

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1.

SCC's locally elected Board of Governors delegates [administrative oversight](#) to the President and academic matters to the faculty. The Board of Governors is committed to shared governance by approving policies that promote broad input and participation in the College's key initiatives and strategic and departmental planning processes. The Board of Governors delegates day-to-day management of the institution to the administration and is committed to making informed budgetary and policy decisions through shared governance.

Collaborative Administrative Structures

The College's [three campuses](#) and [additional locations](#) are administered by the President and members of the Administrative Team. The President meets [weekly](#) with the [Administrative Team](#), [which includes](#) 11 senior leadership positions. The College's organizational structure includes administrative positions that require both College-wide and campus-specific oversight. The Administrative Team regularly gathers information from faculty and staff to consider during [budget, planning, and policy deliberations](#).

In the Instructional Division, the Vice President for Instruction has 10 deans and administrative directors who report directly to him. In 2017, the College added seven [associate dean](#) positions to the Instructional Division, which has strengthened opportunities for input and support for faculty. The deans regularly consult with faculty program chairs, who in turn engage with faculty, students, Advisory Committees/Workforce Leadership Teams, and other stakeholders to make [program-level decisions](#). The Vice President for Instruction also meets regularly with the Faculty Association,

which oversees faculty contract negotiations. In the [student support](#) and [institutional support](#) areas, department directors/administrators and team members work with their respective leaders to determine practical solutions and initiatives with internal and external stakeholders at the forefront of their decision-making.

Since its last review in 2017, SCC has made changes in its [organizational structure](#) in response to personnel and operational needs, including the addition of these key positions: [Director of Facilities](#), [Director of Advancement](#), [Administrative Director of Title IX and Institutional Compliance](#), [Administrative Director of Advising](#), and [Executive Director of Work-Based Learning](#). Several positions have been modified, including those affected by the [reorganization of the Student Affairs Division](#) into two distinct functions, the Student Success Division and Student Enrollment Services. The [Vice President for Program Development](#) position was reassigned to the Lincoln Campus Executive Director.

Participatory Shared Governance

SCC utilizes a participatory shared governance approach to engage numerous internal constituencies in the College's operations and fulfillment of its [Mission, Vision, and Strategic Plan goals and objectives](#). To facilitate shared governance, the College is committed to [Goal 9.6](#) of its 2020-2024 Strategic Plan to "maximize a positive and engaging organizational climate by encouraging input, reflective and transparent communication, and compassion and respect toward the views and ideas of others." The College's climate is a key component to promoting shared governance at all levels of the institution. As outlined in its shared governance [policy](#) and [procedure](#), SCC achieves shared governance through planning processes, collaborative initiatives, Student Senates, the Board of Governors Faculty Representative, proactive data collection, curriculum development and review processes, policies and procedures, and campus communications.

The College engages in dynamic strategic planning by utilizing a [Strategic Planning Steering Team](#) composed of representatives from all areas of the institution to create its five-year strategic plans. Faculty and staff from all departments participate in the development and implementation of annual Mission Action Plans (MAPs) that link directly to the strategic plan.

All major initiatives such as [strategic planning](#), [calendar conversion](#), [College- and program-level advising](#), [assessment processes](#), [curriculum development](#), and [co-curricular programming](#), utilize steering committees composed of employees from all areas of the College. The College's Administrative Team considers recommendations and findings from these steering committees in their decision-making process.

The College utilizes [campus Student Senates](#) to inform decision making related to student success programming, facilities, tuition and fee rates, campus amenities, safety and security, and other practices and features related to the learning environment. As part of the [annual process](#) to set tuition and fees, Student Senate members [provide input on tuition scenarios](#), which are [shared](#) with the Board.

A faculty member elected by the College's faculty serves as a [Board of Governors Faculty Representative](#). This non-voting member of the Board attends all Board meetings, work sessions, and other Board-related events and conferences. The purpose of this Board position is to provide the Board of Governors access to the perspectives of College faculty. Additionally, the faculty member serves on the [Equity/Human Resources Board Team](#), which reviews all proposed policies and procedures.

All students, faculty, staff, and administrators may propose [new policies and procedures](#), or [revisions to existing policies and procedures](#), as part of the College's [systematic policy](#) review process [accessible through the public website](#).

College administration formally seeks employee feedback on a [biennial basis](#) through the employee [climate](#) and [satisfaction surveys](#). The survey asks employees about their satisfaction with [administrative processes](#), [organizational structure](#), and the [College's Mission-driven daily operations](#). The survey has a [strong participation rate](#) with approximately 40% of employees (including adjunct employees) completing the survey. The most recent results (Fall 2022) indicate that 72% of respondents were satisfied or very satisfied with the [organizational structure](#) within their division, and 76% were satisfied or very satisfied with their [work environment at SCC](#).

Other examples of procedures that promote communication and shared governance include the [President's weekly updates](#) and [annual State of the College address](#), [Strategic Planning Week](#), and [campus-specific update meetings](#).

In 2022, as a result of its effective leadership and transformation, the College received national recognition for technology and change leadership ([Ellucian Impact Award](#)), marketing ([Pacesetter of the Year Award](#)), and transformation ([ACCT's Western Region CEO Award](#)). Local industry leaders have also recognized the College's positive transformation, donating approximately \$7 million for the [Crete Carrier Diesel Technology & Welding Center](#) and the [Sandhills Global Technology Center](#). SCC was also the [lead recipient](#) of the city of Lincoln's ARPA funds for workforce and economic recovery.

5.A.2.

The College has been on a transformational journey the last seven years with [dozens](#) of massive, [data-informed institutional initiatives](#), including conversion from a quarter to a semester calendar, launch of its first Strategic Plan, completion of more than \$200 million in renovations and new construction projects, the addition of six Learning Centers, and removal of monitoring accreditation status for the first time in more than 20 years.

The College's Strategic Plan is the primary collaborative process that allows the institution to fulfill its mission. Upon his hiring in 2014, the College President worked closely with the Board, faculty, and staff to create the College's [first Strategic Plan](#). The College is currently in the third year of its second [Strategic Plan](#), which includes nine goals and more than 60 strategic objectives that inform budgetary and operational decision-making at all levels of the institution.

In the last eight years, the College has made substantial investment in its [data infrastructure](#), [technology](#), and [personnel](#) with the establishment of the [Office of Institutional Research](#) and the implementation of the [ZogoTech data warehouse](#). The use of data to inform decisions has expanded exponentially. In the last five years, much of this culture shift has expanded beyond the Board and Administrative Team to divisional and departmental planning. More than 100 [standard interactive data reports](#) are available on Tableau Server for administrators, faculty, and staff to use to inform decisions. Recently, with the implementation of the [program dashboard](#) and [interactive strategic metrics](#), departmental data has significantly expanded, equipping Instructional Division deans and program chairs with the ability to make data-informed decisions tied to the [College's annual planning and budgeting cycle](#).

Since 2014, the College has utilized an [enrollment management model](#) led by the Associate Vice

President of Student Enrollment. The enrollment management model provides a detailed look at [course enrollment trends](#) over a three-year period to determine utilization by campus, mode of delivery, and time of day. This allows the College to determine where to direct resources to meet the [needs and demands](#) of students.

Another example of how the College uses data to reach informed decisions involves a custom [financial data report](#) that is presented to the Board of Governors each month. The report includes a comparison of the College's budgeted versus actual revenue and expenditures. One of the most important statistics within the report is a calculation of the College's [net position by month](#). The College utilizes this information to validate its projections of potential annual savings that can be used for critical operating maintenance and other expenditures to support its operations.

5.A.3.

Administrators, faculty, staff and students are involved in setting academic policy and processes via committees and teams throughout the College. Major policy changes that affect students, staff, and faculty are evaluated through a process outlined in [College Policy](#). SCC encourages shared governance to address Collegewide and focused issues through more than 25 [standing and single-purpose teams](#). Composed of faculty, staff, administrators, and students, these teams promote and improve student learning and review and evaluate new or amended College policies. Examples of teams that impact academic policies and procedures include:

- [Curriculum Committee](#) (meets monthly during the Fall semester)
- [General Education Team](#) (meets regularly throughout the academic year)
- [Administrative Assessment Council](#) (meets monthly)
- [Safety Team](#) (meets biannually)
- [Student Senate](#) (meets monthly throughout the academic year)

One example of a structure that promoted College-wide contribution and collaborative effort is the Calendar Team, formed in May 2016 to [study the impact](#) of transitioning from a [quarter to a semester calendar system](#). The Calendar Team [consisted of administrators, staff, and faculty](#) who represented various functions of the College. They reviewed the current calendar and trends in state and [national calendar systems](#) used in higher education. After a year of research, discussion, and analysis, as well as a student survey and Board discussion, the [Team recommended conversion to semesters](#). After further administrative review, the Board [approved the semester conversion proposal](#) on May 16, 2017.

SCC then shifted from this initial team to a Calendar Conversion Task Force with representation from Instruction, Student Success/Enrollment, Technology, Institutional Research, Public Information, and Administrative Services. The task force took [an inventory of all institutional processes](#) associated with the conversion and ensured the successful completion of all tasks. [In 2019-2020](#), the College successfully [converted operations](#) to a semester calendar. After the conversion, the College modified the [Calendar Team's](#) scope of oversight to focus on integrated scheduling and calendar processes. This team continues to oversee the College's academic calendar processes.

The [Catalog update process](#) represents another example of administration, faculty, and staff involvement in academic processes. A [Curriculog \(curriculum management software\) submission](#) is required for all course changes, including additions, modifications, deletions, and course description changes. The [proposals are requested](#) by faculty to the program chair. The curriculum changes are [reviewed by](#) the respective division dean, student services personnel, the Vice President for

Instruction, the Curriculum Committee, and the Accreditation Liaison Officer. This process engages multiple internal stakeholders and promotes continuous quality improvement and communication in [curricular changes](#) across the College.

Expanded Shared Governance Through a New Process for Creating and Tracking Teams and Committees

Although the College has substantial evidence of shared governance through teams and committees, the College's 2020-2024 environmental scanning process identified a need for a more formalized and organized participatory governance structure. The College recently completed an [assessment](#) of Collegewide, campus-specific, and functional committees/teams. All standing teams completed a [charter](#) that outlined membership and primary objectives. Through this analysis, an opportunity for improvement was identified to invite additional input through the establishment of a faculty council and more frequent internal communication processes. SCC is planning to update the process to create new teams, sunset existing teams that conclude their objectives, and ensure broad-based representation on committees.

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5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1.

The College has established centralized [policies and procedures](#) to ensure faculty and staff are eminently qualified to administer effective, high-quality programs and services. The College utilizes PeopleAdmin, a web-based system, to maintain job descriptions and process candidates for employment. Human Resources staff [screen candidates](#) for minimum qualifications, including credentials, and direct qualified candidates to interview teams. For each search, the [interview teams](#) use [standardized questions](#) specific to the position (including [topics of diversity and organizational climate](#)) to ensure the [selection](#) of the most qualified candidates. Final candidates have a second interview with an area administrator. All employees are required to submit to a [criminal background check](#).

SCC provides professional development and educational opportunities for all employees. Professional development activities range from trainings, webinars, and podcasts, to continuing education and conferences. Faculty are required to complete three hours of [professional development](#) each year. All full-time faculty and staff are required to complete [three hours of safety training](#), [three hours of diversity education](#), and [one hour of cybersecurity](#) and FERPA [training](#) each year.

All full-time employees are eligible to enroll in college-level courses at SCC or another institution of higher education through SCC's [tuition waiver and tuition reimbursement](#) programs. In [2021-2022](#), 42 employees received tuition reimbursement for external courses and 51 for internal courses.

The College has made significant progress toward its goal of [enhancing staffing](#) to meet its current needs and to position itself for growth as prioritized in the Strategic Plan. Since 2015-2016, the College has expanded and hired people for more than [150 new positions](#), for an approximate total of [1,100 employees](#). In Fall 2021, the College employed [709 full-time employees](#) (438 instructional and 271 non-instructional) and 400 part-time employees. For the past five years, the [ratio of full-time faculty to full-time employees](#) has been just above .50, meaning that full-time faculty are half of all College employees. SCC was ranked [sixth out of 25](#) IPEDS peer institutions in Fall 2021 on the number of full-time employees.

Each month, the Vice President for Human Resources [reports to the Board](#) all employee resignations,

terminations, retirements, and transfers. The Board reviews and approves these changes at the monthly meeting as part of the Consent Agenda.

5.B.2.

During the development of its [2015-2019](#) and [2020-2024](#) Strategic Plans, the College went through an environmental scanning process to assess such opportunities as [enrollment capacity](#), [infrastructure \(resources\)](#), and [student enrollment demand](#). The College has tremendous opportunities because of the [strong local economy](#), [low unemployment](#), the [proximity to the state's flagship university](#) (University of Nebraska-Lincoln), and the [region's skilled workforce needs](#). Through this analysis and extensive feedback, the current Mission Statement and Strategic Plan were [approved by the Board of Governors](#), who represent the [15-county service area](#).

The College's planning process informs the budgeting process. After needs and priorities are identified in the strategic planning process, the College determines the resources needed to pursue its goals. In the last six years, the College has expanded its fiscal capacity to meet strategic objectives through three primary strategies. The [property tax levy](#) was increased from 5.98 cents per \$100 in valuation in 2014 to 9.37 cents currently. This has resulted in an annual increase of approximately \$22 million for operational and capital expenditures. The College also [added a student facility fee](#) in 2019. From 2019-2022, [student fees](#) increased by \$1 to \$3 per credit hour each year, while tuition stayed the same. Student fees have generated approximately \$2.6 million annually. In 2018, the College hired its first [Advancement employee](#) and has raised approximately [\\$11 million](#) to date in gifts, pledges, and awards. In 2022, the College's Educational Foundation expanded its mission to include fundraising to support the College's infrastructure needs as well as student scholarships.

5.B.3.

SCC has a well-developed process for [budgeting and monitoring expenses](#) that is driven by the [budget cycle](#). SCC's Administrative Services Division uses [Synoptix](#), a reporting software, to monitor revenue and expenditures. Following the Board of Governors' [budget approval](#), College budget officers monitor their expenses through [Self-Service](#) and make purchases through the College's Purchasing Department using outlined [policies and procedures](#). SCC's Controller is responsible for financial reporting to the Board of Governors, monthly bank reconciling on multiple accounts, and state and federal regulatory reports (taxes). The Vice President of Administrative Services and the President present [monthly financial reports](#) to the Board of Governors and follow [procedures](#) outlined in 2.A.

General Fund Budget

The College's [General Fund Budget](#), the primary instrument of fiscal control, contains projected revenues and expenditures of the College's administrative support and academic programs.

The [President](#) is responsible for planning and administering all programs and related budgets for the College. Administrative and planning responsibility for budgetary units ("departments" or "cost centers") within the College is delegated by the President to the Administrative Team. Further delegation of budget management is assigned to a budget officer for each department. The Vice President of Administrative Services is responsible for the overall preparation, administration, and reporting of College budgets. Administrative Services follows an established set of [guidelines and policies](#) set forth by the state of Nebraska and other regulatory entities.

The [budget development process](#) starts in the Fall with the development of Mission Action Plans (MAPs) at the department level. All MAP goals are linked directly to one or more of the 2020-2024 Strategic Plan goals and objectives. Program leaders review their initial budgets and enter their proposed changes. Deans and Administrative Team members review multiple versions of the budget throughout the budget development process. The Administrative Team utilizes the results from the [Strategic Plan Progress Report](#) and other institutional research data to establish priorities, which are used to make final budgetary decisions.

The College follows a two-part process to develop a preliminary budget to be presented to the Board. The first component of this process involves members of the Administrative Team prioritizing budget items within their respective areas. The second component involves a [collective prioritization process](#) across Administrative Team areas of responsibility. Any new initiatives requiring additional funds are included as expanded budget items that must be directly linked to one or more of the College's strategic goals and objectives.

The Board has annual [work sessions](#) to consider [revenue](#) and [expenditure information](#), [enrollment](#), and [other factors](#) that might impact the budget. The Board is presented multiple versions of a preliminary budget beginning in the May preceding each budget year. The College President and the Vice President of Administrative Services present the preliminary budget and associated assumptions, including the property tax levy rate, tuition and fee rates, estimated valuation change, and estimated change in total compensation for employees.

The College's goal is to maintain a balanced budget whereas revenues equal expenditures. However, due to delays in hiring and other expenditures postponed for a variety of reasons, the College may have actual revenues in excess of expenditures. The [actual versus budget financial information](#) is reviewed monthly, and year-end projections are made. The President, in conjunction with the [Administrative Team](#), continually identifies and prioritizes strategic initiatives that have not been included in the current fiscal year budget. If actual revenues are projected to be in excess of expenditures, this amount will be made available for unbudgeted strategic initiatives. This reallocation of funds is referred to as "[available fund](#)" projects. Available fund projects are associated with expenditures for current-year and one-time purchases, such as capital equipment. All available fund projects and amounts are approved by the President. The Vice President of Administrative Services identifies available fund projects with a [project code](#) to ensure financial reporting on the unbudgeted strategic initiatives is available.

Restricted Fund Budget

The College's [budgeting process](#) includes restricted budget items such as auxiliary services, production units, and grants. Auxiliary services include activities which provide a service directly or indirectly to students and faculty. These activities charge fees directly related to, but not necessarily equal to, the cost of service. The public may also be served by some auxiliary services. The intention is for auxiliary budgets to be primarily funded from non-general funds (no tax dollars). Auxiliary funds do not expire at the end of the fiscal year, and the funds are available to an auxiliary unit for the life of that unit. [Auxiliary-funded operations](#) within the College include housing, food service, bookstores, the Course restaurant, the Course Ground coffee shop, production areas (e.g., auto body, diesel, building construction, agriculture), and childcare.

SCC pursues [grant opportunities](#) to advance the College mission and secure support for strategic priorities. Each grant proposal is reviewed considering the opportunity for a successful award versus the cost of preparation and implementation of the grant. Grants are assigned a fund number, and all

financial information is coded accordingly. [Grant budgets](#) are developed during the application process and approved after the grant is awarded at any time during the fiscal year.

Capital Fund Budget

[Capital Improvement Fund \(CIF\) budgets](#) typically include new construction or major maintenance/modernization of real property, large equipment purchases, and the purchase of real property. Due to the nature of the expenditures, the funds are normally available for the life of the associated project. For example, major construction projects commonly take several years to complete. Funding is budgeted on a project rather than time basis. CIF funds are generated from a CIF levy and designated in a separate fund.

External Controls

The General Fund Budget, the Restricted Fund Budget and the Capital Fund Budget are formally submitted to the Nebraska State Auditor's Office as required by state statute via the [Uniform Budget Document process](#). The State Auditor's Office ensures the College is meeting its statutory requirements related to fund reserve limits, cash reserve requirements, and tax levy authorities associated with its General Fund Budget and its Capital Fund Budget. The College also utilizes an [external accounting firm](#) to [conduct annual financial](#) and [FTE audits](#) as required by various regulatory agencies. SCC's [Board of Governors](#) is responsible for the audit.

The College submits a [monthly financial report](#) to the Board of Governors, which includes budgetary details related to expenditures, revenues, and overall net position. This report is used to validate financial projections versus actual net positions by month. The Office of Administrative Services conducts [routine training](#) on cash handling processes, budget coding, purchasing, and student accounts.

The College submits its HLC Institutional Update annually, which includes the [Composite Financial Index](#) report. The College monitors the various ratios associated with the CFI to ensure sound financial practices and to inform financial planning related to strategic operational and capital objectives. SCC has maintained strong financial stability as evidenced by CFI data. The College uses a [Financial, Facilities, and Risk Management Plan](#) to develop funding strategies for long-term capital projects related to risk mitigation.

5.B.4.

The College is committed to effectively securing and allocating resources to support educational operations as it moves forward with its transformational strategic goals and objectives. SCC is a nonprofit, publicly-supported college. The majority of resources are [committed to instruction, academic support, and student services](#). Approximately 80% of the College's [expenditures](#) are associated with faculty and staff salaries and benefits. SCC has a lower [student-to-faculty ratio](#) and a [higher percentage of full-time faculty](#) than the other Nebraska community colleges with [362 full-time faculty](#) in Fall 2021.

The College's fiscal allocations are based on the College's strategic goals and objectives. In 2015, the Board voted to support the 2015-2019 Strategic Plan by increasing its tax levy to fund approximately \$6 million in [expanded projects](#). Over the next seven years, the Board approved more than \$5.3 million in expanded projects, which are specifically designed to address the College's strategic goals and objectives. [Expanded projects](#) include faculty and staff positions, technology, and equipment.

Each expanded position is required to be linked to one or more strategic goals and objectives with supporting data that justify its need.

SCC's [accomplishments](#) from the past five years provide evidence that the College's fiscal allocations ensure the achievement of its educational goals, including expansion of faculty and staff, academic credentials, and technological and physical infrastructure.

The College also monitors the effectiveness of its fiscal allocations based on the results associated with the College's annual [Strategic Plan Progress Report](#). These reports include more than 90 metrics and 15 Key Performance Indicators. The report also includes the number of connections associated with each goal. Over the past five years, departments implemented more than [1,200 connections](#) between MAP goals and strategic goals and objectives.

The Board of Governors approves the annual General Fund Budget during its [September Board meeting](#). The Board reviews various proposed budgets during work sessions and in its [May](#), [June](#), and [August](#) meetings with a focus on ensuring the annual budget aligns with the [College's strategic goals and objectives](#). Each month, the Board [reviews and approves](#) all bills and claims, as well as a summary financial report that includes aggregate data related to expenditures by budget category.

Completed in 2016, SCC's first [Facilities Master Plan](#) included a recommendation to renovate or replace nearly all of its facilities on each of its three campuses. Following a failed \$369 million bond election, the Board [voted to increase](#) its capital tax levy rate per \$100 in valuation to the two-cent maximum. In 2017, the [HLC Assurance Review Team commended](#) SCC for the development and launch of its first Facilities Master Plan.

In 2018, the College developed a [Facilities Master Plan Finance and Risk Mitigation Strategy](#) plan for funding multiple phases of the College's Facilities Master Plan. The plan involved multiple sources of revenue, including privately raised funds, a new student facilities fee, financings backed by property tax dollars, pay-as-you-go property tax dollars, public-private partnerships, general fund savings, and fund reserves. Implementation of this plan has led to the completion of more than [\\$200 million of renovation and new construction projects](#) in the past five years.

In 2020, the Board approved the 2020-2024 Strategic Plan, which included the College's first [Vision Statement](#). The Vision states that the "College is committed to ongoing intellectual, financial, and strategic investment in its infrastructure and all phases of its operations." In 2022, the College received the [Ellucian Change Leadership Award](#) in recognition of its many transformative initiatives, including the modernization of its facilities and learning spaces.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

The following subcomponents have been reorganized in order to better align with SCC's planning process. All subcomponents have been addressed.

5.C.3.

SCC's [integrated planning process](#) was developed using the Society of College and University Planning's [definition of integrated planning](#). The College has operationalized this sustainable approach to planning that builds relationships, invites all stakeholders to work toward a common vision, provides vertical and horizontal organizational alignment, and emphasizes preparedness for change. SCC's organizational climate objective, [Goal 9.6](#), promotes the emotional intelligence skills necessary to implement systematic and integrated change. The College's strategic and integrated planning processes has led to many [transformational accomplishments](#) at all levels of the organization.

Building upon the successes of the [2015-2019 Strategic Plan](#), the College then conducted a comprehensive [environmental scanning process](#) in 2018-2019, which directly informed the goals and objectives for the 2020-2024 Strategic Plan. Elements of this planning process included [16 community listening sessions](#) throughout the service area, [internal forums](#) with more than 700 employees in attendance, a [data analysis](#) of internal and external trends of higher education topics, [Strategic Planning Team analysis and discussion](#), and [Administrative Team](#) and [Board review and approvals](#).

The 2020-2024 goals and objectives were developed in response to environmental scanning feedback. [Internally](#), key themes were identified, including the need for increased access, stronger internal and external communication strategies, and more remote learning opportunities. [Externally](#), topics included a need for stronger partnerships with local businesses for apprenticeship opportunities, closer alignment with the University of Nebraska-Lincoln for associate-to-bachelor degree transfer options, and more short-term certification options.

This feedback was validated by [internal and external quantitative data](#) and incorporated into the 2020-2024 Strategic Plan. The Plan has a new [Communications/Marketing/Public Image](#) goal and new objectives included in the [Programming and Development goal](#).

The Strategic Plan successes and challenges are evaluated annually using qualitative and quantitative strategic metrics. The [metrics](#) were identified to promote commitment to the College's internal and external stakeholders. Seventeen of the metrics were identified as [Key Performance Indicators \(KPIs\)](#) and have associated numerical targets. Examples of KPIs that are primarily for internal perspectives include total undergraduate enrollment, number of female students in STEM programs, total enrollment at Learning Centers, and overall success rate of undergraduate students. KPIs that were developed primarily for external constituencies include workforce placement rate of career/technical graduates and the number of certificates, diplomas, and associate degrees awarded. The results of the evaluation are included in the [Strategic Plan Annual Progress Report](#) and shared throughout the College and on the public website.

Instructional programs meet annually with their [Workforce Leadership Teams](#), Advisory Committees, and industry partners. Feedback from these external groups has led to the development of departmental [Mission Action Plan \(MAP\) goals](#) and [modifications of student learning outcomes](#). In addition, the College created a new position, the [Vice President of Program Development](#). The person in this role regularly engages with the community and [develops programming](#) to meet its needs.

5.C.4.

For the development of the [2020-2024 Strategic Plan](#), the College went through an extensive [environmental scanning process](#) that considered internal and external quantitative and qualitative trends in:

- [Enrollment](#)
- [Student success and support](#)
- [Academic programming](#)
- [Facilities](#)
- [Technology](#)
- [Accreditation relationships](#)
- [Marketing and public image](#)
- [Financial administration](#)
- [Employee and student climate](#)
- [Human resources](#)
- [Access, equity, diversity](#)

SCC annually assesses fluctuations in enrollment and finance data in relation to its goals and objectives through quantitative and qualitative analysis. These analyses are captured in the [Strategic Plan Progress Reports](#), [Board workshops](#), and [presentations](#) on [enrollment and financial stability](#).

The development of the 2020-2024 Strategic Plan led to a [Finance and Facilities Risk Mitigation Plan](#). This plan describes the various fiscal strategies the College uses to fund capital projects and to plan for fluctuations in enrollment, state aid, and property taxes (SCC's three primary funding sources).

The data infrastructure and existing planning processes contributed to the College's ability to

maintain stable enrollment through the calendar conversion and pandemic.

5.C.5.

The [Strategic Planning Team](#) utilized the comprehensive environmental scanning data to inform the 2020-2024 Strategic Plan objectives. Data supported each [strategic objective's addition, modification, or deletion](#) from the 2015-2019 Plan. [Presentations](#) by the [Administrative Team](#) created opportunities for [dialogue](#) between the Strategic Planning Team and SCC leadership on the current state of technology, demographic and enrollment trends, and other fundamental topics. These discussions allowed the Strategic Planning Team to understand the respective needs of each administrator's area, as well as learn about predicted trends in each field. For example, the Vice President for Technology's [presentation](#) included information on external trends and internal data and a thorough discussion of technology in the College's new facilities. This presentation led to [new Strategic Objectives 7.2, 7.4, 7.7, and 7.8](#). [Departments implement and evaluate plans](#) each year in alignment with the College's strategic objectives.

5.C.1.

As a result of the 2015-2019 Strategic Plan discussions, the Board recognized the need for additional fiscal and human resources to achieve strategic goals and objectives. As part of the [budgeting and planning process](#), unit-level plans included [requests for expanded projects](#), such as [positions, capital equipment](#), and other needed resources. The expanded projects and unit-level plans showed direct connections to the College's Strategic Plan goals and objectives. Each year, [300-500 MAP goals are implemented](#) in support of the College's goals and objectives. The College analyzes trends in departmental goal connections to understand how resources are being allocated throughout the institution. Throughout the last three years of the current 2020-2024 Strategic Plan, approximately 1,100 [MAP goals](#) have been [developed and implemented](#).

Beginning with the 2015-2016 budget cycle, all expanded project requests were required to include a [rationale](#) for how the request would support the Strategic Plan. Each subsequent spring semester, a list of expanded budget requests has been presented to the Administrative Team for [review and prioritization](#). The Team reviews the [budget request list](#) over several [meetings](#), and the President makes the final recommendation of what to include in the budget [proposal](#), which is ultimately [presented](#) to the [Board of Governors](#).

The College's Administrative Director of Accreditation and Planning coordinates the [Collegewide planning process](#). Over the last few years, the College has taken steps to further align the [budget calendar, planning calendar, and assessment calendar](#) so that unit-level planning directly informs the College's budgeting process.

For the last seven years, departments, programs, and divisions have aligned each [unit-level goal](#) with the College's Strategic Plan. Unit-level plans are implemented and evaluated annually and included in the Strategic Plan Progress Report.

The annual Strategic Plan Progress Report highlights [strategic achievements](#) for each of the nine Collegewide goals and includes examples of [accomplishments](#) at the program, department, and division levels. The report also includes the [number of connections](#) between unit-level activities and 2020-2024 Strategic Plan objectives; this number reflects the work being done at all levels of the institution.

As part of the Progress Report, the Office of Institutional Research (IR) is charged with developing [metrics](#) to measure aspects of the nine strategic goals and 65 objectives. Eighty-four [metrics](#) were identified for the 2020-2024 Strategic Plan, and several years of data were collected. Using the unit-level plan updates and strategic achievements on the quantitative and qualitative metrics, the annual [Strategic Plan Report](#) is compiled and presented to the [Board of Governors](#) each Fall. The report is distributed across the College for use in developing upcoming Mission Action Plan (MAP) goals.

The College has made significant improvements in its planning processes. In 2018, the College purchased Nuventive, a planning and assessment software that has served as a robust database and reporting structure for [strategic, operational, and assessment plans](#). In the last five years, more than 100 divisions, departments, and programs have reviewed their unit-level mission statements, developed three to five annual MAP goals, and identified strategies to achieve their goals and measure success. Furthermore, each [MAP goal has one or more connections](#) to the College's Strategic Plan.

The College's annual [general fund budget](#) of \$97.8 million is primarily allocated to instruction, student support, academic support, and administrative support. Four percent of the general fund budget is dedicated to physical plant operations.

5.C.2.

The College's [budget, assessment, and planning processes](#) are aligned in both schedule and process. This has helped each area of the College understand the interconnectivity between these continuous improvement processes. The College's planning model notes that the Strategic Plan and prior years' assessment cycles inform departmental MAPs, which inform the next year's budget.

As part of the annual program assessment of student learning outcomes processes, results of student learning outcome assessment are [linked to the MAP and budget processes](#). Faculty report annually if outcomes results call for allocated budget or planning resources to improve student learning. Faculty have used Program Learning Outcomes assessment data for program improvement. Of the 201 Program Learning Outcomes assessed during 2021-2022, seven led to capital equipment budget requests, and 15 led to the development of MAP goals.

Assessment of student learning data and evaluation of operations data are used to [inform MAP goals and budget requests](#) across the College. The MAP goal planning process [informs expanded budget requests](#). During [deliberations](#) of expanded budget requests, the Administrative Team considers [assessment results, MAP goals, and administrative priorities](#).

SCC develops and documents evidence of performance in its operations through a variety of methods, including, but not limited to, [Voluntary Framework of Accountability \(VFA\) reports](#), an [interactive Enrollment](#) and [Financial Fact Book](#), [graduate reports](#), [academic program reviews](#), and [Strategic Plan Annual Reports](#). This comprehensive review of operations guides the College in improving effectiveness, capabilities, and sustainability on an institutional and unit level. All of the aforementioned documents are regularly reported to the Board to guide decision making.

The College documents and compiles employment and transfer information about recent graduates in its annual [Graduate Report](#). Summary numbers from the Graduate Report are available on the [College website](#). The Graduate Report also addresses one of the [statewide priorities](#), decreasing the net out-migration of students.

In the last five years, the College has made substantial progress in collecting data around [Strategic Plan metrics](#). These data have been integral in evaluating institutional performance and planning for the future. The College is in the early stages of rolling out a [division-level master planning process](#), including an educational master plan, a student success master plan, and a technology master plan. The College is also piloting an operational assessment model that has been adopted by the Student Success, Student Enrollment, and Continuing Education Divisions (described below).

5.C.6.

As described above, SCC's data-informed Strategic Plan guides all decision-making at the College and informs divisional and departmental plans to improve operations and student outcomes. The College has adopted the [FAST](#) goal model as an alternative to the SMART goal model, which serves as a method for developing and implementing planning processes. College leadership has widely adopted the principles of FAST goals, further ingraining a culture of transformational change at all levels of the organization. The FAST goal model argues that goals and plans should be "ambitious," rather than easily attainable (as the SMART goal model promotes). Ambitious goals are encouraged, recognized, and rewarded to promote creativity and innovation and reduce the fear of failure.

Six recent examples of how the College has used data to implement institutional improvements in operations and student outcomes are listed below.

- [Advising Model](#)
- [Operational Assessment Pilot](#)
- [Program Development](#)
- [Program Length](#)
- [Quality Initiative](#)
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- IR_AssessmentCultureFaculty_2022
- IR_AssessmentCultureStudentAffairs_2022
- IR_Board Meeting-Enrollment Mgmt Model_09-2014
- IR_CCSSE Report_2013
- IR_CCSSE Report_2015
- IR_CCSSE Report_2017
- IR_CCSSE Report_2019
- IR_CCSSE Report_2021
- IR_CCSSE website
- IR_Enrollment analyses-Cancelled section trends
- IR_Enrollment analyses-Daily enrollment
- IR_Enrollment analyses-First day of classes
- IR_Enrollment analyses-First day of registration
- IR_Enrollment analyses-Recommended v actual sections
- IR_Enrollment analyses-Utilization in Excel
- IR_Enrollment analyses-Utilization in Tableau
- IR_Fact book Enrollment overall
- IR_Fact book Financial overall
- IR_Grade distribution reports
- IR_Graduate Report_2018

- IR_Graduate Report_2019
- IR_Graduate Report_2020
- IR_Graduate Report_2021
- IR_ILO results from CCSSE 2021
- IR_Institutional Research website
- IR_KPI Detail 2021-2022
- IR_Strategic planning process report 2020-2024
- IR_Strategic planning process report 2020-2024 (page number 6)
- IR_Strategic planning process report 2020-2024 (page number 9)
- IR_Strategic planning process report 2020-2024 (page number 10)
- IR_Strategic planning process report 2020-2024 (page number 13)
- IR_Strategic planning process report 2020-2024 (page number 15)
- IR_Strategic planning process report 2020-2024 (page number 17)
- IR_Strategic planning process report 2020-2024 (page number 18)
- IR_Strategic planning process report 2020-2024 (page number 21)
- IR_Strategic planning process report 2020-2024 (page number 22)
- IR_Strategic planning process report 2020-2024 (page number 23)
- IR_Strategic planning process report 2020-2024 (page number 24)
- IR_VFA 2 year Progress Report_2020
- IR_VFA 2-Year Progress Report_2021
- IR_VFA 2-Year Progress Report_2022
- IR_VFA Developmental Education Progress Report_2020
- IR_VFA Developmental Education Progress Report_2021
- IR_VFA Developmental Education Progress Report_2022
- PRES_5C Case Study_Advising
- PRES_5C Case Study_Operational Assessment Pilot
- PRES_5C Case Study_Placement Scores
- PRES_5C Case Study_Program Development
- PRES_5C Case Study_Program Length
- PRES_5C Case Study_Quality Initiative
- PRES_Admin Team Content 2022-08-01 - Expanded requests
- PRES_Admin Team Minutes 2019-12-09 - Approve strategic plan.pdf
- PRES_Admin Team Minutes 2021-05-17 - Expanded
- PRES_Admin Team Retreat Notes 2021-07-26 - Expanded Auxiliary Cash flow
- PRES_Community Forum Schedule and minutes_2019
- PRES_Environmental Scan excerpts for 2020-2024 Strategic Plan
- PRES_Environmental Scan for 2020-2024 Strategic Plan
- PRES_Environmental Scan for 2020-2024 Strategic Plan (page number 2)
- PRES_Environmental Scan for 2020-2024 Strategic Plan (page number 4)
- PRES_Environmental Scan for 2020-2024 Strategic Plan (page number 6)
- PRES_Environmental Scan for 2020-2024 Strategic Plan (page number 44)
- PRES_Gear visual and strategic plan
- PRES_Integrated Planning Budget and Assessment Timeline 2022-2023
- PRES_Internal Forum Feedback 2019
- PRES_MAP connections 5-year summary
- PRES_MAP Goals and Results - Community Service
- PRES_MAP Goals and Results - Construction Electronics CIT Manufacturing
- PRES_MAP Goals and Results - Equity Access Diversity
- PRES_MAP Goals and Results - Goal 7

- PRES_MAP Goals and Results - Health Sciences
- PRES_MAP Goals and Results - Instruction
- PRES_MAP Goals and Results - Student Enrollment
- PRES_MAP Goals and Results - Student Success
- PRES_MAP goals with budget impact 2022-2023
- PRES_Nuventive screenshot with all plans results planning processes
- PRES_Strategic Plan 2020 Board presentation
- PRES_Strategic Plan Annual Progress Report_2015-2016
- PRES_Strategic Plan Annual Progress Report_2016-2017
- PRES_Strategic Plan Annual Progress Report_2017-2018
- PRES_Strategic Plan Annual Progress Report_2018-2019
- PRES_Strategic Plan Annual Progress Report_2019-2020
- PRES_Strategic Plan Annual Progress Report_2020-2021
- PRES_Strategic Plan Annual Progress Report_2020-2021 (page number 21)
- PRES_Strategic Plan Annual Progress Report_2021-2022
- PRES_Strategic Plan Annual Progress Report_2021-2022 (page number 7)
- PRES_Strategic Plan Annual Progress Report_2021-2022 (page number 19)
- PRES_Strategic Plan Annual Progress Report_2021-2022 (page number 21)
- PRES_Strategic Plan Annual Progress Report_2021-2022 (page number 25)
- PRES_Strategic Plan Annual Progress Report_2021-2022 (page number 28)
- PRES_Strategic Plan Crosswalk
- PRES_Strategic Plan_2015-2019
- PRES_Strategic Plan_2020-2024
- PRES_Strategic Plan_2020-2024 (page number 11)
- PRES_Strategic Plan_2020-2024 (page number 12)
- PRES_Strategic Plan_2020-2024 (page number 15)
- PRES_Strategic Plan_2020-2024 (page number 17)
- PRES_Strategic Planning Team meeting 20190411 (Kickoff)
- PRES_Strategic Planning Team Meeting 20190502
- PRES_Strategic Planning Team meeting 20190509
- PRES_Strategic Planning Team meeting 20190523
- PRES_Strategic Planning Team meeting 20190606
- PRES_Strategic Planning Team meeting 20190816
- PRES_Strategic Planning Team meeting 20190910
- PRES_Strategic Planning Team meeting 20190916 (Goal 1)
- PRES_Strategic Planning Team meeting 20190916 (Goal 2)
- PRES_Strategic Planning Team meeting 20190916 (Goal 3)
- PRES_Strategic Planning Team meeting 20190916 (Goal 4)
- PRES_Strategic Planning Team meeting 20190916 (Goal 5)
- PRES_Strategic Planning Team meeting 20190916 (Goal 6)
- PRES_Strategic Planning Team meeting 20190916 (Goal 7)
- PRES_Strategic Planning Team meeting 20190916 (Goal 8)
- PRES_Strategic Planning Team meeting 20190916 (Goal 9)
- PRES_Strategic Planning Team presentation (accreditation)
- PRES_Strategic Planning Team presentation (admin services)
- PRES_Strategic Planning Team presentation (enrollment)
- PRES_Strategic Planning Team presentation (facilities)
- PRES_Strategic Planning Team presentation (HR prodev safety)
- PRES_Strategic Planning Team presentation (instruction)

- PRES_Strategic Planning Team presentation (IT)
- PRES_Strategic Planning Team presentation (program development)
- PRES_Strategic Planning Team presentation (public image)
- PRES_Strategic Planning Team presentation (student affairs)
- PRES_Strategic Planning Team presentation (title IX OCR)
- PROG_Program Development Process Timeline 2021
- STUAFF_Board Meeting-Enrollment Management Model 2021-09-14
- STUAFF_Enrollment Management_To Build Spring 2023
- TECH_Career Services website

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

SCC's strategic planning processes have led to data-informed investments in personnel, technological infrastructure, and physical expansion throughout the 15-county service area. There is broad-based involvement at all levels of the institution in the College's implementation of its strategic goals and objectives. The College's budgeting process ensures its educational purposes are fulfilled.

Sources

There are no sources.