Strategic Plan

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Letter from the President

SCC completed the first year of its 2020-24 Strategic Plan in June 2021. One of the most significant accomplishments this past year was the successful launching of the College's 2020-24 Strategic Plan during a pandemic. SCC returned to full in-person operations throughout the year via the implementation of recommended safety and control protocols. The College continued to keep its focus on its mission of empowering and transforming the diverse learners and communities of southeast Nebraska through accessible lifelong educational opportunities.

Although enrollment among community colleges declined significantly at the national level, SCC experienced relatively small declines in both its fall and spring semesters in 2020-21. While many factors may have contributed to this positive outcome, the return to full operations was likely one of the major factors. I want to thank the faculty, staff, and students for its incredible courage, resiliency, and commitment during this challenging time.

Major accomplishments during Year 1 of the SCC's 2020-24 Strategic Plan included: implementation of delivery technologies for instruction and student support services, creation of a new student onboarding process, completion of the first year of the College's new student advising model, the addition of 13 new program credentials, continued progress on the Student and Academic Support renovation and addition project on the Lincoln Campus, completion of a renovation for the Professional Truck Driving Program on the Milford Campus, opening of the new Health Sciences facility on the Lincoln Campus, opening of the new Academic Excellence Center on the Beatrice Campus, completion of the renovation of Agriculture Hall on the Beatrice Campus, and the purchase of a new facility for the Nebraska City Learning Center.

The annual strategic plan progress report represents an excellent example of how SCC is embracing the importance of setting goals, measuring the progress toward these goals, and acting appropriately on the results from this process. SCC's implementation and monitoring of its 2020-24 Strategic Plan represents one of several substantive phases to ensure it fulfills its mission of empowering and transforming its students and the diverse communities it serves.

I am pleased to present SCC's Year 1 2020-24 Strategic Plan Progress Report, and am very appreciative to the Board, faculty, and staff for their efforts and participation in this ongoing strategic planning process.

Utilizing the Progress Report for Data-informed Planning

Each year SCC provides a report on the progress made towards its strategic plan. With a new strategic plan in the 2020-2021 academic year, the Strategic Plan Annual Report has been re-conceptualized to focus on two strategic goals each year.

The content will include a summary of the activities, progress, and plans related to the theme goals, description of the strategic achievements, and the quantitative results of the associated strategic metrics and key performance indicators (KPIs).

The theme goals for 2020-2021 are

Goal 1 Enrollment Growth and
Goal 2 Student Success.

Graphs showing the trends for theme goal metrics will be interspersed in narrative. In some cases there will be additional graphs to provide context for the results or priorities. A summary of all KPIs, which will include target values for the end of the 2020-2024 strategic plan, will be provided every year.

In addition to detailed information about the theme goals, these reports will include a shorter narrative summarizing highlights and qualitative measures for other strategic goals and objectives where the College has made progress.

There are more than 80 associated metrics for the 2020-2024 plan, but not all will appear in every printed report. The quantitative results for all metrics and KPIs will be updated each year and made available publicly online.

In addition the Office of Institutional Research is developing 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. When possible and in a later phase, the interactive reporting will include comparisons between SCC and our peer institutions.

Please send any feedback about the progress report to ir@southeast.edu. Watch for details about the online reporting during Spring 2022.

1.0 - Total undergraduate enrollment*
1.1 - Percent of “rst-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 po pulation diversity compared to service area
1.6 - Number of •adult learners' enrolled
1.6 - Number of students who receive scholarships from Foundation
1.6 - Number of endowed scholarship programs
1.7 - Number of female students in STEM programs*
1.8 - Number of dual credit students*

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 during their “rst term
2.3 - CCSSE Benchmark for Student Effort

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*

6.3 - Number of people sent to training prompted by industry

6.3 - Number of courses offered after request from industry

7.5 - Percent of exterior doors with badge access

7.7 - Sustainability: IT expenditures per FTE

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

Strategic Achievements in Enrollment Growth and Student Success

We are delighted to present the "rst annual report on the 2020-2024 strategic plan. This year this section of the report is focused on strategic achievements in Enrollment Growth (goal 1) and Student Success (Goal 2).

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Southeast Community College pursued the newly developed strategic goals even in the context of maintaining full operations throughout the pandemic. The needs associated with operating through enhanced safety measures prompted substantial progress in continuing education programming, student experience, and technology infrastructure.

Continuing Education Programming

Despite the setbacks posed by the pandemic, SCC•s Continuing Education division continued to expand non-credit opportunities based on community and employer needs.

The College participated in the Nebraska Workforce Retraining Initiative Scholarship (NWRI), a state initiative funded by Nebraska•s federal Coronavirus Relief Fund allocation to provide scholarships for short-term workforce training. Nearly 100 students were served through NWRI, including with coursework in:

Welding courses: Added two additional welding courses in response to the interest generated by Kawasaki and procured more than 50 welding kits to equip students with supplies needed for their welding careers.

Software bootcamps: Added three software bootcamps through a partnership with Promineo Tech to provide skills development opportunities for those wanting to transition to careers in Nebraska•s Silicon Prairie.

In addition to the NWRI, the Continuing Education division developed a new Production Welding course based on feedback from local manufacturing employers; designed a CNC Operators Bootcamp for Neapco in Gage County; offered the National Electrical Code seminar live online to enable electricians to access CEU content needed to maintain their licenses; transitioned Nursing Health CEU workshops to a live online delivery format to enable nurses to access CEU content needed to maintain their licenses; and converted three Excel courses to hybrid delivery utilizing live online, Zoom and Canvas to meet the State of Nebraska•s needs for Excel training.

Similar to the national trends, SCC saw enrollment in Continuing Education programs decline as a result of the COVID-19 pandemic as many courses were cancelled or moved online. The number of continuing education students (a strategic metric associated with objective 1.5) dropped in 2019-2020 with the onset of the pandemic and again in 2020-2021. (See page 9.)

Student Support Services

In March 2020, SCC responded to the pandemic by shifting all courses, programs, and services online. This change, which was both a challenge and an opportunity, included offering all student support services in a virtual format.

To address the issue directly, the College implemented a high-touch case management model to support students and employees with a positive COVID test or exposure. In addition, SCC implemented a texting software to enhance communication with students on all topics.

To ensure students had access to counseling and other support services, the Counseling and Assistance Program for Students (CAPS) moved

Enrollment growth (Goal 1)

The College has made a number of accomplishments to position itself for enrollment growth including conversion to semester calendar and new academic facilities. Then the pandemic created unexpected opportunities and challenges for this strategic goal. Despite the challenges, SCC had smaller enrollment decreases than many community colleges across the U.S.

Total undergraduate enrollment has been steady around 14,500 each year. In 2019-2020, SCC converted to a semester calendar and did not offer a summer term to allow for a 'quiet system' during the conversion. As a result of the calendar conversion, the College

all individual counseling sessions to Zoom. They also developed group support sessions for students on stress management and navigating •the new normal• to increase connectivity with

Updates on enrollment process

In response to objective 1.1 (promote a seamless and open-access student enrollment experience), many areas across the College are focused on improving and streamlining the process that students must undergo to enroll for classes. This section provides an overview of these changes.

Discovery Days/Career Days/Welcome Event (goal 1)

The Admissions Of“ce has continued to develop and modify a number of integrated and collaborative processes and events in order to promote a seamless and open-access student enrollment experience.

The of“ces of Admissions and Public Information have partnered to develop interactive virtual tours for all three campuses. Additionally, the Admissions Of“ce hosted a number of virtual events including partnering with the Instructional Division and Information Technology to showcase academic programs, Path to Possible Information Sessions, and Chat with SCC. The College began

students. After researching other institutions• processes, Project SOAR was developed. This project re-imagines new Student Onboarding, Admissions, and Registration.

The Project SOAR Team identi“ed four integrated stages to continuously engage new students from post-admission to completion of New Student Orientation. The team identi“ed and implemented a number of strategies to improve the on-boarding, advising, and retention processes. These strategies include: a robust, online New Student Enrollment (NSE) experience paired with individually tailored advising; an intentional communication plan to move students from accepted to enrolled status; New Student Welcome events that are responsive to students• individual needs; and scaffolded New Student Orientation programming designed to deliver information at appropriate points in the early weeks of each term.

Advising (goal 2)

The 2020-2021 academic year marked the full implementation of the College•s new advising model. Now, each new student is assigned a College advisor to foster an ongoing, collaborative partnership from completion of NSE through graduation and beyond.

College Advisors educate and empower students to create educational plans that are consistent with their academic, career, and personal goals. Advisors also provide strategic messaging prior to the “rst term of student enrollment and throughout the “rst term to improve awareness and engagement.

Additionally, College Advisors serve as Success Coaches, after the student•s academic advising is transitioned to a Program Advisor. The new model improves students• ability to overcome challenges through enhanced emot ional intelligence and resiliency skills, with the hope of strengthening student success, retention, and completion.

The College invested resources into expanding the number of advisors, which resulted in approximately 70% of ne w students connecting with an advisor in Spring 2021. The College continues to evaluate and modify processes for enhanced advising programming.

Update on Pillar Project (2.2 and 5.5)

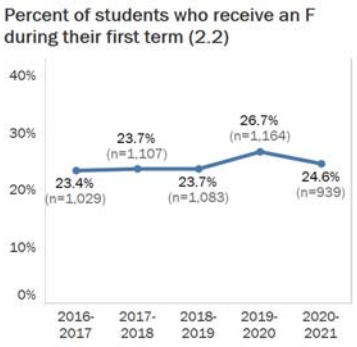
One of SCC•s initiatives for improving student success is the Pillar Project, which was developed to meet the requirement for a Quality Initiative for the Higher Learning Commission•s (HLC) Open Pathway for accreditation. The purpose of the Pillar Project is to improve retention and completion by helping new students acquire and enhance academic resiliency skills to assist in the navigation of potential obstacles.

In Fall 2019-2020, SCC established a Pillar Project Advisory Team that met monthly to develop pilot

Community College Survey of Student Engagement

As a result of staf“ng changes and continued challenges with teaching through the pandemic, future plans for training faculty members on the EI 2.0 curriculum were delayed by one term. The Quality Initiative project will continue through 2021-2022.

One of the metrics that provided direction for the Pillar Project „ the percent of students who received an •F• in their “rst term„ was the focus of a study by the IR of“ce. When we look at the “ve-year trend for this metric, we see that this percent is fairly consistently around 24%. The slightly higher number in 2019-2020, meaning that more students received a grade of •F•, is likely the result of the upheaval of the pandemic.



New credentials (4.2) and trend of degrees awarded (2.4)

SCC added 13 new credentials during 2020-2021. One of these credentials is the result of new programming (Occupational Therapy Assistant). The others were added as part of existing programs as •stackable credentials•.

The new, stackable credentials maximize student success by enhancing opportunities for completion. As an added bene“t, the new credentials strengthen alignment of program curriculum with industry needs.

In previous years, the number of awards represented a single strategic metric. With the shift toward stackable credentials, the single strategic metric is now three metrics, all identi“ed as KPIs.

Overall, the vast majority of awards granted by SCC in recent years are Associate degrees with smaller numbers of diplomas and certi“cates. The total number of awards of all types were

Participation in student wellness activities (2.10)

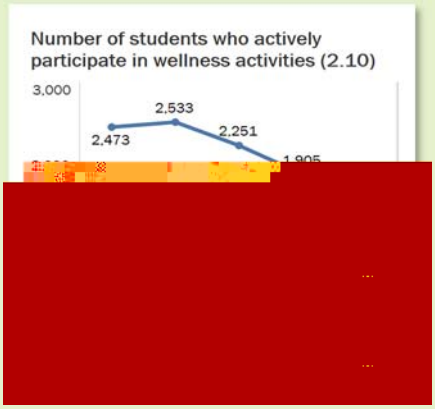
This new metric is the unique student count of students who participate in wellness activities. We are using unique count to avoid duplicated counts, which would vary based on number of events that are held and not necessarily be an indication of more participation.

To get a unique student count, we are relying on information from the card swipes at student activities. There are limitations on the locations and types of activities in this reporting.

As of Fall 2021, only Lincoln collects card swipes because the necessary equipment is not available in Milford or Beatrice. Additional equipment would allow tracking of activity in more locations.

Similarly, the activities that students swipe to participate in are those paid for by student fees (and organized by Rachel Mason). Participation in other wellness/prevention/ development events that should be included in the list of 'wellness activities' is not tracked with a scanner.

In other words, the numbers currently reported are a signi“cant underestimation. With a change in practice in Lincoln and new equipment in Beatrice and Milford, these numbers will increase.



fairly stable until the pandemic year of 2019-20, but the bar chart hides some interesting patterns.

The line chart shows the percent change in number of awards by type since 2016-17. Between 2016-17 and 2018-19, the number of diplomas and certi“cates were growing with the number of

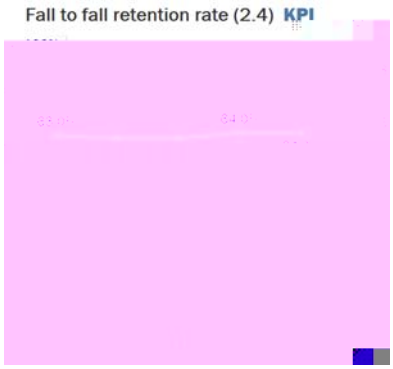
Student outcomes (2.4)

Among the most common strategic metrics across all colleges are retention rate, graduation and transfer rate, and workforce placement rate. Two additional metrics associated with academic performance are also included.

Retention rate

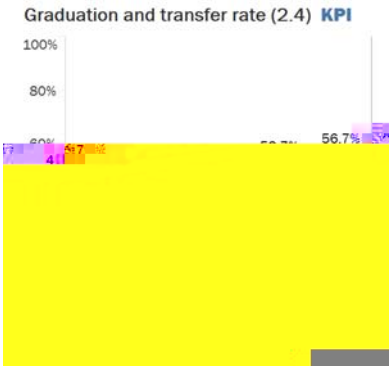
Retention rate can be measured in a variety of ways. The method used for this report is the one used by the U.S. Department of Education, which narrowly focuses on “rst-time, full-time students who start in the fall term. Part-time students, transfer students, and those who start in spring or summer are not part of this calculation.

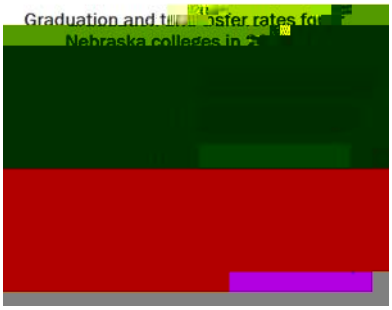
While graduation and transfer rate shows gradual growth, the fall to fall retention rate at SCC has been consistent. Between 62 to 64% of students enroll in their second fall term.



Graduation and transfer rate

Graduation and transfer rate refers to the percent of students who either graduated from SCC or transferred to another college or university in three years (or 150% of normal time). This rate at SCC has improved from 48.7% in 2016-17 to 57.0% in 2020-21.

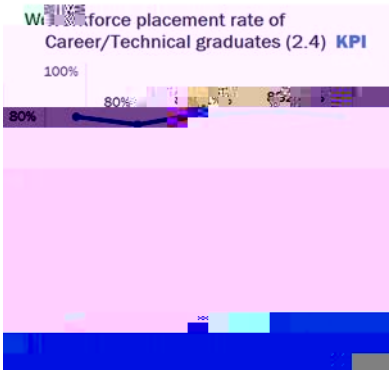




This metric is reported to the U.S. Department of Education each year, so we can see that SCC•s graduation and transfer rate ranked third among Nebraska community colleges in 2019 (the most recent year data are available for peer schools). Northeast Community College had the highest rate at 63.3% and Metro the lowest at 40.0%.

Workforce placement rate

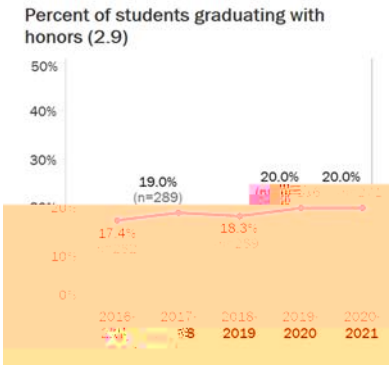
Each year, the College tracks what graduates do after they “nish their program, whether it be to start a job or transfer to another institution. In recent years, approximately 80 percent of career/technical students “nd employment in the workplace immediately after graduation. As shown in the 2020 Graduate Report (https://www.southeast.edu/careerservices/), another 11 percent of those graduates are continuing their education.

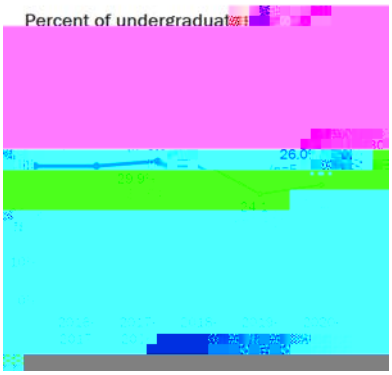


Academic performance

The **percent of students who graduate with honors** has been steady with a slight increase to 20% in recent years.

The **percent of students on the Dean•s List** was down slightly in the pandemic years.





Additional Strategic Achievements

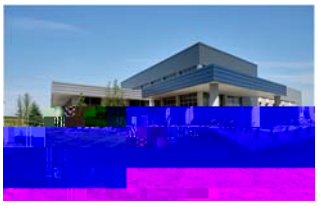
In addition to the enrollment growth and student success achievements, the College made

Completed projects from Phase 1 of the Facilities Master Plan

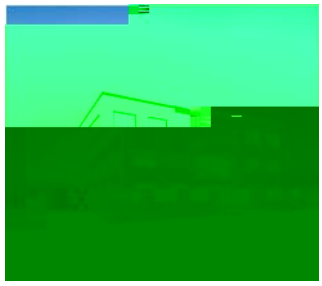
Academic Excellence Ctr, Beatrice

Crete Carrier Diesel Ctr, Milford

Prairie Hall, Milford



Homestead Hall, Beatrice



Health Sciences Center, Lincoln

Learning Center, Falls City

improvements such as of“ce space for faculty, classrooms and a conference room.

A soccer recreation/sports “eld was completed for Fall 2020 to house the expanded men•s and women•s soccer teams.

In Spring 2021, the College purchased a new building from Nebraska City Public Schools to expand its Nebraska City Learning Center capacity. The increased space allows SCC to offer more dual-credit and Southeast Nebraska Career Academy Partnership (SENCAP) classes for high school students.

Goal 7—New technology available as a result of COVID (7.2, 7.7, 7.8)

In addition to the technology investments described on page 10, the College also enhanced its data security and use of innovative classroom technologies. The College increased its remote accessibility for employees through expanded network access utilizing Global Protect.

To strengthen cybersecurity, the College rolled out a multi-factor authentication process for all full- and part-time employees as an added layer of security for the College•s network.

Several new tools were added in 2020-2021 to support a hybrid work and learning environment. The College expanded its use of Adobe Sign and NextGen Secure forms. Additionally, the College invested in Panopto Lecture Capture to enable faculty to provide a more ”exible learning opportunity for students. Several classrooms were also upgraded for enhanced Zoom/Panopto course delivery.

Goal 8—Developed Þnancial strategies and risk mitigation plan

In 2020-2021, the College completed a preliminary draft of the Facilities Master Plan Finance and Risk Mitigation Strategy document, which outlines several key risks. The plan identi“es several multi-year strategies to address those risks through infrastructure upgrades.

Goal 9—Substantial progress on board policy review and approval

The Of“ce of Human Resources continued to make substantial progress on the review of policies and procedures. All policies and procedures are now available on the College•s public website (under •Board of Governors•).

In addition, a shared governance policy and procedure process was implemented that enables any College employee to share recommendations for new policy or procedure or revisions to existing policy/procedure. The College anticipates the review and revision of all policies and procedures will be complete by Spring 2023.

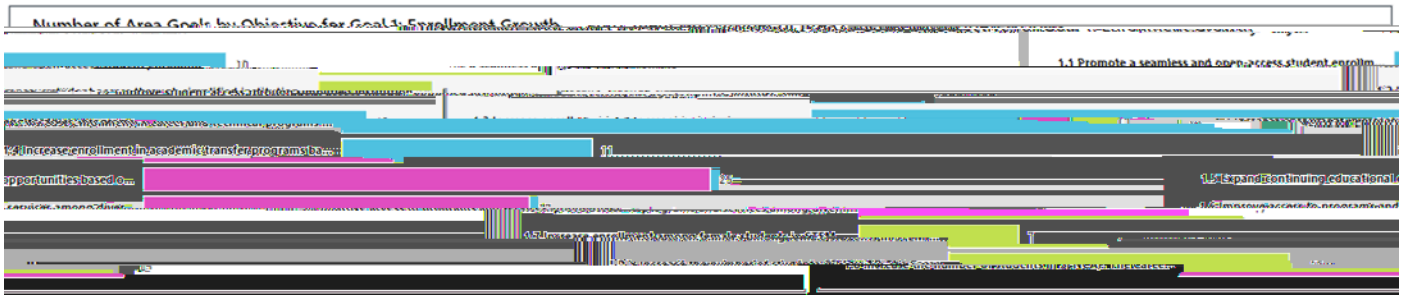
Connections between MAP goals and strategic goals

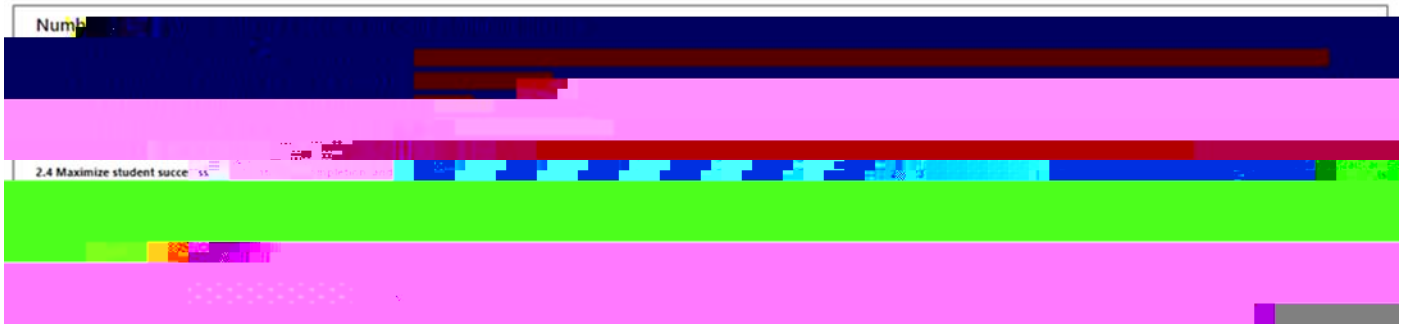
As part of the annual Mission Action Planning (MAP) process, all departments, of“ces, and programs in the College will develop annual goals to work toward and guide priorities during the year. As part of that process, each MAP goal is associated with the College•s strategic goals.

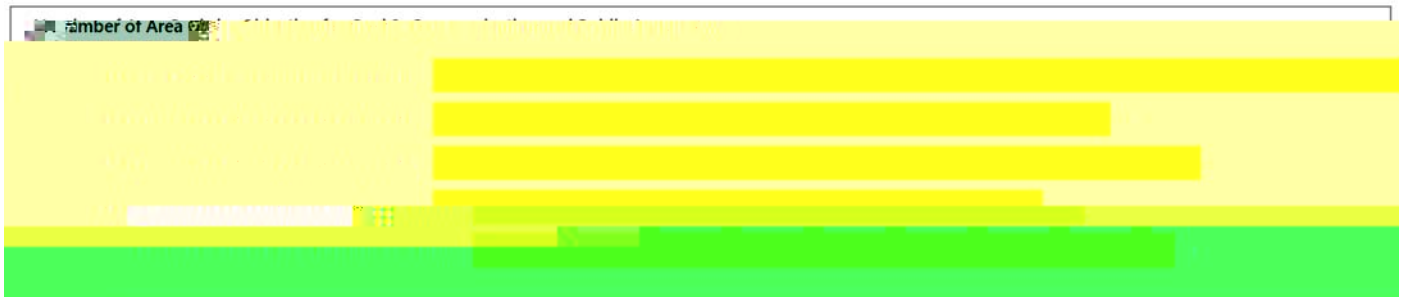
This page shows how many MAP goals are connected to each strategic goal and objective. As shown in the stacked bar, the strategic goal with the most connections to MAP goals was Goal 4… Programming and Development (18.6%), whereas Goal 8-Financial Strength had the least (1.8%).

When looking at the objectives, the high number of connections to 4.8 and 7.2 indicate that many areas are paying attention to expanding course delivery options with new programming and technology. All objectives were connected to at least two MAP goals.

Distribution of MAP goals by Strategic Goal







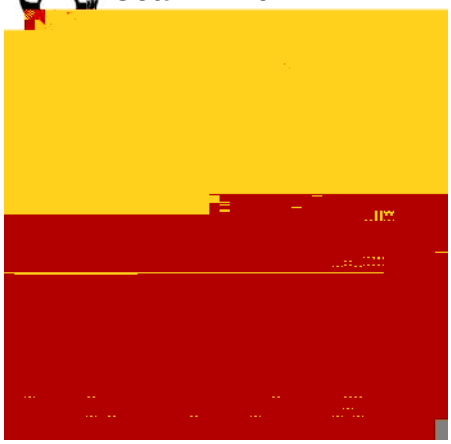
Key Performance Indicators

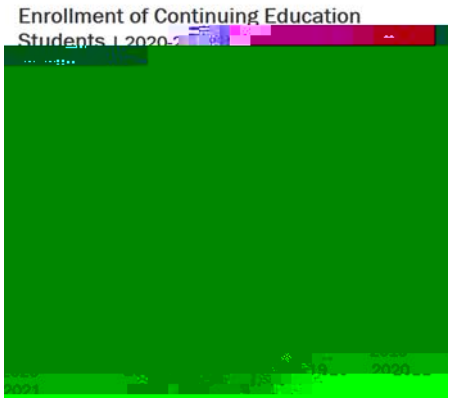
As part of the 2020-2024 Strategic Plan, the College identi“ed sixteen metrics as Key Performance Indicators (KPIs) that will serve as one method for measuring progress over the course of the Plan. The College utilized internal and ex ternal data sources to identify data-informed •targets• that note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

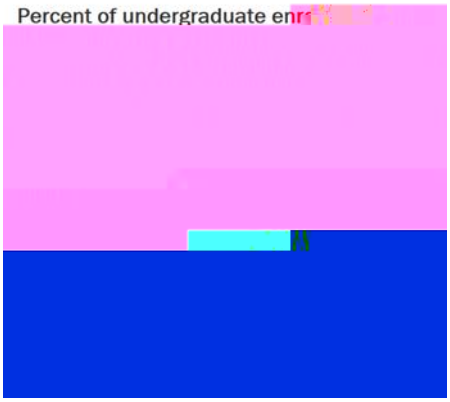
SCC has undergone massive transfomation over the last several years. The College is positioned for growth due to the ongoing strategic and “nancial investments in facilities, conversion to a semester calendar, advising, enro llment processes, expansion of programming, and strengthening of partnerships.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

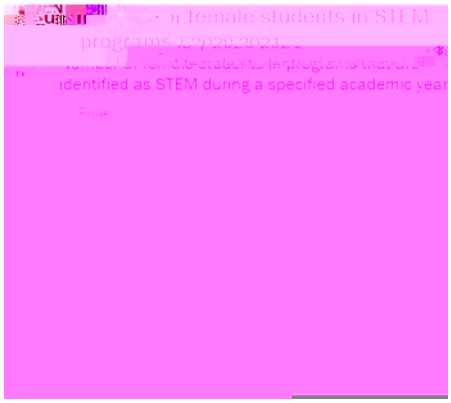
How to read the KPI images

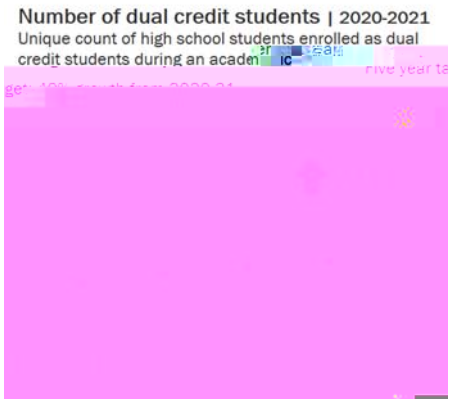
Goal 1 KPIs



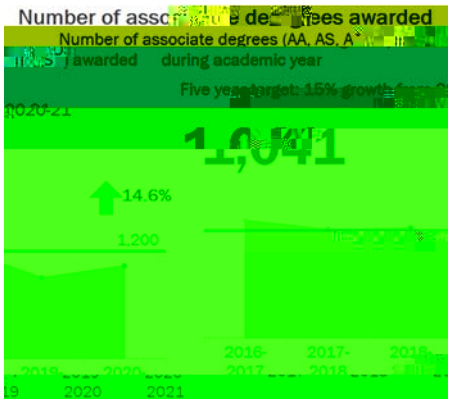


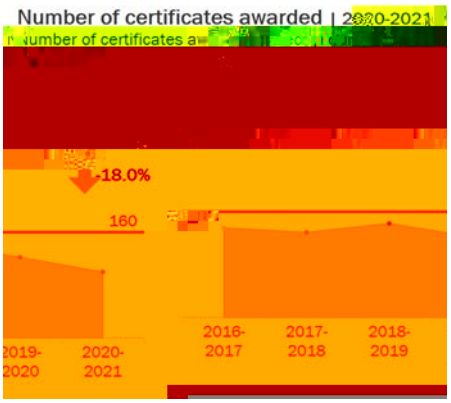


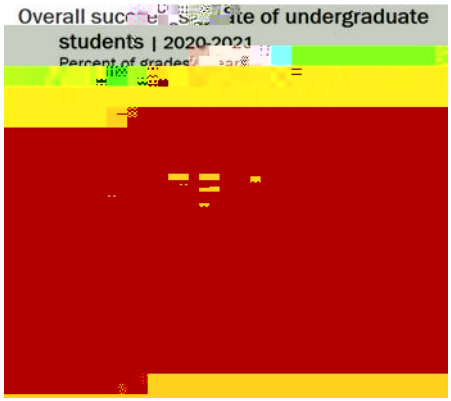




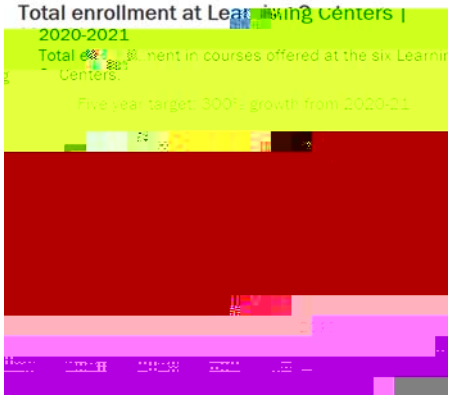
Goal 2 KPIs



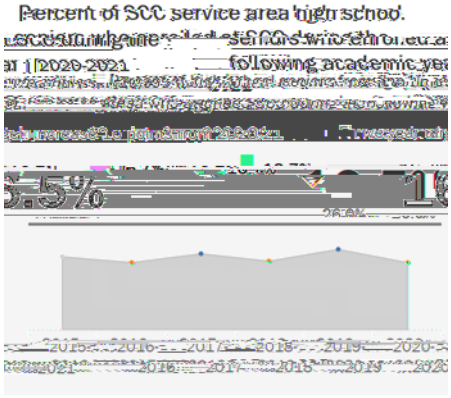


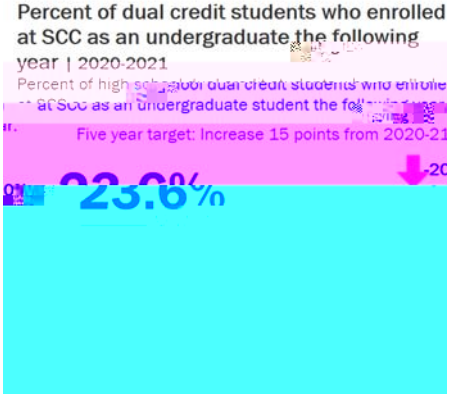


Goal 4 KPIs



Goal 6 KPIs





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

This Of“ce reported that 77% of SCC students who are receiving accommodations successfully passed their classes in Spring 2021. This is an increase from 68% during Spring 2020, 69% during Summer 2020, and 71% during Fall 2020.

Entrepreneurship Center

Through the end of June 2021, the Entrepreneurship Center achieved an occupancy rate of 92% for the “scal year when its initial occupancy goal for the “scal year was 85%. (And as of June 2021, the Center has only one vacant of“ce.)

Transitions - Tutoring

Staff members implemented a new, comprehensive appointment management software. This was done when it was needed most: during the pandemic when courses were shifted to distance learning. Tutors were very adaptable in using and monitoring each appointment as well as reporting on each session through the software. The software has become an invaluable tool for meeting students' needs.

Public Information

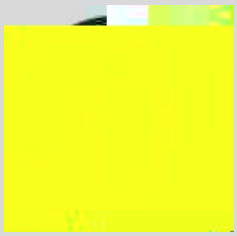
Continuing Education Division

The Division created an Instructor Training Manual to provide consistent onboarding and professional development of noncredit adjuncts. They have shared this manual with all SCC Learning Centers to use for their noncredit courses as well.

Administrative priorities for 2022-2023

The Administrative Team developed the following priorities for the 2022-2023 academic year after reviewing strategic metrics trend data and evaluating the number of unit-level connections from 2020-2021 and 2022-2023. The College is positioned for growth due to the ongoing strategic and financial investment in all aspects of its operations. Additionally, the College is in the early stages of its first capital campaign to improve facilities. Finally, the College views its accreditation relationship with the Higher Learning Commission as a proactive partnership that allows the College to pursue its strategic goals. Administrative Team members will encourage all areas of the College to integrate these key College-level priorities into their 2022-2023 plans.

1. Promote enrollment growth through a seamless and open-access student enrollment experience by strengthening enrollment, recruiting, and advising processes. The College will pursue strategies to promote data-driven enrollment growth in programs through collaboration, integration, and simplified enrollment processes and new academic programming.
2. Explore strategic funding options to improve College facilities as identified in the Facilities Master Plan. Develop strategies to ensure timely progress on priority facility projects including: development and implementation of a Capital Campaign, capital fund raising, revenue bonds for student housing projects, legislation to promote flexibility in the College's taxing authority, and student facilities fees.
3. Enhance preparations for the Col lege•s 10-year Higher Learning Commission comprehensive evaluation. Continue implementing proactive solutions on identified opportunities for improvement (e.g. instructional outcomes assessment, cocurricular assessment, program review, facilities, safety and security, and policy and procedure review).



Sources and Methodology

This section provides additional information about the associated strategic objective, data source and de“nitions used for the metrics provid ed in this report (i.e., theme goal metrics and key performance indicators).

Goal 1 - Enrollment Growth

Object-ive	Metric	Data Source	De“nition	KPI
1.0	Total undergraduate enrollment	Zogotech	Total unique enrollment of undergraduate students during an academic year, including dual credit students.	Yes
1.1	Percent of “rst-term students who complete NSE	Of“ce of Advising	Percent of degree-seeking students who are either in their “rst term at SCC or returning after at least a year away who complete NSE in the speci“ed academic year.	
1.3	Enrollment of Career/Technical students	Zogotech	The number of students enrolled with a major of in one of the career/technical programs.	
1.4	Enrollment of undeclared students	Zogotech	The number of students enrolled in undergraduate courses who do not have a declared major (not including dual-credit students).	
1.4	Enrollment of Academic Transfer students	Zogotech	The number of students enrolled in undergraduate courses with a major of Academic Transfer (not including dual-credit students).	
1.5	Enrollment of Continuing Education Students	Zogotech	The unduplicated number of individuals enrolled in non-credit Continuing Education courses.	Yes
1.6	Number of scholarships awarded by the Foundation	SCC Foundation	Number of individual scholarships awarded by the SCC Foundation during a “scal year	
1.6	Number of endowed scholarship programs	SCC Foundation	Number of endowed scholarship programs available to students at the end of the “scal year	

Goal 2 - Student Success

Object-ive	Metric	Data Source	De“nition	KPI
2.1	Percent of students who rated their overall educational experience as 'good' or 'excellent'	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 ne ither 'fair' nor 'poor').	.
2.2	Percent of students who receive an F during their “rst term	Zogotech	Percent of undergraduate students (not including dual credit students) who received a grade of 'F' or 'NP' in a credit course in their “rst term attending SCC.	.
2.1	CCSSE Benchmark for Active and Collaborative Learning	CCSSE reports	Overall score for CCSSE benchmark of Active and Collaborative Learning.	.
2.3	CCSSE Benchmark for Academic Challeng	CCSSE reports	Overall score for CCSSE benchmark of Academic Challenge.	.
2.3	CCSSE Benchmark for Student Effort	CCSSE reports	Overall score for CCSSE benchmark of Student Effort.	.
2.3	CCSSE Benchmark for Student-Faculty Interaction	CCSSE reports	Overall score for CCSSE benchmark of Student-Faculty Interaction.	.
2.5	CCSSE Benchmark for Support for Learners	CCSSE reports	Overall score for CCSSE benchmark of Support for Learners	.
2.4	Number of certi“cates awarded	Zogotech	Number of certi“cates 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 rate of D/F grades among undergraduates	Zogotech	Percent of grades earned by undergraduate students (not including dual credit students) that were unsuccessful (D, F, NP) compared to the total number of grades earned	.
2.4	Overall withdrawal rate of undergraduate students	Zogotech	Percent of grades of W earned by undergraduate students (not including dual credit students) compared to the total number of grades earned	.
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	Overall rate of D/F grades among dual credit students	Zogotech	Percent of grades earned by dual credit students that were unsuccessful (D, F, NP) compared to the total number of grades earned	.
2.4	Overall withdrawal rate of dual credit students	Zogotech	Percent of grades of W earned by dual credit students compared to the total number of grades earned	.
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 de“ned by the U.S. Dept. of Education).	Yes
2.4	W W T	Graduate Reports	Percent of graduates from career/technical programs who indicated they were employed at the time of or shortly after their graduation.	Yes 2 o o

Object-ive	Metric	Data Source	De“nition	KPI
2.7	Percent of federal work study funds expended	FISAP reports	Percent of federal work study funds expended by SCC out of total Federal work study funds available to SCC	.
2.8	Number of student athletes enrolled	Toni Landenberger	The number of students who participate in collegiate athletics in an academic year.	.
2.9	Percent of students graduating with honors	Informer Report titled 'Graduate List'	The number of students who received "distinction" or "high distinction" at graduation	.
2.9	Percent of undergraduates on the Dean's List	Zogotech	Percent of students on the Dean's list during the academic year. Students on the Dean's list in multiple terms will be counted separately for each term	.
2.10	Number of students who actively participate in wellness activities	Informer Report titled 'Scanner activity by date'; Zogotech		

Other Key Performance Indicators

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