018, SCC architects have incorporated components of Universal Design principles when designing new or remodeled spaces and or buildings. Universal design is the design of buildings, products or environments to make them accessible to people, regardless of age, disability, or other factors. Through evaluating material and structures that can be used by all, universal design addresses common barriers to participation by creating things that can be used by the maximum number of people possible.

## Safety and Security (7.6)

Ensuring safety and security at all College locations remains a priority. Prior to 2016, the College had minimal security staffing. Since then, the safety and security philosophy and practices have changed substantially. Now, an expanded

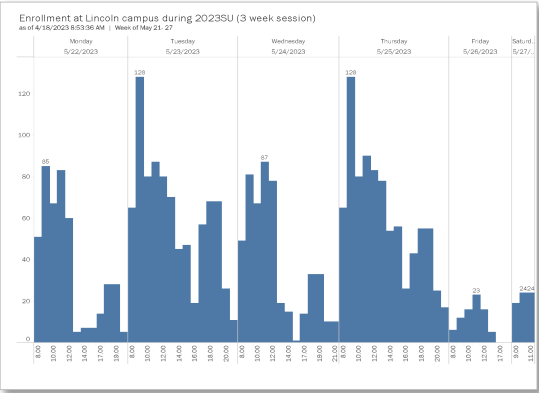
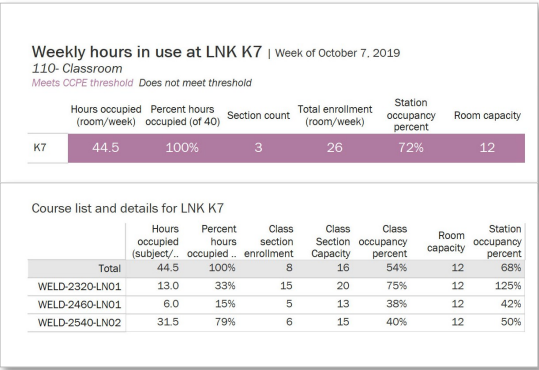
number of full-time security staff members are engaged in a coordinated security effort across all locations.

Improvements to safety and security of College facilities are addressed by determining what locks, cameras, card access, or other tools are required to be installed to meet the general direction of campus safety. Typically, the project designers provide input based on best practices, and the College determines which tools will be used moving forward.

To address on-going safety and security challenges in downtown Lincoln, the College remodeled Education Square

to ensure greater security at that location. Overall, though additional needs exist, students and employees have provided positive feedback about the changes that have been made so far.

The institution’s Safety Management Plan (SMP) from 2020 is the official plan designated to address specific hazards and circumstances that constitute an emergency for SCC staff, faculty, students, and property. The SMP Handbook is for emergency management and coordination of all phases of emergency response to minimize the impacts of disasters and incidents, to protect people and property, and to restore any interruptions to college operations.



Examples of space utilization analyses

## Financial strength and changing funding models

During 2023-2024, the College navigated the formation and implementation of a new community college funding model. While the transition period had its challenges, the College advocated for the employers, communities, and students. President Illich worked closely with the SCC Board, NCCA, state senators, the Governor's office, and others to incorporate mechanisms in the new model that will help SCC continue to create a skilled workforce that meets employer and community needs and to ensure our service area has access to the life-changing benefits of higher education.

LB 243, which was eventually passed into law, was the result of a collaborative partnership among the state senators, the community colleges, and the Governor's Office. SCC believes this historic legislation represents a powerful beginning to a proactive approach to investing in the Nebraska community colleges to ensure they fulfill their missions to provide a skilled workforce and affordable access to higher education within their service areas.

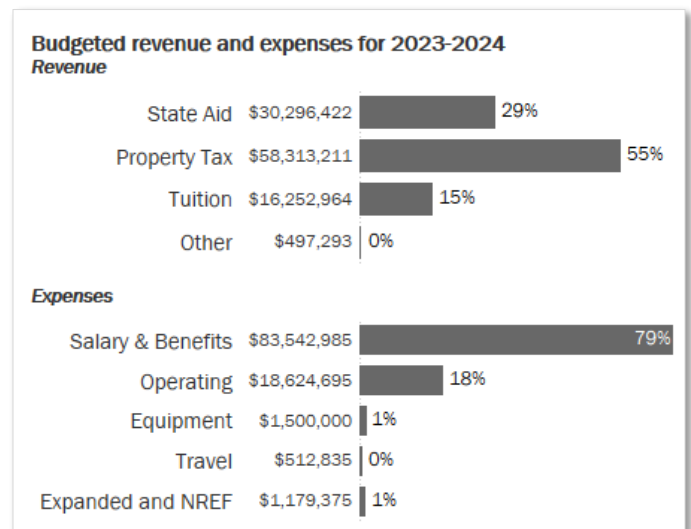
The intent of the law was to fund the community colleges at a rate that will allow them to fulfill their vital role of producing a skilled workforce while replacing general fund tax levy funds with state funds. In doing that:

- The general fund taxing authority is removed and replaced with the Community College Future Fund from the State.
- Colleges retain 2-cent levy authority for capital expenditures.
- Each year, the CCFF budget will grow by 3.5% or by the percentage increase in REUs, whichever is greater.

- If not fully funded, Colleges could levy a general fund tax rate to match the budgeted total.
- Taxpayers can receive 100% tax credit for transition year before removal of general fund taxing authority and 100% tax credit for the on-going capital levy authority .

This new funding model, which will begin in 2024-2025, has created fundamental conceptual changes to how the College develops its own plans. Specifically, (1) SCC no longer has taxing authority to access funds over time and (2) enrollment growth is directly tied to funding growth.

In 2023-2024, SCC's general fund budget was \$105,359,890. Just over half the budgeted revenue (55%) came from property tax (55%). Nearly 80% of expenses were for salary and benefits (79%).

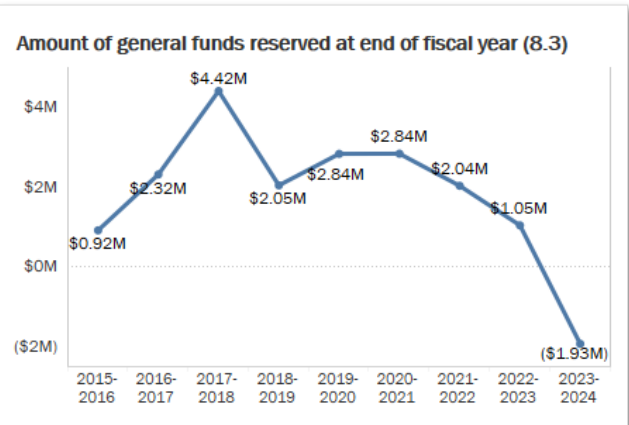
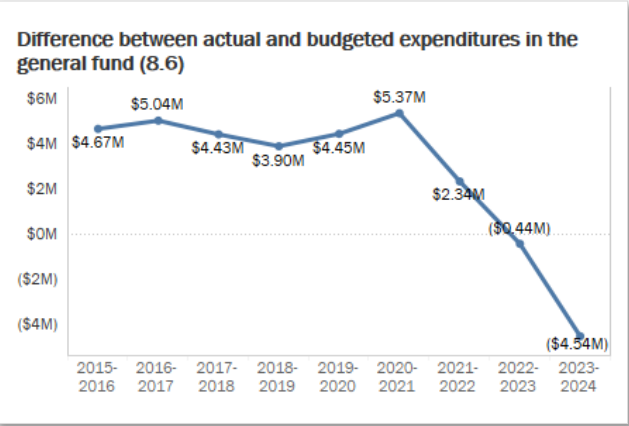


The strategic metrics in this area are (1) the amount of funding available for expanded projects (i.e., amount of general funds reserved at end of fiscal year) and (2) how closely the annual budget set at the beginning of the fiscal year matches the actuals, which are identified at the end (i.e., difference between actual and budgeted expenses in the general fund).



SCC makes a significant effort to balance general fund operations to ensure revenues are approximately the same as expenses each year. This process involves careful planning, strategic forecasting, and constant adjustments. In most years, as shown below, budgeted expenditures have been approximately \$5 million higher than actual expenditures.

SCC has been successful in managing the general fund and has had a positive position fund reserve over the years (i.e., general funds reserved at end of fiscal year). However, in 2023-2024, SCC implemented GASB Statement 101, Compensated Absences, which requires, in part, that a liability should be recognized for leave that has not been used. The implementation of this standard resulted in a net deficit in the general fund. This change affected the following two strategic metrics.



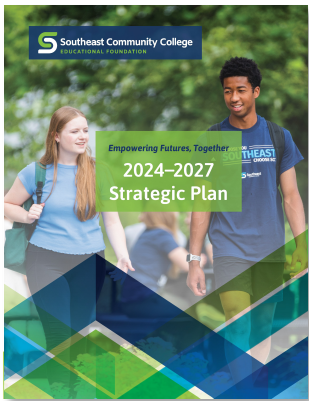
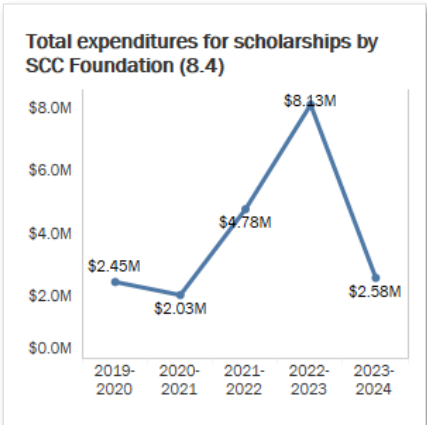
## External funding

The 2020-2024 Strategic Plan included growth of external giving by expanding the offices of Advancement and Resource Development and by strengthening the partnership between the College and the SCC Educational Foundation.

The Southeast Community College Educational Foundation, established in 1975, will celebrate its 50<sup>th</sup> anniversary in June 2025. After SCC hired its first Director of Advancement in 2018, the Foundation named a new Executive Director following the retirement of Dr. Jack Huck in 2021.

Prior to 2021, the primary focus of the organization had been fundraising for student scholarships. The change in leadership resulted in a broadening in scope and the implementation of a new fundraising software (Raisers Edge). In 2022, the Foundation and the College established a \$47.7 million capital campaign to address the skilled workforce gap and the need to modernize SCC facilities and learning spaces. As part of that campaign, the Foundation received a \$5 million-dollar gift, the largest donation in the College’s 50-year history, created 25 endowed and annual scholarships, and distributed more than \$2.6 million in scholarships to 2,149 students.

To maintain momentum from these successes, the Foundation gathered input from more than 60 stakeholders, community members, alumni, and industry partners to develop its first Strategic Plan.





The four-month planning process resulted in the Foundation Board adopting the following strategic goals to guide its efforts for 2024-2027:

- Strengthen the Foundation's governance and fundraising effectiveness
- Enhance capacity for operational expansion and sustainability
- Increase flexible funding to support emerging student and workforce needs
- Expand the culture of philanthropy through donor-centered engagement strategies
- Establish communication systems that expand awareness and enhance collaboration.

The strategic metrics associated with the Foundation show meaningful progress. The number of individuals who have donated to the Foundation quadrupled from 150 in 2020-2021 to 606 in 2023-2024. During that same period, the dollars donated also increased with a spike of nearly \$9M in 2022-2023 due to a large donation. The net assets of the Foundation have grown on a consistent basis, apart from a larger, COVID-related increase in 2020-2021.

The amount of funding available from grants and contracts was steady through 2019-2020. The following year state and federal governments made available considerable COVID-related funding, which resulted in a large increase in dollars awarded. ■

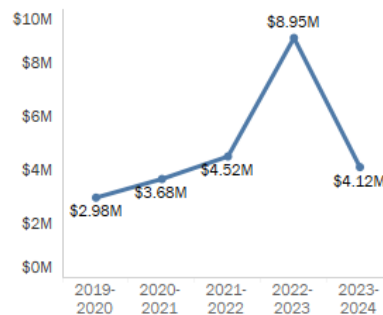
### Mission

The Southeast Community College Educational Foundation's mission is to boldly support the vitality and growth of SCC, empowering the students, staff, and broader communities it serves by creating a legacy of educational opportunities that foster economic enrichment and shared benefits for all.

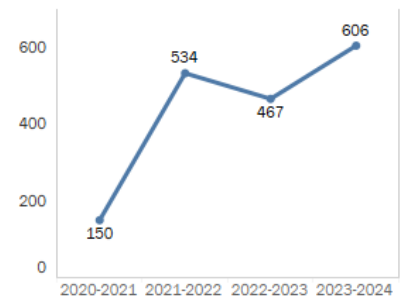
### Vision

Empowering Futures, Together. By establishing a foundation of dynamic governance, innovative fundraising, and strategic partnerships, the SCC Educational Foundation aims to craft a legacy of impact where donor generosity meets strategic vision. The Foundation creates transformative opportunities that shape the educational landscape for southeast Nebraska students and communities and inspires future generations.

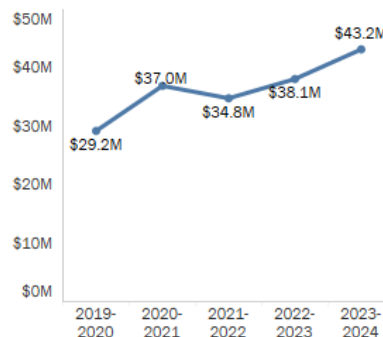
**Fundraising: Dollars donated to Foundation (8.4) KPI**



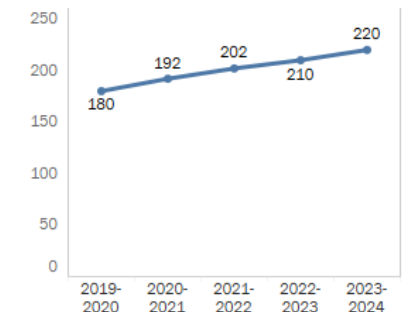
**Fundraising: Number of donors to Foundation (8.4) KPI**



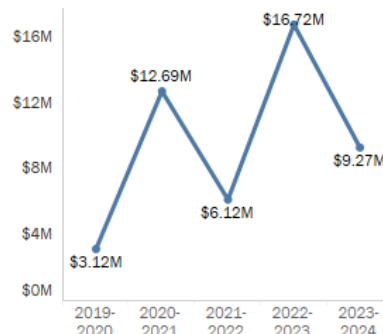
**Net assets of SCC Foundation (8.4)**



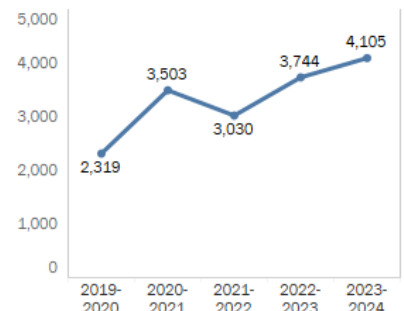
**Number of endowed scholarship programs (1.6)**



**Amount of grant/contract awards (8.4)**



**Number of scholarships awarded by the SCC Educational Foundation (1.6)**



## Composite Financial Index (CFI)

Accredited institutions are required to provide data to the Higher Learning Commission (HLC) each year through an Institutional Update. HLC reviews these data for specific risk indicators and follows-up when certain indicators are triggered. The purpose of this process is to identify changes at institutions that may put them at risk of not meeting components of the Criteria for Accreditation or Assumed Practices. SCC has never had an indicator trigger action or follow-up by HLC on the CFI.

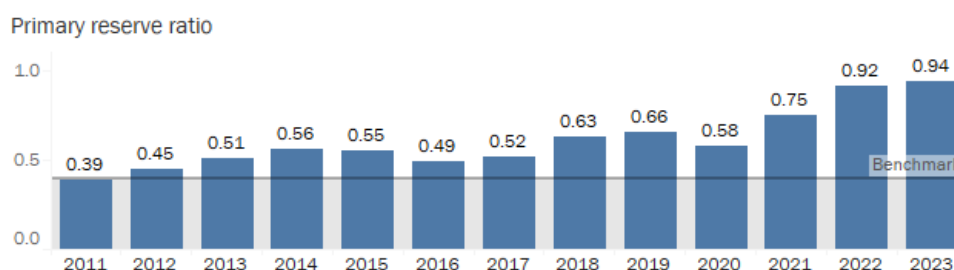
HLC uses a standard set of financial ratios as part of accreditation reviews as well as for on-going oversight. The calculations are based on data from the institutions' financial statements, which

include the college foundations, in order to give a more complete and accurate overall picture of the financial state of the institution. These ratios are used to answer four financial questions:

- Are resources sufficient and flexible enough to support the mission (primary reserve ratio)?
- Does asset performance and management support the strategic direction (return on net assets ratio)?
- Are resources, including debt, managed strategically to advance the mission (viability ratio)?
- Do operating results indicate the institution is living within available resources (net operating revenue ratio)?

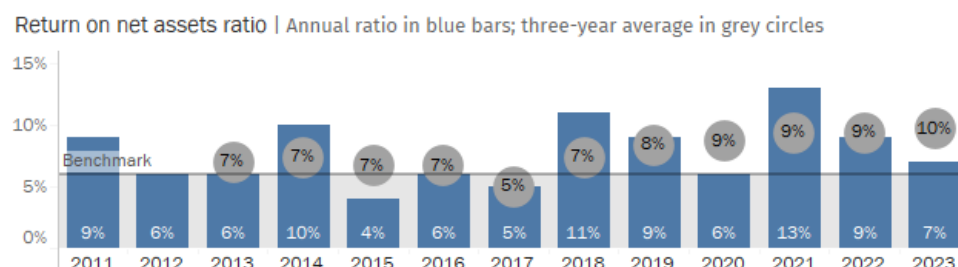
The **Primary Reserve Ratio** measures the financial strength of the college by comparing expendable net assets, which includes those assets the college can access and spend quickly to meet debt obligations, to total expenses at the end of every fiscal year. The ratio is calculated as:

$$\text{EXPENDABLE NET ASSETS} / \text{TOTAL EXPENSES}$$

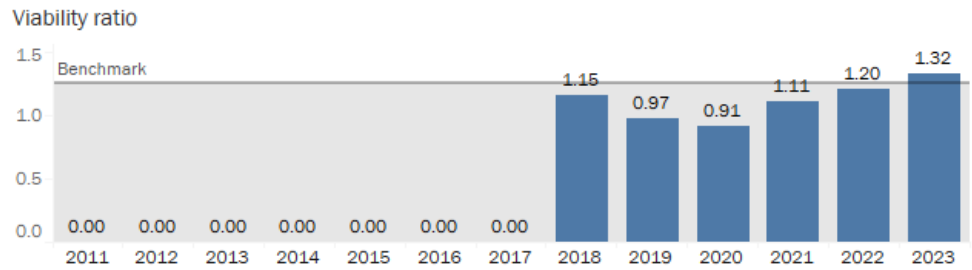


The **Return on Net Assets Ratio** measures whether the organization is financially better off than in the previous year by measuring total economic return or the level of change in total net assets. This ratio is the most comprehensive measure of growth or decline in wealth over time. Key items that may impact this ratio include changes in the net operating revenue ratio, endowment returns, capital gifts and grants, capital transfers, and endowment gifts. A three-year trend should be the minimum used in evaluation. This ratio is calculated as:

$$\text{CHANGE IN NET ASSETS} / \text{TOTAL NET ASSETS AT BEGINNING OF YEAR}$$



The **Viability Ratio** measures expendable resources that are available to cover debt obligations (e.g., capital leases, notes payable, and bonds payable) and generally is regarded as governing an institution's ability to assume new debt.



A ratio of 1:1 indicates adequate net assets to meet obligations. This ratio is one of the most basic determinants of clear financial health and is regarded as governing a college's ability to assume new debt. A ratio of 1.25 or greater indicates a strong creditworthy college with sufficient resources to satisfy debt obligations; however, each college should identify the ratio that is right for its mission specific needs. The ratio is:  $\text{EXPENDABLE NET ASSETS} / \text{LONG-TERM DEBT}$

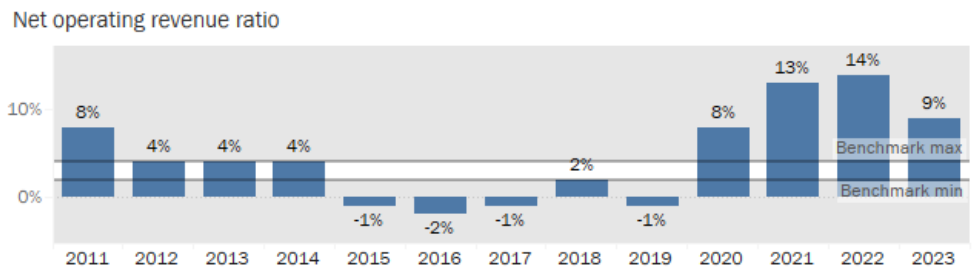
Since SCC had no long-term debt until FY2018, this ratio had been zero. Values of exactly zero result in the maximum contribution to the CFI, but do not indicate a strength in whether resources are being strategically managed to advance the institution's mission.

The **Net Operating Revenues Ratio** is intended to indicate if an institution is living within its available resources.

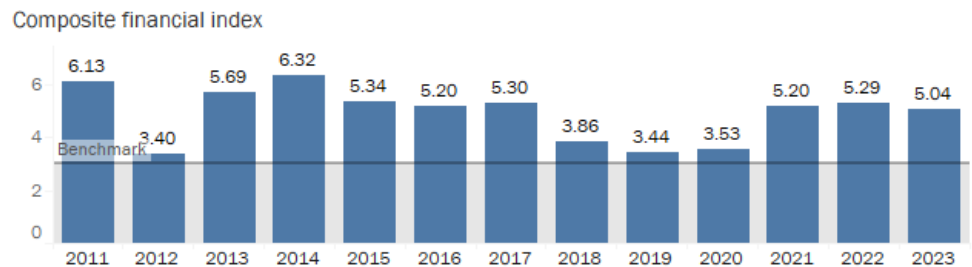
Institutions need to generate some level of surplus over long periods of time because operations are one source for reinvestment in future

initiatives. Short-term deficits may occur because of strategic decisions. A positive ratio indicates the college is in good financial condition. A ratio of 2 to 4 percent indicates the college operated within its means and should be maintained over time; however, fluctuations from year to year are normal. The ratio is:

$$(\text{OPERATING INCOME} + \text{NET NON-OPERATING REVENUES}) / (\text{OPERATING REVENUES} + \text{NON-OPERATING REVENUES})$$



The **Composite Financial Index** creates a single, overall measurement of financial health based on the four core ratios after being standardized and weighted. By blending these four key indicators of financial health into a single number, a more balanced view of the state of the institution's finances is possible since a weakness in one measure may be offset by the strength of another.



The CFI reflects a picture of the financial health at a point in time. A negative CFI indicates a college may be struggling financially. A score of 1.0 indicates very little financial health; 10.0 is the maximum score. A ratio of 3.0 or above is preferred. ■



## Updated Campus Master Plans

Southeast Community College has grown and changed in innumerable ways since the original campus master plans were developed in 2015. Long term facility master plans are built to support the space needs identified by stakeholders. As the College and its campuses have grown and relationships with stakeholders adapt, the master plan for the campuses have adapted as well. These images show the updated master plans for each SCC campus.

Long term master plan for Beatrice campus | *Developed with Clark Enersen Partners*

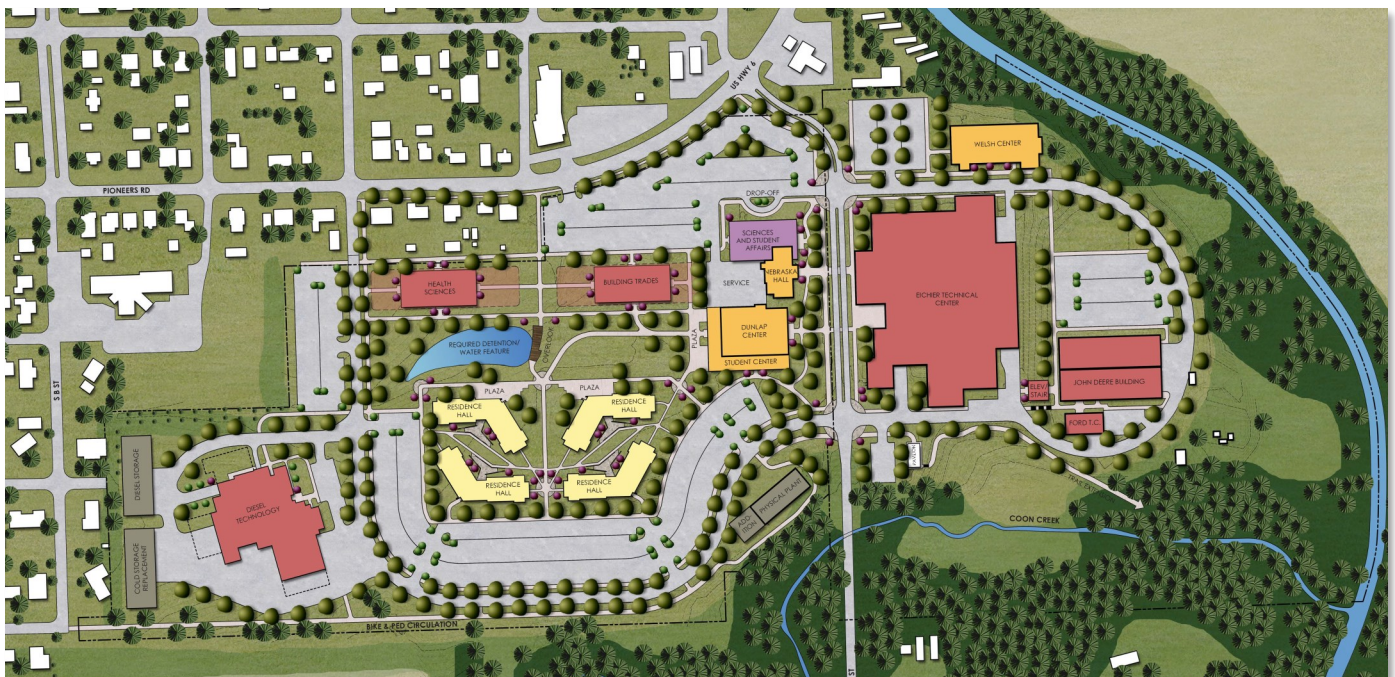




Long term master plan for Lincoln campus | *Developed with Confluence*



Long term master plan for Milford campus | *Developed with Clark Enersen Partners*





# Additional Strategic Achievements

In addition to the achievements in educational environment and financial strength, the College made substantial progress in other key areas.

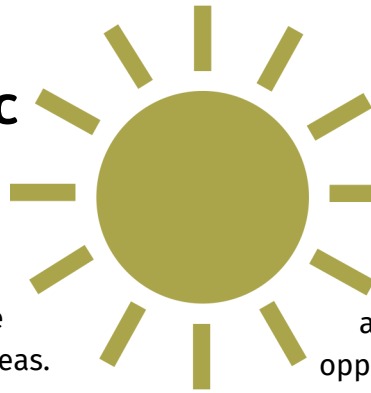
In spring 2024, SCC began developing its Strategic Plan for 2025-2029. Building upon the success of the last two strategic plans, SCC's data-informed process includes an in-depth environmental scan, internal listening sessions, and external listening sessions with community members and key other stakeholders. The 18-month process will culminate with a new strategic plan that will be effective July 1, 2025.

## Goal 1: Enrollment Growth

SCC expanded its Credit for Prior Learning program, allowing individuals to apply life and work experiences toward college credit. This initiative provides a pathway for students to earn advanced standing or satisfy curriculum requirements, opening doors to higher education for non-traditional learners. A notable example is SCC's partnership with the Lincoln Police Department, enabling LPD Training Academy graduates to apply up to 30 credit hours toward an A.A.S. degree in Criminal Justice.

## Goal 1: Enrollment Growth

SCC achieved a historic milestone in Fall 2024, surpassing 10,000 undergraduate students for the first time in over a decade, with a 9% increase from the previous fall. Spring 2024 enrollment also marked a significant achievement, increasing by 12% over the previous year to reach the highest spring enrollment since 2020. Notably, programs such as Computer Information Technology, Welding Technology, and Manufacturing saw double-digit growth, underscoring SCC's alignment with industries.



## Goal 1: Enrollment Growth

SCC's Prison Education Program (UPWARD) was established during 2023-2024. This new initiative provides incarcerated individuals with access to transformative educational opportunities at five correctional facilities.

In Spring 2024, SCC enrolled 229 students, offering programs in academic transfer and business. This effort received a \$470,000 Lowe's Foundation Gable Grant to expand UPWARD's offerings to include electrical/electromechanical, HVAC, construction, and plumbing programs. The initiative benefits from the reinstatement of Federal Pell Grant eligibility, enabling SCC to empower justice-involved students with skills for successful reentry into their community.

## Goal 2: Student Success

SCC's inaugural men's and women's wrestling teams concluded their seasons with remarkable performances at the NJCAA Championships in March 2024. The Bobcat women placed seventh out of 18 teams, earning five All-American honors, including SCC's first national champion, Eve Herlyn, at 143 pounds. The men finished 10th in a field of 55 teams, highlighted by two All-Americans, Isaac White, who finished as runner-up at 174 pounds, and Jordon Oehme, who placed third at 133 pounds. The women ended their season with a 6-1 record, while the men finished 13-4. Strong community and campus support contributed to the momentum.

## Goal 2: Student Success

SCC's Business programs have been reaccredited by the Accreditation Council for Business Schools and Programs (ACBSP). First accredited in 2003, these programs undergo rigorous evaluation every decade to ensure compliance with ACBSP's high standards for teaching excellence, strategic planning, and continuous improvement.

### **Goal 3: Communication and Public Awareness**

SCC celebrated its 50th anniversary on December 5, 2023, with events across all three campuses. Established in 1973 through a statewide community college system, SCC has grown into a vital institution serving a 15-county region. Dr. Paul Illich, SCC president, reflected on the College's enduring mission to empower and transform communities through access to higher education and workforce development, ensuring SCC meets the evolving needs of southeast Nebraska.

### **Goal 3: Communication and Public Awareness**

In August 2024, SCC unveiled a new college-wide mascot and officially became the Bobcats as part of its efforts to unify all three campuses and strengthen its identity. The Bobcat, chosen for its adaptability, determination, and resilience, aligns with the College's mission to inspire strength and pride. The process began in September 2022, with Lincoln-based branding agency Unanimous conducting extensive research, including interviews, focus groups, and surveys of over 6,500 SCC alumni, students, faculty, and community members. The final design, created by a team that included three SCC Graphic Design alumni, highlights the College's connection to its region and adaptability in changing environments.

### **Goal 4: Programming and Development**

SCC and Nebraska Wesleyan University have established a new articulation agreement to create a seamless transfer pathway for students earning an A.S. degree in Biotechnology at SCC. Beginning Fall 2024, SCC students can transfer up to 64 credit hours to pursue a Bachelor of Arts or Science in Biology, or a B.S. in Biochemistry or Molecular Biology at NWU. This agreement builds

on the long-standing SCC Pathways to NWU initiative, further aligning the institutions' missions to prepare students for successful careers in scientific research.

### **Goal 6: Strategic Partnerships**

The Southeast Nebraska Career Academy Partnership (SENCAP) has achieved 100% participation from all public and private high schools, as well as home school associations, in SCC's 15-county service area. With the addition of College View Academy in July, every high school in the region now offers SENCAP's dual-credit opportunities, enabling juniors and seniors to take college-level courses in career-focused academies such as Health, IT, Manufacturing, and Criminal Justice.

### **Goal 6: Strategic Partnerships**

Southeast Community College is a key partner in Lancaster County's participation in the National Association of Counties (NACo) Counties for Career Success initiative, one of only eight counties selected nationwide. Marguerite Himmelberg, SCC's Executive Director of Work-Based Learning, joins local leaders to develop an action plan aimed at improving pathways to education and employment.

### **Goal 9: Organizational Climate**

As part of its new systematic process to review existing and develop new policies and procedures on a five-year cycle, SCC Board members completed a full review and revision of Section A policies and procedures. Board members added new policies and procedures and modified existing policies to align with new statutory requirements. ■



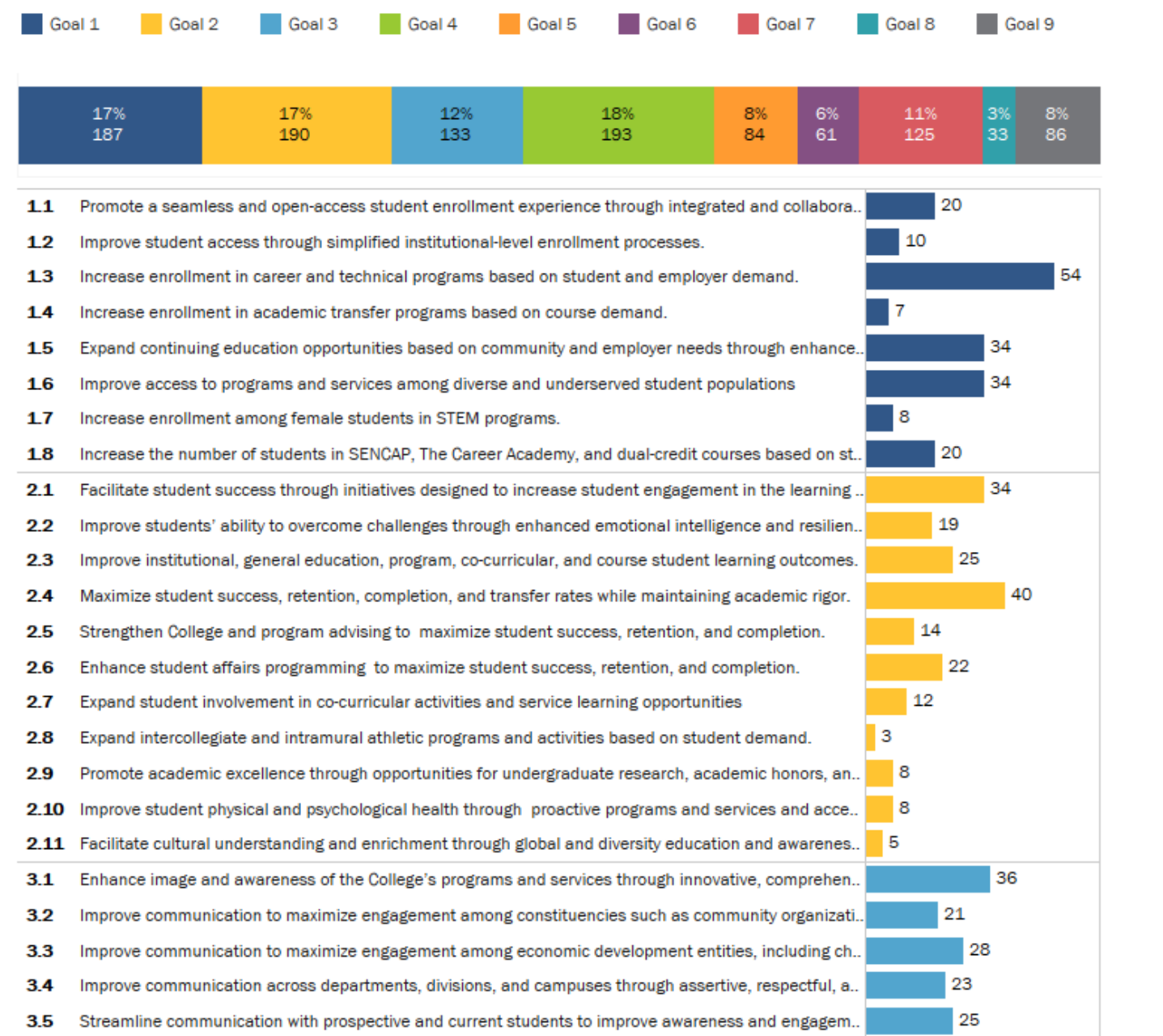
# Connections between MAP goals and strategic goals

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. In 2023-2024, the strategic goal with the most connections to MAP goals was Goal 4 - Programming and Development (193), followed closely by Goal 1 - Enrollment Growth (190) and Goal 2 - Student Success (187).

Two strategic objectives had more than 50 connections to MAP goals. They were:

- 4.2—strengthen alignment of program curriculum with abilities required for professional success (55).
- 1.3—increase enrollment in career technical programs (54).





4.1	Improve and expand market research capacity to assess demand for existing and new career programs.	16
4.2	Strengthen alignment of program curriculum with the knowledge, skills, and abilities required for professional careers.	55
4.3	Strengthen alignment of program curriculum with the knowledge, skills, and abilities required for successful careers.	22
4.4	Expand credit and non-credit offerings and services for the College's 15-county service area by strengthening partnerships.	22
4.5	Improve and expand dynamic and creative customized training solutions based on employer demand.	16
4.6	Increase and improve articulation agreements for academic transfer and career/technical programs.	8
4.7	Promote ongoing review of programs and services for effectiveness and viability.	35
4.8	Expand online, hybrid, and other course and program delivery options to increase access to educational opportunities.	19
5.1	Improve hiring processes, including proactive recruiting and onboarding for a diverse and dynamic full- and part-time workforce.	7
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 education.	39
5.4	Strengthen employee engagement through a comprehensive participatory governance structure that promotes shared decision-making.	12
5.5	Improve faculty and staff proficiency in College and program advising and resiliency and emotional intelligence.	16
6.1	Strengthen partnerships with school districts and community colleges.	13
6.2	Promote partnerships with four-year institutions to increase access to undergraduate, graduate, and professional education.	9
6.3	Strengthen partnerships with industry leaders to promote economic and workforce development.	34
6.4	Improve access to entrepreneurial opportunities to promote economic development in the 15-county service area.	5
7.1	Expand and improve College facilities, learning environments, and landscapes through the implementation of capital equipment and classroom technologies.	18
7.2	Strengthen instructional programming through capital equipment and classroom technologies.	34
7.3	Improve space utilization through continual analysis and assessment of current and future facility needs.	10
7.4	Expand and improve ADA compliance and equitable access to all aspects of the College's educational environment.	5
7.5	Improve safety and security at all College locations.	7
7.6	Promote all campuses as destinations through expanded housing, student-centric collaborative spaces, academic support, and career services.	6
7.7	Ensure the College maintains a comprehensive, secure, and sustainable technology infrastructure through continual analysis and assessment of current and future needs.	7
7.8	Improve the use of innovative technologies in course, program, and student services delivery.	38
8.1	Promote legislation to improve state funding and enhance flexibility associated with the College's use of it.	0
8.2	Improve proactive and integrative planning and budgeting processes through a multi-year financial master plan.	5
8.3	Increase fund reserves and strengthen financial position to ensure future financing of strategic initiatives.	2
8.4	Increase giving opportunities from external entities by expanding Advancement and Resource Development efforts.	4
8.5	Strengthen the College's ability to initiate and complete capital projects.	4
8.6	Enhance transparency in the College's budgeting and financial processes.	4
8.7	Promote cost-effective and efficient auxiliary services.	14
9.1	Promote effective and sustainable staffing and compensation levels to ensure excellence in all College operations.	9
9.2	Improve all College policies and procedures through a systematic review and documentation process.	19
9.3	Promote an efficient operational pace through integrated scheduling and calendar processes.	5
9.4	Enhance institutional accountability through ongoing compliance with accreditation requirements and the College's self-assessment process.	5
9.5	Promote use of valid and reliable data in decision making through improved integrated planning, budgeting, and reporting.	20
9.6	Maximize a positive and engaging organizational climate by encouraging input, reflective and transparent communication, and shared decision-making.	28

# Key Performance Indicators

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

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

## How to read the KPI images

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

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

**3,040**

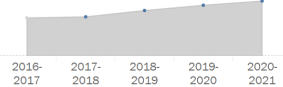
Value for most recent year

One year change

↑ 7.5%

Value of five year target

4,250



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



## Goal 1 KPIs

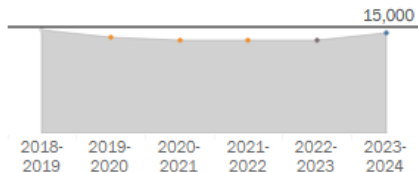
### Total undergraduate enrollment | 2023-2024

Total unique enrollment of undergraduate students during an academic year, including dual credit students.

Five year target: 15% growth from 2020-21

**13,995**

↑ 7.4%



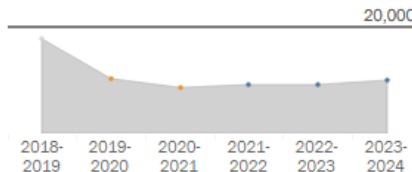
### Enrollment of Continuing Education Students | 2023-2024

The unduplicated number of individuals enrolled in non-credit Continuing Education courses.

Five year target: Return to previous levels

**9,939**

↑ 7.5%



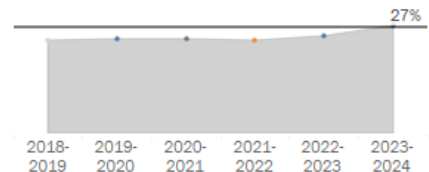
### Percent of undergraduate enrollment that is minority | 2023-2024

Percent of undergraduates who are students of color, including dual credit students

Five year target: Increase 3 points from 2020-21

**27.1%**

↑ 9.7%



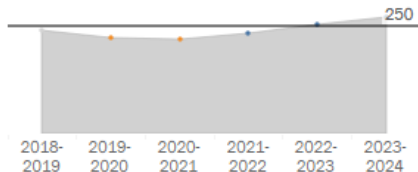
### Number of female students in STEM programs | 2023-2024

Number of female students in programs that are identified as STEM during an academic year

Five year target: 15% growth from 2020-21

**272**

↑ 7.5%



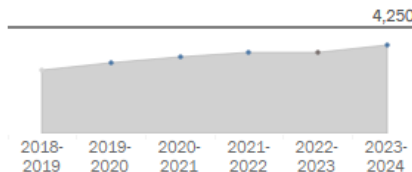
### Number of dual credit students | 2023-2024

Unique count of high school students enrolled as dual credit students during an academic year

Five year target: 40% growth from 2020-21

**3,539**

↑ 9.9%



## Goal 4 KPIs

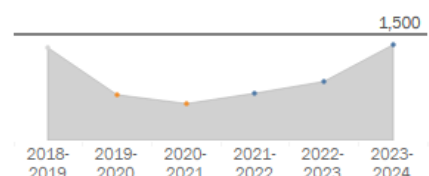
### Total enrollment at Learning Centers | 2023-2024

Total enrollment in courses offered at the six Learning Centers.

Five year target: 300% growth from 2020-21

**1,349**

↑ 63.5%





## Goal 2 KPIs

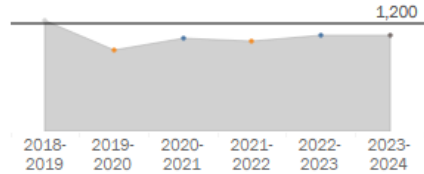
### Number of associate degrees awarded

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

Five year target: 15% growth from 2020-21

1,079

→ -0.1%



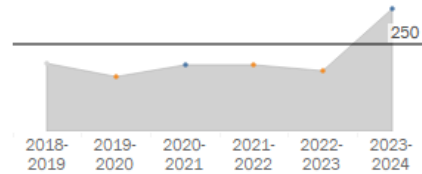
### Number of diplomas awarded | 2023-2024

Number of diplomas awarded during academic year

Five year target: 30% growth from 2020-21

351

↑ 105.3%



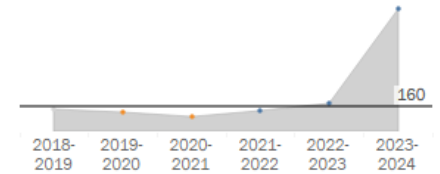
### Number of certificates awarded | 2023-2024

Number of certificates awarded during academic year

Five year target: 60% growth from 2020-21

795

↑ 329.7%



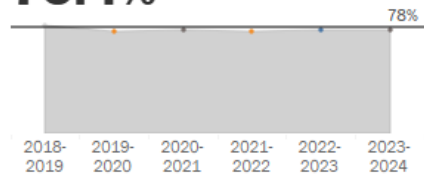
### Overall success rate of undergraduate students | 2023-2024

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

75.4%

→ 0.1%



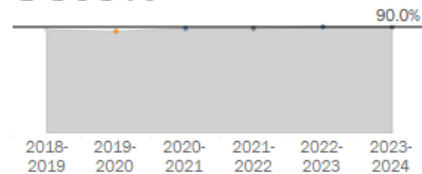
### Overall success rate of dual credit students | 2023-2024

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

89.6%

→ 0.3%



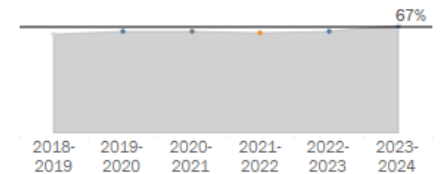
### Fall to fall retention rate | 2023-2024

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

67.4%

↑ 5.3%



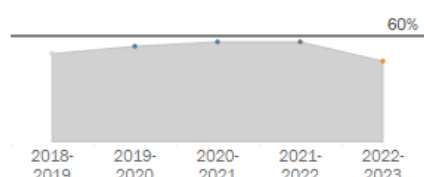
### Graduation and transfer rate | 2022-2023

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%



## Goal 8 KPIs No targets are established for these metrics.

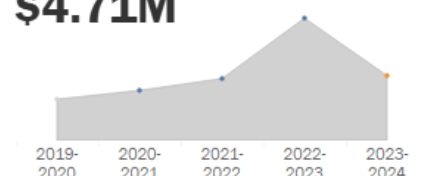
### Fundraising: Dollars donated to Foundation | 2023-2024

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

\$4.71M

↓ -47.3%



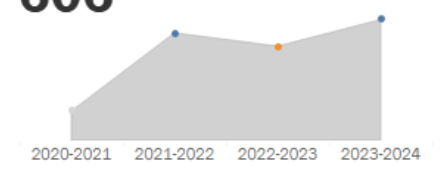
### Fundraising: Number of donors to Foundation

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

606

↑ 29.8%



## Goal 6 KPIs

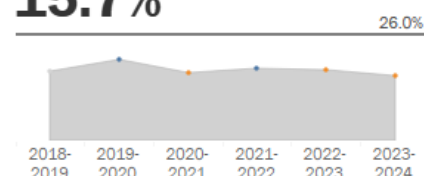
### Percent of SCC service area high school seniors who enrolled at SCC during the following academic year | 2023-2024

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

15.7%

↓ -8.2%



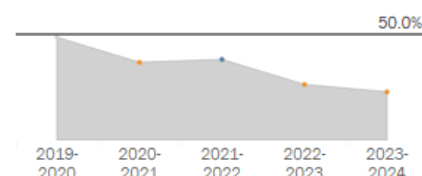
### Percent of TCA seniors who enrolled at SCC the following academic year | 2023-2024

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

22.7%

↓ -14.3%



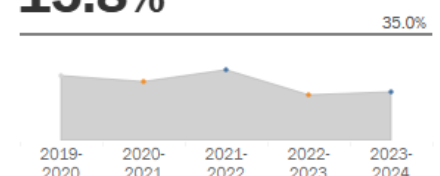
### Percent of SENCAP/DCA seniors who enrolled at SCC the following academic year | 2023-2024

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

15.8%

↑ 4.6%



## Mission Action Plan accomplishments!

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

**Deere Construction & Forestry Equipment** worked together to arrange the program to better suit the semester schedule. A new program schedule and layout plan was approved in Spring 2023 and implemented for 2023-2024. Updates included revised course hours, descriptions, prerequisites, and welding requirements, with the JDCE class of 2025 as the first to complete the new format.

The **Office Professional** program participated in multiple recruiting events, with mixed results. While events like Husker Harvest Days were not as effective for their target audience, the State FFA Conference and Multi-Dimensional Office Professional Conference were highly successful, connecting with students and professionals. The program saw a slight drop in enrollment but an increase in degrees awarded due to new certificate programs.

**Polysomnographic Technician program** had a goal to explore opportunities for new partnerships to stimulate student interest and skill development. A new partnership was established with an out-of-state sleep center, while existing relationships were maintained. Efforts to communicate with current and potential clinical sites continue through email, mail, and ongoing outreach.

**Learning Center – York** explored new ways to promote programs and opportunities. Progress included creating email lists, launching a newsletter, increasing Facebook posts, and partnering with the Chamber for promotion. Enrollments doubled overall, with notable increases in class offerings and an 81% revenue growth. Efforts continue to improve class run rates and visibility.

**Automotive Technology** increased dual-credit course options for high school students. Dual-credit offerings expanded from 3 to 4 locations, with Waverly Public Schools added. Enrollment increased from 19 students in Fall 2023 to 33 in Fall 2024. A training plan for secondary educators, funded by Perkins grants, will roll out in May/June 2025.

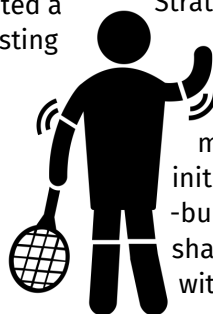
The **Arts & Sciences Division** completed EQ training and develop tools for self-awareness and self-management. All full-time, part-time, and select adjunct faculty were trained, alongside 140 total participants across divisions. Professional development sessions included activities to integrate EQ strategies into courses, with a focus on encouraging small, actionable steps. A Level 2 training was also offered to 20 participants. Progress on building a repository of EQ tools was delayed and will be a priority next year.

The **Testing Center** conducted a faculty and staff survey on Testing Center services, with positive results overall. Feedback highlighted the need for clearer processes, which will guide future communication improvements with faculty, staff, and students.

The **Science Department** made significant progress in creating an Inclusive Teaching and Learning Repository. Faculty engaged in a series of workshops and discussions, including a session led by Doane University instructors to identify strategies for inclusive teaching and a presentation from SCC's Virtual Learning team on inclusivity in online courses. At departmental meetings throughout the year, faculty reflected on their current practices and explored ways to make science courses more accessible and supportive for all students. Key milestones included identifying strategies for implementation in 2024 and fostering open communication among science instructors to share ideas and feedback.

The department plans to build on this momentum in year two by assessing outcomes and making adjustments based on instructor and student feedback.

The **Arts & Sciences Division** created opportunities for engagement and collaboration were expanded through the Passport Challenge, featuring 110 events and generating 322 total event stamps. Thirty participants submitted passports, and a survey showed 60 of 72 respondents attended at least one event, with an average value rating of 3.84. Additional activities included an interactive Teaching Strategies Gallery Walk and a Critical Teaching Behaviors book club facilitated through monthly discussions. These initiatives fostered community-building, collaboration, and shared teaching practices within the division.



**Construction, Electronics, CIT, and Manufacturing Division** made significant progress in identifying opportunities for cross-program collaboration. MFGT, ELEM, ELEC, and DDRT partnered on a grant proposal to develop an integrated learning pathway, with plans to resubmit after an initial setback. A new schedule allowed the GIST instructor to teach LSCE students, and MFGT and MACH programs will begin sharing faculty expertise next spring. Collaborative capital equipment requests led to shared resources and improved program efficiency. Ongoing discussions continue to explore additional opportunities to enhance student learning across programs.

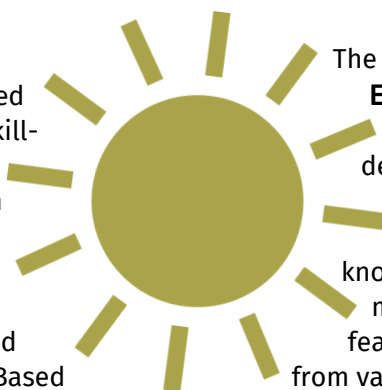
A faculty and staff survey on **Testing Center** services was conducted, with overall positive results. Feedback highlighted the need for clearer processes, which will guide improvements in communication with SCC faculty, staff, and students. Discussions occurred regularly in staff and Testing Coordinator meetings to address these findings.

**Advising** established communication standards for college advising by auditing and revising advisor-student messages. A communication team was formed, collaborated with IT to automate processes through Recruit, and began working with Instruction. Coordination with Marketing is planned to continue progress.



**Workforce Solutions** increased opportunities for skill-based learning credentials through extensive collaboration with industry partners, credit programs, and the Office of Work-Based Learning. Key achievements included partnerships with organizations like BNSF, Bryan Health, Hexagon Agility, and the State of Nebraska, as well as the creation of new courses such as Journeyman Exam Prep, Intro to Robotic Programming, and EV Fire and Accident Response. Workforce Solutions also advanced micro-credential initiatives and developed multiple pathways in fields like construction, surgical technology, and welding to meet industry demand. Progress was tracked through team activities and a shared calendar to ensure alignment with goals.

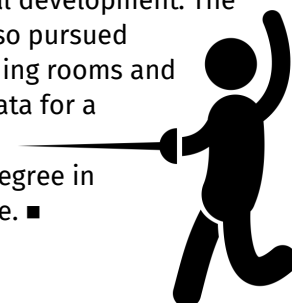
**Surgical Technology** spearheaded initiatives to increase student engagement included implementing pre-class preparation activities weighted at 5% of the final course grade across all courses. Faculty attended multiple Lunch and Learn events to gather ideas for incorporating engaged learning activities (ELE) into the classroom. Transitioning from lecture-based content to ELE strategies is ongoing, with continuous efforts to enhance student engagement in the learning process.



**The Continuing Education Services** team strengthened departmental connections and operational knowledge through monthly meetings featuring guest speakers from various departments, with 11 speakers presenting from July 2023 to April 2024. Quick quizzes were developed to reinforce learning, though currently on hold to prioritize the rollout of a new registration system. Challenges included balancing internal needs with speaker schedules and maintaining engagement with quizzes, but open discussions created a supportive environment for continuous improvement. Overall, the goal remains a success, fostering collaboration, transparency, and alignment with the Division's mission.



**Mathematics** enhanced support for faculty through the creation of a Math Department Canvas page featuring resources and weekly announcements. Faculty were supported to attend conferences, including AMATYC, NEBMATYC, and a data science conference, with a larger budget allocated for professional development. The program also pursued active learning rooms and collected data for a potential associate degree in data science. ■







Southeast Community College is in the midst of

developing its Strategic Plan for 2025-2029. Building upon the success of the College's last two strategic plans, this data-informed process has included an in-depth environmental scan; internal listening sessions with faculty, staff, and students; and external listening sessions with community members and key other stakeholders. The 18-month process will culminate with a new strategic plan that will be effective July 2025.

Nineteen employees (faculty, staff, and administrators) serve on the Strategic Planning Team and provide representation from each campus and area of the College. The Team, which started meeting in April 2024, has spent considerable time reviewing environmental scan materials, attending listening sessions, hearing from administrative leaders, and working in small groups.

Each small group reviewed materials on a single topic\* from the environmental scan, administrative presentations, and listening sessions to prepare a 'Horizon Report' to summarize the topics that are important to planning for the next five years.

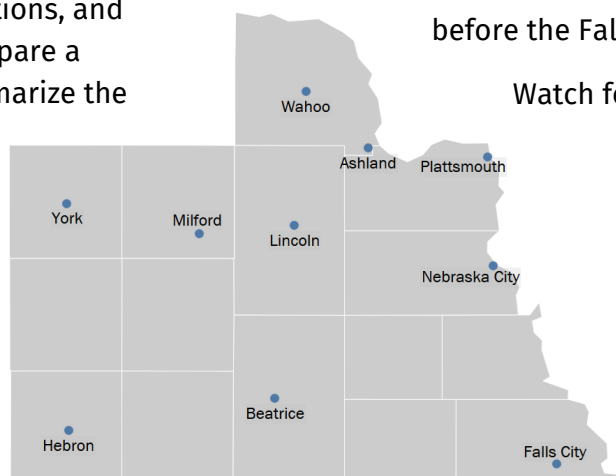
More than 600 faculty, staff, and administrators attended one of 20 listening sessions during summer/fall 2024. These employees reflected on the past 5-10 years and identified the words that came to mind.<sup>^</sup> They also provided feedback on SCC's recent successes and future opportunities.

Community listening sessions were held at locations throughout the service area during August and September 2024 (shown below).

The Strategic Planning Team shared the preliminary findings of their Horizon Reports with the College as part of the fifth annual Strategic Planning Week in October 2024. These findings also were shared with the Board Planning Team in October and the full Board of Governors in November.

In the coming months, the Strategic Planning Team will finalize the goals and objectives. After approval from the Administrative Team, the final proposal will go to the Board of Governors in February for approval in March. A printed version of the final document will be shared with the campus community before the Fall 2025 semester.

Watch for details!



**2023**      **2024**      **2025**

Nov   Dec   Jan   Feb   Mar   Apr   May   Jun   Jul   Aug   Sep   Oct   Nov   Dec   Jan   Feb   Mar   Apr   May   Jun

**Comprehensive Environmental Scan**

**Strategic Planning Team meetings and small group work**

**Internal listening sessions**

**Community listening sessions**

**Feedback on drafted goals and objectives**

**Administrative Team approval**

**Board review and approval**

**Develop MAP goals**

**Printed versions of new Strategic Plan available**

*Adopt 2030 Strategic Plan: Mission, Vision, Values, and Strategic Goals and Objectives*

*\*Small group topics of the Strategic Planning Team*

[illegible]

31

# 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 7 - Educational Environment

Object-ive	Metric	Data Source	Definition	KPI
7.7	Percent of servers in fleet that are 7 years or under	Information Technology	Percent of all servers that are currently used in college operations that are no more than seven years old.	.
7.7	Percent of computers in fleet that are 4 year or under	Information Technology	Percent of all computers that are currently used in college operations including check out machines available for use that are no more than four years old.	.
7.7	Average score from NIST self-assessment	Information Technology	The National Institute of Standards and Technology (NIST) provides a self-assessment tool to help organizations understand the effectiveness of their cybersecurity risk management efforts and identify improvement opportunities in overall organizational performance. The assessment covers 110 individual criteria across 5 framework areas and is based on a standard 5 point scale with 5 being fully implemented protective measures to 0 being no protective measures implemented. This	.
7.7	Central IT expenditures per Institutional FTE	IT as reported to Educause	Total amount of funds that central IT spent during the fiscal year excluding all depreciation and amortization expenses per institutional FTE (i.e., student and employee; as reported to Educause).	.



## Goal 8 - Financial Strength

Object-ive	Metric	Data Source	Definition	KPI
8.3	CFI component: Net Operating Revenues Ratio	HLC Institutional Update	This ratio is intended to indicate if an institution is living within its available resources. Institutions need to generate some level of surplus over long periods of time because operations are one source for reinvestment in future initiatives. A positive ratio indicates the college is in good financial condition. The specific ratio is calculated as (OPERATING INCOME + NET NON-OPERATING REVENUES) / (OPERATING REVENUES + NON-OPERATING REVENUES)	.
8.3	Amount of general funds reserved at end of fiscal year	Financial audit statements	The amount added to cash reserves as an annual, one-time activity and reported on 'Schedules of General Fund Revenues Budgetary Basis' in financial audit report.	.



Objective	Metric	Data Source	Definition	KPI
8.3	CFI component: Viability Ratio	HLC Institutional Update	This ratio is intended to address the question of whether financial resources are being strategically managed to advance the mission of the institution. It measures expendable resources that are available to cover debt obligations (e.g., capital leases, notes payable, and bonds payable) and generally is regarded as governing an institution's ability to assume new debt. The ratio is calculated as EXPENDABLE NET ASSETS / LONG-TERM DEBT	.
8.3	CFI component: Return on Net Assets Ratio	HLC Institutional Update	The ratio measures whether the organization is financially better off than in the previous year by measuring total economic return or the level of change in total net assets. This ratio is the most comprehensive measure of growth or decline in wealth over time. An improving trend in this ratio indicates the college is increasing its net assets and is likely to be in a position to set aside financial resources to strengthen its future financial flexibility. This ratio is calculated as CHANGE IN NET ASSETS / TOTAL NET ASSETS AT BEGINNING OF YEAR	.
8.3	CFI component: Primary Reserve Ratio	HLC Institutional Update	This ratio identifies the college's financial strength and flexibility by identifying how long the college can function by using reserves without the generation of any new net assets. HLC recommends a threshold of 0.4 implying that the college has the ability to cover over 4½ months (.4 x 12 months) of expenses. The specific ratio is calculated as EXPENDABLE NET ASSETS / TOTAL EXPENSE	.
8.4	Amount of grant/contract awards	Annual reports from Resource Development Office	Amount of grant dollars awarded to SCC during fiscal year. Does not include awards from Pell Grant Program, Federal Direct Loan or Federal Work-Study Program.	.
8.4	Net assets of SCC Foundation	Foundation financial audit reports	Total net assets of SCC Foundation at the end of the fiscal year.	.
8.4	Total expenditures for scholarships by SCC Foundation	Foundation financial audit reports	Total expenditures for scholarships by SCC Foundation in a fiscal year.	.
8.4	Fundraising: Number of donors to Foundation	Raiser's Edge	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.	Yes
8.4	Fundraising: Dollars donated to Foundation	Raiser's Edge	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.	Yes
8.6	Difference between actual and budgeted expenditures in the general fund	Financial audit reports	Difference between the budgeted and actual expenditures in the general fund for a fiscal year as reported in the financial statements. Positive numbers indicate expenditures were lower than budget.	.



## Other Key Performance Indicators

Object-ive	Metric	Data Source	Definition	KPI
1.0	Total undergraduate enrollment	Zogotech	Total unique enrollment of undergraduate students during an academic year, including dual credit students.	Yes
1.5	Enrollment of Continuing Education Students	Zogotech	The unduplicated number of individuals enrolled in non-credit Continuing Education courses.	Yes
1.6	Percent of undergraduate enrollment that is minority	Zogotech	Percent of undergraduates who are students of color, including dual credit students	Yes
1.7	Number of female students in STEM programs	Zogotech	Number of female students in programs that are identified as STEM during a specified academic year	Yes
1.8	Number of dual credit students	Zogotech	Unique count of high school students enrolled as dual	Yes
2.4	Number of certificates awarded	Zogotech	Number of certificates awarded	Yes
2.4	Number of diplomas awarded	Zogotech	Number of diplomas awarded	Yes
2.4	Number of associate degrees awarded	Zogotech	Number of associate degrees (AA, AS, AAS, AOS) awarded	Yes
2.4	Overall success rate of undergraduate students	Zogotech	Percent of grades earned by undergraduate students (not including dual credit students) that were successful (A, B, C, P) compared to the total number of grades earned	Yes
2.4	Overall success rate of dual credit students	Zogotech	Percent of grades earned by dual credit students that were successful (A, B, C, P) compared to the total number of grades earned	Yes
2.4	Graduation and transfer rate	IPEDS Graduation Rates	Percent of students who either graduated from SCC or transferred to another college or university in three years (or 150% of normal time).	Yes
2.4	Fall to fall retention rate	IPEDS Fall Enrollment	Percent of full-time students from the previous fall term cohort who are still enrolled or have completed their program (as defined by the U.S. Dept. of Education).	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

**Board of Governors** 12/1/2024

Kathy Boellstorff, Johnson; Chuck Byers, McCool Junction

Brandon Gunther, Hickman; Vicki Haskell, Fairbury

Joann Herrington, Lincoln; Carina McCormick, Lincoln

Nancy Seim, Lincoln; James Sherwood, Lincoln

Neal Stenberg, Lincoln; Arlyn Uhrmacher, Lincoln

Kristin Yates, Lincoln; Linda Hartman, Faculty Representative, Lincoln

**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](mailto: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](mailto: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.



This report was developed by SCC's Office of Accreditation, Planning, and Institutional Assessment. For more information about the Southeast Community College Strategic Plan, please visit our website at <https://www.southeast.edu/about/leadership-and-governance/>