

Shawnee Community College



Strategic Plan 2021-2025 With April 2024 Updates

Office of Institutional Effectiveness

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Executive Summary

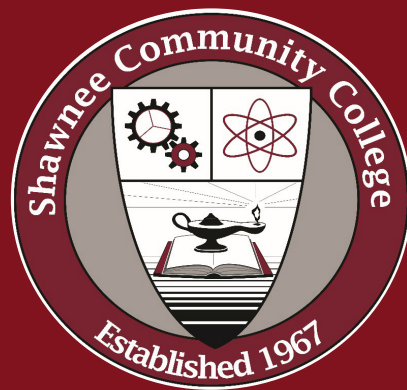
During AY21, the College conducted an in-depth evaluation of its performance from a status (i.e. what's being done), readiness (i.e. what can be done) and best practice (i.e. what should be done) perspective using the [Shawnee Community College Effectiveness System \(SCCES\)](#). The resulting [College Status Report](#) provided a thorough analysis of the College's performance capability and outcomes at that time, creating a rationale for change to the College's Strategic Plan that was developed in 2018. Thus, the 2021-2025 [Shawnee Community College Strategic Plan](#) was developed during the spring 2021 semester with an ambitious goal - An Enrollment Target of 40,000 Reimbursable Credit Hours.

Board Policy *B1002 Monitoring College Effectiveness* calls for periodic updates to the Board of Trustees on the College's progress towards the initiatives contained in the Strategic Plan. At the October 2021 Board of Trustees meeting, the Board asked for a semi-annual report; the spring update, typically in April, will be a comprehensive update that looks at potential revisions to all parts of each strategy, including whether to complete, continue, modify, or delete the strategy, and the fall report, typically in October, will be a report of only those strategies on which progress has been reported since the comprehensive spring update.

The [Fall 2021 Monitoring Report](#) was the first report on the Strategic Plan and was submitted to the Board of Trustees in October 2021. The plan was comprehensively updated in April of 2022. The [Fall 2022 Monitoring Report](#) was submitted to the Board of Trustees in October 2022. This update for May 2023 is the second comprehensive update, including the addition of eight new strategies.

The [Table of Updates](#) provided at the end of this document is meant to serve as a running record of all changes made to the plan since its approval in June 2021. This table is helpful, as it directs the reader quickly and efficiently to any change made within the plan and provides a history of the College's progress.

Shawnee Community College



Strategic Plan 2021-2025



Strategic Plan

2021-2025

Mission: SCC provides quality higher education, community education, training, and services that are accessible, affordable, and promote life-long learning.

HLC Criterion Relevant to this Strategic Planning Process:

- 3.A. The rigor of the institution's academic offerings is appropriate to higher education.
- 3.B. The institution offers programs that engage students in collecting, analyzing, and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.
- 3.D. The institution provides support for student learning and resources for effective teaching.
- 4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.
- 5.C. The institution engages in systematic and integrated planning and improvement.



Strategic Plan

2021-2025

An Enrollment Target of 40,000 reimbursable Credit Hours (≈1,350 FTE) annually sets the parameters for this Plan.

To achieve this target a comprehensive planning framework was developed and used. Here are the definitions of the terms used:

- **Goal** - Broad improvement efforts aimed at advancing the College's mission.
- **Objective** - Initiatives aimed at accomplishing a goal.
- **Strategy** - Activities aimed at accomplishing an objective.
- **Output** - the intended product or service produced from a strategy, objective, or goal.
- **Outcome** - the results, accomplishments, or direct impact produced from a strategy objective, or goal.
- **Target** - describes how the goal, objective, strategy, output, or outcome will be changed, usually within context of described measures.
- **Responsibility** - the senior-level staff member who is the champion of a particular strategy and is accountable for the results. Often, the responsible party, will delegate the strategy to their team and/or work with teams from other areas.
- **Measures** - key performance measures found in the Shawnee Community College Effectiveness System (SCCES).
- **Timeframe** - Unless designated in the target, a fiscal year or span of fiscal years is used to indicate when the strategy should be completed.
- **Resources** - people and estimated funding needed to accomplish the strategy.
- **New Credit Hours Generated** - an estimate of the new Credit Hours that could be generated resulting from implementing the strategy.
- **Potential Deliverables** - additional outputs or outcomes of the strategy, which occur from implementing the strategy.
- **Critical Issues to Address** - topics and/or concerns related to the strategy that must be considered and appropriately addressed to optimize the results of the strategy.
- **Barriers to Success** - Known issues or problems that must be considered when implementing the strategy.

Note: This Plan provides a complete refresh of the College's 2019-2023 version of the Strategic Plan (old plan). A research-based tool, called Shawnee Community College Effectiveness System (SCCES), was used to assess the status of the College's performance throughout FY21. The resulting goals were developed, with input from several key stakeholders throughout the College. The old Plan had six goals and 28 objectives. This plan has four goals and 23 objectives. This plan attempted to build upon the strategies from the old plan. If a strategy originated from the old plan, there is a checkmark in the "Modify" box at the bottom of the strategy. Otherwise, these are new strategies.



Strategic Plan

2021-2025

Summary of Goals & Objectives

Goal 1: Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

- 1.1 [Articulate baccalaureate and career/technical programs with regional universities; create seamless transfer opportunities for students.](#)
- 1.2 [Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in our service area.](#)
- 1.3 [Strengthen partnerships with local business leadership and community stakeholders.](#)
- 1.4 [Develop workforce training partnerships with regional employers to promote economic development and job creation in the community.](#)

Goal 2: Increase Student Completion 10% by FY23.

- 2.1 [Streamline student intake processes in ways that empower students to make informed program and course decisions.](#)
- 2.2 [Experiment with classroom delivery strategies to determine impact on enrollment, retention, persistence, and completion.](#)
- 2.3 [Increase non-traditional student enrollment, retention, persistence, and completion.](#)
- 2.4 [Accelerate the time it takes for students to complete development courses and achieve success in college-level gatekeeper courses.](#)
- 2.5 [Accelerate the time it takes for students to complete adult education courses and achieve success in a college-level course.](#)

Goal 3: Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

- 3.1 [Integrate elements of diversity, equity, and inclusion into all College systems and processes.](#)
- 3.2 [Increase employee talent, technical capability, and leadership skills.](#)
- 3.3 [Align organizational structure to achieve strategic results.](#)
- 3.4 [Improve shared governance processes.](#)
- 3.5 [Amplify employee recruitment, socialization, and inclusion efforts to facilitate a strong sense of teamwork and community.](#)

Goal 4: Strengthen the College's Infrastructure in Ways that Promotes Student Learning, Completion, and Institutional Sustainability.

- 4.1 [Implement a data-driven institutional effectiveness evaluation model.](#)
- 4.2 [Improve teaching and learning processes.](#)
- 4.3 [Improve course scheduling processes.](#)
- 4.4 [Align marketing & recruiting processes with enrollment goals.](#)
- 4.5 [Improve post-graduate and alumni services.](#)
- 4.6 [Improve budget development and resource allocation processes.](#)
- 4.7 [Ensure technology infrastructure supports student learning, student success, and administrative needs.](#)
- 4.8 [Ensure facilities supports student learning, student success, and administrative needs.](#)
- 4.9 [Develop a long-term financial plan.](#)



Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 1) *Articulate baccalaureate and career/technical programs with regional universities; create seamless transfer opportunities for students.*

Strategies

Strategy (A): Implement the Saluki Step Ahead initiative.

Strategy (B): Articulate ADN program with regional Universities.

Strategy (C): Review, renew, and revise (as appropriate) current articulation agreements.

Strategy (D): Improve articulation agreement landing page.





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 1) *Articulate baccalaureate and career/technical programs with regional universities; create seamless transfer opportunities for students.*

Strategy (A): Implement the Saluki Step Ahead initiative.

Output/Outcome: Streamlined pathway for students who wish to pursue a bachelor's degree in accounting, Business Administration, Criminal Justice, Health Care Management, and Radiologic Sciences.

Target(s): Increase the number of students completing degrees by 5 for each program annually.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|----------|-----------|-----------|------------------|
| VPSA | 2C | ongoing | Employees | 375 |

HLC Criterion: 3A, 4A

Potential Deliverables: Signed Intergovernmental Agreement detailing articulation process and course sequence.

Critical Issues to Address: Ensure all Associate Degree credits transfer as major specific. Advise students about AAS programs for gaining employment quickly and Perkins eligibility.

Barriers to Success: Willingness to accept AAS degree credits. Perception of community college course quality.

Results: As of 9/20/21: Agreement was signed by Dr. Taylor and Dr. Lane on 9/17/21

As of 03/9/22: C. Doerr followed up with SIU, and all articulations between SIU and SCC are in place for Saluki Step Ahead. Students coming from SCC can participate in any of the Step Ahead majors at SIU except for RADS; Accounting, Business Administration, Criminology & Criminal Justice, Health Care Management, Psychology, and Public Safety Management. SIU is in the process of creating branded materials with the pathway clearly articulated and will share these materials with SCC when they are completed (likely sometime in July/August). When a transfer student applies to any SIU Step Ahead program, a question will pop-up in the SIU application asking them if they are transferring from one of the Step Ahead partner schools. If the student selects one of the partner schools from the drop-down box, they will be prompted to sign a FERPA release. Once signed, SIU will forward to SCC so SCC can share student info with SIU (transcripts).

9/22 Update: The agreements are complete. We are in the process of evaluating its effectiveness.

As of 3/2024: Added programs: Elementary Education, History, Information Technology, and RN to BSN. In Colleague, we can designate "Saluki Step Ahead" on a student's program as a specialization. Tracking students who want to pursue this route and informing students of opportunities are areas of ongoing growth.

Target Results:

Completions for 2020, 2021, 2022, 2023 (Source: ICCB A2 Report): Accounting- 0, 0, 0, 1; Business Mgt- 1, 0, 0, 1; Criminal Justice AAS- 6, 0, 4, 2. We are not tracking the number of students who transfer to SIUC under this agreement.

Credit Hours associated with the following course subjects for 2020, 2021, 2022, 2023, 2024 (as of 3.25.24) (Source: CROA Dashboard Hours Generated & number of Sections report): ACC- 94, 116, 58, 90, 124; BUS- 596, 580, 570, 547, 558; CJ- 246, 303, 216, 183, 235.



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2021-2025

Totals for all program course subjects (Source: CROA Dashboard Course Enrollment report): 936, 999, 844, 820

Recommendations: 3/9/22 Update: Ideally, we need to talk to students taking courses in these fields about this opportunity and with students during advisement appointments and let them know if they complete at SIU, they automatically receive a \$4,000 scholarship for two years (\$8,000 total). SIUC would like to send recruitment coordinators into high schools with SCC recruiters to talk with students about Saluki Step Ahead together. Recommend training SCC advisors on this initiative.

3/2023: Begin identifying and reporting the number of students who are taking advantage of these agreements. Follow up with the students after transfer to ensure courses transferred as major-specific. Consider building these as tracks in Colleague to better track these students' success and completion. Promote these programs as a recruitment tool.

Status

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Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 1) Articulate baccalaureate and career/technical programs with regional universities; create seamless transfer opportunities for students.

Strategy (B): Articulate ADN program with regional Universities.

Output/Outcome: Streamlined pathway for students who wish to pursue a BSN degree.

Target(s): 2 (2+2) agreements & 1 (3+1) agreement.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|----------|-----------|-----------|------------------|
| VPSA | 2C & 8A | ongoing | Employees | Unknown |

HLC Criterion: 3A, 4A

Potential Deliverables: Signed Intergovernmental Agreement detailing articulation process and course sequence.

Critical Issues to Address: Ensure all Associate Degree credits transfer as major specific. May need additional faculty.

Barriers to Success: Willingness to accept AAS degree credits. Perception of community college course quality.

Results: As of 3/11/22 Update: Target Results: Articulation agreements are completed with SIUC and SIUE. Articulation agreements are currently in progress with McKendree, Murray State, SEMO, and University of Phoenix-Illinois.

As of 9/27/22 Update: Target Results: Articulation agreements are completed with McKendree University and SIUC and are almost complete with SEMO and Murray State.

As of 3/2023: Target Results: We have the following agreements- SIUC, SIUE, Murray, and McKendree. We discussed a partnership with McKendree that allows for community residents to complete their BSN on a Shawnee campus but they are doing online only at this time.

Target Results:

Credit Hours associated with the ADN course subject for 2020, 2021, 2022, 2023 (Source: CROA Hours Generated & number of Sections report): 1088, 795, 774, 777

Top Transfer Institutions from 2018-2023:

Indiana Wesleyan (19), SIUE (17), Murray State (9), SEMO (5), Western Governors (5), SIUC (4), UT-Martin (4)

(Source: National Student Clearinghouse Subsequent Enrollment report)

Recommendations: 3/2022: Identify the top 5 universities to which our students transfer for a BSN and ensure our program is articulated to those. Explore a partnership with McKendree that allows for community residents to complete their BSN on a Shawnee campus.

3/2023: Begin identifying and reporting the number of students who are taking advantage of these agreements. Follow up with the students after transfer to ensure courses transferred as major-specific. Consider building these as tracks in Colleague to better track these students' success and completion. Promote these programs as a recruitment tool.



Strategic Plan

2021-2025

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Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 1) *Articulate baccalaureate and career/technical programs with regional universities; create seamless transfer opportunities for students.*

Strategy (C): Review, renew, and revise (as appropriate) current articulation agreements.

Output/Outcome: Accurate transfer pathways and increased transfer options for students.

Target(s): List of all active agreements identified by 12/22.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|----------|-----------|-----------|------------------|
| VPSA | 2C & 8A | ongoing | Employees | N/A |

HLC Criterion: 3A, 4A

Potential Deliverables: Signed Intergovernmental Agreement detailing articulation process and course sequence. A written procedure to create, revise, and periodically review articulation agreements is approved by appropriate Shared Governance Committees. A plan that identifies strategies for future articulation agreements.

Critical Issues to Address: Ensure all Associate Degree credits transfer as major specific. Advise students about AAS programs for gaining employment quickly and Perkins eligibility.

Barriers to Success: Willingness to accept AAS degree credits. Perception of community college course quality.

Results: As of 9/20/21: In June and July, initial articulation meetings were held with Southern Illinois University Carbondale and Southeast Missouri State University to begin the review and updates to current articulation agreements. A plan was developed with Southern Illinois University Carbondale to continue meeting to develop additional agreements.

As of 3/11/22: *See notes on the articulation agreements with SIU's Saluki Step Ahead on 1.1.A. A process for revising and initiating articulation agreements is being developed with academic and student affairs, including the roles and responsibilities. An articulation spreadsheet was designed and is being utilized to track these agreements. D. Boyd created a field in Colleague to indicate if a program is articulated and the type of agreement.

During the fall 2021 semester, VP Cather met with SIUC to identify programs for the TransferBOOST Initiative. Computer systems & security specialist and information processing technology were identified for alignment and articulation to SIUC. The launch for these programs is tentatively Fall 2022.

As of 9/2022: The Registrar is keeping a spreadsheet of all active and updated agreements, as well as posting on the [Transfer page](#) on the website. We are working on being able to document these in Colleague.

As of 3/2023: 42 Articulation agreements are active on the Registrar's page of the website. More agreements are in the works with Missouri Baptist, SEMO, SIUC and Murray State. A process has been developed outlining roles and responsibilities for initiating, revising and managing agreements.

Target Results:

Articulation agreements: 2023- 42 (Source: active on the Registrar's page of the website)



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Top 10 transfer universities since 2018 include(as of 3/2023):

- SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
- SOUTHEAST MISSOURI STATE UNIVERSITY
- MURRAY STATE UNIVERSITY
- SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
- WESTERN GOVERNORS UNIVERSITY
- UNIVERSITY OF TENNESSEE - MARTIN
- UNIVERSITY OF ILLINOIS @ URBANA
- INDIANA WESLEYAN UNIVERSITY
- GRAND CANYON UNIVERSITY
- MISSOURI BAPTIST UNIVERSITY

(Source: National Student Clearinghouse Subsequent Enrollment report)

Recommendations: 3/11/22: Finalize the written procedures for developing and maintaining articulation agreements by June 2022. Complete financial modeling for TransferBOOST project in collaboration with SIUC. Recommend training SCC advisors and department Chairs on these initiatives. Identify the top 10 transfer universities to prioritize agreements.

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Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 1) Articulate baccalaureate and career/technical programs with regional universities; create seamless transfer opportunities for students.

Strategy (D): Improve articulation agreement landing page.

Output/Outcome: Webpage that communicates all of the College's articulation agreements.

Target(s): Increase page views by 100%.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|----------|-----------|-----------------|------------------|
| VPSA | 2C & 8A | ongoing | Employees, ≈15K | Unknown |

HLC Criterion: 2B

Potential Deliverables: Articulation Landing Page that, at a minimum, defines articulation; explains how articulation agreements work; explains the IAI transfer process and requirements; lists umbrella agreements; provides guidance for HS Counselors; and lists active agreements by specific majors. (Note: Agreements for AAS degrees should also link back to program-specific landing page (i.e., an agreement for the Accounting AAS degree should appear on the Accounting landing page as well as the Articulation Agreement landing page).

Critical Issues to Address: Ensure ADA compliance. Navigation simplicity.

Barriers to Success: Webmaster workload. May need a transfer coordinator position.

Results: As of 3/11/22 Update: See results in 1.1.A.-1.1.C. as preparation for this strategy.
 As of 9/2022 Update: The Registrar is keeping a spreadsheet of all active and updated agreements, as well as posting on the [Transfer page](#) on the website. We are working on being able to document these in Colleague.

As of 3/2023: The Registrar is updating agreements on the Registrar's page of the Website. The Registrar is currently building tracks for these agreements into Colleague. Lightcast has been integrated into our website for current labor market information and job listings.

As of 3/2024: Articulations are updated on the website as they are approved. Advisor training is ongoing.

Target Results:

July 1, 2019 - June 30, 2020

Pageviews: 2,001

Unique Pageviews: 1,532

July 1, 2020 - June 30, 2021

2,050 Pageviews

1,619 Unique Pageviews

July 1, 2021 - June 30, 2022

1,727 Pageviews

1,515 Unique Pageviews



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July 1, 2022 - March 30, 2023 (PARTIAL YEAR)

877 Pageviews

651 Unique Pageviews

(Source: J. VanMeter)

Recommendations: As of 3/11/22 Update: Integrating the program pathways on this page is preferable. Connect the labor market/occupation outlook to this site, such as through the EMSI plug-in (Lightcast), so students can sharpen their selection of majors.

As of 3/2023: As agreements are added, update webpage.
Ask some students to navigate and view the site for feedback.
Develop a searchable major-specific landing pages (collaborate between SA and AA).
Training with advisors on tracks in Colleague and student planner.

Status

New

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Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 2 *Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in our service area.*

Strategies

Strategy (A): Expand Truck Driving program to Metropolis and Cairo Extension Centers.

Strategy (B): Increase capacity and enhance ADN program.

Strategy (C): Improve Automotive Technology program.

Strategy (D): Integrate high-definition cadaver training experiences into the College's Life Science courses.

Strategy (E): Pilot the use of A/R (Augmented Reality), V/R (Virtual Reality), and/or M/R (Multiple Reality)

Strategy (F): Implement the Medical Assistant Program.

Strategy (G): Evaluate potential expansion of the HVAC program.

Strategy (H): Evaluate feasibility of expanding the Diesel Technology program.

Strategy (I): Evaluate the feasibility of developing a Construction Equipment Operator program.

Strategy (J): Evaluate the feasibility of developing an Industrial Mechanics program.

Strategy (K): Explore options to improve relevance of Information Technology programs.

Strategy (L): Explore options to improve relevance of the Health Information Technology program.

Strategy (M): Evaluate the feasibility of providing academic programming at the Correctional facilities.

Strategy (N): Evaluate and optimize athletic programming.

Strategy (O): Develop measures and targets for CTE program performance.

Strategy (P): Improve welding program.

Strategy (Q): Evaluate the feasibility of developing a Construction Technician program.

Strategy (R): Develop and implement a short-term Health Sciences Careers Pathway (HSCP) certificate.

Strategy (S): Develop and implement a CBE online Business program.

Strategy (T): Enhance OTA program.

Strategy (U): Develop and implement a Respiratory Therapy Program.

Strategy (V): Develop and implement a Paramedic Program.



Strategic Plan

2021-2025





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 2) Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in our service area.

Strategy (A): Expand Truck Driving program to Metropolis and Cairo Extension Centers.

Output/Outcome: Students have increased access to high wage/high demand careers.

Target(s): 960 Credit Hours per FY.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|---|-----------|-----------|------------------|
| VPAA | 1A, 2G, 3F, 6E, 7B, 9A, 9D, 9E | FY22-25 | ≈ 260K | 960 |
| HLC Criterion: | 1B, 3A, 4A | | | |
| Potential Deliverables: | Training Facilities at Cairo & Metropolis. Donated Trucks. 3 Simulators. | | | |
| Critical Issues to Address: | Obtain FMCSA Federal Motor Carrier Safety Administration approval for each site. HLC site approval. Needed: 2-FT Trainers; 2-Assistants; Coordinator. Resolve logistics for USP Marion. | | | |
| Barriers to Success: | Space at Cairo Center may not be appropriate. | | | |

Results: As of 9/20/21 Update: Secured Federal Motor Carrier Safety Administration (FMCSA) approval for the main campus program and currently reviewing software to house student tests for FMCSA audit purposes

As of 3/11/22 Update: College hired a full-time Truck Driver Trainer in the Fall 2021. A simulator and mobile unit have been approved and ordered to supplement instruction. In spring 2022, College approved Perkins V funds to purchase on-ramp training and software program to remain in compliance with updated FMCSA regulations. College is collecting bids to renovate the Metro Center parking lot according to FMCSA regulations to certify for an additional location.

We are on-track to launch Metro Center program expansion for Fall 2023. However, additional resources, including facility and instructors would be needed to continue Cairo expansion.

As of 9/27/22 Update: We successfully expanded Truck Driving Program to the Metropolis Center in Fall 2022. With the retirement of Greg Sheppard, Kyle Smith was assigned as the Truck Driving program advisor. Kyle is housed at the Metro Center and works collaboratively with Kelly Jennings. We received the Strengthening America's Community Colleges grant (\$540,000) over four years which will support the continued expansion of the truck driving program, as well IT and automotive programs. Additionally, we created a new 1 credit continuing education course, Hazmat, which began in summer 2022.

As of 3/2023: Successfully expanded the Truck Driving Program to the Metropolis Center in Fall 2022. Two sections of TDR-176 were offered in the fall, and two additional sections offered in the Spring 2023.

As per the 3/2022 recommendations, the College obtained the FMCSA Federal Motor Carrier Safety Administration approval and HLC site approval for the Metro Center. Additionally, 2 PT trainers were hired to support the expansion (1 at Main Campus and 1 at Metro Center). The College also applied for and received a congressionally district funding request through Senator Durbin's office and was awarded



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\$450,000 which will support the continued expansion of the truck driving program. This award application will be submitted in April 2023 with funding to be received by the July 2023.

As of 3/2024: Sections at the Massac Center were at capacity in AY23. A simulator for main campus will be purchased with the Congressional District Spending funds in FY25. The Program has not been expanded to the Alexander County Center due to logistical limitations and lack of a "yard" training space in Cairo.

Target Results:

This expansion has enabled the college to double its enrollment capacity in this program Enrollment: 2022-40; 2023-81; 2024-80 (as of 3.22.24)

Credit Hours: 2022-540; 2023-1,101; 2024-1162 (as of 3.22.24)

(Source: CROA Dashboard Current Enrollment Counts and Hours generated reports)

Recommendations: 3/11/22: Hire two adjuncts (~62K) to teach at the Metro and Main Campus Centers and a full-time truck driver trainer (~45K) in order to effectively expand the program
For the Cairo Center, allot the following resources: ~750K for facilities/logistics, ~21K for adjunct instructor

Obtain FMCSA Federal Motor Carrier Safety Administration approval for and HLC site approval for Metro Center.

Complete a cost benefit analysis for the expansion proposal.

Dean of Career and Tech Programs work with a project team to develop a project proposal regarding the expansion of the program, exploring the possibility of incorporating some of the other program strategies in goal 1, objective 2, and research and apply for a grant to support the project.

3/2023: Complete feasibility study and identify possible locations for possible expansion to the Cairo Center. Hire a second FT truck driving trainer to support the continued expansion of the program. Purchase a second automatic semi-truck for use at the Metro Center. Engage the architect to develop task orders to upgrade the portable building at the main campus and purchase one for the Metro Center. The coordinator and VPAS will begin working on the task order.

3/2024: Continue to run the Program at the main campus and the Massac Center. Consider creating a non-credit based TDR offering at either the main campus or the Massac Center offering a shorter program that would result in a CDL for the students that have the ability to pay without pell eligibility or for employers to offer as workforce training. Use of the ICCB NWIT grant to offer Summer 2024 workforce training courses as a pilot. Look at ways of recruiting students to fill sections.

Need to consider purchase of 2 manual transmission (used) trucks \$150,000-\$160,000 (have written into a USDA Rural Development Funding Proposal)



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2021-2025

Status New Continue Modify Complete Delete



Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 2) Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in our service area.

Strategy (B): Increase capacity and enhance ADN program.

Output/Outcome: Students have increased access to high wage/high demand careers.

Target(s): 20 new students complete 31 Credit Hours annually; 75% of graduating LPN students return and enroll in ADN program

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|------------------------|-----------|-----------|------------------|
| VPAA | 1A, 1B, 6E, 9A, 9B, 9C | FY23-FY25 | ≈ 1.4M | 1,500 |

HLC Criterion: 1B, 3A, 3D, 4A

Potential Deliverables: Increased NCLEX pass rates. Nursing lab with extensive use of high-fidelity training aids.

Critical Issues to Address: Additional Instructors (2) with competitive salaries that meet SCEA contract guidelines; ensure we meet ACEN staffing requirements. Full-time tutor. Additional space. Admit fall & spring. Part-time Coordinator for Lab and Simulator. Computers. Affordability – should study differential tuition.

Barriers to Success: Attracting Masters-prepared talent. Lack of adequate capital planning. Available clinical sites.

Results:

As of 9/20/21 Update: A full-time Director of Nursing (DoN) for a 12-month contract and full-time nursing tutor for Fall 2021 were hired, increasing the capacity of this position to enhance the ADN program and meet the Accreditation Commission for Education in Nursing (ACEN) staffing requirements

As of 3/11/22 Update: We had a 100% NCLEX pass rate for the 20-21 cohort. We are currently not at capacity and have seen a decline in applications and enrollments throughout the pandemic. In spring 2022, an initial ACEN accreditation site visit was completed with positive preliminary feedback. The BoT approved a purchase of high-fidelity simulation manikins and two mobile computer labs, and we are awaiting grant approval from the USDA to proceed with the purchase. The application deadline for summer and fall 2022 has been extended to April 15. M. Hannan is working with K. Hunsperger on marketing the program.

As of 9/27/22: In June 2022, the ACEN Evaluation Review Panel was completed with a recommendation for accreditation, pending final results in late September/early October. As of June 2022, the Practical Nursing program has a part-time offering with extra tutoring for students meeting minimum or below-minimum standards for TEAS testing upon application. Faculty assisted in creating a success plan to help students continue into second semester as part-time students to determine if a retention program will show that additional support increases retention.

As of August 3, 2022, the Nursing and Allied Health Lab has expanded lab equipment for increased simulation opportunities, adding new hospital beds and Gaumard High-Fidelity Simulation Pediatric Hal



Strategic Plan

2021-2025

and Infant SuperTory through the Delta Healthcare Grant. We received the Pipeline for the Advancement of the Healthcare Workforce Program (PATH) Grant (\$358,063) which will help support the nursing program by supporting faculty development and creating a simulation coordinator position.

As of 3/2023: Both the Practical and Associate Degree Nursing programs received initial accreditation from the Accreditation Council on Education in Nursing (ACEN), and SCC has the only accredited Practical Nursing program in southernmost Illinois.

Nursing and Allied Health brought Pediatric HAL to the SI Made Expo as an initial showcase for our expanded simulation technology for the Nursing and Allied Health Programs.

A nursing program can use up to 25% of its clinical hours for simulation-based learning, and a registered nurse with a master's degree in nursing must coordinate, conduct, and evaluate these experiences. The Master's-prepared nurse would be responsible for coordinating all scenarios with current faculty, being present for the simulation, as well as doing all evaluation and debriefing, which are required components of any simulation experience. We have the means to get someone trained through the PATH grant, but we have not had applicants who are eligible. A position for a Simulation Coordinator was posted and remains unfilled at this time. In addition to this coordinator, the simulation program must provide, according to IL Board of Nursing, appropriate facilities for simulation, educational, technological, and equipment to achieve course objectives.

The Nursing and Allied Health department received 5 CAE Juno Simulators and a 2-way simulation screen and IV equipment to enhance learning through patient simulation. An Anatomage table was purchased in March 2023.

A prerequisite course was dropped to improve the time it takes to complete prerequisites. The department will still encourage the course to be taken as an elective.

To assist current and future nursing students in succeeding with the recently implemented NextGen testing style, the lead nursing faculty attended the NextGen NCLEX Conference in Lake Buena Vista, Florida, February 15-19th using funds from the PATH grant.

As of 3/2024: PN and ADN Pass Rate for 2023 was 100%. This marks 3 consecutive years of 100% Pass Rates for ADN. The college has purchased high-fidelity simulation equipment to enhance student learning in all nursing programs. The phlebotomy program implemented in 2023 has grown and interest and enrollment in the internship are increasing. PATH grant funds have been used to reduce or eliminate barriers to success among several programs, such as CNA, Phlebotomy, Nursing and the EMT course. Nursing positions remain open to date. Occupational Therapy Assistant accreditation has transferred successfully to SCC effective July 1, 2024. This program will be held at the Union County campus starting in Fall 2024. We have increased and updated clinical affiliation agreements with area clinical partners.

Target Results:

Credit hours generated in ADN course subject have not met the anticipated target:

2020- 1088; 2021- 795; 2022- 774; 2023- 777; 2024- 626 (as of 3.22.24)

(Source: CROA Dashboard Hours Generated & Number of Sections report)



Strategic Plan

2021-2025

Percentage of students moving from LPN to ADN is nearing the target of 75%:
2019- 67%; 2020- 61%; 2021- 63%; 2022- 72%; 2023-93%
(Source: Nursing Department)

Recommendations: 3/11/22: Continue working with PI/M on marketing the program.
Align program with ACEN recommendations. Purchase and implement an Anatomage table.
Hire an additional tutor.

3/2023: Continue to pursue hiring of Simulation Coordinator and Nursing and Allied Health Retention Specialist through the ICCB PATH Grant.

3/2024: Continue to pursue the hiring of a Nursing Simulation Coordinator and hire a full-time nursing tutor. Positions remain posted. Continue to increase marketing efforts for nursing and allied health programs that meet the educational needs of the community and region.

Status

New

Continue

Modify

Complete

Delete





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 2) Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in our service area.

Strategy (C): Improve Automotive Technology program.

Output/Outcome: Students will have increased access to high wage/high demand careers and ability to obtain ASE certification.

Target(s): 10 new completing 45 credits (≈450 credit hours)

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|------------------------|-----------|-----------|------------------|
| VPAA | 1A, 1B, 2G, 7B, 9B, 9F | FY23-25 | ≈ 200K | 450 |

HLC Criterion: 1B, 3A, 4A

Potential Deliverables: Laddered Curriculum. Integration with Vocational Center. Dual credit opportunities.

Critical Issues to Address: Faculty qualifications. Advisory Committee activity. Tools & Trainers. Storage space. Obtain ASE Accreditation by Fall 2024.

Barriers to Success: Need a couple of years of job placement results.

Results: As of 3/11/22: An advisory committee meeting has been scheduled for March 21.

As of 9/27/22 Update: A fulltime Automotive instructor was hired for fall 2022.

As of 3/2023: The instructor has been working through the ASE certifications that will be required for accreditation. The ASE application cannot be submitted until faculty are appropriately certified. As of December 2022, the automotive program of study, required for Perkins, was approved by ICCB. Additionally, an equipment analysis was complete and a plan to purchase needed equipment developed.

As of 3/2024: The instructor has completed some of his required testing for ASE accreditation. Accreditation required equipment was purchased with Perkins funds during AY23 and we held two advisory board meetings with the required number of attendees to meet ASE accreditation.

Target Results:

Credit Hours associated with the AUT course subject for 2020- 138; 2021- 303; 2022- 288; 2023- 276; 2024- 399 (as of 3.22.24)

(Source: CROA Dashboard Hours Generated & number of Sections report)

Recommendations: 3/2022: Hire a full-time automotive instructor for Fall 2022.

9/2022: Complete a prerequisite review for all automotive courses and align with best practices. Align the automotive curriculum with NATEF standards. Develop an equipment purchase plan to ensure the program reflects NATEF equipment requirements. Establish a steering committee to review curricular alignment. Submit application for NATEF by December 2023.



Strategic Plan

2021-2025

3/2023: Proceed with automotive equipment purchase plan, now that the program has been approved for Perkins funding. Complete curriculum and program mapping to align with ASE standards. Hold Spring 2023 Advisory Committee meeting to evaluate appropriate tasks to be included in the program and complete walk-through of the shop as required for accreditation application.

3/2024: Complete the needed equipment purchase during budget year 24. Instructor to complete testing needed for accreditation by December 2024. Upgrade equipment and purchase additional equipment for dual credit program in Massac County using grant funds- Clean Energy grant and FY25 Trades grant (if funded, will know May, 2024). ~150K
Expand this program to include a power sports certificate (small engine/marine repair technician in collaboration with Oasis of Marion) using the FY25 Trades grant, if funded (will know May, 2024)- PT Trainer ~25K, contractual curriculum development support ~18K
Expand dual credit opportunities in trades

Status

New

Continue

Modify

Complete

Delete





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 2) Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in our service area.

Strategy (D): Integrate high-definition cadaver training experiences into the College's Life Science courses.

Output/Outcome: Students' ability to conceptualize complex anatomical concepts and apply clinical terminology will be enhanced, providing them with a more relevant learning experience.

Target(s): Increase course retention by 10%; Increase student learning outcome performance.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-------------|-----------|-----------|------------------|
| VPAA | 2G, 9F, 10C | FY22-23 | ≈ 350K | 50 |

HLC Criterion: 1B, 2E, 3A, 3D

Potential Deliverables: Media coverage of new technology. Increased community perception of academic quality.

Critical Issues to Address: Space, power, maintenance. Faculty training. Connect with learning assessment to determine if learning improved.

Barriers to Success:

Results:

As of 9/20/21 Update: In September, the Board of Trustees approved the purchase of an Anatomage Virtual Dissection Table for \$80,900 to be used in Human Anatomy and Physiology courses to enhance the study of the human body

As of 3/11/22 Update: The Anatomage table was installed, and faculty have received training. The table is being utilized in courses. A demonstration was given to the BoT and attendees at the March 2022 meeting. The table was highlighted and demonstrated during CTE Day.

As of 9/27/22 Update: Healthcare Workforce Program (PATH) Grant (\$358,063) will help purchase an additional Anatomage table.

As of 3/2023: The Anatomage Virtual Dissection Table continues to be incorporated into BIO 221 (Anatomy and Physiology I) and BIO 222 (Anatomy and Physiology I) courses. The table is used for a variety of applications including learning names and locations of human muscles, teaching the names of locations of bones as well as their landmarks and processes. Organs and organ systems are also studied using the table. The table provides students the ability to see the locations of anatomical structures in relation to each other which, in turn, makes it easier to understand how the structures work together. The cadavers (two males, two females, plus a 30-week pregnant female) are fully dissectible and can be turned to view the body from different angles. Additionally, BIO 115 (Human Biology) instructors use it to teach human bones and musculature. At this time, it is a little early to determine if the table has significantly improved the success rates in the classes, as the table was purchased in December 2021 and we also made some modifications in the curriculum as well during that time.

As of 3/2024: The College has purchased an Anatomage table for the Biology Department, as well as Anatomage VR headsets to enhance and integrate HD cadaver training experiences into the College's Life Science courses. Department Chair Lori Armstrong includes budget requests in the annual budget to attend the national Anatomage Conference to remain current on the most recent technology and best practices.



Strategic Plan

2021-2025

Target Results:

Credit Hours associated with the BIO 221 and 222 increased by 50% from 2022 to 2023
2022- 400; 2023- 600;

(Source: CROA Dashboard Hours Generated & number of Sections report)

Course Retention for BIO 221 and 222-

2022- 63.16%, 71.74%; 2023- 68.94%, 71.05%

Number of Sections Offered doubled from 7 in 2022 to 14 in 2023.

(Source: CROA-Strategic Plan-Course Retention & Success Data report)

It is too early to determine if the success rates from 2022 to 2023 have been impacted.

Recommendations: Purchase an additional table for Allied Health and Nursing for main campus in FY22. Purchase an additional table to be used at an extension center to be determined at a later date. Track table usage by course and measure corresponding course retention rates.

3/2023: Purchase initial VR headsets and software to be integrated with the Anatomage Virtual Dissection Table.

Look at expanding BIO to Anna Center.

Status

New

Continue

Modify

Complete

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Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 2) Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in our service area.

Strategy (E): Pilot the use of A/R (Augmented Reality), V/R (Virtual Reality), and/or M/R (Multiple Reality) to enhance learning in select courses.

Output/Outcome: Students will have improved and more relevant learning experiences.

Target(s): 15 Courses using A/R, V/R and/or M/R in FY22; 10% increase annually

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|----------|-----------|-----------|------------------|
| VPAA | 2G, 10C | FY22-FY25 | ≈ 2M | Unknown |

HLC Criterion: 1B, 2E, 3A, 3D

Potential Deliverables: Media coverage of new technology. Increased community perception of academic quality.

Critical Issues to Address: Creating faculty interest. Faculty training. Connecting with learning assessment to determine if learning improved. Encouraging experimentation.

Barriers to Success: Integrating for future use.

Results: As of 3/11/22 Update: A BOT faculty member has submitted a proposal to purchase VR equipment with Perkins V funds.

As of 3/2023: As of January 2023, Rob Lucas, the Educational Technology Specialist, developed a proposal to incorporate VR into the classroom. The proposal is in process as additional questions must be addressed.

As of 3/2024: The Education Technology department has collaborated with instructors from various departments, including psychology, history, and English, to enhance classroom learning by integrating existing Virtual Reality (VR) experiences. Students enrolled in these courses have had the opportunity to engage in VR simulations tailored to their specific areas of study.

Furthermore, the department has partnered with instructors from the history and agriculture departments to produce VR 360 videos that align with classroom curriculum. One notable project is the creation of the “Lewis and Clark at Fort Massac” 360 VR experience, filmed at Fort Massac, which was developed for the Fall 2023 history survey course. This innovative approach allowed students to delve deeper into the legacy of Lewis and Clark.

In addition, the department has worked with the chemistry department to pilot VR experiences in a lab setting. Currently, efforts are underway to develop a custom VR program in partnership with the cosmetology department and Valtep.

Lastly, the department assists Career Services with the deployment of CareerVR, a platform that enables students to explore various careers within virtual environments. This collaboration enhances students' career awareness and readiness while providing valuable hands-on experience in a virtual setting.

Recommendations: 3/11/22: Complete additional research, identify classes, and host an exploration fair for faculty regarding VR technology incorporation.



Strategic Plan

2021-2025

3/2023: Purchase initial VR headsets and software as included in the proposal for incorporation into SU/FA23 courses. Additional research and proposals will need to be submitted for CTE VR/AR/MR and funds allocated accordingly.

3/2024: Continue to review course syllabi to identify potential areas of exploration of course themes in VR. Continue to research VR application platforms for educational deployment. Continue to collaborate with career services on using CareerVR for career development and exploration. Explore the possibilities of visiting Arizona State University to observe the Dreamscape programs and VR development education program. Identify funding sources for VR and facility upgrades/renovations for VR labs and classrooms.

Status

New

Continue

Modify

Complete

Delete





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 2) Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in our service area.

Strategy (F): Implement the Medical Assistant Program.

Output/Outcome: Students will have increased access to high-wage/high demand careers and ability to obtain the Certified Medical Assistant (CMA) credential.

Target(s): 15 New students (Spring 22)

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|------------------------|-----------|-----------|------------------|
| VPAA | 1A, 1B, 6E, 9B, 9F, 9C | FY24 | ≈ 300K | 300 |

HLC Criterion: 1B, 3A, 4A

Potential Deliverables: Laddered Curriculum. Medical Assistant – CAAHEP (MAERB) Accreditation. CMA credentialing opportunity for students.

Critical Issues to Address: Hire FT Faculty. Classroom remodel (Anna). Startup materials, supplies, and equipment. Identification and recruitment of potential students. Decision to scale program.

Barriers to Success: 15 New students (Spring 22). CMA Credential. Finding a faculty member with the CMA credential.

Results:

As of 9/20/21 Update: The Medical Assistant Program was implemented at the beginning of the Fall 2021 semester. The Delta Healthcare Grant provided approximately \$14,000 for equipment and supplies. There was an open house on August 18, 2021, and six students are currently enrolled. Currently, the fall course is taught by an adjunct instructor, but we are advertising for a full-time faculty/coordinator

As of 3/11/22 Update: A full-time medical assistant instructor was hired. Courses are continuing to run through the spring 22 semester and are scheduled for fall 22.

As of 9/27/22 Update: A new Medical Assistant faculty was hired in September 2022. Initial enrollment was 15 with 1 waitlisted. After 10th day drop, the program enrollment is 12. We are still working on accreditation of this program, which was slowed by turnover of full-time faculty. We will continue towards accreditation and continue recruitment efforts for the next cohort of student.

As of 3/2023: Due to faculty turnover in 9/22, the accreditation process was held. This process will be resumed in FY 24.

As of 3/2024: Enrollment and Completion within the Medical Assistant program have increased since the initial implementation. Faculty Kayde Pender is working with Department Chair Ian Nicolaides to complete the CAAHEP Accreditation Process. This is planned for submission in Fall 2024. At present, Ms. Pender is taking ACUE training to meet requirements of the Program Director/ Faculty role, which must be completed prior to applying for accreditation. Students sit for the CMA certification through NCCT at this time. The classroom and lab will be remodeled in Summer 2024 to improve the current space.



Strategic Plan

2021-2025

Target results:

Credit Hours associated with the MA course subject: Credit hours (MA prefix courses): 2022- 142; 2023- 201; 2024- 322 (as of 3.22.24)

(Source: CROA Hours Generated & number of Sections report)

Recommendations: 3/11/22: Obtain Medical Assistant – CAAHEP (MAERB) Accreditation. CMA credentialing opportunity for students. Focus recruitment efforts to enroll 15 new students for Fall 22.

3/2023: Proactively seek program accreditation by FY24- Appoint a program coordinator, organize an advisory committee, complete a curriculum review, and create an accreditation application by May 2024.

3/2024: Continue to support the MA program's work towards accreditation. Transition the program to a face-to-face daytime program and consider future addition of a part-time evening program in Union County. Explore the addition of a TEAS testing component in the future to make the program more "competitive" and to also track success related to TEAS scores and student outcomes.

Status

New

Continue

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Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 2) Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in our service area.

Strategy (G): Evaluate potential expansion of the HVAC program.

Output/Outcome: Report recommending direction for HVAC program.

Target(s): Report complete by December 2022.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|---------------------------|-----------|-----------|------------------|
| VPAA | 1A, 2A, 2G, 6E, 9B, 9C | FY23-25 | Employees | None |

HLC Criterion: 1B, 3A, 4A

Potential Deliverables: Direction on HVAC accreditation/certification. Plan for developing the program.

Critical Issues to Address: Connecting this report to the Program Review process.

Barriers to Success: Cost of facility and equipment

Results: As of 3/11/22 Update: A recent labor market report by Dr. Teske shows this occupation as a high need, living wage occupation in the region.

As of 9/27/22 Update: A consultant has been hired with grant funds this fall; one to review and evaluate HVAC curriculum, develop an equipment purchase plan, and make recommendations for improvement.

As of 3/2023: In the Fall of 2022, we hired a consultant to identify competencies for the program. As of Feb 2023 we are expanding the Advisory Council to include basic electricity and increase outreach to industry partners to increase participation at the advisory meetings and capture more meaningful input.

As of 3/2024: This Program is part of the Program review process for 24-25 and will be evaluated during that process for improvements.

Recommendations: 3/2022: Begin the curriculum modification process to transition the program to an AAS aligned with NATE and ARI standards and assess equipment needs to be aligned with their requirements. Develop an equipment purchase plan to ensure the program reflects NATE and ARI equipment requirements. Establish a steering committee to review curricular alignment. Submit application for NATE and ARI by December 2024.

3/2023: If it is determined to move forward with the HVAC program, we will need a curriculum modification process to transition the program to an AAS aligned with NATE and ARI standards and assess equipment needs to be aligned with their requirements, develop an equipment purchase plan to ensure the program reflects NATE and ARI equipment requirements, and establish a steering committee to review curricular alignment. A decision will be made in spring 2024. Postpone the implementation of this strategy per the President.

3/2024: Recommend improvements as part of the Program Review process.

Status

New

Continue

Modify

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Strategic Plan

2021-2025





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 2) Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in our service area.

Strategy (H): Evaluate feasibility of expanding the Diesel Technology program.

Output/Outcome: Report recommending direction for Diesel Technology program.

Target(s): Report complete by December 2022.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-------------------------------|-----------|-----------|------------------|
| VPAA | 1A, 2A, 2E, 2G, 9B, 9C, 9F | FY25 | Employees | None |

HLC Criterion: 1B, 3A, 4A

Potential Deliverables: Direction on Diesel Technology accreditation/certification. Plan for developing the program.

Critical Issues to Address: Connecting this report to the Program Review process. Report should meet requirements of ICCB Form 20 submission.

Barriers to Success: Cost of facility and equipment.

Results: As of 3/11/22: A recent labor market report by Dr. Teske shows this occupation as a high need, living wage occupation in the region.

As of 9/27/22: A consultant has been hired to complete the feasibility report.

As of 3/2024: This program has not been evaluated for feasibility.

Recommendations: As of 3/2023: Postpone the implementation of this strategy per the President. A decision will be made in spring 2024.

As of 3/2024: Keep this program as an approved program with ICCB and consider timeline for study. Consider this program when conducting the feasibility study for a trades center building in Massac County. See 1.2.Q.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 2) Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in our service area.

Strategy (I): Evaluate the feasibility of developing a Construction Equipment Operator program.

Output/Outcome: Report recommending direction for Construction Equipment Operator program.

Target(s): Report complete by December 2023.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|------------------------|-----------|-----------|------------------|
| VPAA | 1A, 2D, 2G, 6E, 9C, 9F | FY25 | Employees | None |

HLC Criterion: 1B, 3A, 4A

Potential Deliverables: Direction on Construction Equipment accreditation/certification. Plan for developing the program.

Critical Issues to Address: Develop partnership with IUOE Union to develop report. Report should meet requirements of ICCB Form 20 submission.

Barriers to Success: Cost of facility and equipment.

Results: As of 3/11/22: A recent labor market report by Dr. Teske shows this occupation as a high need, living wage occupation in the region.

As of 3/2024: This program has not been evaluated for feasibility.

Recommendations: As of 3/2023: Postpone the implementation of this strategy per the President. A decision will be made in spring 2024.

As of 3/2024: Do not continue at this time.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 2) Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in our service area.

Strategy (J): Evaluate the feasibility of developing an Industrial Mechanics program.

Output/Outcome: Report recommending direction for Industrial Mechanics program.

Target(s): Report complete by December 2023.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|----------|-----------|-----------|------------------|
| VPAA | 9B, 2G | FY25 | Employees | None |

HLC Criterion: 1B, 3A, 4A

Potential Deliverables: Direction on Industrial Maintenance accreditation/certification. Plan for developing the program.

Critical Issues to Address: Report should meet requirements of ICCB Form 20 submission.

Barriers to Success: Cost of facility and equipment.

Results: As of 3/11/22 Update: A recent labor market report by Dr. Teske shows this occupation as a high need, living wage occupation in the region.

As of 3/2024: This program has not been evaluated for feasibility.

Recommendations: As of 3/2023: Postpone the implementation of this strategy per the President. A decision will be made in spring 2024.

As of 3/2024: Do not continue at this time.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 2) Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in our service area.

Strategy (K): Explore options to improve relevance of Information Technology programs.

Output/Outcome: Report recommending direction for Information Technology programs.

Target(s): Program designed as CBE by May 2025. 10 new completing 30 credit hours in FY26

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|----------|-----------|-----------|------------------|
| VPAA | 9B, 2G | FY25-26 | ≈45K | 300 |

HLC Criterion: 1B, 3A, 4A

Potential Deliverables: Direction on Information Technology accreditation/certification. Plan for developing the programs.

Critical Issues to Address: Connecting this report to the Program Review process. Report should meet requirements of ICCB Form 20 submission.

Barriers to Success:

Results: As of 3/2023: As part of a statewide consortium, the College received the Strengthening America's Community Colleges grant for the development of an IT Computer Support Specialist certificate. The grant, totaling \$540,000 over the course of four years will support, in part, the development of a competency-based IT program.

As of 3/2024: The Information Technology program is next in line to evaluate for Competency Based Education. This will occur in 2025.

Recommendations:

As of 3/17/22 Update: Evaluate labor market data and program need to determine sustainability for full-time faculty hire in Information Technology.

As of 9/27/22: Healthcare Workforce Program (PATH) Grant (\$358,063) will support faculty to evaluate/redesign the Informational Technology program

As of 3/2023: Hire a FT IT faculty member to start in Spring 2024 to support the redesign and development of the program. Develop an equipment purchase plan and establish a steering committee to ensure program aligns with local labor market needs. Start program enrollment for the fall of 2024.

As of 3/2024: Continue recommendation to review this program. in developing the schedule for Fall 24, we scheduled courses needed by students presently enrolled in the program to assist in program completion. New students will not be enrolled until the program can be redesigned during AY26. Enter into a contract with WIDS for the development of a CBE program offering stackable certificates (CompTia) ≈45K (hopeful for grant funds) beginning August 2024.

Status New Continue Modify Complete Delete



Strategic Plan

2021-2025





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 2) Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in our service area.

Strategy (L): Explore options to improve relevance of the Health Information Technology program.

Output/Outcome: Report recommending direction for the Health Information program.

Target(s): Report complete by May 2022.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|------------|-----------|-----------|------------------|
| VPAA | 1A, 2A, 2G | FY24 | Employees | None |

HLC Criterion: 1B, 3A, 4A

Potential Deliverables: Plan for developing the Health Information Technology program.

Critical Issues to Address: Connecting this report to the Program Review process. This program should be connected to the AHIMA accreditation and students should be able to sit for the RHIT exam.

Barriers to Success: Attracting qualified staff, limited student interest.

Results: As of 3/11/22: K. Sauerbrunn and Dr. Teske have completed a labor market analysis for HIT occupations. They have developed an employer survey and will launch it this spring to assess the need and entry wage in our area medical facilities.

As of 3/2023: A report was completed recommending direction for the HIT program, including a multi-phased approach to build out a full-two-year program.

As of 3/2024: Exploration of this program continues through the work of Dr. Nicolaides. Most current adjuncts are located out of state/ not geographically able to develop a face-to-face program. This remains ongoing and will explore a contracted position to develop the program in 2024.

Recommendations: 3/11/22: Develop a steering committee to assist with the report and development of a potential program.

As of 3/2023: Review the report and determine the existing program's viability and the possibility of incorporating the short-term certificates into the MA program.

As of 3/2024: Hire a full-time Registered Health Information Administrator to develop and run a full-time face-to-face or hybrid HIT program with stackable credentials. (Billers/Coding/Coding Specialist)

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 2) Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in our service area.

Strategy (M): Evaluate the feasibility of providing academic programming at the Shawnee and Vienna Correctional facilities.

Output/Outcome: Report recommending, program standards, cost efficiencies, and potential expansion possibilities.

Target(s): Report complete by August 2021

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|---|-----------|-----------|------------------|
| VPAA | 1A, 1B, 2A, 2G, 9A, 9B, 9C | FY22 | Employees | None |
| HLC Criterion: | 1B, 3A, 4A | | | |
| Potential Deliverables: | Recommendation for providing academic programming at Shawnee & Vienna Correctional facilities. | | | |
| Critical Issues to Address: | If an agreement can be made, the value of the contract is ≈\$5.2M. We will need to invest a significant amount of money to start the programs. We will need to integrate current Lake Land employees into our payroll. Negotiating with AFSCME employees. Finding qualified faculty for several CTE programs. | | | |
| Barriers to Success: | State of Illinois not paying invoices promptly. | | | |

Results: As of 9/20/21 Update: A cost analysis for academic programming at the Shawnee and Vienna Correctional facilities has been prepared, and the College in communication with Illinois Community College Board (ICCB) and Illinois Department of Corrections (IDOC) regarding this analysis and next steps.

As of 3/11/22 Update: The report was presented to the BoT in fall 2022. It was determined that moving forward was not feasible.

Recommendations:

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 2) Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in our service area.

Strategy (N): Evaluate and optimize athletic programming.

Output/Outcome: Report recommending, program standards, cost efficiencies, and potential expansion possibilities.

Target(s): Plan complete by December 2023

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|---------------------|-----------|-----------------|------------------|
| VPSA | 3F, 3G, 3H, 6C, 18B | Ongoing | Employees, ≈15K | None |

HLC Criterion: 1C, 5C

Potential Deliverables: Recommendations for strengthening athletic programs, including consideration for starting programs in eSports, cross country, golf, bowling, and soccer.

Critical Issues to Address: Future of GRAC.

Barriers to Success: Current costs of athletic programs and concerns about scholarships to recruit athletes.

Results: As of 3/9/22 Update: Teale Betts, Coordinator of High School Partnerships & Pathways, has been surveying schools as she does her introductory meetings to determine the athletic teams and clubs that each high school has. This information will help us in recruiting for both athletic teams and clubs/organizations on campus. The information will be shared across campus so that such academic departments as agriculture and music can utilize it to focus on recruiting those students.

As of 9/27/22 Update: In April 2022, the Athletic Programming Evaluation was put on hold until FY24. The Board of Trustees asked for an update of current teams and student-athletes. AD Sparks provided a report at the September 2022 Board of Trustees meeting.

Recommendations: 3/9/22: Send survey results to all employees for them to recruit students based on interests. Consider hiring a consultant to perform a feasibility study.

3/2023: Begin searching for a consultant to conduct a feasibility study.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 2) Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in our service area.

Strategy (O): Develop measures and targets for CTE program performance.

Output/Outcome: Meaningful measures for students and the community that assist with guiding program improvement.

Target(s): CTE program performance measures are approved by Academic Standards by May 2025.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|--|-----------|-----------|------------------|
| VPAA | 1A, 1B, 2A, 2B, 2E, 2F, 2G, 3A, 6A, 6E, 9A, 9B, 9C, 9F | FY23-25 | ≈100K | Unknown |
| HLC Criterion: | 1B, 3A, 4A | | | |
| Potential Deliverables: | Graduate Follow-up information. Employer Satisfaction Information. Program Outcome Standards. Strengthen program web information. All programs have external certifications, if available. A process for evaluating the effectiveness of CTE programs. | | | |
| Critical Issues to Address: | Utilize program review data to guide CTE Program Performance. Integrate with shared governance structure. | | | |

Barriers to Success:

Results: As of 3/2023: The new Dean of CTE began in January 2023.

As of 3/2024: Measures and targets for CTE programs have not been explicitly developed and organized in a manner that can be publicized to the community.

Advisory Meetings have demonstrated increased attendance in both the SP23 and FA23 and surveys were completed in FA23 for the WEL advisory meeting for industry satisfaction and recommendations.

Recommendations: As of 3/2023: VPAA should work with Institutional Effectiveness and Academic Standards to develop a comprehensive list of key performance indicators and baselines.

As of 3/2024: Continue to enhance the advisory meetings with increased industry participation, increase the use of surveys and Career Coach. Still need to develop measures and targets for CTE program performance. Consider hire of a PT CTE project coordinator for 2 years to assist with grant projects, implantation of CTE initiatives, and develop targets using Clean Energy grant funds ≈100K

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 2) Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in our service area.

Strategy (P): Improve the welding program.

Output/Outcome: Students will have increased access to high wage/high demand careers and ability to obtain ASE certification.

Target(s): 10 new completing 45 credit hours

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|---|-----------|-----------|------------------|
| VPAA | 1A, 1B, 2G, 7B, 9B, 9F | FY24-25 | ≈215K | 450 New |
| HLC Criterion: | 1B, 3A, 4A | | | |
| Potential Deliverables: | Laddered Curriculum. Integration with Vocational Center. Dual Credit opportunities. AWS Accreditation and certifications. | | | |
| Critical Issues to Address: | Faculty qualifications. Advisory Committee activity. Tools & Trainers. Obtain Accreditation by Fall 2024. Timeline for ICCB and HLC approval for CBE. | | | |
| Barriers to Success: | Need a couple of years of job placement results | | | |

Results: As of 3/2023 Update: A new faculty member was hired. We were part of the ICCB welding pilot to help launch CBE in welding. A list of equipment needs has been compiled.

A Congressional funding request was submitted the beginning of March 2023 with nearly ≈300K requested to support this strategy. We are hopeful to know in the Fall 2023 if it is funded.

A trades grant was submitted on 4/18/23 for funding for the welding program and WIDS curricular software (400,000).

A night class is being added in the Fall.

As of 3/2024: The welding program was approved by ICCB as a program of study. Equipment has been purchased through the Perkins grant and Trades grant. Results: credit hours- 2021-459, 2022- 771, 2023- 730, 2024- 1,343 (CROA dashboard report, Hours Generated & Number of Sections)

Target Results:

Credit Hours associated with the WEL course subject for 2020- 196, 2021- 199, 2022- 273, 2023- 383, 2024- 419

(Source: CROA Hours Generated & number of Sections report)

Recommendations: 3/2023: Proceed with ICCB POS Approval. Purchase of up-to-date equipment and trainers.

As of 3/2024: CBE design to continue with ICCB submission before FA24. In conjunction with 1.2.C. (Auto), upgrade equipment and purchase additional equipment for dual credit program in Massac County using grant funds- Clean Energy grant and FY25 Trades grant (if funded, will



Strategic Plan

2021-2025

know May, 2024). ≈150K for welding equipment, another FT Trainer ≈65K, contractual curriculum development support ≈18K

Expand dual credit opportunities in trades

*Part of feasibility study for a trades center in Massac County (1.2.Q.)

Status

New

Continue

Modify

Complete

Delete





Strategic Plan

2021-2025

Goal 1: Identify and Develop Programs that Meet the Educational Needs of our Community and Region

Objective 2) Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in the service area.

Strategy (Q): Evaluate the feasibility of developing a Construction Technician program.

Output/Outcome: Report recommending direction for Construction Technician program.

Target(s): Report complete by December 2025.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|--------------------------|-----------|-----------|------------------|
| VPAA | 1A, 2D, 2G, 6E, 9C, & 9F | FY25 | ≈350K | |

HLC Criterion: 1B, 3A, 4A

Potential Deliverables: Direction on Construction Tech accreditation/certification. Plan for developing the program.

Critical Issues to Address: Report should meet requirements of ICCB Form 20 submission.

Barriers to Success:

Results: This program has not been evaluated for feasibility. If the FY25 Trades grant is funded, we will work with Local 773 and Oasis if Marion to expand construction tech courses into the HS as dual credit “pre-apprenticeships” and potentially offer paid work-based learning experiences. This will include purchasing equipment and building out some courses. A feasibility study will be conducted by the architect on a building identified in Massac County for a trades center that would include this program and several others (i.e. welding, diesel, auto, etc.) using the Clean Energy grant ≈350K

Recommendations: Keep this program as an approved program with ICCB and consider timeline for study.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 1: Identify and Develop Programs that Meet the Educational Needs of our Community and Region

Objective 2) *Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in the service area.*

Strategy (R): Develop and implement a short-term Health Sciences Careers Pathway (HSCP) certificate.

Output/Outcome: Students will have increased access to high-wage/high demand careers and a clearly outlined pathway to a career in the Health Sciences through a short-term credential geared toward a dual credit audience.

Target(s): 10 new students enroll in the HSCP credential.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|------------------------------|-----------|--------------------------------|------------------|
| VPAA | 1A, 2A, 2E, 2G, 9B, 9C, &9F. | FY24 | \$1,200 for Course Development | |

HLC Criterion: 1B, 3A, 4A

Potential Deliverables: Short-term credential created and approved through ICCB.

Critical Issues to Address: HLC requirements in that 51% of coursework must be offered at approved location. Align coursework and pathways with Programs of Study. Collaborate with high school districts to build out as part of the CCPE.

Barriers to Success: Finding qualified and available faculty member to teach.

Results: As of 3/2024: Steps to creating this certificate have been taken. A Health Careers Exploration course was developed in November 2023. This course will be part of a health science-focused pathway. This meets the needs for area high school's CCPE's and will implemented as dual-credit where available. Next steps will be to develop the certificate and find qualified faculty to teach this course at main campus or extension centers for non-dual-credit students. Additionally, other health science options have recently been added in a Kinesiology discipline.

Recommendations: As of 3/2024: Continue working on the short-term certificate and hiring qualified faculty to provide the Health Career Exploration course.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 1: Identify and Develop Programs that Meet the Educational Needs of our Community and Region

Objective 2) Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in the service area.

Strategy (S): Develop and implement a CBE online Business program.

Output/Outcome: Students will have increased access to high wage/high demand careers and ability to obtain industry-recognized certifications.

Target(s): 10 new completing 45 credit hours

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|----------------------------|-----------|---|------------------|
| VPAA | 1A, 2A, 2E, 2G, 9B, 9C, 9F | FY25-26 | \$150,000 (Business faculty, curriculum software, curriculum development stipends, consultant fees) | 450 |

HLC Criterion: 1B, 3A, 4A

Potential Deliverables: Laddered curriculum, open entry/open exit program

Critical Issues to Address: Hire a FT Business Instructor. Policies and procedures will need update to accommodate CBE model. Hire a CBE expert to consult on design and implementation

Barriers to Success: HLC approval for CBE Welding must occur prior to other programs being approved. Hire a FT Business Instructor. Policies and procedures will need update to accommodate CBE model.

Results: As of 3/2024: A Full-Time business faculty position is posted for FY25.

Recommendations: As of 3/2024: Have the business faculty hire begin working with the Curriculum Development manager, beginning in Fall 24 to develop a CBE program. Enter into a contract with WIDS for the development of a CBE program offering stackable certificates ~45K (hopeful for grant funds) beginning August 2024.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 1: Identify and Develop Programs that Meet the Educational Needs of our Community and Region

Objective 2) Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in the service area.

Strategy (T): Enhance OTA program.

Output/Outcome: Students will have increased access to high wage/high demand careers and ability to obtain industry-recognized certifications.

Target(s): 10 students enrolled for Fall 2024.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|--------------------------|-----------|-----------|-------------------------|
| VPAA | 1A, 2D, 2G, 6E, 9C, & 9F | FY24-25 | ≈675K | 300 credit hours (FY25) |

HLC Criterion: 1B, 3A, 4A

Potential Deliverables: Transfer of ACOTE accreditation to SCC from SICCM.

Critical Issues to Address: Ensure proper facilities and equipment according to ACOTE standards. Hire OTA staff. Marketing/Communication plan, internally and externally.

Barriers to Success: Facilities upgrades, accreditation timeline

Results: Accreditation was successfully obtained, program coordinator and fieldwork person have been hired, facility upgrades began April 2024, and over 20 students have expressed interest in the program with completed applications being submitted.

Recommendations:

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 1: Identify and Develop Programs that Meet the Educational Needs of our Community and Region

Objective 2) Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in the service area.

Strategy (U): Develop and implement a Respiratory Therapy Program.

Output/Outcome: Students will have increased access to high wage/high demand careers and ability to obtain industry-recognized certifications.

Target(s): 10 new completing Respiratory Therapy A.A.S Degree

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|----------------------------|-----------|--|---|
| VPAA | 1A, 2A, 2E, 2G, 9B, 9C, 9F | FY25-26 | \$175,000 (Faculty and required Director roles, curriculum development, lab setup) plus Construction Costs for classroom/ lab at Union County Center | 70 credit hours for AAS * 10 students = 700 credit hours (healthcare) |

HLC Criterion: 1B, 3A, 4A

Potential Deliverables: Meeting community need as advised by advisory partners

Critical Issues to Address: Hire a FT Program Director, Director of Clinical Education, and Medical Director. Construction to Union County Center for Respiratory Therapy Classroom and Lab space.

Barriers to Success: Finding qualified faculty to administer program.

Results: In discussion with SIH Respiratory Care Manager and Advisory meeting scheduled for April 25, 2024.

Recommendations: For FY25, obtain curriculum, continue discussions on equipment procurement from partners such as SIH, meet with CFO regarding renovations for the Union County Center for 1 classroom and 1 lab.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 1: Identify and Develop Programs that Meet the Educational Needs of our Community and Region

Objective 2) *Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in the service area.*

Strategy (V): Develop and implement a Paramedic Program.

Output/Outcome: Students will have increased access to high wage/high demand careers and ability to obtain industry-recognized certifications.

Target(s): 8 new completing 66 credit hours

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|----------------------------|-----------|---|---|
| VPAA | 1A, 2A, 2E, 2G, 9B, 9C, 9F | FY25-26 | \$105,000 (Faculty, curriculum, curriculum development stipends, additional Paramedic supplies/equipment) | 66 credit hours for AAS * 8 students = 528 credits (healthcare) |

HLC Criterion: 1B, 3A, 4A

Potential Deliverables: EMR to EMT to Paramedic Program, exploring Paramedic to RN option.

Critical Issues to Address: Hire a FT Paramedic Instructor; finding clinical agencies for completing clinical rotations for all students in the region.

Barriers to Success: Finding qualified faculty to administer program;

Results: Advisory meeting to be held April 25, 2024 with EMS agencies invited to attend.

Recommendations:

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 3) Strengthen partnerships with local business leaders and community stakeholders.

Strategies

Strategy (A): Strengthen Advisory Committees and ensure all CTE programs conduct at least bi-annual meetings.

Strategy (B): Engage President's Community Advisory Committee members to host an annual community forum event.

Strategy (C): Strengthen relationships with local Chambers of Commerce.

Strategy (D): Establish a College presence at County Board Meetings in all five Counties.

Strategy (E): Establish a College presence at City Council Meetings throughout the College's service area.

Strategy (F): Strengthen College presence with Southern 5 Regional Planning District & Development Commission.

Strategy (G): Strengthen College presence with Southern 14 Workforce Investment Board.

Strategy (H): Strengthen College engagement with Local K-12 Schools.





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 3) Strengthen partnerships with local business leaders and community stakeholders.

Strategy (A): Strengthen Advisory Committees and ensure all CTE programs conduct at least bi-annual meetings.

Output/Outcome: External recommendations to guide program improvement.

Target(s): 100% of CTE program will conduct meetings annually.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|----------|-----------|-----------|------------------|
| VPAA | 2G, 6A | FY25 | ≈ 13K | None |

HLC Criterion: 1B, 3A, 4A

Potential Deliverables: Active Advisory Council for each CTE program. Advisory Council Handbook. Outcomes from fall meetings should be focused on curricular issues. Outcomes from spring meetings should focus on program improvement issues. Advisory Committee participation should be integrated into program review process.

Critical Issues to Address: Resistance to meeting. Ensure advisory handbook reflects an inclusive list of participants.

Barriers to Success:

Results: As of 9/20/21 Update: CTE Advisory Committee meetings have been scheduled for Fall 2021 to begin developing meaningful measures and targets for each program and a plan for program improvements that will lead to obtaining external certifications, if available.

As of 3/11/22 Update: The following eligible CTE programs are working on submitting programs of study (POS) applications to ICCB to be eligible for Perkins V funding for FY23 and beyond: Accounting, Agriculture (both programs), Business Management, Computer Systems, Criminal Justice, CNA/PN/ADN, HVAC, and the SICCM programs of Medical Lab Tech, Occupational Therapy Assistant, and Surgical Tech. In these POS applications, programs are asked to review their learning outcomes and align them with industry standards. The project is expected to be completed and submitted to ICCB by April 8, 2022.

The following CTE programs held 2021 Fall Advisory meetings in October and November: Accounting, Agriculture, Business Management, Computer Systems, Construction Management, Cosmetology, Criminal Justice, Truck Driving, and Welding.

The Spring 2022 CTE Advisory meeting is scheduled for March 21, 2022. There will be a general session with dinner, then CTE programs will have breakout meetings for their respective programs. The following programs are participating: HVAC, Basic Electricity, Truck Driving, Welding, Cosmetology, Agriculture, Criminal Justice, Business, Accounting, Computer Systems, Construction Management, and Automotive. Nursing has their own Advisory Council, as well as the SICCM programs of Medical Lab Tech, Occupational Therapy Assistant, and Surgical Tech.

Dr. Teske has convened an ad hoc committee that is working on researching an employer survey and developing a graduate follow-up survey, ensuring the survey aligns to SCCES. B. Goforth will assist with the implementation and administration of the employer and graduate follow-up surveys.



Strategic Plan

2021-2025

As of 9/27/22 Update: We are in the process of scheduling CTE advisory council meetings to be held in October 2022.

As of 3/2023: Advisory meetings were held in the Fall of 2022 and are currently in process for Spring 2023, with the Spring meetings to focus upon program improvement issues.

A list of Spring CTE meetings and the number of external stakeholders is as follows:

AG March 15: 11 stakeholders

Crim Justice March 13: 8 stakeholders

COS March 13: 3 stakeholders

Welding April 14: 3 stakeholders

COM April 15:

BEL and HVAC April 20-21:

AUT April 25:

TDR April 27:

As of 3/2024: Advisory Meetings have demonstrated increased attendance in both the SP23 and FA23 and surveys were completed in FA23 for the WEL advisory meeting for industry satisfaction and recommendations.

Recommendations: 3/11/22: CTE programs identify and map industry standards to program learning outcomes through the POS development process.

Update curriculum guides to include labor market information and updated pathways and ensure that these are aligned with information on our website.

As of 3/2023: Expand strategic partnership with local labor unions. Develop an advisory handbook and policy.

As of 3/2024: Continue to enhance the advisory meetings with increased industry participation, increase the use of surveys and Career Coach. Involve Career Services.

Status

New

Continue

Modify

Complete

Delete





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 3) Strengthen partnerships with local business leaders and community stakeholders.

Strategy (B): Build a new President's Community Advisory Council.

Output/Outcome: A council that recommends ways in which the College can engage with the community.

Target(s): Activities to inform future strategic planning.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|--|-----------|-----------|------------------|
| President | 1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 2F, 2G | Annually | ≈1K | None |
| HLC Criterion: | 1A, 1B, 2B, 5C | | | |
| Potential Deliverables: | Outcomes will be shared in the President's monthly Board of Trustees reports. Report may include attendees, topics discussed, SCC contributions to events, and potential areas for future partnership. Activities requiring resources will be considered prior to the development of the College's budget. | | | |
| Critical Issues to Address: | Identifying a diverse group of key stakeholders for the Council. Managing perception of other community colleges. | | | |
| Barriers to Success: | Time available/scheduling conflicts | | | |

Results: As of 3/15/22: Dr. Taylor has met, individually, with each member. A meeting is planned for the Summer of 2022.

As of 9/27/22: Dr. Taylor has met with various members of the President's Advisory Committee since March 2022

2021 Community events attended by Dr. Taylor include:
 August 2021- Ribbon Cutting at Anna Ext for Medical Asst Program
 Ribbon Cutting MAP in Karnak
 Sept 9 & 23 Rotary Club of Anna
 Sept 10 Union County Country Club golf scramble
 Presented trophy AJ high football game
 Sept 14 Kiwanis of Metropolis
 Sept 16 SIUC conference
 Sept 23 Business & Community Leaders dinner Vienna HS
 Oct 7 5 SIEC Annual Mtg.
 Oct 10 Rotary Build Display
 Oct 12 Superintendent Social Gathering SCC L Atrium
 Oct 14 & 28 AJ Rotary
 Oct 21 Rotary ribbon cutting for Pumpkin Town
 Oct 22 AJ's Senior night-SCC game sponsor
 Oct 30 Halloween in the Park
 Nov 4 Southeast Region Trustees Mtg. at JAL College
 Nov 10 4 Town Hall with Dale Fowler
 Nov 16 Shawnee School District Superintendent Mtg.
 Nov 18 Rotary AJ Mtg.



Strategic Plan

2021-2025

Nov 27 Rotary Reindeer Run
Dec 4 Metropolis Christmas Parade
Dec 5 Rotary Bell Ringing Kroger in Anna
Dec 9 & 23 AJ Rotary Mtg.

2022:

Jan 13 & 27 Rotary of Anna
Jan 14 EJI Community Remembrance Planning Mtg.
Jan 29 Union Co Chamber Annual Gala
Jan 31 5 County Vocational Visit
Feb 9 10 Black History Month Program JAL College
Feb 10 & 24 Rotary of Anna
March 3 Pulaski-Alexander Co Soil and Water Mtg.
March 10 & 24 Rotary of Anna
 Joint CEO/CAO/CSSO Meeting Peoria
March 31 Business and Community Leaders Dinner at Vienna High School
April 7 & 28 Rotary of Anna
April 25 Johnson Co Top Flight Program at Vienna High School
April 29 College Signing Day at Massac
May 4 Union Co CEO Trade Show
May 10 Century Awards Dinner
May 12 Joppa High School Graduation
May 19 Anna Junior High Graduation
May 20 Vienna HS Graduation
June 7 SI Now: Education and Workforce Development
June 9 Rotary of Anna
June 13 Lions Club Mtg of Cobden Program
June 23 Laborers Local Golf at Kokopelli Golf Club
June 25 Rotary Inter Club at Giant City Lodge
July 2 Anna-Fireworks in the Park
Sept 2 -4pm Adopt a Highway Project
Sept 9 Golf Scramble
Sept 10 NAACP Event at Cairo High School
Sept 13 High School Counselor's Retreat at Star View Vineyards
Sept 15 ICCB Mixer
Sept 16 ICCB Meeting at JAL College
Sept 30 AJ Homecoming Parade
Oct 1 Johnson County Fall Fest Parade
Oct 14 AJ Senior Night Sponsor at the high school
Oct 22 Fireman's Fall Fest Parade in Mounds
 Pulaski Pecan Bonanza Parade
Nov 26 Anna Reindeer Run
Dec 2 Adopt a Highway Project-pick up trash
Dec 3 Metropolis Christmas Parade
Dec 15 SICCM meeting at JAL College



Strategic Plan

2021-2025

As of 3/2024:

May 1, met with Lynne Chambers (President Advisory Committee) to discuss potential community education opportunities.

May 6, Attended Magnolia Celebration in Cairo.

May 9, Met with Darren Bailey.

Sept 29, met w/ Josh Downs from the Illinois Comptroller's Office. Mr. Downs, a staff liaison from Secretary Mendoza's office, was instructed to communicate w/ me on her behalf.

Oct 04, participated in the SiNOW Education and Workforce Committee meeting. The Education and Workforce Committee is one of three SiNOW Success Initiative Committees working toward growing the economy of Southern Illinois.

Nov 07 – Trustees Darden, Holt, Schultz, Shelton-Yates and I attended the Southern Illinois Community College Regional Trustees meeting hosted by Southeastern Illinois College.

Feb 02 – Attended SiNOW meeting

Recommendations: 3/2023: Diversify the advisory Council to include members from several industries. Reach beyond our 5 counties.

Status

New

Continue

Modify

Complete

Delete





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 3) Strengthen partnerships with local business leaders and community stakeholders.

Strategy (C): Strengthen relationships with local Chambers of Commerce.

Output/Outcome: A list of community recommendations to guide institutional improvement.

Target(s): Complete annual Chamber of Commerce Engagement Report with outcomes to update Strategic Plan.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|--|-----------|-----------|------------------|
| President | 1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 2F, 2G | Annually | Employees | None |

HLC Criterion: 1B, 5C

Potential Deliverables: All engagement reports will include, at a minimum, attendees, topics discussed, SCC contributions to events, and potential areas for future partnership. All engagement reports can be combined into a single report. Activities requiring resources will be considered prior to the development of the College's budget.

Critical Issues to Address: Engaging VP's, Extension Center Directors, and Deans.

Barriers to Success:

Results: As of 3/14/22 Update: Dr. Taylor attended the Union Co Chamber Gala on January 29, 2022; Johnson Co Business Group Meeting s in July & September 2021

Dr. Mason meets monthly (since 9/2021) with the Johnson County Business Group, a fledgling chamber interested in promoting small business development in the county. On February 7, 2022, SCC hosted the group's meeting at the main campus. Staff presented a workshop on business financing and potential partnership with the local WIOA board

As of 9/27/22 Update: Dr. Taylor continues to attend Chamber of Commerce functions.

As of 3/2023 Update: The following events pertaining to businesses in our service area have been attended by SCC employees:

| | | |
|-------------------------------------|----------------------|----------------------------------|
| Johnson County Small Business Group | 11/14/2022 | Laura Hosfeldt |
| Johnson County Small Business Group | 02/03/2023 | Brett Whitnel |
| Johnson County Small Business Group | 03/09/2023 | Laura Hosfeldt and Brett Whitnel |
| Union County Chamber | September 9, 2022 | Mandy Palmer |
| Union County Women in Business | September 21, 2022 | Mandy Palmer |
| Union County Women in Business | November 9, 2022 | Mandy Palmer |
| Union County Women in Business | January 11, 2023 | Mandy Palmer |
| Union County Chamber | March 2, 2023 | Mandy Palmer |
| Union County Women in Business | March 8, 2023 | Mandy Palmer |
| Metroplis Rotary Meetings | January and February | Beth Crowe |

As of 3/2024: Union County Center:
Union County Chamber of Commerce:
4/13/23



Strategic Plan

2021-2025

5/4/23
6/1/23
7/6/23
8/3/23
9/7/23
11/2/23
12/7/23
1/4/24
2/1/24

Union County Women in Business:

1/10/24
2/14/24

Mar 15, Attended the Job Fair and talked with several employers who were participating in the event.
May 24, Hosted a meeting with Clarissa Fox, Julie Earley, Chris Everett, Brad Zesche, and Lindsay Zesche to discuss a proposal aimed at resurrecting the fall musical. At the conclusion of this meeting, these individuals were appointed to spearhead efforts aimed at forming a SCC Patron of the Arts Committee and to begin planning for a Fall 2023 musical community outreach event.
June 22, Attended the Ed Smith Golf Scramble.
Sept 08 – Annual Saints Athletics Golf Scramble
Sept 22 – Participated in Union County CEO Program Mentorship kickoff event.
Oct 07 – Participated in Johnson County Fall Fest Parade
Oct 19 and Nov 13 – Participated in Union County CEO Mentorship Program.
Dec 04 – Participated in the Entrepreneurial Business Expo; introduced Senator Fowler, Representative Windhorst, and Representative Jacobs.
Dec 19 – Jingle & Mingle Celebration for the Union County CEO program
Feb 03 – Attended Union County Chamber Gala Attendance
Mandy Palmer attended the Union County Chamber of Commerce on 4/13/23, 5/4/23, 6/1/23, 7/6/23, 8/3/23, 9/7/23, 11/2/23, 12/7/23, 1/4/24 and 2/1/24
Mandy also attended the Union County Women in Business meetings on 1/10/24 and 2/14/24

Recommendations: 3/2022: Rewrite these strategies to reflect political organizations, economic development organizations, community organizations, and education institutions.
Engage senior-level, mid-level, and front-line managers/supervisors in these activities.
3/2023: Consider expanding to the Chambers outside of our 5 counties.

Status

New

Continue

Modify

Complete

Delete





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 3) Strengthen partnerships with local business leaders and community stakeholders.

Strategy (D): Establish a College presence at County Board Meetings in all five Counties.

Output/Outcome: County Boards see SCC as a valuable economic development partner.

Target(s): Annual "State of the College" presentation at County Board Meetings

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|---|-----------|-----------|------------------|
| President | 1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 2F, 2G | Annually | Employees | None |

HLC Criterion: 1B, 5C

Potential Deliverables: "State of the College" presentation. Attendance will be noted in monthly senior leadership Board of Trustees reports. Schedule reflecting who will attend throughout the year. Activities requiring resources will be considered prior to the development of the College's budget.

Critical Issues to Address: Gaining access to Board meetings. Internally communicating opportunities for College to provide services to the community.

Barriers to Success:

Results: As of 3/14/2022 Update: Dr. Taylor is scheduled to attend the Union Co Commissioners Meeting on March 25
Dr. Mason and staff attend the monthly Union County Chamber of Commerce and Economic Development Committee.

As of 4/2023: Dr. Taylor has attended the following county board meetings: March 25, 2022- 8 Union County Commissioners meeting; January 10, 2023-Johnson County Commissioners meeting. Trustee McMahan attends all Johnson County Commissioners meetings.

In collaboration with Massac County Board of Commissioners, Southern Five Planning Commission, Massac Unit 1 and Joppa Maple Grove Unit #38, a welding program will be offered at both Massac and Joppa high schools. It was determined that each high school already has sufficient space and that electricity and exhaust systems were already in place. Grant funds would be used to purchase equipment and staff to provide instruction and program coordination. This course offering would align with courses offered at Shawnee Community College.

Also, it was agreed that a joint automotive/autobody program would be created. Using exiting staff and lab space in both schools, Massac Unit 1 would offer automotive technician training and Joppa Maple Grove would offer Autobody repair training. The students could take classes at both facilities, with grant money being used for transportation costs. Equipment upgrades would also take place within both programs using grants funds. Program curriculum would align with courses offered at Shawnee college to give the high school students an opportunity to maximize the time spent in high school in preparation for further training after high school graduation.

Recommendations: 3/2022: Rewrite these strategies to reflect political organizations, economic development organizations, community organizations, and education institutions.
Engage senior-level, mid-level, and front-line managers/supervisors in these activities.



Strategic Plan

2021-2025

4/2023: Continue to work with Massac County Board of Commissioners, Southern Five Planning Commission, Massac Unit 1 and Joppa Maple Grove. The goal is for the schools to purchase a building that would allow for a combined career and technology training center for Massac County. Grant funds would be expended in Year 1 for the purchase and upgrades to a facility with hopes of having a combined facility by year 2 of the grant. This would allow for expansion in the area of basic electricity, HVAC, and construction trades.

Status

New

Continue

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Complete

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Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 3) Strengthen partnerships with local business leaders and community stakeholders.

Strategy (E): Establish a College presence at City Council Meetings throughout the College's service area.

Output/Outcome: City Council engagement report.

Target(s): Complete annual City Council Engagement Report with outcomes to update Strategic Plan.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|--|-----------|-----------|------------------|
| President | 1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 2F, 2G | Annually | Employees | None |

HLC Criterion: 1B, 5C

Potential Deliverables: All engagement reports will include, at a minimum, attendees, topics discussed, SCC contributions to events, and potential areas for future partnership. All engagement reports can be combined into a single report. Activities requiring resources will be considered prior to the development of the College's budget.

Critical Issues to Address:

Barriers to Success:

Results:

As of 3/14/22: Developed a plan in January 2022 for meeting with County Boards/Councils in 2022

As of 9/27/22: Dr. Taylor attends Commissioner's meetings in Union County and meetings with local city mayors

As of 3/2024: 07/10, Met w/ Mayor Rodney Wood of Mounds

Recommendations: 3/2022: Rewrite these strategies to reflect political organizations, economic development organizations, community organizations, and education institutions. Engage senior-level, mid-level, and front-line managers/supervisors in these activities.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 3) Strengthen partnerships with local business leaders and community stakeholders.

Strategy (F): Strengthen College presence with Southern 5 Regional Planning District & Development Commission.

Output/Outcome: Grant opportunities to support the strategic initiatives of the College.

Target(s): Resources to accomplish Strategic Plan initiatives.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|--|-----------|-----------|------------------|
| President | 1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 2F, 2G | Annually | Employees | None |

HLC Criterion: 1B, 5C

Potential Deliverables: Outcomes will be shared in the President’s monthly Board of Trustees reports. Report may include attendees, topics discussed, SCC contributions to events, and potential areas for future partnership.

Critical Issues to Address: Engagement throughout the College to write RFPs.

Barriers to Success: Prioritizing and managing multiple grant projects.

Results:

As of 9/20/21 Update: Southern 5 Regional Planning District & Development Commission meetings attended- July 20th, August 24th

As of 3/14/22 Update: Dr. Taylor Met with Johnson County Economic Development in February 2022; Met with Five-County Regional Vocational Center in January 2022; Participated in TRIOSS Regional Professional Development Program in January 2022; 5-County Regional Vocational Superintendent Meeting in August 2021

As of 9/27/22 Update: Dr. Taylor attends meetings with SI Now, Economic Development entities, Business Leaders conferences at local high schools

As of 3/2023 Update: Dr. Taylor is now a board member.

As of 3/2024: 03/14/23, 4/11/23, 5/9/23,6/13/23, 7/11/23, 8/8/23, 9/12/23,11/14/23, and 12/12/23 - Attended Southern Five Board meetings.

11/07 – Met with SIUC Chancellor Austin Lane and JALC President Kirk Overstreet to discuss collaborative efforts and regional economic development opportunities.

12/06, attended an economic development meeting sponsored by Southern 5 and the University of Illinois Extension office. The purpose of this meeting was to get public input from community leaders aimed at completing an Economic Recovery Plan for the Southern Five Region

12/08, attended an economic development meeting sponsored by the University of Illinois Extension office. The purpose of this meeting was to review the final presentation of a Feasibility Study conducted by University of Illinois – Urbana/Champaign Business students aimed at developing the Johnson County Innovation Center.

Recommendations: 3/2022: Engage senior-level, mid-level, and front-line managers/supervisors in these activities.



Strategic Plan

2021-2025

Status

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Continue

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Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 3) Strengthen partnerships with local business leaders and community stakeholders.

Strategy (G): Strengthen College presence with Southern 14 Workforce Investment Board.

Output/Outcome: Grant opportunities to support the strategic initiatives of the College.

Target(s): Resources to accomplish Strategic Plan initiatives.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|---|-----------|-----------|------------------|
| President | 1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 2F, 2G | Annually | Employees | None |

HLC Criterion: 1B, 5C

Potential Deliverables: Outcomes will be shared in the senior leader's monthly Board of Trustees reports. Report may include attendees, topics discussed, SCC contributions to events, and potential areas for future partnership. Activities requiring resources will be considered prior to the development of the College's budget.

Critical Issues to Address:

Barriers to Success:

Results: As of 3/16/22 Update: On January 11, January 24, and February 24, 2022, Dr. Mason met with the LWIA staff to discuss the Core Partner Agreement. Ginger Harner attends these meetings as the Adult Education representative. FY22 Meetings attended include: June 8, 2021, Sept. 14, 2021, Dec. 14, 2021, March 8, 2022.

Recommendations: 3/2022: Rewrite these strategies to reflect political organizations, economic development organizations, community organizations, and education institutions. Engage senior-level, mid-level, and front-line managers/supervisors in these activities.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 3) Strengthen partnerships with local business leaders and community stakeholders.

Strategy (H): Strengthen College engagement with Local K-12 Schools.

Output/Outcome: K-12 schools' perception of program and service quality will increase.

Target(s): K-12 Engagement Report included in the annual Student Affairs monitoring report with outcomes to update Strategic Plan.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|--|-----------|-----------|------------------|
| President | 1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 2F, 2G | Annually | Employees | None |

HLC Criterion: 1B, 5C

Potential Deliverables: Talking points speech developed for SCC Trustees to use while interacting with K-12 Trustees. Form that easily allows Trustees to report outcomes of attendance. Schedule for Trustees to attend K-12 meetings. Invitations sent for K-12 Trustees and Superintendents to attend SCC Board meetings.

Critical Issues to Address: Internal communication to ensure President's office shares engagement information to Student Affairs for the annual monitoring report, communication/coordination of planned events, linking TRiO outcomes to Student Affairs monitoring reports.

Barriers to Success:

Results: As of 9/20/21 Update: Massac County Board of Education- July 26th; Goreville Board of Education- August 23rd

As of 3/14/22 Update: All School SCC service area high school board meetings have been attended at least once by Dr. Taylor and SCC BoT members; Egyptian is scheduled March 2022.

As of 9/27/22 Update: Dr. Taylor attended Johnson County Top Flight Honors events and local high school graduation ceremonies. A yearly calendar of Trustee attendance at all District School Board meetings.

As of 3/2023: The Trustees have attended K-12 school board meetings:
 Dongola- November 2022
 Goreville- November 2022
 Joppa- November 2022
 Massac- November 2022 and January 2023
 Vienna- December 2022 and January 2023
 Egyptian- December 2022
 Cobden- January 2023
 Meridian- January 2023
 Anna-Jonesboro- February 2023
 Century- February 2023
 Shawnee- February 2023

As of 3/2024:



Strategic Plan

2021-2025

03/06, hosted a lunch with Dr. Paige Maginel (Superintendent – Dongola). The purpose of the meeting was to review Dongola’s experience/satisfaction with the implementation of the Early College (EC) during FY23 and plan EC activities for FY24.

04/06, met with Jason Hayes (Superintendent – Massac Unit-1). The purpose of the meeting was to confirm Massac’s desire to participate in an Early College (EC) initiative in FY24.

06/05, hosted a meeting with Dr. Paige Maginel (Superintendent – Dongola). The purpose of the meeting was to review a draft of the proposed Early College/ Dual Credit Agreement.

Commencement & Recognition Ceremonies Attended:

05/13, Dongola High School

05/19, Vienna High School

05/20, Cairo High School

05/20, Anna Jonesboro Community High School

06/07, met w/ Phillip Hosfeldt of Vienna High School for the purpose of clarifying how the College might support their Workforce Opportunities for Rural Communities grant application. I later provided VHS with a letter of support for this grant.

06/15, Dr. Cather, Teale Betts, and I participated in a meeting hosted by Superintendent Stafford of VHS aimed at discussing the possibility of pursuing the development of a grant proposal for a *Rural Postsecondary & Economic Development Grant*.

6/20, Dr. Cather and I met w/Superintendent Stafford to discuss the College’s decision to cease offering developmental courses at the high schools. In addition, the College’s new Early College/Dual Credit Draft Agreement was reviewed.

08/11, hosted a meeting with Mr. Landon Sommer (Superintendent – Century). The purpose of the meeting was to continue strengthening the relationship between our respective institutions.

08/15, hosted a meeting with Mr. Jon Green (Superintendent – Meridian). The purpose of the meeting was to continue strengthening the relationship between our respective institutions. Part of the discussion focused on preliminary concepts related to the College’s draft Early College/Dual Credit Agreement.

09/22 – Participated in the A-J Homecoming parade.

10/25, hosted a meeting with Rob Wright (Superintendent – Anna-Jonesboro). The purpose of the meeting was to continue strengthening the relationship between our respective institutions. Part of the discussion focused on concepts related to the College’s draft Early College/Dual Credit Agreement.

11/13, hosted a meeting with Steve Webb (Superintendent – Goreville). The purpose of the meeting was to continue strengthening the relationship between our respective institutions.

11/14 – Discussion w/ Dr. Paige Maginel, Dongola Superintendent; focus was on the implementation of the ECDC project.

11/28 – Hosted a meeting w/ Josh Stafford (Superintendent of Vienna HS), Leslie Bradley (VHS Dean of Student Affairs), John Sommers (VHS Board Chair), and Dr. Cather; focus of discussion was on Early Childhood Education programming, future pursuit of grants, and the Early College/Dual Credit contract.

12/11 through 02/08 – 76 personalized messages sent to regional HS students.

01/09 – Superintendent’s Breakfast – reviewed draft ECDC Agreement (13 attendees)

01/10 – Hosted Access & Equity in Dual Credit Grant planning meeting w/ Vienna High School partners.

02/08 – Provided Welcome at Academic Challenge Event (Local HS students).

Recommendations: 3/2022: Rewrite these strategies to reflect political organizations, economic development organizations, community organizations, and education institutions.



Strategic Plan

2021-2025

Engage senior-level, mid-level, and front-line managers/supervisors in these activities.

Status

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Continue

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Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 4) *Develop workforce training partnerships with regional employers to promote economic development and job creation in the community.*

Strategies

Strategy (A): Assist Aeriz with the development of their workforce.

Strategy (B): Assist Harrah's Casino with the development of their workforce.

Strategy (C): Develop a proposal for the Illinois Department of Corrections to train employees at the Shawnee and Vienna Correctional Centers.

Strategy (D): Establish a Minority Business Council to facilitate business growth and development throughout our service area.

Strategy (E): Implement a plan to provide professional development opportunities for workers who need to maintain licensure and certifications.

Strategy (F): Develop and implement pre-apprenticeships and apprenticeships.





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 4) Develop workforce training partnerships with regional employers to promote economic development and job creation in the community.

Strategy (A): Assist businesses in the region with the development of their workforce.

Output/Outcome: Training Contracts

Target(s): \$50,000 revenue

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|---|-----------|-----------|-------------------------|
| VPAA | 1A, 3A, 1B | FY22-25 | Employees | 450 credit hours (FY24) |
| HLC Criterion: | 1B, 3A | | | |
| Potential Deliverables: | Job Readiness, Management of Program, Interviewing Onboarding, Program Evaluation, Pre-hire work skills courses. Business Case Analysis for the SBDC. | | | |
| Critical Issues to Address: | Billing infrastructure. Identifying trainers. Become an authorized provider of IACET CEUs. | | | |
| Barriers to Success: | OSHA trainers. | | | |

Results: As of 9/20/21 Update: The College sponsored job Fairs for Aeriz were held on August 17th and August 21st and is assisting with screening and job placement. Videos were produced for Aeriz to use for new employee training; A Great Place to Grow, Trim Department Training, Grow Department Training.

As of 3/2024: We have submitted a Workforce Training grant to ICCB to expand CDL training to local businesses. We hope to hear if it is funded by the end of March 2024. We intend to use this grant project to expansion into other college programs. We currently do not have a Director of Workforce Training which has impact this strategy. Interviews are being conducted March 2024 for this position. We also do not have a Director of SBDC but an offer is being extended to the top candidate soon. Dean of CTE has facilitated communication with IDFP and received a list of possible renewal of IACET CEU provider. the addition of a new Director of SBDC and Director of Workforce will be helpful.

Recommendations: As of 3/12/22 Update: Dean of Career & Technical Programs meet with Aeriz to conduct a needs assessment, identify possible programming. Submit cannabis curriculum for internal and external approvals by May 2022. Reapply for cannabis license.

As of 4/2023: Combined strategies 1.4.A, 1.4.B., and 1.4.E.

As of 3/2024: Completion of the business case analysis for SBDC. Create new 1.6 courses/recruit for current courses to generate new credit hours (i.e. training and/or recertification courses in education, healthcare, etc.)

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 4) *Develop workforce training partnerships with regional employers to promote economic development and job creation in the community.*

Strategy (B): Assist Harrah's Casino with the development of their workforce.

Output/Outcome: Training Contracts

Target(s): \$5,000 revenue

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|------------|-----------|-----------|------------------|
| VPAA | 1A, 3A, 1B | FY22 | Employees | Unknown |

HLC Criterion: 1B, 3A

Potential Deliverables: Deliverables will be dependent on Harrah's needs.

Critical Issues to Address:

Barriers to Success:

Results: As of 9/20/21 Update: Eight meetings and/or conference calls have been held with Harrah's Casino. A team of Small Business Development Center (SBDC) staff met with Harrah's on June 2nd to conduct a business retention and expansion interview to gather data on their workforce needs. A proposal has been prepared to outline SCC's assistance with employee recruitment and job readiness training.

Recommendations: As of 3/12/22 Update: Dean of Career & Technical Programs meet with Harrah's to conduct a needs assessment, identify possible programming. Dean of CTP makes a recommendation to VPAA regarding programming by May 2022.

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Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 4) *Develop workforce training partnerships with regional employers to promote economic development and job creation in the community.*

Strategy (C): Develop a proposal for the Illinois Department of Corrections to train employees at the Shawnee and Vienna Correctional Centers.

Output/Outcome: Training Contracts

Target(s): 5 Training contracts per year

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|------------|-----------|-----------|------------------|
| VPAA | 1A, 3A, 1B | FY22 | Employees | Unknown |

HLC Criterion: 1B, 3A

Potential Deliverables: Courses – OSHA, leadership, ethics, emergency operations, First aid and CPR, physical education.

Critical Issues to Address: Establishing a relationship with the Warden and Guard Captain. Full-time faculty engagement with training/courses.

Barriers to Success: Contingent on College getting IDOC Contract.

Results: As of 9/20/21 Update: The College is working with IDOC regarding the workforce training needs at Shawnee and Vienna Correctional facilities. The College is currently following up on the need expressed for CPR training

As of 3/12/Update: In October, discussions with the correctional staff regarding a potential partnership with Shawnee for training of prison staff has been placed on hiatus pending further discussion.

Recommendations:

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 4) *Develop workforce training partnerships with regional employers to promote economic development and job creation in the community.*

Strategy (D): Establish a Minority Business Council to facilitate business growth and development throughout our service area.

Output/Outcome: Build capacity and expand the number of minority-owned businesses.
Prepare minority-owned businesses to compete for future government contracts.
Create strategies to encourage minority participation in construction apprenticeships.

Target(s): 5 Minority Businesses gain licensure and ability to bid on Illinois contracts.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|--|-----------|-----------|------------------|
| VPAA | 1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 2F, 2G | FY25 | ≈\$500 | None |

HLC Criterion: 1B, 1C

Potential Deliverables: Training & development for minority businesses.

Critical Issues to Address: Establish trust with business owners.

Barriers to Success:

Results: As of 9/20/21 Update: The Coalition for Minority Business was formed in February 2020 and has begun meeting monthly. The council is open to all minority-owned small businesses in our region, and membership is at 76. A council for women-owned businesses is in the development process.

Dr. Taylor met with this Council in Fall 2021 and introduced them to a lobbyist that could help locate resources for their initiatives. The Council determined the need to work with Dr. Mason to develop a list of initiatives to pursue.

As of 3/12/2022: The Coalition for Minority Business was established as a means of giving voice to the issues and concerns of local minority business owners and provide them with better access to college programs and services to grow their businesses. The group meets on the 2nd Thursday of every month.

As of 3/2023: Attended DCEO Introductory webinars regarding the Clean Energy Jobs Act application process and the need for regional applications within the southern Illinois HUB.

As of 3/2024: This has not been achieved yet but with the addition of a new Director of SBDC and Director of Workforce, This goal will be a priority.

Target Results:
Number of businesses we served that were minority owned: 2022- 87 of the 282. 2023- 28 out of 101.
Capital Funding Approved for minority businesses in FY22: \$1,705,800; FY23: \$380,000
 Types of assistance for minority businesses in FY22 and FY23 in order of frequency: start-up counseling, training, managing a business, customer relations.

Recommendations: As of 3/12/22: Dean of Career & Technical Programs will make a recommendation to VPAA regarding programming by May 2022.



Strategic Plan

2021-2025

As of 3/2023: Work with Southern 5 to develop partnership within region Hub of Clean Energy Job Act to include minority business owners and sub-contractors. Re-establish the Minority Business Council to advise us on what we can do to better serve our minority businesses, budgeting funds for this partnership.

As of 3/2024: Utilize strategic partners of the HCCTP program to revive the minority council.

Status

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Strategic Plan

2021-2025

Goal 1 Identify and Develop Programs that Meet the Educational Needs of Our Community and Region.

Objective 4) Develop workforce training partnerships with regional employers to promote economic development and job creation in the community.

Strategy (E): Implement a plan to provide professional development opportunities for workers who need to maintain licensure and certifications.

Output/Outcome: Better trained workforce who maintains licensure and certifications.

Target(s): 5 Courses annually.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|------------|-----------|-----------|------------------|
| VPAA | 1A, 1B, 1C | FY22-23 | ≈ 5K | 100 |

HLC Criterion: 1B, 3A

Potential Deliverables: Teacher recertification courses; Health practitioner certification courses; IT Technician certification courses.

Critical Issues to Address: Become an authorized provider of IACET CEUs.

Barriers to Success:

Results: As of 3/12/22: The College continues to offer American Heart Association sanctioned CPR courses.
As of 3/2023: IDPR has been contacted to begin license renewal process for expired CEU trainer credentials.

Recommendations: 3/12/22: Expand programming opportunities beyond CPR courses. Apply to become an authorized provider of IACET CEUS and develop a professional development plan by July 2022.
3/2023: Prioritize which CEU trainer licensee is most needed by employers.
Combine this strategy with 1.4.A.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 1: Identify and Develop Programs that Meet the Educational Needs of our Community and Region

Objective 4) *Develop workforce training partnerships with regional employers to promote economic development and job creation in the community.*

Strategy (F): Develop and implement pre-apprenticeships and apprenticeships.

Output/Outcome: Apprenticeships established

Target(s): 2

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|--------------------------|-----------|-----------|------------------|
| VPAA | 1A, 1B, 2G, 7B, 9B, & 9F | FY24 | Employees | |

HLC Criterion:

Potential Deliverables:

Critical Issues to Address: Identify potential employers and interested students; work with the Office of Apprenticeships to develop programs.

Barriers to Success: Scheduling courses and modifying curriculum to accommodate apprenticeships into the program.

Results: As of 3/2024: The HCCTP program started at the Alexander County Center in SP23 and continued for FA23.

Recommendations: As of 3/2024: Continue to work of apprenticeship programs for all CTE programs utilizing the career coach through direct outreach to industry and advisory boards. Utilize grant and state-wide consortiums to explore opportunities.

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Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 1) *Streamline student intake processes in ways that empower students to make informed program and course decisions.*

Strategies

Strategy (A): Develop digital career pathway blueprints (Program Planning Guides) for each program of study.

Strategy (B): Evaluate placement exam cutoff scores and develop standards that reflect the knowledge and skills needed for individual (CTE & Transfer) program success.

Strategy (C): Develop a [MANDATORY?] student orientation process to include a First Year Experience (FYE) initiative.

Strategy (D): Create a seamless and consistent advisement and registration experience for students, including dual credit students and students who prefer to engage the College online.

Strategy (E): Implement an online catalog and student handbook.

Strategy (F): Identify and reduce the time it takes to package financial aid awards letters, including online students, and inform student of financial aid options.

Strategy (G): Strengthen recruitment messaging focus on student success, academic quality, and value.

Strategy (H): Develop a system for managing recruitment processes.





Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 1) Streamline student intake processes in ways that empower students to make informed program and course decisions.

Strategy (A): Develop digital career pathway blueprints (Program Planning Guides) for each program of study.

Output/Outcome: All students (and potential students) will have access to Career Pathway Blueprints for each degree and certificate and use these blueprints to plan their educational program.

Target(s): All transfer majors complete by end of FY24. All CTE programs complete by the end of FY25..

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|----------------|-----------|-----------|------------------|
| VPSA | 2B, 2C, 3D, 3J | Ongoing | ≈ 26K | Unknown |

HLC Criterion: 2B, 3C, 3D, 4C

Potential Deliverables: Major tracks for transfer degrees. Tracks for AAS degrees aligned with national skill standards. Procedure for developing new tracks outlining roles and responsibilities. Partner with 12 high schools to create & implement pathways. Increased utilization of web advising. Increased utilization of self-advising. Career pathway blueprints. Increased contact w/ students. Increased amount of career advising for students. Increased student satisfaction with advising. Decrease in the number of students who change majors. Decreased number of meetings required for students to complete the registration process. Consistency in practices at each Extension Center. Increased flexibility for students to register anywhere in the Service Area and be insured of receiving similar services. Decreased number of students who drop for financial issues.

Critical Issues to Address: Developing a process that appropriately engages both Academic Affairs and Student Affairs around the development of these tracks. May want to engage Advisory Committees in the development of Career Pathway Blueprints. Will need to examine State & Federal Career Cluster initiatives to ensure proper alignment of Career Pathway Blueprints. May want to examine TRiO program and glean best practices for FYE. Resolve Issues and gain buy-in for mandatory Orientation. Should Orientation be online, hybrid, f2f or all three.

Barriers to Success: How to appropriately engage HS in the orientation process. Geography and silos between the High Schools needs to be considered when looking at seamless registration issues.

Results: As of 3/9/22 Update: SCC Recruiter & Advisors and Extension Center Coordinators have been assigned high schools. A set of expectations was created by Dr. Doerr for number and type of communications with students.

On 2/8/22, applied for Guided Pathways Summer Institute through Community College Research Center. CCRC Interview was 3/2/22, and we are awaiting our acceptance.

On 3/1/22, applied for Rural Guided Pathways Project-a three-year initiative to assist rural community colleges to implement guided pathways. If we are accepted into this project (should know by April 13), it will require travel expenses for 8 employees twice a year for three years. Expenses are reflected in the resources above (FY22-\$5,000; FY23-\$10,000; FY24-\$10,000).



Strategic Plan

2021-2025

L. Johnson- The extension centers are in the process of evaluating what high-demand careers are located in their areas.

As of 9/27/22 Update: In summer 2022, a team of staff and two faculty attended a Guided Pathways Summer Institute hosted by the Community College Research Center through Columbia University. This institute has started the needed work on Guided Pathways. Current programs of study and pathways are included in the College Catalog and on the [website](#). Pathways are still needed for the Associate of Arts and Associate of Science (e.g., Associate of Arts-Pre-Nursing; Associate of Arts-Psychology; Associate of Science-Pre-Dental/Pre-Med). [Career Coach](#) (Lightcast) was purchased with a combination of grant and institutional funds. Career Coach is a web-based software package that includes career explorations, career cluster review, resume building, and occupational outlooks.

As of 3/2023: Registrar has been developing “student tracks” with sample course plans in Colleague.

Recommendations: 3/9/22: Develop a training/implementation plan to scale the learning from the grant projects above to all SCC employees.
Exploring ways to improve our use of Colleague (Degree Audit and Curriculum Management)-
The Curriculum Management training is scheduled. Awaiting scheduling of Degree Audit.
Exploring ways to make an interactive pathways webpage.

Status

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Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 1) Streamline student intake processes in ways that empower students to make informed program and course decisions.

Strategy (B): Evaluate placement exam cutoff scores and develop standards that reflect the knowledge and skills needed for individual (CTE & Transfer) program success.

Output/Outcome: Cutoff scores that reflect the needs of the profession and enable students to be appropriately prepared for the rigor of the courses required in certificate or degree program that they are pursuing.

Target(s): Complete evaluation and integrate with pathways documents by the end of FY23.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|----------------|-----------|-----------|------------------|
| VPAA | 4A, 4B, 6A, 6B | FY23-FY25 | Employees | None |

HLC Criterion: 3B, 3D, 4A, 4B, 4C

Potential Deliverables: Lower cost for students. Decrease time to completion. Career pathway blueprints. Revised policy on cutoff scores. Decrease in the number of students who change majors. Decreased number of meetings required for students to complete the registration process. Decreased number of students who drop for financial issues.

Critical Issues to Address: May want to examine TRiO program and glean best practices.

Barriers to Success: How to appropriately engage HS in the orientation process. Some may resist change to cutoff scores.

Results: As of 9/20/21 Update: An initial meeting was held on September 3rd, 2021 to begin evaluating the placement exam cutoff scores and develop standards that reflect the knowledge and skills needed for individual (CTE & Transfer) program success

As of 9/27/22 Update: We implemented multiple measures in Fall 2022. Multiple measures are used to place students into courses based upon their existing knowledge, rather than relying upon one test score on a given day. Multiple measure placements may include GPA, completion of a particular course(s), or standardized tests such as the ACT, SAT, or AccuPlacer exam. Multiple measures will be revised for Fall 2023 based upon feedback and best practices. A plan needs to be developed for coding and tracking multiple measures placement in Colleague. This is on our Degree Audit training agenda with Ellucian in January 2023.

As of 3/2023: We revised the multiple measures based upon best practices and feedback received from advisors. Additionally, we attended degree audit training with Ellucian in January 2023 and have reserved additional time with Ellucian for the developing and tracking multiple measures codes to assist with advising and reporting (May-June of 2023).

Recommendations: As of 3/12/22 Update: Build in placement evaluation cutoff scores and development of standards that reflect the knowledge and skills needed for individual program pathways into guided pathways development and implementation.

As of 3/2023: Build in placement evaluation cutoff scores and development of standards that reflect the knowledge and skills needed for individual program pathways.



Strategic Plan

2021-2025

Status

New

Continue

Modify

Complete

Delete





Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 1) Streamline student intake processes in ways that empower students to make informed program and course decisions.

Strategy (C): Develop a [MANDATORY?] student orientation process to include a First Year Experience (FYE) initiative.

Output/Outcome: Students, including dual credit students, will receive additional opportunities and access to information aimed at helping them resolve learning and support needs and complete their program of study.

Target(s): Incorporate college experience course into all curriculum by FY25.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|------------------------------------|-----------|-----------|------------------|
| VPSA | 3A, 3D, 3F, 5A, 5E, 5F, 6C, 7A, 7C | Ongoing | ≈ 10K | Unknown |

HLC Criterion: 3D, 4C

Potential Deliverables: Convocation mimicking graduation ceremony during orientation day/week. Increased utilization of web advising. Increased utilization of self-advising. Increased contact w/ students. Increased amount of career advising for students. Increased student satisfaction with advising. Decrease in the number of students who change majors.

Critical Issues to Address: Resolve Issues and gain buy-in for mandatory orientation. Should orientation be online, hybrid, f2f or all three.

Barriers to Success: How to appropriately engage HS in the orientation process. Geography and silos between the High Schools needs to be considered when looking at seamless registration issues.

Results: As of 9/20/21 Update: On August 21st, 2021, the College held voluntary New Student Orientation workshops which were renamed “Student Success Seminars”. Workshops were revamped to include: use of SCC email, use of Moodle, campus tours, accessing tutoring services, and highlights of other student support services. All students attending were enrolled in a non-credit course. There were 130 first-time students registered for Fall 2021, and 53 (41%) of those students attended a seminar.

As of 3/9/22 Update: This orientation will be offered again in Fall 2022. It will not be mandatory until Fall 2023.

As of 9/27/22 Update: Student Success Department was awarded the College Bridge Grant (\$220,000) to improve onboarding services to minorities, first-generation, and low-income students. Students will be introduced to credit-bearing coursework and provided extra support and technology without needing remedial coursework.

A New Student Orientation, Week of Welcome, Fun Fridays, Student Newsletter, face to face and online tutoring, Counseling Services, Retention Coaches, Retention Alert Program, Career Services, and Student Engagement Activities all promote a quality first-year experience (FYE). In addition, Athletic Study Tables and Workshops for Professional and Personal Development have been implemented. There is also an increase in the effort to promote awareness of our clubs and organizations through surveys, marketing, and promotion.

Director of Student Success is now a Certified Mental Health First Aid Instructor and will be able to provide training around mental well-being and identifying at-risk students. The Accessibility and Resource Office



Strategic Plan

2021-2025

purchased JAWS assistive technology for visually impaired students. To encourage students to build relationships and de-stress, new board games have been added to the student lounge for students to enjoy free entertainment.

All advisors began training with the Registrar to learn Colleague skills, and advisement techniques are reviewed during these trainings.

As of 3/2023: An FYE online course is under development and will contain both New Student Orientation and First Year Experience on the Rise

As of 3/2024: New Student Orientation continues to grow at Shawnee Community College. An event is held on the Saturday before classes begin and all students, new and returning, are invited to attend. This day is a resource-fair styled event with tools and activities available for a variety of topics, based in both academic (ie. Moodle) and student services (ie. Career Services, Library). The Scavify app is used to verify attendance as well as for direction and to encourage participation in all available presentations. Attendance is marked in Colleague as completion of a NSO non-course identifier. This allows reports of participation & missing individuals. An online option is in progress for those students who are unable to attend the in-person event.

Recommendations:

Status

New

Continue

Modify

Complete

Delete





Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 1) Streamline student intake processes in ways that empower students to make informed program and course decisions.

Strategy (D): Create a seamless and consistent advisement and registration experience for students, including dual credit students and students who prefer to engage the College online.

Output/Outcome: Students will have increased access to courses necessary for degree and/or certificate completion

Target(s): Pilot new process in FY24; Implement full-scale in FY25

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|---|-----------|-----------|------------------|
| VPSA | 2B, 2C, 2E, 3A, 3B, 3C, 3D, 3D, 3J, 8A, 10E | Ongoing | ≈ 20K | Unknown |

HLC Criterion: 2B, 3D, 4C

Potential Deliverables: Enhanced web advising services. Online registration capability. Online catalog. Online financial aid advising. Increased contact w/ students. Increased amount of career advising for students. Increased student satisfaction with advising. Decrease in the number of students who change majors. Increased number of students registering for courses at multiple locations. Increased options for students when classes are cancelled due to low enrollment. Decreased number of meetings required for students to complete the registration process. Consistency in practices at each Extension Center. Increased flexibility for students to register anywhere in the service-area and be insured of receiving similar services. Decreased number of students who drop for financial issues.

Critical Issues to Address: Infusing Federal Career Cluster information into advising processes. Ensure web tools are compatible with mobile devices. Investigate why students register for classes but don't show. Faculty involvement in the advising process.

Barriers to Success: How to appropriately engage HS in the orientation process. Geography and silos between the High Schools needs to be considered when looking at seamless registration issues.

Results: As of 9/20/21 Update: Registration hours were extended for Fall 2021. Advisors had 2,743 appointments with students for Fall 21 (cannot yet breakout by method); A recurring drop report was developed, drop status codes refined, and advisors trained to eliminate blank reasons, reduce the number of errors made when entering registrations, monitor use of "other" and "unknown", and to develop a common understanding of the codes. Drop reasons added include codes for COVID-19 and Executive Order. All students enrolled for fall 2021 semester were mailed a letter encouraging attendance at a Student Success Seminar. Students were also reminded of onboarding workshops through the Student Success Center.

As of 3/9/22 Update: Through the Student Affairs Leadership Team-the appropriate Directors and Coordinators were given the directive for their teams to promote face-to-face student contacts to promote relationships between students and Student Affairs Staff. Zoom, email, and phone contacts are offered as secondary modes with face-to-face being the preferred contact mode.

SCC Recruiter & Advisors and Extension Center Coordinators have been assigned high schools. A set of expectations was created by Dr. Doerr to track recruitment activities and admission funnel.



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2021-2025

Dr. Doerr created and instituted a new tracking sheet/system for Recruiter & Advisors to use and submit until we are able to adopt and implement a CRM. She has trained all Recruiters/Advisors and Center Coordinators on communication to potential students and current students. An expectation checklist and contact logs are being used by Recruiters/Advisors and Center Coordinators. FA staff have also been given messaging strategies.

As of 9/27/22 Update: Director of Community Education and Extension Centers, Computer Systems Specialist, and the Director of Business Services worked together to implement an online registration and payment option for community education courses to increase accessibility and timely registration, and to be more consumer-friendly.

As of 3/2023: Sample plans and “tracks” have been developed in Colleague for existing programs. This will assist students in online degree/course planning. Plans/tracks need to be developed for Associate of Arts (AA) and Associate of Science (AS) with specializations after guided pathways are completed by Academic Affairs.

As of 3/2024: Biweekly Advisor Information Meetings (AIM) are training for advisors to ensure advisors stay up-to-date on programs, policies, and procedures. A CRM has been purchased (EAB's Navigate 360). Training and implementation will begin soon. This should assist in advising and student plan tracking.

Community Education: The successful implementation of a new ticketing system is attributed to the efforts of the Community Education Director and the Community Education Coordinator, who spearheaded the initiative for the Shawnee Community College theatrical department. The new system has made accessing tickets for the department's productions easier for the community.

Recommendations: 3/9/22: Continue exploring a CRM for recruiters/advisors.

3/2023: Explore AI opportunities to enhance the advisement and registration process.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 1) Streamline student intake processes in ways that empower students to make informed program and course decisions.

Strategy (E): Implement an online catalog and student handbook.

Output/Outcome: All students and community residents can easily access College information about programs, courses, and behavioral expectations.

Target(s): HTML driven catalog and student handbook available by the end of FY23.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|----------------|-----------|-----------|------------------|
| VPSA | 3A, 3B, 3D, 3D | Ongoing | ≈ 20K | Unknown |

HLC Criterion: 2B, 3D, 4C

Potential Deliverables: Increased student satisfaction with advising. Decrease in the number of students who change majors. Decreased number of meetings required for students to complete the registration process. Consistency in practices at each Extension Center. Increased flexibility for students to register anywhere in the Service Area and be insured of receiving similar services.

Critical Issues to Address: Perception of moving from a paper catalog to an electronic catalog.

Barriers to Success: Perception that .pdf version of catalog is adequate.

Results: As of 3/9/22 Update: College Catalog is online and currently searchable through the Table of Contents. A meeting was held to determine the expectation of the President and Jonathan VanMeter is going to experiment with the catalog and then the team will review. The student handbook is in the process of being updated and will also include a searchable table of contents.

As of 9/27/22 Update: The [College Catalog](#) and [Student Handbook](#) are housed, as an Adobe .pdf file on the website. Both files are searchable, making it easier to use digitally

As of 3/2023: Meeting was held with Jackie S, Jon V, Lisa P & Dr. Taylor. Reviewed Elgin CC website for catalog ideas. Jon is working on separating the catalog out and a new operations plan is in the works. A written process is on the list of things to do.

Recommendations:

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 1) Streamline student intake processes in ways that empower students to make informed program and course decisions.

Strategy (F): Identify and reduce the time it takes to package financial aid awards letters, including online students, and inform student of financial aid options.

Output/Outcome: Increased use and accuracy of FA process in Colleague.
Students will have increased understanding of available financial options and access to financial assistance enabling them to make more informed registration decisions.

Target(s): 24-hour packaging time turnaround once all information is received and available online.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-------------|-----------|-----------|------------------|
| VPSA | 2F, 16E, 3E | Ongoing | ~ 80K | Unknown |

HLC Criterion: 3D, 4C

Potential Deliverables: FA Staff will receive training on Colleague. FA Staff and Advisors will receive training on the presentation of financial literacy. Increased contact w/ students. Increased student satisfaction with advising. Decrease in the number of students who change majors. Decreased number of meetings required for students to complete the registration process. Consistency in practices at each Extension Center. Increased flexibility for students to register anywhere in the Service Area and be insured of receiving similar services. Decreased number of students who drop for financial issues. Decreased amount of financial aid released to students who no longer attend.

Critical Issues to Address: How to scale financial aid advising in an online environment.

Barriers to Success: Some may resist change to online financial aid advising. We have not been members of NAFSA and AVECO where updates and training are offered regularly.

Results: As of 3/9/22 Update: Automatic emails from the Financial Aid office are generated, i.e. when more documentation is needed for financial aid verification, scholarship awards, financial aid packaging. Language of the emails is currently under review.

C.Doerr is reviewing FISAP and FWS funding. Looking at ways we can strengthen our FWS program- aligning job placements with program majors when possible, increasing our partnerships with outside state and federal agencies (cost share with SCC allowing us to stretch our FWS funding and provide more opportunities to students) and increasing local community service opportunities for students. Adjusting how financial aid award packages are presented to students so they include their FWS - letting students know that student employment at SCC is an option.

As of 9/27/22 Update: In August, an external auditor reviewed our financial aid program including processes, automation, compliance, documentation, and student assistance. The Financial Aid Office has been a member of AVECO (Association of Veterans Education Certifying Officials) and ILASFAA (Illinois Association of Student Financial Aid Administrators) for several years. We recently became a current member of NASFAA (National Association of Student Financial Aid Administrators)

As of 3/2023: Colleague training is being scheduled for financial aid staff to ensure our financial aid office is well-trained, compliant, and technologically current. This training should assist them in their daily tasks as well as assist them in automating processes that are currently being done manually. It will help us examine



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2021-2025

the processes for Federal & State Title IV calculations, return of Title IV, Satisfactory Academic Progress, and awards vs. disbursement. This training is meant to keep us current and compliant in financial aid processes. A contract is being explored with Campus Works for on-site consulting.

As of 3/2024: The Financial Aid office has received assistance with set-up from Campus Works. Rules within Colleague should help with automation – decreasing processing time for students. The Financial Aid Office will also benefit from the new CRM (EAB's Navigate).

Recommendations: 3/9/22: Consider if Colleague training is need for the Financial Aid module (approx. \$13,000). Become members of NAFSA (\$1,500 annually) and AVEC (\$1,000 annually).

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 1) Streamline student intake processes in ways that empower students to make informed program and course decisions.

Strategy (G): Strengthen recruitment messaging focus on student success, academic quality, and value.

Output/Outcome: Community perception of program and service quality will increase.

Target(s): Website traffic volume increase by 10%; Social Media Followers increase by 10%.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|-------------------------------|------------|-----------|-----------|------------------|
| Executive Director of PI & M. | 2G, 3A, 3J | FY22-FY25 | ≈ 15K | Unknown |

HLC Criterion: 1A, 2B

Potential Deliverables: Press Releases, Social Media Ads, Program Videos, Student Testimonial Videos, Employer Testimonial Videos, Community Impact Videos, Mainstream Media Coverage.

Critical Issues to Address: Ensure “affordability” message is framed appropriately. Ensure all media developed is compatible with mobile devices. Establish baselines and adjust target percentages.

Barriers to Success: Web development.

Results: As of 3/2023 Update: See strategy 4.4.A. for results.

As of 3/2023: Recommend to delete this strategy as it is the same as 4.4.A.

Recommendations:

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 1) Streamline student intake processes in ways that empower students to make informed program and course decisions.

Strategy (H): Develop a system for managing recruitment processes.

Output/Outcome: A Customer Relationship Management (CRM) tool that integrates with the College's ERP system (Colleague)

Target(s): Recommend tool in FY22, Pilot new tool in FY23-FY24; Implement full-scale in FY25

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-----------------------------------|-----------|-----------|------------------|
| VPSA | 3A ,3B, 3C,3D, 3E, 3J, 8A, 16D | Ongoing | ≈65K | Unknown |

HLC Criterion: 5B, 5C

Potential Deliverables: Research & recommend CRM options for capabilities and cost by the end of FY22.

Critical Issues to Address: Ensure tool integrates marketing, admissions, live chat, and enrollment management processes at a minimum. Ensure tool can be integrated into a web environment. Ensure tool can integrate with mobile technology.

Barriers to Success: Affordability. Complexity of software to install and manage. Employee training.

Results: As of 9/20/21 Update: Research is being conducted on software products that will interface with Colleague and employees' calendars to capture both student inquiries and follow-up, as well as recruitment activities. In the meantime, a Google Sheet was developed to enter and track these events. An overall calendar has been developed highlighting internal and external recruitment activities and mailings for the year. Since the creation of the Google Sheet in August, five recruitment events have been logged. These events were coordinated by Student Services with a variety of staff participating. Student ambassadors and volunteer softball players assisted with the events. An approximate number of community "touches" is 2,260.

As of 3/9/22 Update: We are still researching CRM tools and are considering Slate (cost of CRM is reflected in 2.1.D.). VPs and Dr. Teske are story boarding the event process in hopes of IT creating a workflow from event request through post-event data collection. In the meantime, we are continuing the use of the Google Sheet created Fall 2021.

C.Doerr met with Kevin Hunsperger to discuss branding and print materials for recruitment. Gave him examples of other print materials from other colleges and universities. He is working on branding and our social media presence. Plan to meet again in a couple of weeks once he gets settled.

L. Johnson- Student Services Division has purchased the S'more program. S'more will be used as a communication tool for online newsletters/email to advertise Community Education class opportunities to the public, along with services and events that our current students can also participate in.

As of 9/27/22 Update: Director of Recruitment & Enrollment created a schedule for recruitment as well as tools for documenting and coordinating efforts. Director of Community Education and Extension Centers and the Computer Systems Specialist implemented a S'more Newsletter. Mass emails of the newsletters to the community are assisting with marketing and recruitment.

As of 3/2023: Student Affairs has created an employee event log. The Director of Recruitment & Enrollment is requesting funding for a CRM in the 2024-2025 budget.



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As of 3/2024: Within the past year, manual tracking with Google spreadsheets has continued but is cumbersome and potentially inaccurate. A CRM (EAB's Navigate 360 will assist with tracking student from inquiry/prospect through graduation.

Recommendations: 3/9/22: Purchase a CRM soon (cost is reflected in 2.1.D.) HEERF III could potentially pay for the initial costs if this grant project is funded (due on April 8, 2022).

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 2) Enhance processes that encourage student persistence and retention.

Strategies

Strategy (A): Experiment with classroom delivery strategies to determine impact on enrollment, retention, persistence, and completion.

Strategy (B): Accelerate student completion of gatekeeper courses.

Strategy (C): Encourage and educate transfer students (and family) about the value of completing the IAI GECC core and additional IAI courses prior to transfer.

Strategy (D): Expand the utilization of the Retention Alert System to assist students with academic and attendance concerns.

Strategy (E): Increase the accuracy, timeliness, and frequency of student contact with Financial Aid office.

Strategy (F): Evaluate and optimize student engagement program.





Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 2) Enhance processes that encourage student persistence and retention.

Strategy (A): Experiment with classroom delivery strategies to determine impact on enrollment, retention, persistence, and completion.

Output/Outcome: Report detailing the impact of the various delivery strategies with recommendations to improve the effectiveness of scheduling processes.

A fully implemented Multiple-Entry/Multiple-Exit (ME²) program by FY25

Target(s): First report due by 06/23; next report due by 06/25.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|---|-----------|-----------|------------------|
| VPAA | 2E, 2D, 3F, 5A, 5B, 5C, 5D, 5E, 5F, 15D, 16C, 16D | FY22-FY25 | ≈ \$75K | Unknown |

HLC Criterion: 4C, 5A, 5C

Potential Deliverables: Courses and programs offered in hybrid, high-flex, ME², and flipped formats. Recommendations used to improve schedule effectiveness. A fully implemented multiple-entry/multiple exit program.

Critical Issues to Address: Investigate why students register for classes but don't show. Professional development for faculty and academic staff. Ensure student support services align with delivery strategy.

Barriers to Success: Cross training faculty. Technology training. Effective scheduling of varying delivery methods.

Results: As of 9/20/21: An Academic Division meeting was held on September 8, 2021, to discuss alternate instructional formats for program delivery, including weekend programming and will continue once the new VPAA arrives.

As of 3/12/22 Update: In the Spring 2022, the Academic Standards Team has been meeting to develop course scheduling guidelines, targets, and standardized time blocks.

As of 9/27/22 Update: Math and Science Department Chair is partnering with Southern Illinois University-Carbondale on a National Science Foundation (NSF) Grant. The grant's focus is to improve student learning and engagement in the STEM classroom through implementation of the Flipped Classroom Model (particularly focused on improving recruitment, retention, and success of underserved populations of students in the STEM classroom). If funded, the grant will provide training and mentorship to SCC STEM faculty. The grant was submitted on July 20, 2022. If funded, faculty recruitment and training will begin in 2023.

As of 3/2023: We did not receive the National Science Foundation (NSF) Grant for which we had applied. However, the College is participating in a state-wide welding competency-based education project which is designed to transition the traditional welding instruction to a CBE model.

As of 3/2024: A new scheduling process was piloted in Fall 2023 for the spring 24 schedule. Scheduling guidelines and a process were developed and presented to Academic Standards Team in spring 2024. The new timeline and procedures were followed in spring for the summer and fall 24 schedules. PD was



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provided to Chairs, Deans, and the VPAA on ICCB systems rules regarding credit hours, contact hours, and a new scheduling tool. Hybrid formats and time zones were piloted to offer more flexibility, more lab time for CTE programs, and increase choices for students.

Spring 2023 enrollment- 1280, Spring 2024 enrollment- 1323 (3.36% increase); Spring 2023 as of 3.9.2024 credit hours- 10,733.5, Spring 2024 credit hours as of 3.9.2024- 12,521 (16.65% increase as of now). *Will need to revisit this increase at the end of the semester.

Working on a competency-based (CBE) welding program to be implemented in Fall 2025; will begin working on a CBE business program in fall 2024.

Recommendations: As of 3/2023: Develop assessments and CBE course outlines for welding courses. Apply with HLC to transition program to CBE.

Explore strategic hybrid scheduling.

As of 3/2024: Continue to monitor the enrollment and credit hours; isolate the courses that have been impacted most by the scheduling (i.e. hybrid scheduling) and monitor those enrollments and program completions.

Status

New

Continue

Modify

Complete

Delete





Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 2) Enhance processes that encourage student persistence and retention.

Strategy (B): Accelerate student completion of gatekeeper courses.

Output/Outcome: Students will have higher academic success rates and show greater persistence to credential attainment.

Target(s): 10% increase in academic success and a 10% increase in credential attainment for students who complete gatekeeper courses in their first 20 hours.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|--|-----------|-----------|------------------|
| VPAA | 3D, 4A, 4B, 5b, 5C, 6A, 6B, 6C, 10E, 10C, 5D | FY23-25 | ~ \$5K | Unknown |

HLC Criterion: 3B, 3D, 4C

Potential Deliverables: Revised curriculum guides confirming gatekeeper courses are listed within the first 20 hours. Web videos that stress the importance of completing gatekeeper courses.

Critical Issues to Address: Ensure curriculum guides, program plans, and articulation agreements reflect standard. Train advising staff on importance of students completing gatekeeper courses. Clearly communicate to students the importance of completing gatekeeper courses to achieve the academic goals. Establish baselines, adjust target percentages, and project Credit Hours.

Barriers to Success: Perception gatekeeper courses are not important/relevant. Developing a report to monitor this target.

Results: As of 9/27/22 Update: Summer 2022, the Developmental Education Reform Act (DERA) report required us to provide baseline data and benchmarks for progress for enrollment in English and math courses, success rates of gatekeeper college-level courses, and college-credit accumulation. A cohort of 41 students was identified from FY21 ICCB Annual Enrollment report and provided baseline data that showed retention fall to fall was low (58.5%) and few students (3/8%) in math dev ed who accumulated 24 or more credits and) who in ELA dev ed who accumulated 24 or more credits. 10 (3 in math and 7 in ELA) passed a gateway course with a C or better, with only 1 of those accumulating 24 or more credits. Results were shared with faculty at August convocation.

As of 3/2023: In Fall 2022, four new corequisite courses were developed: MAT 120-College Algebra with Review (offered to students in SP23), MAT 108-General Education Mathematics with Review (will be offered in FA23), MAT 208-General Elementary Statistics with Review (will be offered in FA23), and ENG 110-English Composition I with Review (will be offered in FA23); the multiple measures placement chart was revised in FA22; and the math sequence of courses chart to reflect the new corequisite courses. These initiatives are designed to accelerate students into and through the gatekeeper courses by integrating the developmental support component into the traditional college-level Math and English courses.

As of 3/2024: The College was approved by ICCB to award the General Education Core Certificate on May 2019. The GECC ensures students complete gatekeeper course within their first 30 credit hours. Furthermore, to speed up student placement into gatekeeper courses, corequisites in math and English were developed and implemented as of Fall 2023; as was the use of Multiple Measures for math and English



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placement. All of the College's AAS and transfer degrees offer the gateway English course within the first year, and all but three of the College's AAS degrees (Business Management, Computer Systems and Security Specialist, and Fish and Wildlife) offer the gateway math course within the first year. Additionally, the College is working on high school transfer pathways in 15 areas: Accounting, Agriculture, Biology, Business, Chemistry, Communication Studies, Criminal Justice, English, History, Mathematics, Exercise Science, Pre-Professional, Psychology, Social Work, and Sociology.

Target Results:

Success Rates (C or Higher) for 2020, 2021, 2022, 2023

ENG 111: 76%, 71%, 73%; 60% ENG 112: 74%, 78%, 78%; 68% SPC 111: 79%, 81%, 79%; 61% MAT 210: 73%, 74%, 76%, 47%

(Source: CROA Course Enrollment report)

Recommendations: As of 3/12/22 Update: Incorporate curriculum guide revisions into the program mapping process as part of guided pathways project.

As of 3/2023: Monitor impact of corequisite courses. Update curriculum guides to ensure Math/English are placed within the first year's coursework.

Status

New

Continue

Modify

Complete

Delete





Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 2): Enhance processes that encourage student persistence and retention.

Strategy (C): Encourage and educate transfer students (and family) about the value of completing the IAI GECC core and additional IAI courses prior to transfer.

Output/Outcome: Increase in the number of GECC certificates issued.

Target(s): 10% increase in FY22; 5% increase in FY23; 5% increase in FY24; 5% increase in FY25.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|--|-----------|-----------|------------------|
| VPSA | 2C, 3A, 3D, 6D, 16B | Ongoing | Employees | Unknown |
| HLC Criterion: | 3B, 3D, 4C | | | |
| Potential Deliverables: | All transfer degree students will complete the IAI GECC core of 37-41 credits prior to transfer to a senior-level institution, thus enabling them to be better academically prepared for their senior-level courses. | | | |
| Critical Issues to Address: | Establish a baseline and then adjust target percentages with a goal of 100% of Baccalaureate Board AA/AS students receiving the GECC certificate and project Credit Hours. | | | |
| Barriers to Success: | Improving student coding in Colleague to create accurate reporting (3/2023-resolved) | | | |

Results: As of 3/9/22 Update: Colleague training has been scheduled with Ellucian. One of the goals of this training is to trouble-shoot how we can award the GECC certificate at the time it is earned rather than waiting for them to complete the degree so as not impact their financial aid status. This will assist in knowing how long it takes for a student to complete the IAI GECC core.

We are submitting a project proposal for HEERF III (due April 8) that includes providing IAI GECC core courses during intersession and summer session and at various locations in order to increase completion and to attract HS and 4-year university students.

As of 9/27/22 Update: Registrar and Financial Aid staff, with the help of the FA Consultant, are formulating a plan to measure the time it takes for a student to complete the General Education Core Certificate (GECC). This is also on the Ellucian Degree Audit training agenda for January 2023.

As of 3/2023: Benefits of getting a full degree is emphasized and explained during the advisement process. During the Colleague training week, we learned how to award the GECC certificate without harming a student's FA.

As of 3/2024: A student's time to the IAI GECC has been decreased by the implementation of the corequisite model of developmental education. Advisors are continuing to advise students toward the IAI GECC. The Registrar is auto-awarding the GECC Certificate as students complete.

Target Results:

GECCs awarded: 2020- 95, 2021- 112 (+18%), 2022- 120 (+7.14%), 2023- 93(-22.5%)

(Source: CROA Dashboard, Program Completers report)



Strategic Plan

2021-2025

Recommendations: 3/9/22: Need to market the overall benefits of GECC core course completion. Need to market the intersession/summer courses by targeting the groups for which the courses will most benefit.

3/2023: Complete the curriculum tracks so we know how many of the IAI courses do not transfer as major-specific.

Status

New

Continue

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Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 2): Enhance processes that encourage student persistence and retention.

Strategy (D): Expand the utilization of the Retention Alert System to assist students with academic and attendance concerns.

Output/Outcome: Increase course retention and persistence to next semester.

Target(s): Increase the number of students that persist to the next semester by 10%

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|---|-----------|-----------|------------------|
| VPSA | 2E, 3B, 3D, 5A, 5B, 5C, 5D, 5E, 10D, 17A, 10E, 10C, 10B | FY25 | Employees | Unknown |

HLC Criterion: 3D, 4C

Potential Deliverables: Students will receive timely assistance to address learning needs. Research operations for integration of retention alerts to Colleague and Moodle.

Critical Issues to Address: Establish baselines, adjust target percentage, and project Credit Hours. Closing the loop on Retention Alert submissions.

Barriers to Success: Improving student coding in Colleague to create accurate reporting.

Results: As of 3/9/22: Updated the College's Knowledge Base with training materials for the Retention Alert System. Weekly reminders are sent to advisors that are assigned cases. Monthly Reports are generated from CROA to highlight usage and case resolutions. These reports were recently reviewed and revised.

As of 3/2023: The Retention Alert Program at SCC is impactful because it supports the College's Strategic Plan by providing timely support and outreach to foster student success. The program aims to identify students who may be struggling academically or personally and offer them support and resources to help them succeed. By doing so, the program helps to improve student retention rates and ensure that students can reach their academic goals.

In addition to providing timely support and outreach, the retention alert program is also working to improve the time it takes to close cases by the academic advisor. This means that students receive the support they need more quickly and efficiently, which can help to further improve student success rates. Overall, the retention alert program at SCC is an important initiative that supports the College's strategic goals and helps to ensure that students have the resources they need to succeed.

As of 3/2024: Retention Alert Training is provided to new faculty at each new convocation. There have been significant improvements in the turnaround in closing and remediating case issues. Handouts as well as videos are available via the [Knowledge base](#) and YouTube for training on continuum. Data is analyzed annually to make informed decision regarding retention and persistence.

The Retention Alert System is continuing to be utilized by the advising staff. The purchase of a CRM may improve communication between Student Affairs and faculty.

Target Results:

Overall retention for the fall 2019, 2020, 2021, 2022, 2023 cohorts from fall to spring semesters



Strategic Plan

2021-2025

(Source: CROA Dashboard Student Follow-Through reports)- 71%, 74%, 71%, 72%, 72%.

Course retention rates from 1st day to final for 2020- 76.09%, 2021- 78.29%, 2022- 76.71%, 2023- 76.29%

(Source: CROA-Strategic Plan-Course Retention & Success Rates report)

Recommendations: 3/9/22: Through the Shared Governance structure, a process to increase engagement among advisors and faculty regarding students with open cases should be formulated and implemented.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 2): Enhance processes that encourage student persistence and retention.

Strategy (E): Increase the accuracy, timeliness, and frequency of student contact with Financial Aid office.

Output/Outcome: Increase in the amount of Pell and MAP grants awarded.

Increase in the number of FAFSA's completed.

Decrease in the number of errors.

Decrease in the time a student has to wait to get a financial aid appointment

Target(s): 20% increase in financial aid awards; Preliminary scholarship awards to HS seniors awarded by October; Turnaround time from application time to preliminary award within 48 hours.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|--------------|-----------|-----------|------------------|
| VPSA | 2F, 16E, 17A | Ongoing | Employees | Unknown |

HLC Criterion: 3D, 4C

Potential Deliverables: Students will receive timely assistance to address learning needs.

Critical Issues to Address: FA Training Colleague and FA Training Customer Service. Create an electronic tracking system that can be integrated in Colleague. Establish baselines, adjust target numbers, and project Credit Hours.

Barriers to Success: Employee perception of reasons for tracking.

Results: As of 3/9/22 Update: Customer Service training was discussed at Cabinet and has been assigned to the Employee Relation Team to research and recommend (see 3.2.B.). The Financial Aid office does not require appointments for students and face-to-face financial aid advising is available during normal office hours. Zoom is offered after hours and on weekends. Dr. Doerr provided FA staff with messaging strategies.

As of 9/27/22 Updates: There are now five computers among the Financial Aid suite of offices that are available for students to use. This has helped the office assist more students at one time on the computer while they are in our office. We continue to assist students through Zoom, if that best accommodates their needs. Students rarely must wait to see someone in the Financial Aid Office.

As of 3/2023: With changes in the FAFSA coming forward for the 2024-2025 FAFSA through FAFSA Simplification Act, the number and amount of Pell grants could be affected. Colleague training is being scheduled for the financial aid staff to ensure compliance.

Financial aid staff are working with our area high schools to assist with FAFSA completions. They are also making monthly visits to Outreach Centers for FAFSA completions and to provide any services needed.

As of 3/2024: The Financial Aid staff are spending regular time at area high schools and extension centers to increase contact with students. FAFSA completion events were delayed because of delays in the FAFSA roll-out from the Department of Education but have resumed.

Target Results:

Financial Aid Awards Transmitted 2019, 2020, 2021, 2022, 2023, 2024

PELL awards transmitted- 582, 621, 542, 508, 516, 513



Strategic Plan

2021-2025

FSEOG- 64, 28, 20, 12, 17, 18;
MAP Grant- 197, 188, 174, 327, 319, 319

(Source: CROA FA Award Counts by AY):

Recommendations: 3/9/22: As recommended and resourced in 2.1.F., NASFA membership and training resources will assist with reducing errors in packaging and improving processes that benefit students.

Status

New

Continue

Modify

Complete

Delete





Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 2): Enhance processes that encourage student persistence and retention.

Strategy (F): Evaluate and optimize student engagement program.

Output/Outcome: A plan recommending, program standards, cost efficiencies, and potential expansion possibilities.

Target(s): Plan and implementation complete by December 2022

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-----------------------------|-----------|-----------|------------------|
| VPSA | 1C, 5D, 5E, 5F, 6C, 7 (All) | Ongoing | ≈10K | Unknown |

HLC Criterion: 1C

Potential Deliverables: A plan for a student engagement program that would provide meaningful student engagement opportunities that align with students' education and career goals, as well as their interests.

Critical Issues to Address: Engaging students at the extension centers

Barriers to Success: Addressing challenges associated with commuter students and student engagement programs

Results: As of 3/9/22 Update: A Coordinator of Student Engagement position was created and began in January with the implementation of the new reorganization.

As of 3/2023: Student Affairs, in collaboration with other departments, is working on a year-long calendar of activities and events in effort to maximize age-appropriate planning, funding, staff time, etc. Coordination of events with the College master calendar.

As of 3/2024: Johnson County Center: The Little Saints Book Club program has been initiated in collaboration with the Saints Foundation. As part of this program, a monthly meeting is conducted, during which the participants receive a free book and activities specifically designed to correlate with the book of the month. The children eagerly await these monthly meetings and always look forward to returning each month. The Little Saints Book Club program has been well-received, and it provides a valuable platform for children to engage in literary activities that encourage creativity and imagination.

Recommendations:

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 3): *Increase non-traditional student enrollment, retention, persistence, and completion.*

Strategies

Strategy (A): Increase the number of courses offered at each Extension Center

Strategy (B): Increase the number of evening and weekend courses offered.

Strategy (C): Increase the number of intersession courses offered.

Strategy (D): Experiment with different options aimed at accelerating the completion of an AA/AS degree.

Strategy (E): Create and execute an enrollment plan that creates financial sustainability for each Extension Center.

Strategy (F): Ensure a full spectrum of student support services are continuously available at all Extension Centers.

Strategy (G): Develop a Prior Learning Assessment policy and procedures.





Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 3): Increase non-traditional student enrollment, retention, persistence, and completion.

Strategy (A): Increase the number of courses offered at each Extension Center

Output/Outcome: Increased utilization of each Extension Center.
Increased non-traditional student enrollment.

Target(s): Anna – 20%; Cairo – 200%; Metropolis – 50%; Vienna – 5%; Non-traditional - +300 duplicated headcount.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|--|-----------|-----------|------------------|
| VPSA | 1A, 1B, 1C, 2D, 2E, 2G 3D, 3F, 5A, 10E, 16B, 16C, 16D, 16F | FY22-FY25 | Employees | Unknown |
| HLC Criterion: | 3A, 3D, 4C | | | |
| Potential Deliverables: | Students have increased access throughout the Community Service Area. Increased intersession offerings and enrollment. Increased community education at ALL centers. Offer complete Associate of Arts degree at Metro Center to avoid students being recruited by WKCTC. | | | |
| Critical Issues to Address: | Establish baselines, adjust target percentages, and project Credit Hours. | | | |
| Barriers to Success: | Determining the appropriate course mix for each Extension Center. | | | |

Results: As of 9/20/21 Update: An Academic Division meeting was held on September 8, 2021, to discuss alternate instructional formats for program delivery, including weekend programming and accelerated AA/AS. The Centers will need the ability to offer a mix of formats, such as online, ITV, and Zoom. Further discussions will take place with the Centers and will continue once the new VPAA arrives.

As of 3/9/22 Update: L. Johnson- Extension center coordinators have met and are scheduling community education courses. An employee survey was launched to determine courses they are interested in teaching. Meetings are being held with [Darrl Cather](#) to discuss each centers' vision for the future. Discussion points: Anna Center is growing the less than one-year medical programs; Cairo would like to become a workforce certification location along with increasing their in-person class offerings; Metropolis would like to increase their overall class offerings and are looking into the possibility of an accelerated program in a AAS Business area; Vienna will continue to be a partner in dual credit and community education opportunities.

As of 9/27/22 Update: Over the Summer 2022, there was an increase in youth events and Community Education registrations. The Director of Community Education and Extension Centers is projecting to offer online or hybrid community education course offerings through Ed2go in Fall 2022. The Director of Community Education and Extension Centers and the Institutional Effectiveness Office worked with Ellucian to determine how to track partnerships with community organizations.

As of 3/2023: Each extension center has increased their non-credit courses. During fall semester, 12 Community Ed courses were offered at the four centers with a total of 238 participants.

Money was budgeted in each of the center budgets to purchase instructional supplies for tutoring.



Strategic Plan

2021-2025

As of 3/2024: Alexander County Center: Offering some different classes. HIS 108 and SW222 have been added for the Spring and SW121 for the fall of 2024

Massac County Center: In the fall of 2023, The Massac Center hosted an American Heart Association training for healthcare workers; the Center hosts 1-2 CPR courses per semester for Phlebotomy students and healthcare workers. Monthly Driver's Safety Classes are taught at the Massac Center. The Center held summer camps in summer 2023. Camps. Mental Health First Aid training was held in the fall of 2023 at the Center.

In addition to community education courses, beginning in the fall of 2023, Early College students from Massac County and Joppa High Schools are taking 2-3 academic credit courses each semester at the Massac County Center.

Union County Center: OTA beginning FA24 – Union County High School C.N.A. at Union County Ext has returned after a few years of not being offered. Community education classes at Union County Ext: 4 summer kids camp in SU 23, 13 adult community education classes between January 2023- February 2024.

Target Results:

The centers saw an **increase in credit hours** at each location in the Fall, 2022. Anna 19% increase (1,002 to 1,192), Cairo 301% increase (74 to 297), Metro 5% increase (1,168.5 to 1,232), and Vienna 139% increase (220 to 526) from Fall of 2021 to Fall of 2022.

Recommendations: 3/9/22: Should consider the AA degree program at the Metro center to prevent students from being recruiting by WKYTC.

Status

New

Continue

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Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 3): Increase non-traditional student enrollment, retention, persistence, and completion.

Strategy (B): Increase the number of evening, weekend, and intersession courses offered.

Output/Outcome: Increased number of course options for non-traditional students.

Target(s): Evening/Weekend Offerings: Central – 10%; Anna – 20%; Cairo – 20%; Metropolis – 50%; Vienna – 5%.
Intersession Offerings: 20 courses annually

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|--|-----------|-----------|------------------|
| VPAA | 1A, 1B, 1C, 2D, 2E, 2G 3D, 3F, 5A, 10E, 16B, 16C, 16D, 16F | FY22-FY25 | Employees | Unknown |

HLC Criterion: 3A, 3D, 4C

Potential Deliverables: Increased intersession offerings and enrollment. Evening and weekend courses would increase in CTE offerings on main campus and at the Extension Centers as facilities are available. Baccalaureate courses would increase opportunities for working students.

Critical Issues to Address: Ensure evening and weekend courses are complimentary with each other and not competing. Establish baselines, adjust target numbers, and project Credit Hours. Be consistent with class times and offerings.

Barriers to Success: Determining the appropriate course mix/specialization for each Extension Center. Locating sufficient adjunct faculty for CTE evening and weekend courses.

Results: As of 9/20/21 Update: The College began offering intersession courses in 2020 with only one course, ENG 112 (5 enrolled), making in Fall 2020, one course, MUS 115 (5 enrolled), making Spring 2021, and two courses, ENG 111 (4 enrolled) and PSY 211 (4 enrolled), making in Summer 2021.

As of 9/27/22 Update: There has been an increase in community partnerships in the past six months for Community Education programming, including Saturday Community Education course offerings, which is an ongoing project. Metro Center is now offering the Truck Driving program to attract non-traditional students. An Emergency Medical Responder evening course was added to Metropolis Extension for the 2nd 8-weeks, beginning in October 2022. Cairo Center began offering CNA, OSHA, and Construction Management courses in the Fall 2022. As of August 17, 2022, EMT 160 was running at two sites: a Saturday program partnered with Alexander County EMS and a Tuesday/Thursday evening program at Main Campus, both for Fall 2022. The Medical Assistant Program is being offered in evenings with hours adjusted to be more suitable for non-traditional students, 6:00pm-9:15pm. We plan to add other evening options at extension centers for Allied Health courses and programs.

As of 3/2023: Truck Driving courses continue at the Metro Center. CNA course was added at Metropolis on Tuesday/ Thursday evenings in Spring 2023. Nursing and Allied Health continue to offer courses at extension centers and main campus. Evening programs/ courses include EMT main Campus on Tuesday/ Thursday, Medical Assisting at Anna on Tuesday/ Thursday, Phlebotomy at Metropolis Monday/ Wednesday A CNA Course at the Cairo Center is scheduled during Summer 2023.

As of 3/2024: Add to the results for 2024:

Evening (after 5:00 p.m. start time) sections- All locations decreased from 2023 as of 3/9/2024, but the total



Strategic Plan

2021-2025

number of sections overall decreased in 2024 which may be a result of improved scheduling.
All-93, Union County- 23, Johnson- 20, Alexander- 16, Massac- 9

Weekend (Saturday and Sunday) Sections- Increase from 2023
All-42, Union County- 4, Johnson- 7, Alexander- 8, Massac- 11

Intersession sections- 8 (Increase from 2023)

Target Results: for all course levels- Academic, Adult Ed, and Continuing/Community Ed (Source: CROA Dashboard- Course Schedule report)

Evening (after 5:00 p.m. start time) sections for 2019, 2020, 2021, 2022, 2023-

All: 155, 159, 89, 114, 149. **30.7% increase from 2022.**

Union County- 27, 20, 16, 20, 30. **5% increase from 2022**

Johnson County- 5, 17, 13, 13, 40. **208% increase from 2022**

Alexander County- 22, 36, 24, 11, 22. **100% increase from 2022**

Massac County- 37, 29, 10, 13, 17. **30.8% increase from 2022**

Weekend (Saturday and Sunday) Sections for 2019, 2020, 2021, 2022, 2023-

All: 45, 32, 20, 37, 65. **75.68% increase from 2022**

Union County- 5, 6, 0, 2, 3. **5% increase from 2022**

Johnson County- 0, 0,0, 3, 1. **42.9% decrease from 2022**

Alexander County- 1, 1, 5, 1, 4. **300% increase from 2022**

Massac County- 2, 1, 1, 7, 9. **28.6% increase from 2022**

Intersession- *We did not begin coding courses as intersession until AY23, so 2023 is listed as a baseline.
All: 1.

Union County- 0

Johnson County- 0

Alexander County- 0

Massac County- 0

Recommendations: As of 3/2024: Continue to monitor the schedule and collaborate with student affairs on student preferences and needs

Status

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Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 3): Increase non-traditional student enrollment, retention, persistence, and completion.

Strategy (C): Increase the number of intersession courses offered.

Output/Outcome: Increased number of course options for students.
Increased number of guest students.

Target(s): Central – 10 Courses; Anna – 10 Courses; Cairo – 5 Courses; Metropolis – 5 Courses%; Vienna – 5 Courses.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|--|-----------|-----------|------------------|
| VPAA | 1A, 1B, 1C, 2D, 2E, 2G 3D, 3F, 5A, 10E, 16B, 16C, 16D, 16F | FY22-FY25 | Employees | Unknown |

HLC Criterion: 3A, 3D, 4C

Potential Deliverables:

Critical Issues to Address: Ensure all courses are IAI eligible. Market to parents of potential guest students. Establish baselines, adjust target numbers, and project Credit Hours.

Barriers to Success: Perception of accelerated course quality.

Results:

Recommendations: Delete strategy and combine with 2.3.B.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 3): Increase non-traditional student enrollment, retention, persistence, and completion.

Strategy (D): Experiment with different options aimed at accelerating the completion of an AA/AS degree.

Output/Outcome: Increased number of course options for students.

Time to degree completion will decrease for students.

Target(s): 2% decrease in time for degree completion overall.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-----------------|-----------|-----------|------------------|
| VPAA | 2D, 2E, 16F, 3A | FY22-25 | Employees | Unknown |

HLC Criterion: 3A, 3B, 3D, 4A, 4C

Potential Deliverables: 12 mo. schedule of IAI courses that lead to an AA/AS degree.

Critical Issues to Address: Marketing accelerated program. Ensure appropriate time for math courses and time for science lab courses. Establish baselines, adjust target numbers, and project Credit Hours.

Barriers to Success: Perception of accelerated course quality.

Results: As of 3/12/22 Update: The Division of Academic Affairs met with Dongola District High School to discuss the possibility of creating opportunity for students to take college coursework on the main campus. The Division of Academic Affairs is developing a schedule of classes based upon an early college high school model to pilot with Dongola in Fall 22.

As of 9/27/22 Update: The Dongola College Academy was launched in Fall 2022 with 37 students. The high school juniors and seniors from Dongola attend class on campus five days a week.

As of 3/2023: The early college high school model with Dongola continues.

As of 3/2024: We are building out high school pathways with some of our schools that will allow students to earn the GECC in high school and only need one more year at SCC upon graduation.

Recommendations: 9/20/21: An Academic Division meeting was held on September 8, 2021, to discuss and will continue once the new VPAA arrives.

3/12/22: Pilot early college high school model with Dongola in FA22. Consider expanding to other high schools.

Develop a proposal for an accelerated model at Metro Center by September 22.

3/2023: As of February 2023, the College is working to expand the model to Massac High School, having worked with counselors and the principal to determine courses for Fall 2023 and Spring 2024. Develop partnership agreement. Develop a proposal for an accelerated model at Metro Center.

Explore hybrid and intersession courses in order to develop a 1 year AA/AS.

Status

New

Continue

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Complete

Delete



Strategic Plan

2021-2025





Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 3): Increase non-traditional student enrollment, retention, persistence, and completion.

Strategy (E): Create and execute an enrollment plan that creates financial sustainability for each Extension Center.

Output/Outcome: Each Extension Center becomes cost neutral or generates a surplus.

Target(s): Anna by FY22; Cairo by FY25; Metropolis by FY23; Vienna by FY22.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-----------------|-----------|-----------|------------------|
| VPSA | 2D, 2E, 16F, 3A | FY22-FY25 | Employees | Unknown |

HLC Criterion: 3A, 3D, 4C, 5B, 5C

Potential Deliverables: Enrollment management plan for each Extension Center.

Critical Issues to Address: Ensure each Extension Center develops a mix of programs appropriate for that region and is complimentary with each other and central campus. Ensure a consistent format. Establish baselines, adjust target numbers, and project Credit Hours. Renegotiation of lease agreements. Consider how to credit extensions centers for non-classroom related services and distance learning.

Barriers to Success: Perception of competition.

Results: As of 3/9/22 Update: Meetings have begun with Darci Cather to discuss each centers' vision for the future. Discussion points: Anna Center is growing the less than one-year medical programs; Cairo would like to become a workforce certification location along with increasing their in-person class offerings; Metropolis would like to increase their overall class offerings and are looking into the possibility of an accelerated program in an AAS Business area; Vienna will continue to be a partner in dual credit and community education opportunities.

Dr. Taylor has begun working on a budget analysis with C. Clark, B. Woods, Dr. Teske, and B. McCormick in order to develop a multi-year financial plan. The extension centers will be this analysis and plan. Meetings will begin soon with the Student Affairs employees.

As of 9/27/22 Update: The Director of Community Education and Extension Centers and Director of Business Services are working to establish ways to track the revenue and costs for Community Ed courses. Anna Center lease was renegotiated to assist with financial sustainability. Each Center's budget was developed to become fiscally accountable for expenses for facilities.

As of 3/2023: The extension centers have been extensively evaluated during Gordian's Facility Assessment project. SCC will be receiving a report about the sustainability of our locations to better direct us into creating Financial Sustainability for each extension center.

As of 3/2024: Johnson County: The Coordinator for the Johnson County Center recently participated in a budget training program Dr. Taylor conducted. The center coordinator completed the course provided by Shawnee Community College. The training program was designed to equip the center's staff with the necessary skills and knowledge to manage their budgetary responsibilities effectively.

Massac County: The Truck Driving and Phlebotomy program has increased enrollment at the Massac Center. The programs attract traditional and nontraditional students.



Strategic Plan

2021-2025

Union County: Staff members completed the Purchase Process training with Dr. Taylor, helping us better understand what is needed for financial stability.

Recommendations: 3/2023: The Directors of Student Success, Recruitment & Retention, and Community Education & Extension Centers would like to attend the AACRAO Strategic Enrollment Management Conference in November

Status

New

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Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 3): Increase non-traditional student enrollment, retention, persistence, and completion.

Strategy (F): Ensure a full spectrum of student support services are continuously available at all Extension Centers.

Output/Outcome: Increased student retention.
 Increased student persistence.
 Increased student success.
 Increased student completion.

Target(s): 80% Graduate satisfaction w/ student support services; 10% increase in retention, persistence, success, and completion.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|---|--------------------|-----------|-----------|------------------|
| VPSA | 2E, 10E, 16F | Ongoing | Employees | Unknown |
| HLC Criterion: | 3A, 3D, 4C, 5B, 5C | | | |
| Potential Deliverables: Cross train Extension Center staff. Improve student awareness. | | | | |
| Critical Issues to Address: Using technology to provide services to multiple campuses. Establish baselines, adjust target numbers, and project Credit Hours. Ensure times are offered by student need. | | | | |
| Barriers to Success: Lack of professional tutors. | | | | |

Results: As of 3/9/22 Update: L. Johnson created a shared google drive with the coordinators that contains the center schedules for each semester and a file of important documents.
 L. Johnson is creating an Extension Center Manual (Google Drive) for employees at each location. The manual will be included processes and procedures that are required and expected at each center.

As of 9/27/22 Update: Due to lack of staffing at Vienna and Anna Centers in the past six months, the 2.3.F. initiative is slower to get off the ground. As of 9/6/22, Extension Centers were fully staffed. Student support services increased services in Fall 2022 at extension centers by hiring an evening Tech Support Staff for extension centers. Retention Alerts are now assigned to each center's coordinator so they can work directly with students within their facilities. Weekly Coordinator meetings were started in August for continuity in communication.

As of 3/2023: During the Fall and early Spring Semesters, additional student support services were provided such as Financial Aid and Career Departments meeting with each center's students. The centers saw an increase in credit hours at each location in the Fall, 2022. Anna 18% increase, Cairo 301% increase, Metro 5% increase and Vienna 139% increase from Fall of 2021 to Fall of 2022.

As of 3/2024: Alexander County: Financial aid, Career Services, and Counseling services have served Alexander County students. The pantry is an added bonus to help students in need.

Johnson County: Shawnee Community College's Financial Aid department has collaborated closely with the Johnson County Center to assist students with their financial aid setup.

Massac County: Financial Aid and Career Services



Strategic Plan

2021-2025

have monthly office hours at the Massac Center. Counseling and tutoring are also available for students at the Massac Center. They are offered via phone and Zoom.

Union County Center: Financial Aid regularly comes to the Union County extension center to meet with students. Other services come to the center anytime there are requested appointments with them at the center.

Target Results:

Overall retention and persistence rates from fall to spring and fall to fall have remained consistent since 2019 (Source: CROA Dashboard Student Follow-Through reports)-

Fall to Spring semesters: Fa19 cohort-71%, Fa20 cohort-74%, Fa21 cohort- 71%, Fa22 cohort- 72%, FA23 cohort- 72%

Fall to Fall semesters: Fa19 cohort-40%, Fa20 cohort-40%, Fa21 cohort- 40%, FA22 cohort- 38%

The FA23 cohort data will be available in the Fall of 2024.

Recommendations: 3/9/22: Need to market the ability we must provide student support services at each of the extension centers.

Status

New

Continue

Modify

Complete

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Strategic Plan

2021-2025

Goal 2: Increase Student Completion 10% by FY23

Objective 3) Increase non-traditional student enrollment, retention, persistence, and completion.

Strategy (G): Develop a Prior Learning Assessment policy and procedures.

Output/Outcome: PLA policy and procedure

Target(s): 5 students entering under PLA

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-----------------|-----------|-----------|------------------|
| | 2D, 2E, 16F, 3A | FY24-25 | Employees | |

HLC Criterion:

Potential Deliverables:

Critical Issues to Address: Identify industry-recognized certs and align competencies to SCC coursework and competencies. Establish means and procedures for transcribing credit.

Barriers to Success: The College's vision for PLA needs to be communicated for clear understanding of the task.

Results: As of 3/2024: Other SP goals and objectives have taken precedence; therefore, no work has been done to-date towards PLA.

Recommendations: As of 3/2024: To address the strategy of this SP goal, policy and procedure development should occur in one of the Academic Affairs Shared Governance Councils.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 4): *Accelerate the time it takes for student to complete development courses and achieve success in college-level gate keeper course.*

Strategies

Strategy (A): Develop and provide free access to math, reading, and writing refresher modules that could prepare individuals for taking the College Placement Exam.

Strategy (B): Work with K-12 institutions to ensure High School graduates test as “college ready” on the Accuplacer entrance exam.

Strategy (C): Accelerate developmental reading course sequence.

Strategy (D): Accelerate developmental math course sequence.

Strategy (E): Accelerate developmental English course sequence.

Strategy (F): Develop an alternative pathway for students to complete the developmental sequence.

Strategy (G): Bundle developmental units of instruction with college-level courses.





Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 4): Accelerate the time it takes for student to complete development courses and achieve success in college-level gate keeper course.

Strategy (A): Develop and provide free access to math, reading, and writing refresher modules that could prepare individuals for taking the College Placement Exam.

Output/Outcome: Refresher modules that can be delivered online.

Target(s): Reduce the number of students placing into developmental course by 10%.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|------------------------|-----------|-----------|------------------|
| VPAA | 2E, 2F, 3E, 3J, 4A, 4B | FY22-FY25 | ≈ \$15K | Unknown |

HLC Criterion: 3B, 3D, 4C

Potential Deliverables:

Critical Issues to Address: Establish baseline, adjust target number, and project Credit Hours. Web delivery of Content. Integrating current Accuplacer content with addition supportive content.

Barriers to Success: Perception that the modules provided by Accuplacer are adequate.

Results: As of 9/20/21 Update: The College has developed an online module-based program, Level Up, designed to offer students access to reading and writing preparation to boost Accuplacer scores to meet the requirements for ENG 111. Since the program began Summer 2021, 25 students have participated. Of those students, 10 were able to register for the ENG 48/111 courses.

As of 3/12/22 Update: The Dean of Transfer and Adult Ed applied for a Developmental Education Grant through ICCB to develop math corequisites and strengthen the Level-Up Program. The barriers that were evident from the 2021 Level-Up summer pilot were the lack of onboarding on the front end (i.e., who can enroll in Level-Up, how are students recruited to participate, enrollment process, etc.), also to identify the person(s) responsible for guiding the students through the program, and finally, to run reports to determine the program effectiveness. The College has applied for the Developmental Education Innovation Grant for co-requisite development to address those barriers. If this grant is funded, it will allow the college to hire a completion coach to support students from start to finish who enroll in the Level-Up program. Additionally, the College has seen a decrease in the number of entering students needing developmental education. In Fall 2019, 34% of the entering SCC class needed at least one developmental course. As of Fall 2020, only 17% needed at least one developmental education course. The College will continue to track these numbers to see if this result holds up over time.

As of 9/27/22 Update: As part of the ICCB Developmental Education Innovation Grant the college received, the College will use ALEKS PPL, a placement testing software with a customized and predictive module-based math remediation tool built in, as a Bridge to the math corequisite courses. It is being piloted with MAT 041 students this Fall 2022. To establish a baseline and help predict the number of user licenses for ALEKS PPL, a report was generated by Institutional Effectiveness and IT to monitor the number of students from FY22 who tested into a developmental math course (MAT 041 or MAT 043) after taking the Accuplacer; 374 students tested into MAT 041 and 518 students tested into MAT 043.

As of 3/2023: (ALEKS-PPL as a bridge with MAT 041) As a result of the ICCB Developmental Education Innovation Grant for Corequisites the College received in Fall 2022, 860 ALEKS-PPL user licenses were purchased. ALEKS-PPL was piloted with a MAT 041 class in Fall 2022. The results of the pilot were that nine of



Strategic Plan

2021-2025

the 13 students improved their remediation scores based on spending time in the module; however, none of the students actually followed through and took the actual placement exam within the module for advanced placement. What this indicated was the lack of follow-up with these students with additional instructions. ALEKS-PPL is not a stand-alone product and is best utilized in a cohort setting with regular follow-up from college personnel. To address this issue, in January 2023, the College renewed their MOU with Women Employed to participate in Phase II of the ASPIRE project.

As of 3/2024: The Math Department is just now at full staff again for the Spring 2024 semester after two retirements at the conclusion of Spring 2023. Along with the work the math and English Departments have done on corequisite course development and implementation, summer bridge courses were not as high of a priority. Now that the corequisite and multiple measures work is complete, it is the goal of math and English faculty to develop and implement summer bridge programming in FY25, with the math department to possibly attempt a pilot bride course in Summer 2024.

Target Results:

Number of Student placed into developmental education 2018, 2019, 2020, 2021, 2022, 2023, 2024 (unduplicated within the years):

English- 248, 244, 222, 100, 34, 20 **4% decrease**

Math- 274, 262, 284, 179, 156, 109, 34 **69% decrease**

Recommendations: As of 9/20/21 Update: Work with advisors to ensure only those who increase scores to the cut off requirement are registered for ENG 48/111; explore eventually expanding the program into the high schools.

3/12/22: Re-employ and strengthen Level-Up Program through the addition of Completion Coaches (≈10K). Cost for coaches has been written into the Co-Requisite Developmental Grant that is awaiting approval.

3/2023: Develop a summer bridge course with ALEKS-PPL for students who are not college-ready by multiple measures placement. By having all the students in a cohort that regularly meets with an instructor, students will be able to be directed on next steps.

Provide free modules online available on the website.

As of 3/2024: Pilot a math tutoring program for the remainder of spring 2024 with the Dongola students. Create and implement a math Bridge program summer 2024

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Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 4): Accelerate the time it takes for student to complete development courses and achieve success in college-level gate keeper course.

Strategy (B): Work with K-12 institutions to ensure High School graduates test as “college ready” on the Accuplacer entrance exam.

Output/Outcome: Students who are ready to pursue college-level gatekeeper courses immediately after high school graduation.

Target(s): Reduce the number of recent high school graduates placing into developmental course by 10%.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-------------|-----------|-----------|------------------|
| VPAA | 4A, 4B, 17A | FY22-FY25 | ≈ \$10K | Unknown |

HLC Criterion: 3B, 3D, 4C

Potential Deliverables: Programming (perhaps based on gaming theory) aimed at helping grade school and middle school students improve their reading, writing, and math skills. Programming (perhaps based on gaming theory) aimed at helping K-12 teachers enhance their reading, writing, and math instruction. Create an advisory council with K-12 partners to evaluate the need and delivery of Accuplacer. Publicize Accuplacer practice test.

Critical Issues to Address: Establish baseline, adjust target number, and project Credit Hours.

Barriers to Success: Willingness (and/or access to) HS faculty.

Results: As of 3/12/22 Update: The College has updated its multiple measures to align with state recommendations and to be more comprehensive. Additional work has been done with the development of English corequisite courses. Furthermore, the Dean of Transfer and Adult Ed applied for a Developmental Education Grant through ICCB to develop math corequisites and strengthen the Level-Up Program. In Fall 2019, 34% of the entering SCC class needed at least one developmental course. As of Fall 2020, only 17% needed at least one developmental education course. The College will continue to track these numbers to see if this result holds up over time.

As of 9/27/22 Update: Four district high schools have been approved to offer Transitional Math including Anna-Jonesboro, Century, Joppa, and Massac. Anna-Jonesboro has submitted for approval to teach Transitional English as well.

As of 3/2023: In October 2022, the Dean of Transfer and Adult Education Programs held a Transitional English workshop for all district high schools. It was attended by teachers and administrators from three of the twelve high schools. There have been no additional high schools who have chosen to offer Transitional Math or English since the last update. AJ has not yet submitted their application to offer Transitional English as previously reported in the last update.

As of 3/2024: The College has worked with the high schools to submit and be approve for two Transitional Math portability codes; one in QL/Statistics and one in STEM. Currently, only a few district high schools have opted to offer Transitional Math. Although the College has adopted Transitional Math placement on the Multiple Measures chart, there have been no students who have placed into college-ready courses using any of the TM portability codes. None of the district high schools responded to partner with the College to develop and implement Transitional English.



Strategic Plan

2021-2025

Target Results:

Since 2020, the number of high school students placing into remedial education has increased.

2019 HS Grads- 50 entered remedial courses in Fall after graduation; 12 entered remedial courses in Spring

2020- HS Grads- 22 (15 C or Better) entered remedial courses in Fall after graduation; 11 (10 C or Better) entered remedial courses in Spring

2021- HS Grads- 24 (20 C or better) entered remedial courses in Fall after graduation; 7 (4 Cor better) entered remedial courses in Spring

2022- HS Grads- 27 (24 C or better) entered remedial courses in Fall after graduation; 3 (2 C or better) entered remedial courses in Spring

2023- HS Grads – 31 (14 C or better) entered remedial courses in Fall after graduation, 6 entered remedial courses in Spring

(Source: CROA Dashboard- HS Student Matriculation into Remedial Report)

Recommendations: As of 3/2023: Based upon best practices and to better align with state standards, it is the recommendation to no longer offer developmental education in the high school. Thus, the recommendation is to continue to work with district high schools to implement transitional math and English in place of the developmental education.

As of 3/2024: Work with the high schools to study alternative multiple measures for dual credit students; Pilot a math tutoring program for the remainder of spring 2024 with the Dongola students. Create and implement a math Bridge program summer 2024. Potentially expand to English and/or science in the future.

Status

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Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 4): Accelerate the time it takes for student to complete developmental courses and achieve success in college-level gate keeper course.

Strategy (C): Accelerate developmental education course sequences (i.e. English, math, and reading).

Output/Outcome: Students who test into developmental reading courses should be ready for “college-level” courses by subsequent semester.

Target(s): Reduce the number of semesters students spend taking developmental reading courses by 10%.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|---|-----------|-----------|------------------|
| VPAA | 2E, 4C, 4E, 6A, 10A, 16D | FY22-FY25 | Employees | Unknown |
| HLC Criterion: | 3A, 3D, 4A, 4C | | | |
| Potential Deliverables: | Utilize Transitional English ICCB grant to decrease the number of DE Credit hours. Utilize multiple measures for course placement to reduce need for DE. | | | |
| Critical Issues to Address: | Establish baseline, adjust target number, and project Credit Hours. | | | |
| Barriers to Success: | Perception of decreased rigor. | | | |

Results: As of 9/20/21 Update: The Math Department examined enrollment and Accuplacer placement data to determine the three courses for which to develop corequisites (liberal arts math). It was also decided to combine the College Algebra and Intermediate Algebra courses into one course for students in the STEM math. The Math Department has decided to adopt the ALEKS Placement, Preparation, and Learning (PPL) test, designed to determine what students know and what students need to improve in preparation for taking math courses, to assist students at the lowest levels who need remediation to qualify for the corequisites.

The college has formed a Local Advisory Panel (LAP) for transitional math, which occurs in the high schools. The LAP is reviewing course and syllabi submissions from high schools to submit to the State panel. Century High School was granted portability for Quantitative Literacy and Statistics. The College has since developed a partnership with Massac County High School for a Science Technology Engineering & Math (STEM) submission by October 1. Once the submission is approved by the State panel and the College receives the STEM portability, Joppa and Anna Jonesboro High Schools will be applying to the LAP for STEM. Vienna High School will be applying to the LAP for Quantitative Literacy and Statistics portability this fall

As of 3/12/2022 Update: ASPIRE Project through Women Employed (WE)- The College is part of cohort of 10 community colleges across the state to receive \$10,000 for participation in the Accelerating Student Progress and Increasing Racial Equity (ASPIRE) Project. Through the ASPIRE Project, we build on the statewide developmental education task force convened by the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE) to provide resources and support for innovative strategies to determine college readiness, place more students directly into credit-bearing courses, and support their academic progress. This project aligns perfectly with the work Dr. Shelby, Lori Armstrong, and Math Faculty did with Kathy Almy on the Developmental Education Innovation Grant and co-requisite math course development. There have been obvious barriers along the way, which have resulted in implementation of the corequisite model being delayed due to timing of the academic calendar and creation of the schedule. The group has had difficulty coming to consensus on what the corequisite model will look like and there was



Strategic Plan

2021-2025

some concern of overload. Another demo with ALEKS is being scheduled for after March 14, when faculty return from spring break.

The College has also applied for a second Developmental Education Innovation Grant for Corequisite Development from ICCB worth \$25,000, which will align with this Strategic Plan strategy. The deadline for applications was February 28, 2022.

As of 9/27/22 Update: A revised version of the state-aligned Multiple Measures placement standards for math and English were adopted in Fall 2022 and is included in the 2022-23 [College Catalog](#). The College was awarded the Developmental Education Innovation Grant for Corequisite Development from ICCB in the amount of \$25,000 for the redesign of the math developmental education program. The Dev Ed Corequisite Grant aligns with the ASPIRE Project and SCC Strategic Plan in the redesign of the developmental math program to decrease time to completion for students testing into developmental math and to ensure students take a transfer-level math course by the end of their first year in college.

As of 3/2023: In Fall 2022, four new corequisite courses were developed: MAT 120-College Algebra with Review (offered to students in SP23), MAT 108-General Education Mathematics with Review (will be offered in FA23), MAT 208-General Elementary Statistics with Review (will be offered in FA23), and ENG 110-English Composition I with Review (will be offered in FA23); the multiple measures placement chart was revised in FA22; and the math sequence of courses chart to reflect the new corequisite courses.

As of 3/2024: As of Fall 2023, the English corequisite course (ENG 111 English Composition I/ENG 090 English Corequisite Lab) has been developed and implemented, as was Multiple Measures placement for math and English.

Recommendations: As of 3/12/22: Combine this strategy with 2.4.D and E for an overall comprehensive strategy of accelerating all developmental education course sequences.

As of 3/2023: Monitor impact of implemented corequisite math and English courses through 2.4.A and 2.4.G.

Status

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Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 4): Accelerate the time it takes for student to complete development courses and achieve success in college-level gate keeper course.

Strategy (D): Accelerate developmental math course sequence.

Output/Outcome: Students who test into developmental math courses should be ready for “college-level” gatekeeper math course by subsequent semester.

Target(s): Reduce the number of semesters students spend taking developmental math courses by 10%.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-----------------------------|-----------|-----------|------------------|
| VPAA | 2E, 4C, 4F, 6A, 10A, 16D | FY22-FY25 | Employees | Unknown |

HLC Criterion: 3A, 3D, 4A, 4C

Potential Deliverables: Utilize Transitional Math grant to decrease the number of DE Credit hours.
Utilize multiple measures for course placement to reduce need for DE

Critical Issues to Address: Establish baseline, adjust target number, and project Credit Hours.

Barriers to Success: Perception of decreased rigor.

Results: As of 9/20/2021 Update: See results in 2.4.C.
As of 3/12/2022 Update: See results in 2.4.C.

Recommendations: 3/12/22: Delete this strategy and combine with 2.4.C to include overall acceleration of all developmental education course sequences (i.e. Math, English, and Reading).

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Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 4): Accelerate the time it takes for student to complete developmental courses and achieve success in college-level gate keeper course.

Strategy (E): Accelerate developmental English course sequence.

Output/Outcome: Students who test into developmental English courses should be ready for “college-level” gatekeeper English course by subsequent semester.

Target(s): Reduce the number of semesters students spend taking developmental English courses by 10%.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-----------------------------|-----------|-----------|------------------|
| VPAA | 2E, 4C, 4F, 6A, 10A, 16D | FY22-FY25 | Employees | Unknown |

HLC Criterion: 3A, 3D, 4A, 4C

Potential Deliverables: Pilot “Level Up” Program. Utilize multiple measures for course placement to reduce need for DE

Critical Issues to Address: Establish baseline, adjust target number, and project Credit Hours.

Barriers to Success: Perception of decreased rigor.

Results: As of 3/12/22 Update: Results and recommendations regarding Level-Up Program presented in 2.4.B

Recommendations: 3/12/22: Delete this strategy as it is captured in 2.4.A, B. Combine with 2.4.C for one comprehensive strategy of accelerating developmental education course sequences.

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Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 4): Accelerate the time it takes for student to complete development courses and achieve success in college-level gate keeper course.

Strategy (F): Develop an alternative pathway for students to complete the developmental sequence.

Output/Outcome: Units of instruction (Modules) that target weaknesses identified by the placement test and quickly prepare the student for college-level work.

Target(s): Reduce the number of semesters students spend taking developmental courses by 10%.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|--|-----------|-----------|------------------|
| VPAA | 2D, 3D, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H | FY22-FY25 | Employees | Unknown |

HLC Criterion: 3A, 3D, 4A, 4C

Potential Deliverables: Evaluate placement test for identified areas of weaknesses. Develop modules.

Critical Issues to Address: Establish baseline, adjust target number, and project Credit Hours. Find ways to minimize contact hours and still deliver a high-quality learning experience.

Barriers to Success: Perception of decreased rigor.

Results:

Recommendations: As of 3/12/22 Update: Delete this strategy as it is captured in 2.4.A-C. Alternative pathways will include the development and implementation of multiple measures, various refresher modules (2.4.A), and co-requisites courses (2.4.C/D/E). Continue to report on the progress and results of these alternative pathways in above identified strategies.

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Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 4): Accelerate the time it takes for student to complete developmental courses and achieve success in college-level gate keeper course.

Strategy (G): Bundle developmental units of instruction with college-level courses.

Output/Outcome: A pathway for students to meet developmental needs AND also participate in College-level courses.

Target(s): Reduce the number of semesters students spend taking developmental courses by 10%.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|--|-----------|-----------|------------------|
| VPAA | 2D, 2E, 3D, 4A, 4C, 5E, 16D, 16F | FY22-FY25 | Employees | Unknown |
| HLC Criterion: | 3A, 3D, 4A, 4C | | | |
| Potential Deliverables: | New courses that contain both developmental and college-level competencies. Hybrid delivery of courses. | | | |
| Critical Issues to Address: | Establish baseline, adjust target number, and project Credit Hours. Research ICCB base operating funding concerns for these courses. Find ways to minimize contact hours and still deliver a high-quality learning experience. | | | |
| Barriers to Success: | Contact hours and scheduling. | | | |

Results: As of 9/27/22 Update: As part of the Math Department's corequisite redesign through the ASPIRE and ICCB Corequisite Grant, a new corequisite course (MAT 120 College Algebra with Review) was developed for STEM majors. This is essentially College Algebra combined with the applicable review components of MAT 043 Intermediate Algebra. The DERA report, mentioned in 2.2 revealed that those students in the corequisite ELA course had better outcomes, so we are hopeful for positive outcomes in this math corequisite course.

As of 3/2023: As mentioned above, four new corequisite courses were developed, bundling the development units with college-level instruction, specifically math and English. Completed a pre-requisite audit.

As of 3/2024: As of Fall 2023, Corequisite courses have been developed and implemented for ENG 111 English Composition I/ENG 090 English Corequisite Lab, MAT 110 General Education Mathematics/MAT 090 General Education Math Corequisite Lab, MAT 120 College Algebra with Review, and MAT 208 General Elementary Statistics with Review.

Recommendations: As of 3/12/22: Strategy aligns significantly with 2.1.B. As part of the development and implementation of guided pathways, complete a pre-requisite audit of all courses to ensure requirements reflect the knowledge and skills needed for individual program pathways as well as best practices.

As of 3/2023: While a pre-requisite audit was completed to review what courses had pre-reqs and what those were, additional work needs to be completed to determine if the pre-reqs reflect the knowledge and skills needed for an individual program pathway and if those are aligned with best practices.



Strategic Plan

2021-2025

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Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 5): *Accelerate the time it takes for students to complete adult education courses and achieve success in a college-level course.*

Strategies

Strategy (A): Expand bridge programming initiatives (BOUNCE) in Adult Education.

Strategy (B): Implement Career Cluster Framework throughout ABE & ASE programs.

Strategy (C): Design pathways for learners interested in employment or further education, regardless of their skill level at the point of entry.

Strategy (D): Integrate financial literacy, life skills, technology, and study skills into all levels of the curriculum.

Strategy (E): Align adult education programming with career laddering CTE credentials, certificates and/or degrees that lead to living wage jobs and ensure multiple entry points for learners.

Strategy (F): Implement an assessment model that considers learners past experiences and workplace skills.

Strategy (G): Explore opportunities to link with (and scale) the College's TRiO SSS learner support efforts aimed at reducing barriers to retention, improving progress, and facilitating transition to postsecondary CTE programs.





Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 5): Accelerate the time it takes for students to complete adult education courses and achieve success in a college-level course.

Strategy (A): Expand bridge programming initiatives (BOUNCE) in Adult Education.

Output/Outcome: Students have increased opportunities to transition into College-level courses and programs.

Target(s): Health Bridge in FY22, Business Bridge in FY23, and Transportation Bridge in FY24.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|--|----------|------------|-----------|------------------|
| VPAA | 2A, 2B | FY22-FY25 | Employees | Unknown |
| HLC Criterion: | | 3A, 3D, 4C | | |
| Potential Deliverables: Bridge to IT offered in FY21 and again Spring 2022. | | | | |
| Critical Issues to Address: Establish baseline, adjust target number, and project Credit Hours. | | | | |
| Barriers to Success: Sector-specific Bridges have been difficult, so locations have been combined through the use of synchronous at multiple locations via videoconferencing to ensure adequate enrollment. | | | | |

Results: As of 9/2022 Update: There are 3 current approved Bridges- Bridge to Healthcare, Bridge to Hospitality, and Bridge to IT. We had a very active Bridge to IT this Spring, which we will continue in FY22. We will also re-launch the Healthcare and Hospitality Bridge in FY22, providing remote access to combat low numbers at a single location and provide district wide using fewer instructional resources. As part of the BOUNCE Transition Grant, we will be submitting the Bridge to TDL, and a Career Pathway Bridge this Fall, along with ICAPS support courses for CNA, Truck Driving, and Automotive.

As of 3/17/22 Update: The program is working with ICCB to submit a new Career Pathway Bridge for approval this spring. The Bridge to TDL will be re-submitted.

As of 3/2023: Three courses approved in Career Pathway Bridge- ABE, ASE, and HSCR- December 2022. Career Pathway Bridge program approval December 2022. Three courses approved for Google ICAPS in Digital Marketing & E-Commerce-ABE, ASE, and HSCR February 2023. Google ICAPS program approved February 2023.

As of 3/2024: Career Pathway Bridge implemented in FY23, 69 students have participated since. Google ICAPS implemented in FY23, 10 students have participated. Entrepreneurship ICAPS approved FY24.

Recommendations: 3/2023: Implement Career Pathways, focus on newly- approved Career Pathway Bridge- as it is not sector-specific and allows students to explore any career they wish to explore. Implement Google ICAPS for students who wish to participate.

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Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 5): Accelerate the time it takes for students to complete adult education courses and achieve success in a college-level course.

Strategy (B): Implement Career Cluster Framework throughout ABE & ASE programs.

Output/Outcome: Students have increased opportunities to transition into College-level courses and programs.

Target(s): Increase number of ASE graduates who transition to College programs, after completing GED, by 10%.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|--------------------|-----------|-----------|------------------|
| VPAA | 2B, 2D, 2G, 3D, 5E | FY22-FY25 | Employees | Unknown |

HLC Criterion: 3A, 3D, 4C

Potential Deliverables: Academic and CTE programs available at SCC advisement. Career Fair Participation.

Critical Issues to Address: Establish baseline, adjust target number, and project Credit Hours.

Barriers to Success:

Results: As of 3/17/22 Update: Career Exploration and Awareness activities are embedded in all ABE, ASE, and HSCR courses. All students have access to basic skills instruction that uses contextualized curriculum for up to 68 career modules covering all 16 career clusters. The use of diagnostic testing allows instruction to be differentiated in ways that can accelerate completion.

As of 3/2023: Adult Education staff met with Director of IE, VPAA, Dean of Academic Affairs, IT Support, Dean of Enrollment and Registrar in February to determine the best way to collect the data. The Registrar will create New Program to differentiate between Credit Recovery students who are not separated from their district and Adult Education students. AE students will be placed in the program consistent with their NRS level. We will use COURSE TYPE on the sections to determine students who are AHS- diploma seeking, GED credential seeking, remediating for basic skills or other student types that may be needed for accurate reporting. IT support will create these course types. This will allow us to establish a baseline in FY24.

As of 3/2024: Adult Ed Students are using Career Coach and/or Illinois Worknet to create Career Portfolios as part of embedding the Essential Employability Skills Framework in all levels of Adult Ed Programming.

Recommendations: 3/2023: Create the new Credit Recovery program for Credit Recovery students. Work with IT support to create course type code designations for AE student types, consider codes for students referred through agencies for tracking purposes as well.

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Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 5): Accelerate the time it takes for students to complete adult education courses and achieve success in a college-level course.

Strategy (C): Design pathways for learners interested in employment or further education, regardless of their skill level at the point of entry.

Output/Outcome: Adult Education students have a career plan that helps them transition into College-level courses and programs after completing HSE.

Target(s): Increase number of Adult Education graduates who transition to College programs, after completing GED, by 10%.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|----------|-----------|-----------|------------------|
| VPAA | 2B, 2D | FY22-FY25 | Employees | Unknown |

HLC Criterion: 3A, 3D, 4C

Potential Deliverables: Academic and CTE programs available at SCC advisement. Career Fair Participation.

Critical Issues to Address: Establish baseline, adjust target number, and project Credit Hours.

Barriers to Success:

Results: As of 3/17/22 Update: All Adult Education students indicate their career path interest upon registration each semester.

As of 3/2023: Beginning in FY24, Adult Ed students will create a digital Career Portfolio as part of their intake and orientation and add to it through their AE experience as part of their Career Pathway Bridge experience.

As of 3/2024: All courses are in the process of being updated. Outdated courses are being inactivated and new courses are being created where needed, including additional elective credits for AHS.

Recommendations: 3/17/22: Build Pathways for Adult Education students to transition into upon completion of HSE based upon their career path interest.

3/2023: Work to develop elements of the Career Portfolio for FY24 implementation. These elements will align with the Career Pathways Bridge lessons.

3/2024: Work with academic programs to develop pathways from Adult Ed completion to credit-bearing certificate and degree programs. Explore Ability to Benefit.

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Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 5): Accelerate the time it takes for students to complete adult education courses and achieve success in a college-level course.

Strategy (D): Integrate financial literacy, life skills, technology, and study skills into all levels of the curriculum.

Output/Outcome: Applied curriculum that integrates critical workforce and personal developments skills with adult education classes.

Target(s): Increase the number of Adult Education graduates by 10%.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-----------------------|-----------|-----------|------------------|
| VPAA | 2E, 3D, 10B, 10E, 16C | FY23-25 | Employees | Unknown |

HLC Criterion: 3A, 3D, 4C

Potential Deliverables:

Critical Issues to Address: Establish baseline, adjust target number, and project Credit Hours.

Barriers to Success:

Results: As of 3/17/22 Update: These topics are already integrated into the curriculum at all levels. All students receive contextualized instruction that includes Consumer Education, life skills, career exploration and career awareness.

As of 3/2023: In FY24, along with establishing baseline data for AE student types, the staff will begin the process of updating courses to reflect current practice- including the use of digital skills and contextualized curriculum that integrates financial literacy and life skills. This will be a multi-year endeavor as there are many courses dating back several decades.

As of 3/2024: Adult Ed Courses include contextualized curriculum, designed for Adult Learners that embed financial literacy, life skills, technology, and study skills into all levels of curriculum. Improved coding in Colleague and can now track completion of objective for Adult Ed students.

Recommendations: 3/17/22: Map curriculum to these skills.

3/2023: Consider GED Test Results Indicating "College Ready" and "College Ready + Credit" in the multiple measures framework to remove barriers to postsecondary enrollment in college-level coursework and the need for placement testing for students who score at these levels.

3/2024: Begin tracking completion of objective for Adult Ed students.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 5): Accelerate the time it takes for students to complete adult education courses and achieve success in a college-level course.

Strategy (E): Align adult education programming with career laddering CTE credentials, certificates and/or degrees that lead to living wage jobs and ensure multiple entry points for learners.

Output/Outcome: Applied curriculum that integrates critical workforce and personal developments skills with adult education classes.

Performance competency-based assessment model for course delivery that contextualizes and aligns basic skills with advanced skills needed for postsecondary programs and allows learners to demonstrate mastery at their own pace.

Target(s): Increase number of Adult Education graduates by 10%. Welding FY22, Automotive FY23, Info. Tech. FY24

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-----------------------|-----------|-----------|------------------|
| VPAA | 2A, 2E, 15D, 16C, 16D | FY22-FY25 | Employees | Unknown |

HLC Criterion: 1B, 3A, 3D, 4C

Potential Deliverables: Performance-based curricular modules that integrate adult education competencies with CTE program competencies.

Critical Issues to Address: Establish baselines, adjust target numbers, and project Credit Hours. Integrate GED testing into CTE program design and delivery of instruction. Ability to develop performance-based curricula.

Barriers to Success: Capacity and expertise for developing performance-based curriculum.

Results: As of 3/17/22 Update: CTE Programs are working through completion of ICCB Programs of Study. Program Coordinators will submit Program of Study to their respective Dean by April 1. CTE programs must have an ICCB approved Program of Study to continue to be eligible for Perkins dollars.

As of 9/27/22 Update: To align our adult education programming with career laddering CTE credentials and provide multiple entry points, the funding model for Adult Ed must be addressed. We are participating in the Adult Ed Advisory Council which is focused on *Incentivizing Success and Accountability through Funding Mechanisms*. The committee will complete a SWOT Analysis of current policies regarding generation, funding, and other fiscal policies in order to make policy recommendations to ICCB. Our Director of Adult Ed is the Chair of the committee.

As of 3/2023: Google ICAPS approved in February 2023 is aligned to outcomes of that training program. ICAPS is currently the only course type that allows for AE outcomes to mirror CTE or workforce training content, but must also be aligned to ABE/ASE Content Standards. All other course types require alignment to Illinois ABE/ASE Content Standards. The program will continue to contextualize AE programming with basic skills instruction that builds the capacity for students to enter and succeed in postsecondary education and training.

As of 3/2024: GED is already a competency-based model. Students are assessed on the IL ABE/ASE Content Standards and with GED Ready testing and are encouraged to test as soon as they are ready. Vouchers are provided for practice testing and, upon successful completion of GED Ready, students are provided with vouchers to GED test.



Strategic Plan

2021-2025

Recommendations: 3/17/22: Align Adult Education programs with CTE programs to ensure multiple entry and exit points. Review required prerequisites, as needed.

3/2023: Include Adult Education on the Career Pathways for programs of study, not only K-12. Continue updating AE courses and mapping curriculum to improve alignment.

3/2024: Strategies E and F could be combined.

Work with academic programs to develop pathways from Adult Ed completion to credit-bearing certificate and degree programs. Explore Ability to Benefit.

Status

New

Continue

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Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 5): Accelerate the time it takes for students to complete adult education courses and achieve success in a college-level course.

Strategy (F): Implement an assessment model that considers learners past experiences and workplace skills.

Output/Outcome: Students will be able to obtain credit by demonstrating mastery of skills obtained in the workplace and in life.

Target(s): Increase number of Adult Education graduates by 10%.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|--|-----------------------|-----------|-----------|------------------|
| VPAA | 2A, 2E, 15D, 16C, 16D | FY22-FY25 | Employees | Unknown |
| HLC Criterion: | 3A, 3D, 4A, 4B | | | |
| Potential Deliverables: Policy for awarding credit for prior learning. | | | | |
| Critical Issues to Address: Establish baseline, adjust target number, and project Credit Hours. | | | | |
| Barriers to Success: Capacity and expertise for developing performance-based curriculum. Current ICCB regulations to do not permit consideration of learners' past experiences for earning the HSE. | | | | |

Results: As of 3/17/22 Update: Current instructional models are standards-based and attendance is the basis for generating funding. The program is working with ICCB on the consideration of competency-based models that allow for acceleration without impacting funding generation. This will require a change to the AE funding formula to fully implement.

As of 3/2023: No changes to current generation policy based on student attendance. In terms of GED Testing, students can accelerate completion by showing mastery of course material and readiness to test through GED Ready Practice testing. Regardless of hours earned ALL students whose scores indicate readiness to test are encouraged to do so.

As of 3/2024: GED is already a competency-based model. Students are assessed on the IL ABE/ASE Content Standards and with GED Ready testing and are encouraged to test as soon as they are ready. Vouchers are provided for practice testing and, upon successful completion of GED Ready, students are provided with vouchers to GED test.

Recommendations: 3/2023: Continue participation on the Adult Education Advisory Council- specifically the Subcommittee Funding Mechanisms. This group is tasked with exploring the impact of ICCB policy on AE programming. There is a discussion of how the current system of generation does not incentivize accelerated outcomes.

3/2024: Work with academic programs to develop pathways from Adult Ed completion to credit-bearing certificate and degree programs. Explore Ability to Benefit.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 2 Increase Student Completion 10% by FY23

Objective 5): Accelerate the time it takes for students to complete adult education courses and achieve success in a college-level course.

Strategy (G): Explore opportunities to link with (and scale) the College’s TRiO SSS learner support efforts aimed at reducing barriers to retention, improving progress, and facilitating transition to postsecondary CTE programs.

Output/Outcome: Additional services that assist adult education students with academic attainment, self-motivation, and completion.

Target(s): Increase number of Adult Education graduates who pursue College degrees and certificates by 10%.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-------------------------|-----------|-----------|------------------|
| VPAA | 3D, 5E, 5F, 6A, 6C, 10D | FY22-FY25 | Employees | Unknown |

HLC Criterion: 3D, 4C

Potential Deliverables: Enhanced tutoring, career assessment, financial aid, scholarship assistance, advising, registration

Critical Issues to Address: Establish baseline, adjust target number, and project Credit Hours.

Barriers to Success:

Results: As of 3/15/22 Update: We are submitting a project proposal for HEERF III (due April 8) that includes providing courses during summer session and at various locations in order to increase completion. Adult Education students who have not pursued a college degree or certificate since obtaining their GED will be targeted as a group needing assistance for completion.

As of 3/2024: Work with academic programs to develop pathways from Adult Ed completion to credit-bearing certificate and degree programs. Explore Ability to Benefit.

Recommendations: Work with academic programs to develop pathways from Adult Ed completion to credit-bearing certificate and degree programs. Explore Ability to Benefit.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 1): Integrate elements of diversity, equity, and inclusion into all College systems and processes.

Strategies

Strategy (A): Establish a Diversity, Equity, and Inclusion (DEI) Committee

Strategy (B): Adopt a DEI Board policy.

Strategy (C): Increase awareness of diversity, equity, and inclusion through multicultural activities in classrooms and throughout campus.

Strategy (D): Link student assessment outcomes of global and cultural awareness core competency to plan future DEI events.

Strategy (E): Review administrative policies and procedures to ensure they are free of implicit and explicit biases.

Strategy (F): Review and revise HR procedures to ensure equity.





Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 1): Integrate elements of diversity, equity, and inclusion into all College systems and processes.

Strategy (A): Improve Diversity, Equity, and Inclusion (DEI) Council activities and processes.

Output/Outcome: DEI Committee; Plan for strengthening organizational DEI

Target(s): Establish by December 2021; Plan completed by December 2023

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|--------------------------|--|-----------|-----------------|------------------|
| Executive Director of HR | 10B, 10D, 10E, 11B, 11E, 12A, 12B, 12C, 12D, 13A, 13C, 13D, 14A, 14B, 14C, 14D | FY25 | Employees; ≈30K | Unknown |

HLC Criterion: 1C, 3B, 3C

Potential Deliverables: Committee Charter; DEI Plan; DEI effectiveness rubric for policy; activities to address the achievement gaps for low-income and minority students; DEI Audit for the organization

Critical Issues to Address: Integration with shared governance structure. Communicating the critical importance of DEI to student and organizational success. Establish organizational benchmarks; collaboration with Student Affairs and Academic Affairs

Barriers to Success: Employee perception about DEI. Community perception about DEI.

Results: As of 3/10/22 Update: A DEI Council was established with the new Shared Governance Structure. They met for the first time in February and will meet monthly. The Council chair is on the Executive Council and will communicate a monthly report at that time.

As of 3/2023 Update: DEI Council was implemented over the past year as part of Shared Governance. Committee charge was delivered.

Recommendations: As of 3/2023: Revised this strategy to reflect establishment of the DEI Council and future deliverables of the Council.

Complete a DEI Audit to establish a baseline and to inform professional development areas for employees.

Status

New

Continue

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Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 1): Integrate elements of diversity, equity, and inclusion into all College systems and processes.

Strategy (B): Adopt a DEI Board policy.

Output/Outcome: Board perspective of benefits and values of DEI are communicated.

Target(s): Adopt by December 2021.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|--|-----------|-----------|------------------|
| President | 10B, 10D, 10E, 11B, 11E, 12A, 12B, 12C, 12D, 13A, 13C, 13D, 14A, 14B, 14C, 14D | FY22 | Employees | Unknown |

HLC Criterion: 1C, 2A, 3B, 3C

Potential Deliverables: Community (Board) perspective on DEI. DEI accountability structure. Monitoring measures.

Critical Issues to Address:

Barriers to Success:

Results: 3/14/2022: BoT adopted a DEI Policy in the 3/7/2022 BoT Meeting. This policy is included in the new Board Policy Manual that is now public. The President will utilize the DEI Council through the Shared Governance structure to carry out the policy.

Recommendations:

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 1): Integrate elements of diversity, equity, and inclusion into all College systems and processes.

Strategy (C): Increase awareness of diversity, equity, and inclusion through multicultural activities in classrooms and throughout campus.

Output/Outcome: Improved communication, innovation, customer service, decision-making, and performance.

Target(s): 10% increase in employee satisfaction. 10% increase in student satisfaction. 10% increase in student persistence.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|---|-----------|-----------|------------------|
| EDHR | 10B, 10D, 10E, 11B, 11E, 12A, 12B, 12C, 12D, 13A, 13C, 13D, 14A, 14B, 14C, 14D | FY22-FY25 | ≈ \$50K | ≈100 per year |
| HLC Criterion: | 1C, 3B | | | |
| Potential Deliverables: | Training and intervention strategies. Employee recognition program. DEI Rubric to inform student assessment and College Culture improvement. Complete a climate survey to establish baseline DEI performance. Events that promote inclusive employee interaction | | | |
| Critical Issues to Address: | Establish meaningful KPI's and targets to shape a positive culture. How to create a sense of belonging while respecting sense of uniqueness. Establish baseline, adjust target number, and project Credit Hours. Decide on Ruffalo Noel Levitz or other survey provider | | | |
| Barriers to Success: | Silos | | | |

Results: As of 3/14/2022 Update: Dr. Taylor has completed the individual meet and greet meetings with existing employees and continues these with all new employees as they are hired. He conducts monthly breakfasts with the President, which is a mixture of faculty and staff.

The established DEI Council through the Shared Governance process is overseeing College-wide cultural activities.

The Employee Relations Team (which is under the DEI Council) is researching ways to recognize employees. E. Forthman, Exec. Director of HR, is a member of the ad hoc survey committee which is researching tools, such as the Ruffalo Noel Levitz, to survey employee satisfaction and community perception. This committee is working to align all survey questions with the KPIs in SCCES.

SmartEvals was purchased to allow us to more efficiently collect course evaluations and other in-house student satisfaction surveys, as needed. The Community College Survey of Student Engagement (CCSSE) through University of Texas-Austin, is being administered March-April 2022.

The faculty have aligned courses to the SCC Core Competencies, of which Global and Cultural Awareness is one. All courses aligned to this competency complete the respective rubric and submit to WEAVE. The Student Academic Assessment Team (SAAT) will analyze these and provide an update in Fall 2022 to the BoT.

As of 9/27/22 Update: Campus activities include clean up days, Juneteenth celebration, Women in History activities, etc. Dr. Taylor is a lifetime member of the NAACP and was a panelist for the 85th Annual State meeting in September 2022. SCC is an active sponsor of multiple NAACP events. Other engagement includes Healing Southern Illinois, Community Remembrance Project, and Equal Justice Initiative.



Strategic Plan

2021-2025

As of 3/2023 Update: Employee recognition program was started by Employee Relations Team. F. Rouse is a member of the NAACP.

Target Results:

See persistence data in 3.1.C

Recommendations: 3/14/22: The Exec. Dir. of HR should remain a part of the ad hoc survey committee as a direct link back to the DEI Council and respective hybrid teams.

As of 4/2023: Research employee satisfaction survey providers and develop a timeline for administration.

Status

New

Continue

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Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 1): Integrate elements of diversity, equity, and inclusion into all College systems and processes.

Strategy (D): Link student assessment outcomes of global and cultural awareness core competency to plan future DEI events.

Output/Outcome: DEI events that improve student learning and engagement.

Target(s): 10% increase in student persistence. 10% increase in student attainment of global and cultural awareness core competency.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|--|-----------|-----------|------------------|
| VPAA | 5F, 6A, 6B | FY22-FY25 | ≈ \$50K | Unknown |
| HLC Criterion: | 1C, 3B, 4B, 5C | | | |
| Potential Deliverables: | College-wide DEI events. | | | |
| Critical Issues to Address: | Link student assessment with budget development. Connect with DEI Council (cultural awareness team) and Student Affairs (student experience team). | | | |
| Barriers to Success: | | | | |

Results: As of 3/12/22 Update: The College's Assessment Coordinator resigned in FA21. Since her resignation, the SAAT has convened to establish a new Assessment Coordinator who will begin FA22. Additionally, the SAAT is working to update the action plan and finalize goals for the upcoming academic year.

As of 9/27/22 Update: The new Assessment Coordinator has begun responsibilities as of Fall 2022. An assessment report has been completed and a longitudinal study of the completion/assessment of the core competencies is being conducted. The average student proficiency rate for the Global and Cultural Core Competency during the past six semesters is consistently above 80%.

As of 3/2023: The new Assessment Coordinator began responsibilities in Fall 2022. An assessment report has been completed and a longitudinal study of the completion/assessment of the core competencies is being conducted.

As of 3/2024: All faculty complete the CCAF on Global and Cultural Awareness. The Assessment Coordinator provides the results in an assessment report to the faculty. Based on the results of the 2022-2023 data: Global & Cultural Awareness had low submission levels from faculty and has decreased over the past 2 years. Of the rubrics submitted, scores average over 80% for all rubric components.

Target Results:

The average student proficiency rate for the Global and Cultural Core Competency during the past six semesters is consistently above 80%.

See persistence data in 3.1.C.

Recommendations: 3/2023: Collaborate with Cultural Awareness team and Student Experience Team for consideration on incorporation of the core competency results into planning future DEI events.



Strategic Plan

2021-2025

3/2024: The Assessment Coord should share with the DEIB Council the results of the Global and Cultural Awareness Competency to determine strategies for increasing the completion of the assessments and integration of the results into DEIB planning.

Status

New

Continue

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Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 1): Integrate elements of diversity, equity, and inclusion into all College systems and processes.

Strategy (E): Review administrative policies and procedures to ensure they are free of implicit and explicit biases.

Output/Outcome: Improved communication, innovation, customer service, decision-making, and performance.

Target(s): 10% increase in employee satisfaction. 10% increase in student satisfaction. 10% increase in student persistence.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|--|-----------|-----------|------------------|
| President | 10B, 10D, 10E, 11B, 11E, 12A, 12B, 12C, 12D, 13A, 13C, 13D, 14A, 14B, 14C, 14D | FY22-FY25 | ≈ \$50K | Unknown |

HLC Criterion: 1C, 2A, 5A, 5C

Potential Deliverables: Definitions for diversity, equity, inclusion, belonging. DEI rubric for policies.

Critical Issues to Address: DEI Training for all shared governance committees.

Barriers to Success:

Results: As of 3/14/22 Update: In January, the President, VP Cather, and Dr. Teske developed and refined a policy review tool. In February, they conducted an orientation with Executive Council on the tool and process for policy review. In February and March, the Executive Council has piloted this tool and process. In the April 2022 meeting, the Executive Council will view the results of the tool, make recommendations for improvement, and give guidance on how the Shared Governance structure will be utilized to review the administrative policies.

As of 9/27/22 Update: The Executive Council has reviewed the Expressive Activity Policy & Procedure submitted by the Facilities Team, as well as several others submitted by the Employee Relations Team, as part of the policy review process of Shared Governance to ensure these policies are free of implicit and explicit biases.

As of 4/2023 Update: A document to clarify Administrative policy responsibility and provide focus to Shared Governance Councils is being created for fall 2023 distribution. A model policy was created and distributed to employees to assist with policy review, revision, and creation.

As of 3/2024: 08/31 – DEI Council Luncheon, focused on developing a college-wide definition for the term “belonging.”

Target Results:

See persistence data in 3.1.C.

Recommendations:

Status

New

Continue

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Strategic Plan

2021-2025





Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 1): Integrate elements of diversity, equity, and inclusion into all College systems and processes.

Strategy (F): Review and revise HR procedures to ensure equity.

Output/Outcome: Improved communication, innovation, customer service, decision-making, and performance.

Target(s): 10% increase in employee satisfaction.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-------------------------|-----------|-----------|------------------|
| ED HR | 11C, 11D, 12A, 13B, 13C | FY22-FY25 | Employees | None |

HLC Criterion: 1C, 2A, 3C

Potential Deliverables: Equitable hiring practices. Equitable supervisory practices. Equitable employee evaluation processes.

Critical Issues to Address: DEI Training for all supervisors.

Barriers to Success:

Results: As of 3/10/22 Update: E. Forthman is on an ad hoc committee working on our surveys. As part of this work, the committee is researching possibilities for either an in-house or purchased survey to use to measure employee satisfaction. The Employee Relations Team will work through this decision once a recommendation is made and will begin reviewing policies on HR procedures this spring. The Professional Development Team is working on ways to provide better customer service.

As of 4/2023 Update: Currently reviewing hiring practices.

As of 3/2024: DEIB has just recently started the revision of HR policies. This will be a continuous process.

Recommendations: 4/2023 Update: Optimize the use of Colleague and etrieve for all HR processes.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 2): Increase employee talent, technical capability, and leadership skills.

Strategies

Strategy (A): Provide advanced ERP (Colleague) and CROA training.

Strategy (B): Provide customer service training.

Strategy (C): Provide advanced training for Microsoft Office products.

Strategy (D): Explore the possibility of a establishing an externship (or exchange) experience for interested employees.

Strategy (E): Provide leadership training.





Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 2): Increase employee talent, technical capability, and leadership skills.

Strategy (A): Provide advanced ERP (Colleague) and CROA training.

Output/Outcome: Employees will be able to perform more efficiently. Employees will be able to develop customized reports to assist with decision-making.

Target(s): Sense of contribution and task accomplishment will increase.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|----------------------------|-----------|-----------|------------------|
| VPAS | 11B, 12C, 12E, 12F, 14D | F22-FY25 | ≈ \$37K | Unknown |

HLC Criterion: 3D, 4C, 5B, 5C

Potential Deliverables: Colleague and CROA generated reports. Trained staff. “Scenario student” training.

Critical Issues to Address: Establish meaningful KPI’s and targets to shape a positive culture and employee satisfaction. Potential for internal training in areas by staff. Need Google Docs training.

Barriers to Success:

Results: As of 3/9/22 Update-We have scheduled Ellucian training for employees for the Degree Audit and Curriculum Management modules of Colleague. We have scheduled CROA Fundamentals, Intermediate, and Advanced training for Dr. Teske, the new Research Associate, S. Black, new Computer Support Specialist, F. Rouse, E. Forthman, and Dr. Doerr. We have ongoing CROA consultant sessions throughout the year for reporting needs.

Danielle Boyd trained over 40 staff and faculty on “how to admit a student” and is developing a training on advising students using Colleague.

All new staff who are advising/registering students will be trained by Danielle Boyd in Colleague and Self Service in efforts to address consistency.

Dr. Doerr trained all Recruiters/Advisors and Center Coordinators on communication to potential students and current students. An expectation checklist and contact logs are being used by Recruiters/Advisors and Center Coordinators. FA staff have also been given messaging strategies.

As of 9/27/22 Update: In Summer 2022, CROA Fundamentals and Advanced trainings were delivered to the Institutional Effectiveness Department, some members of IT, and some from Student Affairs and Academic Affairs. Over 20 employees participated in Ellucian’s Colleague Curriculum Management Module training in August. As a result, several action items have been completed and are still in the works to improve our processes. Training meetings were conducted for the Ellucian Cloud migration, which was successfully completed in August.

As of 3/2023: Colleague Degree Audit training was conducted in January 2023 with members from AA, SA, IT, and IE. As a result, several action items have been completed and are still in the works to improve our processes.



Strategic Plan

2021-2025

The new Research Associate has received and viewed the recorded CROA fundamentals and Advanced trainings. Financial Aid module training has been ordered. As of this update, we are awaiting dates from Ellucian for this training. The regular annual CROA report meetings with the CROA consultant also act as advanced training for IT and IE as we work to resolve reporting issues and discover new ways to provide the College reports to answer key questions.

IE has trained employees who have access to the internal CROA dashboard. Employees have begun to use the dashboard independently in reports for HLC extension center site visit, program review, and monitoring reports. A monthly meeting, Thursdays at Three, started in March 2023 which is open to all FT and PT employees. These meetings are designed, in part, to train employees on where to find the CROA report they need to answers their questions and how to read them. These reports are being aligned to the KPIs.

Recommendations: 3/9/22: Recommend discussion of training on the Communications Management with PI/Marketing. Training for Financial Aid Module in Colleague is being discussed. Training meetings may need to be scheduled for the Ellucian Cloud migration.

As of 3/2023: Training may be needed for the Ellucian Experience. Continue adding action items and updates to the Colleague Training Document as we receive training and carry through with improvements.

Status

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Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 2): Increase employee talent, technical capability, and leadership skills.

Strategy (B): Provide customer service training.

Output/Outcome: Student satisfaction with college services will be increased.

Target(s): 10% increase in student satisfaction; 10% increase in employee satisfaction.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|--------------------------|-----------------------------------|-----------|-----------|------------------|
| Executive Director of HR | 10E, 11B, 11D, 12E, 12F, 13C, 14B | FY23 | ≈ \$10K | Unknown |

HLC Criterion: 3C, 3D, 4C

Potential Deliverables:

Critical Issues to Address: Establish meaningful KPI's and targets to shape student and employee satisfaction.

Barriers to Success:

Results: As of 3/10/22 Update: The Professional Development team has held their first meeting and are in preliminary discussions surrounding this training. Harrah's GM has offered to share their Caesars's brand customer service training with us.

A GEERF III grant (SSARP) proposal is being drafted (due date 4/8/22) for a "Re-Enroll, Re-Engage, Re-Imagine" campaign that will include customer service training.

As of 9/27/22 Update: The Professional Development team is developing a series of customer service trainings. A kick off of Customer Service training was given at Convocation in August 2022 with featured guest speaker Sherry Wessel, SVP/GM of Harrah's Metropolis Casino. We are looking at a few other options for the coming year to complete this series.

As of 4/2023 Update: The Professional Development Team is working on a description of what customer service looks like for SCC that we can use to guide our efforts with customer service. The PD Team is exploring bringing Sherry Wessel back to focus on one element of customer service.

As of 3/2024: The Employee Relations Team offered a Lunch and Learn on customer service in the fall of 2023. It was offered face to face and via Zoom. It will become an annual training.

Recommendations: 3/10/22: The Professional Development Team recommends researching other companies' training and potentially doing a series.

As of 4/2023: Explore Epic (through HR) for customer service videos for use with employee orientation. HR and AA work together to plan professional development in customer service.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 2): Increase employee talent, technical capability, and leadership skills.

Strategy (C): Provide advanced training for Microsoft Office products.

Output/Outcome: Employees will demonstrate advanced skills in WORD and EXCEL.

Target(s): 10% increase in employee satisfaction.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|---|-----------|-----------|------------------|
| VPAA | 11B, 11D, 12A, 12B, 12E, 12F, 13B, 13C, 14B, 14C, 14D | FY24-25 | Employees | 200 |

HLC Criterion: 3D, 4C, 5B, 5C

Potential Deliverables: Workforce Education Training modules that are both f2f and online. Schedule of courses.

Critical Issues to Address: Consider the possibility of each administrative employee achieving the Microsoft Office Specialist certificate for WORD and EXCEL. Workplace coverage.

Barriers to Success: Insurance. Finding institutions to participate.

Results: As of 9/27/22 Update: Dr. Taylor has designed a course for the leadership detailing the procurement process and the use of Excel. The course will be delivered during Fall 2022.

As of 3/2023: The new Dean of CTE began her duties in January 2023.

As of 3/2024: No results

Recommendations: As of 3/17/23 Update: Develop a schedule of workforce education training modules in Microsoft Office suite.

As of 4/2023: Explore the use of Epic through HR. Collaborate with HR to deliver continuing education for employees.

As of 3/2024: Will be evaluated as the COM program is redesigned

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 2): Increase employee talent, technical capability, and leadership skills.

Strategy (D): Explore the possibility of a establishing an externship (or exchange) experience for interested employees.

Output/Outcome: Employees will experience other workplace cultures.

Target(s): 10% increase in employee satisfaction.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-----------------------------------|-----------|----------------|------------------|
| ED HR | 10E, 11B, 11D, 12E, 12F, 13C, 14B | FY24 | Employees, ≈3K | Unknown |

HLC Criterion: 5B

Potential Deliverables: Employees can learn best practices from other organizations and bring back to SCC for potential integration. Employees can build their professional network.

Critical Issues to Address: Length of externship. Compensation and workplace coverage.

Barriers to Success: Insurance. Finding institutions to participate.

Results: As of 3/10/22 Update: This is part of the Professional Development Team's plan and nothing has been started on that yet. But it's on the timeline to complete by FY24.

Recommendations:

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 2): Increase employee talent, technical capability, and leadership skills.

Strategy (E): Provide leadership training.

Output/Outcome: Increase confidence in senior-level administration, student satisfaction, and employee satisfaction.

Target(s): 10% increase in student satisfaction; 10% increase in employee satisfaction.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|---|-----------------------------------|------------|-----------|------------------|
| Executive Director of HR | 10E, 11B, 11D, 12E, 12F, 13C, 14B | FY25 | ≈ \$50K | Unknown |
| HLC Criterion: | | 3C, 3D, 4C | | |
| Potential Deliverables: Leadership learn how to influence and engage their employees- leading by example, building a team, conflict management, problem solving, articulating a clear vision for success, etc. | | | | |
| Critical Issues to Address: Finding time in schedules for PD, ensuring vacant leadership position are filled prior to holding PD | | | | |

Barriers to Success:

Results:

Recommendations: 3/2024: Schedule leadership training for administration.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 3): *Align organizational structure to achieve strategic results.*

Strategies

[Strategy \(A\): Streamline college organizational structure to achieve strategic results.](#)

[Strategy \(B\): Perform an organization skills assessment to identify talent gaps.](#)

[Strategy \(C\): Create opportunities for cross-skill training.](#)





Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 3): Align organizational structure to achieve strategic results.

Strategy (A): Streamline college organizational structure to achieve strategic results.

Output/Outcome: Increase collaboration, accountability, and student success.

Target(s): Complete by December 2021.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-----------------------------------|-----------|-----------|------------------|
| President | 11A, 11C, 12B, 12C, 13B, 13C, 14D | Ongoing | Employees | None |

HLC Criterion: 2B, 2C, 5A

Potential Deliverables: New organizational chart.

Critical Issues to Address: Align with shared governance structure. Align with pay-grade levels.

Barriers to Success:

Results: As of 3/12/22 Update: The BoT approved a new College organizational structure, aligned with pay-grade levels and the new Shared Governance structure, in December 2021 that took effect in January 2022.

As of 9/27/22 Update: Executive Leadership and mid-level managers are in place and meeting on a weekly basis with Dr. Taylor, increasing collaborative efforts to improve efficiency within the Shared Governance structure. All Leadership Teams are meeting on a monthly basis, at minimum.

As of 3/2023: Organizational structure will be reviewed every year to ensure human resource alignment with College strategic initiatives.

As of 3/2024: Over the course of the month of April, hosted several meetings with Dr. Teske, Jesse Smith-Fulia (Executive Council Chair), and the Senior Team for the purpose of improving the College's Shared Governance structure. Feedback from the Council and Team Chairs was reviewed and several changes to the structure are in the process of being made.

Over the course of the month of May, hosted several meetings with Dr. Teske and the Senior Team for the purpose of reviewing progress on FY23 strategic initiatives and confirming strategic initiative priorities for FY24.

Recommendations:

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 3): Align organizational structure to achieve strategic results.

Strategy (B): Perform an organization skills assessment to identify talent gaps.

Output/Outcome: Report that recommends personalized professional development needs to enhance employee job performance.

Target(s): Report complete by December 2024

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|---|-----------|-----------|------------------|
| ED HR | 11A, 11B, 11D, 12A, 12B, 12D, 12F, 13B, 13C, 14B, 14D | FY23-25 | ≈ \$50K | None |

HLC Criterion: 3C, 3D, 5B

Potential Deliverables: Focused professional development needed to guide institutional planning and improvement.

Critical Issues to Address: Examine role suitability and employee fit.

Barriers to Success:

Results: As of 3/10/22 Update: This is going to be an ongoing charge of the Professional Development Team. They are discussing the best ways to identify the talent gaps within the different areas so that we can start providing what's most crucial.

As of 9/27/22 Update: The Professional Development Team is discussing the best ways to identify the talent gaps within the different areas so that we can start providing training in areas that are most critical.

Recommendations: 3/10/22: The Team should begin researching organizational skills assessments during FY22-FY23.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 3): Align organizational structure to achieve strategic results.

Strategy (C): Create opportunities for cross-skill training.

Output/Outcome: Better trained workforce and reduced institutional vulnerability.

Target(s): 10 positions per year. 10% increase in employee satisfaction.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|--------------------------------------|-----------|-----------|------------------|
| ED HR | 11A, 11B, 12D, 12E, 13B, 13C, 14C | FY22-FY23 | Employees | None |

HLC Criterion: 5B

Potential Deliverables:

Critical Issues to Address:

Barriers to Success:

Results: As of 3/9/22 Update- Cross-training has occurred in Business Services so multiple employees can operate the bookstore. IT employees are engaging in cross-training to ensure operation continues in the absence of an employee (i.e. network, website).

This is a task of the Professional Development Team. The Target is to identify 10 positions per year to ensure cross-skill training to take place (FY22-FY23). Those positions have not yet been identified but should be by the April meeting.

As of 9/27/22 Update: The Professional Development Team has set a goal to identify ten positions per year for cross-training. Meanwhile, departments have begun to identify immediate ways to provide cross-training. Cross training is occurring with IT Support Specialist, Timothy Cornwell, hired in May 2022, and he will be backing up Computer Support Specialist, Jonathan Van Meter, on website development. Evening support helpdesk, Julian Harris, cross trained with IT Student Support Specialist, Sabrina Black. Dr. Teske continues to cross-train with Sabrina Black on ICCB and IPEDS reporting requirements and tasks. The previous and future Research Associate will participate in this training, as well.

As of 3/2023: Cross-training continues with IT Support Specialist Timothy Cornwell and Daniel Kineman. Evening support helpdesk Julian Harris cross trained with Education Technology Specialist Robert Lucas for evening class support.

As of 3/2024: Cross-training continues with IT Support Specialist Timothy Cornwell and Daniel Kineman. Evening support helpdesk Julian Harris cross trained with Education Technology Specialist Robert Lucas for evening class support. Student Support Specialist Sabrina Black and Computer Services Specialist Jonathan Van Meter are working with newly hired Research Associate Gabriel Nuokye on reporting.

Recommendations: 3/9/22: E.Forthman work with the VPs and other Executive Directors to determine where cross-training is already occurring in order to make a record of this.

Status New Continue Modify Complete Delete



Strategic Plan

2021-2025





Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 4): *Improve shared governance processes.*

Strategies

Strategy (A): Establish a formal shared governance structure for College operations.

Strategy (B): Revise college policy manual with an emphasis of separating Board policy from administrative policy, procedures, and guidelines.

Strategy (C): Implement an inclusive communication plan to support shared governance processes.

Strategy (D): Foster a culture that supports open communication, transparency, mutual respect, and personal accountability.





Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 4): Improve shared governance processes.

Strategy (A): Establish a formal shared governance structure for College operations.

Output/Outcome: A structured process that allows employee input into policy, procedure, and guideline decisions.

Target(s): Complete by September 2021.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|--|-----------|-----------|------------------|
| President | 11A, 11C, 11D, 12A, 12B, 12C, 12D, 12G, 13C, 14D | FY22 | Employees | None |

HLC Criterion: 2A, 2C, 5A

Potential Deliverables: SCC Policy Governance Manual.

Critical Issues to Address: Transparency of process.

Barriers to Success:

Results: As of 9/20/21 Update: Board held at a retreat in June to for training from Dr. Reed on the shared governance process; A Shared Governance Committee was formed and met in July, August, and September to develop a shared governance structure for College operations; A shared governance policy manual and organization structure, which can be accessed in the College Board Policy and Procedures shared drive, was presented to the Board of Trustees in September for initial review

As of 3/14/22 Update: The BoT officially approved the new Shared Governance Manual/process in March 2022. The College began operating under this structure in January 2022. All Councils and teams have met at least once as of this update. A webpage has been designated for Shared Governance on the SCC website. Each committee will have their own landing page to house their minutes and committee charges, in addition to any other relevant information or resources.

As of 9/27/22 Update: With Board approval of the Shared Governance structure, teams and councils have been meeting, with policy/procedure being reviewed by each team/council, culminating with Executive Council review. By year's end, the structure will be reviewed for adjustments.

As of 3/2024: 04/06,05/04, 06/01, 08/03, 9/28 10/26 and 11/30-hosted multiple Executive Council (EC) Meetings. Topics Included: Sub-Council Meeting Updates, EC Charge Review, Model Policy Presentation, Shared Governance Luncheon Feedback, and Future Shared Governance Retreat Discussion, Sub-Council Meeting Updates, Academic Freedom Policy Review, Shared Governance (SG) Manual Updates, Shared Governance Retreat Survey Review, Summer Meeting Schedule, Co-Chair Model Consideration, Discussion on Shared Definitions, Shared Governance (SG) Manual Updates, Shared Governance Retreat Planning, Sub-Council Meeting Updates, Academic Freedom policy, Unauthorized Animals on Campus policy, Executive Council Composition, Shared Governance (SG) Manual Updates, Shared Governance Retreat Update, Review charge & policy responsibility, approved Institutional Effectiveness policy, approved modifications to numbering system for administrative policies; confirmed the policy structure for the Council; selected *Professional Behavior (A1200)* as the next policy to develop; and reviewed draft procedures from the Institutional Effectiveness Department.



Strategic Plan

2021-2025

On 07/25, In collaboration with Becky Steinmetz, we conducted the College's first competency-based education (CBE) course, entitled *Purchasing Process Management*.

On 08/29, In collaboration with Becky Steinmetz, presented the second session (of four) of the College's *Purchasing Process Management* course (the College's first competency-based education course.) The purpose of the course is to provide employees (i.e., faculty, administrative support, supervisory, and senior-leaders) with the opportunity to strengthen their understanding of the purchasing process and build an Excel tracking tool aimed at supporting budget and purchasing decisions with accurate and timely information. For this session, over 20 individuals participated.

Throughout October and November, I met with each employee who is registered the College's *Purchasing Process Management* course, on an individual basis, for the purpose of gauging their progress and provide them with personalized supportive feedback with their budget tracking tools.

Throughout January and February, reviewed Purchasing Process class results with each individual participant.

Recommendations:

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 4): Improve shared governance processes.

Strategy (B): Revise college policy manual with an emphasis of separating Board policy from administrative policy, procedures, and guidelines.

Output/Outcome: Board policy manual; Administrative policy manual.

Target(s): Complete Board policy manual by September 2021. Complete review of Administrative policy manual by 2023. Revise a majority of Administrative policies by summer 2025.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|--|-----------|-----------|------------------|
| President | 11A, 11C, 11D, 12A, 12B, 12C, 12D, 12G, 13C, 14D | FY25 | Employees | None |

HLC Criterion: 2A, 2C, 5A

Potential Deliverables:

Critical Issues to Address: Ensure both policy manuals are linked and available online.

Barriers to Success:

Results: As of 9/20/21 Update: The President formed a Board Policy Committee which has met regularly throughout the months of July, August, and September for the purpose of revising the College's policy manual, based upon Carver's Policy Governance framework, with an emphasis of separating Board policy from administrative policy, procedures, and guidelines; a Board policy manual, which can be accessed in the College Board Policy and Procedures shared drive, was presented to the Board of Trustees in September for initial review; Board retreats are scheduled for October to thoroughly review the policy manual.

As of 3/14/22 Update: The Board Policy Committee continued work on the Board Policy Manual and presented the complete manual to the entire BoT. There were dedicated agenda items on the BoT meetings for December 2021, January 2022, and February 2022 to complete the review of the manual. The BoT officially approved the new manual in March 2022. The manual is publicly available on the website and the employee shared drive.

Administrative policy is currently under review (see 3.1.E.).

As of 9/27/22 Update: Board policies are reviewed by the Trustees during the presentation of monitoring reports, incorporating any suggestions for edits. Councils and Teams are reviewing current and projected policy/procedure/guidelines for Administrative Policy use.

As of 3/2023: The Board continues to monitor their policies monthly. IT is working on a webpage to display both Board and Administrative policies. A document to clarify Administrative policy responsibility and provide focus to Shared Governance Councils is being created for fall 2023 distribution.

Recommendations: 3/2023: The President will recommend an ad hoc Board policy committee to review select Board policies prior to July 1, 2023.

Status

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Strategic Plan

2021-2025





Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 4): Improve shared governance processes.

Strategy (C): Implement an inclusive communication plan to support shared governance processes.

Output/Outcome: System for sharing minutes and policies under review that allows all employees opportunities for inspection and input.

Target(s): Pilot system in FY22; Implement full-scale in FY23.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|---|-----------|-----------|------------------|
| President | 11A, 11C, 11D, 12A, 12B, 12C, 12D, 12G, 13C, 14D | FY22-FY23 | Employees | None |
| HLC Criterion: | 1A, 1B, 2B, 5A, 5C | | | |
| Potential Deliverables: | Transparency-oriented videos that communicate intent of policy changes and encourage focused feedback. Shared communication structures that allow for input from all employees. | | | |
| Critical Issues to Address: | | | | |
| Barriers to Success: | | | | |

Results: As of 9/20/21 Update: Through an inclusive Shared Governance Committee, SCC Community forums, and a shared drive, and recording and posting videos of live events and meetings, a system is in place for sharing policies under review to allow all employees opportunities for inspection and input

As of 3/14/22: T. Dudley created files for each administrative policy type in the employee shared drive. A Policy Dispositions Form was developed that categorizes the current and potential administrative policies by Council and aligned to the Strategic Plan. A policy review tool is being piloted and refined by the Executive Council. Dr. Teske meets with the Council Chairs on March 24 to review how the Shared Governance structure should be utilized in this process. By April 2022, the tool and process will be implemented through the Shared Governance structure.

The SCC website now has a page for the Shared Governance Structure. Each committee has a landing page for their committee charges and minutes, as well as any other relevant information and resources.

T. Dudley has created shared drive files that house all committee minutes.

As of 9/27/22 Update: With the organization of each Team's policies for review, a working draft folder exists to house those submitted to the Executive Council for review. A Google document exists to "track" when Executive Council reviews and document any action taken (e.g., return to team/council or submit for approval).

As of 3/2023: Dr. Taylor has met with all VPs about the process. A meeting was held with all chairs in February to clarify roles and responsibilities and to address questions and suggestions for improvement.

As of 3/2024: 06/12, met w/ Dr. Jim Reed to review recommendations for the Board Self-Evaluation instrument.

09/21 – Met w/ Academic Affairs Council to review charge & policy responsibility.



Strategic Plan

2021-2025

09/26 – Met w/ Academic Leadership Team. Coached Team through several operational and strategic initiatives.
10/19 – Met w/ Academic Affairs Council; approved Faculty Quality policy.
10/20 through 11/03 – Hosted several meetings w/ members of the Academic Leadership Team to provide coaching on the development of the Spring 2024 schedule, utilization of Excel as a scheduling tool, and the development of a consistent data-informed scheduling process.
10/27 – Met w/ several members of the Student Affairs Team to review new scheduling process and improve the spring 2024 student schedule.
11/13 – Met w/ Becky Hawes & Jonathan VanMeter; confirmed web design and requirements for administrative policy distribution.
12/12 – Clarified policy responsibility w/ Student Affairs Council.
12/18 – Led Executive Council work team on the preliminary development of the A1200 Professional Behavior policy.
01/22 – Hosted Academic Leadership Team meeting.
01/25 – Reviewed progress from Executive Council
02/01 – Clarified policy responsibility w/ Academic Affairs Council.

Recommendations: 3/11/22: Share the inclusive communication plan with all employees at the community assembly on March 30, 2022.

3/2023: Review and revise the Shared Governance manual and structure using the input received throughout FY23.

Status

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Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 4): Improve shared governance processes.

Strategy (D): Foster a culture that supports open communication, transparency, mutual respect, and personal accountability.

Output/Outcome: Improved teamwork and enhanced employee creativity.

Target(s): 10% increase in employee satisfaction. 10% increase in student satisfaction.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|---|--|-----------|-----------|------------------|
| President | 10D, 10E, 11A, 12A, 12F, 13C, 14A, 14B, 14C, 14D | FY22-FY25 | Employees | None |
| HLC Criterion: | 1A, 1B, 2B, 5A, 5C | | | |
| Potential Deliverables: | | | | |
| Critical Issues to Address: Establish meaningful KPI's and targets to shape a positive culture and employee satisfaction. Decide on Ruffalo Noel Levitz. | | | | |
| Barriers to Success: Establishing baseline data | | | | |

Results: As of 9/20/21 Update: In addition to the shared governance committee structure and use of College shared drives (3.4.C.), the President regularly holds open meetings and forums for critical topics, such as the SCC community forum to discuss the 2021-2025 Strategic Plan with all employees. These are frequently recorded and emailed to appropriate audiences, such as employees and students, and posted to the College's website for easy access and community viewing. Recent examples include: four Strategic Planning Meetings- August 4th, August 10th, August 13th, August 31st and seven open forums for the Governor's Executive Order held on September 1st, September 2nd, September 3rd.

As of 3/14/22 Update: Through the Shared Governance process, SmartEvals was recommend and purchased for all in-house surveys. An ad hoc survey committee was assembled and is meeting to finalize the core questions that should be included in the employer satisfaction survey. These should be finalized by June 2022. In addition, the committee is researching external survey companies, such as Ruffalo Noel Levitz, for the employer satisfaction survey that may provide some comparison data for benchmarking. E. Forthman, ED of HR is a member of this committee to serve as the link to the employee relations team.

The President continues to conduct individual meet and greets with new employees, monthly breakfasts with the President, and periodic community assemblies. The next assembly is scheduled for March 30, 2022. The use of shared drives on the network continues to provide open communication and transparency.

As of 9/27/22 Update: President Taylor continues with meet & greets, which are now prefaced with a welcome letter sent to each Board approved full-time hire. A Community Assembly was held on September 21, and Breakfasts with the President will resume in October. President Taylor has collaborated with several staff, individually, incorporating their skill sets into training sessions and new-hire onboarding training.

Recommendations: 3/14/22: As the Shared Governance process progresses, Dr. Teske will work with the DEI Council and its respective teams on meaningful KPIs in the Employee Engagement element of SCCES.

Status New Continue Modify Complete Delete



Strategic Plan

2021-2025





Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 5): *Amplify employee recruitment, socialization, and inclusion efforts to facilitate a strong sense of teamwork and community.*

Strategies

Strategy (A): Establish a new employee orientation process.

Strategy (B): Implement an employee exit interview process.

Strategy (C): Implement a formal tenure process for full-time faculty.

Strategy (D): Create consistent employee recognition processes.

Strategy (E): Develop events that promote inclusive employee interaction.

Strategy (F): Ensure HR supports employee needs.





Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 5): Amplify employee recruitment, socialization, and inclusion efforts to facilitate a strong sense of teamwork and community.

Strategy (A): Establish a new employee orientation process.

Output/Outcome: New employees will be more productive and more quickly assimilate into the culture.

Target(s): 10% increase in employee satisfaction. Zero employee turnover for first two-years of employment

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|-----------------------|--|-----------|-----------|------------------|
| Executive Director HR | 11A, 11B, 11D, 11E, 12A, 12D, 12E, 12F, 13B, 13C, 14A, 14C, 14D | FY24 | ≈ \$10K | None |

HLC Criterion: 2A, 3C

Potential Deliverables: Employee mentors. New-Employee online videos. Structured experiences to allow employee to more quickly assimilate into the culture.

Critical Issues to Address:

Barriers to Success:

Results: As of 3/10/22 Update: The Employee Relations team met February 15th and brainstormed regarding what they felt the orientation process should include. Everyone agreed the new hire needs to have more time dedicated to the orientation process. The Registrar is looking to do FERPA training as part of the HR training so that we know it's completed right away instead of waiting for the new hire to access Moodle and attend the training through there. They need to be trained on that before access is given. The team is working through what all should be included so that we can start deciding what can be video vs online training etc.

As of 9/27/22 Update: The Employee Relations team has identified a checklist of training items necessary for orientation. The team is working through what will be included and determining which parts will be provided via face to face, video, online, etc.

As of 4/2023 Update: There is a new employee orientation process for HR to implement with employees as hired in FY23-24.

As of 3/2024: From June 2023 – January 2024, 10 new hires have received new employee onboarding.

- Don't wait for the first day (welcome letter, agenda, documents to bring)
- First impressions matter (greet at front door with a welcome kit of Shawnee swag)
- Check off the basics (paperwork)
- Integrate into the team (assign mentor, schedule check-ins, identify additional training)

Recommendations: As of 4/2023: Work with the Employee Relations Team to determine the effectiveness of the process utilizing the KPIs of Employee Engagement and Infrastructure Effectiveness.

Explore the possibility of a matriculation process for staff (similar to faculty tenure process).



Strategic Plan

2021-2025

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Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 5): Amplify employee recruitment, socialization, and inclusion efforts to facilitate a strong sense of teamwork and community.

Strategy (B): Implement an employee exit interview process.

Output/Outcome: Identify strategies for improving processes and culture.

Target(s): Implement exit interview process by May 2022.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|-----------------------|--|-----------|-----------|------------------|
| Executive Director HR | 11E, 12A, 12D, 12E, 13C, 14A, 14C, 14D | FY22 | Employees | None |

HLC Criterion: 2A, 3C

Potential Deliverables:

Critical Issues to Address:

Barriers to Success:

Results: As of 3/10/22 Update: A draft Exit Interview was created by Executive Director of HR and will be reviewed by the Employee Relations team on March 15th in hopes of nailing down the exact final product to share with the DEI council by April 10th and to be put into use by employees terminating any time after that date.

As of 9/27/22 Update: An Exit Interview was created by Executive Director of HR and the Employee Relations Team and started with the first termination in May 2022. There have since been 7 terminations to date who have gone through the process. Valuable data has been gathered regarding their reasons for leaving SCC and shared with the Board of Trustees in the quarterly HR monitoring report.

As of 3/2024: We had 2 employees complete the exit interview last fall and both provided helpful information to consider.

Recommendations: As of 4/2023: Work with the Employee Relations Team to determine the effectiveness of the process utilizing the KPIs in SCCES to look at the outcomes of the exit.

Explore the possibility of a matriculation process for staff (similar to faculty tenure process) to address staff retention and satisfaction.

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Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 5): Amplify employee recruitment, socialization, and inclusion efforts to facilitate a strong sense of teamwork and community.

Strategy (C): Implement a formal tenure process for full-time faculty.

Output/Outcome: New faculty will be more productive and more quickly assimilate into the culture. Teaching quality will be enhanced.

Target(s): Tenure process developed in FY23; Tenure process implemented in FY24

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|---|-----------|-----------|------------------|
| VPAA | 6A, 6B, 6C, 11B, 12A, 12B, 12D, 12E, 13D, 14A, 14C, 14D | FY23-FY25 | Employees | Unknown |

HLC Criterion: 3C

Potential Deliverables: Faculty tenure team. New faculty mentors. Faculty improvement plans.

Critical Issues to Address: Coordinate process with Illinois tenure laws. Stress quality teaching methods, guide college and community contributions strategies and infuse accountability.

Barriers to Success:

Results: As of 3/2023: The VPAA has collaborated with the President and the Executive Director of IE to develop a model tenure policy and process. The draft was shared with the Academic Affairs Council in March 2023.

As of 3/2024: The A2300 Faculty Standards policy is approved.

Recommendations: As of 3/12/22 Update: The tenure process was discussed in the Academic Affairs Council in Spring 22. Decision was made to assess values first and then tie development of tenure process into those values. AA Council develop tenure process in FY23 for implementation the following year.

As of 3/2023: Share model policy and procedure with Academic Affairs Council, working tentative policy through the shared governance process.

As of 3/2024: Determine where the formal tenure procedures are in the approval process and continue to work with faculty.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 5): Amplify employee recruitment, socialization, and inclusion efforts to facilitate a strong sense of teamwork and community.

Strategy (D): Create consistent employee recognition processes.

Output/Outcome: Employees feel valued for their contributions.

Target(s): Employee recognition processes will be implemented by Spring 2024

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|--|-----------|-----------|------------------|
| Executive Director HR | 11B, 12A, 12D, 13A, 13B, 13C, 14A, 14D | FY24 | ≈ \$10K | None |
| HLC Criterion: | 1C | | | |
| Potential Deliverables: | | | | |
| Critical Issues to Address: | | | | |
| Barriers to Success: | | | | |

Results: As of 3/10/22 Update: The Employee Relations team met on February 15th and discussed the importance of this goal. We are going to continue to research ideas and programs that can be reviewed throughout the year with hopes of implementing the new process by Spring 2024.

As of 9/27/22 Update: We have begun to recognize new hires with photos in an email announcement so that those on campus will recognize them and help them feel welcomed. We started recognizing employee service awards more broadly than just at Convocation, including social media, for public recognition and praise. The Employee Relations team is reviewing ideas and other recognition programs with hopes of implementing the new process by Spring 2024.

As of 4/2023 Update: Employee recognition program was started by Employee Relations Team. The team has created rubrics to define the monthly themes.

As of 3/2024: On 04/27, attended the PTK Banquet in Springfield, IL. Two of our All Illinois Academic Award winners – Brianna Eads & Autumn Jeffords – were recognized at this event.

On 05/10, attended the Brett Whitnel Retirement Celebration.

On 05/11, attended the Diversity, Equity, and Inclusion Council Meeting.

05/13, Practical Nursing Pinning Ceremony

05/16, Adult Education Programs Graduation

On 06/02, Attended the ICCCP Meeting in Bloomington

On 06/02, Attended the ICCTA Awards Banquet

On 06/05, Meet & Greet with new Trustee, Nancy Holt.

On 06/05, Attended Board Finance Committee Meeting.

05/24, HCCTP Graduation at Mighty Rivers in Cairo

07/18, Met w/ John Windings to discuss future Community events.

07/20, Welcomed Children & Parents to ELITE Camp graduation.

07/22, SI NOW Made Expo

On 08/10, Provided the Convocation Welcome.



Strategic Plan

2021-2025

On 07/24, Attended Saints Foundation Board Meeting. Discussed Board's position on Executive Director.
On 08/31, Executive Director Hunsperger and I recorded the College's first two episodes of the Campus Conversations podcast series. In the first episode, we provided an overview of the vision for this initiative. The second episode, was the first of a multi-part series aimed at presenting my thoughts about the future of higher education and laid the foundation for support of the College's current strategic direction.

08/25 – Saints Foundation Board Meeting, provides updates on several strategic initiatives including new programming (e.g. HCCTP, OTA, Early College, CBE), faculty development initiatives (ACUE & WIDS), new learning technologies (AR/VR), facility modifications (Auto & Welding), and the new podcast series.

08/23 – Meet the Saints – Baseball, Pep Rally.
08/30 – Meet the Saints – Volleyball, Pep Rally.

09/05 – Provided the Assessment Day Welcome, challenged faculty to begin thinking of ways to serve new generation of students and reflect those in their program improvement plans.
09/06 – Meet the Saints – Softball, Pep Rally.
09/07 – Provided opening session for Shared Governance Retreat. Focus was aimed at explaining the various purposes of the College's Shared Governance structure and provided a straightforward rationale as to the importance of developing value-driven administrative policy.
Met with several Directors and Deans for Professional Development Purposes.

08/22 – Met w/ Director Reach
08/24 – Met w/ Dean Stephenson
08/29 – Met w/ Dean Hannan
09/01 – Met w/ Dean Shelby
09/22 – Met w/ Director Johnson
10/27 – Met w/ Director Woods

Attended Several Meet and Greets with new staff:

07/10, Meet & Greet w/ Cheryl Cummins, new assistant to VP Clark.
09/07 – Meet and Greet with David Davis, Accounts Payable Clerk
09/11 – Meet and Greet with Alicia Farris, Education Technology Coordinator
09/11 – Meet & Greet with Keyarra Blissett, Financial Aid/Veterans Affairs Coordinator.
09/25 – Meet & Greet with Dr. Dane Muckler, Curriculum Development Manager.
09/28 – Meet & Greet with Jennifer Watkins, Math Faculty.
09/17 – Met w/ several members of the Academic Leadership Team to provide coaching on the development of Program Sequence sheets to be used as part of the scheduling process.
09/20 – Met w/ Steve Gavatora to identify potential employee development training seminars.
09/27 – Met w/ Martin & Hood Audit Team to discuss management oversight of the College's finances.
10/05 – Pathways to Success Day (aka Shawnee Experience Day)
10/06 – Met w/ Coordinator of High School Pathways to clarify performance expectations and timeline for the new Early College/Dual Credit enrollment process.
10/08 through 10/12 – Trustee Shelton-Yates, Trustee Witthoft and I attended the National ACCT Conference in Las Vegas.
10/25 – Lunch w/ Leadership – provided lunch for 205 students.
10/31 and 11/01 – Recorded 2 new podcasts – focused on how economic, demographic, and technological influences disrupted the music industry's business model.
10/31 – Attended Pep Rally for Men's and Women's Basketball.
11/02 – Attended the Seussical performance.
11/29 – Met w/ Dr. Muckler (Curriculum Specialist) to discuss vision for CBE programming.



Strategic Plan

2021-2025

11/15 through 11/17 – Participated, as a panelist, at the Illinois Council of Community College Administrators Conference. My role was to discuss the pathway to the Presidency, identify leadership characteristics needed to serve as a successful president; and discuss leadership skills needed to address future challenges in higher education.

12/14 – Attended Dr. Price’s retirement celebration

01/23 – Hosted Breakfast with the President event (14 Attendees)

01/22 – Hosted Deans Meeting – focus is on communication & leadership development

01/29 – Luncheon w/ Maintenance and Facilities staff (6 Attendees)

02/05 – Met w/ Dr. Muckler (Curriculum Specialist) to address CBE issues.

02/05 – Met w/ Teale Betts to address dual credit/early college issues.

02/07 – Recorded a podcast focusing on how economic, demographic, and technological influences disrupted the film industry’s business model.

From June 2023 – February 2024, 34 faculty and staff have been recognized for service anniversaries.

Recommendations: As of 4/2023: Explore ways to use the monthly rubrics across the College and to develop the Employee Engagement KPIs.

Status

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Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 5): Amplify employee recruitment, socialization, and inclusion efforts to facilitate a strong sense of teamwork and community.

Strategy (E): Develop events that promote inclusive employee interaction.

Output/Outcome: Increased employee teamwork and satisfaction with the workplace

Target(s): Develop a calendar of events annually.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|--------------------|-----------|-----------|------------------|
| Executive Director HR | 14A, 14B, 14C, 14D | FY22-FY25 | ≈ \$5K | None |
| HLC Criterion: | 1C | | | |
| Potential Deliverables: | | | | |
| Critical Issues to Address: | | | | |
| Barriers to Success: | | | | |

Results: As of 9/20/21 Update: An Employee Social Events Committee was formed to develop a calendar of events. Events on the calendar so far include: Saint’s Family Fun Day on August 17th, Breast Cancer Awareness day, October 13, in conjunction with Fall Fest, an employee only Halloween costume contest is being planned for October 27, office door decorating contest in December. Other possible events discussed include March Madness brackets, Valentine’s Day event in conjunction with SCC Homecoming, “Winter Warm Up”, and a guided nature hike at a nearby park.

As of 3/10/22 Update: The Cultural Awareness team is working to plan a calendar of events. Right now, their focus is on particular celebratory months. For March they decided on a door decorating event to celebrate Women in History. April is going to be a month to celebrate diversity. The team is also looking to spearhead an event to celebrate Juneteenth. The team requested input from faculty on recognition ideas and is gathering those ideas to consider.

As of 9/27/22 Update: The Cultural Awareness team is working on a calendar of events. Right now, the focus has been on particular celebratory months. The team held an event to celebrate Juneteenth, shared a presentation for American Disability Act Day in July, and had Unconscious Bias training at Convocation in August. A Suicide Prevention awareness booth was provided in September with Massac Mental Health available to provide resources.

As of 3/2024: From July 2023 – February 2024, the Employee Relations and Cultural Awareness Teams have hosted 11 events or activities for main campus, and extension centers.

Recommendations: 3/10/22: Need an annual calendar of events
4/2023: Combine with 3.1.C.

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Strategic Plan

2021-2025





Strategic Plan

2021-2025

Goal 3 Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect.

Objective 5): Amplify employee recruitment, socialization, and inclusion efforts to facilitate a strong sense of teamwork and community.

Strategy (F): Ensure HR supports recruitment, onboarding, and performance management of employees.

Output/Outcome: Attract qualified applicants and retain employees.

Target(s): Decrease time to fill positions. Reduce turnover rate.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|-----------------------|--------------------|-----------|-----------|------------------|
| Executive Director HR | 14A, 14B, 14C, 14D | FY25-FY26 | ≈ \$206K | None |

HLC Criterion: 1C

Potential Deliverables: Employee handbook and implementation of HR software program to manage recruitment through retention of employees. Hire consultant to assist. Hire an additional full-time HR employee to increase the efficiency and customer service abilities of the HR office.

Critical Issues to Address: Ensure policies and procedures (see 3.1.F.) support efforts made in this strategy. Collaboration with IT and IE on software implementation and integration with ERP if possible. Address position levels and job descriptions as part of the compensation study.

Barriers to Success: Employee perception to the compensation study.

Results:

Recommendations: 3/2024: The purchase of NEOGOV human resource software will transform the recruitment, onboarding, and performance management of employees. The software will implement better tools for diversity and inclusion, and identify skill gaps and areas of improvement for employees. (≈41k)
 A compensation study will help in the recruitment of diverse talent, increase employee retention, and ensure internal equity. (≈80k)
 Hire a Human Resource Specialist to assist with daily operations, compliance monitoring, and employee development. (≈45k)
 Obtain a Human Resources Consultant to create an employee handbook to clarify expectations and workplace conditions, perform a compliance audit, and support for HR needs. (≈40k)

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 1): Implement a data-driven institutional effectiveness evaluation model.

Strategies

Strategy (A): Customize Shawnee Community College Effectiveness System (SCCES) to reflect institutional need.

Strategy (B): Strengthen SCCES linkage with budget development and reporting processes.

Strategy (C): Strengthen SCCES linkage with academic assessment process.

Strategy (D): Strengthen SCCES linkage with Capital Improvement process.

Strategy (E): Strengthen SCCES linkage with IT infrastructure development process.

Strategy (F): Develop data structures to support strategic improvement needs.

Strategy (G): Implement Monitoring Reports to support Board Policy Governance process.

Strategy (H): Implement a dashboard process to publicly communicate results of College performance.

Strategy (I): Create an institutional data book and post on web.

Strategy (J): Align SCCES with external reporting requirements.





Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 1): Implement a data-driven institutional effectiveness evaluation model.

Strategy (A): Customize Shawnee Community College Effectiveness System (SCCES) to reflect institutional need.

Output/Outcome: KPM's and KPI's that are meaningful to SCC employees; align with the mission, and provide actionable data to inform college-wide decision-making processes.

Target(s): Initial review and revision complete by May 2022. Complete integration with Monitoring Reports in FY23.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|-----------------------|---|-----------|-----------|------------------|
| Executive Director IE | 12A, 12B, 12C, 12D, 12E, 13B, 14B, 14C, 14D, 15A, 15E | FY22-FY25 | Employees | None |

HLC Criterion: 1A, 2B, 4C, 5C

Potential Deliverables: Revised KPIs developed with considerable input from SCC employees. Web Dashboard

Critical Issues to Address:

Barriers to Success:

Results: As of 9/20/21 Update: The Strategic Plan and SCCES measures have been aligned to the Board's proposed Strategic Outcomes policies, ICCB Program Review measures, and Higher Learning Commission (HLC) criteria. New Key Performance Indicators (KPIs) have been added to the SCCES framework based upon measures identified in the Strategic Outcomes policies. An Excel spreadsheet has been created to reflect these alignments and indicate who collects the data and where the data is collected. A data dashboard was created and posted to the SCC website. Data from the SCCES framework have been identified for additional dashboards. The dashboard was presented to the Board in September.

As of 3/10/22 Update: Teske continues working with employees on the collection of and processes related to the KPIs. Other than the KPIs added by the BoT through the Strategic Outcomes Policies, a few KPIs have been revised to clarify their meanings. Those are reflected in the updated SCCES document and will be placed in the Shared Drive.

Activities to assist with understanding and collection of KPIs include: Teske presented at the Assessment Day (10/8/21) to assist with alignment of CQI with SCCES, facilitated purchase of Student Tracker Premium with National Student Clearinghouse (Teske, Boyd, and Doerr are attending virtual trainings), facilitated purchase of SmartEvals for course evaluations and in-house surveys (working with IT on an implementation and training plan), worked with student affairs to create an event tracking sheet while working with IT on a workflow process, created Google drive folders for each Strategic Outcomes Policy that are shared with persons responsible for monitoring reports. These contain an individualized SCCES framework doc for that policy, the corresponding strategic outcomes policy, and the monitoring report template that will guide the first round of reports.

Dr. Teske is meeting one-on-one with those responsible for monitoring reports to work through the KPIs, a timeline/calendar for analyzing their data and drafting the report, and an overall process (including how the Shared Governance structure should be utilized). A meeting is scheduled for March 24 with the Council



Strategic Plan

2021-2025

chairs to walk through how the Shared Governance process is critical to the development of monitoring reports.

As of 9/27/22 Update: With the development of the reports, which began in summer 2022, has come a deeper understanding of the SCCES framework and how the key performance indicators (KPIs), Board Strategic Outcomes Policies, and the Strategic Plan are interwoven and interrelated. KPIs are being carefully selected to monitor the programming and to align to various plans (i.e. Technology). The [data dashboard](#) on the SCC website was updated in August. The internal CROA dashboard is complete and all leadership has been given access. Reports for KPIs housed in CROA will continue to be created and posted on this dashboard.

*Also, see results in 4.1.F. as these strategies are heavily intertwined. This strategy tends to evolve as a result of the work done in 4.1.F.

As of 3/2023: IT continues to meet regularly and align current projects with the SCCES framework. I.T. plans to further connect the Technology Plan to the SCCES framework using KPIs.

Training has been conducted one on one and in small groups with those who have access to the internal CROA dashboard and other recurring reports in CROA and data not found in CROA are being refined and identified. These reports/data sources are being tied to the KPIs they inform and connected to the SCCES visual in order to demonstrate the relationships among SCCES, Strategic Outcomes monitoring reports, and our daily operations.

As of 3/2024: Reports aligned to the KPIs in SCCES continue to be built and refined, as needed, and added to the internal CROA dashboard. This will always be an ongoing process as we utilize the framework. As reports are built, we add them to the KPI document so employees know where to find the data when needed. The visual was completed and a wall wrap was installed in H2090 (the Beach) using a mini grant from Council on the Accreditation of Two Year Colleges (CATYC). Student Affairs and Academic Affairs teams meet in the Beach and have begun using the visual when discussing development of new programs, recruiting, advising, etc.

Target Results:

While meeting with employees, initial revisions have been made; however, revisions and additions are continually made to SCCES in the working draft. An additional column has been added to this working draft to list the name and location of the report that should be referenced for that KPI.

Monitoring reports began in July 2022. The reports were initially organized by KPI but have been redesigned to be organized by Strategic Outcome Policy values with the KPIs utilized to address progress and status on the respective values. Monitoring reports are posted on both the [Board of Trustees page](#) and the [Institutional Effectiveness page](#).

Recommendations: 3/10/22: Once the HLC criterion teams are assembled, have them verify the HLC criterion alignment to the Strategic Plan and KPMs. Ensure these are incorporated in their work to prepare for the next HLC visit in Fall 2024 (this work should begin in FY23).



Strategic Plan

2021-2025

As the first round of monitoring reports are developed and presented to the BoT beginning July 2022, use feedback from the BoT and employees to revise and shape the reports.

3/2023: IT should review and select SCUP performance indicators to integrate into the Infrastructure Effectiveness KPIs in the SCCES framework.

Continue supporting use of the CROA dashboard through one-on-one trainings and assistance while employees are using (resources are in 4.1.F.).

IE will revisit each leadership team to review the KPIs utilizing the new SCCES visual in order to facilitate the customization of SCCES. Develop a plan to roll out the visual College-wide.

IE and IT will continue to work on our integration with the Post-Secondary Data Partnership (PDP) to explore the external-facing dashboard features that may be able to replace the current Tableau dashboard on our website (potentially more efficient with more data and more user-friendly) (resources are in 4.1.F.).

3/2024: Determine where to put the alignment document of SCCES to reports so all employees can have access. Train all employees on how to read and utilize this document. Determine how to spend the remainder of the CATYC grant fund (~\$600) for promotion of the use of the visual. While most monitoring reports are driven by SCCES, a more explicit connection with the KPIs should be made. The PDP integration needs to be completed. This promises to potentially provide a more robust external dashboard of KPIs for the website.

Status

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 1): Implement a data-driven institutional effectiveness evaluation model.

Strategy (B): Strengthen SCCES linkage with budget development and reporting processes.

Output/Outcome: KPM's and KPI's are used to inform budget priorities and facilitate the improvement of budget processes.

Target(s): KPM/KPI integration reflected in FY23 budget

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|-----------------------|---|-----------|-----------|------------------|
| Executive Director IE | 15B, 18A, 18B, 18C, 18D, 18E, 18F, 18G, 18H | FY25 | Employees | None |

HLC Criterion: 1B, 2A, 5B, 5C

Potential Deliverables: Budget document that reflects GFOA best practices and clearly demonstrates resource alignment with institutional priority.

Critical Issues to Address: Work with Board Finance Committee to ensure document meets Board expectations. Connect with shared governance process.

Barriers to Success:

Results: As of 9/20/21 Update: As small groups and committees meet to develop proposals, reports, and budget requests, a deliberate effort is being made to align those to the Strategic Plan and use data from the SCCES framework as support; CQI budgets and resource requests will be drafted in October and aligned with the Strategic Plan

As of 3/10/22 Update: Teske worked with employees on Assessment Day (Oct. 2021) to align CQI (and budget requests) with the strategic plan, worked with grant administrators to create a grant cover sheet that aligns grant goals with SCC and IBHE strategic plan strategies, and the SCCES KPIs (Dr. Mason is working with a committee on the grant process and will incorporate the cover sheet).

C. Clark, B. Woods, and Teske are working with Dr. Taylor and B. McCormick on reviewing GFOA documents/best practices and example budgets. We are reviewing and refining the budget timeline and responsibilities, including incorporating the CQI process (which now incorporates the strategic plan initiatives and SCCES KPIs) to ensure that the data we review and analyze informs the budget requests.

As of 9/27/22 Update: SAAT has developed a new CQI timeline that will align with the budget timeline. With last year's additions to the CQI, including alignment of the goals and objectives with the Strategic Plan strategies and evaluation measures aligned to the KPIs, this will strengthen the alignment between the SCCES framework and the budget and better inform budgetary needs. This calendar proposal will be discussed and refined with employees through the Shared Governance process. A visual representation of SCCES is nearing completion and explicitly shows the link between the framework and the ICCB 5-year program review process.

As of 3/2023:

Target Results: The new CQI/Budget timeline was implemented in FY23. FY23 goals and activities on the CQI were aligned to the Strategic Plan (and the corresponding KPIs) using the FY23 budget allocations. FY24



Strategic Plan

2021-2025

budget projections were made. At January 2023 convocation, the FY24 projections were reviewed and refined, while FY23 mid-year findings were recorded. When budgeting began with budget managers and employees, budget requests were made, and increases justified, by aligning to future CQI goals/activities and/or Strategic Plan priorities.

As of 3/2024: In FY24, the AS/SA and AA Assessment Days were separated. This seemed to work well, as the processes differ between the academic and non-academic divisions. It also allowed the Assessment Coordinator and ED of IE assist more entities during the day as they completed their CQIs and budget requests. The CQI/Budget timeline helped immensely throughout the year to make sure there was a consistent explanation of the budgeting process. The AA Assessment Day was a bit challenging, as there were several new employees. The ED of IE has met with new leadership to do an orientation to the process, but has not met with other new employees.

Recommendations: 3/10/22: Continue to work with SAAT on the CQI timeline and academic assessment calendar to ensure CQI completion occurs in time to inform budget requests.

3/2023: Reinforcement of the CQI/Budget alignment and process should continually occur as implementation and understanding of the linkage is diverse across divisions and budget entities.

CQI Findings for FY23 should incorporate the results on the KPIs selected in each objective to better inform the FY24 objectives and the FY25 budget requests.

As a result of the revisions to the Shared Governance process, IE will begin working with Student Affairs (SA) and Administrative Services (AS) staff in FY24. SA and AS will begin the FY24 CQI as soon as the FY24 budget is approved (late June/early July) and will enter the final findings of the FY23 CQI. SAAT will continue to work with Academic Affairs faculty.

3/2024: Reinforcement of the CQI/Budget alignment and process should continually occur, as real, deep understanding of the linkage among SCCES, CQI, Strategic Plan, and Budget across the College lies on a spectrum. Training of leaders, perhaps during a summer 2024 Cabinet meeting, may need to occur again before moving into the FY25 CQI process. A meeting should occur with the VPs and ED of IE this summer to debrief how the budgeting process went in FY24 for FY25 so we can improve this next year. Perhaps a brief overview of the SCCES, CQI, Strategic Plan, and Budget could with all new employees and their immediate supervisor at a time prior to Assessment Day. This could give them an initial foundation of knowledge in which to attach the information delivered on Assessment Day, making it less confusing and overwhelming for them and allowing them to be a more active participant with their entity.

Status

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 1): Implement a data-driven institutional effectiveness evaluation model.

Strategy (C): Strengthen SCCES linkage with academic assessment process.

Output/Outcome: KPM's and KPI's are used to inform assessment priorities and facilitate the improvement of programs and courses.

Target(s): KPM/KPI integration will be reflected in all program and discipline review documents by FY25

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|---|-----------|----------------|------------------|
| Executive Director IE | 5(all), 6(all), 7(all), 8(all), 15D | FY22-FY25 | Employees, ≈5K | Unknown |
| HLC Criterion: | 2A, 2C, 3A, 3B, 4A, 4B, 5A, 5C | | | |
| Potential Deliverables: | Program and discipline review documents that inform academic monitoring reports and budget development. Improved data for academic course and program improvement. Systematic plan, including a visual representation, communicating how the academic assessment process integrates with the SCCES. | | | |
| Critical Issues to Address: | Connect with shared governance process. Integration of SCCES with current WEAVE learning assessment plans. Regular meetings with the Executive Director of IE and the faculty assessment committee. | | | |
| Barriers to Success: | | | | |

Results: As of 9/20/21 Update: In July, the Student Academic Assessment Plan was revised to align with the Strategic Plan and SCCES. Additionally, the program assessment process was detailed further in the revised plan to strengthen the connection to the ICCB program review requirement. Visual representations of the process were created and included in the revised plan. The first Academic Assessment board monitoring report was developed and presented to the Board in September and will be presented to all employees at the assessment day October 8.

As of 3/10/22 Update: Teske attends all SAAT meetings. Teske worked with SAAT to align the CQI form with the Strategic Plan and SCCES. The Continuous Improvement Process was presented to full-time faculty on October 8, demonstrating the alignment of the CQI with SCCES and Strategic Plan, resulting in budget requests also being directly aligned.

Cather and Teske worked with the SAAT to submit the HLC Assessment Report in November which resulted in a positive report. At convocation in January, employees continued work on academic assessment. SAAT is working now on an action plan and calendar informed by the HLC report goals, the SAAT monitoring report recommendations, and the input from employees from the assessment activity at convocation. This action plan and calendar will take us up to the next HLC visit in fall of 2024. Some items that are included are WEAVE training, reviewing and revising curriculum mapping, and refinement of the CQI and CCAF processes. An assessment webpage has been developed and is being continually improved (definitions, FAQs, forms, resources, etc.). Part of this website work is devoted to program review and its link to academic assessment. Dr. Shelby is working with SAAT to determine the KPI data needed to incorporate into program review documents and is creating a guide for programs.



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2021-2025

As of 9/27/22 Update: SAAT has developed a new CQI timeline that will align with the budget timeline. With last year's additions to the CQI, including alignment of the goals and objectives with the Strategic Plan strategies and evaluation measures aligned to the KPIs, this will strengthen the alignment between the SCCES framework and the budget and better inform budgetary needs. This calendar proposal will be discussed and refined with employees through the Shared Governance process. A visual representation of SCCES is nearing completion and explicitly shows the link between the framework and the ICCB 5-year program review process. The annual SAAT report was aligned with the KPIs and Strategic Plan.

As of 3/2023:

Target Results: Reports have been developed that align with the requirements of the ICCB program review. These reports are now available to all Deans and Chairs on the internal CROA dashboard. Programs can now disaggregate data by ethnicity, gender, and age which addresses the feedback from ICCB on our previous reviews.

Dr. Shelby provided a program review guide that demonstrates the information and quantitative data expectations of the ICCB 5-year review. The internal data dashboard, trainings with the Deans and Chairs, and the new Analyst program for labor market data have made the process more efficient and strengthened the review.

IE is working with the Deans to develop a detailed process for program review and approval that will incorporate which Analyst report items and internal data reports are required, where/how to access them, and persons responsible.

IE is working with Academic Affairs to develop a process for programs to use to align to industry standards, create PLOs and CLOs, and identify key assessments.

As of 3/2024: Results: Chairs and Deans are quite proficient and independent with the internal CROA dashboard. In fact, they continually seek out clarification with IE, which sparks great discussions and improvements of reports. In addition, the program review templates have step-by-step guidelines, indicating the reports to use, where the reports can be found, and examples given. The program reviews are now much more robust, including disaggregated data and labor market data. Recommendations last year included tying the annual CQI findings to the 5-year ICCB program review-Section 2 of the CQI and developing program learning outcomes (PLOs) aligned to industry standards and identifying the key assessments in the programs' courses that will be used to assess student learning on those PLOs in Section 3 of the CQI. During FY24, we contracted with WIDS and have nearly mapped all CTE programs and are working on completing the discipline areas. SAAT is currently reviewing the assessment plan with intentions of making it more explicit, "less wordy", and making revisions, as needed. HLC 4B has been written for the HLC assurance argument, illustrating the progress that has been made in this area.

Recommendations: 3/10/22: Faculty training on the SCC assessment plan/integration with SCCES.

3/2023: The academic assessment process can be strengthened by the following:

- Tie the annual CQI findings to the 5-year ICCB program review-Section 2 of the CQI-will be written into the program review and approval process



Strategic Plan

2021-2025

- Programs develop program learning outcomes (PLOs) aligned to their industry standards and identify the key assessments in the programs' courses that will be used to assess student learning on those PLOs- Section 3 of the CQI.

3/2024: On Assessment Day for Academic Affairs, the revised assessment plan and the HLC 4B argument should be shared. Then a connection should be made between CQI parts 2 and 3 and the assessment of student learning in the programs and disciplines. This should be recorded for future reference.

Status

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 1): Implement a data-driven institutional effectiveness evaluation model.

Strategy (D): Strengthen SCCES linkage with Capital Improvement process.

Output/Outcome: KPM's and KPI's are used to inform development priorities and facilitate the improvement of facilities.

Target(s): KPM/KPI integration will be reflected in facility master plan and capital improvement plan documents by FY24

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|-----------------------|------------------------------|-----------|-----------|------------------|
| Executive Director IE | 15A, 15F, 19A, 19B, 19C, 19D | FY23 | Employees | None |

HLC Criterion: 2A, 5C

Potential Deliverables: Annual monitoring report to inform the capital improvement and facilities master plan.

Critical Issues to Address: Connect with shared governance process.

Barriers to Success:

Results: As of 3/10/22 Update: This process has begun, and an initial budget process and calendar have been developed. Meetings with individual departments have been taking place to refine the process and educate them on how to prioritize requests. As the budget process is refined with employees, Capital improvement projects will part of the process.

As of 3/2024: A list of Capital Projects has been compiled for the BoT Finance Committee to review and prioritize. Budget requests on the CQI and that came up throughout the year that will use grant funds were not put into the online budget development program. Therefore, those capital projects were not submitted in time to ensure a comprehensive list was submitted. Often, grant-funded projects are not considered until it is time to renew/write for the next round of funding. For example, CTE programs have not yet had their planning meeting for the FY25 Perkins grant, but they will do so soon.

Target Results:

Employees received training and support at Assessment Day in October 2022 on how to align budget requests, including capital improvements, with the strategic plan and KPIs.

Recommendations: 3/10/22: Refine the CQI and budget request documents to include capital projects. C. Clark and Dr. Teske should work with the Facilities Team on a Facility Master Plan that integrates the KPIs. Training should occur with all employees on the new budget process and integration of the CQI.

3/2024: Consideration should be made for the FY25 budget timeline to include a mechanism for submitting capital projects that may involve grant funds. Requests should be aligned to the Strategic Plan. If the timeline could include grant funds, employees will know to conduct their grant planning meetings in time to submit these requests. Consider a more explicit link to the SCCES in the facilities plans/monitoring reports.

Status

New

Continue

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Strategic Plan

2021-2025





Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 1): Implement a data-driven institutional effectiveness evaluation model.

Strategy (E): Strengthen SCCES linkage with IT infrastructure development process.

Output/Outcome: KPM's and KPI's are used to inform development priorities and facilitate the improvement of the College's IT infrastructure.

Target(s): KPM/KPI integration will be reflected in the IT Master plan by FY23.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|-----------------------|---|-----------|-----------|------------------|
| Executive Director IE | 15C, 16G, 16H, 16I, 16J, 17B, 19A, 19B, 19C | FY23 | Employees | None |

HLC Criterion: 2A, 3D, 5B, 5C

Potential Deliverables: Annual monitoring report to inform the IT master plan.

Critical Issues to Address: Connect with shared governance process.

Barriers to Success:

Results: As of 9/20/21 Update: A meeting was held in July with the Information & Instructional Technology departments to walk through the Strategic Plan and SCCES framework to illustrate the importance of our infrastructure to the success of our institutional effectiveness evaluation model. Meetings have been held, regularly since July, with student services departments to walk through the Strategic Plan and SCCES framework to identify those responsible for the strategies and data collection, where the data is collected, and how it can be collected and analyzed more efficiently. As a result, several updates and changes have occurred to improve this process, such as revising recurring CROA reports to make them more actionable and relevant, using Colleague more frequently to collect information, using consistent data codes, and creating systems to collect data that were not collected previously. This work has assisted with determining what Colleague services we have, what additional Colleague services/training we need, and what services we need to seek outside of Colleague (Ellucian).

As of 3/10/22 Update: The Technology Team is currently reviewing the IT Plan and should have a finalized plan by June 2022. They are incorporating the KPIs into the plan. Dr. Teske will review the plan before finalized.

As of 9/27/22 Update: IT continues to meet regularly and align current projects with the SCCES framework. Target Results: KPIs are now reflected as evaluation measures in the IT Technology Plan.

Ellucian training was conducted for the Colleague Curriculum Management module training. More than 25 employees attended a 4-day, 8-hour training to learn the screens and reports needed to refine our data collection. Colleague Degree Audit module training is scheduled for January.

As of 3/2023: The original IT plan was aligned to relevant KPIs and Strategic Plan strategies. IT began submitting quarterly monitoring reports in FY23 highlighting current and future projects.



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As of 3/2024: IT continues to meet regularly and align current projects with the SCCES framework. I.T. plans to further connect the Technology Plan to the SCCES framework using KPIs.

Recommendations: 3/10/22: Revisit the plan once the new Network Administrator is hired/acclimated and after the Technology Readiness Assessment is completed.

3/2023: Review and revise the IT plan annually. Ensure the plan is supportive of the Strategic Plan priorities for that year. Meet with the VPs and EDs to determine the supports needed.

Quarterly monitoring reports should report on the KPIs in the plan and progress made on the supports/projects outlined in the plan.

3/2024: Consider a more explicit link to the SCCES in the IT plan/monitoring reports.

Status

New

Continue

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 1): Implement a data-driven institutional effectiveness evaluation model.

Strategy (F): Develop data structures to support strategic improvement needs.

Output/Outcome: Customized SCCES document including data and data location used by employees to improve their work.

Target(s): Complete revision by March 2024.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|-----------------------|--|-----------|-----------------|------------------|
| Executive Director IE | 11A, 11C, 11D, 12A, 12B, 12D, 12E, 13B, 13C, 15A | FY22-25 | Employees, ≈52K | None |

HLC Criterion: 2A, 2B, 3D, 4C, 5A, 5C

Potential Deliverables: Shared understanding of SCCES and clarification of roles. A visual of the SCCES model. SCCES training for employees. Data Governance Policy and related processes.

Critical Issues to Address: Identifying data sources for KPIs. Efficiently collecting and organizing data so it is actionable.

Barriers to Success: Data governance (security, usability, quality, validity, etc.)

Results: As of 9/20/21 Update: Meetings have been held, regularly since July, with student services departments to walk through the Strategic Plan and SCCES framework to identify those responsible for the strategies and data collection, where the data is collected, and how it can be collected and analyzed more efficiently. As a result, several updates and changes have occurred to improve this process, such as revising recurring reports to make them more actionable and relevant, using Colleague more frequently to collect information, using consistent data codes, and creating systems to collect data that were not collected previously. This work has assisted with determining what Colleague services we have, what additional Colleague services/training we need, and what services we need to seek outside of Colleague (Ellucian)

As of 3/10/22/ Update: Dr. Teske continues to meet with small groups of employees around problem-solving the processes involving data. Working with the VP's, it was determined Colleague (Ellucian) training is needed in several areas. Trainings for the Curriculum Management and Degree Audit modules are scheduled for the summer and fall of 2022. Now that the new Director for Recruitment and Enrollment and the Exec. Director of PI & M are in place, training for the Financial Aid and Communications modules are recommended and have been built into the April 2022 updates to this Strategic Plan.

As a result of conversations regarding course schedules and reports, coding of our courses in Colleague has been refined to be better aligned with ICCB requirements and to assist with more efficient queries in CROA when running reports.

A new position of Research Associate was designated with the reorganization that occurred in January. Interviews will be conducted on March 17, and a new hire should be in place with the April BoT meeting. This position will assist greatly with the advancement of this strategy. Training for CROA, the analytics/reporting program for Colleague, is scheduled for this summer (fundamentals, intermediate, and



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advanced levels) for Dr. Teske, the Research Associate, and key employees from IT and other departments who rely on CROA reporting on a regular basis.

A visual of SCCES is in draft form and is being utilized with the ad hoc survey committee. It is the intention to continue developing this visual as Dr. Teske works with employees throughout the summer. The visual illustrates where the KPIs fit into and should inform the student transition points from inquiry to 5 years after graduation. Dr. Teske is working on another visual representation and process for the labor market need component that will be further developed through the Academic Affairs shared governance structure. Dr. Teske submitted a small grant proposal (\$1500) to Council on Accreditation for Two-Year Colleges (CATYC) in January 2022 to supplement the cost for the development of the visual and a wall hanging for the student affairs division (specifically recruitment and enrollment and student success) and a screen to display daily changes in key data. If awarded the grant, the College will present at the annual CATYC conference on this project. (Did not hear back about funding decision)

In the spring 2022, SmartEvals was purchased through 2025 with GEERF funds to integrate the course evaluations and surveys with Colleague and Moodle. This program will make the implementation more efficient and the analysis of the data collected more robust and immediate. Dr. Teske is working with R. Lucas and D. Fehrenbacher on an implementation and training timeline that will be presented at Executive Council for approval.

CROA dashboards are in development for in-house reports that contain key KPIs. Once these are ready to launch, these will be housed in CROA and accessible to employees who are given access with a CROA login. This will allow employees immediate access to data that are updated daily and will reduce the number of recurring reports that are emailed.

As of 9/27/22 Update: Updates to our recurring reports continue to make them more actionable and relevant, using Colleague more frequently and efficiently to collect information. Smart Evals is in the implementation stage. A pilot for course evaluations was conducted over the summer, and we are integrating the system with Colleague and Moodle to provide a user-friendly process for students and better access to course evaluation data for faculty. Training for faculty will begin in October. We purchased Analyst by Lightcast in September 2022 to provide rich labor market data that is updated on a regular basis. Institutional Effectiveness will utilize this program over the next year to provide data to programs for program revisions, proposals, and ICCB reviews. This will be a pilot year to see if it is utilized frequently and provides useable data. A visual of the SCCES framework is near completion, having been worked on for the past year. The visual has gone through all leadership teams for refinement and represents the student experience at SCC and aligns with the ICCB program approval and review process.

As of 3/2023 Update: CROA internal dashboard has been launched and trainings have been conducted. Regular meetings with employees occur to refine reports/data input into Colleague, add reports, and identify data that cannot be obtained through Colleague/CROA.

As of 3/2024: See 4.1.A. In addition, Student Affairs has purchased a CRM that should assist with the collection and analysis of recruitment, advisement, student success, and engagement KPIs. A Data Governance procedure was drafted by IE and given to IT to further develop and finalize. This procedure is



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referred to many times throughout the IE procedures and will be integral to the integrity of our data structures.

Target Results: The SCCES visual is complete. A column has been added to the SCCES document to add the data source and location of each KPI. IE is meeting regularly with employees to add this information to that column. Once completed, it is the intention to link the KPM in the SCCES visual to the KPM in this document to make it a “live” resource.

Recommendations: 3/10/22: Pursue an advisement/recruiting CRM that integrates with Colleague and, optimally, Gmail. Resources for this CRM are designated in 2.1.H.
Continue our on-going CROA consultations throughout the year to assist with ICCB/IPEDS reports and problem-solving other CROA reports (≈28k annually).

3/2023: Continue CROA consultations (≈28K annually), send 2 employees to the I-AIR and Ellucian conferences (≈10K), renew Survey Monkey subscription (≈1.3K), renew Analyst subscription (≈10K).

Develop an implementation plan for the SCCES visual.

Develop a Data Governance Policy and related processes, procedures, and guidelines.

3/2024: : Training on the new CRM should occur in FY25. The Data Governance procedure should be finalized, and IT and IE should collaborate to work with the divisions on their data governance structures according to what is outlined in the procedures.

CROA consultation for ICCB reporting (≈14K) and annual support (≈14K) should continue. Lightcast Analyst (≈11K- Perkins funded), Survey Monkey (≈1.3K), and PDP (≈3K) should continue.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 1): Implement a data-driven institutional effectiveness evaluation model.

Strategy (G): Implement Monitoring Reports to support Board Policy Governance process.

Output/Outcome: Monitoring Reports

Target(s): c

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|---|-----------|-----------|------------------|
| Executive Director IE | 11A, 11C, 11D, 12A, 12B, 12D, 12E, 13B, 13C, 15A | FY23 | Employees | None |
| HLC Criterion: | 2A, 2C, 5A | | | |
| Potential Deliverables: | Quarterly Reports – Financial, Investment, Facilities, and Information Technology. Annual Reports – Baccalaureate/Transfer Program, CTE, Workforce Education, Community Education, Adult Education, Student Services, DEI, Policy Review Cycle | | | |
| Critical Issues to Address: | Financial and Investment Quarterly Reports needs to connect with Board Finance Committee Activities. | | | |
| Barriers to Success: | | | | |

Results: As of 9/20/21 Update: To assist with the monitoring reports, the Strategic Plan and SCCES measures have been aligned to the Board's proposed Strategic Outcomes policies, ICCB Program Review measures, and Higher Learning Commission (HLC) criteria. New Key Performance Indicators (KPIs) have been added to the SCCES framework based upon measures identified in the Strategic Outcomes policies. An Excel spreadsheet has been created to reflect these alignments and indicate who collects the data and where the data is collected.

Development of monitoring report templates are underway for the purpose of providing employees a template for the Strategic Outcomes and quarterly reports to the Board. The Student Academic Assessment Team presented the first monitoring report to the Board in September. This monitoring report was presented to the Board in October 2022.

A meeting was held in July with the Information & Instructional Technology departments to walk through the Strategic Plan and SCCES framework to illustrate the importance of our infrastructure to the success of our institutional effectiveness evaluation model

As of 3/10/22 Update: Dr. Teske is meeting one-on-one with those responsible for monitoring reports to work through the KPIs, a timeline/calendar for analyzing their data and drafting the report, and an overall process (including how the Shared Governance structure should be utilized). A meeting is scheduled for March 24 with the Council chairs to walk through how the Shared Governance process is critical to the development of monitoring reports. A Google Drive folder has been created for each Strategic Outcomes Policy that are shared with persons responsible for monitoring reports. These contain an individualized SCCES framework doc for that policy, the corresponding strategic outcomes policy, and the monitoring report template that will guide the first round of reports.



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As of 9/27/22 Update: Monitoring reports began in summer 2022. With the development of the reports has come a deeper understanding of the SCCES framework and how the key performance indicators (KPIs), Board Strategic Outcomes Policies, and the Strategic Plan are interwoven and interrelated. KPIs are being carefully selected to monitor the programming and to align to various plans (i.e. Technology).

Target Results: Monitoring reports are posted on the IE [website](#) and [Board of Trustees page](#)

As of 3/2023 Update: The annual monitoring reports are continuing and have been revised according to Trustee feedback. Rather than organized by KPA, the reports are now organized by the values contained in the corresponding Strategic Outcome Policy. The relevant KPIs are then discussed under each value to assist Trustees in assessing the effectiveness of the programming and the need for policy revisions.

IE met with Academic Affairs to develop an annual calendar for analyzing KPIs found in each of the KPAs in their Strategic Outcomes Policies. The calendar includes integration with the regular VP/Dean meeting schedule.

As of 3/2024: All managers responsible for a monitoring report met with Dr. Taylor to discuss structure and expectations. Monitoring reports continue to improve.

Target Results: All Strategic Outcomes Policy monitoring reports will be reviewed once by the BoT by June 2023. One report structure revision has taken place.

Recommendations: 3/10/22: As the first round of monitoring reports are developed and presented to the BoT beginning July 2022, use feedback from the BoT and employees to revise and shape the reports.

3/2023: IE will review and advise on the IT and HR quarterly monitoring reports.

3/2024: Ensure ALL monitoring reports are aligned to the KPIs and inform the values in the respective policies. Reports should be share with IE prior to submission to the BoT and in enough time for feedback and incorporation of that feedback.

Status

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 1): Implement a data-driven institutional effectiveness evaluation model.

Strategy (H): Implement a dashboard process to publicly communicate results of College performance.

Output/Outcome: Dashboard available on website

Target(s): Dashboard active by the June 2023.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|-----------------------|--------------------|-----------|----------------|------------------|
| Executive Director IE | 11D, 12A, 13B, 15A | FY23 | Employees, ≈4K | None |

HLC Criterion: 2B, 4C, 5A

Potential Deliverables: Schedule for updating dashboard.

Critical Issues to Address: Dashboard landing page should have links to completed monitoring reports.

Barriers to Success:

Results: As of 9/20/21 Update: A data dashboard was created and posted to the SCC website using the free public version of Tableau. Data from the SCCES framework have been identified for additional dashboards.

Target Results: The external-facing dashboard was live in fall 2021, incorporating the ICCB report data, and presented to the Board in September.

As of 3/10/22 Update: Any updates to data that are available have been on the dashboard. These updates are ongoing and have been added to the Institutional Effectiveness timeline and procedures.

As of 9/27/22 Update: Dr. Teske and the Research Associate completed the free Tableau training videos this summer. The [data dashboard](#) on the SCC website was updated in August. A subscription with National Student Clearinghouse for the Postsecondary Data Partnership (PDP) was purchased in September 2022. With this subscription will come an external-facing data dashboard that may take the place of this one.

Target Results: An internal CROA dashboard with personal identifiable information is "live" and employees are trained.

As of 3/2023 Update: New Research Associate (RA) is training on the Tableau dashboard and will make updates with the 2022-23 ICCB report data.

Recommendations: 3/10/22: Purchase a full Tableau account to optimize our dashboard. Train Dr. Teske and the new Research Associate before data updates are needed in fall 2022. Continue adding public-facing disaggregated data.

3/2023: Explore more interactive and deeper reports on the Tableau dashboard (≈1K).

Once the Ellucian Experience implementation is complete and we are fully integrated with the PDP (≈3K), explore the value of replacing the Tableau dashboard with the PDP dashboard for more detailed data on course/program enrollment and completions.

Status

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 1): Implement a data-driven institutional effectiveness evaluation model.

Strategy (I): Create an institutional data book and post on web.

Output/Outcome: Information to sharpen decision-making is readily available.

Target(s): Initial data book complete by August 2021; updated annually, thereafter, by June 30.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|-----------------------|---------------------------------|-----------|-----------|------------------|
| Executive Director IE | 11D, 12A, 12C, 12D, 13B, 15A | FY23 | Employees | None |

HLC Criterion: 2B, 4C, 5A

Potential Deliverables: Data Book connected to the IR landing page. In addition to a link driven .pdf version of the book, making the content HTML connected with SCCES framework is preferred.

Critical Issues to Address:

Barriers to Success:

Results: As of 9/20/21 Update: A data dashboard was created and posted to the SCC website. Data from the SCCES framework have been identified for additional dashboards. The dashboard was presented to the Board in September.

Recommendations: As of 3/10/22 Update: Recommend deleting this strategy. This strategy is encompassed in 4.1.H. The data book was replaced by the dashboard. All information typically in the data book is now interactive on the dash board page.

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 4: Strengthen the College’s Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 1): Implement a data-driven institutional effectiveness evaluation model.

Strategy (J): Align SCCES with external reporting requirements.

Output/Outcome: Successful ICCB recognition visit. Successful comprehensive HLC visit.

Target(s): No findings as a result of the visits.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------------|----------|-----------|-----------|------------------|
| Executive Dir. of IE | | FY24-25 | Employees | None |

HLC Criterion: 5C

Potential Deliverables: HLC Self-Study. ICCB Recognition Self-Study.

Critical Issues to Address: Complete engagement of the Shared Governance Teams

Barriers to Success: Communicating expectations of the process.

Results: As of 3/2024: The ICCB Self-Study was submitted early in December 2023. We have not heard about the recognition, except that they are behind. The HLC Assurance Argument is underway using the shared governance process. Currently, we are progressing according to the timeline set by the steering committee.

Recommendations:

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 2): Improve teaching and learning processes.

Strategies

Strategy (A): Strengthen core competency assessment practices.

Strategy (B): Strengthen CTE program review practices.

Strategy (C): Strengthen academic discipline program review practices

Strategy (D): Create and implement CTE program development standards.

Strategy (E): Perform a dual credit program impact study.

Strategy (F): Examine student success in light of course delivery methodology





Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 2): Improve teaching and learning processes.

Strategy (A): Strengthen core competency assessment practices.

Output/Outcome: Increased student attainment of core competencies.

Target(s): 10% increase in the number of employers reporting satisfaction with graduate performance in core competency areas.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|---|-----------|-----------|------------------|
| VPAA | 6B, 9F | F22-FY25 | ≈16K | Unknown |
| HLC Criterion: | 1B, 3B, 4A, 4B, 5C | | | |
| Potential Deliverables: | Core competency assessment report reviewed annually by senior leadership team and recommendations for improvement integrated in budget. Web videos that explain importance of core competencies from an employer perspective and can be used during registration processes. | | | |
| Critical Issues to Address: | Linking core competency assessment to Employer Follow-up processes. SAAT should be involved in the creation process of the questionnaire and process used for data collection. | | | |
| Barriers to Success: | Perception on importance of core competencies. | | | |

Results: As of 3/12/22 Update: SAAT has developed a webpage on the shared governance webpage which provides easy access to all Core Competency Assessment Forms (CCAFs) and other assessment forms. The webpage provides clear definitions, objectives, and overall description of the various assessment processes. The webpage is designed to not only increase transparency but provide a common understanding of core competency assessment practices and their importance.

As of 9/27/22 Update: The Academic Assessment report has been compiled, which will be shared with the Board of Trustees in October, and the Student Academic Assessment Team (SAAT) has created an action plan to continue improvement and evaluation of the assessment processes. IT and IE are working on a CCAF form that would allow for data submission and collection more efficiently.

As of 3/2023: An Assessment report is completed annually. The Assessment Coordinator has been working with faculty to complete curriculum mapping of all core competencies.

As of 3/2024: Core competencies have been mapped to all courses. Most programs have mapped these competencies in WIDS. SAAT is discussing ways to improve the analysis of results so we can be more responsive to the results.

Recommendations: 3/12/22: Review CCAF's and ensure forms are continuing to meet needs.

3/2023: SAAT should review core competency mapping to ensure that an equal representation of core competencies is being taught and assessed across programs and disciplines.

Ensure the mapping of core competencies is still accurate once curriculum mapping is completed (see 4.1.C., 4.2.B.)



Strategic Plan

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Professional Development for the Assessment Coordinator in assessment and WEAVE (~4K);
renew WEAVE. (~12K)

As of 3/2024: SAAT is discussing putting core competencies on a rotation list to do a "deep dive"
with their results at Assessment Day each year. This will a deeper analysis and more
opportunities to make some impactful improvements.

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 2): Improve teaching and learning processes.

Strategy (B): Strengthen CTE program review practices.

Output/Outcome: Detailed CTE program review reports identifying program strengths, opportunities for improvement, and recommendations for future growth.

Target(s): 10% improvement in all CTE program standards identified in program review process.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|---|-----------|-----------|------------------|
| VPAA | 6A, 6C, 6E, 7(all), 9(all) | FY25 | ≈144K | Unknown |
| HLC Criterion: | 1B, 2B, 3A, 3D, 4A, 4B, 4C | | | |
| Potential Deliverables: | Improved program landing pages for all CTE programs organized by pathway. | | | |
| Critical Issues to Address: | Ensure all programs have program outcomes. Link program outcomes to Graduate and Employer Follow-up processes. Integrate program review w/ Advisory Comm. processes. Create intentional collaboration between landing page creator and CTE faculty. | | | |
| Barriers to Success: | Employer and outside stakeholder attendance at advisory councils. | | | |

Results: As of 3/17/22 Update: CTE Programs are working through completion of ICCB Programs of Study. Program Coordinators will submit Program of Study to their respective Dean by April 1. CTE programs must have an ICCB approved Program of Study to continue to be eligible for Perkins dollars.

Dr. Shelby is working with faculty and Institutional Effectiveness on a program review guide that details the expectations of each section of the ICCB program review including the data reports and sample charts/tables. In addition, she is working with the SAAT on connecting the SCC academic assessment calendar/process and ICCB program review which will also be available on the SAAT webpage.

Dr. Teske is working with the ad hoc survey committee and B. Goforth to develop a graduate follow-up survey and employer satisfaction survey that would assess perception of employment readiness.

As of 9/27/22 Update: Program review was completed in September 2022 for the Communications discipline, Computer Systems and Security Specialist, Criminal Justice, Basic Electricity, Medical Coding Specialist, and Medical Office Assistant programs, as well as the support services areas of recruiting and admissions, records, and registration. Program webpages have been updated to link directly to the curriculum guides. Career Coach has been launched and wage data has been embedded into each program webpage in order to connect the labor market information to the SCC programs.

As of 3/2023: Program faculty have been working with their respective Deans and the Executive Director of IE to complete the program reviews. Programs up for review include Cosmetology, Nail Tech, Surgical Technology, Business Management, Administrative Assistant, and Information Process Technology. Additionally, the program pages have been updated to include the wage information through career coach, and an audit of all programs and CIP codes completed.



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Exec Dir. of IE is collaborating with academic Deans to create a program review/approval process aligned to ICCB requirements and SCCES.

IE will pilot the graduate exit and follow-up surveys this spring (see 4.5.B).

As of 3/2024: An ICCB Program Review landing page has been developed in the Assessment tab of the College's website. Additionally, a SCC Program Review Manual has been developed and includes processes for completing program reviews, a program review timeline for all programs to see when they are up for ICCB 5-year program review, as well as a program review timeline. A program review template with guided responses and populated labor market data is provided annually for programs that are under ICCB program review. As part of the ICCB program review process, departments and programs use the annual CQI process to benchmark annual improvement and guide budgetary requests.

For CTE programs, advisory councils have been revived and meet twice a year.

Recommendations: 3/17/22: Completing 1.1.A-1.1.C. is required before launching the landing page. In addition, integrating the program pathways on this page is preferable.
Connect the labor market/occupation outlook to this site, such as through the EMSI plug-in (see 1.1.D.).

3/2023: Hire a curriculum specialist (Grant-funded ≈134K for FY24-26). Complete curriculum mapping in the CTE areas, aligning programs and program learning outcomes to industry standards. The WIDS software will assist with this process (See 1.2.P.)+

Work through the Shared Governance process (Academic Affairs teams) to finalize the internal program approval/review process aligned to SCCES.

Have programs review the pilot data received from the graduate exit and follow-up surveys and incorporate into advisory councils. May need to discuss ways to increase response rate.

As of 3/2024: Determine ways we might be able to increase outside stakeholder participation in advisory councils for some programs, such as computer, accountig, etc.

Work to strengthen the understanding of the connection between the annual CQI process and the 5 year program review process during the FY25.

Status

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 2): Improve teaching and learning processes.

Strategy (C): Strengthen academic discipline program review practices

Output/Outcome: Detailed academic discipline review reports identifying strengths, opportunities for improvement, and recommendations for future growth.

Target(s): 10% improvement in all program standards identified in discipline review process.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|---|-----------|-----------|------------------|
| VPAA | 6A, 6B, 6C, 6F, 7(all), 8(all) | FY25 | ≈10K | Unknown |
| HLC Criterion: | 2B, 3A, 3D, 4A, 4B, 4C | | | |
| Potential Deliverables: | Improved program landing pages for all academic disciplines organized by pathway. | | | |
| Critical Issues to Address: | Ensure all areas have discipline specific outcomes. Link discipline outcomes to Transfer Readiness processes. | | | |
| Barriers to Success: | Accessing data from senior-level institutions. | | | |

Results: As of 3/17/22 Update: Communications area is currently being reviewed through the ICCB Program Review process. FY23- Mathematics, FY24- Physical & Life Sciences, FY 25- Humanities & Fine Arts, FY26- Social & Behavioral Sciences

Dr. Shelby is working with faculty and Institutional Effectiveness on a program review guide that details the expectations of each section of the ICCB program review including the data reports and sample charts/tables. In addition, she is working with the SAAT on connecting the SCC academic assessment calendar/process and ICCB program review which will also be available on the SAAT webpage.

Dr. Teske is working with the ad hoc survey committee and B. Goforth to develop a graduate follow-up survey that would assess perception of transfer readiness. The Student Tracker Premium plan of the National Student Clearinghouse was purchased, and we are beginning to query information about transfer students (top institutions, completion, degree types, etc.)

As of 9/27/22 Update: A [program review webpage](#) has been created and added to the Student Academic Assessment Team's webpage. The program review page now includes the 5-Year Program Review Schedule and Timeline, Program Reviews submitted by fiscal year, feedback received from ICCB, and the ICCB Program Review Manual.

As of 3/2023: Programs are in the middle of the FY23 Program Review Cycle. Mathematics and Developmental Mathematics are up for review in the area of Academic Discipline. The Department Chair has utilized the CROA data dashboard to inform the program review narrative and has found the dashboards to be extremely helpful.

As of 3/2024: An ICCB Program Review landing page has been developed in the Assessment tab of the College's website. Additionally, a SCC Program Review Manual has been developed and includes processes for completing program reviews, a program review timeline for all programs to see when they are up for



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ICCB 5-year program review, as well as a program review timeline. A program review template with guided responses and populated labor market data is provided annually for programs that are under ICCB program review. As part of the ICCB program review process, departments and programs use the annual CQI process to benchmark annual improvement and guide budgetary requests.

Recommendations: As of 3/2023: Work through the Shared Governance process (Academic Affairs teams) to finalize the internal program approval/review process aligned to SCCES.

As of 3/2024: Work to strengthen the understanding of the connection between the annual CQI process and the 5 year program review process during the FY25.

Being working on academic discipline program standards (related to the CQI process).

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 2): Improve teaching and learning processes.

Strategy (D): Create and implement CTE program development standards.

Output/Outcome: Standards that establish guidelines for the development of new CTE programs.

Target(s): Standards established by January 2023.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|----------------|-----------|-----------|------------------|
| VPAA | 1A, 2A, 2B, 2G | FY25 | Employees | Unknown |

HLC Criterion: 1B, 3A, 3C, 3D, 5A, 5B, 5C

Potential Deliverables: Standards that guide CTE Program development

Critical Issues to Address: Link with shared governance processes.

Barriers to Success:

Results: As of 3/2023: The new Dean of CTE began her duties in January 2023.

Exec Dir. of IE is collaborating with academic Deans to create a program approval process aligned to ICCB requirements and SCCES. Included in this process will be a labor market/community need analysis and standards for consideration of a new CTE program.

IE has been working with the Dean of CTE on the use of the Lightcast Analyst reports (types, readability, usage, etc.), and the Dean now has her own account. The standards will assist for continuity across the College.

As of 3/2024: Improvements have been made in WEL as we develop CBE standards in that program.

Recommendations: As of 3/12/223Update: Utilize the shared governance process for the establishment of CTE program development standards.

Complete the program development standards in FY24.

As of 3/2024: Improvements will continue as BUS and COM are redesigned and FT faculty are hired for both programs

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 2): Improve teaching and learning processes.

Strategy (E): Perform a dual credit program impact study.

Output/Outcome: Report describing the quality of learning, student success, the associated costs, and recommendations for improving dual credit programming.

Target(s): Report completed by April 2023

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-------------------------------|-----------|-----------|------------------|
| VPAA | 6(all), 7(all), 16C, 16F, 17A | FY23 | Employees | Unknown |

HLC Criterion: 1A, 1B, 2B, 3A, 3C, 3D, 4A, 4B, 4C, 5C

Potential Deliverables: Administrative policy, procedure, and guidelines for dual credit programming.

Critical Issues to Address: What can be done to ensure the quality of learning in high school is like college experience. Tuition.

Barriers to Success: Community perception.

Results: As of 3/17/22 Update: A new Coordinator for High School Partnerships and Pathways was added with the reorganization. Additionally, the College applied for and received the IBT Grant which will support the development and expansion for college and career pathways. Furthermore, the College completed an audit of all course offerings in order to identify gaps and further opportunity.

As of 9/27/22 Update: In order to ensure quality and curricular alignment, the Coordinator of High School Partnerships & Pathways hosted a dual credit and adjunct faculty orientation on SCC's Main Campus. Furthermore, through the IBT grant, SCC has purchased textbooks for many of our district high school partners to ensure equity and curricular alignment across courses.

As of 3/2023: Dongola High School utilized Early College for the AY23 year and set to continue in AY24. Meridian High School continues to send Fast Start students for AY23. Massac County High School for AY24 plans to offer Early College courses at the Metro Center. The students will come in the mornings for 3 classes in the Fall and Spring semester. SCC is working on streamlining the registration process for the high school students who will be taking dual credit courses on main campus. FY21-72 Dual Credit courses offered in district high schools (not including the 19 developmental courses) FY 22- 97 Dual Credit courses offered in district high school (not including the 16 developmental courses). Additionally, through the IBT grant, the College was able to purchase textbooks for our partner high schools to align curricular offerings. Moreover, Simple Syllabus has been implemented as well to ensure all sections are working off the same master syllabus.

As of 3/2024: During Dual Credit/Adjunct Orientation, Assessment was covered by Mike McNally. He has reached out to each dual credit instructor to ensure they are turning in assessment pieces.

Recommendations: As of 3/2023: Develop a dual credit report, examining course success rates, matriculation rates by high school, associated costs, etc. Target: Summer 2023



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As of 3/2024: Complete procedures for Early College/Dual Credit. Work with Dual Credit Faculty on professional development for the 24/25 year.

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 2): Improve teaching and learning processes.

Strategy (F): Examine student success in light of course delivery methodology

Output/Outcome: Report describing the quality of learning, student success, and recommendations for improving various course delivery methods.

Target(s): Report completed by April 2023

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|--|-----------|-----------|------------------|
| VPAA | 3E, 6(all), 7(all), 15D, 16C, 16D, 17A | FY23-25 | Employees | Unknown |
| HLC Criterion: | 1A, 3A, 3D, 4A, 4B, 4C, 5C | | | |
| Potential Deliverables: | Administrative policy, procedure, and guidelines for mix of program delivery methods to guide scheduling practices. Formalized training for faculty. | | | |
| Critical Issues to Address: | What, if any, differences are there is student learning and student success between the various delivery methods. | | | |
| Barriers to Success: | Coding the ERP to obtain the necessary data. | | | |

Results: As of 3/12/2022 Update: The coding for course section was reviewed by academic affairs, IE, and IT employees to align to ICCB requirements and to ensure accurate reports in CROA queries. A recurring report has been designed that shows enrollment, success rates, and includes delivery method.

As of 9/27/22 Update: IT modified all course codes in Colleague to align with the Organizational Chart. This will allow Institutional Effectiveness to correctly disaggregate reports for programming data. Currently working on aligning our delivery method language with ICCB language and making corrections to coding in Colleague. Once this is completed, this coding language will be incorporated into the scheduling process and procedures for adding courses in Colleague.

As of 3/2023 Update: Success Rate reports are on the internal CROA dashboard and are disaggregated by delivery method and location.

As of 3/2024: The College used funds from the ASPIRE grant to contract with an Ellucian consultant who helped IE, IT, and Academic and Student Affairs code Colleague to be able to track Multiple Measures placement. Reports are now readily accessible from the College's Data Dashboard to inform the annual College Readiness Board Monitoring Report.

Recommendations: 3/12/2022: Incorporate delivery method into the scheduling process and practices developed in 4.3.A.

3/2023: Explicitly write in success rate report use into the program/discipline review processes. Demonstrate for faculty how to interpret disaggregated charts. Determine how to use the results to inform scheduling practices. Need to develop the steps required to build a course in Colleague to ensure delivery method codes are adhered to.



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As of 3/2024: Complete a brief report with IE regarding success rates in courses by delivery method by December 2024.

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Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 3): Improve course scheduling processes.

Strategies

Strategy (A): Develop guidelines for course schedule development.

Strategy (B): Expand Hybrid Course delivery.

Strategy (C): Improve the accuracy and timeliness of the course scheduling process.





Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 3): Improve course scheduling processes.

Strategy (A): Develop guidelines for course schedule development, improving the accuracy and timeliness of the course scheduling process

Output/Outcome: Improved course scheduling process that meets the needs of traditional and non-traditional students.

Target(s): Guidelines developed by May 2023. Pilot test on summer and spring2024 schedules.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|---|-----------|-----------|------------------|
| VPAA | 2E, 3E, 3I, 5A, 7C, 15D, 16C, 16D | FY25 | Employees | Unknown |
| HLC Criterion: | 1A, 5A, 5C | | | |
| Potential Deliverables: | Course section analysis that describes the number of sections needed to meet student demand each semester. Develop schedule change codes. Baseline for accuracy and timeliness needs to be developed. Consistent review and update of master schedule courses. | | | |
| Critical Issues to Address: | Extension Center integration. Setting recommended section fill rate standards. Establishing guidelines for the number of initial sections offered. Wait List management. Be consistent with class times and offerings. Creating tools and reports for Department Chairs and Administrative Assistant to manage scheduling process. Ensure schedule resources (i.e., faculty & facility) are simultaneously scheduled around program sequence needs. Be consistent with class times and offerings. Integrate in shared governance process. | | | |
| Barriers to Success: | Perception to impact on faculty workload. Complexity of scheduling process needs to be managed. | | | |

Results: As of 3/12/22 Update: The Academic Standards Team has met and begun development of guidelines, standards, and targets for course schedule development. The team anticipates having a draft prepared for Executive Council by May 2022.

As of 3/2023: The development of course scheduling guidelines was postponed due to the onset of collective bargaining.

As of 3/2024: Reports were developed on the CROA dashboard for analyzing section number history, section enrollment history, workload history, section location history, and when courses are offered. Dr. Taylor developed a scheduling and workload tool and trained staff. Scheduling guidelines and procedures have been developed and are being piloted. They are slated to be approved by AST in March and sent to the ALT for approval in April.

Recommendations: As of 3/2023: Develop course scheduling guidelines and a corresponding timeline by May 2023.

As of 3/2024: Track the enrollment and credit hours trends from before the scheduling process (fall 2023 and prior) and after spring 2024 on. Continue collaboration with AA and SA to revise scheduling guidelines and procedures.



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Strategic Plan

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Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 3): Improve course scheduling processes.

Strategy (B): Expand Hybrid Course delivery.

Output/Outcome: Hybrid course sections aimed at increasing average student credit-load on a per semester basis.

Target(s):
 10% increase in the number of hybrid course sections offered each semester.
 Increase average student-credit load to 9-credits per semester.
 Increase enrollment by 10%.
 Increase Completion Rate by 10%

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-----------------------------------|-----------|-----------|------------------|
| VPAA | 3E, 5A, 7C, 15D, 16C, 16D, 17A | FY 23 | Employees | Unknown |

HLC Criterion: 1A, 3A, 3D, 4C, 5B, 5C

Potential Deliverables:

Critical Issues to Address: Linking scheduling of hybrid courses to program guides.

Barriers to Success: Lack of scheduling guidelines.

Results: As of 3/12/2022 Update: The coding for course section was reviewed by academic affairs, IE, and IT employees to align to ICCB requirements and to ensure accurate reports in CROA queries. A recurring report has been designed that shows enrollment, success rates, and includes delivery method. The definition for hybrid was clarified according to ICCB guidelines and has been communicated through academic affairs shared governance process.

As of 3/2023: The development of course scheduling guidelines was postponed due to the onset of collective bargaining.

Internal CROA dashboards are now available in order to determine the effectiveness of delivery methods by looking at sections offered, drop rates, hours generated, number of students enrolled, and success rates. (See 4.2.F.)

As of 3/2024: Hybrid ways of scheduling courses have been piloted a few courses, such as PSY 211, WELD, HVAC to allow for students to take more courses in a semester.

Target Results: Hybrid course data have fluctuated since 2019. Below is a comparison of ALL credit-bearing (academic, adult ed, continuing education) hybrid courses with all course delivery methods combined.

Number of hybrid sections/all sections (A section may be counted in more than one delivery method): Hybrid sections have always remained under 1% of total sections. 2019-13/1,991 (.65%), 2020- 17/1,767 (.79%), 2021- 4/1,448 (.28%), 2022- 17/1,585, 2023- 6/1,874 (.32%). (Source: CROA Dashboard- Schedule report)



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Number of hybrid hours/all delivery method hours generated: The percentage of the approximate number of hours generated that are hybrid has remained constant from year to year except for 2021 which may be attributed to COVID and the lack of the face-to-face component of hybrid-

2019- 1,064/41,446 (2.5%), 2020- 1,231/39,067 (3.2%), 2021- 185/35,022 (.53%), 2022- 920/34,292 (2.7%), 2023- 268/35,028 (.77%)

(Source: CROA Dashboard- Hours Generated report)

Duplicated credit-bearing student enrollment Hybrid/All courses: The percentage of the enrollment in hybrid courses to all other delivery course methods decreased during COVID, rebounded in 2022, but has decreased in 2023.

2019- 273/12,040 (2.3%), 2020- 241/11,128 (2.2%), 2021- 50/10,206 (.49%), 2022- 221/9,610 (2.3%), 2023- 64/9,653 (.66%)

(Source: CROA Strategic Plan folder- Course Enrollment-ALL LEVELS report)

Average student credit load in hybrid/all credit bearing courses (including adult ed and continuing ed)

2019-3.69/2.41, 2020-3.9/3.5, 2021-3.7/3.43, 2022- 3.77/3.57, 2023- 4.19/3.63

Recommendations: 3/12/2022: Incorporate delivery method into the scheduling process and practices developed in 4.3.A.

3/2023: Begin incorporating method delivery (and location) disaggregation into the program review process. This will be built into the program review process being developed with IE and the academic Deans. (See 4.2.F.)

As of 3/2024: Track the enrollment and credit hours in these courses. Listen to feedback from the faculty who teach these courses about the improvement opportunities. Have faculty ask students how they like the delivery method.

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Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 3): Improve course scheduling processes.

Strategy (C): Improve the accuracy and timeliness of the course scheduling process.

Output/Outcome: Reduced number of changes to schedule once it has been published.

Target(s): Zero changes to published schedule other than adding sections to meet student demand.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|------------------------------|------------|-----------|------------------|
| VPAA | 3E, 5A, 7C, 15D, 16C, 16D | FY 22-FY25 | Employees | Unknown |

HLC Criterion: 1A, 5A, 5C

Potential Deliverables: Develop schedule change codes. Baseline for accuracy and timeliness needs to be developed. Consistent review and update of master schedule courses.

Critical Issues to Address: Creating tools and reports for Department Chairs and Administrative Assistant to manage scheduling process. Ensure schedule resources (i.e., faculty & facility) are simultaneously scheduled around program sequence needs. Be consistent with class times and offerings. Integrate in shared governance process.

Barriers to Success: Complexity of scheduling process needs to be managed.

Results:

Recommendations: As of 3/12/22 Update: Develop scheduling pathways for all CTE programs (i.e. two-year sequence of all courses) to ensure students can complete programs in a timely manner.

3/2023: Delete and combine with 4.3.A.

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 4): *Align marketing & recruiting processes with enrollment goals.*

Strategies

Strategy (A): Strengthen recruitment messaging focus on student success, academic quality, and value.

Strategy (B): Optimize website for eCommerce, strengthen interaction with mobile technology, and increase integration with social media.

Strategy (C): Develop a virtual campus tour.

Strategy (D): Align College's branding with enrollment goals.

Strategy (E): Develop marketing plan.





Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 4): Align marketing & recruiting processes with enrollment goals.

Strategy (A): Strengthen recruitment messaging focus on student success, academic quality, and value.

Output/Outcome: Community perception of program and service quality will increase.

Target(s):
 Increase website traffic volume by 10%
 Increase inquiries by 10%
 Increase applications by 10%
 Increase social media followers by 10%

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|--|-----------|-----------|------------------|
| Executive Director PI & M | 2G, 3A, 3B, 3C, 3J | FY22-25 | ≈40K | Unknown |
| HLC Criterion: | 1A, 1B, 2B, 5B | | | |
| Potential Deliverables: | Web videos highlighting academic and service quality. Press releases, Social Media Ads, Program Videos, Student Testimonial Videos, Employer Testimonial Videos, Community Impact Videos, Mainstream Media Coverage demonstrating quality programs and services. | | | |
| Critical Issues to Address: | Need to differentiate between advertising, marketing, and promotion; need to market beyond traditional K-12 audience. Establish meaningful KPM's, KPI's, and targets to strengthen effective communication for students, employees, and the community. | | | |
| Barriers to Success: | Web development. | | | |

Results: As of 9/20/21 Update: Videos have been produced highlighting student success stories and interviewing key employees:

- Five new science related videos were recorded, edited and released to promote the SCC Science Department.
- Four videos highlighting employees offering direct service to students
- One faculty, one recruiter/advisor, 1 tutoring/testing, and 1 Criminal Justice video
- Two student testimony videos highlighting quality of course offerings at SCC

As of 3/9/22: C. Doerr trained all Recruiters/Advisors and Center Coordinators on communication to potential students and current students. An expectation checklist and contact logs are being used by Recruiters/Advisors and Center Coordinators. FA staff have also been given messaging strategies.

As of 3/11/22 Update: K. Hunsperger is acclimating to the new position by meeting individually with the Deans and Directors regarding the direction for marketing in the degree/certificate, continuing education, and community education.

As of 9/27/22 Update: Kevin Hunsperger is working with employees and students to create new videos for social media and TV/digital ad campaigns for the upcoming Spring 2023 semester. Materials made before his arrival need to be updated with current branding and messaging. This should be complete by mid to late October. Materials budgets were determined during the spring budget process.

As of 3/2023: Since the last update in the Fall of 2022, the marketing department has produced several new videos to encourage students to enroll at Shawnee Community College. These videos are on our YouTube



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and Facebook pages and have been shared on platforms like TikTok, Twitter, and Instagram. An enrollment video for Spring 2023 aired on local TV stations (WSIL, KFVS, KBSI, and WPSD) and on radio station WIBH. Shawnee Community College also had the unique opportunity to produce a 30-second commercial for the 2023 Super Bowl. This spot aired just after the game ended and before the trophy presentation.

Recruiters/Advisors are making weekly visits to high schools to make connections with prospective students. The Directors of Student Success, Recruitment & Enrollment, Community Education & Extension Centers, Student Engagement and Public Information & Marketing have met to discuss promotional items needed.

As of 3/2024: Implementation of the new CRM will include a communication plan to ensure consistent messaging to prospective students.

Target Results:

Applications received were up 21.74% from Fall 2021 to Fall 2022 (1,403 to 1,708)

The **number of social media followers** has increased since the baseline in 2021. Also included is the **social media reach**, which indicates how many unique accounts saw our posts, stories, ads, etc.

Facebook Followers: 2021- 6,829; 2022-7,257; 2023 (up to 4/18/23)- 7,373 which is an increase of ≈8% with only 1/3 of 2023 reported.

Facebook Reach: 2021- 142,656; 2022- 189,714; 2023 (as of 4/18/23)- 365,331 for a change of over 150%.

Instagram Followers: 2021- 991; 2022- 1,174; 2023 (as of 4/18/23)- 1,189 for an increase so far at ≈20%.

Instagram Reach: 2021- 2,093; 2022- 70,705; 2023 (as of 4/18/2023)- 9,936 which is anticipated to increase significantly.

Since 2022, we have ramped up our efforts to define users' website searches in order to take them to what they want to find quickly and more efficiently. The data reflects we are making strides in this effort.

Website traffic volume nearly doubled from 2021 to 2022.

Users of shawneecc.edu: 2021- 65,000; 2022- 113,000; 2023 (as of 4/18/2023)- 42,000

The average time spent on any website is 52 seconds. The time spent on our website is higher, on average, but has been decreasing since 2021:

2021- 138 seconds; 2022- 100 seconds; 2023 (as of 4/18/23)- 93 seconds

Bounce rate is the percentage of all sessions on your site in which users viewed only a single page and triggered only a single request to the Analytics server. The optimal bounce rate is between 26% and 40%; however, the average is between 26% and 70%. Our bounce rates are as follows, showing that we are moving in the right direction since 2021, and our rate is now within the optimal range:

2021- 86.6%; 2022- 51.2%; 2023 (as of 4/18/23)- 30.9%

Recommendations: 3/9/22: Collaborate with Recruitment and Enrollment Team to design and/or purchase professional recruitment materials (i.e. flyers, pamphlets) and merchandise. A determination should be made on which budget will fund the cost of these materials and merchandise.

3/2023: Explore options for ADA compliance on our website (See next strategy).



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Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 4): Align marketing & recruiting processes with enrollment goals.

Strategy (B): Optimize website for eCommerce, strengthen interaction with mobile technology, and increase integration with social media.

Output/Outcome: Students and community can transact business (e.g., pay bills, make donations, etc.) online using the device of their preference.
Saints Mobile App with a focus on a student portal.

Target(s):
Increase website traffic volume by 10%
Increase online registrations by 10%
Increase social media followers by 10%
Mobile app operational by December 2023.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|---------------------------|------------------|-----------|-----------|------------------|
| Executive Director PI & M | 3A, 3E, 12A, 17B | FY22-25 | ≈50K | Unknown |

HLC Criterion: 1B, 5B

Potential Deliverables: Student testimonials. Employer testimonials. Integration with bank apps including PayPal.

Critical Issues to Address: Ensure fraud protections are in place. Establish meaningful KPM's, KPI's, and targets to strengthen effective communication for students, employees, and the community.

Barriers to Success:

Results: As of 3/11/22 Update: Students can currently pay their bills online. Donations to the SCC Foundation can also be made online.

As of 9/27/22 Update: We continue to see growth with engagement on all social media platforms (Facebook, Twitter, Instagram, TikTok, YouTube, and LinkedIn), and data are provided monthly to the Board of Trustees. Kevin has worked with some of the other departments and the social media presence they have, including The Saints Foundation, Athletics, Workforce Development, and Cosmetology.

IT recommended utilizing Ellucian Experience in lieu of Ellucian Mobile, which is planned to be phased out at the end of 2023. IT is currently in the process of implementing Ellucian Experience currently. Training for employees will occur after implementation.

As of 3/2023: Discussions have happened between Marketing and IT on developing software that will put the Shawnee Community College website in compliance with the Americans With Disabilities Act. There is currently no timetable currently, but other updates to improve our website and enhance the experience of its users are underway. We continue to see more visitors to our website and more engagement on all social media platforms (Facebook, Twitter, Instagram, TikTok, YouTube, and LinkedIn). PI & M is working with some of the other departments and the social media presence they have as well, including The Saints Foundation, Athletics, Workforce Development, and Cosmetology.



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As of 3/2024: - IT recommends utilizing Ellucian Experience in lieu of Ellucian Mobile which is planned to be phased out at the end of the Spring semester 2023. IT is currently in the process of implementing Ellucian Experience currently along with Google Multi-Factor Authentication.

Recommendations: As of 3/11/22: Collaborate with Business Services and IT on the feasibility of implementing the mobile app that comes with Colleague and ensuring students can conduct all transactions on a device of their choice.

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Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 4): Align marketing & recruiting processes with enrollment goals.

Strategy (C): Develop a virtual campus tour.

Output/Outcome: A video where people can tour the campus and extension centers from anywhere.

Target(s): Complete by June 2023

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|---|--------------------------|-----------|-----------|------------------|
| Executive Director PI & M | 3A, 3B, 3C, 3E, 12A, 17B | FY22-25 | ≈10K | Unknown |
| HLC Criterion: | 1A, 1C, 2B | | | |
| Potential Deliverables: VR capable video. | | | | |
| Critical Issues to Address: Ensure cross-platform usability. Integrate with social media. Establish meaningful KPM's, KPI's, and targets to strengthen effective communication for students, employees, and the community. | | | | |
| Barriers to Success: | | | | |

Results: As of 9/27/22 Update: The virtual tour is ready for implementation and a quote has been received from a video production company, but we are waiting for the completion of the gym renovation. We could proceed with the tour of the Main Campus and four Extension Centers and update the video in the winter, but doing so would likely include an additional cost.

As of 3/2023: This month we received a new quote from the video production company originally tasked with the project. We had put things on hold until the gymnasium renovations were complete. Once the trees, flowers, and other greenery to start budding for a visually appealing experience we will begin a 360 video tour.

Recommendations: As of 3/10/22: Collaborate with Student Affairs (e.g., recruiters, extension centers, Student Ambassadors) on the video.

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Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 4): Align marketing & recruiting processes with enrollment goals.

Strategy (D): Align College's branding with enrollment goals.

Output/Outcome: A report on stakeholder perception of current branding and marketing strategy.

Target(s): Summer 2024

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|---------------------------|-------------------------------|-----------|-----------|------------------|
| Executive Director PI & M | 3A, 3B, 3C, 3E, 12A, 14B, 17B | FY22-23 | ≈3K | Unknown |

HLC Criterion: 1A, 1C, 2B

Potential Deliverables: A report on community, student, and employee perception of our current branding and marketing strategy/materials, including recommendations for improvement

Critical Issues to Address: Include branding/marketing questions on the community perception survey. Ensure input from diverse groups of students and employees. Strategies to optimize the community survey response rate.

Barriers to Success: Community perception survey response rate. Respondents taking the time to provide meaningful feedback (i.e. employees and students attending focus groups, stakeholders answering the surveys).

Results: As of 9/27/22 Update: We have created a clearer and more consistent plan with our social media posting and digital marketing efforts. Our search engine marketing (SEM) campaign has been successful and allows us to track how many people are acting on those ads. We still have some branding issues to work on, but over time, these will be resolved, and we anticipate more enrollment success.

As of 3/2023: Our branding continues to become more consistent on all Shawnee Community College campuses, identifying and replacing old branding. Across the board on social media, we are well branded. The marketing department continues to work with other faculty and staff on additional social media pages to gain access to and review the information before it is shared. Our SEM (search engine marketing) campaign has succeeded and allows us to track and see how many people act on those ads.

Recommendations:

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Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 4): Align marketing & recruiting processes with enrollment goals.

Strategy (E): Develop marketing plan.

Output/Outcome: Produce marketing plan that will outline the potential future needs of the College.

Target(s): May 2025

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|---------------------------|-------------------------------|-----------|-----------|------------------|
| Executive Director PI & M | 3A, 3B, 3C, 3E, 12A, 14B, 17B | FY25 | | Unknown |

HLC Criterion: 1A, 1C, 2B

Potential Deliverables: A plan that includes specific objectives, timelines, and resources needed.

Critical Issues to Address: Evolving communication platforms.

Barriers to Success:

Results: 3/2024: The Executive Director of Public Information and Marketing is working with the President and other campus leaders on an updated marketing plan for the College. The plan's key elements will include (but are not limited to) target audience analysis, promotional strategies, digital marketing initiatives, and measuring success.

Recommendations: 3/2024: We will re-evaluate current marketing strategies and focus our efforts on where the attention of our students and potential students lies. This includes implementing new and emerging technologies and tactics in digital and traditional marketing.

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 5): Improve post-graduate and alumni services.

Strategies

Strategy (A): Enhance career placement services for student graduates.

Strategy (B): Improve graduate response rates for 6-month graduate follow-up process.

Strategy (C): Survey employers of graduates to determine their perception and satisfaction of graduate's preparedness for the workplace.

Strategy (D): Implement a 5-year longitudinal study of graduate earnings and job performance

Strategy (E): Implement post-graduate findings with marketing and recruitment processes.

Strategy (F): Establish an alumni development process.





Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 5): Improve post-graduate and alumni services.

Strategy (A): Enhance career placement services for student graduates.

Output/Outcome: Services that assist students with obtaining employment related to their program of study.

Target(s): 50% of graduates use services.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|--|-----------|-----------|------------------|
| VPSA | 2B, 9C, 9D, 9E, 10E | F22-FY25 | ≈20K | Unknown |
| HLC Criterion: | 1C, 3D, 4A | | | |
| Potential Deliverables: | Résumé development. Mock interview practice. Connect students to organizations so they obtain professional clothing. Job Placement Services. Assistance with internship placement. Job Boards. Employability Skills for both CTE and transfer students. Partnership with LWIA One Stops. | | | |
| Critical Issues to Address: | Internship assistance should be limited to identifying potential employers – all other aspects of internship should be managed by the faculty. | | | |
| Barriers to Success: | | | | |

Results: As of 3/16/22 Update: The College held its first in-person career fair since COVID on 3/16/22. We had 90 students and community members come through, and 60 vendors and colleges.

We are also partnering with Vienna H.S. to organize an event this fall to integrate career fairs early.

B. Goforth and the Student Success department are working on career workshops, resume writing and professional headshots for our graduates

As of 3/2024: Career Services Coordinator has joined all CTE advisory councils to network with and form relationships with industry leaders to create career pathways and job placement for graduating students.

Career Services keeps a physical and online job board with community employment opportunities for students and community members to utilize.

Career Services Coordinator emails employer requests to all students and designated faculty in the employer field to let students and community members know if the job posting.

Career Services hosts the annual SCC Job Fair where students and community members can network and apply for jobs.

Career Services Coordinator has various businesses on campus for hiring purposes and partners with other entities with smaller or single organization job fairs hosted in our facilities.

Career Services Coordinator helps individual students work through the job search, application, and interview processes.



Strategic Plan

2021-2025

Career Services partnered with SEMO Career Services to enable SCC students to attend SEMO events such as: their career fair, etiquette dinner, other networking events, etc.

Recommendations:

Status

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 5): Improve post-graduate and alumni services.

Strategy (B): Improve graduate response rates for 6-month graduate follow-up process.

Output/Outcome: Data for recruitment, academic assessment, program sustainability, and refining the career readiness model.

Target(s): Establish baseline in FY23 for all CTE programs. 60% return rate thereafter.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|---|---------------------------------|-----------|-----------|------------------|
| Executive Director IE | 1A, 1B, 2A, 2B, 9C, 9D, 9E, 10E | FY22-FY25 | ≈15K | Unknown |
| HLC Criterion: | 4A, 4B, 4C, 5B, 5C | | | |
| Potential Deliverables: Graduate follow-up Report. Incentives to facilitate student participation. | | | | |
| Critical Issues to Address: Finding ways to contact students after they graduate. Finding part-time help to assist with process. | | | | |
| Barriers to Success: Acceptable response rate | | | | |

Results: As of 9/20/21 Update: As student services meetings are held, KPIs have been identified for inclusion into the admission and graduation applications, surveys (i.e. graduate, graduate follow-up, employer, and community), and course evaluations. These KPIs have been drafted into questions. Survey platforms have been researched, and a survey proposal and timeline are developed. Once the newly hired Vice-President for Academic Affairs arrives, meetings can be scheduled with key employees to draft the final questions and adopt platforms and the official timeline of administration.

As of 3/10/22 Update: Through the Shared Governance process, SmartEvals was recommend and purchased for all in-house surveys, such as the graduate follow-up. An ad hoc survey committee was assembled and is meeting to finalize the core questions that should be included in the graduate application and follow-up survey. These should be finalized by June 2022. At that point, Dr. Teske and B. Goforth will work on a process for implementation of this survey. SmartEvals should be fully integrated with and ready to use late fall 2022. The target is to administer the first follow-up survey in November 2022 to all graduates from May 2022.

In addition, the Premium version of Student Tracker from the National Student Clearinghouse was purchased (\$795 annually) to provide us with more detailed information about our transfer graduates. D. Boyd, Dr. Doerr, and Dr. Teske are doing virtual trainings, as appropriate.

As of 9/27/22 Update: Over the summer, IT and Institutional Effectiveness worked with SmartEvals to integrate to our systems and learn how to administer the program. The next step is to work with their survey implementation specialist to get our graduate and employer surveys into the system in preparation to launch to our May 2022 graduates in November-December of 2022.

As of 3/2023 Update: IE worked with SmartEvals to set up the graduate follow-up survey. The pilot of this survey will be this spring 2023.



Strategic Plan

2021-2025

IE is assisting the Registrar with the Student Tracker queries and cleaning/organizing of the returned data to track transfer behaviors of our students.

As of 3/2024: The follow-up study was piloted and a low response rate. Of those who responded, their responses were submitted to the respective programs. A meeting was held with IE, the Registrar, and Career Services in the fall 2023 to discuss ways to increase response rates by letting graduates know, as they graduate, that we will reach out to them periodically to ask for feedback on their preparation.

Recommendations: 3/2023: Share pilot survey results with CTE programs to establish a baseline and incorporate the results into program reviews, recruitment materials, etc.

Determine process/timeline for querying Student Tracker and ways to share results with CTE programs.

Renew Student Tracker (~800 annually) and SmartEvals (~16K for 3 year contract due for FY26)

3/2024: Develop an implementation plan to launch again and try to increase response rates.

Status

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Strategic Plan

2021-2025

Goal 4 Strengthen the College’s Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 5): Improve post-graduate and alumni services.

Strategy (C): Survey employers of graduates to determine their perception and satisfaction of graduate’s preparedness for the workplace.

Output/Outcome: Data for recruitment, academic assessment, program sustainability, and refining the career readiness model.

Target(s): Establish baseline in FY22 for all CTE programs. 75% return rate thereafter.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|--------------------------|------------------------------------|-----------|-----------|------------------|
| Executive Director IE | 1A, 1B, 2A, 2B, 9C, 9D, 9E, 10E | FY22-FY25 | ≈10K | Unknown |

HLC Criterion: 1B, 1C, 2B, 3A, 3D, 4A, 4B, 5A, 5B, 5C

Potential Deliverables: Employer follow-up Report. Incentives to facilitate employer participation.

Critical Issues to Address: Finding ways to contact employers. Finding part-time help to assist with process.

Barriers to Success: Acceptable response rate. Developing a list of employers.

Results: As of 9/20/21 Update: As student services meetings are held, KPIs have been identified for inclusion into the admission and graduation applications, surveys (i.e. graduate, graduate follow-up, employer, and community), and course evaluations. These KPIs have been drafted into questions. Survey platforms have been researched, and a survey proposal and timeline are developed. Once the newly hired Vice-President for Academic Affairs arrives, meetings can be scheduled with key employees to draft the final questions and adopt platforms and the official timeline of administration.

As of 3/10/22 Update: Through the Shared Governance process, SmartEvals was recommend and purchased for all in-house surveys. An ad hoc survey committee was assembled and is meeting to finalize the core questions that should be included in the employer satisfaction survey. These should be finalized by June 2022. In addition, the committee is researching external survey companies for the employer satisfaction survey that may provide some comparison data for benchmarking.

As of 9/27/22 Update: Over the summer, IT and Institutional Effectiveness worked with SmartEvals to integrate to our systems and learn how to administer the program. The next step is to work with their survey implementation specialist to get our graduate and employer surveys into the system in preparation to launch to our May 2022 graduates in November-December of 2022. After this “pilot launch”, we will work through the kinks in the process. We will also work on obtaining a list of the major employers in our service area.

As of 3/2023 Update: IE worked with SmartEvals to set up the employer survey. The pilot of this survey will be this summer 2023.

Recommendations: 3/2023: Work with Career Services to develop a list of employers and contact information.

Share pilot survey results with CTE programs to establish a baseline and incorporate the results into program reviews, recruitment materials, etc.



Strategic Plan

2021-2025

3/2024: Over the next year, need to develop a plan with CTE programs and Career Services to identify our area employers and launch the survey. Determine whether we launch only to a subset of employers based on the program review cycle or to all employer on a cycle, such as every three years.

Status

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 5): Improve post-graduate and alumni services.

Strategy (D): Implement a 5-year longitudinal study of graduate earnings and job performance

Output/Outcome: Data for recruitment, academic assessment, program sustainability, and refining the career readiness model.

Target(s): Establish baseline in FY24 for all CTE programs. 50% return rate thereafter.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|-----------------------|-------------------------------------|-----------|-----------|------------------|
| Executive Director IE | 1A, 1B, 2A, 2B, 2G, 9C, 9D, 9E, 10E | FY24-FY25 | ≈10K | Unknown |

HLC Criterion: 1A, 1B, 1C, 2B, 3A, 3D, 4A, 4B, 5A, 5B, 5C

Potential Deliverables: Longitudinal study of Graduate Employment Report. Partnership with local University for data collection.

Critical Issues to Address: Establishing a mechanism for tracking graduate employment. Finding part-time help to assist with process.

Barriers to Success:

Results: As of 3/10/21 Update: *See results in 4.5.B. and 4.5.C.

Once we have ability to gather graduate follow-up and employer satisfaction data, we will be able to conduct this study.

Recommendations: 3/10/22: Research training opportunities for B. Goforth, Dr. Teske, and new Research Associate and possible university partnerships to assist with implementation.

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 5): Improve post-graduate and alumni services.

Strategy (E): Implement post-graduate findings with marketing and recruitment processes.

Output/Outcome: Marketing materials that demonstrate employment outcomes to use for recruitment and program assessment.

Target(s): All CTE programs have materials that demonstrate employment outcomes by FY23.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|-----------------------|---------------------------------|-----------|-----------|------------------|
| Executive Director IE | 1A, 1B, 2A, 2B, 9C, 9D, 9E, 10E | FY22-FY25 | ≈10K | Unknown |

HLC Criterion: 1A, 1B, 2B, 5B

Potential Deliverables: Recruitment materials with employment outcomes. Employer testimonials. Graduate testimonials. Press Releases identify graduate impact. Social media posts identifying graduate impact and employer satisfaction.

Critical Issues to Address:

Barriers to Success:

Results: As of 9/27/22 Update: Over the summer, IT and Institutional Effectiveness worked with SmartEvals to integrate to our systems and learn how to administer the program. The next step is to work with their survey implementation specialist to get our graduate and employer surveys into the system in preparation to launch to our May 2022 graduates in November-December of 2022. After this "pilot launch", we will work through the kinks in the process. We will also work on obtaining a list of the major employers in our service area.

As of 3/2023 Update: Launching pilot graduate exit, graduate follow-up, and employer surveys in spring/summer 2023.

Recommendations: As of 3/2023: Institutional Effectiveness and Career Services (B. Goforth) work with recruitment and enrollment and Exec. Dir. of PI & M to disseminate results of the follow-up surveys once we have those.

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 5): Improve post-graduate and alumni services.

Strategy (F): Establish an alumni development process.

Output/Outcome: Alumni engagement with College.

Target(s): 500 members by FY25. \$20K in donations.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|-----------------------|-----------------------------------|-----------|-----------|------------------|
| Exec. Dir. Foundation | 11B, 12A, 14B, 15B, 15F, 16A, 18A | FY22-FY25 | Employees | Unknown |

HLC Criterion: 1B, 1C, 4A, 5C

Potential Deliverables: Guest speakers. Internship opportunities for students. Potential advisory committee members.

Critical Issues to Address: Establishing an online registry (Google Forms) for initial Alumni data

Barriers to Success:

Results:

Recommendations: 3/16/22: Engage alumni through sporting events and alumni specific events

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 6): Improve budget development and resource allocation processes.

Strategies

Strategy (A): Engage Board Finance Committee in the budget development and allocation process.

Strategy (B): Revise budget submission document to reflect Board preferences and priorities.

Strategy (C): Increase employee involvement in the budget development process.

Strategy (D): Submit budget to Government Finance Officers Association (GFOA) for consideration of distinguished budget presentation award.





Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 6): Improve budget development and resource allocation processes.

Strategy (A): Engage Board Finance Committee in the budget development and allocation process.

Output/Outcome: Board direction on budget, financial plan, investment plan, facilities master plan, and information technology master plan.

Target(s): Budget ready for Board consideration by June 1 of each fiscal year.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|---|-----------|-----------|------------------|
| VPAS | 15B, 15D, 15F, 16A, 16G, 16H, 16I, 16J, 16K, 17C, 18(all), 19(all) | FY22-25 | Employees | None |

HLC Criterion: 2A, 2C, 3D, 5A, 5B, 5C

Potential Deliverables: Charter for Board Finance Committee that appears in Board Governance section of policy manual. Budget Monitoring Report. Budget documents. Quarterly monitoring reports for financial, investment, facilities, and information technology.

Critical Issues to Address: Financial, Investment, Facilities, and Information Technology.

Barriers to Success:

Results: As of 3/9/22 Update: A Board Finance Committee has scheduled its first meeting for March 21, 2022.

As of 9/27/22 Update: The Board Finance Committee met on March 21, April 26, June 24 and August 9, 2022 and have been engaged in the Budget Development Process, Financial Advisor Review, Bond Issue Considerations, Tax-Exempt Leasing, Enrollment Plans, Insurance & Salary Scenarios, Capital Project Requests, Facilities Conditions Assessment Provider review, and Finance-oriented Monitoring Reports. The budget process that was pilot tested in FY22 will go live in October.

As of 3/2024: Board Finance Committee met quarterly on January 24, April 13, June 5, August 9, and December 8, 2023. We developed Financial Projections for the FY25-FY29 which include Unit Costing, Creative Tuition Strategies/Options, and Strategic Use of Financial Aid. Martin Hood presented the FY23 Audit Results and Presented the board with a Budget Forecasting Model to adopt.

Recommendations: This formation of the Board Finance Committee is substantially complete. Need to engage in activities identified in the committee charge.

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 6): Improve budget development and resource allocation processes.

Strategy (B): Revise budget submission document to reflect Board preferences and priorities.

Output/Outcome: Budget documents that assist the Board with resource allocation decisions that are aligned with the Board's strategic direction.
Budget submission that is eligible to receive the Government Finance Officers Association (GFOA) Distinguished Budget Presentation Award.

Target(s):

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-------------------|-----------|-----------------|------------------|
| VPAS | 15B, 16A, 18(all) | FY23-25 | Employees, ≈30K | None |

HLC Criterion: 2A, 2C, 5A, 5B, 5C

Potential Deliverables: A rolling 3-year budget with a 5-year outlook/projection.

Critical Issues to Address: Ensure budget submission meets GFOA awards criteria. Completing the revenue plan. Strengthening engagement with the Budget and Finance Team.

Barriers to Success: Need a more accurate program cost model. Need for more innovative academic programs.

Results: As of 3/9/22 Update: Dr. Taylor, VPAS Clark, Dr. Teske, B. Woods, and B. McCormick have worked to develop a calendar and timeline for the budget and submission for GFOA. This timeline incorporates employee input, including the assessment process, to ensure budget requests and allocations are data-informed and align with the strategic plan. They are in the process of working with the academic and student affairs employees to refine budget accounts and develop a multi-year equity-based tuition and fee structure, and capital and facilities improvements.

As of 9/27/22 Update: The Leadership team and their employees were involved in planning their budget allocations during the spring and summer 2022. Dr. Taylor continues to work on a cost analysis of our courses, and Institutional Effectiveness and IT are working to resolve some course coding issues in Colleague in order to provide the necessary section-level data to assist with this analysis. The Student Academic Assessment Team is working with Academic Affairs to align the CQI process with the budget timeline to better inform the budget.

As of 3/2023: GFOA budget was submitted in November 2022. Piloting the use of Colleague in 2023 to refine the budget process.

As of 3/2024: Working on a 3-year rolling budget. Five Year Budget Projection is now in place. Looked into budgeting software. We decided it would be more cost effective to keep our current program. We are currently using Ellucian, Budget to Actuals Program. Budget Officers can look at past budgets, pull reports, and design a more economical budget for their department.

Recommendations: 3/9/22: Continue consulting with Brad McCormick. Look into budgeting software to allow for a multi-year budget. Continue meeting with employees in small groups to refine the budget process.



Strategic Plan

2021-2025

As of 3/2023: Explore options to provide customized dashboards for employees and Board.

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 6): Improve budget development and resource allocation processes.

Strategy (C): Increase employee involvement in the budget development process.

Output/Outcome: Administrative policy and procedure that allows for greater employee input into the budget development process.

Target(s): Complete by FY24.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|--|-----------|-----------|------------------|
| VPAS | 11D, 12A, 12C, 12D, 13B, 13C, 14D, 15B, 16A, 18(all) | FY22-FY25 | Employees | None |

HLC Criterion: 2A, 2C, 3D, 5A, 5B, 5C

Potential Deliverables: Procedure with flowchart. 3-year capital equipment projection from each academic area. Ownership of this initiative by the Shared Governance Committees.

Critical Issues to Address: Employee training. Evaluate software that integrates with ERP that could help employees with the budget process. Ensure budgets submissions are appropriately connected to strategic plan. Allow time for appropriate employee engagement in the process.

Barriers to Success:

Results: As of 3/9/22 Update: Administrative Services employees have been working during spring 2022 with Dr. Taylor, Dr. Teske, and B. McCormick on analyzing the current budget to identify areas for improvement and develop budget goals. As a result, a flowchart/timeline has been developed and in revision before being finalized. In February, they began meeting with academic affairs employees to refine the number of budget account numbers, ensure expenses are allocated to the appropriate account, and attribute salaries and other expenses to the proper programs/organizations. These are continuing (and already scheduled) throughout March and will begin soon with student affairs.

As of 9/27/22 Update: The Administrative Services leadership and Institutional Effectiveness are working to create the GFOA document for a mid-November submission.

As of 3/2023: GFOA was submitted Nov 2022. We are currently developing the FY24 budget using the newly developed timeline/flowchart.

As of 3/2024: Administrative Services and Institutional Effectiveness worked collaboratively to create an updated GFOA document that was submitted December 2023. Budget Officers now can enter their own budgets with justifications.

Recommendations: 3/9/22: Continue consulting with Brad McCormick. Look into budgeting software to allow for a multi-year budget. Continue meeting with employees in small groups to refine the budget process.

As of 3/2023: Prioritize the 3-year capital equipment projection from each academic area. Explore use of Colleague to assist. Strengthen link between Business & Finance Team and SAAT.



Strategic Plan

2021-2025

Status

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 6): Improve budget development and resource allocation processes.

Strategy (D): Submit budget to Government Finance Officers Association (GFOA) for consideration of distinguished budget presentation award.

Output/Outcome: GFOA distinguished budget application.

Target(s): Application submitted for FY23 budget that meets GFOA submission deadline. Submitted annually after.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-------------------------------------|-----------|-----------|------------------|
| VPAS | 11D, 12A, 13A, 15B, 16A, 18(all) | FY23-FY25 | Employees | None |

HLC Criterion: 2A, 2C, 5A, 5B, 5C

Potential Deliverables: GFOA response to our submission.

Critical Issues to Address:

Barriers to Success:

Results: As of 3/9/22 Update: Our first submission will take place in FY23 to obtain initial feedback from GFOA. Results in the previous budget initiatives directly impact the ability to submit on this timeline.

As of 9/27/22 Update: The Administrative Services leadership and Institutional Effectiveness are working to create the GFOA document for a mid-November submission.

As of 3/2023: Submitted in Nov 2022 and waiting on feedback.

As of 3/2024: GFOA document was submitted in December 2023. Waiting for response from the GFOA board.

Recommendations: As of 3/2023: Adjust according to feedback from GFOA. After receiving feedback, consider combining this initiative with 4.6.B.

Status

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 7): *Ensure technology infrastructure supports student learning, student success, and administrative needs.*

Strategies

Strategy (A): Align Information Technology plan with the College's strategic plan.

Strategy (B): Evaluate the possibility of conducting a Technology Readiness Assessment (TRA).





Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 7): Ensure technology infrastructure supports student learning, student success, and administrative needs.

Strategy (A): Align Information Technology plan with the College's strategic plan.

Output/Outcome: Revised Information Technology Plan

Target(s): Plan revised by December 2022. Updated annually after.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|------------------------------------|--|-----------|-----------|------------------|
| VPAS | 11D, 12A, 12B, 12C, 13C, 14D, 15C, 16F, 16G, 16H, 16I, 16J, 17B, 19(all) | FY22-FY23 | Unknown | None |
| HLC Criterion: | 2A, 3D, 4C, 5B, 5C | | | |
| Potential Deliverables: | Plan that addresses future needs for: User support, classroom technology, communications infrastructure, data warehousing, administrative business systems, IT security, procurement, licensing, online presence, Web enhancement, and mobile integration. | | | |
| Critical Issues to Address: | Once IT Plan revision is complete, update resources needed. Review SCUP IT planning guidelines to ensure full assessment. Review with Board Finance Committee. | | | |
| Barriers to Success: | | | | |

Results: As of 3/9/2022 Update: IT plan is currently in development and should be complete by June 2022.

As of 9/27/22 Update: Network Support Specialist, Daniel Kineman, was hired in April 2022.

Target Results: IT finished revisioning the 2023 Technology Plan in May 2022, which was reviewed by the Technology Committee and Institutional Effectiveness in June 2022. The plan was updated to reflect the College's strategic plan.

Classroom technology has been upgraded at all locations. These instructor stations now include touch screens and multiple cameras. Large screen televisions were installed to replaced outdated projectors and SmartBoards.

As of 3/2023: The classroom technology is continually being upgraded. Main Campus Nursing classroom are now equipped with large screen televisions and updated instructor stations. I.T. is upgrading key labs with Microsoft Windows 11 operating system. A planned meeting between BOT and I.T. is scheduled to review installed software in the K building computer labs for FY24.

I.T. is currently seeking out vendors to purchase an MDR (Managed Detection & Response) system. This cybersecurity service combines technology and human expertise to perform threat hunting, monitoring, and response to cyber-attacks. The main benefit of MDR is that it helps rapidly identify and limit the impact of threats without the need for additional staffing. I.T. plans to present this to the Board Finance Committee in Spring of 2023.

As of 3/2024: The classroom technology is continually being upgraded. Main Campus Nursing classroom are now equipped with large screen televisions and updated instructor stations. I.T. is upgrading key labs with Microsoft Windows 11 operating system. A planned meeting between BOT and I.T. is scheduled to review installed software in the K building computer labs for FY24.



Strategic Plan

2021-2025

I.T. is currently seeking out vendors to purchase an MDR (Managed Detection & Response) system. This cybersecurity service combines technology and human expertise to perform threat hunting, monitoring, and response to cyber-attacks. The main benefit of MDR is that it helps rapidly identify and limit the impact of threats without the need for additional staffing. I.T. plans to present this to the Board Finance Committee in Spring of 2023.

Recommendations: 3/9/2022: Revise the IT plan after the new Network Administrator is hired and acclimated and the TRA is completed.

As of 3/2023: Ensure the technology plans are supportive of the strategic initiatives of the College. IT will meet with the AA and SA divisions to plan for FY24 and anticipate needs for FY25.

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 7): *Ensure technology infrastructure supports student learning, student success, and administrative needs.*

Strategy (B): Evaluate the possibility of conducting a Technology Readiness Assessment (TRA).

Output/Outcome: Recommendation to conduct a TRA

Target(s): Recommendation submitted by December 2022.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|--|-----------|-----------|------------------|
| VPAS | 15C, 16F, 16G, 16H, 16I, 16J, 17B, 19(all) | FY22-FY23 | ~10K | None |

HLC Criterion: 2A, 3D, 4C, 5B, 5C

Potential Deliverables: Analysis to guide future IT Infrastructure planning. TRA process could be IGEN eligible.

Critical Issues to Address: Review with Board Finance Committee. If assessment is complete, update KPI's.

Barriers to Success: As of 3/9/22: A network administrator should be in place prior to conducting the TRA.

Results: As of 9/27/22 Update; 3/2023 Update: Virtual IDs were rolled out in Fall 2022. IT is in the process of upgrading the main firewalls at Main Campus and the DR site in Anna. Once this is complete, IT plans to reach out to vendors to possibly conduct a network assessment audit.

As of 3/2024: IT is in the process of upgrading the main firewalls at Main Campus and the DR site in Anna beginning in April 2023. Once this is complete, IT plans to reach out to vendors to possibly conduct a network assessment audit.

Recommendations: 3/9/22: Wait for the network administrator before conducting the assessment. Use the assessment results to revise the IT plan in FY23.

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Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 8): *Ensure facilities supports student learning, student success, and administrative needs.*

Strategies

Strategy (A): Align capital projects plan with the College's strategic plan.

Strategy (B): Evaluate the possibility of conducting a Facility Conditions Assessment (FCA).





Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 8): Ensure facilities supports student learning, student success, and administrative needs.

Strategy (A): Align capital projects plan with the College's strategic plan.

Output/Outcome: Revised Capital Projects Plan

Target(s): Plan revised by December 2022. Updated annually after.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|---|-----------|-----------|------------------|
| VPAS | 11D, 12A, 12C, 13C, 14D, 15F, 16K, 17C, 19(all) | FY22-FY25 | Unknown | None |

HLC Criterion: 2A, 3D, 5A, 5B, 5C

Potential Deliverables: Facilities Master Plan Revision. Shovel-ready projects. Sustainable projects.

Critical Issues to Address: Review with Board Finance Committee.

Barriers to Success:

Results: As of 9/27/22 Update: A Facilities Condition Assessment (FCA) provider was approved by the Board of Trustees in September 2022. Administrative Services leadership is in contact with the provider for contract needs. Once this is complete, the Capital projects plan will be addressed.

As of 3/2023: FCA is underway. Waiting on the final report. The capital bond issue was received in November. A recommendation for a new architect will be presented to the board in March 2023.

As of 3/2024: Gordian completed the Facility Condition Assessment for SCC. We are currently working with Cordogan Clark on a Master Plan. They will put together the Capital Project List once the Master Plan is complete.

Recommendations: As of 3/9/2022 Update: Incorporate capital needs in new budget process with the capital project plan.

Status

New

Continue

Modify

Complete

Delete





Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 8): Ensure facilities supports student learning, student success, and administrative needs.

Strategy (B): Implement a Facility Conditions Assessment (FCA).

Output/Outcome: Recommendation to conduct a FCA

Target(s): Recommendation submitted by October 2022.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|--|-----------|-----------|------------------|
| VPAS | 11D, 12C, 13C, 14D, 15F, 16K, 17C, 19(all) | FY22-FY24 | ≈67K | None |

HLC Criterion: 2A, 3D, 5A, 5B, 5C

Potential Deliverables: Facilities Condition Index (FCI) score for all buildings and grounds.

Critical Issues to Address: Review with Board Finance Committee. If assessment is complete, update KPI's.

Barriers to Success:

Results: As of 9/27/22 Update: A Facilities Condition Assessment (FCA) provider was approved by the Board of Trustees in September 2022. Administrative Services leadership is in contact with the provider for contract needs. Once this is complete, the Capital projects plan will be addressed.

As of 3/2023: FCA is underway. Waiting on the final report.

As of 3/2024: We continue to incorporate recommendations from the FCA into our capital project plan, while keeping in touch with Cordogan Clark who is preparing the Master Plan.

Recommendations: As of 3/9/2022 Update: Incorporate the results and recommendations from the FCA into the capital project plan.

As of 3/2023: This strategy was revised from considering a FCA to implementing the recommendations of the FCA.

Status

New

Continue

Modify

Complete

Delete





Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 9): Develop a long-term financial plan.

Strategies

[Strategy \(A\): Develop a rolling three-year tuition strategy.](#)

[Strategy \(B\): Develop a debt-management plan](#)

[Strategy \(C\): Optimize institutional resources.](#)





Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 9): *Develop a long-term financial plan.*

Strategy (A): Develop a rolling three-year tuition strategy.

Output/Outcome: A tuition strategy to use for long-term financial planning.

Target(s): Complete by November 2023.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-------------------|-----------|-----------|------------------|
| VPAS | 2F, 18A, 18D, 18F | FY23 | Employees | None |

HLC Criterion: 2A, 2B, 2C, 5A, 5B, 5C

Potential Deliverables: Analysis of differential tuition rates for high-cost programs. Recommendations about potential tuition charges for dual credit courses. Equity-based scholarships. Improved utilization of College tuition discounts. Revised order of billing.

Critical Issues to Address: Ensure tuition rates are market competitive. Review with Board Finance Committee. Consider program costing model in all analyses.

Barriers to Success: Integration of efforts between financial aid and business office needs to be strengthened. Affordability-related considerations reflective of the economic conditions.

Results: As of 3/9/22 Update: This work has just started by doing a comparison study of our nursing program tuition and fees with other nursing programs. This will continue.

As of 3/2023: The College is considering a consulting firm to assist in improving financial aid processes that impact the long-term financial plan. A scholarship committee is developing a proposal.

As of 3/2024: We have hired a firm that is currently assisting with tuition process. Order of Billing has been updated. We are currently working the Board Finance Committee on different tuition options.

Recommendations:

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 4 Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 9): *Develop a long-term financial plan.*

Strategy (B): Develop a debt-management plan

Output/Outcome: Strategy for financing future debt to ensure the lowest possible cost and is consistent with a prudent degree of risk that prevents debt-service drop-off.
A Financial Manager to assist with navigating the Bond issue.

Target(s): Recommendation submitted by March 2022. Implement plan throughout FY23 meeting legislative deadlines.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------|-------------------------|-----------|-----------|------------------|
| VPAS | 18A, 18D, 18E, 18F, 18G | FY 23 | Employees | None |

HLC Criterion: 2A, 2C, 5A, 5B, 5C

Potential Deliverables: QBS documents.

Critical Issues to Address: This timeline must be maintained:

- November 2021 – initiate Qualification Based Selection process for a financial manager.
- June 2022 – Board approves financing plan for Debt Certificates and Funding Bonds
- July 2022 – Board adopts parameters resolution for the sale of Debt Certificates
- August 2022 – Debt Certificates sold and closed
- September 2022 – Board adopts resolution of intent to issue Funding Bonds and resolution calling a public hearing for Funding Bonds
- October 2022 – Board holds public hearing for Funding Bonds
- November 2022 – Board adopts parameters resolution for the sale of Funding Bonds
- November/December 2022 – Funding Bonds sold and closed.

Barriers to Success:

Results: As of 3/9/22 Update: A request for financial advisory services was submitted in March to four companies who specialize in community colleges.

As of 9/27/22 Update: We are currently involved in the issuance of Bonds (not exceeding \$6,600,000) for the purpose of paying claims against the District, with a Public Hearing to sell those bonds, for the purpose of increasing the working cash fund of the district by \$1,025,000.

As of 3/2024: We continue to work with Brad and the Board Finance Committee to discuss and develop a debt management plan.

Recommendations:

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Goal 4: Strengthen the College's Infrastructure in Ways that Promote Student Learning, Completion, and Institutional Sustainability

Objective 9): *Develop a long-term financial plan.*

Strategy (C): Optimize institutional resources.

Output/Outcome: Funding plan for all strategic initiatives.

Target(s): Plan complete by April 2024.

| Responsibility | Measures | Timeframe | Resources | New Credit Hours |
|----------------------|----------|-----------|-----------|------------------|
| Executive Dir. of IE | | FY24-25 | | None |

HLC Criterion: 5B

Potential Deliverables: Process for approval and alignment of grants to the strategic plan.

Critical Issues to Address:

Barriers to Success:

Results:

Recommendations:

Status New Continue Modify Complete Delete





Strategic Plan

2021-2025

Table of Updates to the Strategic Plan 2021-2025

June 2021-March 2024

| Strategic Plan Strategy | UPDATES |
|--|---|
| All Strategies | <p>The following was done for <u>ALL</u> strategies: 10/2021: Added HLC Criterion to all strategies 2/2022: Changed titles to reflect reorganization titles in impacted strategies 3/2022: Status, results, and/or recommendations were updated in all strategies. 3/2024: Status, results, and/or recommendations were updated in all strategies.</p> |
| 1.1.B, 1.2.F., 1.3.A., 1.3.F., 1.3.H., 1.4.A., 1.4.B., 1.4.D., 2.1.B., 2.1.C., 2.1.D, 2.2.A., 2.4.D., 3.4.A., 3.4.D., 3.5.E., 4.1.A., 4.1.B., 4.1.G., 4.5.B., 4.5.C. | <p>In addition to the “All Strategies” changes above, these strategies have been updated as follows: 9/2021: Added results and/or recommendations only; no other changes on this date AND 9/2022: Added results only; no other changes on this date</p> |
| 1.2.H., 1.2.K., 1.3.B., 1.3.C., 1.3.D., 1.3.E., 2.1.E., 2.3.F., 2.4.B., 2.4.G., 3.1.C., 3.1.D., 3.1.E., 3.2.C., 3.3.A., 4.2.C., 4.2.F., 4.4.C., 4.4.D., 4.5.E., 4.6.A., 4.6.C., 4.6.D., 4.9.B. | <p>In addition to the “All Strategies” changes above, these strategies have been updated as follows: 9/2022: Added results only; no other changes on this date</p> |
| 1.2.K., 1.2.N., 1.3.C., 2.1.A., 2.1.B., 2.1.E., 2.1.H., 2.1.I., 2.2.C., 2.2.F>, 2.3.A., 2.3.B., 2.3.D., 2.3.E., 2.3.F., 2.4.A., 2.4.B., 2.4.C., 2.4.G., 2.5.A., 2.5.B., 2.5.C., 3.1.F., 3.2.A., 3.2.B., 3.2.C., 3.3.C., 3.4.C., 3.5.B., 3.5.C., 3.5.D., 4.1.A., 4.1.B., 4.1.C., 4.1.D., 4.1.E., 4.1.G., 4.1.H., 4.2.B., 4.2.C., 4.2.E., 4.3.B., 4.4.A., 4.4.C., 4.5.A., 4.5.E., 4.7.A., 4.7.B | <p>5/2023: Added Results and/or Recommendations ONLY; no other changes made on this date</p> |
| 1.2.P, 1.2.Q., 1.2.R., 1.2.S., 1.2.T., 1.4.F., 2.3.G., 4.1.J. | <p>5/2023: Added these as new strategies</p> |



Strategic Plan

2021-2025

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|---|---|
| 1.2.M., 1.4.B., 1.4.E., 2.1.G., 2.3.C. | 5/2023: Deleted these strategies; some were combined with other strategies |
| The following strategies have had substantive changes beyond what is listed above, so are listed individually: | |
| 1.1.A. | 9/2021: Added results 3/2022: Added Results and Recommendations 9/2022: Marked Status as complete 3/2023: Changed Timeframe from FY22 to ongoing; added Results and Recommendations; marked Status as modify and continue 3/2024: Added Results, marked Status as continue |
| 1.1.B. | 3/2023: Changed Timeframe from FY23 to ongoing; added Results and Recommendations; marked Status as modify and continue 3/2024: Marked Status as continue |
| 1.1.C. | 9/2021: Added results 3/2022: Changed target date and Timeframe from FY22 to FY23; Added the deliverable of a plan that identifies strategies for future articulation agreements. 9/2022: Added results 3/2023: Changed Timeframe from FY23 to ongoing; added Results; marked Status as modify and continue 3/2024: Marked Status as continue |
| 1.1.D. | 3/2022: Added Resources of ≈15K for labor market data plug in on website 9/2022: Added results 3/2023: Changed Timeframe from FY23 to ongoing; added Results and Recommendations; marked Status as modify and continue 3/2024: Added results, marked Status as continue |
| 1.2.A. | 9/2021: Added results 3/2022: Changed Timeframe from FY22 to FY22-23 3/2022: Added additional Resources (from ≈350K to ≈880K) for adjuncts, trainer, and facilities/logistics 9/2022: Added results 3/2023: Changed Target from “60 students complete 16 credit hours per FY” to 960 credit per FY; changed Timeframe from FY22-23 to FY23-25; added a Critical Issue; removed a Barrier to Success; added results; added recommendations; marked Status as modify and continue 3/2024: Added results and recommendations; marked Status as continue |
| 1.2.B. | 9/2021: Added results 3/2022: Amended the target from “20 new students complete 50 Credit Hours; 20+ returning students complete 25 Credit Hours” to “20 new students complete 31 Credit Hours; 75% of graduating LPN students enroll in ADN program ” to reflect the proper number of credit hours in the program. 9/2022: Added results 3/2023: Changed timeframe from FY23-24 to FY23-25; added a barrier to success; added results; added recommendations; marked Status as modify and continue 3/2024: Added results and recommendations; marked Status as continue |
| 1.2.C. | 3/2022: Changed Timeframe from FY22 to FY23-25. 3/2022: Added Barrier of a full-time faculty resignation 9/2022: Added results |



Strategic Plan

2021-2025

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| | <p>3/2023: Added a Critical Issue; added results; added recommendations; marked Status as modify and continue</p> <p>3/2024: Added results and recommendations; marked Status as continue</p> |
| 1.2.D. | <p>9/2021: Added results</p> <p>3/2022: Changed Timeframe from FY22 to FY22-23</p> <p>3/2022: Changed Resource from ≈210K to ≈170K to reflect the funds spent on the Anatomage table and the purchase of two additional tables</p> <p>9/2022: Added results</p> <p>3/2023: Changed Resources from ≈170K to ≈350K; added results; added recommendations; marked Status as modify and continue</p> <p>3/2024: Added Results; marked Status as complete</p> |
| 1.2.E. | <p>3/2023: Changed Resources from ≈200K to ≈250K; added results; added recommendations; marked Status as modify and continue</p> <p>3/2024: Added Results and Recommendations; marked Status as continue</p> |
| 1.2.F. | <p>3/2023: Changed Timeframe from FY23 to FY24; added results; added recommendations; marked Status as modify and continue</p> <p>3/2024: Added Results and Recommendations; marked Status as modify and continue</p> |
| 1.2.G. | <p>3/2022: Changed Timeframe from FY23 to FY23-24</p> <p>9/2022: Added results</p> <p>3/2023: Changed Timeframe from FY23-FY24 to FY23-25; added results; added recommendations; marked Status as modify and continue</p> <p>3/2024: Added Results and Recommendations; marked Status as continue</p> |
| 1.2.H. | <p>3/2023: Changed Timeframe from FY23 to FY25; added Recommendations; marked Status as modify and continue</p> <p>3/2024: Added Results and Recommendations</p> |
| 1.2.I. | <p>3/2023: Changed Timeframe from FY23 to FY25; added Recommendations; marked Status as modify and continue</p> <p>3/2024: Added Results and Recommendations; marked Status as modify and complete</p> |
| 1.2.J. | <p>3/2023: Changed Timeframe from FY24 to FY25; added Recommendations; marked Status as modify and continue</p> <p>3/2024: Added Results and Recommendations; marked Status as modify and complete</p> |
| 1.2.L. | <p>3/2022: Changed Target date from December 2021 to May 2022</p> <p>3/2023: Changed Timeframe from FY22 to FY24; added Barriers to Success; added Results; Added Recommendations; changed Status to modify and continue</p> |
| 1.2.M. | <p>9/2021: Added results</p> |
| 1.2.N. | <p>3/2022: Added Barrier of current costs and scholarships available</p> <p>3/2022: Added Resources of ≈15K for a consultant</p> <p>9/2022: Added Results</p> |
| 1.2.O. | <p>9/2021: Added results</p> <p>3/2022: Changed Timeframe from FY22 to FY23.</p> <p>3/2022: In Target, changed: “Recommendations” to “CTE program performance measures are approved by Academic Standards by December 2022.”</p> <p>3/2022: Removed reference to Advisory Councils in Potential Deliverables (Councils are already referenced in 1.3.A.)</p> <p>9/2022: Added Results</p> |



Strategic Plan

2021-2025

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|--------|---|
| | 3/2023: Changed Timeframe from FY23 to FY23-FY25; added Recommendations; marked Status as modify and continue 3/2024: Added Results and Recommendations; marked Status as continue |
| 1.2.U. | 3/2024: Added new strategy. |
| 1.2.V. | 3/2024: Added new strategy. |
| 1.3.A. | 3/2023: Changed Timeframe from FY22 to FY25; added Results; added Recommendations; marked Status as modify and continue 3/2024: Added Results and Recommendations; marked Status as continue |
| 1.3.B. | 3/2023: Modified the Strategy statement, Output/Outcome, Targets, Resources, Potential Deliverables, Critical Issues, and Barriers to Success; added Results; added Recommendations; marked Status as modify and continue 3/2024: Added Results, marked Status as continue |
| 1.3.D. | 4/2023: Modified Output/Outcome, Potential Deliverables, Critical Issues; added Results; added Recommendations; marked Status as modify and continue 3/2024: Marked Status as continue |
| 1.3.F. | 3/2023: Modified Output/Outcome, Targets, Potential Deliverables, Critical Issues, and Barriers to Success; added Results; added Recommendations; marked Status as modify and continue 3/2024: Added Results; marked Status as continue |
| 1.3.G. | 3/2023: Modified Output/Outcome, Targets, Potential Deliverables; marked Status as modify and continue 3/2024: Marked Status as continue |
| 1.3.H. | 3/2023: Modified Output/Outcome, Targets, Critical Issues; added Results; marked Status as modify and continue 3/2024 Added Results; marked Status as continue |
| 1.4.A. | 4/2023: Modified the Strategy statement; changed Timeframe from FY22 to FY22-25; changed credit hours from unknown to 450 credit hours (FY24); Modified Potential Deliverables, Critical Issues, and Barriers to Success; added Recommendations; marked Status as modify and continue 3/2024: Added Results and Recommendations; marked Status as continue |
| 1.4.C. | 3/2022: Recommended deleting this strategy |
| | 3/2023: Changed Timeframe from FY22 to FY25; added Results; added Recommendations; marked Status as modify and continue |
| 1.4.E. | 3/2022: Changed Timeframe from FY22 to FY23 |
| 2.1.A. | 3/2022: Added additional Resources (from ≈1K to ≈26K) for travel associated with the Rural Guided Pathways Project 3/2023: Modified Targets, Potential Deliverables, Critical Issues; changed Timeframe from FY22-23 to FY24; added Results; added Recommendations; marked Status as modify and continue 3/2024: Marked Status as continue |
| 2.1.C. | 3/2023: Modified Targets; changed Timeframe from FY23 to FY25; added Results; marked Status as modify and continue 3/2024: Added Results; marked Status as continue |
| 2.1.D. | 3/2023: Modified Targets; changed Timeframe from FY23 to FY25; added Results; added Recommendations; marked Status as modify and continue 3/2024: Added Results; marked Status as continue |



Strategic Plan

2021-2025

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| 2.1.F. | <p>3/2022: Added additional Resources (from ≈10K to ≈18K) for Financial Aid Module training</p> <p>3/2022: Changed Timeframe from FY22 to FY23</p> <p>9/2022: Added results</p> <p>3/2023: Changed Resources from ≈18K to ≈80K; added Results; marked Status as modify and continue</p> <p>3/2024: Added Results; marked Status as continue</p> |
| 2.1.G. | <p>3/2022: Recommended deleting this strategy as it is the same as 4.4.A, and moved Resources, Potential Deliverable, and Barrier to Success from this strategy (≈15K) into 4.4.A</p> |
| 2.1.H. | <p>9/2021: Added results</p> <p>3/2022: Added Resources (≈65K) for a chatbot service</p> <p>9/2022: Added results</p> <p>3/2024: Added Results</p> |
| 2.2.B. | <p>3/2022: Changed Timeframe from FY22 to FY23</p> <p>9/2022: Added results</p> <p>3/2023: Changed Timeframe from FY23 to FY23-FY25; added Barriers; added Results; marked Status as modify and continue</p> <p>3/2024: Added Results; marked Status as complete</p> |
| 2.2.D. | <p>3/2023: Changed Timeframe from FY22 to FY24; added Results; added Recommendations; marked Status as modify and continue</p> <p>3/2024: Added Results; marked Status as continue</p> |
| 2.2.E. | <p>3/2022: Removed the target statement of “No more than one error for every financial aid package processed” as it suggests one per package is acceptable</p> <p>9/2022: Added results</p> <p>3/2023: Added Targets; added Results; added Recommendations; marked Status as modify and continue</p> <p>3/2024: Added Results; marked Status as continue</p> |
| 2.2.F. | <p>3/2022: This is a new strategy added to address student engagement and the role of the new Coordinator of Student Engagement</p> <p>3/2024: Added Results; marked Status as continue</p> |
| 2.3.A. | <p>2/2022: Changed VPAA to VPSA as person responsible</p> <p>9/2022: Added results</p> <p>3/2024: Added Results</p> |
| 2.3.B. | <p>3/2022: Modified the Strategy from “Increase the number of evening and weekend courses offered” to “Increase the number of evening, weekend, and intersession courses offered” to encompass strategy 2.3.C.</p> <p>3/2022: Changed Targets to delineate the targets for evening/weekend versus intersession offerings</p> <p>9/2022: Added results</p> <p>3/2024: Added Results and Recommendations</p> |
| 2.3.C. | <p>3/2022: Recommended deleting this strategy as it is now encompassed in 2.3.B.</p> |
| 2.3.D. | <p>9/2021: Added recommendation.</p> <p>3/2022: Changed Timeframe from FY22 to FY22-FY23</p> <p>9/2022: Added results</p> <p>3/2024: Added Results; marked Status as modify and continue</p> |
| 2.3.E. | <p>2/2022: Changed VPAA to VPSA as person responsible</p> |



Strategic Plan

2021-2025

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| | 9/2022: Added results 3/2024: Added Results |
| 2.4.A. | 3/2022: Added additional Resources (from ≈5K to ≈15K) for Completion Coaches 9/2022: Added results 3/2024: Added Results and Recommendations; marked Status as modify and continue |
| 2.4.C. | 3/2022: Modified the Strategy from “Accelerate developmental reading course sequence” to “Accelerate developmental education course sequences (i.e. English, math, and reading)” to encompass 2.4.D., 2.4.E, and 2.4.F. 9/2022: Added results 3/2024: Added Results; marked Status as complete |
| 2.4.D. | 3/2022: Recommend deleting as it is now encompassed in 2.4.C. |
| 2.4.E. | 3/2022: Recommend deleting as it is now encompassed in 2.4.C. |
| 2.4.F. | 3/2022: Recommend deleting as it is captured in 2.4.A., 2.4.B., and 2.4.C. |
| 2.5.A. | 9/2021: Added Results 3/2022: Added “Bridge to IT offered in FY21 and again Spring 2022” in Potential Deliverables 3/2022: Added “Sector-specific Bridges have been difficult, so locations have been combined through the use of synchronous instruction at multiple sites via video-conferencing to ensure adequate enrollment” to Barriers of Success. 3/2024: Added Results; marked Status as modify and continue |
| 2.5.C. | 3/2022: Changed “GED” to “HSE” in Output/outcome and “ASE” to “Adult Education” in Target 3/2024; Added Results and Recommendations |
| 2.5.D. | 3/2022: Changed “ASE” to “Adult Education” in Target 3/2023: Changed Timeframe from FY23 to FY25; added Results; added Recommendations; marked Status as modify and continue 3/2024; Added Results and Recommendations; marked Status as continue |
| 2.5.E. | 3/2022: Changed “ASE” to “Adult Education” in Target 9/2022: Added results 3/2023: Changed Timeframe from FY22-FY24 to FY22-FY25; added Results; added Recommendations; marked Status as modify and continue 3/2024; Added Results and Recommendations; marked Status as continue |
| 2.5.F. | 3/2022: Changed “ASE” to “Adult Education” in Target 3/2023: Added Barriers; added Results; added Recommendations; marked Status as modify and continue 3/2024; Added Results and Recommendations; marked Status as continue |
| 2.5.G. | 2/2022: Changed VPSA to VPAA as person responsible 3/2022: Changed “ASE” to “Adult Education” in Target 3/2024; Added Results |
| 3.1.A. | 2/2022: Changed responsibility from President to Executive Director of HR 3/2023: Modified the Strategy statement; changed Timeframe from FY23 to FY25; added Resources of ≈30K, Potential Deliverables, Critical Issues; added Results; added Recommendations; marked Status as modify and continue 3/2024: Marked Status as continue |
| 3.1.B. | 9/2022: Marked as complete |
| 3.1.C. | 3/2023: Changed Responsibility from President to EDHR; Added Potential Deliverables, Critical Issues, Results, and Recommendations; marked Status as modify and continue |



Strategic Plan

2021-2025

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|--------|---|
| | 3/2024: Marked Status as continue |
| 3.1.D. | 3/2023: Added Critical Issues, Results, and Recommendations; marked Status as modify and continue 3/2024; Added Results and Recommendations; marked Status as continue |
| 3.1.E. | 3/2023: Added Potential Deliverables and Results; 3/2024; Added Results |
| 3.1.F. | 2/2022: Changed responsibility from VPCFO to Executive Director of HR 3/2024; Added Results |
| 3.2.A. | 3/2022: Changed Resources from ≈50K to ≈37K to reflect the ≈13K spent on fundamental, intermediate, and advanced CROA training (summer 2022) 9/2022: Added results |
| 3.2.B. | 2/2022: Changed responsibility from VPCFO to Executive Director of HR 9/2022: Added results 3/2024: Added Results and Recommendations |
| 3.2.D. | 2/2022: Changed responsibility from VPCFO to Executive Director of HR 3/2022: Added Resources (≈3K) for travel reimbursement for employee exchange program |
| 3.2.E. | 3/2024: New strategy |
| 3.3.A. | 3/2023: Changed Timeframe from FY22 to Ongoing; added Results; marked Status as modify and continue 3/2024; Added Results; marked Status as continue |
| 3.3.B. | 2/2022: Changed responsibility from VPCFO to Executive Director of HR 9/2022: Added results |
| 3.3.C. | 2/2022: Changed responsibility from VPCFO to Executive Director of HR 9/2022: Added results 3/2024: Added Results |
| 3.4.B. | 9/2021: Added results 3/2022: Changed Timeframe from FY22 to FY23 9/2022: Added results 3/2023: Added a Target; Changed Timeframe from FY23 to FY25; added Results; added Recommendations; marked Status as modify and continue 3/2024; Marked Status as continue |
| 3.4.C. | 9/2021: Added results 3/2022: Modified the Output/Outcome from “System for sharing policies under review that allows all employees opportunities for inspection and input” to “System for sharing minutes and policies under review that allows all employees opportunities for inspection and input” 9/2022: Added results 3/2024: Added Results |
| 3.4.D. | 3/2023: Added Barriers |
| 3.5.A. | 2/2022: Changed responsibility from VPCFO to Executive Director of HR 9/2022: Added results 4/2023: Changed Timeframe from FY23 to FY24; added Results; added Recommendations; marked Status as modify and continue 3/2024; Added Results; marked Status as continue |
| 3.5.B. | 2/2022: Changed responsibility from VPCFO to Executive Director of HR 9/2022: Added results |



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| | 3/2024; Added Results |
| 3.5.C. | 3/2022: Changed the Target dates and Timeframe from FY22-23 to FY23-24 3/2024; Added Results and Recommendations |
| 3.5.D. | 2/2022: Changed responsibility from VPCFO to Executive Director of HR 9/2022: Added results 3/2024; Added Results |
| 3.5.E. | 2/2022: Changed responsibility from VPCFO to Executive Director of HR 9/2022: Added results 3/2024: Added Results |
| 3.5.F | 3/2024: Added new strategy. |
| 4.1.C. | 9/2021: Added results 3/2022: Added Resources (≈5K) for potential in-house training costs associated with academic assessment 9/2022: Added results 3/2024: Added Results and Recommendations |
| 4.1.E. | 9/2021: Added results 10/2021: Made a correction to the Potential Deliverable by changing “capital improvement and facilities” to “IT” (was not corrected when copied over in development of the plan) 9/2022: Added results 3/2024: Added Recommendations |
| 4.1.F. | 9/2021: Added results 3/2022: Modified Timeframe from FY22 to FY22-24 3/2022: Added Resources (≈ 40K) for our annual CROA consulting fees for 2 years 9/2022: Added results 3/2023: Revised Output/Outcome; changed Target from March 2022 to March 2024; added Potential Deliverables, Critical Issues, Barriers, Results, and Recommendations; marked Status as modify and continue 3/2024: Added Results and Recommendations, marked Status as continue |
| 4.1.H. | 9/2021: Added results 3/2022: Added additional Resources (≈4K) for a Tableau license (will cover 3-4 years) 9/2022: Added results |
| 4.1.I. | 9/2021: Added results 3/2022: Recommended deleting this Strategy as it is encompassed in 4.1.H. |
| 4.2.A. | 9/2021: Removed 6.A as a measure as it pertains to program outcomes rather than core competency outcomes 9/2022: Added results 3/2023: Added Resources from ≈100K to ≈160K, Results, and Recommendations 3/2024: Added Results and Recommendations |
| 4.2.B. | 9/2021: Removed 6B as a measure as pertains to core competency outcomes rather than program outcomes 9/2022: Added results 3/2024: Added Results and Recommendations; marked Status as modify and continue |
| 4.2.D. | 3/2022: Changed Target date and Timeframe from FY22 to FY23 3/2023: Changed Timeframe from FY23 to FY25; added Results; Added Recommendations; marked Status as modify and continue |



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| | 3/2024: Added Results and Recommendations; marked Status as continue |
| 4.2.E. | 3/2022: Changed Target date and Timeframe from FY22 to FY23 9/2022: Added results 3/2024: Added Results and Recommendations; marked Status as continue |
| 4.2.F. | 3/2023: Changed Timeframe from FY23 to FY25; added Results; Added Recommendations; marked Status as modify and continue 3/2024: Added Results and Recommendations; marked Status as continue |
| 4.3.A. | 3/2023: Modified the Strategy statement, Targets, Measures, Potential Deliverables, Critical Issues, and Barriers to Success; changed Timeframe from FY23 to FY25; added Results; added Recommendations; marked Status as modify and continue 3/2024: Added Results and Recommendations; marked Status as continue |
| 4.4.A. | 9/2021: Added results 10/2021: Added 2G and 3J as measures 3/2022: Added to “Social Media Ads, Program Videos, Student Testimonial Videos, Employer Testimonial Videos, Community Impact Videos, Mainstream Media Coverage” from 2.1.G. to Potential Deliverables 3/2022: Added “Web Development” from 2.1.G. to the Barriers to Success 3/2022: Changed Timeframe from FY23 to FY22-25 3/2022: Added the Resources from 2.1.G. (≈15K) making the Resources ≈40K 9/2022: Added results |
| 4.4.B. | 3/2022: Changed Target date from July 2022 to December 2022 3/2022: Increased Resources (from ≈10K to ≈15K) to account for purchase of Smart Evals (purchased a three-year subscription with grant funds; will be used for all in-house surveys and course evaluations) 9/2022: Added results 3/2023: Changed Timeframe from December 2022 to December 2023; added Results; marked Status as modify and continue 3/2024: Added Results; marked Status as continue |
| 4.4.E | 3/2024: Added new strategy. |
| 4.4.D. | 3/2022: This is a new strategy added to address our branding and marketing strategy. 3/2023: Changed Target from March 2023 to Summer 2024; added Results; marked Status as modify and continue 3/2024: Marked Status as continue |
| 4.5.B. | 3/2023: Added Barriers, Results, and Recommendations; marked Status as modify and continue 3/2024: Added Results and Recommendations, marked Status as continue |
| 4.5.C. | 3/2023: Added Barriers, Results, and Recommendations; marked Status as modify and continue 3/2024: Added Recommendations; marked Status as continue |
| 4.5.F. | 3/2022: Added “Establishing an online registry (Google Forms) for initial Alumni data” to Critical Issues to Address. |
| 4.6.A. | 3/2023: Changed Responsibility from President to VPAS; added Recommendations; marked Status as modify and continue 3/2024: Added Results; marked Status as continue |
| 4.6.B. | 3/2022: Added Resources (≈30K) for budget consulting (approximately 6 months) 9/2022: Added results |



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| | <p>3/2023: Added Critical Issues, Barriers, Results, and Recommendations; marked Status as modify and continue</p> <p>3/2024: Added Results; marked Status as continue</p> |
| 4.6.C. | <p>3/2023: Revised Output/Outcome; Changed Target from December 2021 to FY24; added Potential Deliverables, Results, and Recommendations; marked Status as modify and continue</p> <p>3/2024: Added Results; marked Status as continue</p> |
| 4.6.D. | <p>3/2023: Added a Deliverable, Results, and Recommendations; marked Status as modify and continue</p> <p>3/2024: Added Results; marked Status as continue</p> |
| 4.7.A. | <p>3/2022: Changed Target date from March 2022 to December 2022.</p> <p>9/2022: Added results</p> <p>3/2024: Added Results</p> |
| 4.7.B. | <p>3/2022: Changed Target date from March 2022 to December 2022.</p> <p>3/2022: Added Resources (≈10K) for the Technology Readiness Assessment (TRA).</p> <p>9/2022: Added results</p> <p>3/2023: Revised Strategy; Changed Timeframe from FY22-FY23 to FY22-FY24; changed Resources from unknown to ≈67K; added Results; added Recommendations; marked Status as modify and continue</p> <p>Added Results, marked Status as continue</p> |
| 4.8.A. | <p>3/2022: Changed Target date from March 2022 to December 2022</p> <p>9/2022: Added results</p> <p>3/2023: Changed Timeframe from FY22-FY23 to FY22-FY25; added Results; added Recommendations</p> <p>3/2024: Added Results</p> |
| 4.8.B. | <p>3/2022: Changed Target date from March 2022 to October 2022</p> <p>9/2022: Added results</p> <p>3/2024: Added Results</p> |
| 4.9.A. | <p>3/2022: Changed Timeframe from FY22 to FY23</p> <p>3/2023: Changed Target from 2021 to 2023; added Potential Deliverables, Critical Issues, Barriers, and Results; marked Status as modify and continue</p> <p>3/2024: Added Results; marked Status as continue</p> |