



2017-2018

STRATEGIC AND OPERATIONAL PLAN

September 14, 2017

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Part One: Introduction

Strategic Plan Annual Review Process

The College's Strategic Plan uses four primary review processes for strategic planning:

1. On a quarterly basis, operational divisions review their progress against their Operational Plan goals, each of which is tied to the Strategic Plan.
2. An annual survey is conducted of employees to determine their opinions of the ongoing suitability of the current mission and vision statements.
3. On an annual basis, administration produces a report for Board review ("Strategic Plan and Operational Plan Annual Review"), which provides data on the College's progress in the five areas of measure named in the Strategic Plan, as well as year-end summaries of the progress divisions made toward their goals.
4. On an annual basis, following the review described in #2, the Board of Trustees makes any needed adjustments to the Strategic Plan, using data presented in the review and feedback from employees.

This report, the "2017 Strategic Plan Annual Update," is the fourth step of the process described above.

Strategic Plan History

Work began on the current Strategic Plan in 2015, when the Trustees had a special public meeting to receive feedback from the College community and to discuss whether the existing Mission and Vision Statements remained appropriate. The Board elected to continue the Mission and Vision statements unchanged, and then assigned the President to create a broad-based workgroup to draft a plan for review. The President assembled a ten-member team of faculty and staff who were chosen specifically because they represented all areas of the College and both physical campus locations. The team members solicited feedback from each of their areas. The team's meetings were open to all, and the team's draft was then presented to the Board of Trustees, which also provided input. In addition, ICC's Institutional Researcher completed an environmental scan using interviews with 52 community members, and internally, the College had just completed a SWOT analysis which every employee was able to complete. All of this material was made available to the Board. The Board then held a special public meeting to discuss institutional goals, and four goals were selected. In all, the 2015 Strategic planning process included over a dozen faculty and staff in the writing process, the entire campus in the research process, 52 members of the community in the same research process, and the entire Board of Trustees. In addition, any member of the faculty, staff, or public were included in the public comment and discussion periods prior to adoption.

The result was a three-year Strategic Plan for 2016-2019. The Board of Trustees set a vision for the school in which the College progresses on a path of continuous improvement in the areas of academics, student services, and staff support services. The continuous improvement is in defined areas which are quantitative and lend themselves to the use of comparative data to measure progress and to drive resource and policy decisions, with the goal of further improvement. Departmental Operational Plans were developed to measure continuous improvement in achieving the Board of Trustees' vision of excellence, and were documented in Tk20 for tracking purposes. Through the use of Tk20, areas for improvement were identified, goals set, measures established, and analysis

conducted throughout each area of the campus. Compilation of the individual Departmental Operational Plans resulted in the 2016-2017 ICC Operational Plan, which ties to the Board of Trustees' Strategic Goals and the College Strategic Plan. The first annual Operational Plan was presented to the Board of Trustees during the April 14, 2016 Board meeting. Quarterly Reports were presented during the July and October 2016 meetings, as well as the January and April 2017, Board meetings; an Annual Report was also to be provided in a standardized format and published on the College website.

Results of Mission and Vision Statement Survey

An annual survey is conducted of employees to determine their opinions of the ongoing suitability of the current mission and vision statements.

The results were conclusive. There were a total of 50 respondents. Of the 50, 36 respondents (72%) chose either "Agree" or "Strongly Agree" when asked if the current Mission was still appropriate. Six respondents (12%) chose either "Disagree" or "Strongly Disagree." With regard to the Vision Statement, 35 respondents (70%) chose either "Agree" or "Strongly Agree" when asked if the current Vision was still appropriate. Four respondents (8%) chose either "Disagree" or "Strongly Disagree." The raw data with comments follows:

The current mission of the college is "Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development." Do you agree that this statement	Please provide any additional feedback regarding the College's Mission statement here.	The current vision statement of the College is "To be a community college that provides an exceptional educational experience by cultivating intellect, encouraging creativity, and enhancing character in a student and community centered environment." Do you	Please provide any additional feedback regarding the College's Vision statement here.
Agree		Agree	
Agree		Highly agree	
Agree		Agree	
Disagree	Make it shorter, for example: ICC serves students and the community through excellent academic, cultural, and economic development.	Disagree	It needs to be more succinct; how about: ICC strives to provide an exceptional educational experience by challenging our student's intellect, creativity, and character in a student-

			centered, community environment.
Agree		Agree	
Highly agree		Highly agree	
Highly agree		Highly agree	
Neutral	I think for some constituents of the college it does, but I do believe there are others who do not understand the concept of academic excellence.	Neutral	If cultivating intellect means challenging students' critical thinking skills then again I believe some constituencies value it while others do not.
Agree	I think more work needs to be focused on Academic Excellence in that we need to change some of our outdated teaching methods and I also think that the campus in total needs to care more about the student.	Agree	I think it is a very relevant Vision and should be focused on by all that work at the college. What would it really look like if we were focused on encouraging creativity, for example. We need to push ourselves harder to "do a bit more" each day in pursuit of this Vision.
Disagree		Disagree	
Agree		Agree	
Agree		Neutral	
Highly agree		Highly agree	
Agree		Agree	
Highly agree		Highly agree	I appreciate the opportunity for this annual input.
Neutral		Neutral	
Neutral	Agree but it could be simplified. For example: The mission of Wichita State University is to be an essential educational, cultural and economic driver for Kansas and the greater public good.	Agree	Agree, but could be simplified.
Agree		Agree	I don't feel like everyone on campus

			uses this to guide their decisions when interacting with our students, but I do agree with the vision of the college.
Disagree	The mission needs to include some language about broadening perspectives and challenging viewpoints. It should also include something about self-efficacy and personal empowerment.	Disagree	The vision statement should include community service, service learning, or servant leadership.
Neutral		Neutral	
Agree		Agree	This feels outdated in its vernacular. Nobody is ever going to say this unless they memorized it. Is there a more simplistic way of saying the same thing?
Highly agree		Highly agree	
Neutral		Highly disagree	
Neutral	I have recognized some political moves. Went politics get involved the interest of the students do not seem to be the priority.	Neutral	
Highly disagree	Until the instructors understand the mission "we will never have the best interest "	Highly disagree	We don't offer great experiences in the classroom based on instructors comments and actions with our student athletes
Agree		Agree	
Agree		Agree	
Highly disagree			
Agree		Highly agree	
Highly agree		Highly agree	
Agree		Agree	
Neutral		Agree	
Highly agree		Highly agree	
Highly agree		Agree	
Agree		Agree	
Agree		Agree	

Agree		Agree	
Agree		Neutral	
Neutral		Neutral	
Agree		Agree	
Highly agree		Highly agree	
Agree		Agree	
Agree		Agree	
Disagree	I believe some do, while many do not.	Neutral	I feel some students receive this, while many students do not
Agree	Yes, it is solid....but should it not have some sort of qualifier to set standards, or at least acknowledge our location? Something like: "providing the best of academic excellence, cultural enrichment and economic development among southeast Kansas community colleges..."		
Agree		Agree	
Agree		Agree	

Part Two: Review of Recommendations

The Strategic Plan Review process resulted in recommendations for updates to the Strategic Plan and suggestions for changes to Operational Plans for upcoming year. The recommendations that appeared in the annual review were as follows:

1. Service must be improved to increase student satisfaction. There is simply no reason why a school of our size should not be able to offer service that is seen positively by students in all areas. The student service data we have also requires no guesswork – because it is broken down by area, each area should be able to continue to use this data to identify specific measurable steps for improvement. The Operational Plans for each area that serve students should adopt a specific CSSE measure or measures that the area's activities influence.
2. Although we have a significant amount of data about enrollment in different areas and how that enrollment changes over time, data is lacking about how each potential student is identified and recruited. This is because our Admissions area does not have the normal tracking software that most Admissions Departments have, software that would track a student through the entire recruitment cycle; generating data about the number of prospects, contacts, interests, and real-time success rates from varying zip codes.
3. Online offerings should consider the use of marginal cost pricing for students outside of our service area. In economics, marginal cost is the change in the opportunity cost that arises when the quantity produced is incremented by one unit, that is, it is the cost of producing one more unit of a good. In general terms, marginal cost at each level of production includes any additional costs required to produce the next unit. If an online course has ten students, so that the course will successfully run, that course should then be marketed on a lower cost basis to students who would not have known about (or enrolled in) the course at its current price structure. This approach is already widely used by private schools, and is beginning to be adopted by public schools.
4. With the baseline information provided by this report, the Board of Trustees should consider modifying its Strategic Goals to include specific desired performance increases rather than simply continuous improvement.
5. The enrollment measure in the Strategic Plan should be enlarged to include an optimal/target enrollment mix, consistent with recommendation #4.
6. The retention measurement of the Strategic Plan must include both baseline figures (supplied by this review) and specific goals, consistent with recommendation #4.
7. The Facilities Master Plan should be incorporated into the Strategic Plan.
8. The possibility of decreased public funding is not adequately addressed in the Strategic Plan. The issue should be considered and recommendations made for supplementing public funds with additional private funds. This section should contain recommendations for ensuring a long-term supply of unrestricted funds, not simply restricted funds.
9. Operational Plan Objectives should specify funding requirements where appropriate to facilitate inclusion for consideration during the budget-planning cycle.

Part Three: Proposed Revisions to Strategic Plan

MISSION STATEMENT

Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

VISION STATEMENT

To be a community college that provides an exceptional educational experience by cultivating intellect, encouraging creativity and enhancing character in a student and community centered environment.

CORE VALUES

- **Integrity**
ICC holds its employees and students accountable to be honest, ethical, and transparent.
- **Excellence**
ICC demonstrates continuous quality improvement in academics and services offered to students and other stakeholders.
- **Responsiveness**
ICC looks to the future by responding to the emerging needs of its stakeholders.
- **Diversity/Enrichment**
ICC provides an environment that values uniqueness while promoting personal growth through creativity and innovation.
- **Commitment**
ICC commits to making decisions that best serve its students and community.

STRATEGIC GOALS

1. Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate.

Institutional Action Steps:

- Based on local market research and state data, introduce one new program per year
- Continue ongoing program review process (review schedule to ensure that each year of the review schedule includes a technical program)

2. Improve the College's relationship with the community.

Institutional Action steps:

- In 2017-2018 fiscal year, implement Community Pirate Partnership program
- Improve community participation in Inge Festival, measured by dollar support, volunteer participation, and local attendance
- Increase the number of Community Service hours performed by student athletes to 5 hours annually per athlete.

3. Enhance programs through innovation to improve the overall student experience.

Institutional Action Steps:

- In 2017-2018 fiscal year, implement Community Pirate Partnership program

- Focus the 2017-2018 Repair and Renovation Fund expenditures on improving the student experience
- Operational Plans for each area that serve students should adopt a specific CSSE or Noel Levitz measure or measures that the area's activities influence
- Research and identify funding sources for implementation of a professional recruiting software system

4. Respond aggressively and appropriately to institutional needs identified by external accrediting organizations.

Institutional Action Steps:

- At close of regional accreditation cycle, identify accreditation requirements not yet addressed
- Meet any critical needs identified by 2017 Vet Tech Accreditation
- Meet any facilities needs identified by 2017 Cosmetology site inspection

5. In anticipation of a decrease in public funding, create structures and processes to increase private support, and tuition and fee support.

Institutional Action steps:

- Work with the ICC Foundation to increase private support for scholarships by 25% over 2016-2017 levels.
- Create new structures and processes to increase unrestricted support for the College in the amount equivalent to the loss of public funding since 2016-2017.
- Increase Booster Club membership by 10% per year
- Lead by the Online division, the College should research and produce a recommendation to the Board for the use of marginal cost pricing for students outside of our service area.

ENSURING THE MISSION - ACHIEVING THE VISION

For the purpose of this plan, the Board will consider an educational experience exceptional if it is part of a comprehensive program of continuous quality improvement, as defined in our Core Value – Excellence.

We will achieve the Board's vision through excellence in the following three areas:

- Academic Excellence
- Service Excellence
- Support Excellence

We will measure our continuous improvement (excellence) using five areas of measure:

- Student Satisfaction
- Enrollment
- Retention
- Recruitment
- Completion

Student Satisfaction Goals

There are three primary vehicles for measuring students' satisfaction: Graduate Exit Survey, CSSE, and Noel Levitz. Because the latter two are administered on alternating years and are nationally normed, they provide excellent long-term data about satisfaction trends.

Each Division should identify those items which are pertinent to their areas and implement Operational Plan tactics that are designed to increase satisfaction in those areas. The institution-wide goals will be an average increase of 5% in all areas that were measured that year.

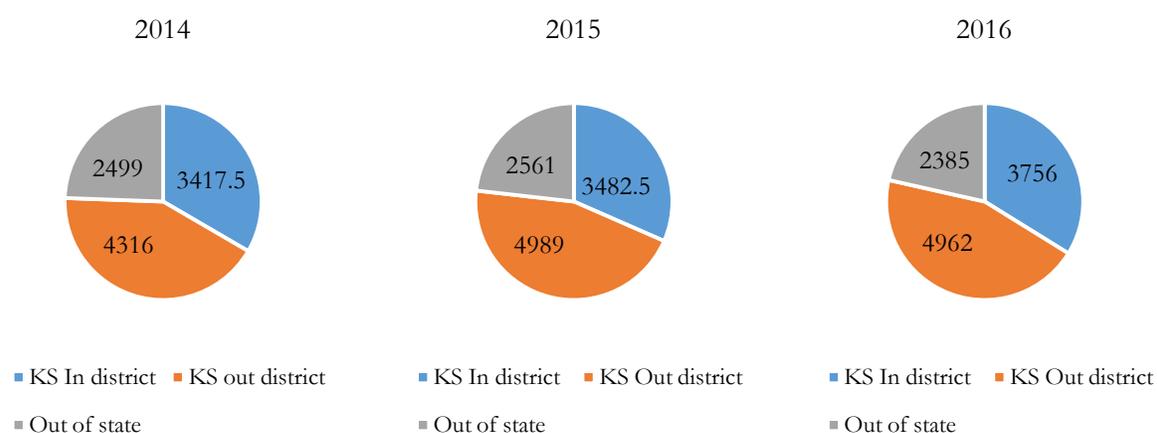
Enrollment Goals

1. Because funding at the state level is no longer tied to FTE for most courses, the College's primary strategic goal should be to fill its dorms, as the payments on those dorms represent a fixed cost. This does not necessarily favor out of district students, since some in-district students may either prefer to or be required to live in the residence halls. However, our primary measure of enrollment success should be whether we have maximum dorm occupancy.

Enrollment measure: Create a recruitment and scholarship structure that maximizes dorm residency. The next strategic plan should establish a baseline from which future enrollment can be compared. For the reader's information Fall Semester: Credit Hour Enrollment by Residency is as follows:

Source: KBOR Fall Census Collection

Out of state enrollment includes international enrollment hours.



This data not identical to whether a student lives in the dorms, but there is a strong correlation.

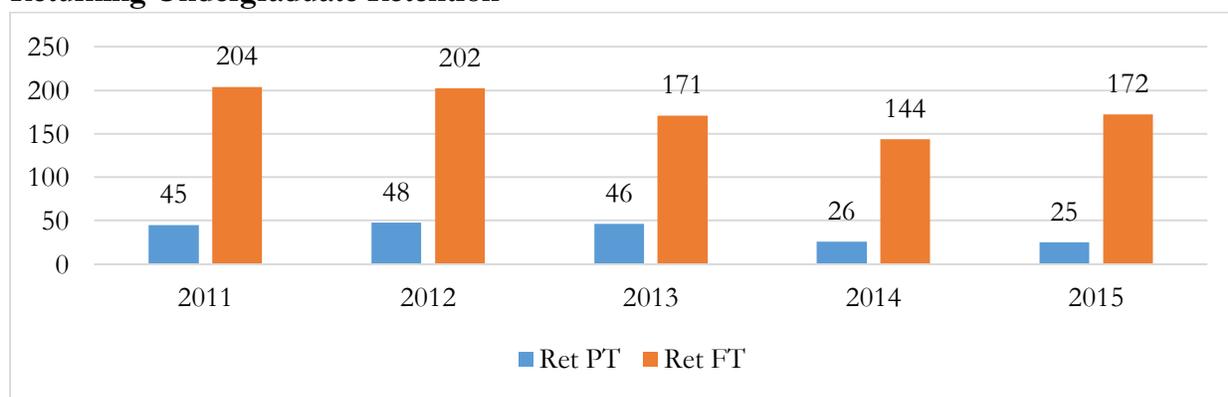
2. The enrollment measure in the Strategic Plan should be enlarged to include an optimal/target enrollment mix. The President's Cabinet should work to create a proposal for Board Review in time for the next round of scholarship policy-setting and recruiting cycle.

Retention Goals

Of the 976 students enrolled on census day for Fall 2015, 340 were enrolled on census day for Fall 2016.

- Of the 302 high school students enrolled on census day for Fall 2015, 42% or 127 were enrolled on census day for Fall 2016.
- Of the 674 undergraduates enrolled on census day for Fall 2015, 32% or 213 were enrolled on census day for Fall 2016.
- Of the 566 full time undergraduates enrolled on census day for Fall 2015, 35% or 197 returned for Fall 2016.
- Of the 108 part time undergraduates enrolled on census day for Fall 2015, 15% or 16 returned for Fall 2016.

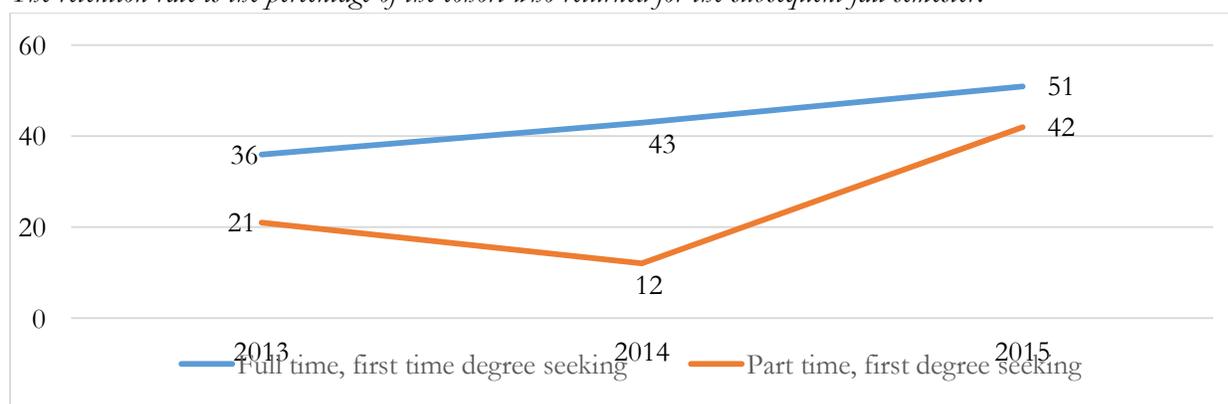
Returning Undergraduate Retention



First Time, Degree Seeking Undergraduate Retention

Source: IPEDS Fall Enrollment Survey

The retention rate is the percentage of the cohort who returned for the subsequent fall semester.



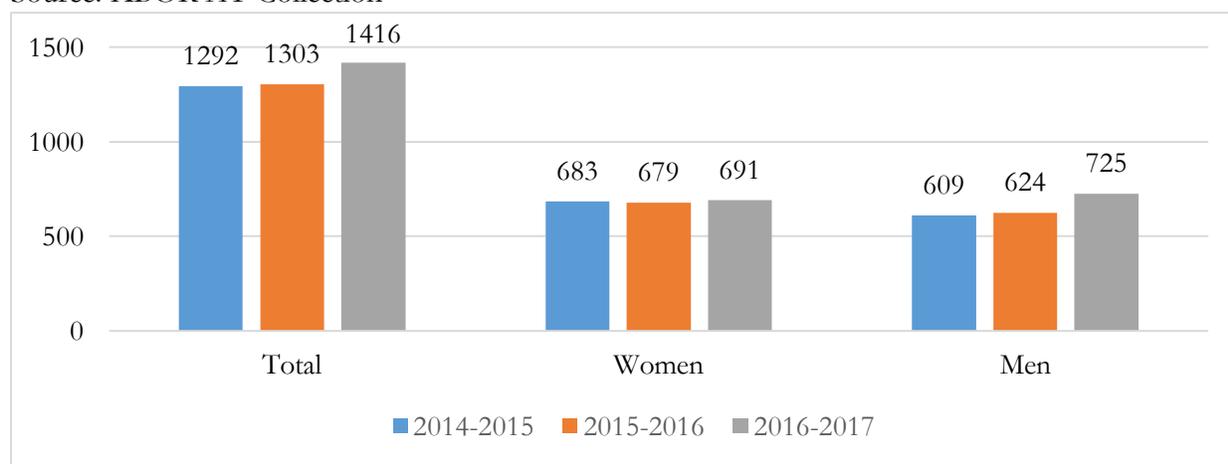
The appropriate division should identify students who actually plan to finish a degree or credential at ICC, and that cohort should be tracked to determine retention among them. (“Degree-seeking” is not an accurate measure of this cohort, so an agreed upon subset percentage should be determined.) Among this cohort, retention should increase 3% per year.

Recruitment Goals

It is clear that headcount enrollment has increased over the last three years:

Academic Year: Unduplicated Headcount by Gender¹

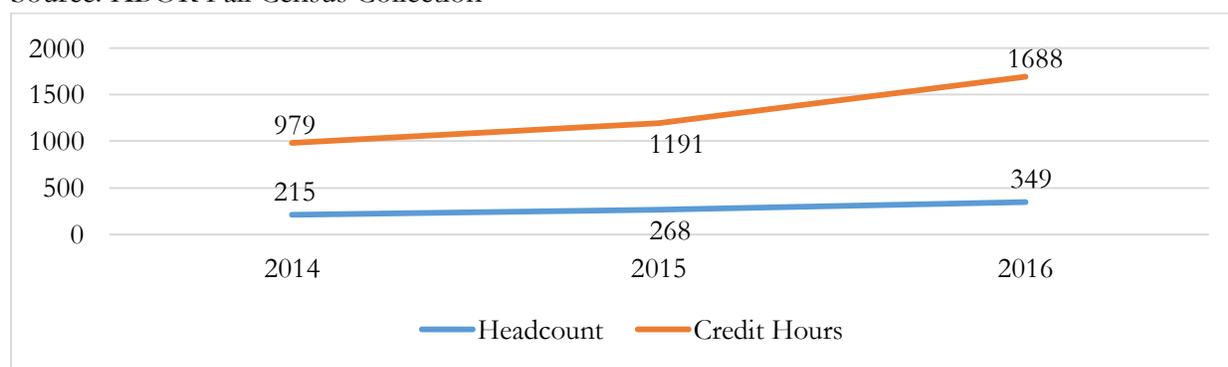
Source: KBOR AY Collection



It is also clear in which student classifications this increase has primarily occurred, all of which are specialized areas and require active recruitment: concurrent, athletics, and to a lesser degree, online, along with modest growth in music and cosmetology.

Fall Semester: Headcount and Credit Hour Enrollment Concurrent High School Courses

Source: KBOR Fall Census Collection



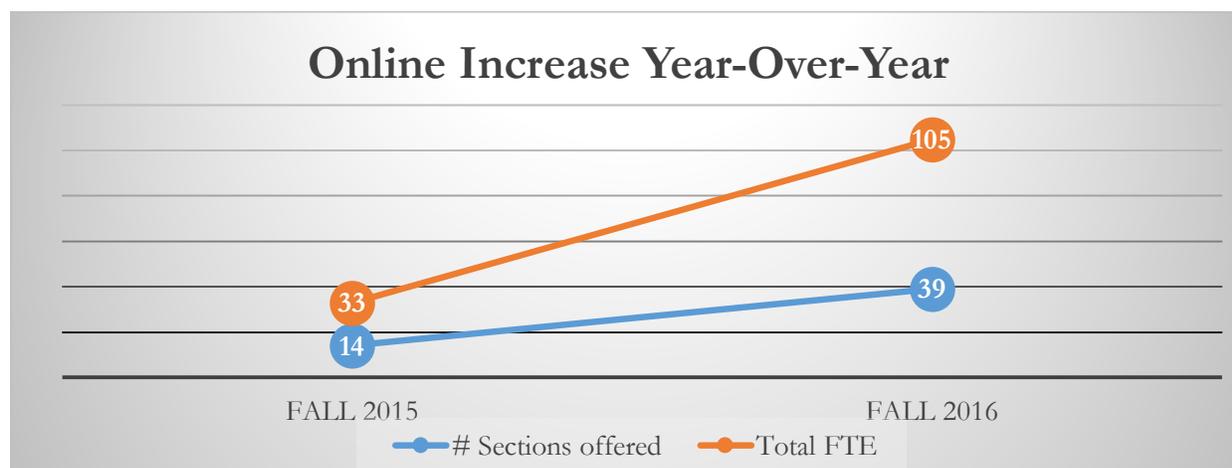
The critical elements about this chart are not just that that concurrent enrollment is increasing. It is important to note that the total increase in concurrent enrollment is 62% over the three-year period, during a time when the total number of students enrolled in high school remained relatively flat. So, the increase in concurrent instruction is not simply that more high school students means higher enrollments; it means that students who historically would not have taken concurrent courses were successfully recruited. It is also important to note that the number of credit hour per unique student has also increased – in 2014, the average concurrent student was taking 4.55 credit hours, but by 2016 the average concurrent student was taking 4.84 credit hours, an increase of 6%. This means that the ICC NOW team has not only recruited more students to take concurrent classes, they have also recruited those students to take more credit hours than their historical average.

Online Enrollment

¹ Gender information is voluntary; information provided does not reflect students who opted out.

Between fall 2015 and fall 2016, ICC's online offerings increased substantially in both number of sections offered (135% increase) and enrollment as measured by FTE (169% increase)

Online Increase 2015 - 2016



In the fall of 2015, the College achieved its major goal with regard to online education: ICC was approved by HLC for permission to offer 100% of individual academic programs online. This has dramatically increased the number and type of online courses ICC can offer, and we believe that online will become a significant growth area for us. It is important to note, however, that growth in online has not yet contributed to significant NET growth in institutional enrollment. We can see this from three sets of combined data: the minimal growth in total FTE at the College, majority of headcount growth coming from concurrent students, and the stagnation of credit hours offered to Freshmen and Sophomores. Online courses are currently cannibalizing some of our on-ground courses. However, this is not necessarily a bad thing: it is our responsibility to offer a variety of classroom formats to suit the needs and interests of students. But it does point the way to the next step for online: leveraging the HLC award to offer increased courses to attract substantial new students to ICC.

In light of this data, recruitment will be measured in the following ways:

Measurement 1: Athletic enrollment should remain steady.

Measurement 2: Concurrent enrollment should increase, but only by those percentages that represent the capacity of the local high schools to generate an increase.

Measurement 3: Online enrollment should increase by 25% per year

Measurement 4: Residential enrollment should increase to full dorm capacity (increase will be XXX headcount)

Completion Goals

As shown in the 2016-2017 Strategic Plan Review, local completion data is as follows:

Four Year Average Completion Rates

Source: IPEDS Graduation Rates Survey

Women	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>4-year Total</u>
-------	-------------	-------------	-------------	-------------	---------------------

Cohort	95	105	94	128	422
Total completers within 150%	23	40	33	32	128
Total transfer-out students	13	15	27	54	109

Men	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>4-year Total</u>
Cohort	150	114	104	162	530
Total completers within 150%	30	20	16	31	97
Total transfer-out students	27	29	49	73	178

Total Men + Women	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>4-year Total</u>
Cohort	245	219	198	290	952
Total completers within 150%	53	60	49	63	225
Total transfer-out students	40	44	76	127	287

Completions by Gender and Race/Ethnicity

Source: IPEDS Completions Survey

Completions represents the number of awards earned during the indicated academic year and may represent a duplicated headcount of students in which a student may earn more than one award.

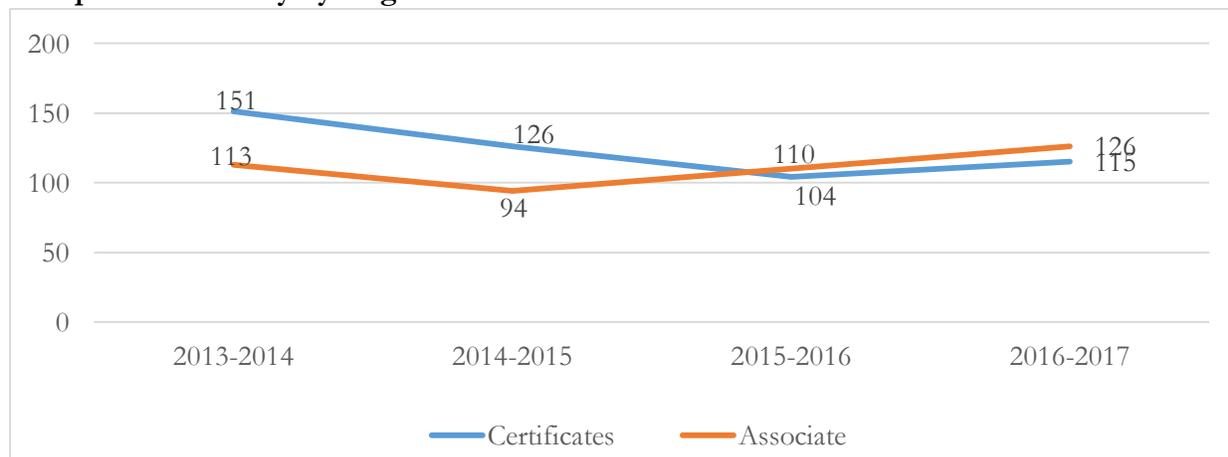
	<u>2013-2014</u>		<u>2014-2015</u>		<u>2015-2016</u>	
	Men	Women	Men	Women	Men	Women
International	3	1	1	1	1	3
Hispanic/Latino	4	8	4	3	1	3
American Indian or Alaska Native	7	5	2	5	0	1
Asian	0	0	0	1	0	0
Black or African American	8	7	11	7	25	11
Native Hawaiian or Other Pacific Islander	0	0	1	0	0	0
White	44	167	46	131	51	117
Two or more races	3	4	3	4	2	8
Total	71	193	68	152	80	143

Completions by Degree Level and Age

	<u>2013-2014</u>		<u>2014-2015</u>		<u>2015-2016</u>	
	Certificate	Associate	Certificate	Associate	Certificate	Associate
Under 18	14	0	29	0	20	0
18-24	66	86	66	76	58	91
25-39	52	22	23	14	16	12

40 and above	19	5	8	4	10	7
Total	151	113	126	94	104	110

Completions History by Degree Level



Our ranking against cohort schools is thus:

Student Completion and Transfer: Fall IPEDS GRS Cohort

Benchmark	2015 (Fall 2012)			2016 (Fall 2012)		
	Reported Value	% Rank	<i>m</i>	Reported Value	% Rank	<i>m</i>
% Completed in Two Years,	19.6%	77%	12%	15.8%	63%	13%
% Transferred in Two Years,	10.5%	55%	9%	18.9%	87%	10%
% Completed OR Transferred	30.1%	72%	23%	34.7%	80%	24%

Measurement: ICC's position is that we view the success of our transfer students and the success of our local completers to be of equal value if the student has met his/her self-identified educational goal. Therefore, our goal is to increase our % Cohort Rank for “% Completed OR Transferred” by an average of 2% each year for the next five years. Note that because of the need to track transfers, this is a lagging indicator, and so steps taken to achieve this goal may result in modest results for the next 2-3 years.

Operational Plans and Review Cycles

The Board will ensure the influence of this plan through the use of operational plans in each administrative area. These plans will:

- Be documented in TK20
- Drive resources in the budget process
- Be reviewed for input by the Board of Trustees

The Board will ensure accountability and data-driven decision-making through the use of rigorous, transparent reporting in each area of measure: These reports will:

- Consist of Quarterly Reports and an Annual Report to the Board
- Be presented using standardized format across administrative areas
- Be published on the college website

Operational Plan Purpose, Content and Format

The Board of Independence Community College believes that those it serves, whether taxpayers, students, or donors, deserve the finest school possible. The Board has set a vision for the school in which the College progresses on a path of substantial continuous improvement in the areas of academics, non-services, and staff support services. This substantial continuous improvement should be in defined areas which are quantitative and lend themselves to the use of comparative data. This data should be used to measure progress and to drive resource and policy decisions, with the goal of further improvement. The resulting plan should be driven by the Board's vision, require that decisions are driven by data, places students and education at the center of the College's efforts, and clearly separates the statutory responsibilities of the Board from administrative management of the College.

The College Operational Plan for 2016-2017 supports the Board's directive to demonstrate excellence in Academics, Service, and Support, and outlines the specific steps each area will take to support the specific Strategic Goals of the ICC Board of Trustees. The operational plan is primarily intended to address the first three of these Strategic Goals.

Format of the Operational Plan

Areas within the College vary widely in complexity, scope, and number of employees. Because of this, the individual area plans vary in terms of the number of objectives the area has selected, how they are achieved, and how many employees are available to support the effort. However, each individual area Plan has a common general format. That format asks four questions:

1. What are the objectives of this area? (Each should relate to the Strategic Goals of the Board and/or the three areas of excellence)
2. What are the strategies this area will use to achieve the objectives?
3. What measurements will this area use to determine whether the objectives have been met?
4. Who is responsible for carrying out the various strategies, and by when?

Operational Plan for President's Office

Objective 1: *The President's Office will provide oversight and guidance toward enhanced financial predictability. (Board Goal: #5/Strategic Plan Area: Support Excellence)*

Strategies:

1. Collaborate with Chief Financial Officer
2. Collaborate with Artistic Director of the Inge Center
3. Collaborate with ICC Foundation Director and ICC Foundation Board
4. Develop and communicate to Board of Trustees a long-and-short-term Facilities Plan
 - Benchmark sister strong-performing institutions on development and communication of respective plans
5. Increase Board of Trustees' involvement in the budgeting process
 - Poll sister institutions for respective processes utilized

Measurement:

1. Checks and balances are implemented and 98% accuracy of financial forecasting reports is achieved
2. Inge Center activities are aligned with College Mission and Vision
 - Sections of the Noel Levitz Student Satisfaction Inventory show improvement in areas associated with student benefits
 - Financial predictability of Inge Center achieves stability
3. Independence Community College and Independence Community College Foundation objectives are aligned for cohesiveness between the entities
 - Private support for scholarships increases 25% over 2016-2017 levels.
 - Processes are established for supplementing decreasing level of public funds with additional private unrestricted funds
4. The Board of Trustees are provided quarterly long-and-short-term Facilities Plan reports
 - Benchmarks are set for monitoring purposes
 - Facility Planning is incorporated in the budget-planning process
5. Poll Trustees for level of satisfaction with: involvement in the budgeting process, and degree of oversight
 - Processes utilized by sister institutions are identified

Responsibilities:

1. Dan Barwick collaborates with Chief Financial Officer
 - Chief Financial Officer implements checks and balances for improved accuracy of financial forecasting
2. Dan Barwick collaborates with Artistic Director of the Inge Center
 - Artistic Director of the Inge Center maintains Inge Center standards of academic, service, and support excellence
 - Artistic Director of the Inge Center provides budgetary oversight and maintains financial predictability/stability
3. Dan Barwick collaborates with ICC Foundation Director and ICC Foundation Board
4. Dan Barwick develops long-and-short-term Facilities Plans for presentation to the Board of Trustees

5. Dan Barwick increases Board of Trustees' participation in the budget-planning process while aligning with sister institutions' processes

Objective 2: *The President's Office will encourage improved internal and external relationships. (Board Goal: Student Satisfaction/Strategic Plan Area: Support Excellence and Service Excellence)*

Strategies:

1. Brainstorm creative venues for hosting social sessions with faculty and staff to encourage improved internal relationships
 - Host monthly initiatives with faculty and staff members
2. Brainstorm creative venues for hosting social sessions with community members to encourage improved external relationships
 - Host monthly initiatives with community members
 - Continue meetings with President's Advisory Council

Measurement:

1. Responses to the section of the Campus Climate/Support Services section of the Noel Levitz Student Satisfaction Inventory that states "People on this campus respect and are supportive of each other" reflects an improved level of satisfaction from 4.73 to 4.80.
2. Responses to the section of the Campus Climate/Support Services section of the Noel Levitz Student Satisfaction Inventory that states "This institution has a good reputation within the community" reflects an improved level of satisfaction from 5.05 to 5.25

Responsibilities:

1. Dan Barwick will host various social sessions with faculty and staff
2. Dan Barwick will host various social sessions with community members
 - The President and Director of Marketing will continue meetings with President's Advisory Council

Objective 3: *The President's Office will oversee development, and documentation in Tk20, of respective Departmental Operational Plans and provide progress reports to the Board of Trustees within specific timelines. (Board Goals: #3 and #4/Strategic Plan Area: Support Excellence)*

Strategies:

1. Incorporate Specific Requirements in Development of Operational Plans
 - In response to the Higher Learning Commission Comprehensive Quality Review Final Report, Cabinet meetings will focus around strategies for resolution of deficiencies noted.
 - Identify funding requirements where appropriate to facilitate inclusion for consideration during the budget-planning cycle.
 - Improve service through adoption of specific CSSE measures, or measures that each area's activities influence, to increase student satisfaction.
 - Identify responsible parties for achieving each strategic goal, and set timelines for completion. This process creates the groundwork necessary for development of various Operational Plans, and meets the Board of Trustees goal of responding aggressively and appropriately to the findings of the HLC visitation team.

2. Cabinet members will provide electronic copies of Operational Plans for compilation and distribution through the President's office and presentation to the Board of Trustees.
3. The President's office will present progress reports on Departmental Operational Plans to the Board of Trustees
 - Bound copies of the Independence Community College Operational Plan will be shared following the July 13, 2017 Board of Trustees meeting, and the President will present an overview of the Operational Plan during the Institutional Operations section of the August 10, 2017 meeting agenda. Thereafter, quarterly progress reports will be included in the December, 2017 plus the March and June 2018 Board Agenda packets; the President will present overviews during each respective month. To complete the second year of the Strategic Plan and Operational Plan report cycle, the July 2018 Board Agenda packet will contain an annual progress review, as well as a timeline for the next yearly report structure.
4. Operational Plans will be documented in Tk20
 - Following each quarterly and annual progress report to the Board of Trustees, Cabinet members will document Operational Plan activity and progress toward achievement of stated Plan goals in Tk20.
 - The President's office will monitor Tk20 for timely input of area documentation and provide Cabinet members one-on-one guidance where necessary.

Measurement:

1. Specific requirements are included in Departmental Operational Plans; data is gathered for setting targets and establishing benchmarks.
 - Deficiencies noted in the HLC Comprehensive Quality Review Final Report are resolved.
 - Link is established between Strategic Plan, Operational Plan, and budget process; funding is earmarked where appropriate.
 - Student satisfaction measures identified in the CSSE, or other measures utilized in respective areas, reflect improvement
 - Responsible parties for achieving each strategic goal are identified and timelines for completion are set.
2. Individual Departmental Operational Plans are received in the President's office.
3. The President provides Quarterly Reviews during the Institutional Operations section of the Board of Trustees meeting.
4. Activity and progress made toward achievement of goals for each Departmental Operational Plan is documented in Tk20 on a quarterly and annual basis.

Responsibilities:

1. "Part Four: Recommendations for Strategic and Operational Plans for Upcoming Year" of the 2016-2017 Strategic Plan and Operational Plan Summary will incorporate specific requirements in the development of Operational Plans during Cabinet meetings, and the Executive Assistant to the President will include these discussions in the transcription of meeting minutes.
2. Cabinet members submit electronic copies of Departmental Operational Plans to the President's office for distribution in the Board Agenda packets and presentation during respective monthly Board meetings.
3. The President presents quarterly overviews during the respective monthly Board meetings. An annual review of the Strategic Plan and Operational Plan during the July 2018 Board of

Trustees meeting completes the cycle; the President also presents a timeline for the next yearly report structure.

4. President's Cabinet members document original Operation Plans in Tk20 during the month of September 2017. Thereafter, activity and progress made toward achieving Operational Plan goals is documented in Tk20.

Objective 4: *At close of the regional accreditation cycle, identify and address accreditation requirements identified as deficiencies. (Board Goal: #4 Respond aggressively and appropriately to institutional needs identified by external accrediting organizations.)*

Strategies:

1. Revise Operational Plans to include specific strategies.
2. Collaborate with HLC liaison to confirm strategies are appropriate.
3. Identify responsible parties for achieving each strategic goal, and set timelines for completion. This process creates the groundwork necessary for development of various Operational Plans, and meets the Board of Trustees goal of responding aggressively and appropriately to the findings of the HLC visitation team.

Measurement:

1. Specific requirements are included in Departmental Operational Plans; data is gathered for setting targets and establishing benchmarks.

Responsibilities:

1. President works with Division heads to assure that all areas understand their role in satisfying deficiencies and that all initiatives are properly resourced.

Objective 5: *At close of the regional accreditation cycle, identify and address accreditation requirements identified as deficiencies. (Board Goal: #5 In anticipation of a decrease in public funding, create structures and processes to increase private support, and tuition and fee support)*

Strategies:

1. Work with the ICC Foundation to increase private support for scholarships by 25% over 2016-2017 levels.
2. Create new structures and processes to increase unrestricted support for the College in the amount equivalent to the loss of public funding since 2016-2017.

Measurement:

1. For 2017-2018 fiscal year, year should conclude with an appeal plan and allocation in place for the 2018-2019 fiscal year.
2. By the end of the second quarter of the 2017-2018 fiscal year, the president will have submitted a report to the Board that contains at least two options for structures or mechanisms that would provide an increased unrestricted fund supply. The Board will choose from among these options for implementation through the remainder of the 2017-2018 fiscal year.

Responsibilities:

President will work with ICC Foundation on annual scholarship appeal and allocation plan.

President, together with legal counsel, will produce unrestricted funding structure recommendations.

Operational Plan for Academic Affairs

Objective 1: *Academic Affairs will increase the percentage of students employed in a related field and/or continuing their education within one year of successfully completing any Program. (Board Goal or Strategic Plan Area: Academic Excellence, Support Excellence)*

Strategies:

1. The Division Chair of Technical Education and the Associate Dean of Online and Outreach will work with Technical Faculty to determine how to increase this percentage per department.
2. CTE Faculty will work with IR and with the Registrar's office to track students after they have left ICC to ensure we have accurate reporting to the Kansas Board of Regents (KBOR).

Measurement:

1. This goal is one of our Key Performance Indicators for KBOR. The denominator is the total number of students on the Follow-Up File provided by the college from KBOR. These students represent all graduates of ICC's career and tech ed. certificates and AAS programs. The numerator are the students who are working in their related field, and/or continuing their education.

2012-13: 52% (146/280)

2013-14: 39% (90/229)

2014-15: 66% (11/169)

Baseline: 51% (347/678)

We have set a target of 55% for the upcoming year based on collection data from 2016-17.

Objective 2: *Academic Affairs will increase the completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course. (Board Goal or Strategic Plan Area: Academic Excellence)*

Strategies:

1. English faculty will continue to work as a team to ensure grading/expectations are equal across all courses taught at the developmental and English Comp I level through rubrics.
2. English faculty will identify what areas need to be improved based on data received from common assessments in both developmental and English Comp I courses.

Measurement:

1. This goal is one of our Key Performance Indicators for KBOR. Our data set for this measure is:

2012: 76% (22/29)

2013: 79% (33/42)

2014: 75% (9/12)

Baseline: 77% (64/83)

This data is comprised by using the following table:

	A	B	C	D	E	F	G
<i>Fall of</i>	# Enrolled in Comp Prep	# Successful in Comp Prep	% Loss from Column A	# Enroll in Comp I by end of next AY	% Loss from Column A	# Successful in Comp I	Success Rate (Column F/Column A)
2010	77	53	31%	44	57%	37	48%
2011	75	46	39%	36	52%	30	40%
2012	69	34	51%	29	58%	22	32%
2013	75	57	24%	42	44%	33	44%
2014	40	17	57%	12	70%	9	23%

The numerator is column “F”, which is the number of students who successfully completed English Comp I with an A, B, or C. The denominator is column “D” which is the total number of students who successfully passed Comp Prep and enrolled in Comp I by of the end of the next annual year. This data is pulled from the National Community College Benchmarking Project.

Our goal for 2017-18 is to have 80% of students meet this target.

Objective 3: *Instructors will notify students early in the term if they are doing poorly in a class.* (Board Goal or Strategic Plan Area: Academic Excellence, Support Excellence, 3)

Strategies:

1. Faculty will work with students in their class that receive a D, F, FN, or PC at or before the 5-week progress grades date to set up strategies for the student to potentially finish the class with a C or above. Both will sign off on the strategies with a form provided by the Academic Affairs office, and the form will be kept by the instructor to compare to final grades.

Measurement:

1. Our target is to have 30% of students who had a D, F, FN, or PC at the 5-week progress grade mark to finish the course with an A, B, or C for both the fall and spring semester on 16-week courses only.
2. Our target for the Noel Levitz data is to reduce the gap between importance and satisfaction from 1.10 to .9 on the following statement, “Students are notified early in the term if they are doing poorly in a class.”

Operational Plan for Technical Education

Objective 1: *ICC TECH increases institutional effectiveness and positive moral through a recognition incentive program (Board Goal #3; Excellence in Academics and Service)*

Strategies:

1. The Associate Dean will create an incentive program that recognizes technical faculty and staff for achievements or accomplishments in academics or service.
2. ICC TECH faculty/staff will submit recognition forms throughout the year for each other and for themselves to the Associate Dean touting accomplishments or good deeds.

Measurement:

1. The number of recognition forms submitted through the academic year will be counted.
2. Raising the score for “Our campus focuses on the positive rather than the negative” in the Campus Culture Survey.
3. Identifying improvements in retention and success of students in technical programs.

Objective 2: *ICC TECH increases institutional value through program performance review processes. (Board Goal or Strategic Plan Area: Excellence in Academics and Support)*

Strategies:

1. The Associate Dean will complete the annual program review process through use of the Perkins Core Outcome indicators, and will submit required paperwork to the Kansas Board of Regents (KBOR) by April 30th of each calendar year to increase the scores of items 11.1, 11.2, and 11.3 on the Departmental Review Guide from a “2” to a “3 or 4”
2. The Associate Dean and the Director of Cosmetology will follow up on the barbering program that was taken to Academic Council in 2017.
3. The Associate Dean and the Vet tech staff will meet any critical needs identified by the 2017 Vet Tech Accreditation.
4. The Associate Dean and the Cosmetology staff will meet any critical needs identified by the 2017 Cosmetology site inspection.

Measurement:

1. The Associate Dean will meet with each department in March to discuss outcomes and complete report to KBOR by April 30th
2. The Board of Trustees will approve, deny, or ask for changes to adding the Barbering program.
3. The accreditation report for Vet tech will be read and any issues will be reported to the appropriate parties.
4. The floors in Cosmetology will be repaired.

Objective 3: *ICC TECH increases course and program offerings to increase enrollment. (Board Goal #1, #2, and #3. Excellence in Academics, Service, and Support)*

Strategies:

1. The Associate Dean and ICC faculty/staff will work to increase the number of industry partners submitted to the employer engagement initiative in order to draw tech students seeking industry skills.
2. The Associate Dean, ICC faculty/staff and the ICC NOW coordinator will work to market to area high school students.

3. The Associate Dean and ICC faculty/staff will work to increase the number of transfer articulation agreements with four year universities.

Measurement:

1. Each program will increase their industry partner list by at least 2 each semester.
2. Technical programs offered to high students will increase the number of high school students by at least 2 for the year.
3. Each technical program will increase the number of articulation agreements with four year universities by at least 1 per semester.

Operational Plan for ICC Online Programs

Objective 1: *ICC Online increases institutional effectiveness through annual departmental review. (Board Goal #3; Excellence in Academics and Service)*

Strategies:

1. The Associate Dean of Online will meet with the Online Advisory Committee a minimum of once a month to continually update the online manual.
2. The Online Advisory Committee will reevaluate the outcomes and goals for annual data collection.

Measurement:

1. Online Advisory Committee meeting minutes will be recorded and kept by a rotating member of the Online Advisory Committee, who will post the minutes on sharepoint. Due Date: Input into sharepoint by the last Friday of each month during the Academic School year.
2. Tk20 will be used annually to record progress of goals and objectives. The Associate Dean of Online will be responsible for entering information into Tk20 by June 30, 2018

Objective 2: *ICC Online increases institutional value through employee performance review processes. (Board Goal or Strategic Plan Area: Excellence in Academics and Support)*

Strategies:

1. The Online Advisory Committee will review and update processes for evaluating online instruction to meet the needs of the expanding department by May 30, 2018.

Measurement:

1. The Online Advisory Committee will complete an updated review of processes for evaluating online instruction by May 30, 2018 to be pushed out to entire campus by June 30, 2018.

Objective 3: *ICC Online increases course and program offerings to increase online enrollment (Board Goal #1, #2, and #3 Excellence in Academics, Service, and Support)*

Strategies:

The Online Advisory Committee will develop an outline of additional courses and programs to be put online for the 2017-18 school year to increase online credit hours, enrollment, and FTE by 20% in each area from the 2016-17 academic year.

Measurement:

1. The Associate Dean of Online will work with full-time faculty and adjuncts to continuously update the spreadsheet of courses to be added each semester
2. Marketing will initiate a marketing campaign to promote online enrollment and program success by May 1, 2018.
3. At least 1 new fully online program will be approved and added by May, 2018.

Operational Plan for Tutoring Services

Objective 1: *Tutoring services increases program quality through the creation of clearly defined policies, procedures, learning outcomes and mission/vision statements (Board Goal or Strategic Plan Area: Innovation and Service Excellence, HLC Criterion 5.A 3)*

Strategy:

The Tutoring Center maintains a policy and procedures manual that is updated annually. Peer tutors meet learning outcomes set forth in College Reading and Learning Association tutor training program criteria. The current mission statement reads as follows, “The Independence Community College Tutoring Center serves all ICC students by supporting and enhancing classroom learning”

Measurement:

Maintaining CRLA Certification for Tutor Training Program – logging all tutor contacts weekly, distributing tutor contact sheets to faculty daily, updating tutor training program in July/August

Responsibility:

Associate Dean for Academic Support Services; Annually

Objective 2: *Tutoring services supports student learning in the classroom through student participation in tutoring services (Board Goal or Strategic Plan Area: Support Excellence, Retention Goals)*

Strategy:

Invite College Success classes to tutoring center and visit developmental education courses. Provide information and communicate with coaching staff regarding study hall and tutoring sessions. Provide copy of Tutoring Center Contact sheets to appropriate faculty members for review, highlight availability of online peer tutoring through Canvas

Measurement:

1. Decrease Gap score for 2014 Noel Levitz Item 50, “Tutoring Services are readily available,” from -0.09 to -0.03
2. Decrease Mean Difference score from 2014 Noel Levitz Item 55, “Academic support services adequately meet the needs of students,” from -0.12 to -0.10

Responsibility:

Associate Dean for Academic Support Services

Board Goal or Strategic Plan Area: Support Excellence

Objective 3: *Tutoring services increases effective program quality through effective tutor training (Board Goal or Strategic Plan Area: Support Excellence, HLC Criterion 5.A 4)*

Strategy:

The ICC Tutoring Center has been granted certification of its Level I and Level II Tutor Training Program from The College Reading and Learning Association (CRLA.) Recertification occurs every 5 years and recertification information for Level I and Level II will be submitted in 2019 by the Associate Dean for Academic Support Services

Measurement:

CRLA Certification Process; Peer tutors will score 60/80 or better on supervisor evaluation

Responsibility:

Level I and Level II peer tutor training is conducted by the Associate Dean for Academic Support Services in collaboration with any other departments (library.) Supervisor evaluations for peer tutors are also conducted by the Associate Dean for Academic Support Services in October and April.

Responsibility:

Associate Dean for Academic Support Services;

Objective 4: *Tutoring Services practices effective management of departmental resources (Board Goal or Strategic Plan Area: Service Excellence)*

Strategy:

The Tutoring Center will maintain an Excel budgeting sheet for tutor salaries and utilize practices and approaches that are fiscally responsible, including tying expenses to operational plan

Measurement:

Remaining within budget

Responsibility:

Associate Dean for Academic Support Services; Annually

Objective 5: *Tutoring Services increases institutional effectiveness through annual departmental review (Board Goal or Strategic Plan Area: Service Excellence)*

Strategy: Complete Departmental Review by April of 2018

Measure: Departmental Review is completed on an annual basis and utilized to collect and present data; implement new technology to improve AY 17-18 Departmental review score

Responsibility: Associate Dean for Academic Support Services

Objective 6: *Tutoring services increases institutional efficiency through employee performance review processes (Board Goal or Strategic Plan Area: Service Excellence, HLC Criterion 5.A 4)*

Strategy:

Peer tutors must meet certain criteria to be eligible for hire: A or B in subject desired to tutor, interview with Associate Dean for Academic Support Services and Director of Student Support Services and two teacher recommendations. Peer tutor performance is evaluated each semester through a self-evaluation and supervisor evaluation at mid-semester and a self-evaluation and supervisor evaluation at the end of each semester. The Associate Dean for Academic Support Services will participate in annual employee review and professional development planning

Measurement:

College Reading and Learning Association requires evaluation of peer tutors to be performed each semester – All peer tutors will score 60/80 on supervisor evaluation

Responsibility:

The Associate Dean is responsible for evaluation of peer tutors. The department of Human Resources and ICC President is responsible for the evaluation of the Associate Dean for Academic Support Services

Operational Plan for Academic Advising

Objective 1: *Academic Advising increases student participation in advising services to support student retention and progression. (Board Goal or Strategic Plan Area: Support Excellence, Retention Goals)*

Strategy:

Interventions may include email, phone call or text from advisor at 5, 8 and 12 weeks for students earning a D or F in a course, in addition to the following: Advisement Day sign up board in hallway of Academic Building Lobby, Advising Communication plan sent to all faculty advisors, & reminders from advising office to faculty advisors regarding communication plan timeline

Measurement: 45% of eligible (no holds preventing enrollment) returning students will be enrolled for the spring semester by December 15th

Responsibility:

Academic and Faculty Advisors

Objective 2: *Academic Advising increases stakeholder knowledge about the transfer requirements of other schools. (Board Goal or Strategic Plan Area: Support Excellence, Retention Goals, HLC Criterion 3.C. 6, HLC Criterion 5.A 4)*

Strategy:

Academic Advising will maintain transfer equivalency guides as a part of Advisor Training, host Transfer Information work sessions and Transfer Application Help Days each semester, and introduce transfer information during College Success.

Measurement:

Decrease of Performance Gap score for Noel Levitz Item 40, “My academic advisor is knowledgeable about the transfer requirements of other schools,” from .56 to 0.5.

70% of students who attend transfer information work sessions will rate workshop as “satisfactory”

70% of students who attend Transfer Application Help Days will rate workshops as “satisfactory”

Responsibility:

Academic Advising

Objective 3: *Academic Advising increase stakeholder knowledge about career planning. (Board Goal or Strategic Plan Area: Support Excellence, HLC Criterion 3.D 3)*

Strategy:

Academic Advising will revise the career planning information within the advisor handbook and host career planning work sessions each semester.

Measurement:

70% of students who attend career planning work sessions will rate workshops as “satisfactory”

Responsibility:

Academic Advising

Objective 4: Academic Advising increases institutional effectiveness through annual departmental review. (Board Goal or Strategic Plan Area: Service Excellence, HLC Criterion 3.C.6)

Strategy:

The Associate Dean for Academic Support Services will lead annual departmental review.

Measurement:

Development of Annual Professional Development plans for academic advisors
Complete Annual Departmental Review documents in April

Responsibility:

Associate Dean for Academic Support Services

Objective 5: Academic Advising practices effective management of departmental resources. (Board Goal or Strategic Plan Area: Service Excellence)

Strategy:

Academic Advising will utilize practices and approaches that are fiscally responsible.

Measurement:

The department of Advising will remain within the allotted budget

Responsibility:

Associate Dean for Academic Support Services; annually

Objective 6: Academic Advising will work to increase stakeholder knowledge of program requirements. (Board Goal or Strategic Plan Area: Service Excellence, Retention Goals, HLC Criterion 3.D 3)

Strategy: Academic Advising will visit all College Success classes to introduce and explain degree plan requirements, host degree plan information sessions during the academic year, and highlight aspects of degree plans on social media and campus bulletin boards

Measurement: 70% of students who attend degree plan information sessions will rate workshop as satisfactory, Noel-Levitz Item 66 “Program requirements are clear and reasonable” performance gap will decrease from .54 to .5.

Responsibility: Academic Advising

Operational Plan for Library Resources

Objective 1: *Provide a service-oriented center library that centers on learning and creativity in a secure and welcoming environment. (Board Goal or Strategic Plan Area: Service Excellence)*

Strategies:

1. Provide proactive, professional, and positive public services to patrons through training of phone and electronic communications, reference guides, and public services training
2. Through training, support the staff's ability to offer high quality and up-to-date service
3. Staff will complete training and show proficiency in reference interview and database usage by the end of the first quarter

Measurement:

1. Reference Interview and database training and demonstration; staff will present 1 research database presentation by staff for students with 80% satisfactory or above results.
2. Noel-Levitz/CCSSE
 - Noel-Levitz- Decrease the performance gap for question #26 by .05. (Strategic Goal 3)
3. Collect baseline data on student usage through door counter statistics
4. Have 10 staff meetings to implement new technology updates, discuss needs and fix problems.

Responsibilities:

1. Director of Library Services (training and implementation)
2. Other library staff (Implementation of services)

Objective 2: *Encourage lifelong learning and information literacy through quality instruction, reference consultation, and patron service to both on and off-campus students. (Board Goal or Strategic Plan Area: Academic Excellence)*

Strategies:

1. Provide formal library/information instruction to classes brought to the library by professors. The College Success classes are the core classes for library instruction.
2. Provide informal information literacy to individuals when library staff become aware that a library user needs, or might need, assistance learning how to use any aspect of the library and the research processes it supports
3. Increase online resources for instructors and students through website and canvas.

Measurement:

1. Analysis of post instruction activities in College Success with student success rate of 70% or better for each semester.
2. Noel-Levitz/CCSSE
 - Noel-Levitz- decrease the performance gap by .05 for question #14 (Strategic Goal 3)
3. Monthly theme in information literacy to be emphasized in library.
4. Director or Staff will interact with 100% of college success classes and 85% of English classes each semester for the 2017-2018 academic year.
5. All students will be enrolled in library resources class by the end of first semester.
6. Statistical analysis of use of online tutorials and library skills course on Canvas
 - Frequency statistics
 - Faculty use in Canvas courses

Responsibilities:

1. Director of Library Services
2. Other library staff

Objective 3: *Establish and support relationships with other groups; on or off-campus; professional and community-based, to support the educational and cultural growth of our library and community. (Board Goal or Strategic Plan Area: Improve the college's relationship with the community)*

Strategies:

1. Take an active role in College affairs
2. Strengthen cooperative relationships with other regional libraries and cultural organizations
3. Support educational, civic, and cultural activities within the region
4. Write and support grant proposals that support larger educational initiatives (Strategic Goal 3)

Measurement:

1. The Director of Library Services will attend at least two professional conferences per year to become aware of regional initiatives.
2. The Director of Library Services will seek opportunities to cooperate with other institutions in areas such as consortia purchasing, grant writing, and regional project development.
 - Director will apply for at least 1 grant each year to enrich library resources or programming (Strategic Goal 3)
3. Staff will host at least 2 cultural and 2 educational programs per semester for the public and college community.

Responsibilities:

1. Director of Library Services
2. Other library staff

Objective 4: *Recruit, train, and maintain a professional and student staff sufficient to meet the needs of library users. (Board Goal or Strategic Plan Area: Service Excellence)*

Strategies:

1. Provide an adequately qualified and trained staff; offer ongoing training sessions and updated procedures guides and handbooks
2. Monthly required staff meetings for all professional and student staff.
3. Professional staff should attend at least 2 professional development meetings per year.
4. All professional staff should host at least one cultural or education program per year in an area approved by the library director.

Measurement:

1. The Library will meet or exceed the national staffing averages at peer institutions (e.g. see NCES)
2. All full-time employees will participate in at least one work related conference or workshop every year
3. All staff will participate in at least 8 out of the 10 staff meetings.
4. All student workers will receive a review during the first semester and at the end of the school year and score at least 80% satisfactory.

5. All professional staff will set goals at the beginning of the fiscal year and be reviewed at least once during the year and complete at least 80% of the goal by the end of the year.
6. The Director of Library Services will survey library patrons once per year **to determine satisfaction with library staff. Satisfaction will be at 80% or higher**

Responsibilities:

1. Director of Library Services
2. Other library staff

Objective 5: *Maintain a special collections research area that allows patrons to have access to special regional or rare materials, often one-of-a-kind items, for primary source research. The William Inge Collection represents the primary special collection at ICC. (Board Goal or Strategic Plan Area: Academic Excellence)*

Strategies:

1. Maintain an appropriate room and storage conditions for archival materials including developing a needs list by December 2017
2. Obtain proper education for all staff and volunteers who are working with the collection.
3. Remain vigilant that the materials are handled, processes, and stored following standard archival procedures
4. Create an Inge Collection Volunteer Committee who will assist with the scanning, recording, and organizing of the collection by December 2017

Measurement:

1. Proper legal documents completed by December 2017 that would cover:
 - Usage of the collection by others
 - Copyright and performance clearance
2. Working with the Inge Director and staff create a file of signed releases for our digital archives and for historical purposes and beginning obtaining releases for items in the back log to be completed by May 2018.
3. The Director of Library Services will work with Inge community to seek out resources to maintain the collections (ongoing)
 - Volunteers are tracking time spent via a sign in/out sheet in the Inge Room. (Strategic Goal 2)
4. Director of Library services will enroll in at least one course or attend at least on conference to increase knowledge and resources for the Inge collection
5. Regular work and training sessions with the Inge Collection Committee- reports and progress markers.
 - Inge Collection Committee will meet at least 2 times per semester to assess the progress of projects.

Responsibilities:

1. Director of Library Services
2. Other library staff

Objective 6: Offer a varied and up-to-date collection of materials, resources, and equipment which is adequate to support the educational and recreational needs of the library users. (Board Goal or Strategic Plan Area: Enhance programs through innovation to improve the overall student experience)

Strategies:

1. Review all materials with programs scheduled for program review this year by December 2017 and obtain a list of desired materials from each program. Remove items which instructors find outdated or which will not be used. (Strategic Goal 1)
2. Make purchases of popular DVDs in November and March during which time requests will be solicited and compiled.
3. Provide a relevant collection popular fiction, young adult books, graphic novels, and popular magazines which are responsive to patron needs and requests
4. Provide a core collection of 15 game and other learning activities. Adding to the collection as funding or grants become available.

Measurement:

1. NOEL-Levitz/CCSSE evaluation
 - Noel-Levitz- decrease the performance gap by .05 for question #14 (Strategic Goal 3)
 - CCSSE increase number of non-assigned reading reported by 5% by creating and maintaining a fiction collection relevant to students (Strategic Goal 1)
2. Student/Faculty surveys
 - Score at least 80% satisfactory on faculty/staff survey regarding library resources
3. Promote the new request feature available in the online catalog and receive at least 1 suggestion in the first 3 months of use
4. Publication of removed and added items during each program review within 90 days of the completed program review.

Responsibilities:

1. Director of Library Services
2. Other library staff

Operational Plan for the Registrar's Office

Objective 1: *The Registrar's office will maintain a positive community relationship by continuing to increase stakeholder knowledge of official transcript access. (Board Goal or Strategic Plan Area: Service Excellence, Strategic Goal 2)*

Strategy:

Review concern tickets and their resolutions, and track transcript requests and their fulfillment.

Measurement:

Will fulfill 85% of transcript requests within two business days.

Responsibilities: Records Specialist will provide quarterly reports.

Objective 2: *The Registrar's office will maintain and continuously update policies and procedures as changing student and alumni needs evolve. (Board Goal or Strategic Plan Area: Service Excellence; HLC Criterion 4.A.2)*

Strategy:

The Registrar's office maintains a policy manual and a procedure manual to provide for clear direction and instructions for all services provided by the Registrar's office. The manuals are to be reviewed each semester and made available in the office and on the website. This assures continuous improvement for processes and student access

Measurement:

Semester review of manual

Responsibility:

Registrar is responsible for review and editing, and communication with web master

Objective 3: *The Registrar's office will practice effective management of financial resources. (Board Goal or Strategic Plan Area: Service Excellence)*

Strategy:

Expenditures will be tied to operational plan

Measurement:

Line numbers will stay within the given constraints

Responsibilities:

Registrar

Objective 4: *The Registrar's office will help improve long term educational outcomes such as graduation by maintaining graduation and transcript records, which includes insuring graduation applications are correct before issuing a degree. (Board Goal or Strategic Plan Area: Service Excellence)*

Strategy:

Advisors will complete a degree check for each graduation application. The Registrar reviews these degree checks for correctness before a student is placed on the graduation list

Measurement:

Degrees awarded correctly

Responsibilities:

Registrar

Objective 5: *The Registrar's office will mirror industry standards by annually reviewing CAS Standards, AACRAO standards, VA policies and directives, and monitoring KACRAO trends. (Board Goal or Strategic Plan Area: Service Excellence, Strategic Goal 2; HLC Criterion 3.C.6)*

Strategy:

The Registrar will subscribe to industry listserves, newsletters, and purchase necessary publications; maintain VA liaison contact, provide for VA compliance audits, and participate in VA webinar trainings; will attend the annual KACRAO Conference, utilize the KACRAO listserve, and maintain state registrar relationships

Measurement:

Conduct reviews in conjunction with Academic Affairs team, help coordinate campus FERPA training, incorporate new relevant information, and successfully complete VA compliance audits.

Responsibilities:

Registrar

Objective 6: *Registrar's office will help improve program delivery and long term educational outcomes, such as graduation, for students and the institution as a whole (Board Goal or Strategic Plan Area: Service Excellence, Strategic Goal 1)*

Strategy:

Registrar's office will provide insights regarding the structure of academic programs, such as course sequencing, registration processes, and student progress toward graduation; all of which can strategically affect the outcomes of an academic program

Measurement:

100% of Academic Council meetings will be attended by Registrar's office staff. KBOR course inventory, program inventory, and course matrix will be maintained.

Responsibilities:

Registrar

Operational Plan for Student Support Services

The TRIO Student Support Services program will support the overall ICC Strategic Plan of Excellency in Academics, Service and Support by incorporating the following components into the SSS Operational Plan:

1. SSS supports the needs of transfer students and employment goals of students seeking a two-year degree or certificate by offering college access and success programming designed to increase and support academic standing, retention, graduation and transfer rates.
2. SSS supports the college's relationship with the community through its focus on fostering an institutional climate supportive of the success of students who are first generation, low income or disabled. Students from the local community who meet these criteria will find high quality services designed to enhance their college experience.
3. SSS benefits from a strong relationship with the Pell Institute, the research arm of the US Department of Education. SSS practices evidence-based initiatives including student-centered policies and procedures, academic coaching, difference-education interventions and mentoring initiatives.

Student Support Services Objectives are set by the US Department of Education and are not subject to change. SSS is a federally funded TRIO program that is contracted to provide services detailed in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2CFR Part 200), U.S. ED "Uniform Guidance."

Key Staff

1. Director
 - Manages administrative and fiscal responsibilities of the program, including planning, service delivery, day-to-day operations of the program, staff supervision and support, purchasing and budget oversight, program evaluation and reporting
 - Represents SSS to the ICC community
2. Administrative Assistant
 - Provides administrative support in all aspects of the program
 - Assists students as needed, including making appropriate referrals to college offices and services.
3. Engagement Specialist
 - Manages student enrollment process for SSS participation
 - Plans and facilitates activities for students that increase their engagement with SSS and with ICC
 - Provides academic coaching to an identified cohort of SSS participants
4. English/reading Specialist
 - Provides individualized tutoring and instruction in subjects related to English and reading for SSS participants
 - Provides academic coaching to an identified cohort of SSS participants
5. Math/Science Specialist
 - Provides individualized tutoring and instruction in subjects related to math and science for SSS participants
 - Provides academic coaching to an identified cohort of SSS participant

Objective 1: Increase the number of disadvantaged low-income, first generation college students and students with disabilities who complete a program of study at the postsecondary level (Board Goal or Strategic Plan Area: Excellence in Academics)

Strategies:

The SSS Program will achieve these objectives by a series of carefully planned interventions, including:

1. Identify, select, and retain 225 participants with academic need each program year
 - Collaborate with various departments on campus to gain access to potential participants; facilitate students' application for enrollment into our program; provide services listed below in order to build strong working relationships that lead to positive academic outcomes
2. Assess participants' needs for specific services and develop an individualized graduation plan with each program participant.
 - Review students' applications, financial aid records, placement test scores and academic transcripts
 - Assess student study skills, learning strategies, and career interests through the Learning Assessment and Study Skills Inventory and the My Next Move inventories
3. Academic coaching
 - Specialists and the Director work with program participants to a) facilitate their adjustment to college, b) offer assistance with study skills or other learning strategies, c) help students learn to make healthy choices regarding life on campus and academics, d) develop individualized Graduation Plans, and e) monitor their academic progress. This strategy was a funded Competitive Preference Priority in the 2010 grant competition (a special project that was required for funding)
4. Academic tutoring
 - Tutoring provided by trained educational specialists and by peer tutors
5. Advice and assistance in course selection
 - Specialists work with students to increase their knowledge about the advising process and help students make informed choices regarding course selection and other academic decisions
6. Financial aid resources and application assistance
 - Students are required to complete selected educational modules regarding financial aid in CashCourse as part of their intake into SSS.
 - Specialists work with students individually and in group settings to offer information and education about financial aid resources, completion of the FAFSA, and scholarship opportunities
 - SSS staff partner with the Office of Financial Aid to educate students about financial aid and to assist them in completing FAFSAs.
7. Personal, career and academic counseling
 - Specialists work with students individually to address any concerns they have regarding these areas, making referrals to other departments on campus or services in the community as appropriate
8. Mentoring
 - Another funded Competitive Preference Priority during the 2010 grant competition included a "difference education" component associated with panel discussions about adjustment to college followed by mentoring opportunities for students. The 2016-17

grant year (Year 1 of the grant cycle) was the first year of the project, and students enrolled in College Success courses attended the panel discussions led by second-year students. A mentoring program was then developed, and group mentoring activities were held. In the 2017-18 grant year, panel discussions will again be offered in the Spring semester, and both group and individual mentoring opportunities will be offered during the academic year. Participants will be surveyed and data tracked for subsequent perceptions of non-academic skills and academic outcomes related to persistence, completion and transfer

9. Recognition events at end of semester and program year
 - At the end of the fall and spring semesters, student success is acknowledged and celebrated at a Recognition Ceremony (end of the fall semester) and a Recognition Banquet (end of the spring semester)

Measurement:

1. 61% of all participants will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at the institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.
2. 73% of all participants will meet the performance level required to stay in good academic standing at the applicant institution.
3. 32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years.
4. 31% of participants will receive an associate's degree and transfer to a four-year institution within four (4) years.

Responsibilities

SSS Program Director and Key Staff.

The SSS program will accomplish its goals through direct service of a core group of SSS staff as well as collaboration and partnership with several key departments on campus: Academic Advising; Academic Affairs; Admissions; Athletics; Business Office; Financial Aid Office; Marketing; and Student Life., in addition to participation in ICC committees and support for student organizations.

Objective 2: Increase the retention and graduation rates and facilitate transfer from two-year to four-year colleges and universities (Board Goal or Strategic Plan Area: Excellence in Academics)

Strategies:

1. Academic coaching- Specialists and the Director work with program participants to a) facilitate their adjustment to college, b) offer assistance with study skills or other learning strategies, c) help students learn to make healthy choices regarding life on campus and academics, d) develop individualized Graduation Plans, and e) monitor their academic progress. This strategy was a funded Competitive Preference Priority in the 2010 grant competition (a special project that was required for funding)
2. Academic tutoring- Tutoring provided by trained educational specialists and by peer tutors
3. Specialists work with students individually and in group settings to offer information and education about transferring to four year schools, completion of online applications, management of transcripts, and fee waiver applications

4. Personal, career and academic counseling- Specialists work with students individually to address any concerns they have regarding these areas, making referrals to other departments on campus or services in the community as appropriate
5. Career exploration- Specialists work with students individually or in group settings to help them explore their career interests, current market demand for identified careers, schools that offer specific programs, and related information
6. Cultural events and academic programming activities- Groups of students attend cultural events including music or dance performances, fine arts exhibitions, lectures related to human rights and relations or social issues, or other activities offering experience of different cultures
7. Mentoring- In the 2017-18 grant year, panel discussions will again be offered in the Spring semester, and both group and individual mentoring opportunities will be offered during the academic year. Participants will be surveyed and data tracked for subsequent perceptions of non-academic skills and academic outcomes related to persistence, completion and transfer

Measurement:

1. 61% of all participants will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at the institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.
2. 73% of all participants will meet the performance level required to stay in good academic standing at the applicant institution.
3. 32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years.
4. 31% of participants will receive an associate's degree and transfer to a four-year institution within four (4) years.

Responsibilities:

SSS Program Director and key staff.

Objective 3: Foster an institutional climate supportive of the success of students (Board Goal or Strategic Plan Area: Excellence in Academics)

Strategies:

1. Academic coaching- Specialists and the Director work with program participants to a) facilitate their adjustment to college, b) offer assistance with study skills or other learning strategies, c) help students learn to make healthy choices regarding life on campus and academics, d) develop individualized Graduation Plans, and e) monitor their academic progress. This strategy was a funded Competitive Preference Priority in the 2010 grant competition (a special project that was required for funding)
2. Academic tutoring- Tutoring provided by trained educational specialists and by peer tutors
3. Specialists work with students individually and in group settings to offer information and education about transferring to four year schools, completion of online applications, management of transcripts, and fee waiver applications
4. Personal, career and academic counseling- Specialists work with students individually to address any concerns they have regarding these areas, making referrals to other departments on campus or services in the community as appropriate
5. Mentoring- In the 2017-18 grant year, panel discussions will again be offered in the Spring semester, and both group and individual mentoring opportunities will be offered during the

academic year. Participants will be surveyed and data tracked for subsequent perceptions of non-academic skills and academic outcomes related to persistence, completion and transfer

6. Recognition events at end of semester and program year- At the end of the fall and spring semesters, student success is acknowledged and celebrated at a Recognition Ceremony (end of the fall semester) and a Recognition Banquet (end of the spring semester)

Measurement:

1. 61% of all participants will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at the institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.
2. 73% of all participants will meet the performance level required to stay in good academic standing at the applicant institution.
3. 32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years.
4. 31% of participants will receive an associate's degree and transfer to a four-year institution within four (4) years.

Responsibilities:

SSS Program Director and key staff.

Objective 4: Improve financial and economic literacy of students (Board Goal or Strategic Plan Area: Excellence in Academics)

Strategies:

1. Students are required to complete selected educational modules regarding budgeting, student debt and establishing healthy credit in CashCourse as part of their intake into SSS.
2. Specialists work with students individually and in group settings to offer information and education about student loan debt and personal finance
3. SSS staff partner with the Office of Financial Aid to educate students about financial and economic literacy.

Measurement:

1. 80% of SSS participants will complete CashCourse modules and score higher on post-tests assessment than on pre-test assessment.
2. 60% of SSS participants surveyed will report that their financial and economic literacy was improved by participation in targeted SSS activities.

Responsibilities:

SSS Program Director and key staff.

Process Improvement Objectives

Note: The following objectives are not part of services contracted with the U.S. Dept. of Education; they are included as internal initiatives intended to enhance the effectiveness of contracted services and provide the highest quality services possible to stakeholders.

Objective 5: Improve staff knowledge and skills related to serving students with disabilities (Board Goal or Strategic Plan Area: Excellence in Academics)

Strategies:

1. The Program Director will collaborate with the Associate Dean for Academic Support Services to assess resources and needs related to serving students with disabilities.
2. The Program Director will perform an audit of program participants having disabilities and their unique needs, including accommodations and assistive technology.
3. Any identified assistive technology that would benefit current students with identified disabilities will be included in the planned budget.
4. SSS staff will receive twelve hours of training annually specific to serving student with disabilities.

Measurement:

1. 80% of SSS participants designated in admissions criteria as having a disability will report on annual survey that they received high or excellent quality services related to their disability-related access or accommodations.

Responsibilities:

SSS Program Director and key staff

Objective 6: SSS staff will develop and implement an effective social media strategy. (Board Goal or Strategic Plan Area: Excellence in Academics)

Strategies:

1. SSS staff will collaborate with other relevant departments on campus to design, develop and implement an engaging social media campaign that impacts stakeholders.
2. The social media campaign will be assessed each semester for effectiveness in reaching targeted audiences, and revisions resulting from stakeholder feedback will be incorporated.

Measurement:

1. 60% of identified stakeholders will report that SSS social media interactions are somewhat or very helpful to them.

Responsibilities:

SSS Program Director and key staff.

Operational Plan for Admissions

Objective 1: *Reach out and connect with high schools and potential students locally, regionally, nationally and internationally to increase enrollment. (Board Goal or Strategic Plan Area: Support Excellence)*

Strategies:

1. Communicate with focused efforts to increase enrollment in the following areas:
 - Concurrent Enrollment (ICC NOW)
 - Increase Technical Program Enrollment
 - Culinary
 - Vet Tech
 - EMT
 - Cosmetology
2. International enrollment increased
3. Utilize current Ellucian software to measure reporting for enrollment and use to choose future recruiting software package.

Measurement:

1. Enrollments Increase
 - Concurrent enrollment increased by 5% annually
 - Culinary enrollment increased by 5% annually after initial year benchmark
 - Vet Tech enrollment increase of 3 students by spring 2018 raising program total to 18
 - Meet EMT enrollment capacity of 15 students
 - Meet Cosmetology enrollment capacity of 15 students
2. International enrollment increased by 10 students to raise international student population to 30 students by fall of 2018
3. Ellucian enrollment reports are run and future recruiting software package is included for consideration during the budget-planning process

Responsibilities:

1. ICC NOW Coordinator – Jaicey Gillum
2. Rebekah Peitz – Recruiting and International Recruiting Coordinator
3. Director of Admissions Brittany Thornton

Objective 2: *Provide excellent customer service to potential students and community members who need help navigating our ICC processes. (Board Goal or Strategic Plan Area: Service Excellence)*

Strategy:

1. Guide customers through the proper channels for completion of individual tasks:
 - Provide a helpful registration experience while in Admissions
 - Continue Power Campus training for customer access to knowledgeable Admissions staff
 - Walk students through Pirate Portal setup

Measurement:

1. Increase satisfaction rating for Noel Levitz item number 5 “The personnel involved in registration are helpful” from 0.08 – 0.10
2. Decrease Gap score for Noel Levitz item number 41 “Admissions staff is knowledgeable” from 0.55 to 0.50 Using Power Campus to run enrollment reports
3. Use Ellucian to measure the percentage of students that complete setup in Pirate Portal

Responsibilities:

Admissions staff

Objective 3: *Enhance involvement between ICC students and the community, through Community Pirate Partnership to increase student retention. (Board Goal or Strategic Plan Area: Improving the college’s relationship with the community/Support and Service Excellence)*

Strategy:

1. Engage our students with the public through our Community Pirate Partnership Program (CP²) and events in the community
 - Fall Event – TedX
 - Neewollah – Clean up, Parade, Band Day
 - Love Independence Day
 - Implement student and community surveys to view student involvement

Measurement:

1. Use CP2 to increase student satisfaction to support institutional retention rates.
2. Use National Student Clearinghouse Research Student Tracker Service to see if implementing Community Pirate Partnership had impact on student retention numbers.

Responsibilities:

Director of Admissions will assign one staff person to dedicate time to setting up events and reaching out to the community. In addition, that staff person will coordinate the student ambassador program and post activities through social media.

Operational Plan for the Marketing Department

Objective 1: *The ICC Marketing Department will improve community relations by including community leaders as advisors to marketing strategies for special events happening throughout the academic calendar. (Board Goal or Strategic Plan Area: Improve the College's relationship with the community)*

Strategy:

The ICC Marketing Department will work with community leaders to create a community relations/marketing Advisory Board consisting of members from the community

Measurement:

The ICC Marketing Department will use qualitative and quantitative data gathered from the Board to make informed decisions and strategies in marketing the College.

Responsibilities:

The Director of Marketing and the College President will identify and invite members of the community to serve on the Advisory Board each academic year. The Board will meet quarterly, serving as a full Advisory Board for the academic school year. The Board will consist of the following ICC members: Director of Marketing, Communications Coordinator, College President, and Chair of the Events Committee. The community members will consist of six at large community positions. A community member will be asked to serve as the Chair of the ICC Community Relations Advisory Board.

Objective 2: *Improve community relations and improve the student experience (Board Goal or Strategic Plan Area: Improving the college's relationship with the community, service excellence)*

Strategy:

The ICC Marketing Department will develop and implement an inbound marketing plan for the Fall 2017/Spring 2018 academic school year. This plan will incorporate rich multi-media into existing channels and explore new and trending social media outlets for potential use. Content source will be organic to social media and the college's two primary websites (www.indycc.edu and www.indyirates.com) To accomplish this the marketing department will hire a Marketing Specialist position.

Measurement:

The plan will focus on three primary areas: Enrollment, Retention, and Strategic Communications. The ICC Marketing Department will develop rich social media content across the platforms relevant to the college's students. This will include, but not be limited to, Facebook, Instagram, Twitter, and YouTube. The marketing department estimates that 50% of the content will originate on the College's websites.

Responsibilities:

The Director of Marketing will develop the plan and work members of the President's Cabinet and the Community Relations Advisory Committee to effectively implement the plan for in August 2017. The Media Specialist will be responsible for maintaining the indyirates.com website, while the Media Coordinator will maintain indycc.edu.

Objective 3: *Improve community relations AND improve the student experience through innovation (Board Goal or Strategic Plan Area: Improving the college's relationship with the community, service excellence)*

Strategy:

The ICC Marketing Department will continuously make improvements to the College's websites that will include a mobile friendly versions, and serve as a source of content for inbound marketing materials.

Measurement:

The ICC Marketing Department will co-host a focus group consisting of both traditional and nontraditional ICC students to determine strengths, weaknesses, opportunities, and challenges/threats to the existing digital marketing efforts used by the College's websites, including ongoing assessment of: ease of navigation, content relevancy, and aesthetics.

Responsibilities:

The Director of Marketing, the Marketing Coordinator, and the Director of IT will collaborate and analyze all focus groups.

Operational Plan for Athletics

Objective 1: *Be innovative and resourceful in our approach to provide a quality student athlete experience. (Board Goal or Strategic Plan Area: Service Excellence)*

Strategies:

1. Increase student athlete satisfaction by providing safe and exceptional Athletic Practice and Game Facilities by 2% based on ICC Student Athletic Experience Survey.
2. First year to establish a baseline for user hits on Live Streaming Games and Webpage/Social Media interaction with our athletic programs.
3. Increase student athlete satisfaction by providing a safe and exceptional student athlete travel experience by 5% based on ICC Student Athlete Experience Survey.
4. Maintaining the development of leadership skills in student athletes through athletic participation above 90% based on the ICC Student Athletic Experience Survey.

Measurement:

We will use the Noel Levitz, ICC Student Athletic Experience Survey and web page online tracking

Responsibilities:

All Athletic staff

Objective 2: *Maintain a coaching staff who recruits highly skilled full time student athletes who are committed to obtaining an education while furthering their athletic careers. (Board Goal or Strategic Plan Area: Service Excellence)*

Strategies:

1. First year establishing a baseline to increase student athlete retention rates based on NJCAA Athletic Department Review Report.
2. Increasing women's salaries by 2% as a step in meeting gender equity guidelines based on Equity in Athletics Report.
3. Evaluate salaries based on the Equity in Athletics Report and KAACRO salary reports that are in the median range of our competing schools and bonus pay structure for coaches who are meeting ICC bench marks.
4. First year establishing a baseline to enhance and increase the level of faculty understanding of student athletes with unique and diverse life experiences.
5. Maintain the percentage of student athletes at 80% who are committed to continuing their educations at the for year level based on the ICC Student Athlete Experience Survey.

Measurement:

We will use the Noel Levitz Survey, NJCAA annual reports, Equity in Athletics report, KAACRO report, Coaches Bonus Pay Bench Mark Report and ICC Student Athlete Experience Survey.

Responsibilities:

Athletic Director and Coaches

Objective 3: *Interact and engage with the local community. (Board Goal or Strategic Plan Area: Improve College's relationship with community)*

Strategy:

1. Increase the number of Community Service hours performed by student athletes to 5 hours annually per athlete.
2. First year establishing a baseline to engage spectators and sponsors by Creating a 'Fan Experience' at home sporting contests.
3. Increase the number of dollars in Fundraising by individual teams:
 - Those teams in 2016-17 that raised under \$5000 increase by 20%
 - Those teams in 2016-17 that raised over \$5000 increase by 10%
4. Increase the number of donors by 8 and booster club members by 20.

Measurement:

We will use and In house surveys/feedback and Community Service Report – by sport.

Responsibilities:

The Athletic Director, Game Management Coordinator, SID and Head Coaches

Operational Plan for Student Life

Objective 1: *Encourage students to participate in Student Organizations and activities that enhance the student experience (Board Goal or Strategic Plan Area: Service Excellence)*

Strategies:

1. Scanner/rewards program
 - Set up a mobile scanner that can be placed at games, theater performances, and events around campus. Each time a student attends one of these events they receive an entry to an end of the semester drawing for prizes.
2. Monthly Calendars
 - Print large calendars and hang them in strategic locations around campus. Students will then be able to see what events are taking place during the month.
 - Engage all campus organizations for input on calendars to provide students with more activities.
3. Increased Social Media presence
 - Utilizing text messaging, email and existing campus media outlets (tv's and computers)
4. Create monthly student Newsletter
 - Each month send out an email newsletter to faculty and students about what took place during the month and highlight some of the upcoming events for the next month
5. Organization Fair
 - Set up an event during Welcome Back Week to introduce new students to our campus organizations and local vendors

Measurement:

1. We will use the Noel Levitz/CCSE surveys and in house student feedback
2. Utilize data from scanners to identify student participation. After the first quarter benchmark is set the goal will be to increase student participation at games and events by 10%
3. Using the in house Student Survey have 85% of students say "Yes" to the question "The college shows concern and makes an effort to provide activities for students."

Responsibilities:

1. Every group on campus is responsible for communication of events in a timely manner for inclusion on calendars
2. Director of student life - Ensure timely production of calendars and quality control of material
3. RA's- Set up and run Scanners at events. Utilize them to create a student social media presence on campus. "Tweet Team"
4. Work study - Put together calendars, hang material, and help out with social media

Objective 2: *Create innovative spaces in the student union that will engage students and create a better student experience. (Board Goal or Strategic Plan Area: Service Excellence)*

Strategies:

1. Create a media suite to enhance innovation and creative experiences
 - Create a suite where students can record music and create videos
2. Maintenance/upgrade furniture, equipment and games
 - Make rooms/spaces appealing and comfortable by creating an atmosphere that resemble a student's space from home

- Increase the variety of table games - The ping pong table and pop a shot baskets are very popular with the students and get lots of use during the semester
3. Enhance and be innovative in the Electronic Gaming Area
 - Purchase more games for students
 - Allow students to play games online with Xbox Live competition

Measurement:

1. We will use the Noel Levitz/CCSE surveys and in house student feedback
2. Using the Noel Levitz survey question “The student center is a comfortable place for students to spend their leisure time.” Lower the “Gap” from .42 in 2016 to .35 in 2018.
3. From the in house Student Survey question “The Student union is a comfortable place for me to spend my free time.” Raise the number of students who responded “yes” in 2017 from 80.5% to 85% in 2018.

Responsibilities

Director of student life- In charge of maintaining and ensuring proper use of Equipment
 RA’s- in charge of checking out equipment to students

Objective 3: Create a safe campus environment and educate students how to prevent, reduce, report, and prevent crimes. (Board Goal or Strategic Plan Area: Service Excellence)

Strategies:

1. Campus Clarity
 - Have students participate in online training during college success classes
 - Before each movie show a short clip about campus safety, sexual awareness, bystander intervention, etc.
2. Programing training and ongoing prevention for sexual misconduct
 - Guest Speakers and Webinars
 - Bystander Intervention
 - Awareness campaigns and special events
 - Partner with local legal and civic organizations to provide seminars and information for our students
3. Resident Assistant Orientation
 - Include programming on how, where, when to report incidents that happen on campus
 - CARE Team
 - Concern log

Measurement:

We will use the Noel Levitz/CCSE surveys and in house student feedback

1. Using the in house Student Survey have 95% of students respond “yes” to the question “Did you learn about Bystander Intervention while at ICC?”
2. From the in house Student Survey question “Do you feel safe on Campus?” Raise the number of students who responded “yes” in 2017 from 78.8% to 85% in 2018.

Responsibilities:

1. Director of Student life- provide programming materials and issue materials to campus groups
2. RA’s- Help create awareness within the dorms about program materials
3. Dorm Supervisors- Direct students how to handle issues

Operational Plan for Institutional Research

Objective 1: *Institutional Research will administer the Noel Levitz Student Satisfaction Inventory survey and use the data received back to identify strengths and areas for improvement for the college. (Board Goal or Strategic Plan Area: Support Excellence)*

Strategies:

1. IR will gain access to the college Noel Levitz account and order, administer, and return Student Satisfaction Inventory surveys.
2. Use online resources as well as collaboration with ICC departments to figure out what our Noel Levitz results mean for the college and how we can use those results going forward.

Measurements:

1. The objective will be met if the Noel Levitz survey is properly administered and returned to the Noel Levitz office for scoring before April 30, 2018 and results are available for interested parties as soon as scoring is complete.

Objective 2: *Institutional Research facilitates continuous quality improvement initiatives through improved inter-departmental communication. (Board Goal or Strategic Plan Area: Support Excellence; Strategic Goal 1)*

Strategy:

1. IR will produce reports appropriate to audience need within thirty (30) business days of receipt of information. Reports to include NCCBP, NCCPP, IPEDS Data Feedback Report, Student Reaction to Instruction, Transfer Survey, Graduate Exit Survey
2. IR will work with the Outcomes Assessment Committee to create appropriate reports, report-out formats and processes for disseminating student learning outcomes assessment information to internal and external stakeholders.
3. IR will collaborate with the Marketing Department in order to utilize the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework guidelines in order to better disseminate assessment information to external stakeholders.

Measurement:

1. The objective will be met if 100% of reports are disseminated within thirty (30) business days of receipt or by the deadline specified by the federal government (Student Right to Know).

Objective 3: *Institutional Research facilitates institutional compliance with external accountability, regulation, and control. (Board Goal or Strategic Plan Area: Support Excellence)*

Strategies:

1. IR will learn and become more familiar with the external reporting requirements and data collection needs
2. IR will collect and/or report data for all external accountability needs including state (KBOR), federal (IPEDS), and accreditation-related (HLC)

Measurement:

The objective will be met if the deadline is met for every released report

1. The objective will be met if 100% of data collections are completed and reported by the deadline specified if IR is the reporter and three weeks prior if another department is the reporter.

Operational Plan for Financial Affairs

Objective 1. *Provide economically-disadvantaged students with more opportunities to graduate or transfer from ICC without student debt. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:

Increase awarding and disbursing of Federal Work Study aid. The OFSA has experienced a decrease in Federal Work Study spending due to the low number of applicants and as a result has continued to receive reduced awards each year. OSFA will increase awarding and disbursing of FWS by targeting needy applicants who also show an interest in borrowing because of their need for additional federal student aid.

Measurement:

Spend 90% of the tentatively awarded \$59,586. The 90% goal allows for the 10% Carry-Over permitted by the Department of Education.

Responsibility:

Financial Aid Director and Financial Aid Specialists

Objective 2: *Educate students about personal financial wellness. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:

Provide educational support, materials and references for staff educating students about financial responsibility. Provide students with resources for managing their personal finances and educating themselves about financial wellness.

Measurement:

Increase number of workshops and presentations for students and staff by utilizing Cash Course program in tandem with Student Support Services.

Responsibility:

Financial Aid Director

Objective 3: *Increase the number of students completing their FAFSA earlier to allow students the opportunity to view financial awards from multiple institutions and make an informed decision about their choice(s) of school(s). (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:

Hold FAFSA completion events and provide students access to computers and parents to complete the FAFSA with financial aid staff available to assist. Open up software capability to import and process student FAFSAs earlier.

Measurement:

Increase the number of early FAFSAs completed by 10% by February 1, 2018. ICC had received 190 FAFSA submissions from admitted students by February 1, 2017.

Responsibility:

Financial Aid Director and Financial Aid Specialists

Objective 4: *Reduce the rate of students entering loan default after transferring, graduating, or leaving ICC. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:

Utilize default management provider, W.I.S.S. to contact and counsel students about repayment options. Also use borrower data provided by the National Student Loan Database System (NSLDS) and Mohela to contact and counsel students about default consequences and repayment options.

Measurement:

Reduce the annual 3-Year Cohort Default Rate (CDR) calculated by the Department of Education.

Responsibility:

Financial Aid Director

Objective 5: *Improve the student's experience with the Office of Student Financial Aid (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:

Collect customized survey data about students' experiences with the OSFA and tailor processes and modes of contact based on student responses. Use student feedback from the Graduate Exit Survey and CESSE to improve students' experience with ICC and the OSFA.

Measurement:

Increase scores in CESSE and Graduate Exit Surveys related to students' experiences with the OSFA.

Responsibility:

Financial Aid Director and Financial Aid Specialists

Objective 6: *Improve employee performance and customer service through continuing education (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:

Attend professional webinars, conferences and workshops hosted by Kansas Association of Financial Aid Administrators (KASFAA), Rocky Mountain Association of Financial Aid Administrators (RMASFAA), and the Department of Education.

Measurement:

Successfully complete conferences and workshops by earning continuing education credits and certifications. Reduce or eliminate audit findings through proper training and understanding of regulations.

Responsibilities:

Financial Aid Director and Financial Aid Specialists

Objective 7: *Improve the college's relationship with the community by exploring bookstore retail opportunities at campus activities and events. (Board Goal or Strategic Plan Area: Improve college relationship with community)*

Strategy:

Increase visibility and sales at Athletic games and events by 50%. Increase advertisements in local paper and media outlets.

Measurement:

Surveys, Noel Levitz data, and Graduate Exit survey

Responsibility:

Director of Bookstore Operations

Objective 8: *Improve the college's relationship with the community by expanding and enhancing the College Bookstore webpage/sales. (Board Goal or Strategic Plan Area: Improve college relationship with community)*

Strategy:

Increase number of items offered on the webpage
 Advertise the Bookstore webpage
 Add new shipping options

Measurement:

Surveys, Noel Levitz data, and Graduate Exit survey
 Add 50% of new items to website

Responsibility:

Director of Bookstore Operations

Objective 9: *Improve the college's relationship with the stakeholders through targeted surveys. (Board Goal or Strategic Plan Area: Improve college relationship with community)*

Strategy:

Create survey for bookstore and solicit feedback once a year

Measurement:

Surveys, Noel Levitz data, and Graduate Exit survey

Responsibility:

Director of Bookstore Operations

Objective 10: *Improve customer satisfaction and student experience with the Business Office. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:

Improve Communication with Students regarding billing and balances due.
 Survey students about experiences and improvements with the Business Office
 Provide ongoing feedback opportunities by placing survey links in emails, webpage, and other visible places

Measurement:

Increase ratings on campus-wide and area specific surveys
 Surveys, Noel Levitz data, and Graduate Exit survey

Responsibility:

Chief Business Officer

Objective 11: *Reduce the amount of debt owed by students when leaving ICC. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:

Continue improved communication of amount owed to students
 Staff receive Professional Development on Collection Strategies
 Utilize EBill via Nelnet to send statements by Email
 Mail paper statements by end of 1st week of classes and continue mailing by the 5th of each month
 Promote Online Payment options
 Promote Online Payment Plans
 Increase availability during peak times such as Move-In Days

Measurement:

Reduction of A/R Aging by 2%
 Baseline FY 2017 data for statements and A/R Aging
 Surveys, Noel Levitz data, Graduate Exit survey,

Responsibility:

Chief Business Officer

Objective 12: *Improve Facilities. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:

Respond to campus facility maintenance and needs in a timely fashion.

1. Respond to 95% of maintenance tickets within one business day
2. Resolve 80% of maintenance tickets within one week

Measurement:

Data collected from maintenance ticket system.

Responsibilities:

Director of Maintenance

Objective 13: *Service Excellence (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:

The ICC Maintenance department will create and maintain fiscally responsible practices in the areas of maintenance/repairs, security, transportation, and grounds/landscaping.

Measurement:

1. Stay within budgeted dollars allotted for the Maintenance Department
2. Maintenance will take on projects previously contracted (vehicle maintenance, large painting projects, landscaping, floor refinishing)

Responsibilities:

Director of Maintenance

Objective 14: *Service Excellence (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:

The ICC Maintenance department will work to improve campus relations to identify needs and empower all ICC employees to have pride in facilities and campus grounds.

Measurement:

1. Improve baseline campus satisfaction survey by 5 points
2. 100% of staff will be trained in CPR and AED
3. 50% of staff will receive First Responder Training

Responsibilities:

Director of Maintenance

Operational Plan for Information Technology

Administrative Technology Systems focuses on campus wide systems that are mission critical to the success of the administration at Independence Community College. Portions of the administrative processes will change with the continued implementation of customized forms and reporting links within the Power Campus Portal.

Objective 1: *Information Technology supports academic excellence through administrative technology systems (Board Goal or Strategic Plan Area: Support and Academic Excellence)*

Strategies:

1. Continue integrating reporting structures that are consistent with the needs of Independence Community College
2. Provide the ability for all users to access data through customizable reporting
3. Restructure the employee entrance process

Measurements:

1. Implement reusable and Administratively wide accessible reports for 100% of the KBOR and IPEDs collections
2. Complete the integration of SQL Server Reporting Services with Ellucian and GP Dynamics to allow access to all 140 faculty and staff.
3. By restructuring the employee entrance process to allow for 75% of all new employees to be setup and ready prior to the first day of employment.

Education Technology Systems focuses on institutional educational systems including student information systems, Learning Management Systems (Canvas), while supporting faculty and student course related systems. Integrate parts of the Technology committee to help support and bridge the gap between the Department of Information Technology and the Faculty.

Objective 2: *Information Technology increases institutional efficiency through new technology. (Board Goal or Strategic Plan Area: Support and Service Excellence)*

Strategies:

1. Setup focus groups, with the help of Marketing, to identify possible technological improvements.
2. Revamp the Technology Committee to allow for a more active approach of its member's in planning and directing the overall Technological direction of institution.
3. Redesign our current infrastructure to offer online account creation and password reset abilities.

Measurements:

1. Allow for a minimum of two action projects resulting from the feedback of the focus groups.
2. Focus of at least one advancement in educational technology.
3. By implementing an automated account creation and password reset process we should be able to have the students logged in online within an hour and have the number of helpdesk account requests decline by 80%.

Operations and Infrastructure is the foundation for all services offered to the Institution, including networking, email, Student Information System, Learning Management Systems and all secondary processes. The Information Technology is responsible for key areas including network operations; server and system administration; distributed IT support of desktops and servers; desktop virtualization; security systems and services.

Objective 3: Information Technology increases institutional efficiency through technological infrastructure. (Board Goal or Strategic Plan Area: Service and Support Excellence)

Strategies:

1. Continue evolving the Infrastructure Roadmap to develop a optimal digital identity life-cycle
2. Implement an inventory management system to help better identify necessary replacements as defined by acceptable standards
3. Implement technology based Security Systems

Measurements:

1. Setup a series of checks to have less than a 10% active account overlap from semester to semester.
2. Improve the technology replacement schedule to allow no greater than 33% of all platforms due for replacement.
3. Implement physical security, within 30% of the campus, in conjunction with a campus wide altering to

Administration includes Project, Process Management, and general administration. In support of the operational areas the CIO will help to develop standard work processes to improve consistency of project and service delivery. Monitoring and review of this area are reviewed regularly by the President's Cabinet and the President.

Objective 4: Information Technology strives to improve departmental administration. (Board Goal or Strategic Plan Area: Support Excellence)

Strategies:

Develop and implement a communications plan to keep institution aware any changes or enhancements that may impact their daily workflow.

Measurements:

The CIO will implement a communication plan, working in conjunction with Marketing and Human Resources to allow for minimum downtime for all institution platforms.

Objective 5: Information Technology provides increased opportunities for departmental employee training. (Board Goal or Strategic Plan Area: Support Excellence)

Strategy:

Implement a continuing training and education program within the Information Technology department.

Measurement:

Have a one hundred percent participation in at least one training or continuing education program.

Operational Plan for Human Resources

Objective 1: Support ICC's Vision to be "Excellent" by hiring and developing the right resources who will create value for ICC and their students in the long term. (Board Goal or Strategic Plan Area: Support Excellence)

Strategies:

1. Continue with the efforts of the Great Places to Work Committee. This initiative has contributed to the enjoyment of working at ICC for many employees.
2. Create opportunities for employees to come together for the purpose of coming up with innovative ideas. These opportunities will promote the idea of everyone learning to innovate in their areas.
3. Continue with the Leadership Development Program for supervisors and/or high potential employees. This initiative has yielded great results for ICC.
4. Personally coach individual employees on performance issues where needed. I usually have one or two employees that I am working with at any given time in attempt to improve their performance.
5. Host various employee development opportunities throughout the year that focus on specific developmental needs of the organization which is based off Performance Reviews.
6. Work with the college President and Cabinet members to think strategically about their people resources. Goal is to make sure that the college's limited resources are being utilized correctly.
7. Continue to look for and hire employees who have the capacity to be innovative and who have the right balance of character and competence.
8. Promote the idea of "Being in Service to Others" through ongoing review of this idea through the Performance Review Process with individuals and by promoting this idea at Cabinet Meetings. Plan is to make this an overall goal for ICC Faculty and Staff.
9. Develop two Discussion Forums. One will be a Student/Faculty Forum. The second one will be Academic/Athletic Forum. The purpose of these forums is to create communication and appreciation for others' point of view/perspective and to drive positive change for all parties.

Measurement:

1. Quarterly review of turnover statistics reflect that ICC is retaining both "at" and "above expectation" employees.
2. Organizational survey results will demonstrate a positive change in the ICC culture. Specifically we will strive to improve the ratings in the following areas.
 - Our campus focuses on the positive rather than the negative. 2016 rating is 45%
 - Stakeholders are loyal because your organization consistently does what it says it will do. 2016 rating is 45%
 - Good performances from staff or management receive favorable public commendation. 2016 rating is 52%
3. Anecdotal stories from employees, community members, and students that describe "why they like ICC"
4. There will be a shift in ownership from just the senior leaders (Cabinet) to at least one level down in each of their respective areas. The next level down will be owning events and activities of the college such as Soirees, Holiday activities, Faculty/Staff nights at major athletic events, community events, etc.

- Interview at least 1 candidate per month for the express purpose of looking at talent for future hiring needs.

Responsibilities:

- Continue with the Great Places to Work (GPW) Committee and assign sub-groups to assist with major employee events/opportunities.
- Continue meeting with Leadership Group (made up of primarily the top leaders at ICC) and the Staff Development Group (nominated by their supervisors to attend) on a weekly basis throughout the Fall and Spring Semester. Both of these groups read through various leadership books, watch videos, and come up with projects.
- Put together a calendar of Webinars and discussion sessions for all employees for the Fall and Spring Semesters and publish this through FB and Staff Announcements.
- Establish the Student/Faculty Forum and the Athletics/Academics Forum for the Fall 2017 Semester.
- Start a process of interviewing for future needs. When we receive interesting resumes, bring candidates in to meet with a group of possible hiring managers. This would specifically be efficient to the hiring of Adjuncts.

<p>Objective 2. <i>Improve Communication Across the Entire Organization as relates to Human Resource Area. (Board Goal or Strategic Plan Area: Support Excellence)</i></p>

Strategies:

- Create a list of items (policies, processes, developmental information, etc.) that need to be communicated and how they should be communicated to the organization on an ongoing basis. These would be items that are related to Human Resources. An example might be sending out a mass communication to the entire organization regarding the purpose of the Performance Development Process at ICC.
- Establish ongoing discussion forums for specific groups. An example is the Student/Faculty Forum and the Academics/Athletics Forum. The purpose of these forums is to create a greater appreciation for all points of view and to encourage open communication.
- Encourage positive communication across the entire campus. Employees have stated that it feels we focus too much on the negative vs. the positive. Strive to make sure that there are many more positive messages being delivered vs. negative messages.

Measurement:

- Campus Culture Survey will reflect improvement in the areas of communication. Specifically, we will strive to improve the ratings of the following three statements.
 - Our campus focuses on the positive rather than the negative. 2016 rating is 45%
 - Stakeholders are loyal because your organization consistently does what it says it will do. 2016 rating is 45%
 - Good performances from staff or management receive favorable public commendation. 2016 rating is 52%
- Notes will be kept of the two forums for the purpose to reflect on key discussions/findings and to determine if enough time and effort was put into the process to accomplish the objective.
- Number of HR communications will increase to be at least one each week.

Responsibilities:

1. Meet with Michelle Kleiber and create a calendar for the 2017-2018 AY of the specific communications that will be sent out and by what means they will be delivered.
2. Setup first meetings of the two forums. These forums should be set up by the beginning of the Fall Semester. Setup a meeting by August 1, 2017 to discuss how these forums will operate and who will be involved.
3. Send out a note to all Cabinet members on a monthly basis asking them if there are people in their areas that should be recognized for achieving something significant that month. This could be anything from improving a process, to writing an article, to hitting a department goal, etc. The idea is to celebrate our successes as a college exponentially more than we currently do.

Operational Plan for Upward Bound

Objective 1: *Upward Bound increases participant success in high school through academic skills training. (Board Goal or Strategic Plan Area: Academic and Support Excellence)*

Strategy:

1. Improve participants' GPA to 2.5 or better on a four-point scale at the end of the school year.
2. Participants will attend an ACT Bootcamp in November 2017; a 3.5 hour workshop designed to increase ACT scores and testing skills.
3. Participants will log 20 hours a semester using NetTutor available through Canvas.

Measurement:

1. **85%** of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.
2. **50%** of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.

Responsibility:

Director, Academic Coordinator, Tutor

Objective 2: *Upward Bound ensures participants graduate from high school with an academic skill set to prepare them for college. (Board Goal or Strategic Plan Area: Academic and Support Excellence)*

Strategy:

1. Project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.
2. Participants will be exposed to campus cultures via campus visits (three offered per semester).
3. Participants will participate in the UB summer component "Summerfest".
4. Participants will be placed in classes preparing them for the next grade levels curriculum.
5. Participants will follow the UB rigorous curriculum.
6. UB will encourage participants enroll in the Kansas Scholars curriculum.

Measurement:

1. **94%** of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.
2. **75%** of all current and prior year participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study.

Responsibility:

Academic Coordinator, Director, Program Specialist, Summer Instructors, school counselors

Objective 3: *Upward Bound ensures participants enroll in college after high school graduation. (Board Goal or Strategic Plan Area: Academic and Support Excellence)*

Strategy:

1. Current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will enroll in a program of post-secondary education by fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester
2. Rising 12th graders will enroll and complete Junior Seminar during the summer component prior to their 12th grade year. In this class, seniors will apply (if available) to at least one college.
3. Senior participants will complete the FAFSA during the November 2017 Saturday Seminar; parents will be encouraged to come.
4. Senior participants will meet with the UB Director at least two times (one per semester) to discuss specific college planning.
5. Seniors are encouraged to attend the Senior Days offered by the college of their choice; UB Director or Academic Coordinator are responsible for notifying participants of these dates.
6. Qualifying seniors will enroll in the Bridge program upon graduation.

Measurement:

1. **85%** of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will enroll in a program of post-secondary education by fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester.

Responsibility:

Director, Academic Coordinator

Objective 4: *Upward Bound increases the likelihood that a student will graduate from college. (Board Goal or Strategic Plan Area: Academic and Support Excellence)*

Strategy:

1. Increase the numbers of participants who attain either an associate or bachelor's degree within six years following graduation from high school.
2. Encourage dual enrollment and the UB Junior Scholarship program with ICC NOW.
3. Encourage Bridge participation.

Measurement:

1. **44%** of participants who enrolled in a program of postsecondary education by fall term immediately following high school graduation or by next academic term (e.g. spring term) as result of acceptance but deferred enrollment, will attain either an associate or bachelor's degree within six years following graduation from high school.

Responsibility:

Director, Academic Coordinator, Program Specialist

Operational Plan for Compliance

Objective 1: *Oversee the implementation of ICC's revised student and employee complaints process to ensure that the College collects, reviews and analyzes complaint data in order to identify trends and develop appropriate solutions to stakeholder complaints in a manner that satisfies the requirements of the Higher Learning Commission. (Board Goal or Strategic Plan Area: Enhance programs through innovation to improve overall student experience; Respond aggressively and appropriately to institutional needs identified by external accrediting organizations; Service Excellence; Support Excellence)*

Strategies:

1. The Compliance Department will work with departments across campus to implement the newly purchased Maxient software, which will allow multiple users across campus and in the community to interact within one system to compile information relating to student, faculty, staff and community complaints.
2. The Compliance Department will assist the newly established Student Satisfaction and Complaints Review Committee, whose membership includes ICC students, faculty and staff, in achieving its mission to meet quarterly to discuss student complaint trends to develop solutions and update student related policies and procedures in an effort to understand and address root causes that lead to student complaints.
 - The Compliance Department, in cooperation with the Student Satisfaction and Complaints Review Committee, will engage in a campus-wide marketing campaign to encourage students, faculty, staff and the community to provide the College with both positive and negative feedback as a means of satisfying the Higher Learning Commission's recommendation that the College focus on compiling, reviewing and analyzing student complaint data to assist in identifying and addressing trends in student complaints.
 - The Compliance Department will assist in the compilation of aggregated data for use by the Student Satisfaction and Complaints Review Committee.

Measurement:

1. The Student Satisfaction and Complaints Review Committee will meet at least quarterly to discuss student concerns based upon aggregate data collected through Maxient and will commit to creating at least one action project initiative to increase student satisfaction per committee meeting.
2. The Compliance Department will make quarterly reports to the President's Cabinet regarding aggregated data and trends revealed through the Maxient software and solutions and action projects developed by the Student Satisfaction and Complaints Review Committee.

Responsibilities:

Compliance Officer, Vice President of Student Affairs, Director of Student Life and the Student Satisfaction and Complaints Review Committee

Objective 2: *Ensure that ICC's internal policies and procedures comply with the Board of Trustees Policy and Procedure Manual, accurately reflect current processes, meet the needs of the College and ensure that ICC is satisfying all of its external legal/regulatory requirements. (Board Goal or Strategic Plan Area: Respond aggressively and appropriately to institutional needs identified by external accrediting organizations; Support Excellence)*

Strategies:

1. The Compliance Department will assist the College in its efforts to comply with the Board of Trustees Policy and Procedure Manual and will provide guidance on Board of Trustee policy and procedure compliance.
2. The Compliance Department will initiate conversations with each department of the College regarding its current internal policy and procedure handbooks and manuals to ascertain whether current policy and procedure documents:
 - Comply with the policies and procedures of the Board of Trustees;
 - Meet the needs of the department;
 - Accurately reflect the current processes of the department (as recommended by the Higher Learning Commission); and
 - Satisfy any external legal/regulatory requirements placed upon the department.
3. Based on conversations with each department of the College and an independent review of each department's policy and procedure documents, the Compliance Department will:
 - Identify those departments that are at higher risk of having compliance related issues;
 - Assist departments across campus in the updating of policy and procedures beginning with those that present the highest risk for possible liability until all College policy and procedure handbooks and manuals have been updated; and
 - Disseminate updated policy and procedure documents to College stakeholders through trainings, newsletters, announcements and on the College website.

Measurement:

The Compliance Department will compile and review all College policy and procedure handbooks and manuals and will approve the revision of at least one-third of the College's policy, procedure and compliance related documents.

Responsibilities:

Compliance Officer in conjunction with staff from each department of the College

Objective 3: *Implement campus wide compliance training to ensure that ICC faculty and staff have the tools they need to properly respond to legal and ethical obligations on behalf of the College. (Board Goal or Strategic Plan Area: Respond aggressively and appropriately to institutional needs identified by external accrediting organizations; Support Excellence)*

Strategies:

1. The Compliance Department will coordinate, and when necessary, provide the following compliance related training to the College's students, faculty and staff:

- Maxient complaints/concern log training;
 - Title IX/Section 504 training;
 - CLERY Act Reporting and Campus Security Authorities training;
 - Federal, state and local reporting requirements;
 - Fire and safety training; and
 - General compliance related topics.
2. The Compliance Department will ensure that the above trainings meet federal and state requirements and provide relevant and up-to-date information to the College community by:
 - Assisting in obtaining/creating training materials when requested;
 - Maintaining a record of all compliance training provided to the College community; and
 - Retaining a copy of all training materials offered to students, faculty and staff.
 3. The Compliance Officer will strive to stay up-to-date on current developments relevant to compliance in higher education by regularly attending compliance training webinars and/or regional conferences.

Measurement:

1. Over 90% of College faculty and staff will attend two or more live compliance training sessions, with over 90% of faculty and staff completing 100% of assigned LawRoom webinars.
2. Over 90% of freshman enrolled in College Success, student-athletes and students living in resident housing will attend two or more compliance training sessions and over 60% of the general student population will attend at least one compliance training session during the 2017-2018 school year.
3. The Compliance Officer will attend monthly compliance training webinars and/or conferences.

Responsibilities:

Compliance Officer in conjunction with Vice President of Student Affairs, Associate Dean of Student Affairs, Director of Student Life and Human Resources Director

Objective 4: *Respond to the recommendations of the Higher Learning Commission and ensure that all federal, state and local reporting requirements are met. (Board Goal or Strategic Plan Area: Respond aggressively and appropriately to institutional needs identified by external accrediting organizations; Support Excellence)*

Strategies:

1. The Compliance Department will assist the College in interpreting and complying with the recommendations made by the Higher Learning Commission in order to maintain accreditation.
2. The Compliance Department will assist all departments in the submission of federal, state and local reports to ensure that external reporting satisfies legal and regulatory requirements in a manner that accurately reflects the College's attributes and accomplishments.

Measurements:

1. ICC will satisfactorily meet the requirements of the Higher Learning Commission according to the timeline the Higher Learning Commission sets for the College.

2. All federal, state and local reports will be submitted on time and will meet all federal and state legal and regulatory reporting requirements.

Responsibilities:

Compliance Officer in conjunction with the President and faculty and staff from applicable departments