



DISTRICT BOARD OF TRUSTEES MEETING
Strategic Planning Committee
Indian River State College – Massey Campus
Ben L. Bryan Administration Building, A301
3209 Virginia Avenue, Fort Pierce, FL 34981

August 26, 2025

AGENDA

1. Call to Order – *Trustee Conrado, Chair*
2. 2024/25 Strategic Plan Report – *Dr. Angela Browning*
3. Adjourn



TOPIC: 2024-25 Strategic Plan Report

REGULAR AGENDA OR COMMITTEE: Strategic Planning Committee

SUBMITTED FOR: ☐ ACTION/VOTE
 ☒ INFORMATION
 ☐ DISCUSSION

SUMMARY:
The 2024-25 Strategic Plan Final Report will be shared.

ALTERNATIVE(S): N/A

FISCAL IMPACT: N/A

PRESIDENT'S RECOMMENDATION: N/A

SUBMITTED BY: Dr. Angela Browning

DATE: 7/24/25

BOARD ACTION: None Required

DATE: 8/26/25

Indian River State College, 2024 – 2025 Strategic Plan Report

Contents

Strategic Goal 1: Improve Student Outcomes	1
Sub-goal 1.1: Improve student learning	1
Sub-goal 1.2: Improve the student learning environment	7
Sub-goal 1.3: Improve student retention and completion	10
Strategic Goal 2: Increase College-Going in the Community.....	12
Sub-goal 2.1: Raise community awareness of and interest in IRSC programs	12
Sub-goal 2.2: Improve financial support for potential students.....	14
Sub-goal 2.3: Streamline transition from secondary to IRSC post-secondary programs	16
Strategic Goal 3: Promote Continuous Improvement to Enhance Organizational Performance	17
Sub-goal 3.1: Improve institutional effectiveness and efficiency.....	17
Sub-goal 3.2: Distinguish IRSC and strengthen brand.....	19
Sub-goal 3.3: Cultivate alternative revenue sources	22

Strategic Goal 1: Improve Student Outcomes

Sub-goal 1.1: Improve student learning

Sub-goal 1.1: Tactics	Sub-goal 1.1: Progress	Sub-goal 1.1: Outcomes / KPI
Promote faculty participation in curricular conversations.	All departments continued in a 5-year review cycle of all courses in the IRSC course catalog (year 2 in 2024-2025).	323 courses went through the review process, which included departmental faculty discussion and vote, and approval by IRSC Curriculum Committee.
Strengthen program learning outcomes assessment and use of results to improve student learning; Increase faculty participation and engagement in assessment and curricular conversations.	The faculty Learning Assessment Workgroup organized a day where all faculty (including associate, baccalaureate, and CTE faculty) participated in review of the 5 general education learning outcome (GELO) evaluation rubrics to ensure the rubrics were clear, aligned with GELOs, and provided ease of use with an updated scoring system.	<p>All faculty participated in a collaborative approach to evaluating and reviewing the updated rubrics used to score general education learning outcomes. This approach included interdisciplinary conversations regarding general education learning outcomes and a broader understanding beyond those of specific disciplines.</p> <p>A post-evaluation survey indicated that the GELO rubrics improved from past years. The updated GELO rubrics will be used in the upcoming GELO assessment cycle beginning in 2025-2026.</p>

Sub-goal 1.1: Tactics	Sub-goal 1.1: Progress	Sub-goal 1.1: Outcomes / KPI
<p>Strengthen program learning outcomes assessment and use of results to improve student learning; Increase faculty participation and engagement in assessment and curricular conversations.</p>	<p>Three new Associate of Arts learning outcomes (AALOs) were assessed for the first time in a pilot organized by the Learning Assessment Workgroup.</p> <p>The AALOs assessed were:</p> <ul style="list-style-type: none"> • Information Literacy • Historical Thinking • Ethical Reasoning. <p>Faculty from multiple disciplines provided diverse and representative samples of student work, supporting a comprehensive review of institutional learning. All submitted artifacts were anonymized to ensure unbiased evaluation and then assessed by teams of volunteers from the Learning Assessment Workgroup.</p>	<p>12 courses from across the College volunteered to provide artifacts for assessment of the 3 indicated AALOs. The participating courses were:</p> <ul style="list-style-type: none"> • AMH 2010 • AMH 2020 • BUL 2241 • CGS 1100 • CHM 2210L • CHM 2211L • EDF 2005 • EEX 2010 • GEB 1011 • MCB 2010 • PHI 2630 • PHI 2620 <p>From those 12 courses, 222 individual artifacts were identified as submissions from AA completers. Of those 222 artifacts, 117 (53%) artifacts were submitted for review:</p> <ul style="list-style-type: none"> • Information Literacy - 44 • Historical Thinking - 52 • Ethical Reasoning - 21 <p>16 faculty members volunteered to assess the AALO artifacts.</p> <p>All 117 AALO artifacts were evaluated by 2 or more reviewers.</p>

Sub-goal 1.1: Tactics	Sub-goal 1.1: Progress	Sub-goal 1.1: Outcomes / KPI												
Increase student college readiness.	Faculty revised SLS 1501, a student success course designed to address challenges students encounter when navigating IRSC's campuses, student services and college coursework. The course was offered as part of New Student Orientation at the beginning of the Fall 2024 semester.	<p>Final graded enrollment in SLS 1501 was 2,858 students.</p> <p>Students who completed all 3 course modules achieved a 76% success rate in their fall courses compared to a 43% success rate for those completing none of the modules, indicating a strong link between course engagement in SLS 1501 and overall academic performance.</p>												
Promote adoption of high impact learning practices, especially active / experiential learning.	Supplemental emporium course offerings were expanded in physics.	<p>The success rate in PHY 2048 was substantially higher and the withdrawal rate was lower in 2024-2025 than in the rolling five-year average (which includes 2024-2025), as shown in the table below.</p> <table border="1"> <thead> <tr> <th>PHY 2048</th><th>2024-2025</th><th>5-year avg</th></tr> </thead> <tbody> <tr> <td>Num students enrolled</td><td>n=106</td><td>n=409</td></tr> <tr> <td>Success rate</td><td>68.6%</td><td>59.8%</td></tr> <tr> <td>Withdrawal rate</td><td>17.0%</td><td>26.2%</td></tr> </tbody> </table>	PHY 2048	2024-2025	5-year avg	Num students enrolled	n=106	n=409	Success rate	68.6%	59.8%	Withdrawal rate	17.0%	26.2%
PHY 2048	2024-2025	5-year avg												
Num students enrolled	n=106	n=409												
Success rate	68.6%	59.8%												
Withdrawal rate	17.0%	26.2%												

Sub-goal 1.1: Tactics	Sub-goal 1.1: Progress	Sub-goal 1.1: Outcomes / KPI																				
Promote adoption of high impact learning practices, especially active / experiential learning.	To better support student success in the gateway English class ENC 1101, an in-person delivery initiative was implemented to shift enrollment from online to face-to-face instruction. This was based on analysis of historical course success rates disaggregated by delivery.	<p>Success rates in ENC 1101 improved substantially from Fall 2022 to Fall 2024, as shown in the table below. The table also illustrates the shift in enrollment from online and hybrid deliveries to face-to-face.</p> <table><tr><th>Success Rate and Num Students Enrolled</th><th>Fall 2022</th><th>Fall 2023</th><th>Fall 2024</th></tr><tr><td>Total</td><td>57.9% n=3244</td><td>67.2% n=2786</td><td>70.7% n=2704</td></tr><tr><td>In-Person</td><td>65.6% n=1143</td><td>67.2% n=2298</td><td>70.7% n=2128</td></tr><tr><td>Hybrid</td><td>51.6% n=1215</td><td>65.6% n=344</td><td>72.0% n=396</td></tr><tr><td>Online</td><td>56.4% n=886</td><td>72.1% n=144</td><td>68.0% n=180</td></tr></table>	Success Rate and Num Students Enrolled	Fall 2022	Fall 2023	Fall 2024	Total	57.9% n=3244	67.2% n=2786	70.7% n=2704	In-Person	65.6% n=1143	67.2% n=2298	70.7% n=2128	Hybrid	51.6% n=1215	65.6% n=344	72.0% n=396	Online	56.4% n=886	72.1% n=144	68.0% n=180
Success Rate and Num Students Enrolled	Fall 2022	Fall 2023	Fall 2024																			
Total	57.9% n=3244	67.2% n=2786	70.7% n=2704																			
In-Person	65.6% n=1143	67.2% n=2298	70.7% n=2128																			
Hybrid	51.6% n=1215	65.6% n=344	72.0% n=396																			
Online	56.4% n=886	72.1% n=144	68.0% n=180																			

Sub-goal 1.1: Tactics	Sub-goal 1.1: Progress	Sub-goal 1.1: Outcomes / KPI																								
Promote adoption of high impact learning practices, especially active / experiential learning.	<p>To better support student success in the gateway math class MAT 1033, several key changes were implemented in the Fall 2024 term.</p> <p>Additional supplemental emporium (SE) sections were offered.</p> <p>Additional course-embedded learning assistants (CELAs) were assigned to increase instructional support and student engagement.</p> <p>An in-person delivery initiative was implemented for MAT 1033 beginning Fall 2024. More sections of MAT1033 are being offered in person rather than online, and permission to enroll in an online format is limited to specific situations or requires dean-level approval. The goal is to increase student engagement, improve learning outcomes, and provide more opportunities for face-to-face support.</p>	<p>Success rates in MAT 1033 improved substantially from Fall 2022 to Fall 2024, as shown in the table below. The table also illustrates the shift in enrollment from online and hybrid deliveries to face-to-face.</p> <table><tr><th>Success Rate and Num Students Enrolled</th><th>Fall 2022</th><th>Fall 2023</th><th>Fall 2024</th></tr><tr><td>Total</td><td>50.9% n=1933</td><td>57.7% n=1841</td><td>62.5% n=1548</td></tr><tr><td>In-Person</td><td>55.5% n=746</td><td>57.9% n=1299</td><td>62% n=1439</td></tr><tr><td>Hybrid</td><td>40.8% n=774</td><td>64.3% n=14</td><td>---</td></tr><tr><td>Online</td><td>61.1% n=378</td><td>57% n=495</td><td>68.2% n=109</td></tr><tr><td>Sync-Online</td><td>65.7% n=35</td><td>60.6% n=33</td><td>---</td></tr></table>	Success Rate and Num Students Enrolled	Fall 2022	Fall 2023	Fall 2024	Total	50.9% n=1933	57.7% n=1841	62.5% n=1548	In-Person	55.5% n=746	57.9% n=1299	62% n=1439	Hybrid	40.8% n=774	64.3% n=14	---	Online	61.1% n=378	57% n=495	68.2% n=109	Sync-Online	65.7% n=35	60.6% n=33	---
Success Rate and Num Students Enrolled	Fall 2022	Fall 2023	Fall 2024																							
Total	50.9% n=1933	57.7% n=1841	62.5% n=1548																							
In-Person	55.5% n=746	57.9% n=1299	62% n=1439																							
Hybrid	40.8% n=774	64.3% n=14	---																							
Online	61.1% n=378	57% n=495	68.2% n=109																							
Sync-Online	65.7% n=35	60.6% n=33	---																							
Promote adoption of high impact learning practices, especially active / experiential learning.	Course-embedded undergraduate research was expanded.	Course based undergraduate research experiences (CURES) were provided to 590 science students.																								

Sub-goal 1.1: Tactics	Sub-goal 1.1: Progress	Sub-goal 1.1: Outcomes / KPI
Promote adoption of high impact learning practices, especially active / experiential learning.	Virtra (the police virtual reality tactical training tool) was updated with new parts and equipment. New parts allow for malfunction drills and well as initial assessment in a safe environment.	Recruits receive training in a controlled environment, providing them with early insight into real world events and better preparing them for their future jobs.

Strategic Goal 1: Improve Student Outcomes

Sub-goal 1.2: Improve the student learning environment

Sub-goal 1.2: Tactics	Sub-goal 1.2: Progress	Sub-goal 1.2: Outcomes / KPI
Expand anatomy and physiology courses to all 5 IRSC campuses.	Funding provided by PIPELINE was used to purchase necessary equipment and supplies to support offering the BSC 2085L and BSC 2086L courses at more campuses. IRSC is now able to offer BSC 2085L at all 5 campus locations, and BSC 2086L at 3 campus locations (with plans to expand to a 4 th campus in 2025-2026).	Creation of a dedicated lab classroom for BSC 2085L at the Chastain campus has allowed for the offering of BSC 2086L in Fall 2024 / Spring 2025. BSC 2085L is now offered at the Dixon Hendry campus (with plans to expand BSC 2086L to this campus in Spring 2026).
Support students' out-of-class study by providing contemporary, welcoming study spaces.	Updates to lobby furniture to Brinkley Science Center (Massey) and Thomas STEM Center (Pruitt) were completed.	Student use of new lobby furniture has dramatically increased as each location now offers students study space.
Provide students with industry-standard training environment.	Planning was completed for 3 rd floor renovations to Brinkley Science Center (Massey) with start of renovations in May 2025. Planning for 2 nd floor renovations is now underway (to occur in Summer 2026).	Summer 2025 renovations of the 3 rd floor are underway with occupation of newly designed and renovated chemistry labs scheduled for Fall 2025.
Develop and outfit spaces to facilitate new accelerated non-credit training in Precision CNC Machining.	The Governor's Job Growth Grant (GJGG) was used to repurpose areas previously used as storage to build three manufacturing labs in the Brown Center, Massey Campus – CNC Machining, Manual Machining, and Metrology and Inspection. The next phase of expansion planning in Y125 is underway.	Accelerated training in Precision Machining was launched in April 2025. The space is designed to meet current industry standards, giving students hands-on experience with equipment and systems commonly used in today's manufacturing environments.

Sub-goal 1.2: Tactics	Sub-goal 1.2: Progress	Sub-goal 1.2: Outcomes / KPI
<p>Optimize and expand the capacity of the two Industrial Automation / Mechatronics labs in the Eastman Complex at the Massey Campus to support additional advanced manufacturing training.</p>	<p>Additional equipment and trainers were secured through the GJGG grant to expand the accelerated non-degree training in Industrial Maintenance and Automation, as well as the Mechatronics Apprenticeship.</p> <p>The Eastman Mechatronics labs were outfitted to support the new Additive Manufacturing accelerated training program.</p> <p>The feasibility of using Eastman's Mechatronics labs for accelerated non-degree training in Marine Electrical and Electronics Systems is currently under evaluation.</p> <p>Youth outreach programs were introduced for the summer months when the labs are not in use.</p>	<p>Two accelerated courses in Industrial Maintenance and Automation are currently underway and showing steady enrollment growth. Their alignment with industry standards has resulted in 100% job placement for students.</p> <p>The introduction of new courses has allowed students to broaden and deepen their skills in manufacturing.</p> <p>Youth engagement in STEM activities has increased, helping to raise awareness and visibility of the manufacturing programs.</p>
<p>Improve and modernize EET classrooms in the Kight Center, Massey Campus, to develop innovative space that promotes high-impact instruction and effective learning.</p>	<p>With the help of the GJGG funding, renovations in the Electronics Engineering classrooms and labs on the first and the fourth floor of the Kight Center were planned and launched. The goal is to complete the renovations by Aug 8, 2025, to allow an uninterrupted start of the Fall 2025 semester. The scope includes renovation of the space, improved lighting, new furniture, and new classroom technology.</p>	<p>Engineering and Electronics Engineering Technology Students will learn in a welcoming, modern environment designed to support effective education. Upgraded computers and advanced classroom technology will enhance instruction and make learning more intuitive and accessible.</p>

Sub-goal 1.2: Tactics	Sub-goal 1.2: Progress	Sub-goal 1.2: Outcomes / KPI
Develop Makers and Entrepreneurs suite in the Brown Center, Massey Campus, to be cross-utilized by students of the Business Division and Advanced Manufacturing.	With the help of the GJGG funding, Y-203, Y-204, and Y-205 will be renovated to develop Makers and Entrepreneurs Suite. The start date is scheduled for the end of June 2025.	This renovated space will foster entrepreneurship, enable product development, and encourage cross-disciplinary collaboration. This space will support building innovative mindsets and commercialization; both are critical components in modern manufacturing.
Provide students the assistance they need to access and use technology required to support academic coursework.	<p>As part of the QEP, IRSC addressed a gap in student support by developing a student help desk.</p> <p>Using Title V funds, help desks were created at the Massey and Pruitt campuses. Two full-time staff members were hired.</p>	Since launch, 1,865 students have received in-person support with navigating academic resources, technology, advising, and more.
Use grant resources to enhance the learning environment and training capabilities available at the Treasure Coast Public Safety Training Complex.	IRSC secured \$3M from the U.S. Department of Justice, allowing major improvements at the Treasure Coast Public Safety Training Complex.	The Public Service Education Division enhanced law enforcement and fire academy training by making several key purchases and developing new training partnerships. Major acquisitions included a Flashover Simulator, a welding machine for equipment maintenance, a FireSled for recruit selection and physical fitness, a FireVent system for firefighter ventilation and self-extrication training, a JCB Telehandler for moving training equipment, and a new firearm training system for Force-on-Force scenarios. The division also obtained an 8' x 8' x 15' manhole prop for confined space training (donated by PreCast in Ft. Pierce).

Strategic Goal 1: Improve Student Outcomes

Sub-goal 1.3: Improve student retention and completion

Sub-goal 1.3: Tactics	Sub-goal 1.3: Progress	Sub-goal 1.3: Outcomes
Provide access for student mental health services to support student retention. Access to counseling helps students develop coping mechanisms, manage challenges, and stay enrolled.	Students have access to third party services and in-person counseling services to support self-efficacy as crisis management. Wellness resources have also been developed to support student engagement – workshops, training, and resource links.	Since launch, 470 students have received mental health counseling support; 81% of those students have been retained at the College.
Launch First Year Experience Program to support freshman students in their transition to college.	Students were provided with a structured approach for integration into college life. They were paired with peer leaders, provided with co-curricular opportunities to engage and develop a sense of belonging, develop help seeking behaviors through meetings (virtual drop ins / in person), monthly events, access to resources, troubleshooting, at-risk interventions and other means.	The FYI program was fully launched and 466 students participated. Retention of participants from Fall 2024 to Spring 2025 was 84.5%.
Develop a retention framework to support students at every stage of their college-going.	The College has enhanced communication by launching a CRM (Element 451), continuing to develop academic support tools (Grammarly, Brainfuse), introducing proactive, appreciative advising, providing faculty and staff professional development aimed at student success, and developing tech assistance for students (e.g., the Student Help Desk).	Fall-to-Fall retention improved slightly in 2023-24 from 55.1% to 55.4%. Spring-to-Summer retention increased from 59.9% in 2024 to 65.6% in 2025, marking the highest rate in the past six years.

Sub-goal 1.3: Tactics	Sub-goal 1.3: Progress	Sub-goal 1.3: Outcomes
Provide students with resources to address barriers to success.	Nursing student orientation was extended to two days to provide supportive resources on day one. Faculty and representatives from financial aid, advising, student wellness, and accessibility services meet with students prior to the start of the program. Topics include academic records and advising, access to financial aid resources, work-life balance and stress management, time management and study skills.	Completion in the first nursing course NUR 1021C, increased 5% in the spring of 2025 and program completion increased 16% in the fall of 2024.
Establish product-oriented delivery (POD) units for each academic area.	Deans lead monthly POD meetings with department chairs, program directors, faculty, advisors, success coaches, and representatives from student life. These meetings are designed to enhance communication to impact student success and build retention strategies based on input from the POD members.	The PODs provide direct information to the Student Success team and the academic departments to enhance communication and ensure students' needs are being addressed. The PODs will continue to meet monthly and establish retention outcomes for each program of study.

Strategic Goal 2: Increase College-Going in the Community

Sub-goal 2.1: Raise community awareness of and interest in IRSC programs

Sub-goal 2.1: Tactics	Sub-goal 2.1: Progress	Sub-goal 2.1: Outcomes / KPI
Develop a schedule of outreach activities.	In 2024-2025, many outreach activities were “themed” to highlight academic programs available at IRSC.	244 outreach activities were offered / scheduled for 2024-25 with 28,400 total attendees; 10% of these were themed events including “workforce and advance technology registration night” and “education open house”.
Increase awareness of Health Science programs.	The Health Sciences Division partnered with local high schools to provide tours and information sessions at the College to increase transition from secondary education programs to IRSC.	Two open houses were offered for public tours and program information sessions. More than 600 local high school students and community members toured the division and attended live presentations in 2024-2025.
Increase awareness of Law Enforcement Officer / Correctional Officer programs.	The Criminal Justice Institute collaborated with local high schools to provide tours and information sessions at the College to increase transition from secondary education programs to IRSC. Information sessions were also presented at the local high schools.	Presentations were offered at 3 area high schools, and 7 facility tours were provided in 2024-2025. Self-sponsor recruit numbers increased from 94 in 2023-2024 to 105 recruits in 2024-2025.

Sub-goal 2.1: Tactics	Sub-goal 2.1: Progress	Sub-goal 2.1: Outcomes / KPI
<p>Modernize program titles and requirements to attract students and meet community needs.</p>	<p>Academic Affairs has undergone a significant reorganization to better align programs with the evolving workforce needs of the community.</p>	<ul style="list-style-type: none"> -Launched the AS in Business for Industry, which allows PSAV graduates to transfer their knowledge to college credit. -Rebranded the AS in Landscape and Horticulture to Sports Turf, Landscape and Horticulture Science to better align with local workforce needs. -Emergency Medical Services was realigned under School of Public Safety. -Human Services programs (the AS in Social and Human Services and the BS in Human Services) moved under the division of Social Sciences to align with the State's MetaMajor Pathways. Added a concentration in Education to the BS in Human Services to allow student crossover from the education degree tracks. -The BAS in Organizational Management was redesigned with a focus on entrepreneurship and small business leadership. -Student Life Skills faculty moved under the Mathematics Division to refocus the curriculum on gateway course success. -Launched the Health Navigator Specialist certificate to better serve local healthcare workforce

Strategic Goal 2: Increase College-Going in the Community

Sub-goal 2.2: Improve financial support for potential students

Sub-goal 2.2: Tactics	Sub-goal 2.2: Progress	Sub-goal 2.2: Outcomes / KPI
Present Cash for College events – in partnership with Library, Promise, and the local high schools.	The Financial Aid Office collaborated with many partners within the College and with St. Lucie County Schools to host a weekly FAFSA event, <i>Cash for College</i> – to afford students the opportunity to complete the FAFSA. Held every Wednesday throughout the season, these all-day sessions provided hands-on FAFSA assistance to students and their families in a welcoming, resource-rich environment.	Nearly 100 students participated, taking a significant step toward securing the financial support they need for college success.
Provide FAFSA assistance at the high schools.	The Financial Aid Office partnered with every public high school within the College's service district and several private institutions (by invitation) to offer on-site FAFSA support.	In the 2024–2025 academic year, staff visited 20 high schools, providing critical, one-on-one guidance to students and their parents—removing barriers and empowering families to navigate the financial aid process with confidence.
Launch the Foundation's capital campaign.	Media was developed for the Foundation's capital campaign.	This media campaign resulted in over 800,000 impressions; traffic to foundation website doubled.
Provide FAFSA assistance at recruitment events.	The Financial Aid Office worked closely with the recruitment team to deliver on-site FAFSA assistance during major outreach events that were held on the Massey Campus.	FAFSA assistance was available at all IRSC Open Houses, ensuring that prospective students and their families received immediate, expert support as they explored the College and its offerings.
Launch campaign to endow Promise.	Events, and media, and an annual giving campaign were developed.	Fundraising efforts resulted in a \$1M gift.

Sub-goal 2.2: Tactics	Sub-goal 2.2: Progress	Sub-goal 2.2: Outcomes / KPI
Seek First Responder Scholarship dollars.	\$684,200 in financial support was requested through this program for students attending the Criminal Justice Institute.	IRSC was awarded over \$860,000 in scholarship money for students attending the Law Enforcement Academy, allowing almost all students to attend at no cost.

Strategic Goal 2: Increase College-Going in the Community

Sub-goal 2.3: Streamline transition from secondary to IRSC post-secondary programs

Sub-goal 2.3: Tactics	Sub-goal 2.3: Progress	Sub-goal 2.3: Outcomes / KPI
Improve communications and relationships with school district partners.	The Recruitment and Admissions Office scheduled cross-talk meetings with area school districts. These meetings included IRSC administrators and representatives from IRSC's Recruitment and Admissions, Advising, and Dual-Enrollment offices, along with local school administrators and guidance counselors.	Two meetings have been held to date; discussions include communication, AICE credentials, transcripts, and dual enrollment.

Strategic Goal 3: Promote Continuous Improvement to Enhance Organizational Performance

Sub-goal 3.1: Improve institutional effectiveness and efficiency

Sub-goal 3.1: Tactics	Sub-goal 3.1: Progress	Sub-goal 3.1: Outcomes / KPI
Strategize Banner implementation to avoid process and training inefficiencies.	<p>A new change management process was launched.</p> <ul style="list-style-type: none">• Change management workshops are designed specifically for people managers across IRSC.• Plans are in place for hire of an ERP Administrator and two dedicated staff members for post-implementation support. <p>A training plan that prescribes Banner training to faculty, staff, and students was developed.</p> <ul style="list-style-type: none">• Training is structured to get faculty and staff on the same page as to where to find reports, new terminology to be familiar with, key differences from old systems, etc.• This should also ease the registration burden on advisors and give more agency to students, who will be able to refer to Degree Works for program-specific course recommendations. <p>A communication plan was developed to provide weekly updates on progress made and issues encountered.</p>	<p>Change management workshops have been conducted to enhance organizational knowledge of the Banner implementation process.</p> <p>The Banner Change Management team is building a robust training and communication plan to educate the Indian River State College community (faculty, staff, students, administrators) on the new system.</p> <p>A feedback loop for continuous improvement has been implemented:</p> <ul style="list-style-type: none">• Solicit ongoing feedback from SPBW members on the process and IT.• Share any concerns or needs that arise with the leaders of the change management process, training plan, and communication plan.• Encourage transparency (sharing departmental changes which impact ERP data) to continue post-implementation, breaking down silos and enabling responsive updates to reporting.

Sub-goal 3.1: Tactics	Sub-goal 3.1: Progress	Sub-goal 3.1: Outcomes / KPI
Improve internal communication.	<p>A subgroup of the Strategic Planning and Budgeting Workgroup was created to focus on improvement of internal communications. The subgroup developed a survey to gauge employee communication preferences and experiences to help inform an institutional communication strategy.</p> <p>Hurricane preparedness and response communications through the PIO's office were improved.</p> <p>The RiverAlert / Everbridge system was enhanced, and employee training was implemented to maximize usage of the system.</p> <p>Internal messaging was revised to clarify emergency preparedness terminology and understanding of best practices.</p>	The communication preferences survey will be implemented summer 2025; results will inform recommendations / strategies to launch in 2025-2026.
Promote College-wide asset management.	Records Consulting Inc. (RCI) was hired to execute a College-wide inventory on all College owned property. RCI completed inventory and asset tagging on May 23, 2025.	<p>The results of the property inventory are shown below.</p> <ul style="list-style-type: none"> • College Asset Tags: 4,218 • RCI Asset Tags: 8,937 • Total Combined Tags: 13,155 • Total Rooms Tagged: 3,013
Collect College-wide space audit.	A full inventory was completed of College-wide spaces for all locations, buildings and rooms.	The space utilizations audit shows 1,761,916 square feet for all campuses.

Strategic Goal 3: Promote Continuous Improvement to Enhance Organizational Performance

Sub-goal 3.2: Distinguish IRSC and strengthen brand

Sub-goal 3.2: Tactics	Sub-goal 3.2: Progress	Sub-goal 3.2: Outcomes / KPI
Improve audience reach / media coverage.	IRSC hired a Public Information Officer to improve messaging, promote the IRSC brand and share IRSC's accomplishments.	<ul style="list-style-type: none">-Potential reach increased from 1.68 billion to 7.78 billion - a 362% increase in potential audience exposure.-TV coverage grew from 381 mentions (10.6%) to 480 mentions (19%) - a 26% increase in volume and 79% increase in share. Sentiment was informative about programs, services, events, and initiatives.-Print coverage maintained a strong presence with 462 mentions (18.2%) compared to 470 the previous year-Online coverage remained dominant at 1,566 mentions (61.8%), though proportionally shifted as TV grew.- A new monthly, external newsletter entitled "River Report" was deployed in Summer 2025; the number of subscribers is growing.

Sub-goal 3.2: Tactics	Sub-goal 3.2: Progress	Sub-goal 3.2: Outcomes / KPI
<p>Improve community relations and engagement with EDC's / industry partners.</p>	<p>A Community Affairs Office was established to re-engage community partners and serve as a point of contact for engagement.</p> <p>College representation was re-established (post-Campus President changes) on multiple Economic Development Organizations and Chambers of Commerce in the IRSC Service area.</p> <p>Relationships were strengthened with:</p> <ul style="list-style-type: none"> • Economic Council of Martin County • Business Development Board of Martin County • Stuart / Martin County Chamber of Commerce • Economic Development Council of St. Lucie County • St. Lucie County Chamber of Commerce • Economic Council of Okeechobee • Okeechobee County Economic Development Corporation. 	<p>Representatives from Government and Community Relations provided 47 speeches and community updates across all counties, including the following venues and audiences:</p> <ul style="list-style-type: none"> • Martin County BOCC • Okeechobee BOCC • Port St. Lucie City Council • Okeechobee City Council • All EDOs and Economic Councils in IRSC's service district • St. Lucie Chamber of Commerce • Martin / Stuart Chamber of Commerce • CareerSource Research Coast • CareerSource Heartland • HOAs / Neighborhoods, non-profits, service organizations, local associations, and more.
<p>Develop a new marketing team to deliver improved brand, digital presence, and performance marketing.</p>	<p>IRSC's new brand was launched in April 2025 via <i>The River, Reimagined</i> microsite.</p> <p>The use of social media and related content was improved.</p>	<p>The website logged 1,600 users on day one</p> <p>Facebook views increased 93%, reach increased 88%, Instagram follows increased 13%.</p>

Sub-goal 3.2: Tactics	Sub-goal 3.2: Progress	Sub-goal 3.2: Outcomes / KPI
<p>Improve relationships between Treasure Coast Public Safety Complex and industry partners.</p>	<p>TCPSC strengthened relationships with:</p> <ul style="list-style-type: none"> • Regional Training Partners in Saint Lucie County, Indian River County, Okeechobee County, and Martin County • Florida State Guard • Florida Department of Law Enforcement • Scuba Dive International • FBI. 	<p>IRSC is now the home of the FDLE Clinician course.</p> <p>TCPSTC recently hosted the first NCO / Officer training for the Florida State Guard.</p> <p>TCPSTC hosted the Maritime Unit of the Florida State Guard as they trained for this upcoming Hurricane Season.</p> <p>The Bailey Auditorium has now become the official site of the St Lucie County Sheriff's Office awards banquet.</p> <p>TCPSTC hosted the Southern Explorers Competition.</p> <p>TCPSTC provided advanced diving courses (through SDI) for the region.</p> <p>TCPSTC partnered with the FBI to host 3 Leadership courses.</p>
<p>Develop new programs to drive awareness of TCPSTC and associated training opportunities across the region.</p>	<p>A Distinguished Speaker Series was created at the TCPSTC.</p>	<p>The Distinguished Speakers Series has brought together first responders, community leaders, and, at times, the public for timely and impactful discussions on issues facing public safety.</p> <p>Speakers covered a variety of topics including holistic nutrition and healing, restoration of the Indian River Lagoon, and homicide investigations.</p> <p>The series has been widely recognized as a successful platform for professional growth, networking, and community engagement.</p>

Strategic Goal 3: Promote Continuous Improvement to Enhance Organizational Performance

Sub-goal 3.3: Cultivate alternative revenue sources

Sub-goal 3.3: Tactics	Sub-goal 3.3: Progress	Sub-goal 3.3: Outcomes / KPI
Increase Sponsored Program Funding by 10% over FY 23/24 (\$32M to \$35M).	Efforts to increase sponsored program funding were hampered by changes at the federal level. The College currently has \$8.5M in awards pending; \$15.9M awarded (awaiting finalization of \$10.5M in PECO).	The three-year total continues to demonstrate growth for the institution in the area of grant revenue: <ul style="list-style-type: none">• 2022-2023 - \$26.5M• 2023-2024 - \$32.6M• 2024-2025 - \$26M anticipated.
Better manage outsourced expenses related to the CDL program.	The CDL team was spending a significant amount on third party testing for CDL students. With Board of Trustees approval, the team recently completed the process to offer testing in-house and IRSC is now a fully approved Third Party Testing site with the Florida Department of Highway Safety and Motor Vehicles.	In late May 2025 the CDL team began offering third party testing. This process results in a savings of \$750 per CDL student (the amount previously paid to the external testing provider) and generates a small amount of revenue from external students who need testing.

Sub-goal 3.3: Tactics	Sub-goal 3.3: Progress	Sub-goal 3.3: Outcomes / KPI
<p>Conduct review and analysis of revenue and expenses related to non-credit course offerings in Continuing Education.</p>	<p>The Continuing Education team created a straightforward system to track expenses for each course and program. Previously, the focus was primarily on generating revenue, with little attention paid to the associated costs. While the Finance Department managed the overall departmental budget, the team lacked specific insights into the income and expenses of individual programs.</p> <p>To address this, a simple spreadsheet was developed to monitor personnel and material costs. This new process quickly enabled informed decisions about course pricing, the minimum number of students required to run a course, and whether to include food and beverages in program fees.</p>	<p>The refined approach to tracking income and expenditures has significantly improved the financial efficiency of IRSC's Continuing Education courses. As a result, the College now retains a greater portion of the funds generated, which can then be reinvested to expand and support other valuable programs.</p> <p>These improvements were achieved through various strategies, including increasing course fees or contract amounts, raising the minimum class size, reducing the number of instructors, or eliminating catering services.</p>
<p>Collaborate with workforce partners to seek funding opportunities.</p>	<p>IRSC partnered with local workforce partners Cleveland Clinic Martin Health and Indian River Medical Center, HCA East Florida Division, and Palm Beach Health Network to provide funding through Governor DeSantis' Linking Industry to Nursing Education initiative.</p>	<p>Workforce partners donated \$425,000 to IRSC School of Nursing. The state matched the funding. Funding was provided for student scholarships, procurement of equipment and supplies and faculty professional development.</p>
<p>Improve FY25 Surplus Inventory processes.</p>	<p>The surplus inventory processes were improved for all campuses.</p>	<p>In FY25, IRSC sold \$116,000 in surplus College property.</p>

Sub-goal 3.3: Tactics	Sub-goal 3.3: Progress	Sub-goal 3.3: Outcomes / KPI
Secure funding for recruits in FY 24/25 with three fully sponsored classes.	Partnerships were established between the Port Saint Lucie Police Department and Department of Corrections to provide fully sponsored academy classes.	<p>Classes were extremely successful. Department of Corrections had more successful graduates from IRSC's program than other previously attended academies.</p> <p>Port Saint Lucie has requested 2 sponsored classes moving forward.</p>