

STRATEGIC PLAN

ONE ICC

FISCAL YEAR
2024-28

STRATEGIC PLAN OVERVIEW

After navigating the challenges brought about by the COVID-19 pandemic, Illinois Central College is now transitioning to a place of renewal and optimism as we begin the work of implementing a new strategic plan. Building on the success of the most recent plan, we will continue working to ensure that we live out our Core Values and our mission of changing minds and changing lives. The strategic plan will build upon our vision of student success for the College and set direction, focus, and priorities for Fiscal Year 2024–28.

ICC is dedicated to the idea that we can improve the future of our community by participating in collaborative dialogue and by listening to multiple perspectives. As such, from August 2022 to February 2023, ICC conducted several strategic planning sessions where employees participated in discussions with external stakeholders and state and national experts in various content areas including community belonging, post-completion outcomes, and transformative community models. This planning process led to the ICC Community Strategic Planning Conference in March 2023 which inspired the College to generate four new Strategic Directions and Goals based on the data and lessons learned over the past five years.

STRATEGIC DIRECTIONS

Strategic Directions are broad directions that address community needs, provide guidance for how ICC engages with and serves students, and support strategic approaches. Multiple directions can apply to a given goal.

BELONGING

Creating community for ICC students and employees.

TRANSFORMATION

Providing education and workforce systems based on collective understanding of emerging trends and future student and community needs.

SUCCESS

Looking beyond day to-day challenges toward bold thinking about future student success.

INTEGRATION

Communicating and collaborating across credit, workforce, noncredit, early college, and adult education to create responsive pathways for students at ICC.

STRATEGIC GOALS

Based on the four foundational Strategic Directions, ICC identified four accompanying Strategic Goals focusing on: cultivating a culture of belonging, adopting a student-centric culture, improving access to resources, and enhancing processes to improve student success. The Strategic Goals will advance the College's Institutional Effectiveness measures and leading indicators of student success.



SUPPORTED AT ALL LEVELS OF THE COLLEGE

The ICC four Strategic Goals are supported not only by the Strategic Plan, but also through shared governance and at the operational and divisional levels through the Institutional Operational Plan and the Division/Functional Plans. In this way, the Strategic Goals are supported through all three phases of the College planning process.

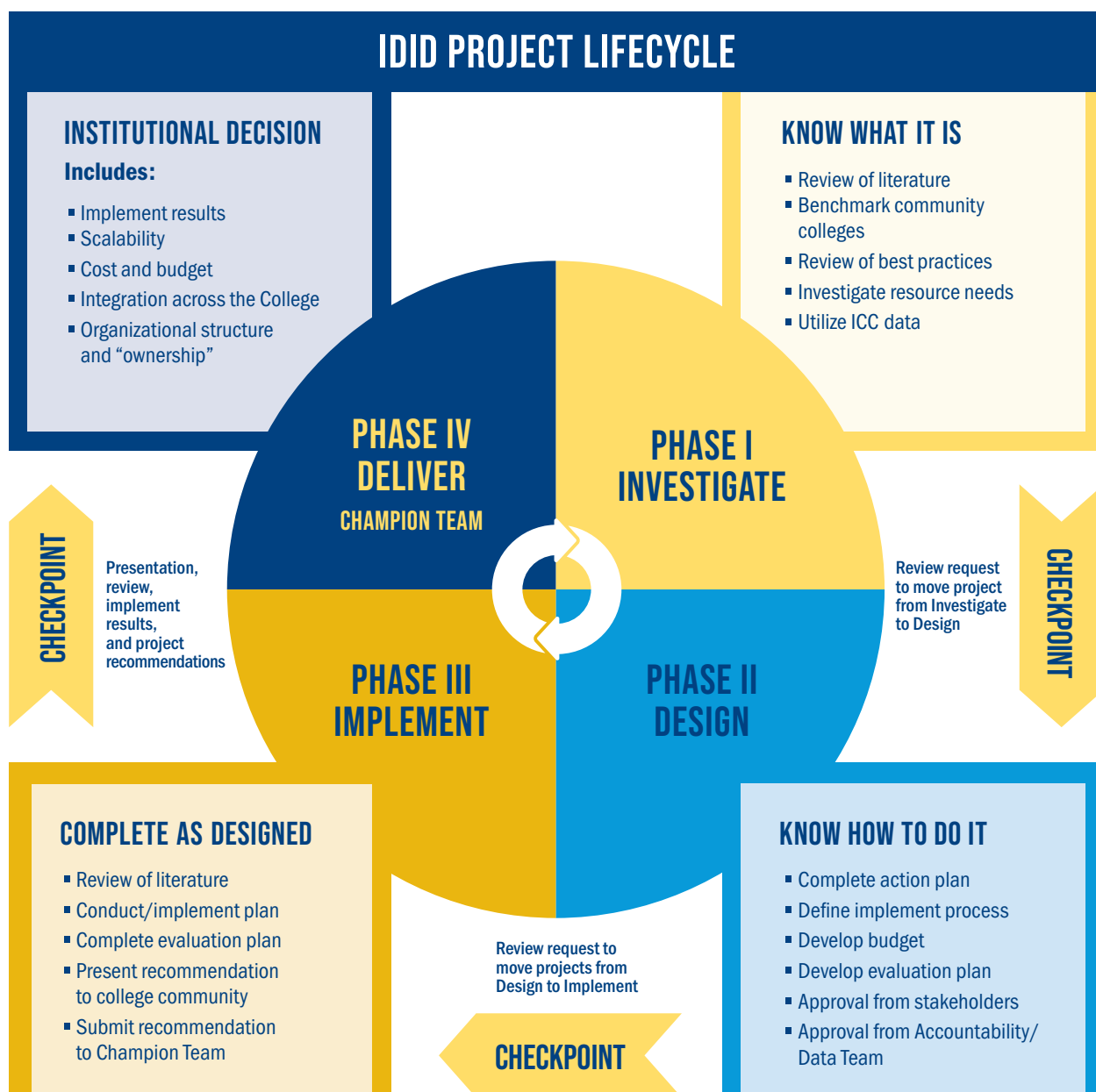
| STRATEGIC PLANNING | INSTITUTIONAL OPERATIONAL PLANNING | DIVISION AND FUNCTIONAL PLANNING |
|--|--|--|
| Long-range goals focused on improving student success. | Annual objectives that require collaboration across divisions for implementation, including institutional success objectives as well as the annual piece of the Strategic Planning objectives. | Plans guiding the operational improvements of each division as well as functional institutional planning (e.g., Facilities Master Plan, Strategic Enrollment Growth Plan, Technology Plan, Academic Plan, College Budget). |



PROJECT AND CHANGE MANAGEMENT

PROJECT MANAGEMENT

The IDID Model is based on the best practices of data-informed decision-making and continuous improvement. Project teams will investigate, design, implement, and deliver at scale projects they have designed to accomplish strategic objectives and advance the Strategic Plan Goals. Evaluation is threaded throughout piloting, implementation, and delivery at scale. Evaluation will be used to identify which features of the project were effective and which features could be improved to achieve increased student success outcomes, in the spirit of continuous improvement.

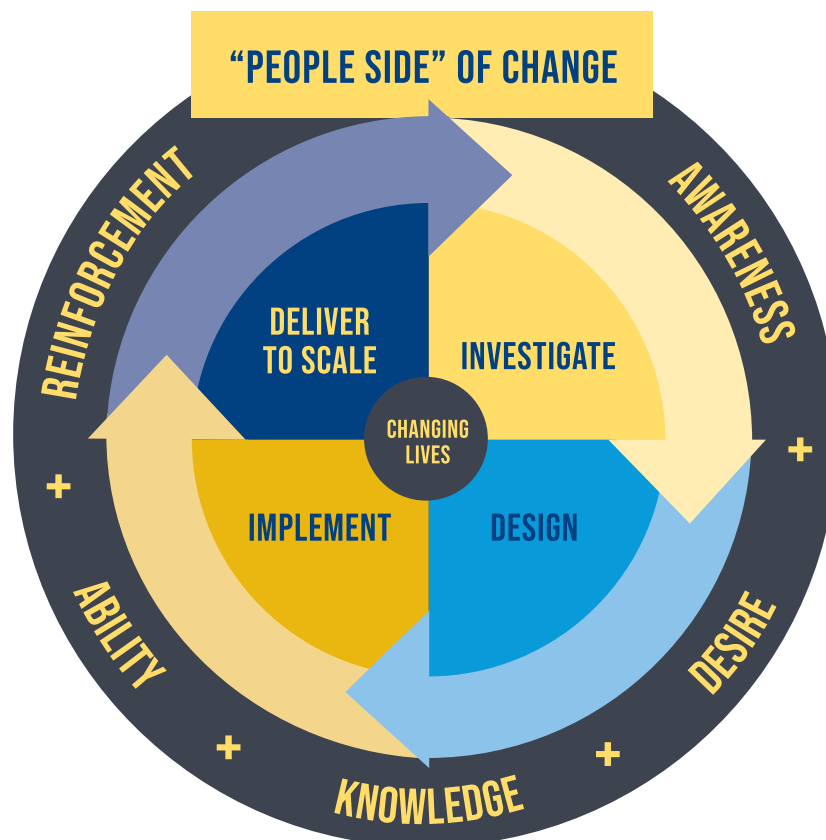


PROJECT AND CHANGE MANAGEMENT

CHANGE MANAGEMENT

Change management, supported by a change management practitioner (CMP) who serves on the project team, functions alongside the IDID model of project management to ensure all projects address the “People Side” of Change. Through the deployment of change management tools, e.g. risk assessment, impact analysis, etc., the CMP develops change management plans to prepare employees for changes and support them through implementation and delivery. The ADKAR model provides the framework as the team systematically supports employees in developing the Awareness, Desire, Knowledge, and Ability to adopt new ways of working, and provides Reinforcement to ensure changes take root.

| | |
|----------|--|
| A | AWARENESS OF THE NEED FOR CHANGE |
| D | DESIRE TO PARTICIPATE AND SUPPORT THE CHANGE |
| K | KNOWLEDGE ON HOW TO CHANGE |
| A | ABILITY TO DEMONSTRATE NEW SKILLS AND BEHAVIORS |
| R | REINFORCEMENT TO SUSTAIN THE CHANGE |



INTENDED OUTCOMES

The overarching purpose of the ICC Strategic Plan is to increase student success outcomes. The Strategic Goals are designed to advance the ICC Institutional Effectiveness Measures as well as leading indicators of student success.

INTENDED OUTCOMES

INSTITUTIONAL EFFECTIVENESS MEASURES

STUDENT ADVANCEMENT

- Graduation rate within 150% of normal time (first time, full-time students)
- Transfer rate within 150% of normal time (first time, full-time students)
- Still enrolled rate within 150% of normal time (first time, full-time students)
- Advancement rate within 150% of normal time (first time, full-time students)

STUDENT COMPLETION

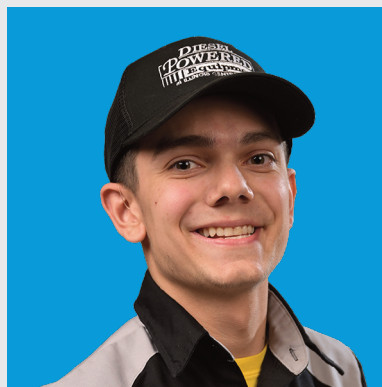
- Total completers
- Total credentials awarded
- Total completions per 100 FTE

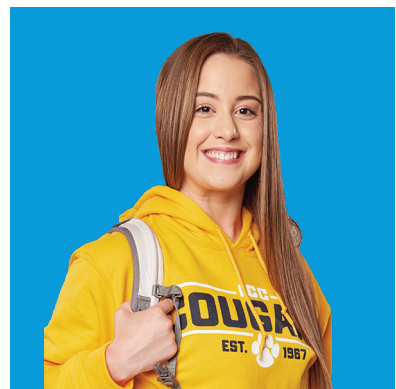
STUDENT PERSISTENCE

- Fall to spring persistence
- Fall to fall persistence

HIGH SCHOOL PENETRATION

- Percentage of District 514 high school graduates who earned any Early College credit at ICC
- District 514 post-high school penetration rate





STRATEGIC GOALS

STRATEGIC GOALS

GOAL 1: FOSTER A SUSTAINABLE CULTURE OF BELONGING WHERE ALL STAKEHOLDERS FEEL WELCOME

PROPOSED OBJECTIVES

- Ensure all employees engage in Justice, Equity, Inclusion, and Belonging training
- Implement faculty mentor program
- Leverage the work of the Minority Student Retention Team and other successful student groups to operationalize activities that improve belonging
- Implement culturally relevant teaching practices

PROPOSED METRICS

- Percentage of employees completing training
- Improved results on College Employee Satisfaction Survey (CESS) and Community College Survey of Student Engagement (CCSSE) (belonging/climate portions)
- Decrease equity gaps in course success, persistence, and advancement rates
- Percentage of students meeting with faculty mentors

PROPOSED RESPONSIBLE GROUPS

- All employees
- Intercultural Diversity Committee
- Diversity
- Minority Student Retention Team
- Admissions
- Faculty and Deans
- Student Life
- Advisors and Counselors

These objectives, metrics, and responsible groups will evolve as groups launch their work.

GOAL 2: ADOPT A MORE STUDENT-CENTRIC CULTURE AND BUILD AN INFRASTRUCTURE THAT IS ADAPTIVE, AGILE, AND INNOVATIVE TO MEET EDUCATIONAL AND WORKFORCE NEEDS

PROPOSED OBJECTIVES

- Initiate competency-based learning in programs where applicable
- Expand short-term, stackable credentials, micropathways, and microcredentials
- Design and implement pathways between Adult Education, CCE, Early College, and Workforce to credential-seeking programs
- Increase percentage of students choosing a program/path by the end of their first term
- Utilize 8-week courses to maximize student success and scheduling flexibility

PROPOSED METRICS

- Increase number of competency-based programs and certificates aligned with employment opportunities
- Reduce average time-to-credential completion
- Reduce percentage of enrolled students who earn zero credits in first term
- Increase number of micropathways and microcredentials aligned to industry needs
- Reduce excess credit hours at completion
- Increase percentage of 8-week and short-term courses

PROPOSED RESPONSIBLE GROUPS

- Faculty and Deans
- Corporate and Community Education (CCE)
- Curriculum Committee
- Workforce
- Adult Education
- Advising
- Career Services
- Admissions
- First Semester Experience

These objectives, metrics, and responsible groups will evolve as groups launch their work.

GOAL 3: IMPROVE ACCESS TO RESOURCES THAT STUDENTS NEED TO PERSIST AND ATTAIN THEIR EDUCATIONAL GOALS

PROPOSED OBJECTIVES

- Create financial navigator function to assist students with financial literacy and college funding plans
- Implement advising intake assessment and increase adoption of degree planner
- Develop and implement procedures for making and tracking outcomes of referrals to internal and external support services
- Systematize outreach to uncredentialed adults, with a focus on people of color, areas of poverty, and under-resourced rural communities
- Improve access to first-day resources that students need to be successful

PROPOSED METRICS

- Increase the percentage of students with financial plans
- Increase the number of students with academic plans to completion
- Increase persistence, advancement, and completion rates
- Increased enrollment of adults, students of color, and rural students
- Increase number of courses using Open Educational Resources (OER)
- Increase CCSSE engagement scores
- Percentage of students completing financial literacy program competencies
- Provide common technology with low cost and/or integrated options
- Percentage of bookstore orders placed and fulfilled on time

PROPOSED RESPONSIBLE GROUPS

- Advising
- Financial Aid
- Admissions
- Faculty Mentors
- Enrollment Services
- IT Department
- OER Committee
- Faculty
- Workforce
- CCE
- Bookstore

These objectives, metrics, and responsible groups will evolve as groups launch their work.

GOAL 4: ENHANCE PROCESSES TO IMPROVE STUDENT SUCCESS AND CREATE A CULTURE OF ONE ICC THAT SUPPORTS COLLABORATION WITH INTERNAL AND EXTERNAL STAKEHOLDERS

PROPOSED OBJECTIVES

- Identify, define, and map the institution's key work processes
- Establish common intake/enrollment procedures to minimize student/community confusion
- Implement procedures to smooth the transition from CCE/Adult Education/Workforce/Early College to traditional credit programs
- Solicit donors through the foundation and grants to establish transition scholarships for CCE/Adult Education/Workforce/Early College students
- Update pathways from high schools to ICC to transfer partners
- Improve involvement with and support of early college and adjunct instructors

PROPOSED METRICS

- Identify deliverables, tools, format and level of detail that will be used to document key work processes
- All key work processes documented and made available to employees
- Increase percentage of students transitioning from Adult Education, CCE, Early College, and Workforce to credential-seeking programs
- Increase percentage of students transitioning from CCE and workforce programs into college credit programs
- Increase percentage of early college students transitioning to post-secondary enrollment
- Increase in adjunct faculty satisfaction
- Update articulation agreements to align with transfer partners

PROPOSED RESPONSIBLE GROUPS

- Institutional Effectiveness
- Workforce
- Admissions
- Early College
- Dual Credit Committee
- Foundation
- Adult Education
- CCE
- Faculty and Deans
- Information Technology
- Transfer Coordinator
- High School Partners
- Transfer Partners
- Enrollment Services
- Advising
- Grants
- Teaching and Learning Excellence

These objectives, metrics, and responsible groups will evolve as groups launch their work.

ICC

MISSION STATEMENT

**THROUGH LEARNING, MINDS
CHANGE. WE BELIEVE BY
CHANGING MINDS, WE CAN
CHANGE THE WORLD.**

ICC

CORE VALUES

**ICC begins first and foremost with LEARNING through a
COMMUNITY of learners and teachers. INTEGRITY supports
the work we do by emphasizing honesty, ethical behavior,
and trustworthiness. By taking RESPONSIBILITY for our
work and our actions, we help our students, colleagues,
and college achieve EXCELLENCE.**

ICC Diversity Pledge

Illinois Central College stands committed to diversity in all its dimensions. The College embraces, values, and encourages diversity at all levels of its operation. The College stands for tolerance, non-discrimination, and cultural sensitivity.

Inclusion is at the core of Illinois Central College's educational and service strategies. Respect for diverse individuals will be evident in the College's interactions with students, employees, and the communities it serves.

STRATEGIC PLAN WAS APPROVED JULY 2023 BY THE BOARD OF TRUSTEES

ICC BOARD OF TRUSTEES

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2023-2029

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2017-2029

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WE BELIEVE BY CHANGING MINDS,
WE CAN CHANGE THE WORLD.**



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