

Strategic Plan 2020-2024 PROGRESS REPORT

Paving the Path to Possible



2024-2025

S Southeast
COMMUNITY COLLEGE



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Letter from the President

SCC completed the fifth and final year of its 2020-2024 Strategic Plan in June 2024. The theme goals for this year's progress report are employee excellence (Goal 5) and organizational climate (Goal 9). There were several transformative accomplishments this past year in relation to these goals.

In June 2025, the College completed a decade of dynamic and agile strategic planning. One of the most significant accomplishments in 2024-2025 was the completion of the first year of the new Community College Future Fund (CCFF) model. SCC incorporated the new model into its integrated planning processes to ensure the College continues to pursue its vision, mission, and strategic directives. One of the key features of the CCFF model is a direct tie to growth in REUs, which allows the College to support and continue its ongoing enrollment growth across all campuses.

The College continued its progress toward its Goal 5 to *"promote excellence, innovation, and creativity among faculty and staff to support a positive and dynamic learning environment."* SCC embraced participatory governance as it developed its 2025-2030 Strategic Plan with more than 700 students, community members, and employees participating in approximately 40 internal and external listening sessions. When asked to reflect on SCC's transformational journey over the past decade, progress, growth, and change were the most referenced themes. The College used more than 1,000 internal and external data reports during the development of the 2025-2030 Strategic Plan to ensure broad and comprehensive input. Other Goal 5 achievements included implementation of new policy and procedure software and continued progress on review and revision of SCC's policies and procedures.

SCC also continued its progress toward its Goal 9 to *"strengthen the organizational climate by promoting excellence in all College operations, policies, accreditation relationships, and data-driven decision-making."* SCC completed a successful accreditation visit associated with its new Prison Education Program (PEP), which led to formal approval from the Higher Learning Commission. In 2024-2025, more than 150 PEP students enrolled in courses across multiple off-site locations. This new initiative is an excellent reminder of the importance of proactively pursuing the College's open-access mission. Other Goal 9 achievements include increases in staffing levels, continued use of data to inform decision-making across all areas of the College, and organizational restructuring at the Administrative Team level to improve operational efficiency and effectiveness.

Major accomplishments related to the other strategic goals included: significant enrollment growth on all three SCC campuses, implementation of a new marketing and brand research initiative, opening of the Sandhills Global Technology Center and the Welding Technology Center on the Lincoln Campus, completion of the Nebraska Hall renovation on the Milford Campus, approval of the next phase of construction projects on all three campuses, and new transfer partnerships with University of Nebraska—Lincoln, Peru State College, and University of Nebraska at Kearney.

I am pleased to present SCC's Year Five 2020-2024 Strategic Plan Progress Report, and am very appreciative to the Board, faculty, and staff for their efforts and participation in this ongoing strategic planning process.

A handwritten signature in black ink, appearing to read "David Miller". The signature is fluid and cursive, with a large, sweeping flourish at the end.



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 2024-2025 are

- **Goal 5** Employee Excellence
- **Goal 9** Organizational Climate.

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

The report provides 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 all metrics do appear in every printed report. The quantitative results for all metrics and KPIs have been updated each year and made available publicly online.

In addition, the Office of Accreditation and Strategic Initiatives 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 LinkedIn
- 3.5 - Engagement rate with Twitter^^
- 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

^ The source for these metrics (Voluntary Framework of Accountability, VFA) is no longer available as of Fall 2024.

~ GoogleAnalytics reporting system no longer provides comparable data for these metrics as of July 2024.

^^ These metrics are no longer being tracked because they no longer reflect how the College is doing business 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 Employee Excellence and Organizational Climate

We are happy to present the fifth and final annual report on the 2020-2024 strategic plan. This year this section of the report is focused on strategic achievements in Employee Excellence (Goal 5) and Organizational Climate (Goal 9).



The College has experienced immense growth and change since the first strategic plan was approved in 2015. This final report on progress toward the second strategic plan focuses on the people and organizational environment that have made those changes possible.

Human Resources

During the listening sessions for the 2025-2030 Strategic Plan, SCC faculty and staff mentioned a desire for continued focus on staffing and employee well-being. The specific topics were: staffing levels, hiring process efficiencies, training and development, workload, compensation and employee retention, employee wellness, and recognition. Goal 4 in the new strategic plan — Employee Excellence — and its eight strategic objectives will guide growth in these areas for the next five years.

Processes

The College continues to focus on improving its HR processes, including recruiting, hiring, and onboarding employees. To broaden recruitment, the College joined additional job networking sites (e.g., College Central, StudentAffairs, Handshake) to expand the sites that jobs are posted and grow the number of applicants.

The College also worked to make the hiring process more efficient by updating its online hiring portal People Admin, prioritizing job closings by reviewing and screening job applicants immediately, and moving Interview Team training to Canvas. HR staff made other process changes that have allowed recommended candidates to be brought on more quickly; these include initiating background checks on the same day a request is received and using digital offer letters rather than physically mailing them.

Professional Development

The Human Resources office also made progress in improving and expanding programming to develop faculty and staff, including professional development, wellness, leadership, diversity, and safety. To increase accessibility for employees, mandatory safety and compliance training materials are now available on Canvas or other online platforms.

The HR office increased the visibility of professional development opportunities through monthly newsletters, and proactively worked to offer information on more professional development opportunities for faculty and staff. Through the newsletter and other means, the HR office also increased promotion of the Employee Assistance Program, wellness opportunities, tuition waivers and tuition reimbursement benefits for employees and dependents, and other resources for employees.

Departments and divisions promote professional development for faculty as well. Many faculty from across the College attend and present at state and national conferences, publish research or creative works, and pursue new certifications and degrees, among other activities. To create more opportunities for this type of development, the Arts & Sciences Division held a mini-conference on the Lincoln campus in Spring 2025 titled *Elevating Together: Celebrating Success & Shaping the Future*. The event included a keynote address from the Vice President of Instruction, poster and art presentations, a celebration of faculty accomplishments, and 23 presentations by SCC faculty, staff, and administrators across three sessions.

The panels included topics such as engaged learning, academic coaching and tutoring, prison education, emotional intelligence skills, engaging online learners, service learning, study abroad, curriculum design, technology in the classroom, generative AI, and various research projects conducted by faculty members.

Staffing Levels

In Fall 2024, SCC had 1182 full and part-time employees. Of this total, 715 were faculty (60%), 401 were staff members (34%), and 66 were administrators (6%).

The number of employees was stable from Fall 2018 to Fall 2021. Since then the number of employees has grown by 6.6%. This change was in faculty (659 to 715, +8.5%) and administrators (48 to 66, +37.5%). The number of staff members decreased by 1 during that time period. Many administrator positions added during this period are Associate Deans who directly support the Instructional Division and faculty.

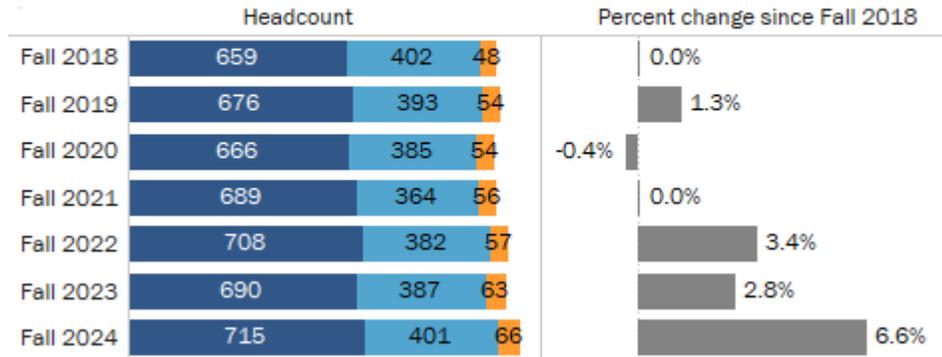
When compared to the overall staffing levels at other Nebraska Community Colleges in Fall 2023*, SCC has: (1) more full-time faculty than all others, (2) fewer staff than Metro and roughly the same number as Central and Mid-Plains, which have smaller student bodies, and (3) the second most number of administrators.

When looking at staffing ratios, SCC has a comparable proportion of administrators to overall employees to the other Nebraska Colleges and the highest proportion of both faculty overall and full-time faculty specifically.

* As reported to IPEDS. Fall 2023 is the latest data available for peers.

Trend of number of employees by classification

Faculty Staff Administrators



Headcount by position type among Nebraska Colleges | 2023

		Grand Total	Full-time	Part-time
Faculty	Metro	845	238	607
	Southeast	736	356	380
	Central	347	155	192
	Mid-Plains	278	73	205
	Northeast	319	130	189
	Western	106	58	48
Staff	Metro	598	572	26
	Southeast	387	309	78
	Central	388	294	94
	Mid-Plains	390	109	281
	Northeast	253	227	26
	Western	180	94	86
Administrators	Metro	85	85	
	Southeast	64	64	
	Central	40	40	
	Mid-Plains	18	18	
	Northeast	27	27	
	Western	32	30	2

HR ratios among Nebraska Colleges | 2023

	Percent administration	Percent faculty	Percent full-time faculty
Western	10.1%	33.3%	18.2%
Metro	5.6%	55.3%	15.6%
Southeast	5.4%	62.0%	30.0%
Central	5.2%	44.8%	20.0%
Northeast	4.5%	53.3%	21.7%
Mid-Plains	2.6%	40.5%	10.6%

Policies and Procedures

The College improved its ability to systematically review and document its policies and procedures with implementation of a new software. The previous process for revising and posting College policies and procedures was manual and difficult to track changes over time. A small team researched and evaluated software solutions that would streamline this work.

DocTract software was implemented in January 2025 and is overseen by



Human Resources. The software allows the College to revise and create policies, accurately track revision, and identify current version of policies while seamlessly integrating with the College website. The public has access to all current policies and procedures. Internal and external constituents can now quickly locate and view the most current approved versions of policies. Increasing the automation through DocTract has allowed the team to focus on development of new content and has reduced the potential for error.

Resiliency and Emotional Intelligence

Two goals in the 2020-2024 Strategic Plan focus on emotional intelligence and resiliency. Goal 2.2 seeks to “improve students’ ability to overcome challenges through enhanced emotional intelligence and resiliency skills” and goal 5.5 focuses on improving “faculty and staff proficiency in College and program advising and resiliency and emotional intelligence skills”. The College has run several initiatives focused on emotional intelligence (EI).

Quality Initiative Project

SCC's Quality Initiative (QI) project was developed, implemented, and evaluated between 2019 and 2022 as part of the Higher Learning Commission's Open Pathway. The purpose of the project was to improve retention and completion rates by assisting new students in acquiring and enhancing resiliency skills.

The QI was informed by a comprehensive five-year cohort analysis of course-level data conducted in 2017-2018 by Institutional Research. The study revealed that more than 50% of students received at least one failing grade during their time at SCC, and that more

than half of these students received their *first* failing grade during their first term enrolled. These ‘first term F’ students had lower retention and completion rates.

To help improve retention and completion rates, the College developed, implemented, and evaluated two primary strategies between 2019 and 2022:

- **Strategy 1:** Conduct comprehensive professional development training on academic resiliency for faculty, advisors, and staff who have significant and frequent interactions with new students.
- **Strategy 2:** Embed engaged learning activities into gateway courses with the highest number of failing grades and integrate activities that encourage students to apply academic resiliency skills and facilitate learning of course content.

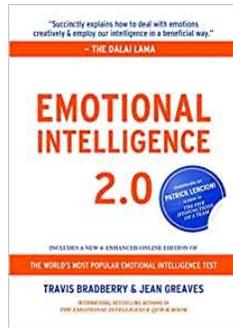
SCC made significant and transformative progress on a number strategic initiatives even though these strategies were implemented during the conversion from a quarter to a semester calendar and while maintaining full operations during the pandemic.

- The College completed three follow-up analyses of grade patterns, success rates, retention rates, and completion patterns.
- The College redesigned its Success@SCC course (ACFS-1015) to focus on resiliency, emotional intelligence, and growth mindset. The first-year course includes content to create a sense of belonging, research-based strategies for learning challenging material, and resiliency skills.
- Advisors, faculty, and staff utilized their EI training to promote resiliency among more than 7,500 new students who enrolled at SCC during the implementation of the College's Quality Initiative.
- The College observed a notable decrease in failure rates in classes taught by faculty members after they embedded opportunities to apply EI and resiliency skills in their classes.
- The College launched a \$30 million renovation on its Lincoln Campus that used resiliency and EI-driven designs for student-centric spaces, including a student activities area, study spaces, the Library Resource Center, Advising Center, and other gathering areas.

Emotional Intelligence 2.0 Training

As many of the College's gateway courses are in the General Education curriculum, the Arts & Sciences (A&S) division has continued the work started during the Quality Initiative through on-going Emotional Intelligence training for faculty and staff, and implementation of EI strategies into courses. By the end of the 2023-2024 academic year, the list of faculty and staff who had received the EI training included:

- All full-time A&S faculty
- All A&S administrators
- All full- and part-time A&S staff
- All Transitions and Tutoring staff
- All faculty on the Beatrice campus
- 25 faculty in Trades and Industry on the Milford campus.



In addition to the training, SCC held further professional development opportunities, A&S faculty were asked to create EI action plans for their courses, and additional EI trainers were recruited and trained. The work has expanded beyond the original training:

- Three of the certified trainers completed additional TalentSmart training on six *EQ in Action* training modules designed for focused practice of leveraging EI skills in specific areas.
- All Arts & Sciences Chairs, Program Directors, and Associate Deans, as well as the Transitions and Tutoring Academic Coaches, have participated in training on *Navigating Difficult Conversations*.
- Academic Coaches received training on a second module, *The Art of Active Listening*. Additional training is planned for 2025-2026.

The work on improving student outcomes by preparing faculty to teach and practice EI and resiliency skills in their courses will continue at SCC far beyond the Quality Initiative and the 2020-2024 Strategic Plan. New faculty are

trained as they are hired and existing faculty have access to professional development opportunities grounded in EI.

The College plans to assess the ongoing effectiveness of the work completed during the Quality Initiative and the continuing efforts to prepare SCC students with emotional intelligence and resiliency skills to succeed in college and beyond.

Organizational Structure Task Force

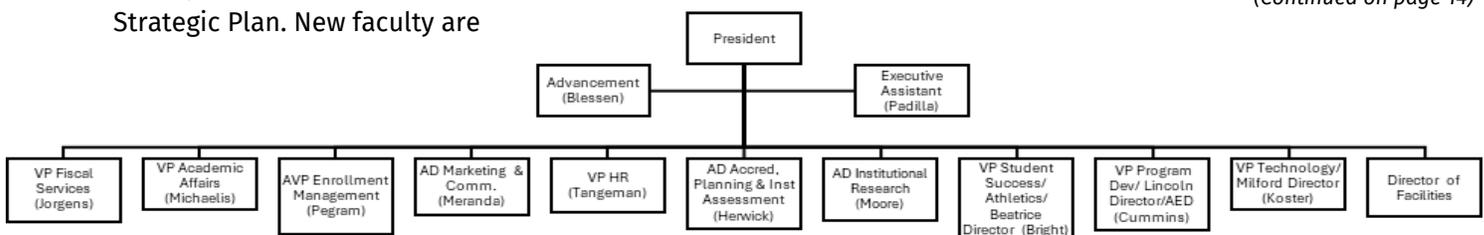
In 2024, SCC established an Organizational Structure Task Force with the objective of recommending potential changes to the organizational structure to the College President. Additionally, the task force was charged with developing a transition plan to implement the recommended structure. The task force operated under the following guidelines:

- Focus on structure for areas of responsibility rather than current individual employees.
- The structure should support the College mission.
- The structure must align with SCC's climate and culture.
- Fiscal neutrality is a key goal.
- The new structure should enhance existing strengths and address areas of improvement.
- Divisions should be organized around primary functions, with secondary functions filled in accordingly.
- The Community College Future Fund funding model with its focus on fiscal reporting and structure along with enrollment-based funding must be addressed now and in the future.

At the time, the organizational structure consisted of 13 direct reports to the President plus the Liaison to the President as shown in the following image.

The task force conducted a comprehensive review of 59 organizational charts from IPEDS peers, Nebraska

(Continued on page 14)



SCC organizational chart, Spring 2024

Employee Climate and Satisfaction Surveys

Starting in 2015, the Office of Institutional Research has administered a biennial survey of all faculty and staff to understand their experiences and perceptions on a number of topics. In 2015, the survey focused on satisfaction with College processes, services, and facilities along with open-ended questions about opportunities, challenges, and priorities for the College.

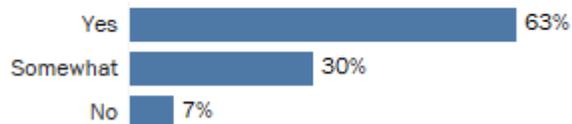
In 2017, the survey was expanded to include questions about the mission statement, climate and diversity, bias and discrimination, and workplace culture. With these additions, the survey became quite long but also provided direct insight into culture; issues of diversity and inclusion; and progress related to Goal 9.

In 2022-2023, the survey was split into two parts that now are administered separately. The Satisfaction survey remained fairly similar. The Climate survey was expanded to include a number of questions on engagement, inclusion, and Goal 9 behaviors.

For the most recent Climate survey in February 2025, all employees, except for student employees and adjunct instructors in Continuing Education, received an email requesting their participation. Of the 1,584 employees invited, 592 completed the survey for a response rate of 37%.

One of the newer questions asks whether employees feel a **sense of belonging and connectedness** at SCC. In 2025, 63% of respondents said they do feel connected, which is up from 55% in the 2022 administration of the survey.

Do you feel a sense of belonging and connectedness at SCC? 2025



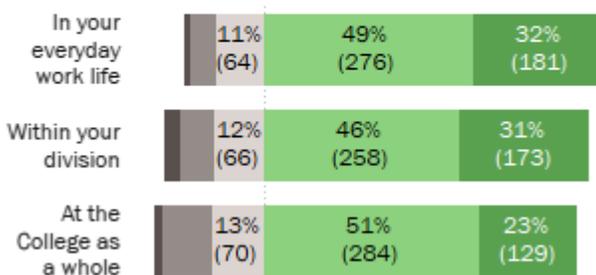
Trend of percent who feel a sense of belonging and connectedness at SCC



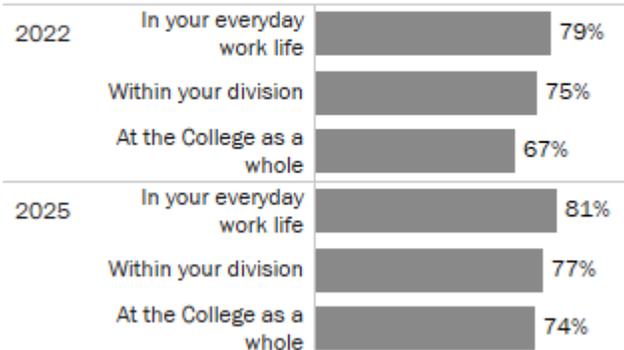
To gain insight into faculty and staff experiences related to **Goal 9 culture**, the survey asks employees about the frequency with which they encounter Goal 9 culture in their daily work, within their division, and across the College. In 2025, approximately three-quarters of respondents reported experiencing Goal 9 culture *all the time* or *most of the time* in their everyday work life (81%), within their division (77%), and at the College (74%). These rates are higher than when the questions were first asked in 2022.

How much "Goal 9" culture do you experience: 2025

All the time Most of the time About half the time
Some of the time None of the time

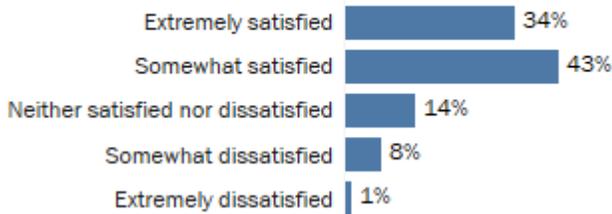


Trend of percent who experience a Goal 9 culture most of the time or all of the time.



A similar proportion of respondents (77%) indicated they are *extremely* or *somewhat satisfied* with the College's **progress toward reaching Goal 9**. This question was first asked in 2017 and 59% of respondents reported being satisfied at that time. The satisfaction rate has grown several points in each administration since then.

How satisfied are you with the College's progress toward reaching Objective 9.6 in Goal 9? 2025

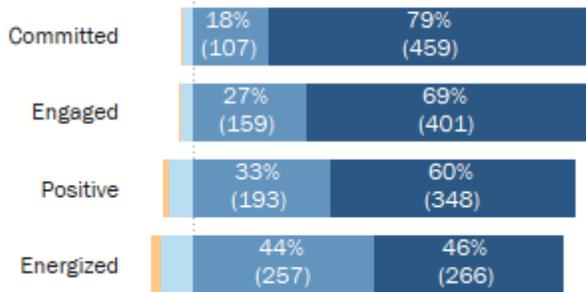


Trend of percent satisfied with the College's progress toward reaching Objective 9.6 in Goal 9?

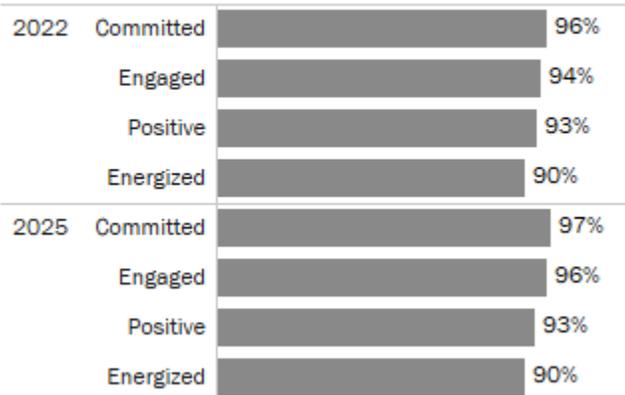


How would you describe your attitude about your work at SCC in a typical week? 2025

Extremely Moderately Slightly Not at all



Trend of percent whose attitude at work in a typical week is extremely or moderately:

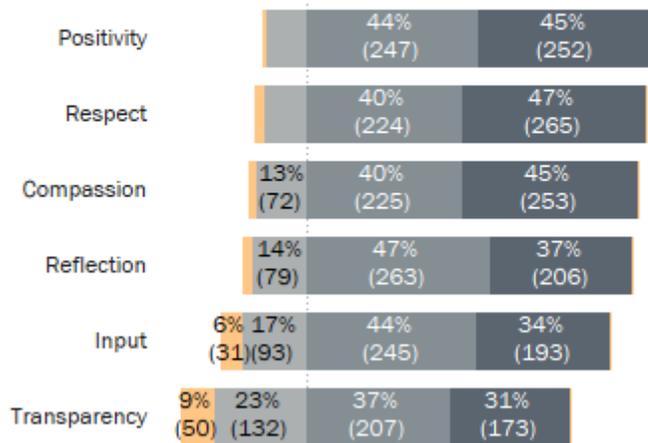


When asked to evaluate their **attitudes toward work** during a typical week, the vast majority reported a positive outlook. Over three-quarters indicated feeling *extremely committed* to their work (79%). Employees feel nearly as *engaged* and *positive*. The term *energized* received the most negative responses with 10% feeling *slightly* or *not at all energized*. These numbers are similar to 2022 results.

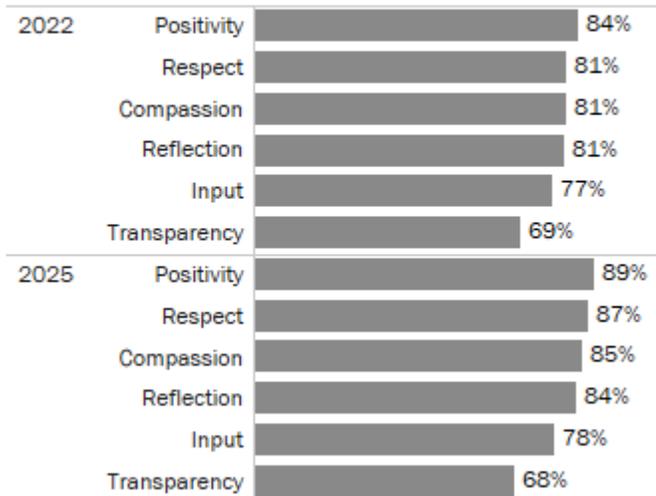
When asked **how the climate of SCC matches each Goal 9 keyword**, nearly half said the College is *extremely positive* (45%), *respectful* (47%), and *compassionate* (45%) and more than three-quarters said SCC matches these keywords either *moderately* or *extremely well*. The keywords with the most room for improvement are 'input' and 'transparency.' ■

Please rate how well the climate of the college as a whole matches the following Goal 9 key words: 2025

Extremely Moderately Slightly Not at all



Trend of percent who feel the climate of SCC matches the Goal 9 key word either moderately or extremely well



(Continued from page 11)

community colleges, and regional community colleges and universities. This environmental scan revealed a diverse range of organizational structures. Key findings from the taskforce included:

- 1. Number of Divisions/Departments:** The number of divisions varies with institutional size, with larger institutions typically having between 6-12 divisions. The average number of direct reports to the president across all institutions was 7.3.
- 2. Leadership Roles:** The top seven common divisions amongst institutions are: Finance, Academic Affairs, Advancement, Human Resources, Student Success/ Services, Public Relations, and Accreditation/ Planning/ Institutional Effectiveness.
- 3. Functional Groupings:** Information Technology is often grouped with Administrative Services; Marketing with Enrollment, and Student Services with Campus Operations. Strategic Planning, Institutional Effectiveness, and Institutional Research are also frequently combined.
- 4. Size and Complexity:** Larger institutions, especially those with multiple campuses, have more specialized roles and additional layers of leadership. Some of the more complex institutions had Chief of Staff positions and dedicated legal counsel.
- 5. Trends in Organizational Design:** There appears to be a focus on the integration of strategic initiatives and planning into core leadership structures. The alignment of organizational structures to address enrollment management is also a growing trend.
- 6. Regional Differences:** Urban institutions tend to have more complex structures with specialized roles, while rural institutions have more streamlined structures.
- 7. Fiscal Responsibility:** Many institutions are combining roles to achieve cost efficiency, particularly where resources are limited.
- 8. Focus on Student Success:** The creation of dedicated VP roles for Student Success and/or Enrollment Management reflects a broader emphasis on supporting student outcomes and retention.

The taskforce presented its results and recommendations to Administrative Team and the College President in September 2024. Implementation has been phased in as retirements and resignations occur. Key changes made during 2024-2025 included:

- Eliminate Liaison to the President position.
- Replace Campus Vice President positions with an Associate Vice President for each campus and have them report to new Vice President of Campus Operations and Development.
- Replace position of Vice President for Information Technology with Chief Information Officer and shift reporting line to Administrative Services.
- Retain stand-alone position of VP for Student Success and Athletics.
- Share responsibility for Program Development between Instruction and Office of Accreditation, Planning and Institutional Assessment. Rename the latter to Office of Accreditation and Strategic Initiatives.

Data-informed Decision-making

Promote an efficient operational pace (9.3)

The College continues to make improvements in ensuring an efficient operational pace through its integrated scheduling and calendar processes. In addition to the calendar conversion from quarters to semesters, SCC uses a proactive course utilization enrollment model that identifies areas of high and low student demand for classes.

This process ensures that the College offers classes when students are most likely to enroll, therefore maximizing the teaching resources. Similarly, the course utilization model also highlights times and subjects where there is lower demand and helps the instructional division to re-allocate faculty to teach at times where there is higher demand. This process allows the college to operate more efficiently because faculty are using their limited instructional time and resources to reach more students, and students receive the benefit of instructors teaching classes at times and locations that fit their schedules.

Under the 2020-2024 Strategic Plan, the College modified its planning and calendar process a number of times to include new initiatives like a pre-session in

the spring term, course offerings that are flexible to take into account the needs of our high school partners, and courses within our academic terms that allow students flexibility to complete classes in 3-, 5- and 8-week sessions as opposed to only full-term courses. The Associate Vice President for Student Enrollment tracks, monitors, and makes recommendations to offer these courses based on student demand, institutional factors (such as annual enrollment reporting) and instructional considerations, such as clinical needs.

Since 2020, the College has expanded the team that develops the College's academic calendars to include members of Human Resources, Instruction, Payroll, and Registration in order to maintain operational efficiency, align with our strategic partners (e.g., high schools and 4-year institutions in our service area), meet the required number of contract days for faculty and staff, and benefit students, employees, and educational partners as much as possible.

Higher Learning Commission Comprehensive Review 2023 (9.4)

In April 2023, Southeast Community College was reaffirmed for accreditation by the Higher Learning Commission (HLC). For the first time in 30 years, SCC met all criteria for accreditation without any required follow-up or monitoring.



In March 2020, SCC activated a Steering Team to lead that efforts around evidence gathering to support the assurance argument. In January 2021, SCC began educating College employees about the process and engaging them with passport challenges and webinars. The level of participation exceeded expectations.

- The 23 members of the Steering Team gathered 2,694 pieces of evidence to support the 35,000-word assurance argument.
- 365 college employees participated in passport challenges designed to educate the College community on the criteria for accreditation and to identify evidence.
- 721 people participated in webinars to learn about the assurance review and how they could contribute or participate.

HLC Peer Final Report Summary

“Southeast Community College has met all of the Criteria and core components for HLC accreditation. The college lives its mission and demonstrated the ability to adapt to the changing environment to serve its community. The college functions with a sense of integrity and utilizes its resources to meet its strategic objectives. The Strategic Plan, which was developed with data and environmental scanning, is used to guide the daily operations at all levels. The multi-campus visit confirmed that services for students, policies and procedures were implemented similarly at all three campuses.

SCC's assessment practices include institutional, general education, program, and co-curricular learning outcomes. The College has linked program learning outcomes to general education and institutional outcomes and cocurricular outcomes to institutional learning outcomes. An assessment and planning software that collects, links, and analyzes data is used for continuous improvement of programs and services. While some assessments and the assessment software has been implemented in the last few years, the college has the opportunity to continue to systematize the assessment process.

SCC has demonstrated multiple improvements since its last comprehensive visit. Multiple plans have been developed and implemented; facilities have been built and renovated. The faculty, staff, administration, and community are proud of their institution. The team recommends the college has the ability to choose the pathway they wish to utilize based on the evidence provided in the assurance argument and the conversations that the team had while on campus with faculty staff, administration, students, and community members.” ■



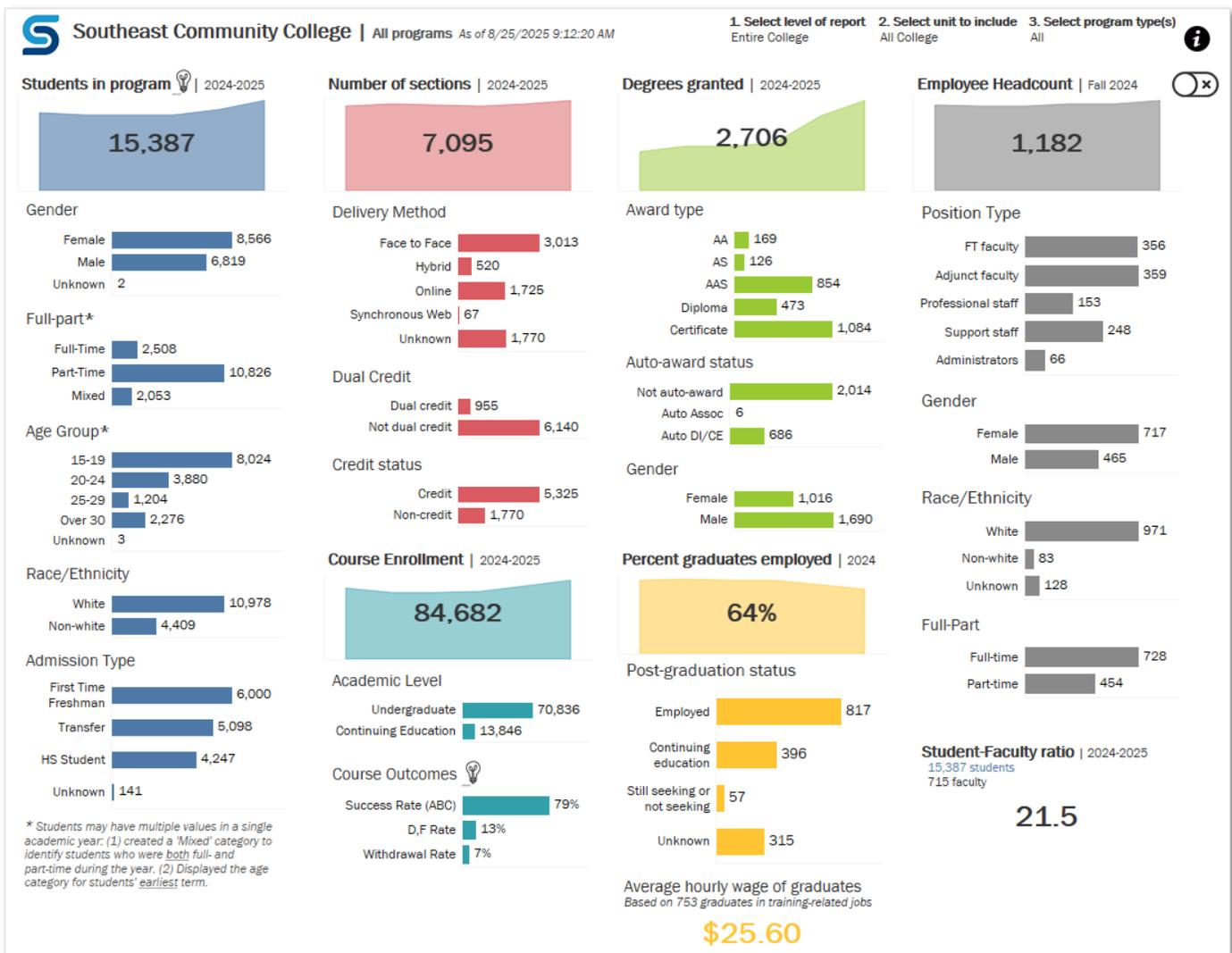
During the April 2023 site visit, a stunning number of employees, students and community members (349!) attended at least one session held by the team of HLC peer reviewers.

Program Dashboard (9.5)

In order to provide instructional programs with valid and easily accessible data for program review and decision-making, the Office of Institutional Research (IR) created interactive reporting for instructional administrators. In Spring 2022, IR launched a powerful *Program Dashboard* tool that provides program, division, and institutional-level data that allows programs to develop and evaluate data-informed plans for improvement. These interactive dashboards are possible because of SCC's comprehensive data warehouse and the associated data structures that were developed over a four-year period.

The Program Dashboard is actually a series of 10 dashboards. The metrics available include student enrollment, sections offered, course enrollment, course success rate, employee headcount, degrees granted, and graduate outcomes. The landing page provides detail on the most recent year, two additional pages include trend data for those same metrics, and the rest provide the ability to customize reporting about a single topic at a time.

Shortly after its launch, more than 60 academic administrators and program chairs were trained to use this tool for program improvement. In 2025, the offices of Institutional Research; Accreditation and Strategic Initiatives; and Assessment held a series of *Program Power-Up Workshops* to reinforce knowledge of the dashboard and to spark conversations about using data for improvement.



Landing page for Program Dashboard

General Education Learning Outcomes Assessment (9.5)

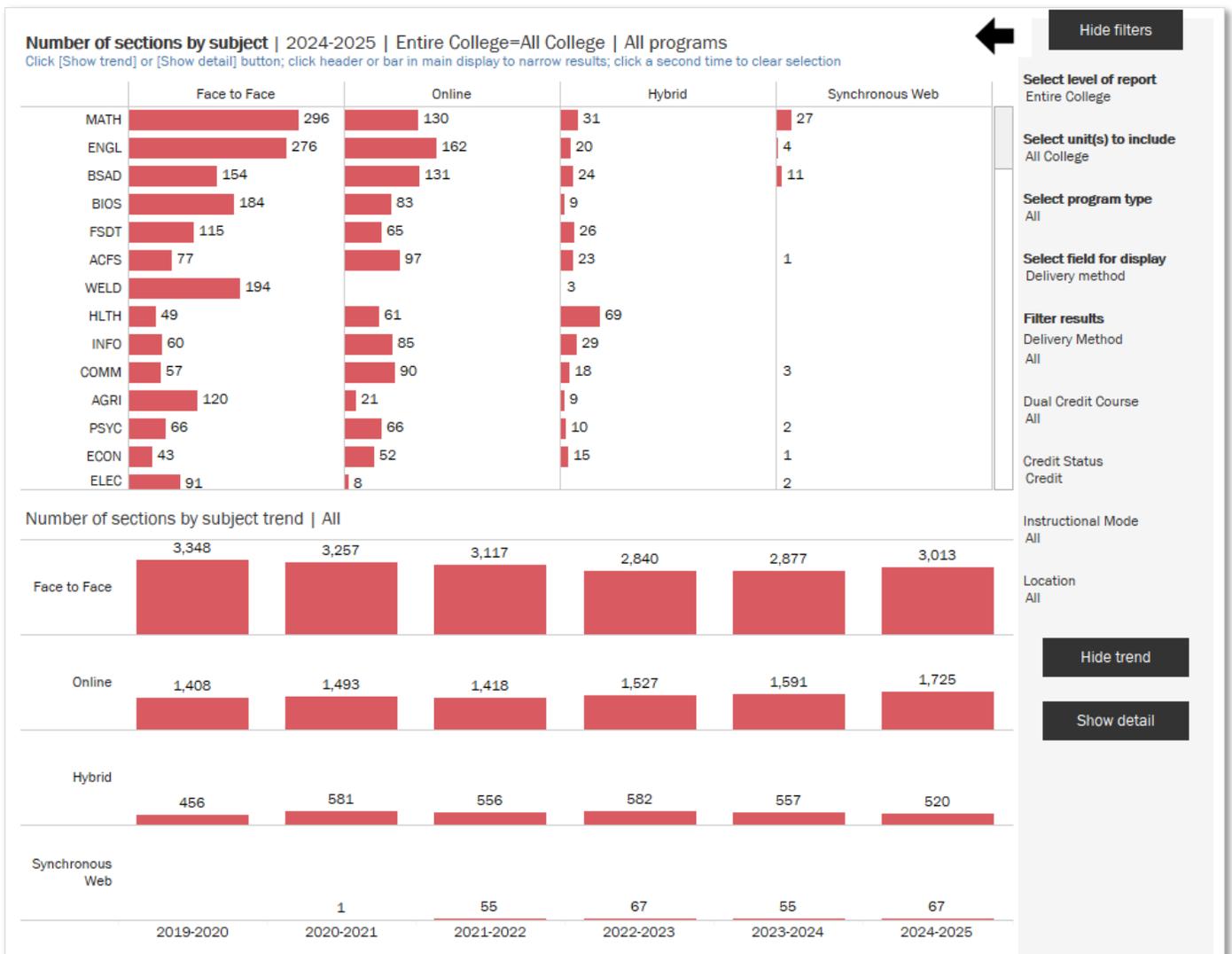
In 2021-2022 the College began robustly assessing its General Education Learning Outcomes (GELOs) in its core courses using standard rubrics and course section-level reporting. The faculty members of the General Education Team developed standard rubrics between 2017 and 2021.

The technical aspects to connect Canvas (learning management software) with Nuventive (assessment and planning software) were in place by Fall 2021. This connection allows faculty to report assessment results in the same place they review student work and record grades, while also allowing the Office of Assessment to track, aggregate, and analyze the data.

In Fall 2021, all sections of core courses meeting the requirements for GEL0 1 (Speech Communication) and

GEL0 2 (Written Communication) were assessed using the standard rubrics. Norming sessions were held before for each assignment. The initial pilot phase in the Fall was followed by a second phase in Spring 2022 that included the assessment of all GELOs in all core courses taught by fulltime SCC faculty. By the end of 2024-2025, SCC had four years of GELO data from core courses across all locations and modalities.

In addition, IR designed a more sophisticated data dashboard for analyzing the GELO outcomes in Nuventive. The new dashboard combines assessment results submitted in Canvas with data from student records data from SCC's data warehouse. The dashboard allows users to filter and analyze data based on course or student attributes, location, students' programs of study, demographics, etc. ■



Drill-down reporting on number of sections in Program Dashboard

Additional Strategic Achievements

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

Goal 1: Enrollment Growth

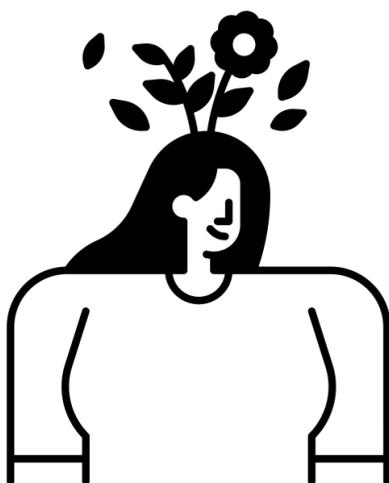
SCC saw a significant fall **enrollment increase**, exceeding 10,000 students for the first time in over a decade. This milestone marks resounding growth from the previous fall semester. The College had 10,657 students enrolled on all three campuses and in its dual credit programs, which represents a 10% increase from the previous fall semester. This momentum carried over to the spring semester when SCC had an enrollment of 10,601 students for an increase of 10% over the previous Spring.

SCC is proud to partner with the Nebraska Department of Corrections to provide education in career pathways for incarcerated individuals in **the nation's first Prison Education Program accredited by the Higher Learning Commission**. The sixth program in the nation, this groundbreaking program demonstrates SCC's commitment to serving all members of the community.

Goal 2: Student Success

Powersports Technology graduate Peter Paul **won the gold at the SkillsUSA Championship** in June 2024. This is the second consecutive year that an SCC student brought home the gold in the Motorcycle Service Technology category as part of the SkillsUSA National Leadership and Skills Conference.

The SCC **esports team made history** at the National Junior College Athletic Association esports National Championships in April 2025. Isaac Wheeler and Connor Oswald secured SCC's first-ever national championships in the Premier Series, the highest tier of competition offered by NJCAAe. Wheeler won the championship in Mario Kart and Oswald is the Street Fighter 6 champion.



SCC began a collaboration with **DataKind**, a company that uses machine learning to create a student success tool that is customized to SCC and provides insights for data-assisted advising, at no cost.

Goal 3: Communication and Public Awareness

The Office of Marketing and Communications conducted **brand research project** to better understand how our community views SCC and how the College can improve communicating who we are. The survey was distributed to SCC a wide variety of audiences and its results will directly influence how SCC presents itself to current and prospective students, partners, and the broader community.

As a first step toward other website enhancements, **Marketing and Communications launched new academic program pages** on our website. The content was redesigned to provide easy-to-scan, audience-focused content that speaks directly to our prospective students, compelling reasons why students should choose SCC, and a mobile-first design. These changes should provide a boost to rankings so SCC can connect with even more prospective students across Google, Bing, AI tools, and beyond.

Goal 4: Programming and Development

Though not all are active, a total of **48 new credentials were approved during 2024-2025**. The vast majority are existing credentials for new populations (i.e., three for Prison Education and 24 for dual credit students) or certificates/diplomas that lead to existing Associate Degree programs (such as Microsoft Office Specialist certificate). New Associate Degree programs were established for Operations and Service Management, Integrated Technologies, Agricultural Teacher Education, Data Science, Dental Hygiene (Fall 2026), and Utility Lineworker (Fall 2026).

Goal 6: Strategic Partnerships

In November 2024, **Peru State College hosted a workshop** to create a seamless dual-enrollment and transfer process. Four teams have prioritized areas to strengthen alignment between the institutions.

In February 2025, **SCC hosted a workshop with partners from the University of Nebraska at Kearney**. The workshop, titled “Pave the Way to UNK” focused on identifying transfer pathways and student needs that would support a growing partnership between our institutions.

In July 2025, **SCC hosted a retreat titled “Co-Creating the SCC-UNL Transfer Future”**. Nearly 90 faculty, staff and administrators from the University of Nebraska–Lincoln and Southeast Community College convened to dream boldly and collaborate meaningfully to create a shared path to support transfer students.

Southeast Community College and the University of Nebraska–Lincoln have signed a **Biotechnology Pathway agreement**. This articulation agreement for an Academic Transfer Program will allow SCC students who complete an Associate of Science degree in Biotechnology to transfer 60 of the required 120 credit hours for the Biochemistry degree.

Goal 7: Educational Environment

The state-of-the-art **Sandhills Global Technology Center** opened in January 2024. The building showcases cutting-edge technology to prepare students for careers in rapidly evolving technical fields. The \$37 million project was a collaboration between SCC, Sandhills Global, and the city of Lincoln. The building houses Biotechnology, Computer Information Technology, Design & Drafting Technology, and Electronic Systems Technology.

Approximately 500 people celebrated the grand opening of the 100,000 square-foot **Welding Technology Center** on the Lincoln Campus with a ribbon-cutting ceremony on 8/21/2025. This facility will transform the landscape of SCC’s Welding Technology program as it addresses a critical workforce need in Nebraska and across the nation. Its state-of-the-art equipment, collaboration areas, and gathering spaces foster hands-on learning and industry partnerships, giving

students valuable exposure to business leaders while providing companies with opportunities for staff training and certification.

Southeast Community College celebrated the completion of the **renovation of Nebraska Hall** with a ribbon cutting ceremony on 9/5/2025. The historic building, which has served the Milford community for over a century, will now be the front door to the SCC Milford Campus. The project balances historic preservation with contemporary functionality. The transformed Nebraska Hall will create an environment where learning and campus life intersect, featuring,

Education Square in downtown Lincoln has been sold and will become the site for Lincoln’s new central library. This new library will replace the aging Bennett Martin Public Library. SCC has operated Education Square since 1996 and is thrilled to be a part of this transformative project with the City of Lincoln.

In addition, **design planning is underway** for the Science Tower in Lincoln, Construction Technology Center in Milford, and Agriculture Technology Center in Beatrice.

Goal 8: Financial Strength

During their 2023-2024 session, the Nebraska State Legislature removed general fund taxing authority for community colleges and replaced it with the **Community College Future Fund** (CCFF). Each year this new funding model will increase the base funding by 3.5% or by the percentage increase in Reimbursable Education Units (REU), whichever is greater.

The College’s REUs increased by 12.6% from 2023-2024 to 2025-2026. As a result, the College’s CCFF will increase by 12.6%, which far surpasses the base annual increase of 3.5%. The College’s total CCFF amount will be \$71,181,055 for the 2025-26 General Fund Budget or approximately \$12.9 million more than what would have been generated by the general fund taxing authority of the original model. ■



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 one or more of the College's strategic goals.

These pages show how many MAP goals are connected to each

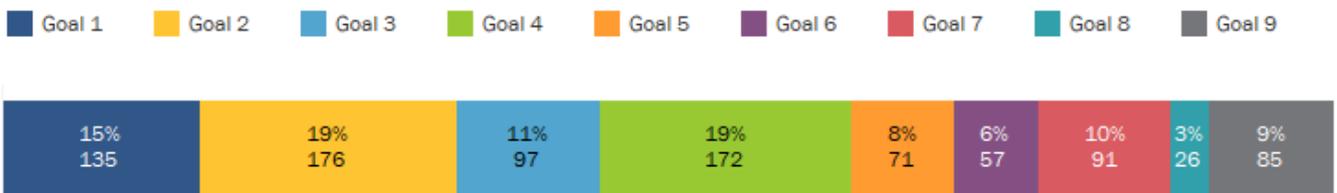
strategic goal and objective. In 2024-2025, the goal with the most connections to MAP goals was Goal 2 - Student Success (176) followed closely by Goal 4 - Programming and Development (172).

For 2024-2025, three strategic objectives had more than 40 connections to MAP goals. Those objectives were:

- 4.2—strengthen alignment of

program curriculum with abilities required for professional success (53 connections).

- 2.1—facilitate student success through initiatives designed to increase student engagement in the learning process (44)
- 1.3—increase enrollment in career technical programs (44). ■



4.1	Improve and expand market research capacity to assess demand for existing and new career programs.	13
4.2	Strengthen alignment of program curriculum with the knowledge, skills, and abilities required for professiona..	53
4.3	Strengthen alignment of program curriculum with the knowledge, skills, and abilities required for successf..	19
4.4	Expand credit and non-credit offerings and services for the College's 15-county service area by strengtheni..	22
4.5	Improve and expand dynamic and creative customized training solutions based on employer demand.	15
4.6	Increase and improve articulation agreements for academic transfer and career/technical programs.	6
4.7	Promote ongoing review of programs and services for effectiveness and viability.	27
4.8	Expand online, hybrid, and other course and program delivery options to increase access to educational o..	17
5.1	Improve hiring processes, including proactive recruiting and onboarding for a diverse and dynamic full-an..	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 educ..	29
5.4	Strengthen employee engagement through a comprehensive participatory governance structure that prom..	12
5.5	Improve faculty and staff proficiency in College and program advising and resiliency and emotional intellig..	13
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..	8
6.3	Strengthen partnerships with industry leaders to promote economic and workforce development.	32
6.4	Improve access to entrepreneurial opportunities to promote economic development in the 15-county servi..	4
7.1	Expand and improve College facilities, learning environments, and landscapes through the implementatio..	18
7.2	Strengthen instructional programming through capital equipment and classroom technologies.	25
7.3	Improve space utilization through continual analysis and assessment of current and future facility needs.	7
7.4	Expand and improve ADA compliance and equitable access to all aspects of the College's educational envi..	4
7.5	Improve safety and security at all College locations.	5
7.6	Promote all campuses as destinations through expanded housing, student-centric collaborative spaces, ac..	4
7.7	Ensure the College maintains a comprehensive, secure, and sustainable technology infrastructure through..	2
7.8	Improve the use of innovative technologies in course, program, and student services delivery.	26
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..	0
8.3	Increase fund reserves and strengthen financial position to ensure future financing of strategic initiatives.	1
8.4	Increase giving opportunities from external entities by expanding Advancement and Resource Developme..	7
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.	3
8.7	Promote cost-effective and efficient auxiliary services.	10
9.1	Promote effective and sustainable staffing and compensation levels to ensure excellence in all College op..	11
9.2	Improve all College policies and procedures through a systematic review and documentation process.	16
9.3	Promote an efficient operational pace through integrated scheduling and calendar processes.	7
9.4	Enhance institutional accountability through ongoing compliance with accreditation requirements and the ..	4
9.5	Promote use of valid and reliable data in decision making through improved integrated planning, budgetin..	17
9.6	Maximize a positive and engaging organizational climate by encouraging input, reflective and transparent ..	30

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 July 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

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 | 2024-2025

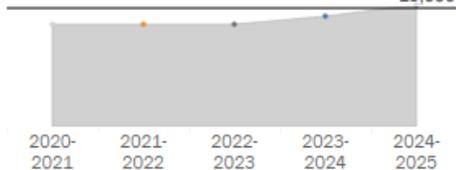
Total unique enrollment of undergraduate students during an academic year, including dual credit students.

Five year target: 15% growth from 2020-21

15,390

↑ 10.0%

15,000



The College set and achieved the ambitious goal to increase undergraduate enrollment by 15 percent to 15,000 between 2020-2021 and 2024-2025. There was a small dip in the first year of the plan from 13,053 to 12,974. Since then there has only been growth. In this final year of this strategic plan, the College enrolled 15,390 undergraduate students, which is an increase of 10% since the previous year. With the state’s change in funding model, this growth in enrollment also comes with an increase in state funding.

Enrollment of Continuing Education Students | 2024-2025

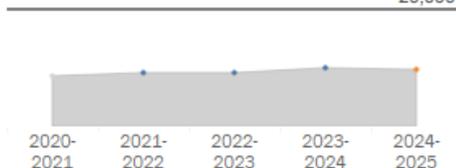
The unduplicated number of individuals enrolled in non-credit Continuing Education courses.

Five year target: Return to previous levels

9,714

↓ -2.3%

20,000

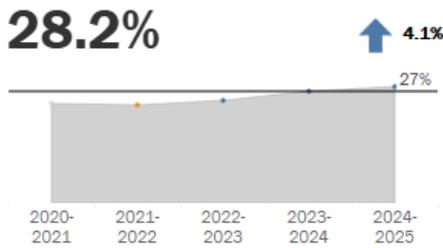


The College did not meet its target to return to previous levels and enroll 20,000 continuing education students by 2024-2025. That said, the target was set prior to a substantial change in practice in which the Division counted conference and meeting attendance as enrollment. Continuing Education has since changed that practice. Despite a slight decrease in the final year, the number of Continuing Education students has grown by 14% from 8,497 in 2020-2021 to 9,714 in 2024-2025.

Percent of undergraduate enrollment that is minority | 2024-2025

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

Five year target: Increase 3 points from 2020-21

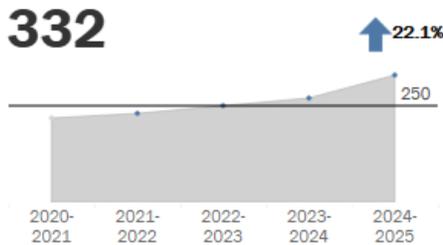


The College met its target to increase the percent of undergraduate enrollment that is minority by three percentage points to 27%. The substantial growth in overall enrollment makes this achievement even more impressive. In 2020-2021, 24% of undergraduates were minority (n=3,120). By 2024-2025, SCC enrolled nearly 1,200 more minority students (n=4,314) and that percentage grew to 28%.

Number of female students in STEM programs | 2024-2025

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

Five year target: 15% growth from 2020-21

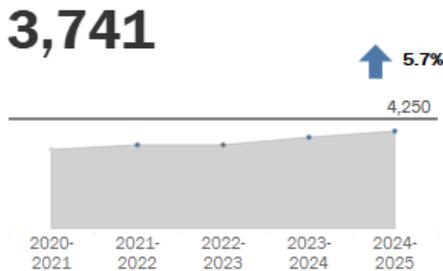


Southeast Community College was highly successful in meeting its target to increase the number of female students in non-Health, STEM programs by 15% to 250 students. In 2020-2021, there were 219 women in these programs (e.g., Agriculture, Automotive, Electronics, Computer Information Technology, Welding, etc.). Over the five years of the plan, the number of female students in these programs grew by 52% to 332, with a growth of 22% in the final year alone.

Number of dual credit students | 2024-2025

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

Five year target: 40% growth from 2020-21



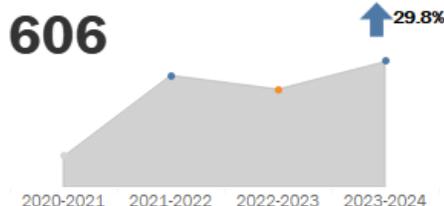
Though the number of dual credit students enrolled at SCC has grown each year since 2020-2021, the College did not achieve the ambitious target of growing by 40% to 4,250 students. In 2020-2021, 3,040 dual credit students were enrolled in the TCA and SENCAP dual credit programs. By 2024-2025, dual credit enrollment grew to 3,751; a five-year increase of 23%.

Goal 8 KPIs

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.

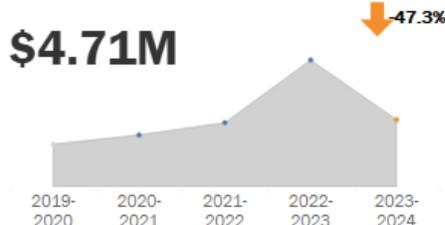
Five year target: na



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



The College does not have targets associated with these KPIs because the College did not have data on fundraising until 2019-2020. Even without a target, these KPIs show major progress. The number of donors to the foundation quadrupled from 150 in 2020-2021 to 606 in 2023-2024. The dollars donated has also increased, with a spike of nearly \$9M in 2022-2023 due to a large donation.



Goal 2 KPIs

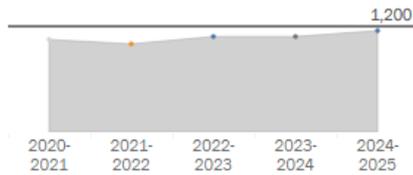
Number of associate degrees awarded

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

Five year target: 15% growth from 2020-21

1,149

↑ 6.5%



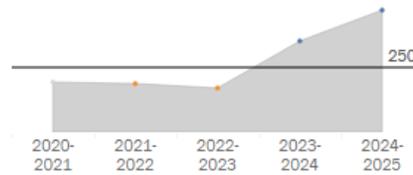
Number of diplomas awarded | 2024-2025

Number of diplomas awarded during academic year

Five year target: 30% growth from 2020-21

473

↑ 34.8%



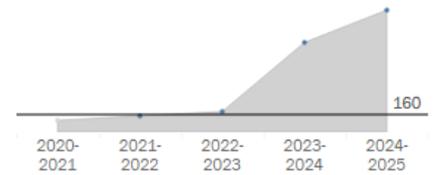
Number of certificates awarded | 2024-2025

Number of certificates awarded during academic year

Five year target: 60% growth from 2020-21

1,084

↑ 36.4%



The College set ambitious targets for the number of credentials awarded annually by 2024-2025 and far surpassed two of the three targets. The only metric that did not exceed its target was the number of associate degrees awarded. Though this metric grew by 10% (from 1,041 to 1,149), the target was for 1,200 awards or 15% growth.

The number of diplomas awarded grew by 148% (from 191 to 473), far exceeding the target of 30% or 250 awards. Similarly, the number of certificates awarded grew nearly ten-fold by a whopping 984% (from 100 to 1084), which is nearly seven times higher than the target of 160. There are two primary reasons for this amazing growth: (1) new certificates and diplomas are available as stackable credentials (2) and auto-awards. Since 2023-2024, 30% of all credentials have been auto-awards (shown in pink), which are conferred when the student completes all degree requirements even though it is not the student's declared or final credential.

Trend of overall number of standard awards and auto-awards



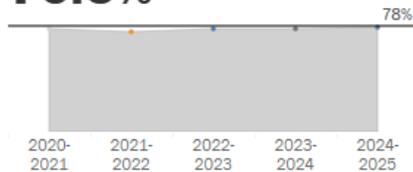
Overall success rate of undergraduate students | 2024-2025

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

76.5%

↑ 1.5%



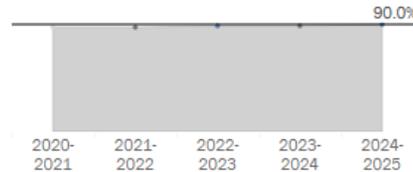
Overall success rate of dual credit students | 2024-2025

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

91.1%

↑ 1.7%



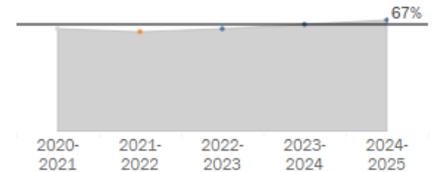
Fall to fall retention rate | 2024-2025

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

70.1%

↑ 4.0%



The College has two KPIs for success rate: (1) for undergraduate students and (2) dual credit students. Success rate is defined as the percent of all grades earned that were A, B, C, or P. In 2020-2021, the success rate for undergraduates was 75.1%. During this strategic plan, the rate ranged between 73.8% and 76.5% and did not surpass the target of 78%.

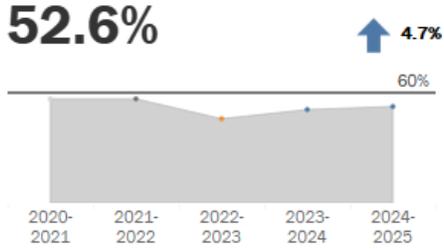
For dual credit students, the success rate in 2020-2021 was 88.5%. Though there was not much room for improvement, the rate did surpass target of 90% in 2024-2025 by reaching 91.1%.

The retention rate was 64.1% at the beginning of the strategic plan. The target for 2024-2025 was to grow this rate by 3 points to 67%, which the College surpassed. More than 70% of full-time students in Fall 2023 re-enrolled in or completed their program by Fall 2024.

Graduation and transfer rate | 2024-2025

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



At the beginning of the strategic plan, 56.7% of students either graduated from SCC or transferred to another college within three years. The target for 2024-2025 was to grow this rate by 3 points to 60%. The highest rate reporting during the five-year span was in that first year. There was a fairly substantial drop reported in 2022-2023, but there were also data challenges in that year. By 2024-2025, the graduation and transfer rate was 52.6%.

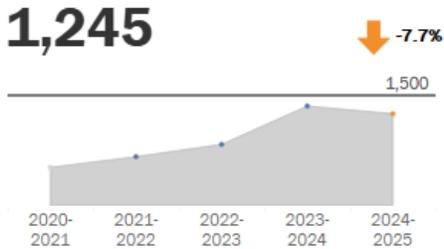


Goal 4 KPIs

Total enrollment at Learning Centers | 2024-2025

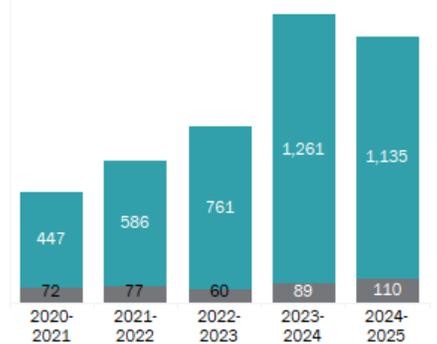
Total enrollment in courses offered at the six Learning Centers.

Five year target: 300% growth from 2020-21



Though the enrollment at the Learning Centers has more than doubled since 2020-2021, the College did not achieve the bold target of growing this metric by 300% to 1,500 students. In 2020-2021, 519 students enrolled at the Learning Centers. By 2024-2025, this enrollment grew to 1,245; a five-year increase of 144%. Most of this enrollment is in continuing education courses (shown in teal).

Trend of Learning Center enrollment in undergraduate and continuing education courses

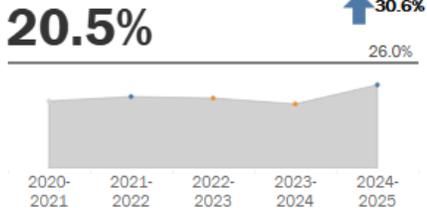


Goal 6 KPIs

Percent of SCC service area high school seniors who enrolled at SCC during the following academic year | 2024-2025

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

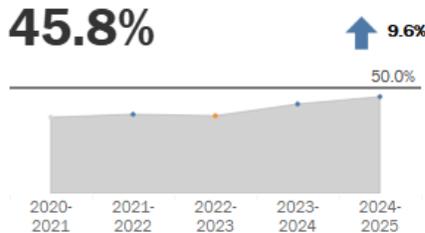
Five year target: Increase 10 points from 2020-21



Percent of TCA seniors who enrolled at SCC the following academic year | 2024-2025

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

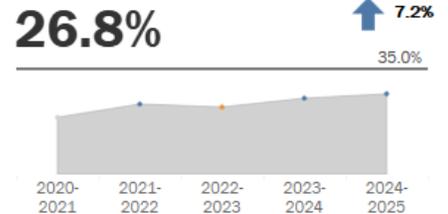
Five year target: Increase 12 points from 2020-21



Percent of SENCAP/DCA seniors who enrolled at SCC the following academic year | 2024-2025

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



SCC seeks to have high school students within its service area and/or enrolled in dual credit courses enroll after their high school graduation. In 2020-2021, 16.5% of all high school seniors in the service area enrolled at SCC in the following academic year. This percentage rose to 20.5% in 2024-2025, but it did not reach the target of 26%.

The College saw similar patterns among TCA and SENCAP seniors. In 2020-2021, 36% of TCA seniors from the previous year and 19% of SENCAP seniors attended SCC. By 2024-2025, these rates grew to 45.8% for TCA and 26.8% for SENCAP, but did not reach the respective targets of 50% and 35%.

Mission Action Plan accomplishments!

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

Accommodations Resource Office increased communication about disabilities and the need for inclusive environments. During 2024-2025, the department presented to classrooms, RA training, hosted tables to give out information, and provided information in the different campus newsletters.

The **Arts and Sciences Division** adapted their *Friday Check-In* emails, which are sent out weekly, with the goal of increasing awareness of what is happening in the division and at the college, offering opportunities and creating community.

CE Workforce Solutions is building new community partnerships by attending learning center advisory meetings. Ideas for training came out of these advisory meetings and one customized training has taken place in the Hebron area. The Workforce Solutions Team will start programming workforce classes at the learning centers during 2025-2026 and communication has already been taking place with the learning center coordinators in the Falls City and York areas. Each learning center coordinator has access to the constant contact account to create marketing emails for the courses that they are running.

The **Nebraska City Learning Center** communicated with key school personnel and encouraged them to share our programs/classes with their students, parents, and families. They also continued to build and develop email groups to send electronic communications, and more to build partnerships.

Tutoring and Transitions prioritized team-building and improved communication. Academic Coaches met with the Director regularly. Though they did not meet as frequently as desired, the team valued the time spent in meetings, and these interactions contributed to maintaining a strong sense of rapport and collaboration across the team.

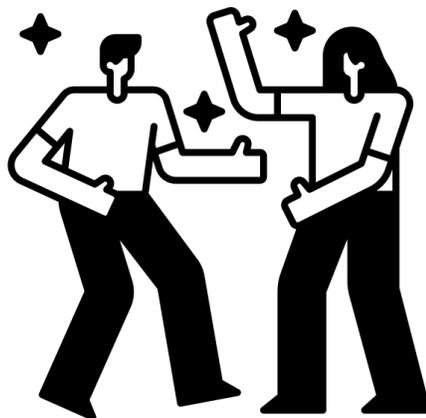
The **Advising** office deployed standardized messages have using CRM and additional training has been completed to standardize communication across all advising operations.

The **Milford Arts and Sciences** faculty gained information about the skills employers look for in employees and used this information to link General Education classes with these skills. This spreadsheet was used to create discipline-specific posters showing the links from the General Education classes to the desired career skills.

In Fall 2024, **Humanities** faculty held two professional development meetings for their faculty: a history event in October, in which 5 faculty attended and a communication studies event in November, in which 10 faculty attended. In Spring 2025, they offered a broader professional development meeting in February and 10 faculty members attended. Overall, most faculty found the events to be highly beneficial and there was demand for more events in the future.

The **Office Professional** program held their second annual conference, which was as popular as the first. They had fewer UNL attendees because it conflicted with an event at UNL, but there was much more attendance from Lincoln Public Schools. Overall, 94 attendees went to 27 different sessions in five different tracts (Personal Wellness, Microsoft Office, Workplace Dynamics, and Communication). Evaluations of the conference were very positive. The organization of administrative assistants for Lincoln Public Schools has invited a representative from the Office Professional Program to do a presentation at one of their planned professional development sessions and talk about the offerings at SCC.

Financial Aid sought to promote the Federal Work-Study (FWS) Program and to deliver 100% of allocated FWS funding to students and NOT return any funding back to the U.S. Department of Education. Funding levels were reviewed on a pay period basis to ensure that funds were being reviewed and expended to students. By the end of the year, 100% of allocated funds were expended to students.



The **Extended Learning Division** identified area businesses that could provide opportunities for dual credit students. Kawasaki is providing apprenticeships for students. Kinney Manufacturing was set to offer apprenticeships, but due to company employee reductions decided that they needed to put the opportunity on hold. Kawasaki hired 12 interns from TCA in summer 2025.

Continuing Education Services worked to connect their team directly with other departments within and outside of the Division of Continuing Education. To guide progress and foster team participation, they established key milestones: securing at least one guest speaker and ensuring front desk coverage to allow full team attendance to the degree possible. These sessions have contributed to cross-functional awareness, deeper connections across departments, and greater alignment with the broader goals of the Division of Continuing Education.

Intercollegiate Athletics has upgraded their new website (sccbobcats.com). The site includes appropriate SCC branding but remains outside of the southeast.edu domain.



Counseling and Psychological Services (CAPS) sought to increase knowledge and utilization of CAPS services. They had increased referrals and participation at Milford and an increase in student athlete referrals (which led to planning for more athlete-specific outreach), They expanded their group offerings to include Residence Life, International and Exchange Student Support, and Women's Therapy Group across SCC locations.

As a key priority for **Marketing and Communications**, the goal to create consistent visual styles and expand branded experiences was discussed in nearly every team meeting and individual design conversation. In January, the team did a "design jam" where focused, cross-collaboration exercises were crafted and introduced to the design team. This event provided an opportunity for the design team to "get out of their individual bubbles" and collaborate on a shared vision.

Virtual Learning evaluated their Canvas training. As a result, they made some changes within the actual training and plan to re-work the trainings to provide updated information and process in next fiscal year.

Agriculture Management and Production seeks to expand student clubs and judging teams within their programs. To this end, they organized a livestock judging club with a faculty member as a coach with six competitors in 2024-2025. Individuals placed at the contests and the overall team finished just outside of the top 10.



SENCAP and **TCA** both seek to increase the portion of their students who matriculate to SCC after graduating high school. While the SENCAP program has not met its matriculation rate goal, the number of their students who matriculate at SCC had 226 more students in 2024-2025 than in 2023-2024 (1,593 to 1,819). Similarly, TCA has not achieved their target matriculation numbers, but they made progress and work diligently on this goal. TCA has continued a partnership with Admissions and Advising to make sure all their students have the information needed to apply to SCC. Also, TCA instructors actively engage their students in SCC life by taking students to Discovery Days, visiting campus locations, and connecting students with department chairs.

Dental Assisting began efforts to expand the number of available clinical sites within the service area to ensure students have access to diverse and high-quality clinical experiences. Initial outreach to potential partners were positive. These efforts support both the immediate goal of strengthening student clinical experiences and the long-term goal of accommodating anticipated enrollment growth. The program established five new agreements this year, however this is an ongoing process. ■

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 5 - Employee Excellence

Objective	Metric	Data Source	Definition	KPI
5.1	Average number of qualified applicants per Arts & Sciences faculty position	Human Resources	Average number of applicants that meet minimum qualifications for each Arts & Sciences faculty position search during the fiscal year	.
5.1	Average number of qualified applicants per Career Technical faculty position	Human Resources	Average number of applicants that meet minimum qualifications for each Career Technical faculty position search during the fiscal year	.
5.1	Average number of qualified applicants per support staff position	Human Resources	Average number of qualified applicants for support staff positions (N12 and higher) involved in a search during the fiscal year	.
5.1	Average number of qualified applicants per professional staff/administrative positions	Human Resources	Average number of qualified applicants per professional staff/administrative positions involved in a search during the fiscal year	.
5.1	Index of employee diversity compared to service area	IPEDS HR; U.S. Census Bureau	Diversity of full-time regular employees in fall term as compared to diversity of the service area as estimated by the U.S. Census Bureau. A value of 1.0 indicates that the employee population is as diverse as the service area. Values below 1.0 indicate the employee population is less diverse.	.
5.5	Number of professional development offerings by HR	Human Resources	Number of professional development offerings for employees that are offered by HR.	.



Goal 9 - Organizational Climate

Objective	Metric	Data Source	Definition	KPI
9.1	Percent of employees who are faculty members	IPEDS HR	As reported to IPEDS during the fall term, percent of all SCC employees who are categorized as "Instructional Staff". Instructional Staff includes both full-time and adjunct faculty.	.
9.1	Percent of faculty who are full-time	IPEDS HR	As reported to IPEDS during the fall term, percent of all SCC faculty who are in full-time positions.	.
9.1	Number of full-time positions filled	Human Resources	Number of full-time positions (regular and temporary) filled during a fiscal year (July 1 through June 30).	.
9.1	Percent of full-time faculty who are 55+	Source file for IPEDS HR	The percent of full-time faculty members who were 55 or older on November 1 of each academic year.	.
9.1	Average retirement age of full-time faculty	Human Resources	Average age of faculty members who retired in the previous fiscal year (July 1 through June 30).	.



Key Performance Indicators

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



As of 7/1/2025, Southeast Community College has a new Strategic Plan for 2025-2030. Titled *Empowering Excellence*, the plan has nine strategic goals.

1. Academic Excellence and Workforce Readiness
2. Student Well-being, Engagement, and Success
3. Enrollment Growth and Student Access
4. Employee Excellence
5. Marketing and Branding Development
6. Financial Strength and Resource Development
7. Future-ready Facilities and Infrastructure
8. Institutional Agility and Innovation
9. Organizational Excellence



Board of Governors 7/1/2025

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Equal Opportunity/Non-Discrimination Policy

It is the policy of Southeast Community College to provide equal opportunity and nondiscrimination in all admission, attendance, and employment matters to all persons without regard to race, color, religion, sex*, age, marital status, national origin, ethnicity, veteran status, sexual orientation, disability, or other factors prohibited by law or College policy. Inquiries concerning the application of Southeast Community College's policies on equal opportunity and nondiscrimination should be directed to the 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 pública de Southeast Community College es de proveer equidad, y prohíbe discriminación, en todos asuntos referentes a la admisión, participación, y empleo contra toda persona por motivo de raza, color, religión, sexo*, edad, estado civil, origen nacional, etnia, condición de veterano, orientación sexual, incapacidad, u otros factores prohibidos por ley o política del Colegio. Preguntas relacionadas a la política sobre equidad/antidiscriminación de Southeast Community College deben dirigirse a: 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.



This report was developed by SCC's Office of Accreditation and Strategic Initiatives.
For more information about the Southeast Community College Strategic Plan, please
visit our website at

<https://www.southeast.edu/about/leadership-and-governance/>