

Board of Trustees



Ken Vande Brake
District I

611 E. 10th Street
P.O. Box 81
Alton, Iowa 51003
712-722-4874 (work)
712-756-8902 (home)
Engineering Manager



James Haberkorn
District II

110 N. Marshall Street
Rock Rapids, Iowa 51246
712-472-2567 (work)
712-472-2368 (home)
Attorney



Loretta Berkland, VMD
District III
Vice President

1620 Pierce Avenue
Sibley, Iowa 51249
712-754-2549 (work)
712-754-2804 (home)
Veterinarian



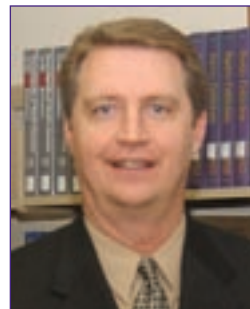
Craig Struve
District IV
President

P.O. Box 75
312 South Railway Avenue
Calumet, Iowa 51009
712-446-3307 (work)
712-446-2361 (home)
Owner/Manager C-S Agrow
Service company, Inc.



Jerry Adams
District V

934 3rd Avenue
Sheldon, Iowa 51201
712-324-5141 (work)
712-324-8284 (home)
CEO,
Security State Bank



Leroy Van Kekerix
District VI

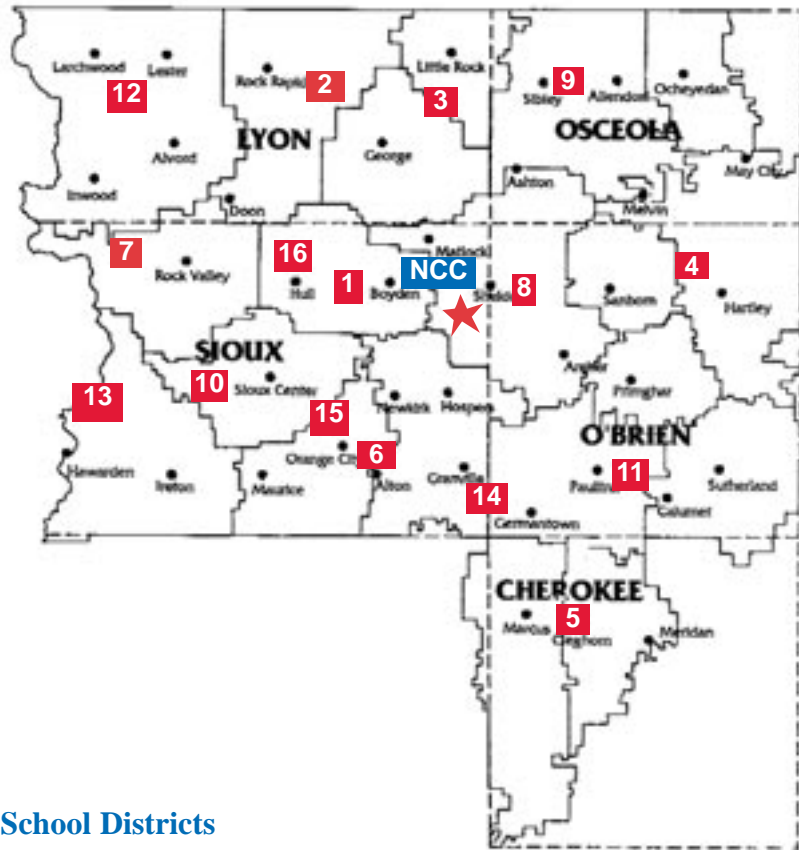
105 Albany Avenue SE
Orange City, Iowa 51041
712-737-4818 (work)
712-737-8019 (home)
President and CEO,
Iowa State Bank



Larry Hoekstra
District VII

1021 Hayes Avenue
Hull, Iowa 51239
712-439-2766 (work)
712-439-2799 (home)
Loss Control Specialist,
Farmland Insurance

Area IV Map



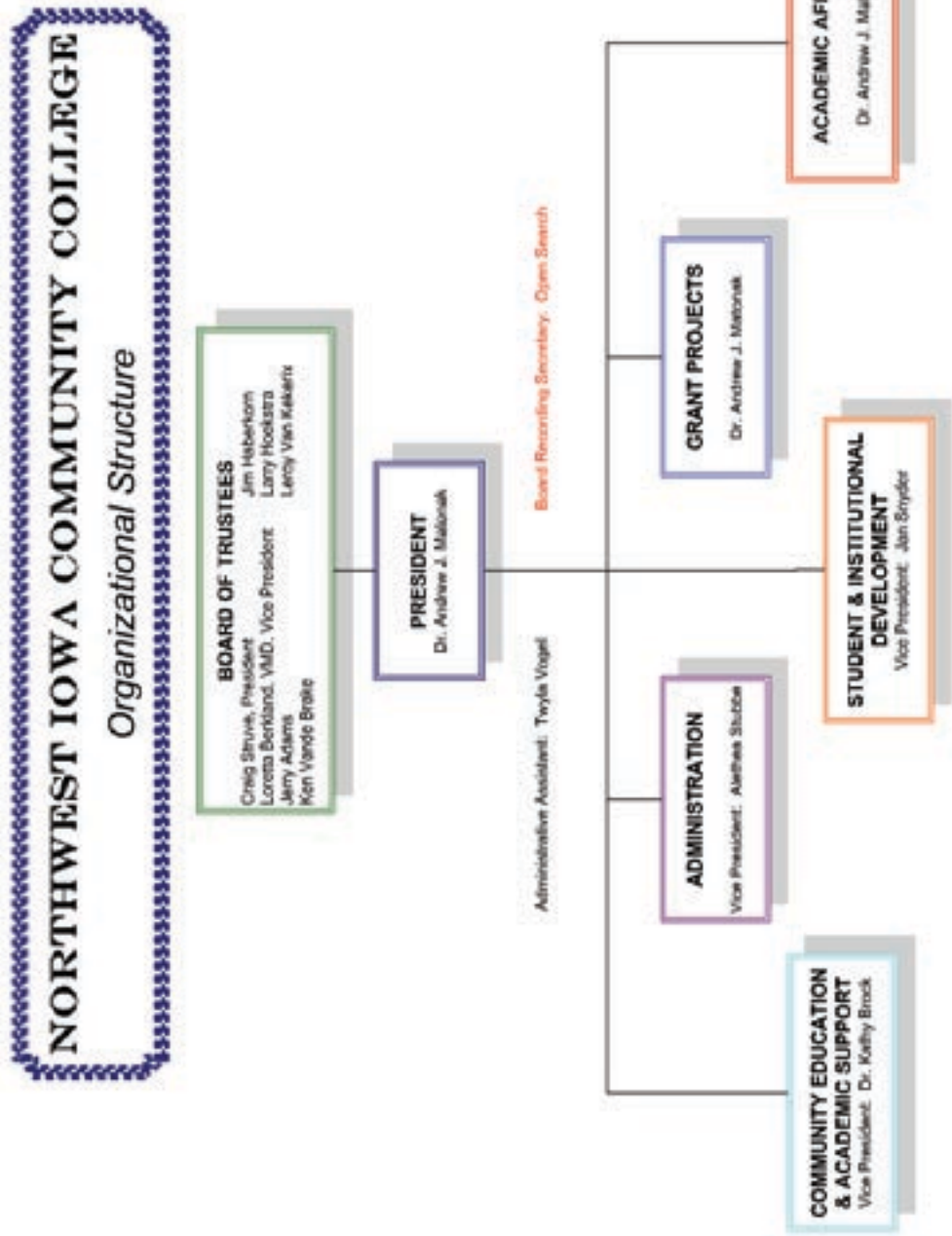
Public School Districts

1. Boyden-Hull Community School
2. Central Lyon Community Schools
3. George-Little Rock Community School
4. Hartley-Melvin-Sanborn Community School
5. Marcus-Meridan-Cleghorn Community School
6. MOC-Floyd Valley Community School
7. Rock Valley Community School
8. Sheldon Community School
9. Sibley-Ocheyedan Community School
10. Sioux Center Community School
11. South O'Brien Community School
12. West Lyon Community School
13. West Sioux Community School

Private High Schools

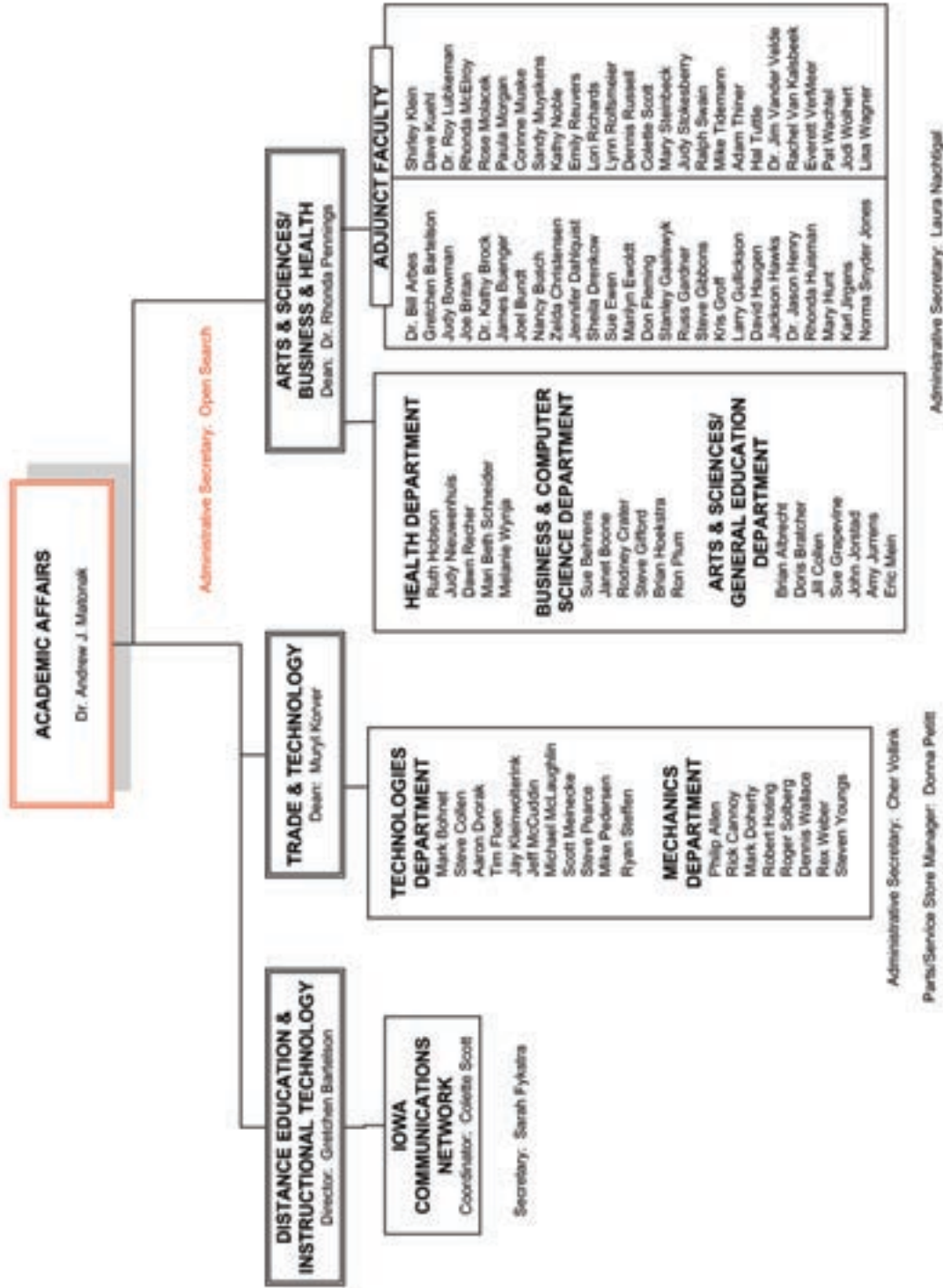
14. Spalding Catholic High School
 15. Unity Christian High School
 16. Western Christian High School
- (There are also 13 private K-8 schools in Area IV.)*

Organizational Chart



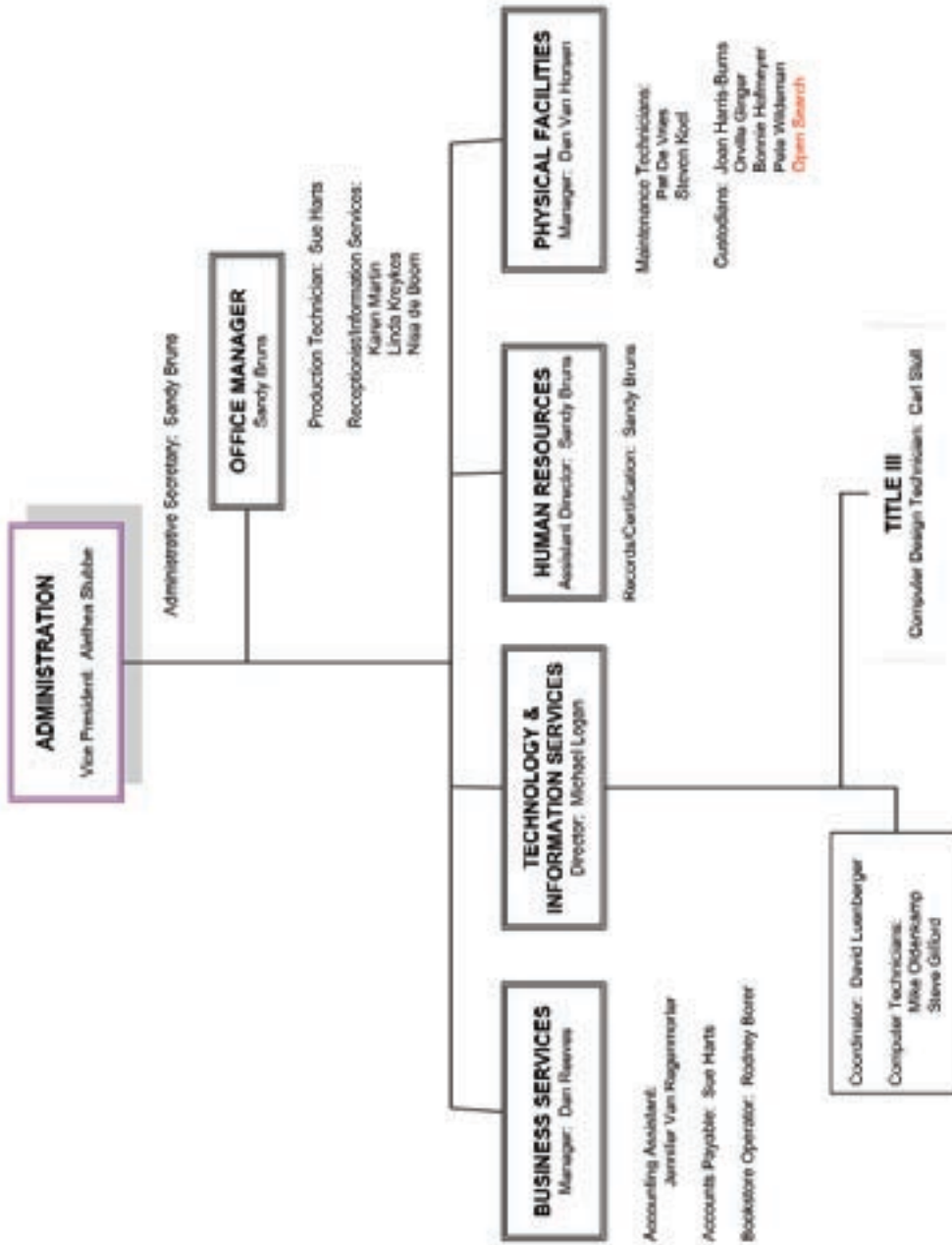
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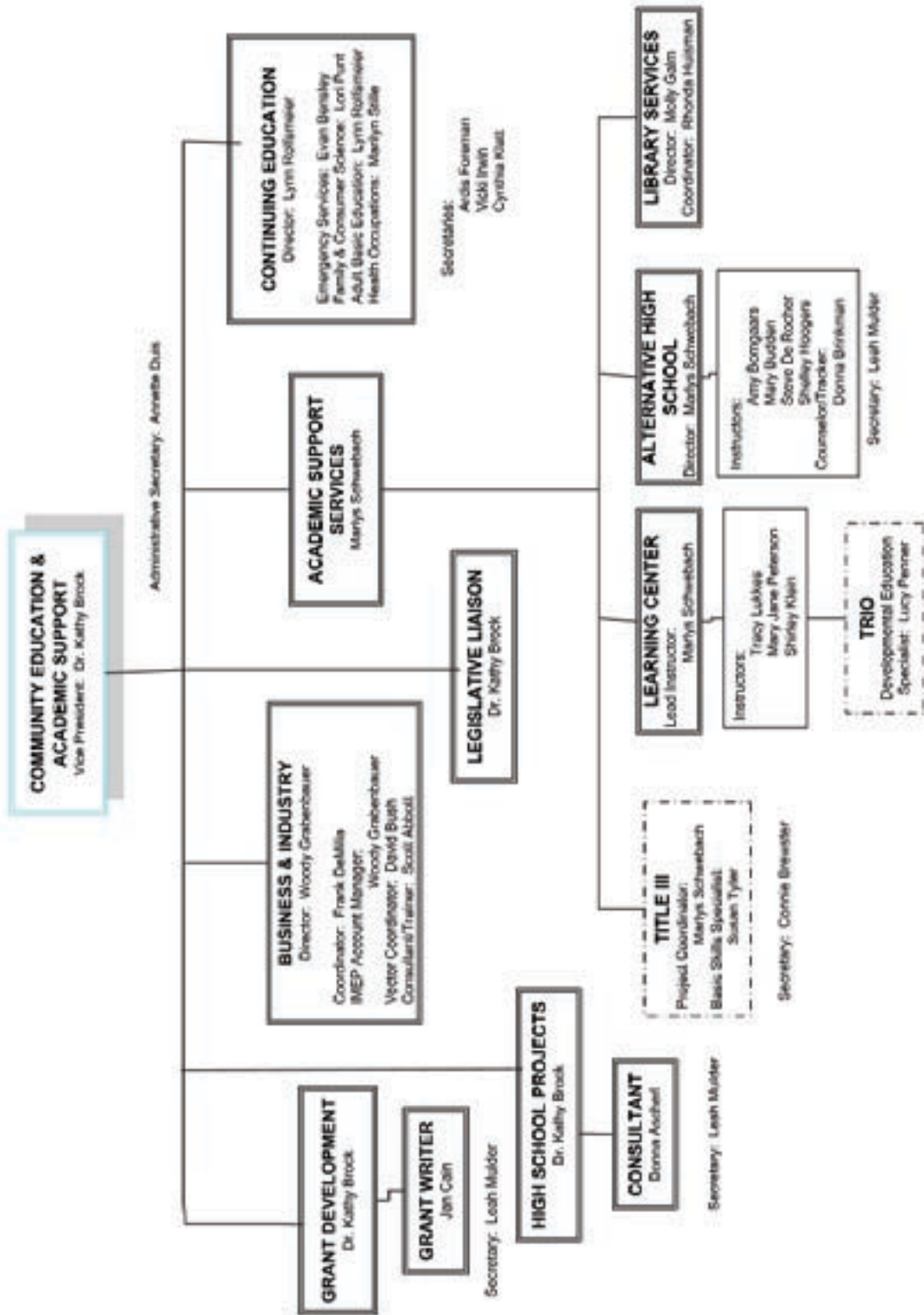
February, 2004 Update Page-1

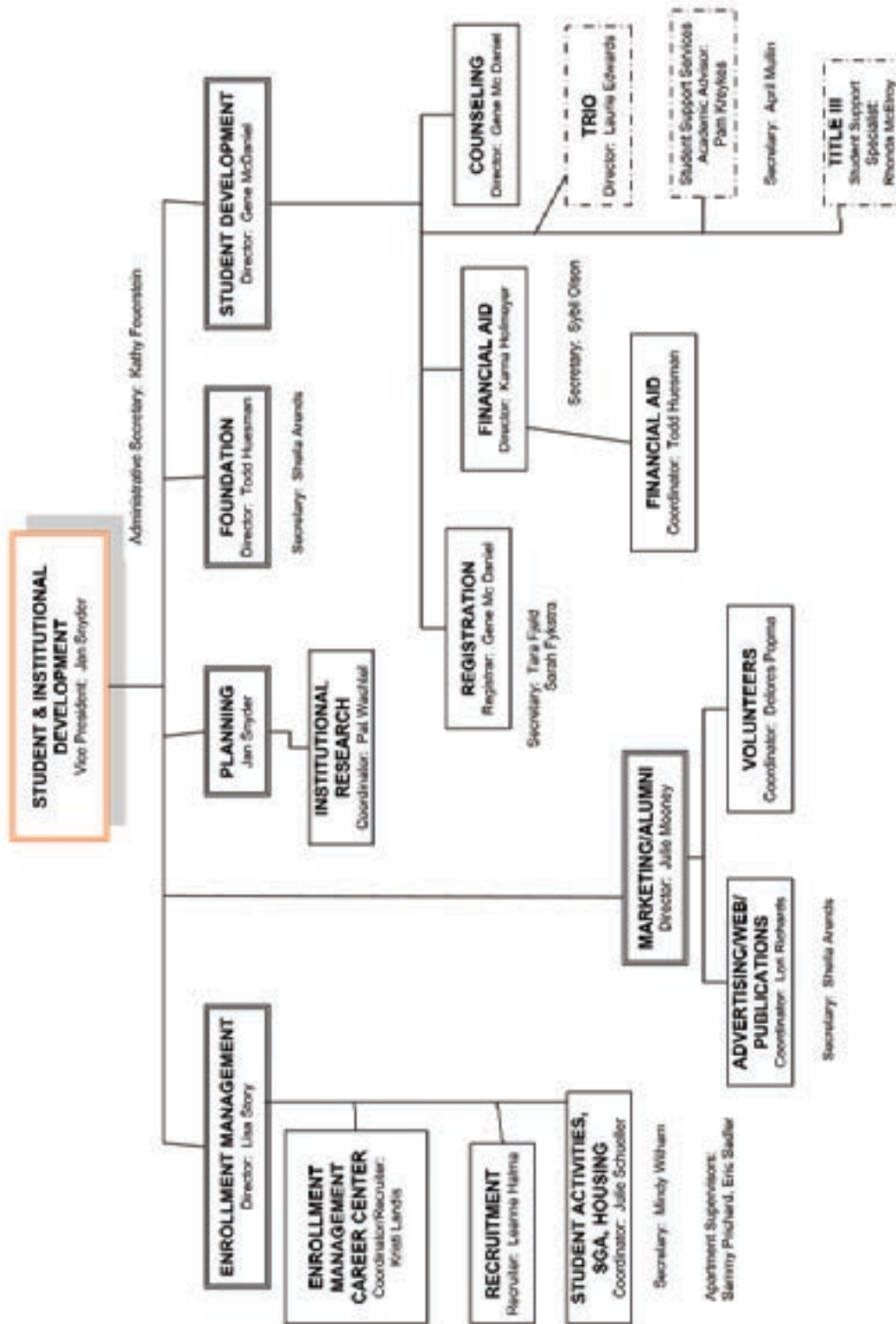


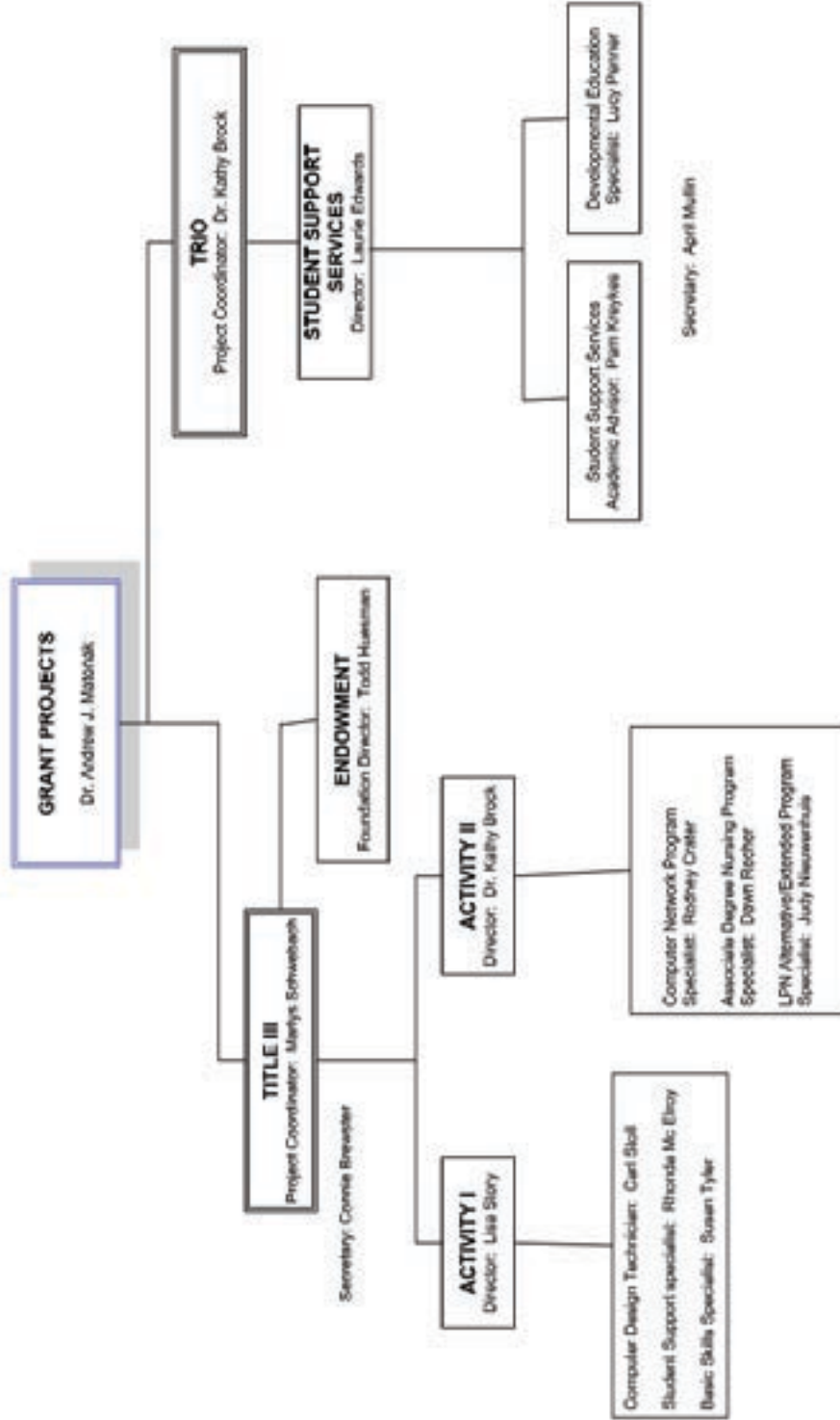
February, 2004 Update

(Dotted Text Box denotes Grant Project)









NCA Committee Structure

NCA Co-Chairs

Alethea Stubbe, Chair

Steve Pearce, Chair

Steering Committee

Alethea Stubbe, Chair

Gretchen Bartelson

Sandy Bruns

Molly Galm

Woody Grabenbauer

Amy Jurrens

Gene McDaniel

Dr. Rhonda Pennings

Lori Punt

Ron Robinson

Jan Snyder

Darrell Zoch

Steve Pearce, Chair

Dr. Kathy Brock

Kathy Feuerstein

Sue Grapevine

Todd Huesman

Muryl Korver

Mary Mohni

Ron Plum

Wayne Reed

Marlys Schwebach

Rex Weber

Introduction/History, Federal Compliance

Amy Jurrens, Chair

Bonnie Brands

Rick Cannoy

Lori Richards

Laura Nachtigal

Sybil Olson

Sandy Bruns, Chair

Cher Vollink

Sue Harts

Julie Mooney

Sue Behrens

Pat De Vries

Mission and Integrity

Rex Weber, Chair

Brian Albrecht

Sarah Fykstra

Donna Petitt

Marlys Schwebach, Chair

Steve Gifford

Pam Kreykes

Jennifer Van Regenmorter

Responses to Previous Visits

Dr. Kathy Brock, Chair

Phil Allen

Janet Boone

Annette Duis

Steve Koel

Bill Noack

Darrell Zoch, Previous Chair

Rodney Borer

Rodney Borer

Aaron Dvorak

Dan Reeves

Student Learning, Recognition and Results, Assurance and Accountability

Todd Huesman, Chair

Mark Bohnet

Tara Fjeld

Gene McDaniel

Mike Oldenkamp

Dennis Wallace

Lisa Story, Current Chair

Mark Doherty

Karna Hofmeyer

Jeff McCuddin

Lynn Rolfsmeier

Mindy Witham

Preparation for the Future

Jan Snyder, Chair

Rod Crater

Laurie Edwards

Kathy Feuerstein

Robert Hoting

Bernice Metz

Gretchen Bartelson, Chair

Frank DeMilia

Terri Engel

Tim Floen

Dave Luenberger

Colette Scott

Teaching Effectiveness, Improvement/Assessment, Curricular Currency

Sue Grapevine, Chair

Amy Bomgaars

Steve Collen

Tracy Lukkes

Lucy Penner

Susan Tyler

Ron Plum, Chair

Connie Brewster

Ruth Hobson

Mary Mohni

Mari Beth Schneider

Steve Youngs

Engagement, Communities of Interest Partnerships, Diversity

Woody Grabenbauer, Current Chair

Scott Abbott

Dave Bush

Mike Pedersen

Wayne Reed

Vern Schoeneman

Marilyn Stille

Muryl Korver, Current Chair

Sheila Arends

Vicki Irwin

Mary Jane Peterson

Ron Robinson

Roger Solberg

Pete Wildeman

Discovery, Life-long Learning

Molly Galm, Chair

Evan Bensley

Orville Ginger

Cynthia Klatt

Scott Meinecke

Ryan Steffen

Lori Punt, Chair

Ardis Foreman

Brian Hoekstra

Jay Kleinwolterink

Donna Reekers

Carl Stoll

Editing/Promotion

Alethea Stubbe
Gretchen Bartelson

Dr. Rhonda Pennings
Steve Pearce

Executive Committee

Dr. Andrew Matonak
Jan Snyder
Muryl Korver

Dr. Kathy Brock
Alethea Stubbe
Dr. Rhonda Pennings

The College regularly sent personnel to the annual meetings of the NCA to facilitate the self-study process. Here is a list of those that attended in the past three years.

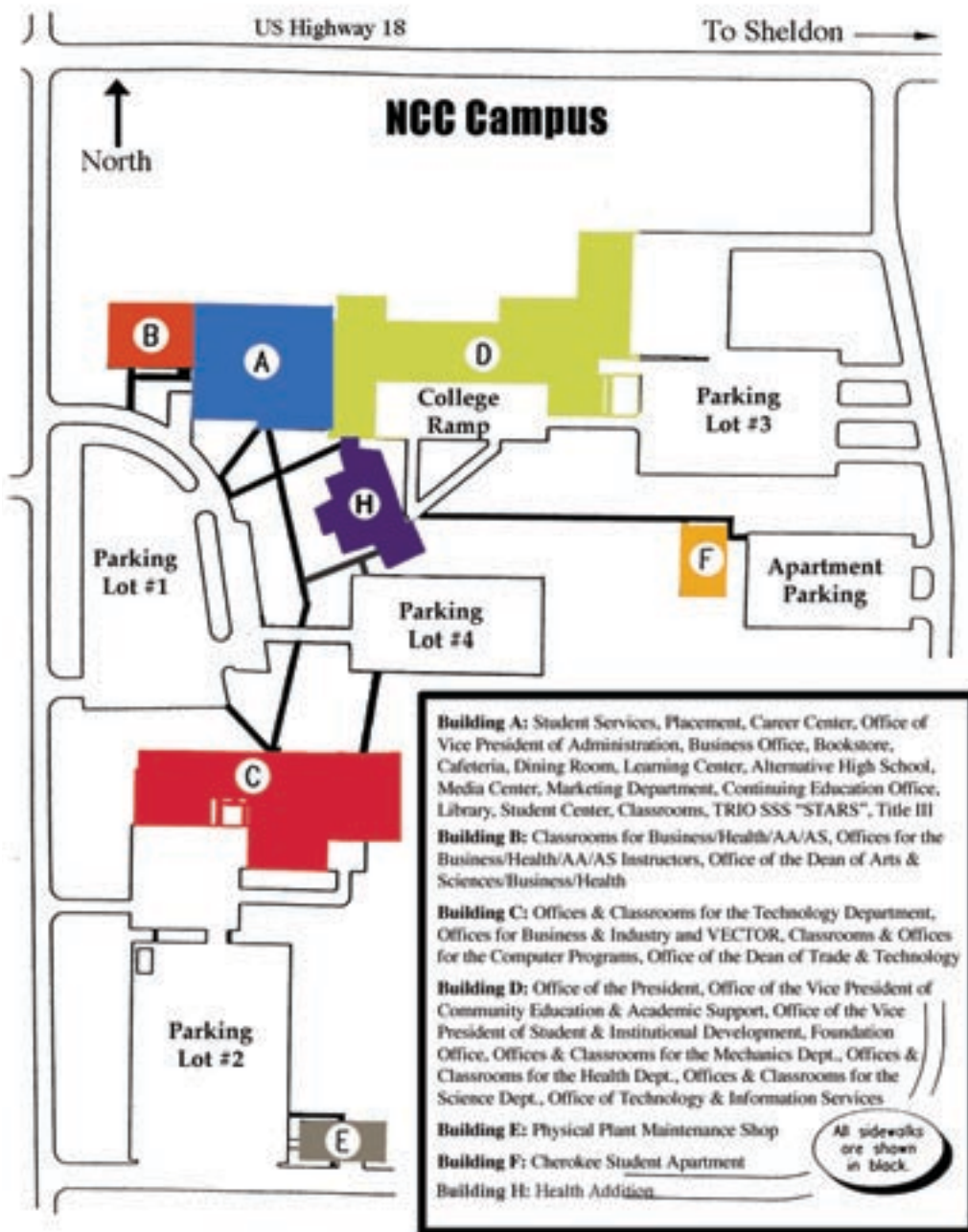
2002: Dr. Carl Rolf, NCC president; Steve Pearce, Instructor; Alethea Stubbe, Instructor; Rhonda Pennings, Instructor; Jan Snyder, Executive Director of the Foundation; Kathy Brock, VP of Instruction; Gene McDaniel, Registrar; Sandy Bruns, Human Resources; Mary Mohni, Instructor and Assessment Chair.

2003: Dr. Andrew Matonak, NCC president; Steve Pearce, Instructor; Alethea Stubbe, Instructor; Dr. Rhonda Pennings, Instructor; Jan Snyder, VP of Student & Institutional Development; Kathy Brock, VP of Community Education & Academic Support; Gene McDaniel, Director of Student Services; Lisa Story, Director of Enrollment Management; Lori Punt, Continuing Education; Marlys Schwebach, Director of Academic Resources; Ron Plum, instructor; Todd Huesman, Financial Aid; Sue Grapevine, Instructor.

2004: Dr. Andrew Matonak, NCC president; Steve Pearce, Instructor; Alethea Stubbe, VP of Administration; Dr. Rhonda Pennings, Dean of Arts & Science/ Business & Health; Jan Snyder, VP of Student & Institutional Development; Gretchen Bartelson, Director of Distance Learning & Instructional Technology

The College also contracted with Dr Carroll Bennett to provide advice and external assessment of the self-study. Dr. Bennett, now retired, had a distinguished career, primarily at Des Moines Area Community College. He served there in a number of capacities, including chief academic officer. He has also been a consultant-evaluator for NCA at more than 33 colleges, and he chaired 20 of those visitation teams.

History of Campus Development



History of Campus Development

- 1966** Original campus site purchased on October 19.
- 1968** Mechanical/Technical (Building D) building completed
- 1971** Construction Building (Building C) and Business Building (Building B)
- 1973** Mechanical Annex and addition to Building C completed
- 1977** Mechanics department expanded with new addition
- 1983** Addition to Electrical department
- 1983** Building B (Business Building) and Building D (Mechanical/Technical) connected. The student center was added in this construction phase.
- 1989** Expansion included additional space for library, Learning Center, media center, science laboratory and six classrooms
- 1992** On-campus apartments built
- 1993** Classrooms developed to utilize the Iowa Communications Network technology A renovation of Building B to include office space and classrooms
- 1999** Construction of a new science department (including two new labs and faculty space), dining room renovation, and walk-in bookstore completed
- 2000** A renovation of the west wing of Building C, to include a new General Machining lab, and space for the Manufacturing Engineering Technology and CAD programs
- 2002** The other half of Building C renovated. The Electrical, Industrial Instrumentation & Control programs received additional lab space and expanded classrooms. The Powerline program's lab was expanded and a classroom was added. Computer Networking and Computer Programming moved to Building C. The Auditorium was renovated.
- 2004** Health Addition construction

Major Changes Since Last Comprehensive Visit

Curriculum and Instruction

- Added ICN (Iowa Communications Network) classes – fall 1994
- Added On-line classes through the Iowa Community College On-Line Consortium (ICCO) in summer 2000. Currently, offer more than 200 courses/ sections and have 5,000 students enrolled, 275 of which are NCC students
- Added 7 X 7 (accelerated semesters) classes – winter 1997
- Added Alternative High School Ireton Site – fall 2001
- Programs Added
 - Pre-professional Education – spring 1998
 - General Machining – fall 1999
 - Pre-professional Human Resource Management – fall 2000
 - Pre-professional Journalism – fall 2000
 - Computer Networking Technology – fall 2000
 - Auto Service & Body Technology – fall 2000
 - Production Welding – fall 2000
 - Pre-professional Business – fall 2001
 - Industrial Retail Management – fall 2001
 - Retail Marketing – fall 2001
 - Pre-professional Accounting – fall 2002
 - Associate Degree Nursing – fall 2002
 - Administrative Office Management – fall 2003
 - Extended Practical Nursing Program – fall 2003
 - Administrative Office Management – fall 2003
 - Radiologic Technology – fall 2004
 - Electrical Technology, Advanced Standing Degree – fall 2004
 - Computerized Manufacturing Technology – fall 2004
- Programs No Longer Offered
 - General Machine Shop – fall 1996
 - Automotive Machining – fall 2002
 - Carpentry – fall 2002
 - Marketing Management – fall 2002
 - Agri Business – fall 2002

Facilities

- Remodeled Building B – 1995
- Added Science Lab – 1999
- Remodeled Cafeteria – 1999
- Added Book Store – 1999
- Moved Career Center – 1999
- Remodeled west side of Building C – 2000
- Added new parking lot – 2000
- Remodeled east side of Building C – 2002
- Added Health Addition – 2003
- Added new roof – all new within the last ten years

NCC Foundation

- Increased scholarships – From \$45,000 in 1994 to \$120,000 in 2003
- Two major fundraising campaigns – 1st campaign raised \$800,000; 2nd campaign raised \$1.7 million
- Instructional equipment grant – \$50,000 for five years for a total of \$250,000 for technical programs
- Endowments – \$0 in 1994 to \$630,000 in 2003

Grants Received

- Title III Grant – 2001, 1.7 million
- Trio Grant – 2001, \$1 million
- USDA/REC Grant for Loan for Building C – 2002, \$200,000
- Regional Academy Planning Grant – 2000, \$10,000
- Tobacco Cessation Grant – 2001 & 2002, \$35,000 per year

Partnerships

- ICCOC
- Briar Cliff University
- Franklin University
- Tech Prep involves 17 high schools (13 public and four private)
- Regional Career and Vocational Committee (business, industry and education)
- Region 4 Youth Advisory Council
- Iowa Tech Prep Network
- Industry Sponsored Education
 - General machining
 - AD N
 - Industry Scholarships
 - Internships/clinicals/preceptorships/co-ops
- NCC/AEA 4 Partnership provides
 - Career Days (8th & 11th)
 - In-service/professional development to K-12s
 - Administers Perkins funding for a consortium of five K-12s
 - Area wide school board in-service programs
- Customized Training for Industry
- Business Planning assistance for entrepreneurs and existing Business and Industry
- Customized vocational/technical courses for K-12s
- PSEO courses for K-12s

Enrollment and Student Services

- Increased enrollment from 574 students in 1994 to 1,079 students in fall of 2003
- Switched entrance assessment from ASSET to COMPASS in 2003

Other

- Established own website that gives the student Internet access and that provides faculty and staff with Intranet access
- This listing is not all-inclusive. It is intended only to reflect the overall thrust and scope of change at NCC over the past decade.

Guiding Principles

BOARD POLICY 101

Educational Policy

Statement of Guiding Principles

Northwest Iowa Community College, a two-year educational institution, establishes the following beliefs as a foundation upon which the college provides education and services.

- We believe that education is an investment in society.
- We believe in accessible, comprehensive education and services which enable people to maximize their potential.
- We believe in the dignity and worth of all individuals.
- We believe the quality of life is improved through lifelong learning opportunities.
- We believe in maintaining high standards through principles of continuous improvement.
- We believe that leadership, education and training will enhance community and economic development.
- We believe that a variety of partnerships enhances all involved.
- We believe that we are at risk without change.
- We believe that all people can learn.

ADOPTED: 4-16-80

REVISED: 9-21-98

Articulation Agreements

1. Iowa State University
2. Franklin University
3. Buena Vista University
4. University of Northern Iowa
5. Dordt College
6. University of Iowa, Northwestern College (Orange City, IA)
7. Briar Cliff College
8. South Dakota State University
9. Morningside College
10. University of South Dakota
11. University of Sioux Falls
12. Mount Marty College
13. Dakota State University
14. Northwest Missouri State University
15. University of Nebraska at Kearney
16. Bellevue University.

NCC Committees

Administrative Staff Professional Development *Lori Punt, Dan Reeves, Gene Mc Daniel, Lynn Rolfsmeier

Affirmative Action *Alethea Stubbe, Committee Members TBD

Assessment *Rhonda Pennings, *Ruth Hobson, Sue Grapevine, Ron Plum, Muryl Korver, Steve Pearce, Gene Mc Daniel, Drew Matonak

Courtesy & Social Affairs *Mindy Witham, *Cynthia Klatt, Kristi Landis, Laura Nachtigal, Marlys Schwebach, Tara Fjeld, Sue Behrens, Alethea Stubbe, Rick Cannoy, Dave Luenberger, Leah Mulder, Annette Duis

Cultural Diversity *Rhonda Pennings, Scott Meinecke, Doris Bratcher, Gretchen Bartelson, Robert Hoting, Muryl Korver

Curriculum *Brian Albrecht, Brian Hoekstra, Sue Grapevine, Gretchen Bartelson, Gene McDaniel, Rhonda McElroy, Rex Weber, Scott Meinecke, Dawn Recher, Muryl Korver, Rhonda Pennings

Enrollment Management *Lisa Story, Mindy Witham, Gene Mc Daniel, Karna Hofmeyer, Rhonda McElroy, Cher Vollink, Muryl Korver, Rhonda Pennings Rex Weber, Sue Grapevine, Ron Plum, Laurie Edwards, Jan Snyder

Executive Council *Drew Matonak, Kathy Brock, Jan Snyder, Alethea Stubbe, Rhonda Pennings, Muryl Korver

Faculty Professional Development *Jeff McCuddin, Rex Weber, Rick Cannoy, Ron Plum, Mary Jane Peterson, Doris Bratcher

Prairie Project Chair TBD, Brian Albrecht, Colette Scott, John Jorstad, Sue Behrens, Lynn Rolfsmeier, Mari Beth Schneider

Planning Advisory Council *Jan Snyder, Cher Vollink, Frank DeMilia, Gretchen Bartelson, Jan Cain, Jeff McCuddin, Jennifer Van Regenmorter, Jim Buenger, Lisa Story, Mari Beth Schneider, Mike Logan, Robert Hoting, Steve Gifford, Sue Grapevine

Professional Development Committee (QFP) *Sandy Bruns, Rhonda Pennings, Muryl Korver, Ron Plum (will be replaced on 06/30/04 by Amy Jurrens), Steven Youngs, Robert Hoting

Recognition *Molly Galm, *Sandy Bruns, Steve Koel, Amy Jurrens, Sue Behrens, Sybil Olson, Twyla Vogel

Safety *Rex Weber, *Rick Cannoy, Ardis Foreman, Evan Bensley, Frank De Milia, Marlys Schwebach, Robert Hoting, Ruth Hobson, Sandy Bruns, Scott Meinecke, Steve Koel

Support Staff Professional Development *Vicki Irwin, Ardis Foreman, Todd Huesman, Alethea Stubbe, Evan Bensley, Dan Van Horsen

Technology Planning Steering Committee *Mike Logan, Alethea Stubbe, Amy Jurrens, Eric Mein, Frank De Milia, Gretchen Bartelson, Jan Snyder, Mike Logan, Muryl Korver, Rhonda Pennings, Rodney Crater, Steve Gifford, Steve Pearce, Woody Grabenbauer

Technology Planning Sub-Committees:

Needs Committee *Eric Mein, Marlys Schwebach, Rhonda Huisman, Rodney Crater, Steve Gifford, Sue Grapevine

Distance Learning Committee Eric Mein, *Gretchen Bartelson, Sarah Fykstra, Sue Grapevine

Policy Committee *Alethea Stubbe, Gene McDaniel, Kathy Brock, Sandy Bruns

Training Committee Amy Jurrens, Dawn Recher, *Frank DeMilia, Gretchen Bartelson, Judy Nieuwenhuis, Muryl Korver, Rodney Crater, Steve Gifford, Twyla Vogel

Technology and Information Services Committee Carl Stoll, Dave Luenberger, John Pritchard, Michael Oldenkamp, Mike Logan

Wellness *Ruth Hobson, *Melanie Wynja, Lori Punt, Jennifer Van Regenmorter, Rhonda Huisman, Vicki Irwin, Sue Behrens, Alethea Stubbe

**Committee Chairperson(s)*

State and Local Organizations NCC Staff and Faculty Participate In

1. Iowa Distance Learning Association
2. Iowa Business Education Association
3. National Business Education Association
4. National Association of EMT's
5. National Association of EMS Educators
6. Sioux-Lakes EMS Association
7. National Association for Developmental Education
8. American Health Information Management Association,
9. Iowa Health Information Management Association,
10. Iowa Association of Lifelong Learning,
11. Missouri Valley Adult Education Association,
12. Iowa Family and Consumer Sciences Educators for Progress,
13. National Association of Developmental Education,
14. National SkillsUSA, Iowa Motor Truck Association
15. Iowa Mathematical Association of Two-Year Colleges,
16. American Mathematical Association of Two-Year Colleges,
17. National Education Association,
18. Iowa State Education Association,
19. Iowa Marketing Educators,
20. Marketing Education Associations,
21. National Board of Certified Counselors,
22. American Counseling Association,
23. American School Counselor Association,
24. American Association of Collegiate Registrars and Admissions Officers,
25. Upper Midwest Association of Collegiate Registrars and Admissions Officers
26. Central Iowa Chapter of the American Society for Training and Development

NCC Personnel Who Have Held Offices in Local, State or National Associations

- **Sue Grapevine**—President of Iowa Mathematical Association of Two-Year Colleges
- **Colette Scott**—President Iowa Distance Learning Association
- **Evan Bensley**—President-elect of Missouri Valley Adult Education Association; Iowa Association of Lifelong Learners Board Member and currently serving as Chair of the Professional Development Committee; and Iowa EMS Association Board Member and currently serving as the Public Information and Education Committee Chair
- **Tim Floen**—Vice President of Instrumentation, Systems and Automation Society
- **Alethea Stubbe**—President of Iowa Business Education Association
- **Mary Jane Peterson**—Secretary of Iowa Developmental Association
- **Mari Beth Schneider**—Iowa Health Information Management Association Board Education Liaison, District A President-Elect, District A President, and currently District A Secretary/Treasurer
- **Gretchen Bartelson**—Iowa Distance Learning Association board member

Many presentations at state and national conferences have also been given by administrators, faculty, and staff. See partial listing below.

- **Frank DeMilia**—“Irlen Syndrome: A Piece of the Puzzle,” Missouri Valley Adult Education annual conference
- **Julie Mooney**—“Using Technology to Reach High School Students and their Parents,” National Council of Marketing and Public Relations (NCMPR) Conference; “Reinventing Our Web Site,” Regional NCMPR Conference
- **Lynn Rolfmeier**—“Workforce Learning Systems (WLS),” 2000 Comprehensive Adult Student Assessment System (CASAS); “If Workplace Education Programs are so Good, Why Aren’t More Employers Using Them?,” Iowa Field of Opportunities Conference; “POWER (Providing Options for the Workplace, Education, and Rehabilitation) Promising Practice,” 2001 CASAS National Summer Institute; “The POWERful Plan for Persons with MR/DD,” National Association of Adults with Special Learning Needs National Conference; “How to Use Results from the POWER test for Lesson Planning,” 2003 CASAS National Summer Institute

Library Statistics

Interlibrary Loan Statistics Fiscal Years 1998–2003

NWICC uses two services to complete interlibrary loan transactions for patrons and staff: **Online Computer Library Center (OCLC)** which is a national and international lending service, and **State of Iowa Libraries Online (SILO)** which serves all participating libraries in the state.

	FY 1998	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	Combined totals
Books Loaned OCLC	103	81	102	79	72	84	521
Books Loaned SILO	111	83	76	67	53	55	445
Articles Loaned OCLC	27	28	8	6	6	15	90
Articles Loaned SILO	4	2	0	1	1	1	9
Books Borrowed OCLC	20	22	30	20	17	10	119
Books Borrowed SILO	42	65	42	58	69	38	314
Articles Borrowed OCLC	48	36	68	17	15	1	185
Articles Borrowed SILO	34	76	58	55	28	8	259
Unfiled Requests	37	43	47	34	29	27	217
Other Borrowed/Loaned	13	4	4	3	1	11	36
Total Transactions	439	440	435	340	291	250	2195

Expenditures Statistics Fiscal Years 1998–2003

	FY 1998	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
Books	\$56,750	\$55,487	\$34,715	\$51,581	\$21,489.76	\$23,187
Videos	\$29,000	\$32,678	\$34,343	\$33,896	\$17,161.92	\$23,991
Serials	\$29,960	\$23,247.79	\$22,986	\$23,181	\$24,337	\$20,938
Databases	\$14,800	\$14,571	\$15,826	\$12,243	\$13,669	\$8,073
Computers	\$1,523	\$8,491	\$35,013	\$9,472		\$1,748
Total Expenses	\$132,033	\$134,474.79	\$142,883	\$130,373	\$76,657	\$77,937

Computer expenses by year:

1998: 1 computer

1999: 5 computers, 1 printer

2000: Update library server/software

2001: New computers (8/21/00)

2003: New computer

Holdings Statistics Fiscal Years 1996, 1998, 2000–2003

HOLDINGS	FY 1996	FY 1998	FY 2000	FY 2001	FY 2002	FY 2003
Books	7167	11314	12368	13605	13885	14639
Videos	1250	2092	2336	2490	2598	2835
Serial Subscriptions	346	340	307	254	285	257
Databases	1	2	4	4	7	22

Usage Statistics Fiscal Years 1997–2003

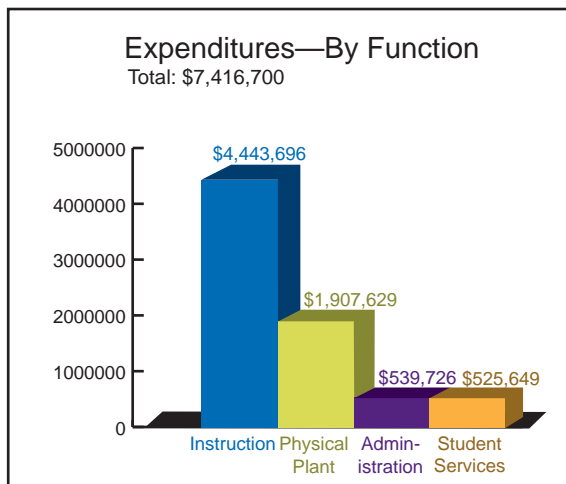
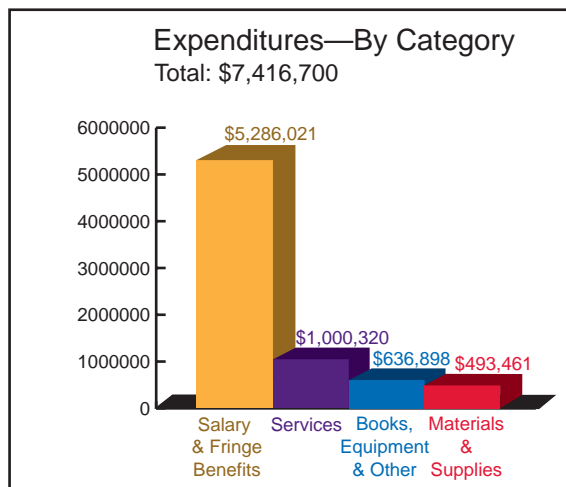
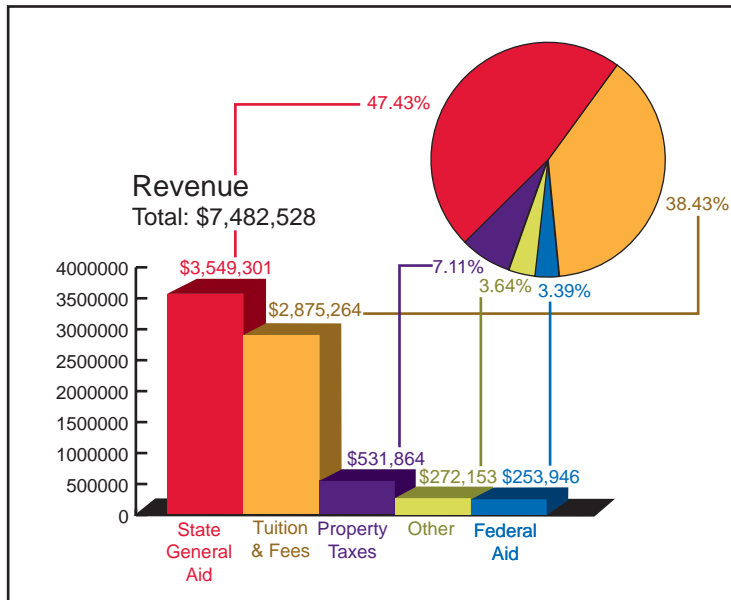
	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
Book Circulation	3272	3516	3182	2643	2471	2797	2558
Video Circulation	651	1114	1352	1721	1608	1600	1525
Magazine Circulation	1395	1587	996	636	794	889	499
Database Useage (EBSCO only)	No data available			7935	8018	8781	13606
Full-Text Articles (EBSCO only)	No data available				8663	13115	12819

Foundation Financial Statement

Statements of Financial Position								
Year Ended June 30	1996	1997	1998	1999	2000	2001	2002	2003
CURRENT ASSETS								
Cash	\$7,985	\$60,084	\$80,148	\$49,812	\$35,361	\$17,493	\$227,981	\$4,231
Certificates of Deposits	162,753	166,235	288,780	347,304	366,279	392,748	414,831	490,767
Mutual funds	-	-	3,559	8,748	17,404	14,432	14,421	14,903
Interest receivable	2,743	2,859	4,267	4,283	9,267	12,548	4,588	4,147
NONCURRENT ASSETS								
Promises to give	-	398,115	352,431	253,970	177,062	91,036	266,517	337,334
RESTRICTED ASSETS								
Cash	-	-	-	62,129	1,038	118,780	4,290	144
Certificates of deposit	19,147	21,127	25,724	29,990	44,383	64,020	72,339	72,586
Mutual funds	-	-	-	41,236	212,189	129,169	315,455	566,226
Totals	\$ 192,628	\$648,420	\$754,909	\$797,472	\$862,983	\$840,226	\$1,320,422	\$1,490,338
CURRENT LIABILITIES								
Deferred scholarship Revenues	\$19,444	\$15,003	\$20,832	\$12,131	\$19,743	\$18,071	\$116,843	94,809
Accounts payable	-	-	-	47,673	-	135	-	-
NET ASSETS								
Unrestricted	154,037	155,527	153,513	158,295	187,426	207,538	196,573	171,570
Temporarily restricted	-	456,763	554,840	446,018	398,204	302,513	614,922	585,003
Permanently restricted	19,147	21,127	25,724	133,355	257,610	311,969	392,084	638,956
Totals	\$ 192,628	\$648,420	\$754,909	\$797,472	\$862,983	\$840,226	\$1,320,422	\$1,490,338

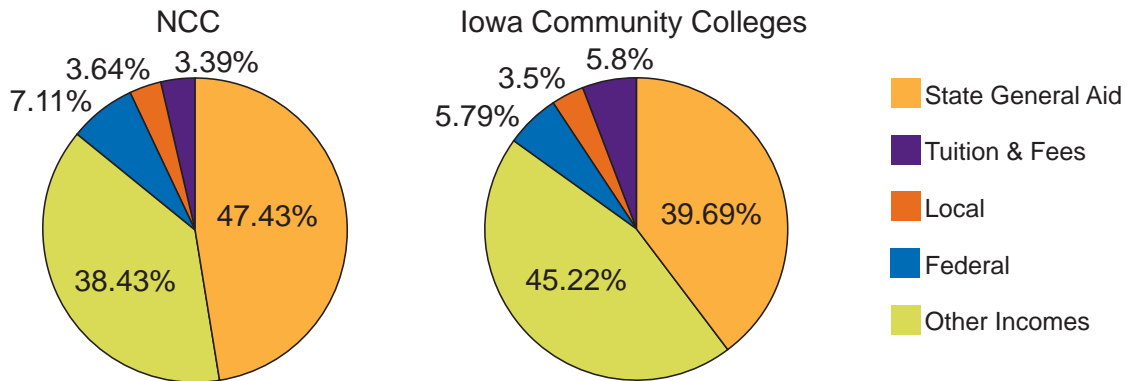
Revenue & Expenditures for FY '03

(taken from page 14 of the Annual Report 2002–2003)



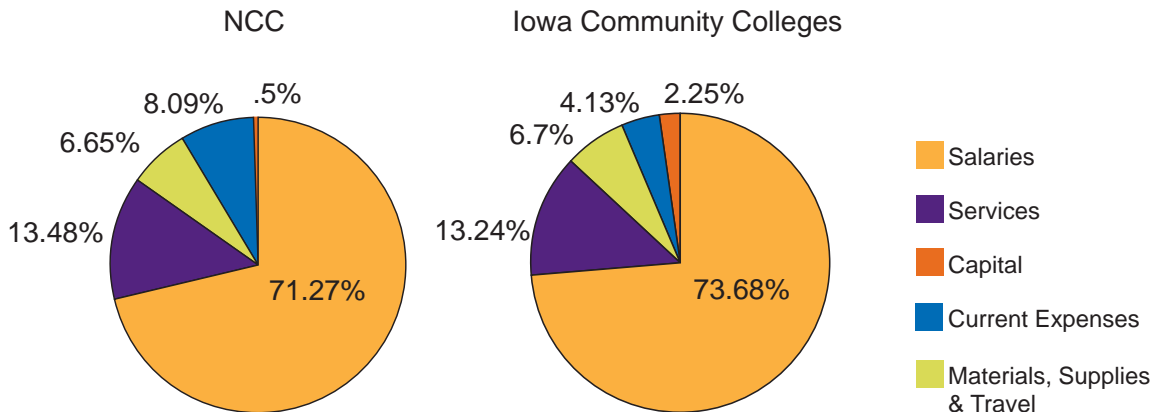
NCC Comparison to Iowa Community Colleges

Revenue by Source FY '03



Source: Condition of Iowa Community Colleges, Iowa Department of Education—January 2004

Expenditures by Category FY '03



Source: Condition of Iowa Community Colleges, Iowa Department of Education—January 2004

BEDS Report

2003-2004 Iowa Non-Public School PreK-12 Enrollments by Building, Grade, Race and Gender

Source: Iowa Department of Education, Basic Educational Data Survey, Enrollment File, 2003-2004

Note 1: "K-12 Enrollment" total does not include PreK or ungraded special education students.

"Total Enrollment" includes PreK and ungraded special education students.

The Special Educ. (ungraded) column is not a total count of all special education students in the district or nonpublic school.

Note 2: Each school district is assigned to one specific county, even though a substantial number of districts lie in multiple counties.

Therefore, totals by county are somewhat artificial.

Note3: All gender and race/ethnicity breakdowns are subsets of the "Total enrollment" which includes pk and special education ungraded students.

AEA	School Name	Grade												K-12 Enrollment	PK	Ungraded Special Ed	Total Enrollment		
		K	1	2	3	4	5	6	7	8	9	10	11					12	
4	Hull Christian School	19	12	14	16	13	19	12	20	12	0	0	0	0	0	137	0	0	137
4	Hull Protestant	16	8	14	16	15	16	17	13	15	0	0	0	0	0	130	0	0	130
4	Reformed Christian School	0	0	0	0	0	0	0	0	0	91	114	77	100	382	0	0	382	
4	High School	5	5	4	2	5	3	5	7	3	0	0	0	0	39	0	0	39	
4	Northwest Iowa Protestant	11	1	7	11	7	12	7	6	10	0	0	0	0	72	0	0	72	
4	Reformed Sch	0	0	0	0	0	0	0	23	24	0	0	0	0	47	0	0	47	
4	Sanborn Christian School	18	27	19	0	0	0	0	0	0	0	0	0	0	64	0	0	64	
4	Spalding Catholic	0	0	0	21	22	22	13	0	0	0	0	0	0	78	0	0	78	
4	B16St. Anthony Center B38	0	0	0	0	0	0	0	0	0	26	25	20	22	93	0	0	93	
4	St Mary's Center	28	22	32	28	25	21	31	38	37	0	0	0	0	262	49	0	311	
4	Spalding Catholic High School	0	0	0	0	0	0	0	0	0	62	89	88	78	337	0	0	337	
4	Orange City Christian School	21	17	21	17	19	30	17	28	18	0	0	0	0	188	29	0	217	
4	Unity Christian High School	18	27	27	34	19	24	18	23	17	0	0	0	0	207	0	0	207	
4	Rock Valley Christian School	14	9	11	6	13	13	12	9	5	0	0	0	0	92	11	0	103	
4	Netherlands	15	18	14	9	15	10	8	11	11	0	0	0	0	111	12	0	123	
4	Reformed Christian School	5	3	4	4	3	9	4	6	4	0	0	0	0	42	0	0	42	
4	St Patrick's School	45	45	37	37	45	43	34	49	41	0	0	0	0	376	0	0	376	
4	Ocheyedian Christian School	4	6	8	9	9	6	12	9	9	0	0	0	0	72	0	0	72	
4	Siboux Center	4	10	6	4	9	5	5	10	9	0	0	0	0	62	13	0	75	
4	Christian School	8	10	7	9	3	7	9	8	9	0	0	0	0	70	31	0	101	
4	Zion-St. John	231	220	225	223	222	240	204	260	224	199	228	185	200	2,861	145	0	3,006	
4	Lutheran School	3,298	3,417	3,501	3,453	3,462	3,381	3,227	2,755	2,679	1,986	2,059	1,987	2,038	37,243	2,327	7	39,577	
4	Imwood Christian School																		
4	Ireton Christian School																		
4	Area IV Total																		
4	State Total																		

2003-2004 Iowa Non-Public School PreK-12 Enrollments by Building, Grade, Race and Gender Continued

Source: Iowa Department of Education, Basic Educational Data Survey, Enrollment File, 2003-2004

Note 1: "K-12 Enrollment" total does not include PreK or ungraded special education students.

"Total Enrollment" includes PreK and ungraded special education students.

Note 2: The Special Educ. (ungraded) column is not a total count of all special education students in the district or nonpublic school. Each school district is assigned to one specific county, even though a substantial number of districts lie in multiple counties.

Therefore, totals by county are somewhat artificial.

Note3: All gender and race/ethnicity breakdowns are subsets of the "Total enrollment" which includes PK and special education ungraded students.

School Name	Hispanic		Total		American Indian		Total		Asian		Total		African American		Total		White		Total		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Hull Christian School	0	0	0	0	1	1	2	0	1	1	0	0	0	0	68	66	134	3	69	68	0	0
Hull Protestant Reformed Christian School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	67	63	130	0	67	63	0	0
Western Christian High School	0	0	0	0	0	0	2	2	0	0	190	190	360	2	190	190	360	2	190	192	0	0
Northwest Iowa Protestant Reformed Sch	0	0	0	0	0	0	0	0	0	0	17	22	39	0	17	22	39	0	17	22	0	0
Sanborn Christian School	0	0	0	0	0	0	0	0	0	0	41	31	72	0	41	31	72	0	41	31	0	0
Spalding Catholic School	1	1	2	0	0	0	0	0	0	0	28	17	45	2	28	17	45	2	28	18	0	0
Spalding Catholic B16 St Anthony Center	1	1	2	0	0	0	0	0	0	0	27	35	62	2	27	35	62	2	28	36	0	0
Spalding Catholic B38 St Mary's Center	4	0	4	0	0	0	0	0	0	0	34	40	74	4	34	40	74	4	38	40	0	0
Spalding Catholic High School	0	0	0	0	0	0	0	0	0	0	52	41	93	0	52	41	93	0	52	41	0	0
Orange City Christian School	1	0	1	0	0	0	0	0	0	0	185	125	310	1	185	125	310	1	186	125	0	0
Unity Christian High School	1	3	4	0	0	0	3	2	5	4	152	171	323	14	152	171	323	14	160	177	0	0
Rock Valley Christian School	0	0	0	0	0	0	1	3	4	0	113	99	212	5	113	99	212	5	114	103	0	0
Netherlands Reformed Christian School	0	0	0	0	0	0	0	0	0	0	104	103	207	0	104	103	207	0	104	103	0	0
St Patrick's School	1	0	1	0	0	0	0	0	0	0	50	52	102	1	50	52	102	1	51	52	0	0
Sheldon Christian School	0	0	0	0	0	0	2	2	4	0	61	58	119	4	61	58	119	4	63	60	0	0
Ocheyedan Christian School	0	0	0	0	0	0	0	0	0	0	29	13	42	0	29	13	42	0	29	13	0	0
Souix Center Christian School	4	8	12	0	0	0	2	3	5	1	177	181	358	18	177	181	358	18	184	192	0	0
Zone-St. John Lutheran School	0	0	0	0	0	0	0	0	0	0	36	35	71	1	36	35	71	1	37	35	0	0
Inwood Christian School	0	0	0	0	0	0	0	0	0	0	25	50	75	0	25	50	75	0	25	50	0	0
Ireton Christian School	0	0	0	0	0	0	1	1	2	0	53	46	99	2	53	46	99	2	54	47	0	0
Area IV Total	13	13	26	1	1	2	9	14	23	6	1,509	1,438	2,947	8	1,509	1,438	2,947	59	1,538	1,468	0	0
State Total	458	506	964	35	37	72	320	328	648	266	18,974	18,366	37,340	2,237	18,974	18,366	37,340	2,237	20,053	19,524	0	0

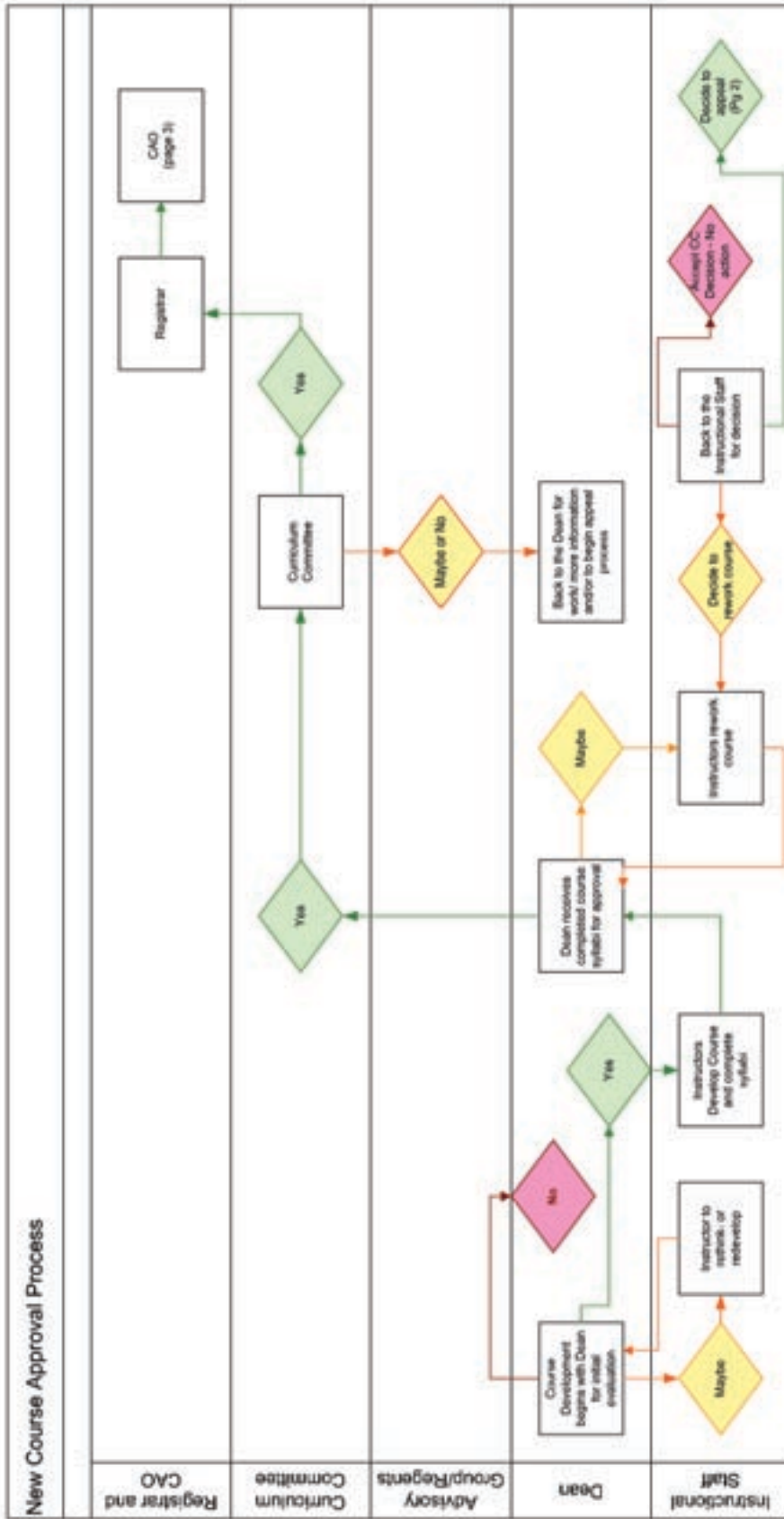
ICCOC Enrollments

Course/section Data	2000 fall	2001 spring	2001 summer	2001 fall	2002 spring	2002 summer	2002 fall	2003 spring	2003 summer	2003 fall	2004 Spring
#of Courses taught by	1	4	4	5	6	7	12	13	12	14	14
#of Sections taught by	1	4	5	8	12	15	18	20	18	25	29
# of Courses delivered by the ICCOC	11	25	21	27	41	45	57	75	73	106	129
# of Sections delivered by the ICCOC	11	30	30	46	72	87	94	122	136	192	209
# of non-ICCOC online classes for NCC	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	2
# of Web Enhanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	4
Student Data											
# of NCC Students enrolled in ICCOC classes	14	57	52	58	117	141	151	234	196	215	297
# of ICCOC Students	236	736	705	2007	1490	1849	2007	2827	2717	3640	4,902
# of ICCOC Students taught by NCC	28	89	113	202	226	384	403	567	471	642	835
# of NCC Students taught through the ICCOC by NCC Faculty	11	11	10	15	27	41	38	57	55	58	77
# of NCC Students in non-ICCOC online	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25	39
# of NCC Students in Web Enhanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12	62

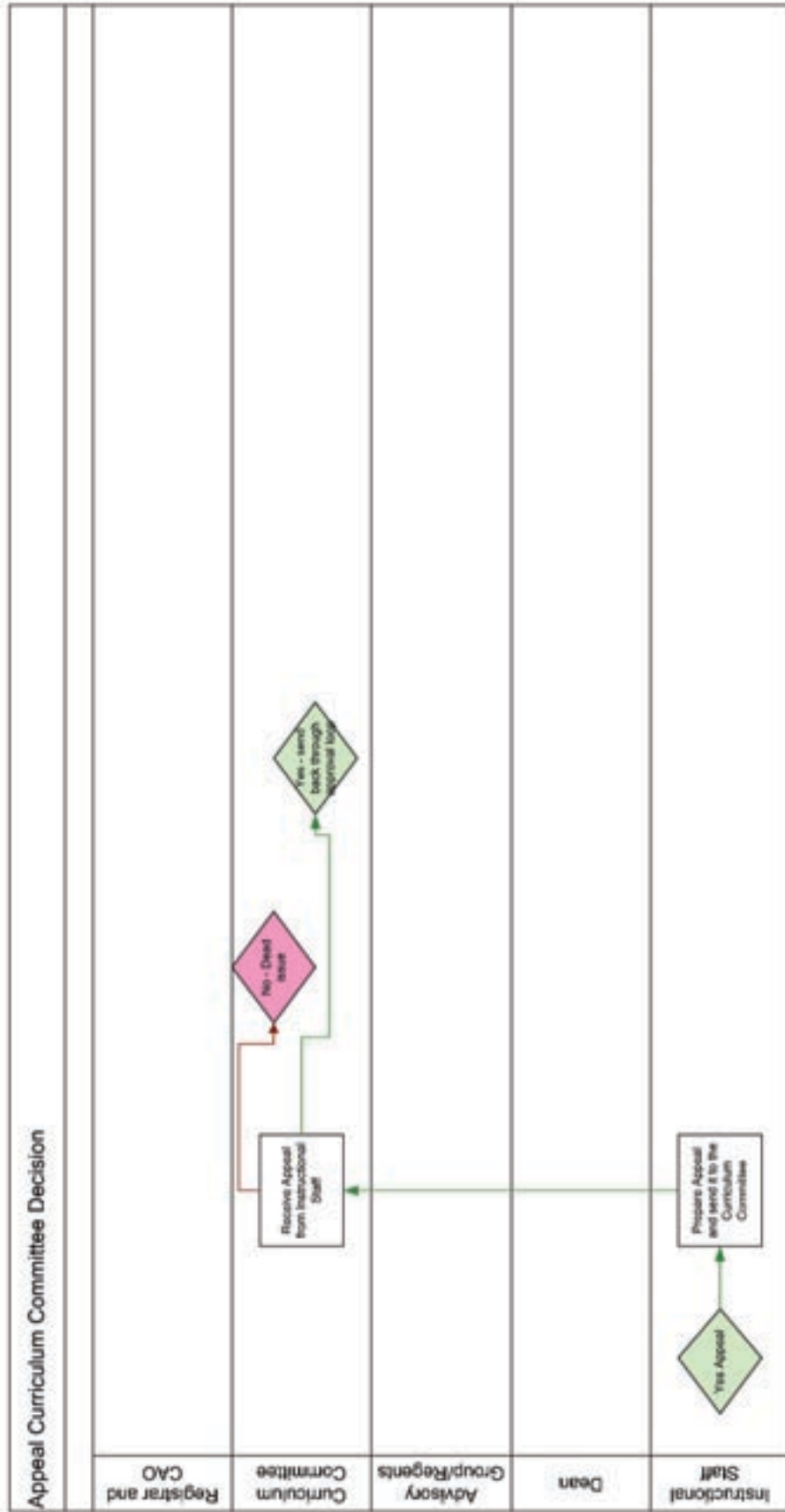
Enrollments by Program

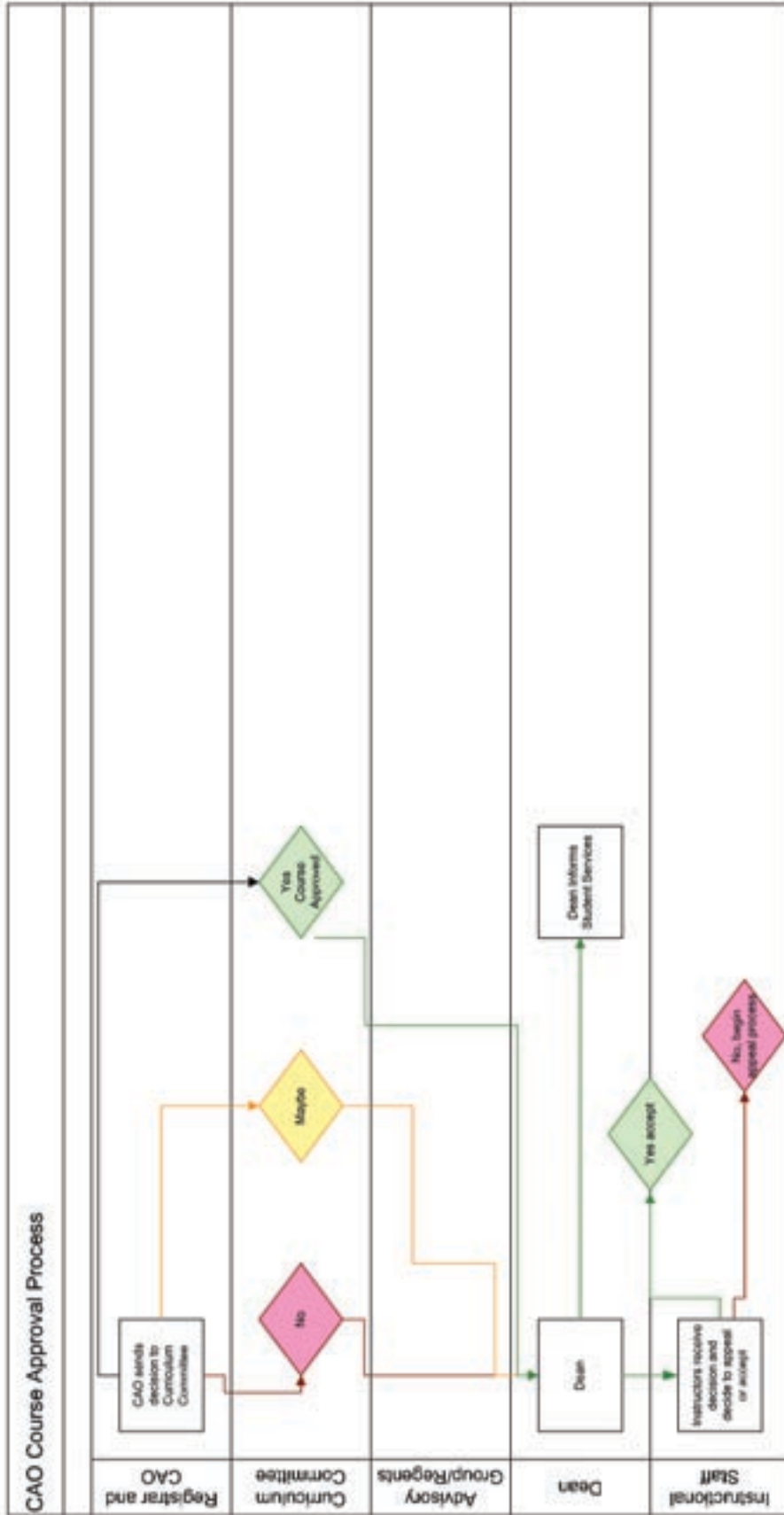
Enrollment by Program	11	19	18	16	11	30	25	40	31	28
Auto Body										
Automotive Service	11	19	18	16	11	30	25	40	31	28
Automotive Machining										
Automotive Service and Body Technology (First Year)	1	0	0				1	0	4	4
Automotive Service and Body Technology (Second Year)							3	2		
Automotive Service Technology (First Year)							4	9	5	4
Automotive Service Technology (Second Year)	20	19	24	17	22	15	24	10	10	12
Carpentry	10	14	14	18	12	20	8	10	6	5
Electrical Technology (First Year)	12	9	16	16	15	9	10	18	5	7
Electrical Technology (Second Year)	24	27	28	26	29	10	9	19	12	7
Engineering Drafting/CAD	13	19	25	32	34	18	8	7	9	12
Industrial & Commercial Wiring (First Year)							2	0	0	0
Industrial & Commercial Wiring (Second Year)							12	13	15	11
Electrical Mechanical (First Year)	7	11	7				11	11	18	14
Electrical Mechanical (Second Year)	15	2	7							
Instrumentation and Control (First Year)				5	9	12	4	11	14	11
Instrumentation and Control (Second Year)				11	7	10	12	3	9	13
General Machining					0	13	20	16	6	11
Heavy Equipment Oper. & Maint (First Year)	9	14	7	21	19	12	22	15	16	19
Heavy Equipment Oper. & Maint (Second Year)	14	7	8	4	14	17	11	18	13	15
Manufacturing Engineering Tech (First Year)	5	11	11	7	9	11	12	7	6	7
Manufacturing Engineering Tech (Second Year)	3	4	2	8	6	10	7	10	7	4
Powerline	50	46	41	41	33	43	43	43	54	47
Powerline Technology	2	2	2	2	1	0	1	0	1	3
Production Welding										
Truck & Diesel Technology (First Year)	14	15	16	20	16	14	7	12	12	11
Truck & Diesel Technology (Second Year)	12	13	10	11	13	11	14	7	8	8
Welding	13	8	4	18	3	10	8	8	5	15
Natural Propane & Gas Systems	6									
Accounting (First Year)	22	23	17	26	11	10	16	12	10	7
Accounting (Second Year)	7	10	7	7	19	6	6	5	5	5
Administrative Secretarial (First Year)	21	21	25	26	42	33	16	19	28	18
Administrative Secretarial (Second Year)										
Computer Network Technology (First Year)							10	18	15	9
Computer Network Technology (Second Year)							3	10	10	7
Applied Computer Programming (First Year)	10	8	9	21	11	18	15	17	12	12
Applied Computer Programming (Second Year)	7	5	7	7	20	23	15	16	14	10
Marketing Management (First Year)	15	13	13	15	12	11	12	4		
Marketing Management (Second Year)	7	10	10	8	12	3	0	0		
Medical Records		18								
Health Information Technology (First Year)			14	14	4	9	12	4	11	4
Health Information Technology (Second Year)			7	7	11	2	6	4	9	10
Practical Nursing										
2-Yr Practical Nursing	35	42	39	39	33	39	36	37	40	40
Associate Degree Nursing										
(Blank spaces indicate years that programs were not offered)									24	32

Curriculum Approval Flow Chart



Assessment





PROGRAM EVALUATION SCHEDULE

Program Evaluation Schedule

Below please find the five-year schedule for the Program Evaluation Model. The year(s) listed indicate the time span during which the compilation of data is to be finalized, the review is to occur and the report is to be presented. It is suggested that, when possible, the data gathering occur annually. Also, so those current students can be surveyed near the end of their program, it is suggested that the Current Student Surveys be administered at the end of the year preceding the program evaluation.

YEAR	ARTS & SCIENCES BUSINESS & HEALTH	TRADE & TECHNOLOGY DIVISION
2001-02	Marketing Management	Auto Body Powerline
2002-03	Accounting Administrative Secretarial Associate of Science	General Machining Truck & Diesel
2003-04	Health Information & Technology	Auto Service/Automotive Service Technology MET
2004-05	Computer Programming Technology Computer Networking Technology Nursing	Heavy Equipment Industrial Instrumentation & Control Auto Service & Body Technology
2005-06	Associate of Arts Pre-Professional Programs	Industrial & Commercial Wiring/Electrical Trades & Technology Welding/Production Welding
2006-07	Retail Marketing	Auto Body Powerline/Powerline Technology
2007-08	Accounting Administrative Secretarial/Administrative Office Management Associate of Science	General Machining/Computerized Manufacturing Technology Truck & Diesel
2008-09	Health Information & Technology	Auto Service/Automotive Service Technology MET/Engineering Drafting-CAD
2009-10	Computer Programming Technology Computer Networking Technology	Heavy Equipment Industrial Instrumentation & Control Auto Service & Body Technology
2010-11	Associate of Arts Pre-Professional Programs Nursing	Industrial Instrumentation & Control/Electrical Trades & Technology Welding/Production Welding

ASSESSMENT GUIDE

EDUCATIONAL PROGRAMS

Institutional Effectiveness Program
Northwest Iowa Community College
603 West Park Street
Sheldon, IA 51201

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Educational Programs Assessment Guide

Assessment Rationale

History

In the 1980's a series of commissioned studies of higher education prescribed improvements for America's higher education. These studies suggested that assessment (measuring whether education does what it is supposed to do) should be the hallmark of American education.

In an era when educational institutions are being called to greater public accountability, it is significant that higher education is still able to do its own evaluation through regional accrediting bodies. These regional accrediting bodies have been requiring self-assessment as a means to prove accountability. Assessment allows educators to set the standards and then ascertain if learning is happening and what to do if it is not.

In the past few years there has been a "paradigm shift" in higher education that especially affects community colleges; it is the change in emphasis from teaching to learning. Community colleges need to emphasize the outcomes of good teaching, which is learning. As learning becomes the focus, colleges and their accrediting bodies are turning to assessment as the means to determine if learning is taking place and what can be done to improve student learning. The attention is now not on the input (teaching) but the outcome (learning).

Since 1989 North Central Association (NCA) has stated the expectation that colleges will assess institutional effectiveness, including both assessment of educational support areas and academic areas. The ultimate goal of this process is to substantiate whether the institution does what it claims. Although assessment involves departments and support services, administrators and support staff ... it starts with the classroom and the academic programs where student achievement is the focus. The purpose of assessment is the improvement of student learning.

In 1993, a college wide committee created an assessment plan for Northwest Iowa Community College. In the summer of 1994, the plan was submitted to NCA and received full approval. In the years since this initial approval, the plan has been revised four times. Although we have accomplished steady progress in our assessment efforts, that progress has not kept pace with the expectations of NCA levels of implementation. In an effort to re-focus and advance the assessment process, an intensive assessment workshop was conducted in November of 2000.

Definition of Assessment

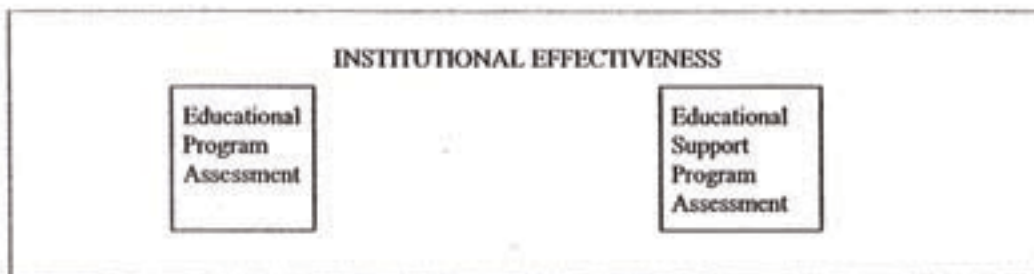
NCA defines the phrase "assess student learning" to include the systematic collection, examination, and interpretation of qualitative and quantitative data about student learning and the use of that information both to document and to improve student learning.

This definition provides key points that guide the NCC assessment efforts. We believe that a program to assess student learning should:

- be structured, systematic, and ongoing, not episodic;
- related to other institutional strategies and long-range plans
- emerge from and be sustained by faculty and administrative commitment
- provide public statements regarding the faculty's expectations for student learning.

- ♦ collect, examine, and interpret the results of assessment to determine the degree to which the fit between faculty expectations for student learning are met and the level of learning achieved;
- ♦ use the information obtained from assessment to document present student learning and suggest areas where instruction is resulting in optimal learning and where improvement is needed.

Institutional effectiveness refers to the collective effort of all measures of assessment for the entire College. This would include assessment activities to “assess student learning” and to assessment activities to determine if the College is fulfilling its stated mission.



Frequently Asked Questions and Answers

Assessment is the result of a change in traditional wisdom about the education process and involves new approaches to traditional activities. The following provides answers to specific questions about the assessment process.

1. Why don't the assessment professionals just do this and produce a report?

First of all, that would be too much like grading...and the goal of assessment is to produce results that will enable professional instructors to improve student learning, not a report on past performance. Only the faculty who guide the learning process can identify the intended outcomes, (i.e., what it is they expect to happen to/for the student). While the assessment professionals can and will give helpful advice in constructing and administering the means of assessment, only the faculty who teach in that program can decide what the results mean and suggest improvements.

2. Why isn't the grade I give a student sufficient assessment?

Outcomes assessment expands the scope of inquiry from the individual student (who will continue to be individually assessed in courses) to the classroom, course, or program, which serves many students. Therefore, it is the aggregate performance of students as a group (even if in a sample), which provides information on whether the program is achieving its advertised ends.

3. How can you assess attitudes and understandings, which are not quantifiable?

It seems a common misunderstanding that assessment requires that everything be reduced to statistical measures. The thrust of assessment is objective results that anyone will know that the learning goals are being met; but this need not be quantifiable. If the faculty identify as an important result that which is not quantifiable, the process simply asks them to specify some means to demonstrate that the results are happening as intended.

4. Do we all have to use standardized tests?

No. Tests from outside organizations have the edge in objectivity but they are only one of many means of assessment. More importantly, they may not be valid in the judgment of the faculty who are identifying outcomes and means...and it is their judgment that counts. It may well be that an exam created by the department would be a better tool. The assessment committee can provide assistance with a wide variety of assessment means and standardized tests are only one possibility.

5. Isn't the bottom line that assessment results could be used against me, the classroom teacher?

The emphasis of assessment is student learning. As a result of assessment activities, faculty members in an academic program might collectively decide to give more attention to a certain skill, competency, knowledge area, or method of delivery. However, assessment results would not dictate how the instructor teaches. (See Appendix #9, Policy Statements on Assessment and Employee Evaluation.)

6. Why is the North Central Association making us do assessment?

Higher education is concerned with two national issues; student learning and accountability. Assessment, actually, is not a new concept at all and addresses both these issues. Faculty have been engaged in different types of assessment throughout their teaching careers and have found it to be a tool for identifying what their students are learning. Assessment is a means of documenting that student learning is occurring.

7. How will assessment help improve learning?

Assessment is a tool by which we can communicate with our students and peers about learning. Assessment does not accomplish learning... but it provides information to the faculty who may use it to improve learning.

8. Are adjunct faculty involved?

Yes! All faculty (full and part-time) are involved in student learning. We have many creative and dedicated adjunct faculty at NCC, and the Assessment Committees will provide opportunities for adjunct faculty participation.

Structure

The primary work of assessment is performed by the faculty and staff in their assessment program areas, with the support of the assessment subcommittees, under the direction of the assessment steering committee.

Assessment Program Areas

All areas of the College are included in one of two assessment areas, Educational Programs or Educational Support Programs. **Each of these programs will identify outcomes – student outcomes in the case of career programs and academic departments or objectives in the case of support services like the business office, registrar, admissions, etc. – and create the means of assessment.** Most importantly, when the results of the assessment activities are available, the staff in each program area interprets and decide the use of the results. They will also provide to the Assessment Supervisor a summary report of this activity. The process of assessment begins and ends with these program areas.

Assessment Subcommittees

These committees monitor and support the assessment activities and provide the staff with educational information concerning assessment. Current subcommittees include:

1. General Education/Arts & Sciences
2. Vocational Technical/Career
3. Educational Support/Institutional Effectiveness

Assessment Steering Committee

This committee sets general policy for the assessment structure and process, identifies the assessment teams, supervises education concerning assessment, and provides annual summaries of the results of assessment. The committee is composed of the chairperson of each sub committee and the Assessment Chairperson.

Assessment Supervisor

These individuals have direct responsibility for the supervision of the assessment activities. All assessment reports will be submitted to the Assessment Supervisor. The Supervisor will review all assessment plans for the current year and completed assessment plans from the previous year. After the review is completed, all reports will be submitted to the Assessment Steering Committee for final recommendations. (See Appendix for list of Supervisors #5, Process Flowsheet #6, Assessment Reporting Schedule #7.)

Levels of Assessment

Program Area Assessment: Activities identified by faculty members of a program and staff of a college service, to measure two or more of the many outcomes (goals, objectives) intended by that program or service area. The typical questions addressed by assessment of educational programs or educational support areas are:

- ◆ Can most of our graduates find employment in the field?
- ◆ Are employers satisfied with the graduates' knowledge, skills, and attitudes?
- ◆ Are students/graduates technically competent?

Classroom Assessment: An exercise or activity selected by the individual instructor to discover what students are learning or if students are learning what was intended in a single class meeting or a small number of consecutive class meetings. The instructor evaluates the results to decide if changes are needed in future class meetings. The typical question addressed by the assessment is:

- ◆ Did students learn what I intended them to learn today?

Course Assessment: Activities selected by faculty members who teach a course to discover if students are learning what those faculty members intend as a result of taking that given course. Those instructors decide if the results require changes in the course to improve student learning. The typical questions addressed by course assessment are:

- ◆ Did students taking the course learn what we, the faculty who teach it, intend for them to learn?
- ◆ Did students acquire the skills, attitudes, and competencies which we intend for them to have at the end of the course?

Institutional Effectiveness: The accrediting agency term for the collective effect of all the assessment measures for the whole college. Typical question for this level is:

- ♦ Does the college fulfill its stated mission?

LEVEL ONE – PROGRAM ASSESSMENT

Assessment Process

The current assessment plan utilizes the Five-Column model developed by Dr. Jim Nichols as a useful means of representing the process for assessing outcomes. This model essentially identifies five steps to outcome assessment.

COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5
Mission & Goals	Outcomes	Means of Assessment	Results of Assessment	Use of Results



Column I-Mission and Goals

The mission statement of the institution is expanded into individual, specific goal statements. The NCC Assessment Steering Committee, Staff, Faculty, and Executive Committee developed the following Institutional Goals for Assessment.

Mission – The mission of Northwest Iowa Community College is to enhance the quality of life by assuring lifelong learning opportunities.

Institutional Goals for Assessment

- ♦ **Arts & Sciences:** Provide students with the knowledge and skills needed to successfully complete college credits that apply to an associate degree and/or a baccalaureate degree.
- ♦ **Career/Technical Education:** Provide students with the knowledge and skills required for successful employment in their chosen careers.
- ♦ **Continuing Education:** Provide individuals with the opportunity to complete a variety of continuing education courses for self-improvement, enhanced employment skills, licensure, certification mandates, or customized training.
- ♦ **Educational Support Service:** Provide students with services that assist in their success, (i.e., advising, financial aid, placement, library services, bookstore services, admissions, counseling, housing, computer access and service, student life and cultural experiences).
- ♦ **Administrative Service:** Provide support for all employees to effectively and efficiently facilitate a learning environment, (i.e., provide public information; secure personnel needs of the college; conduct business functions of the college; develop positive relationships and partnerships; provide a safe environment; manage information systems; provide leadership and vision, and secure resources).
- ♦ **Distance Learning:** Provide educational opportunities and effectively use distance-learning methods and technologies to provide students with knowledge and skills

- **Outreach Services:** To enhance the educational opportunities in the area through cooperative efforts with local schools, businesses/industries and colleges.
- **Developmental Education & Basic Skill Development:** Provide students with instruction so they can overcome deficiencies and acquire the knowledge and skills to enhance their success in life and/or educational endeavors.
- **General Education:** Provide students with knowledge and skills in general education curricular areas of communications, humanities, math, science, social science, and computer literacy.

At the beginning of the assessment process, each assessment program area will need to identify the portion of the Institutional Goals for Assessment, which the program area intends to assess.

Column II-Outcomes

The program areas will identify intended outcomes for the program. This is one of the most important steps in the process. The outcomes statements are descriptions of what the faculty intend for students to know, think or be able to do, as well as the attitudes, values, and skills to be acquired when they have completed the program or course. For an educational support area, the objectives are more likely to state the results of a process, rather than student achievements.

Each specific result should be the subject of a separate outcome statement. Two outcomes connected with a conjunction do not simplify the task, as it is most likely that they cannot be evaluated with the same assessment means and will remain two outcomes, not one.

The list of outcomes for a program may be long as the faculty members identify all topics of knowledge they expect students to acquire, all the skills that must be gained to use that knowledge, and the changes in attitude that accompany participation in the program. No matter how many intended outcomes there may be, only two or three will be assessed for a program in a given year. The list should be preserved to provide additional outcomes to be assessed in the future.

The following are guidelines to preparing useful outcomes statements:

- There should be only one result in each statement (use no conjunctions!)
- The outcomes should be consistent with the Mission statement.
- It should identify key or core learning, not details.
- The outcome should be reasonable given the ability of the students.
- It should be clear—so we can know when it's accomplished.
- The outcome need NOT be quantifiable, merely verifiable.

Here are examples suggesting how outcomes should...and should not...be written if useful assessment is going to happen.

USABLE	PROBLEMATIC
"Students completing the XXXX program will be able to identify the major contemporary theories in the field."	"Students completing the XXXX program will know the history of the interpretation and present theories in the field."(Knowing the history is one outcome and naming contemporary theories is a second outcome: two outcomes statements are needed)
"Students completing the XXXX program will be successfully employed in the field."	"All students of the XXX program will know about XXXX."(Given known student ability, it is unreasonable to expect ALL to come out the same and 'know about' is too general to ascertain)
"Students completing English 101 will be able to critique a brief draft essay, pointing out grammatical, spelling, and punctuation errors and offer appropriate suggestions for correction of the deficiencies."	"Students completing the course will be able to write."(Unclear and not sufficiently specific)
"Students completing the General Education program will be able to think critically by recognizing both formal and informal arguments, their premises and conclusions."	"Student completing the General Education program will be a good citizen with sound religious values."(Unclear and not sufficiently specific)
Students completing the XXXX program will compare favorably in their knowledge of XXXX with those completing similar programs nationally."	"Students completing the XXXX program will rank near the top in their knowledge of XXXX when compared to students nationwide."(Probably unreasonable to always rank near the top)
"Students completing the XXXX program will be able to identify the major sub disciplines in the XXXX field."	"Students of the XXXX program will be able to fully describe all schools of thought in the XXXX field."(Not core concepts; too detailed)

Column III-Means of Assessment

For each outcome identified, the faculty must decide upon means of assessment. A means of assessment is the mechanism by which students' achievement of the outcome is ascertained.

While a test is often the first means of assessment to come to mind, the important distinction is that assessment is concerned with the aggregate performance of a group of students rather than the testing of individual students to determine course grades. Further, the course test created by the instructor does not carry the same sense of abstraction and objectivity as a national standardized test, and a departmental exam would be more objective than an instructor's.

It is important that there be more than one assessment means for each outcome. For example, a standardized test (if available for that program) and a survey of student attitudes, which asked if students 'felt well-prepared' might both assess a 'knowledge-of-the-field' outcome. The second means of assessment verifies the outcome.

In creating and describing the means of assessment, it is crucial that specific standards or criteria be identified up front...or the result will tell the department or program faculty nothing. For example: it is quite acceptable for an outcomes statement to say, "graduates of XXX will be

successfully employed in the field”, but the means of assessment **MUST** specify what will identify success. For example:

- ◆ “80% of the graduates of XXXX program will report employment in the field on the survey distributed one year after graduation.”
- ◆ 90% of those students responding to a follow-up survey one year after transfer will respond that all of their NCC courses were accepted a prerequisites.”
- ◆ “The average score of the graduates of XXXX program on the national XXXX exams will be $\pm 2\%$ of the 50th percentile compared to the national results.”
- ◆ “80% of the journal articles submitted will be judged acceptable for publication by a jury from 0000 University.”
- ◆ “70% of the students’ samples will contain an adequate explanation of the XXX concept which is central to our 101 course.”
- ◆ “80% of employers surveyed will respond that they would be pleased to employ future graduates of XXXX program.”

Following is a list of commonly used means of assessment for programs and courses. The list is not exhaustive and is not a shopping list; that is, departments are urged to create means of assessment, which are NOT on the list whenever the new creation is better suited to measuring the outcomes they have identified.

Qualitative Means. These assessment tools try to grasp the whole of a student’s achievement with information, which usually cannot be quantified and/or counted. Key to using these means is a clear statement in advance of the ingredients and criteria for judgment. For program assessment, a summary of the aggregate of these measures would be needed: 70% of the students’ portfolios (for example) would be found to be acceptable:

- ◆ Portfolio-Each student would create a portfolio with the same ingredients and, for the program assessment, the same elements in each would be reviewed.
- ◆ Juried Competition-Here there would need to be outsiders, e.g. a panel of colleagues from another institution or employers.
- ◆ Oral Examination-Again, outside experts would be needed for the judging.
- ◆ Interviews-These can be especially useful for college services, where students perception of advice/help received can demonstrate performance.

Quantitative Means. These tools have the advantage of producing numerical data, which can be easily aggregated to indicate program performance.

- ◆ Standardized Tests-These have the advantages of instant credibility but are not available for all programs and disciplines and, more importantly, may not suit (in the judgment of the program faculty) what is done in our program or field. They also are expensive.
- ◆ Locally-Developed Test-These allow a department to tailor the test to the actual content of a program or course and let the faculty later pinpoint just what students aren’t achieving, but they take a lot of faculty time and may lack credibility. However, they can be useful in conjunction with other means of assessment.
- ◆ Licensure Exams-CPA, nursing board, and similar exams are excellent measures of a program’s effectiveness.
- ◆ Surveys-Sent to former students, these can provide measures of employment, indicators of student satisfaction with training received, self-evaluation of competency, etc. Sent to employers, they can produce evaluations of student skills, attitudes, and knowledge and of employer willingness to hire our students in the future.

- ♦ Tracking Data from Transfer Institutions-Transfer acceptance and performance after transfer are key measures of our transfer programs.
- ♦ Observational-This means of assessment involves a particular kind of knowledge-based performance, where the assessment is a matter of observing (or counting) how many students successfully performed some product of learning. Examples would include: creating an executable computer program, publishing a journal article, submitting an architectural plan, designing an advertising campaign, repairing a mechanical defect, completing an accounting project, etc.

Column IV-Results

This is the step of the assessment process that involves the actual “doing” of the assessment and collecting of the results.

In the case of surveys, there will be considerable time spent creating and mailing/administering the survey instrument; results may be slow in coming and only a small number will respond at all. In the case of tests, getting students to take them will require some creative use of incentives IF the test is not part of a key course, a capstone course or required in order to get the degree/certificate.

Once gathered, the results will be reported along with the means of assessment. The statements can be brief: “70% responded they would hire future graduates”; “55% of the articles were found acceptable”; “the average score was at the 37th percentile”. Because the criterion was stated in the means of assessment, the results need only state the results in the terms specified.

Column V- Use Of Results

If the purpose of the assessment process is to improve learning, then this step is the payoff, the bottom line. Here the faculty decide what the results tell them about student learning. If the criterion was clear, each result should indicate that the learning the department intended to take place either is ...or is not...being achieved.

Where the criterion is met or surpassed the faculty may rightly conclude that no change is needed and report “no action required.” If the same outcome is assessed the next year and the results are repeated, the faculty can be assured that acceptable performance is occurring. The program should consider assessing a different outcome in the next cycle.

In the case where the results indicate that the criterion level was not achieved, the program faculty needs to evaluate the results further.

- ♦ The results may suggest a weakness in the program in a very specific area, where Change X will correct the situation. Assuming that they implement Change X, the program would then report “Change X undertaken.” The program would then want to use the same means to assess the same outcome next year to determine whether the change improved students’ achievement.
- ♦ The results may suggest a weakness in the program... but it may not be obvious what change is needed. In this case the “use of the results” might be to establish a task force to examine the information and report at a later date. The department would then report “task force appointed” or “curriculum review undertaken” as the use of the results. At a later date, following the review, a more extensive “Use of Results” statement would be completed.

It is not possible for the Assessment Steering Committee to tell faculty what to report in this “column”. Only the faculty can determine what needs to be done. The Assessment Committee will ensure that the “use of the results” indicated by the faculty is completed and recorded. This

information is the fruit of assessment and the part of the record that will be of greatest interest to outside observers.

The "Use of the Results" is the part of the assessment process that most concerns faculty members as it carries the implication of 'telling a faculty member how to teach.' Therefore, it should be emphasized that only the faculty can decide how to use the results and that the results are typically about program content, not individual teaching techniques. (See Appendix #9, Policy Statements on Assessment and Employee Evaluation.)

LEVEL TWO – CLASSROOM ASSESSMENT

Classroom assessment is an assessment activity done by the individual instructor in his/her classroom. The assessment activity is the choice selected by the instructor to assess the particular outcome identified by the instructor for that day's class. The assessment device may be of the instructor's own creation or one selected from the many already in use by others. What it rarely means is 'testing the student', as the purpose of classroom assessment is not student grading, but an aggregate picture for the instructor of whether most students are learning the intended outcome. The assessment record provides documentation that assessment activity was done. Each classroom instructor (adjunct as well as full-time) is expected to do at least one classroom assessment each semester. The first assessment is to be done early enough in the semester so that results may be shared with students while they are still enrolled in that section.

CLASSROOM ASSESSMENT TECHNIQUES (CATs)

There are many reference books on CATs, which the instructor may wish to consult for examples. The following is a partial and very selective list of some of the most popular techniques of classroom assessment techniques, very briefly summarized.

- ◆ Minute Paper-Allowing three minutes at the end of a class period, the instructor asks students to write briefly answers to two questions, often worded thus: 1) What was the most important thing you learned during this class? And 2) what important question remains unanswered? Especially useful for identifying successes and weaknesses with content.
- ◆ Categorizing Grid-Students are given a grid with two or more categories and a list of terms, each of which is to be matched to the right category. Shows instructor how students are doing with analysis, especially sorting of concepts, procedures, etc.
- ◆ Application Cards-After classroom activities on a theory or principle, instructor hands index cards to students and asks them to write one real-world application for the concept.

LEVEL THREE – COURSE ASSESSMENT

Course assessment contains the same basic steps as program assessment. An example of course assessment might include all the instructors for Course X developing a comprehensive final exam for Course X that all students (regardless of which instructor delivered the class) would complete at the end of the course. The exam would assess those competencies that the faculty view as critical to successful student learning for that course. Beginning with the fall semester of 2002 each department and program is to assess at least one course each year with the long-range goal of

assessing all courses over time. Additional in-service education will be provided on course assessment.

THE FORMS

The Assessment Committees will supervise and assist faculty and staff in reporting their assessment activities using the following forms. In the narrowest sense, completion of these forms is all that has to be done for assessment—but to complete them, it is necessary to comprehend the rationale and process of assessment, and to undertake specific activities.

Assessment Record

This form will be completed by program supervisors and will only need revision when personnel change. The form simply identifies the education and educational support areas and who will be supervising assessment in each area. (Appendix #1)

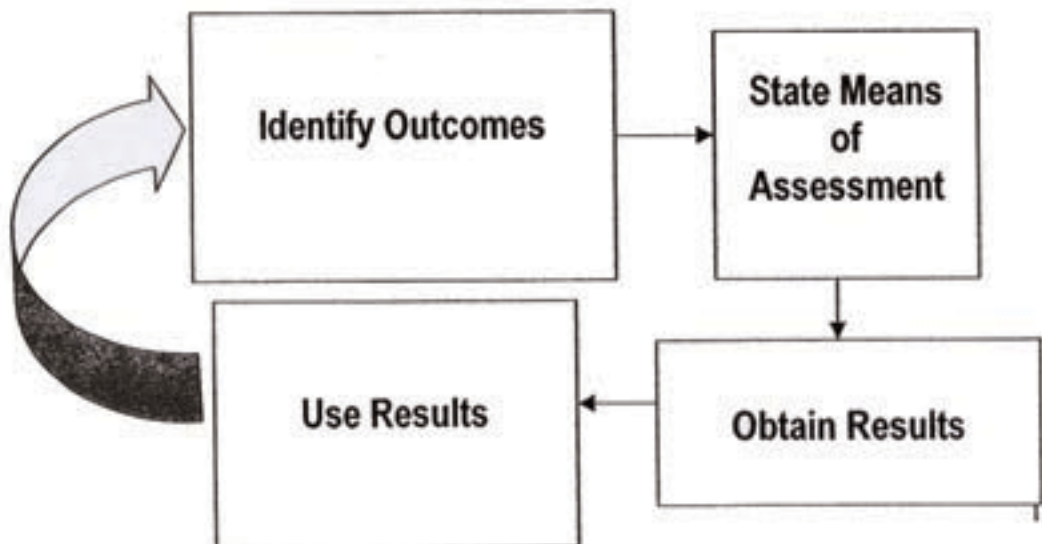
Assessment Fall Worksheet

Each year, the assessment unit will use this form to record the intended outcomes to be assessed that year, their relationship to the Mission Statement, and the means of assessment to be employed. In all likelihood these will be only 2 or 3 selected from a much larger list of outcomes; other outcomes will be selected for assessment the following year. (Appendix #2)

Assessment Report

This report will contain information from the Assessment Fall Worksheet (relationship to Mission, intended outcomes/objectives, means of assessment). When data is available, (i.e., when the assessment has been completed), the actual results will be recorded on this form and made part of the records in the program area. The assessment record will only be complete when, after consideration of the results, the program area describes the use of the results (the feedback loop), which could include changes and improvements or that no change was needed. (Appendix #3) Samples of completed versions of each form are included for clarification. (Appendix #8) The forms – either printed or on disk – may be obtained from the Assessment Chairperson.

The Annual Feedback Loop



Schedule for Implementation:

AREA RESPONSIBLE	TYPE OF ASSESSMENT
Educational Support Programs	Program assessment to be done annually. Beginning 2000
Educational Programs	Program assessment to be done annually. Beginning 2000
Faculty	Classroom assessment to be done each semester. Beginning 2001
Faculty	Course assessment to be done annually. Beginning 2002

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5. Baker, Richard, St. Louis Community College Assessment Guide, 1998, St. Louis Community College

A special thank you and acknowledgment to St. Louis Community College and Richard Baker, Assessment Coordinator, for their contribution of time, expertise, and information in the construction of the NCC Assessment Guide.

REPORTING STRUCTURE

RHONDA PENNINGS

Adm. Secretarial diploma
 computer Programming Tech
 Network Technology
 Retain Marketing
 Nursing
 Accounting-Assoc. of Appl Sci
 HIT
 General Education
 Transfer
 Non-Transfer Gen Ed
 AA-AS/Career Options
 Accounting Diploma

JAN SNYDER

Admissions
 Registrar
 Counselor
 Financial Aid
 Student Activities
 Recruiting & Placement
 Housing foundation

KRISTIN KOLLBAUM

Marketing/Community Relations

DAN REEVES

Bookstore

MURYL KORVER

Welding
 Heavy Equipment
 General Machining
 Carpentry
 Powerline
 Industrial Instrumentation & Control
 Truck & Diesel
 MET
 Auto Body
 Auto Service Tech
 Electrical Tech
 Ind. & Comm. Wiring

ALETHEA STUBBE

Human Resources
 Computer Services
 Physical Plant - Maintenance
 Physical Plant - Janitorial
 Business Services
 Media Services

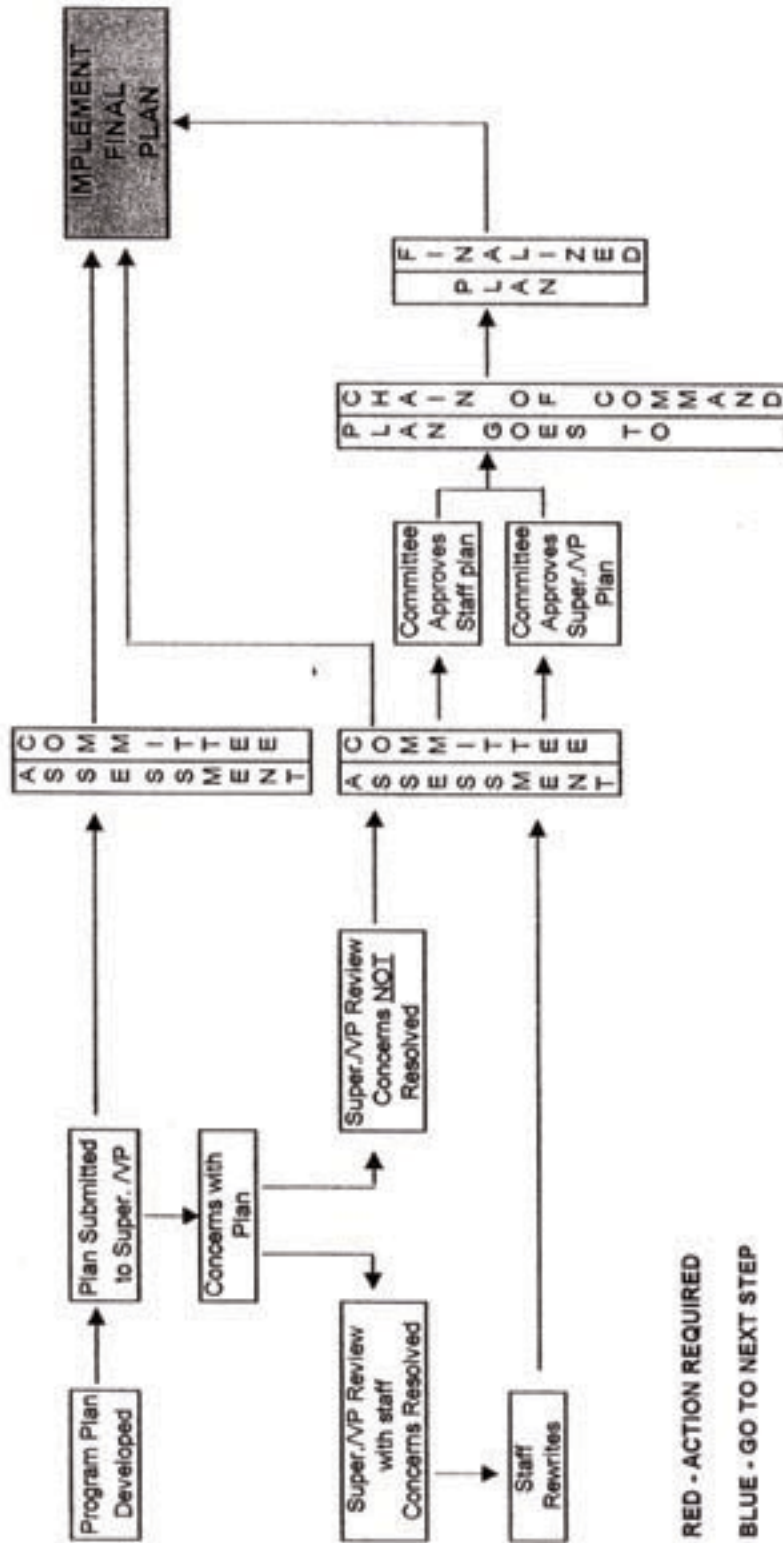
MARLYS SCHWEBACK

Learning Center
 Alternative High School

KATHY BROCK

Continuing Ed/ B&I
 Library

ASSESSMENT PROCESS FLOWCHART Appendix #6



RED - ACTION REQUIRED
 BLUE - GO TO NEXT STEP

ASSESSMENT REPORTING SCHEDULE

1. May - August

Collect and collate data from assessment activities

2. August – September 15 (Inservice Day)

a. Analyze results from previous year and finalize report

b. Objectives/outcomes selected for current year

3. September 15

Plans submitted to supervisor

4. October 1

Plans submitted from supervisor to Assessment Committee

5. October 15

Assessment Committee returns plans to programs

6. October 15 – May/July

Complete assessment activities

7. May – August

Collect and collate data

8. Repeat process

Appendix #4

Form A

ASSESSMENT WORKSHEET
NCC ASSESSMENT PLAN
PROGRAM/AREA

Developed by: _____

Date submitted: _____

**Mission – Enhance the Quality of Life by Assuring
Lifelong Learning Opportunities**

**Statement of
Institutional
Goals:**

**Purpose Intended Educational
Outcomes/Objectives:**

**Means of Program Assessment
and Criteria for Success:**

UNIT MISSION

Appendix 7A

ASSESSMENT OUTCOMES

SHORT LIST

LONG LIST

LONG LIST

- | | | |
|---|-----|----|
| 1. Does the means of assessment and criteria for success contain the following: | Yes | No |
| a. Identify assessment tool? | Yes | No |
| b. Does each objective have multiple measures? | Yes | No |
| c. Does criteria for success completely define how success is measured and to what extent? | Yes | No |
| d. Does completion of your plan require input or assistance from another department of the college? | Yes | No |
| If yes, have you contacted that department? | Yes | No |

If you have answered "no" to any questions, please explain.

- | | | |
|---|-------|------|
| 2. Target date for the collection of data: | _____ | 20__ |
| 3. Program Assessment contact person | | |
| 4. Will any of these assessment activities require additional budget resources currently not covered in the program budget? | Yes | No |
| If yes, explain. | | |

NORTHWEST IOWA COMMUNITY COLLEGE

ASSESSMENT REPORT
FOR

PROGRAM	VP OR SUPERVISOR
AUGUST 20 – AUGUST 20	SUBMITTED BY
PERIOD COVERED	DATE SUBMITTED

INTENDED EDUCATIONAL (STUDENT) OUTCOME

I.

First Means of Assessment for Outcome Identified Above:

Ia. Means of Program Assessment and Criteria for Success:

Ia. Summary of Assessment Data Collected:

Ia. Use of Results to Improve Instructional Program:
--

Second Means of Assessment for Outcome Identified Above:

Ib. Means of Program Assessment & Criteria for Success:

Ib. Summary of Assessment Data Collected:

Ib. Use of Results to Improve Instructional Program:
--

INTENDED EDUCATIONAL (STUDENT) OUTCOME:

II.

First Means of Assessment for Outcome Identified Above:

2a. Means of Program Assessment and Criteria for Success:

2a. Summary of Assessment Data Collected:

2a. Use of Results to Improve Instructional Program:

Second Means of Assessment for Outcome Identified Above:

__ b. Means of Program Assessment & Criteria for Success:

__ b. Summary of Assessment Data Collected:

__ b. Use of Results to Improve Instructional Program:

Will any of the assessment activities require additional budget resources currently not covered in the program budget? If yes, explain.

Do you suggest that any of these outcomes continue on next year's assessment plan?

No ___ Yes ___ Outcome # _____

1998 Strategic Plan



NORTHWEST IOWA COMMUNITY COLLEGE
STRATEGIC PLAN

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September 1998

INTRODUCTION COLLEGE STRATEGIC PLAN

PLANNING PROCESS

Northwest Iowa Community College's Board of Trustees, administration, faculty and staff are pleased to present the College's Strategic Plan. This document provides the College with a course of action. While it may be difficult to project the future, it is important to conduct an ongoing institutional assessment of the past and present in order to plan for the future.

On January 27 and 28, 1998, a 28-member group was involved in a two-day strategic planning meeting. This group consisted of students, faculty, support staff, administration, Board of Trustees, a K-12 counselor, principal and superintendent, and business, industry, banking and health representatives. Dr. Gary Hayden, Chief Administrator of the Area Education Agency 4, facilitated the process. Numerous factors were reviewed and the College mission statement was revised. In addition, the statement of guiding principles was developed.

This document includes the Statement of Guiding Principles (Board Policy 101). Supporting the Statement of Guiding Principles is the Strategic Plan which has six major strategy areas: Student Development, Staff Development, Partnerships, Public Awareness, Technology and Funding Sources.

An all college meeting was held within a week of the two-day planning effort to provide each employee with a point of reference for the Strategic Plan development.

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EXPECT EXCELLENCE

603 West Park Street • Sheldon, IA 51201-1046 • 712 324-5061 • FAX 712 324-4136

PREFACE

Strategic Plan

Northwest Iowa Community College is a public, two-year comprehensive community college authorized by the Iowa Legislature and operates within the provision of the Code of Iowa.

To this end, the college strives to provide students with an applied and theoretical base in the arts, sciences and technologies upon which they may build or change careers, pursue further educational goals and contribute as citizens and workers to the social and economic life of northwest Iowa. The college promotes and provides life-long learning activities through continuing education and training to meet business and industry needs.

Northwest Iowa Community College uses information from its various "communities" to establish the strategies that support the mission statement and guiding principles of the college. It is with this intent that the following strategies have been formulated:

9/21/98

NCC STRATEGIC PLAN

STRATEGY: STUDENT DEVELOPMENT - We will provide support systems that will assist in student development.

OBJECTIVE 1. *Implement mandatory placement for credit classes.*

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Establish mandatory cut-off scores/criteria for math and communication courses.	Oct. 1998 Mar. 1999	V.P., Instructional Services NCC Gen. Educ. Comm. Math Comm. Communication Comm.	Standards available to students & staff.
2. Offer developmental courses/classes in multiple settings. (Mandate year 2000-2001)	Jun. 1999 Ongoing	V.P., Instructional Services	Schedule of course offerings.
3. Notify incoming students of new mandate (make change in college materials: i.e., college catalog, mailer to counselors).	Jul. 1999 Aug. 2000	V.P., Instructional Services Admissions Director	Information available in college materials.
4. Evaluate impact of mandatory placement and explore other curricular areas for mandatory placement.	Jun. 2001 Ongoing	V.P., Instructional Services Division Deans	Review tracking flow sheets, i.e., correlation between students required to take developmental and outcomes of higher level courses.

9/21/98

NCC STRATEGIC PLAN

STRATEGY: STUDENT DEVELOPMENT - We will provide support systems that will assist in student development.

OBJECTIVE 2. *Expand Student Services into a multifunctional center with additional placement services.*

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Identify the services that will be offered in a multifunctional Student Services area, i.e., placement, financial aid, student government.	Nov. 1998 Jan. 1999	V.P., Student & Community Services	Listing of identified services being offered and resources required.
2. List the resources needed to establish a multifunctional Student Services area, i.e., personnel, equipment, facilities.	Nov. 1998 Feb. 1999	V.P., Student & Community Services	Listing of identified services being offered and resources required.
3. Establish goals for each department housed within the area and build facilities.	May 1999 Jan. 2000	V.P., Student & Community Services	Review job description and goals.
4. Implement new multifunctional Student Services area.	Mar. 2000 May 2000	V.P., Student & Community Services	Observe operation of new student services area, and evaluate effectiveness by student survey.

9/21/98

NCC STRATEGIC PLAN

STRATEGY: STUDENT DEVELOPMENT - We will provide support systems that will assist in student development.

OBJECTIVE 3. *Provide three enrichment activities each academic year (of which attendance at one is mandatory for degree seeking students) that deal with topics such as diversity, health, safety, and/or culture.*

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Identify staff/committee to select topic and speakers or performers to conduct activities.	Sep. 1999 Oct. 1999	V.P., Student & Community Services Community Relations Coordinator	Review lists of topics identified.
2. Develop process to document student attendance.	Feb. 2000 May 2000	V.P., Student & Community Services	Review attendance procedures.
3. Notify incoming students of new mandate (make change in college materials: i.e., college catalog, mailer to counselors).	Feb. 2000 Jun. 2000	V.P., Student & Community Services Admissions Director	Review printed materials.
4. Select times and dates throughout the academic year (some during day & evening) to hold activities and schedule each activity.	Feb. 2000 May 2000	V.P., Student & Community Services	List events offered and completed.
5. Plan and hold events that are part of mandatory activities for degree students.	Oct. 2000 Ongoing	V.P., Student & Community Services Community Relations Coordinator	List events offered and completed.

9/21/98

NCC STRATEGIC PLAN

STRATEGY: STUDENT DEVELOPMENT - We will provide support systems that will assist in student development.

OBJECTIVE 4. *Establish a checkout system for lap top computers.*

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Determine the following criteria: checkout procedures, return policy, time frame for checkout, cost, and evaluation form.	Mar. 1999 May 1999	V.P., College Services V.P., Instructional Services	Review tracking system procedures.
2. Determine the type and number of computers to acquire and look at possible need for printers.	Apr. 1999 Jun. 1999	V.P., College Services V.P., Instructional Services	Review type and number of computers purchased/available.
3. Determine the budget for the computer purchase and maintenance.	Apr. 1999 Jun. 1999	V.P., College Services V.P., Instructional Services	Review budget allocations.
4. Identify the individual(s)/department(s) who will monitor and maintain the computers from the checkout system.	May 1999 Jul. 1999	V.P., College Services V.P., Instructional Services	Review tracking system for checkout.
5. Implement action step.	Aug. 1999 Sep. 1999	V.P., College Services V.P., Instructional Services	Review usage of computers.
6. Purchase replacement computers.	Jul. 2000 Ongoing	V.P., College Services V.P., Instructional Services	Review need for replacement computers.

9/21/98

NCC STRATEGIC PLAN

STRATEGY: STUDENT DEVELOPMENT - We will provide support systems that will assist in student development.

OBJECTIVE 5. *Establish inviting study and relaxation areas throughout the campus.*

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Identify potential areas on campus that would accomplish objective.	Dec. 1998 Jan. 1999	V.P., College Services	Listing of potential areas.
2. Develop time frame for implementation.	Jan. 1999 Feb. 1999	V.P., College Services	Review implementation plan and track progress.
3. Select color scheme, style, and furnishings that are appropriate to various campus buildings and programs.	May 1999 Jul. 1999	V.P., College Services	Review implementation plan and track progress.
4. Purchase furniture and fixtures needed to implement the plan (i.e., pictures, plants, lamps).	Jul. 1999 Sep. 1999	V.P., College Services	Review implementation plan and track progress.

9/21/98

NCC STRATEGIC PLAN

STRATEGY: STUDENT DEVELOPMENT - We will provide support systems that will assist in student development.

OBJECTIVE 6. *Increase the number of student activities per year while working with other entities to achieve this goal.*

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Identify a person/committee responsible to coordinate student activities.	Oct. 1998 May 1999	V.P., Student & Community Services	Review job description.
2. Explore possible partnerships with business and colleges to collaborate on designated student activities.	Jan. 1999 Ongoing	V.P., Student & Community Services	Review listings of potential partnerships.
3. Enlist the help of SGA in developing a survey and request support from them on year-long activities.	Jun. 1999 Ongoing	V.P., Student & Community Services	Review survey.
4. Survey students as to their choices for student activities. Categories may include, but are not limited to: cultural awareness, educational clubs, social activities, political activities, and sports.	Feb. 1999 Jul. 1999	V.P., Student & Community Services	Review survey results.
5. Establish a student action committee (facilitated by SGA) to help compile surveys and implement new student activities.	Apr. 1999 Ongoing	V.P., Student & Community Services	Review membership on committee.
6. Schedule new events for the academic year based on surveys and student committee recommendations.	May 1999 Ongoing	V.P., Student & Community Services	Review listing of events.
7. Re-evaluate the process annually.	May 2000 Ongoing	V.P., Student & Community Services	Review results of evaluation process.

9/21/98

NCC STRATEGIC PLAN

STRATEGY: STUDENT DEVELOPMENT - We will provide support systems that will assist in student development.

OBJECTIVE 7. *Remodel cafeteria without major structural changes to create a more inviting, warm atmosphere and build an outdoor courtyard area, which can be accessed from the cafeteria and which is at least partially covered.*

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Solicit student and staff input on ideas for cafeteria remodeling project.	Oct. 1998 Dec. 1998	V.P., College Services	Review input results.
2. Develop a blueprint/plan/design that allows for the project to be completed in two phases (with a total cost not to exceed \$150,000).	Dec. 1998 Feb. 1999	V.P., College Services	Review blueprints.
3. Complete construction phase one.	May 1999 Aug. 1999	V.P., College Services	Completion of project.
4. Complete construction phase two.	Jan. 2001 Dec. 2001	V.P., College Services	Completion of project.

NORTHWEST IOWA COMMUNITY COLLEGE

Strategy - STAFF DEVELOPMENT:

We will provide for continuous staff development.

9/21/98

NCC STRATEGIC PLAN

STRATEGY: STAFF DEVELOPMENT - We will provide for continuous staff development.

OBJECTIVE 1. Utilize the expertise and talents of the NCC staff in making decisions.

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
<p>1. Establish a Staff Development Team consisting of the 3 staff development chairs and one representative from each staff development area. Their responsibilities will include:</p> <ul style="list-style-type: none"> • Survey customers biannually and evaluate responses. • Develop uniform guidelines. • Provide staff training to meet common needs (customer service/cross selling). • Implement a system for equitable distribution of funds. • Provide training for employees on the purposes and procedures of staff development. • Provide employee training on instructor work days. 	<p>Oct. 1998 Ongoing</p>	<p>Executive Council Staff Development Team</p>	<p>Meeting minutes Survey analysis Empowerment form # of training sessions</p>
<p>2. Establish a CQI Team to streamline the staff development requests, approval, and recording process.</p>	<p>Oct. 1998 May 1999</p>	<p>V.P., College Services Cross-functional Team</p>	<p>Meeting minutes Empowerment form PDSA - evaluate improved process</p>

9/21/98

NCC STRATEGIC PLAN

STRATEGY: STAFF DEVELOPMENT - We will provide for continuous staff development.

OBJECTIVE 2. *Establish a more effective staff evaluation system that will identify individual needs and personal plans.*

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Incorporate personal plans into employee evaluation.	Jan. 1999 Ongoing	Executive Council Evaluators	Personal plans Evaluations Staff development activities correspond with personal plans

9/21/98

NCC STRATEGIC PLAN

STRATEGY: STAFF DEVELOPMENT - We will provide for continuous staff development.

OBJECTIVE 3. *Enhance the resources necessary for staff development.*

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Increase funding \$15,000.00 -- followed by a cost of living percent increase annually and base budget on number of employees.	Jul. 1999 Ongoing	Executive Council	Budget
2. Dedicate time for faculty:staff for professional development.	Aug. 1999 Ongoing	Executive Council Division Deans	Increased number of staff development activities
3. Establish and utilize a substitute or "temporary" list for all areas (instruction & support staff).	Aug. 1999 Ongoing	Vice Presidents Division Deans	Actual substitute lists Payroll

NORTHWEST IOWA COMMUNITY COLLEGE

Strategy - PARTNERSHIPS:

We will develop and enhance partnerships to provide educational and other opportunities.

9/21/98

NCC STRATEGIC PLAN

STRATEGY: PARTNERSHIPS - We will develop and enhance partnerships to provide educational and other opportunities.

OBJECTIVE 1. *Provide the leadership to further implement the School to Work/Tech Prep initiative with the Region IV Local Education Agencies (LEA's).*

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
<p>1. Establish specific implementation teams from the newly formed Area IV Regional Career and Vocational Consortium Board (RCVCB) to address:</p> <ul style="list-style-type: none"> A. Publishing of a newsletter (min.-3/year). B. The development or identification of an assessment tool for career interest and aptitude at the middle school level. C. School to careers/work curriculum development through: <ul style="list-style-type: none"> 1. staff education and business involvement. <ul style="list-style-type: none"> a. business/school group to identify Skill Knowledge Areas needed for students to succeed in career field. 2. business involvement <ul style="list-style-type: none"> a. provide resources as needed/requested <ul style="list-style-type: none"> 1. career fairs/career day 2. specialized interest 3. how to find a job and keep it (i.e., resume writing, job seeking skills) b. provide work opportunities c. CEO Roundtable - expand dialog beyond superintendent D. To increase exposure of classroom teachers to business and industry (i.e., summer jobs, internships, shadowing). <ul style="list-style-type: none"> 1. advisory boards for writing lesson plans 	<p>Oct. 1998 Jun. 2001</p>	<p>High School Projects Consultant</p>	<p>Copies of newsletter Use of assessment tools Minutes of meeting Log of events / minutes of meetings Logs of activities Minutes of meetings</p>

9/21/98

NCC STRATEGIC PLAN

STRATEGY: PARTNERSHIPS - We will develop and enhance partnerships to provide educational and other opportunities.

OBJECTIVE 1. *Provide the leadership to further implement the School to Work/Tech Prep initiative with the Region IV Local Education Agencies (L.E.A.'s).*

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
2. NCC will be responsible for developing the HUB concept (i.e., establish work based learning and provide youth apprentice programs) of satisfying limited enrollment at individual schools. A. First HUB will be Machine Shop. B. Provide youth "apprenticeship-type" programs.	Oct. 1998 Aug. 1999	High School Projects Consultant	Actual start-up of program Log of new programs

9/21/98

NCC STRATEGIC PLAN

STRATEGY: PARTNERSHIPS - We will develop and enhance partnerships to provide educational and other opportunities.

OBJECTIVE 2. *Develop a marketing plan to expand non-credit offerings with business and industry in Region IV.*

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Enhance communication with business and industry to determine present and future training needs. A. Meet with members of Continuing Education to learn perspectives on existing services as compared to alternative methods of learning delivery. B. Document strengths and weaknesses of existing non-credit offerings and alternatives as seen by Business and Industry Training representatives including: ABE Coordinator, Business & Industry Coordinator, Business & Industry Consultant, and Vice President of Student & Community Services. C. Submit results to the Vice President of Student & Community Services for review and further recommendations.	Mar. 1999 Ongoing	Outreach Field Agent	Study document
2. Establish routine scheduling for basic offerings. A. Timely communication to business and industry. I. NCC will conduct needs analysis and surveys with area industries to determine desired course offerings. B. Flexible delivery (i.e., days, evenings, Saturdays, locations - Business/Industry and communities will develop schedule with training opportunities) I. offer basic courses scheduled in fall and spring tabloids	Mar. 1999 Ongoing	Business & Industry Coordinator	Tabloid / marketing documents

9/21/98

NCC STRATEGIC PLAN

STRATEGY: PARTNERSHIPS - We will develop and enhance partnerships to provide educational and other opportunities.

OBJECTIVE 2. *Develop a marketing plan to expand non-credit offerings with business and industry in Region IV.*
(Continued)

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
<ul style="list-style-type: none"> 2. offer courses on an as needed basis or contracted 3. offer courses using flexible delivery schedules such as days, evenings, and Saturdays 3. Provide ESL training to address language barriers between employees and supervisors. <ul style="list-style-type: none"> A. Contact industries in area to determine ESL training needs. B. Assess employees that are identified by industries that need English language training. C. Offer training for ESL to industry employees where and when needed. 	<p>Mar. 1999 Ongoing</p>	<p>ABE Coordinator</p>	<p>Annual ABE report</p>

NORTHWEST IOWA COMMUNITY COLLEGE

Strategy - PUBLIC AWARENESS:

We will increase public awareness and support of the opportunities and services offered by the College.

9/21/98

NCC STRATEGIC PLAN

STRATEGY: PUBLIC AWARENESS - We will increase public awareness and support of the opportunities and services offered by the College.

OBJECTIVE 1. Enhance existing NCC Marketing Plan with current technology.

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Develop home page links to business and industry, colleges, universities, local school districts, and local communities.	Oct. 1998 Ongoing	Community Relations Coordinator Media Services Technician	NCC Home Page
2. Partner with local industry to create CD ROM for recruitment.	Jan. 1999 Sep. 1999	Community Relations Coordinator Recruiting Coordinator	Completed CD-ROM

9/21/98

NCC STRATEGIC PLAN

STRATEGY: PUBLIC AWARENESS - We will increase public awareness and support of the opportunities and services offered by the College.

OBJECTIVE 2. *Update promotional campaign to address the entire community college image.*

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Contract with advertising agency to develop new advertising series, logo, and positioning statement to reflect credit and non-credit courses.	Feb. 1999 Jan. 2000	Community Relations Coordinator Marketing Committee	Completed print, radio, television advertisements, and scheduling
2. Provide training for NCC employees in customer service/cross selling.	Jan. 1999 Ongoing	Staff Development Teams	List of employees attending training

9/21/98

NCC STRATEGIC PLAN

STRATEGY: PUBLIC AWARENESS - We will increase public awareness and support of the opportunities and services offered by the College.

OBJECTIVE 3. Establish NCC as an integral part of each community.

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Revitalize speakers program.	Jan. 1999 Ongoing	President	Completed speakers program/brochure
2. Develop one feature story per month in a local newspaper.	Oct. 1998 Ongoing	Community Relations Coordinator	Feature article/monthly
3. Create volunteer service project using staff, student and community resources, and i.e., Habitat for Humanity and Prairie Project.	Sep. 1999 Ongoing	Media Services Technician Business & Industry Coordinator T & T Instructor	Project minutes

9/21/98

NCC STRATEGIC PLAN

STRATEGY: PUBLIC AWARENESS - We will increase public awareness and support of the opportunities and services offered by the College.

OBJECTIVE 4. *Implement plan to heighten awareness among area professional educators/trainers.*

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Offer a one day, area wide instructor in-service for NCC, K-12 educators, AEA and business & industry trainers/HR personnel. 2. Display booth at area high schools in conjunction with parent/teacher conference schedule.	Sep. 1999 Aug. 2000 Oct. 1998 Ongoing	Community Relations Coordinator ABE Coordinator Recruiting Coordinator NCC Recruiters	List of attendees Recruiting schedule

NORTHWEST IOWA COMMUNITY COLLEGE

Strategy - TECHNOLOGY:

We will maintain and develop the effective use of technology.

9/21/98

NCC STRATEGIC PLAN

STRATEGY: TECHNOLOGY - We will maintain and develop the effective use of technology.

OBJECTIVE 1. Secure and maintain hardware to use technology effectively.

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Develop and maintain maintenance schedule(s) for equipment.	Jan. 1999 Ongoing	Computer Services Coordinator	Maintenance schedules completed.
2. Develop replacement schedules for computer and related equipments.	Mar. 1999 Ongoing	Computer Services Coordinator	Replacement schedules on file.
3. Identify and install multi-media capabilities in 3 classrooms, learning center, and library.	Dec. 1998 Jun. 2001	Computer Services Coordinator Media Services Technician V.P., College Services	Number of rooms with multi-media capabilities.
4. Install a wireless local area network system in one or two classrooms.	Jan. 1999 Jan. 2000	V.P., College Services	Wireless system in operation.
5. Ensure that employees have the appropriate level of hardware needed to access the technology for their area.	Sep. 1998 Jun. 2001	Individual Supervisor	Survey of staff.

9/21/98

NCC STRATEGIC PLAN

STRATEGY: **TECHNOLOGY** - We will maintain and develop the effective use of technology.

OBJECTIVE 2. *Encourage staff/students to incorporate technology in their NCC experience.*

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Develop new methodology for delivering instruction more effectively and/or efficiently. <ul style="list-style-type: none"> a. provide training b. provide time c. provide access d. provide incentive 	Sep. 1998 Ongoing	Division Deans	New methodology will appear in instructional presentations.
2. Provide students/faculty/staff with the opportunity to use technology. <ul style="list-style-type: none"> a. provide training b. provide time c. provide access (on/off campus) d. provide incentive 	Sep. 1998 Ongoing	V.P., College Services V.P., Instructional Services V.P., Student & Community Services	Documentation of student/staff training and use of technology.

9/21/98

NCC STRATEGIC PLAN

STRATEGY: TECHNOLOGY - We will maintain and develop the effective use of technology.

OBJECTIVE 3. Provide the necessary support services to maximize the effective use of technology.

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Proceed towards a "paperless" campus, i.e., e-mail, on-line registration, purchasing, student records management.	Oct. 1998 Jun. 2001	Executive Council	Actual implementation of paperless processes.
2. Ensure confidentiality of data, i.e., social security number, grades, etc.	Sep. 1998 Ongoing	Computer Services Coordinator	Development of the process.
3. Provide "help desk". Help desk will provide support to the Computer Services Coordinator, evaluate proposed software, train staff on new software, and troubleshoot software problems. a. staff b. space c. equipment d. training	Jan. 1999 Jul. 1999	V.P., College Services	Initiation of a help desk.
4. Evaluate and select, with the staff, consistent software for total campus use, i.e., spreadsheet and word processing.	Mar. 1999 Ongoing	Computer Services Coordinator	Committee minutes.

NORTHWEST IOWA COMMUNITY COLLEGE

Strategy - FUNDING SOURCES:

We will aggressively pursue funding sources.

9/21/98

NCC STRATEGIC PLAN

STRATEGY: FUNDING SOURCES - We will aggressively pursue funding sources.

OBJECTIVE 1. *Enlist support of influential area residents to actively lobby the legislature and the governor's office for increased funding of the Iowa community college system.*

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Identify 20-30 potentially politically influential individuals. Places to consider: economic development, local government, townships, and political contributors.	Jul. 1999 Oct. 1999	President Foundation Director NCC Board	The number of individuals who actively lobby on behalf of NCC and the community college system.
2. Develop a plan outlining the role and expectations of those individuals who agree to be involved.	Jul. 1999 Oct. 1999	President Foundation Director NCC Board	Subjective review of the perceived impact of the lobbying effort on legislation passed.
3. Contact identified individuals on a one-to-one basis to solicit their cooperation, resulting in 10-20 affirmative responses.	Jul. 1999 Oct. 1999	President Foundation Director NCC Board	
4. Provide training and orientation to individuals who have responded affirmatively.	Oct. 1999 Jan. 2000	President Foundation Director NCC Board	
5. Provide follow-up training as needed.	Jul. 2000 Ongoing	President Foundation Director NCC Board	

NCC STRATEGIC PLAN

9/21/98

STRATEGY: FUNDING SOURCES - We will aggressively pursue funding sources.

OBJECTIVE 2. Increase student enrollment, thereby increasing our tuition income.

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Build the morale of the staff so they "want" to go out into the public and recruit for NCC.	Jan. 1999 Ongoing	President	Increased level of participation in recruiting activities, both in terms of individuals involved and activities conducted.
2. Utilize a Recruitment Action Team to gather facts and set criteria for staff participation.	Jan. 1999 May 1999	Recruiting Coordinator Admissions Director	Review of enrollment and tuition records.
3. Practices/ideas on recruitment will be shared at an all-college meeting.	Fall 1999 Fall 1999	Recruitment Action Team	

9/21/98

NCC STRATEGIC PLAN

STRATEGY: FUNDING SOURCES - We will aggressively pursue funding sources.

OBJECTIVE 3. Pursue funding sources involving NCC alumni.

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Create an Alumni Action Team.	Jan. 2000 Feb. 2000	Alumni Coordinator Foundation Director	Number and value of donations from alumni on an annual basis.
2. Identify 50 program-specific alumni regarding donations of money, equipment, recruitment efforts, lobbying and partnerships with industry, identifying at least two people per specific program.	Jan. 2000 Feb. 2000	Alumni Action Team	
3. Develop a plan to conduct personal visits to alumni, including the role these individuals will play and a timeline for evaluating the success of these contacts.	Mar. 2000 May 2000	Alumni Action Team	
4. Implement plan.	Jun. 2000 May 2001	Alumni Action Team	

9/21/98

NCC STRATEGIC PLAN

STRATEGY: FUNDING SOURCES - We will aggressively pursue funding sources.

OBJECTIVE 4. *Initiate 6 new partnerships and sharing of expertise between NCC faculty and staff and merged area IV business, industry, schools and professional organizations to utilize their resources.*

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Form a Partnership Action Team to include representation from all areas of the College.	Oct. 1999 Nov. 1999	V.P., Instructional Services	Determine the number of new partnerships formed and the value added as a result of that partnership.
2. Elicit ideas from all employees on partnerships, identifying partners and purpose of partners.	Oct. 1999 Nov. 1999	Partnership Action Team	
3. Identify 10 most valuable and feasible partnership ideas.	Nov. 1999 Jan. 2000	Partnership Action Team	
4. Assess costs/benefits of potential partnerships and narrow the list to 6, identifying College staff to target the partnerships, and dedicate the resources necessary for partnership development.	Jan. 2000 Jan. 2001	Partnership Action Team	

9/21/98

NCC STRATEGIC PLAN

STRATEGY: FUNDING SOURCES - We will aggressively pursue funding sources.

OBJECTIVE 5. *The foundation will head a steering committee to target annual fund drives, charitable events, estate planning, matching grants for employee contributions with a goal of \$50,000-\$100,000 annually within Area IV.*

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Assess funding generated from current activities.	Jan. 1999 Jan. 1999	Foundation Board Foundation Director	Review records of incoming dollars from new activities on an annual basis.
2. Determine options for additional activity.	Feb. 1999 May 1999	Foundation Board Foundation Director	
3. Identify key players within the Foundation to serve on steering committee, and plan and conduct additional fundraising activity.	May 1999 May 2000	Foundation Board Foundation Director	

9/21/98

NCC STRATEGIC PLAN

STRATEGY: FUNDING SOURCES - We will aggressively pursue funding sources.

OBJECTIVE 6. *Aggressively increase the college's pursuit of increased funding through grant applications.*

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Employ or identify an individual at the college whose position would be the solicitation of grants. 2. Provide in-service to all staff to develop an awareness of grant possibilities and the skills necessary to review grant announcements and identify those that could be a possible source of funding for NCC.	Jul. 1999 Sep. 1999 Jun. 2000	President V.P., Instructional Services	Number of new grants submitted through the efforts of the new grant coordinator. Dollars generated from additional grant activity.

9/21/98

NCC STRATEGIC PLAN

STRATEGY: FUNDING SOURCES - We will aggressively pursue funding sources.

OBJECTIVE 7. Study charging structure currently in place at the college for compatibility with similar services and customer expectations.

ACTIVITIES	BEGINNING / ENDING DATE	ASSIGNED TO	HOW TO BE ASSESSED
1. Identify all things for which NCC charges, specifying history of rate charges, rationale for current rates, and comparability with other sources.	Jan. 1999 Apr. 1999	V.P., Instructional Services V.P., College Services V.P., Student & Community Services	Track changing structure for review and/or changes.
2. Determine areas to be reviewed.	Apr. 1999 May 1999	Appropriate Staff Executive Council	
3. Present proposed changes to appropriate staff.	Jun. 1999 Oct. 1999	Supervising Manager(s)	

COLLEGE STRATEGIC PLAN

The NCC Executive Council asked each of the NCC faculty, staff and administrators who were part of the initial strategic planning group to co-chair an action team for one of the six strategies. The co-chairs selected team members to help develop specific activities to accomplish the strategic plan initiative. The action team members are:

PUBLIC AWARENESS

Lynn Rolfsmeier (Co-Chair)
Jan Snyder (Co-Chair)
Pam Kreykes
Richard Menning
Joe Muetting
John Mark Franken
Mark Doherty
Gretchen Bartelson
Sandy Patten

TECHNOLOGY

Kirstin Arthur (Co-Chair)
Bill Noack (Co-Chair)
Vern Schoeneman (Co-Chair)
David Luenberger
Jim Lofflin
Ron Wermager
Ron Plum
James Stegge
Kory Feltman

PARTNERSHIPS

Muryl Korver (Co-Chair)
Wayne Reed (Co-Chair)
Tom Noteboom, II
Gaylen Roskens
Dennis Michels
Gary Niichel
Janet Dykstra
Deb Sandbulte
Ray Roseland
Loy Van't Hul
Gail Vonk

STAFF DEVELOPMENT

Rex Weber (Co-Chair)
Deb Scheiber (Co-Chair)
Molly Schleef
Jeff McCuddin
Donna Reekers
Rick Cannoy
Mary Jane Peterson
Doris Bratcher

STUDENT DEVELOPMENT

Mary Mohni (Co-Chair)
Gene McDaniel (Co-Chair)
Susan Grapevine
Dr. Rhonda Pennings
Karna Hofmeyer
Jill Collen
Scott Meinecke
Darrell Zoch
Marlys Schwebach
Jerry Olson
Donna Hoadley
Kathy Feuerstein

FUNDING SOURCES

Steven Youngs (Co-Chair)
Dr. Kathy Brock (Co-Chair)
Donna Brinkman
Sandy Bruns
Ruth Hobson
Jan Koch
Mark Platt
Dan Reeves
Bob Hoogeveen
Ron Robinson
Colette Scott

The action teams then met to identify specific activities. Each strategy has a number of objectives with activities written in measurable terms. It should be noted that the activities are not presented in priority order. The action team co-chairs meet periodically as a total group to share information with one another and to provide input from their colleagues.

Prior to submitting to the Board of Trustees for their approval, a copy of the Strategic Plan was available for all college employees to review and comment. The final draft of the College Strategic Plan was unanimously approved by the NCC Board of Trustees on September 21, 1998.

COLLEGE STRATEGIC PLAN

Each year, the NCC Strategic Plan will be reviewed to determine the progress made on the activities identified. An in-depth assessment will be made by each of the six action teams and the plan will be updated and/or modified as needed. On an annual basis, a report will be made to the Board of Trustees and to all college employees. Working in conjunction with the six action teams is the College Assessment Committee. The Assessment Committee was established on November 17, 1992. Its purpose is to implement a plan to ascertain student achievement and institutional effectiveness. The Assessment Committee membership is:

ASSESSMENT COMMITTEE

Mary Mohni (Chair)

Karna Hofmeyer

Jan Koch

Gene McDaniel

Bill Noack

Dr. Rhonda Pennings

Lynn Rolfmeier

Vern Schoeneman

Rex Weber

Jerry Olson

A copy of NCC's Strategic Plan is available for all college employees, Board of Trustees, advisory committee members and interested members of the general public. Planning for Northwest Iowa Community College is a continuing process using a broad base of information to establish a direction for the College. The Strategic Plan is NCC's vision for the future.

CHR/jb

1/28/98

Mission Statement:

The mission of Northwest Iowa Community College is to enhance the quality of life by assuring lifelong learning opportunities.

BOARD POLICY 101

Educational Policy

Statement of Guiding Principles

Northwest Iowa Community College, a two-year educational institution, establishes the following beliefs as a foundation upon which the college provides education and services.

- We believe that education is an investment in society.
- We believe in accessible, comprehensive education and services which enable people to maximize their potential.
- We believe in the dignity and worth of all individuals.
- We believe the quality of life is improved through lifelong learning opportunities.
- We believe in maintaining high standards through principles of continuous improvement.
- We believe that leadership, education and training will enhance community and economic development.
- We believe that a variety of partnerships enhances all involved.
- We believe that we are at risk without change.
- We believe that all people can learn.

ADOPTED: 4-16-80

REVISED: 9-21-98

NORTHWEST IOWA COMMUNITY COLLEGE

Strategy - STUDENT DEVELOPMENT:

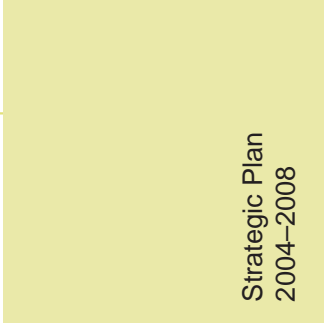
We will provide support systems that will assist in student development.

defining success

Northwest Iowa Community College



Operational Plan
2004-2006



Strategic Plan
2004-2008



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INTRODUCTION

In an effort to position the organization for the future, Northwest Iowa Community College began its formalized planning process in 1994. Since that time, the Northwest Iowa Community College Board of Trustees have approved and members of the College community have implemented and assessed two five-year plans:

1994–1998 College Plan Approved by the Board of Trustees on July 22, 1994
1998 Strategic Plan Approved by the Board of Trustees on September 21, 1998

This document reflects the current planning processes, both strategic and operational, that will be utilized as the Board of Trustees, administration, faculty and staff of Northwest Iowa Community College continue to look toward the future of the organization and the success of the students we serve.

On November 17, 2004, the Northwest Iowa Community College Board of Trustees approved the 2004/2008 Strategic Plan. The strategic planning process included an extensive environmental scanning process, an analysis of the strengths, weaknesses, opportunities and threats (SWOT) confronting the College, a review and update of the mission, the creation of a vision and identification of strategic initiatives that the College community would embrace for the next three to five years.

Following the approval of the 2004–2008 Strategic Plan the College community developed the 2004–2006 Operational Plan that supports the College mission, vision and strategic initiatives. A comprehensive review of the Guiding Principles/Values of the College will be conducted in the future.

The organization realizes that the future cannot be predicted and, at times, adjustments to the goals, objectives and strategies need to be addressed. Since 1994, the planning processes at Northwest Iowa Community College have been inclusive. The College community, which consists of the Board of Trustees, administration, faculty, staff and the student body, along with individuals from the external constituency have been actively engaged in all planning processes.

VISION

We are driven to be the community college of choice for learning.

MISSION

Northwest Iowa Community College is a progressive learning college rapidly responding to the changing needs of our global community.

STRATEGIC INITIATIVES

1. Enhancing Student Success
2. Expanding Learning Opportunities
3. Developing Alternative Resources
4. Expanding Enrollment Management
5. Embracing a Collaborative Culture

TIMELINE

February–July 2003	Environmental Scanning
August 28, 2003	Implications Workshops
September 2003	SWOT Analysis
October 10, 2003	2004–2008 Strategic Planning Workshop
November 17, 2003	2004–2008 Strategic Plan Approved by College Board of Trustees
November 2003–January 2004	Develop 2004–2006 Operational Plan
February 2004	Draft Operational Plan Presented to Planning Advisory Council/College Community
March 15, 2004	2004–2006 Operational Plan to College Board of Trustees for Approval
March 2005	Assess 2004–2006 Operational Plan
November 2005–February 2006	Develop 2006–2008 Operational Plan
March 2006	2006–2008 Operational Plan to College Board of Trustees for Approval
March 2006	Assess 2004–2006 Operational Plan
March 2007	Assess 2006–2008 Operational Plan
November 2007–April 2008	Develop 2008–2013 Strategic Plan
March 2008	Assess 2006–2008 Operational Plan
May 2008	2008–2013 Strategic Plan to College Board of Trustees for Approval

ENVIRONMENTAL SCANNING

In February of 2003 the College embraced an environmental scanning initiative in which six taxonomies were identified: Labor Force, Distance Learning/Technology, Demographic, Competition/Education, Economics, and Political. The purpose of the scanning initiative was to identify trends that would have an impact on the College in the next three to five years. A trend is a statement, which reflects the general direction of change. Usually gradual, long term change, consists of forces shaping the future of the organization, region, nation or society in general.

The environmental scanning process had both an internal and external component. Internally, six scan teams were formed with membership on each team consisting of faculty, administration, support staff, and students (Appendix I-a). The scan teams conducted extensive research regarding the identified taxonomies and developed 28 trends statements, which were supported by rationale and resources to validate their potential impact.

In addition to the internal scanning effort, 29 external interviews (Appendix I-b) were conducted with leadership representing area business, industry, and education. These interviews included a comprehensive review of the trends and the potential impact to the College and the area over the next three to five years. The external information was interpolated with the internal data.

On August 28, 2003, 29 completed trend statements, rationale, resources and implications were compiled and shared in two workshops with both internal and external constituencies. The purpose of these workshops was to identify any implications the identified trends would have for the future of the College and the communities it serves. Thirty-two members of the external community (Appendix I-c) and 38 members of the internal community (Appendix I-d) participated in the Implication Workshops.

The preliminary information compiled through the scanning efforts was reviewed by the Executive Council and Planning Advisory Council (Appendix I-e) as part of the Strategic Planning Workshop that was held on October 10, 2004 to formalize the new Strategic Plan for Northwest Iowa Community College. At that time, the following nine trends were identified that would have the most significant impact on the College over the next three to five years.

TREND 1

Distance education, particularly Internet based instruction, will continue to grow and will be integrated with traditional instruction at the College.

TREND 2

Competition for students enrolling in higher education will intensify in the next three to five years.

TREND 3

Between 1995–2025 the number of persons 18 or older in Iowa is expected to increase while the number of young people under 18 is expected to decrease during the same period.

TREND 4

A college education is increasingly pursued in a nonlinear way frequently combined with work and periods of non-attendance, and requiring extended time to complete degrees.

TREND 5

The most significant job growth in northwest Iowa in the next three to five years will be in health care fields, service occupations, and technically skilled positions.

TREND 6

Competition for public funds, declining budget surpluses, and a sluggish economy will impact funding for Iowa's community colleges.

TREND 7

In the period 1990–2002 the population in Lyon, O'Brien and Osceola Counties have decreased while Sioux County has increased and this trend is likely to continue in the next three to five years.

TREND 8

As community college tuition increases and as state appropriations decrease, students will be forced to rely more heavily on loans, student/family contribution and scholarships to fund their higher education.

TREND 9

Federal and/or state legislative and executive bodies will continue to impact college operations through a focus on greater accountability.

TREND 1: Distance education, particularly Internet based instruction, will continue to grow and will be integrated with traditional instruction at NCC. (*Trend supported in interviews with community leaders.)

Rationale

Students are coming to expect computer-enhanced teaching. On-line courses set the standards all teachers should be emulating. Forerunners in computer usage will lead the way for the more traditional faculty's embracing of technology. Title III grant objectives call for expanded technology usage by faculty.

Resources

- ICCOC NCA change in status self-study, February 2002
- Title III Objective 3.7 As the result of college-wide faculty training on the use of computer and media-assisted technology, 10% of the faculty will propose to incorporate technology into the classroom. (NCC 2000 Title III Grant)
- Distance Education at a Glance–Barry Willis, www.uidaho.edu/eo/distgJan.html
- Virtual Schools: Trends and Issues, www.wested.org/onlinepubs/virtualschools.pdf
- Iowa Virtual Academy Survey, March 2003 by Iowa Public Television

Implications for the Community

- Instruction may not be based at the College.
- Methods of instruction will change.
- Need to help students one on one.
- May compromise knowledge gained.
- Accesses a broader knowledge base.
- Increase in non-traditional students.
- More access to work force training programs.
- More competition for students and training.
- Need a support system for maintenance.

Implications for the College

- Need to look beyond our typical boundaries to offer classes.
- Increase or expand our marketing efforts on-line.
- Expand the Learning Center for students wanting face-to-face interaction.
- Instructional methods in assessments will need to change.
- More competition from other institutions.
- Must maintain quality of e-courses.
- Need for increased access to technology.
- Maintenance needs increased.
- Investigate technical programs on-line that combine on-line and blended curricula.
- 2+2+2 new partnerships.

TREND 2: Competition for students enrolling in higher education will intensify in the next three to five years.**Rationale**

Past trends show that more high school graduates are choosing to attend either a two or four-year college or university. The percentage of Iowa high school students intending to pursue postsecondary education/training increased from 61.4 percent in 1985 to 82.7 percent in 2001. In addition, there has been an upward trend in high school graduation rates from 87.3 percent in 1997 to 89.2 percent in 2001.

Both two-year and four-year colleges/universities have enhanced marketing efforts to increase enrollments.

Resources

- The Annual Condition of Education Report, The Iowa Department of Education, 2002
- Condition of the Community Colleges, Iowa Department of Education, 2002

Implications for the Community

- Competition between K-12 and post-secondary will increase partnership problems.
- Pressure on higher education to provide education and training for jobs.
- Not having dorms and recreational facilities could lead to decreased enrollments.
- More career development for K-12.
- Admission standards will change.
- Communities need to become part of the marketing plan to enhance enrollment.

Implications for College

- Need to sell ourselves.
- Need recreational facilities and activities to attract students in the community.
- Need new programs in bio-tech and expanded healthcare programs.
- Market to students.
- Work cooperatively with high schools so students will be tied to the community college before graduating.
- Low tuition is a competitive advantage.

TREND 3: Between 1995-2025 the number of persons 18 or older in Iowa is expected to increase while the number of young people under 18 is expected to decrease during the same period. (*Trend supported in interviews with community leaders.)

Rationale

- U.S. Census Bureau, Iowa Population Projections: 1995–2025
 - o The number and proportion of Iowa's population that is age 18 and over is expected to increase from 2.1 million or 74.5% in 1995 to 2.2 million or 75.7% in 2000. Projections show this to continue to 2.4 million or 78.1% by 2025.
 - o All states and the District of Columbia are projected to show a decline in the proportion of youth (under 20) in their populations. Specifically, Iowa is projected to decrease from 28.4% in 1995 to 24.5% in 2025.
 - o The proportion of elderly (over 65) is expected to increase from 15.2% in 1995 to 22.6% in 2025.
- Office of Social and Economic Trend Analysis, Iowa Dept. of Public Health
 - o From 1991 to 2001, the number of births has decreased in the four county areas. This supports the trend of decreases in numbers of persons under 20.
 - o From 1991 to 2001, the number of deaths in the four county areas has decreased. This supports the trend of higher numbers of persons over 65.

Implications for the Community

- Greater health care costs.
- Fewer young people to support an older population.
- More consolidations for K–12 schools.
- Realignment of public services.
- More people will move to where there are schools.
- Taxes to support K–12 will decline, as there are fewer children in school.
- Loss of feeder programs for employers.
- Fewer young people to go to college.
- Less funding for public schools.

Implications for the College

- Smaller traditional student pool to draw from.
- May need less on campus housing because of commuters and on-line students.
- Potential consolidation of K–12 districts will provide the College the potential of being the provider of education at the junior/senior level.
- Fewer traditional age students.
- Expand recruiting areas.
- Staff needs to be cross functional and recruit.
- More classes for the elderly.
- Flexible schedules.
- More focus on training.
- Market to a new group of students.
- Encourage lifelong learning to the older population.
- Collaborate with assisted living and nursing homes for lifelong learning opportunities.
- Support students in developmental courses.
- Partner with K–12 at earlier age.
- Students are at the community college for more time; three years as opposed to two.
- Educate public on expectations for technical programs.

TREND 3 continued...**Resources**

- "Aging: Elderly Population will Rise", Midwestern Demographic Trends and Their Implication for Public Policy
- Table 4: Enrollment in graded K-12 in public elementary and secondary schools, by region and state, with projections: Fall 1993 to fall 2011, http://nces.ed.gov/pubs/2001/prof01/tables/pdf/tab04_2pdf
- Gov Stats – USA Counties, <http://govinfo.library.orst.edu/php/commerce/sstate/show.php>
- Selected Age Data for Iowa's Counties, 1990 and 2000, US Census Bureau
- Iowa's Changing Population: A Brief Review of Trends, Iowa State University Census Services
- Iowa Population Projections: 1995–2025, State Population Ranking Summary, U.S. Census Bureau, Population Division
- Births, Deaths, Natural Change (1941–2001) for Lyon, O'Brien, Osceola, and Sioux Counties, Office of Social and Economic Trend Analysis, Iowa Dept. of Public Health
- "Como Estas, Des Moines?" by Tammerlin Drummond, Time March 19, 2001
- Senate Journal: Page 29: Tuesday, January 11, 2000, <http://www.legis.state.is.us>
- "Building a Blueprint for Iowa's Future," Iowa 2010
- Census Trends Affirm Surprise, by Patrick Riepe, Friday, May 18, 2001, <http://www.press-citizen.com/news/census2000/051801trends.htm>
- "Iowa's Changing Population: A Brief Review of Trends" March 2001
- Office of Social and Economic Trend Analysis, Population by Households for Lyon, O'Brien, Osceola, and Sioux Counties (1980–2000)
- Senate Journal: Page 29: Tuesday, January 11, 2000
- "Aging in Place" <http://www.fsc.iastate.edu/dean/governance/2001initiatives>
- "Census Trends Affirm, Surprise," by Patrick J Riepe, <http://www.press-citizens.com/news/census2000/051801trends.htm>

TREND 4: A college education is increasingly pursued in a nonlinear way frequently combined with work and periods of non-attendance, and requiring extended time to complete degrees.

Rationale

“Lifestyles and Social Values” was not a taxonomy that the College identified at the onset of the environmental scanning process. At the Strategic Planning Workshop held on October 10, 2003 this trend was added based on review of the rationale and resources supplied by The Community College of Baltimore County, Baltimore Maryland through Joel Lapin, Professor of Sociology. It was felt that this trend would have a major impact on the College over the next three to five years.

- The “corporatization” of education in the US (e.g. corporate funding of aspects of institutions, institutions establishing for-profit subsidiaries, for-profit providers of education and training), will continue.
- Home schooling and similar alternatives to the K–12 public schools will continue to increase in the future.
- As government support for higher education fails to meet expectations and needs, more alliances of colleges with other institutions and for-profit organizations will increase.
- As business and their supporters encourage academia to be more “businesslike,” there will be a decline in “liberal education.” Skills associated with a general and liberal arts education (e.g. problem solving, conflict resolution, reasoning, communication, writing) continue to be valued by and sought in business organizations.
- Future funding for public education will be increasingly tied to performance and/or learning outcome measurements.
- Life-time learners will predominate in the future in higher education.
- As distance education continues to evolve, education will no longer be a separate and distinct function from work, but will become fused with work.
- The population is aging, opening up opportunities in education and training in gerontology and health care (e.g. nurses, social workers) that need qualified workers.

- In the decades ahead the K-12 population will rise and will be increasingly minority-Hispanic, Asian and non-white.
- High school graduation and college enrollment and graduation rates for African-Americans and Hispanics will continue to lag without successful intervention.
- The demand for public school teachers in K–12 will continue to increase.
- Teacher education articulation programs between community colleges and four-year institutions will increase in the future.
- Geographic segregation in K–12 public schools will continue in the future.
- More responsibility for lifelong learning will shift away from colleges and universities to non-traditional and different providers not adhering to traditional borders and boundaries.
- There is increasing emphasis on colleges becoming learning institutions rather than teaching institutions.
- There is increasing market value associated with skills certification (by professional groups and vendors using universal standards) over degrees awarded by colleges and universities.
- Colleges will enroll increasing numbers of students requiring remedial and developmental work.
- New technologies allow, and users demand, new ways of interacting with learners.
- Community Colleges are increasingly involved in international activities.

Resources

- MD Department of Planning: Baltimore County Office of Planning
- The Baltimore Sun
- US Census Bureau
- CCBC Planning, Research and Evaluation Office
- Branch et al., Educational Media and Technology Yearbook 2000, vol. 25
- Celente, Gerald, The Top Trends of the 21st Century, <http://www.trendsresearch.com/fopten.html>
- Corson, David, "The Eclipse of Liberal Education in the Twenty-First Century," *Educational Review*, June, 2000
- Kerka, Sandra, "Virtual Learning: The Good, the Bad, and the Ugly," *Trends and Issues Alert*, Number 12, 2000
- Kerka, Sandra, "Career Development Specialties for the 21st Century," *Trends and Issues Alert*, Number 13, 2000
- Koller, et al., Linkages for Interactive Transactional Education, <http://www.brevard.cc.fl.us/ccid/lite/litehist.txt>.
- Maryland State Department on Aging
- Maryland Higher Education Commission
- National Education Association, Quality Driven Futures, Market Driven Futures, <http://www.nea.org/he/future/quality.html>
- O'Banion, Terry. The Learning Revolution, 1999
- Ryland, Jane N. "Technology and the Future of the Community College," *New Expeditions: Changing the Second Century of Community Colleges*, Number 10, 2000
- Trend Letter, "The Corporatization of Ongoing Education," 10/5/2000, volume 18, number 19.
- Interviews with subject matter experts, fall 2002–spring 2003.

Implications

This trend was not reviewed at the Implications Workshops on August 28, 2003.

TREND 5: The most significant job growth in northwest Iowa in the next three to five years will be in health care fields, service occupations, and technically skilled positions. (*Trend supported in interviews with community leaders.)

Rationale

Manufacturing is fluid in northwest Iowa. As the manufacturing technology continues to change, the need for more skilled positions will continue to increase. Within the four and half counties served by the College, most communities provide health services, such as nursing home facilities, medical clinics, and hospitals. With the aging population in northwest Iowa and related services for the aging, more health care jobs will be available.

Resources

- Occupational Outlook Quarterly, Winter 2001–02, “Charting the Projections: 2000–10”
- Msnbc.com 4/3/2003, Report Card on the Job Market
- “Region 4 Occupational Projections: 1198–2008,” Iowa Workforce Development
- Hecker, Daniel E., Monthly Labor Review, “Occupational Employment Projections to 2010,” November 2001
- Bls.com12/03/01, BLS Releases 2000–2010 Employment Projections
- Employmentreview.com, January 2001, Annual Help-Wanted Indicator 2001
- “Nursing Shortages Threaten Health Care in Every State: Community Colleges The Cost-Effective Solution,” American Association of Community Colleges
- “Iowa Trends,” Iowa Workforce Development News and Trends, 3/14/2003
- “Labor Survey Report,” Iowa Great Lakes, 2000, Lyon County, 2000, Sioux County, 1993, O’Brien County, 1994
- “Nursing Shortages Again,” TERM, July–August 1998

Implications for the Community

- Many service jobs are entry level.
- More opportunities for training in health care jobs.
- More hospitals and consolidation of health care facilities.
- Opportunities for post secondary training in health care jobs.
- Need for funding increases in post secondary education.
- Partnerships with post secondary and K–12’s need to grow.
- Partnerships with business and industry will need to grow.
- Training will need to be taken to learners.
- Expand or construct new facilities.
- More demand for low cost services.
- Opportunities for second income jobs in these fields.
- Need for a more diverse skilled labor pool.
- Health care will demand greater wireless technology.
- Higher education will need to find their niche in this trend.
- Health care consolidation on a regional basis.

Implications for the College

- Opportunities for new programs.
- Program additions need to match job openings.
- Shorter courses that provide specific marketable skills.
- More opportunities for healthcare training needs and courses.
- Increased partnerships with business and industry.
- College needs to play a role in providing career awareness for students.
- Expand to new technologies, i.e. wind energy & bio-tech.
- Expand current enrollment of existing programs.
- Need for service related programs through continuing education.
- Need for certification programs in plumbing, HVAC.
- Reduced enrollment at the College.
- Reduce or cut programs at the College.
- New programs may need new facilities or alternative facilities.
- Market programs which involve increasing technical skills in health care.

TREND 6: Competition for public funds, declining budget surpluses, a sluggish economy will impact funding for Iowa's community colleges.

Rationale

Revenues for the state of Iowa continue to be problematic creating difficult decisions for the legislative and administrative branches of Iowa government. Community colleges have been recognized as key players in economic revitalization that our state may experience. At a time when community college services are needed more than ever, state funding streams have diminished.

Resources

- State Raids Special Programs for Budget, Perry Beeman and Clark Kauffman
- Unequal Impact: Community Colleges Face Disproportionate Cuts in State Budgets, Sara Hebel
- Community Colleges Face Money Loss, Tuition Hike, Mary Beth Marklein
- Finance in the Community College, Topical Biography
- Colleges Warn of Massive Cutbacks, Margarita Bauza
- 2-year Colleges Face Cuts, Andrew Welsh-Huggins
- Your Future is Here, Iowa Association of Community College Trustees, 2003 Legislative Agenda

Implications for the Community

- Community colleges are going to have to be innovative in raising funds.
- May need to out source training to reduce costs.
- Education needs a more sophisticated lobbying effort.
- Potential for higher tuition.
- More partnerships.
- More distance learning.
- Inability to start new programs.

Implications to the College

- Need funds to attract new instructors.
- The College needs innovative fund raising.
- The College needs to work with politicians to gain a larger piece of the pie.
- The College needs to be seen as a promoter of economic development.
- The College needs to partner with other community colleges and business and industry to extensively lobby the legislature.
- Students need to lobby more, locally and in Des Moines.

TREND 7: In the period 1990–2002 the population in Lyon, O’Brien and Osceola Counties have decreased while Sioux County has increased and this trend is likely to continue in the next three to five years. (*Trend supported in interviews with community leaders.)

Rationale

- U.S. Census Bureau, Iowa Population Projections: 1995–2025
 - o The data projects Project Iowa will fall from 30th most populous state to the 33rd most populous by 2025; however this is an actual increase of 200,000 people.
- Office of Social and Economic Trend Analysis, Census Counts 1990 and 2000 and Population Estimates (1990–2002) for Lyon, O’Brien, Osceola, and Sioux Counties
 - o Census data shows the population in Lyon, O’Brien, and Osceola has decreased. The trend suggests a continuing decrease in these counties. The data for Sioux County; however, shows an increasing population with those projections supporting the continuation of this population increase.
- Office of Social and Economic Trend Analysis, Population by Age (5–year increments) for Lyon, O’Brien, Osceola, and Sioux Counties
 - o The data supports the decrease in those under 20 and the increase in those over 18. There is a small decrease in the number of persons between 55 and 74 with an increase in those over 75, which supports the trend of increasingly older population.
- Iowa’s Changing Population: A Brief Review of Trends (2001)
 - o From 1940 to 2000, Iowa’s rural population decreased while the urban population has been increasing.

Resources

- Census Counts 1990 and 2000 and Population Estimates (1990–2002) for Lyon, O’Brien, Osceola, and Sioux Counties, <http://www.seta.iastate.edu/census>
- Population by Age (5–year increments) for Lyon, O’Brien, Osceola, and Sioux Counties, <http://www.seta.iastate.edu/census/census>
- Population by Age (1–20 yearly detail for Lyon, O’Brien, Osceola, and Sioux Counties, <http://www.seta.iastate.edu/census/census>
- Age and Sex: 2000, US Census Bureau
- Projections of the Total Population of States: 1995 to 2025, <http://www.census.gov/population/projections/state/stjpop.txt>
- Projections of the Population, By Age and Sex, of States: 1995 to 2025, <http://www.census.gov/population/projections/state/stpage.txt>
- “Iowa’s Changing Population: A Brief Review of Trends” March 2001
- “Population” <http://www.fyiowa.com/info/facts/population.asp>
- “By the Numbers: County Population Trends,” by Chad E. Hart, http://www.card.iastate.edu/iowa_ag_review/spring_02/by.html
- “Building a Blueprint for Iowa’s Future” Iowa 2010

Implications for the Community

- Growth in nonagricultural communities will be near communities with a good industrial base.
- Sioux County growth will spread to other counties.
- Less tax and less business opportunities in Lyon, O’Brien and Osceola counties.

Implications for the College

- Explore opportunities outside our traditional four county area.
- Decreased services in Osceola, O’Brien & Lyon counties.
- Satellite campus in Sioux County.
- Work with economic development to help increase the population of declining counties.
- Expand concept of Jesco/Corporate Center to other communities.

TREND 8: As community college tuition increases and as state appropriations decrease, students will be forced to rely more heavily on loans, student/family contribution and scholarships to fund their higher education.

Rationale

State and federal funding will continue to decline. This places a greater financial burden on the student. From its conception, the mission of the community college was for all citizens to have access to higher education. Continued increase in tuition will close the door to many potential students.

Resources

- Congress Leaves Pell Grant Increase Out of Budget, Mike Larose
- At Odds Over Financial Aid Changes, Michael Fletcher
- Budget May Close Some Doors on Education, Jackie Allifax
- Tax Legislation, AACCC/Legislative Updates

Implications for the Community

- Need for scholarship money.
- Fewer students.
- Need for a more active Foundation.

Implications for the College

- Find more scholarship sources.
- Increase our recruiting efforts.
- Encourage businesses to tell workers that we are a cheaper source for tuition.
- Develop or research a loan repayment program.
- Fewer students.

TREND 9: Federal and/or state legislative and executive bodies will continue to impact college operations through a focus on greater accountability.

Rationale

Educational reform has been at the forefront since 1983 when *A Nation At Risk* was published. In 1993 a similar report was issued that focused on the inadequacies of higher education—*An American Imperative: Higher Expectations for Higher Education*. In 2000, the *No Child Left Behind* legislation was enacted. Educational reform will continue to demand accountability.

Implications for the Community

- Focus on reading and math scores.
- Colleges will move toward emphasizing the success of students more than the scores of students.
- Loss of local control.

Implications for the College

- Dissatisfaction of faculty.
- Harder to recruit teachers.
- More documentation at the College.
- Increased work for Institutional Research Coordinator.
- Increased staff to prove or document accountability.
- Will teach towards accountability measures and not skills needed.
- Less time to meet student needs, as more time is spent on accountability.
- May lose goals of the institution.
- Threat to staff and local community.
- More paper work and more resources for accountability.
- Less local control more centralized state and federal control.
- More conflict of criteria and less flexibility.

Resources

- The National Commission on Excellence in Education. *A Nation At Risk: The Imperative for Educational Reform*. Washington, D.C.: U.S. Government Printing Office, April 1983
- Wingspread Group on Higher Education. *An American Imperative: Higher Expectations for Higher Education*. Wise. The Johnson Foundation 1993

SWOT ANALYSIS

The administration, faculty and staff of Northwest Iowa Community College completed a comprehensive analysis of organizational strengths, weaknesses, opportunities and threats in September of 2003. Twenty strengths, 21 weaknesses, 17 opportunities and 19 threats were identified through a process that involved the entire College community.

The Executive Council and Planning Advisory Council also reviewed the comprehensive SWOT Analysis at the Strategic Planning Workshop on October 10, 2003. At that time, the strengths, weaknesses, opportunities and threats that would have the most significant impact on the College over the next three to five years were identified.

For the purpose of institutional planning, the following definitions apply:

Strengths–Internal characteristics that are unique, special, highly valued or positive.

Weaknesses–Internal challenges that an organization faces or limitations to achieve their mission and goals.

Opportunities–Reflected when the external environment is closely aligned with an institutional strength. Aspects of the external environment that will create or accelerate a need or a capability that is or can be a strength of the organization.

Threats–Reflected when the external environment actually or potentially reduces or eliminates a capability or need for a capability of an organization.

STRENGTHS

- Low student to faculty ratio.
- Partnerships with business & industry, Area Education Agency IV, and Local Education Agencies.
- Excellent support services to enhance student learning.
- Staff, faculty, and administration committed to the mission of the College.
- Quality programs offered.
- Credit and non-credit programs recognized.

WEAKNESSES

- Limited student life.
- High adjunct to full-time faculty ratio.
- Turf/silo/trust issues.
- Data collection and analysis.

OPPORTUNITIES

- New program development.
- Stronger relationships with all partners.
- Distance learning initiatives.
- Exploration of Corporate College concept.
- Foundation growth.
- Escalating costs of higher education make the College a more attractive option.

THREATS

- Inadequate state and local funding.
- Increased competition for students.
- Declining population base.
- Failure to pass 20¼¢ levy.

OPERATIONAL PLAN

The 2004–2006 Operational Plan that is articulated on the following pages directly supports the strategic initiatives that were identified in the 2004–2008 Strategic Plan through measurable goals, objectives and strategies.

Five committees representing College administration, faculty, and staff (Appendix I-f) developed the goals, objectives and strategies that are defined on the following pages.

A draft of the 2004–2006 Operational Plan was shared with the College Community for comment and clarification via e-mail and open meetings offered by the College President. The Executive Council and the Planning Advisory Council conducted a thorough review of the plan, prior to presenting it to the Board of Trustees for approval. For purposes of assessment and to align more efficiently with the College's budgeting process, the Board of Trustees approved the 2004–2006 Operational Plan on March 15, 2004.

Northwest Iowa Community College is accredited by the Higher Learning Commission: North Central Association. In an effort to improve the institutional planning process the College has made an effort to align the planning process with accreditation. The Operational Planning Teams purposefully identified appropriate links between operational goals and the current NCA Criterion (Appendix II). This will allow the College to remain focused on the Criterion into the future.

The 2004–2006 Operational Plan will directly align with the FY05 and FY06 budgeting process at the College. Budget requests that support the strategic initiatives and operational goals will be given priority consideration for funding.

STRATEGIC INITIATIVES

Enhancing Student Success

Northwest Iowa Community College is dedicated to enhancing student success by facilitating processes where every individual can realize his or her full potential through learning.

Expanding Learning Opportunities

Northwest Iowa Community College will pursue, strengthen and expand learning opportunities for our students and communities through partnerships and new initiatives.

Developing Alternative Resources

Northwest Iowa Community College will aggressively pursue alternative resources that will augment programs and facilities.

Expanding Enrollment Management

Northwest Iowa Community College is committed to expanding enrollment management initiatives to ensure future viability of the College's vision and mission.

Embracing a Collaborative Culture

Northwest Iowa Community College faculty, staff and administration are devoted to embracing a collaborative culture that will serve as the foundation for quality in student and community learning.

NCC OPERATIONAL PLAN 2004–2006

Enhancing Student Success: Northwest Iowa Community College is dedicated to enhancing student success by facilitating processes where every individual can realize his or her full potential through learning.

Goal: Evaluate student success through a comprehensive student learning and assessment program.	NCA Criteria	Responsible	Timeline Start	Timeline Completion
<p>Objective: Develop a comprehensive Retention Plan.</p> <p>Strategy: Assess effectiveness of current College-wide retention initiatives.</p> <p>Strategy: Renew the Students Taking Advantage of Resources for Success (STARS) grant that serves 1st generation and low-income students.</p> <p>Strategy: Develop transferable College Transition course that will emphasize student's collegiate success.</p> <p>Strategy: Implement organized study groups for students.</p> <p>Strategy: Explore the potential to develop Learning Communities on campus.</p>	1D, 2BC, 3ACD, 4C	Snyder, Brock, Korver, Pennings	April 2004 April 2004 Aug. 2004 Aug. 2004 Aug. 2005	Nov. 2004 Nov. 2004 On-going On-going On-going
<p>Objective: Enhance student learning in the classroom.</p> <p>Strategy: Design pilot classroom with appropriate instructional technology in coordination with both Title III and the College Technology Plan.</p> <p>Strategy: Assess current classroom technology and work towards consistency as defined in pilot.</p> <p>Strategy: Improve the content and delivery of common course materials to eliminate duplication of efforts by instructors. i.e., PowerPoint, handouts, syllabus, evaluations, etc.</p>		Korver, Pennings	May 2004 July 2004 July 2004	July 2004 On-going On-going
<p>Objective: Expand the use of web-enhancements for face-to-face classes through the use of eCompanion.</p> <p>Strategy: Identify four additional instructors to use web enhancements and train them to use the technology.</p> <p>Strategy: Assess impact of web enhanced courses on Information Technology (IT) infrastructure, support services, and library services.</p> <p>Strategy: Evaluate results and expand web enhanced class as appropriate and share the results with IT.</p>		Korver, Pennings	March 2004 May 2004 June 2005	Aug. 2005 May 2005 Aug. 2005

Objective:	NCA Criteria	Responsible	Timeline Start	Timeline Completion
<p>Objective: Maintain activities that support student success that were initiated through the Title III grant.</p> <p>Strategy: Determine funding and placement of staff and job functions.</p>		Matonak	April 2004	Sept. 2005
<p>Objective: Enhance Academic Advising process.</p> <p>Strategy: Evaluate the pilot advising program annually and implement changes.</p> <p>Strategy: Evaluate and improve student entry assessment tools. i.e., COMPASS & ACT Assessments.</p> <p>Strategy: Develop template for an academic plan that will be used with probation and suspension students for the upcoming semester.</p> <p>Strategy: Transition into Web Advisor to support NCC's advising efforts.</p> <p>Strategy: Re-instate the 10-day intervention plan.</p>		Snyder	March 2004 April 2004 May 2004 June 2004 July 2004	On-going On-going On-going On-going On-going
<p>Objective: Expand existing College wide assessment process.</p> <p>Strategy: Continue the cycle of assessment and feedback loop.</p> <p>Strategy: Expand on-line student assessment activities.</p> <p>Strategy: Develop a process to obtain general education assessment by program.</p> <p>Strategy: Expand general education assessment to include humanities and social science for on-line instruction.</p>		Penning	April 2004 Aug. 2004 Aug. 2004 May 2005	On going May 2005 May 2005 May 2006
<p>Goal: Create a more collegiate atmosphere.</p>	2B, 3C, 4A, 5BC			
<p>Objective: Enhance student activities to encourage student engagement.</p> <p>Strategy: Assess current student involvement in clubs, associations, Student Government Association (SGA), and intramural sports and make appropriate enhancements.</p> <p>Strategy: Form a committee to develop a plan to purchase and display artwork throughout campus.</p> <p>Strategy: Schedule a special event annually that would engage the student body, as well as the general public. i.e., guest lecturer, play, concert, etc.</p> <p>Strategy: Investigate potential of creating an atmosphere on campus where students can gather. i.e., coffee house environment.</p>		Snyder, Stubbe	May 2004 Oct. 2004 April 2005 May 2005	On-going On-going On-going Aug. 2005
<p>Objective: Articulate a Facility Plan.</p> <p>Strategy: Review Facility Assessment.</p> <p>Strategy: Explore, prioritize and develop long range Facility Plan.</p>		Stubbe	Oct. 2004 Nov. 2004	Nov. 2004 May 2005

Goal:	NCA Criteria	Responsible	Timeline Start	Timeline Completion
<p>Goal: Assure the continuation of low student to faculty ratio.</p> <p>Objective: Increase full-time instructional staff. Strategy: Hire an electrical instructor to support expanded curriculum. Strategy: Hire full-time humanities/social science instructors to support Associate of Arts.</p> <p>Objective: Develop appropriate student limits for all courses. Strategy: Review current course limits and establish appropriate limits for each course, including on-line courses.</p>	3B, 3C, 3D	Korver, Pennings Korver, Pennings	March 2004 March 2005 May 2004	Aug. 2004 Aug. 2005 July 2004
<p>Goal: Generate financial resources for students that support access to higher education.</p> <p>Objective: Increase annual scholarship allocation. Strategy: Develop one new scholarship annually for non-traditional students. Strategy: Develop two new general scholarships annually.</p> <p>Objective: Conduct financial resource seminars. Strategy: Hold seminars for current and prospective students and parents that will educate them on how to access financial resources to assist with the costs of college. Strategy: Develop e-mail database of prospective and current students informing them of available resources.</p>	2B, 3D, 5ACD	Snyder Snyder	Aug. 2004 Aug. 2004 Jan. 2005 Jan. 2005	Jan. 2005 Jan. 2005 On-going On-going
<p>Goal: Focus attention on accountability.</p> <p>Objective: Receive ten year accreditation by NCA. Strategy: Meet the institutional goals for assessment as stated in our Higher Learning Commission NCA plan.</p> <p>Objective: Evaluate Academic Quality Improvement Project (AQIP) Accreditation. Strategy: Analyze the benefits of AQIP versus the current system used by NCC to achieve accreditation.</p> <p>Objective: Continue partnership with CC Benefits to ensure accurate data that supports economic impact. Strategy: Research potential for NCC to utilize CC Benefits new program: The Community College Strategic Plan (CCSP). Strategy: Provide CC Benefits data to external constituencies through presentations, direct mail, and annual reports.</p>	1, 2, 3, 4, 5	Matonak Matonak Matonak	April 2004 Nov. 2004 April 2004 Sept. 2004	On-going On-going On-going On-going

Expanding Learning Opportunities: Northwest Iowa Community College will pursue, strengthen and expand learning opportunities for our students and communities through partnerships and new initiatives.

Goal: Increase distance learning programs and support services.	NCA Criteria	Responsible	Timeline Start	Timeline Completion
<p>Objective: Establish a cross-disciplinary Distance Learning Task Force to manage the activities of these objectives and strategies.</p> <p>Strategy: Identify members of the team and set priorities. Strategy: Review and evaluate distance learning activities across campus.</p>	2, 3, 4, 5	Matonak, Pennings	April 2004 June 2005	May 2004 July 2005
<p>Objective: Expand NCC participation in Iowa Community College Online Consortium (ICCO) through the implementation of additional on-line degree programs and courses, including, but not limited to, Business and Pre-professional degrees.</p> <p>Strategy: Explore the opportunities for new or expanded on-line degree/certificate opportunities in Business and other programs identified by the Distance Learning Task Force.</p> <p>Strategy: Implement new or expanded on-line degrees and courses. Strategy: Identify appropriate personnel and conduct programs/courses. Strategy: Assess impact of new programs on support services. Strategy: Evaluate results of new programs/courses and submit proposal for ongoing expansion of credit options.</p>		Matonak, Pennings	May 2004 July 2004 July 2004 June 2005 June 2005	Sept. 2004 On-going On-going August 2005 August 2005
<p>Objective: Explore the possibility of expanding new and existing non-ICCO on-line degree programs and courses that utilize the ICCOC learning platforms but are not offered through the consortium.</p> <p>Strategy: Expand at least one additional new on-line program as in identified by the Distance Learning Task Force. Strategy: Expand at least three additional on-line courses as determined by the Distance Learning Task Force. Strategy: Assess impact of new programs and courses on support services. Strategy: Evaluate results and submit proposal for expansion or implementation of new programs.</p>		Matonak, Pennings	May 2004 May 2004 June 2005 June 2005	Sept. 2005 Sept. 2005 August 2005 August 2005

Objective	NCA Criteria	Responsible	Timeline Start	Timeline Completion
<p>Objective: Explore on-line/distance learning opportunities for high school students.</p> <p>Strategy: Develop new or expanded on-line/distance courses for Area IV high school students with input from high school counselors and principals.</p> <p>Strategy: Develop a pilot program for implementing three new on-line/distance learning courses for high school students.</p> <p>Strategy: Assess impact of new programs on support services.</p> <p>Strategy: Evaluate results and submit proposal for expansion or new implementation.</p>		Brock, Matonak	<p>May 2004</p> <p>July 2004</p> <p>June 2005</p> <p>June 2005</p>	<p>Sept. 2004</p> <p>Nov. 2004</p> <p>August 2005</p> <p>August 2005</p>
<p>Objective: Explore the needs of distance learning students for expanded/enhanced support services.</p> <p>Strategy: Explore the opportunities for new or expanded on-line library services, including a third generation library system.</p> <p>Strategy: Explore the possibilities of grants and other funding sources to help defray the costs of expanded on-line library resources.</p> <p>Strategy: Investigate the possibility of providing developmental support for student taking distance learning courses.</p> <p>Strategy: Evaluate needs of distance learning students for student services.</p> <p>Strategy: Develop a pilot program for implementing new or enhancing existing student services for distance learners.</p> <p>Strategy: Identify appropriate personnel to conduct pilot programs.</p> <p>Strategy: Evaluate results and submit proposal for expansion or new implementation.</p>	Brock, Matonak	Brock	<p>Feb. 2004</p> <p>Feb. 2004</p> <p>March 2004</p> <p>July 2004</p> <p>July 2004</p> <p>Sept. 2004</p> <p>June 2005</p>	<p>June 2005</p> <p>June 2005</p> <p>On-going</p> <p>Nov. 2004</p> <p>August 2004</p> <p>May 2005</p> <p>July 2005</p>
<p>Objective: Explore the opportunities for non-credit on-line/distance learning courses and programs.</p> <p>Strategy: Establish a cross-disciplinary task force to manage the activities of this objective.</p> <p>Strategy: Task force will define the opportunities for new or expanded on-line/distance classes in the non-credit area.</p> <p>Strategy: Develop a pilot program for implementing new or expanded distance learning opportunities.</p> <p>Strategy: Evaluate results and submit proposal for expansion or new implementation, including pilot results of support services.</p>		Brock	<p>Mar. 2004</p> <p>May 2004</p> <p>July 2004</p> <p>June 2005</p>	<p>June 2005</p> <p>Sept. 2004</p> <p>Nov. 2004</p> <p>Aug. 2005</p>
<p>Objective: Explore the opportunities for development of on-line courses and programs to meet Quality Faculty Plan requirements for both NCC faculty and faculty from other Iowa Community Colleges.</p> <p>Strategy: Develop a minimum of one on-line course to apply to Quality Faculty Plan requirements.</p> <p>Strategy: Contact other Iowa Community Colleges to see if on-line/distance courses would meet their Quality Faculty Plan needs.</p> <p>Strategy: Evaluate results and submit proposal for expansion or new implementation.</p>	Korver, Matonak, Penning	Korver, Matonak, Penning	<p>July 2004</p> <p>June 2005</p> <p>June 2005</p>	<p>Nov. 2004</p> <p>Aug. 2005</p> <p>Aug. 2005</p>

Goal:	NCA Criteria	Responsible	Timeline Start	Timeline Completion
Goal: Investigate opportunities within the Corporate College concept.	2, 5			
Objective: Define the scope of the Corporate College concept at NCC. Strategy: Establish a team to define the Corporate College, define strategies and implement activities of this goal.		Brock	June 2004	July 2004
Objective: Expand and enhance offerings within the Corporate College model. Strategy: Explore additional opportunities for providing non-credit and credit courses to Business & Industry training. Strategy: Expand the possibility of providing licensure and industry-based certifications. Strategy: Explore partnering with corporations for degree completion for their employees.		Brock	July 2004 July 2004 July 2004	May 2005 May 2005 May 2005
Goal: Explore satellite center concept.	2, 3, 4, 5			
Objective: Research the need for satellite centers. Strategy: Contact other community colleges with satellite centers for input. Strategy: Assess the intent and level of activity at the Corporate Centre in Sioux Center. Strategy: Determine feasibility for type of satellite offerings & support. Strategy: Re-evaluate goal.		Matonak	July 2004 July 2004 Jan. 2005 April 2005	Sept. 2004 March 2005 March 2005 June 2006
Goal: Expand partnerships with area education agency, school districts, community colleges, four-year colleges.	1, 2, 3, 4, 5			
Objective: Explore Regional Academy concept. Strategy: Formalize partnerships with high schools & NCC as determined. Strategy: Develop and deliver programs identified by partnership.		Brock, Korver, Pennings	Feb. 2004 Sept. 2004	Oct. 2004 June 2005
Objective: Explore shared programs and/or articulated programs/courses with other community colleges and/or four-year colleges. Strategy: Explore partnerships with other ICCOC institutions to deliver programs together. Strategy: Explore potential bio-tech programming utilizing Indian Hills Community College results. Strategy: Continue dialog with local four-year colleges regarding potential partnerships in Engineering/Engineering Technology. Strategy: Assess additional opportunities for partnering with the intent of degree completion.		Brock, Korver, Pennings, Matonak	Feb. 2004 Mar. 2004 May 2004 Oct. 2004	Aug. 2004 June 2004 June 2005 June 2005

Developing Alternative Resources: Northwest Iowa Community College will aggressively pursue alternative resources that will augment programs and facilities.

Goal	NCA Criteria	Responsible	Timeline Start	Timeline Completion
<p>Goal: Expand the focus of the Northwest Iowa Community College Foundation.</p> <p>Objective: All major businesses and individuals will be aware of the NCC Foundation.</p> <p>Strategy: Identify 10 businesses and/or individuals per year that have not been involved with NCC and solicit their support.</p> <p>Strategy: Research development of a semi-annual Foundation newsletter.</p>	2B, 5B	Snyder	July 2004 July 2005	June 2006 On-going
<p>Objective: Establish a list of needs and articulate a case for support for potential donations.</p> <p>Strategy: Utilize unfunded equipment and new initiative requests to identify areas of need.</p>		Snyder	April 2004	On-going
<p>Objective: Increase awareness and support for the Foundation and programs to alumni, parents and grandparents.</p> <p>Strategy: Track alumni and actively solicit their support.</p> <p>Strategy: Pilot a program where faculty will send letters to alumni once a year requesting support.</p> <p>Strategy: Meet with students prior to graduation to encourage continued support of College.</p> <p>Strategy: Explore potential of enlisting students to contact alumni via phone.</p> <p>Strategy: Research the development of an Alumni Association.</p> <p>Strategy: Have College bookstore sell alumni sweatshirts and other items.</p>		Snyder	July 2004 April 2004 May 2004 Jan. 2005 Jan. 2005 April 2005	On-going On-going On-going On-going On-going On-going
<p>Objective: Maintain two special fundraising events annually.</p> <p>Strategy: Continue the Symphony Dinner at an alternative site or develop a new fundraising event.</p>		Snyder	Aug. 2004	On-going
<p>Objective: Investigate and pursue the planned giving arena.</p> <p>Strategy: Research planned giving instruments, develop promotional materials, and identify contacts.</p> <p>Strategy: Identify staff time needed to expand the Foundation in this direction.</p>		Snyder	July 2004 July 2004	June 2005 June 2005

	NCA Criteria	Responsible	Timeline Start	Timeline Completion
Goal: Pursue partnerships that support strategic initiatives.	1D, 2BD, 3D, 5ABCD	Matonak	July 2004	On-going
Objective: Major businesses, industries, health care agencies will participate in partnerships and opportunities with NCC. Strategy: Maintain current partnerships and develop five new partnerships annually.				
Goal: Pursue grant opportunities that support strategic initiatives.	1D, 2BD, 3D, 5ABCD	Brock	July 2004	On-going
Objective: Grant opportunities will be actively sought for the College. Strategy: Research and submit federal grant applications. i.e., Title III, TRIO, Humanities, Department of Education, National Science Foundation, Department of Labor, etc. Strategy: Research and submit seven foundation grants annually. Strategy: Raise awareness of faculty on their participation and support in developing creative projects for potential grants.				
Objective: Partner with K–12 school districts in potential grants that will expand learning opportunities. Strategy: Inform school districts when potential grants arise. Strategy: Submit grants that are applicable to NCC and the K-12 school districts.		Brock	July 2004 July 2004	On-going On-going
Goal: Enhance legislators' awareness of the College's economic impact and financial needs.	1A, 2AB, 5BD	Matonak	April 2004	On-going
Objective: Local, state, and federal legislators and community organizations will be aware of the College's economic impact and financial needs. Strategy: Educate local public, city and county officials, and community organizations on the college's economic impact. Strategy: Compile and present statistical data regarding enrollment, financial need, and economic impact of the College. Strategy: President will meet individually with area legislators. Strategy: Encourage staff, faculty, students, and trustees to advocate to state and federal legislators NCC's needs and issues impacting the College. Strategy: Invite legislators to College functions. Strategy: Inform legislators of alumni success. Strategy: Meet annually with local legislators in an open forum. Strategy: Enhance students' participation in Iowa Association of Community College Trustees (IACCT) Legislative Forum and other legislative events for students.			July 2004 July 2004 Nov. 2004 Jan. 2005	On-going On-going On-going On-going On-going Nov. 2005 Jan. 2006

Expanding Enrollment Management: Northwest Iowa Community College is committed to expanding enrollment management initiatives to ensure future viability of the College's vision and mission.

	NCA Criteria	Responsible	Timeline Start	Timeline Completion
<p>Goal: Grow enrollment in all programs to capacity.</p> <p>Objective: Target recruiting of non-traditional students.</p> <p>Strategy: Develop a Marketing Plan. Strategy: Explore and pilot flexible program schedules with multi-delivery options. Strategy: Assess the type of support system needed for positively impacting non-traditional students. Strategy: Assess 10 companies per year to determine which have an educational assistance program and work with those that do to provide offerings for their employees.</p>	2AC, 3CD, 4AC, 5ABCD	Snyder	June 2004 July 2004 July 2004	August 2006 June 2005 June 2006
<p>Objective: Target recruiting of traditional students.</p> <p>Strategy: Develop Marketing Plan which will begin with middle school students through the senior year. Strategy: Explore flexible program schedules with multi-delivery options.</p>		Snyder	July 2004 July 2004	June 2005 March 2005
<p>Objective: Promote Continuing Education opportunities to current credit students.</p> <p>Strategy: Provide career related continuing education information during seminars presented by the Career Center Coordinator. Strategy: Provide career related continuing education information at exit interviews.</p>		Brock	April 2004 May 2004	On-going March 2005
<p>Objective: Develop a tracking process to assess enrollment efforts.</p> <p>Strategy: Develop a system to determine why prospective students withdraw prior to program starts. Strategy: Develop a system to determine why NCC students do not complete a program.</p>		Snyder	July 2004 July 2004	Feb. 2005 Feb. 2005

	NCA Criteria	Responsible	Timeline Start	Timeline Completion
<p>Goal: Aggressively pursue recruitment activities.</p> <p>Objective: Develop creative recruitment events. Strategy: Expand and enhance on-campus events. i.e., campus visit days, camps, ACT testing center, etc.</p> <p>Strategy: Expand and enhance off-campus events. i.e., Kuder Assessment, Business & Industry recruitment.</p> <p>Objective: Identify and market to underserved geographical areas and populations. i.e., Hispanic population, military personnel, and potential international programs</p> <p>Strategy: Gather data from internal and external resources. Strategy: Develop marketing strategy.</p>	2AD, 5AB	Snyder	April 2004 April 2004	On-going On-going
<p>Goal: Explore opportunities in new program development.</p> <p>Objective: Conduct internal and external needs assessment on desired programs.</p> <p>Strategy: Review what the "hot" jobs are for the future and create programs accordingly. Strategy: Analyze growth potential for training needs due to retirements. Strategy: Conduct NCC/community/business/high school surveys on what programs they would like to see offered. Strategy: Research other college program offerings. Strategy: Assess results of Skills 2006 Survey and CC Benefit's Community College Strategic Plan.</p> <p>Objective: Expand or update existing programs.</p> <p>Strategy: Add additional sections for programs at capacity. Strategy: Offer alternative formats. Strategy: Explore new initiatives with area Local Education Associations (LEAs).</p> <p>Objective: Research unique program initiatives outside of the box of traditional credit or continuing education offerings.</p> <p>Strategy: Analyze other college initiatives. Strategy: Expand upon existing initiatives.</p>	2C, 4AC, 5ABC	Matonak	April 2004 April 2004 Sept. 2004 Sept. 2004 Sept. 2004	July 2005 July 2005 July 2006 July 2006 July 2005
<p>Strategy: Add additional sections for programs at capacity. Strategy: Offer alternative formats. Strategy: Explore new initiatives with area Local Education Associations (LEAs).</p> <p>Strategy: Analyze other college initiatives. Strategy: Expand upon existing initiatives.</p>		Matonak	July 2005 July 2005 July 2005	Nov. 2005 Nov. 2005 Nov. 2005
		Brock, Matonak, Snyder	July 2004 July 2004	March 2005 March 2005

Embracing a Collaborative Culture: Northwest Iowa Community College faculty, staff and administration are devoted to embracing a collaborative culture that will serve as the foundation for quality in student and community learning.

Goal	NCA Criteria	Responsible	Timeline Start	Timeline Completion
<p>Goal: Build internal cohesive teams and coalitions.</p> <p>Objective: Enhance internal College image by building a unified College atmosphere.</p> <p>Strategy: Develop communication standards across campus. i.e., how and when teams and committees report, announcements from administration, etc.</p> <p>Strategy: Implement coffee forums with targeted discussion for all employees, when appropriate develop cross functional teams to act as representatives to the Executive Council.</p> <p>Strategy: Develop directory of College teams and committees, outlining membership, how often group meets, objectives of the group, how to join, etc. Update on a regular basis.</p>	1D, 5D	Matonak	July 2004 July 2004 Aug. 2004	July 2005 On-going Oct. 2004
<p>Goal: Enhance College image to external communities.</p> <p>Objective: Open the campus to community.</p> <p>Strategy: Plan and host an event for general public to celebrate NCC's 40th Anniversary.</p> <p>Strategy: Invite community organizations and groups to host meetings on NCC campus. Set rate for rent and define efficient scheduling process.</p> <p>Strategy: Grow and promote existing events, i.e., Manufacturing Engineering Technology robotics demo, Tool Fair, etc.</p> <p>Strategy: Plan a community event involving area schools and businesses. i.e., Holiday Festival of Trees, etc.</p>	5B, 1E	Snyder	July 2004 July 2004 Aug. 2004 July 2005	April 2006 On-going On-going Dec. 2006
<p>Objective: Enhance NCC visibility.</p> <p>Strategy: Work for more public relations exposure in newspapers by building relationships with area newspapers, i.e., front page articles, more photos printed, 'What's Happening at NCC' section, etc.</p> <p>Strategy: Update parade entries, trade show booths, etc.</p>		Snyder	April 2004 March 2005	On-going On-going

Goal: Continue efforts to improve employee morale.

Objective: Hold ongoing enrichment activities.

Strategy: Survey employees to find out needs/desires for social events, learning workshops, etc.

Strategy: Implement once a quarter employee social events to be held in different departments.

Strategy: Expand events such as Fall Recognition Ceremony, Make a Difference, etc.

Objective: Enhance NCC spirit.

Strategy: Implement specific days to wear NCC apparel.

Strategy: Incorporate employee recognition into everyday campus life. i.e., heroes, etc.

Goal: Strive for excellence in service.

Objective: Increase participation in staff development activities

Strategy: Review and improve current staff development process.

Strategy: Implement customer service training program.

Objective: Expand technology planning/training to all employees.

Strategy: Implement training identified in the Technology Plan.

Strategy: Implement training for all classroom instructional equipment.

Strategy: Hold workshops so all employees can use all mediums. i.e., Web, instant messaging, phone, etc.

NCA Criteria	Responsible	Timeline Start	Timeline Completion
4BD, 5D	Snyder, Stubbe	July 2004	Dec. 2004
		July 2004	On-going
		Sept. 2004	On-going
	Snyder, Stubbe	July 2004 Jan. 2005	On-going On-going
4ABD, 5BC	Stubbe	July 2004 July 2004	Dec. 2004 July 2005
	Stubbe	Aug. 2005 Contingent Tech Plan	June 2006 Contingent Tech Plan
		Contingent Tech Plan	Contingent Tech Plan
		Contingent Tech Plan	Contingent Tech Plan

STRATEGIC / OPERATIONAL PLANNING COMMITTEES

Environmental Scan Teams

Political

John Jorstad, Co-chair
Jeff McCuddin, Co-chair
Kathy Brock
Jim Buenger
Todd Huesman
Melissa Venenga

Economic

Sue Behrens, Chair
Lori Punt
Vern Schoeneman
Alethea Stubbe
Twyla Vogel

Demographics

Robert Hotting, Co-chair
Jennifer Van Regenmorter, Co-chair
Drew Matonak
Julie Mooney
Mary Jane Peterson
Lynn Rolfmeier
Mari Beth Schneider

Labor Force

Lisa Story, Chair
Woody Grabenbauer
Scott Meinecke
Ron Robinson
Cher Vollink

Competition/Education

Rhonda Pennings, Chair
Phil Allen
Sue Grapevine
Steve Pearce
Jan Snyder

Distance Learning/Technology

Gretchen Bartelson, Chair
Frank Demilia
Steve Gifford
Susan Tyler
Darrell Zoch

External Scan Interviews

Dwayne Alons	State Representative, Hull, IA
Loretta Berkland, DVM	Sibley Veterinary Clinic, Sibley, IA
Larry Den Herder	Harbor Group, Inc., CEO, Sioux Center, IA
Les Douma	AEA-IV, Superintendent, Sioux Center, IA
John Mark Franken	ECHO Group, CEO, Sioux Center, IA
Jim Haberkorn	Austin, Haberkorn, and Kippley Attorney, Rock Rapids, IA
Larry Hoekstra	Farmland Insurance, Loss Control Specialist, Hull, IA
Darin Johnson	Security State Bank, Vice President, Sutherland, IA
David Johnson	State Senator, Ocheyedan, IA
Chip Miller	Northwest Iowa Health Center, CEO, Sheldon, IA
Dennis Mosier	Rock Valley Community Schools, Superintendent, Rock Valley, IA
Pat O'Donnell	Sioux Center Community Schools, Superintendent, Sioux Center, IA
Ric Porter	Porter Funeral Home, Hawarden, IA
Mari Radke	Sheldon Community Development Corporation, Director, Sheldon, IA
Rich Ridders	Kroese & Kroese Accounting, CPA, Sioux Center, IA
Lary Rosenboom	Rosenboom Machine and Tool, CEO, Sheldon, IA
Robin Spears	Sheldon Community Schools, Superintendent, Sheldon, IA
Craig Struve	CS Agrow, CEO, Calumet, IA
Marla Toering	Sioux Center Community Hospital, CEO, Sioux Center, IA
Bob Topp	Rock Rapids Community Affairs Corporation, Director, Rock Rapids, IA
Denise Truckenmiller	Sibley Chamber of Commerce Director, Sibley, IA
Leroy Van Kekerix	Iowa State Bank, President and CEO, Orange City, IA
Ken Vande Brake	Link Manufacturing, Ltd., Director of Technology, Sioux Center, IA
John Vander Haag	Vander Haag Salvage, CEO, Spencer, IA
Mary Lou Vander Wel	Orange City Chamber of Commerce, Director, Orange City, IA
Ken Veenstra	State Senator, Orange City, IA
Drew Vogel	Vogel Paint, CEO, Orange City, IA
Tom Whorley	Wolf, Whorley, DeHoogh, & Thompson, Attorney, Sheldon, IA
Stan Zylstra	Zylstra Farms, CEO, Hull, IA

Strategic Planning Implications Workshop External Participants—August 28, 2003

Russ Adams	MOC-Floyd Valley High School, Principal, Orange City, IA
Dwayne Alons	State Representative, Hull, IA
Mark Brown	Cain, Ellsworth & Co., CPA, Sheldon, IA
Les Douma	AEA-IV, Superintendent, Sioux Center, IA
Janet Dykstra	Osceola Community Hospital, CEO, Sibley, IA
Mark Ellsworth	Cain, Ellsworth & Co., CPA, Sheldon, IA
Lynn Evans	Hartley-Melvin-Sanborn Community School, Superintendent, Hartley, IA
Jim Haberkorn	Austin, Haberkorn & Kippley, Attorney, Rock Rapids, IA
Pete Hamill	Hamill Motors Inc., CEO, Sheldon, IA
Dale Honken	Honken Law Office, Attorney, Sibley, IA
Blayne Johnson	Waddell & Reed, Advisor, Hartley, IA
David Johnson	State Senator, Ocheyedan, IA
Ardith Lein	Sioux Center Chamber of Commerce, Director, Sioux Center, IA
Denny Michaels	Maintainer Corporation of Iowa, Inc., CEO, Sheldon, IA
Chip Miller	Northwest Iowa Health Center, CEO, Sheldon, IA
Karen Mitchell	O'Brien County Economic Development, Director, Pringhar, IA
Patrick O'Donnell	Sioux Center Community Schools, Superintendent, Sioux Center, IA
Denny Ohde	Boydell-Hull Community School, Superintendent, Hull, IA
Scott Peterson	Harbor Group, Inc., CFO, Sioux Center, IA
Mari Radtke	Sheldon Community Development Corporation, Director, Sheldon, IA
Gary Richardson	MOC-Floyd Valley Community School, Superintendent, Orange City, IA
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George Schneiderman	Frontier Bank, CEO, Rock Rapids, IA
Jack Schreurs	Rosenboom Machine and Tool, Human Resources, Sheldon, IA
Jan Schuiteman	Pro-Edge LP, CEO, Sioux Center, IA
Marla Toering	Sioux Center Community Hospital, CEO, Sioux Center, IA
Bob Topp	Rock Rapids Community Affairs Corporation, Director, Rock Rapids, IA
Denise Truckenmiller	Sibley Chamber of Commerce, Director, Sibley, IA
Benj Van Dong	Harbor Group, Inc., Human Resources, Sioux Center, IA
Leroy Van Keckerix	Iowa State Bank, President & CEO, Orange City, IA
Ken Vande Brake	Link Manufacturing, Ltd., Director of Technology, Sioux Center, IA
John Vander Haag	Vander Haag Salvage, CEO, Spencer, IA
Ken Veenstra	State Senator, Orange City, IA
Jeff Wagner	Iowa Information, General Manager, Sheldon, IA
Tom Whorley	Wolf, Whorley, DeHoogh, & Thompson, Attorney, Sheldon, IA
Scott Wynja	City of Sheldon, Administrator, Sheldon, IA
Stan Zylstra	Zylstra Farms, CEO, Hull, IA

Strategic Planning Implications Workshop Internal Participants—August 28, 2003

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Sue Behrens
Kathy Brock
Jim Buenger
Jan Cain
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Steve Gifford
Woody Grabenbauer
Sue Grapevine
Robert Hoting
Todd Huesman
John Jorstad
Muryl Korver
Mike Logan

Drew Matonak
Jeff McCuddin
Scott Meinecke
Julie Mooney
Steve Pearce
Rhonda Pennings
Lori Punt
Lynn Rolfsmeier
Mari Beth Schneider
Jan Snyder
Lisa Story
Alethea Stubbe
Susan Tyler
Jennifer Van Regenmorter
Melissa Venenga
Twyla Vogel
Cher Vollink

Strategic Planning Workshop Participants—October 10, 2003

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Meryl Korver
Rhonda Pennings
Jan Snyder
Alethea Stubbe

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Gretchen Bartelson
Julie Mooney
Wendy Prescott, student
Jan Snyder
Jennifer Van Regenmorter

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Julie Mooney
Steve Pearce
Mary Jane Peterson
Wendy Prescott, student
Lori Punt
Lynn Rolfmeier
Mari Beth Schneider
Lisa Story
Susan Tyler
Jennifer Van Regenmorter
Cher Vollink

Operational Planning Committees

Enhancing Student Success

Rhonda McElroy, Chair
 Laurie Edwards
 Sue Grapevine
 Gene McDaniel
 Scott Meinecke
 Marlys Schwebach
 Jan Snyder
 Susan Tyler

Expanding Learning Opportunities

Woody Grabenbauer, Chair
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 Bernice Metz
 Rhonda Pennings
 Mary Jane Peterson
 Collette Scott

Developing Alternative Resources

Todd Huesman, Chair
 Sheila Arends
 Jan Cain
 Ruth Hobson
 Drew Matonak
 Steve Pearce
 Alethea Stubbe

Expanding Enrollment Management

Lisa Story, Chair
 Kathy Brock
 Steve Gifford
 Lynn Rolfsmeier
 Twyla Vogel
 Pat Wachtel
 Rex Weber
 Mindy Witham

Enhancing a Collaborative Culture

Julie Mooney, Chair
 Rodney Borer
 Sandy Bruns
 Kathy Feuerstein
 Ardis Foreman
 Muryl Korver
 Jennifer Van Regenmorter
 Steve Youngs

NCA CRITERIA FOR ACCREDITATION

The Higher Learning Commission: North Central Association Criteria for Accreditation are organized under five major headings.

- Mission and Integrity
- Preparing for the Future
- Student Learning and Effective Teaching
- Acquisition, Discovery, and Application of Knowledge
- Engagement & Service

Criteria Statements: These statements, adopted by the Commission, define necessary attributes of an organization accredited by the Commission. An organization must be judged to have met each of the Criteria to merit accreditation. Sanctions may be applied if an affiliated organization is in jeopardy of not meeting one or more of the Criteria.

Core Components: The Commission identifies Core Components of each Criterion. An organization addresses each Core Component as it presents reasonable representative evidence of meeting a Criterion. The review of each Core Component is necessary for a thorough evaluation of how an organization meets a Criterion.

Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Components

- 1a** The organization's mission documents are clear and articulate publicly the organization's commitments.
- 1b** In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.
- 1c** Understanding of and support for the mission pervade the organization.
- 1d** The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.
- 1e** The organization upholds and protects its integrity.

Criterion Two: Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Components

- 2a** The organization realistically prepares for a future shaped by multiple societal and economic trends.
- 2b** The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.
- 2c** The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.
- 2d** All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Criterion Three: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Components

- 3a** The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
- 3b** The organization values and supports effective teaching.
- 3c** The organization creates effective learning environments.
- 3d** The organization's learning resources support student learning and effective teaching.

Criterion Four: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice and social responsibility in ways consistent with its mission.

Core Components

- 4a** The organization demonstrates, through the actions of its board, administrators, students, faculty and staff, that it values a life of learning.
- 4b** The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.
- 4c** The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.
- 4d** The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Components

- 5a** The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
- 5b** The organization has the capacity and the commitment to engage with its identified constituencies and communities.
- 5c** The organization demonstrates its responsiveness to those constituencies that depend on it for service.
- 5d** Internal and external constituencies value the services the organization provides.



Operational
Plan
2004–2006

Strategic
Plan
2004–2008

