

**IVY TECH STATE COLLEGE**  
**Region 9**

**MISSION, VALUES, VISION, STRATEGIC GOALS  
& OBJECTIVES FOR 2003-2004**

Updated July 22, 2004

**I. MISSION**

Ivy Tech State College is a statewide, open-access, community college that provides residents of Indiana with professional, technical, transfer, and lifelong education for successful careers, personal development, and citizenship. Through its affordable, quality educational programs and services, the College strengthens Indiana's economy and enhances its cultural development.

**II. PURPOSES**

Ivy Tech State College strives to accomplish its mission placing strategic emphasis on:

- ***Professional and technical education*** to prepare students with the knowledge, comprehension, and skills to achieve their goals, meet the needs of Indiana's employers, and be contributing members of the Indiana economy.
- ***General education*** to develop students' understanding and appreciation of our society, of social, political, civic, and environmental responsibilities. These provide students with awareness and understanding of knowledge and facts, and abilities to make sound, ethical judgments, to pursue critical and reflective thinking, and to engage in creative applications.
- ***Transfer education*** to enable students to acquire knowledge and skills in general, technical, and professional areas and apply them to a baccalaureate degree at a four-year institution.
- ***Developmental education*** to prepare students with knowledge, skills, and competencies in language arts, mathematics, computing, and college life skills. Courses are designed to enable students to be successful in their postsecondary education studies as well as to function productively in society.
- ***Student development and services*** for recreational, social, wellness, and personal interest activities, involvement in community activities, and leadership activities. These also include career and academic counseling, advising, job placement, transfer services, tutoring, and accommodating students with unique needs.
- ***Continuing education*** for licensing renewal, re-certification requirements, and other employment-related interests or requirements. These opportunities may include courses for the General Equivalency Diploma, and courses, workshops, and seminars for personal interest, self-improvement, and enjoyment.

- ***Workforce education and training*** in credit, noncredit, and contract credit courses, certifications, custom-designed courses, and consultative and evaluative services offered to businesses and industries to enable the State’s employers to be effective, productive, and competitive globally.
- ***Community service*** that connects the resources of the College to the cultural, recreational, and civic aspects of our service communities by making College resources available through volunteerism and community involvement.
- ***Diversity*** that reflects the communities we serve and their diverse needs. Diversity is sought in the student body, faculty, staff, and services, and in providing accessible, inclusive, and caring learning environments.
- ***Continuous improvement*** of all instruction and services offered to students, employers, and the community, including increasing compensation and numbers of full-time faculty, and student support staff. Continuous improvement also encompasses seeking program accreditations, increasing graduation rates, upgrading libraries and instructional equipment, increasing use of technology in instructional and administrative activities, improving the condition and amount of space, and acquiring new types of space for student activities, continuing education, and community services.

### III. VALUES

We affirm the following values and pledge to pursue them when decision-making must go beyond the formula of policy and into the realm of practice. These values support our mission and we commit to practicing them as we fulfill our professional responsibilities to students, to the employee community, and to others with whom we interact on behalf of students. All full-time and part-time Ivy Tech employees (hereinafter referred to as “employees”) contribute to the implementation of our mission and, in doing so, have an obligation to demonstrate a commitment to the values listed below.

#### A. College-wide

1. We provide a life-long learning environment with an atmosphere where freedom of expression is valued and practiced and healthy debate is encouraged.
2. We practice the highest academic and professional standards to ensure that we are consistently recognized for excellence in instruction and services. We remain current in our professional practices and serve as life-long learning models for our students and our colleagues.
3. We value the diversity of our students, our employees, and the communities we serve by establishing an atmosphere that fosters respect, support, accessibility, and appreciation for the fundamental differences between human beings.
4. We assist individuals, whether students or employees, in developing to the extent their potential and interests allow.

5. We use a collaborative process in matters of statewide policy development. We ensure fair and consistent treatment of all students, employees, and associates of the College.
6. We engage in honest and forthright communication with one another and with all constituencies. We value input from the community regarding our academic programs and are responsive to our communities' changing needs.
7. We require ethical conduct.
8. We ensure that respect for confidentiality is consistently upheld in all College-related activities as required by law and professional standards.
9. We service our communities through encouraging volunteerism and service activities.
10. We provide an educational and professional environment that allows individuals to engage in their daily activities in a safe, healthy, and secure manner.
11. We encourage the practice of academic freedom as reasonable and appropriate for the community college environment.

**B. Regional**

1. We achieve and embrace diversity by actively and affirmatively supporting equal rights and opportunities for all.
2. We are a student-centered college. We will continually seek input from our students. We believe that the quality of, and students' satisfaction with, our educational programs and services will determine our future existence, therefore:
  - a. We establish standards for the quality of education and student services and provide our students with education and services that meet or exceed those quality standards;
  - b. We are committed to the development of our students as confident, capable people contributing in the workplace, family and society as a whole (reference *Developing Capable People*, Appendix A) by providing professional, technical, transfer, and lifelong education with long-term value for students;
  - c. We maintain the flexibility and resources to adequately serve students, and provide students with the appropriate tools to succeed; and
  - d. We practice respectful, professional behavior that will enhance the dignity and worth of all students.

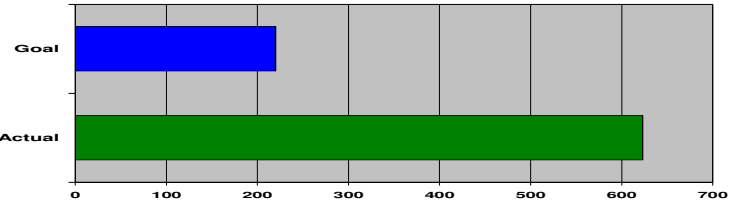
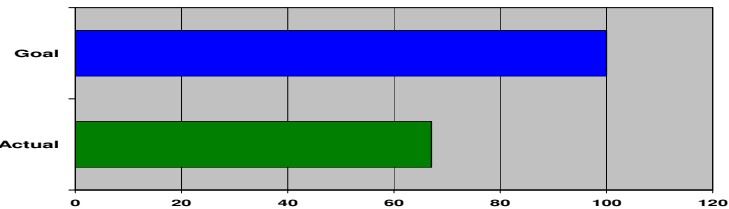

3. We believe that people are our greatest resource and that the best way to strengthen our organization is by developing the potential of those who compose it, therefore:
  - a. We provide an environment in our daily work that results in personal, professional and educational growth;
  - b. We are committed to a systems approach to management (reference: The Fifth Discipline: The Art and Practice of the Learning Organization by Peter Senge). Flexibility, teamwork, open communication, respect of opinions and statements of others, consensus building, and professionalism will be central to our horizontal management structure which distributes decision making opportunity at the appropriate levels thus providing an empowering environment;
  - c. We are committed to being an effective employee community. Therefore, the meanings of information will be shared, not just facts. We will talk through issues, not just about issues. Every member of our employee community will be educated in the matters that pertain to the whole;
  - d. We encourage continuous strategic thinking by our employees, who are at the center of our planning framework. We expect all employees to continually evaluate our performance in implementing our strategic plan and to address the need for changes in the operations of the College;
  - e. We allocate resources within the framework of our strategic plan and are cognizant of the need for resources to implement individual employee objectives;
  - f. We are committed to keeping an open mind to new ideas and encouraging innovation and risk-taking with the knowledge that sometimes we will fail;
  - g. We believe that compassion, reason, justice, freedom of inquiry, freedom of expression, integrity, forthrightness, and civility are essential elements of the high quality work life we seek. We will select leaders who will acclaim and ensure the above;
  - h. We are a learning community recognizing that all faculty and staff will be learners first since our own skills and quest for knowledge set the example for others;
  - i. We are committed to hiring employees who meet or exceed College and accreditation standards;
  - j. We recognize employees that perform the daily operational functions that enable us to implement our vision; and
  - k. We mentor employees in the development of their leadership skills.
  
4. We believe in the interdependent relationship of Ivy Tech State College Region 9 (hereinafter referred to as “Ivy Tech” or “College”) and our communities, therefore:
  - a. We strive to be a responsible corporate citizen and provide leadership to improve the overall quality of life in our communities. This includes, but is not limited to, individuals contributing to our communities as agents of the College;



- b. We encourage and take pride in the strong spirit of voluntarism that exists among our employees and students; and
- c. We respond quickly and effectively to the needs of our communities.

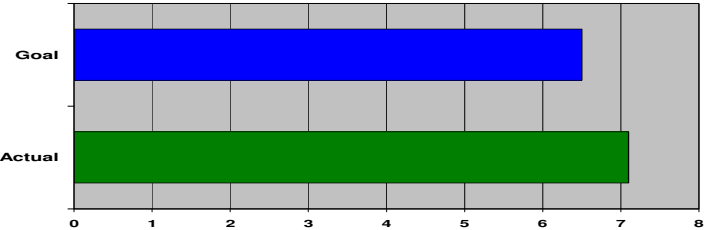
**IV. VISION**

We envision Ivy Tech to be a diverse community college recognized as a leader for providing quality, innovative programs and services that improve the lives of individuals and strengthen our regional economy.



**V. STRATEGIC GOALS (A. through E. are high priority)**

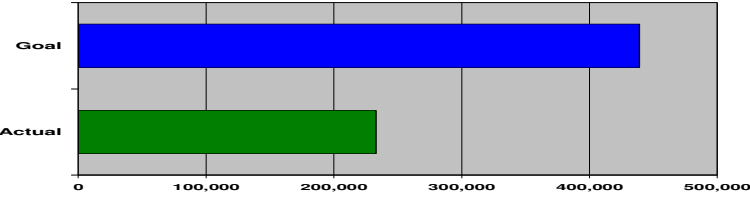
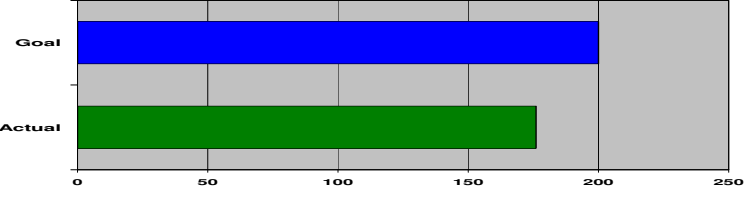
<b>A</b>	<b>Expand the role of the College in strengthening east central Indiana's economy and attracting and retaining local businesses and industries.</b>	<b>Unit(s)</b>	<b>Achieved</b>	<b>Status/Comments</b>												
1 HPO	Expand and diversify CCES client base and program offerings achieving a net operating revenue of at least \$10,000 by fiscal year-end.	All		CCES's client base and program offerings expanded and diversified in fiscal year 2003-04. In fiscal year 2002-03 CCES served 34 clients; in 2004-05 CCES served 39 different clients. Both program and client variety have increased. Despite broader service, volume loss (primarily from a drop in demand from Visteon) caused gross revenues to fall and net position for year-end is projected at a negative \$150,000 to 175,000.												
2 HPO	Complete certification training for at least 220 students and award 100 or more certifications.	All		<p>From July 2003 through June 15, 2004, certification training was completed for 623 students and 67 certifications were awarded.</p> <div style="text-align: center;"> <p><b>Certification Training Completed (Students)</b></p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Certification Training Completed (Students)</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Goal</td> <td>220</td> </tr> <tr> <td>Actual</td> <td>623</td> </tr> </tbody> </table> <p><b>Certifications Awarded</b></p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Certifications Awarded</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Goal</td> <td>100</td> </tr> <tr> <td>Actual</td> <td>67</td> </tr> </tbody> </table> </div>	Category	Value	Goal	220	Actual	623	Category	Value	Goal	100	Actual	67
Category	Value															
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3	Be an active resource for regional Economic Development offices by providing data, marketing information and/or materials, being available for consultation and visits, being active with related boards and liaisons, and by serving as a referral and communication source within the community and with state affiliated agencies (IDOC, DWD, etc.).	CCES		Examples of work with EDC offices include WorkKeys implementations regionally; discussions involving development of training consortiums to support regional economic development; hosting of economic development meetings; participating in EDC client tours and visits—even an out-of-state visit—to assist with client expansion, retention and recruitment.												

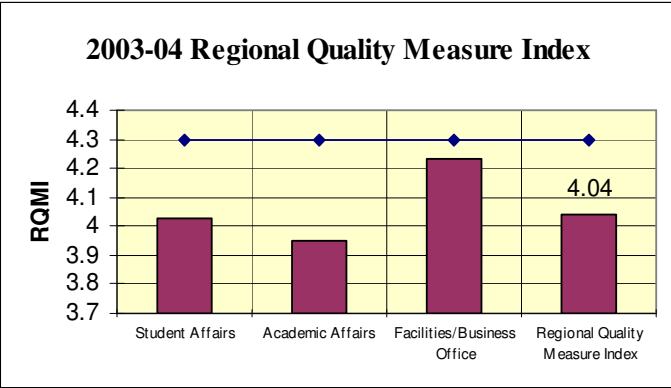
<b>A</b>	<b>Expand the role of the College in strengthening east central Indiana's economy and attracting and retaining local businesses and industries.</b>	<b>Unit(s)</b>	<b>Achieved</b>	<b>Status/Comments</b>
4	Participate or partner in at least two initiatives targeted to assist local business and industry (training consortium, vendor training, WorkKeys or SHL profiling, SBDC partnered training, etc.)	CCES		Held discussions with Fayette and Wayne county EDC representatives regarding the potential of developing training consortiums for industry; became a provider of WorkKeys profiling to support regional industry via the EDC and the statewide DWD initiative; offering vendor training for industry marketed in spring 2004; posted programs for the SBDC and Dunn Center in our Continuing Education spring catalog resulting in service calls to the SBDC and expanded program opportunities for small regional business. Meetings have also been held with DWD and RVR officials regarding expanding opportunities for marketing of workforce certification initiatives.
5	Continue to diversify client base by serving at least 45 different clients in 2003-04.	CCES		Client make-up has diversified by adding new sectors (construction, banking, service agencies). However, as of June 15, 2004, CCES had served 39 different clients through contracted training and continuing education programming toward the goal of 45.
6	Publish a minimum of 10 issues of a monthly newsletter that notes the connection between Ivy Tech's mission and economic development by June 30, 2004.	DEV		Four issues were published. A freelance copywriter was contracted to help with the publication of a monthly newsletter.
7	Investigate the publishing of electronic newsletters and if feasible distribute at least one issue electronically by June 30, 2004.	DEV		Only one person responded with an interest in receiving the newsletters electronically.










<b>B</b>	<b>Continue to build student and employee diversity by increasing understanding and providing direction across the organization.</b>	<b>Unit(s)</b>	<b>Achieved</b>	<b>Status/Comments</b>						
1 HPO	Increase annual minority enrollment to 6.5 percent of total annual enrollment.	All	✓	Summer 2003      6.7% Fall 2003         7.3% Spring 2004       7.1% Annual               7.1%  <div style="text-align: center;"> <b>Minority Enrollment / Percent of Total Annual Enrollment</b>   <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th>Category</th> <th>Value (%)</th> </tr> </thead> <tbody> <tr> <td>Goal</td> <td>6.5</td> </tr> <tr> <td>Actual</td> <td>7.1</td> </tr> </tbody> </table> </div>	Category	Value (%)	Goal	6.5	Actual	7.1
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2	Provide faculty in-service on diversity in curriculum fall 2003.	AA	✓							
3	Regionally share information learned through staff involvement in Communities in Schools (CIS) initiatives thereby increasing understanding of issues that may impact students and employees.	CCES	✓	Staff member Brenda McLane serves on the CIS Board and has shared activities and information regarding CIS via e-mail with regional personnel as planned.						
4	Conduct mini-scholarship campaign with the Multicultural Advisory Council by June 30, 2004 to increase dollars available for targeted groups.	DEV		The committee is considering a fundraiser for next year.						







C	Increase credit and noncredit enrollments throughout the Region.	Unit(s)	Achieved	Status/Comments												
1 HPO	Increase credit enrollment by 1 percent to 1,010 annualized FTE (i.e., 30,300 total student-credit-hours in 2003-04).	All	✓	<table border="0"> <tr> <td>Summer 2003</td> <td style="text-align: right;">337</td> </tr> <tr> <td>Fall 2003</td> <td style="text-align: right;">864</td> </tr> <tr> <td><u>Spring 2004</u></td> <td style="text-align: right;"><u>893</u></td> </tr> <tr> <td>Annualized FTE</td> <td style="text-align: right;">1047</td> </tr> </table> <p style="text-align: center;"><b>Credit Enrollment (Annualized FTE)</b></p> <table border="0"> <tr> <td>Goal</td> <td style="text-align: right;">1000</td> </tr> <tr> <td>Actual</td> <td style="text-align: right;">1047</td> </tr> </table>	Summer 2003	337	Fall 2003	864	<u>Spring 2004</u>	<u>893</u>	Annualized FTE	1047	Goal	1000	Actual	1047
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2	Offer two general education courses and/or business technology courses in Rushville for spring 2004.	AA	✓													
3	Develop program brochures for Business and Technology Divisions by spring 2004.	AA	✓													
4	Increase noncredit enrollments by 5 percent.	CCES		Drop in volume of training activity with delay in Visteon block training rotations caused loss in headcount accrual for this fiscal year. Numbers served (duplicated) will be less in 2003-04. Last year served 1763; this year CCES served 1161 people in paid, training activities.												
5	Research and complete report on regional data to identify trends for noncredit to credit enrollment flow to benchmark for future growth.	CCES	✓	Received query files from Registrar for last six terms to review. Review of the data indicated that roughly 30% of students who participated in non-credit courses returned to Ivy Tech for credit courses (690 of 2216 students).												
6	Increase apprenticeship enrollments.	CCES		Apprenticeship enrollment numbers have remained unchanged in fiscal year 2003-04. Currently 17 students are being served though grant funded apprenticeship or journeyman projects. Visteon apprentices, once active as a group of 25, remain inactive due to plant lay-offs and related contract language prohibiting their continued enrollment.												
7	Increase scholarship funds available for students by June 30, 2004.	DEV	✓	Campaigns were completed on time with an additional \$6,450 donated.												
8	Recruit and register 250 unduplicated TACO-U students during the 2003-2004 school year.	SA		<table border="0"> <tr> <td>Summer 2003</td> <td style="text-align: right;">55 enrolled</td> </tr> <tr> <td>Fall 2003</td> <td style="text-align: right;">46 enrolled</td> </tr> <tr> <td><u>Spring 2004</u></td> <td style="text-align: right;"><u>87 enrolled</u></td> </tr> <tr> <td>Total</td> <td style="text-align: right;">188</td> </tr> </table>	Summer 2003	55 enrolled	Fall 2003	46 enrolled	<u>Spring 2004</u>	<u>87 enrolled</u>	Total	188				
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<b>C</b>	<b>Increase credit and noncredit enrollments throughout the Region.</b>	<b>Unit(s)</b>	<b>Achieved</b>	<b>Status/Comments</b>
9	Establish and implement a communication plan for former "College for a Day" participants by May 2004.	SA		Sent a mailing for sophomores about dual credit. Sent a mailing for juniors about TACO-U.
10	Cross-train additional admissions office staff on admissions paperwork processing by May 2004.	SA		Four of the five staff members have been cross-trained.



<b>D</b>	<b>Increase funding available from new and nontraditional sources.</b>	<b>Unit(s)</b>	<b>Achieved</b>	<b>Status/Comments</b>
1 HPO	Raise \$439,000 in pledges and cash gifts to the Foundation and increase the number of donors to 200.	All		<p>As of June 16, 2004, \$233,083.72, or 53% of goal, and 176 donors, or 88% of the goal, was achieved.</p> <div style="text-align: center;"> <p><b>Foundation Pledges and Non-Pledge Gifts (\$)</b></p>  </div> <div style="text-align: center;"> <p><b>Foundation Donors</b></p>  </div>
2	Create at least one (1) relationship that results in increased funding to the College from a strategic partnership.	CCES		Two partnerships have been pursued, but remain incomplete as of end of fiscal year. One with FreePlay—a corporation who has identified Ivy Tech State College as the exclusive provider of a business simulation program, with a percentage of sales to be dedicated to the Foundation upon delivery and a pending designation of Ivy Tech State College as the Preferred Supplier for training for Indiana Visteon plants—may result in increased activity and funding.
3	Conduct a student fund-raising week to take advantage of the Lilly II initiative by the end of October 2003.	DEV	✓	A student October Invest week was planned for October 13 - 17. The week was fun for students, faculty and staff. With the various activities a total of \$890.26 was raised for equipment for the student organizations office.
4	Investigate and document/report on nontraditional sources for student scholarship money by June 30, 2004.	DEV	✓	A list of additional resources for scholarships has been developed and will be included in next year's scholarship brochure.




<b>E</b>	<b>Continually improve the quality of instruction, facilities, support services, technology and lab equipment.</b>	<b>Unit(s)</b>	<b>Achieved</b>	<b>Status/Comments</b>												
1 HPO	Achieve a Regional Quality Index average for fall and spring terms of 4.30.	All		<p>Regional Quality Index achieved was 4.04. Quality Index for Student Affairs decreased from 4.09 to 4.03; for Academic Affairs decreased from 4.11 to 3.95; and for Business Affairs/Facilities increased from 4.21 to 4.23.</p>  <table border="1"> <caption>2003-04 Regional Quality Measure Index</caption> <thead> <tr> <th>Category</th> <th>RQMI</th> </tr> </thead> <tbody> <tr> <td>Student Affairs</td> <td>4.03</td> </tr> <tr> <td>Academic Affairs</td> <td>3.95</td> </tr> <tr> <td>Facilities/Business Office</td> <td>4.23</td> </tr> <tr> <td>Regional Quality Measure Index</td> <td>4.04</td> </tr> <tr> <td>Target</td> <td>4.30</td> </tr> </tbody> </table>	Category	RQMI	Student Affairs	4.03	Academic Affairs	3.95	Facilities/Business Office	4.23	Regional Quality Measure Index	4.04	Target	4.30
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2	Complete technology specifications for Johnson Hall by spring 2004.	AA	✓													
3	Complete plans for nursing labs in Johnson Hall by spring 2004.	AA	✓													
4	Develop, implement and evaluate delivery of a science class with single lecture and multiple lab sections by spring 2004.	AA	✓													
5	Improve Plant Operations service receiver's responses to an 81.5 percent rating with added emphasis on cleanliness and attention to detail.	FFIT		Service receiver rating was 79.1 percent.												
6	Each Plant Operations staff member will participate in at least one external training opportunity to enhance his/her technical skills.	FFIT	✓													
7	Improve Business Office service receiver's responses to an 89 percent rating with added emphasis on attention to detail and appropriate communication flow.	FFIT	✓													



<b>E</b>	<b>Continually improve the quality of instruction, facilities, support services, technology and lab equipment.</b>	<b>Unit(s)</b>	<b>Achieved</b>	<b>Status/Comments</b>
8	Each Business Office staff member will participate in at least one external training opportunity to enhance his/her technical skills.	FFIT		
9	Provide formal internal budget training to faculty and staff.	FFIT		Will be completed in 2004-05.
10	Provide formal training to Plant Operations and Business Affairs staff in customer service.	FFIT		
11	Create (document) and implement a workable plan to better utilize the Connersville Automated Manufacturing Lab.	CCES		An Industrial Coordinator has been contracted through CCES to design and implement a plan to better utilize the Automated Manufacturing Lab. To-date, a variety of vendors have been consulted; equipment has been inventoried, moved, removed or placed; credit program personnel have been consulted as the design has evolved; and computers available from regional upgrades have been banked to improve the PLC area of the lab. Three non-credit training courses were offered in the spring in conjunction with vendor partner Hane Training in the areas of hydraulics, pneumatics and PLC SLC500. Courses will continue to be offered on a regular basis each fall and spring, as well as on demand.
12	Identify and implement routine options for pre/post assessments (to be used to ensure program quality and student comprehension thereby increasing program and service effectiveness).	CCES		Pre and post assessment options are now implemented per client request and research is ongoing regarding available assessment tools. Information is shared at monthly meetings to educate all CCES staff regarding appropriate assessment methods and instruments, which will improve the department's ability to advise clients and enhance the quality of CCES services.
13	Meet the stretch goal of \$1.7 million for the Workforce Education—Building Our Future Now campaign.	DEV		The campaign total as of June 17, 2004, is \$1,476,280.
14	Investigate and make written recommendations to improve current payroll procedures by December 2003.	HR		Investigated options, and written recommendations were presented.
15	Evaluate and report in writing findings of annual employee events.	HR		Annual fall in-service held September 19, 2003.
16	Develop and promote online SIS and FERPA training by June 30, 2004.	SA		FERPA is on share-all; SIS training is in progress.
17	Refine Web for Students registration and advising process by June 30, 2004.	SA		Has been changed, updated web site. Instructions were revised and sent out to faculty and students.
18	Refine Web for Faculty grading process by June 30, 2004.	SA		Revised fall faculty memos; added faculty links to website to access forms.
19	Research and implement Web for Faculty attendance reporting procedures by June 30, 2004.	SA		Discussed at spring Registrar meeting and now have procedures.


<b>E</b>	<b>Continually improve the quality of instruction, facilities, support services, technology and lab equipment.</b>	<b>Unit(s)</b>	<b>Achieved</b>	<b>Status/Comments</b>
20	Build SIS and EMS databases for new building codes and strategize classroom move to new building by June 30, 2004.	SA		EMS database has been loaded. SIS info has been sent to Central Office for loading.
21	Improve services for students with disabilities by establishing one or more services/technologies by June 2004.	SA		Purchased Zoom Text magnification and screen reading software.
22	Implement and provide at least six (6) resume roundtable sessions by June 2004.	SA		Roundtables have been designed and Career Services hosted.
23	Implement and provide at least three (3) interview roundtable sessions by June 2004.	SA		Roundtables have been designed and Career Services hosted.
24	Sponsor one (1) Healthcare Professional fair by June 2004.	SA		Healthcare Professional Fair was held in March.
25	Implement document-imaging project including preparation of grade rosters/grade change forms for scanning and development of a plan for scanning student files and complete quarter transcripts by June 30, 2004.	SA		Completed quick references for imaging process. Imaging quarter transcripts is complete. Currently working on student files.


<b>F</b>	<b>Prepare needs analysis and program proposals for new programs and/or specialties within our service area.</b>	<b>Unit(s)</b>	<b>Achieved</b>	<b>Status/Comments</b>
1	Develop program proposal for TC in MEA by May 15, 2004.	AA		
2	Develop program analysis for Paramedic Science by May 15, 2004.	AA		
3	Implement distance education Paralegal program for fall 2003.	AA		
4	Implement AS in General Studies for fall 2003.	AA		
5	Develop two new credit course offerings for Health Sciences graduates by June 30, 2004.	AA		
6	Implement Human Resource Management Specialty in Business Administration for fall 2003.	AA		
7	Implement Restaurant Management Specialty in Business Administration for spring 2004.	AA		
8	Implement Landscape Specialty in Construction Technology for fall 2003.	AA		
9	Develop Security Specialty in CIS by June 30, 2004.	AA		
10	Implement Automotive Management Specialty in Automotive Technology for spring 2004.	AA		
11	Implement Interior Planning and Design Specialty in Construction Technology for fall 2003.	AA		
12	Develop a Regional Marketing Plan by June 2004.	SA		Marketing Committee has been established and has met several times with the charge to develop a plan. Plan has been completed and presented to the Chancellor (on June 28, 2004) and the Cabinet.


<b>G</b>	<b>Expand and enhance academic skills curriculum, delivery and tutorial support.</b>	<b>Unit(s)</b>	<b>Achieved</b>	<b>Status/Comments</b>
1	Develop tutoring services information brochure and distribute to faculty and students by spring 2004.	AA		
2	Prepare an analysis and recommendation report to enhance academic skill advancement curriculum and instruction focused on student success by June 30, 2004.	AA		

<b>H</b>	<b>Expand continuing education options.</b>	<b>Unit(s)</b>	<b>Achieved</b>	<b>Status/Comments</b>
1	Launch public continuing education courses regionally in spring 2004.	CCES		First regional Continuing Education catalog printed and sent out regionally spring 2004. Mailed to 3500, including CCES client list, alumni list, foundation list and additional distribution at various sites and public venues. Courses have attracted new activity from business clients and individuals. Online non-credit programming through ed2go (vendor) offered first regional non-credit distance education option—three completed courses in spring 2004.
2	Working with credit faculty and staff, identify new program opportunities for Continuing Education.	CCES		Becky Murray, Project Manager for Continuing Education, has engaged regional staff and faculty and implemented several courses in the spring as a result of internal survey feedback. Courses offered were Stained Glass, Scrapbooking and the Kindergarten Family Fun Series, which was a suggestion from the Early Childhood Development program.
3	Identify at least two (2) programs that could result in at least two workforce certifications options for future offerings.	CCES		Several have been identified and are either being pursued or were determined to not have application regionally. They include ServSafe, Home Inspection, ParaPro training, and IC3 training.







<b>I</b>	<b>Align with appropriate community organizations to create partnerships for program and event development.</b>	<b>Unit(s)</b>	<b>Achieved</b>	<b>Status/Comments</b>
1	Coordinate at least two (2) programs or events in conjunction with appropriate community organizations within our region.	CCES		Through the launch of Continuing Education offerings in the spring of 2004, programs were marketed in conjunction with the SBDC and the Dunn Center. Future offerings include programs designed in conjunction with the Community Education Coalition (CEC) in Fayette County.
2	Sponsor at least two planned giving workshops in the Region by June 30, 2004.	DEV		Twenty-two people attended the workshop in Rushville.
3	Work with a minimum of two groups to sponsor events that support the College's mission by June 30, 2004.	DEV		Worked with Student Services to sponsor African American Activities, Automotive Advisory Committee to host the 11 <sup>th</sup> Annual Car Show, sponsored the joint Advisory Committee Meeting and hosted the Wayne County Economic Development meeting in May. Thirty-three community people attended the meeting.



<b>J</b>	<b>Improve shared utilization of facility space used for credit, noncredit and community service activities.</b>	<b>Unit(s)</b>	<b>Achieved</b>	<b>Status/Comments</b>
1	Organize committee and provide committee leadership to review and make recommendations for enhancing facility/room use policies and procedures (including internal use for credit and noncredit and external delivery and use by community organizations/events) by June 30, 2004.	SA		The committee was formed and has sent a recommendation for improvement of internal and external, credit and noncredit facility/room use to the Chancellor.


<b>K</b>	<b>Increase education, student, and community service activities at our Connersville Centers.</b>	<b>Unit(s)</b>	<b>Achieved</b>	<b>Status/Comments</b>
1	Initiate at least one (1) program activity with WTCC that allows for a partnered experience in training at the Connersville Center.	CCES		Process for a partnered experience in training at the Connersville center with WTCC has been initiated through discussions with WTCC administration. Possibilities include joint training using complimentary labs, allowing WTCC students access to training review with specialized vendors who deliver training at Ivy Tech's center, etc.
2	Host at least three (3) events at the Connersville Center involving industry, community organizations or residents.	CCES		Fifth (5 <sup>th</sup> ) Annual Manufacturing Forum held May 2004; hosted two Eastern Indiana Development District (EIDD) meetings in fiscal year 2003-04; hosted Skills Express activities at the center coordinated with RVR with support from Student Affairs personnel; and OAD personnel gave a presentation to a seniors group at the center reviewing program and service opportunities.
3	Host an Ivy Tech Story presentation in Connersville by June 30, 2004.	DEV		A presentation is scheduled for July 15 for the Connersville Mayor and September 15 for the Connersville Advisory Council.

<b>L</b>	<b>Increase cultural, social, and service opportunities for students.</b>	<b>Unit(s)</b>	<b>Achieved</b>	<b>Status/Comments</b>
1	Host a Chancellor's scholarship winner luncheon by June 30, 2004.	DEV		Lunch was held for Harry and Marilyn Voyles and their daughter; another private lunch was held for the Monroe family. The lunches were very successful.
2	Explore and report on feasibility of providing student life opportunities at the Connersville site.	SA		Dan Black and Brenda Bennett have met to discuss possibility. Exploring the possibility of establishing a Connersville student organization that would function like a club.

<b>M</b>	<b>Increase graduation rates.</b>	<b>Unit(s)</b>	<b>Achieved</b>	<b>Status/Comments</b>
1	See B-1, C-1, and E-1.			

<b>N</b>	<b>Improve student retention.</b>	<b>Unit(s)</b>	<b>Achieved</b>	<b>Status/Comments</b>
1	Increase recognition opportunities for students (methods documented by June 3, 2004).	DEV		Two scholarship recipients were featured in the Foundation Employee kick-off, two scholarship recipients were featured in the Annual Direct Mail Appeal brochure, May issue of the Chronicle of Success featured students who had won awards, graduation publicity featured several students, Voyles Scholarship luncheon included two scholarship winners and on June 28, 2004, several students participated in photo shoots that will be used for college publications.
2	Review demographic information gathered from COMPASS and make recommendations in writing for use by June 2004.	SA		Written recommendations were presented.
3	Establish a workshop series (success seminars) by January 2004.	SA		Held several sessions in fall 2003.
4	Establish a Retention Committee by December 2003.	SA		Retention Committee established. Billie Gabbard, Rod Brown, Desiree Polk-Bland, Jeanette Harris and Ken Christmon (committee members) have met several times.
5	Increase frequency of contact and follow-up with new students and prospects by May 2004.	SA		New students will receive follow-up postcards. We now send three postcards to prospects each term for three terms and send the list of names to the division chairs for possible follow-up.
6	Propose a comprehensive minority student retention plan and recommend funding options by December 2003.	SA		Plan will be part of the overall retention plan currently underway with the retention committee.
7	Investigate and make (written) recommendations to reduce the number of students affected by Return of Title IV legislation.	SA		Have begun data collection. Retention Specialist has been hired. Have implemented new procedure for withdrawals.

<b>O</b>	<b>Increase alumni participation in campus and student-life activities.</b>	<b>Unit(s)</b>	<b>Achieved</b>	<b>Status/Comments</b>
1	Coordinate and hold at least one alumni-sponsored student life activity by May 2004.	ALUM		The alumni chapter did plan and hold two lunch/dinner fundraiser activities. The “graduation dance” was planned, organized, and promoted, but was canceled due to insufficient ticket sales.
2	Investigate, encourage and document alumni participation on regional committees and initiatives by June 2004.	ALUM		E-mails were sent to instructional areas to encourage the inclusion of alumni on program advisory committees and to report back to me the names of alumni on committees. Results were documented. The alumni chapter is in the process of identifying a group of alumni who would be interested in serving as “alumni representatives” on planning committees, as hosts or servers at events, tour helpers, etc.
3	Create a more comprehensive student life plan and budget for review by the Dean of Student Affairs by August 2003.	SA		Student Life Plan has been approved. A part-time temporary Student Activities Assistant was hired and paid out of SGA funds. Some activities for the year have been October Invest and Holiday Banquet. SCA earned the money to send several club members to COMDEX. Under current structure, the Student Life Office has been hampered by not having a funding source separate from student government. A separate funding stream would increase our ability to operate effectively. Even with current limitations, student activities have increased over the same period last year. In addition, a new club (Fishing Club) is currently being formed. The Student Activities Assistant position is currently vacant. A revised plan will be submitted to the Dean of Student Affairs by July of 2004.

<b>P</b>	<b>Promote safety-related practices at all Ivy Tech facilities.</b>	<b>Unit(s)</b>	<b>Achieved</b>	<b>Status/Comments</b>
1	Create and distribute to all CCES adjunct faculty and vendors/trainers guidelines for reporting safety related issues at Ivy Tech facilities.	CCES		A current document used for emergency response purposes at Ivy Tech Region 9 facilities has been identified. Starting immediately, this document will be shared with all CCES trainers at the time their contract is executed, and will also be posted in Ivy Tech rooms occupied by CCES trainers or vendors to serve as a point of reference.