# *defining* success

Northwest Iowa Community College

Strategic Plan
2004–2008

Operational Plan
2004–2006

revised 4/4/05

# TABLE OF CONTENTS

# 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, 2003, the Northwest Iowa Community College Board of Trustee's 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 and inclusive review of the Guiding Principles of the College was conducted and changes were approved by the College Board of Trustees on March 29, 2005.

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

## GUIDING PRINCIPLES

- We believe that as a comprehensive community college we respond to our communities' needs.
- We believe that all people can learn.
- We believe that education is an investment in society.
- We believe that accessible, lifelong educational opportunities and services enable people to maximize their potential and improve quality of life.
- We believe in the dignity and worth of all individuals.
- We believe in embracing diversity.
- We believe in maintaining high standards through innovation and continuous improvement.
- We believe that effective leadership, education and training will enhance community and economic development.
- We believe that partnerships are essential.

# 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 29, 2005 | Board of Trustees Approved Revision of Statement of Guiding Principles Board Policy 101 |
| 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 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/distglan.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 Pubic 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/pubs2001/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/goverance/2001iniatives
- *"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/topten.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 nitch 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/stpjpop.txt
- Projections of the Population, By Age and Sex, of States: 1995 to 2025, http://www.census.gov/population/projections/state/stpjage.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*, AACC/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.

## 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

## 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.

# 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.

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

| | NCA Criteria | Responsible | Timeline Start | Timeline Completion |
|---|---|---|---|---|

**Objective:** Maintain activities that support student success that were initiated through the Title III grant.

Responsible: Matonak

Strategy: Determine funding and placement of staff and job functions. — April 2004 — Sept. 2005

**Objective:** Enhance Academic Advising process.

Responsible: Snyder

Strategy: Evaluate the pilot advising program annually and implement changes. — March 2004 — On-going

Strategy: Evaluate and improve student entry assessment tools. i.e., COMPASS & ACT Assessments. — April 2004 — On-going

Strategy: Develop template for an academic plan that will be used with probation and suspension students for the upcoming semester. — May 2004 — On-going

Strategy: Transition into Web Advisor to support NCC's advising efforts. — June 2004 — On-going

Strategy: Re-instate the 10-day intervention plan. — July 2004 — On-going

**Objective:** Expand existing College wide assessment process.

Responsible: Pennings

Strategy: Continue the cycle of assessment and feedback loop. — April 2004 — On going

Strategy: Expand on-line student assessment activities. — Aug. 2004 — May 2005

Strategy: Develop a process to obtain general education assessment by program. — Aug. 2004 — May 2005

Strategy: Expand general education assessment to include humanities and social science for on-line instruction. — May 2005 — May 2006

**Goal:** Create a more collegiate atmosphere.

NCA Criteria: 2B, 3C, 4A, 5BC

**Objective:** Enhance student activities to encourage student engagement.

Responsible: Snyder, Stubbe

Strategy: Assess current student involvement in clubs, associations, Student Government Association (SGA), and intramural sports and make appropriate enhancements. — May 2004 — On-going

Strategy: Form a committee to develop a plan to purchase and display artwork throughout campus. — Oct. 2004 — On-going

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. — April 2005 — On-going

Strategy: Investigate potential of creating an atmosphere on campus where students can gather. i.e., coffee house environment. — May 2005 — Aug. 2005

**Objective:** Articulate a Facility Plan.

Responsible: Stubbe

Strategy: Review Facility Assessment. — Oct. 2004 — Nov. 2004

Strategy: Explore, prioritize and develop long range Facility Plan. — Nov. 2004 — May 2005

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

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

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

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

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

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

| | NCA Criteria | Responsible | Timeline Start | Timeline Completion |
|---|---|---|---|---|
| **Goal:** Pursue partnerships that support strategic initiatives. | 1D, 2BD, 3D, 5ABCD | | | |
| **Objective:** Major businesses, industries, health care agencies will participate in partnerships and opportunities with NCC. | | Matonak | | |
| Strategy: Maintain current partnerships and develop five new partnerships annually. | | | July 2004 | On-going |
| **Goal:** Pursue grant opportunities that support strategic initiatives. | 1D, 2BD, 3D, 5ABCD | | | |
| **Objective:** Grant opportunities will be actively sought for the College. | | Brock | | |
| Strategy: Research and submit federal grant applications. i.e., Title III, TRIO, Humanities, Department of Education, National Science Foundation, Department of Labor, etc. | | | July 2004 | On-going |
| Strategy: Research and submit seven foundation grants annually. | | | July 2004 | June 2006 |
| Strategy: Raise awareness of faculty on their participation and support in developing creative projects for potential grants. | | | July 2004 | June 2006 |
| **Objective:** Partner with K–12 school districts in potential grants that will expand learning opportunities. | | Brock | | |
| Strategy: Inform school districts when potential grants arise. | | | July 2004 | On-going |
| Strategy: Submit grants that are applicable to NCC and the K-12 school districts. | | | July 2004 | On-going |
| **Goal:** Enhance legislators' awareness of the College's economic impact and financial needs. | 1A, 2AB, 5BD | | | |
| **Objective:** Local, state, and federal legislators and community organizations will be aware of the College's economic impact and financial needs. | | Matonak | | |
| Strategy: Educate local public, city and county officials, and community organizations on the college's economic impact. | | | April 2004 | On-going |
| Strategy: Compile and present statistical data regarding enrollment, financial need, and economic impact of the College. | | | July 2004 | On-going |
| Strategy: President will meet individually with area legislators. | | | July 2004 | On-going |
| Strategy: Encourage staff, faculty, students, and trustees to advocate to state and federal legislators NCC's needs and issues impacting the College. | | | July 2004 | On-going |
| Strategy: Invite legislators to College functions. | | | July 2004 | On-going |
| Strategy: Inform legislators of alumni success. | | | July 2004 | On-going |
| Strategy: Meet annually with local legislators in an open forum. | | | Nov. 2004 | Nov. 2005 |
| Strategy: Enhance students' participation in Iowa Association of Community College Trustees (IACCT) Legislative Forum and other legislative events for students. | | | Jan. 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 |
|---|---|---|---|---|
| **Goal:** Grow enrollment in all programs to capacity. | 2AC, 3CD, 4AC, 5ABCD | | | |
| **Objective:** Target recruiting of non-traditional students. | | Snyder | | |
| Strategy: Develop a Marketing Plan. | | | June 2004 | August 2006 |
| Strategy: Explore and pilot flexible program schedules with multi-delivery options. | | | July 2004 | June 2005 |
| Strategy: Assess the type of support system needed for positively impacting non-traditional students. | | | July 2004 | June 2006 |
| 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. | | | July 2004 | June 2005 |
| **Objective:** Target recruiting of traditional students. | | Snyder | | |
| Strategy: Develop Marketing Plan which will begin with middle school students through the senior year. | | | July 2004 | June 2005 |
| Strategy: Explore flexible program schedules with multi-delivery options. | | | July 2004 | March 2005 |
| **Objective:** Promote Continuing Education opportunities to current credit students. | | Brock | | |
| Strategy: Provide career related continuing education information during seminars presented by the Career Center Coordinator. | | | April 2004 | On-going |
| Strategy: Provide career related continuing education information at exit interviews. | | | May 2004 | March 2005 |
| **Objective:** Develop a tracking process to assess enrollment efforts. | | Snyder | | |
| Strategy: Develop a system to determine why prospective students withdraw prior to program starts. | | | July 2004 | Feb. 2005 |
| Strategy: Develop a system to determine why NCC students do not complete a program. | | | July 2004 | Feb. 2005 |

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

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

| | NCA Criteria | Responsible | Timeline Start | Timeline Completion |
|---|---|---|---|---|
| **Goal:** Continue efforts to improve employee morale. | 4BD, 5D | | | |
| **Objective:** Hold ongoing enrichment activities. | | Snyder, Stubbe | | |
| Strategy: Survey employees to find out needs/desires for social events, learning workshops, etc. | | | July 2004 | Dec. 2004 |
| Strategy: Implement once a quarter employee social events to be held in different departments. | | | July 2004 | On-going |
| Strategy: Expand events such as Fall Recognition Ceremony, Make a Difference, etc. | | | Sept. 2004 | On-going |
| **Objective:** Enhance NCC spirit. | | Snyder, Stubbe | | |
| Strategy: Implement specific days to wear NCC apparel. | | | July 2004 | On-going |
| Strategy: Incorporate employee recognition into everyday campus life. i.e., heroes, etc. | | | Jan. 2005 | On-going |
| **Goal:** Strive for excellence in service. | 4ABD, 5BC | | | |
| **Objective:** Increase participation in staff development activities | | Stubbe | | |
| Strategy: Review and improve current staff development process. | | | July 2004 | Dec. 2004 |
| Strategy: Implement customer service training program. | | | July 2004 | July 2005 |
| **Objective:** Expand technology planning/training to all employees. | | Stubbe | | |
| Strategy: Implement training identified in the Technology Plan. | | | Aug. 2005 | June 2006 |
| Strategy: Implement training for all classroom instructional equipment. | | | Contingent Tech Plan | Contingent Tech Plan |
| Strategy: Hold workshops so all employees can use all mediums. i.e., Web, instant messaging, phone, etc. | | | 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 Hoting, Co-chair
Jennifer Van Regenmorter, Co-chair
Drew Matonak
Julie Mooney
Mary Jane Peterson
Lynn Rolfsmeier
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 Rikkers | 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, Primghar, IA |
| Patrick O'Donnell | Sioux Center Community Schools, Superintendent, Sioux Center, IA |
| Denny Ohde | Boyden-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 |
| Rich Rikkers | Kroese & Kroese Accounting, CPA, Sioux Center, IA |
| 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 Kekerix | 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

Phil Allen
Gretchen Bartelson
Sue Behrens
Kathy Brock
Jim Buenger
Jan Cain
Frank DeMilia
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**

**Executive Council**

Drew Matonak
Kathy Brock
Muryl Korver
Rhonda Pennings
Jan Snyder
Alethea Stubbe

**Planning Advisory Council**

Gretchen Bartelson
Sue Behrens
Frank DeMilia
Kathy Feuerstein
Steve Gifford
Woody Grabenbauer
Robert Hoting
Todd Huesman
Mike Logan
Jeff McCuddin
Scott Meinecke
Julie Mooney
Steve Pearce
Mary Jane Peterson
Wendy Prescott, student
Lori Punt
Lynn Rolfsmeier
Mari Beth Schneider
Lisa Story
Susan Tyler
Jennifer Van Regenmorter
Cher Vollink

**Editing Committee**

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

## 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
Gretchen Bartelson
Annette Duis
Molly Galm
Mike Logan
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.

Strategic
Plan
2004–2008

Operational
Plan
2004–2006