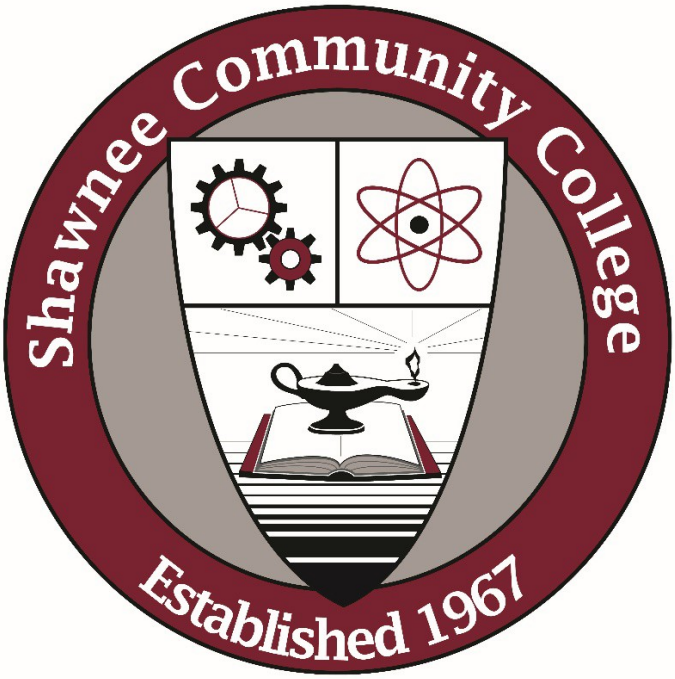
College Status Report



Report Submitted By: Dr. Timothy L. Taylor

June 7, 2021

College Status Report
Table of Contents

Introduction
Evaluation Methodology
Student Success
- Community Need
- Student Interest
- Enrollment
- Academic Readiness
- Academic Progress
- Academic Success
- Completion
- Transfer Readiness
- Employment Readiness
- Student Satisfaction

Employee Engagement
- Preparation
- Performance
- Cultural Condition
- Employee Satisfaction

Infrastructure Effectiveness
- Development
- Deployment
- Delivery
- Fiscal Stewardship
- Capital Asset Stewardship

Shawnee Community College Effectiveness System (SCCES)
List of Tables

College Status Report

Introduction

In September 2020, the Board asked for an evaluation report of the College's 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. In addition, the Board communicated an interest in obtaining recommendations for future strategic actions that might best position the institution for future enrollment growth and fiscal sustainability. This evaluation report provides a thorough analysis of the College's current performance capability and outcomes while creating a rationale/foundation for future strategic recommendations, which will be clarified in recommendations for change to the College's Strategic Plan.

Initially, there was a mindful decision to use data aimed at facilitating (telling) Shawnee's story. Specifically, we endeavored to provide a clear, objective view, of the College's performance. To that end, you will notice many charts, graphs, and tables throughout this report. However, after reviewing much of the data collected, it became increasingly clear the College's current datasets and/or collection methods were at a developing stage. In other words, much of the data presented describes College performance from a very broad (e.g. 50K foot) perspective. Although this data is useful, and often interesting, it usually requires much subjective interpretation to provide clear meaning and/or action. As you will note, most of the subjective interpretation found in this report is based off my 30+ years of experience as an administrator and faculty member.

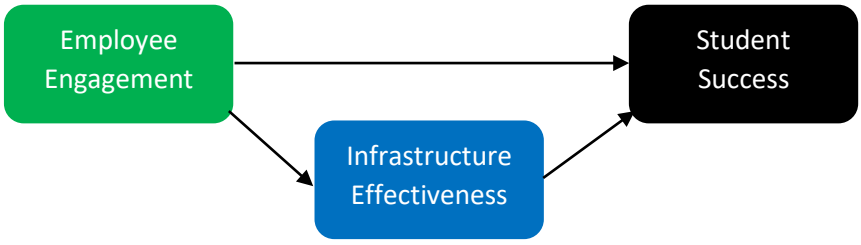
Although many individuals contributed to this report, it could not have been completed without the hard work and dedication from two outstanding individuals – Sabrina Black, Jean Ellen Boyd. These individuals really worked hard to understand the framework and create reports to provide the data requested. I thank them for their contributions. In addition, Dr. April Teske deserves special recognition. When Dr. Teske started, she took ownership of this project and really did an excellent job of winnowing through the data, seeking clarity, encouraging additional data submissions, and provided an excellent soundboard for clarifying the analyses and recommendations provided. Again, she has my deepest appreciation for her efforts.

Evaluation Methodology

In an effort to provide a comprehensive analysis of the College, I chose to use the Taylor Institutional Effectiveness System (TIES) model that I've developed over the last 20 years. This model is unpublished copyrighted work that I intended to use as part of my consulting business, prior to assuming the Presidency at Shawnee Community College (SCC). That said, even though I retain all ownership and intellectual property rights associated with this model, I am granting SCC free and full access to use it for as long as the College wants to do so. To adapt the model for SCC's use, I am calling the model Shawnee Community College Effectiveness System (SCCES).

There are several compelling reasons to use this model. Specifically, the model is dynamic, adaptive and systems-oriented. It is built precisely for community colleges. The model originated from professional research in which thousands of qualitative data points (from community college students and employees) were used to construct the initial instrument. Further, metrics found in the model can be used to create accountability and organizational alignment. In addition, the model can be effectively used to facilitate (and document) the lifecycle of Higher Learning Commission Accreditation activities. The model is inclusive of measures from other community college assessment tools including the Achieving the Dream (ATD) project, the Community College Benchmark Project (CCBP), and the Voluntary Framework of Accountability (VFA). Finally, and most importantly, history has shown that the implementation of just the Student Success elements of the model at other community colleges have demonstrated positive results for students, the College, and the community.

The overarching framework for the model (shown next page) includes three foundational elements: Employee Engagement, Infrastructure Effectiveness, and Student Success. Together, these elements form a simple system – making this a "*systems model*." To review, a simple system is generally recognized to have three elements – input, process, output. For this model, the input is Employee Engagement; the process is Infrastructure Effectiveness; and the output is Student Success. Understanding the relationship between the system elements and how they potentially interact with each other is critical. The figure below shows a graphical representation of all possible interactions with this model.



For example, in this system, Engaged Employees (input) working through Effective Infrastructures (process) create student success. This relationship suggests that changes made to influence improvements in the employee engagement system, would likely influence both infrastructure effectiveness (i.e. performance) and student success. Further, changes aimed at improving the College's infrastructure by engaged employees, would also likely improve student success. Knowing these relationships helps us prioritize potential strategic actions.

Shawnee Community College Effectiveness

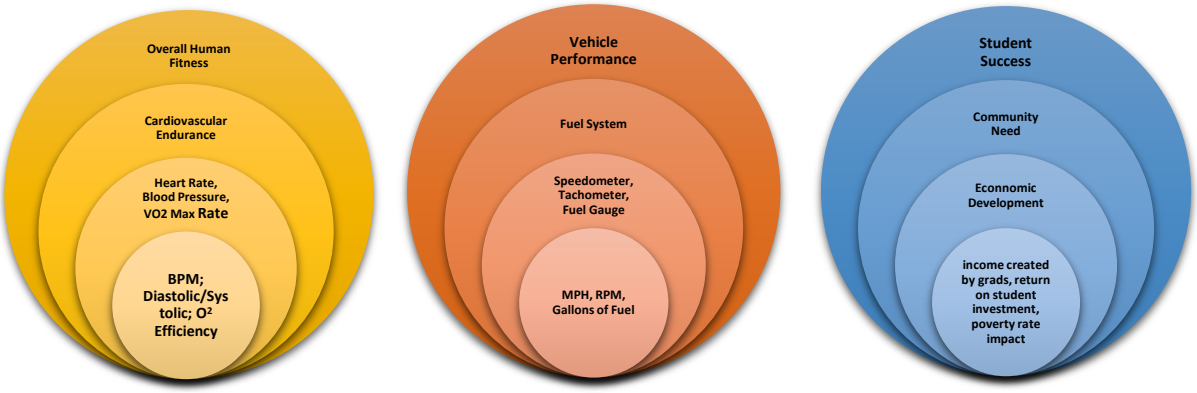
Key Performance - Transparency for the Community

	Inputs	Processes	Outputs	Outcomes
Student Success	Community Need Student Interest	Enrollment Academic (College) Readiness Academic Progress Academic Success	Completion	Transfer Readiness Employment Readiness Student Satisfaction
Employee Engagement	Preparation	Performance	Cultural Condition	Employee Satisfaction
Infrastructure Effectiveness	Development	Deployment	Delivery	Fiscal Stewardship Capital Asset Stewardship

Moreover, a strategy aimed at improving employee engagement could be prioritized over any strategy aimed at improving the College's infrastructure or any strategy aimed at student success. The rationale behind this is the employee engagement strategy has the potential to improve both infrastructure and student success systems; whereas improving the infrastructure generally only has the potential to improve the student success system. (As a quick analogy, changing the ingredients (input) we put in a soup, will likely have more influence on the taste (output), than changing the way we cook (process) it.) Further, strategies designed to improve the student success system are generally isolated to that system only. Please understand, I certainly am not advocating that we only implement input-oriented strategies; rather, in practicality, we must implement changes in all system elements. However, it must be understood that some strategies are going to be more influential than others (i.e. *get more bang for our buck*).

As mentioned previously, the three foundational elements of institutional effectiveness – employee engagement, infrastructure effectiveness, and student success – form a simple system but the model is more sophisticated. In fact, it is important to understand, **this is a nested systems model**. Nested systems, also known as sub-systems, are apparent throughout the SCCES model. For example, community need and student interest are the inputs to the student success system; enrollment, academic readiness, academic progress, and academic success are the processes in the student success system; completion is the output of the student success system; and, transfer readiness, employment readiness and student satisfaction are the outcomes of student success system. (Please note, an output is the intended result (i.e. purpose) of the system. An outcome is a secondary result of operating the system.)

In the SCCES model, each input, process, output, and outcome are known as Key Performance **AREAS** (KPA). Within each KPA, common measures of performance are identified as Key Performance **MEASURES** (KPM). Within each KPM, common indicators of performance are identified as Key Performance **INDICATORS** (KPI). Understanding the hierarchy between KPA, KPM, and KPI is helpful when trying to assess the relative health of a particular system. Below are a couple of examples (outside of education) to illustrate these relationships.



As mentioned previously, the SCCES model is dynamic and adaptive. Of the three elements of performance, the student success element is the most mature and robust. This particular element, has been well-vetted by other community colleges. As such, the KPA's and KPM's in the student success element are not likely to change much over the years. On the other hand, the employee engagement and infrastructure effectiveness performance elements are developing. As we learn more about these systems, we will likely see these significantly evolve over time. Lastly, the SCCES model currently lists hundreds of KPI's. Obviously, that is too many KPI's to adequately manage. I list them now, so the College can observe and select those that are most appropriate for SCC. Also, as the College's Institutional Researcher improves data collection methods and datasets, you'll likely see different KPI's emerge – ones that are more precise and actionable.

As evidenced in this report, the SCCES model is effective at identifying the relative health and performance capabilities of the College. To that end, this report is organized around the three elements of performance – employee engagement, infrastructure effectiveness, and student success. Within each element, where data is available, related KPA's, KPM's, and KPI's are explored and recommendations are made after each measure.

Further, each KPA has unique sets of measures and indicators. To clarify the College's performance status relative to each KPA, we attempted to collect data on each measure listed – using available indicators when found. It is important to note, the indicators listed, although fairly comprehensive, are not exhaustive. At the onset of this report, it was anticipated that the College would NOT HAVE data that informed many of the indicators listed. Further, it is likely that additional indicators will be added once this model begins to mature at SCC. After the delivery of this report, I intend to work with the College's employees to select appropriate and meaningful indicators for College. This will ensure the data collected is useful and assists College employees with the data they need to facilitate their decision-making processes. In short, these indicators are expected to evolve over time. The information found from this point forward, is organized by KPA and reflects my quantitative and/or qualitative analysis of College's performance status.

As Stephen Covey suggests (i.e. starting with the end in mind) this analysis starts with the Student Success system component… followed by Employee Engagement component… and finishing with Infrastructure Effectiveness component.

Element 1: Student Success

Overview

The Student Success element system describes the ways in which the students use, contribute, and interact with the College's courses, programs, and services to learn and achieve personal goals. The following Key Performance Areas (KPA's) help describe these interactions:

- Community Need (Input)
- Student Interest (Input)
- Enrollment (Process)
- Academic Readiness (Process)
- Academic Progress (Process)
- Academic Success (Process)
- Completion (Output)
- Transfer Readiness (Outcome)
- Employment Readiness (Outcome)
- Student Satisfaction (Outcome)

In general, these KPA's form a working theory about how the College might contribute to student success. Specifically, to achieve student success, the College must develop programs, services, and experiences that reflect community need and meet student interest; provide opportunities for enrollment; ensure students are ready for the rigors of college-level academics; provide services that help students progress and achieve success in their academic pursuits; then students will complete their programs, be transfer or employment ready, and be satisfied with their Shawnee experience.

Community Need

Introduction

Community Need reflects the College's ability to deliver programs, courses, services, and experiences that help students obtain jobs in high-demand, high-wage careers and contribute to the advancement of society. By doing so, the local economy is strengthened. The Community Need KPA contains three measures (i.e., KPM's) of effectiveness – workforce development, economic development, and civic development. To discover the College's performance relative to each KPM, we systematically attempted to collected data on each KPI associated with that KPM. To facilitate reporting, and reduce redundancy, we grouped KPI's together when there was very little (or no) data available.

Workforce Development

As of now, the Workforce Development measure consist of seven indicators. Initially, we attempted to collect data on the following indicators: number of graduates that enter high-skill/high-wage jobs in College Service Area, number of graduates employed in Illinois High Demand Occupations, number of College Service Area employees completing professional development courses, number of College Service Area companies served in a fiscal year, number of training contracts entered each year, number of training contracts completed each year, and adequacy of graduate output by labor market need. Our findings for these indicators are as follows.

KPI: *Number of Graduates Entering High-Skill/High-Wage Jobs in College Service Area, AND*
KPI: *Number of graduates employed in Illinois High Demand Occupations*

This chart shows the living wage for all five counties in the college's service area as of May 1, 2021.

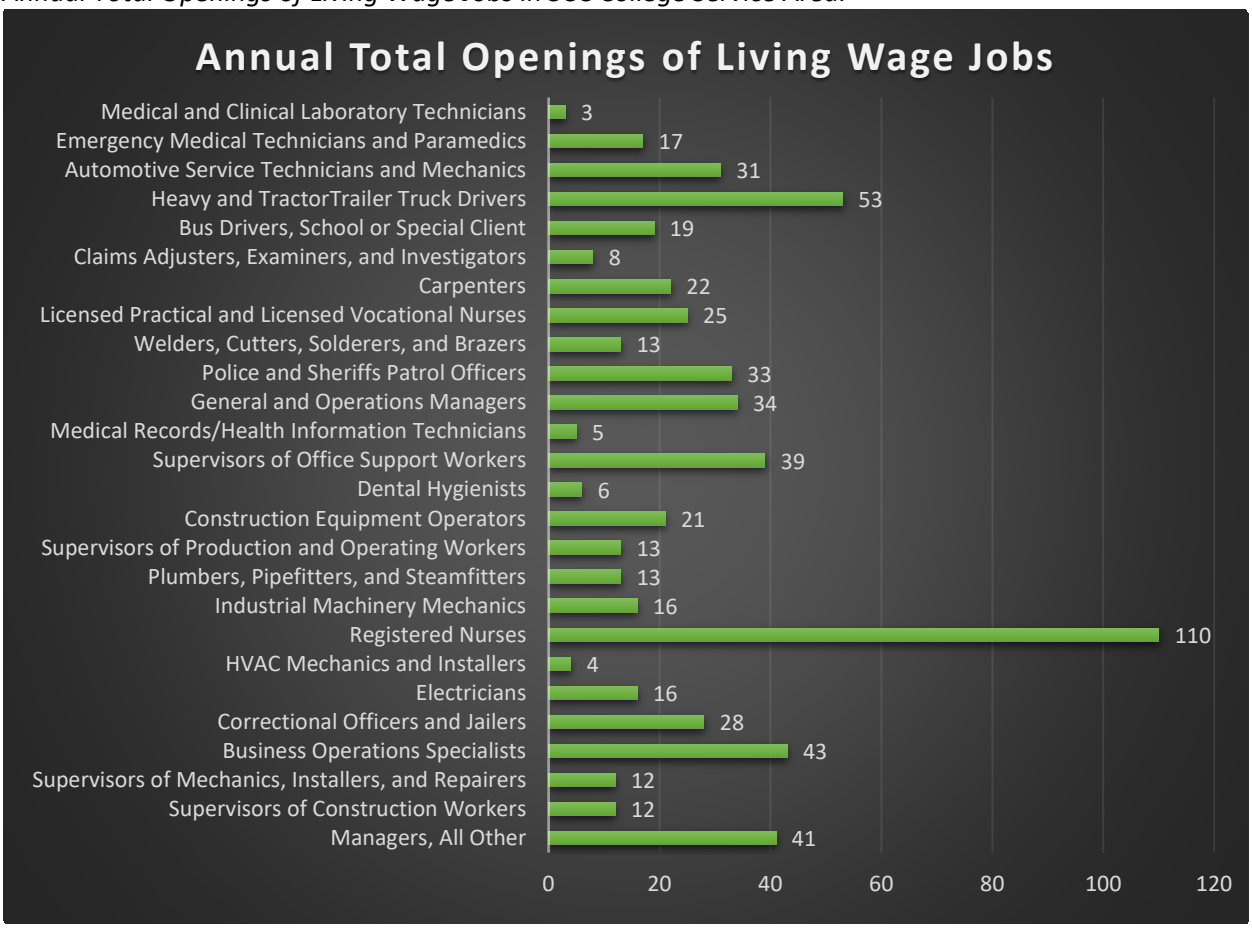
Living Wage for the SCC College Service Area.

COUNTY	1 ADULT				2 ADULTS				2 ADULTS (Both Working)			
	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 Children	3 Children
Alexander	$13.38	$27.90	$34.67	$45.03	$22.18	$26.57	$30.23	$32.84	$11.09	$15.35	$19.24	$22.61
Johnson	$12.76	$27.45	$34.30	$43.53	$21.78	$26.04	$29.69	$31.10	$10.89	$15.12	$19.05	$21.86
Massac	$13.34	$27.79	$34.32	$43.39	$22.33	$26.70	$30.36	$31.93	$11.17	$15.29	$19.06	$21.79
Pulaski	$13.76	$27.68	$34.76	$45.20	$22.37	$26.04	$29.69	$32.07	$11.18	$15.24	$19.28	$22.69
Union	$12.76	$26.98	$33.35	$43.02	$21.78	$26.04	$29.69	$32.00	$10.89	$14.88	$18.58	$21.60

Data Source: https://livingwage.mit.edu/states/17/locations

The chart below shows the annual job openings for high-skill/high-wage jobs in the college's service area. These data were collected from the Illinois Department of Employment Security and was for calendar year 2020.

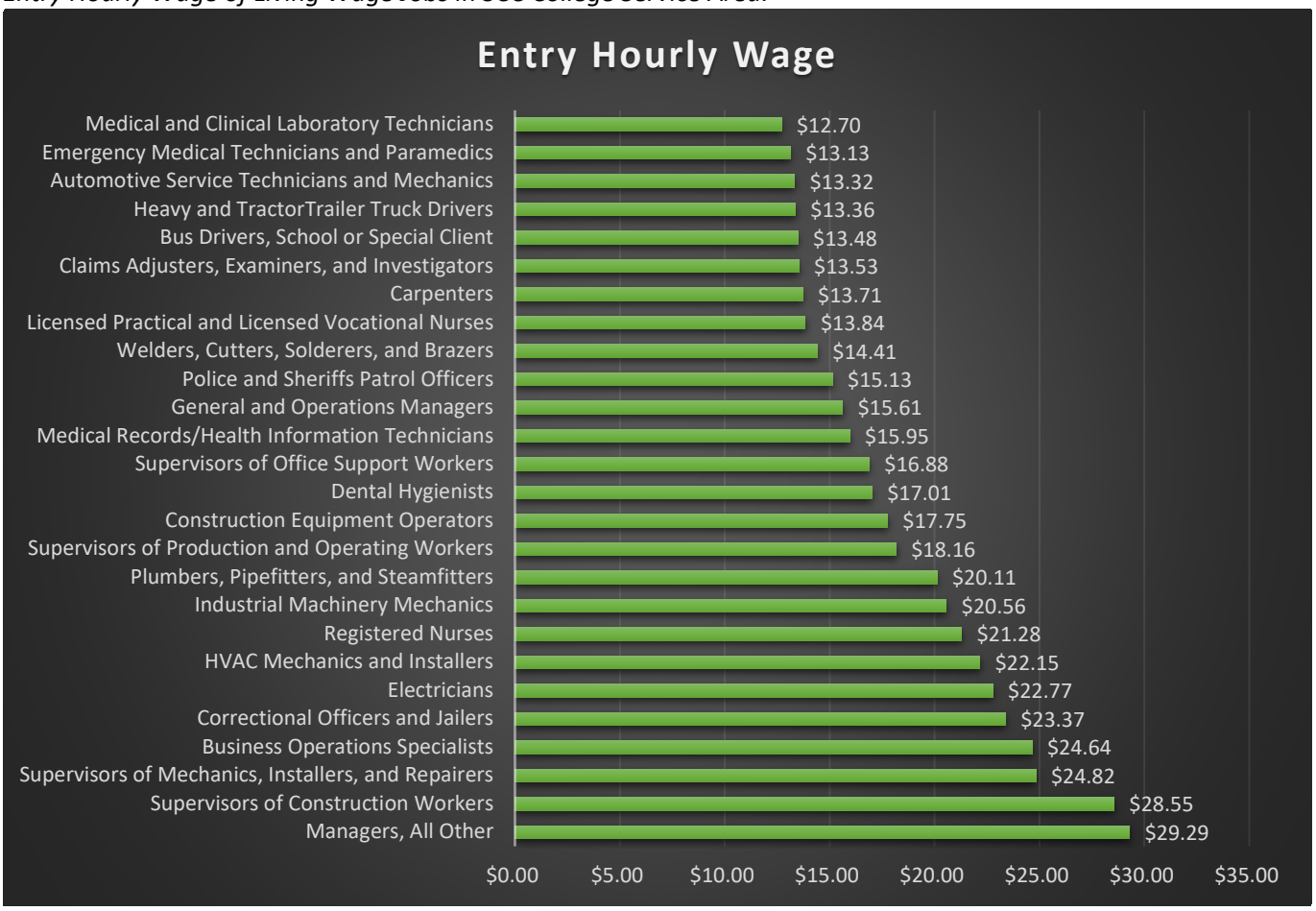
Annual Total Openings of Living Wage Jobs in SCC College Service Area.



Data Source: https://www.illinoisworknet.com/explore/Pages/DemandOccs.aspx
https://www2.illinois.gov/ides/lmi/Pages/Occupational_Employment_Statistics.aspx (accessed 5/10/21)

This chart defines the entry hourly wage for all jobs in the college's service area that creates a living wage and requires education beyond high school and up to an associate's degree.

Entry Hourly Wage of Living Wage Jobs in SCC College Service Area.

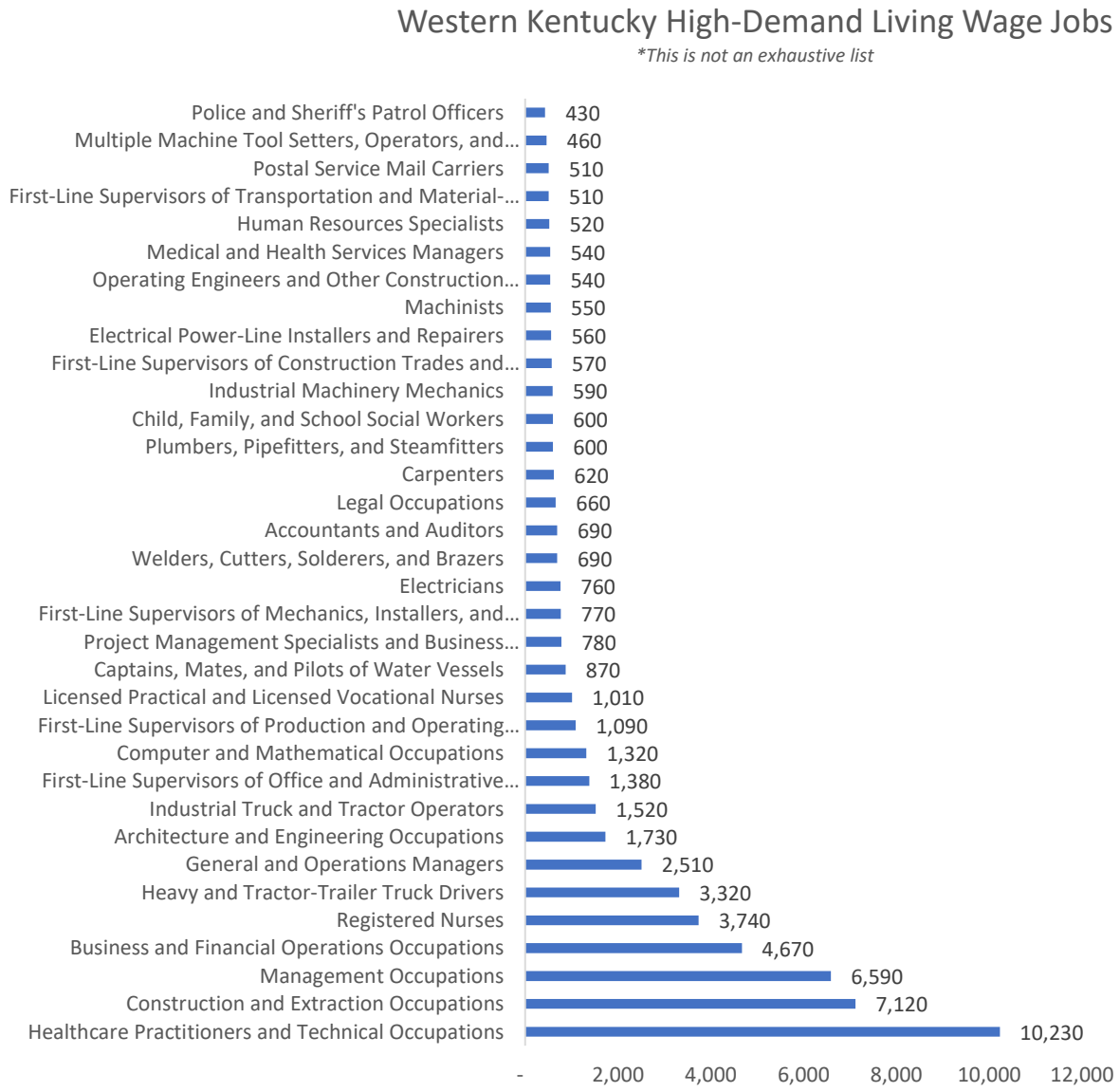


Data Source: https://www.illinoisworknet.com/explore/Pages/DemandOccs.aspx
https://www2.illinois.gov/ides/Imi/Pages/Occupational_Employment_Statistics.aspx (accessed 5/10/21)

Because of our location, it is important to consider the high-demand occupations of Western Kentucky and Southeast Missouri.

Western Kentucky identifies five high-demand industries, all of which align with those in Illinois: advanced manufacturing, business and IT, construction, healthcare, transportation and logistics, and skills occupations requiring apprenticeships (KET Education, https://education.ket.org/careers-in-demand/).

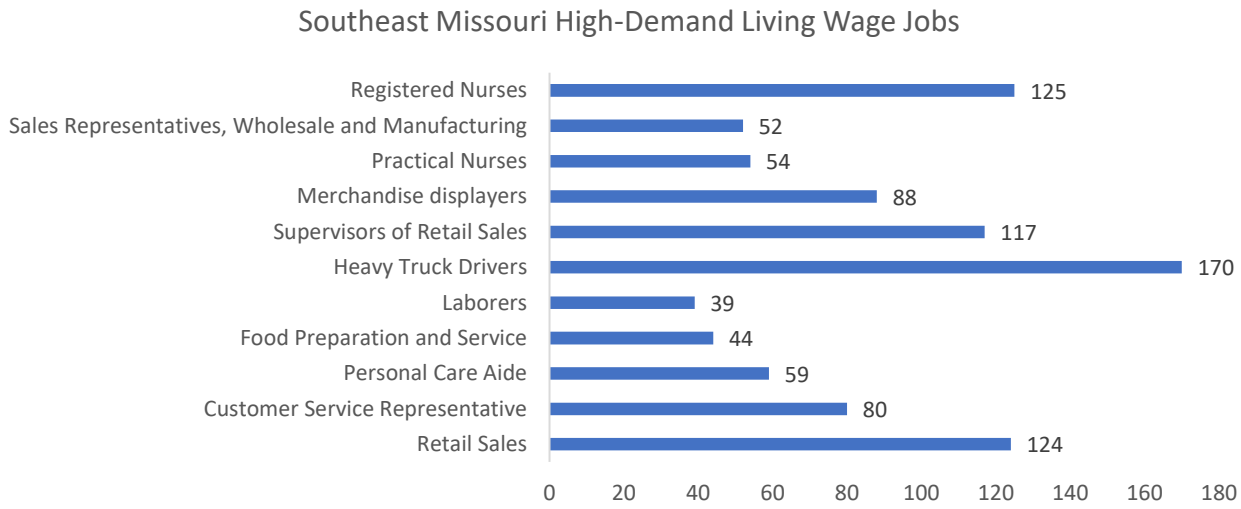
High-Demand Living Wage Jobs in Western Kentucky.



Data Source: https://kystats.ky.gov/KYLMI/Index/ (Accessed 5/13/21)

Southeast Missouri identifies the following high school diploma up to an associate's degree occupations as high demand.

High-Demand Living Wage Jobs in Southeast Missouri.



Data Source: file:///C:/Users/aprilt/Downloads/RTLM-SE-April%202021%20final.pdf (Accessed 5/11/21)

The College does not have graduate follow-up data, and it doesn't appear that we have collected this kind of data, at least on a college-wide scale, for some time (if ever). Therefore, we cannot determine the number of our graduates that enter high-skill/high-wage jobs in College Service Area or the number of graduates employed in Illinois high demand occupations. However, the chart on the next page reflects the number of SCC graduates entering the high demand occupations of nursing, medical laboratory technician, surgical technician, occupational therapist assistant, and truck driving. Employers tend to be in the Southern Illinois, Cape Girardeau, and Paducah areas. The program with the widest reach is the OTA program, with employers over much of central and southern Illinois, as well as Paducah.

Number of SCC Graduates Entering High Demand Occupations.

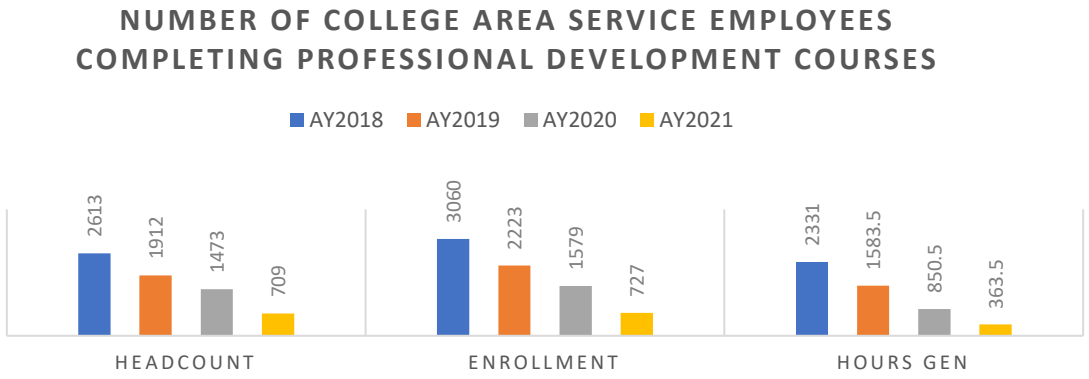
% Job Placement	2016	2017	2018	2019	2020	Example Employers
Practical Nursing (includes graduates who went to ADN program)	INC	INC	94%	92%	90%	SIH facilities, VA, Southgate Nursing & Rehab, Massac Memorial, Metropolis Nursing & Rehab, Union Co. Hospital, Integrity facilities, Rural Health facilities, St. Francis, Jonesboro Rehab Health Care, Mulberry Manor, Massac Family Medical, Union Co. Nursing Home, New Horizons OBGYN, Life Care Center, Eye Surgery Center of Paducah, Chateau Cape Girardeau, Neuro Restorative, Hillview Health Care, Mercy Health of Paducah, Manor Court, JR Centre, Liberty Village Carbondale, River Haven, Westphal Dermatology, Parkway Manor, LHC Group, Southeast Hospital Cape Girardeau, Notre Dame High School, St. Joseph Hospital, Baptist Health of Paducah, Heartland Regional Medical Center, Arrowleaf, travel nurse, South Georgia Medical Center, Tampa General Hospital
Associate Degree Nursing	INC	INC	INC	77%	97%	SIH facilities, Mercy Health of Paducah, Southeast Hospital Cape Girardeau, Rural Health facilities, Union Co. Hospital, Baptist Health of Paducah, Mulberry Manor, Massac Memorial, St. Francis, St. Joseph Hospital, Parkview of Paducah, Southgate, Heartland Regional Medical Center, Voyage Senior Living, Southern Illinois Orthopedic, CHESI, Pain Mgt Center, Integrity facilities, Choate Mental Health, IDOC, home health/hospice, travel nurse- MO and WA, long term care in Minnesota
Medical Laboratory Tech	100%	100%	100%	100%	100%	Not given
Surgical Tech	100%	100%	90%	92%	86%	Not given
Occupational Therapy Assistant (within 1 year of graduation)	71%	76%	54	95%	32% (COVID delayed licensure exam)	Wabash Christian Retirement Village, Hamilton Pointe Nursing Home & Rehab – Indiana, WOVSED, Odin Care, Rehab Care (Palm Terrace), Select Rehab (Vonderleith), SIH facilities, Nature Trail, Liberty Village, Herron Rehab, RehabCare, Williamson County Special Education, Manor Court, Coulterville Care, Shawnee Christian Village, Life Care Center, KSED, Greenville NSG & Rehab, Southgate, Parkview Nursing & Rehab, NovaCare, Fairfield Memorial Hospital, Helia Healthcare & Franklin Hospital, Manor Court, ARCH, Sensory Solutions, Orthopedic Center – Mt. Vernon, Tri-County Special Education, Baptist Health, Wabash Christian Retirement Center, Joyners Therapy, Hamilton Memorial, Life Care Centers of America, LHC Home Health, Perandoe Special Education, Anderson Hospital, Professional Therapy Services, Good Samaritan Hospital, Meadowwood Nursing & Rehab, Kiddlywinks
Truck Driving	INC	INC	INC	INC	90%	Schwermann Trucking, (12), SMIX (10), Schneider (8), IL State Highway Dept (2), River Ag (2), PTI Sikeston (2), family farms, railroad

Data Source: Judith Dollins, 5/17/21, "PN Job Placement"; Kelly Jennings, 5/17/21; Kayla Sauerbrunn, 5/6/21

KPI: *# of College Service Area employees completing professional development courses, AND*
KPI: *# of College Service Area companies served in a fiscal year, AND*
KPI: *# of training contracts entered each year, AND*
KPI: *# of training contracts completed each year*

This chart shows the number of the college's service area employees who have completed professional development course at SCC. The College does not have data on the companies served or the number of contracts entered and completed.

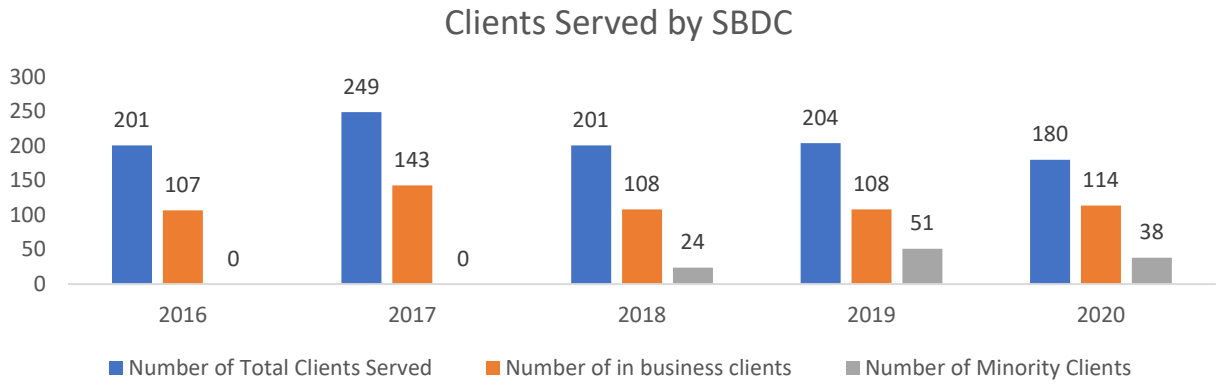
Number of College Service Area Employees Completing Professional Development at SCC.



Data Source: SCC IT, Database 1/27/21, "Continuing Ed Headcount---Modified"

This chart shows the number of college area service clients served by the SCC Small Business Development Center.

Number of College Service Area Clients Served by the SCC SBDC.

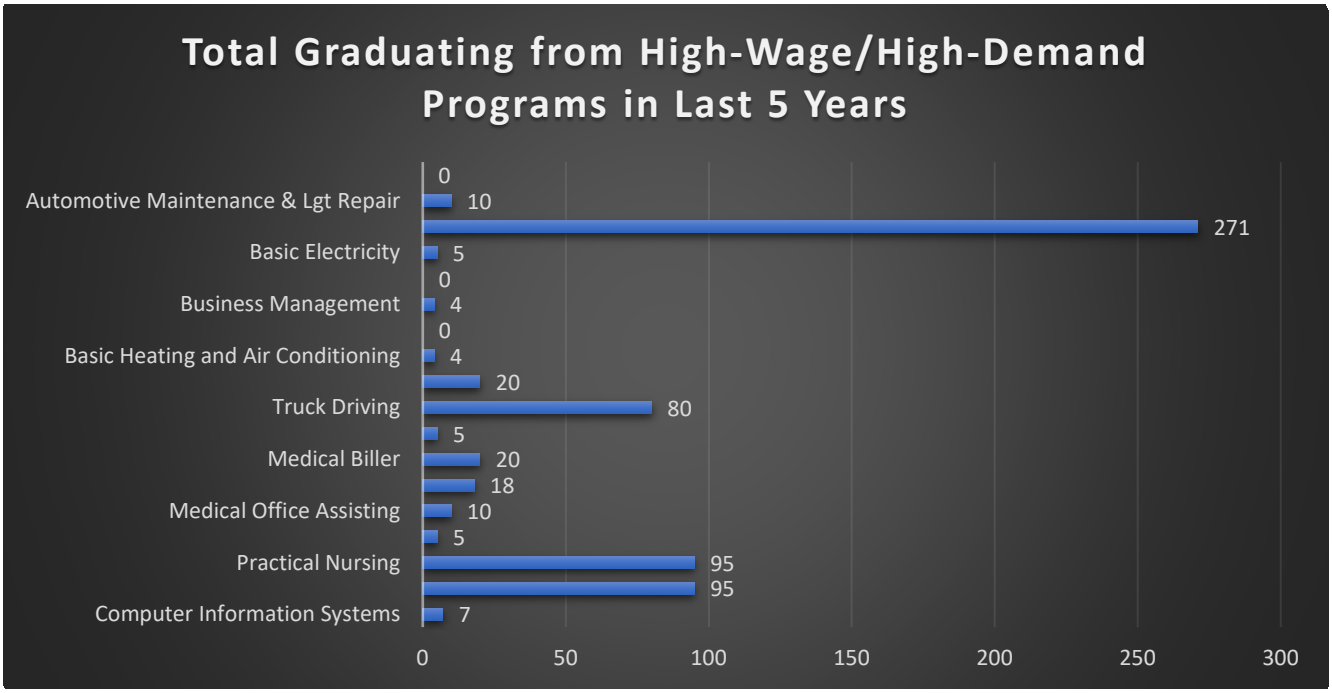


Data Source: SBDC, 5/17/21, "Shawnee Business Clients Served 2016-Current"

KPI: *Adequacy of graduate output by labor market need*

The chart below shows the number of graduates from SCC programs that align with high-demand jobs in the college's service area that ensure a living wage.

Number of SCC graduates from High-Wage/High-Demand Programs in Last 5 Years.



Data Source: SCC IT, CROA, "Number of Students Graduating from Programs", 5/7/21

Recommendations

- The Board should consider whether developing programs that export our talent is in our best interest.
- The Board should support a standard for new program development that ensures graduates earn a living wage and there are at least 10 annual job openings in the college's service area, to allow our taxpayer investment into students' education to be realized.
- College should strengthen and centralize our graduate follow-up processes to include, at a minimum, employment status, employment in a career related to program of study, entry wage, and wage change within six months of graduation.
- College should consider developing a construction equipment operator program.
- College should consider developing a pre-apprentice program that allows students to compete for apprenticeships in the electrician and plumbing, pipefitters, and steamfitters.
- College should expand the truck driving program at the Metropolis and Cairo Extension Centers.
- College should pursue ways to scale the ADN/BSN program.
- College should implement professional development and workforce development programs to meet regional needs.

Economic Development

There are seven indicators in the Economic Development measure. Currently, we do not collect data on most of these indicators.

KPI: *income created by graduates* – No data available.

KPI: *return on student investment* – No data available.

KPI: *poverty rate impact* – No data available.

KPI: *return on taxpayer investment* – No data available.

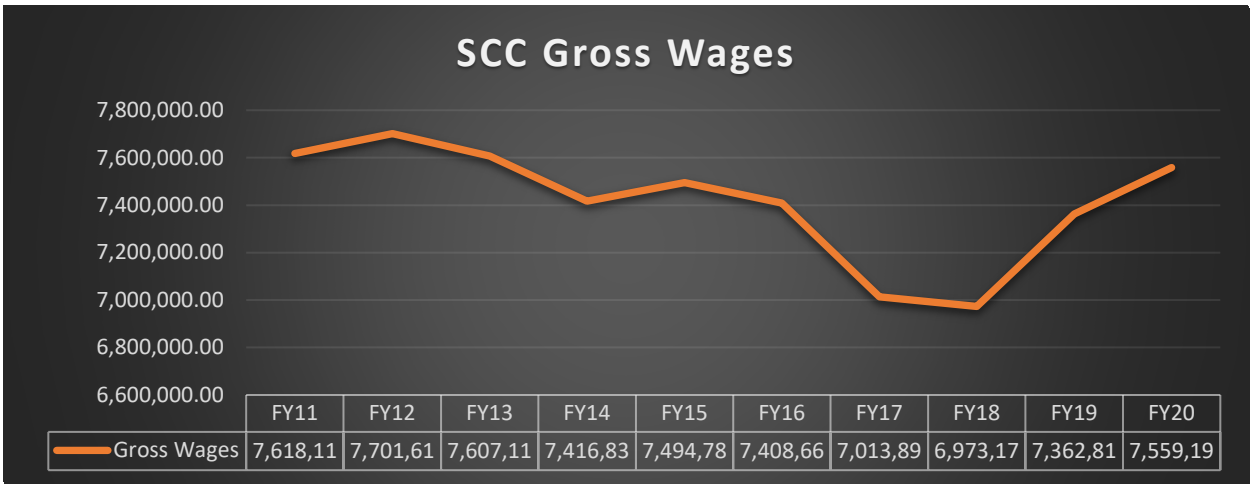
KPI: *employer satisfaction with graduates* – No data available.

KPI: *increased revenues of College Service Area employers attributed to professional development/ services obtained from SCC* – No data available.

KPI: *gross wages paid to SCC employees*

The graph below illustrates the impact SCC has on the immediate area through the gross wages of SCC employees.

Total Gross Wages of SCC Employees.



	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20
Gross Wages	7,618,11	7,701,61	7,607,11	7,416,83	7,494,78	7,408,66	7,013,89	6,973,17	7,362,81	7,559,19

Data Source: SCC Payroll Specialist, Payroll Database 2/26/21

Recommendations

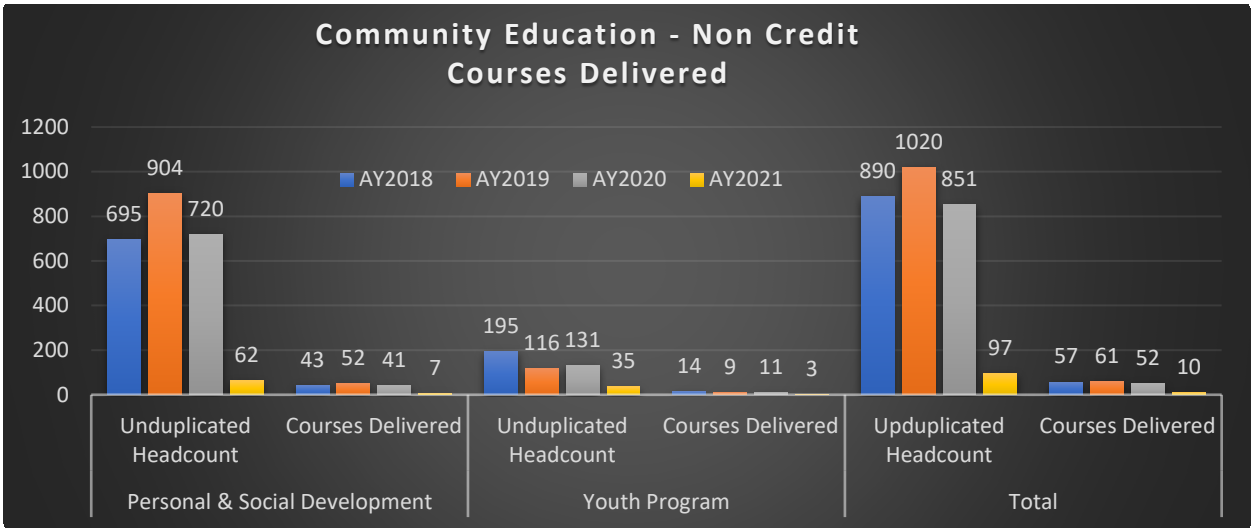
- The Board should consider commissioning an economic impact study. This could help with future funding opportunities.
- College should survey employers of graduates to determine their perception and satisfaction of graduate's preparedness for the workplace.
- College should enhance career placement services for student graduates.

Civic Workforce Development

The Civic Workforce Development measure has eleven indicators. While there is information to present for some of these indicators, we found the data is not easily available or is not fully complete.

KPI: *number of community education/personal enrichment courses delivered*
The graph below shows the number of participants and number of courses delivered to the community through personal and social development and youth programs over the last four fiscal years.

Number of Community Education/Personal Enrichment Courses Delivered by SCC.



Data Source: SCC IT, Database 1/27/21, "Community Ed Courses Delivered"

KPI: *number of community service projects* – No data available.

KPI: *number of service-learning projects* – No data available.

KPI: *number of students participating in community service project* – No data available.

KPI: *number of external groups utilizing campus facilities on annual basis* – This documentation was only consistently kept in 2017 and 2018 and was collected in an independent database that is not accessible for other employees or for collection and analysis.

KPI: *number of public service activities performed by the college on an annual basis, AND*
KPI: *number of college employees who participate in community events on an annual basis, AND*
KPI: *number of cultural activities available to the public on an annual basis, AND*
KPI: *number of recreational activities available to the public on an annual basis*

This information has not been collected in the past. However, the table shown on the next two pages, reflects the activities reported in a faculty survey launched in May (30 responses).

Number of Community, Civic, and Recreational Activities by Employees and SCC.

CIVIC DEVELOPMENT	NUMBER (30 Responses)	ACTIVITIES
Public service activities performed by SCC	20	WYSE Science in Seconds CTE Day-February PBL Week-February March of Dimes Fundraiser- March & October High School Business Skills- March or April SCC food bank SCC clothes closet SCC Christmas with Santa Criminal Justice- Guest Speakers Criminal Justice- Free annual summer course Red Cross Blood Drives (Student Senate) DKMS Bone Marrow Donor Registry events (Student Senate) Celebrating Young Writers Contest FAFSA Completion events Area Planning Council Meeting Bi-Annual Member of the Curriculum committee at IMACC (Illinois Mathematic Association of Community Colleges) Member of Audit Committee at IMACC Annual African American Women's Health Conference Beginner's Computer Courses through SBDC
SCC employees who participate in community events	14	Metropolis Rotary Club Career Fairs Johnson County Court SIU-C Cybersecurity Day SIU-C Tech Day Pulaski County Fair and Parade SCC H.S. Business Skills contest SCC graduation Criminal Justice- community education events on campus annually Local Parades (as a participant for SCC) Union County Fair Vienna Fall Fest Pulaski Pecan Festival Cairo Health & Resource Fair Fire department fundraisers Community festivals, parades Sporting events School plays Walk for Life Church activities Events in Karnak and Belknap Union County CEO Board - president Rural Health Board - treasurer Union County Housing Board - vice-chair Anna Blue Dolphins - board liaison Anna Jonesboro Rotary Club - president Cobden Lions Club - past-president Rotary District 6510 Disaster Response Committee - member Anna Fire Department - fireman Project Hope Human Society events MCDAC Golf Scramble MCHS Project Graduation Golf Scramble Southern Seven Healthy Region Coalition Former Member of Human Rights Authority Board Tiffiney Ryan Scholarship Activities SCC Phi Beta Theta Kappa Easter Egg Hunt SCC Fall Festival Voting Judge FAFSA Completions

		Girl Scouts Heart Health and HIV Prevention Events for State of IL
Cultural activities available to the public by SCC	3	PBL hosts business tours and presentations with local community leaders including DEI Ted Talks and Leadership workshops Criminal Justice- guest speakers from organizations like Black Lives Matter and the NAACP (open to the public) Field Trips to River Campus in Cape Girardeau
Recreational activities available to the public by SCC	7	PBL partnership social with secondary FBLA Chapters: A/J, Goreville and Shawnee High Schools Easter Egg Hunt- PTK Sponsored Shawnee Experience FallFest (Student Senate) Homecoming events (Student Senate) SpringFest (Student Senate) Four Rivers SHRM (SCC employee is the Scholarship Chair)

Data Source: IREP, Survey Monkey, "Civic and Community Engagement Survey for SCC Faculty and Staff"

Number of Athletic Games Available to the SCC Community.

	Total Games	**Home Games**
AY 2017	121	51
AY 2018	122	50
AY 2019 (Added volleyball)	134	60
AY 2020	124	66
AY 2021	149	55

Data Source: VP of Student Success, 5/20/21

KPI: *community perception of College's performance, and community awareness of lifelong learning opportunities* – No data available.

Recommendations

- College should conduct a more thorough analysis of the community education data to determine areas of potential growth and develop workforce training partnerships with regional employers to promote economic development and job creation in the community.
- College should pursue ways to utilize Colleague to document civic and community engagement/development activities.
- College should track the number of external groups utilizing campus facilities and integrate this within the facilities usage plan.
- College should leverage the President's Community Advisory Committee to conduct periodic community engagement events.
- College should strengthen Advisory Committees and ensure all CTE programs conduct, at least, two meetings annually.
- College should strengthen partnerships with local business leaders and community stakeholders, such as local Chambers of Commerce, county board meetings in all five counties, city council meetings throughout the college service area, Southern 5 Regional Planning District & Development Commission, and Southern 14 Workforce Investment Board.

Student Interest

Introduction

Student Interest reflects the College's ability to deliver programs, courses, services, and experiences in ways that meet (or exceed) student preferences and expectations. The Student Interest KPA contains seven measures of effectiveness – employment mobility, career pathways, transfer pathways, flexibility, accessibility, affordability, and relevance.

The recommendations for employment mobility, career pathways, transfer pathways, and flexibility are grouped together into one section to provide an integrated approach to addressing student interest.

Employment Mobility

The purpose of this measure is to communicate to students how their investment in a particular SCC program or course could help them change their life or lifestyle from an employment perspective.

KPI: *potential ROI on tuition cost by program, AND*
KPI: *number of graduates in sustainable jobs above the living wage*

Currently we do not have the data to answer these questions. This is key marketing data that we are missing.

Career Pathways

The purpose of this measure is to communicate to students how a particular program of study can lead to multiple job opportunities.

KPI: *number of graduates earning a sustainable wage, AND*
KPI: *potential ROI on tuition cost by program*

Currently we do not have the data to answer these questions. This is key marketing data that we are missing.

Transfer Pathways

The purpose of this measure to communicate to students the opportunities for academic advancement to achieve their career goals.

KPI: *% of majors with a transfer plan of study*, AND
KPI: *number of articulation agreements*, AND
KPI: *number of 2+2 arrangements*, AND
KPI: *number of 3+1 arrangements*

While SCC has several transfer pathways, it is not clear exactly how many are current and with which universities we have agreements and formal arrangements. As a result, the College has reached out to several universities to verify and renew agreements and is working to verify this information.

The next two tables show the transfer pathways as is currently known by the Dean of Academic Affairs.

Transfer Pathways by Program, 1.

TOTAL PROGRAMS	48		
Programs with a Transfer Plan of Study	**11 (23%)**	**Two-Year Associate Degrees** **Associate Degree Nursing (ADN)** **Social Work** **One-Year Certificates** **Massage Therapy** **Medical Assistant** **Medical Coding Specialist** **Medical Office Assistant** **Practical Nursing (LPN)** **Less-Than-One-Year Certificates** **Certified Nurse Assistant (CNA)** **Gerontology Aide** **Medical Biller** **Medical Coder**	
Articulation Agreements	**1**	**Nursing**	**SIUE**
2+2 Arrangements	**45**	**AA General → BS Accounting (ACCT) ONLINE** **AA General → BS Accounting (ACCT)** **AA General → BS Behavior Analysis and Therapy (BAT)** **AA General → BS Business and Administration (BNAD) ONLINE** **AA General → BS Business Analytics (BSAN)** **AA General → BS Communication Disorders and Sciences (CDS)** **AA General → BS Finance (FIN)** **AA General → BS Management (MGMT)** **AA General → BS Marketing (MKTG)** **AA General → BS Rehabilitation Services (REHS)** **AA General → BS Social Work (SOCW)** **AA Psychology → BA Psychology (PSYC)** **AAS Accounting → BS Accounting (ACCT)** **AAS Accounting → BS Accounting (ACCT) ONLINE** **AAS Agriculture Business and Management → BS Agribusiness Economics (ABE)** **AAS Automotive Technology → BS Automotive Technology (AUT)** **AAS Business Management → BS Management (MGMT)** **AAS Computer System & Security Specialist → BS Information Systems Technologies (IST)** **AAS Criminal Justice → BA Criminology and Criminal Justice (CCJ)** **AAS Fish & Wildlife Management → BS Forestry (FOR) Wildlife Habitat Management & Conservation** **AAS General → BS Technical Resource Management (TRM)** **AAS Heating Air Conditioning Fabrication → BS Technical Resource Management (TRM)** **AAS Information Processing Technology → BS Information Systems Technologies (IST)** **AAS Social and Human Support Services → BS Rehabilitation Services (REHS)** **AAS Social Work → BS Social Work (SOCW)** **AS General → BS Accounting (ACCT) ONLINE** **AS General → BS Agribusiness Economics (ABE)** **AS General → BS Agricultural Systems and Education (AGSE)** **AS General → BS Animal Science (ANS)** **AS General → BS Business and Administration (BNAD) ONLINE** **AS General → BS Crop, Soil, and Environmental Management (CSEM)** **AS General → BS Finance (FIN)** **AS General → BS Forestry (FOR)** **AS General → BS Health Care Management (HCM)** **AS General → BS Horticulture (HORT)** **AS General → BS Hospitality, Tourism, and Event Management (HTEM)** **AS General → BS Human Nutrition and Dietetics (HND)** **AS General → BS Management (MGMT)** **AS General → BS Marketing (MKTG)** **AS General → BS Accounting (ACCT)** **AS General → BS Business Analytics (BSAN)** **AS General → BS Finance (FIN)** **AS General → BS Management (MGMT)** **AS General → BS Marketing (MKTG)**	**SIUC**
3+1 Arrangements	**0**	**NA**	**NA**

Data Source: SCC Dean of Academic Affairs, 4/29/21

Number of Transfer Pathways.

Transfer Pathways	Number
TOTAL PROGRAMS	48
Programs with a Transfer Plan of Study	11 (23%)
Articulation Agreements	1
2+2 Arrangements	45
3+1 Arrangements	0

Data Source: SCC Dean of Academic Affairs, 4/29/21

The table below shows the number of transfer pathways that could be verified by the Interim VP of Academic Affairs.

Transfer Pathways by Program, 2.

Articulation Agreements	1	AA General or AS →BS Business Management	Greenville
	1	**AAS Agriculture Business and Management →BS Agribusiness**	**Murray State**
	1	**AAS Nursing → RN/BS Nursing**	**SIUE**
	31	**AA General → BS Accounting (ACCT) ONLINE** **AA General → BS Behavior Analysis and Therapy (BAT)** **AA General → BS Business and Administration (BNAD) ONLINE** **AA General → BS Communication Disorders and Sciences (CDS)** **AA General → BS Rehabilitation Services (REHS)** **AA Psychology → BA Psychology (PSYC)** **AAS Accounting → BS Accounting (ACCT)** **AAS Accounting → BS Accounting (ACCT) ONLINE** **AAS Agriculture Business and Management → BS Agribusiness Economics (ABE)** **AAS Automotive Technology → BS Automotive Technology (AUT)** **AAS Business Management → BS Management (MGMT)** **AAS Computer System & Security Specialist → BS Information Systems Technologies (IST)** **AAS Criminal Justice → BA Criminology and Criminal Justice (CCJ)** **AAS Fish & Wildlife Management → BS Forestry (FOR) Wildlife Habitat Management & Conservation** **AAS General → BS Technical Resource Management (TRM)** **AAS Heating Air Conditioning Fabrication → BS Technical Resource Management (TRM)** **AAS Information Processing Technology → BS Information Systems Technologies (IST)** **AAS Social and Human Support Services → BS Rehabilitation Services (REHS)** **AAS Social Work → BS Social Work (SOCW)** **AS General → BS Accounting (ACCT) ONLINE** **AS General → BS Agricultural Systems and Education (AGSE)** **AS General → BS Animal Science (ANS)** **AS General → BS Business and Administration (BNAD) ONLINE** **AS General → BS Crop, Soil, and Environmental Management (CSEM)** **AS General → BS Finance (FIN)** **AS General → BS Health Care Management (HCM)** **AS General → BS Horticulture (HORT)** **AS General → BS Hospitality, Tourism, and Event Management (HTEM)** **AS General → BS Human Nutrition and Dietetics (HND)** **AS General → BS Management (MGMT)** **AS General → BS Marketing (MKTG)**	**SIUC**
TOTAL	**34**		

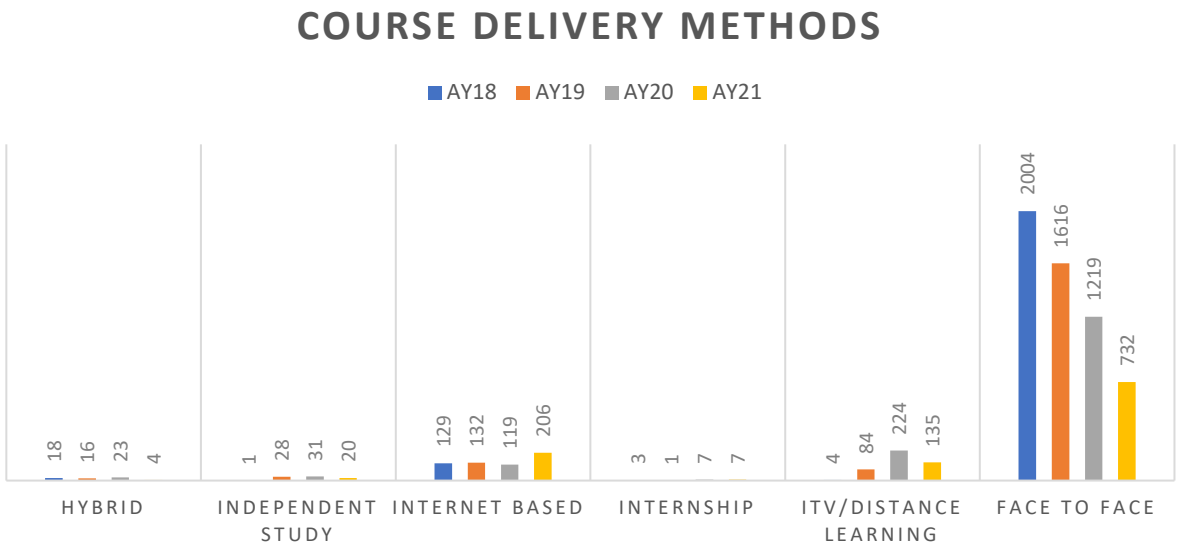
Data Source: VP of Academic Affairs, 5/14/21 (Document dated 11/16/20)

Flexible Programs/Services

The purpose of this measure is to communicate to students the various course and program delivery options when making decisions about their career and academic goals.

KPI: Number of courses (no data for programs/services) offering multiple delivery methods

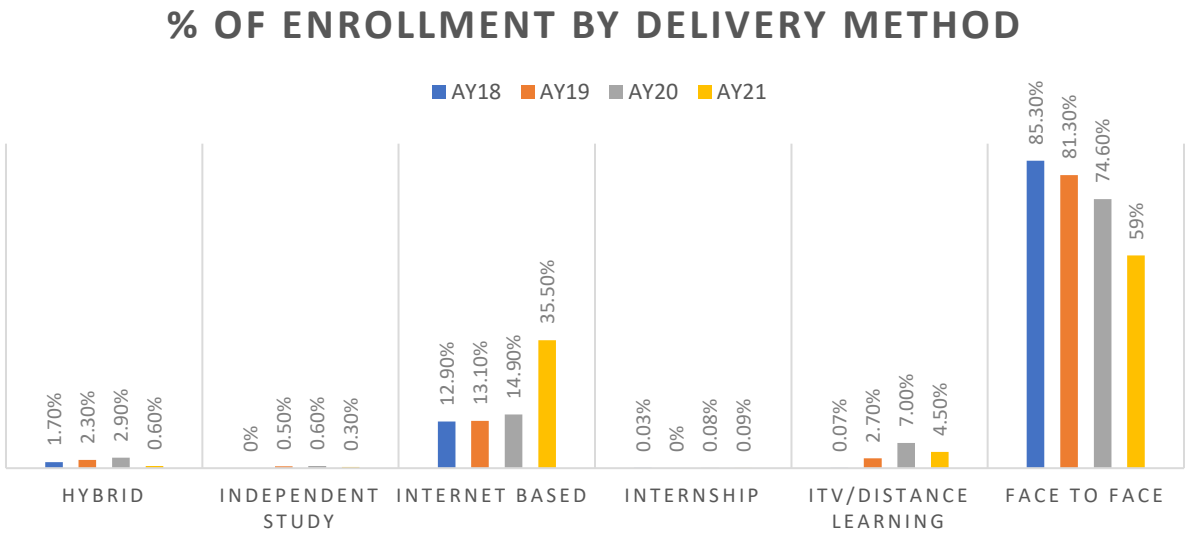
SCC Courses by Delivery Method.



Data Source: SCC IT, Database 1/27/21, "Course Delivery Methods"

KPI: % of students participating in alternative delivery programs/services

SCC Enrollment by Delivery Method.



Data Source: SCC IT, Database 1/27/21, "Course Delivery Methods"

KPI: Number of programs that can be completed in less than a semester, AND
KPI: Number of programs that can be completed in less than 1 yr.

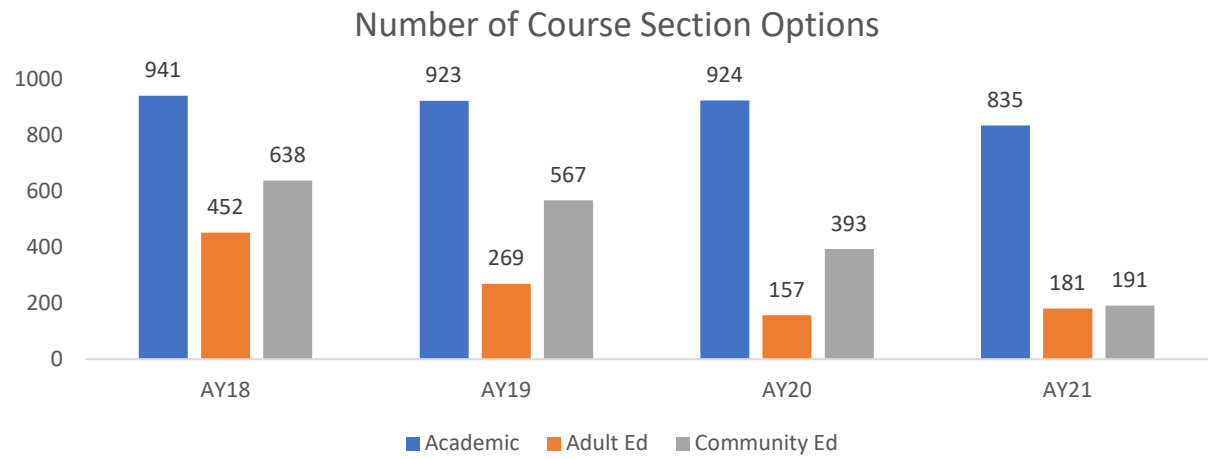
Flexible Programs (less than a semester or year).

Number of programs that can be completed in *less than a semester*…	1
Truck Driving - 16 hrs	
Number of programs that can be completed in *less than one year*…(FALL/SPRING)	**18**
Agriculture - 33 hrs	
Auto Body- 6 hrs	
Automotive Technician - 31 hrs	
Basic Heating and AC - 29 hrs	
Basic Residential Electricity - 18 hrs	
Cosmetology Instructor Training - 24 hrs	
Criminal Justice (certificate) - 30 hrs	
Diesel Technology - 28 hrs	
Esthetics - 32 hrs	
Gerontology Aide - 17.5 hrs	
Massage Therapy - 33 hrs	
Medical Biller - 11 hrs	
Medical Coder - 12 hours	
Medical Coding Specialist - 33 hrs	
Medical Office Assistant - 32 hrs	
Pipe Welding - 14 hrs	
Arc Welding - 11 hrs	
Welding - Combination - 31 hrs	

Data Source: VP of Academic Affairs, 5/18/21

KPI: Number of course section options
The following chart shows the number of course sections available to students the last 4 years.

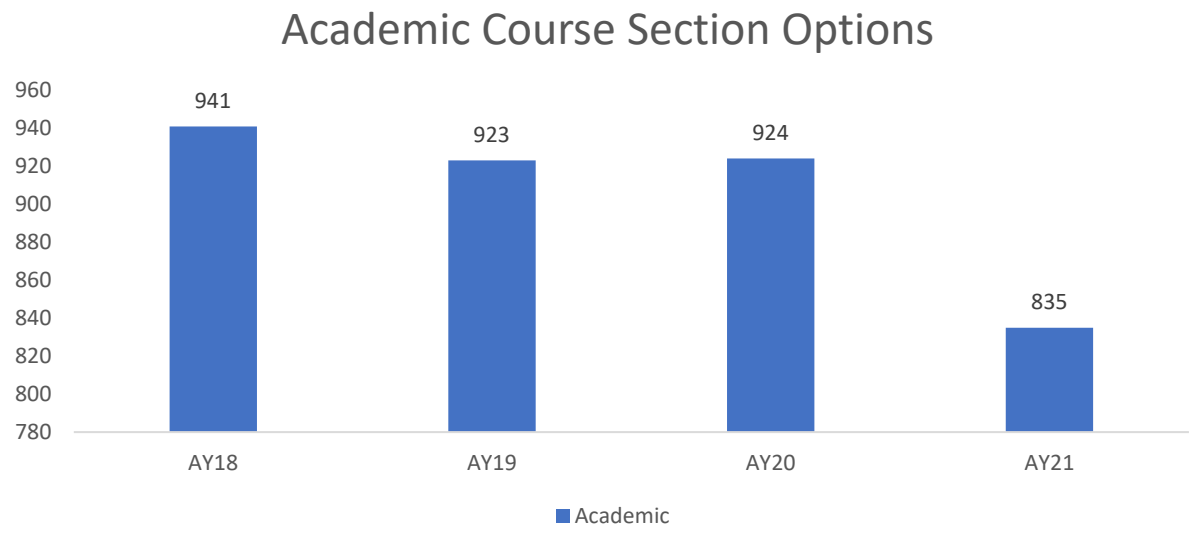
Number of Course Section Options.



Data Source: SCC IT, Database 1/20/21, "Sections Fill-Rate"

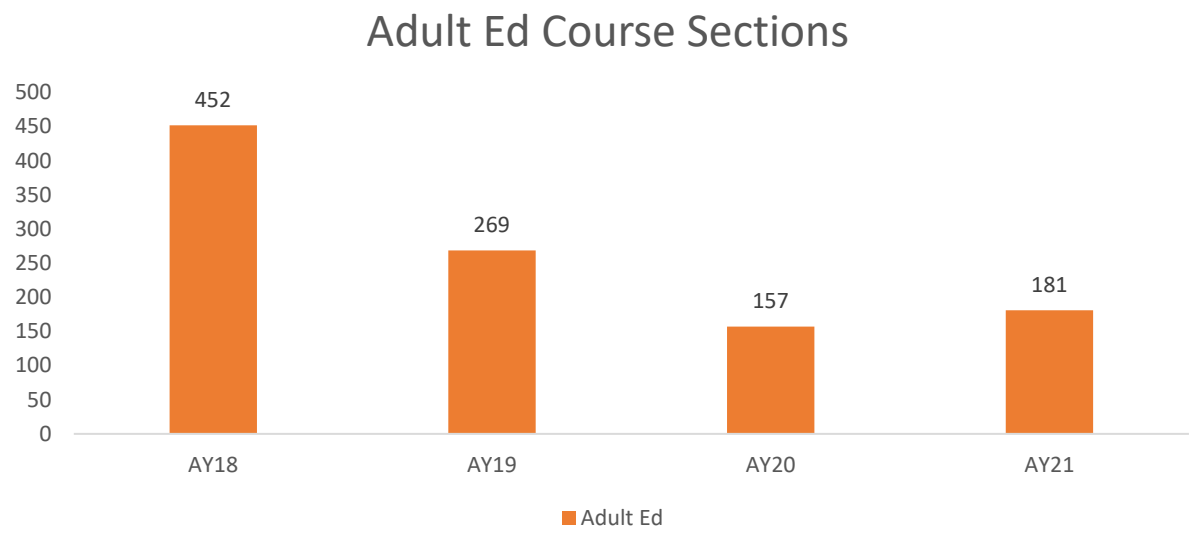
The following chart shows the number of course sections available to students broken out by course type.

Number of Academic Course Section Options.



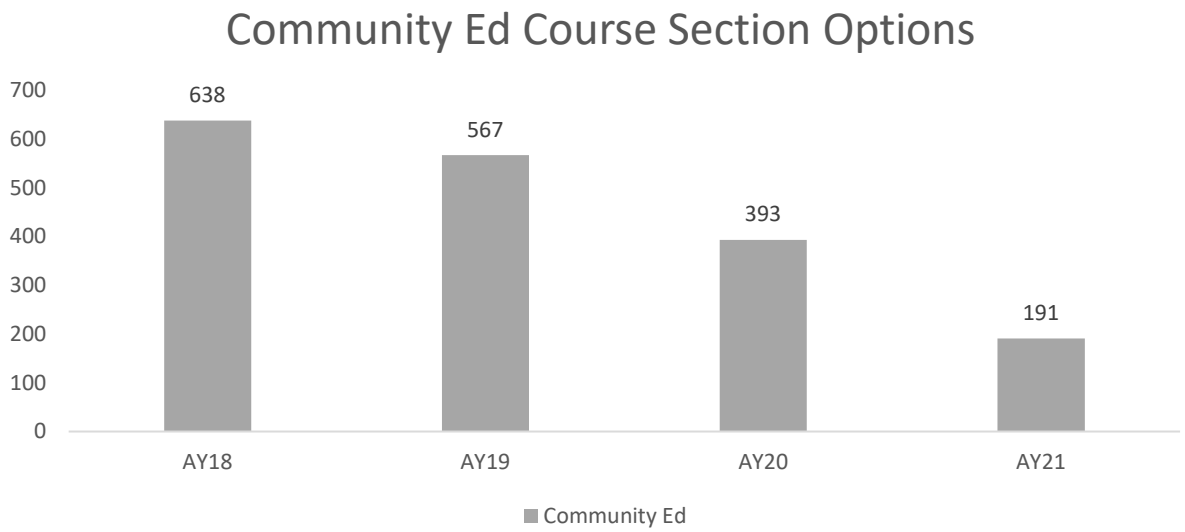
Data Source: SCC IT, Database 1/20/21, "Sections Fill-Rate"

Number of Adult Education Course Section Options.



Data Source: SCC IT, Database 1/20/21, "Sections Fill-Rate"

Number of Community Education Course Section Options.



Data Source: SCC IT, Database 1/20/21, "Sections Fill-Rate"

Recommendations

- College should implement an enhanced career pathway advising model using digital methods.
- College should collect graduate follow up data on a 6-month and 5-year basis.
- College should develop a student-friendly articulation agreement landing page.
- College should explore 3+1 agreements to expand opportunities for local residents to get a bachelor's degree.
- College should expand its articulation agreements with a wider diversity of transfer institutions.
- College should explore the development of workforce-oriented programs that can be completed in less than a semester.
- College should develop a community education/outreach strategy for each extension center.
- College should study whether hybrid courses can increase a student's average credit load.
- College should provide more course section opportunities for non-traditional students by increasing the number of evening and inter-session courses offered.
- College should implement professional development and workforce development programs to meet regional needs.

Accessible (Convenient) Programs/Services

The purpose of this measure is to communicate to students the programs and services that can be successfully completed within the timeframes that align to their goals and the support services available to assist in obtaining those goals.

KPI: Number of programs that can be completed within a semester, AND
KPI: Number of programs that can be completed within a year

Accessible Programs (within a semester or year).

Number of programs that can be completed *within a semester*...	8
Automotive Maintenance and Light Repair - 16 hrs	
Certified Nursing Assistant- 7.5 hrs	
Internet and Computing Core Prep- 7 hrs	
Microsoft Office Specialist Prep- 5 hrs	
Nail Technology - 16 hrs	
Welding/Gas- 6 hrs	
Welding/Tig- 5 hrs	
Welding/Mig- 6 hrs	
Number of programs that can be completed *within a year*...(FALL/SPRING/SUMMER)	**3**
Cosmetology - 40 hrs	
Barbering- 40 hrs	
General Education Core Certificate- 37 hrs	

Data Source: Data Source: VP of Academic Affairs, 5/18/21

KPI: % of programs that can be completed in less than a 2-year timeframe

Programs Completed Within 2 Years.

Programs that can be completed *within two years...*	15
AA- 64 hrs	
AS- 64 hrs	
AGS- 64 hrs	
Accounting- 64 hrs	
Ag Business Management- 62 hrs	
Business Management- 63 hrs	
Computer Systems & Security Specialist- 65 hrs	
Construction Management for Laborers- 62 hrs	
Criminal Justice- 62 hrs	
Fish & Wildlife Mgt.- 60 hrs	
Heating/Ventilation/AC/Refrigeration- 61 hrs	
Information Processing Technology- 62 hrs	
Medical Lab Technologist- 66 hrs	
Occupational Therapist Assistant- 70 hrs	
Social Work- 64 hrs	
Surgical Technology- 38 hrs.	

Data Source: Data Source: VP of Academic Affairs, 5/18/21

Number of Programs Completed in Less Than 2 Years.

Number of programs that can be completed in *less than a semester*…	**1**
Number of programs that can be completed *within a semester*…	**8**
Number of programs that can be completed in *less than one year*…	**18**
Number of programs that can be completed *within a year*…	**3**
TOTAL	**30/48 (62.5%)**

Data Source: Data Source: VP of Academic Affairs, 5/18/21

KPI: Number of support services available online

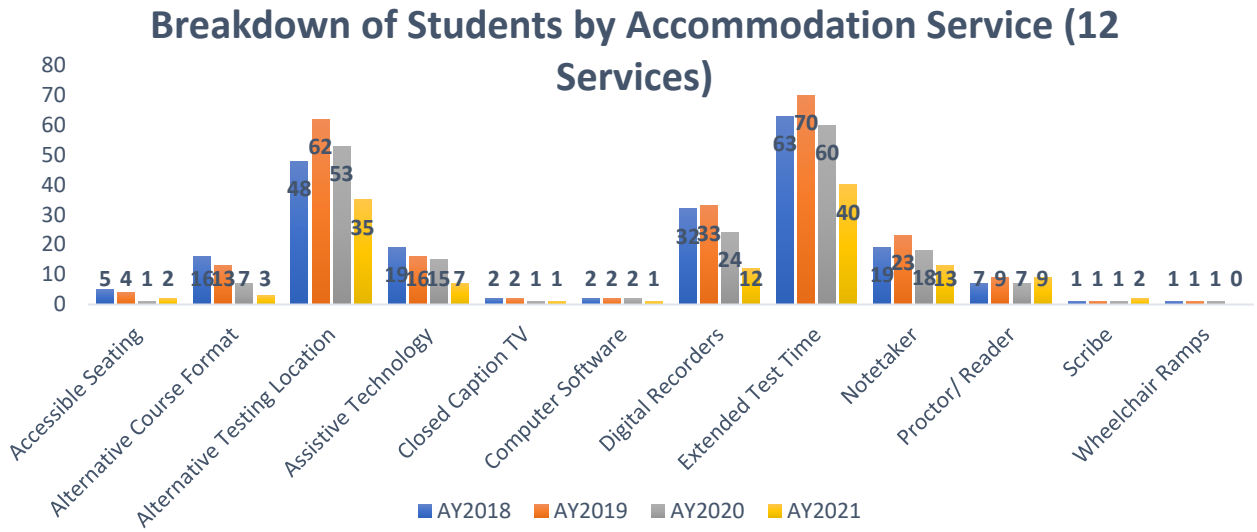
Support Services Available Online.

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
etutoring	etutoring	etutoring	etutoring	etutoring
podcasts available for financial literacy	podcasts available for financial literacy	podcasts available for financial literacy	podcasts available for financial literacy	podcasts available for financial literacy
Workshops available via Zoom (topics include study skills, personal enhancement, cultural, career, transfer, & financial literacy	Workshops available via Zoom (topics include study skills, personal enhancement, cultural, career, transfer, & financial literacy			
one-on-one tutoring available via zoom				

Data Source: Student Support Services, 5/14/21

KPI: # of accommodation services available

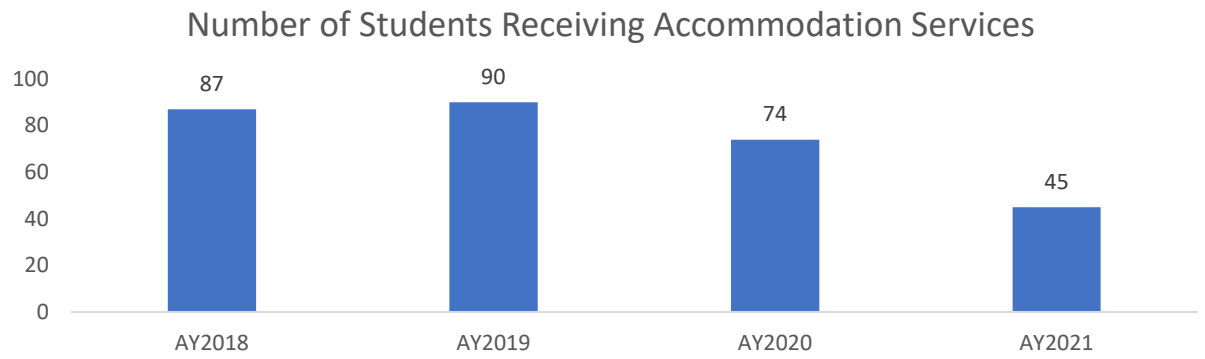
Number of Accommodation Services Available.



Data Source: SCC IT, Database 1/27/21, "Accommodation Services"

KPI: # of students receiving accommodation services

Number of Students Receiving Accommodation Services.



Data Source: SCC IT, Database 1/27/21, "Accommodation Services"

Recommendations

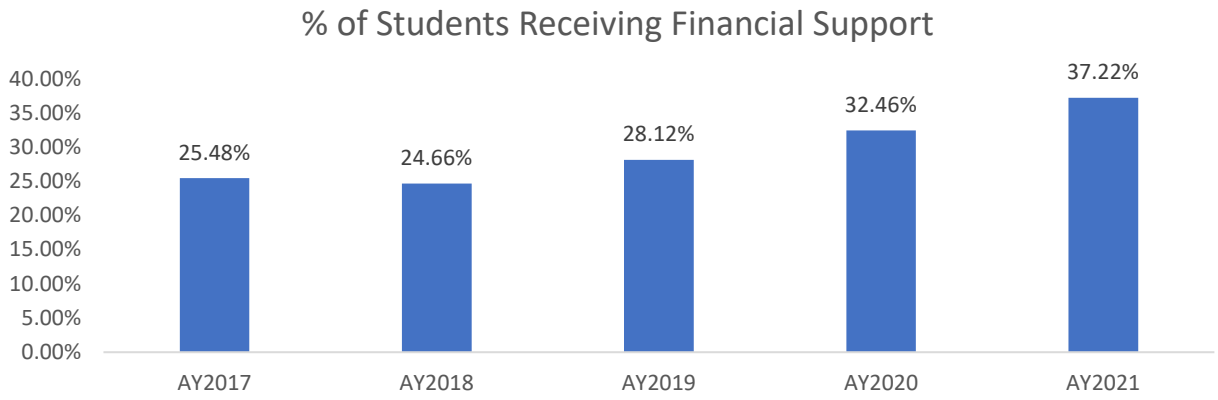
- College should look at ways to accelerate the AA, AS, and AGS degrees.
- College should identify the best practices found in the TRIO/SSS program and determine ways to duplicate those college-wide.
- College should identify ways to become more proactive in the implementation of support services.
- College should ensure a full spectrum of student support services are continuously available at all Extension Centers.

Affordable Programs/Services

The purpose of this measure to communicate to students the assistance available for the costs associated with their plan of study/program.

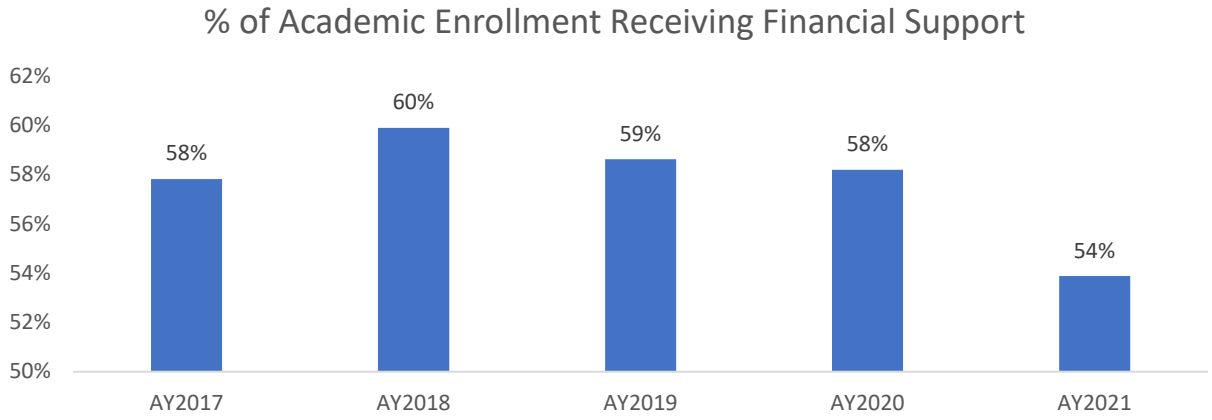
KPI: % of students that receive financial support

Percentage of Total Students Receiving Financial Support.



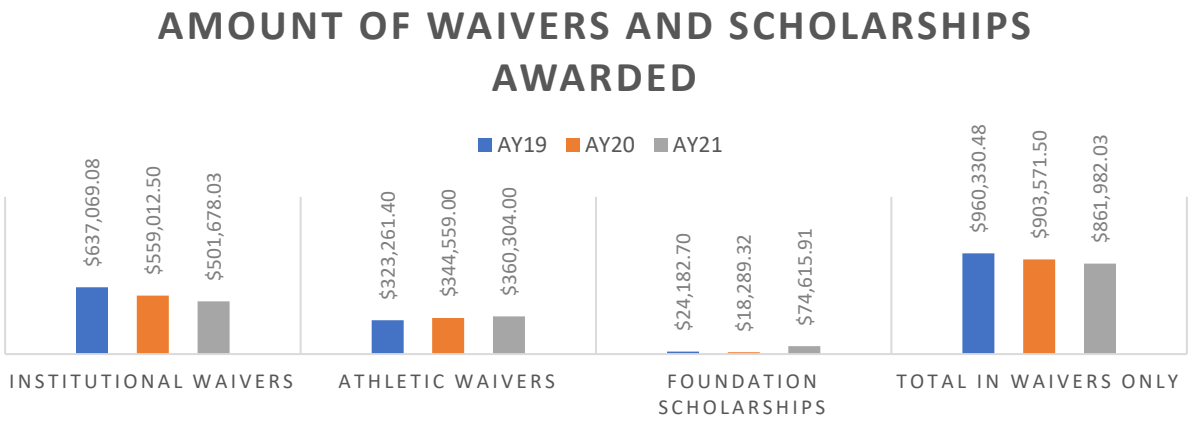
Data Source: SCC IT, Database 1/27/21, "Financial Aid"

Percentage of Academic Students Receiving Financial Support.



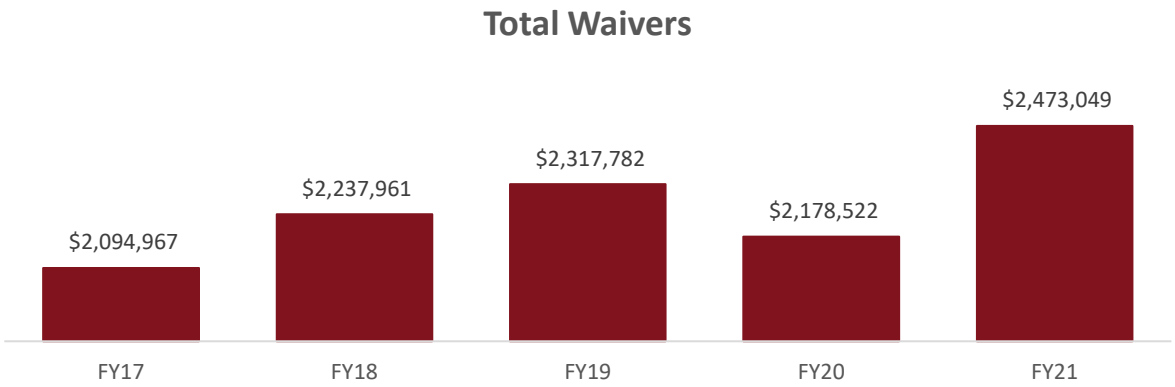
Data Source: SCC IT, Database 1/27/21, "Financial Aid"

Amount of Waivers and Scholarships Awarded.



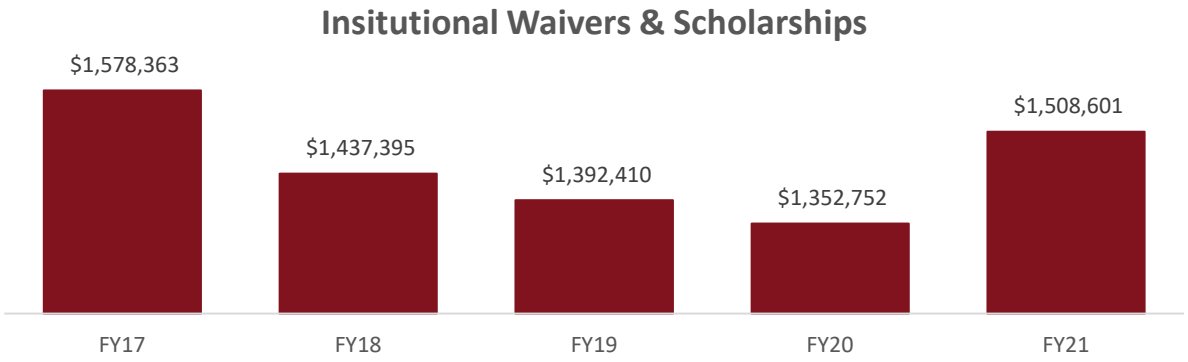
Data Source: Dr. Tammy Capps, Financial Aid, 5/21/21, "Waivers and Scholarships"

Amount of Waivers Awarded.



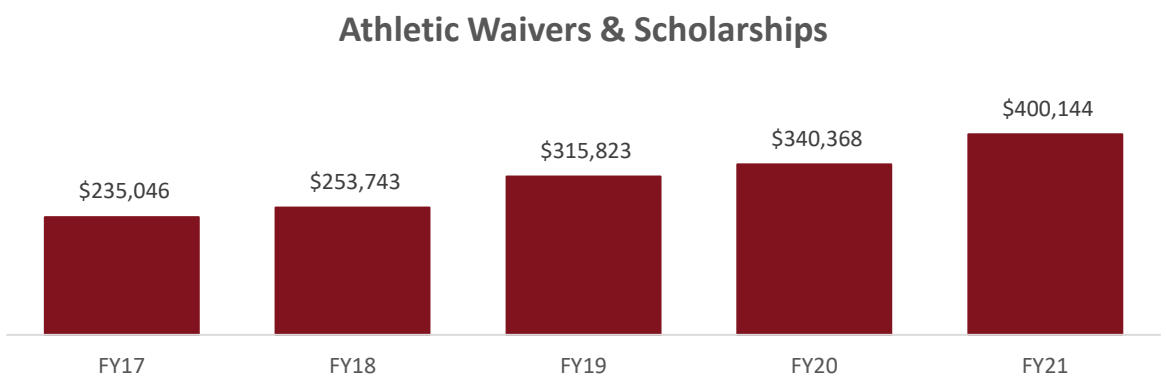
Data Source: Brandy Woods, "Waivers"

Institutional Waivers and Scholarships.



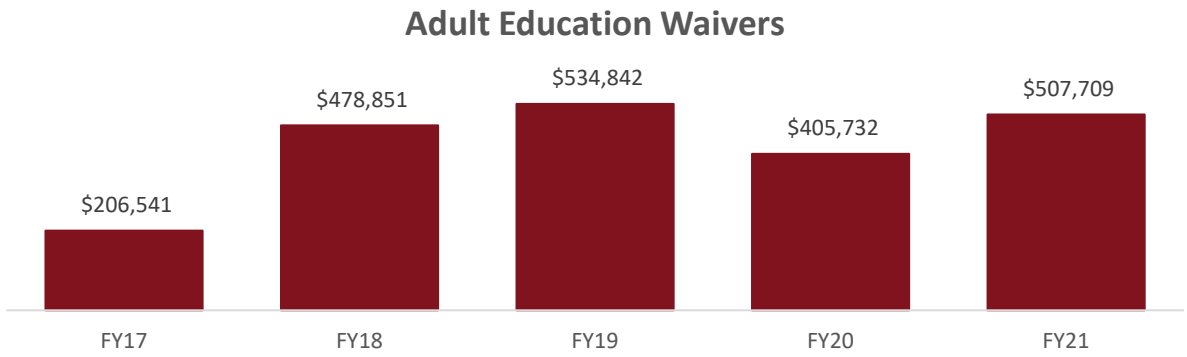
Data Source: Brandy Woods, "Waivers"

Athletic Waivers and Scholarships.



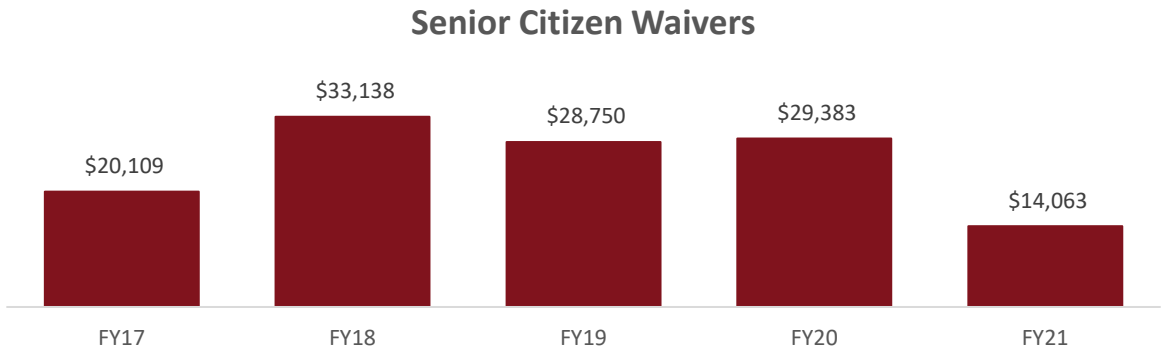
Data Source: Brandy Woods, "Waivers"

Adult Education Waivers.



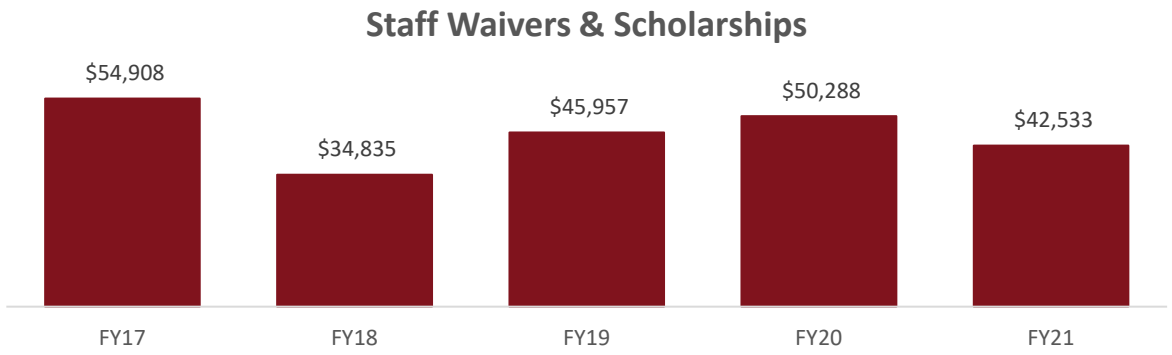
Data Source: Brandy Woods, "Waivers"

Senior Citizen Waivers.



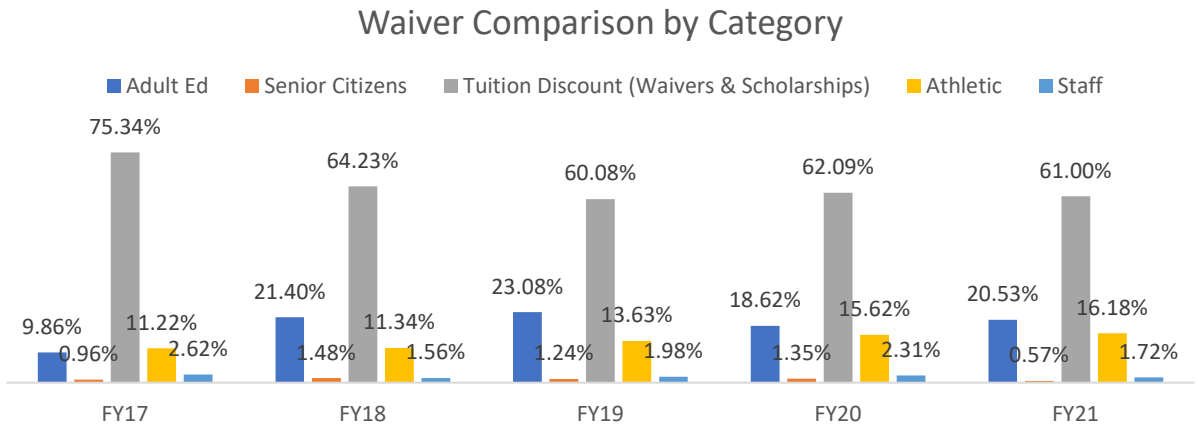
Data Source: Brandy Woods, "Waivers"

Staff Waivers and Scholarships.



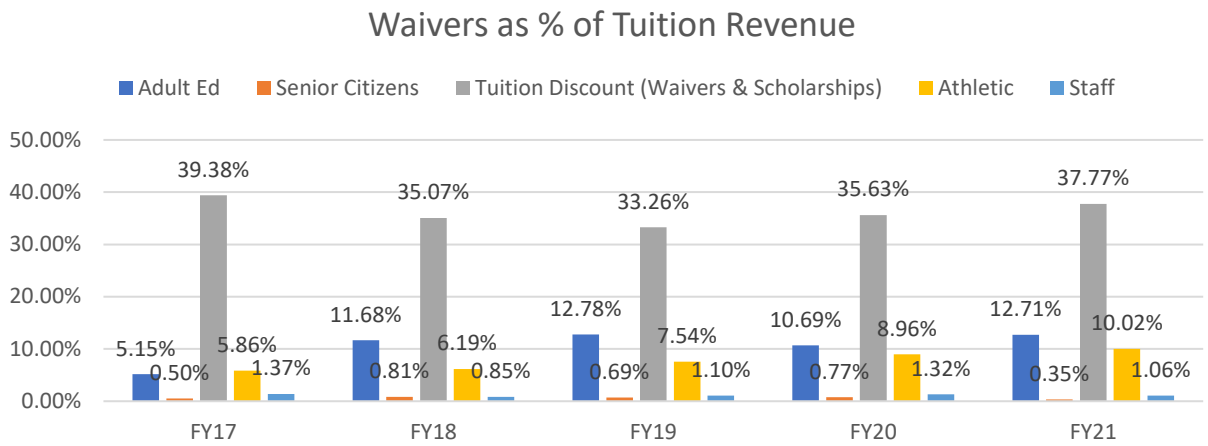
Data Source: Brandy Woods, "Waivers"

Waiver Comparison by Category.

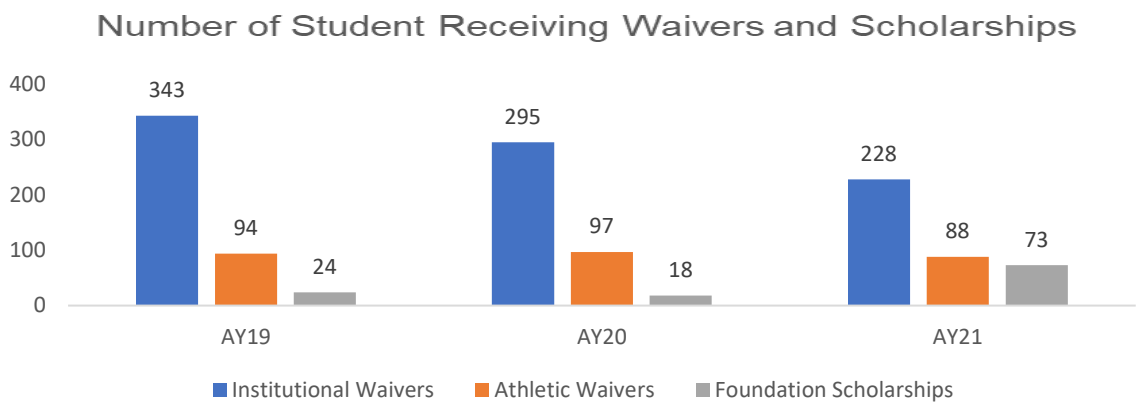


Data Source: Brandy Woods, "Waivers"

Waivers as Percentage of Tuition Revenue.

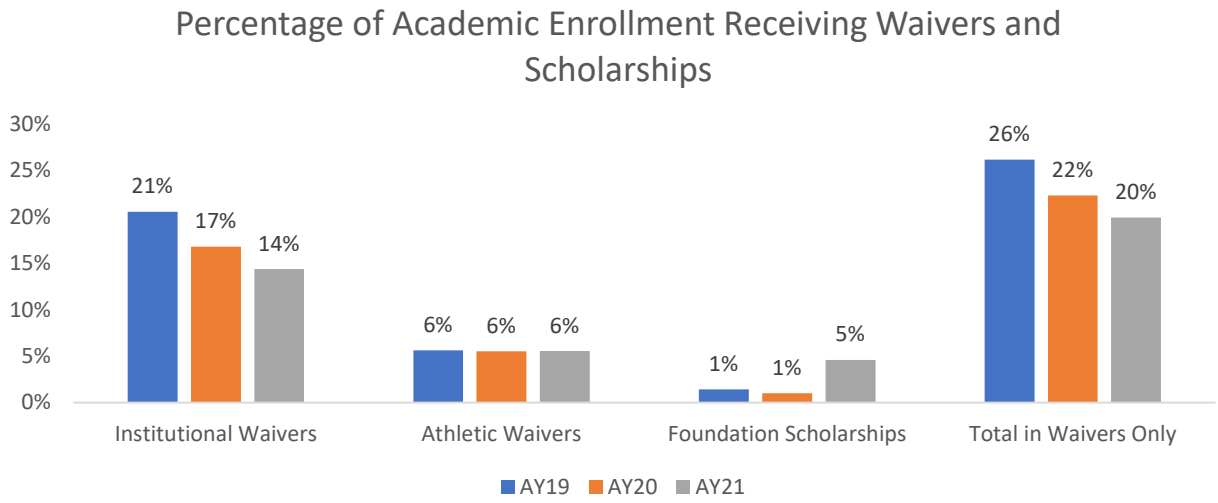


Number of Students Receiving Waivers and Scholarships.



Data Source: Dr. Tammy Capps, Financial Aid, 5/21/21, "Waivers and Scholarships"

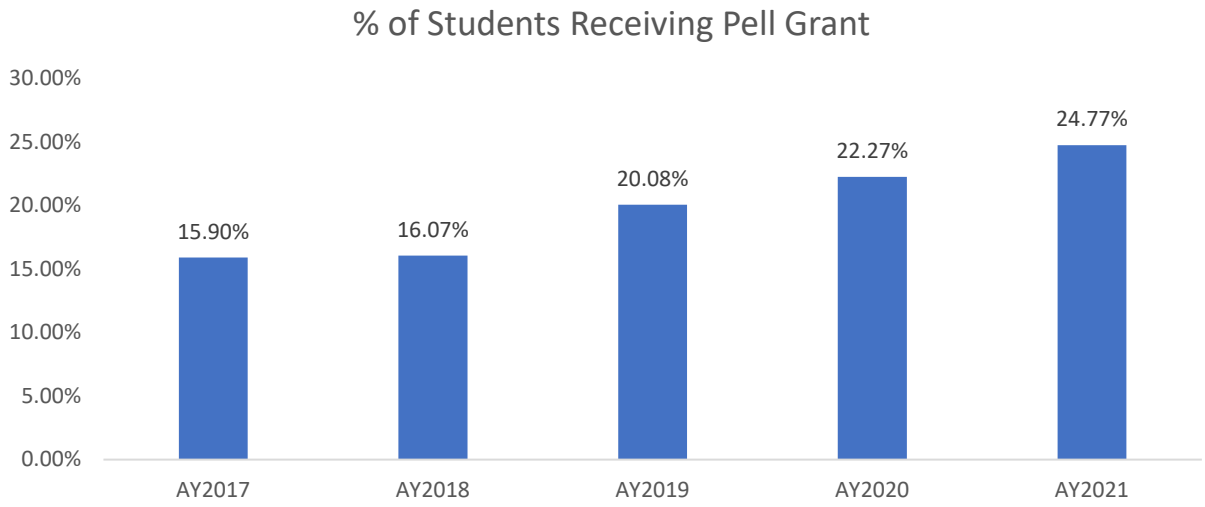
Percentage of Academic Enrollment Receiving Waivers and Scholarships.



Data Source: Dr. Tammy Capps, Financial Aid, 5/21/21, "Waivers and Scholarships"; SCC IT, 1/27/21, "Headcount1"

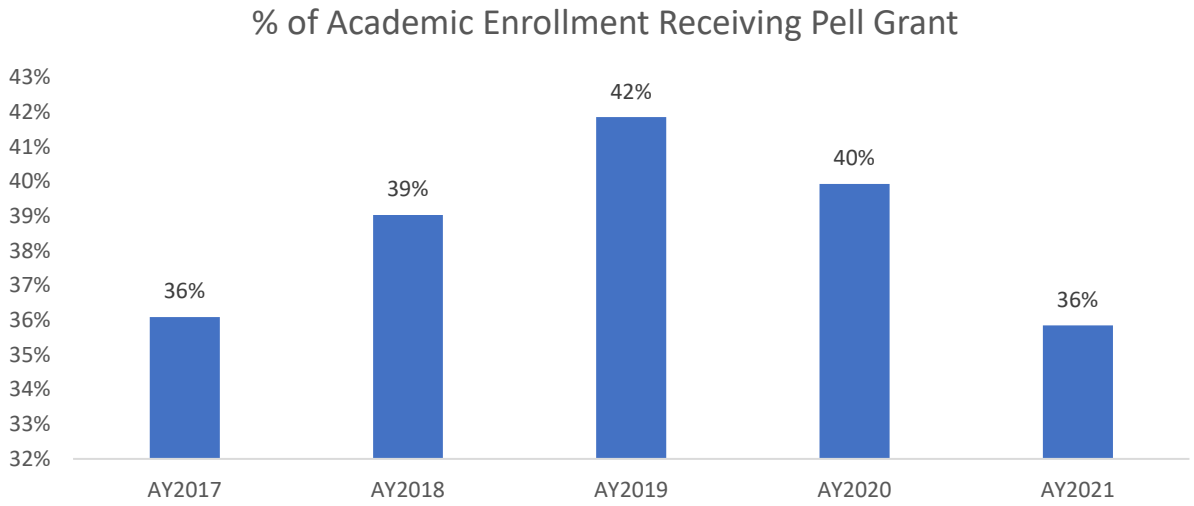
KPI: % of students receiving Pell grants

Percentage of Total Students Receiving Pell Grant.



Data Source: SCC IT, Database 1/27/21, "Financial Aid"

Percentage of Academic Students Receiving Pell Grant.



Data Source: SCC IT, Database 1/27/21, "Financial Aid"

While we have a policy that students who receive waivers and scholarships must have a FAFSA on file, at some point in time we stopped requiring this and do not currently enforce this policy.
Data Source: Dr. Tammy Capps, Financial Aid, 5/20/21

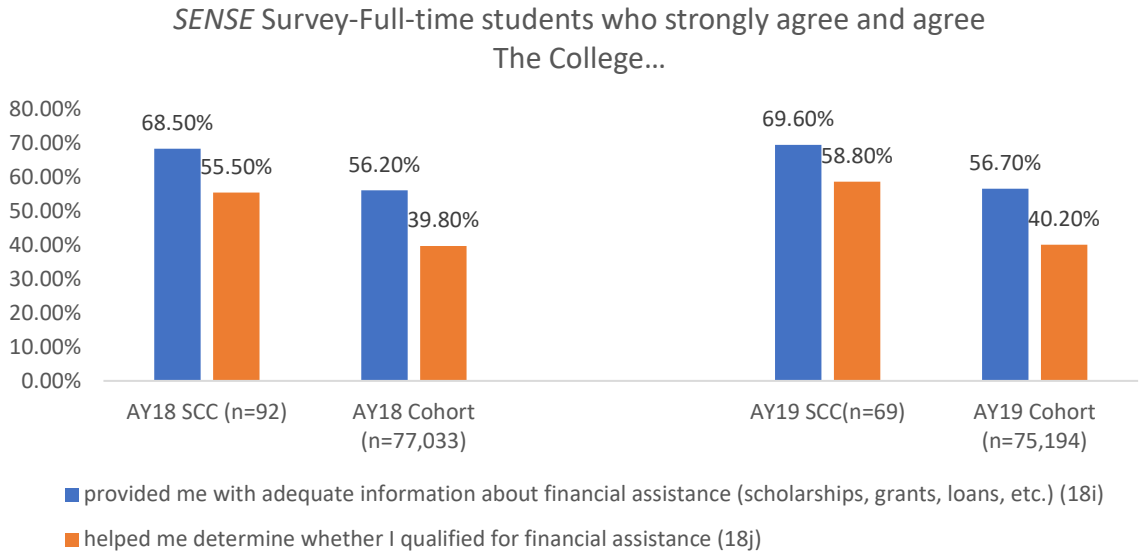
Therefore, the number of students who qualify for financial aid, such as Pell Grant, may actually be higher which would potentially increase our financial aid awards and decrease our waivers.

KPI: % of students receiving student loans, AND
KPI: avg. student-loan debt ratio

SCC does not process student loans. We refer out to loan programs.

KPI: students reporting receiving information about financial assistance

Students Receiving Information About Financial Assistance.



Data Source: IREP, SENSE Surveys (Accessed 5/7/21)

Recommendations

- Board needs to review the number and amount of waivers provided on annual basis and set financial parameters.
- College should take measures to ensure all students complete FAFSA.
- College should implement processes to increase the accuracy, timeliness, and frequency of student contact with the financial aid office to increase yield and decrease the number of students who drop for financial issues.
- College should review financial aid process to identify and reduce the time it takes to package financial aid awards letters, including online students.
- College should track the influence waivers have on student enrollment, persistence, and completion.

Relevant Programs/Services

The purpose of this measure is to communicate to students the quality and relevance of the SCC programs which will assist them in obtaining employment in a living wage job at the completion of the plan of study/program.

KPI: % of programs having professional recognition

Program recognition and accreditation by a professional organization demonstrates to stakeholders that the program is of quality. To receive and maintain recognition and accreditation requires a program to demonstrate active engagement in the continuous improvement cycle: assessment/evaluation of shared goals and objectives, ongoing data collection and analysis, planning, implementation, and frequent review.

Accreditation is an intensive process by an external, professional body specific to that program's profession. These bodies are nationally and/or internationally recognized. While accreditation can sometimes be optional, individual states can and often do require the accreditation to continue to offer the program. The accreditation requires strong evidence the program meets and can sustain alignment to a strict set of professional standards.

Recognition is, typically, a status earned by programs where accreditation is either voluntary or where an external accrediting body does not exist for that field. Often, the recognition is required from licensing agencies. As long as the program provides evidence of meeting the minimum competencies of the licensure body, that program can continue to prepare students for licensure in that field. Without recognition, a program may be able to graduate students, but those students will not be allowed to take the licensure exam and obtain professional licensure to practice in the field.

Programs with Recognition and Accreditation.

Programs with Professional Accreditation	Programs Seeking Professional Accreditation (2022)	Programs with Professional Recognition (Licensure)
Occupational Therapy Assistant- ACOTE	Associate Degree in Nursing (ADN)-ACEN	Associate Degree in Nursing (ADN) Cosmetology Esthetics Barbering Massage Therapy
Surgical Technology- CAAHEP	Practical Nurse (PN)- ACEN	
Medical Lab Technology- NAACLS	Truck Driving- FMCA	

Data Source: SCC Dean of Academic Affairs, 4/29/21; VP of Academic Affairs, 5/13/21

KPI: % of courses aligned with industry skill standards – We currently have no programs intentionally aligned with industry skill standards.

KPI: % of programs that align with the community need index – No data available.

KPI: % of programs that align with high-skill-high wage jobs in College Service, AND
KPI: % of programs that align w/ Illinois Demand Occupations, AND
KPI: % of programs that lead to a job with a wage of $15/hr. (or more)

This table shows the living wage jobs according to the Illinois Department of Employment Security as previously shown in the *Workforce Development* measure and are aligned to current SCC programs. This is important to consider because students make program choices based off a potential wage and likelihood of regional employment.

Please note: IDES LMI data pertaining to the projection of annual job openings is generally perceived as conservative. Because we do not have adequate graduate follow-up data, we do not have the ability to verify these projections.

Programs Aligned to IDES Living Wage Jobs.

Living Wage Jobs	Shawnee Community College Program
Medical & Clinical Laboratory Technicians	Medical Laboratory Technologist
Emergency Medical Technician/Paramedic	EMT/Paramedic (Delta Health Grant)
Automotive Service Technician/Mechanic	Automotive Technology
Heavy Tractor Trailer Truck Drivers	Truck Driving
Bus Drivers	Truck Driving
Claims Adjusters, Examiners, & Investigators	Business Management AAS (AA & AS)
Carpenters	
Licensed Practical Nurses	Practical Nursing
Welders, Cutters, Solderers, and Brazers	Welding
Police & Sheriff Patrol Officers	Criminal Justice
General and Operations Managers	Business Management AAS (AA & AS)
Medical Records/Health Information Technicians	Medical Coding
Supervisors of Office Support Workers	Business Management AAS (AA & AS)
Dental Hygienists	
Construction Equipment Operators	
Supervisors of Production Workers	Business Management AAS (AA & AS)
Plumbers, Pipefitters, and Steamfitters	
Industrial Machinery Mechanics	
Registered Nurses	Associate Degree Nursing
HVAC Mechanics and Installers	Heating/Ventilation/AC/Refrigeration
Electricians	Basic Residential Electricity
Correctional Officer & Jailers	Criminal Justice
Business Operations Specialist	Business Management AAS (AA & AS)
Supervisors of Mechanics, Installers, and Repairers	Business Management AAS (AA & AS)
Supervisors of Construction Workers	Business Management AAS (AA & AS)
Managers, all Other	Business Management AAS (AA & AS)

This table is the same living wage list sorted by high demand (annual openings) in our work area.

Programs Aligned to IDES Living Wage Jobs with Annual Openings ≥ 10.

Living Wage Jobs (Annual Openings ≥10)	Shawnee Community College Program
Emergency Medical Technician/Paramedic	EMT/Paramedic (Delta Health Grant)
Automotive Service Technician/Mechanic	Automotive Technology
Heavy Tractor Trailer Truck Drivers	Truck Driving
Bus Drivers	Truck Driving
Carpenters	
Licensed Practical Nurses	Practical Nursing
Welders, Cutters, Solderers, and Brazers	Welding
Police & Sheriff Patrol Officers	Criminal Justice
General and Operations Managers	Business Management AAS (AA & AS)
Supervisors of Office Support Workers	Business Management AAS (AA & AS)
Construction Equipment Operators	
Supervisors of Production Workers	Business Management AAS (AA & AS)
Plumbers, Pipefitters, and Steamfitters	
Industrial Machinery Mechanics	
Registered Nurses	Associate Degree Nursing
Electricians	Basic Residential Electricity
Correctional Officer & Jailers	Criminal Justice
Business Operations Specialist	Business Management AAS (AA & AS)
Supervisors of Mechanics, Installers, and Repairers	Business Management AAS (AA & AS)
Supervisors of Construction Workers	Business Management AAS (AA & AS)
Managers, all Other	Business Management AAS (AA & AS)

The table on the next page contains information provided by the Academic Dean to show how our programs address IL high-demand/high-skill, living wage jobs. The programs highlighted reflect those in the previous table (high-demand jobs in our service area).

Programs Aligned to IL jobs with Growth Rate > 10

Programs that Align to IL High Demand Jobs (Occupations with a Growth Rate > 10)	24/48 (50%)
Computer System and Security Specialist Massage Therapy (on books but we are not enrolling students) Occupational Therapy Assistant Gerontology Aide Associate Degree Nursing Accounting Truck Driving Medical Assistant Criminal Justice Heating, Ventilation, AC, Refrigeration (HVAC) Construction Management of Laborers Agriculture Business Management Social Work Esthetics Diesel Mechanics Basic Residential Electricity Welding Automotive Technology Nail Technology Cosmetology Agriculture Business and Management Auto Body Fish and Wildlife Management	
Programs that Align to IL High Skill High Wage Jobs	**10/48 (21%)**
Business Management Computer System and Security Specialist Associate Degree Nursing Accounting Medical Office Assistant Certified Nurse Assistant Cosmetology Automotive Service Technology Diesel Technology Practical Nursing	
Programs that Align to Jobs that Lead to at least $15/hr in College Service Area	**13/48 (27%)**
Computer System and Security Specialist Criminal Justice Construction Management of Laborers Occupational Therapy Assistant Business Management Basic Residential Electricity Heating, Air Conditioning, Associate Degree Nursing Social Work Accounting Fish and Wildlife Management Surgical Technology Practical Nursing	

Data Source: IDES, https://www2.illinois.gov/ides/lmi/Pages/Employment_Projections.aspx

KPI: % of AAS programs that have an experiential learning component

Experiential Learning

Experiential learning integrates knowledge and theory learned in the classroom with practical application in a real-life work setting related to a student's field of interest. At Shawnee Community College (SCC) these learning opportunities are typically referred to as internships, externships, clinical, practicums, field experiences, service learning and cooperative education.

- An internship is a temporary position which emphasizes on-the-job training rather than merely employment, and it can be paid or unpaid.
- Externship is defined as a temporary training program in a workplace, especially one offered to students as part of a course of study.

(While internships and externships are similar, there are some unique differences. Internships are longer in duration and can last from 2-3 months up to an entire semester. Externships are generally for a shorter period of time. Students serving as interns are expected to be given meaningful projects, assigned responsibilities and have work-like deadlines and are expected to achieve common course outcomes. While externships also have common course outcomes, they are viewed as more "job shadowing" and responsibilities assigned to the student are minimal. Internships may be paid or unpaid, where externships are generally unpaid.

- Clinical and practicums are commonly associated with programs in the health professions and are designed to give students supervised practical application of a previously or concurrently studied theory. Offered as credit courses with common course outcomes, clinical and practicum placements are unpaid and are taken during the semester and vary from regular one-day placements to block periods of several weeks or months.
- Field Experiences are offered as a portion of a credit course where students are expected to achieve course learning outcomes designed to enhance their academic and personal development in preparation for careers. Students are placed in unpaid off campus part-time work settings.
- Service learning opportunities allow students to participate in an unpaid community service activity that is related to the academic objectives of a student's major field of study. Students gain relevant, hands-on experience while improving the quality of life of citizens in the community.
- Cooperative education (Co-op) offers students an opportunity to supplement their classroom instruction with real life work experience. While not associated with specific learning objectives, co-op placements are paid positions and allow students to gain work experience while further developing their career skills and abilities.

Research suggests participation in field experiences, such as internships, helps students find employment upon graduation. Additionally, students who participated in internships tended to have higher grade point averages and received higher entry wage offers (Callanan & Benzing, 2004; Gault, Redington & Schlager, 2000; Knouse, Tanner, & Harris, 1999; National Association of Colleges and Employers Center for Career Development and Talent Acquisition, 2017, 2019).

Courses with Experiential Learning.

Experiential Learning	
Courses with Field Experiences ***Data Source: IT, Database, 5/14/21, "Intern Extern Course Enrollment Chart", VP of AA, 5/18/21***	ECE 101 - Introduction to Early Childhood Education EDU 110 - Introduction to Education OTA 217 & 218- Field Experience I & II PSY 220 - Psychology of Human Development Lab
Courses with Internships ***Data Source: IT, Database, 5/14/21, "Intern Extern Course Enrollment Chart"; VP of AA, 5/18/21***	AGR-0197- Supervised Occupational Exp Internship BUS-0195- Mid Management Internship BUS-0197- Construction Management Internship CJ-199- Criminal Justice Internship COM-0196- Computer Info. Sys Internship COS-160- Cosmetology Internship MA-108- Medical Assistant Internship IMS-0197- Information Processing Internship SW-0199- Social Work Internship TDR-0198- Truck Driving Internship
Courses with Clinical Experiences ***Data Source: VP of AA, 5/18/21***	ADN-223 & 242 & 246- Medical-Surgical Nursing Clinical I, 11, & III ADN 225- Nursing Care of Mother & Child Clinical ADN 243- Mental Health Nursing Clinical MLT-251 & 252- Clinical Rotation I & II PN 115 & 116 & 119- Clinical Nursing I, ii, & III PN 117- Obstetric Clinical STP-123 & 226& 229- Clinical Rotation I, II, & III
AAS Programs with Experiential Learning Component (9/48 programs, 18.75%) ***Data Source: Dean of Academic Affairs, 5/18/21***	ADN (Clinicals) Agriculture Business and Management (Internship) Business Management (Internship) Computer Systems and Security Specialist (Internship) Construction Management of Laborers (Internship) Criminal Justice (Internship) Fish and Wildlife Management (Internship) Information Processing Technology (Internship) Social Work (Internship)

Recommendations

- College should establish a standard where all CTE programs should obtain an external accreditation/certification where one exists. This will elevate community perception of the quality of our CTE programs.
- College should examine reestablishing a CTE program standard where each program has an experiential component.
- College should develop a community needs index that anticipates local job supply and demand to use for program improvement and new program development.
- College should look at ways to expand and improve the automotive technology program that allows students to obtain ASE certification.
- College should integrate high-definition cadaver training experiences into the Life Science courses to provide them with a more relevant learning experience.
- College should pilot the use of A/R (Augmented Reality), V/R (Virtual Reality), and/or M/R (Multiple Reality) to enhance learning in select courses.
- College should implement the Medical Assistant Program.
- College should evaluate potential expansion of the HVAC program.
- College should evaluate the feasibility of developing an Industrial Mechanics program.
- College should explore options to improve relevance of Information Technology and Health Information Technology programs

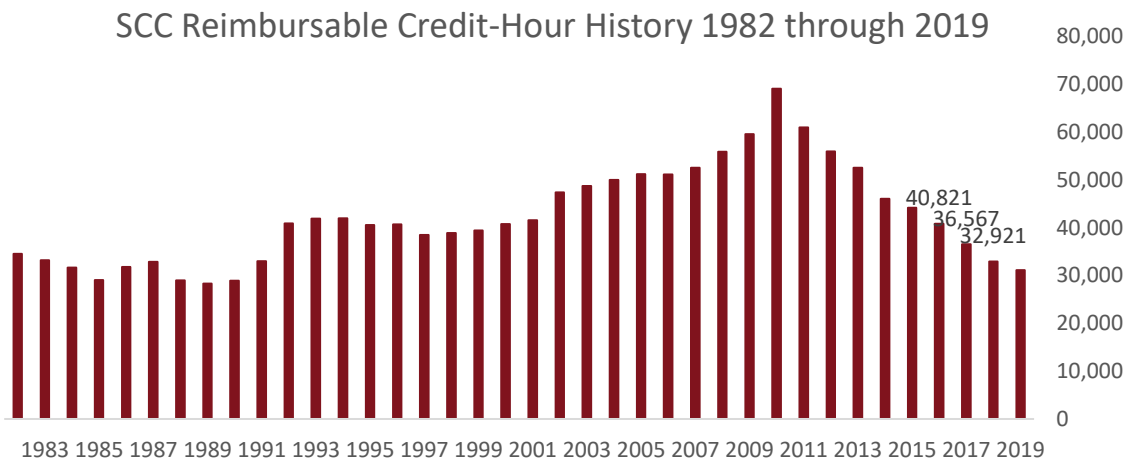
Enrollment

Introduction

Enrollment reflects the College's ability to recruit new students and support them throughout the advisement and registration process to ensure they persist until completion of their plan of study/program. The Enrollment KPA contains ten measures of effectiveness- recruitment, inquiries, applications, advising, registrations, credit-hours, full-time equivalency (FTE), headcount, section fill rate, and market penetration. Recommendations for advising, registrations, credit-hours, full-time equivalency (FTE), and headcount are grouped together in one section to demonstrate the importance of integrating these systems and processes for optimal impact on enrollment.

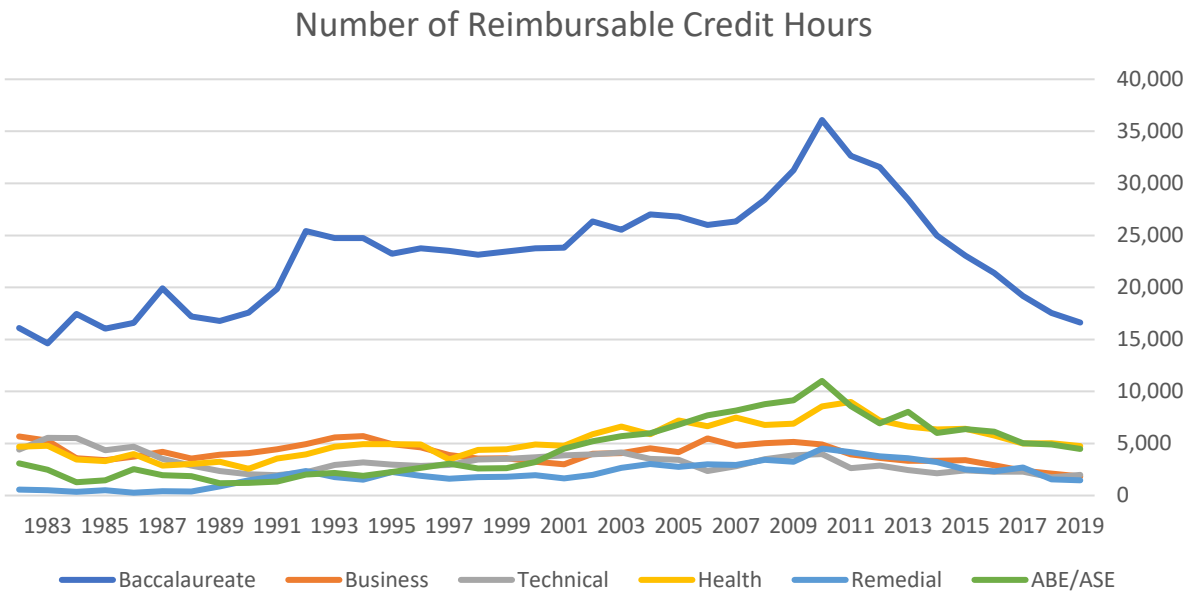
The introductory charts show the history of our enrollment, overall, over the past 30 or more years. In addition, the charts show the breakdown of the enrollment in the areas of dual credit, adult, remedial, health, technical, business, and baccalaureate education.

Reimbursable Credit Hour History.



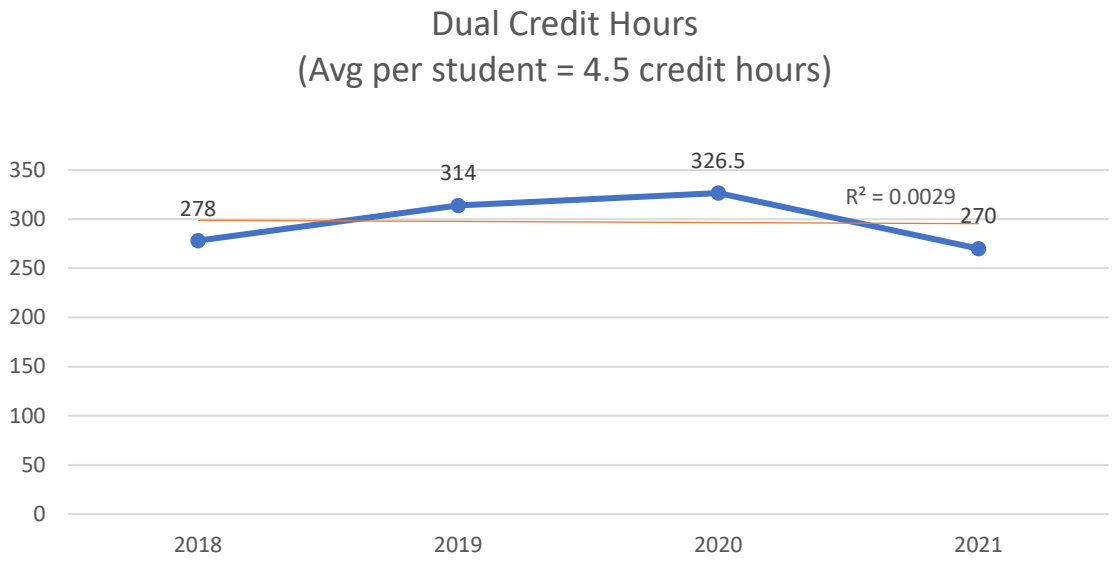
Data Source: https://www.iccb.org/data/data-characteristics/ *President Taylor, "Reimbursable Credit-Hour History"*

Number of Total Reimbursable Credit Hours.



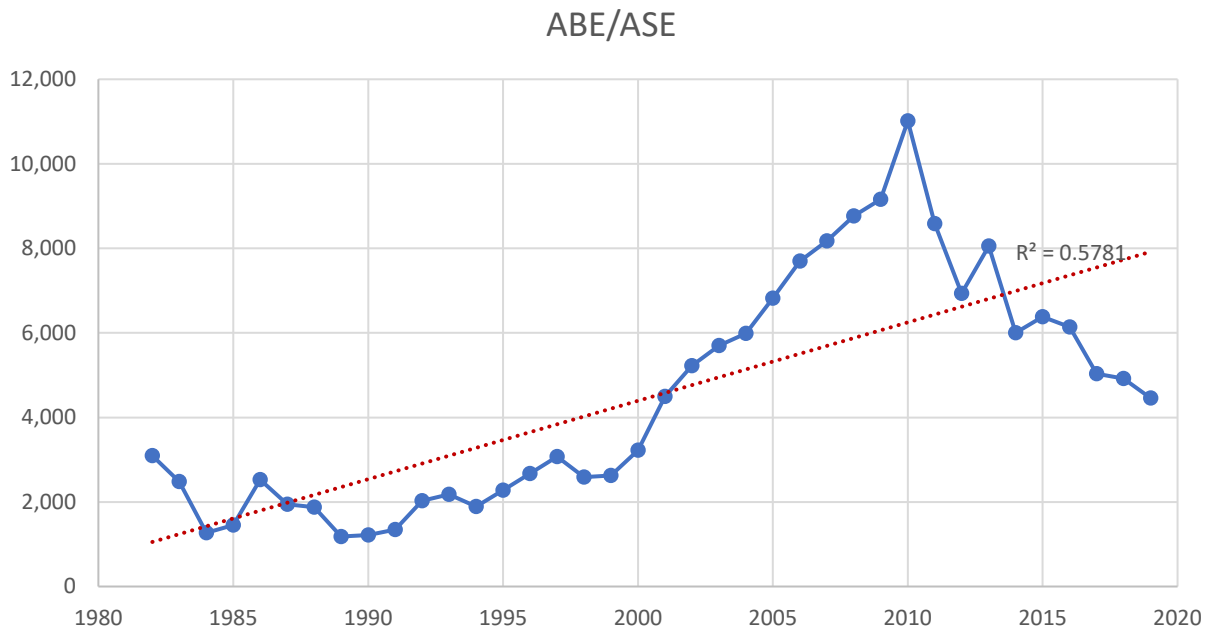
Data Source: https://www.iccb.org/data/data-characteristics/ *President Taylor, "Reimbursable Credit-Hour History"*

Number of Dual Credit Hours per Academic Year.



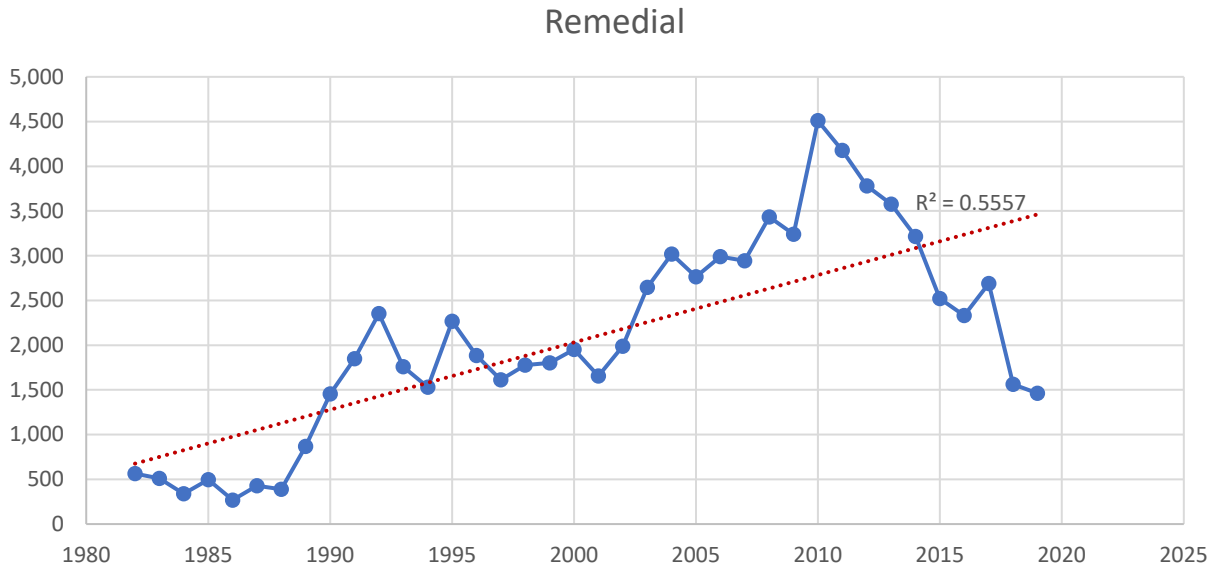
Data Source: SCC IT, Database, 5/24/21, "Dual Credit Headcount & Credit Hours"

Number of Adult Education Credit Hours per Academic Year.



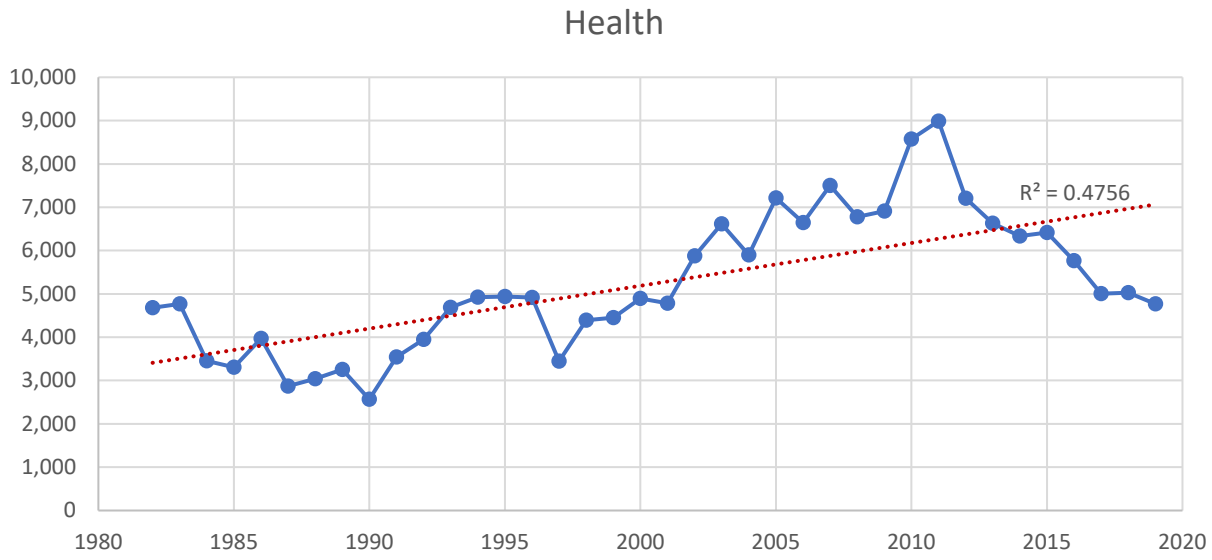
Data Source: https://www.iccb.org/data/data-characteristics/ *President Taylor, "Reimbursable Credit-Hour History"*

Number of Remedial Education Credit Hours per Academic Year.



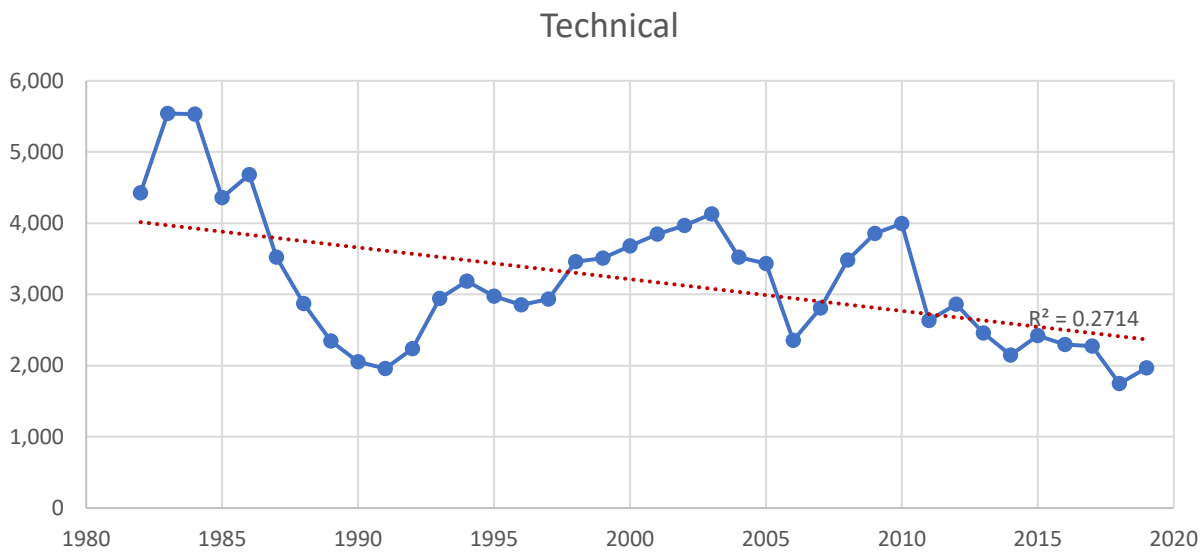
Data Source: https://www.iccb.org/data/data-characteristics/ *President Taylor, "Reimbursable Credit-Hour History"*

Number of Health Education Credit Hours per Academic Year.



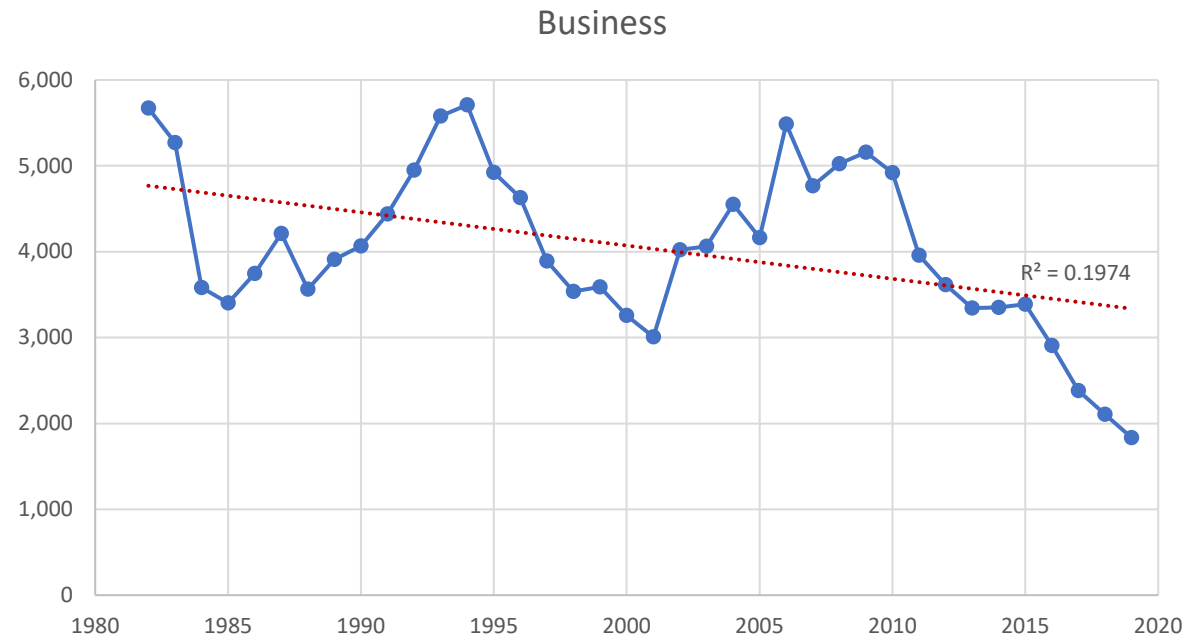
Data Source: https://www.iccb.org/data/data-characteristics/ *President Taylor, "Reimbursable Credit-Hour History"*

Number of Technical Education Credit Hours per Academic Year.



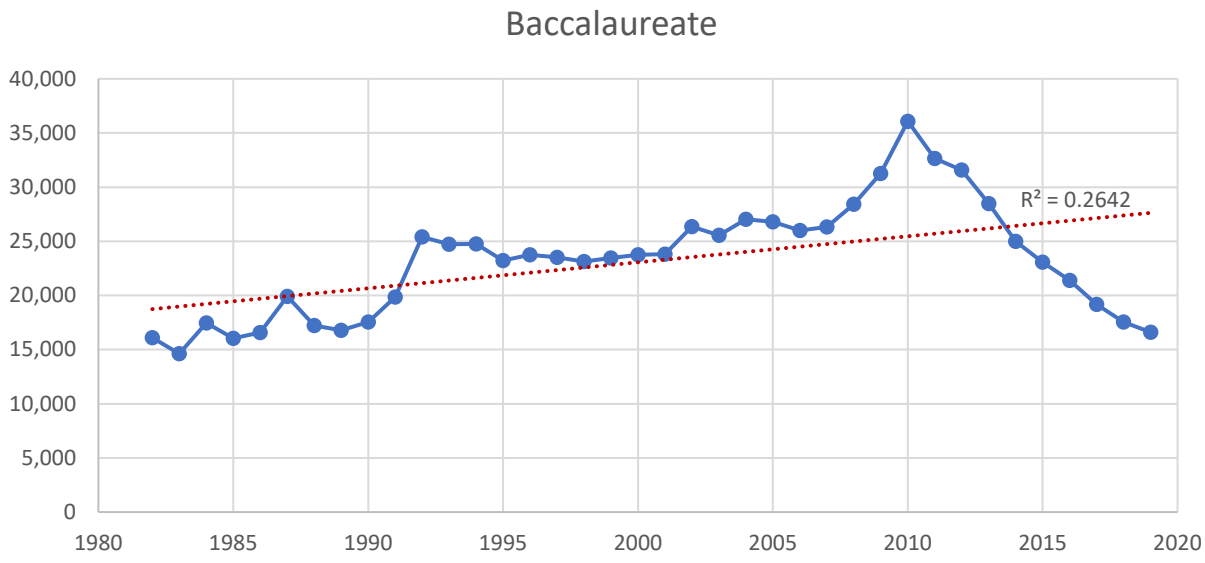
Data Source: https://www.iccb.org/data/data-characteristics/ *President Taylor, "Reimbursable Credit-Hour History"*

Number of Business Education Credit Hours per Academic Year.



Data Source: https://www.iccb.org/data/data-characteristics/ *President Taylor, "Reimbursable Credit-Hour History"*

Number of Baccalaureate Credit Hours per Academic Year.



Data Source: https://www.iccb.org/data/data-characteristics/ *President Taylor, "Reimbursable Credit-Hour History"*

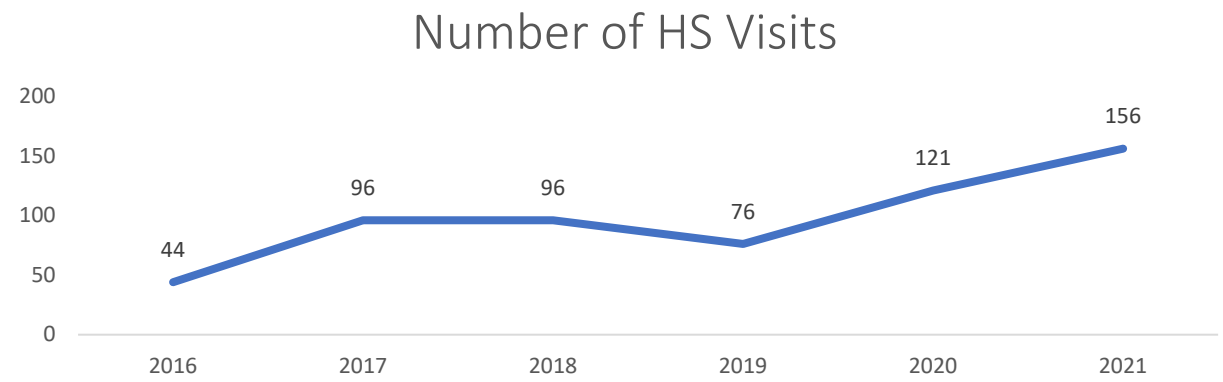
Recruitment

The purpose of this measure to communicate the impact of our recruitment efforts on the overall enrollment process.

KPI: Number of HS visits by SCC employees

We do not track this information formally in one database. Each recruiter keeps his/her own record. Below is a summary of their records. It should be noted that, in 2019, the President at the time eliminated high school visits, which may account for the lower number that year. The numbers in 2020 and 2021 include Vienna HS which is also the Extension Center. This may inflate the numbers in those years. Talent Search, which is a grant-funded TRIO program, also is in several of our high schools but did not keep track of numbers/dates/high schools visited.

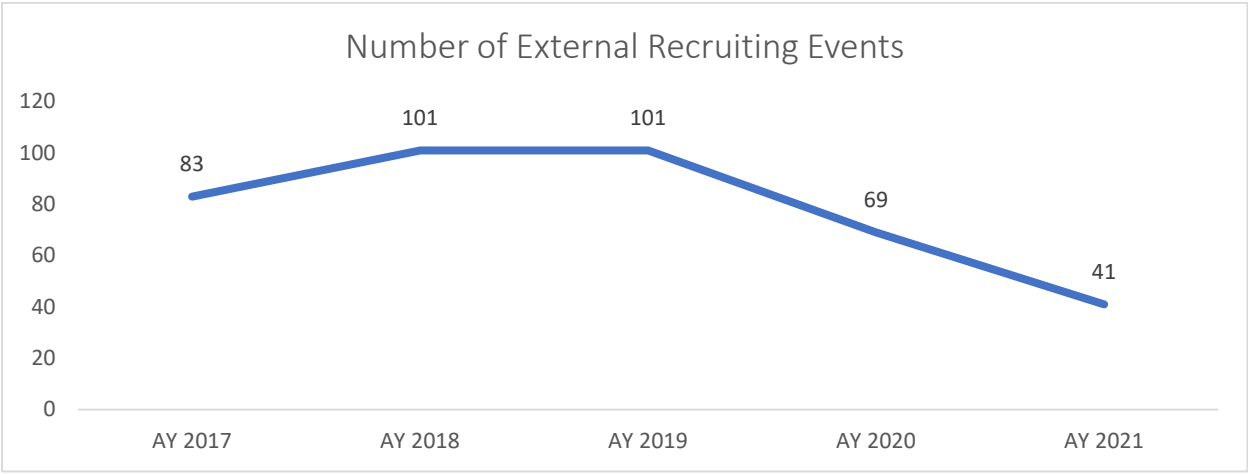
Number of High School Visits by Recruiters.



Data Source: VP of Student Success

KPI: Number of external recruiting events attended

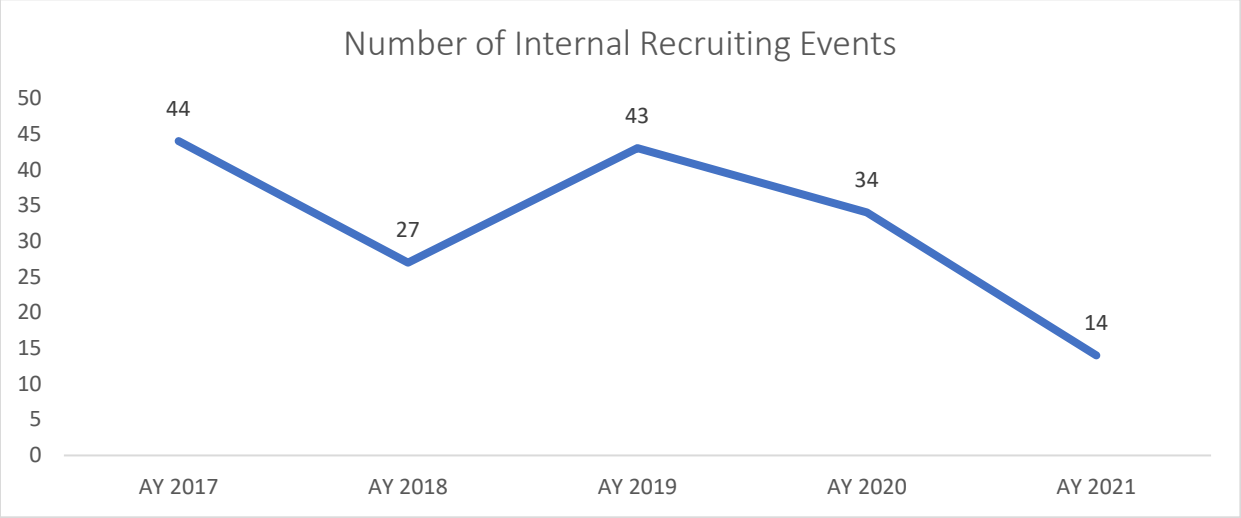
Number of External Recruiting Events.



Data Source: VP of Student Success

KPI: Number of internal recruiting events hosted

Number of Internal Recruiting Events.

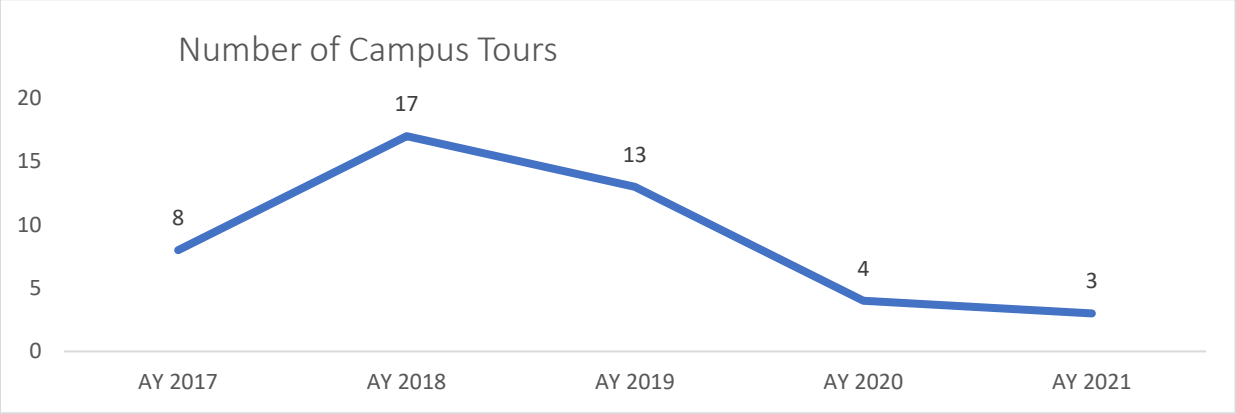


Data Source: VP of Student Success

KPI: Number of campus tours provided

The numbers below are estimates and do not include athletic recruiting tours nor any special events that included campus tours.

Number of Campus Tours.



Data Source: VP of Student Success

KPI: Number of alumni participating with events – We currently do not track this information.

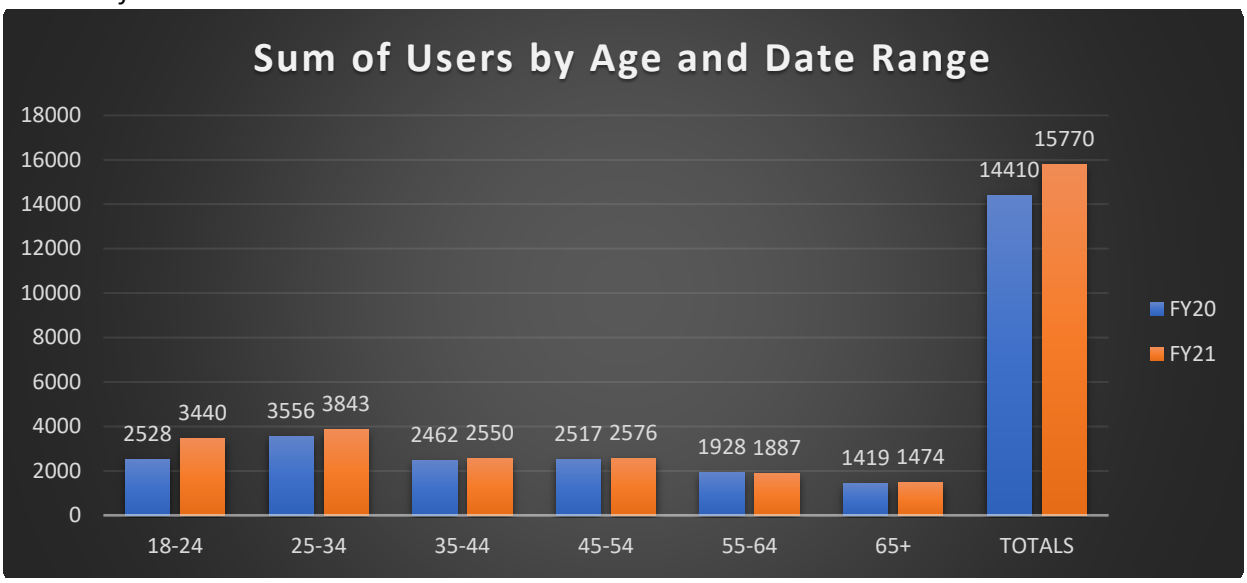
KPI: Number of students indicating SCC is their first choice – We can no longer get this information from the FAFSA.

Data Source: VP of Student Success

KPI: Website traffic volume

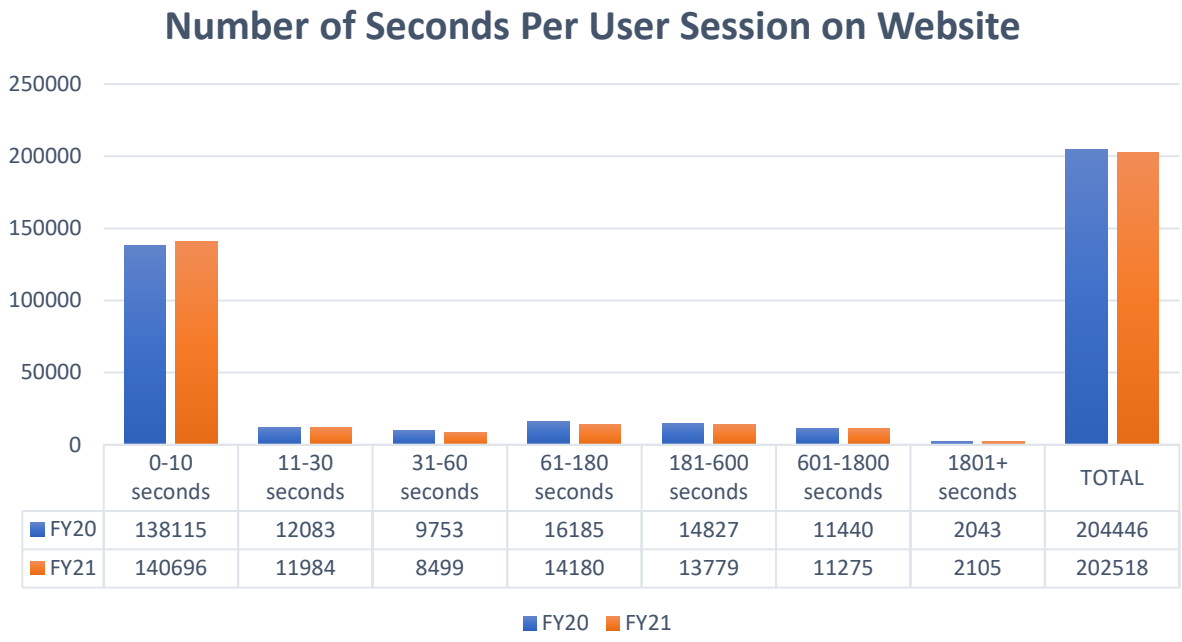
Traffic volume is the number of new and returning visitors we have to our page.

Number of Website Users.



Data Source: Rob Betts, 5/10/21, Google Analytics

Number of Seconds Per User on Website.



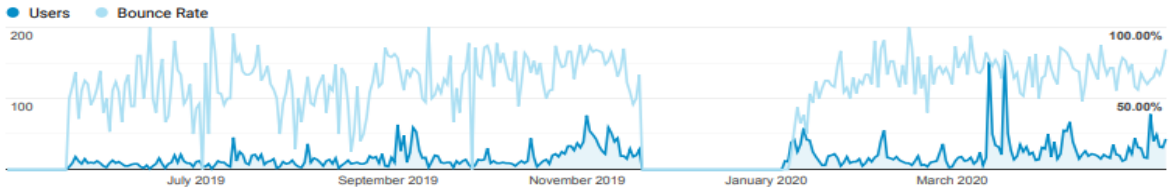
	0-10 seconds	11-30 seconds	31-60 seconds	61-180 seconds	181-600 seconds	601-1800 seconds	1801+ seconds	TOTAL
FY20	138115	12083	9753	16185	14827	11440	2043	204446
FY21	140696	11984	8499	14180	13779	11275	2105	202518

Data Source: Rob Betts, 5/12/21, Google Analytics

KPI: Number of website traffic referrals

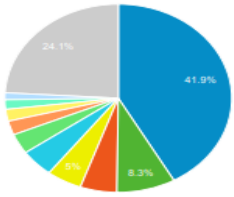
This is a way for SCC to measure how many people came to our site from other websites. The originating site "refers" traffic from one place to the next. For example, WSIL might run a story online about SCC enrollment that includes a link to our site. The traffic generated from their site to ours is a website traffic referral. The charts below show the website traffic from **May 2019-May 2020**.

Website Traffic Referrals, May 2019-May 2020.



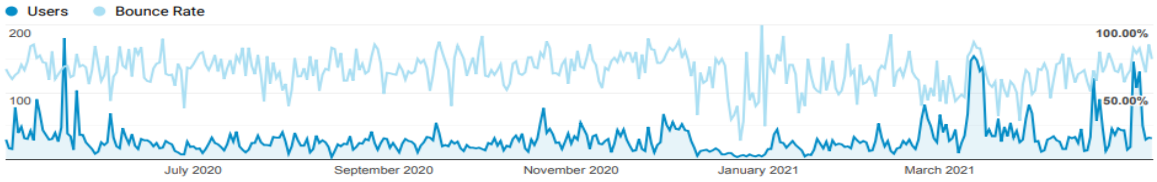
Source	Users	Users
	4,161 % of Total: 5.46% (76,266)	4,161 % of Total: 5.46% (76,266)
1. m.facebook.com	1,768	41.86%
2. facebook.com	352	8.33%
3. baidu.com	221	5.23%
4. click.appcast.io	212	5.02%
5. trafficbot4free.xyz	201	4.76%
6. l.facebook.com	146	3.46%
7. en.wikipedia.org	102	2.41%
8. en.m.wikipedia.org	86	2.04%
9. shawcc.remote-learner.net	69	1.63%
10. accreditedschoolsonline.org	50	1.18%

Contribution to total: Users

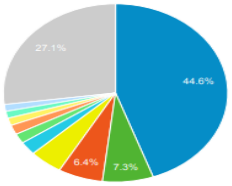


Data Source: Rob Betts, 5/19/21, Google Analytics

Website Traffic Referrals, May 2020-May 2021.



Source	Users	Users	Contribution to total: Users
	6,393 % of Total: 7.54% (84,776)	6,393 % of Total: 7.54% (84,776)	
1. m.facebook.com	2,925	44.55%	
2. facebook.com	480	7.31%	
3. l.facebook.com	423	6.44%	
4. shawcc.remote-learner.net	315	4.80%	
5. lm.facebook.com	159	2.42%	
6. seotipstutorial1.blogspot.com	117	1.78%	
7. en.wikipedia.org	114	1.74%	
8. classroom.google.com	89	1.36%	
9. en.m.wikipedia.org	83	1.26%	
10. wsiltv.com	82	1.25%	



Data Source: Rob Betts, 5/19/21, Google Analytics

KPI: Inbound links and volumes

Inbound Links are hyperlinks (clickable links) that are placed on the web, such as another business's website that directs prospective students or others to our site. The inbound links benefit us for Search Engine Optimization (SEO) ranking. Google and other search engines utilize how many inbound links we receive as a measure to determine a website's ranking. No data available at this time.

KPI: Number of new users

Number of New Website Users.

Date Range	New Users
FY20	77039
FY21	72963

Data Source: Rob Betts, 5/10/21, Google Analytics

KPI: Number of impressions

There are different kinds of impressions depending on the channel/source you are using, including social media channels and Google Analytics Impressions. Impressions refer to the number of times our ad was potentially seen by someone. It tells us that someone saw the ad in a search or paid placement or on our, but it does not gauge the number of clicks tell you how many times your ad/search result was engaged with. No data available at this time.

KPI: Number of new Email subscribers – No data available.

KPI: Number of Social media followers

Social Media Followers.

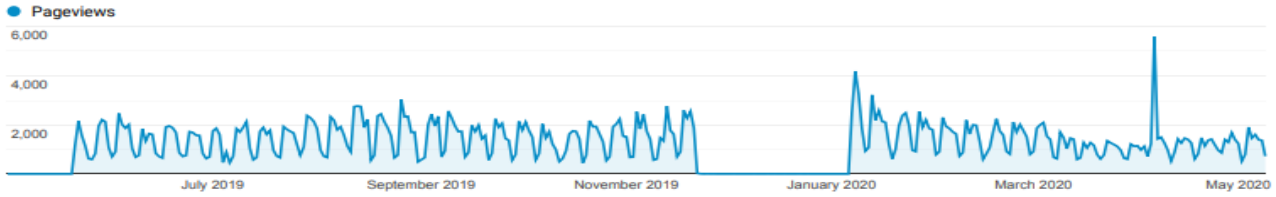
As of May 7, 2021	Shawnee CC (3,344)	% per enrollment	John A Logan (11,890)	% per enrollment	WKCTC (4895)	% per enrollment	SIC (3778)	% per enrollment
YouTube	41	1.22%	42	.35%	370	7.56%	180	4.76%
Instagram	933	27.90%	1599	13.45%	1624	33.18%	1202	31.82%
Twitter	1062	31.76%	2448	20.59%	2252	46%	1123	29.72%
Facebook	6447	192%	11517	96.86%	9393	192%	6938	183%

Data Source: Rob Betts, 5/7/21, "Social Media Follower"; ICCB enrollment data (Accessed 5/25/21) https://www.iccb.org/data/data-characteristics/2020-data-and-characteristics-of-the-illinois-public-community-college-system/annual-enrollment-and-completion-data-2020/ ; WKCTC enrollment data (Accessed 5/25/21) https://westkentucky.kctcs.edu/about/college-at-a-glance/

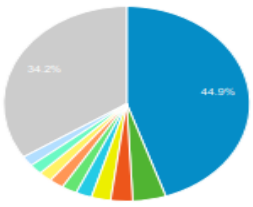
KPI: Number of pages and posts viewed

These charts show the number of page views on the SCC website. The top link refers to the SCC home page.

Number of Page Views, May 2019-May 2020.

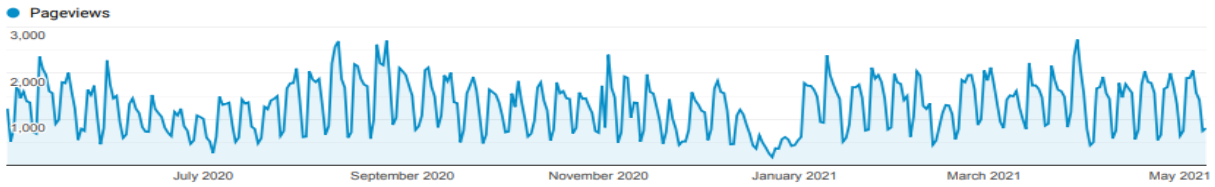


Page	Pageviews	Pageviews
	455,528 % of Total: 100.00% (455,528)	455,528 % of Total: 100.00% (455,528)
1. /	204,342	44.86%
2. /student-resources	19,831	4.35%
3. /about	13,092	2.87%
4. /community-services/employment-opportunities	11,539	2.53%
5. /student-resources/library	9,571	2.10%
6. /athletics	9,112	2.00%
7. /academics/degree-plans	8,680	1.91%
8. /academics	7,977	1.75%
9. /admissions	7,874	1.73%
10. /about/contact	7,734	1.70%

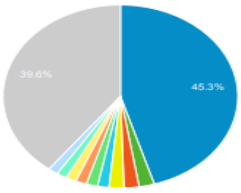


Data Source: Rob Betts, 5/19/21, Google Analytics

Number of Page Views, May 2020-May 2021



	Page	Pageviews	Pageviews	Contribution to total: Pageviews
		480,243 % of Total: 100.00% (480,243)	480,243 % of Total: 100.00% (480,243)	
1.	/	217,775	45.35%	
2.	/student-resources/library/databases	10,115	2.11%	
3.	/academics/programs	9,957	2.07%	
4.	/community-services/employment-opportunities	9,681	2.02%	
5.	/student-resources	7,565	1.58%	
6.	/athletics/mens-basketball	7,472	1.56%	
7.	/about/contact	7,250	1.51%	
8.	/athletics/baseball	6,991	1.46%	
9.	/athletics	6,660	1.39%	
10.	/admissions	6,588	1.37%	



Data Source: Rob Betts, 5/19/21, Google Analytics

KPI: Number of email opens and clicks – No data available at this time.

KPI: Number of people participating in chatbots

KPI: Click-through rate

This is a metric in Google Analytics under the Adwords section. Our click-through is equal to the number of clicks an ad receives divided by the number of impressions for the ad. We can look at CTR in terms of newspaper advertising where a click-through would be a person seeing our ad on a newspaper page (the impression) and acting on that ad (e.g., the reader calls, emails, or visits a website listed in the ad). No data available at this time.

Data Source: Rob Betts, 5/19/21

KPI: Bounce rate

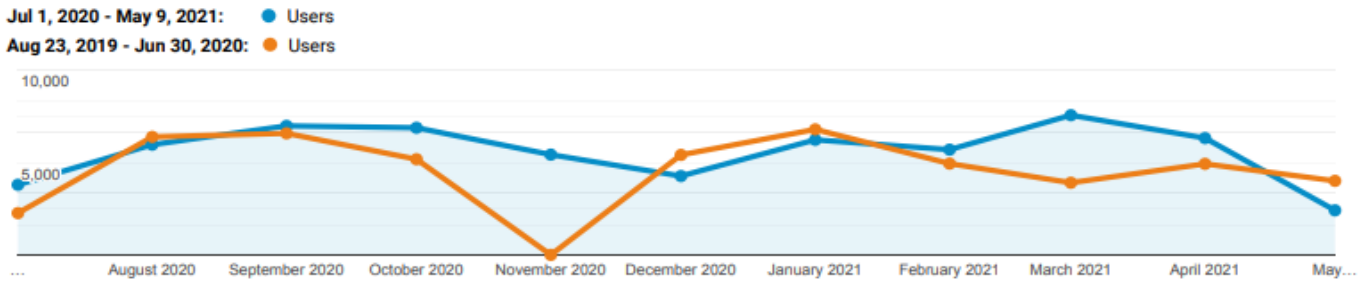
Bounce rate is a single-page visit to our website that will trigger only one request to the Google Analytics server. This happens if a user opens a single web page on our site. A bounce rate helps us measure the number of people who left our website after clicking or entering only one page. It is arguably listed in many cases as the most important metric; however, it should be considered that one reason why people may leave a website quickly is that they have found what they were looking for, perhaps by following a direct link such as a QR code or some other direct access. Additional reasons may be that they may have left our site if they were not satisfied with what they viewed, or as in the case of our home page, we

have all of our computers set to default to our main page on startup, which can also significantly increase bounce rate. Less common (but plausible considerations) could be data collection failure or technical issues.

According to Google, if the success of your site depends on users viewing more than one page, then, yes, a high bounce rate is bad. For example, if your home page is the gateway to the rest of your site (e.g., news articles, product pages, your checkout process) and a high percentage of users are viewing only your home page, then you don't want a high bounce rate.

Data Source: Rob Betts, 5/19/21

Bounce Rate, FY20 vs FY21



Data Source: Rob Betts, 5/10/21, Google Analytics

KPI: Number of people submitting email requests, AND
KPI: Number of people downloading information, AND
KPI: Number of people requesting consultation, AND
KPI: Number of telephone calls received

No actionable data available at this time. *See indicators in "Inquiries" measure below.

Recommendations

- College should create & implement recruitment processes that communicate student success, academic quality, and value.
- College needs to identify a customer resource management (CRM) tool to help manage the recruitment process.
- College needs to adapt the website in ways that will facilitate the recruitment process.
- College needs to implement a chat bot tool to respond to recruitment questions on demand.
- College should implement a virtual campus tour.
- College should capture reasons for choosing SCC in the admissions process and graduate exit survey.
- College should establish an alumni development process.
- College should implement post-graduate findings with marketing and recruitment processes.

Inquiries

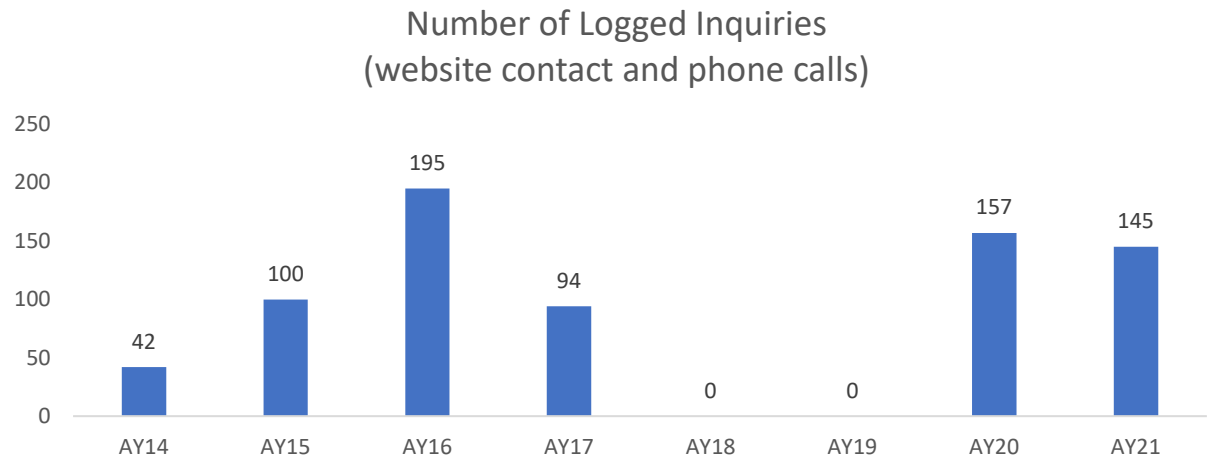
The purpose of this measure is to communicate to students in ways that will empower them to make informed and timely decisions about programs and courses.

KPI: Number of student inquiries about SCC program and services
KPI: % of students who matriculate into the institution after seeking information

Clearly, students inquire about our programs and services in multiple ways. Often, students act on these inquiries and register for courses. We do not know how effective our processes are, because we do not have a consistent and effective way to track them.

The chart below reflects an attempt to log website and phone inquiries. We know there are more inquiries than are shown on this chart.

Number of Logged Inquiries.



Logs were not kept in AY18 and AY19

Data Source: Virginia Chamness, 5/10/21, "Prospective Log"

Recommendations

- College needs to identify a customer resource management (CRM) tool to help manage the recruitment process.
- College should use the number of inquiries compared with the number of applications and the number of registrations to provide effectiveness data.

Applications

The purpose of this measure is to communicate to students the streamlined process of admission to make programs and courses accessible.

KPI: Number of applications received at a given point during registration cycle, AND
KPI: % of applications that result in registrations (Yield), AND
KPI: % of registrations that do not show (Melt)

Clearly, we receive applications, but we do not track them consistently or effectively. Because of this, we do not know how many students who apply result in registration (yield) and how many apply but do not register or show (melt).

Recommendations

- College needs to identify a customer resource management (CRM) tool to help manage the recruitment process.
- College should develop a system for tracking yield.
- College should develop a system for tracking melt.
- College should implement a process to capture reasons students choose SCC.

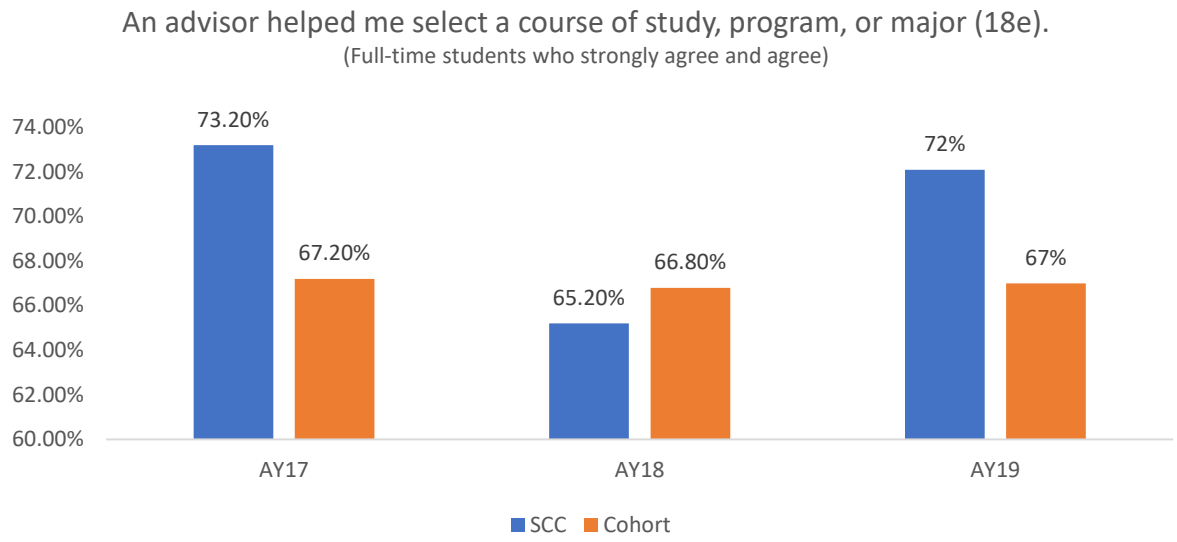
Advising

The purpose of this measure is to communicate to students that programs and courses are accessible, convenient, of quality, and will assist them in obtaining their goals.

KPI: Number of students with a declared educational goal/program

100% of our students are considered "declared". The Colleague program requires that a program be entered into the program field before the student is able to enroll. Any student who would otherwise be considered as "undeclared" is entered into Colleague as an Associate of Arts or General Studies. We do not currently track students' intended majors or goals beyond the Associate degrees (i.e. Associate of Arts at SCC with the intention of majoring in Elementary Education at a 4-year institution).

Students Reporting Receiving Help from an Advisor, 1.

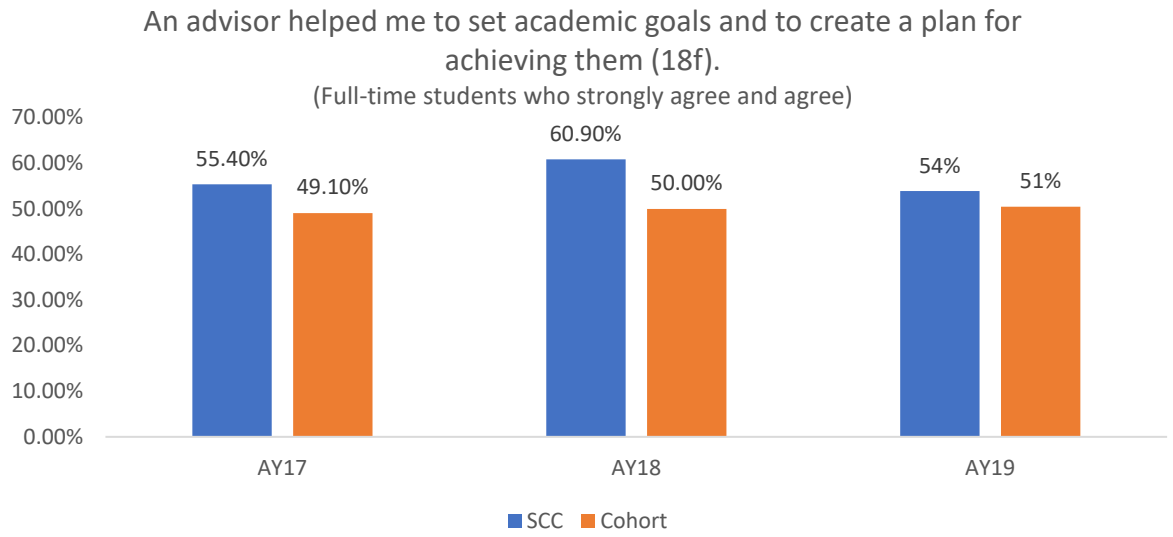


Data Source: IREP, SENSE Surveys (Accessed 5/7/21)

KPI: Number of student major changes each year – No data available.

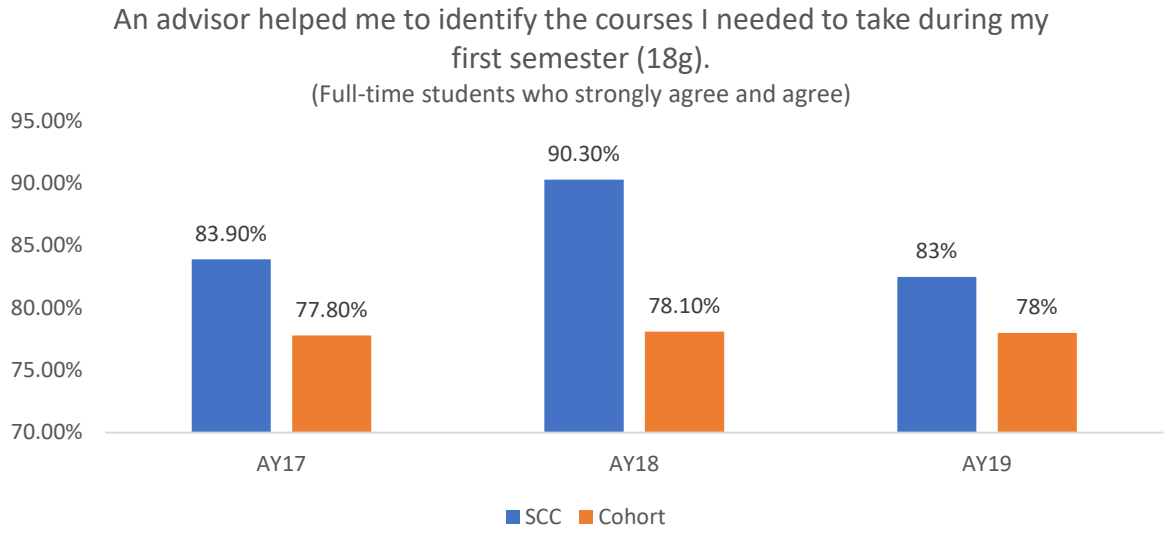
KPI: Accuracy of advising information – We are currently unable to track this information. Future, CCSSE and/or SENSE data might provide insight on this indicator.

Students Reporting Receiving Help from an Advisor, 2.



Data Source: IREP, SENSE Surveys (Accessed 5/7/21)

Students Reporting Receiving Help from an Advisor, 3.



Data Source: IREP, SENSE Surveys (Accessed 5/7/21)

KPI: Turn-around time for web-based advising

At this point, students cannot maneuver through the website from admissions to registration via the SCC website. Advisors have advised students via email, Zoom and telephone. Some steps have been made to look at online registration but there are other processes that have to be in place via Colleague before that can happen.

Data Source: VP of Student Success

KPI: Avg. number of students per advisor per week – The numbers of students seeing an advisor for enrollment, add/drop, or degree audit by month beginning October 2017 are below. The current count is being done by hand. IT is looking into a way to do this in Colleague to have the ability to run actionable reports.

Number of Students Seeing an Advisor.

	2017	2018	2019	2020	2021
January		951	1095	1048	786
February		195	222	238	145
March		106	200	79	199
April		911	683	300	602
May		1367	834	360	
June		368	354	161	
July		1606	299	309	
August		343	1117	618	
September		659	145	108	
October	110	316	226	125	
November	776	639	724	431	
December	805	466	746	241	

Data Source: VP of Student Success

KPI: Time spent per student advising
Advising appointments are blocked in 30-minute increments. We do not formally keep a record of advising appointments in one database.

KPI: Student satisfaction w/ admission processes and procedures – We do not currently collect this information.

KPI: % of students changing majors – No data available.

Recommendations

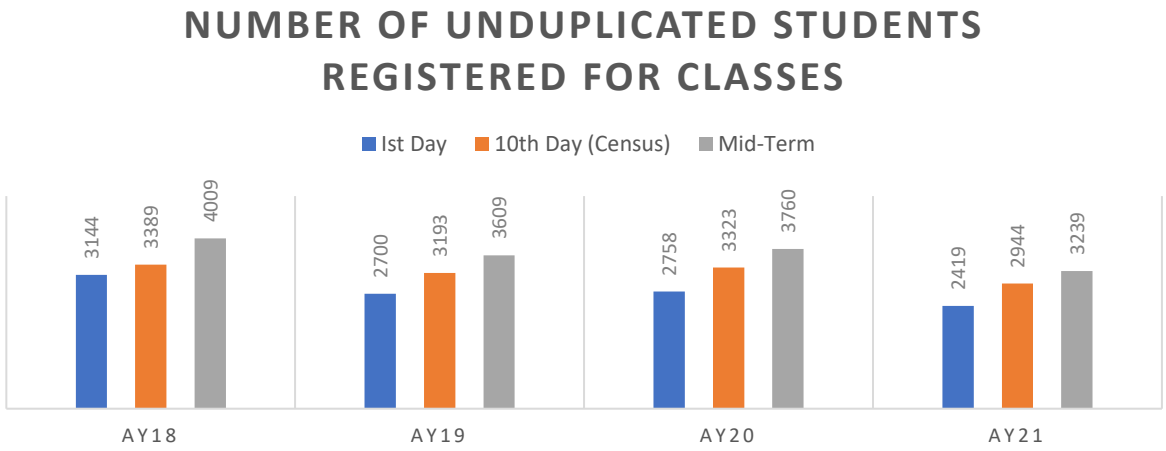
- College needs to identify a customer resource management (CRM) tool to help manage the advisement process.
- College should develop a way to scale advising services including web advising strategies.
- College should consider mandatory advising for first-time students.
- College should ensure all dual credit students receive academic advising from SCC advisors.

Registrations

The purpose of this measure is to communicate the registration trends across various points during the semester.

KPI: Number of (unduplicated) students registered for classes at a given point during registration cycle

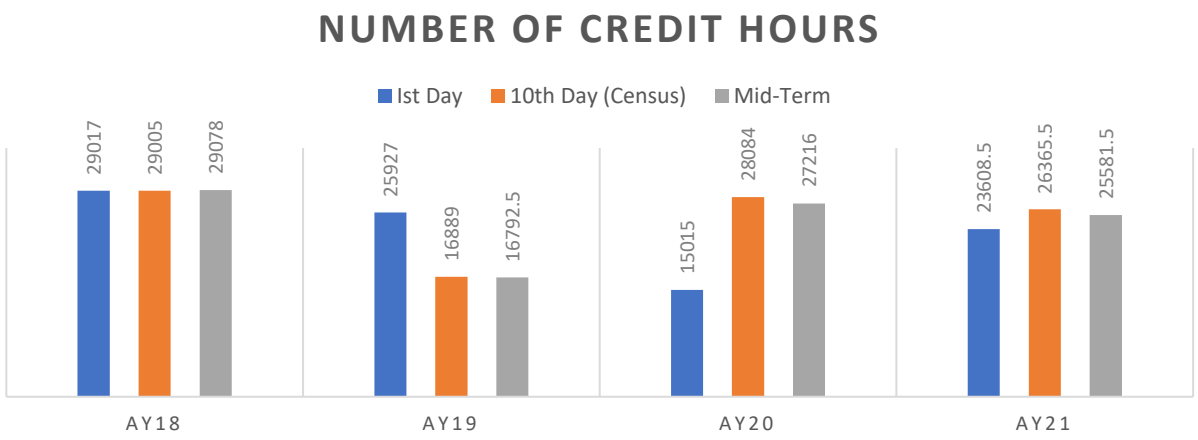
Unduplicated Registrations 1st day, Mid-Term, Final.



Data Source: SCC IT, Database 5/6/2021, "Census Day Comparisons"

KPI: Number of credit-hours registered at a given point during a registration cycle

Number of Credit Hours 1st day, Mid-Term, Final.



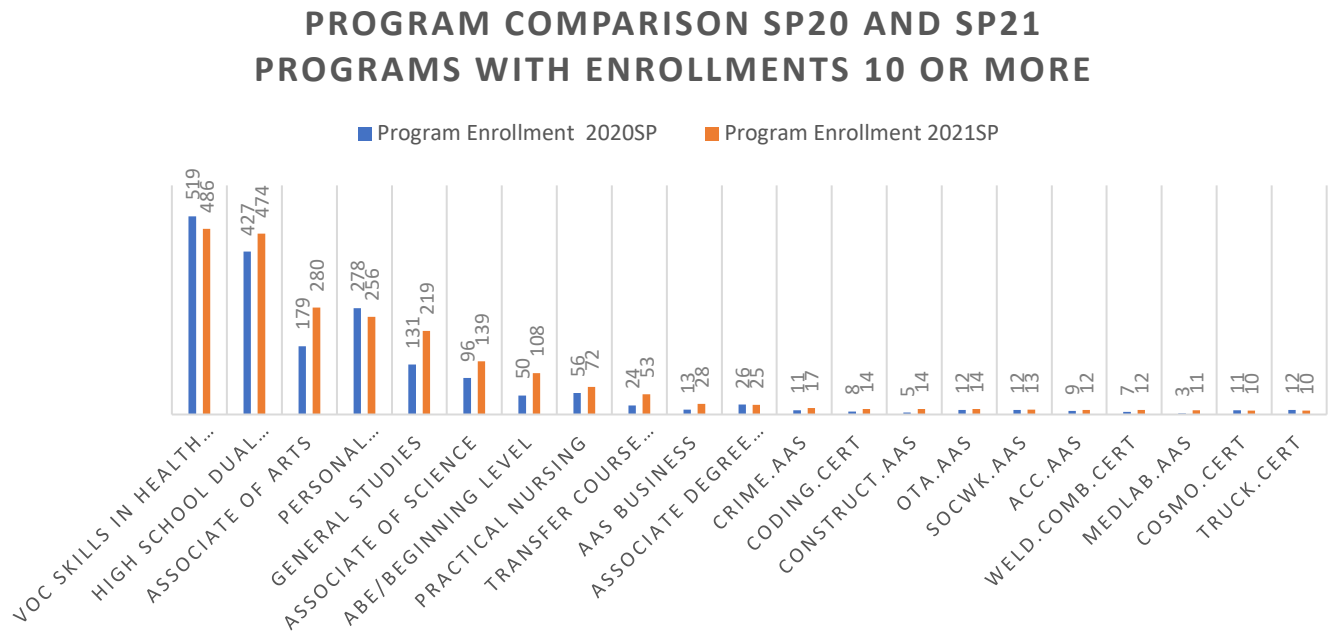
Data Source: SCC IT, Database 5/6/2021, "Census Day Comparisons

Credit-Hours

The purpose of this measure is to communicate the importance of advisement and registration processes on the number of credit hours for which students are enrolled.

KPI: Program Enrollment Comparisons (programs with enrollments of 10 or more)

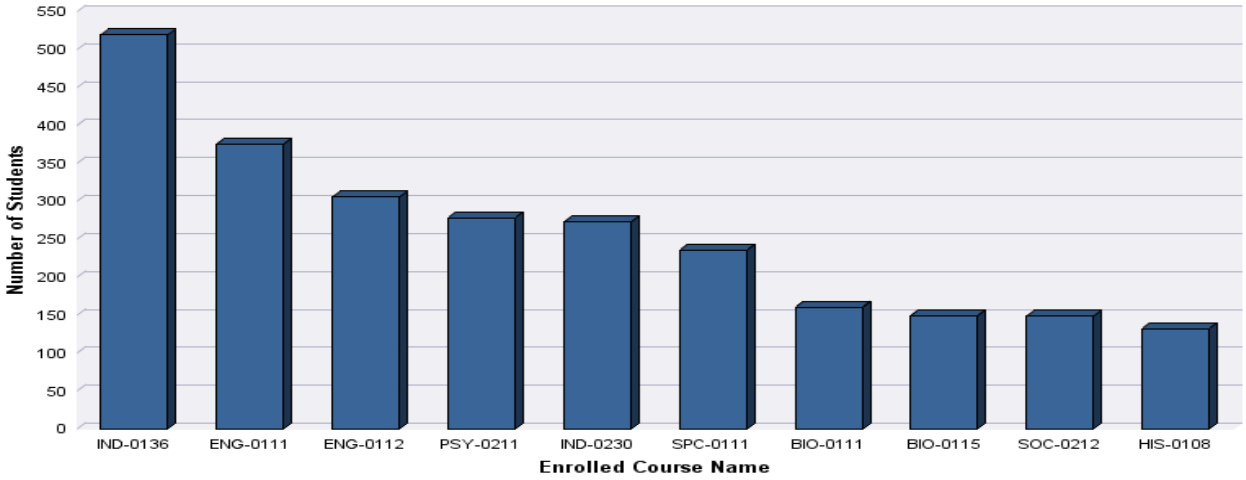
Programs with Enrollments of ≥ 10.



Data Source: SCC IT, Database, 5/10/21, "Program Comparison"

KPI: Courses with the highest enrollments

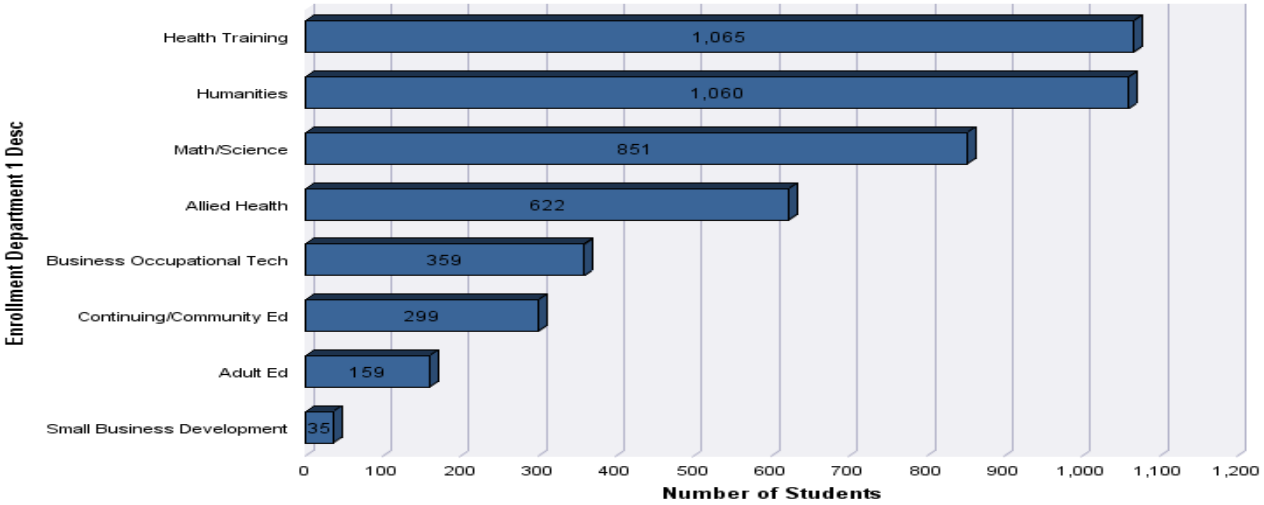
Courses with Highest Enrollment, 2020-2021.



Data Source: SCC IT, Database, 5/16/21, "Enrollment Charts"

KPI: Departments with the highest enrollments

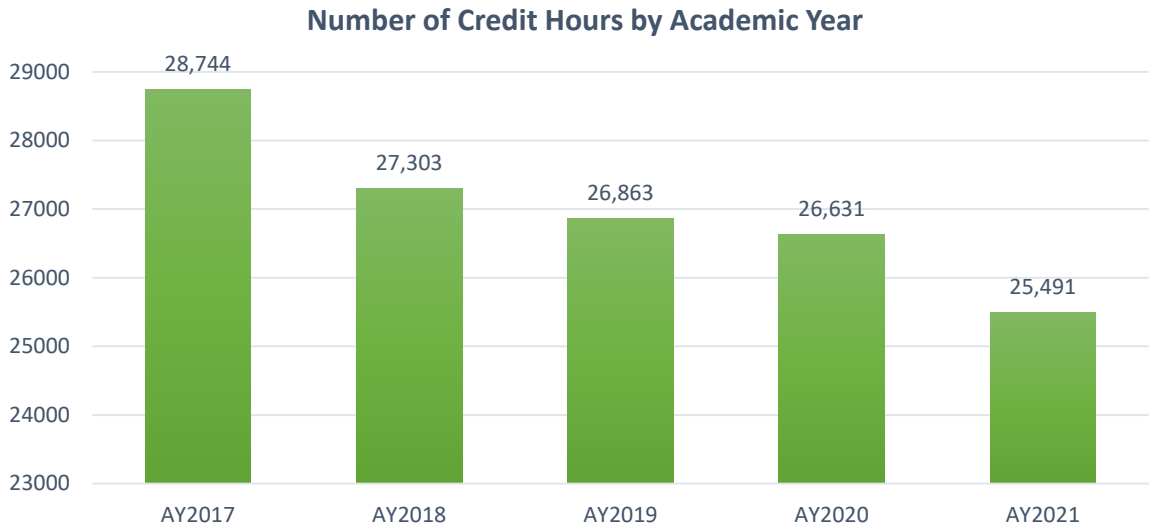
Departments with Highest Enrollment, 2020-2021.



Data Source: SCC IT, Database, 5/16/21, "Enrollment Charts"

KPI: Number of credit-hours, AND
KPI: credits earned by academic year

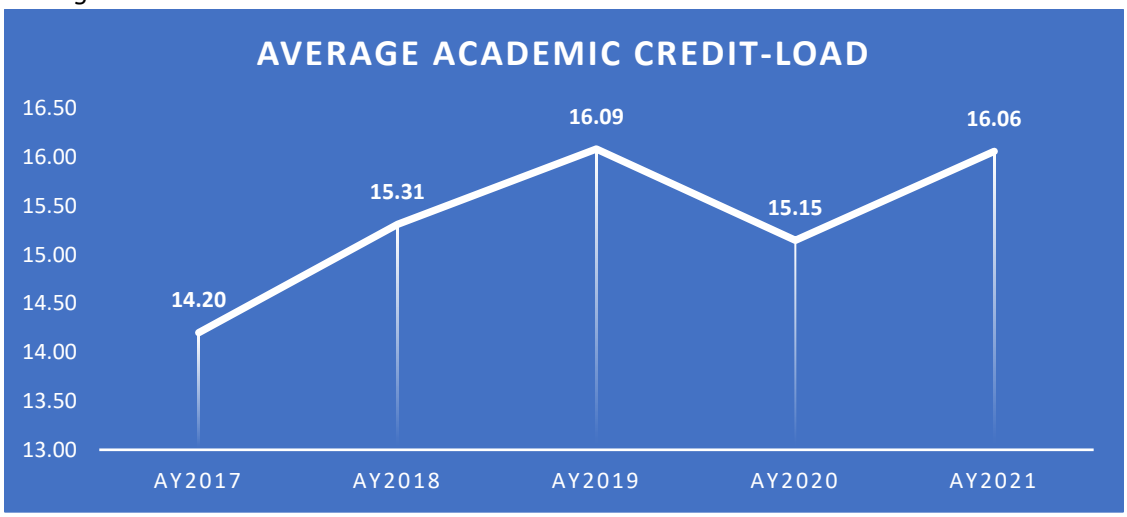
Number of Total Credit Hours by Academic Year.



Data Source: SCC IT, Database 1/27/21, "Headcount and Credit Hours"

KPI: avg. credit-load

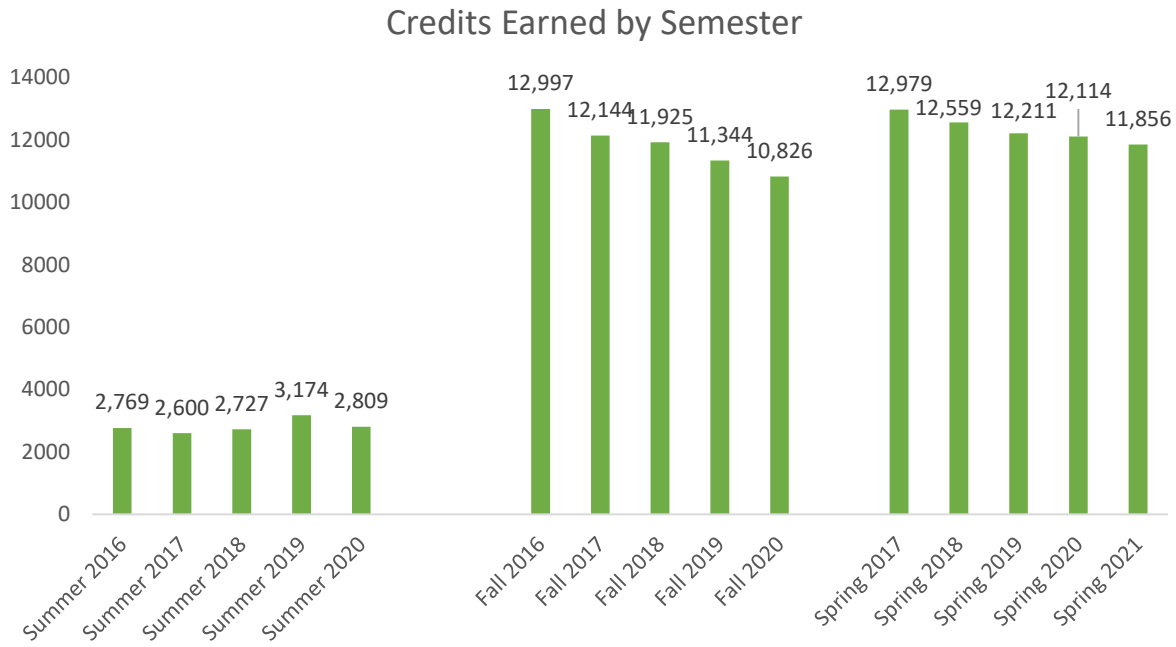
Average Academic Credit Load Per Year.



Data Source: SCC IT, Database 1/27/21, "Headcount and Credit Hours

KPI: credits earned by semester

Total Credits Earned.



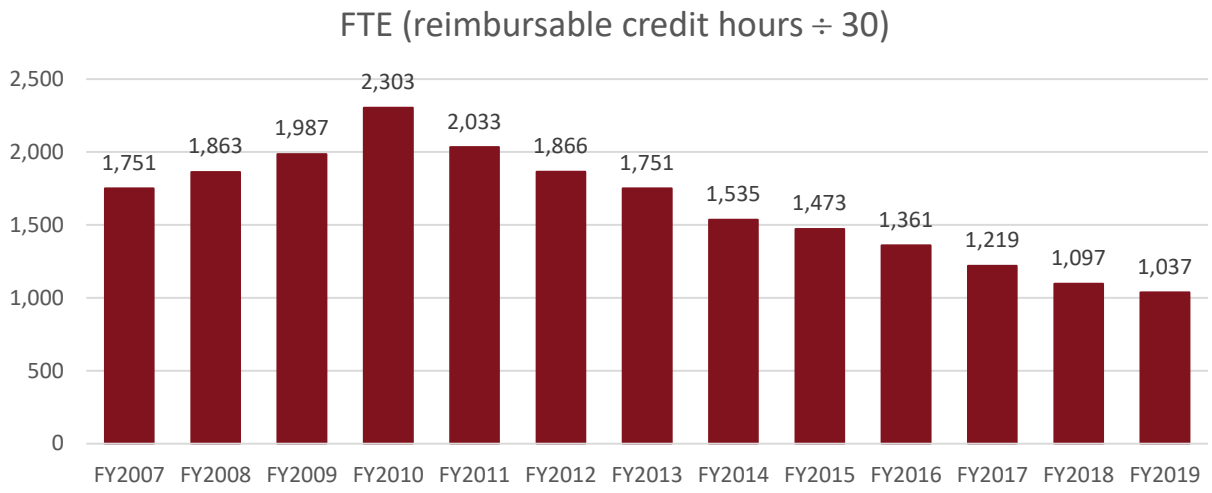
Data Source: SCC IT, Database 1/27/21, "Headcount and Credit Hours"

FTE

The purpose of this measure is to communicate the full-time versus part-time status of our students.

KPI: Number of full-time equivalent students

Number of Full-Time Equivalent Students.



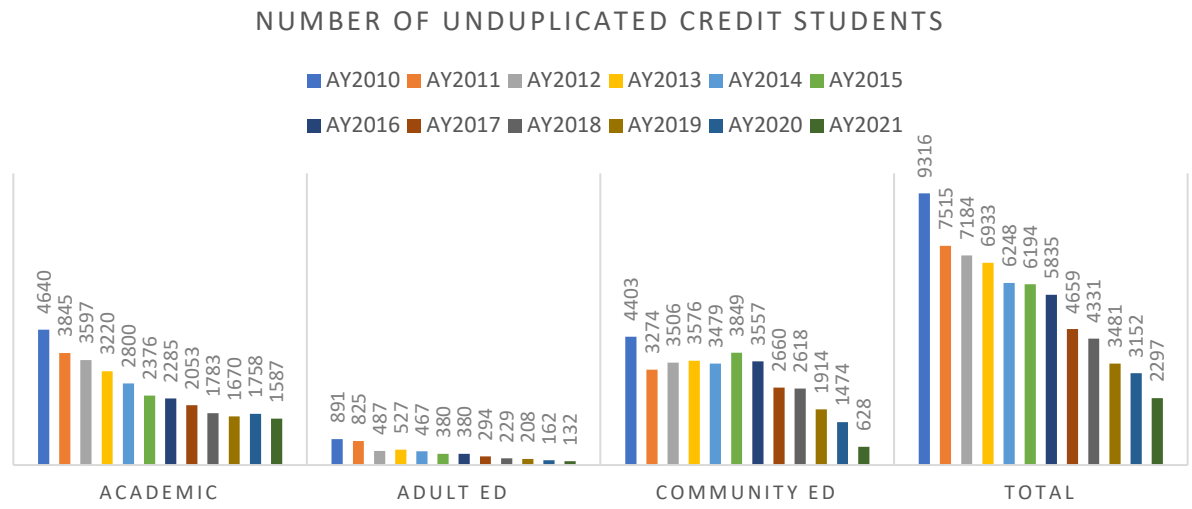
Data Source: Dr. Taylor, 5/20/21, "ICCB FTE Data" taken from the ICCB Credit Hour Claims (SU and SR)

Headcount

The purpose of this measure is to communicate the make-up of enrollment, such as the number of students enrolled in credit and non-credit hours.

KPI: Number of unduplicated credit students

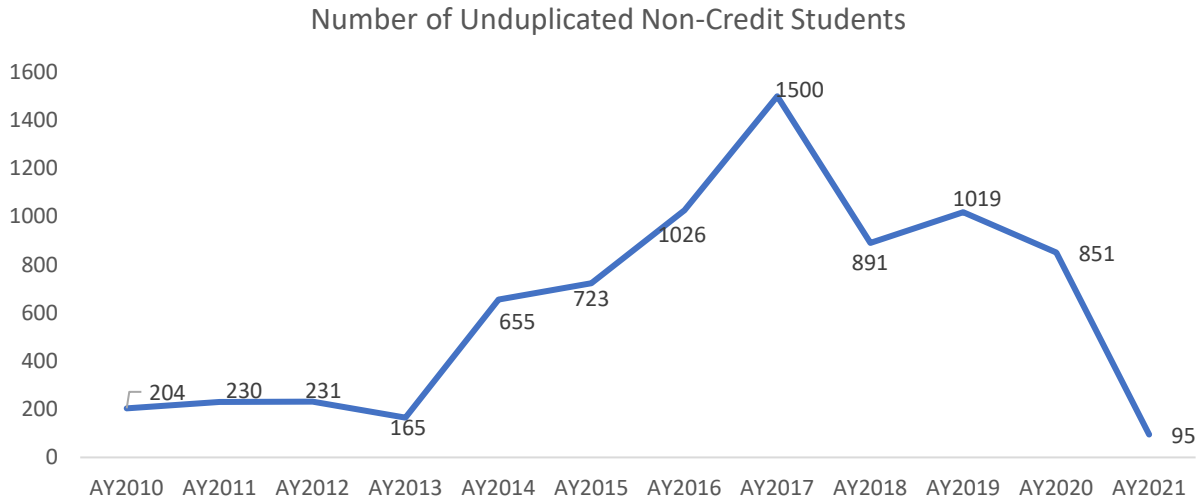
Number of Unduplicated Credit Students.



Data Source: SCC IT, Database 1/27/21, "Headcount1"

KPI: Number unduplicated non-credit students

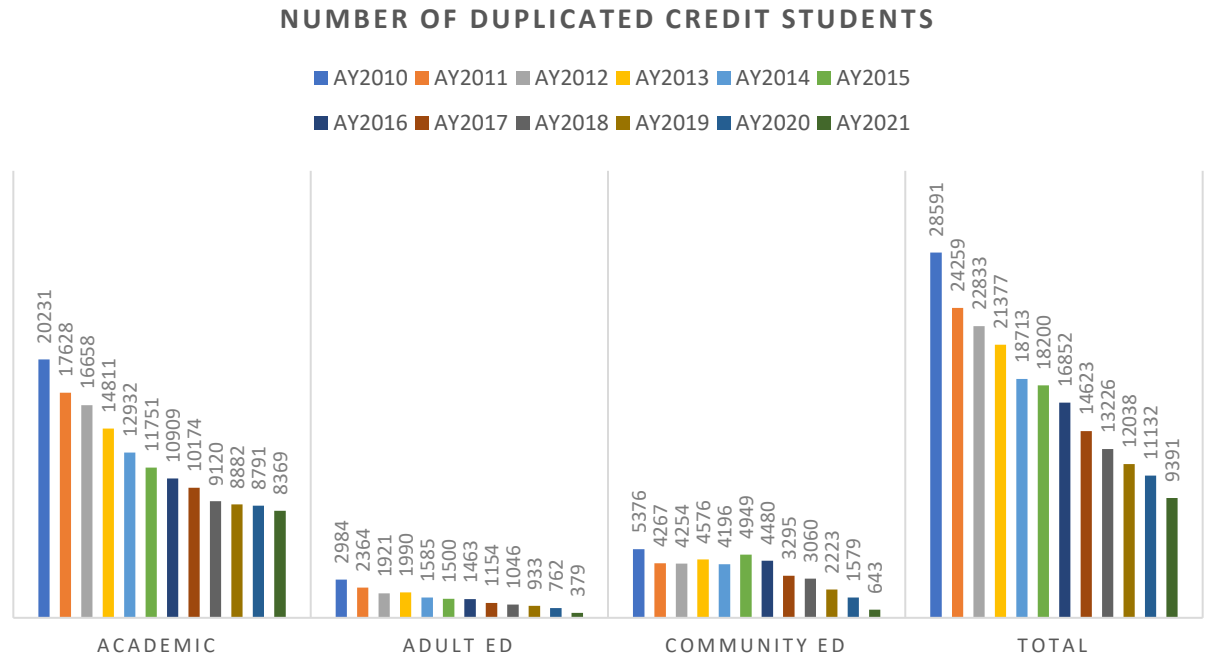
Number of Unduplicated Non-Credit Students.



Data Source: SCC IT, Database 1/27/21, "Headcount1"

KPI: Number of duplicated credit students

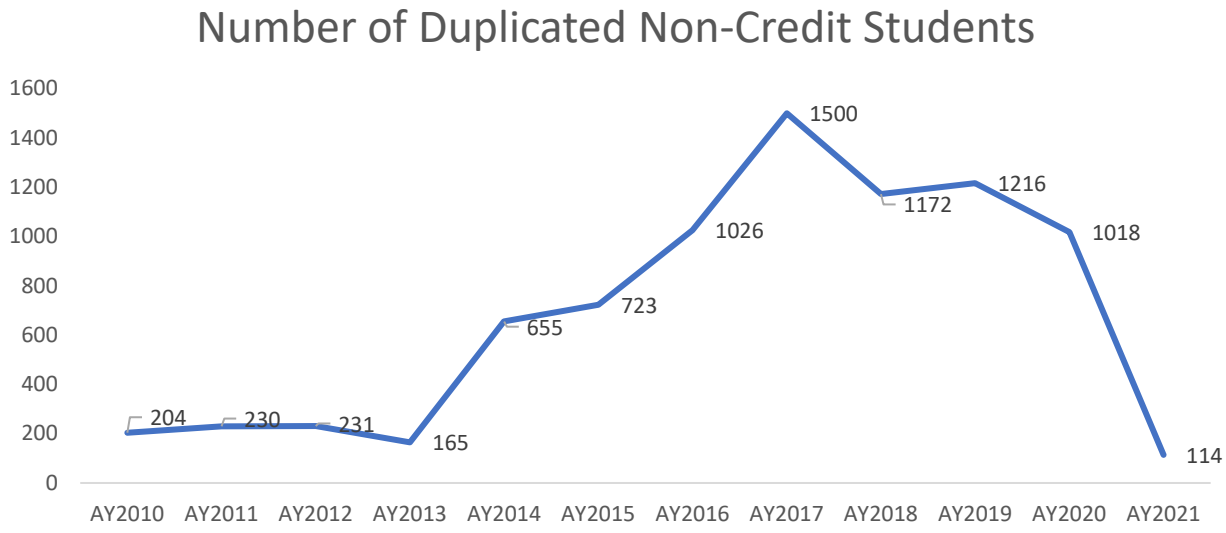
Number of Duplicated Credit Students.



Data Source: SCC IT, Database 1/27/21, "Headcount1"

KPI: Number duplicated non-credit students

Number of Duplicated Non-Credit Students.



Data Source: SCC IT, Database 1/27/21, "Headcount1"

Recommendations

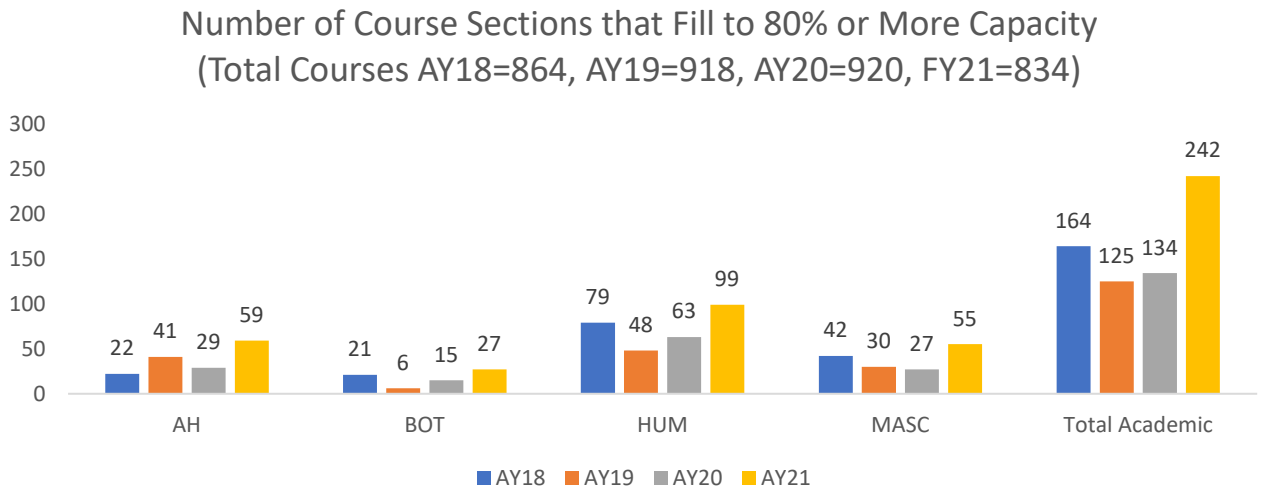
- College needs to identify a customer resource management (CRM) tool to help manage the advisement process.
- College should create a seamless and consistent advisement and registration experience for students, including dual credit students and students who prefer to engage the College online and self-advise.
- College should increase non-traditional student enrollment, retention, persistence, and completion.
- College should create and execute an enrollment plan that demonstrates financial sustainability for each Extension Center.
- College should ensure all students declare an educational goal and/or program upon admission to SCC and develop clear educational pathways.
- College should develop digital career pathway blueprints for each program of study.
- College should utilize a user-friendly program that allows students and potential students to view and manage their plans of study or “what ifs”.
- College should implement an online catalog and student handbook.
- College should establish a reliable course retention tracking and analysis tool.
- College should establish a reliable program persistence and retention tracking and analysis tool for all students.

Section Fill Rate

The purpose of this measure to communicate the ability to adjust scheduling to registration trends.

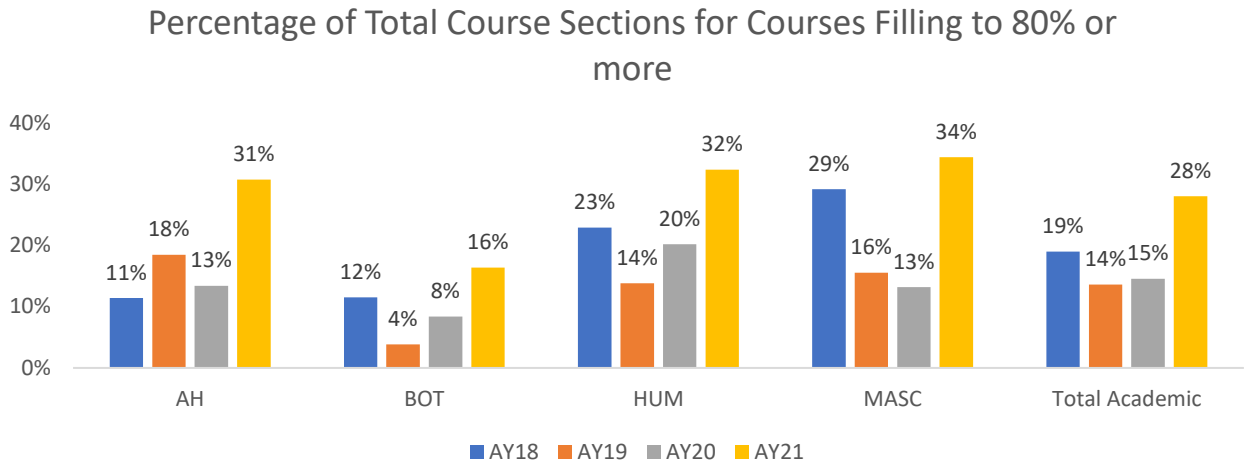
KPI: Number of course sections that fill to 80% (or more) of capacity

Number of Course Sections ≥ 80% Capacity.



Data Source: SCC IT, Database 1/28/21, "Section Fill-Rate"

Percentage of Total Course Sections with ≥ 80% Capacity.



Data Source: SCC IT, Database 1/28/21, "Section Fill-Rate"

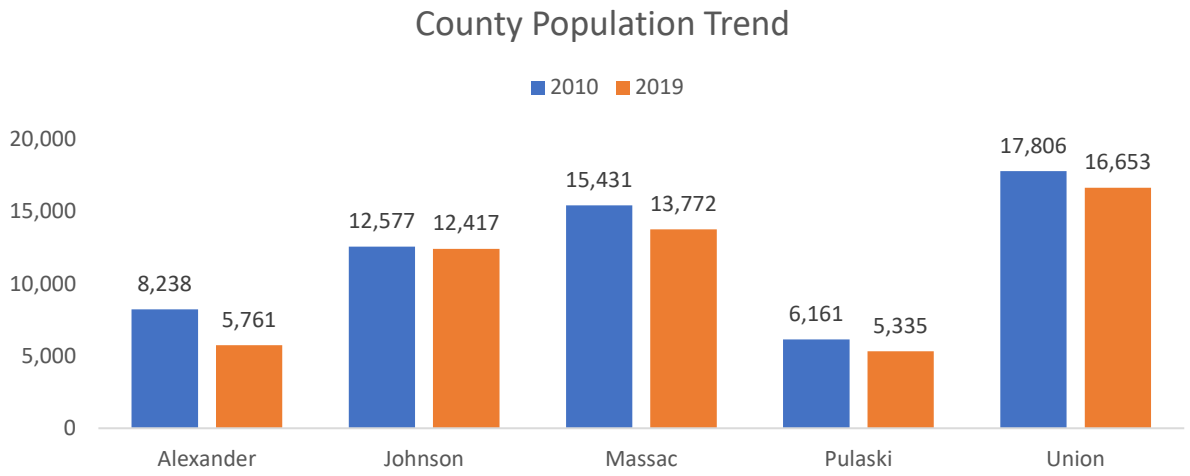
Recommendation

- College should develop scheduling guidelines, procedures, and standards that promote efficiency, effectiveness, and fiscal responsibility.

Market Penetration

The purpose of this measure is to communicate the ability to serve the needs of the college service area in the academic, continuing education, and community education areas.

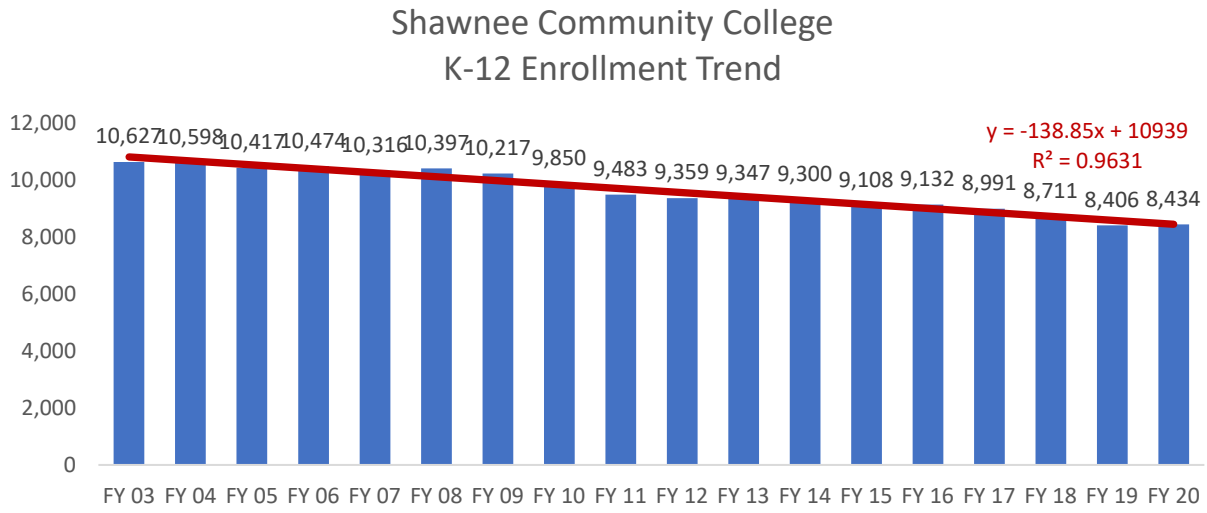
County Population Trend.



Data Source: President Taylor, "K-12 Enrollment Analysis"

The next two charts show the enrollment of the public schools in the college's service area which can be used to project potential enrollment of high school graduates in the semester following graduation.

Overall K-12 Enrollment in College Service Area.



Data Source: https://www.isbe.net/Pages/Fall-Enrollment-Counts.aspx *President Taylor, "K-12 Enrollment Analysis"*

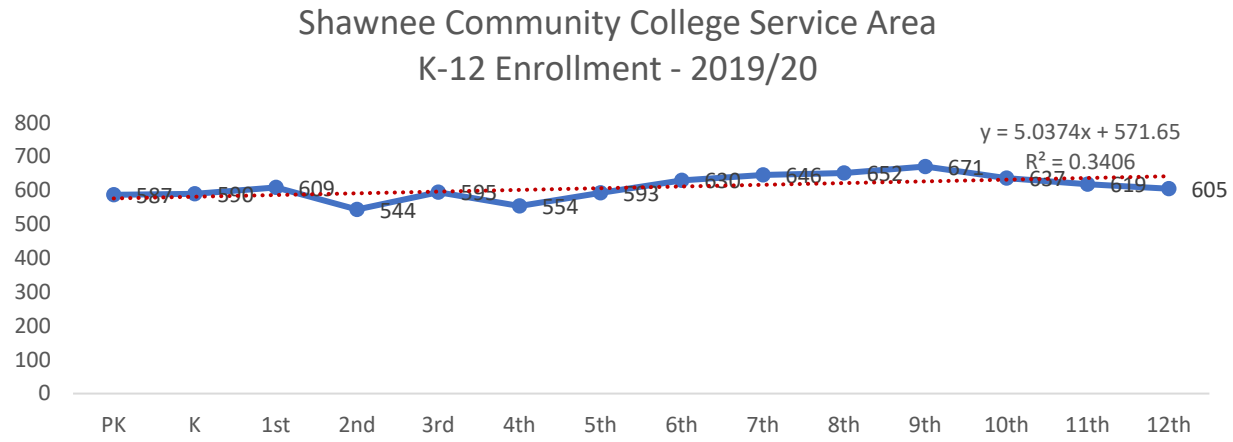
College Status Report

K-12 Headcount.

County	District	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
Alexander	Cairo USD 1	28	22	23	26	22	13	20	15	29	28	23	23	23	16	311
Alexander	Egyptian CUSD 5	41	33	30	36	25	23	22	27	33	26	33	19	21	20	389
Johnson	Cypress SD 64	20	13	12	12	14	11	8	9	10	10	0	0	0	0	119
Johnson	Vienna HSD 133	0	0	0	0	0	0	0	0	0	0	93	97	99	80	369
Johnson	Vienna SD 55	44	34	37	32	39	38	45	45	52	39	0	0	0	0	405
Johnson	Goreville CUD 1	59	52	39	35	59	37	37	48	50	47	38	40	50	42	633
Johnson	New Simpson Hill SD 32	34	21	30	24	18	23	26	28	21	25	0	0	0	0	250
Johnson	Buncombe Cons SD 43	1	9	7	8	10	4	6	10	6	6	0	0	0	0	67
Massac	Joppa-Maple Grove 38	20	15	15	19	13	22	19	18	17	15	20	15	17	19	244
Massac	Massac UD 1	95	143	151	131	173	140	147	161	155	150	163	152	148	148	2,057
Pulaski	Century CUSD 100	31	36	18	20	20	22	21	22	26	40	31	28	25	34	374
Pulaski	Meridian CUSD 101	43	27	27	22	24	23	35	39	41	42	44	34	29	35	465
Union	Cobden SUD 17	41	32	37	30	27	28	32	35	39	46	51	44	39	57	538
Union	Jonesboro Sch Dist43	22	30	43	29	38	44	42	39	44	46	0	0	0	0	377
Union	Anna Jonesboro CHSD 81	0	0	0	0	0	0	0	0	0	0	136	141	126	111	514
Union	Lick Creek CCSD 16	21	14	23	13	13	12	16	13	16	16	0	0	0	0	157
Union	Anna CCSD 37	45	66	68	63	57	74	74	79	75	72	0	0	0	0	673
Union	Dongola USD 66	20	21	26	17	19	19	21	24	14	19	19	21	19	25	284
Union	Shawnee CUSD 84	22	22	23	27	24	21	22	18	18	25	20	23	23	18	306
	Service Area Total	587	590	609	544	595	554	593	630	646	652	671	637	619	605	8,532
	% Change		-3.12%	11.95%	-8.57%	7.40%	-6.58%	-5.87%	-2.48%	-0.92%	-2.83%	5.34%	2.91%	2.31%		

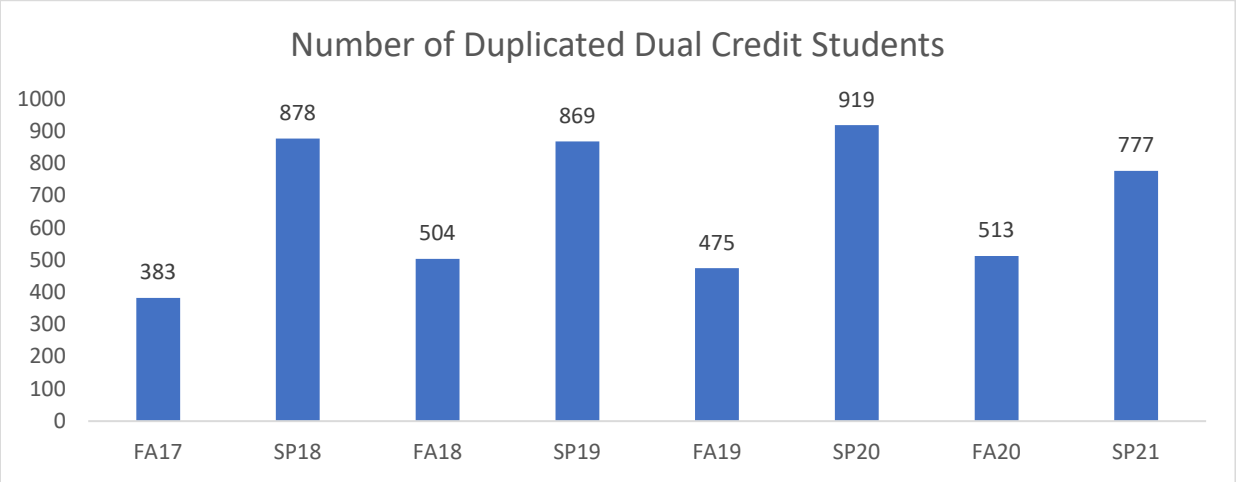
Data Source: https://www.isbe.net/Pages/Fall-Enrollment-Counts.aspx *President Taylor, "K-12 Enrollment Analysis"*

K-12 Enrollment in College Service Area.



Data Source: https://www.isbe.net/Pages/Fall-Enrollment-Counts.aspx *President Taylor, "K-12 Enrollment Analysis"*

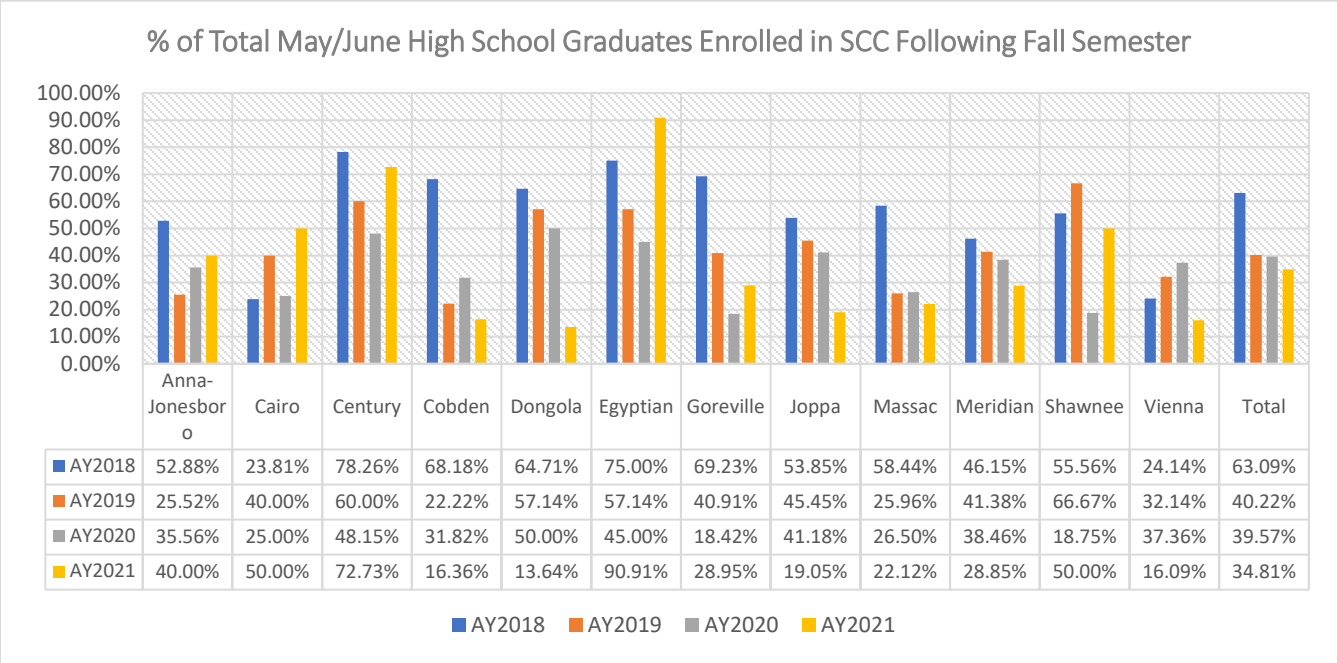
Number of Dual Credit Students.



Data Source: SCC IT, Database 5/24/21, "Dual Credit Headcount & Credit Hours"

KPI: % of total May/June high school graduates who enrolled at SCC in the subsequent fall semester

Percentage of High School Graduates Enrolling in Fall at SCC.

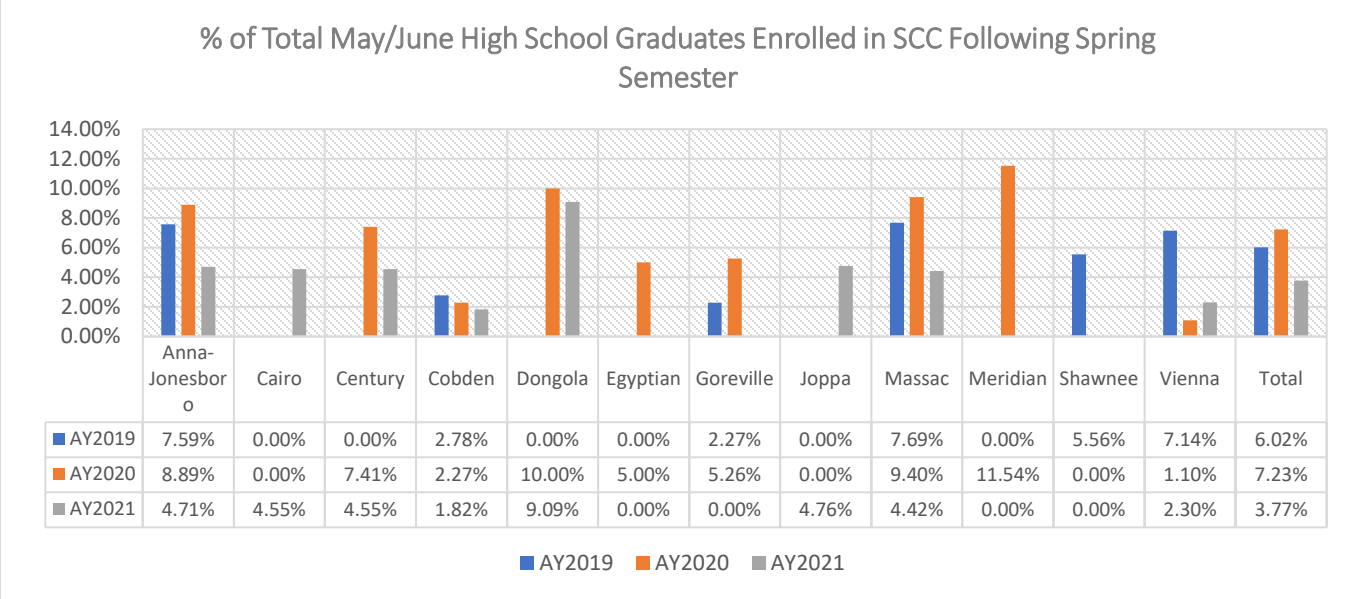


	Anna-Jonesboro	Cairo	Century	Cobden	Dongola	Egyptian	Goreville	Joppa	Massac	Meridian	Shawnee	Vienna	Total
AY2018	52.88%	23.81%	78.26%	68.18%	64.71%	75.00%	69.23%	53.85%	58.44%	46.15%	55.56%	24.14%	63.09%
AY2019	25.52%	40.00%	60.00%	22.22%	57.14%	57.14%	40.91%	45.45%	25.96%	41.38%	66.67%	32.14%	40.22%
AY2020	35.56%	25.00%	48.15%	31.82%	50.00%	45.00%	18.42%	41.18%	26.50%	38.46%	18.75%	37.36%	39.57%
AY2021	40.00%	50.00%	72.73%	16.36%	13.64%	90.91%	28.95%	19.05%	22.12%	28.85%	50.00%	16.09%	34.81%

Data Source: SCC IT, Database 1/27/21, "Dual Credit and HS Grads Enrolled"

KPI: % of total High School graduates that enroll by 2nd semester following graduation

Percentage of High School Graduates Enrolling in Spring at SCC.

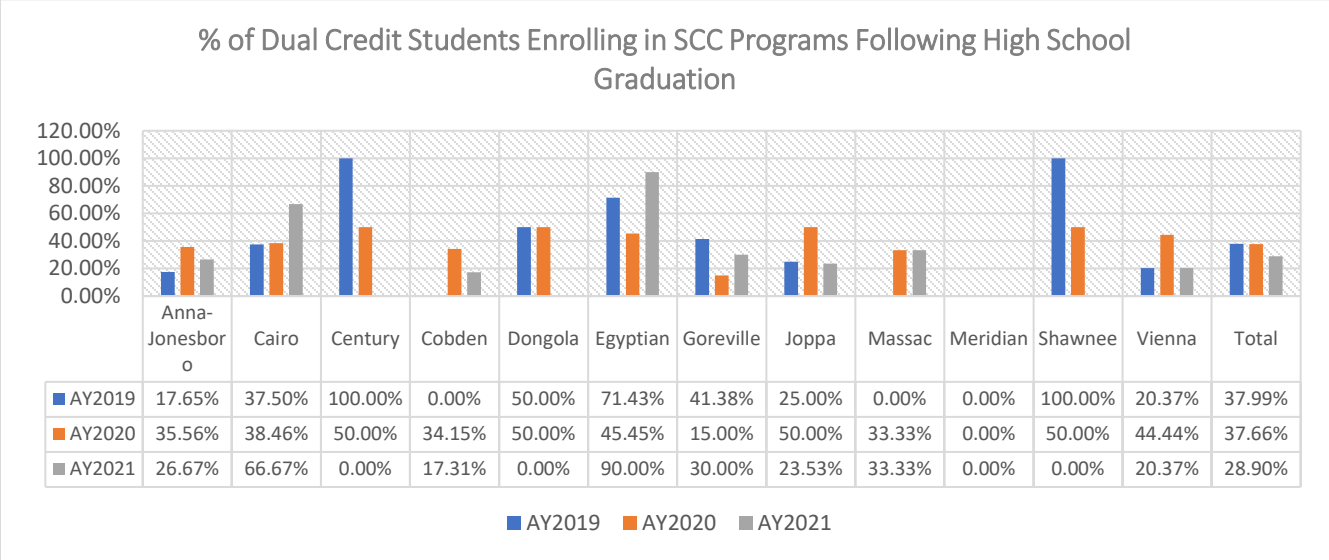


	Anna-Jonesboro	Cairo	Century	Cobden	Dongola	Egyptian	Goreville	Joppa	Massac	Meridian	Shawnee	Vienna	Total
AY2019	7.59%	0.00%	0.00%	2.78%	0.00%	0.00%	2.27%	0.00%	7.69%	0.00%	5.56%	7.14%	6.02%
AY2020	8.89%	0.00%	7.41%	2.27%	10.00%	5.00%	5.26%	0.00%	9.40%	11.54%	0.00%	1.10%	7.23%
AY2021	4.71%	4.55%	4.55%	1.82%	9.09%	0.00%	0.00%	4.76%	4.42%	0.00%	0.00%	2.30%	3.77%

Data Source: SCC IT, Database 1/27/21, "Dual Credit and HS Grads Enrolled", "2nd Semester FY19, FY20, FY21" reports

KPI: % of Dual Enrollment and Dual Credit students enrolling in SCC programs following their high school graduation

Percentage of Dual Credit Graduates Enrolling at SCC.

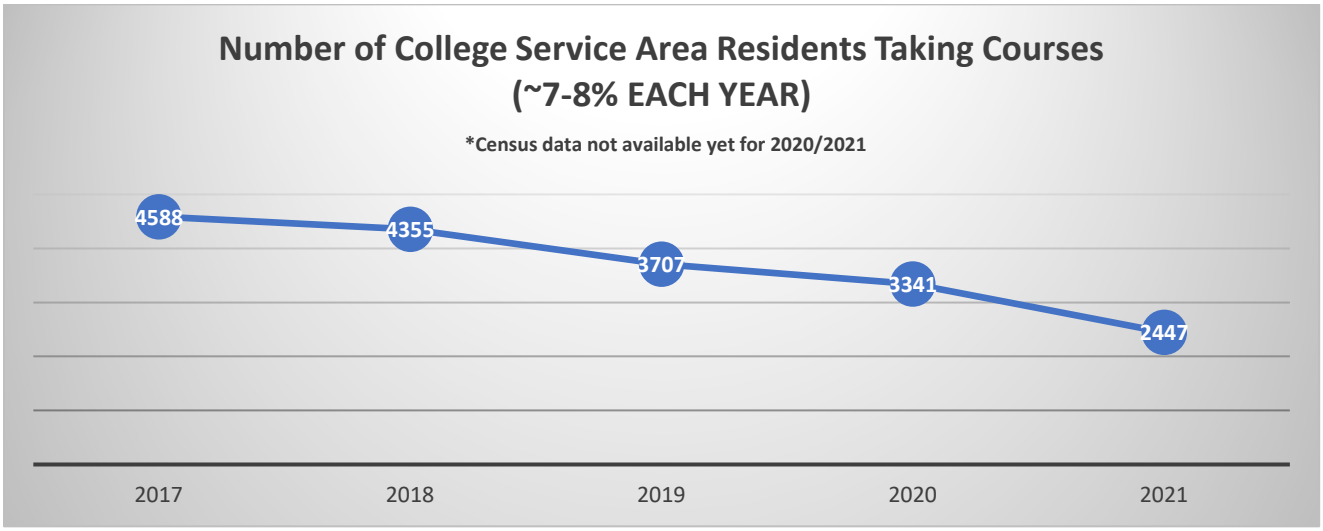


	Anna-Jonesboro	Cairo	Century	Cobden	Dongola	Egyptian	Goreville	Joppa	Massac	Meridian	Shawnee	Vienna	Total
AY2019	17.65%	37.50%	100.00%	0.00%	50.00%	71.43%	41.38%	25.00%	0.00%	0.00%	100.00%	20.37%	37.99%
AY2020	35.56%	38.46%	50.00%	34.15%	50.00%	45.45%	15.00%	50.00%	33.33%	0.00%	50.00%	44.44%	37.66%
AY2021	26.67%	66.67%	0.00%	17.31%	0.00%	90.00%	30.00%	23.53%	33.33%	0.00%	0.00%	20.37%	28.90%

Data Source: SCC IT, Database 1/27/21, "Dual Credit and HS Grads Enrolled"

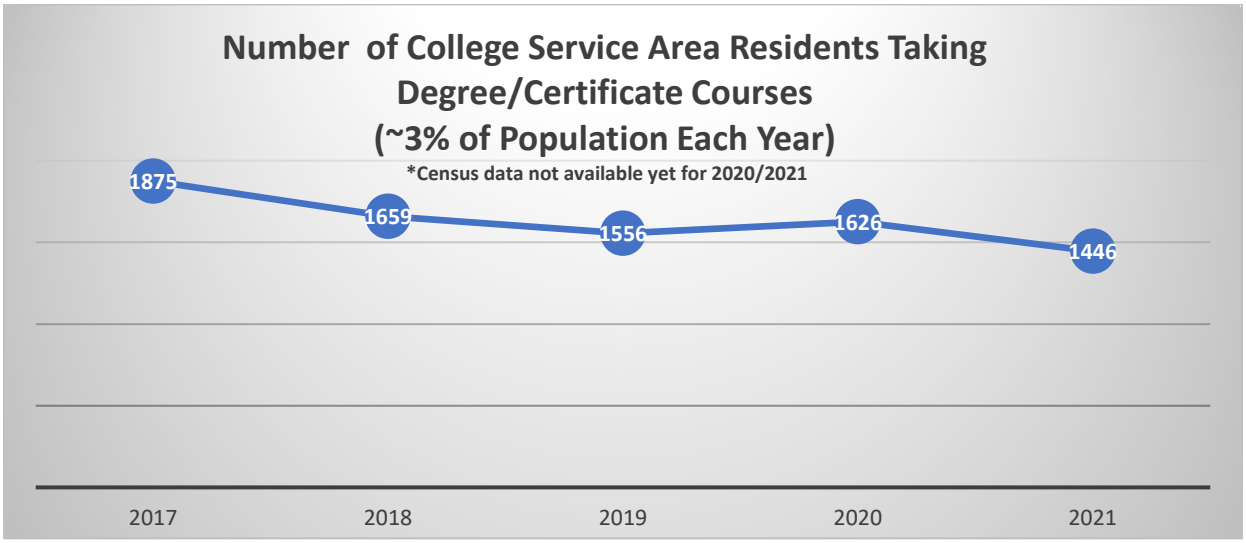
KPI: % of College Service Area residents taking degree/certificate courses in a fiscal year

Number of College Service Area Residents Taking Courses.



Data Source: SCC IT, Database, 5/6/21, "Year to Year Enrollment AC, CE, Non Credit with Residency"; IDPH, 4/28/21, "Population Loss"

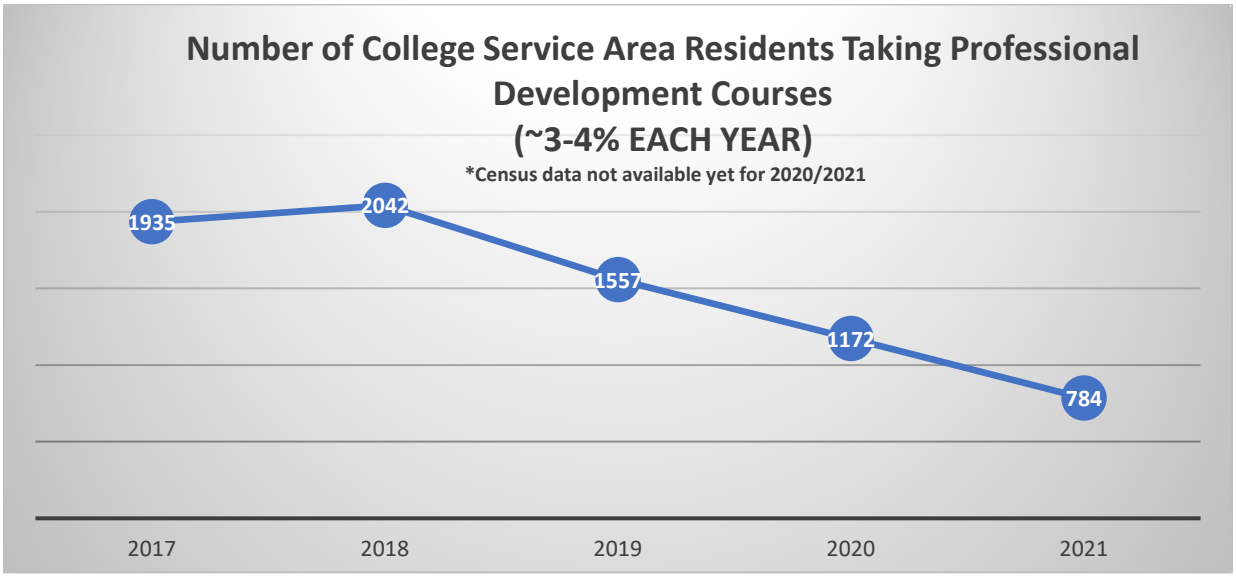
Number of College Service Area Residents Taking Degree/Certificate Courses.



Data Source: SCC IT, Database, 5/6/21, "Year to Year Enrollment AC with Residency"; IDPH, 4/28/21, "Population Loss"

KPI: % of College Service Area residents taking professional development courses in a fiscal year

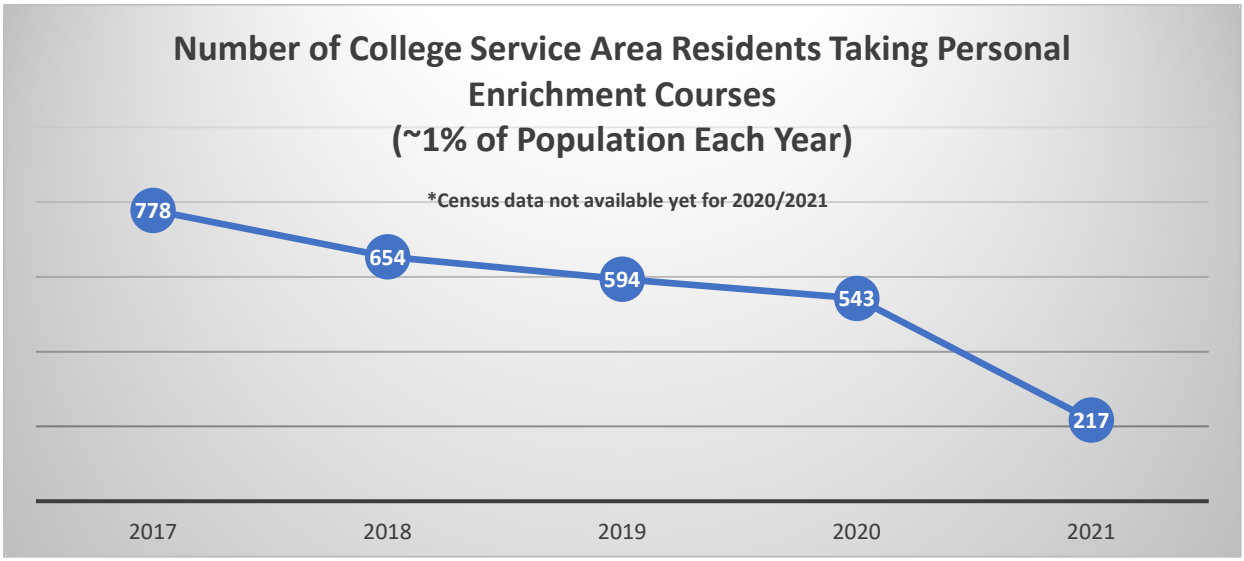
Number of College Service Area Residents Taking Professional Development Courses.



Data Source: SCC IT, Database, 5/6/21, "Year to Year Enrollment CE with Residency"; IDPH, 4/28/21, "Population Loss"

KPI: % of College Service Area residents taking personal enrichment courses in a fiscal year

Number of College Service Area Residents Taking Personal Enrichment Courses.



Data Source: SCC IT, Database, 5/6/21, "Year to Year Enrollment Non Credit with Residency"; IDPH, 4/28/21, "Population Loss"

Recommendations

- College should study dual credit to discover the impact on enrollment.
- College should develop strategies to increase professional development courses.
- College should develop strategies to increase personal enrichment courses.
- College should develop strategies to increase non-traditional student enrollment.

Academic (College) Readiness

Introduction

Academic Readiness demonstrates the College's ability to deliver programs, courses, services, and experiences that reflect the knowledge and skills needed for CTE and transfer program success. The Academic Readiness KPA contains eight measures of effectiveness – placement exam scores, placement in developmental education (DE), participation in DE, DE writing success, DE reading success, DE math success, success rate of DE students in college-level English, and success rate of DE students in college-level math.

Placement Exam Scores

The purpose of this measure is to communicate the academic readiness of incoming students as it relates to their intended plans of study.

KPI: Avg. ACT/SAT/COMPASS/Accuplacer/TABE scores, AND
KPI: Avg. placement rate of DE students
No data available at this time.

Placement in Developmental Education (DE)

The purpose of this measure is to communicate the impact of cutoff score policies on the placement of incoming students.

KPI: Number of students placing into DE
KPI: % of students placing into DE, by discipline
We currently do not track this.

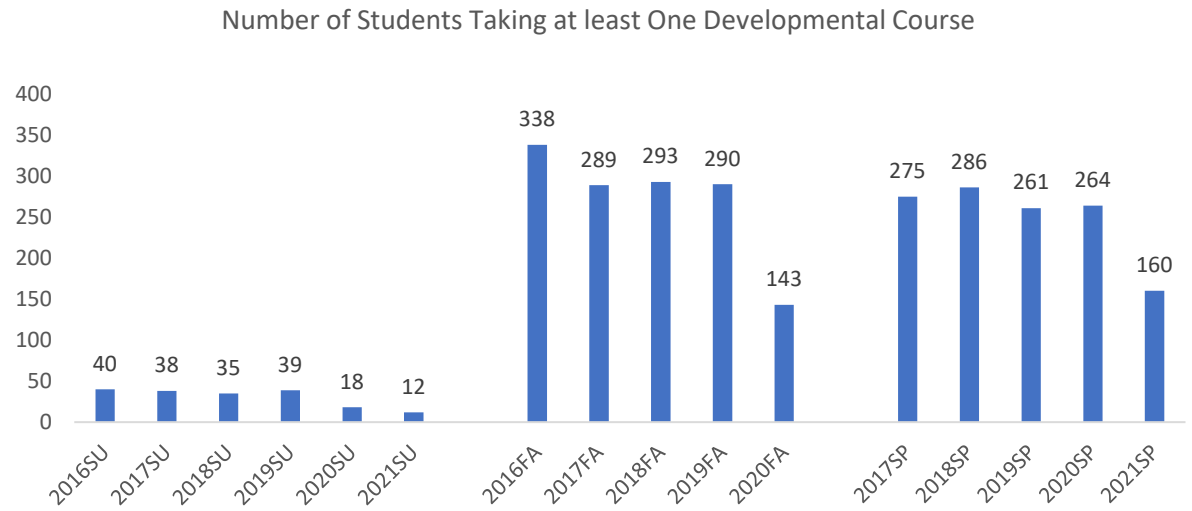
NOTE regarding remedial reading and writing: In previous years, SCC had three levels of remedial reading (ENG 41, ENG 45, and ENG 47). Course placement was dependent upon the students' Accuplacer test scores with each course having a progressively higher cut score. Recently, the two lowest courses, ENG 41 and 45 were eliminated. Now, in lieu of ENG 45, SCC is piloting a program called "Leveling Up" designed to provide students with explicit instruction in reading comprehension, sentence skills, and vocabulary. Upon completion, students will retake the Accuplacer to determine if they take remedial ENG 47 or go directly into college-level ENG 111. In addition to these recent changes, students who score at the cutoff for ENG 111 now have the option to take remedial writing (ENG 48) concurrently with ENG 111 to support writing development.

Participation in DE

Th purpose of this measure is to communicate the number of students who eventually enroll in DE courses once placement into DE is determined necessary in order to pursue their intended plans of study.

KPI: Number of students taking at least one DE course

Number of Students Taking at Least One Developmental Course.



Data Source: SCC IT, Database, 5/12/21, "Remedial Students"

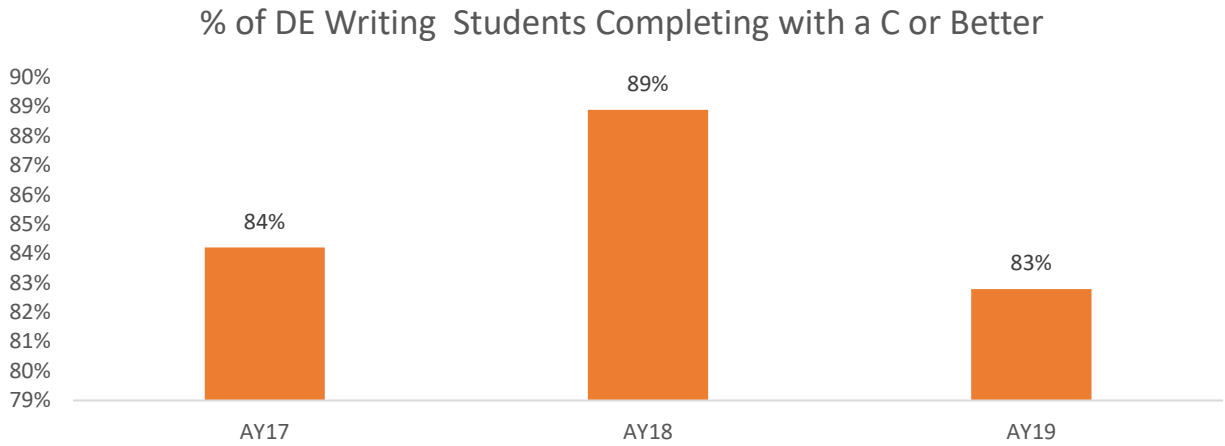
KPI: Number of students taking DE sequence
We currently do not track this.

DE Writing Success Rate

The purpose of this measure is to communicate the effectiveness of the DE courses in preparing students for college-level courses.

KPI: % of DE Writing students enrolled completing with a C or better

Percentage of Developmental Writing Students with C or Better.



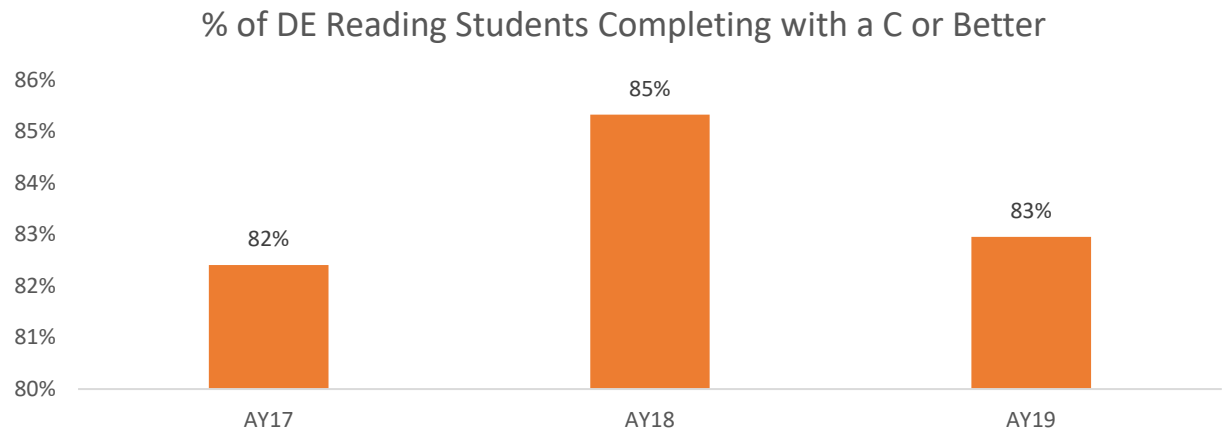
Data Source: SCC IT, Database, 5/25/21, "Remedial ENG FY17", "Remedial ENG FY18", "Remedial ENG FY19"

DE Reading Success Rate

The purpose of this measure is to communicate the effectiveness of the DE courses in preparing students for college-level courses.

KPI: % of DE English Reading students enrolled completing with a C or better

Percentage of Developmental Reading Students with C or Better.



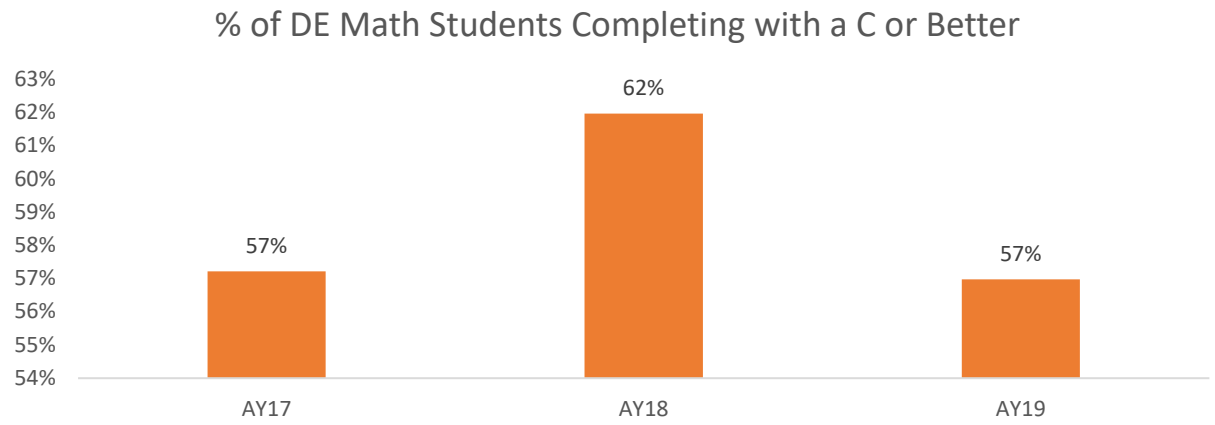
Data Source: SCC IT, Database, 5/25/21, "Remedial ENG FY17", "Remedial ENG FY18", "Remedial ENG FY19"

DE Math Success Rate

The purpose of this measure is to communicate the effectiveness of the DE courses in preparing students for college-level courses.

KPI: % of DE Math students enrolled completing with a C or better

Percentage of Developmental Math Students with C or Better.



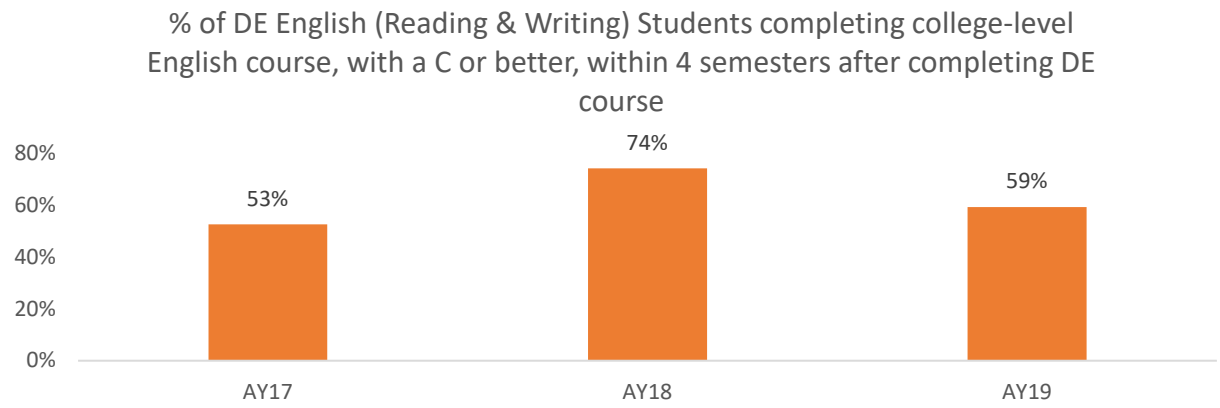
Data Source: SCC IT, Database, 5/25/21, "Remedial MAT FY17", "Remedial MAT FY18", "Remedial MAT FY19"

Success Rate of DE Students in College-Level English

The purpose of this measure is to communicate the persistence of DE students in successfully completing college-level coursework.

KPI: % of DE English Students completing college-level English course, with a C or better, within 4 semesters after completing DE course

Percentage of Developmental English Students Completing College-Level English with C or Better.



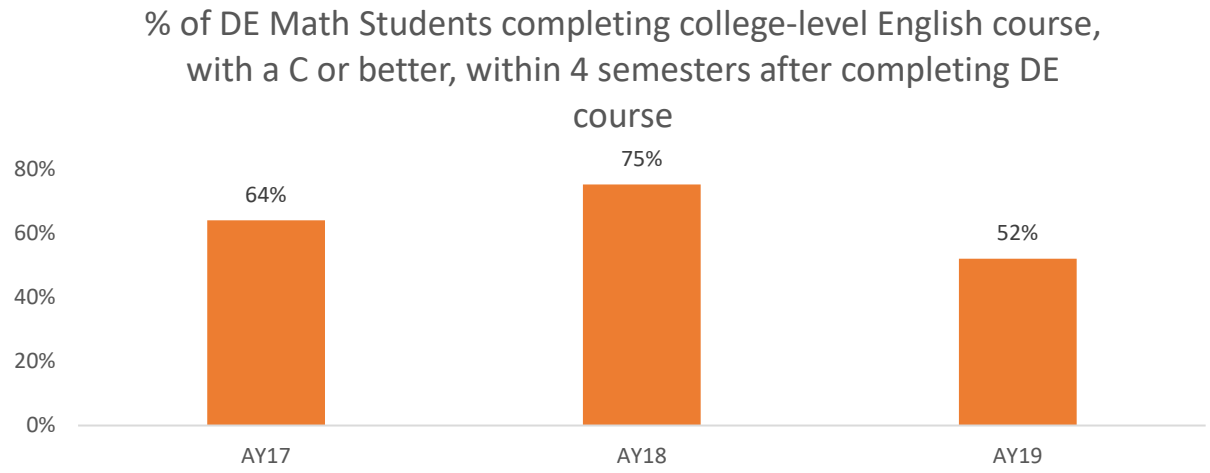
Data Source: SCC IT, Database, 5/25/21, "Remedial MAT FY17", "Remedial MAT FY18", "Remedial MAT FY19"

Success Rate of DE Students in College-Level Math

The purpose of this measure is to communicate the persistence of DE students in successfully completing college-level coursework.

KPI: % of DE Math Students that complete a college-level math course, with a C or better, within 4 semesters after completing DE course

Percentage of Developmental Math Students Completing College-Level English with C or Better.



Data Source: SCC IT, Database, 5/25/21, "Remedial MAT FY17", "Remedial MAT FY18", "Remedial MAT FY19"

Recommendations

- College should design and implement a developmental program that would decrease the number of students who test into developmental education and accelerate the developmental course sequence.
- College should evaluate placement exam cutoff scores and develop standards that reflect the knowledge and skills needed for individual CTE and transfer program success.
- College should develop and provide free access to math, reading, and writing refresher modules that could prepare individuals for taking the College Placement Exam.
- College should work with K-12 institutions to ensure more High School graduates test as “college ready” on the Accuplacer entrance exam.

Academic Progress

Introduction

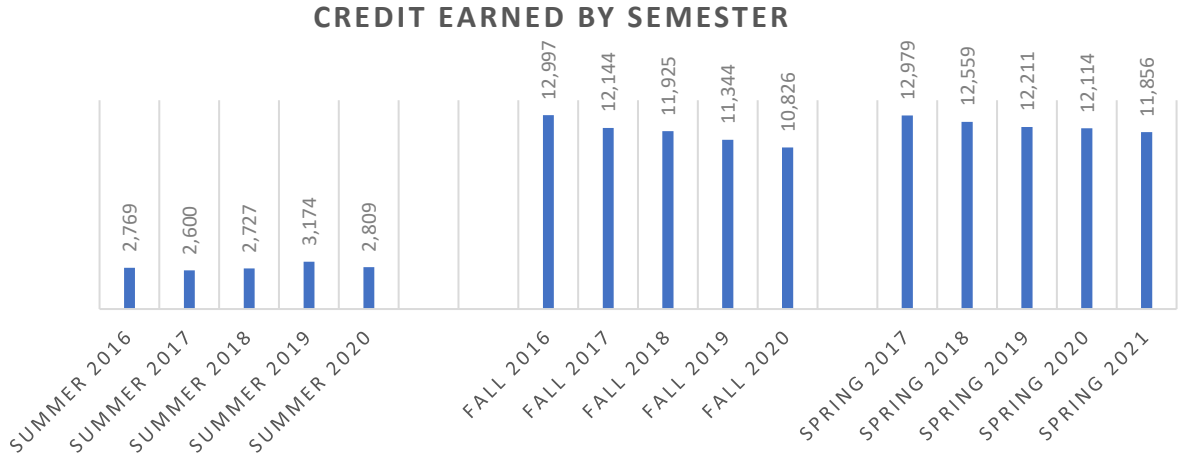
Academic Progress demonstrates the College's ability to support enrolled students as they persist to completion of their intended plans of study. The Academic Progress KPA contains five measures of effectiveness – full-time attendance, course completion, credit accumulation, continuous enrollment, and retention (as monitored by the Integrated Postsecondary Education Data system, or IPEDS). Recommendations for these measures are found at the end of the Academic Progress area reflecting the importance of integrating all aspects of the student experience from inquiry to completion for optimal academic progress.

Full-time Attendance

The purpose of this measure is to communicate students' enrollment patterns and progress toward their goals.

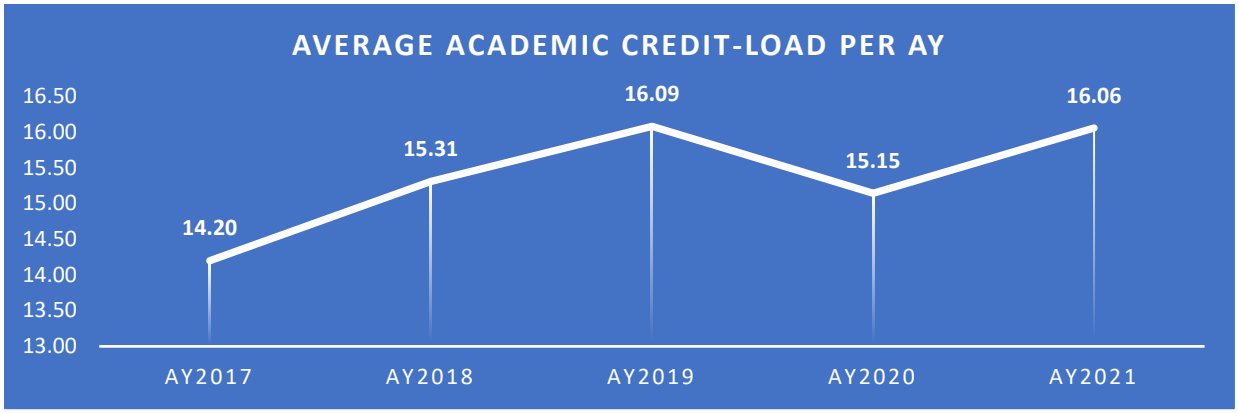
KPI: Avg. Credit-Load

Number of Credits Earned by Semester.



Data Source: SCC IT, Database, 4/28/21, "Headcount and Credit Hours"

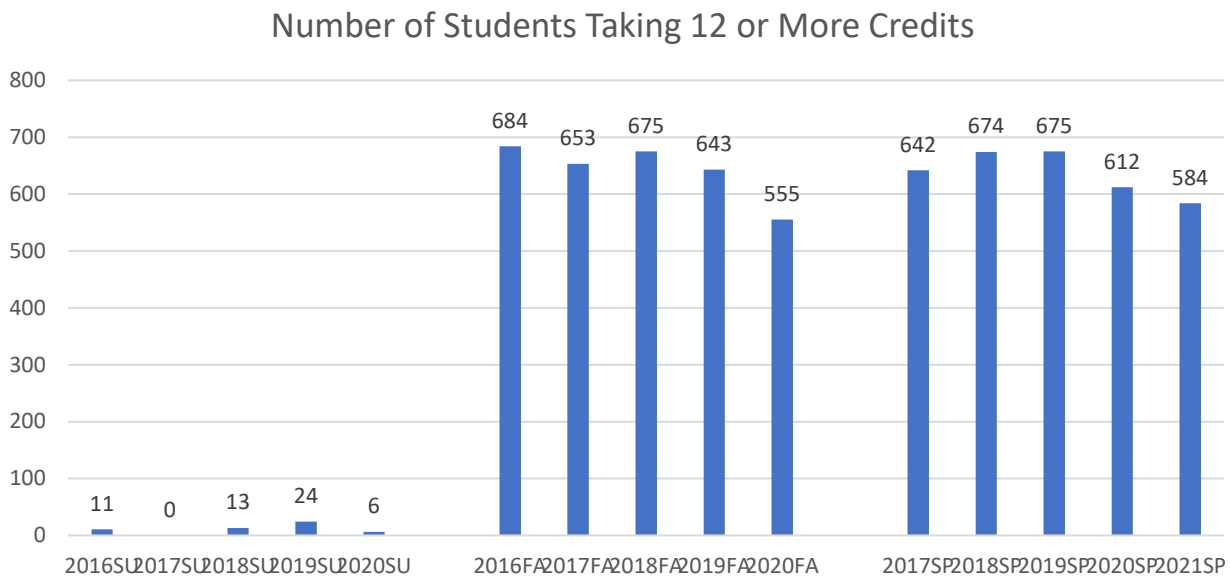
Average Academic Credit Load.



Data Source: SCC IT, Database, 4/28/21, "Headcount and Credit Hours"

KPI: Number of students taking 12 or more credits in a given semester

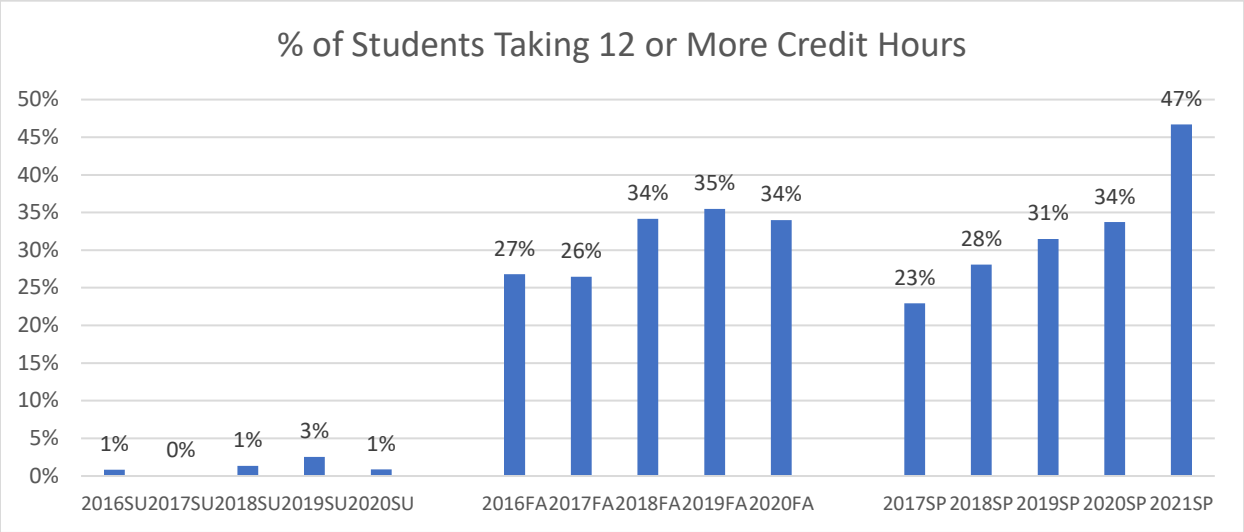
Number of Students Taking 12 or More Credits.



Data Source: SCC IT, Database, 5/6/21, "12+ Semester Hours"

KPI: % of students taking 12 or more credits in a given semester

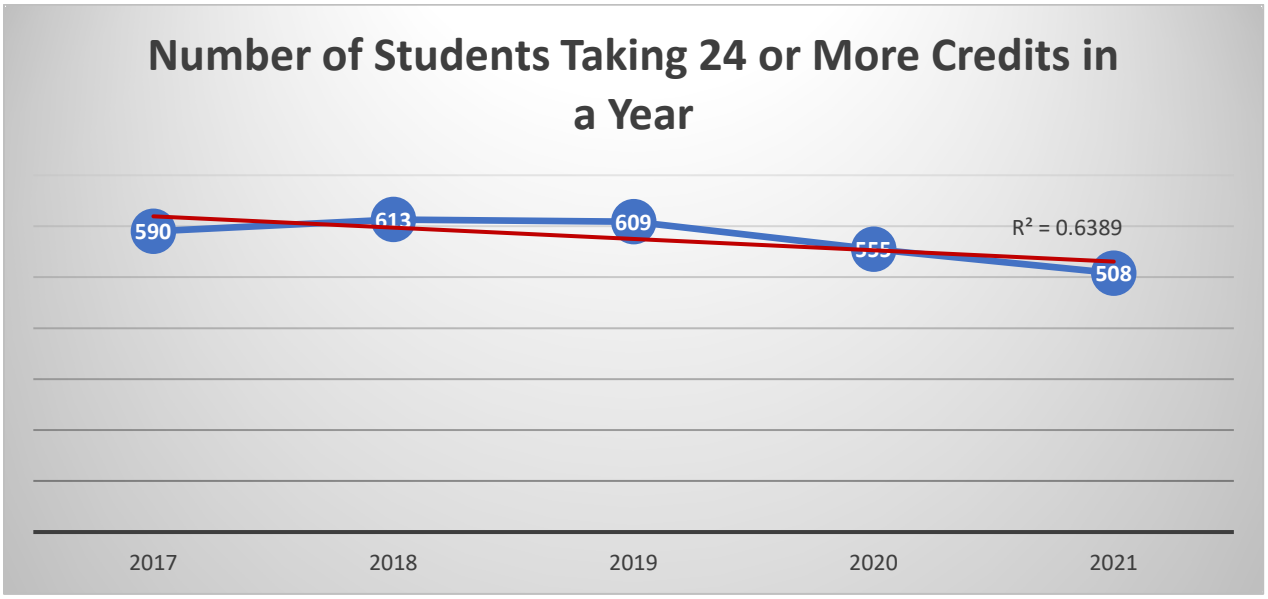
Percentage of Students Taking 12 or More Credits.



Data Source: SCC IT, Database, 5/6/21, "12+ Semester Hours"; 1/27/21, "Headcount 1"

KPI: Number of students taking 24 or more credits in a given academic year

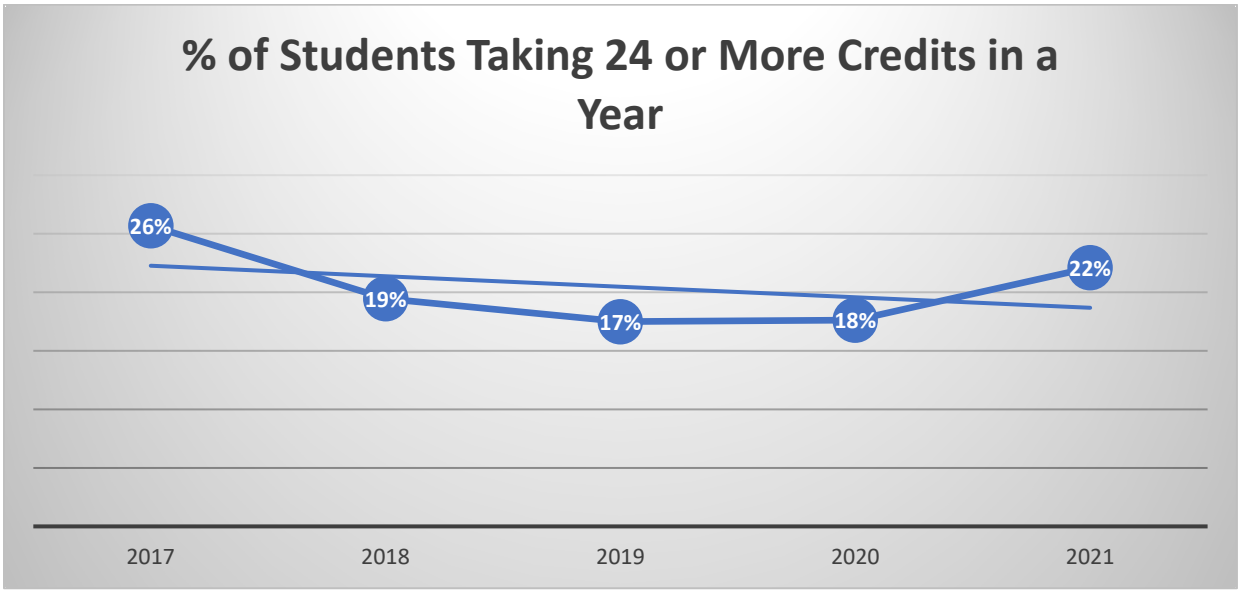
Number of Students Taking 24 or More Credits in a Year.



Data Source: SCC IT, Database, 5/6/21, "12+ Semester Hours (2)"

KPI: % of students taking 24 or more credits in a given academic year

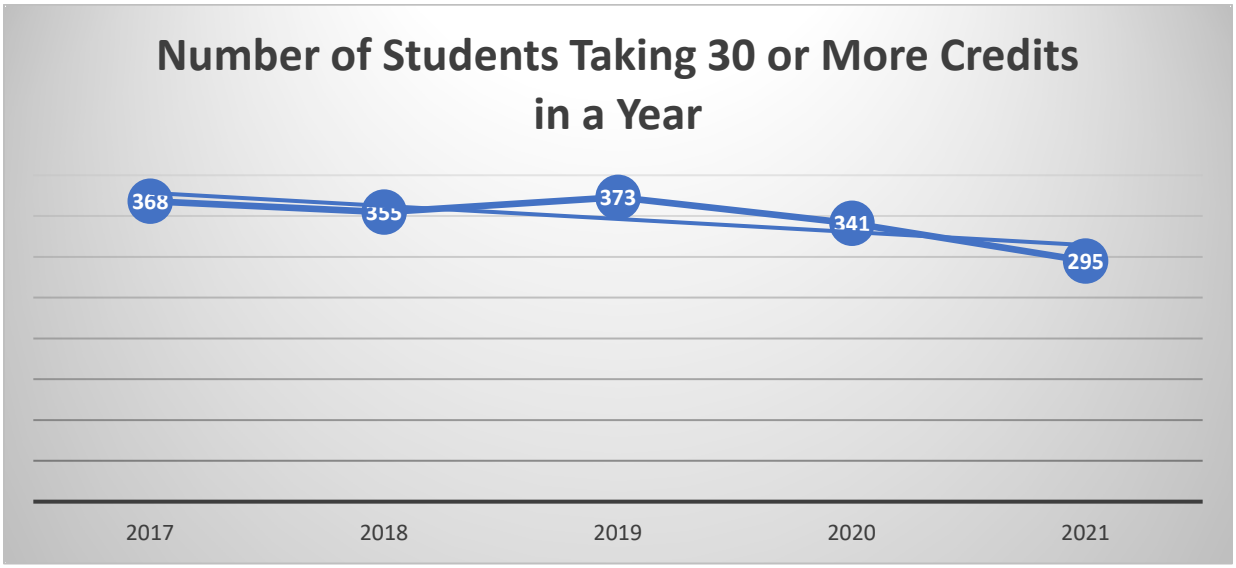
Percentage of Students Taking 24 or More Credits in a Year.



Data Source: SCC IT, Database, 5/6/21, "12+ Semester Hours (2)"; 1/27/21, "Headcount 1"

KPI: Number of students taking 30 or more credits in a given academic year

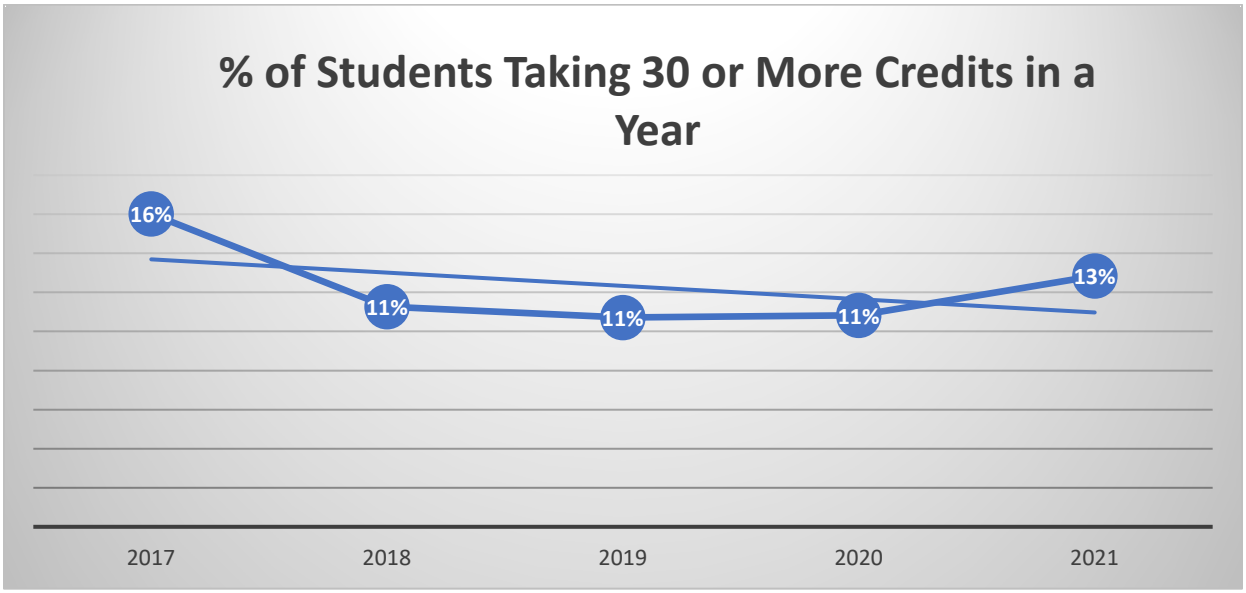
Number of Students Taking 30 or More Credits in a Year.



Data Source: SCC IT, Database, 5/6/21, "12+ Semester Hours (2)"

KPI: % of students taking 30 or more credits in a given academic year

Percentage of Students Taking 30 or More Credits in a Year.



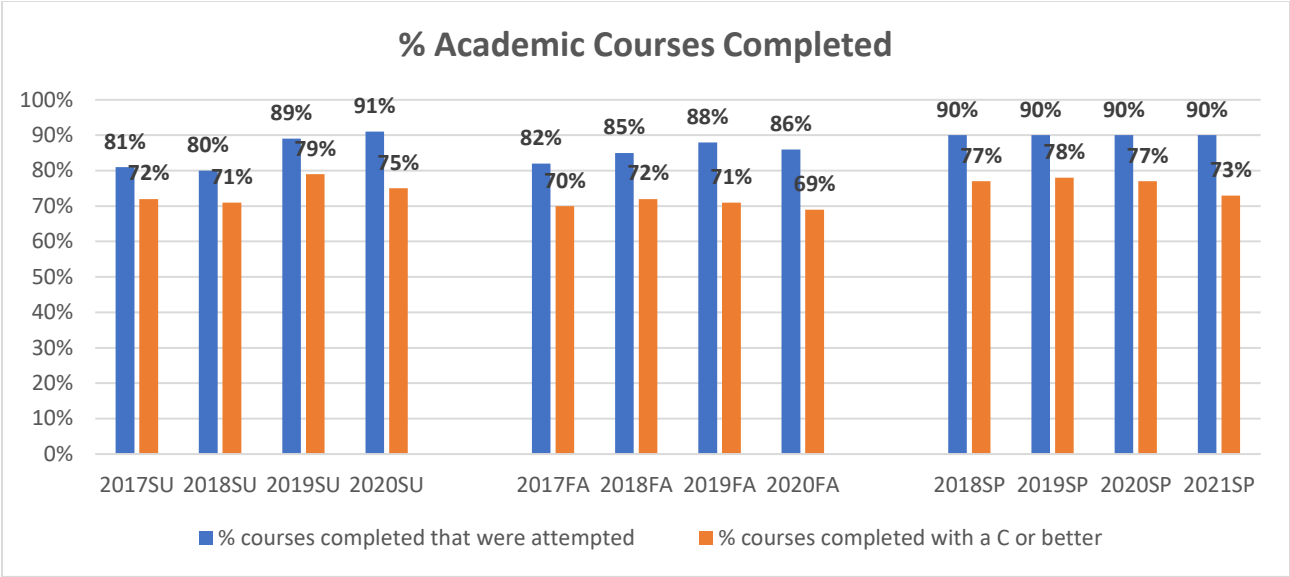
Data Source: SCC IT, Database, 5/6/21, "12+ Semester Hours (2)"; 1/27/21, "Headcount 1"

Course Completion

The purpose of this measure is to communicate the extent to which students are successfully completing coursework toward their intended goals.

KPI: % courses completed that were attempted

Percentage of Academic Courses Completed.



Data Source: SCC IT, Database 5/25/21, "Class Completion AC ONLY Data"

KPI: 10th day to mid-term course retention, AND
KPI: 10th day to final course retention, AND
KPI: 1st day to final course retention
No data available at this time.

Credit Accumulation Rate

The purpose of this measure is to communicate the extent to which students are on a trajectory to meet their intended goals.

KPI: % of students who completed up to 12 credits in an academic year, AND
KPI: % of students who completed 12-23 credits in an academic year, AND
KPI: % of students who completed 24-29 credits in an academic year, AND
KPI: % of students who completed 30 or more credits in an academic year
No data available at this time.

Continuous Enrollment

The purpose of this measure is to communicate the extent to which students are continuously enrolling to meet their intended goals.

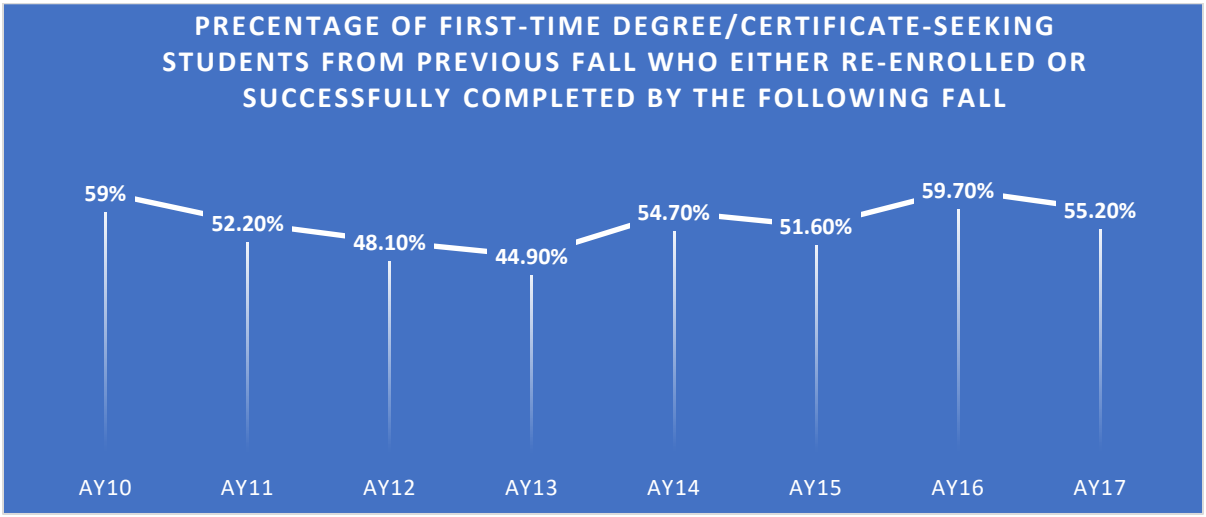
KPI: % of students who were continuously enrolled between the time they started taking courses & the time they either completed their program of study or transferred to another higher ed. Institution
No data is available at this time.

Retention (IPEDS)

The purpose of this measure is to communicate the extent to which students are continuously enrolling and persisting through experiences, such as support services, in an effort to meet their intended goals, as well as communicate potential factors that may impact their abilities to persist.

KPI: % of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall

Percentage of First-Time Degree-Seeking Students Registering/Completing by Following Fall.

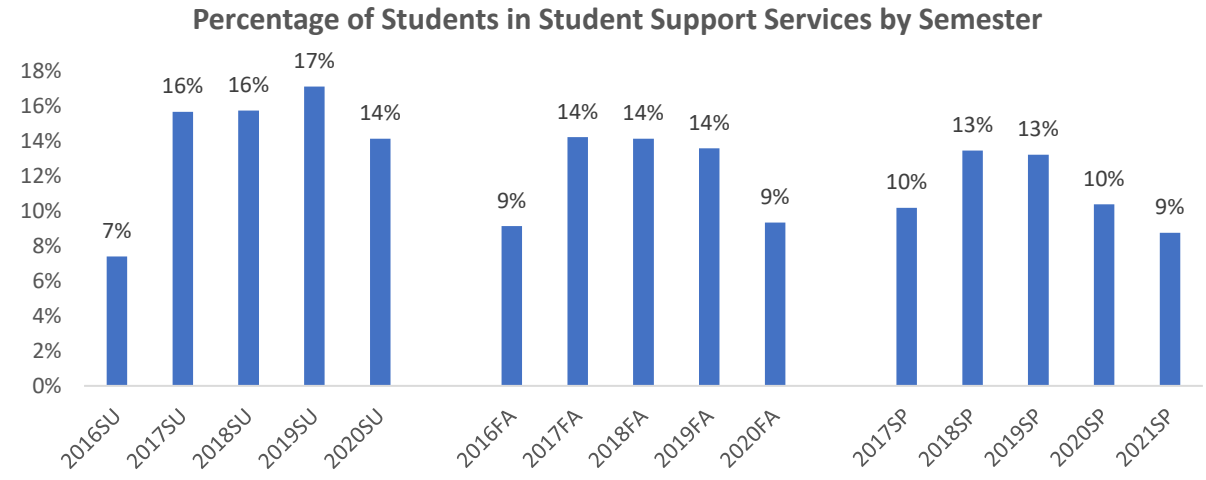


Data Source: ICCB Centralized Data System, "Fall Enrollment (E1) and Annual Enrollment and Completion (A1")

KPI: % of students utilizing academic support services
We are currently not tracking academic and non-academic support services separately.

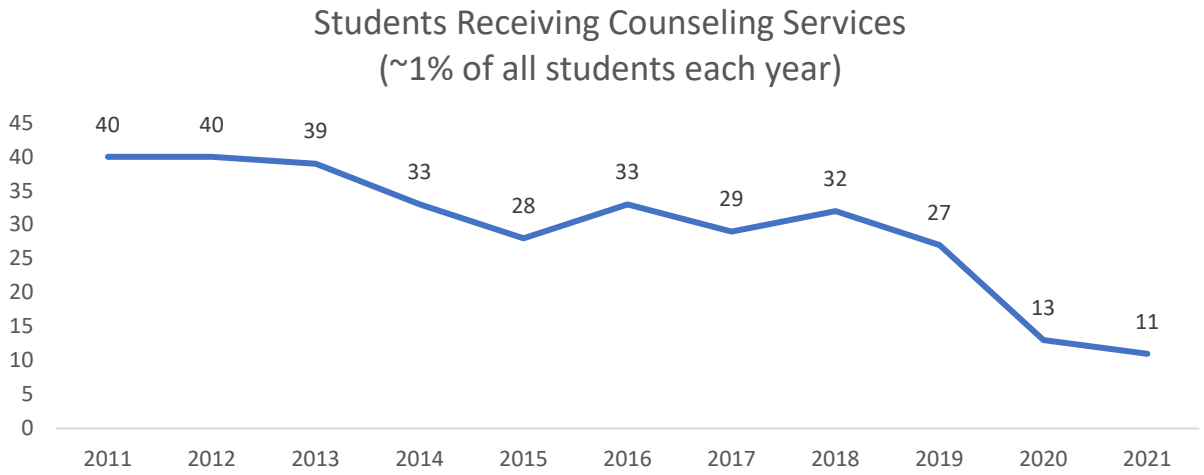
KPI: % of students utilizing student support services

Percentage of Students in Student Support Services.



Data Source: SCC IT, Database 5/7/21, "SSS Students" and "Headcount1"

Number of Students Receiving Counseling Services.



Data Source: Monica Brahler, Counseling Database, 5/6/21

KPI: Avg. turnaround time for graded assignments – We currently do not track this information.

KPI: Withdrawal rate per course section – No data available.

KPI: Number of incompletes issued per semester – No data available.

KPI: % of student attendance rate per section – We currently do not track this information.

KPI: Dropout motives – No data available.

Persistence

The purpose of this measure is to communicate the extent to which students are continuously enrolling and persisting until completion of their intended goals.

KPI: % of fall entering cohort of full and part-time students who re-enroll spring of the same fiscal year
KPI: % of fall entering cohort of full and part-time students who re-enroll the subsequent fall
KPI: Number of students who persisted to 2nd, 4th, and 6th year but did not attain a credential after 6th year
We currently do not track these indicators.

Credit Threshold Milestones

The purpose of this measure is to communicate the extent to which students are continuously enrolling and persisting until completion of their intended goals.

KPI: % of students who achieved 15 credit milestone within 2 years
KPI: % of students who achieved 30 credit milestone within 2 years
KPI: % of students who achieved 45 credit milestone within 2 years
KPI: % of students who achieved 60 credit milestone within 2 years
KPI: % of students who achieved 15 credit milestone within 6 years
KPI: % of students who achieved 30 credit milestone within 6 years
KPI: % of students who achieved 45 credit milestone within 6 years
KPI: % of students who achieved 60 credit milestone within 6 years
We currently do not track these indicators.

Recommendations

- College should implement an enhanced career pathway advising model using digital methods that will assist advisors in tracking student registration and allow for efficient follow-up.
- College needs to identify a customer resource management (CRM) tool to help manage the advisement and registration process.
- College should ensure all students declare an educational goal and/or program upon admission to SCC and develop clear educational pathways.
- College should implement a user-friendly program that allows students and potential students to view and manage their plans of study or “what ifs”.
- College should develop a student orientation processes to include such experience as a First Year Experience (FYE) initiative to include activities such as a mock graduation ceremony and exploration of college academic and support services.
- College should explore reasons students drop courses or do not continuously enroll.
- College should implement processes to increase the accuracy, timeliness, and frequency of student contact with the financial aid office to increase yield and decrease the number of students who drop for financial issues.
- College should experiment with classroom delivery strategies to determine impact on enrollment, retention, persistence, and completion.
- College should identify ways to become more proactive in the implementation of support services to increase percentage of courses successfully completed.
- College should establish a reliable course retention tracking and analysis tool.
- College should establish a reliable program persistence and retention tracking and analysis tool for all students.
- College should accelerate student completion of gatekeeper courses, such as college-level English, Math, and Speech.
- College should encourage and educate transfer students (and families) about the value of completing the IAI GECC core prior to transfer.
- College should expand the utilization of the Early Alert System to assist students with academic and attendance concerns.
- College should accelerate the time it takes for students to complete adult education courses and achieve success in a college-level courses

Academic Success

Introduction

Academic Success demonstrates the College's ability to enhance the college experience and engage students in activities that develop essential core competencies, such as leadership and interpersonal skills. The Academic Success KPA contains five measures of effectiveness – student learning outcomes, core competencies outcomes, student engagement, transfer curriculum completion rate, and experiential learning.

Student Learning Outcomes

The purpose of this measure is to communicate the extent to which students are achieving the desired outcomes at the individual course and program levels.

KPI: % of student learning outcome benchmark targets met
KPI: % of program outcome benchmarks target met
We currently do not track this.

KPI: % of CTE programs with program assessment plans

CTE Programs with Assessment Plans.

CTE Programs with an Assessment Plan	21/38 (55%)
	ADN Accounting Ag (*missed FY20 due to transition of instructor) Automotive Technology (*missed FY20 due to transition of instructor) Basic Electricity (*missed FY20 due to COVID & transition of instructor) Business Management CNA Computer Systems and Security Construction Management (FY21) Cosmetology Criminal Justice Diesel Technology Fish and Wildlife (*missed FY20 due to transition of instructor) Information Processing Technology HVAC (*missed FY20 due to COVID & transition of instructor) Massage Therapy (not for FY21-program not offered) Medical Coding Medical Office Asst PN Social Work Welding

Data Source: Phyllis Sander, Assessment Committee Chair, 5/19/21

KPI: Number of programs completing the program review cycle
All programs are reviewed by ICCB on a 5-year cycle.

Recommendations

- College should implement a data-driven institutional effectiveness model that incorporates teaching, learning, and program-level processes and aligns with budget priorities to strengthen program review practices.
- College should examine student success in light of course delivery methodology.
- College should create and implement CTE program development standards.

Core Competencies Outcomes

The purpose of this measure is to communicate the essential core competencies students need to be successful in the workplace.

KPI: % of general education outcome benchmarks targets met
KPI: % of sections offered that have evidence of core ability attainment
No data available at this time.

Recommendations

- College should strengthen the core competency assessment practices.
- College should encourage core competency assessment for employees engaged in college-sponsored/delivered personal development.

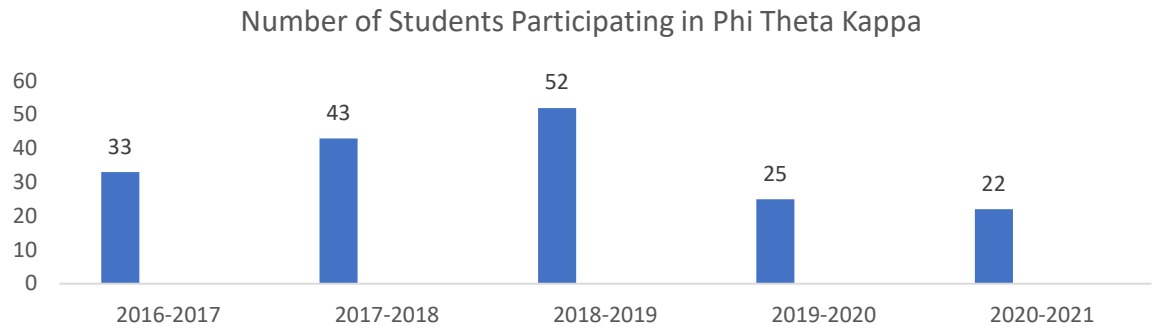
Student Engagement

The purpose of this measure is to communicate the importance of involvement in activities outside the classroom that contribute to the development of essential core competencies, such as leadership and interpersonal skills, that lead to academic and workplace success.

KPI: % of students participating in co-curricular or extracurricular activities
KPI: % of students meeting co-curricular program benchmarks
KPI: Number of students who report visiting faculty during office hours
KPI: % of students participating in volunteer or service-learning activities
We currently do not track this information.

KPI: Number of students participating in Phi Theta Kappa

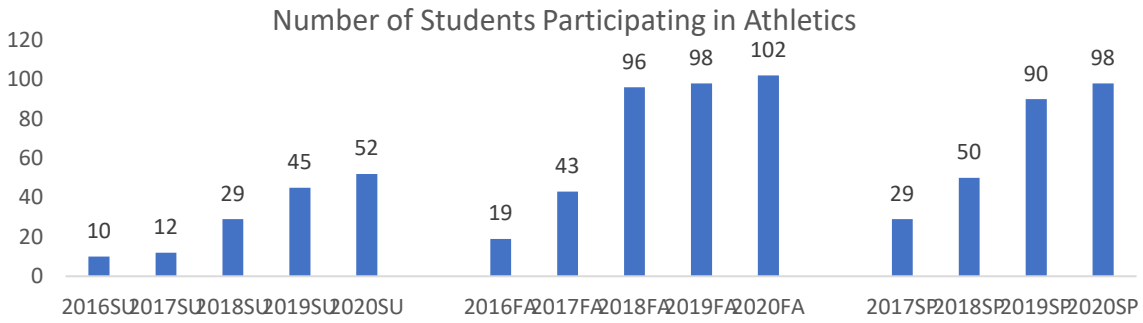
Number of Students Participating in Phi Theta Kappa.



Data Source: Craig Bradley, Sponsor, 5/4/21

KPI: Number of students participating in athletics

Number of Student Athletes.



Data Source: SCC IT, Database 5/7/21, "Athletes"

KPI: Number of faculty who report involvement with a student organization or club

Faculty Report of Club/Organization Involvement.

Faculty who report involvement with a student organization or club	**10**

Data Source: IREP, Survey Monkey, 5/17/21

Recommendations

- College should evaluate and optimize the athletic programming.
- College should explore ways to increase student involvement in service-learning projects.
- College should link student assessment outcomes of global and cultural awareness core competency to plan future DEI events.

Transfer Curriculum Completion Rate

The purpose of this measure is to communicate to students the time it takes to attain requirements necessary for academic advancement.

KPI: Avg. amount of time it takes students to complete IAI core
KPI: Avg. amount of time it takes students to complete a transfer degree
KPI: % of IAI credits earned of credits completed for students pursuing transfer degrees
No data available at this time.

Recommendations

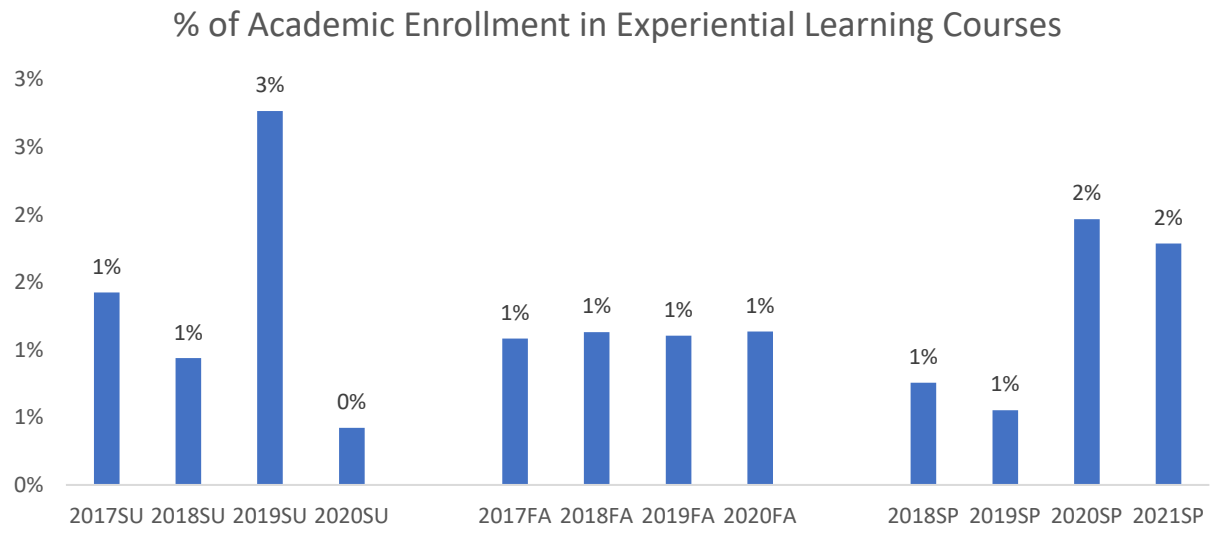
- College should educate students and families about the value of completing the IAI GECC core prior to transfer.
- College should consider a standard for reading, writing, and speech requirements for CTE programs.

Experiential Learning

The purpose of this measure is to communicate the extent to which students are applying classroom learning in a real-life work setting related to a student's field of interest.

KPI: % of student participating in a work-based learning course

Percentage of Academic Enrollment in Experiential Courses.



Data Source: SCC IT, Database 5/7/21, "Intern Extern Course Enrollment", "Headcount1"

KPI: % of programs with a work-based learning requirement

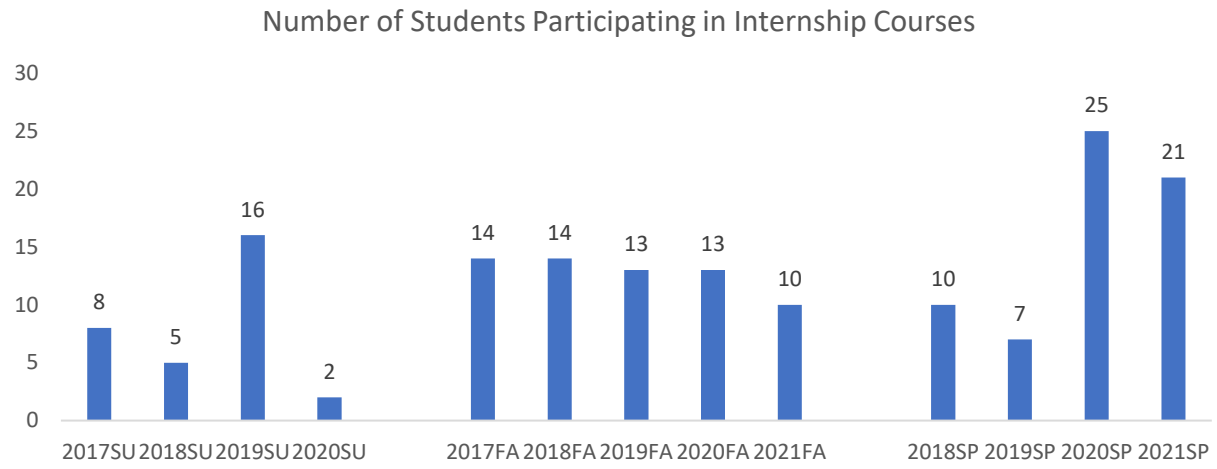
Percentage of AAS Programs with Experiential Learning Component.

AAS Programs with Experiential Learning Component **(9/48 programs, 18.75%)**	**ADN (Clinicals)** **Agriculture Business and Management (Internship)** **Business Management (Internship)** **Computer Systems and Security Specialist (Internship)** **Construction Management of Laborers (Internship)** **Criminal Justice (Internship)** **Fish and Wildlife Management (Internship)** **Information Processing Technology (Internship)** **Social Work (Internship)**

Data Source: *Dean of Academic Affairs, 5/18/21*

KPI: Number of students participating in internship courses

Number of Students Participating in Internship Courses.



Data Source: SCC IT, Database 5/7/21, "Intern Extern Course Enrollment"

KPI: Number of students participating in externship courses – We do not have externship courses.

KPI: Number of students participating in cooperative education courses – We do not have cooperative education courses at.

Recommendation

- College should examine reestablishing a CTE program standard where each program has an experiential component.

Completion

Introduction

Completion demonstrates the College's ability to support students to completion of their intended goals. The Completion KPA contains five measures of effectiveness – graduation rates, credentials awarded, completion rate, persistence without a credential, and near program completion. Recommendations for these measures are grouped together at the end of this area.

Graduation Rates

The purpose of this measure is to communicate to students the ability for the College to support them until they have completed their intended goals.

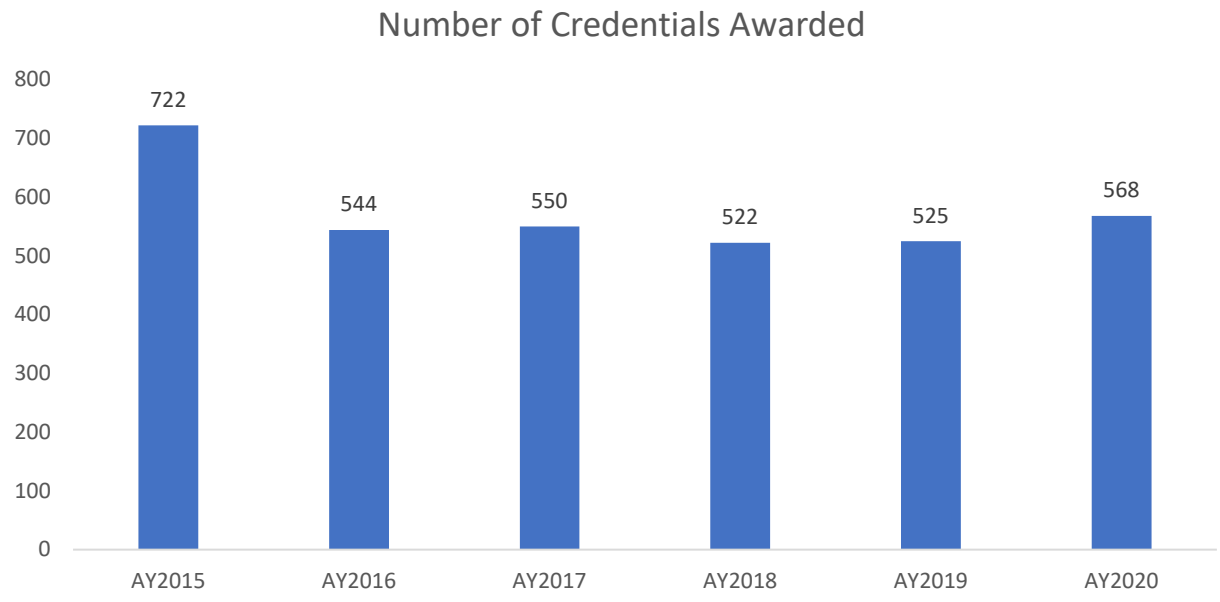
KPI: % of degree/certificate-seeking students who completed a degree or certificate within three years of initial enrollment
KPI: Goal achievement reported by students
No data available at this time.

Credentials Awarded

The purpose of this measure is to communicate to students the ability for the College to support them until they have completed their intended goals.

KPI: Number of certificates and associate's degrees awarded

Number of Credentials Awarded.



Data Source: SCC IT, Database 1/27/21, "Credentials Awarded"

Completion Rate

The purpose of this measure is to communicate to students the ability for the College to support them until they have completed their intended goals in a timely manner.

KPI: % of college-ready, degree seeking students completing with 6 years
KPI: avg. number of months from initial enrollment to completion of first credential (i.e., certificate or associate degree)
KPI: avg. number of credits earned from initial enrollment to completion of first credential (i.e., certificate or associate degree)
No data available at this time.

Persistence w/out a Credential

The purpose of this measure is to communicate to students the ability for the College to support them until they have completed their intended goals in a timely manner.

KPI: % of students who have not completed a degree/certificate or transferred to a four-year institution within six years of first enrolling at SCC
No data available at this time.

Near Program Completion

The purpose of this measure is to communicate to students the ability for the College to support them until they have completed their intended goals in a timely manner.

KPI: % students who earned 30 credits or more but did not complete a credential or transfer within 6 yrs
No data available at this time.

Recommendations

- College should expand the use of the Early Alert System to assist students with academic and retention concerns.
- College should establish a reliable course retention tracking and analysis tool.
- College needs to identify a customer resource management (CRM) tool to help manage the advisement and registration process.
- College should implement an enhanced career pathways advising model using digital methods that will assist advisors in tracking student registration and allow for efficient follow-up.
- College should implement classroom delivery strategies to determine impact on persistence and completion.

Transfer Readiness/Success

Introduction

Transfer Readiness demonstrates the College's ability to prepare students for academic advancement. The Transfer Readiness KPA contains two measures of effectiveness – matriculation and achievement/performance. Recommendations for these measures are grouped together at the end of this area.

Matriculation

KPI: % of courses transferred as equivalent
KPI: % of credits transferred as equivalent
KPI: % of degree/certificate-seeking students who enrolled at a senior-level higher education institution within 3 yrs. of initial enrollment at SCC
KPI: % of students transferring to a senior institution with junior (or higher) status
KPI: Avg. # of credits earned at SCC that were not used in students major at senior-level institution
KPI: % of students that transfer out annually
KPI: % of students who transfer to an Illinois public university
KPI: % of students who transfer to a senior institution within a 90mi radius
KPI: Top 10 transfer institutions
No data available at this time.

Achievement/Performance

KPI: Cumulative grade point average at end of first year after transferring
KPI: Bachelor's degree completion rate compared to native students
KPI: Before/after transfer grade point averages
KPI: Student progress rates after transfer compared w/ native students
KPI: Student grade point average after transfer compared w/ native students
KPI: Student skill level after transfer compared w/ native students
KPI: Student satisfaction w/ preparation for transfer
No data available at this time.

Recommendations

- College should fully utilize the National Student Clearinghouse, as it provides reporting, data, and verification services on enrollment, degrees/certificates, and transfers, persistence, and completion.
- College should collect graduate exit and follow up data.
- College should articulate baccalaureate and career/technical programs with regional universities and create seamless transfer opportunities for students through signed Intergovernmental Agreements detailing articulation process and course sequence.
- College should develop a written procedure to create, revise, and periodically review articulation agreements.
- College should encourage and educate transfer students (and families) about the value of completing the IAI GECC core prior to transfer.

Employment Readiness

Introduction

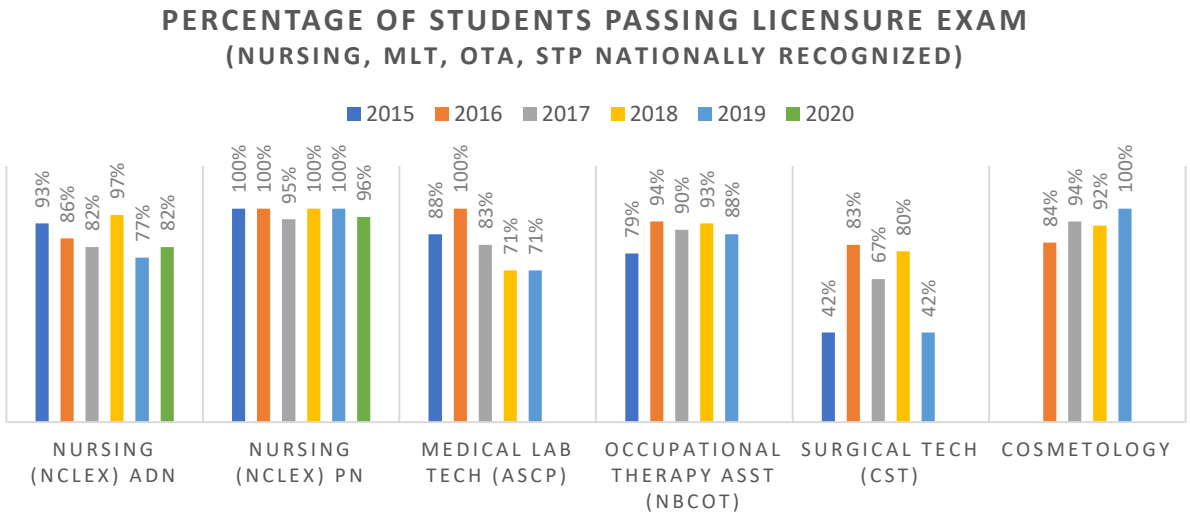
Employment Readiness demonstrates the College's ability to prepare students for living wage jobs in high demand. The Employment Readiness KPA contains six measures of effectiveness – licensure pass rates, certification exam pass rates, job placement rates, graduate wage rate, graduate wage growth, and employer satisfaction. Recommendations for these measures are grouped together at the end of this area.

Licensure Pass Rates

The purpose of this measure is to communicate to students the ability to obtain required licensure to become employed in their field of interest.

KPI: % of students that passed licensure exam within 6 months of graduation

Percentage of Students Passing Licensure Exam.



Data Source: Kayla Sauerbrunn and Wendy Harris, 5/4/21

Certification Exam Pass Rates

The purpose of this measure is to communicate to students the ability to obtain required certifications to become employed in their field of interest.

KPI: Number of students that passed nationally recognized certifications exams while enrolled at SCC or within 6 months of graduation

*See chart above

Job Placement Rates

The purpose of this measure is to communicate to students the ability to obtain employment in their field of interest.

KPI: % of students participating in internships or co-ops who obtain a permanent position at that place of employment – No data available.
KPI: % of graduates employed full-time with six months of graduation in an SCC Occupation related to their program of study – No data available.
KPI: Avg. time lag between graduation and job attainment for field of study – No data available.

Graduate Wage Rate

The purpose of this measure is to communicate to students the ability to earn a livable wage in their field of interest.

KPI: median wage of graduates by program area – No data available.
KPI: Avg. income for graduates in 5-years after graduation – No data available.

Graduate Wage Growth

The purpose of this measure is to communicate to students the potential income growth in their field of interest.

KPI: % of wage growth from the time a student matriculates into SCC to 6 months after graduation
KPI: % of wage growth from the time a student matriculates into SCC to 5 years after graduation
No data available at this time.

Employer Satisfaction

The purpose of this measure is to communicate to students how satisfied employers are with the preparation graduates received at the College.

KPI: Graduate preparedness for job or career – No data available.

Recommendations

- Board should support a standard for new program development that ensures graduates earn a living wage and there are at least 10 annual job openings in the college's service area, to allow our taxpayer investment into students' education to be realized.
- College should strengthen and centralize our graduate follow-up processes to include, at a minimum, employment status, employment in a career related to program of study, entry wage, and wage change within six months of graduation.
- College should collect employer satisfaction data.
- College should ensure multiple entry points for learners that are aligned with career laddering CTE credentials, certificates and/or degrees and lead to living wage jobs.
- College should pursue ways to scale the ADN/BSN program.
- College should consider developing a construction equipment operator program.
- College should expand the truck driving program at the Metropolis and Cairo Extension Centers.
- College should consider developing a pre-apprentice program that allows students to compete for apprenticeships in the electrician and plumbing, pipefitters, and steamfitters.

Student Satisfaction

Introduction

Student Satisfaction demonstrates the College's ability to increase satisfaction through proven teaching and learning methods. The Student Satisfaction KPA contains five measures of effectiveness – active & collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. Recommendations for these measures are grouped together at the end of this area illustrating the impact high-yield teach and learning strategies have on student success and satisfaction.

Active & Collaborative Learning

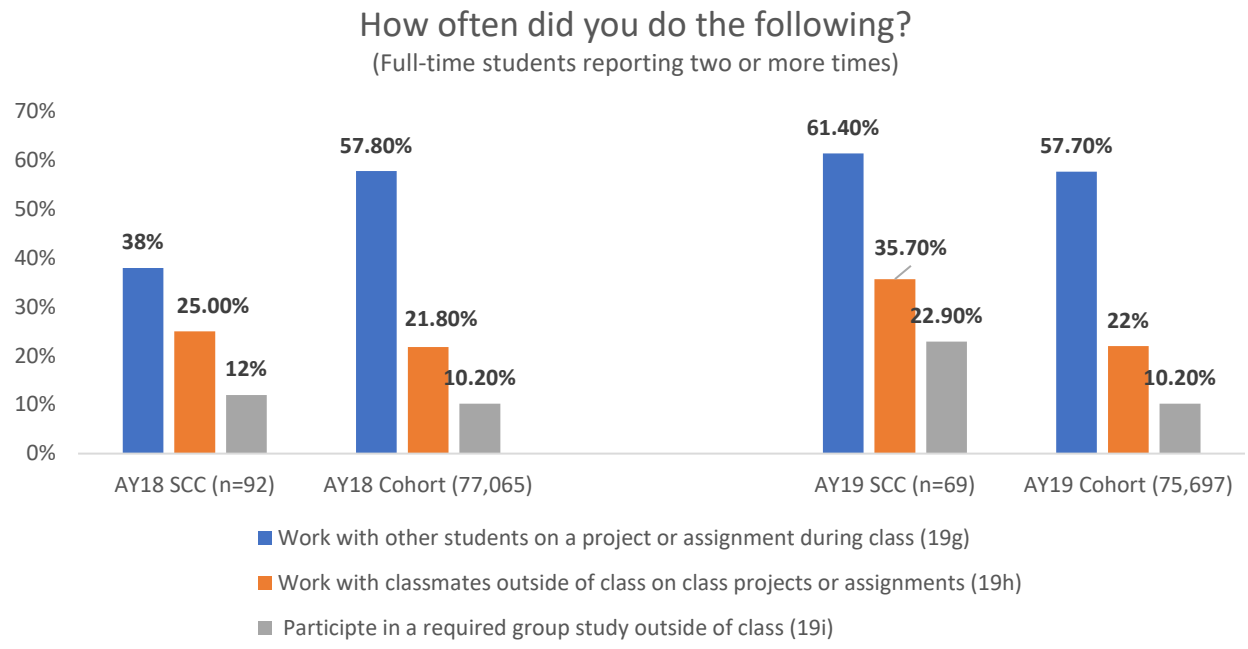
The purpose of this measure is to communicate the importance of collaborative work on academic achievement and skill mastery.

KPI: % of students that report participation in group study

According to the Spring 2021 Instructor/Course Evaluations (n=120), 71% of responses (n=85) rated their courses as "Good" or "Excellent" when asked, "The course provided opportunities for group work". This is the first year this question was asked on the Instructor/Course Evaluations. *Data Source: IREP, Survey Monkey, "Community College Instructor Course Evaluations 2021SP" (Accessed 5/18/21)*

The chart below looks at how often SCC students reported working with classmates on assignments or projects in 2018 and 2019.

Student Report of Group Study.



Data Source: IREP, SENSE Surveys (Accessed 5/7/21)

Student Effort

The purpose of this measure is to determine how much effort students puts into their learning pursuits.

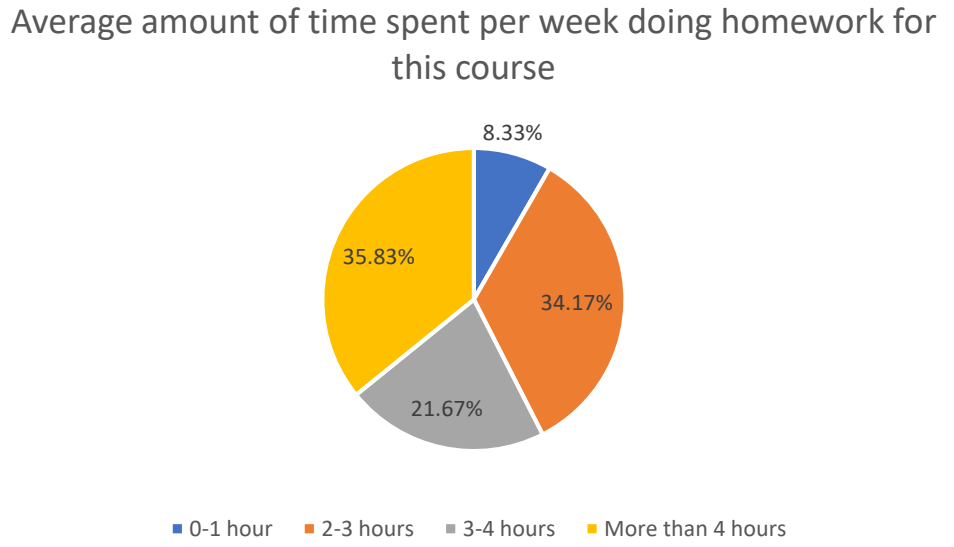
KPI: % of students who report a high degree of participation required to complete course

According to the Spring 2021 Instructor/Course Evaluations (n=120), 89% of responses (n=107) rated their courses as "Good" or "Excellent" when asked, "The course required a high degree of participation to complete". This is the first year this question was asked on the Instructor/Course Evaluations. *Data Source: IREP, Survey Monkey, "Community College Instructor Course Evaluations 2021SP"(Accessed 5/18/21)*

KPI: Avg. amount of time spent per class doing homework as reported by students

The chart below shows the responses to the Spring 2021 Instructor/Course Evaluation question, "Average amount of time spent per week doing homework for this course".

Student Report of Time Spent Per Week on Homework.



Data Source: IREP, Survey Monkey, "Community College Instructor Course Evaluations 2021SP"(Accessed 5/18/21)

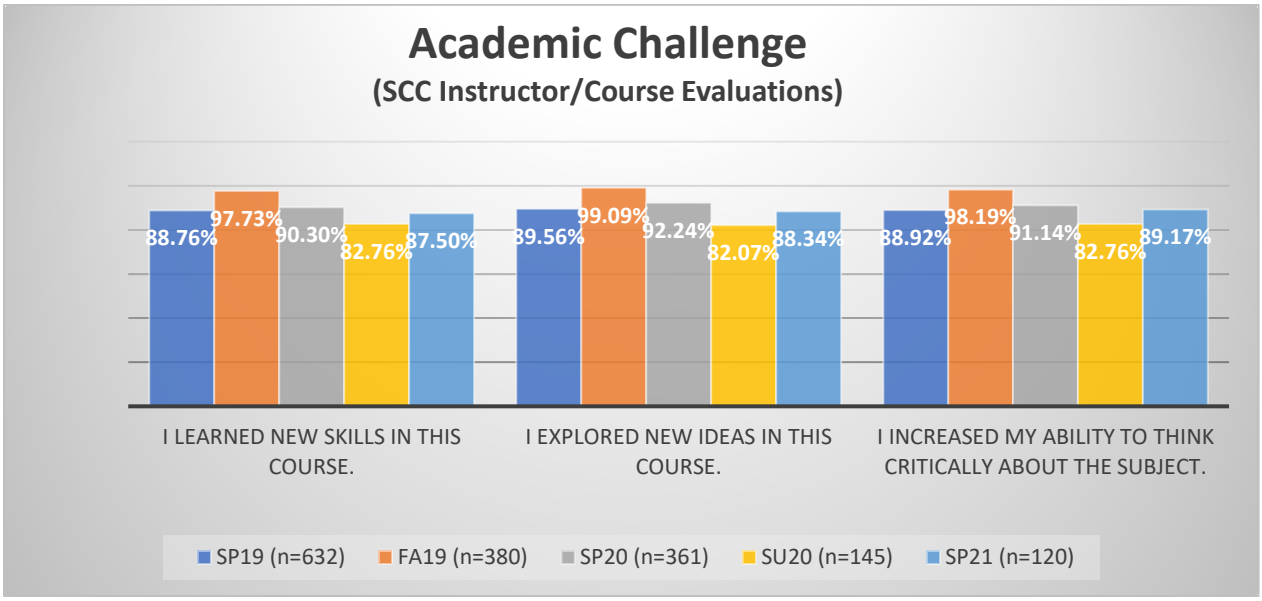
Academic Challenge

The purpose of this measure is to communicate the importance of challenging, yet achievable, goals for sustaining student engagement and retention.

KPI: % of students who report being significantly challenged by course

The chart below shows the results of three course questions on the SCC Instructor/Course Evaluations. The evaluation has been launched inconsistently over the past few years, so the most recent semesters are shown.

Student Report of Academic Challenge in Courses.



Data Source: IREP, Survey Monkey, "Community College Instructor Course Evaluations" (Accessed 5/18/21)

Student-Faculty Interaction

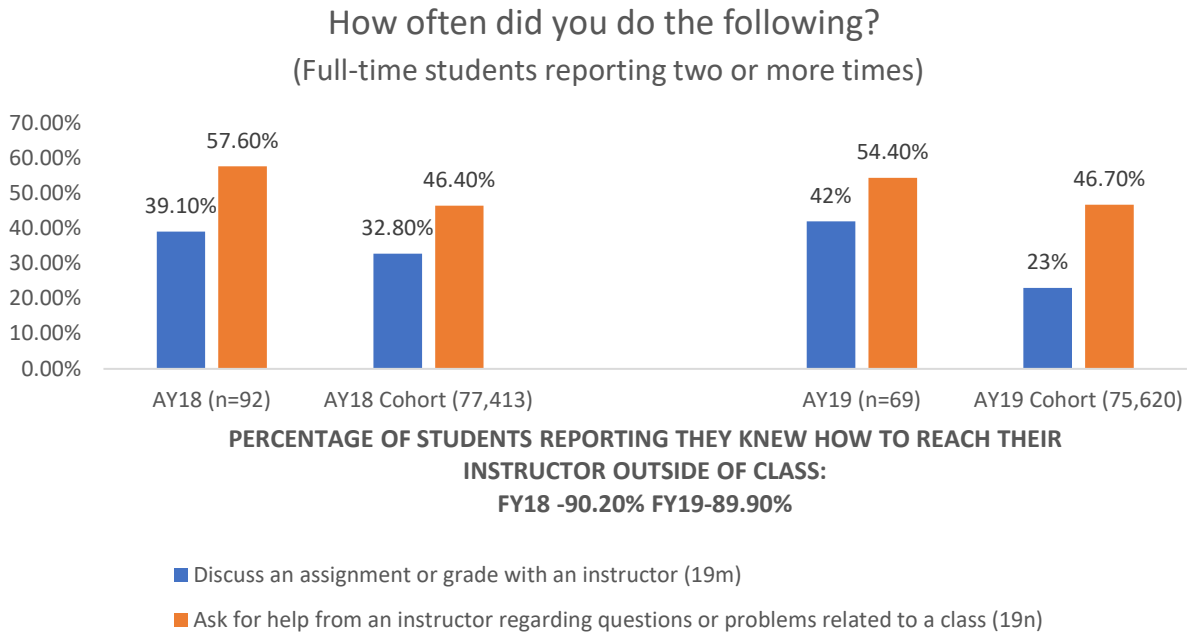
The purpose of this measure is to communicate the importance of student and faculty relationships outside of the classroom to the culture of student success and learning.

KPI: Faculty availability

According to the Spring 2021 Instructor/Course Evaluations (n=120), 87% of responses (n=104) rated their instructor as "Good" or "Excellent" when asked, "Instructor was available for questions about this course". This is the first year this question was asked on the Instructor/Course Evaluations. *Data Source: IREP, Survey Monkey, "Community College Instructor Course Evaluations 2021SP" (Accessed 5/18/21)*

The chart on the next page looks at how often SCC students reported discussing a grade with asking for help from their instructor compared to the cohort. Approximately 90% of students completing the *SENSE* survey reported knowledge of how to reach their instructor outside of class.

Student Report of Interaction with Faculty.



Data Source: IREP, SENSE Surveys (Accessed 5/7/21)

Support for Learners

The purpose of this measure is to determine how students perceive the availability of academic and non-academic support services.

KPI: Graduate satisfaction w/ academic support services – No data available.
KPI: Graduate satisfaction w/ student support services – No data available.

Recommendations

- College should strengthen and centralize the graduate follow-up processes.
- College should implement a survey program that would interface with the CRM and Learning Management System (LMS) for instructor/course evaluations and graduate surveys.

Element 2: Employee Engagement

Overview

The Employee Engagement element describes the ways in which the college prepares its employees to perform their respective jobs and duties to create a culture focused on open communication, mutual respect, and performance excellence, leading to employees who are invested and satisfied. The following Key Performance Areas (KPA's) help describe these interactions:

- Preparation (Input)
- Performance (Process)
- Cultural Condition (Output)
- Employee Satisfaction (Outcome)

In general, these KPA's form a working theory about how College employees contribute to student success. Specifically, to achieve student success, the College must prepare its employees by providing leadership, growth and development opportunities, and aligning organizational standards so they might perform the work of the College in ways that create a culture that is focused on student learning and organizational success, which leads to satisfaction with their workplace experience.

As mentioned in the introduction of this report, the SCCES model is dynamic and adaptive. As such, the employee engagement element is developing, and as we learn more about this system, we will likely see significant evolution of the measures and indicators found in this element in the future. Further, much of the data included in this element is qualitative data. As the system matures, and we have meaningful conversations with our employees, it is likely that more quantitative measures will be developed.

Preparation

Introduction

The Preparation area attempts to explain the effectiveness of systems and processes aimed at preparing employees to engage in the daily work of the College. The Preparation KPA contains five measures of effectiveness – leadership, growth and development, organizational alignment, operating standards, and employee diversity. Recommendations for these measures are grouped together at the end of this area.

Leadership

The purpose of this measure is to determine to what extent the College's leadership is committed to transparency and building a culture of excellence, inclusiveness, engagement, accountability, and mutual respect as seen through an employee lens. In addition, we look for evidence of leader's ability to influence, team build, problem solve, manage performance and conflict, advocate for employees and students, and articulate a clear vision of institutional success and outcome expectations.

Growth & Development

The purpose of this measure is to determine the extent of the College's investment and priority for on-going professional growth and development for all employees.

KPI: % of budget spent on employee development

The College has not been tracking professional development costs over the years. When the budgets are prepared those costs will be combined in the object code "55" which is conference/meeting and travel. A majority of the expenses in those general ledger accounts will be for mileage reimbursements for work travel not professional development.

Data Source: Brandy Woods, Finance Office, 5/5/21

KPI: Number of personal and career development plans

It is typically the Vice Presidents & Deans who receive personal and career development plans but not all Presidents have done these, and our VP area has had much turnover in the past 5 years. There is no formal mechanism to keep track of these plans.

Employee Development Plans.

Personal and Career Development Plans				
2016	2017	2018	2019	2020
0	0	2	2	6

Data Source: Emily Forthman, 5/7/21

KPI: Number of staff receiving credentials

A record is not kept of credentials earned once employed, but HR has indicated this will now be tracked formally. A process is in place for reviewing transcripts for updating credentials.

Employee Credentials.

Current Full-Time Employee Credentials (FY2021)				
Certificates	Associate's	Bachelor's	Master's	Doctorate
6	10	23	43	9

Data Source: Emily Forthman, Director of HR, Database, 5/5/21

KPI: Employee Qualifications

All employees are employed in positions for which they are determined as qualified. This is ensured through a systematic hiring process. Qualifications are placed on the job description and updated as needed when a vacancy occurs. A screening committee reviews application of potential applicants and selects for interview those who meet the criteria to the highest level. The official job description is stored in Human Resources. For faculty, a transcript audit is conducted by the Division Chair, Dean and VP of Academic Affairs to ensure they meet the qualifications to teach the particular course.

Data Source: Emily Forthman, Director of HR, 5/5/21

College Status Report

KPI: Employee Skill Attainment

Skill attainment once employed is not currently tracked. However, in some instances the best/only applicant does not have the requested credentials. In those cases, these employees are put on a plan to gain the degree/credential/skills and are tracked by Human Resources to ensure these are obtained.

Data Source: Emily Forthman, Director of HR, 5/5/21

KPI: Employee Support Services

The Employee Assistance Program (EAP) has been operational for less than a year and a half. In that time, the following data have been collected:

Employee Assistance Program.

EMPLOYEE ASSISTANCE PROGRAM (EAP)			
Financial	Grief	Personal Growth	Consumer Issues
2	1	2	1

Data Source: Emily Forthman, Director of HR, 5/5/21

KPI: Talent diversity

Talent Diversity.

Column1	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	10 Year Change
Total Employees	184	172	203	223	236	259	270	278	279	339	333	324	335	325	-44%
Gender															
Female	111	107	113	130	147	154	157	170	174	214	214	203	206	193	-48%
Male	73	65	90	93	89	105	113	108	105	125	119	121	129	132	-38%
Ethnic															
Asian	1	0	0	0	0	0	0	0	1	2	1	0	0	0	0%
American Indian/Alaska Native	0	0	0	0	0	1	1	1	0	4	2	3	3	1	-100%
Black/African American	31	24	31	32	33	34	29	34	30	43	39	36	35	37	-20%
Hispanic/Latino	2	2	1	3	2	0	0	2	2	1	1	1	2	4	100%
White	147	141	165	187	187	213	232	233	244	285	289	278	292	277	-49%
Unknown	3	5	6	1	14	11	8	8	2	4	1	6	3	6	200%

Data Source: IT, Database, 5/7/21, "C1 Talent Diversity"

KPI: Ability to perform in all key areas of role

Employee Performance Ratings.

2021	2020	2019	2018	2017
EXEMPT EMPLOYEES				
8 Outstanding	6 Outstanding	6 Outstanding	7 Outstanding	6 Outstanding
23 Highly Effective	20 Highly Effective	20 Highly Effective	13 Highly Effective	15 Highly Effective
5 Effective	4 Effective	2 Effective	5 Effective	5 Effective
0 Needs Improvement	0 Needs Improvement	0 Needs Improvement	0 Needs Improvement	0 Needs Improvement
0 Unsatisfactory	0 Unsatisfactory	0 Unsatisfactory	0 Unsatisfactory	0 Unsatisfactory
NON-EXEMPT				
3 Consistently Exceeds	2 Consistently Exceeds	1 Consistently Exceeds	NA	1 Consistently Exceeds
10 Frequently Exceeds	5 Frequently Exceeds	7 Frequently Exceeds	8 Frequently Exceeds	5 Frequently Exceeds
0 Acceptable	0 Acceptable	0 Acceptable	0 Acceptable	0 Acceptable
0 Minimum	0 Minimum	0 Minimum	0 Minimum	0 Minimum
0 Does Not Meet	0 Does Not Meet	0 Does Not Meet	0 Does Not Meet	0 Does Not Meet
FACULTY				
7 Exceeds Expectations	3 Exceeds Expectations	5 Exceeds Expectations	2 Exceeds Expectations	6 Exceeds Expectations
9 Meets Expectations	2 Meets Expectations	7 Meets Expected Goals	5 Meets Expected Goals	2 Meets Expected Goals
0 Needs Improvement	0 Needs Improvement	0 Needs Improvement	0 Needs Improvement	0 Needs Improvement

Data Source: Emily Forthman, Director of HR, 5/17/21

KPI: Career Advancement

Although an internal employee's work is known, employees must apply, go through the screening process, and interview for openings to advance within the college to another career opportunity. Full time positions must be approved by the Board of Trustees.

Data Source: Emily Forthman, Director of HR, 5/5/21

KPI: Professional (colleague) learning communities – We have no professional learning communities.
Data Source: Emily Forthman, Director of HR, 5/5/21

KPI: Professional discourse on teaching & learning

The formal avenues for professional discourse on teaching and learning currently in place are the Curriculum & Instruction and Learning Resources & Instructional Technology committees.

Data Source: Emily Forthman, Director of HR, 5/5/21

KPI: $ spent on professional development

The College has not been tracking professional development costs over the years. When the budgets are prepared those costs will be combined in the object code "55" which is conference/meeting and travel. A majority of the expenses in those general ledger accounts will be for mileage reimbursements for work travel not professional development.
Data Source: Brandy Woods, Finance Office, 5/5/21

Organizational Alignment

The purpose of this measure is to examine the extent to which the College can achieve results through the application of policy, strategy, and operational direction. In addition, the extent of team development, clear and timely communication, clarification of individual performance expectations, and cultivating a culture of individual accountability is also analyzed.

Operating Standards

The purpose of this measure is to determine the extent that current operating methods lead to a shared set of institutional values, clear well-grounded administrative principles, and the implementation of performance guidelines create a culture of transparency and mutual respect.

Employee Diversity

The purpose of this measure is to determine the College ability to create a diverse and engaged workforce.

KPI: Number of full-time faculty, AND
KPI: % of full-time faculty of total faculty, AND
KPI: % of total employees that are full time faculty, AND
KPI: % of course sections taught by full time faculty, AND
KPI: Number of fulltime administrators, AND
KPI: Ratio of faculty to support staff
KPI: Ratio of student to faculty

Percent Change in Employee Numbers.

Percent Change 2014-2020	
ALL Faculty	-24%
Support Staff	0%
Students	-37%
Administration	-26%

Data Source: IT, Database, 5/7/21, "Employee Diversity"

Employee Diversity.

EMPLOYEE DIVERSITY							
	2014	2015	2016	2017	2018	2019	2020
# of full-time faculty	38	38	38	35	34	34	32
% of full-time faculty of total faculty	21.59%	21.35%	25.33%	22.29%	21.66%	24.64%	23.88%
% of total employees that are full time faculty	32.76%	32.76%	33.93%	32.11%	33.01%	33.33%	32.99%
% of courses sections taught by full time faculty	NA	NA	NA	23.59%	28.76%	33.66%	47.72%
# of full-time administrators	19	19	19	19	18	17	14
Ratio of all faculty to support staff (Approx)	2:1	2:1	2:1	2:1	2:1	1.7:1	1.6:1
Ratio of students to faculty (Approx)	17:1	14:1	15:1	13:1	11:1	12:1	13:1

Data Source: IT, Database, 5/7/21, "Employee Diversity"

KPI: Number of faculty who report involvement with a student organization or club

Faculty Report of Club/Organization Involvement.

Faculty who report involvement with a student organization or club	**10**

Data Source: IREP, Survey Monkey, 5/17/21

Recommendations

- College should amplify employee recruitment, socialization, and inclusion efforts to facilitate a strong sense of teamwork and community.
- College should pursue ways to fully utilize Colleague for human resource management.
- College should increase employee talent, technical capability, and leadership skills and align those with budget priorities (i.e., training in Colleague, CROA, customer service, assessment).
- College should review and revise, as necessary, all job descriptions to enhance focus on individual contribution, teamwork, customer service for students, customer service for the community, customer service for stakeholders, and personal accountability.
- College should revise performance evaluation processes in ways that focus on individual contribution, teamwork, customer service for students, customer service for the community, customer service for stakeholders, and personal accountability.
- College should conduct an organizational skills assessment to identify talent gaps and examine role suitability and employee fit.
- College should create opportunities for cross-skill training.
- College should create an organizational chart structure that strengthens teamwork, improves communication, clarifies individual performance expectations, and enhances individual accountability.
- College should integrate elements of Diversity, Equity, and Inclusion (DEI) into all College systems and processes, by establishing a DEI Committee, adopting a DEI Board policy, and ensuring procedures are free of implicit and explicit biases to ensure equity.

Performance

Introduction

The Performance area attempts to explain the effectiveness of systems and processes aimed at assisting employees with the execution of their daily work. The Performance KPA contains seven measures of effectiveness – communication, effort and strategy alignment, decision-making, empowerment and collaboration, work execution, customer service, and safety. Recommendations for these measures are grouped together at the end of this area.

Communication

The purpose of this measure is to highlight the importance of employee engagement and the need to create practices that promote opportunities for two-way group communication, including college-wide meetings, emails, and informational videos, and employee participation and recognition.

Effort & Strategy Alignment

The purpose of this measure is to ensure employee activities, projects, and contributions are aligned with the strategic mission of the College and employees feel this work is meaningful and challenging.

Decision-Making

The purpose of this measure is to determine the extent of effectiveness of the College's decision-making processes, including shared governance structure, committee effectiveness, employee investment, and data-sharing systems.

Empowerment & Collaboration

The purpose of this measure is to determine the extent to which employees feel empowered to perform their daily work and to describe the ways they work together to solve operational issues and improving customer service. In addition, senior-level leadership's ability to delegate responsibility to employees and the employee's willingness to accept accountability for work outcomes are also considered.

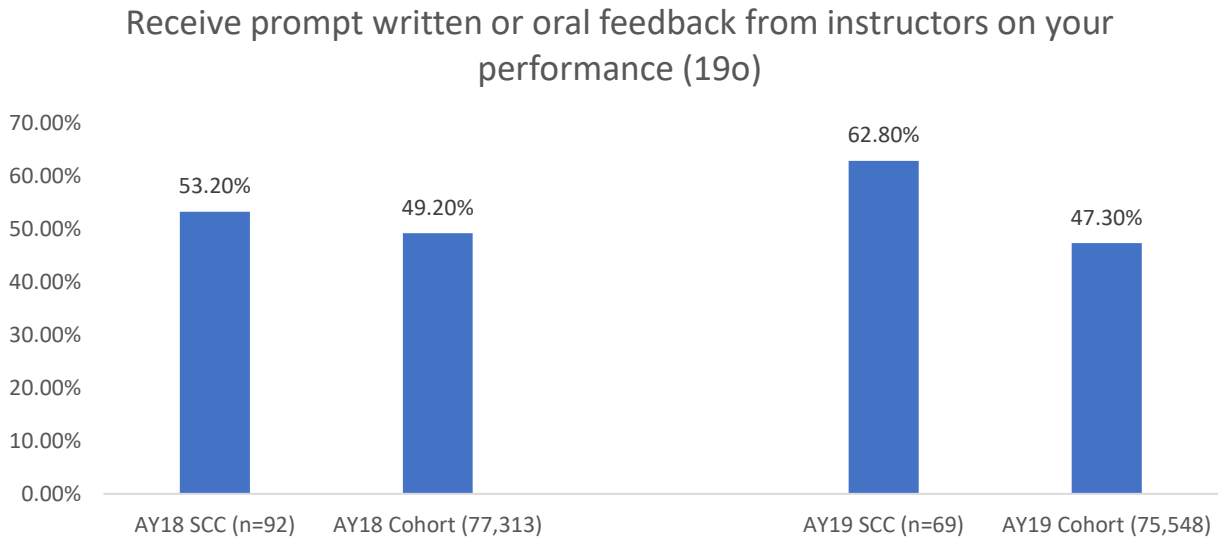
Work Execution

The purpose of this measure is to determine to what extent the College's work structures and processes empower employees to do their work that leads to a culture of excellence, mutual respect, attention to detail, creativity and innovation, time effectiveness, and consistency.

Customer Service

The purpose of this measure is to determine the extent to which the College and its employees create a climate of service and is culture of continuous improvement and excellence through the lens of students and the community.

Student Report of Prompt Feedback from Faculty.



Data Source: IREP, SENSE Surveys (Accessed 5/7/21)

Safety

The purpose of this measure is to communicate the importance of a safe working and learning environment.

Annual Safety Incidents.

Number of Annual Safety Incidents Resulting in Injury or Worker's Compensation	
FY17	1
FY18	1
FY19	1
FY20	0

Data Source: Emily Forthman, Director of HR, 5/5/21

Recommendations

- Board should engage in policy governance training.
- College should establish a formal shared governance structure for operations.
- Policy Manual should be revised with an emphasis of separating Board policy from administrative policy, procedures, and guidelines.
- College should implement an inclusive communication plan to support shared governance processes.
- Each organization unit within the College should develop procedures for systems and processes that are unique to that unit.
- College should implement a formal employee orientation (on-boarding) process for all employees
- College should implement a formal tenure process for new full-time faculty.
- College should implement an exit-interview process for all employees that leave the institution.

Cultural Condition

Introduction

Cultural Condition demonstrates the College's ability to create a culture of excellence, inclusiveness, engagement, accountability, and mutual respect. The Cultural Condition KPA contains three measures of effectiveness – reward and recognition, enhanced effort, and work environment quality. Recommendations for these measures are grouped together at the end of this area.

Reward & Recognition

The purpose of this measure is to determine how the contributions of the College's employees are recognized by those within the College and outside the greater college service area.

KPI: Number of faculty that receive teaching awards and recognition, AND
KPI: Number of employees recognized for public contributions, AND
KPI: Number of employees recognized for workplace contributions, AND
KPI: Number of College awards and recognition received from external sources

Employee Rewards and Recognition.

Rewards & Recognition	Number (30 Responses)	
Faculty that receive teaching awards and recognition	3	Creative Assessment Certificate Tax Accounting Virtual Currency Training Certificate Virtual Computing Certificate SCC Faculty of the Year North Central Business Education Association Post-Secondary Teacher of the Year 2016 Pravin Mathew Varughese Memorial Scholarship Award
Employees recognized for public contributions	4	Outstanding Business Women's for Daughter's of American Revolution (Missouri) Recognized for Participation on the Human Rights Advocacy Board- 2014-2020 Recognized for Participation on the Two Rivers Child Advocacy Center Board- 2013-2017 IMACC Distinguished Service Award April 2020
Employees recognized for workplace contributions	7	Recognized by Student Services SCC Faculty 20-years of Service, 25 years of service $2500 Unimin Donation
SCC awards and recognition received from external sources	NA	PBL members recognized at State Leadership Conferences and National Leadership Conference every year SCC Accounting students recognized for placement at SIU-C Accounting Challenge SCC students recognized for Certifications (Intuit QuickBooks User, IC3, ESB (Entrepreneurial Small Business and numerous CompTIA certifications and MOS certifications Illinois Adult and Continuing Educators Association- Adult Education Administrator of the Year- 2018 Special Learning Needs Specialist Credential- June, 2020 ICCB Adult Education Top 10% Performer- multiple program years

Data Source: IREP, Survey Monkey, "Civic and Community Engagement Survey for SCC Faculty and Staff"

Enhanced Effort

The purpose of this measure is to determine the extent that employee contributions exceed performance expectations as viewed through the lens of supervisors, students, and the community. Evidence of employee motivation, initiative, high task accomplishment, and employee sense of contribution are examined.

Work Environment Quality

The purpose of this measure is to determine the College's ability to create a culture of excellence where employees contribute and thrive. Indicators of this measure include number of working days lost through illness, employee tardiness and absenteeism, employee health and safety, voluntary attrition, and high resiliency and low distress.

Recommendations

- College should amplify employee recruitment, socialization, and inclusion efforts to facilitate a strong sense of teamwork and community.
- College should establish formal events to encourage greater comradery, celebrate individual success, and commend group/team accomplishment.
- College should establish a formal recognition process.
- College should conduct a climate survey to establish a baseline and direct future employee engagement strategies.

Employee Satisfaction

Introduction

Employee Satisfaction demonstrates the College's ability to successfully create an environment where employees feel empowered and proud. The Employee Satisfaction KPA contains four measures of effectiveness – loyalty, pride, morale, and environment. Recommendations for these measures are grouped together at the end of this area.

Loyalty

The purpose of this measure is to determine how the College creates a sense of fulfillment and community leading to employee longevity.

This table shows the retention rate for SCC employees. We currently do not track the reason for dismissal or conduct exit interviews.

Employee Retention.

Employee Retention	10 Year Change
Total Employees	-44%
Gender	
Female	-48%
Male	-38%
Ethnic	
Asian	0%
American Indian/Alaska Native	-100%
Black/African American	-20%
Hispanic/Latino	100%
White	-49%
Unknown	200%
Age Range	
21-24	-62%
25-30	-76%
31-39	-41%
41-49	-53%
50-54	-67%
55-59	-28%
60 & Over	6%

Data Source: IT, Database, 5/7/21, "C1 Data Employee Retention"

Pride

The purpose of this measure is to determine the effectiveness of the efforts to build a reputation of personal service which is evidenced by employees' willingness to take ownership of their areas, engage with other employees, continuously improve self and processes, and present self professionally.

Morale

The purpose of this measure is to determine the effectiveness of efforts to build a culture of excellence and mutual respect as evidenced by employees' enthusiasm, willingness to cooperate and focus on solutions, and the number of complaints.

Environment

The purpose of this measure is to determine the extent of overall employee satisfaction through indicators such as information flow, employee empowerment, supervisor relationships, and professional development.

Recommendations

- College should implement a process to measure employee satisfaction.
- College should implement an exit interview process.
- College should conduct a climate survey to establish a baseline.

Element 3: Infrastructure Effectiveness

Overview

The Infrastructure Effectiveness element describes the ways in which employees develop learning and student support strategies, deploy effective usable, scalable, and sustainable delivery systems in ways that preserve and enhance capital assets and are fiscally responsible. The following Key Performance Areas (KPA's) help describe these interactions:

- Development (Input)
- Deployment (Process)
- Delivery (Output)
- Fiscal Stewardship (Outcome)
- Capital Asset Stewardship (Outcome)

In general, these KPA's form a working theory about how the College's infrastructure contributes to student success. Specifically, to achieve student success, the College must develop a student focused infrastructure, deploy strategies to encourage employee engagement in student success, deliver programs and services to support student learning and organizational excellence, which lead to fiscal responsibility and effective stewardship of capital resources.

As mentioned in the introduction of this report, the SCCES model is dynamic and adaptive. As such, the employee engagement element is developing, and as we learn more about this system, we will likely see significant evolution of the measures and indicators found in this element in the future. Further, much of the data included in this element is qualitative data. As the system matures, and we have meaningful conversations with our employees, it is likely that more quantitative measures will be developed.

Development

Introduction

Development demonstrates the College's ability to successfully engage in research of the institution and develop a strategic plan that is efficient, effective, and fiscally responsible. The Systems Development KPA contains six measures of effectiveness – institutional research and planning, budgeting, information technology, teaching and learning systems design, accreditation, and facilities. Because of the interdependent nature of this measure and the following two measures, deployment and delivery, recommendations for these three measures are grouped together and placed after the delivery measure.

Institutional Research & Planning

The purpose of this measure is to determine the extent of how research and planning inform the strategic and operational practices of the College and how data is used to facilitate continuous improvement of work processes.

Budgeting

The purpose of this measure is to determine the extent to which the College's budget practices foster the attainment of student success, employee engagement, and strategic improvement.

Information Technology

The purpose of this measure is to determine how the operating and governance practices of IT, including the staffing requirements and talent, performance measurement, and reporting, as well as the implementation strategy for considerations regarding the overall system direction, technical platform, and network capacity influence successful student outcomes and assist the employees with their work.

Teaching & Learning Systems Design

The purpose of this measure is to determine the extent to which the College's teaching and learning systems are accessible, adaptable, and affordable. Additionally, the interoperability of the College's technology systems is also examined.

Accreditation

The purpose of this measure is to determine if the College has effective systems and processes to assist with attaining regional and program-level recognition and alignment with a strict set of professional standards. Where accreditation is not available to certain programs, recognition may be required from licensing agencies for graduates to obtain course certifications to obtain employment.

Facilities

The purpose of this measure is to determine the extent to which the College's facilities contribute to successful student and employee outcomes. Clearly defined responsibilities and priorities are necessary to ensure proper facilities management and handling of constraints.

Deployment

Introduction

Deployment demonstrates the College's ability to position its resources efficiently and effectively to implement strategic planning. The Systems Deployment KPA contains eleven measures of effectiveness–budget and purchasing, curriculum management, curriculum delivery, scheduling effectiveness, financial aid, learning/student support, IT system sustainability, IT system reliability, IT system usability, IT system scalability, and facility effectiveness.

Budget & Purchasing

The purpose of this measure is to communicate the broad impact of the budget and purchasing practices, emphasizing the need for employee participation for full actualization of the College's mission and strategic plan. Beyond typical budgetary practices of transfers, actual expenditures, requisition processing time, error rate, and service contracting, are considerations such as the College's ability to design courses/programs and provide a breadth of courses, programs, and classroom experiences in a fiscally responsible manner and implement classroom practices proven to increase course enrollment and completion.

Some quantitative information was available for consideration within this measure. Knowing the breadth of courses requiring high-leverage teaching practices, such as projects, research papers, and/or presentations, and could offer some insight into course completion rates.

Faculty Reporting Courses that Require Projects, Research Papers & Presentations.

HUMANITIES AREAS	Number of courses requiring projects, research papers, and/or presentations
ENG	4
LIT	7
MUS	5
PSYC	All
SEM	1
SPC	3
BOT AREAS	
AGR	12
BUS	2
CJ	10
COM	2
COS	5
ECE	4
ECO	1
EDU	3
IMS	1
NLT	4

Data Source: VP of Academic Affairs, 5/24/21

Faculty Reporting Use of Group Projects/Learning Communities.

HUMANITIES AREAS	
PSYC	1
BOT AREAS	
AGR	5
BUS	1
CJ	5

Data Source: VP of Academic Affairs, 5/24/21

Faculty Reporting Use of Learning Activities to Support Multiple Learning Preferences.

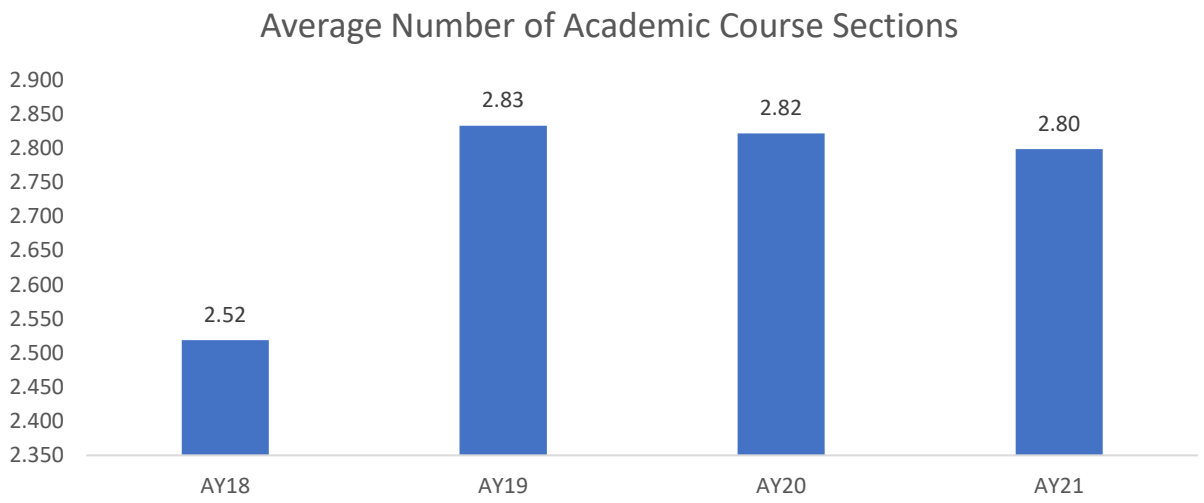
HUMANITIES AREAS	
PSYC	1
BOT AREAS	
AGR	12
COM	2
COS	12
ECO	4
IMS	1
NLT	4

Data Source: VP of Academic Affairs, 5/24/21

Scheduling Effectiveness

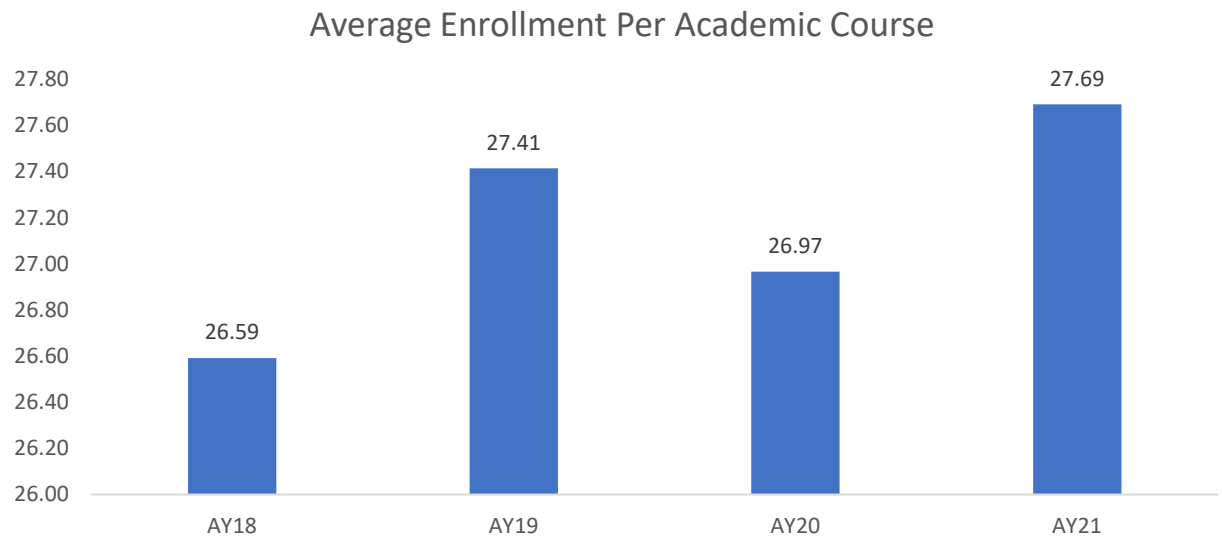
The purpose of this measure is to communicate the effectiveness of the scheduling process and decisions made regarding courses offered, the number and location of course sections, and the methods of delivery. Some quantitative information was available for consideration within this measure.

Average Number of Academic Courses.



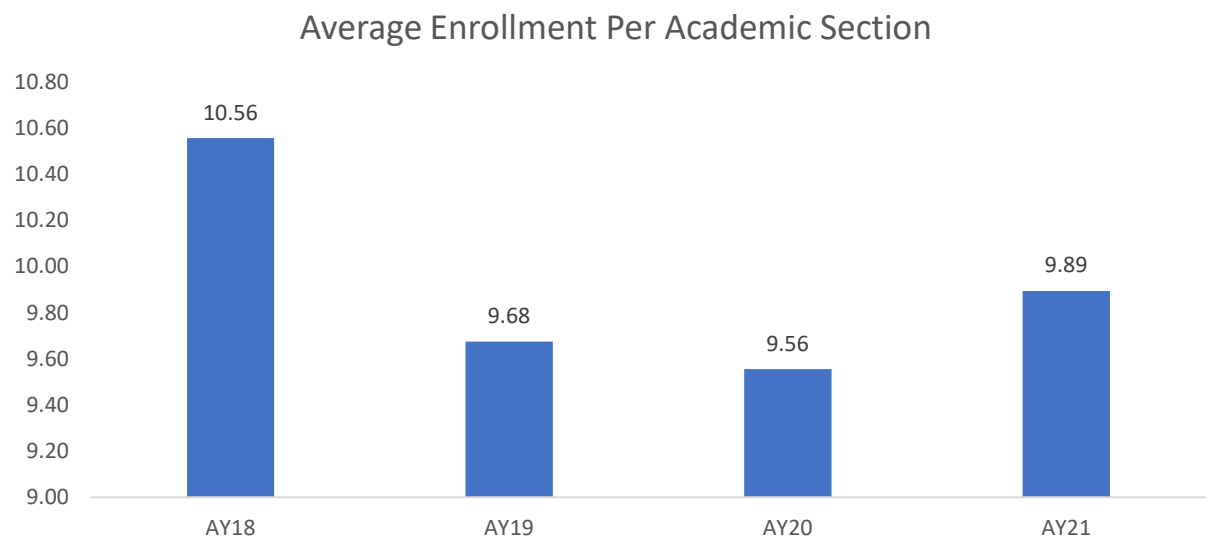
Data Source: SCC IT, 5/18/21, "Course Enrollment"; 1/28/21, "Section Fill-Rate"

Average Enrollment Per Academic Course.



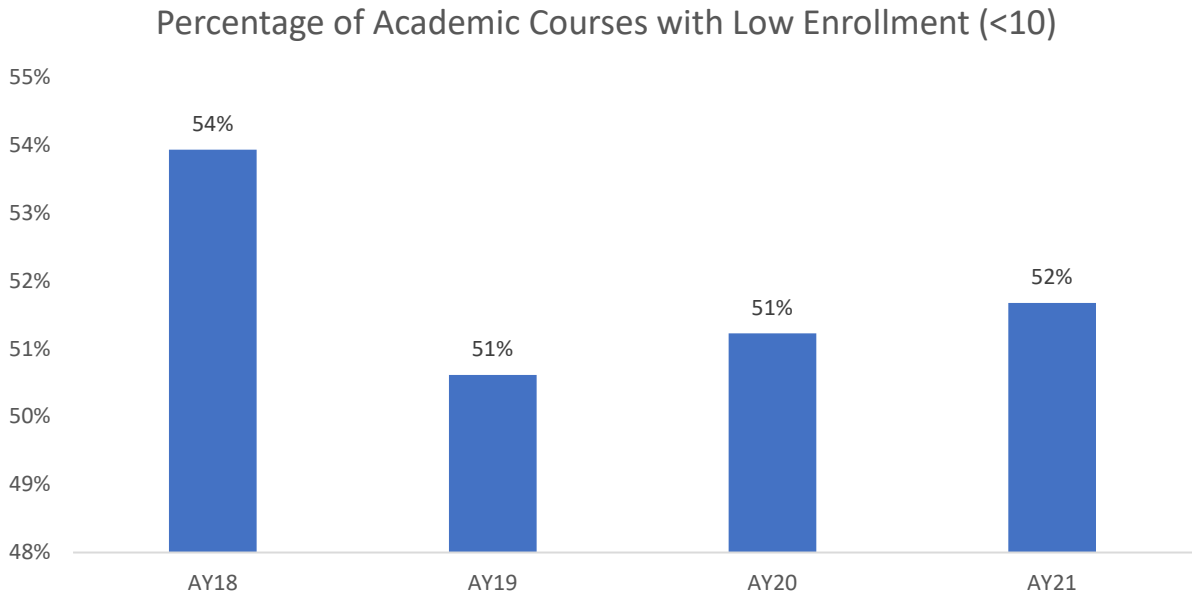
Data Source: SCC IT, 5/18/21, "Course Enrollment"

Average Enrollment Per Academic Section.



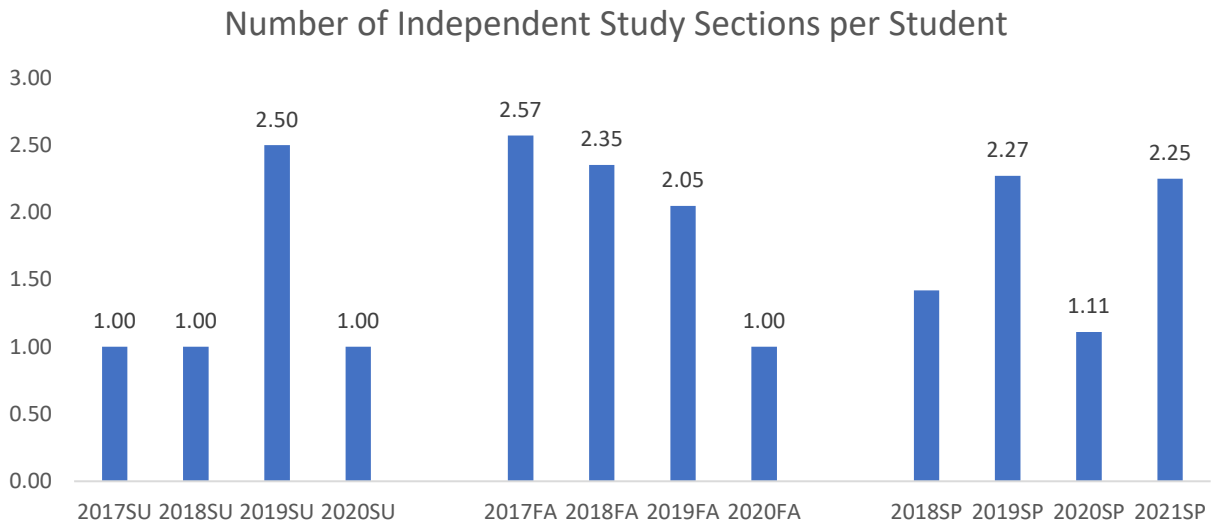
Data Source: SCC IT, 5/18/21, "Course Enrollment"; 1/28/21, "Section Fill-Rate"

Percentage of Academic Course with Low Enrollment.



Data Source: SCC IT, 5/18/21, "Course Enrollment"; 1/28/21

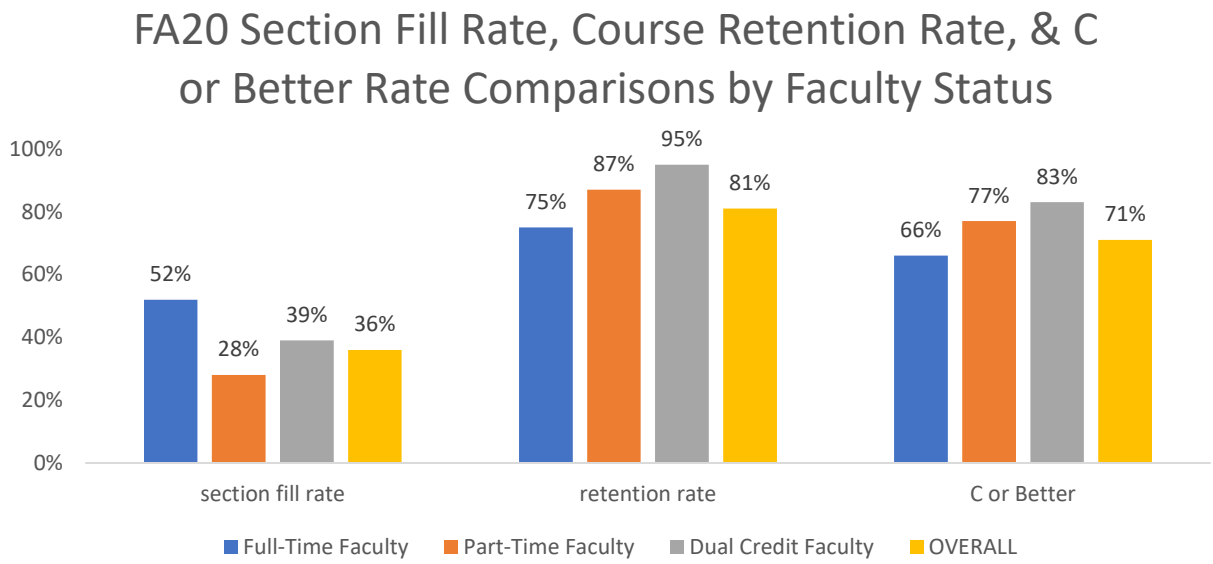
Number of Independent Study Courses Per Student.



Data Source: SCC IT, Database, 5/6/21, "Independent Study Course Enrollment"

The chart on the next page shows section fill rate, course retention, and student success rate for Fall 2020 broken out by faculty status- full-time, part-time/adjunct, and dual credit. Spring 2021 grades have not all posted to the system, so data is not yet available.

Fall 2020 Course Information by Faculty Status.



Data Source: SCC IT, Database, 5/27/21, "Faculty Workload Fall 2020"

Financial Aid

The purpose of this measure is to communicate the number of merit-based and need-based scholarships available to students and the turnaround time for financial aid packages to be distributed to students, all of which can impact enrollment and retention.

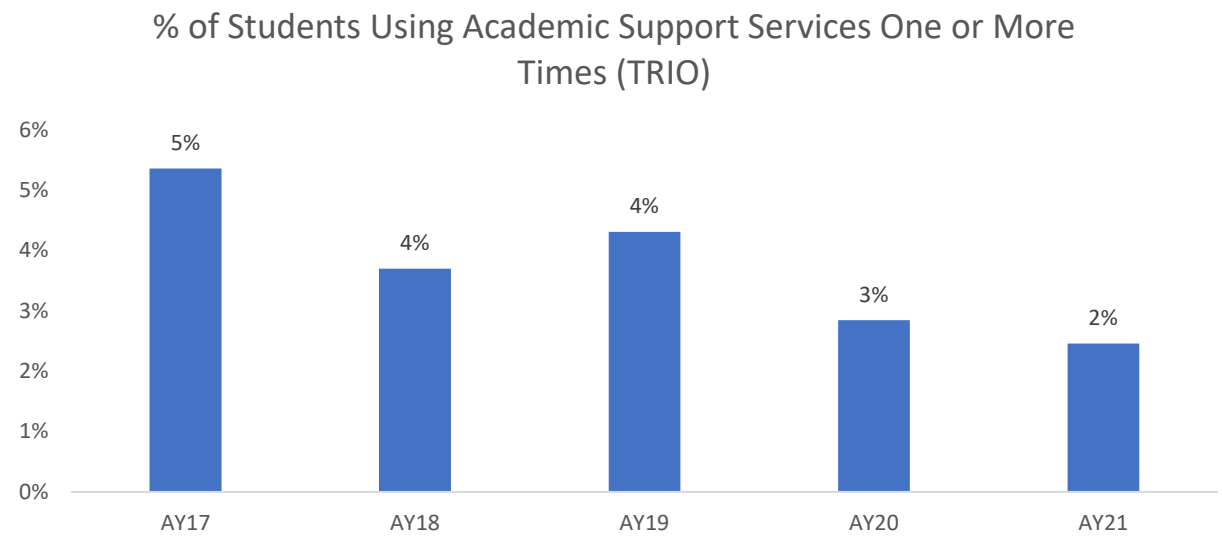
Currently, all of our institutional and athletic waivers are merit-based. Any need-based scholarships come from our Foundation. However, the final decision for Foundation scholarships usually includes merit-based requirements, as well, such as GPA or participation. *Data Source: Dr. Tammy Capps, Financial Aid Office*

Learning/Student Support

The purpose of this measure is to determine the extent in which the College's support services, such as an academic support, student technology infrastructure and support, tutoring, library services, and the bookstore, contribute to student learning and success.

Some quantitative information was available for consideration within this measure.

Percentage of Students Using Academic Support Services.



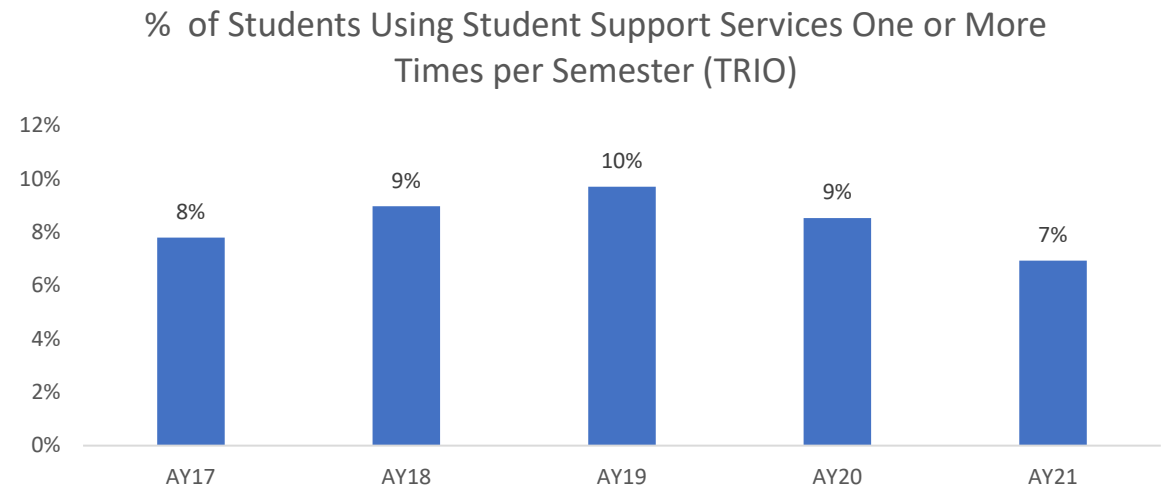
Data Source: Student Support Services, 5/14/21

Number of TRIO Services.

TRIO	2020-2021 (tutoring only includes Learning Skills Specialist's sessions)	2019-2020	2018-2019	2017-2018	2016-2017
Tutoring	21	25	33	29	56
Study Skills Workshops	18	25	39	37	54
Total	39	50	72	66	110

Data Source: Student Support Services, 5/14/21

Percentage of Students Using Student Support Services One or More Times.



Data Source: Student Support Services, 5/14/21

Number of Students Utilizing TRIO Services.

TRIO	2020-2021 (as of 5/13/2021)	2019-2020	2018-2019	2017-2018	2016-2017
Number of Students	110	150	162	160	160

Data Source: Student Support Services, 5/14/21

IT System Sustainability

The purpose of this measure is to communicate the social, environmental, and economic impact of the IT system, including the percentage of the budget spent on IT infrastructure and per pupil expenditures for maintaining that infrastructure.

IT System Reliability

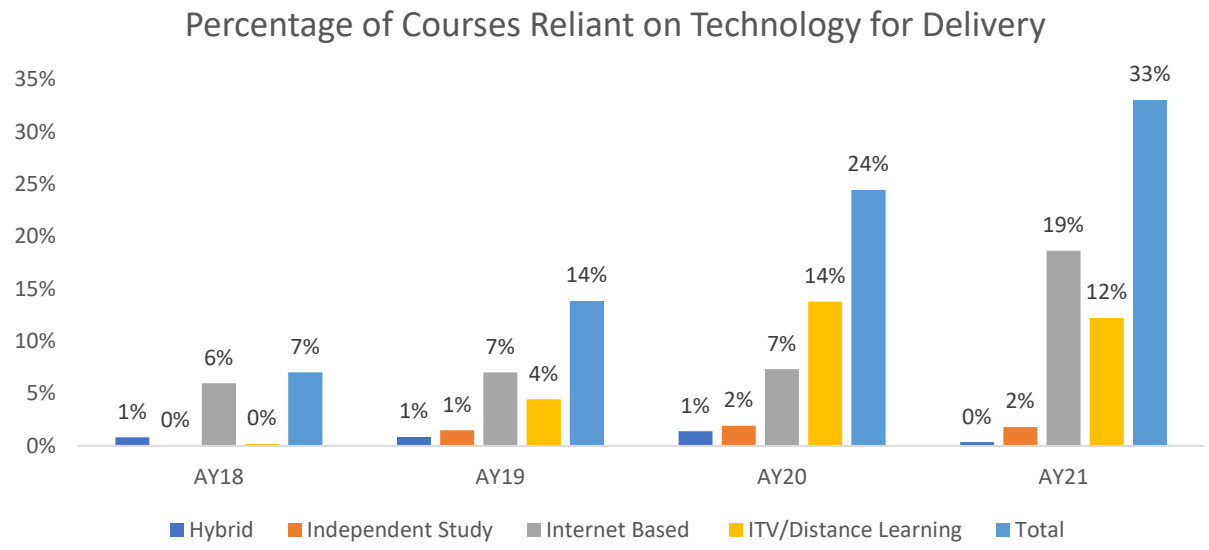
The purpose of this measure is to communicate the operational reliability of the IT system, including the time and costs of customer support.

IT System Usability

The purpose of this measure is to communicate the use of the IT system, including the number of faculty and courses who depend upon technology for teaching and learning, the availability, and ease of use.

Some quantitative information is available for this measure.

Percentage of Courses Reliant on Technology.



Data Source: SCC IT, Database, 5/7/21"Course Delivery Methods"

Number of Technology Devices.

Devices on SCC Network past 45 days (5/18/21) *Includes servers and virtual servers	685
Devices inventoried in Spiceworks *Extension Centers and Labs not inventoried yet	320
Mobile Devices Available for Students	
Adult Chromebooks	100 ordered, +50 quoted
BOT High-end Laptops for Business Programs	50 (library), 15 (BOT cabinet)
Acer Travelmates for All Students (Library)	100
Chromebooks for All Students (Library)	76
Dell Inspiron Laptops (Library) for Craig Bradley's Classes	8

Data Source: Director of IT, 5/24/21

IT System Scalability

The purpose of this measure is to communicate the ability to increase the size and usage of the IT system. Considerations include the response time, throughput, and network usage.

Facility Effectiveness

The purpose of this measure is to determine the effectiveness of our facilities, such as the construction, operation, and other performance indices, to accomplish the priorities in the College's strategic plan and goals of our programs.

Delivery

Introduction

Delivery demonstrates the College's ability to serve the College's service are, its students, and employees effectively. The Delivery KPA contains three measure of effectiveness– learning system effectiveness, interaction with the web interface, and facility effectiveness.

Learning System Effectiveness

The purpose of this measure is to communicate the overall consistency and reliability of the College's systems. Customer satisfaction is measured in faculty and student perceptions, the convenience and access of courses and programs, navigability of the College's website, course management system and processes, and the amount of time it takes to respond to support and information requests. Stakeholder contributions to achieving the College's mission, vision, and strategic goals is key to ensuring the College delivers robust programs.

Interaction with Interface

The purpose of this measure is to communicate the effectiveness of the College web and intranet interfaces. It analyzes, accessibility, useability, intuitiveness, navigability, and productivity.

Facility Satisfaction

The purpose of this measure is to communicate the effectiveness of college facilities in assisting with student and employee success. It analyzes satisfaction, response time to inquiries, contribution to mission, contribution to vision, and contribution to strategic goal attainment.

Recommendations for Development, Deployment, and Delivery:

- College should link the budget development process to the Shawnee Community College Effectiveness System (SCCES) and Goal Framework.
- College should explore differential tuition strategies.
- College should link the Teaching & Learning Systems development process to the Shawnee Community College Effectiveness System (SCCES) and Goal Framework.
- College should link the IT infrastructure development process to the Shawnee Community College Effectiveness System (SCCES) and Goal Framework.
- College should link the capital improvement process to the Shawnee Community College Effectiveness System (SCCES) and Goal Framework.
- College should contract with an external organization to conduct a Facilities Condition Assessment and use the Facility Condition Index score to inform future budget appropriation.
- College should re-engage with the Illinois Green Economy Network (IGEN) as a Lead participant.
- College should establish a standard where all CTE programs should obtain an external accreditation/certification where one exists. This will elevate community perception of the quality of our CTE programs.
- College should identify and reduce the time it takes to package financial aid awards letters, including online students.
- College should evaluate the financial aid process to increase the accuracy, timeliness, and frequency of student contact with Financial Aid office.
- College should identify the best practices found in the TRIO/SSS program and determine ways to duplicate those college wide.
- College should identify ways to become more proactive in the implementation of support services.
- College should utilize Colleague to track support services implementation.
- College should evaluate the course scheduling process and implement a process for improvement.
- College should explore ways to add more hybrid courses to the academic course schedule.

Fiscal Stewardship

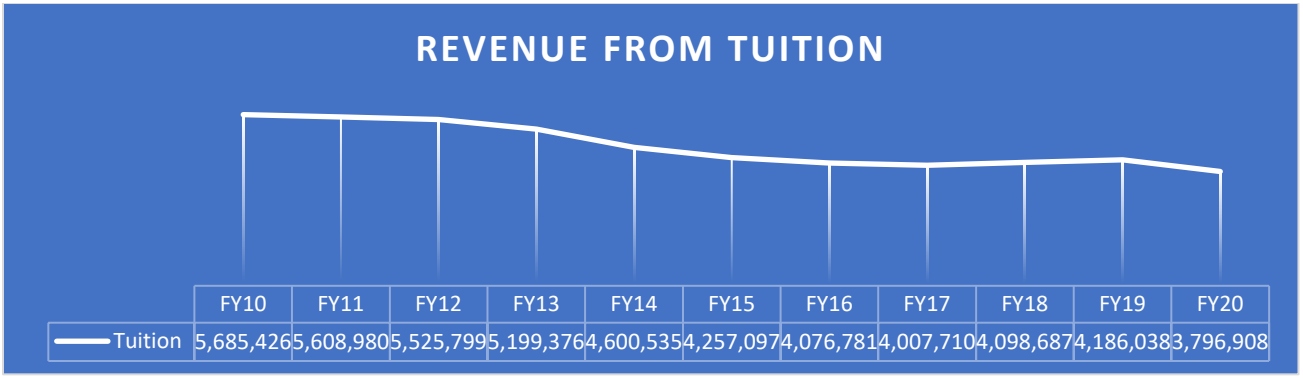
Introduction

The Fiscal Stewardship area demonstrates the College's ability to manage the College's resources responsibly and strategically. The Fiscal Stewardship KPA contains eight measures of effectiveness– revenue, cost, budget deployment, fund balance, credit rating, sustainability, flexibility, and vulnerability.

Revenue

The purpose of this measure is to examine the total revenue of the college from tuition, fees, state appropriations, local tax, and other sources.

Revenue from Tuition.

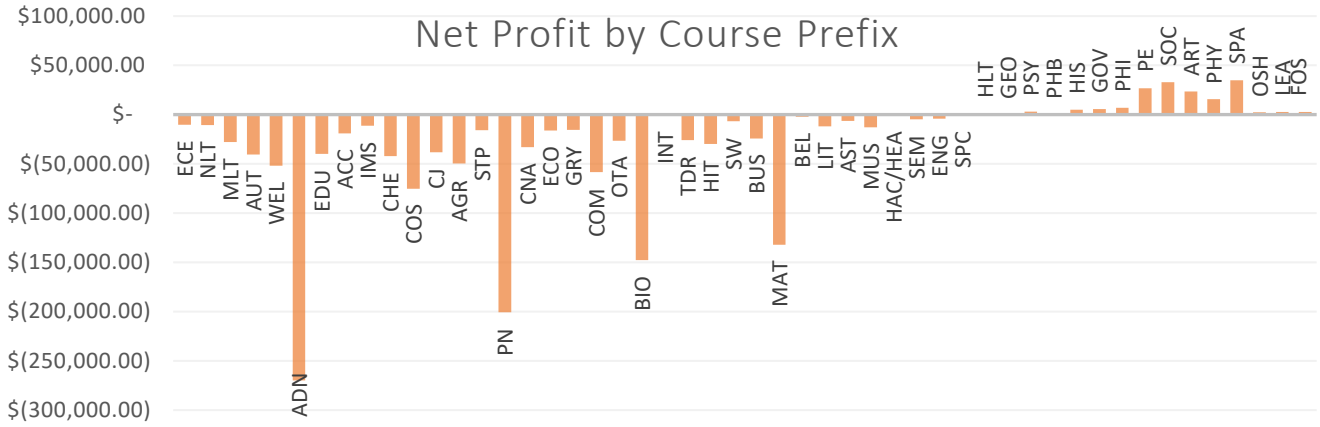


Data Source: Brandy Woods, 2/8/21

Costs

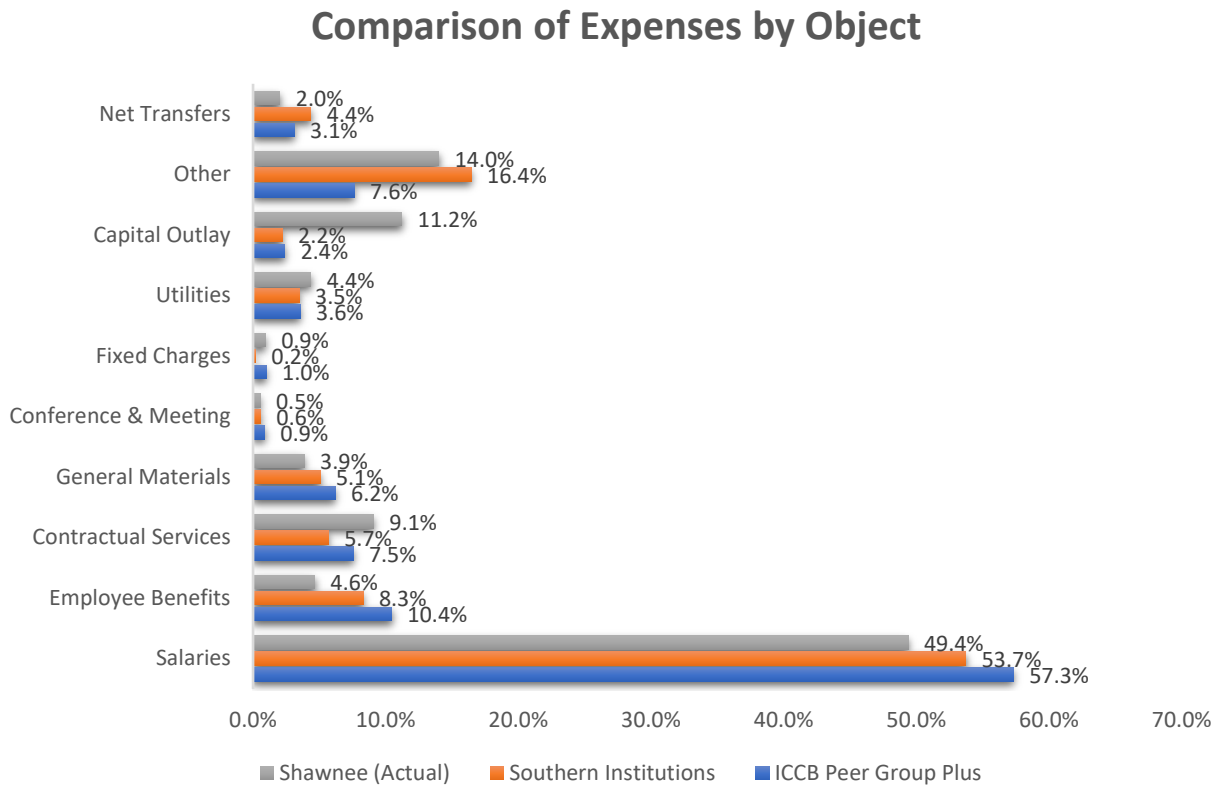
The purpose of this measure is to examine the total costs of the college including administrative, instructional, and operational costs per credit hour and FTE, the percentage of courses that recover costs, and the percentage of the budget spent on maintaining technology infrastructure.

Net Profit by Course Prefix.



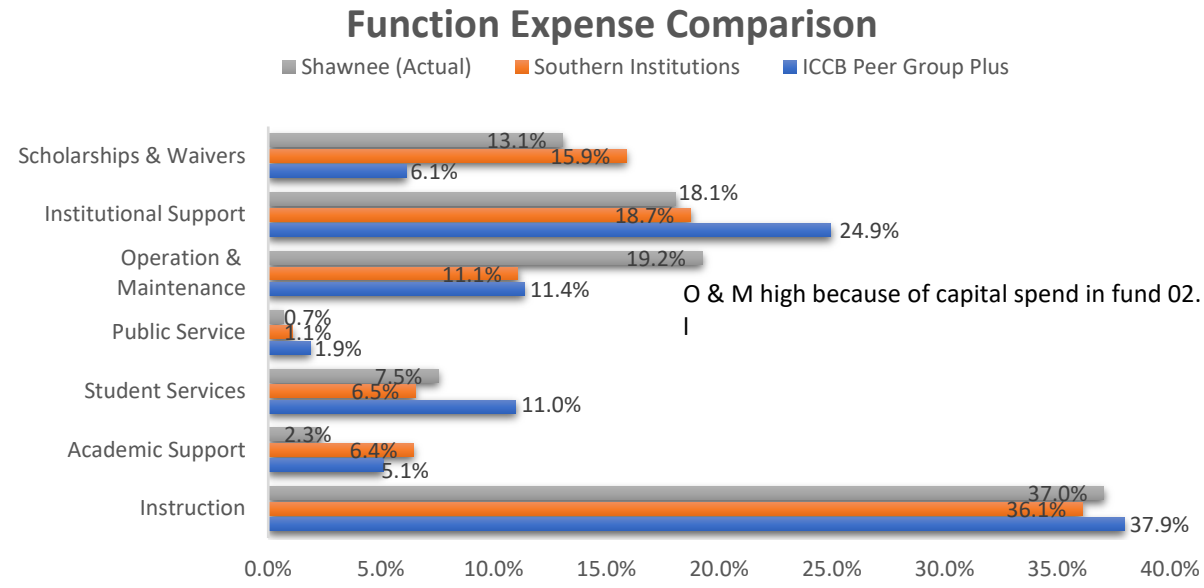
Data Source: Brandy Woods, "FY20 Program Cost"

Comparison of Expenses by Object.



Data Source: Brad McCormick, 4/5/21, "Financial Analysis"

Function Expense Comparison.



O & M high because of capital spend in fund 02.
I

Data Source: Brad McCormick, 4/5/21, "Financial Analysis"

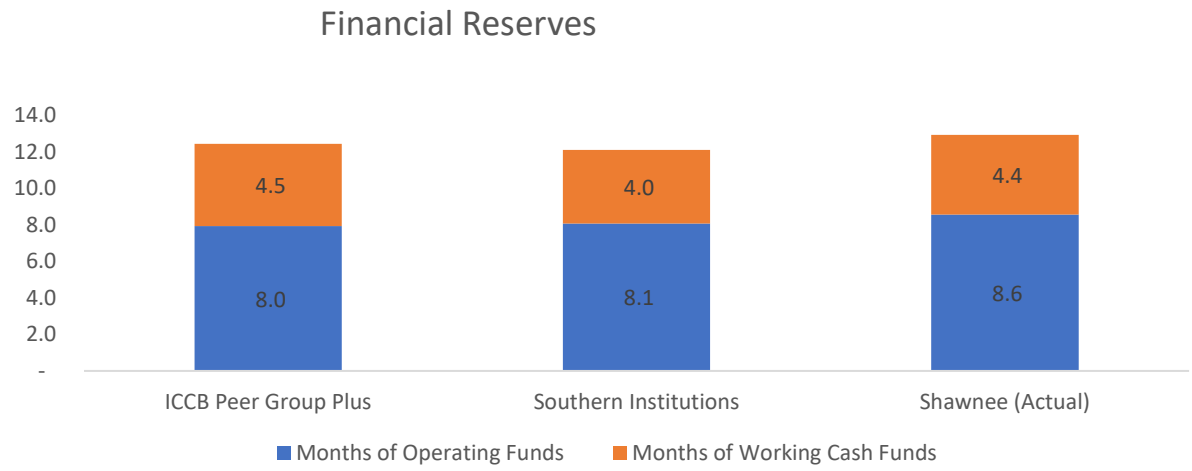
Budget Deployment

The purpose of this measure is to communicate the percentage of the budget spent compared to the percentage of the fiscal year completed.

Fund Balance

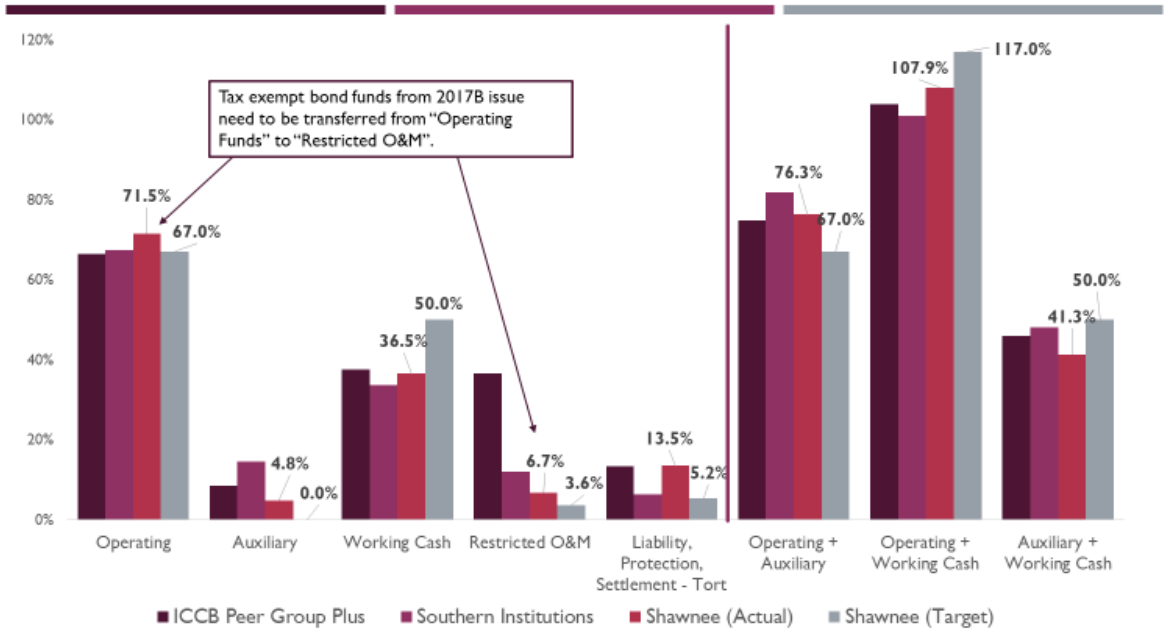
The purpose of this measure is to communicate the percentage of fund compared to 1 year of operating costs.

Financial Reserves.



Data Source: Brad McCormick, 4/5/21, "Financial Analysis"

Fund Targets.



Data Source: Brad McCormick, 4/5/21, "Financial Analysis"

Credit Rating

The purpose of this measured is to communicate the Composite Financial Index (CFI), Moody's Standing, and Standard & Poor's Rating.

Composite Financial Index (CFI).

"CFI" TYPE	2020	2019	2018	2017	2016
PRIMARY RESERVE RATIO	1.39	1.13	1.02	1.06	1.07
NET OPERATING REVENUE RATIO	0.15	0.14	0.10	0.63	-0.40
VIABILITY RATIO	2.02	1.25	0.88	2.00	1.34
RETURN ON ASSETS	0.12	0.50	0.08	0.11	0.36
TOTAL CFI SCORE	3.68	3.02	2.08	3.80	2.37

Above the Zone -1.1 to 10.0- No additional follow-up is required for institutions with a CFI that falls above the zone; In the Zone - 0 to 1.0- Further review is required; Below the Zone-4.0 to -.01- Review by HLC peer reviewer panel each year until back "Above the Zone".
Data Source: Brad McCormick, 4/5/21, "Financial Analysis"

Sustainability

The purpose of this measure is to examine the fund balances and the assets to liability ratio and debt to Illinois GDP ratio.

Flexibility

The purpose of this measure is to examine the debt service cost to percentage revenue ratio, the percentage of revenue from government sources compared to Illinois GDP and the percentage of state appropriations to total revenue.

Vulnerability

The purpose of this measure is to examine the percentage of property tax to total revenue.

Recommendations

- College should customize the Shawnee Community College Effectiveness System (SCCES) to reflect financial planning and budget needs.
- The College's Technology Master plan should be updated to reflect current and future institutional needs and appropriate key performance measures and indicators.
- Increase O&M restricted fund balance by annually transferring general fund target amounts beginning in FY23.
- Transfer remaining tax-exempt bond funds from General Fund to O&M Restricted (Fund 3).
- Implement strategies to increase the working cash fund by $500K each FY for next 3 FY until the 6-month maximum reserve threshold is achieved.
- Engage the Board Finance Committee in a Request for Qualifications (RFQ) process aimed at obtaining Financial Advisor Services to guide College debt planning activities by the end of Fall 2021.
- Investigate cloud-based budgeting platforms that might assist in the development of multi-year financial projections and make recommendations for implementation.
- Integrate sustainability projects, as appropriate, into the Facilities Master Plan, Information Technology Plan, and Risk Management Plan.

Capital Asset Stewardship

Introduction

The Capital Asset Stewardship area demonstrates the College's ability to manage the College's capital assets responsibly and strategically. The Capital Asset Stewardship KPA contains four measures of effectiveness– condition, maintenance, utilization, and value.

Condition

The purpose of this measure is to communicate the following indicators about the condition of the capital assets: Net Asset Value Index, total asset reinvestment backlog, accumulated deferred maintenance, energy consumption, unscheduled major maintenance, capital improvements, and capital additions

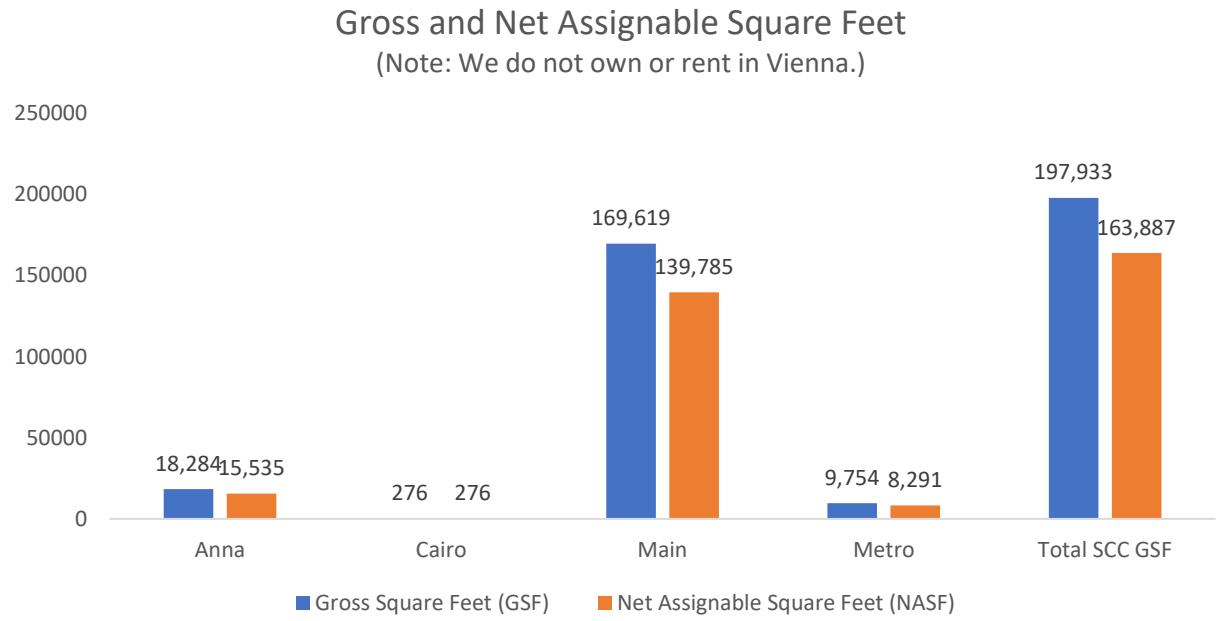
Maintenance

The purpose of this measure is to communicate the normal maintenance costs and renewal and replacement maintenance.

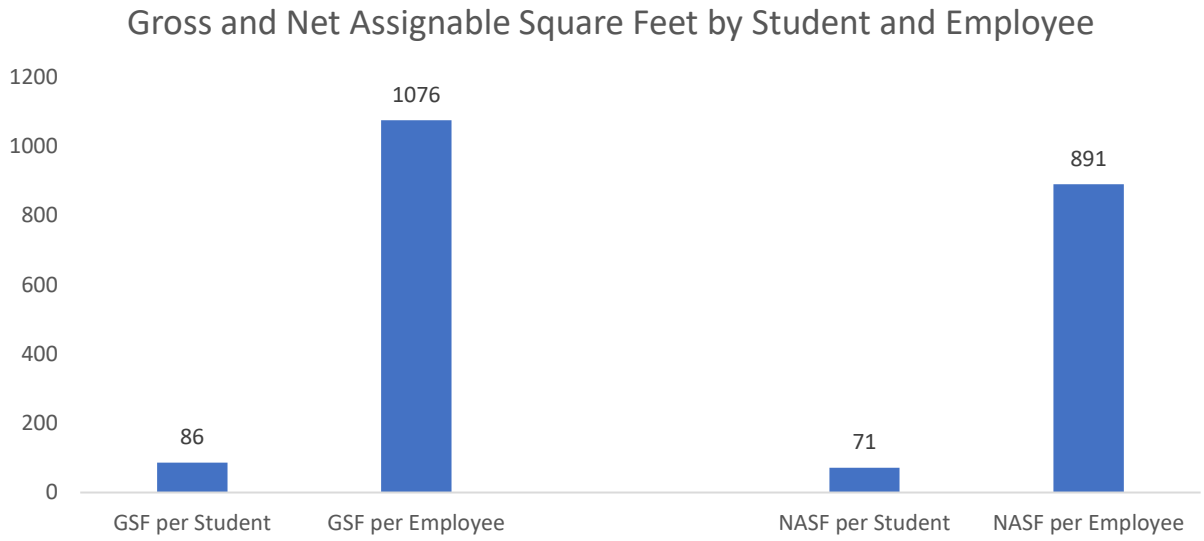
Utilization

The purpose of this measure is to communicate the potential usability of the facilities through indicators such as gross square feet (GSF), GSF per employee and student, net assignable square feet (NASF), and NASF per employee and student.

Gross and Net Assignable Square Feet.



Gross and Net Assignable Square Feet by Student and Employee.



Value

The purpose of this measure is to communicate the College's net asset value and replacement value.

Recommendations

- College should customize the Shawnee Community College Effectiveness System (SCCES) to reflect capital need.
- The College's Technology Master plan should be updated to reflect current and future institutional needs and appropriate key performance measures and indicators.
- The College's Facilities Master plan should be updated to reflect current and future institutional needs and appropriate key performance measures and indicators.
- The College's Risk Management plan should be updated to reflect current and future institutional needs and appropriate key performance measures and indicators.
- Integrate sustainability projects, as appropriate, into the Facilities Master Plan, Information Technology Plan, and Risk Management Plan.
- Examine opportunities to include information technology and facility projects in the risk management plan so that the use of restricted funds (e.g. PHS, Tort, etc.) might be optimized.

Shawnee Community College Effectiveness

Key Performance - Transparency for the Community

Area-1: Community Need (Input)	
Measure	**Indicator**
A. Workforce Development	• # of graduates that enter high-skill/high-wage jobs in College Service Area • # of graduates employed in Illinois High Demand Occupations • # of College Service Area employees completing professional development courses • # of College Service Area companies served in a fiscal year • # of training contracts entered each year • # of training contracts completed each year • Adequacy of graduate output by labor market need
B. Economic Development	• income created by graduates • return on student investment • poverty rate impact • return on taxpayer investment • employer satisfaction with graduates • gross wages paid to SCC employees • increased revenues of College Service Area employers attributed to professional development/services obtained from SCC
C. Civic Development	• # of community education/personal enrichment courses delivered • # of community service projects • # of service-learning projects • # of students participating in community service projects • # of external groups utilizing campus facilities on annual basis • # of public service activities performed by the college on an annual basis • # of college employees who participate in community events on an annual basis • # of cultural activities available to the public on an annual basis • # of recreational activities available to the public on an annual basis • Community perception of College's performance • Community awareness of lifelong learning opportunities

Shawnee Community College Effectiveness

Key Performance - Transparency for the Community

Area-2: Student Interest (Input)	
Measure	**Indicator**
A. Employment (Mobility)	• Potential ROI on tuition cost by program • #of graduates in sustainable jobs above the living wage
B. Career Pathways	• # of graduates earning a sustainable wage • Potential ROI on tuition cost by program
C. Transfer Pathways	• % of majors with a transfer plan of study • # of articulation agreements • #of 2+2 arrangements • # of 3+1 arrangements
D. Flexible Programs/Services	• # of programs/services offering multiple delivery methods • % of students participating in alternative delivery programs/services • # of programs that can be completed in less than a semester • # of programs that can be completed in less than 1 yr. • #course section options
E. Accessible (Convenient) Programs/Services	• # of programs that can be completed within a semester • # of programs that can be completed within a year • # of support services available online • % of programs that can be completed in less than a 2-year timeframe • #of accommodation services available • #of students receiving accommodation services
F. Affordable Programs/Services	• % of students that receive financial support • % of students receiving Pell grants • % of students receiving student loans • avg. student-loan debt ratio

Area-2: Student Interest (Input)	
Measure	**Indicator**
G. Relevant Programs/Services	• % of programs having professional recognition • %of courses aligned with industry skill standards • % of programs that align with the community need index • % of programs that align with high-skill-high wage jobs in College Service Area • % of programs that align w/ Illinois High Demand Occupations • % of programs that lead to a job with a wage of $15/hr. (or more) • % of AAS programs that have an experiential learning component

Shawnee Community College Effectiveness

Key Performance - Transparency for the Community

Area-3: Enrollment (Process)	
Measure	**Indicator**
A. Recruitment	• # of HS visits by SCC employees • # of external recruiting events attended • # of internal recruiting events hosted • # of campus tours provided • # of alumni participating with events • # of students indicating SCC is their first choice • Website traffic volume • # of website traffic referrals • Inbound links and volumes • # of new users • # of impressions • # of new Email subscribers • # of Social media followers • # of pages and posts viewed • # of email opens and clicks • # of people participating in chatbots • Click-through rate • Bounce rate • # of people submitting email requests • # of people downloading information • # of people requesting consultation • # of telephone calls received
B. Inquiries	• # of student inquiries about SCC program and services • % of students who matriculate into the institution after seeking information
C. Applications	• # of applications received at a given point during registration cycle • Yield • Melt

Shawnee Community College Effectiveness

Key Performance - Transparency for the Community

Area-3: Enrollment (Process)	
Measure	**Indicator**
D. Advising	• # of students with a declared educational goal/program • # of student major changes each year • Accuracy of advising information • Turn-around time for web-based advising • Avg. number of students per advisor per week • Turn-around time for web-based advising • Time spent per student advising • Student satisfaction w/ admission processes and procedures • % of students changing majors
E. Registrations	• # of (unduplicated) students registered for classes at a given point during registration cycle • # of credit-hours registered at a given point during a registration cycle
F. Credit-Hours	• # of credit-hours • avg. credit-load • credits earned by semester • credits earned by academic year • program Enrollment Comparisons (programs with enrollments of 10 or more) • courses with the highest enrollments • departments with the highest enrollments
G. FTE	• # full-time equivalent students
H. Headcount	• # of unduplicated credit students • # unduplicated non-credit students • # of duplicated credit students • # duplicated non-credit students
I. Section Fill Rate	• #of course, sections that fill to 80% (or more) of capacity

Shawnee Community College Effectiveness

Key Performance - Transparency for the Community

Area-3: Enrollment (Process)	
J. Market Penetration	• % of total May/June high school graduates who enrolled at SCC in the subsequent fall semester • % of total High School graduates that enroll by 2nd semester following graduation • % of Dual Enrollment and Dual Credit students enrolling in SCC programs following their high school graduation • % of College Service Area residents taking degree/certificate courses in a fiscal year • % of College Service Area residents taking professional development courses in a fiscal year • % of College Service Area residents taking personal enrichment courses in a fiscal year

Shawnee Community College Effectiveness

Key Performance - Transparency for the Community

Area-4: Academic (College) Readiness (Process)	
Measure	**Indicator**
A. Placement Exam Scores	• Avg. ACT/SAT/COMPASS/Accuplacer/TABE scores • Avg. placement rate of DE students
B. Placement in Developmental Education (DE)	• # of students placing into DE • % of students placing into DE, by discipline
C. Participation in DE	• # of students taking at least one DE course • # of students taking DE sequence
D. DE Writing Success Rate	• % of DE Writing students enrolled completing with a C or better
E. DE Reading Success Rate	• % of DE Reading students enrolled completing with a C or better
F. DE Math Success Rate	• % of DE Math students enrolled completing with a C or better
G. Success Rate of DE Students in College-Level Writing (English)	• % of DE writing (English) Students completing college-level writing course, with a C or better, within 4 semesters after completing DE course
H. Success Rate of DE Students in College-Level Math	• % of DE Math Students that complete a college-level math course, with a C or better, within 4 semesters after completing DE course

Shawnee Community College Effectiveness

Key Performance - Transparency for the Community

Area-5: Academic Progress (Process)	
Measure	**Indicator**
A. Full-time Attendance	• Avg. Credit-Load/Semester • # of students taking 12 or more credits in a given semester • % of students taking 12 or more credits in a given semester • # of students taking 24 or more credits in a given academic year • % of students taking 24 or more credits in a given academic year • # of students taking 30 or more credits in a given academic year • % of students taking 30 or more credits in a given academic year
B. Course Completion	• %courses completed that were attempted • 10th day to mid-term course retention • 10th day to final course retention • 1st day to final course retention
C. Credit Accumulation Rate	• % of students who completed up to 12 credits in an academic year • % of students who completed 12-23 credits in an academic year • % of students who completed 24-29 credits in an academic year • % of students who completed 30 or more credits in an academic year
D. Continuous Enrollment	• % of students who were continuously enrolled between the time they started taking courses & the time they either completed their program of study or transferred to another higher ed. institution
E. Retention (IPEDS)	• % of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall • % of students utilizing academic support services • % of students utilizing student support services • Avg. turnaround time for graded assignments • Withdrawal rate per course section • # of incompletes issued per semester • % of student attendance rate per section • Dropout motives

Shawnee Community College Effectiveness

Key Performance - Transparency for the Community

Area-5: Academic Progress (Process)	
Measure	**Indicator**
F. Persistence	• % of fall entering cohort of full and part-time students who re-enroll spring of the same fiscal year • % of fall entering cohort of full and part-time students who re-enroll the subsequent fall • # of students who persisted to 2nd, 4th, and 6th year but did not attain a credential after 6th year
G. Credit Threshold Milestones	• % of students who achieved 15 credit milestone within 2 years • % of students who achieved 30 credit milestone within 2 years • % of students who achieved 45 credit milestone within 2 years • % of students who achieved 60 credit milestone within 2 years • % of students who achieved 15 credit milestone within 6 years • % of students who achieved 30 credit milestone within 6 years • % of students who achieved 45 credit milestone within 6 years • % of students who achieved 60 credit milestone within 6 years

Shawnee Community College Effectiveness

Key Performance - Transparency for the Community

Area-6: Academic Success (Process)	
Measure	**Indicator**
A. Student Learning Outcomes	• % of student learning outcome benchmark targets met • % of program outcome benchmarks target met • % of CTE programs with program assessment plans • # of programs completing the program review cycle
B. Core Competencies Outcomes	• % of general education outcome benchmarks targets met • % of sections offered that have evidence of core ability attainment
C. Student Engagement	• % of students participating in co-curricular or extracurricular activities • % of students meeting co-curricular program benchmarks • # of students who report visiting faculty during office hours • % of students participating in volunteer or service-learning activities • # of students participating in Phi Theta Kappa • # of students participating in athletics • # of faculty who report involvement with a student organization or club
D. Transfer Curriculum Completion Rate	• Avg. amount of time it takes students to complete IAI core • Avg. amount of time it takes students to complete a transfer degree • % of IAI credits earned of credits completed for students pursuing transfer degrees
E. Experiential Learning	• % of student participating in a work-based learning course • % of programs with a work-based learning requirement • # of students participating in internship courses • # of students participating in externship courses • # of students participating in cooperative education courses

Shawnee Community College Effectiveness

Key Performance - Transparency for the Community

Area-7: Completion (Output)	
Measure	**Indicator**
A. Graduation Rates	• % of degree/certificate-seeking students who completed a degree or certificate within three years of initial enrollment • Goal achievement reported by students
B. Credentials Awarded	• #of certificates and associates degrees awarded
C. Completion Rate	• % of college-ready, degree seeking students completing with 6 years • avg. # of months from initial enrollment to completion of first credential (i.e., certificate or associate degree) • avg. # of credits earned from initial enrollment to completion of first credential (i.e., certificate or associate degree)
D. Persistence w/out a Credential	• % of students who have not completed a degree/certificate or transferred to a four-year institution within six years of first enrolling at SCC
E. Near Program Completion	• % students who earned 30 credits or more but did not complete a credential or transfer within 6 yrs;

Area-8: Transfer Readiness/Success (Outcome)	
Measure	**Indicator**
A. Matriculation	• % of courses transferred as equivalent • % of credits transferred as equivalent • % of degree/certificate-seeking students who enrolled at a senior-level higher education institution within 3 yrs. of initial enrollment at SCC • % of students transferring to a senior institution with junior (or higher) status • Avg. # of credits earned at SCC that were not used in students major at senior-level institution • % of students that transfer out annually • % of students who transfer to an Illinois public university • % of students who transfer to a senior institution within a 90mi radius • Top 10 transfer institutions
B. Achievement/Performance	• Cumulative grade point average at end of first year after transferring • Bachelor's degree completion rate compared to native students • Before/after transfer grade point averages • Student progress rates after transfer compared w/ native students • Student grade point average after transfer compared w/ native students • Student skill level after transfer compared w/ native students • Student satisfaction w/ preparation for transfer

Shawnee Community College Effectiveness

Key Performance - Transparency for the Community

Area-9: Employment Readiness (Outcome)	
Measure	**Indicator**
A. Licensure Pass Rates	• % of students that passed licensure exam within 6 months of graduation
B. Certification Exam Pass Rates	• # of students that passed nationally recognized certifications exams while enrolled at SCC or within 6 months of graduation
C. Job Placement Rates	• % of students participating in internships or co-ops who obtain a permanent position at that place of employment • % of graduates employed full-time with six months of graduation in an SCC Occupation related to their program of study • Avg. time lag between graduation and job attainment for field of study
D. Graduate Wage Rate	• median wage of graduates by program area • Avg. income for graduates in 5-years after graduation
E. Graduate Wage Growth	• % of wage growth from the time a student matriculates into SCC to 6 months after graduation • % of wage growth from the time a student matriculates into SCC to 5 years after graduation
F. Employer Satisfaction	• Graduate preparedness for job or career • Graduate performance

Shawnee Community College Effectiveness

Key Performance - Transparency for the Community

Area-10: Student Satisfaction (Outcome)	
Measure	**Indicator**
A. Active & Collaborative Learning	• % of students that report participation in group study
B. Student Effort	• % of students who report a high degree of participation required to complete course • Avg. amount of time spent per class doing homework as reported by students
C. Academic Challenge	• % of students who report being significantly challenged by course
D. Student-Faculty Interaction	• Faculty availability
E. Support for Learners	• Graduate satisfaction w/ academic support services • Graduate satisfaction w/ student support services

Shawnee Community College Effectiveness

Key Performance - Transparency for the Community

Area-11: Preparation (Input)	
Measure	**Indicator**
A. Leadership	• Influence • Team Building • Performance Management • Lead by Example • Problem-Solving • Conflict Management • Advocacy • Customer Service • Transparency • Confidence in senior-level administration • Accountability & Autonomy • Clear Vision of Institutional Success • Clarification of Project Outcome Expectations
B. Growth & Development	• % of budget spent on employee development • # of personal and career development plans • # of staff receiving credentials • Employee Qualifications • Employee Skill Attainment • Employee Support Services • Talent diversity • Ability to perform in all key areas of role • Career Advancement • Professional (colleague) learning communities • Professional discourse on teaching & learning • $ spent on professional development

Shawnee Community College Effectiveness

Key Performance - Transparency for the Community

Area-11: Preparation (Input)	
Measure	**Indicator**
C. Organizational Alignment	• Organizational Chart • #policies reviewed • #policies changed
D. Operating Standards	• Institutional Values • Administrative Principles • Performance Guidelines • Benchmark Utilization
E. Employee Diversity	• # of full-time faculty • % of full-time faculty of total faculty • % of total employees that are full time faculty • % of course sections taught by full time faculty • # of faculty who report involvement with a student organization or club • # of faculty who are active with professional organizations • # of fulltime administrators • Ratio of faculty to support staff • Ratio of student to faculty

Shawnee Community College Effectiveness

Key Performance - Transparency for the Community

Area-12: Performance (Process)	
Measure	**Indicator**
A. Communication	• Opportunities for two-way group communication • Timeliness • College-wide meetings • College-wide email • College-wide information videos • Employee participation • Employee Recognition
B. Effort & Strategy Alignment	• Activities performed as part of the strategic plan • Projects performed as part of the strategic plan • Employee contribution to strategy attainment • Employee perception of meaningful work • Employee perception of challenging work
C. Decision-Making	• Policy Effectiveness • Shared Governance Structures • Committee Structure Effectiveness • Employee participation • Data Sharing
D. Empowerment& Collaboration	• Employee initiated projects aimed at solving operational issues • Employee initiated projects aimed at improving customer service • Administrative delegation of responsibility for work outcomes • Employee willingness to accept accountability for work outcomes
E. Work Execution	• Attention to Detail • Creativity and Innovation • Time Management • Consistency
F. Customer Service	• Average turnaround time for graded assignments • Student satisfaction with turnaround time for graded assignments
G. Safety	• # of annual safety incidents

Shawnee Community College Effectiveness

Key Performance - Transparency for the Community

Area-13: Cultural Condition (Output)	
Measure	**Indicator**
A. Reward & Recognition	• # of faculty that receive teaching awards and recognition • # of employees recognized for public contributions • # of employees recognized for workplace contributions • # of College awards and recognition received from external sources
B. Enhanced Effort	• Motivation • Initiative • Higher task accomplishment • Employee Sense of Contribution
C. Work Environment Quality	• # working days lost through illness • Tardiness & Absenteeism • Employee Health & Safety • Voluntary Attrition or Turnover Rate • High resiliency and low distress

Shawnee Community College Effectiveness

Key Performance - Transparency for the Community

Area-14: Employee Satisfaction (Outcome)	
Measure	**Indicator**
A. Loyalty	• Employee Retention • Sense of engagement/community • Sense of fulfillment
B. Pride	• Willingness to take ownership of area (embrace their role) • Employee concern with reputation as it relates to quality of personal service • Employee desire to continuously improve self and processes of responsibility • Employee willingness to engage with other employees and provide constructive feedback • Professional demeanor and appearance • Workplace appearance
C. Morale	• Willingness to Cooperate • Enthusiasm • Willingness to focus on solutions instead of fault-finding • # of complaints
D. Environment	• Information flow • Employee empowerment • Supervisor relationships • Professional development • Overall Job Satisfaction

Area-15: Development (Input)	
Measure	**Indicator**
A. Institutional Research & Planning	• Strategic • Operational • Facilities Master Plan • Technology Master Plan • Risk Management • Institutional Assessment & Improvement
B. Budgeting	• Prioritization Methods • Allocation • Tuition & Fees
C. Information Technology	• Staffing Requirements and Talent • Operating Practices • System Direction and Technical Platform Considerations • IT Governance Processes • Performance Measurement and Reporting • Implementation Strategy • Network Capacity
D. Teaching & Learning Systems Design	• Accessible • Adaptable • Interoperable • Affordable
E. Accreditation	• Institutional • Program • Course Certifications
F. Facilities	• Supportive of mission • Rationale • Responsibility • Management • Constraints

Area-16: Deployment (Process)	
Measure	**Indicator**
A. Budget & Purchasing	• Employee participation • Budget transfers • Budgeted versus actual expenditure • Requisition processing time • Error rate • Service Contracting
B. Curriculum Management	• # course revisions • % of courses revised each year to reflect industry need • # program revisions • % of curriculum that is aligned with national/state/local skill standards • Effectiveness of course/program development and revision procedures • Program completion rate • Range of courses, certificates, and program options available to students • % of courses requiring projects, research papers, and/or presentations • % of budget spent on course maintenance and development • Breadth of programs • Breadth of courses • Use of Wizards to create online content
C. Curriculum Delivery	• % of courses with a clear participation policy • # of incompletes issued per semester • % of faculty that report using group projects or learning communities in their classes • Learning activities to support multiple learning styles • Multiple learning communication structures (e.g., FAQ, Discussion Archives, Threaded Discussions, Chat Rooms, Private Discussion Areas, etc.) • % of courses including team projects

Area-16: Deployment (Process)	
Measure	**Indicator**
D. Scheduling Effectiveness	• % of courses offered in multiple timeframes/formats • # of students who access courses from off-campus locations • Avg. number of sections per course • Avg. enrollment per course • Avg. enrollment per section • % of courses that run as low-enrolled • % of faculty using alternative delivery methodologies • # of independent study sections offered per student
E. Financial Aid	• # of need-based scholarships • # of merit-based scholarships • Avg. packaging turnaround time
F. Learning/Student Support	• % of students using academic support services one or more times per year • % of students using student services one or more times per year • Per student expenditure for customer support • Per student expenditure for maintaining technology infrastructure • Technical Support/Help Desk • Tutoring • Library • Bookstore
G. IT System Sustainability	• % of budget spent on maintaining technology infrastructure • Per student expenditure for maintaining technology infrastructure • Social impact • Environmental impact • Economic impact
H. IT System Reliability	• % of time that IT systems are operational • Avg. time to resolve customer support issues • Per student expenditure for customer support

Area-16: Deployment (Process)	
Measure	**Indicator**
I. IT System Usability	• # of faculty that use of technology for instruction • % of courses reliant on technology for delivery • Student perception of ease and convenience of access • Employee perception of ease and convenience of access • # of computers available • # of devices available/supported • # of computers available for student use outside of classrooms/labs
J. IT System Scalability	• Response time • Throughput • Network usage
K. Facility Effectiveness	• Construction • Operation • De-Certification • Performance Indices (e.g., asset condition, asset priority, asset utilization

Shawnee Community College Effectiveness

Key Performance - Transparency for the Community

Area-17: Delivery (Output)	
Measure	**Indicator**
A. Learning System Effectiveness	• Faculty perception of ease and convenience of access • Student perception of ease and convenience of access • Response time to student inquires • # of students who access courses from off-campus locations • Time to resolve customer support issues • Robust • Reusable • Secure • Reliable • Consistent • Connectivity • Structure Utilization • Authentication and logon • Course Management Utilization
B. Interaction with Interface	• Accessibility • User-friendly, • Intuitive • Common • Navigability, • Word/watermarking, • Typography & Images • Ease of use
C. Facility Satisfaction	• Student satisfaction • Employee satisfaction • Response time to employee inquires • Contribution to achieving mission functions • Contribution to achieving vision functions • Contribution to achieving strategic goals

Area-18: Fiscal Stewardship (Outcome)	
Measure	**Indicator**
A. Revenue	• $ from Tuition • $ from Fees • $ from State appropriation • $ from Local Tax (EAV) • $ from Other Sources • Tuition cost compared with other institutions • Grant aid as a percentage of tuition and fee income
B. Costs	• Admin cost/credit-hour • Admin cost/FTE • Instructional cost/credit-hour • Instructional cost/FTE • Operational cost/credit-hour • Operational cost/FTE • % of budget spent on maintaining technology infrastructure • % of courses that recover instructional costs • % of courses that recover costs
C. Budget Deployment	• % budget spent compared to % of fiscal year completed
D. Fund Balance	• % of fund compared to 1 year of operating costs
E. Credit Rating	• Composite Financial Index (CFI) • Moody's Standing • Standard & Poor's Rating
F. Sustainability	• Fund balances • Assets to liability ratio • Debt to Illinois GDP ratio
G. Flexibility	• Debt service cost to %revenue ratio • %of revenue from govt. sources compared to Illinois GDP
H. Vulnerability	• %of state appropriations to total revenue • %of property tax to total revenue

Area-19: Capital Asset Stewardship (Outcome)	
Measure	**Indicator**
A. Condition	• Net Asset Value Index • Total Asset Reinvestment Backlog • Accumulated Deferred Maintenance • Energy Consumption • Unscheduled Major Maintenance • Capital Improvements • Capital Additions
B. Maintenance	• Normal Maintenance costs • Renewal and Replacement Maintenance
C. Utilization	• Gross Square Feet (GSF) • GSF per employee • GSF per student • Net Assignable Square Feet (NASF) • NASF per employee • NASF per student
D. Value	• Net Asset Value • Replacement Value

List of Tables and Charts

Element 1: Student Success

Community Need

Living Wage for the SCC College Service Area
Annual Total Openings of Living Wage Jobs in SCC College Service Area
Entry Hourly Wage of Living Wage Jobs in SCC College Service Area
High-Demand Living Wage Jobs in Southeast Missouri
High-Demand Living Wage Jobs in Western Kentucky
Number of SCC Graduates Entering High Demand Occupations
Number of College Service Area Employees Completing Professional Development at SCC
Number of College Service Area clients served by the SCC SBDC
Number of SCC graduates from High-Wage/High-Demand Programs in Last 5 Years
Total Gross Wages of SCC Employees
Number of Community Education/Personal Enrichment Courses Delivered by SCC
Number of Community, Civic, and Recreational Activities by Employees and SCC
Number of Athletic Games Available to the SCC Community

Student Interest

Number of Transfer Pathways
Transfer Pathways by Program, 1
Transfer Pathways by Program, 2
SCC Courses by Delivery Method
SCC Enrollment by Delivery Method
Flexible Programs (less than a semester or year)
Number of Course Section Options
Number of Academic Course Section Options
Number of Adult Education Course Section Options
Number of Community Education Course Section Options
Accessible Programs (within a semester or year)
Number of Programs Completed in Less Than 2 Years
Programs Completed Within 2 Years
Support Services Available Online
Number of Accommodation Services Available
Number of Students Receiving Accommodation Services
Percentage of Total Students Receiving Financial Support
Percentage of Academic Students Receiving Financial Support
Amount of Waivers and Scholarships Awarded
Amount of Waivers Awarded
Institutional Waivers and Scholarships
Athletic Waivers and Scholarships
Adult Education Waivers
Senior Citizen Waivers

Staff Waivers and Scholarships
Waiver Comparison by Category
Waivers as Percentage of Tuition Revenue
Number of Students Receiving Waivers and Scholarships
Percentage of Academic Enrollment Receiving Waivers and Scholarships
Percentage of Total Students Receiving Pell Grant
Percentage of Academic Students Receiving Pell Grant
Students Receiving Information About Financial Assistance
Programs with Recognition and Accreditation
Programs Aligned to IDES Living Wage Jobs
Programs Aligned to IDES Living Wage Jobs with Annual Openings ≥ 10
Programs Aligned to IL jobs with Growth Rate > .10
Courses with Experiential Learning

Enrollment

Reimbursable Credit Hour History
Number of Total Reimbursable Credit Hours
Number of Dual Credit Hours per Academic Year
Number of Adult Education Credit Hours per Academic Year
Number of Remedial Education Credit Hours per Academic Year
Number of Health Education Credit Hours per Academic Year
Number of Technical Education Credit Hours per Academic Year
Number of Business Education Credit Hours per Academic Year
Number of Baccalaureate Credit Hours per Academic Year
Number of High School Visits by Recruiters
Number of External Recruiting Events
Number of Internal Recruiting Events
Number of Campus Tours
Number of Website Users
Number of Seconds Per User on Website
Website Traffic Referrals, May 2019-May 2020
Website Traffic Referrals, May 2020-May 2021
Number of New Website Users
Social Media Followers
Number of Page Views, May 2019-May 2020
Number of Page Views, May 2020-May 2021
Bounce Rate, FY20 vs FY21
Number of Logged Inquiries
Students Reporting Receiving Help from an Advisor, 1
Students Reporting Receiving Help from an Advisor, 2
Students Reporting Receiving Help from an Advisor, 3
Number of Students Seeing an Advisor

Unduplicated Registrations 1st day, Mid-Term, Final
Number of Credit Hours 1st day, Mid-Term, Final
Programs with Enrollments of ≥ 10
Courses with Highest Enrollment, 2020-2021
Departments with Highest Enrollment, 2020-2021
Number of Total Credit Hours by Academic Year
Average Academic Credit Load
Total Credits Earned
Number of Full-Time Equivalent Students
Number of Unduplicated Credit Students
Number of Unduplicated Non-Credit Students
Number of Duplicated Credit Students
Number of Duplicated Non-Credit Students
Number of Course Sections ≥ 80% Capacity
Percentage of Total Course Sections with ≥ 80% Capacity
County Population Trend
Overall K-12 Enrollment in College Service Area
K-12 Headcount
K-12 Enrollment in College Service Area
Number of Dual Credit Students
Percentage of High School Graduates Enrolling in Fall at SCC
Percentage of High School Graduates Enrolling in Spring at SCC
Percentage of Dual Credit Graduates Enrolling at SCC
Number of College Service Area Residents Taking Courses
Number of College Service Area Residents Taking Degree/Certificate Courses
Number of College Service Area Residents Taking Professional Development Courses
Number of College Service Area Residents Taking Personal Enrichment Courses

Academic (College) Readiness

Number of Students Taking at Least One Developmental Course
Percentage of Developmental Writing Students with C or Better
Percentage of Developmental Reading Students with C or Better
Percentage of Developmental Math Students with C or Better
Percentage of Developmental English Students Completing College-Level English with C or Better
Percentage of Developmental Math Students Completing College-Level English with C or Better

Academic Progress

Number of Credits Earned by Semester
Average Academic Credit Load
Number of Students Taking 12 or More Credits
Percentage of Students Taking 12 or More Credits

Number of Students Taking 24 or More Credits in a Year
Percentage of Students Taking 24 or More Credits in a Year
Number of Students Taking 30 or More Credits in a Year
Percentage of Students Taking 30 or More Credits in a Year
Percentage of Academic Courses Completed
Percentage of First-Time Degree-Seeking Students Registering/Completing by Following Fall
Percentage of Students in Student Support Services
Number of Students Receiving Counseling Services

Academic Success

CTE Programs with Assessment Plans
Number of Students Participating in Phi Theta Kappa
Number of Student Athletes
Faculty Report of Club/Organization Involvement
Percentage of Academic Enrollment in Experiential Courses
Percentage of AAS Programs with Experiential Learning Component
Number of Students Participating in Internship Courses

Completion

Number of Credentials Awarded

Employment Readiness

Percentage of Students Passing Licensure Exam

Student Satisfaction

Student Report of Group Study
Student Report of Time Spent Per Week on Homework
Student Report of Academic Challenge in Courses
Student Report of Interaction with Faculty

Element 2: Employee Engagement

Preparation

Employee Development Plans
Employee Credentials
Employee Assistance Program
Talent Diversity

Employee Performance Ratings
Employee Diversity
Percent Change in Employee Numbers
Faculty Report of Club/Organization Involvement

Performance

Student Report of Prompt Feedback from Faculty
Annual Safety Incidents

Cultural Condition

Employee Rewards and Recognition

Employee Satisfaction

Employee Retention

Element 3: Infrastructure Effectiveness

Deployment

Faculty Reporting Courses that Require Projects, Research Papers & Presentations
Faculty Reporting Use of Group Projects/Learning Communities
Faculty Reporting Use of Learning Activities to Support Multiple Learning Preferences
Average Number of Academic Courses
Average Enrollment Per Academic Course
Average Enrollment Per Academic Section
Percentage of Academic Course with Low Enrollment
Number of Independent Study Courses Per Student
Fall 2020 Course Information by Faculty Status
Percentage of Students Using Academic Support Services
Number of TRIO Services
Percentage of Students Using Student Support Services One or More Times
Number of Students Utilizing TRIO Services
Percentage of Courses Reliant on Technology
Number of Technology Devices

Fiscal Stewardship

Revenue from Tuition
Net Profit by Course Prefix
Function Expense Comparison

Comparison of Expenses by Object
Financial Reserves
Fund Targets
Composite Financial Index (CFI)

Capital Asset Stewardship

Gross and Net Assignable Square Feet
Gross and Net Assignable Square Feet by Student and Employee