



SOUTHERN UNION
STATE COMMUNITY COLLEGE

PERFORMANCE DRIVEN.

STRATEGIC PLAN
2026–2029




SOUTHERN UNION STATE COMMUNITY COLLEGE'S STRATEGIC PLAN

provides a clear framework for advancing the college's mission and priorities over the 2026–2029 planning cycle. It identifies institutional goals, outcomes, and measures that guide decision-making, resource allocation, and assessment across the college. The mission defines the college's purpose, the strategic plan establishes institutional priorities through goals and outcomes, and Unit Plans operationalize this work through the annual development of outcomes, assessment of performance, analysis of data, and use of results to inform improvements.

PERFORMANCE DRIVEN.

The College's Mission

Southern Union State Community College, an open-admission, public two-year college and member of the Alabama Community College System, provides quality and relevant teaching and learning in academic, technical, and health science programs that are affordable, accessible, equitable, and responsive to the diverse needs of its students, community, business, industry, and government.

-  **THE COLLEGE'S MISSION** defines its purpose, whom it serves, and the commitments it makes as an institution. It establishes the values and priorities that guide all planning and decision-making.
-  **THE STRATEGIC PLAN** translates the Mission into clearly defined institutional goals and outcomes that describe what the College aims to accomplish over a defined period. These goals and outcomes reflect institutional accountability for student access, student success, workforce preparation, and service to the community. Strategic Plan progress is reported and reviewed each semester as part of an ongoing institutional effectiveness process that uses data to inform decision-making and support continuous improvement.
-  **THE UNIT PLANS** define the specific actions, outcomes, assessments, and improvements through which programs, departments, and offices implement and support the Mission and institutional goals on an annual basis. Unit Plans document specific outcomes, initial assessments, outcome measures, action plans, results, use of results, and improvements that support institutional priorities. Institutional goals are included in the Unit Plan template to identify alignment and ensure consistency across planning and assessment processes.

RELATIONSHIP BETWEEN THE MISSION, STRATEGIC PLAN, AND UNIT PLANS

FROM STRATEGY TO

Action



THE STRATEGIC PLAN establishes the institutional direction for the College and is implemented through ongoing institutional processes within the Institutional Effectiveness framework, with Unit Plans supporting this work at the unit level. Strategic outcomes reflect institutional-level performance and priorities, while unit outcomes focus on the specific actions and results of individual programs, departments, and offices in support of those priorities. This structure maintains institutional accountability while allowing units the flexibility to plan, assess, and improve their work. Through this approach, Southern Union State Community College connects its Mission, long-term goals, and daily work to support student access, student success, workforce preparation, and service to the community.

The table below describes how the MISSION, STRATEGIC GOALS, STRATEGIC OUTCOMES, and UNIT PLANS are aligned and function together within the College’s planning assessment and evaluation framework. Together, these elements demonstrate how institutional planning moves from Mission to strategy and ultimately to unit-level implementation. The following crosswalk provides a focused view of how the Mission aligns directly with strategic outcomes.

LEVEL	DESCRIPTION	WHAT IT DOES
MISSION	Defines the College’s role as an open-admission, public two-year institution providing quality and relevant teaching and learning.	Establishes the College’s foundational commitments to quality and relevant teaching and learning, affordability, accessibility, equity, and responsiveness, which guide strategic priorities, planning decisions, and unit-level work.
STRATEGIC GOALS	Define the College’s multiyear institutional priorities that advance the Mission.	Identifies a limited number of institution-wide priority goals that direct decision-making, resource allocation, and assessment over the planning cycle.
STRATEGIC OUTCOMES	Describe the College’s mission-driven priorities and expected areas of improvement.	Establish institution-level expectations for improvement and success; progress is evaluated using outcomes and measures that reflect the combined results of work occurring across multiple units and is reviewed each semester to support timely, data-informed decision-making.
UNIT PLANS	Document annual planning by programs, departments, disciplines, and divisions.	Identify the specific, unit-level actions that address a defined portion of a Strategic Goal; each unit contributes a limited piece of the work, and the accumulation of unit actions determines progress toward institution-level outcomes.

MISSION ALIGNMENT CROSSWALK

The table below demonstrates the connection between MISSION COMMITMENTS and STRATEGIC OUTCOMES.

MISSION COMMITMENT	STRATEGIC GOAL	STRATEGIC OUTCOMES
Quality and Relevant Teaching and Learning	GOAL 1 – Student Access, Success, and Completion	Outcomes 1.2, 1.3, 1.5
Affordable and Accessible Education	GOAL 1 – Student Access, Success, and Completion	Outcomes 1.1, 1.6, 1.7
Equitable Education and Student Support	GOAL 1 – Student Access, Success, and Completion	Outcomes 1.2, 1.4
Responsive to Students and Community	GOAL 2 – Early Childhood–Grade 12 Education Partnerships	Outcomes 2.1–2.5
Responsive to Business, Industry, and Government	GOAL 3 – Workforce, Industry, and Community Collaboration	Outcomes 3.1–3.5

Mission alignment reflects the College's commitment to providing quality and relevant teaching and learning in programs that are affordable, accessible, equitable, and responsive.




STAKEHOLDER INPUT AND PLAN DESIGN

THE 2026–2029 PERFORMANCE-DRIVEN STRATEGIC PLAN was developed with input from College leadership, faculty, staff, students, and external partners, including representatives from local and regional government, Early Childhood Education–Grade 12 schools, universities, workforce development organizations, business and industry, financial institutions, civic organizations, and faith-based institutions. Engagement with external stakeholders—particularly education partners—was intentionally structured to strengthen student pathways, support student success, and improve transitions from secondary to postsecondary education. Community and workforce partners contributed to priorities related to access, engagement, and responsiveness to regional and community needs.

At the Executive Council's request, the STRATEGIC PLAN was designed to highlight the interconnected relationship of the COLLEGE'S MISSION, STRATEGIC GOALS, STRATEGIC OUTCOMES, and UNIT PLANS, demonstrating how institutional priorities are guided by the Mission and carried forward through strategic and unit-level planning into daily operations. The plan also includes outcomes and examples that help constituents understand how work in Unit Plans supports the Mission and advances institutional goals.

IMPLEMENTING THE STRATEGIC PLAN

THE 2026–2029 PERFORMANCE-DRIVEN STRATEGIC PLAN was designed to be practical and action-oriented, clearly defining the College's institutional goals, outcomes, measures, and review cycles within a shared framework for planning and assessment across the institution. To support implementation, the College will use the following tools:

-  **A STRATEGIC PLAN SUMMARY TABLE** that presents goals, outcomes, measures, and review cycles in a concise format.
-  **A STRATEGIC PLAN DASHBOARD** that supports ongoing monitoring of progress over the planning cycle.
-  **EXAMPLE UNIT PLANS** that illustrate how instructional and noninstructional units align annual planning and assessment with institutional goals and outcomes.

Together, the Strategic Plan and its supporting tools demonstrate how institutional priorities move from strategy to action and are assessed through the College's established planning and assessment processes to support ongoing improvement.

INSTITUTIONAL OVERSIGHT AND REVIEW

The Strategic Plan Report is completed and reviewed each semester. Administrators examine progress toward the achievement of strategic outcomes using available data, documented activities, and trend comparisons. These reviews help identify areas that may require additional support or resources and guide institutional decision-making.

STRATEGIC *Goals* AND *Outcomes*

The following goals and outcomes translate the College's Mission and strategic priorities into measurable institutional actions and results.

NUMBERING AND ALIGNMENT STRUCTURE

To make the Strategic Plan easy to follow, a consistent numbering system is used throughout the document, including Strategic Goals, Strategic Outcomes, and Unit Plan examples.

- ➔ **STRATEGIC GOALS** ARE NUMBERED SEQUENTIALLY (e.g., Goal 1, Goal 2).
- ➔ **STRATEGIC OUTCOMES** ARE NUMBERED BY GOAL (e.g., Outcome 2.5 refers to the fifth outcome under Goal 2).
- ➔ **UNIT PLAN OUTCOMES** ARE NUMBERED WITHIN EACH UNIT PLAN and reference the applicable Strategic Goal and Outcome to demonstrate alignment and contribution to institutional priorities.

This structure allows readers to clearly trace how unit-level work aligns with institutional goals and outcomes.

Goal 1

AT-A-GLANCE

- ✓ 1.1 Increase applications and first-time enrollments
- ✓ 1.2 Improve persistence and reduce D grade/ F grade/Withdrawal rates
- ✓ 1.3 Increase completion, graduation, transfer, and job placement rates
- ✓ 1.4 Achieve a minimum of 80% on student satisfaction surveys
- ✓ 1.5a Implement instructional improvements based on analyzed performance data
- ✓ 1.5b Increase documented instructional and cocurricular engagement
- ✓ 1.6 Improve instructional capacity and space utilization
- ✓ 1.7 Promote financial literacy and clear degree pathways

MEASUREMENT APPROACH

Baseline data for Goal 1 outcomes will be established using the 2026–2027 academic year institutional data. Progress toward each outcome will be reviewed annually through year-over-year comparisons, with cohort analysis and multi-year trends evaluated across the three-year planning cycle, as appropriate to each measure.

GOAL 1: Student Access, Success, and Completion

Southern Union State Community College will strengthen the student experience from initial contact through completion.

OUTCOME 1.1: RECRUITMENT AND ENTRY

Increase applications and first-time enrollments over the three-year planning cycle.

OUTCOME 1.2: PERSISTENCE AND RETENTION

Improve student persistence and retention over the three-year planning cycle, including increasing fall-to-spring and fall-to-fall retention rates and reducing D/F/W course rates.

OUTCOME 1.3: COMPLETION AND POST-COMPLETION SUCCESS

Increase completion of degrees, certificates, and short-term credentials and improve graduation, transfer, and job placement rates over the three-year planning cycle.

OUTCOME 1.4: STUDENT EXPERIENCE AND ENGAGEMENT

Achieve a combined score of 80% or higher of students reporting “satisfied” or “highly satisfied” with the learning, support, and campus environment, including facilities and safety, over the three-year planning cycle.

OUTCOME 1.5: FACULTY ACTIONS SUPPORTING STUDENTS

1.5a Instructional Review and Improvement

Faculty will analyze instructional performance indicators—including course grades, D/F/W rates, and required competencies—and implement documented instructional improvements based on identified findings through academic and program Unit Plans.

1.5b Instructional and Cocurricular Engagement

Faculty will support student retention and completion through documented instructional or cocurricular engagement activities appropriate to their roles, such as tutoring students, participating in learning communities, mentoring new instructors, or sponsoring student organizations, over the three-year planning cycle.

OUTCOME 1.6: INSTRUCTIONAL CAPACITY AND SPACE UTILIZATION

Improve instructional capacity and space utilization across all campuses to support program growth and enrollment over the three-year planning cycle.

OUTCOME 1.7: STUDENT DEBT MANAGEMENT, FINANCIAL LITERACY, AND TIMELY COMPLETION

Promote student financial literacy, responsible borrowing, and structured degree pathways that support timely completion over the three-year planning cycle.

Goal 2

AT-A-GLANCE

- ✓ 2.1 **Maintain and expand recruitment and outreach engagement, with all activities documented**
- ✓ 2.2 **Increase enrollment from partner schools**
- ✓ 2.3 **Increase and maintain business and industry partnerships**
- ✓ 2.4 **Increase dual enrollment student participation**
- ✓ 2.5 **Increase documented community engagement**

MEASUREMENT APPROACH

Baseline data for Goal 2 outcomes will be established using the 2026–2027 academic year institutional data. Documentation will be reviewed at the end of each semester, with annual summaries used for year-over-year comparisons of activities aligned with student access, recruitment, and partnership development. Multiyear trends will be evaluated across the three-year planning cycle, as appropriate to each measure.

GOAL 2: Early Childhood Education–Grade 12 Education Partnerships

Southern Union State Community College will maintain and expand relationships with Early Childhood Education–Grade 12 schools, districts, and education partners to increase student access, support academic preparedness, and align educational pathways with degree and career opportunities.

OUTCOME 2.1: PARTNER ENGAGEMENT AND ACCESS

Maintain and expand documented recruitment and outreach engagement with Early Childhood Education–Grade 12 schools and education partners, with all activities documented, including visits to partner campuses and participation in Southern Union State Community College campus events, to support student access across all campuses over the three-year planning cycle.

OUTCOME 2.2: ENROLLMENT FROM PARTNER SCHOOLS

Increase enrollment of students from partner schools over the three-year planning cycle.

OUTCOME 2.3: PARTNER-SUPPORTED OPPORTUNITIES

Increase and maintain business and industry partnerships that support scholarships and student or faculty development over the three-year planning cycle.

OUTCOME 2.4: DUAL-ENROLLMENT ACCESS AND SUPPORT

Increase dual-enrollment student participation over the three-year planning cycle through improved communication and coordination with schools regarding eligibility requirements, application processes, documentation deadlines, and available financial support.

OUTCOME 2.5: COMMUNITY ENGAGEMENT AND PRESENCE

Increase documented employee participation and institutional representation* in community organizations and events that strengthen community connections and promote student access and transition into college and workforce programs over the three-year planning cycle.

**This outcome affirms the College's commitment to meaningful community engagement while emphasizing that such engagement often supports student access, recruitment, and successful transitions into college and workforce programs. Community engagement under this outcome is intended to be flexible and inclusive, recognizing both discipline-related outreach and broader service activities that strengthen community trust, awareness, and relationships, while maintaining the College's primary focus on student success.*

Goal 3

AT-A-GLANCE

- ✓ 3.1 Ensure completion and documentation of annual program review
- ✓ 3.2 Expand credit and noncredit workforce training aligned with industry demand
- ✓ 3.3 Increase engagement of business and industry partners
- ✓ 3.4 Document annual follow-up efforts to gather graduate employment status and workforce information
- ✓ 3.5 Increase enrollment of adult and non-traditional learners

MEASUREMENT APPROACH

Baseline data for Goal 3 outcomes will be established using the 2026–2027 academic year institutional data. Progress will be reviewed annually using year-over-year comparisons for enrollment and partnership metrics, along with documented completion of required review and follow-up processes. Multiyear trends will be evaluated across the three-year planning cycle, as appropriate to each outcome.

GOAL 3: Workforce, Industry, and Community Collaboration

Southern Union State Community College will collaborate with business and industry partners to deliver credit and noncredit workforce training aligned with documented workforce needs, supporting program growth and regional economic development.

OUTCOME 3.1: ANNUAL PROGRAM REVIEW AND USE OF RESULTS

Ensure completion and documentation of the annual program review process for academic, technical, and health science programs, including identified improvement actions aligned with workforce and recruitment priorities.

OUTCOME 3.2: WORKFORCE-DRIVEN PROGRAM DEVELOPMENT

Expand credit and noncredit workforce training aligned with documented industry demand over the three-year planning cycle.

OUTCOME 3.3: EMPLOYER ENGAGEMENT IN WORKFORCE TRAINING

Increase engagement of business and industry partners in workforce training, curriculum review, and program development activities over the three-year planning cycle.

OUTCOME 3.4: EMPLOYMENT OUTCOMES DATA COLLECTION AND REPORTING

Document annual follow-up efforts to gather graduate employment status and related workforce information for Career and Technical Education (CTE) graduates, and use available Alabama state labor data to support program evaluation and workforce alignment.

OUTCOME 3.5: ENROLLMENT OF ADULT AND NONTRADITIONAL LEARNERS

Increase enrollment of adult and nontraditional learners in workforce-focused programs over the three-year planning cycle.

STRATEGIC PLAN MEASUREMENT SUMMARY TABLE (2026–2029)

STRATEGIC PLAN outcomes will be reviewed three times per year (fall, spring, and summer) using outcome data when available and documented progress on activities, processes, or interim indicators when outcome data is not yet available.

GOAL 1

OUTCOME	MEASURE(S)	PRIMARY DATA SOURCE(S)	REVIEW FREQUENCY
1.1 Recruitment and Entry	Applications; first-time enrollment	Enrollment reports	Each semester
1.2 Persistence and Retention	Retention rates; D/F/W rates	Student records	Each semester
1.3 Completion & Post-Completion Success	Graduation; transfer; employment rates	Completion & workforce data	Each semester
1.4 Student Experience & Engagement	≥80% satisfied/ highly satisfied	Student surveys	Each semester
1.5a Instructional Review & Improvement	Documented instructional improvements based on performance data	Program & division reports	Each semester
1.5b Instructional & Cocurricular Engagement	Documented engagement activities	Program & division reports	Each semester
1.6 Instructional Capacity & Space Utilization	Capacity improvements; space utilization adjustments	Facilities & scheduling records	Each semester
1.7 Student Debt Management, Financial Literacy, and Timely Completion	Financial literacy initiatives; pathway clarity efforts	Advising & financial aid reports	Each semester

GOAL 2

OUTCOME	MEASURE(S)	PRIMARY DATA SOURCE(S)	REVIEW FREQUENCY
2.1 Partner Engagement and Access	Documented recruitment and outreach activities; reciprocal event participation	Partnership records	Each semester
2.2 Enrollment from Partner Schools	Partner-school enrollment	Enrollment data	Each semester
2.3 Partner-Supported Opportunities	Active partnerships; scholarship & development activity	Foundation & partnership data	Each semester
2.4 Dual-Enrollment Participation	Dual-enrollment headcount; participation trends	Dual-enrollment reports	Each semester
2.5 Community Engagement & Presence	Documented employee participation	Outreach documentation	Each semester

GOAL 3

OUTCOME	MEASURE(S)	PRIMARY DATA SOURCE(S)	REVIEW FREQUENCY
3.1 Annual Program Review & Use of Results	Completed reviews; documented improvement actions	Program review system	Each semester
3.2 Workforce-Driven Program Development	New or expanded credit & noncredit workforce training	Workforce & continuing education records	Each semester
3.3 Employer Engagement	Business & industry participation in advisory & program activities	Advisory minutes & partnership records	Each semester
3.4 Employment Outcomes Follow-Up	Documented graduate follow-up efforts; use of Alabama state labor data	Alumni records & state labor data	Each semester
3.5 Adult & Nontraditional Enrollment	Adult & nontraditional enrollment trends	Enrollment data	Each semester

STRATEGIC PLAN DASHBOARD (2026–2029)

Reporting Cycle: Fall • Spring • Summer

Strategic Plan outcomes are reviewed and updated three times per year (fall, spring, and summer). For each outcome and each semester, **all fields are required and the following must be reported:**

1. **STATUS** (Green / Yellow / Red)
2. **CURRENT DATA** (report applicable numerical results, activities, or status updates, including external factors when relevant)
3. **COMPARISON TO PRIOR TERM OR YEAR**
4. **EXPLANATION OF RESULTS**
5. **ACTION** (if needed)

STATUS CHANGE NOTIFICATION

If the status of an outcome changes during the reporting period (e.g., Green to Yellow or Yellow to Red), the change should be communicated promptly rather than waiting for the next scheduled reporting cycle. Notification should be provided via email to the President's Office and the Office of the Associate Dean of Institutional Effectiveness so that timely support and intervention can be provided, as appropriate.

STATUS DEFINITIONS

GREEN (ON TRACK)

Progressing as expected based on current semester data.

YELLOW (MONITORING)

Progress is not on track; additional support, staffing, or resource adjustments are needed to address concerns and prevent further decline. The use of a Yellow status is an expected part of the reporting process and is encouraged as good practice to ensure timely awareness, support, and improvement. It will not be viewed as negative performance.

RED (NEEDS ATTENTION)

Progress is not on track and requires immediate attention. Red status may reflect challenges within the unit or factors outside the unit's control (e.g., system or state-level delays). When reporting Red, a clear explanation of the situation, contributing factors, and next steps is required to ensure understanding and appropriate support. Reporting Red ensures visibility and allows the College to respond with appropriate support. **Accurate reporting ensures institutional awareness, timely support, and informed decision-making.**

GOAL 1

STUDENT ACCESS, SUCCESS, AND COMPLETION

1.1 RECRUITMENT AND ENTRY

OUTCOME: **Increase applications and first-time enrollment.**

SEMESTER Fall Spring Summer

STATUS Green Yellow Red

CURRENT DATA Enter actual numbers or documented activity for this semester.

COMPARISON Increase, decrease, or no change from prior term or prior year.

EXPLANATION OF RESULTS Brief explanation of results or influencing factors.

ACTION State next steps. If Yellow or Red, identify corrective action or support needed. If Green, state continuation plan.

GOAL 1

1.2 PERSISTENCE AND RETENTION

OUTCOME: Improve student persistence and retention, including increasing fall-to-spring and fall-to-fall retention rates and reducing D/F/W course rates.

SEMESTER Fall Spring Summer

STATUS Green Yellow Red

CURRENT DATA Enter actual numbers or documented activity for this semester.

COMPARISON Increase, decrease, or no change from prior term or prior year.

EXPLANATION OF RESULTS Brief explanation of results or influencing factors.

ACTION State next steps. If Yellow or Red, identify corrective action or support needed. If Green, state continuation plan.

GOAL 1

1.3 COMPLETION AND POST-COMPLETION SUCCESS

OUTCOME: Increase degree, certificate, and credential completion and improve graduation, transfer, and job placement outcomes.

SEMESTER Fall Spring Summer

STATUS Green Yellow Red

CURRENT DATA Enter actual numbers or documented activity for this semester.

COMPARISON Increase, decrease, or no change from prior term or prior year.

EXPLANATION OF RESULTS Brief explanation of results or influencing factors.

ACTION State next steps. If Yellow or Red, identify corrective action or support needed. If Green, state continuation plan.

GOAL 1

1.4 STUDENT EXPERIENCE AND ENGAGEMENT

OUTCOME: **Achieve 80% or higher student survey satisfaction scores.**

SEMESTER Fall Spring Summer

STATUS Green Yellow Red

CURRENT DATA Enter actual numbers or documented activity for this semester.

COMPARISON Increase, decrease, or no change from prior term or prior year.

EXPLANATION OF RESULTS Brief explanation of results or influencing factors.

ACTION State next steps. If Yellow or Red, identify corrective action or support needed. If Green, state continuation plan.

GOAL 1

1.5A INSTRUCTIONAL REVIEW AND IMPROVEMENT

OUTCOME: **Implement documented instructional improvements based on analyzed performance data.**

SEMESTER Fall Spring Summer

STATUS Green Yellow Red

CURRENT DATA Enter actual numbers or documented activity for this semester.

COMPARISON Increase, decrease, or no change from prior term or prior year.

EXPLANATION OF RESULTS Brief explanation of results or influencing factors.

ACTION State next steps. If Yellow or Red, identify corrective action or support needed. If Green, state continuation plan.

GOAL 1

1.5B INSTRUCTIONAL AND COCURRICULAR ENGAGEMENT

OUTCOME: Faculty will support student retention and completion through documented instructional or cocurricular engagement activities appropriate to their roles.

SEMESTER Fall Spring Summer

STATUS Green Yellow Red

CURRENT DATA Enter actual numbers or documented activity for this semester.

COMPARISON Increase, decrease, or no change from prior term or prior year.

EXPLANATION OF RESULTS Brief explanation of results or influencing factors.

ACTION State next steps. If Yellow or Red, identify corrective action or support needed. If Green, state continuation plan.

GOAL 1

1.6 INSTRUCTIONAL CAPACITY AND SPACE UTILIZATION

OUTCOME: Improve instructional capacity and space utilization.

SEMESTER Fall Spring Summer

STATUS Green Yellow Red

CURRENT DATA Enter actual numbers or documented activity for this semester.

COMPARISON Increase, decrease, or no change from prior term or prior year.

EXPLANATION OF RESULTS Brief explanation of results or influencing factors.

ACTION State next steps. If Yellow or Red, identify corrective action or support needed. If Green, state continuation plan.

GOAL 2

GOAL 2

2.2 ENROLLMENT FROM PARTNER SCHOOLS

OUTCOME: **Increase enrollment from partner schools.**

SEMESTER Fall Spring Summer

STATUS Green Yellow Red

CURRENT DATA Enter actual numbers or documented activity for this semester.

COMPARISON Increase, decrease, or no change from prior term or prior year.

EXPLANATION OF RESULTS Brief explanation of results or influencing factors.

ACTION State next steps. If Yellow or Red, identify corrective action or support needed. If Green, state continuation plan.

2.3 PARTNER-SUPPORTED OPPORTUNITIES

OUTCOME: **Increase and maintain business and industry partnerships.**

SEMESTER Fall Spring Summer

STATUS Green Yellow Red

CURRENT DATA Enter actual numbers or documented activity for this semester.

COMPARISON Increase, decrease, or no change from prior term or prior year.

EXPLANATION OF RESULTS Brief explanation of results or influencing factors.

ACTION State next steps. If Yellow or Red, identify corrective action or support needed. If Green, state continuation plan.

GOAL 2

GOAL 2

2.4 DUAL-ENROLLMENT PARTICIPATION

OUTCOME: **Increase dual-enrollment participation.**

SEMESTER Fall Spring Summer

STATUS Green Yellow Red

CURRENT DATA Enter actual numbers or documented activity for this semester.

COMPARISON Increase, decrease, or no change from prior term or prior year.

EXPLANATION OF RESULTS Brief explanation of results or influencing factors.

ACTION State next steps. If Yellow or Red, identify corrective action or support needed. If Green, state continuation plan.

2.5 COMMUNITY ENGAGEMENT AND PRESENCE

OUTCOME: **Increase documented employee participation and institutional representation in community organizations and events.**

SEMESTER Fall Spring Summer

STATUS Green Yellow Red

CURRENT DATA Enter actual numbers or documented activity for this semester.

COMPARISON Increase, decrease, or no change from prior term or prior year.

EXPLANATION OF RESULTS Brief explanation of results or influencing factors.

ACTION State next steps. If Yellow or Red, identify corrective action or support needed. If Green, state continuation plan.

GOAL 3

WORKFORCE, INDUSTRY, AND COMMUNITY COLLABORATION

3.1 ANNUAL PROGRAM REVIEW AND USE OF RESULTS

OUTCOME: **Ensure completion and documentation of annual program reviews.**

SEMESTER	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer
STATUS	<input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red
CURRENT DATA	Enter actual numbers or documented activity for this semester.
COMPARISON	Increase, decrease, or no change from prior term or prior year.
EXPLANATION OF RESULTS	Brief explanation of results or influencing factors.
ACTION	State next steps. If Yellow or Red, identify corrective action or support needed. If Green, state continuation plan.

GOAL 3

3.2 WORKFORCE-DRIVEN PROGRAM DEVELOPMENT

OUTCOME: **Expand credit and noncredit workforce training aligned with industry demand.**

SEMESTER	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer
STATUS	<input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red
CURRENT DATA	Enter actual numbers or documented activity for this semester.
COMPARISON	Increase, decrease, or no change from prior term or prior year.
EXPLANATION OF RESULTS	Brief explanation of results or influencing factors.
ACTION	State next steps. If Yellow or Red, identify corrective action or support needed. If Green, state continuation plan.

GOAL 3

3.3 EMPLOYER ENGAGEMENT

OUTCOME: **Increase engagement of business and industry partners.**

SEMESTER	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer
STATUS	<input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red
CURRENT DATA	Enter actual numbers or documented activity for this semester.
COMPARISON	Increase, decrease, or no change from prior term or prior year.
EXPLANATION OF RESULTS	Brief explanation of results or influencing factors.
ACTION	State next steps. If Yellow or Red, identify corrective action or support needed. If Green, state continuation plan.

GOAL 3

3.4 EMPLOYMENT OUTCOMES FOLLOW-UP

OUTCOME: **Document follow-up efforts to gather graduate employment status and use Alabama labor data.**

SEMESTER	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer
STATUS	<input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red
CURRENT DATA	Enter actual numbers or documented activity for this semester.
COMPARISON	Increase, decrease, or no change from prior term or prior year.
EXPLANATION OF RESULTS	Brief explanation of results or influencing factors.
ACTION	State next steps. If Yellow or Red, identify corrective action or support needed. If Green, state continuation plan.



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