



Board Monitoring Report

SCC Strategic Plan Update

Office of Institutional Effectiveness

September 23, 2022



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Executive Summary

During AY21, the College conducted an in-depth evaluation of its performance from a status (i.e. what's being done), readiness (i.e. what can be done) and best practice (i.e. what should be done) perspective using the [Shawnee Community College Effectiveness System \(SSCES\)](#). The resulting [College Status Report](#) provided a thorough analysis of the College's performance capability and outcomes at that time, creating a rationale for change to the College's Strategic Plan that was developed in 2018. Thus, the 2021-2025 [Shawnee Community College Strategic Plan](#) was developed during the spring 2021 semester with an ambitious goal - An Enrollment Target of 40,000 Reimbursable Credit Hours. The [first fall monitoring report](#) for the plan was done in September 2021. In April 2022, the plan was comprehensively updated, carefully considering each strategy and its associated elements.

This is the **second fall monitoring report** and begins with the intersection of the Strategic Plan Objectives with the [Board Strategic Outcomes Policies](#), which were adopted in March 2022. Framing the report according to this intersection, illustrates the intentional manner in which the College has approached governance and planning, emphasizing the efforts as truly *shared* and *strategic*.

This report focuses on progress on the 2021-2025 [Strategic Plan](#) in the six months **since its comprehensive update in April 2022**.

Some areas of focus in this report include:

- Developing and enhancing [programming](#) opportunities for students,
- Improving our [student intake processes](#) and [providing clear pathways](#) for students,
- Analyzing our [developmental education](#) and [programming](#),
- Increasing [opportunities for non-traditional students](#),
- Renewing our focus on [diversity, equity, inclusion](#) and [employee engagement](#),
- Continuing the enhancement and efficiency of our [infrastructure](#).



Strategic Plan Goals and Objectives

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

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

Goal 2: Increase Student Completion 10% by FY23.

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

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

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

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

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



Board of Trustees Proposed Strategic Outcomes and SCC Strategic Plan

As stated in the proposed College purpose statement (B1000), Shawnee Community College’s purpose is to provide high quality and affordable higher education services to the citizens of Alexander, Johnson, Massac, Pulaski, Union, and parts of Jackson Counties in Illinois, which advance individual economic mobility, personal growth, and the local economy, at a cost commensurate with the value of services provided. Community stakeholders benefit from the College through participation in ten critical services, as identified through the [Board of Trustees’ Strategic Outcomes Policies](#). Table 1 illustrates the intersection of these critical services and the Strategic Plan Objectives.

Table 1. Intersection of SCC Strategic Plan and Board Strategic Outcomes Policies

	Strategic Outcomes									
	B1003 Transfer Programming	B1004 Professional Programming	B1005 Continuing Education Programming	B1006 Workforce Training	B1007 Community Education Programming	B1008 College Readiness Programming	B1009 Adult Education Programming	B1010 Student Services	B1011 Accreditation & Certification	B1012 Diversity, Equity & Inclusion
1.1 Transfer Opportunities for All	✓	✓						✓		✓
1.2 Align Student Learning & Employment Opportunities		✓						✓	✓	✓
1.3 Community Partnerships		✓	✓	✓	✓			✓	✓	✓
1.4 Workforce Training Partnerships				✓				✓	✓	✓
2.1 Streamlined Student Intake Processes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.2 High Impact Classroom Delivery Strategies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.3 Non-Traditional Student Programming & Services	✓	✓	✓	✓	✓	✓	✓	✓		✓
2.4 Developmental Education	✓	✓				✓	✓	✓		✓
2.5 Adult Education	✓	✓				✓	✓	✓		✓
3.1 Diversity, Equity & Inclusion	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.2 Employee Talent, Capability & Skills								✓		✓
3.3 Organizational Structure									✓	✓
3.4 Shared Governance Processes									✓	✓
3.5 Employee Sense of Teamwork & Community									✓	✓
4.1 Data-Driven Institutional Effectiveness	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.2 Teaching & Learning Processes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.3 Scheduling Processes	✓	✓	✓	✓	✓	✓	✓	✓		✓
4.4 Marketing & Recruitment Processes	✓	✓	✓	✓	✓	✓	✓	✓		✓
4.5 Post-Graduate & Alumni Services	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.6 Budget Development & Allocation Processes									✓	✓
4.7 Technology Infrastructure	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.8 Facilities		✓						✓		✓
4.9 Long-Term Financial Plan								✓	✓	✓



Strategic Plan Updates

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

The Strategic Plan Objectives for this goal are aligned to the following Board Strategic Outcomes ([Table 1](#)): transfer programming (B1003), professional programming (B1004), continuing education programming (B1005), workforce training (B1006), student services (B1010), accreditation & certification (B1011), and diversity, equity & inclusion (B1012).

Since the April 2022 update of the Strategic Plan, the College reports progress on three of the four objectives within this goal.

Objective 1.1 Articulate baccalaureate and career/technical programs with regional universities; create seamless transfer opportunities for students.

The Saluki Step Ahead initiative is completed (1.1.A.). Articulation agreements are completed with McKendree University and SIUC and are almost complete with SEMO and Murray State (1.1.B.). The Registrar is keeping a spreadsheet of all active and updated agreements, as well as posting on the [Transfer page](#) on the website. We are working on being able to document these in Colleague (1.1.C. and 1.1.D.).

Objective 1.2 Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in our service area.

We successfully expanded Truck Driving Program to the Metropolis Center in Fall 2022. With the retirement of Greg Sheppard, Kyle Smith was assigned as the Truck Driving program advisor. Kyle is housed at the Metro Center and works collaboratively with Kelly Jennings. We received the Strengthening America's Community Colleges grant (\$540,000) over four years which will support the continued expansion of the truck driving program, as well IT and automotive programs. Additionally, we created a new 1 credit continuing education course, Hazmat, which began in summer 2022 (1.2.A.).

In June 2022, the ACEN Evaluation Review Panel was completed with a recommendation for accreditation, pending final results in late September/early October. As of June 2022, the Practical Nursing program has a part-time offering with extra tutoring for students meeting minimum or below-minimum standards for TEAS testing upon application. Faculty assisted in creating a success plan to help students continue into second semester as part-time students to determine if a retention program will show that additional support increases retention. As of August 3, 2022, the Nursing and Allied Health Lab has expanded lab equipment for increased simulation opportunities, adding new hospital beds and Gaumard High-Fidelity Simulation Pediatric Hal and Infant SuperTory through the Delta Healthcare Grant. We received the Pipeline for the Advancement of the Healthcare Workforce Program (PATH) Grant (\$358,063) which will help support the nursing



program by supporting faculty development and creating a simulation coordinator position (1.2.B.), purchase an additional Anatomage table (1.2.D.), and evaluate/redesign the Informational Technology program (1.2.K.).

A fulltime Automotive instructor was hired for fall 2022 (1.2.C.).

A new Medical Assistant faculty was hired in September 2022. Initial enrollment was 15 with 1 waitlisted. After 10th day drop, the program enrollment is 12. We are still working on accreditation of this program, which was slowed by turnover of full-time faculty. We will continue towards accreditation and continue recruitment efforts for the next cohort of student (1.2.F.).

Two consultants have been hired with grant funds this fall; one to review and evaluate HVAC curriculum, develop an equipment purchase plan, and make recommendations for improvement (1.2.G.) and one to complete a feasibility report on the Diesel Technology program (1.2.H.).

In April 2022, the Athletic Programming Evaluation was put on hold until FY24. The Board of Trustees asked for an update of current teams and student-athletes. AD Sparks provided a report at the September 2022 Board of Trustees meeting (1.2.N.).

Objective 1.3 Strengthen partnerships with local business leadership and community stakeholders.

We are in the process of scheduling CTE advisory council meetings to be held in October 2022 (1.3.A).

Dr. Taylor has met with various members of the President's Advisory Committee since March 2022 (1.3.B.) and continues to attend Chamber of Commerce functions, as well as a variety of other community initiatives (e.g., Lion's Club, Union County and Metropolis Rotary Clubs, Laborers Local Golf Scramble) (1.3.C.) Additional events attended since the Strategic Plan update in April include; Commissioners meetings in Union County, meetings with local city mayors, SI Now, Economic Development entities, Business Leaders conferences at local high schools, Johnson County Top Flight Honors events, and local high school graduation ceremonies (1.3.D-G).

Dr. Taylor has established a yearly calendar of Trustee attendance at all District School Board meetings (1.3.H.).



Strategic Goal 2: Increase Student Completion 10% by FY23

The Strategic Plan Objectives for this goal are aligned to all of the Board Strategic Outcomes ([Table 1](#)).

Since the April 2022 update of the Strategic Plan, the College reports progress on all five objectives within this goal.

Objective 2.1 Streamline student intake processes in ways that empower students to make informed program and course decisions.

In summer 2022, a team of staff and two faculty attended a Guided Pathways Summer Institute hosted by the Community College Research Center through Columbia University. This institute has started the needed work on Guided Pathways. Current programs of study and pathways are included in the College Catalog and on the [website](#). Pathways are still needed for the Associate of Arts and Associate of Science (e.g., Associate of Arts-Pre-Nursing; Associate of Arts-Psychology; Associate of Science-Pre-Dental/Pre-Med). [Career Coach](#) was purchased with a combination of grant and institutional funds. Career Coach is a web-based software package that includes career explorations, career cluster review, resume building, and occupational outlooks (2.1.A.).

We implemented multiple measures in Fall 2022. Multiple measures are used to place students into courses based upon their existing knowledge, rather than relying upon one test score on a given day. Multiple measure placements may include GPA, completion of a particular course(s), or standardized tests such as the ACT, SAT, or AccuPlacer exam. Multiple measures will be revised for Fall 2023 based upon feedback and best practices. A plan needs to be developed for coding and tracking multiple measures placement in Colleague. This is on our Degree Audit training agenda with Ellucian in January 2023 (2.1.B.).

While 2.1.C. is primarily focused on the student orientation process, including a First Year Experience (FYE), many Student Success Department improvements have begun or have been completed to enhance these onboarding experiences. The Student Success Department was awarded the College Bridge Grant (\$220,000) to improve onboarding services to minorities, first-generation, and low-income students. This is achieved by removing barriers to success. Students will be introduced to credit-bearing coursework and provided extra support and technology without needing remedial coursework.

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

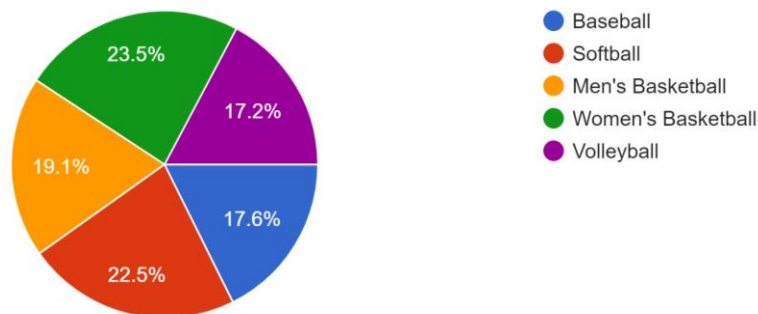


The FYE online course is under development and will contain both New Student Orientation and First Year Experience. The system will include engaging and supportive modules for the students' first year. Rise Articulate is the name of the platform that will support this initiative.

The College's Career Services Program purchased [Career Coach](#), and the Career Services Coordinator will be promoting, managing, and monitoring the program. Students will be introduced to Career Coach in high school, and workshops and annual job fairs will assist with career decision-making, resume writing, and Guided Pathways when entering college.

Additional improvements for 2.1.C. include:

The Library added the LRC 112 course back to the schedule for students to learn strategies for successful research methods and how to cite reputable sources. The LRC is also the HUB for SAINTS Study Tables, a new educational support program for athletes that encourages structured study time and utilization of LRC resources. With the implementation of the SAINTS Study Tables Pilot Program this semester, we have had 88 student-athletes actively using the LRC, for 3-6 hours each, every week. We have professional and peer tutoring available for them to utilize; as well as the librarian and library assistant helping them with database searching, time management, homework questions, and study techniques as the need arises. As a group, this graph reflects the percentages of the athletic program participants. Since the program began, there have been 986 responses to our Google Form, as of 9/26/2022: of those responses, 23.5% are Women's Basketball, 17.2% are Volleyball, 17.6% are Baseball, 22.5% are Softball, and 19.1% are Men's Basketball (Source: SAINTS Study Table Excel sheet, 9/27/22).



The Director of Student Success is now a Certified Mental Health First Aid Instructor and will be able to provide training around mental well-being and identifying at-risk students. The Accessibility and Resource Office purchased JAWS assistive technology for visually impaired students. To encourage students to build relationships and de-stress, new board games have been added to the student lounge for students to enjoy free entertainment.

All advisors began training with the Registrar to learn Colleague skills, and advisement techniques are reviewed during these trainings. With the addition of [Career Coach](#), students can determine an educational path early (in high school) and complete in a shorter amount of time.



The hope is students will not take unnecessary classes. The Director of Community Education and Extension Centers, Computer Systems Specialist, and the Director of Business Services worked together to implement an online registration and payment option for community education courses to increase accessibility and timely registration, and to be more consumer-friendly (2.1.D.).

The [College Catalog](#) and [Student Handbook](#) are housed, as an Adobe .pdf file on the website. Both files are searchable, making it easier to use digitally (2.1.E.).

In August, an external auditor reviewed our financial aid program including processes, automation, compliance, documentation, and student assistance. The Financial Aid Office has been a member of AVECO (Association of Veterans Education Certifying Officials) and ILASFAA (Illinois Association of Student Financial Aid Administrators) for several years. We recently became a current member of NASFAA (National Association of Student Financial Aid Administrators) (2.1.F.).

Director of Recruitment & Enrollment created a schedule for recruitment as well as tools for documenting and coordinating efforts. Director of Community Education and Extension Centers and the Computer Systems Specialist implemented a S'more Newsletter. Mass emails of the newsletters to the community are assisting with marketing and recruitment (2.1.H.).

Objective 2.2 Experiment with classroom delivery strategies to determine impact on enrollment, retention, persistence, and completion.

The Shawnee Community College Math and Science Department Chair is partnering with Southern Illinois University-Carbondale on a National Science Foundation (NSF) Grant. There are four additional universities and their respective community college partners in Illinois who participated in the development of the proposal. The grant's focus is to improve student learning and engagement in the STEM classroom through implementation of the Flipped Classroom Model (particularly focused on improving recruitment, retention, and success of underserved populations of students in the STEM classroom). If funded, the grant will provide training and mentorship to SCC STEM faculty to incorporate flipped teaching in their courses. The grant was submitted on July 20, 2022. It will be several months before we know if the grant is approved. If funded, faculty recruitment and training will begin in 2023 (2.2.A.).

Beginning this summer 2022, the Developmental Education Reform Act (DERA) report required community colleges to provide "baseline data and benchmarks for progress, including, but not limited to, (i) enrollment in credit-bearing English language or mathematics courses, (ii) rates of successful completion of introductory college-level English language or mathematics courses, and (iii) college-credit accumulation." A cohort of 41 students was identified from FY21 ICCB Annual Enrollment report and provide the following baseline data for strategy 2.2.B.:

- 37 were enrolled in developmental math (90.2%)



- 13 were enrolled in developmental English Language Arts (ELA) (31.7%)
- 9 were enrolled in both developmental math and developmental ELA (21.9%)
- 31 were retained fall to spring (75.6%)
- 24 were retained fall to fall (58.5%)
 - Question we are starting to explore: What happened to the 17 of 41 students we did not retain from fall to fall?
- Of the 37 students enrolled in developmental math, only 3 students earned 24 or more credit hours (8.1%), and the same 3 students earned 30 or more credit hours (8.1%)
- None of the 13 students enrolled in developmental ELA earned 24 or more credit hours, and none earned 30 or more credit hours.
 - Question we are starting to explore: Why do so few dev ed students go on to accumulate enough credit hours to remain on track for completion?
- Only 10 of the 41 students passed a gateway course with a “C” or higher (24.3%)
 - Questions we are starting to explore: Why do so few dev ed students pass the subsequent college-level course after having passed the dev ed course? Why do those who do pass the college-level course pass? Is there a commonality?
- 3 of 37 students passed a gateway math course (8.1%)
- 7 of 13 students passed a gateway ELA course (53.8%)
- 1 of 41 students passed a gateway course with a “C” or higher and also earned 24 or more credit hours (2.4%)
- The same student passed a gateway course with a “C” or higher and also earned 30 or more credit hours (2.4%)

These results were shared with the faculty and staff at Fall Convocation, and results will be used to further develop our developmental sequence to ensure students reach the gatekeeper courses sooner and are able to pass them. Institutional Effectiveness has developed some developmental education reports to assist (2.2.B.).

The Registrar and Financial Aid staff, with the help of the FA Consultant, are formulating a plan to measure the time it takes for a student to complete the General Education Core Certificate (GECC). This is also on the Ellucian Degree Audit training agenda for January 2023 (2.2.C.).

There are now five computers among the Financial Aid suite of offices that are available for students to use. This has helped the office assist more students at one time on the computer while they are in our office. We continue to assist students through Zoom, if that best accommodates their needs. Students rarely have to wait to see someone in the Financial Aid Office (2.2.E.).

Objective 2.3 Increase non-traditional student enrollment, retention, persistence, and completion.

Over the Summer 2022, there was an increase in youth events and Community Education registrations. The Director of Community Education and Extension Centers is projecting to offer



online or hybrid community education course offerings through Ed2go in Fall 2022. The Director of Community Education and Extension Centers and the Institutional Effectiveness Office worked with Ellucian to determine how to track partnerships with community organizations (2.3.A.).

There has been an increase in community partnerships in the past six months for Community Education programming, including Saturday Community Education course offerings, which is an ongoing project. Metro Center is now offering the Truck Driving program to attract non-traditional students. An Emergency Medical Responder evening course was added to Metropolis Extension for the 2nd 8-weeks, beginning in October 2022. Cairo Center began offering CNA, OSHA, and Construction Management courses in the Fall 2022. As of August 17, 2022, EMT 160 was running at two sites: a Saturday program partnered with Alexander County EMS and a Tuesday/Thursday evening program at Main Campus, both for Fall 2022. The Medical Assistant Program is being offered in evenings with hours adjusted to be more suitable for non-traditional students, 6:00pm-9:15pm. We plan to add other evening options at extension centers for Allied Health courses and programs (2.3.B.).

The Dongola College Academy was launched in Fall 2022 with 37 students. The high school juniors and seniors from Dongola attend class on campus five days a week (2.3.D.).

The Director of Community Education and Extension Centers and Director of Business Services are working to establish ways to track the revenue and costs for Community Ed courses. Anna Center lease was renegotiated to assist with financial sustainability. Each Center's budget was developed to become fiscally accountable for expenses for facilities (2.3.E.).

Due to lack of staffing at Vienna and Anna Centers in the past six months, the 2.3.F. initiative is slower to get off the ground. As of 9/6/22, Extension Centers were fully staffed. Student support services increased services in Fall 2022 at extension centers by hiring an evening Tech Support Staff for extension centers. Retention Alerts are now assigned to each center's coordinator so they can work directly with students within their facilities. Weekly Coordinator meetings were started in August for continuity in communication (2.3.F.).

Objective 2.4 Accelerate the time it takes for students to complete development courses and achieve success in college-level gatekeeper courses.

As part of the ICCB Developmental Education Innovation Grant the college received, the College will use ALEKS PPL, a placement testing software with a customized and predictive module-based math remediation tool built in, as a Bridge to the math corequisite courses. It is being piloted with MAT 041 students this Fall 2022. To establish a baseline and help predict the number of user licenses for ALEKS PPL, a report was generated by Institutional Effectiveness and IT to monitor the number of students from FY22 who tested into a developmental math course (MAT 041 or MAT 043) after taking the Accuplacer; 374 students tested into MAT 041 and 518 students tested into MAT 043 (2.4.A.).



Four district high schools have been approved to offer Transitional Math including Anna-Jonesboro, Century, Joppa, and Massac. Anna-Jonesboro has submitted for approval to teach Transitional English as well (2.4.B.).

A revised version of the state-aligned Multiple Measures placement standards for math and English were adopted in Fall 2022 and is included in the 2022-23 [College Catalog](#). The College was awarded the Developmental Education Innovation Grant for Corequisite Development from ICCB in the amount of \$25,000 for the redesign of the math developmental education program. The Dev Ed Corequisite Grant aligns with the ASPIRE Project and SCC Strategic Plan in the redesign of the developmental math program to decrease time to completion for students testing into developmental math and to ensure students take a transfer-level math course by the end of their first year in college (2.4.C.).

As part of the Math Department's corequisite redesign through the ASPIRE and ICCB Corequisite Grant, a new corequisite course (MAT 120 College Algebra with Review) was developed for STEM majors. This is essentially College Algebra combined with the applicable review components of MAT 043 Intermediate Algebra. The DERA report, mentioned in 2.2 revealed that those students in the corequisite ELA course had better outcomes, so we are hopeful for positive outcomes in this math corequisite course (2.4.G.).

2.5 Accelerate the time it takes for students to complete adult education courses and achieve success in a college-level course.

To align our adult education programming with career laddering CTE credentials and provide multiple entry points, the funding model for Adult Ed must be addressed. We are participating in the Adult Ed Advisory Council which is focused on *Incentivizing Success and Accountability through Funding Mechanisms*. The committee will complete a SWOT Analysis of current policies regarding generation, funding, and other fiscal policies in order to make policy recommendations to ICCB. Our Director of Adult Ed is the Chair of the committee (2.5.E.).



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

The Strategic Plan Objectives for this goal are aligned to all of the Board Strategic Outcomes ([Table 1](#)). Since the April 2022 update of the Strategic Plan, the College reports progress on four of the five objectives within this goal.

Objective 3.1 Integrate elements of diversity, equity, and inclusion into all College systems and processes.

The adoption of a DEI Board policy is completed. Dr. Taylor will be attending DEI Council meetings beginning this Fall 2022 (3.1.B.).

Campus activities include clean up days, Juneteenth celebration, Women in History activities, etc. Dr. Taylor was a panelist for the NAACP meeting in September 2022 (3.1.C.).

The new Assessment Coordinator has begun responsibilities as of Fall 2022. An assessment report has been completed and a longitudinal study of the completion/assessment of the core competencies is being conducted. The average student proficiency rate for the Global and Cultural Core Competency during the past six semesters is consistently above 80% (3.1.D.).

The Executive Council has reviewed the Expressive Activity Policy & Procedure submitted by the Facilities Team, as well as several others submitted by the Employee Relations Team, as part of the policy review process of Shared Governance to ensure these policies are free of implicit and explicit biases (3.1.E.).

Objective 3.2 Increase employee talent, technical capability, and leadership skills.

In Summer 2022, CROA Fundamentals and Advanced trainings were delivered to the Institutional Effectiveness Department, some members of IT, and some from Student Affairs and Academic Affairs. Over 20 employees participated in Ellucian's Colleague Curriculum Management Module training in August. As a result, several action items have been completed and are still in the works to improve our processes. Training meetings were conducted for the Ellucian Cloud migration, which was successfully completed in August. (3.2.A.).

The Professional Development team is developing a series of customer service trainings. A kick off of Customer Service training was given at Convocation in August 2022 with featured guest speaker Sherry Wessel, SVP/GM of Harrah's Metropolis Casino. We are looking at a few other options for the coming year to complete this series (3.2.B.).

Dr. Taylor has designed a course for the leadership detailing the procurement process and the use of Excel. The course will be delivered during Fall 2022 (3.2.C.).



Objective 3.3 Align organizational structure to achieve strategic results.

Executive Leadership and mid-level managers are in place and meeting on a weekly basis with Dr. Taylor, increasing collaborative efforts to improve efficiency within the Shared Governance structure. All Leadership Teams are meeting on a monthly basis, at minimum (3.3.A.).

The Professional Development Team is discussing the best ways to identify the talent gaps within the different areas so that we can start providing training in areas that are most critical (3.3.B.).

The Professional Development Team has set a goal to identify ten positions per year for cross-training. Meanwhile, departments have begun to identify immediate ways to provide cross-training. Cross training is occurring with IT Support Specialist, Timothy Cornwell, hired in May 2022, and he will be backing up Computer Support Specialist, Jonathan Van Meter, on website development. Evening support helpdesk, Julian Harris, cross trained with IT Student Support Specialist, Sabrina Black. Dr. Teske continues to cross-train with Sabrina Black on ICCB and IPEDS reporting requirements and tasks. The previous and future Research Associate will participate in this training, as well (3.3.C.).

Objective 3.4 Improve shared governance processes.

With Board approval of the Shared Governance structure, teams and councils have been meeting, with policy/procedure being reviewed by each team/council, culminating with Executive Council review. By year's end, the structure will be reviewed for adjustments (3.4.A.).

Board policies are reviewed by the Trustees during the presentation of monitoring reports, incorporating any suggestions for edits. Councils and Teams are reviewing current and projected policy/procedure/guidelines for Administrative Policy use (3.4.B.).

With the organization of each Team's policies for review, a working draft folder exists to house those submitted to the Executive Council for review. A Google document exists to "track" when Executive Council reviews and document any action taken (e.g., return to team/council or submit for approval) (3.4.C.).

President Taylor continues with meet & greets, which are now prefaced with a welcome letter sent to each Board approved full-time hire. A Community Assembly was held on September 21, and Breakfasts with the President will resume in October. President Taylor has collaborated with several staff, individually, incorporating their skill sets into training sessions and new-hire onboarding training (3.4.D.).



Objective 3.5 Amplify employee recruitment, socialization, and inclusion efforts to facilitate a strong sense of teamwork and community.

The Employee Relations team has identified a checklist of training items necessary for orientation. The team is working through what will be included and determining which parts will be provided via face to face, video, online, etc. (3.5.A.).

An Exit Interview was created by Executive Director of HR and the Employee Relations Team and started with the first termination in May 2022. There have since been 7 terminations to date who have gone through the process. Valuable data has been gathered regarding their reasons for leaving SCC and shared with the Board of Trustees in the quarterly HR monitoring report (3.5.B.).

We have begun to recognize new hires with photos in an email announcement so that those on campus will recognize them and help them feel welcomed. We started recognizing employee service awards more broadly than just at Convocation, including social media, for public recognition and praise. The Employee Relations team is reviewing ideas and other recognition programs with hopes of implementing the new process by Spring 2024 (3.5.D.).

The Cultural Awareness team is working on a calendar of events. Right now, the focus has been on particular celebratory months. The team held an event to celebrate Juneteenth, shared a presentation for American Disability Act Day in July, and had Unconscious Bias training at Convocation in August. A Suicide Prevention awareness booth was provided in September with Massac Mental Health available to provide resources (3.5.E.).



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

The Strategic Plan Objectives for this goal are aligned to all of the Board Strategic Outcomes ([Table 1](#)). Since the April 2022 update of the Strategic Plan, the College reports progress on three of the eight of the nine objectives within this goal.

Objective 4.1 Implement a data-driven institutional effectiveness evaluation model.

Monitoring reports began in summer 2022. With the development of the reports has come a deeper understanding of the SCCES framework and how the key performance indicators (KPIs), Board Strategic Outcomes Policies, and the Strategic Plan are interwoven and interrelated. KPIs are being carefully selected to monitor the programming and to align to various plans (i.e. Technology). Monitoring reports are posted on our [website](#) (4.1.A., 4.1.G.).

The [data dashboard](#) on the SCC website was updated in August. A subscription with National Student Clearinghouse for the Postsecondary Data Partnership was purchased in September 2022. With this subscription will come an external-facing data dashboard that may take the place of this one. Additionally, a secure internal dashboard has been created in CROA that updates daily to provide more engagement with our data and to be accessed immediately. This should make employees more self-sufficient with reports, develop an awareness of their reporting needs and capabilities, and improve efficiency. Leadership, including executive leaders, Deans, Directors, and Chairs, have been given access and are being trained on data security and privacy (4.1.A., 4.1.C., 4.1.H.).

SAAT has developed a new CQI timeline that will align with the budget timeline. With last year's additions to the CQI, including alignment of the goals and objectives with the Strategic Plan strategies and evaluation measures aligned to the KPIs, this will strengthen the alignment between the SCCES framework and the budget and better inform budgetary needs. This calendar proposal will be discussed and refined with employees through the Shared Governance process. A visual representation of SCCES is nearing completion and explicitly shows the link between the framework and the ICCB 5-year program review process (4.1.B., 4.1.C.).

IT continues to meet regularly and align current projects with the SCCES framework. KPIs are now reflected as evaluation measures in the IT Technology Plan. Ellucian training was conducted for the Colleague Curriculum Management module training. More than 25 employees attended a 4-day, 8-hour training to learn the screens and reports needed to refine our data collection. Colleague Degree Audit module training is scheduled for January (4.1.E.).

Updates to our recurring reports continue to make them more actionable and relevant, using Colleague more frequently and efficiently to collect information. Smart Evals is in the implementation stage. A pilot was conducted over the summer, and we are integrating the system with Colleague and Moodle to provide a user-friendly process for students and better access to



course evaluation data for faculty. Training for faculty will begin in October. We purchased Analyst by Lightcast in September 2022 to provide rich labor market data that is updated on a regular basis. Institutional Effectiveness will utilize this program over the next year to provide data to programs for program revisions, proposals, and ICCB reviews. This will be a pilot year to see if it is utilized frequently and provides useable data (4.1.F.).

A visual of the SCCES framework is near completion, having been worked on for the past year. The visual has gone through all leadership teams for refinement and represents the student experience at SCC and aligns with the ICCB program approval and review process (4.1.F.).

Objective 4.2 Improve teaching and learning processes.

The Academic Assessment report has been compiled, which will be shared with the Board of Trustees in October, and the Student Academic Assessment Team (SAAT) has created an action plan to continue improvement and evaluation of the assessment processes (4.2.A.)

Program review was completed in September 2022 for the Communications discipline, Computer Systems and Security Specialist, Criminal Justice, Basic Electricity, Medical Coding Specialist, and Medical Office Assistant programs, as well as the support services areas of recruiting and admissions, records, and registration. Program webpages have been updated to link directly to the curriculum guides. Career Coach has been launched and wage data has been embedded into each program webpage in order to connect the labor market information to the SCC programs (4.2.B.).

A [program review webpage](#) has been created and added to the Student Academic Assessment Team's webpage. The program review page now includes the 5-Year Program Review Schedule and Timeline, Program Reviews submitted by fiscal year, feedback received from ICCB, and the ICCB Program Review Manual (4.2.C.).

In order to ensure quality and curricular alignment, the Coordinator of High School Partnerships & Pathways hosted a dual credit and adjunct faculty orientation on SCC's Main Campus. Furthermore, through the IBT grant, SCC has purchased textbooks for many of our district high school partners to ensure equity and curricular alignment across courses (4.2.E.).

IT modified all course codes in Colleague to align with the Organizational Chart. This will allow Institutional Effectiveness to correctly disaggregate reports for programming data (4.2.F.).

Objective 4.4 Align marketing and recruitment processes with enrollment goals.

Kevin Hunsperger is working with employees and students to create new videos for social media and TV/digital ad campaigns for the upcoming Spring 2023 semester. Materials made before his arrival need to be updated with current branding and messaging. This should be complete by mid to late October (4.4A.).



We continue to see growth with engagement on all social media platforms (Facebook, Twitter, Instagram, TikTok, YouTube, and LinkedIn), and data are provided monthly to the Board of Trustees. Kevin has worked with some of the other departments and the social media presence they have, including The Saints Foundation, Athletics, Workforce Development, and Cosmetology. IT recommended utilizing Ellucian Experience in lieu of Ellucian Mobile, which is planned to be phased out at the end of 2022. IT is currently in the process of implementing Ellucian Experience at this time. Training for employees will occur after implementation (4.4.B.).

The virtual tour is ready for implementation and a quote has been received from a video production company, but we are waiting for the completion of the gym renovation. We could proceed with the tour of the Main Campus and four Extension Centers and update the video in the winter, but doing so would likely include an additional cost (4.4.C.).

We have created a clearer and more consistent plan with our social media posting and digital marketing efforts. Our search engine marketing (SEM) campaign has been successful and allows us to track how many people are acting on those ads. We still have some branding issues to work on, but over time, these will be resolved, and we anticipate more enrollment success (4.4.D.).

Objective 4.5 Improve post-graduate and alumni services.

Over the summer, IT and Institutional Effectiveness worked with SmartEvals to integrate to our systems and learn how to administer the program. The next step is to work with their survey implementation specialist to get our graduate and employer surveys into the system in preparation to launch to our May 2022 graduates in November-December of 2022 (4.5.B., 4.5.C., 4.5.E.).

Objective 4.6 Improve budget development and resource allocation processes.

The Board Finance Committee met on March 21, April 26, June 24 and August 9, 2022 and have been engaged in the Budget Development Process, Financial Advisor Review, Bond Issue Considerations, Tax-Exempt Leasing, Enrollment Plans, Insurance & Salary Scenarios, Capital Project Requests, Facilities Conditions Assessment Provider review, and Finance-oriented Monitoring Reports. The budget process that was pilot tested in FY22 will go live in October (4.6.A.).

The Leadership team and their employees were involved in planning their budget allocations during the spring and summer 2022. Dr. Taylor continues to work on a cost analysis of our courses, and Institutional Effectiveness and IT are working to resolve some course coding issues in Colleague in order to provide the necessary section-level data to assist with this analysis. The Student Academic Assessment Team is working with Academic Affairs to align the CQI process with the budget timeline to better inform the budget (4.6.B.).



The Administrative Services leadership and Institutional Effectiveness are working to create the GFOA document for a mid-November submission (4.6.C. and 4.6.D.).

Objective 4.7 Ensure technology infrastructure supports student learning, student success, and administrative needs.

Network Support Specialist, Daniel Kineman, was hired in April 2022. IT finished revisioning the 2023 Technology Plan in May 2022, which was reviewed by the Technology Committee and Institutional Effectiveness in June 2022. The plan was updated to reflect the College's strategic plan. Classroom technology has been upgraded at all locations. These instructor stations now include touch screens and multiple cameras. Large screen televisions were installed to replace outdated projectors and SmartBoards (4.7.A.).

Virtual IDs were rolled out in Fall 2022. IT is in the process of upgrading the main firewalls at Main Campus and the DR site in Anna. Once this is complete, IT plans to reach out to vendors to possibly conduct a network assessment audit (4.7.B.).

Objective 4.8 Ensure facilities support student learning, student success, and administrative needs.

A Facilities Condition Assessment (FCA) provider was approved by the Board of Trustees in September 2022. Administrative Services leadership is in contact with the provider for contract needs (4.8.A. and 4.8.B.).

Objective 4.9 Develop a long-term financial plan.

We are currently involved in the issuance of Bonds (not exceeding \$6,600,000) for the purpose of paying claims against the District, with a Public Hearing to sell those bonds, for the purpose of increasing the working cash fund of the district by \$1,025,000 (4.9.B.).



Challenges

As the College is working on the strategies in the Strategic Plan, like any other large endeavor, there are challenges that arise periodically. Many of these challenges are presented within the Strategic Plan strategies as barriers. The following are some of the more notable challenges:

- COVID-19 has continued to deliver an exceptional hardship on the College's human resources; although, recently, the release from the stringent testing and screening mandates has decreased the workload greatly.
- Frequent turnover and vacant positions, such as the Director of Student Success, Dean of Career & Technology Programs, Education Technology Coordinator, Executive Assistant to the President, part-time instructors, Research Assistant for Institutional Effectiveness, Administrative Assistant to Dean of Transfer and Adult Education Programs, Administrative Assistant to SBDC, and testing and tutoring staff always present a unique dynamic for the College. With the turnover and vacant positions, critical work that would normally reside with these positions is shifted to others within the College. Some functions that would be considered necessary in order to make progress on Strategic Plan strategies, including prioritizing budget requests, coordinating data structures and processes, and advocating for and implementing initiatives in their respective areas, are hampered without key positions to coordinate the work.
- Related to the previous challenge, clerical support, whether staff or student work positions, is continually needed for tasks such as data entry, scanning, scheduling, and shredding. Currently, staff and administrators are performing these tasks, diverting their skills, efforts, and time from vital job responsibilities unique to their positions or that impact other areas and services within the College.
- Infrastructure that would streamline some data processes, such as tracking advisement and recruitment activities, and equipment and facilities that would reduce man hours on production tasks and provide for expansion of programs (i.e. trucks, simulators, computers), would increase efficiency and College reach. While the College has used recent grant funds to purchase infrastructure and equipment, there are many more unfilled areas of need.
- As are traditionally the case, certain challenges external to the College impact workload demands at the beginning of each academic year while the College is focusing on launching the start of the semester. Several fall events (i.e. parades, festivals, fairs) occur during this time and simultaneously, taxing the student services division. This year, the College has extended the invitation to participate in these community events to all College employees in an effort to ensure we have enough to attend and to decrease the expectations on the few who do regularly attend.
- In addition to these events, this is the time of year when close out of grants must be completed and the new yearly cycle renewed/opened. While it is clear that we are



seeking out and participating in grants in order to advance our Strategic Plan initiatives without expending our institutional funds, the increase in grants means an increased workload for our employees (i.e. research new grant opportunities to address our needs, write grants to specification, secure the required partners, manage those grants we receive, design the evaluation processes to collect the required data, and submit the regular reports).