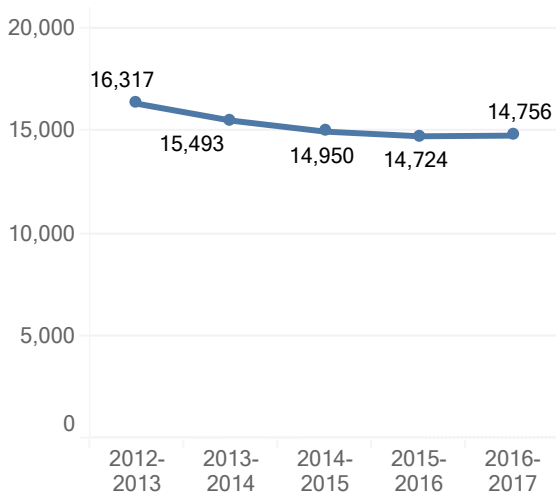


Key Performance Indicators | Strategic Plan 2016-2017

In addition to gathering and analyzing internal and external trend data for the 2016-2017 Strategic Plan Progress Report, the Office of Institutional Research identified 15 Key Performance Indicators (KPIs) that can be used to demonstrate the extent that the College is making progress toward achieving its Strategic Plan. All strategic metrics can be found in the full Strategic Plan Progress Report; this document focuses on the KPIs. The figure numbers in this report match those in the overall report.

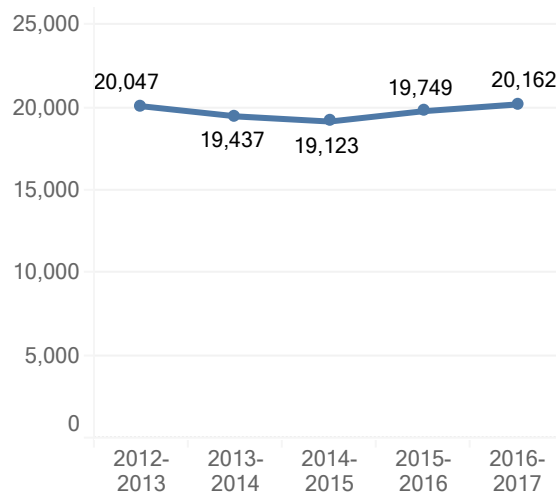
↑ Figure 1

Total Undergraduate Enrollment



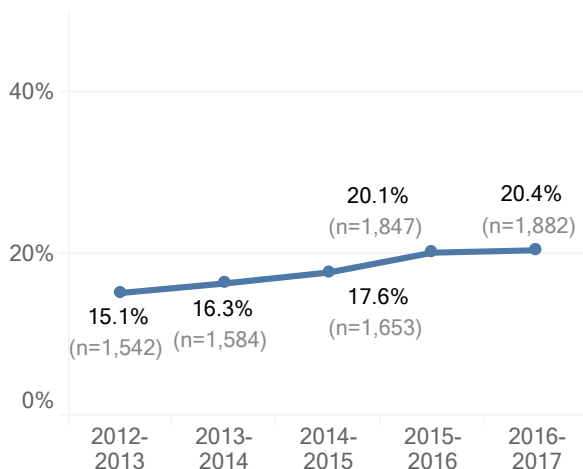
↑ Figure 2

Total Continuing Education Enrollment



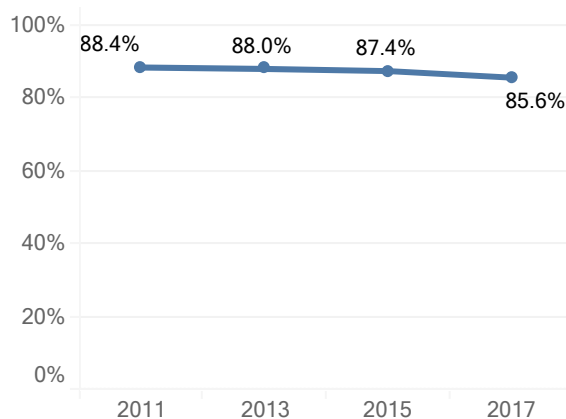
↔ Figure 11

Percent of undergraduate population that is minority



↔ Figure 25

Percent of students who rated their overall educational experience at SCC as 'good' or 'excellent'



increase



decrease



no/minimal change

Figure 26

Overall success rate of undergraduate students

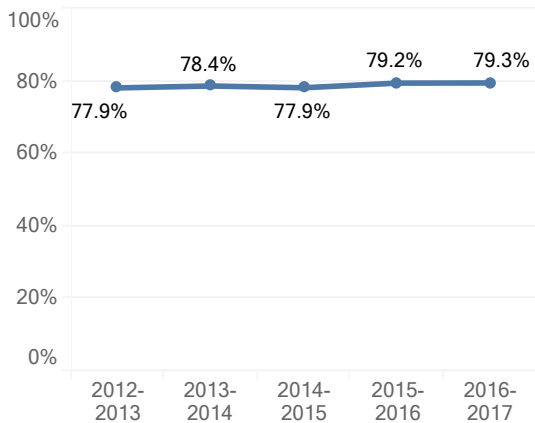


Figure 32

Percent of students who completed all developmental coursework

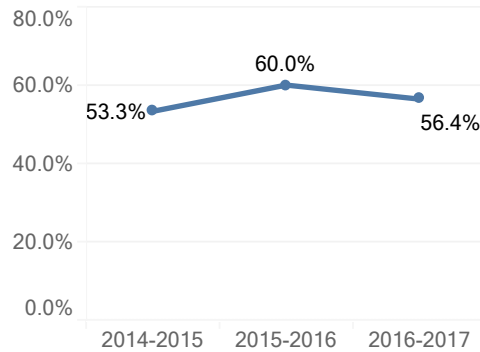


Figure 33

Number of certificates, diplomas, and associate degrees awarded

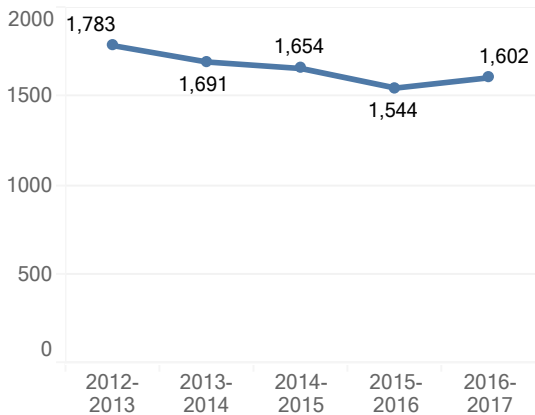


Figure 34

Graduation and transfer rate

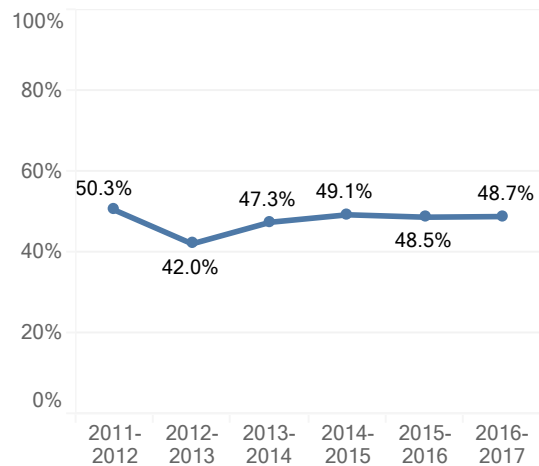


Figure 35

Workforce placement rate of Career/Technical students

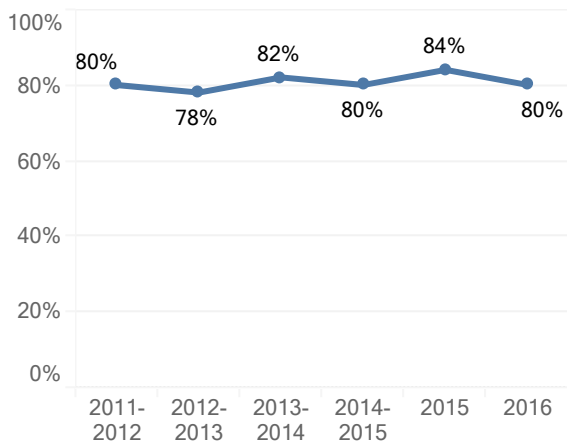


Figure 36

Fall to fall retention rate

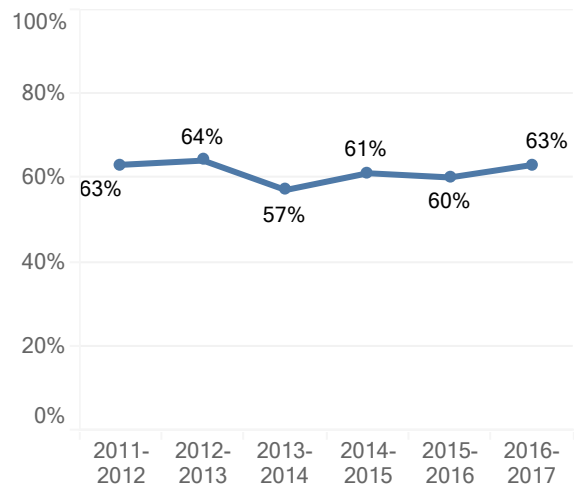


Figure 46

Total enrollment at Learning Centers

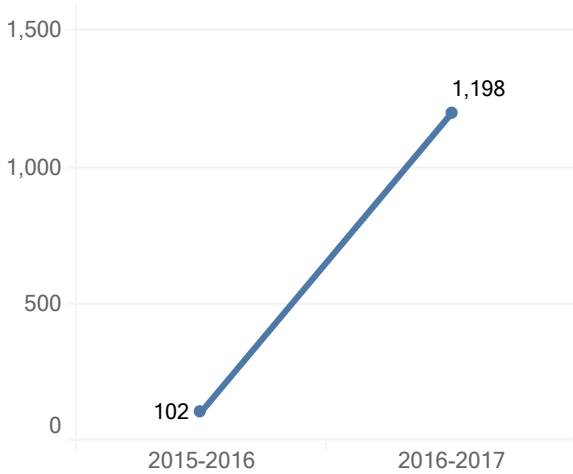


Figure 48

Number of SENCAP participants

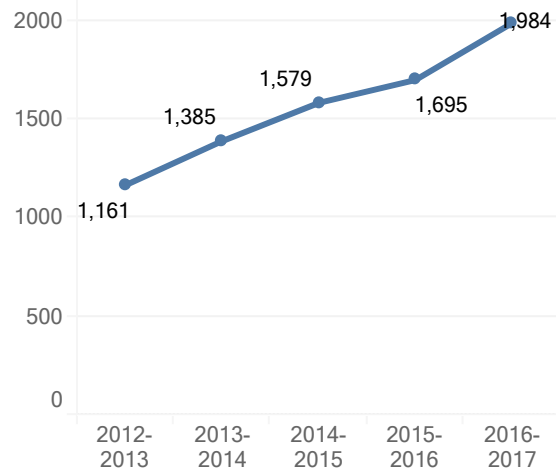


Figure 49

Number of students participating in TCA

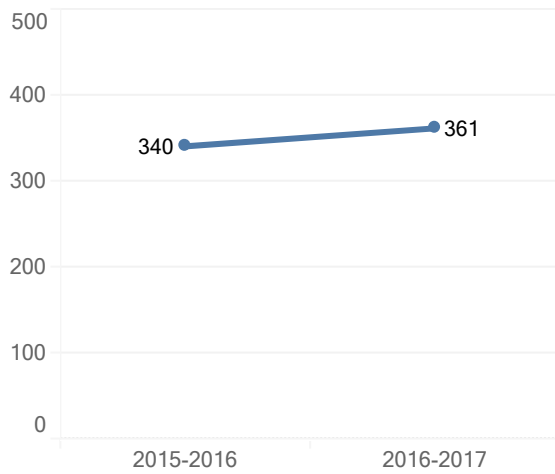


Figure 53

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

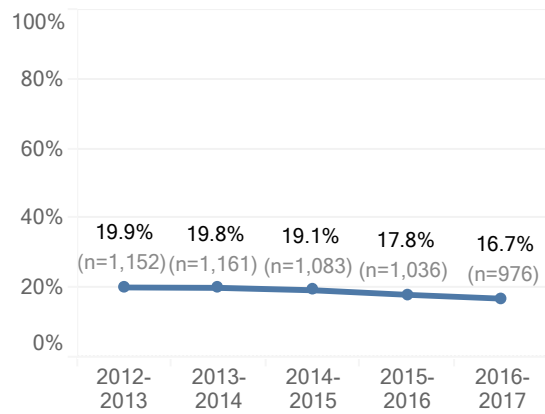
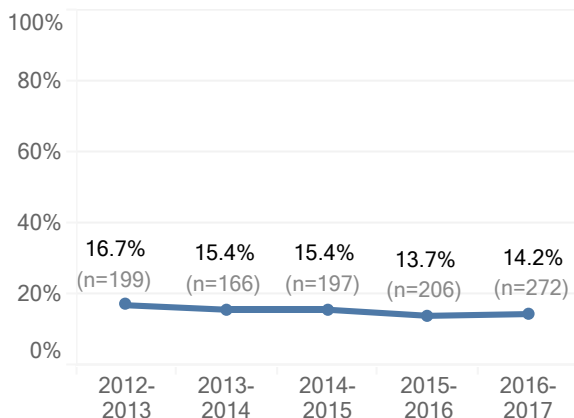
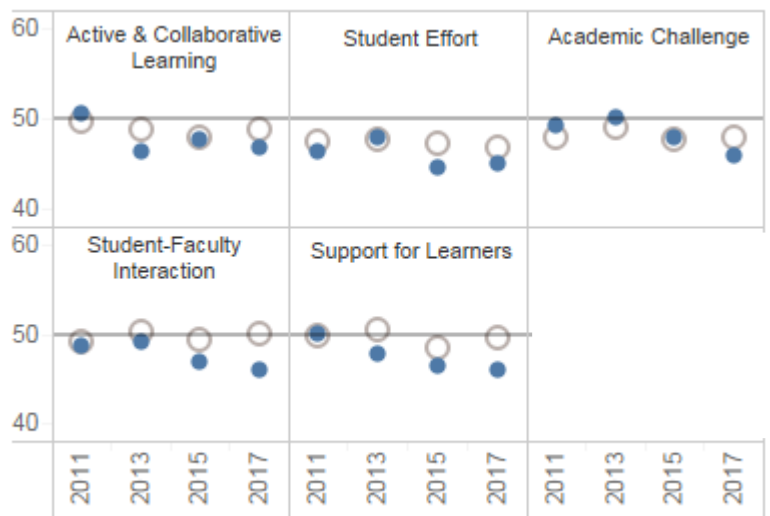


Figure 54

Percent of dual credit students who enrolled at SCC as an undergraduate the following academic year



Figures 20, 21, 22, 23, 24



Sources and Methodology | Key Performance Indicators

Figure	Metric	Strategic Objective	Data Source	Definition
Figure 1	Total undergraduate enrollment*	1.0	SCC Data Warehouse	Total enrollment of undergraduate students, including dual credit students.
Figure 2	Total Continuing Education enrollment*	1.3	SCC Data Warehouse	Total enrollment in Continuing Education courses. This count is duplicated enrollment, which means that if a single person enrolls in multiple courses then s/he will be counted multiple times (i.e., once for each course).
Figure 11	Percent of undergraduate population that is minority*	1.4	SCC Data Warehouse	Percent of undergraduate students of color during the fall term.
Figures 20-24	CCSSE Benchmarks (5)	2.1, 2.2, 2.5	CCSSE reports	Overall score for each of five CCSSE benchmarks. This survey has been administered at SCC every other year since 2011. The graph shows SCC with a filled blue circle, the composite for Nebraska community colleges with a grey circle, and the national average with a grey line. All scores for CCSSE benchmarks are normalized such that the average score nationwide for all participating schools is 50. Because a different collection of schools participate each year, comparisons across years <i>cannot</i> be used as evidence of change.
Figure 25	Percent of students who rated their overall educational experience at SCC as 'good' or 'excellent'*	2.1	CCSSE reports	Percent of students who responded to the CCSSE survey who rated their overall educational experience at SCC as 'good' or 'excellent' (and thus neither 'fair' nor 'poor').
Figure 26	Overall success rate of undergraduate students*	2.3	SCC Data Warehouse	Success rate is calculated by taking the number of students receiving a successful grade (A, B, C, P) divided by the total number of grades earned during the same time period (A, B, C, D, F, P, NP).
Figure 32	Percent of students who completed all developmental coursework*	2.3	Voluntary Framework of Accountability	The percent of students who took at least one developmental course who completed all developmental courses and were eligible to move on to a college-level course in math or writing.
Figure 33	Number of certificates, diplomas, associate degrees awarded*	2.3	SCC Data Warehouse	Number of certificates, diplomas, and associate degrees (AA, AS, AAS, AOS) awarded during an academic year.
Figure 34	Graduation and transfer rate*	2.3	IPEDS Graduation Rates	Percent of students who either graduated or transferred out in three years (or 150% of normal time).
Figure 35	Workforce placement rate of Career/Technical students*	2.4	Graduate reports	Percent of graduates from Career/Technical programs who indicated they were employed at the time of or shortly after their graduation. Initially these reports were compiled based on academic year. Since 2015, the data have been compiled by calendar year.
Figure 36	Fall to fall retention rate*	2.3	IPEDS Fall Enrollment	Percent of students from cohort of previous fall term who are still enrolled or completed have their program.
Figure 46	Total enrollment at Learning Centers*	4.4	SCC Data Warehouse	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 (i.e., once for each course).
Figure 48	Number of SENCAP participants*	4.5	SCC Data Warehouse	Unique count of students enrolled in courses offered by SENCAP or DC Advantage.
Figure 49	Number of students participating in TCA*	4.5	SCC Data Warehouse	Unique count of students enrolled in courses offered by The Career Academy.
Figure 53	Percent of SCC service area high school seniors who enrolled at SCC during the following academic year*	6.1	SCC Data Warehouse and Nebraska Department of Education website	Percent of high school seniors from the 15-county service area who attended SCC during the following academic year.
Figure 54	Percent of dual credit students who enrolled at SCC as an undergraduate the following academic year*	6.1	SCC Data Warehouse	Percent of high school dual credit students who enrolled at SCC as an undergraduate student the following academic year.