

Appendices

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Appendix A Planning Team Members

Strategic Planning Council

David Bathe	Chancellor, Lafayette
Susan Brooks	Senior Vice President WED and General Council
Don Doucette	Senior Vice President and Provost
Jeff Fanter	Vice President, Communications and Marketing
Karen Gore	Professor, Evansville
Tina Gross	Executive Director, Finance, Columbus
Joyce Rogers	Vice President, Development
Jim Steck (Co-Chair)	Chancellor, Richmond
Jeff Terp (Co-Chair)	Vice President, Program Analysis and Engagement

Strategy Development Teams

Strategy 1 Ensure that Students Achieve their Educational Goals

Rod Brown	Dean, Academic Affairs, Central Indiana
Don Doucette (Co-Chair)	Senior Vice President and Provost
Mary Lewellen	Vice Chancellor, Student Affairs, East Central
Chuck Lewton	Vice Chancellor, Student Affairs, Northeast
Joe Moore	Vice Chancellor, Academic Affairs, Southeast
Becky Nickoli	Vice President, WED
Mary Ostrye	Vice Chancellor, Academic Affairs, Lafayette
Chuck Philip	Vice Chancellor, Academic Affairs North Central
Cherry Kay Smith	Executive Director, Academic Policy and Assessment
Karen Stanley	Executive Director, Institutional Research
Steve Tincher	Vice Chancellor, Academic Affairs, Richmond
Kathryn Waltz-Freel	Program Chair, Academic Skills, North Central
John Whikehart (Co-Chair)	Chancellor, Bloomington
Ben Young	Vice Provost, Student Affairs

Strategy 2
Ensure that Indiana Citizens, Workforce, and Businesses Are Globally Competitive

Russ Baker (Co-Chair)	Interim Chancellor, Ft. Wayne
Steve Bardonner	Program Chair, Design Technology, Columbus
Kevin Bostic	Vice Chancellor, Dean, Logansport
Susan Brooks (Co-Chair)	Senior Vice President WED and General Council
Mary Dentino	Dean, School of Business, Evansville
Don Heiderman	Vice Chancellor, Lawrenceburg/Madison
Craig Lamb	Executive Director, WED, Lafayette
Karen Stanley	Executive Director, Institutional Research
Mike Worosz	WED Academic Liaison, Northwest

Strategy 3 Ensure Optimal Quality and Efficiencies Statewide

Steve Daily (Co-Chair)	Chancellor, Kokomo
Cynthia Greeson	Accounting Program Chair, Evansville
Tina Gross (Co-Chair)	Executive Director, Finance, Columbus
Tony Harte	Chief Information Officer
Bryan Kirby	Assistant Professor, Communications and Theater, Terre Haute
Kara Monroe	Executive Director, Center of Instructional Technology
Susan Newman-Bourne	Executive Director, Curriculum Planning
Mike Pickrell	Associate Director, WED, Muncie
Jeff Pittman	Chancellor, Terre Haute
Todd Roswarski	Assistant Vice Chancellor, Academic Affairs, Lafayette
Mary Springer	Assistant Vice Chancellor, Student Affairs, Sellersburg
Karen Stanley	Executive Director, Institutional Research

Strategy 4 Ensure an Adequate and Sustainable Resource Base

Greg Aaron	Executive Director, Development, Kokomo
Lea Anne Crooks (Co-Chair)	Executive Director, WED, Terre Haute
Michael Davidson	Executive Director, Finance, Central Indiana
Marilyn Faulkenburg	Vice Chancellor, Academic Affairs, Sellersburg
Jim Hudson	Chief Procurement Officer
Mike Karickhoff	Director, Facilities, Kokomo
Nikki Lebo	Director, Instructional Design and PC Support, Lafayette
Becky Nickoli	Vice President, WED
Charles Svihlik	Instructor, Business Administration, Central Indiana
Karen Stanley	Executive Director, Institutional Research
Jeff Terp (Co-Chair)	Vice President, Program Analysis and Engagement
Jennie Vaughan	Acting Vice Chancellor, Student Affairs, Bloomington

Appendix B 2010 Strategic Plan Status Report

Strategy 1	Increase the Educational Attainment of Indiana Residents
Strategy 2	Provide Workforce Education and Economic Development for Indiana's Communities
Strategy 3	Provide Support Systems and Development Opportunities that Assure Student Success
Strategy 4	Serve as Indiana's Provider of Choice for Personal and Professional Enrichment
Strategy 5	Support Community Development Through Civic Engagement and Community Service
Strategy 6	Complete the Transformation of Ivy Tech to a Nationally-Recognized Comprehensive Community College System
Strategy 7	Build Institutional Capacity to Support our Mission

Strategy 1: Increase the Educational Attainment of Indiana Residents

1.1: Increase enrollment

Annualized FTE

2004-05 baseline: 42,426

Target, 2010: 52,100

2008-09 status: 54,667 (estimated)

Progress toward 2010 target as of 2008-09: 105 percent

Percent of minority students, Fall EOT

Fall, 2004 baseline: 17.4 percent

Target, 2010: TBD

Fall 2008 status: 18.8 percent

Progress: +1.4 percentage points

- *Accomplishments:* The College has already met its 2010 enrollment objective, and high rates of growth are seen across the state system. Minority enrollment grew as a percent of total enrollment over the four-year period.
- *Challenges:* A declining appropriation base per FTE, lack of classroom space at many campuses, a full-time faculty to student ratio that continues to erode, and difficulties finding qualified adjunct faculty are posing challenges for future growth. A small appropriation increase for 2009-2010 has allowed the College to add some needed fulltime faculty positions and a college-wide enrollment strategy balancing quality maintenance and enrollment growth within fiscal limitations has been developed.

1.2: Leverage technology to increase access and control costs

Number of credit courses available in the statewide, common distance education course library

2004-05 baseline: 2

Target, 2010: TBD

2008-09 status: 47

Progress: +by 45 courses

Number of on-line sections

Fall 2004 baseline: 890 (estimate)

Target, 2010: 50 percent increase, or 1,335

Fall 2008 status: 1,680

Progress toward 2010 target as of 2008-09: 188 percent

- *Accomplishments:* Distance education, primarily Internet-based coursework, continues to be an increasingly larger portion of the educational enterprise, almost 9 percent of the total FTE in fall 2008. The statewide inventory of common distance education courses is expanding rapidly, and now includes the top 20 highest enrollment classes, and 32 of the Core Transfer Library courses. The common distance education courses are showing a higher rate of student success than the distance education courses that have not gone through the conversion process.
- *Challenges:* Overall, the student success figures for distance education courses are lower than for the traditional courses. The current model of course offerings based on region-by-region offerings is not highly efficient. A comprehensive review of the financial and academic model is scheduled for 2009-10, as a revised Distance Learning Plan is developed.

1.3 Increase credential attainment of Indiana’s residents

Number of credentials awarded annually

Baseline, target, progress:

	Base 2004-05	Most Current - 2007-08	2010 Target (50% Increase)	2007-08 Status: Progress on Target
CT*	na	348	418	83%
TC	1916	2,213	2,874	77%
AAS	3,374	3,253	5,061	64%
AS	1,025	2,098	1,538	136%
AA*	na	25	33	77%
Total	6,315	7,937	9,473	84%

*Target adjusted for shorter time frame of degree availability

- *Accomplishments:* The College is below the target in the three-years-worth of information available.
- *Challenges:* Declines in the Practical Nursing technical certificate, which is apparent in enrollment figures but does not yet appear in the above graduation numbers, may offset somewhat increases in associate degrees. The awarding of the new Certificate options may balance that decline and maintain positive progress. The 2008-09 graduate report will be a good indicator of how likely the College is to catch up and meet its completion goal.

Percentage of degree-seeking students who transfer to four-year colleges annually

2005-06 baseline: Out of the 2000 cohort, 2,013 students transferred in the five-year period

Target, 2010: 50 percent increase

2007-08 status: New study is under way, data not yet available

Progress toward 2010 target as of 2007-08: na

- *Accomplishments:* The CTL and the 12 statewide transfer programs initiatives have been completed since the plan was adopted. Future studies will show progress gained through those options.
- *Challenges:* Transfer still remains complicated and confusing, with each public university campuses requiring its own articulations with the Ivy Tech system

Percentage of difference in performance --- remediated and non-remediated students

Target, 2010: Zero percent difference

According to cohort data from the 2005 academic year, students in need of ASA English do well in ENG 111 if they complete their remedial sequence, regardless of where they start. Approximately 36 percent of remedial reading students complete ENG 111 within 2.5 years. ASA math students do progressively worse in MAT 111: the lower students are placed in the ASA math sequence, the less chance they have of passing MAT 111 even if they get there. Approximately 29 percent of remedial math students complete MAT 111 within 2.5 years.

No current data are available comparing these results to a cohort of students who did not need remediation.

- *Accomplishments:* Mathematics faculty have completed a comprehensive redesign of math remediation. The redesign reflects high school curriculum and graduation requirement changes, assumptions about remediation to be provided by higher education institutions, and insight from analyses such as above. The plan will begin implementation on September 9, 2009.

- *Challenges:* Success rates for students who need remediation are not where they should be, in terms of the College's access mission and needs for improved completion. The mathematics remediation project may provide a model by which other types of remedial instruction can be improved.

Percentage of graduates placed in jobs related to major field of study

2004-05 baseline: 81 percent of graduates surveyed are in a job that is definitely or somewhat related to their Ivy Tech education

Target, 2010: TBA -- National Community College Benchmark

2007-08 status: 83.4 percent of graduates surveyed are in a job that is definitely or somewhat related to their Ivy Tech education.

Progress toward 2010 target: TBA

- *Accomplishments:* Most graduates surveyed rated their overall Ivy Tech experience either good or excellent, have achieved their Ivy Tech educational objectives, have obtained employment and/or a salary increase, are employed in a related field, and are interested in or are currently continuing their education. These positive outcomes reported in the survey of the 2007-8 graduates are similar to those achieved by Ivy Tech graduates from the prior two years.
- *Challenges:* Improved and expanded career services for students and current and past Ivy Tech graduates are needed.

1.4 Expand college-wide and regional program inventories, ensuring programs and courses meet external validation standards

Percent of credit course sections taught by faculty who meet credential requirements

2004-05 baseline: 81 percent collegewide

Target, 2010: 100 percent

2008-09 status: 95.3 percent college-wide

Progress toward 2010 target: +14.3 percentage points

- *Accomplishments:* By spring 2009, each region had over 90 percent of its creditable programs accredited. In 2004-05, only one region had 90 percent of its programs accredited. The 2010 target is likely to be met.
- *Challenges:* In fall 2010, the two largest statewide program accreditations – the NLNAC for Nursing and Practical Nursing, and ACBSP for School of Business programs – are up for renewal. The self-studies are currently in process; in 2010, each campus will be visited by each accreditation body.

Percent of credit course sections taught by faculty who meet credential requirements

2005-06 baselines:

General education course sections: 80 percent [data for Region 8 not available]
Technical and professional course sections: 77 percent
Target, 2010: 100 percent of all sections taught by appropriately credentialed faculty
2007-08 status:
General education course sections: 83 percent
Technical and professional: No new data available
Progress toward 2010 target as of spring 2008: +3 percent points for general education

- *Accomplishments:* The percentage of general education sections taught by credentialed faculty rose several percentage points.
- *Challenges:* The percentage of sections taught by credentialed part-time faculty was significantly below that of full-time faculty. Adjunct faculty teach 79 percent of the course sections. Availability of credentialed adjuncts remains a serious problem. The new enrollment management strategy may stop any further erosion, but reaching the goal of 100 percent credentialed appears unlikely.

Number of degree program areas in the college inventory

2004-05 baseline: 35 program areas
Target, 2010: 70 programs, 100 percent increase
2008-09 status: 48 new programs – 21 new associate degree areas, one new stand-alone technical certificate, and 26 certificates – for a total of 83
Progress toward 2010 target as of 2008-09: 118 percent

- *Accomplishments:* New academic programs since 2004-05 have been of primary importance in realizing the community college mission (such as Education and Pre-engineering); responding to emerging workforce needs, working adults, and new clientele (such as the Certificate programs and Health Information Technology); and increasing transfer opportunities (such as Engineering Technology, Biotechnology, and Agriculture).
- *Challenges:* Rapid enrollment growth, expansion of new programs, and state funding mechanisms that are not highly responsive to those types of change are straining the College's ability to provide sufficient fulltime faculty for new programs while maintaining standards in existing programs and courses with growing enrollments.

1.5 Expand partnerships with high schools and provide alternatives for non-completers.

Annual number of unduplicated dual credit students

2004-05 baseline: 7,700 (estimate)

Target, 2010: 9,000

2008-09 status: 16,569

Progress toward 2010 target as of 2008-09: 184 percent

- *Accomplishments:* Ivy Tech continues to be the state's leader in dual credit. Recent expansion in general education coursework (see below, though) and greater inroads with secondary technical programs have helped bring about the larger than anticipated increases. The dual credit crosswalk, with consistent course linkages between Ivy Tech and Indiana Department of Education courses, is resulting in a one-college approach to how much and what dual credit is awarded. A new marketing brochure spells out the services the college can provide.
- *Challenges:* NACEP accreditation has not been finalized, though the self-study and all requested follow-up materials have been supplied. There is a disconnect between student demand for dual credit in general education courses, particularly CTL courses, and credential attainment of many high school faculty.

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Strategy 2: Provide Workforce Education and Economic Development for Indiana’s Communities

Objectives	Measures	2010 Targets	Baselines	Initiatives	Timelines
2.1 Enhance skills of Indiana workforce Owner: Becky Nickoli	Annualized duplicated credit WED headcount enrollment	4.2% Annual 22.8% Total increase Target goal: 5,493 2008-09: 3,339	2004-05 4,472	Increase the number of certifications available for training and test administration by 10% Increased by 21%	7/2008
	Annualized unduplicated credit WED headcount enrollment	4.2% Annual 22.8% Total increase Target goal: 4,308 2008-09: 2,218	2004-05 3,507	Increase sales and new clients using the new product catalog Yes	6/2009
	Annualized duplicated noncredit WED headcount enrollment	10.6% Annual 65.6% Total increase Target goal: 37,610 2008-09: 31,672	2004-05 22,713	Perform an environmental scanning process in each region and identify client needs among: Small, medium and large businesses Identify 5 new businesses to approach in each category 6 – yes; 4 – no; 2 – no answer; 2 – did small and medium only	6/2009
	Annualized unduplicated noncredit WED headcount enrollment	9.4% Annual 56.9% Total increase Target goal: 36,754 2008-09: 23,654	2004-05 23,424	Based on environmental scanning, identify new course offerings for open enrollments and increase the numbers of individuals who enroll Nearly all did this to some extent	6/2009
	Number of employers served by	1.9% Annual		Identify and approach clients in	

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Objectives	Measures	2010 Targets	Baselines	Initiatives	Timelines
	WED	increase 10% Total increase Target goal: 1,784 2008-09: 1,030	2004-05 7,223	market segments that have not yet been explored in each region: Non-profit, public education, health care, city and local government, etc. Identify one new segment area in each region and a target for contacting such.	6/2009
	Number of industry-recognized certifications awarded through WED	8.45% Annual increase 50% Total increase Target goal: 10,835 2008-09: 24,795	2004-05 990,628	6 – yes; 8 – no answer; Examples: Energy, process operations, defense, non-profit, food service and food manufacturing, real estate, corrections, glass installation, voice and data providers, government contractors	6/2009
	Number of contact hours of instruction delivered	9.4% Annual increase 56.9% Total increase Target goal: 1,554,295 2008-09: 911,200		Identify and explore new non-traditional client populations, i.e., ex-offenders, homeless, veterans, non-English speakers, etc. 5 – yes; 9 – no answer Homeless, battered women, ex-offenders, ESOL, Work One populations	6/2009
				Identify and implement one new community service activity that has the potential to increase business For example, host a community	

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Objectives	Measures	2010 Targets	Baselines	Initiatives	Timelines
				<p>forum on energy issues (get energy companies into the building) 8 – yes; 5 – no; 1 – no answer Examples: Foreclosure fair, Ex-offender fair; No More Excuses; Rescue Mission, Abuse Shelter, Co-hosting events with Chamber</p> <p>Continue to expand the apprenticeship programs of the College. No new programs</p> <p>Develop and implement a multi-tiered WED marketing plan to include employers, incumbent workers, displaced workers, unemployed and underemployed workers Plan under development</p> <p>Implement the State’s Accelerating Growth initiative: Transportation, distribution and logistics; plastics; advanced manufacturing; health sciences, and workforce literacy – yes</p>	
2.2 Partner with local, state, and federal	# times Ivy Tech is a participant in the		2005-06	Contribute to economic development through participation	6/2009

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Objectives	Measures	2010 Targets	Baselines	Initiatives	Timelines
<p>entities to support economic development initiatives, recruit and retain businesses, and help create jobs</p> <p>Owner: Susan Brooks</p>	<p>recruitment and/or retention efforts for local or regional businesses (e.g., at the table, on a trip, part of the package, etc.)</p>			<p>in Indiana State and local Chambers, local and regional economic development entities, regional economic workforce boards, professional and trade organizations, etc.</p> <p>Susan now routinely attends IEDC Pipeline meetings; we are being asked to present in more company recruiting presentations. Some regions “at the table” more than others in submitting information or attending meetings and events.</p> <p>Partner with the Indiana Department of Workforce Development to develop joint strategies to serve the state’s employers and the large population of low-skilled adult workers’ needs</p> <p>DWD & DOE’s new leadership are creating plans with Ivy Tech to address issue.</p> <p>Lead and support the “Shifting Gears” initiative and implement College-appropriate recommendations (such as those</p>	<p>6/2009</p>

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Objectives	Measures	2010 Targets	Baselines	Initiatives	Timelines
				related to College for Working Adults and embedded skills pilots) Grant completed and successful by affirmation of Joyce Foundation	
2.3 Increase the WED value proposition and cost effectiveness Owner: Susan Brooks		Positive account balance We have not achieved a positive balance, but still believe that, until new Banner finance indicators are in place, it is difficult to trust the numbers. 2008-09 Balance: -\$5,227,840	2008-09	Implement the Banner non-credit flexible registration system Currently in implementation Write a professional development plan for WED staff at all levels 12 – yes; 2 – no Evaluate and protect WED’s intellectual property One product has applied for copyright protection. Other products in exploration. Regional Executive Directors to work with chancellor to establish regional WED Advisory Council 4 – yes; 2 – no; 3 – starting in fall; 1 – no answer; others are using existing program or sector advisory groups Create and implement standard accounting categories for WED and	7/2008 6/2008 3/2009 3/2009 6/2009

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Objectives	Measures	2010 Targets	Baselines	Initiatives	Timelines
				standard categories for metrics Done	

* The original number of companies served was found to include duplicated listings. The starting number of companies dropped from 2,000 to 900. There are about 6,000 companies listed on the Indiana Department of Workforce Development website. The College is evaluating how it counts this measure and implementing a marketing plan for medium sized companies. The increase in the annual percentage sought is due to a lower starting number and keeping the original goal of serving 2,299 Indiana companies.

** Grant applications in the College have nearly doubled in the past two years and funding has increased by over \$3 million. Discussion on the goal for this metric continues.

Strategy 3: Provide Support Systems and Development Opportunities that Assure Student Success

Objective 3.1: Create and enhance student affairs programs that promote student retention and completion

Accomplishments: Two main initiatives have been developed and recommended for implementation. The initiatives resulted in a series of targeted recommendations aimed at increasing student retention and completion and improving the College's delivery of academic advising services. A Retention Taskforce of cross functional members, regionally and centrally, was convened and offered 13 separate recommendations that focused on student orientation, advising, early alert systems, and staffing levels. The final taskforce report was submitted for consideration in April 2009. The College-wide Academic Advising Committee, which has met for two plus years, developed and rolled out a multi-staged advising model that aligns appropriately with the *Pathways to Student Success* document. Within the recommended advising model, specific learning outcomes have been developed and linked with completion of certain tasks, including the development of an individualized education plan for each degree seeking student. Both initiatives are currently awaiting endorsement from the College's management groups, eventually including the Senior Leadership Council.

Challenges: The College faces a stern challenge in providing front-line academic and student professional staff for retention and completion activities. A recent positive development has been the advent of Student Success Centers in certain regions. As for academic advising, availability of advisors when needed by students and the lack of consistent staffing across the College are major concerns.

Objective 3.2: Implement a robust student affairs model that allows for a holistic approach to student development and student life

Accomplishments: The College has responded favorably to the lack of professional staff in the Student Affairs unit, regionally and centrally. This was underscored by the recently approved Enrollment Study Group's mandate that, moving forward, for every two full-time faculty members hired the College would hire one full-time student support professional. Another accomplishment was reaching agreement by all regional chief student affairs officers on an established list of core student services. These core student services serve a dual purpose: provides a list of services that should be present in all regions and provides a basis on which staffing ratios can be determined for peak efficiency.

Challenges: The lack of financial resources for professional development activities, memberships, process mapping, and exposure to best practices, regionally and centrally, is problematic. The need to adhere to establish and adhere to industry credential standards for Student Affairs professional, especially the regional chief student affairs officer, creates an unevenness in competence and quality of service across the College (regionally and centrally). The Student Affairs unit struggles with organizational issues: single campus versus multi-campus, tacked on responsibilities without clear ownership or supervision, and lack of credential staff. The unit should make use of the recommendations contained in the Student Affairs Staffing Plan (November 2007).

Objective 3.3: Provide opportunities to learn social responsibility and leadership skills

Accomplishment: A taskforce comprised of the Director of Student Life and regional student life coordinators/directors met throughout the year; agreement was reached on how to structure the student leadership certification program. One feature dealt with establishing or redesigning College policies and procedures for student clubs, boards, and organizations to eliminate administrative red tape, leading to an increase in activities. The other agreed upon feature focused on leadership training for student leaders, club officers, and club faculty-staff advisors.

Challenges: The College needs to identify best practice as exhibited by other community colleges, review those practices, and decide if any are applicable. The internal debate as to why the College only funds the Student Government Association, and the amount of that funding, is brewing. There are widespread assumptions about what is permissible and not permissible; these must be resolved. The appropriate management group will undertake a thorough review of the Student Government Association—its charter, its funding, its activities—and how best to incorporate it into the overall Student Life umbrella.

Objective 3.4: Undertake student recruitment activities that increase the College's market share

Accomplishments: An Executive Director of Admissions and Enrollment Management hired and brought on staff January 2009. The Office of Admissions and Enrollment Management established and holds bi-monthly meetings with both regional admissions directors and designated school officials (handles international student admissions). Regional visits occurred with all fourteen regions to begin process of developing enrollment management plans. Several process changes have been proposed and accepted that will reduce barriers to student recruitment/admissions including elimination of high school transcripts in the admissions process and the establishment of a guest student admissions process. Further, the office has undertaken a review of all admissions and international admissions policies to determine need for revisions and additions.

Challenges: The lack of financial resources for professional development activities, memberships, process mapping, and exposure to best practices, regionally and centrally, is problematic. The College's next step calls for the development of region specific enrollment management plans. This will require significant allocation of time on the part of regional admissions directors and the Executive Director of Admissions and Enrollment Management.

Strategy 4: Serve as Indiana’s Provider of Choice for Personal and Professional Enrichment

Strategy 4 from 2010 (Indiana’s provider of choice for personal and professional enrichment) was not a strategy that was the College moved forward on so there is not a report.

Strategy 5: Support Community Development Through Civic Engagement and Community Service

Strategy 5 was added to the revised 2010 Plan in 2007. The goal is related to civic engagement and community service and had several components as we attempt to integrate it into the college and regional campuses.

In support of the goal, there have been notable successes:

- The College and the regional campuses are now members of Indiana Campus Compact, a network of national organizations in support of the goal. The college was added after Virginia Calvin and John Whikehart approached the leadership of Indiana Campus Compact, and the organization changed its by-laws to permit the inclusion of two-year colleges.
- We received re-accreditation during the recent HLC team visit, and Goal 5 was new addition as a chapter in the HLC self-study as the HLC seeks to engage colleges in the goal of service to communities. In preparation for the event, we were able to document significant regional progress toward the goal.
- Regional campus “civic engagement” coordinators have been identified by all 14 regions.
- Roger Bingham of the Columbus campus received an award for civic engagement from the Indiana Campus Compact.
- College staff have been appointed to serve on the Indiana Campus Compact advisory board.

There have also been notable areas for improvement:

- Although we added Goal 5 to the 2010 Plan in 2007, the college has never funded the request for financial support for its implementation. At time of inclusion in 2007, a budget of \$38,000 was requested to implement the educational, travel, and in-service needs to support the goal. No response was made.
- Although the educational component was created and introduced at 3 regions (Bloomington, Columbus and Sellersburg), the plan was being implemented at expense to the Bloomington campus. When the 1% reversion occurred in December, 2008, the regional campus was not able to

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continue its sole funding of the goal. As a result, the educational component, college in-service, and development of coordinated college and regional planning was suspended. We are back to local implementation without “coordinated” direction.

Strategy 6: Complete the Transformation of Ivy Tech to a Nationally-Recognized Comprehensive Community College System

6.1 Align programs, services, and systems to support mission of a comprehensive community college.

Developed programming aimed at attracting greater numbers of minority students.

Admissions offices across the college have initiated a number of recruitment activities specifically designed to target minority students in all regions. From fall 2007 to Fall 2008 African-American enrollment increased by 10.1 percent and Hispanic enrollment jumped 11.7 percent over that same time period. Formal regional enrollment planning and management plans have been scheduled for development in 2009-10 that will generate additional actions.

Improve completion rates for minority students.

Regional leadership teams have begun to develop a methodology to implement the Achieving the Dream initiative, which will create college wide plans for improving minority attainment of credentials to reach the goal of equivalent completion. The goal of the initiative will likely not be reached by 2010, but substantive statewide progress will have begun.

Incorporate concepts of diversity

Diversity is a general education outcome required of each associate degree program. Each program has identified the course(s) in which the diversity objective is to be achieved and the assessment methods through which the outcome can be measured.

Incorporate concepts of global interaction.

Plans have been formulated to address the inclusion of global perspectives in all programs through the curriculum review process over the next two academic years.

6.2 Prepare faculty, staff, and administration for success in a comprehensive community college.

Increase professional development.

Implementation of college-wide Supervisor Training and the Good to Great seminar were significant new professional development opportunities. Additional regional level programs were continued, including the following: customer service, sexual harassment, safety, conflict management, diversity, and supervisory training.

Establish regional diversity councils and develop plans.

The statewide diversity cabinet and regional diversity committees continued to function in their second year and all have submitted plans of action. These plans include the identification of strategies that will encourage the recruitment and employment of minority faculty and staff.

Review of the College's student life program.

A thorough review of the College's student life program was completed. Two major areas of focus were identified for additional work: (1) Student Government Association (lack of defined rules and regulations across the College with respect to how regions use allotted funds and lack of student leadership development opportunities) and (2) Student Opportunities for Social Responsibility and Leadership Training.

Provide opportunities for International Study.

Opportunities for international study or study travel have expanded, and a draft policy manual has been developed.

Recognize and understand social, political, civic, and environmental responsibilities relative to our society.

Each program has identified the course(s) in which the objective is to be achieved and the assessment methods through which the outcome can be measured. The curriculum review committee meeting for each of the academic programs in 2008-09 included an agenda item on outside of classroom learning. Many programs in most regions reported such activities.

Recognize and understand social, political, civic, and environmental responsibilities relative to our society.

Each program has identified the course(s) in which the objective is to be achieved and the assessment methods through which the outcome can be measured.

6.3 Change internal and external stakeholder perceptions of the college.

Establish a marketing plan that highlights community college activities and values

Enrollment is one just one of many signs that the external stakeholders continue to have a positive perception of the College. There are plenty of anecdotal stories throughout the College on how the image of the College has improved though there is still work to be done. During the 2008-09 academic year the College earned over \$1.5 million in earned media and more and more media outlets are reporting on the College on a more consistent basis than in years past.

Expand service learning /civic engagement opportunities in each region

Recognize and understand the social, political, civic, and environmental responsibilities relative to our society is a general education outcome common to all associate degrees. Each program, therefore, has identified the course(s) in which the objective is to be achieved and the assessment methods through which the outcome can be measured. The curriculum review committee meeting for each of the academic programs included an agenda item on “outside of classroom learning. Many programs in most regions reported such activities. A refined definition of the terms may be needed to more completely quantify progress specifically related to service learning/civic engagement.

6.4 Prepare faculty, staff, and administration for success in the community college culture and to understand the value of student support activities, e.g., retention, student life activities

Develop/implement college-wide goals/targets for professional development

Initiate training for professional development with an emphasis on including all levels of staff.

Establish Regional Leadership Academies (topics to include student support initiatives)

All regions select participants for the statewide Leadership Academy and Academy for Instructional Excellence, and participate in the Student Leadership Academy.

Develop/implement college-wide goals/targets for diversity training

Diversity training has been developed and implemented

Provide opportunities for International Study.

Opportunities for international study or study travel have expanded, and a draft policy manual has been developed.

Establish an honors program at each region.

A draft approach to establishing a consistent, statewide honors program has been drafted and discussed. Revisions are necessary before a program can move forward.

Strategy 7: Build Institutional Capacity to Support our Mission

Develop Milestones

- Developed college-wide campaign structure (JGA Training)
- \$500 million campaign goal
- Initial campuses: Gary, Valparaiso, East Chicago, Michigan City, South Bend, Elkhart, Anderson, Muncie, Indianapolis, Columbus, Sellersburg
- Initial campaign - \$50-\$65 million
- 321 Statewide interviews conducted by *The Clements Group*
- Initial campaign - \$50 - \$65 million (Demonstrated need \$200M)

Feasibility Study Overview

- Campuses involved: Northwest, South Bend, Elkhart, Anderson, Muncie, Indianapolis, Columbus, Sellersburg
- 321 personal interviews conducted by The Clements Group staff
- Amounts tested at each campus ranged from \$4 - \$90M, total tested \$190M
- To fund additional capacity, new programs, faculty, technology, scholarships, workforce

Feasibility Study Results

- Overwhelming community support for the College and its regional campuses
- 81% favorable towards conducting capital campaign, 77% agreed time is right
- 93% indicated willingness to contribute. Economy may be a factor in timing/length of pledges
- Continued image enhancement, cultivation of key community leaders, building a compelling case for private support important work to be done

Best Practices

- Save 10 by 2010
- Financial Aid
- Enrollment Management
- Call Center
- Fulfillment Center
- Website Integration

Changing Lives and Making Indiana Great

Appendix B: 2010 Strategic Plan Status Report

- Statewide Foundation Feasibility Study

Comprehensive Growth Management

- Fall Enrollment Management process
- Foundational data developed

Cost Savings and Efficiencies

Initiative	1x Savings or Revenue Increase	Recurring Savings or Revenue Increase	Comments
Bookstore Operations- Follett Contract	\$ 7,650,000	\$ 600,000	Savings to students
Freed Sleeping Capital	\$20,000,000		Bookstore partnership
Dell PC Exclusive Agreement		\$ 1,300,000	
Bond Ratings Upgrade to AA-	\$1,020,000		
Refinancing of Outstanding Debt	\$ 160,000		In conjunction with Series L
Property and Casualty Insurance		\$ 200,000	Increased deductible
Health Insurance Self-Funding		\$3,400,000	Potential savings as actuarially projected
Exclusive Beverage Rights	TBD		Work Underway
Office Supplies	TBD		Work Underway
Exclusive Copier Agreement	TBD		Work Underway

Appendix C
Additional Priorities and Constraints

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Ivy Tech Key Quality Indicators

Proposed by the HLC Self-Study Steering Committee

November 2006

Approved by the Chancellors

March 2007

INDICATOR #1	There are adequate full-time faculty for the program mix of each campus.
RATIONALE	Faculty are the critical element in providing quality education.
Cross-Reference	Criterion 2, Core Component 2b Criterion 3, Core Component 3b State regulatory agencies Program accrediting bodies
PERFORMANCE GOALS	<ol style="list-style-type: none">1. At least one full-time faculty member for each degree program at each campus2. No more than 50 percent of the course sections at each campus taught by part-time faculty3. No more than 50 percent of courses sections in the General Education Division at each campus taught by part-time faculty
Data Source	Program review Campus data supplied to Academic Affairs
RESPONSIBLE PARTIES	Academic dean Human resources executive director Chancellor and executive deans Regional Academic Officers Committee WED executive director

INDICATOR #2	There are appropriately credentialed faculty at each campus.
RATIONALE	Faculty are the critical element in providing quality education.
Cross-Reference	Criterion 2, Core Component 2b Criterion 3, Core Component 3b State regulatory agencies Program accrediting bodies
PERFORMANCE GOALS	<ol style="list-style-type: none">1. The goal of the policy is that 100% of all sections should be taught by properly credentialed faculty (as defined in APPM 3.8). For reporting and monitoring purposes on a semester-by-semester basis, for technical courses, a campus will be in compliance if between 66 percent (the minimum for academic operation) and 75 percent of all sections are taught by faculty with the required credentials.2. For reporting and monitoring purposes on a semester-by-semester basis, a campus will be in compliance if a minimum of 90 percent of all general education sections are taught by faculty with the required credentials.3. Note: Regional Academic Officers are responsible for ensuring compliance each semester.
Data Source	Program review Campus data supplied to Academic Affairs
RESPONSIBLE PARTIES	Individual faculty member Program administrator Human resources executive director Academic dean Chancellor and executive deans Regional Academic Officers Committee WED executive directors

INDICATOR #3	Degree programs meet external validation standards.
RATIONALE	Program accreditation is an important indicator of the degree to which a program of study is meeting educational standards set by the field and by business and industry.
Cross-Reference	<p>Criterion 2, Core Component 2b</p> <p>Commission for Higher Education’s “Policy on Two-Year Programs”</p> <p>State, national licensure and certification requirements</p> <p>Articulation agreements</p>
PERFORMANCE GOALS	<ol style="list-style-type: none"> 1. Each degree program at each campus will hold full accreditation or endorsement from the directly related professional, business, industry, or governmental organization, or have a plan for accreditation in place. 2. Programmatic accreditation or endorsement on a statewide basis is preferred if possible. 3. Pass rates from national certification and technical outcomes assessment are to be reviewed annually. Each degree program has annual advisory committee meetings. 4. Faculty have ongoing contacts with business and industry and four-year institutions, through exchange programs, service learning, internships/co-ops/clinical, studio and other collaborative opportunities.
Data Source	Campus data reported to Academic Affairs
RESPONSIBLE PARTIES	<p>Faculty</p> <p>Program administrator</p> <p>Academic dean</p> <p>Chancellor and executive deans</p> <p>Regional Academic Officers Committee</p> <p>Curriculum Committees</p>

INDICATOR #4	There is appropriate and up-to-date educational equipment to support the academic initiatives of the College.
RATIONALE	Access to up-to-date technology is critical for quality education, both in the traditional classroom and for instruction delivered via distance.
Cross-Reference	State regulatory agencies Program accrediting bodies Industry standards
PERFORMANCE GOALS	State regulatory agencies Program accrediting bodies Industry standards
Data Source	Campus data and program accreditation data reported to Academic Affairs FRS
RESPONSIBLE PARTIES	Technical support staff Faculty Program administrator Academic dean Regional executive director of finance Chancellor and executive deans WED executive director

INDICATOR #5	There is appropriate support for the library operations of the College.
RATIONALE	Library resources are necessary to support student success and faculty development.
Cross-Reference	Criterion 3, Core Component 3c and 3d Comprehensive Library Services Plan
PERFORMANCE GOALS	<ol style="list-style-type: none">1. The College employs at least one full-time, qualified, professional librarian in each region.2. The College employs 0.5 FTE library coordinators at each campus without a full-time librarian.3. The College employs 1 FTE library support person per 500 FTE students.2. A minimum of one percent of the regional operating budget is committed to libraries on an ongoing basis. The one percent does not include library salaries.
Data Source	HRS & FRS
RESPONSIBLE PARTIES	Regional library directors Academic dean Regional executive director of finance Chancellor and executive deans

INDICATOR #6	Academically underprepared students receive remedial education that will allow them to meet educational objectives.
RATIONALE	An open door institution must provide remedial education to academically underprepared students.
Cross-Reference	Criterion 3, Core Component 3c and 3d Articulation agreements Veterans Administration
PERFORMANCE GOALS	<ol style="list-style-type: none">1. All degree-seeking students are assessed according to College policy.2. All non-degree-seeking students electing to enroll in general education are assessed according to College policy.3. All students needing remediation, as indicated by using appropriate assessment instruments, are placed appropriately into remedial courses.4. Students completing writing remediation perform at the same level in English 111 as students not requiring writing remediation.5. Students completing math remediation perform at the same level in Math 111 or 118 as students not requiring math remediation.
Data Source	SIS Campus data reported to Academic Affairs
RESPONSIBLE PARTIES	ASA Program chairs Academic Dean

INDICATOR #7	Students demonstrate mastery of technical and general education skills.
RATIONALE	Measuring student academic achievement allows the College to determine how effectively it is accomplishing its mission.
Cross-Reference	Criterion 3, Core Component 3a Program accreditation State and national licensure requirements
PERFORMANCE GOALS	<ol style="list-style-type: none">1. All associate degree graduates demonstrate mastery of technical skills. Students will pass the technical outcome measure chosen for their program; or will perform at or above the national average score when no “pass” score is set.2. All associate degree graduates participate in the Collegiate Assessment of Academic Proficiency (CAAP) examinations of general education outcomes. Each graduate will take at least two modules of the four available. Data from CAAP results are supplied to program curriculum committees for review annually and appropriate recommendations developed.
Data Source	Campus data as reported to Academic Affairs ACT and other test vendors
RESPONSIBLE PARTIES	Students Faculty Program administrators Academic deans Regional Academic Office Committee

INDICATOR #8	Graduates are successfully employed or continuing their education.
RATIONALE	Employment success of graduates allows the College to determine program effectiveness.
Cross-Reference	Student Right to Know Program accreditation
PERFORMANCE GOALS	1. All graduates are either employed in their field of study (among those who desire employment) or continuing their education within six months of graduation.
Data Source	Graduate survey Employer survey Program review
RESPONSIBLE PARTIES	Students Faculty Program administrator Academic dean Student Affairs dean Career and Employment Services Advisory committees Regional Academic Officers Committee Regional Student Affairs Officers Committee

INDICATOR #9	Distance learning offerings of the College meet the same quality expectations as the traditional course offerings.
RATIONALE	Students who choose distance learning courses expect that their courses and programs will have the same level of quality and rigor as those delivered in the traditional classroom.
Cross-Reference	Program and institutional accreditation
PERFORMANCE GOALS	<ol style="list-style-type: none">1. A single version of certain priority courses will be developed to maintain quality and consistency.2. Rates of successful completion in distance learning courses will be the same as completion rates in face-to-face sections of the same courses.3. Distance learning faculty are certified per the recommendations in the 2006 Five-Year Strategic Plan for Distance learning.4. Appropriate library resources are available to online students.5. Appropriate Student Services are available to online students, such as advising, tutoring, bookstore services, financial aid services, and other assessment.
Data Source	Distance learning course review Program review
RESPONSIBLE PARTIES	Faculty Program administrators Academic deans Regional Academic Officers Committee Student Affairs deans Regional Student Affairs Officers Committee

INDICATOR #10	The College provides strong support systems for students.
RATIONALE	Students will be more successful in terms of program completion if they have access to a network of support systems upon which to rely.
Cross-Reference	Criterion Three, Core Component 3c and 3d
PERFORMANCE GOALS	<ol style="list-style-type: none">1. Tutoring is provided for key academic areas, such as math and writing2. The top five under-performing courses are analyzed each year to identify strategies to enhance student success3. Disability Services Offices provide support needed for students who have been identified as meeting eligibility requirements for ADA support.4. Advising and Career Counseling are available for all students5. ESOL programs are available as needed on each campus
Data Source	Institutional Research Disability Services Offices
RESPONSIBLE PARTIES	Academic dean Student Affairs dean Disability Services Coordinator Learning Center staff ASA Department

INDICATOR #11	The College provides a culture of outcomes assessment for each functional area of Student Affairs.
RATIONALE	Measuring Student Affairs programs and services assists the College in determining how effectively it is accomplishing its mission.
Cross-Reference	Criterion 2, Core Component 2c
PERFORMANCE GOALS	1. The College provides a process of evaluating programs and services within each functional unit using: <ul style="list-style-type: none">• National Standards• Student and other user feedback• Systematic, professional review
Data Source	Campus data reported to Student Affairs “Developing a Culture of Improvement Through Program Outcomes Assessment” Institutional Research
RESPONSIBLE PARTIES	Student Affairs Dean Appropriate Student Affairs staff

INDICATOR #12	The College provides a student centered environment that fosters intentional individual development.
RATIONALE	Students will be more successful in and out of the classroom if they are engaged in a network of co-curricular activities, programs and events.
Cross-Reference	Criterion 3, Core Component 3c Criterion 4, Core Component 4b, 4c, 4d Criterion 5, Core Component 5b
PERFORMANCE GOALS	<ol style="list-style-type: none">1. New student orientations are provided.2. Opportunities for student engagement through student organizations, activities and programming are provided.2. Professional development opportunities for student are provided.3. Programming to assist students with the development of a Student Education Plan is provided.
Data Source	“Pathways to Student Success” Campus data reported to Student Affairs
RESPONSIBLE PARTIES	Student Affairs Dean Student Life staff

College Priorities for AY 2009-10

College priorities for 2009-2010 include:

- Development and implementation of Accelerating Greatness 2013 strategic plan,
- Implementation of Achieving the Dream,
- Dual credit in every high school,
- Development and implementation of long-term College funding model,
- IT consolidation,
- Statewide capital campaign, integration of strategic planning and College budgeting,
- Improvement of year-to-year retention,
- Increasing efficiency and savings by 10 percent,
- Making WED profitable,
- Improving quality in distance education, and
- Implementing world class customer service.

Extracts from HLC Team Exit Report

Assurance

CRITERION ONE: MISSION AND INTEGRITY

Evidence that one or more specified Core Components need organizational attention

- a. The College governance structure is dominated by the administrative tier of employees and may lack effective communication processes with employees below that tier. Membership in important statewide committees like assessment, distance learning, diversity, and even the self-study had few faculty or academic support staff. A check of current committee membership and comments made to the team by various employee groups substantiated that deans of each “school”, who are faculty, are the informal and formal voice for the faculty at the statewide level.
- b. A few faculty or staff indicated to teams that they had worked on the development of the self-study in one way or another; however, most said their only involvement was reading parts of the document.
- c. The minority population of Indiana has more than doubled in the past eight years, but minority representation within the administration, faculty and staff does not yet reflect that change. Given the changing demographics of the student population and the lack of diverse faculty and staff, the college should work to develop a talent management and employee recruitment plan to more closely mirror the minority population of the regions. This change would also help to create a more welcoming environment for diverse students and staff.
- d. Team members pulled random faculty folders in many of the human resources offices. While most faculty credentials were properly documented, it was found that some full and adjunct faculty folders lacked official transcripts for graduate degrees. In a few cases the degrees were inadequate for the courses assigned to the faculty. A specific example is counting math education courses as graduate mathematics. The team observed regional differences in the quality of faculty personnel files. In some regions, official transcripts were not included in some files, while in other regions, all files included transcripts. The college will be well-served to maintain consistent adherence to a policy of faculty qualifications and requiring official transcripts of all faculty.

CRITERION TWO: PREPARING FOR THE FUTURE

Evidence that one or more specified Core Components need organizational attention

- a. The burgeoning student population has put a strain on facilities and orderly structures and processes, which jeopardizes the integrity of the College's curricular and auxiliary activities. Facilities at several of the regions are stretched beyond capacity. For example, in one region, a building designed to hold 900 students is being used for more than 2000. Also, there has recently been additional stress to the organization due to the simultaneous change last fall to the Banner ERP system and the system-wide decision to outsource bookstore services to Follett. While these decisions appear to be appropriate and necessary, making these changes simultaneously, especially at the same time as huge, unanticipated, enrollment increases, has added a significant amount of stress to Ivy Tech and its employees. However, as previously mentioned, College employees have maintained an excellent attitude, and as a whole, know they are there to serve students, and have done and will do whatever they must to do so. Their resourcefulness has enabled Ivy Tech to admit and serve significantly higher numbers of students, but eventually the lack of sufficient state funding jeopardizes the future of the College to offer quality programs, institute new technologies, plan effective learning environments, and have appropriate building capacity for the increasing numbers of students. While the College has been extremely inventive in instituting and maintaining technology services across the State, its funding for technology services is just sufficient rather than being able to plan effectively for future emerging technologies so as to ensure continued educational quality. The Team is concerned that employees are being stretched too thin, and will be unable to maintain the level of service that both students and employees expect. Therefore, the College needs to take steps to identify its capacity to serve students in the areas of programming, student services, facilities and technology. It will then either need to find new resources if it wishes to serve additional students beyond these capacities, or limit enrollment once these capacities are met.
- b. Ivy Tech has committed to hiring full-time faculty across the College and to increasing the ratio of full-time to adjunct faculty. The College has a stated goal of having 50% of its courses taught by full-time faculty. Although sometimes challenged to find qualified individuals to fill needed positions, the College has continued to add to the full-time faculty ranks. However, enrollment increases have required the hiring of even more adjuncts each

semester, which has either kept the ratio static or in some cases has caused it to decrease. Increasing the ratio is a Key Quality Indicator for the College, and yet consistently faculty and staff have reported that they don't believe that it is attainable given the circumstances of increasing enrollment and limited financial resources. If this is true, it calls into question the integrity of this goal as a Key Quality Indicator. The College is challenged to either find new resources, or re-direct existing resources, to meet the full-time faculty goal ratio or determine whether or not the current goal is achievable, realistic, or even appropriate.

- c. The College has made great strides in facility and infrastructure improvements across the State during the past 10 years. These new facilities are impressive in both design and flexibility, which reflects Ivy Tech's commitment to fulfilling its comprehensive community college mission. However, there are numerous classes and programs being held in substandard facilities. Some of the substandard Ivy Tech facilities include those in strip malls, and old, outdated elementary school buildings that Ivy Tech has acquired. Another concern with having a large number of relatively small facilities located throughout Indiana is these types of facilities are very inefficient and, therefore, very expensive to operate. In addition, since many of these facilities serve a relatively small number of students, they are not able to provide a full range of courses or services that would normally be expected of a comprehensive community college. A much greater degree of directed facility planning is needed at the regional and state levels to address this issue.

Evidence that one or more specified Core Components require Commission follow-up.

- a. The administration, faculty and staff at Ivy Tech exhibit great dedication to and optimism regarding fulfilling the mission and vision of the institution. They are entrepreneurial, innovative and creative in their use of existing resources and in their procurement of additional resources through grants and fundraising. However, as hard as they work, they cannot keep pace with the enrollment growth they are experiencing. This is evidenced by the inconsistency in learning resources and facilities across the system. If state appropriations are reduced or continue to fail to keep pace with enrollment growth, Ivy Tech will face major challenges. The College must plan for an uncertain future and consider enrollment management and controlled growth as a real, though unwelcome, possibility.
- b. In its Strategic Plan, Ivy Tech has identified a strategy to "Build Institutional Capacity to Support Our Mission." As noted in the Strategic Plan, "Strategy 7

- provides the foundation for achieving Ivy Tech's mission by actively pursuing additional sources of funding, increasing the number of full-time faculty, implementing common information systems, and leveraging best practices on a College-wide scale." Additionally, Strategy 6 states that Ivy Tech will "address the journey to becoming a leading comprehensive community college by expanding academic programs, preparing faculty and staff for success and more effectively sharing our story." These goals are increasing revenue, achieving greater efficiencies, or a combination of these. However, as noted previously, a major complicating factor is the significant enrollment growth that has occurred across the College; 90% headcount, 127% FTE since fall 1997. This enrollment growth is already slowing progress toward achieving some of the major goals outlined in the college's planning documents. Further, the goal of becoming a leading comprehensive community college is inhibited due to increasing workloads on support staff and administration. Additionally, the College's facilities, including libraries and appropriate student life spaces, are often stretched to capacity with current enrollments. The negative impact on both students and staff is noticeable.
- c. With predictions of continued enrollment growth, coupled with the likelihood of limited state funding due to economic conditions, the Team is concerned about the College's organizational capacity to sustain its quality of education in light of these developments. For example, rising enrollments and limited resources have constrained the College's ability to make progress toward its goal of 50% of credits taught by full-time faculty. These issues are also hindering the College's ability to improve its diversity efforts, and as noted in the self-study, progress in diversity "...falls short in several areas, including full-time faculty." Other examples are limited library resources and facilities, outdated computer equipment and software in many locations, and substandard educational and student life facilities in a number of regions. Therefore, the Team recommends a monitoring report, as noted in the following section, to address these issues.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

Evidence that one or more specified Core Components need organizational attention

- a. To ensure quality learning, Ivy Tech needs to more clearly communicate the importance of outcomes assessment and make a concerted and unified effort to implement the processes of the plan across the system. Faculty (full-time and adjunct) need to receive training and support in using the chosen assessment tools, analyzing the results, using the data to make

- improvements (feedback loop), documenting processes and outcomes, and tying assessment results to planning and budgeting.
- b. The Distance Learning program provides minimal learner support. Current processes do not include broad-based faculty participation in the development of the state library of distance learning courses. The Distance Learning program would benefit from consistent incorporation of best practices in instructional design for online learning.
 - c. Lack of sufficient funding has constrained the libraries from being effective learning resources for teaching and learning. The libraries are understaffed according to the College's Comprehensive Library Services Plan (2002-2007), which identifies the goal of one full-time professionally qualified librarian for every 700 FTE students. Also, Ivy Tech has yet to commit to its standard of 1% allocation of resources to the library, excluding salaries and wages. The Virtual Library is not easily accessible to students, community members, and professional colleagues, which is counter to its goal of providing access to information.
 - d. First time students to the College are provided with a number of services that facilitate testing and placement. However, after the first semester, questions regarding courses and registration are typically handled by faculty members. Faculty attempt to answer questions, but the process is not uniform due to faculty schedules and students' level of confusion. Ivy Tech has identified in its Student Services Plan the need for consistent advising services across the state to provide accurate and accessible information to assist students in accomplishing their educational goals.
 - e. Ivy Tech faculty, while pleased to be able to offer alternative format courses to provide student access to education, voiced concern over their inability to be the drivers in the statewide online course development process. While some faculty were involved at the statewide level, input into the course development process was limited resulting in static 'boxed' teaching experiences for faculty. The statewide online course development process is administratively driven rather than faculty driven; the team would encourage the College to revisit two critical areas within the Distance Learning program; faculty involvement and online student support. Just as faculty drive face to face instruction, faculty should drive online instruction, as well.
 - f. The College provides learning support such as tutoring in math, accounting, the sciences and writing in all of its Regions, but not at all sites. Visits to the tutoring and writing support areas, along with interviews conducted with faculty and staff members, confirmed that faculty work in the learning support

areas along with qualified tutors and staff members. Online students may take advantage of learner support services if they come to campus; there is no comprehensive college-wide online learner support vehicle. Requiring online students to come to campus to receive learning support services defeats the purpose of their taking an online class. As the Ivy Tech online program continues to grow, faculty, staff, and administrators may wish to investigate online learning support services to provide comprehensive services to this population of students. The Quality Matters initiative out of MarylandOnline, Inc and the Sloan_c Foundation are two sources which Ivy Tech Community College may wish to investigate.

- g. While all students who are completing degree programs take the Collegiate Assessment of Academic Proficiency (CAAP) test as a “capstone” type of assessment, these CAAP results do not seem to make it back to the faculty for analysis and planning for future changes and budgeting to ensure continuous improvement. Faculty reported they don’t regularly receive comprehensive CAAP results for their program graduates although CAAP does make these available.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

Evidence that one or more specified Core Components need organizational attention

- a. Ivy Tech has been a comprehensive community college for about three years. The development and delivery of general education transfer courses have been on-going tasks for the College. Based on conversations at all regions with faculty, staff, administrators, students and community members, as well as a review of documents describing this evolution, there are some concerns with this new role and all it entails. The College’s Academic Assessment Plan calls for each region to administer two of the four chosen CAAP modules each year. This will be the third year of this process. Although most people interviewed were aware of the use of CAAP, there was not a consistent understanding of the rationale, the processes used, the use of the data collected or the improvements that were made based on the CAAP. More critically, the faculty members in the general education areas were not directly informed of how students were performing, especially in relation to their disciplines. Thus, for the general education faculty, the assessment of student learning was mostly done by departments in Regions, and not consistently or systematically. Samples of general education assessment

strategies were requested from instructors which then included final exams with item analyses.

- b. The College needs to be more strategic in identifying all direct and in-direct measures of assessing general education outcomes. The importance of general education needs to be communicated to all instructors and training and support for related responsibilities for assessment must be provided. The CAAP test should be evaluated for its effectiveness related to enhancing student learning, not merely for its ease of use and data collection. As the instructors and community become more sophisticated in their understanding of the importance of general education through a more concerted and systematic approach, new strategies to assess this type of learning may need to be created or adopted.
- c. Students had numerous complaints about financial aid. They found the assistance for financial aid at the beginning of the semester very inefficient since it appeared to them there were not enough financial aid assistants to take care of the number of students. Several students who depend on financial aid also told about not getting specialized lab and hands-on tools they needed for courses paid for by financial aid simply because the instructor did not have those necessary supplies listed on their syllabi.
- d. Lack of sufficient funding has constrained some regional libraries from being effective learning resources for teaching and learning. The library isn't a focal point on the Ivy Tech Web site although it has links in distance learning courses. Students complained about the lack of books and limited resources available for doing their assignments. Students use the digital databases, but would prefer to have a variety of in-house resources on hand in the library. Not having word processing available on some library computers makes it more difficult for students. Besides not having sufficient resources for a comprehensive general education program, the libraries are also understaffed according to the college's own Comprehensive Library Services Plan (2002-2007), which spells out the standard of one full-time professionally qualified librarian for every 700 FTE students. As an example, in the East Central region, there are two full-time librarians for approximately 7,000 students at three campuses.
- e. Some of the comments by faculty in meetings with the team spelled out regional inequities and inconsistencies for professional development opportunities for full-time and adjunct faculty. The College may wish to examine the professional development opportunities provided by each of the regions to ensure that adequate programming is available to support continued growth and development for faculty.

- f. In its progression from a technical college to a comprehensive community college, Ivy Tech has both adopted and adapted elements of general education. In its current configuration, ample distribution of general education categories exists in all certificate and degree programs. Ivy Tech's documents, from mission statement to program outlines, depict general education as a component of each major program of study. Moreover, general education outcomes are clearly listed, and terminal assessment of general education outcomes is beginning. In order to achieve full compliance with the Commission's statement on general education, the College should undertake to specify the purpose of general education and publish a statement of philosophy of general education. In the course of this activity, it is expected the College will progress from viewing general education as an addition to professional and technical coursework, to perceiving it as the framework which enables and contextualizes all other learning, a viewpoint more consistent with higher education in its breadth.

CRITERION FIVE: ENGAGEMENT AND SERVICE

No evidence that anything requires organizational or HLC attention.

Advancement

A. Workforce and Economic Development – how to become more profitable, how to do a better job with assessment of this group’s activities

FTE and credit offerings:

Site visits revealed that Ivy Tech is committed to serving Indiana’s employers with flexible, innovative business solutions. However, many regions are only offering noncredit courses to meet these demands. While regions realize that employers would prefer credit offerings, the regions are incentivized to offer these courses as noncredit since they receive the dollars in their region immediately. If the regions were to offer the courses for credit, the regions know that while Ivy Tech as a whole does receive FTE funding for the credit courses, there is not an equitable way for the dollars received on the FTEs produced to come back to their specific regions. Therefore, some regions are reluctant to offer these courses for credit and are instead opting to offer them for noncredit, knowing they will immediately receive the dollars in their budget. The Team recommends that Ivy Tech develop an equitable formula for regions to offer workforce courses for credit and to distribute the dollars that are generated as a result of the FTEs back to the regional budgets, thus increasing the overall Ivy Tech overall operating budget.

Pricing and Quote Database:

The Workforce and Economic Development Unit (WED) has an impressive training manual that is available both in hard copy and electronically. The Team recommends that Ivy Tech take this one step further, and develop programming that will allow the product manual to be tied to a costing database and a curriculum database so that when talking to a potential customer, sales representatives can automatically develop pricing quotes based on the number of students and the types of products that the customer selects from the product database. As the customer selects the curriculum from the database during the pricing quote, the curriculum can be obtained from the database and customized immediately for the customer. This strategy was shown to the Richmond Workforce unit.

The College may also wish to further refine its costing estimates to better understand its total expenses for selected courses, programs and services. While the College appears to have direct costs for a number of its programs and services, it did seem that other overhead costs were not included (facilities, support staff, general supplies, etc.). Having a complete picture of costs will provide the College with a complete understanding of the expense side of the WED operation, and therefore, better data upon which to make pricing decisions for programs and services. Whether or not the College chooses to adjust its fees accordingly is

another decision point. However, in order for the College to truly evaluate its ability to generate more revenue, accurate costing data is necessary.

Global Corporate College:

The onsite team recommends that Ivy Tech investigate and consider joining the Global Corporate College. The Global Corporate College selects one community college in every state to work together to provide training to corporate clients. This statement is from their website.

“The strength of Global Corporate College is an innovative and unique partnership uniting leading corporate-intensive community colleges, operating together, sharing curricula, metrics and best practices for the benefit of a broad range of corporate clients who have a geographically dispersed workforce.”

Global College Corporate Mission:

Global Corporate College will close the talent gap in the Global Economy by offering continuity, breadth and excellence of training regardless of client location through a one-stop solution model that is supported by the creation of a nationwide -- and worldwide -- system of delivery for training services, as well as through the provision of quality and market-relevant curricula, training, and best practices for corporate and community clients.

By joining the Global Corporate College, Ivy Tech would have the opportunity to be the provider of training services for global clients nationwide and worldwide.

Dashboard Indicators by Region:

The onsite team met with the various workforce and economic development units at the regions and found that the various regions had developed their own work plans for their units. The team recommends that the system office develop a Workforce and Economic Development Plan of Work for the System that would provide direction for all regions. Then, the system should provide a means for bringing the regions together to collaborate on a number of benchmark dashboard indicators that can be developed and reported on a monthly basis that all regions can see. This report mechanism should present dashboard indicators by region.

Department of Labor Community Based Job Training grants:

The Team recommends that Ivy Tech aggressively pursue Department of Labor (DOL) Community Job Based Training Grants (CJT), leveraging the Ivy Tech “*system*” for providing state-wide training. Ivy Tech would be well positioned to

receive DOL grant dollars for CBJT grants for training dollars. Also, Ivy Tech should consider attending the DOL's Workforce Innovations Conference that is held annually.

B. How to grow and develop the faculty in difficult financial times

Ivy Tech has worked diligently to increase the number of full-time faculty, intending to improve the ratio of full-time to part-time faculty. In the face of stiff salary competition and dramatic enrollment growth, this goal has not been realized. While the college is expected to continue its efforts to increase the ratio of full-time to adjunct faculty, the team was impressed by the consistent and singular dedication of the present faculty to the success of students and to providing them the highest quality learning experience. In addition to attracting qualified and dedicated faculty, and more importantly retaining them, it is imperative that Ivy Tech continue to invest in the professional development of its faculty, despite the increasing scarcity of financial resources.

In order to accomplish the above, the College is encouraged to continue its Academy for Instructional Excellence and Learning College Conference. Furthermore, in order to assure that opportunities for professional development are available in all regions with convenient proximity to the campuses within those regions, it will be essential to create relationships with local and national partners. Partnering with local four-year institutions and businesses, who are invested in the success of Ivy Tech's students, and thereby the effectiveness of its faculty, is an excellent means of sharing resources, cultivating lasting relationships with external partners, and fulfilling the College's mission.

An example of this type of partnership exists between the Fort Wayne Ivy Tech campus and Indiana-Purdue Fort Wayne (IPFW), in which Ivy Tech collaborates with IPFW in the development of workshops and seminars that are attended by Ivy Tech's faculty and hosted by IPFW's Center for Excellence in Teaching and Learning. There are similar examples at other campuses, e.g., Columbus, Bloomington, and East Chicago. Thus, Ivy Tech has within its many campuses and regions the resources to ensure the effectiveness of its faculty. It must now extend and multiply these partnerships in all of the regions so that faculty members have equitable and convenient access to continuous professional development opportunities.

Another means of ensuring that Ivy Tech's faculty remain effective and up-to-date on the current, best practices in pedagogy and curricula, is to reassess the practice and process whereby funds are dedicated to the approval and completion of professional development plans that lead to meeting the required minimum credentials for teaching. As funds become even more scarce, it is recommended that Ivy Tech

consider reducing the number of faculty members it hires who are only provisionally qualified to teach within its programs. The funds might be best spent developing the faculty, who are at least minimally qualified to teach its courses. This will represent a profound institutional shift in and redefinition of professional development, one that aligns well with Ivy Tech's future-focused mission.

Finally, while funding for professional development is limited, there are free and inexpensive means of developing a culture of growth and enhancement, i.e., continuing to recognize teaching excellence and rewarding those individuals with opportunities to share best practices and strategies with peers; inculcating a "faculty service" culture whereby at the department/program level and beyond, faculty members are encouraged to take responsibility for and share knowledge with their colleagues in the forms of "brown-bag" lunches, colloquia, and workshops; and applying for grants that include professional development and support as part of the "award."

In summary, in order to continue to attract qualified and dedicated faculty, and more importantly to retain them, the college may wish to consider several actions:

- Continue to make the allocation of funding for faculty salaries a high priority.
- Increase funding for professional development.
- Extend to faculty the opportunity to participate in the design of additional professional development options.
- Institute a sabbatical option, using both research and study designs.
- Increase opportunities for intellectual stimulation both within and across disciplines.
- Invite faculty to serve on more broadly-based (cross-functional) teams, broadening their perspective and increasing leadership skills.
- Develop a faculty senate system where faculty can explore issues of particular concern to them.
- Increase the number of awards and recognitions for faculty.
- Celebrate faculty achievements with enthusiasm.
- Hire more full-time and adjunct faculty in critical general education and other disciplines to decrease the large number of instructors teaching overloads.

- Award a small bonus to current faculty who recommend credentialed teachers who apply and are hired.
- Consider hiring additional tutors in mathematics and English so that students get more personal attention in those two critical general education areas.
- Mentor tutors who show exceptional abilities in critical general education areas for eventual jobs as adjunct or full-time faculty.
- Hire local four-year university graduate students in desired subject areas as developmental course instructors and later as regular faculty when they get their graduate degrees. This is one way to grow your own faculty and increase diversity.

C. How to grow our relationships with K-12, including through dual credit

Ivy Tech has numerous K-12 agreements that include over 10,000 dual enrollment students. At some regional campuses as much as 20 percent of credit production is by dual credit. Initiatives such as Early College, “Fast Track,” “21st Century Scholars,” Project Lead the Way, and various other community partnerships and contractual agreements also provide higher education opportunities for high school students. The development of dual credit courses is driven by legislative mandate. Each region works with its district high schools to foster partnerships for dual credit opportunities. Following are some suggestions for continued expansion of dual credit opportunities for students:

- Enhance dual credit and K-12 agreements by developing system-wide common and consistent programming that could be adapted to regional program needs.
- Ensure quality of instruction through direct participation of full time faculty in the dual credit certification process and other K – 12 initiatives.
- Build an infrastructure of collaboration and joint planning among regional K-12 directors, regional academic officers, and faculty.
- Provide opportunities for collaboration and joint planning among regional faculty and K-12 directors.
- Develop a statewide Memorandum of Agreement for Ivy Tech and the high school districts to address general course requirements, faculty credentials, assessment and monitoring guidelines, as well as policies and procedures.
- Initiate discussions that pair Ivy Tech faculty with local higher education and K-12

faculty to discuss areas of instructional concern that could eventually lead to smoother student transitions and stronger articulation agreements for students.

There have been some concerns about the challenges in hiring faculty with the appropriate qualifications to teach general education courses for transfer. These concerns are even greater in more rural parts of the state and in some K-12 partnerships to offer dual credit. The College has implemented procedures in some regions to meet with prospective faculty who would like to participate in the delivery of dual credit courses. Qualifications are explained and then the faculty provides copies of their academic credentials along with a sample syllabus. The credentials and syllabi are then reviewed by chairs and program directors to assure that the minimum qualifications have been met and that the learning expectations included in the syllabus are truly at the college level. Some school districts have helped to pay for graduate coursework for faculty who are close to meeting the minimum academic coursework to teach college-level courses. These procedures could be incorporated into the proposed statewide Memorandum of Agreement for Dual Credit.

Ivy Tech is encouraged to continue to pursue accreditation by the National Alliance of Concurrent Enrollment Partnerships. This Alliance will provide opportunities to collaborate and network with other institutions that are active in concurrent enrollment programs. It will also help to keep the focus upon the instructional rigor that will be essential to the success of students upon transfer and to protect the reputation of the dual credit programs.

The College may also wish to develop improved strategies for measuring the success of dual credit programming. Community members, parents and students cite the success of the dual credit programs in providing postsecondary learning opportunities for high school students. In addition, the dual career offerings help high school students who would not have even considered college to see that they can be successful in postsecondary education pursuits. There are many benefits to quantifying these successes and to learning the true impact of the K-12 partnerships. These analyses might also indicate areas where improvements are possible or suggest opportunities for future program expansion. Questions that might provide helpful information are:

- How does retention of dual credit students and persistence to graduation compare with students who did not participate in the program?
- How have postsecondary enrollment trends been affected by the implementation of the dual credit programs? How many dual credit students enroll in postsecondary education? How does this compare with students who did not participate in dual credit opportunities?

- Where do students enroll for postsecondary education? How many students continue at the College where they received dual credit?
- How does the academic success of dual enrollment students who continue at Ivy Tech compare with the success of students who did not participate in the dual credit programs? First term? Successive terms?
- What are the historic participation trends related to postsecondary participation dual enrollment students?

D. How the college's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Facilities

The College would benefit from a more focused and directed approach to facilities planning, especially in the area of leased and donated space. While the College's new and recently remodeled facilities are aesthetically pleasing, efficient and functional, there are numerous examples of substandard and inadequate facilities in the system. Contributing to the latter situation is the fact that some facilities have been provided to the College at little or no cost as an incentive for the College to offer courses and services in a community. The College leases spaces in some communities, with some of this space providing a substandard learning environment for a comprehensive community college. While the College is making progress in establishing guidelines and direction for the "look and feel" of its facilities, more focus would be helpful, most notably in the leased and donated spaces. A more directed approach would consider consistent clear guidelines and standards across the College for such items as:

- Minimum space for various types of courses and programs
- Energy efficiency
- Technology infrastructure
- Maintenance needs
- Compatibility of Ivy Tech programming in leased spaces with other tenants
- Parking

While Ivy Tech seemingly has the laudable goal of providing local, convenient access to Ivy Tech educational and other services to Indiana residents, there is a

very large disparity in the quality of facilities across the state. The facilities that were built specifically for the College to provide higher education are beautiful and functional; however, there are many facilities that are substandard for providing higher education. The substandard, sometimes overcrowded facilities, not only refers to classrooms, but also includes substandard, and in some instances, virtually non-existent space for student life. Some of the substandard facilities include those in strip malls, and old, outdated elementary school buildings that Ivy Tech has acquired. Another concern with having a large number of relatively small facilities located throughout Indiana is that these types of facilities are very inefficient and, therefore, very expensive to operate. In addition, since many of these facilities serve a relatively small number of students, they are not able to provide a full range of courses or services that would normally be expected of a comprehensive community college. Ivy Tech would be better served by investigating consolidation of facilities into a fewer number of facilities that are designed specifically for, and therefore are more appropriate to provide higher education and related services.

Resource Development

In recent years Ivy Tech has improved its financial position by diversifying its revenue sources. The College has been quite successful at securing major gifts and grants to support its statewide mission. Noteworthy awards include \$1M from the Joyce Foundation, almost \$18M from the Lily Foundation, almost \$2M from Lumina, and more than \$5M from the U.S. Department of Labor. These grants and much of the foundation work have been coordinated by the Central Office but have benefitted the entire state. The regions have been very successful at capital campaigns to fully fund or supplement state funding for construction and renovation of facilities. The team believes that if the central office and the regional resources development offices would communicate more effectively and work more collaboratively that gifts and grants could be significantly expanded. Individuals at some of the regional sites seemed unaware of statewide grant efforts and thus did not know how to contribute support for the fundraising efforts. The hiring at the central office of Vice President for Development should provide statewide leadership for resource development through gifts and grants.

Enrollment Management

Rapid enrollment growth and fiscal constraints are significant complicating factors in the accomplishment of the goals as outlined in Ivy Tech's strategic plan. The College should plan for an uncertain economic future and consider enrollment management and controlled growth as possibilities. As such, the College should develop an enrollment management plan that includes overall enrollment goals for the College as well as regional goals, strategies to achieve the goals, metrics to assess goal accomplishment, persons responsible, timelines, and dedicated

resources. Components of the plan might include strategies to address research/environmental scans, curriculum and delivery, recruitment, student services, retention, and marketing. The College may want to review the Enrollment Management Plan that is in place in the Columbus Region and consider adapting the plan for use in all 14 regions. This document includes Target Populations, Sources of Prospects, Explanation and Application of the Source, and an Admissions Calendar (with admissions and recruiting activities). The Admissions Calendar includes a matrix with answers to the following questions: When? What? To whom? Metrics? (number of attendees, number of applications, number of invitations) and Source? (Prospect database, application database, high school counselor list, marketing, and all sources of inquiries).

Ivy Tech has recently experienced incredible enrollment growth. This has occurred due to external environmental conditions, not the least of which is the struggling economy in the State of Indiana. This incredible growth has not come without its costs in terms of stress to the organization. This stress can be seen in the physical, financial, and human resources. Ivy Tech should consider strategies to grow enrollment at a controlled rate so that the organization can adequately serve, while maintaining excellent services and academics.

Strategic Planning

The Strategic Planning process at Ivy Tech appears to be working. Budgeting activities are tied to goals in the strategic plan. The current strategic plan clearly is connected to the previous plan, and it was noted that the next strategic plan will be built on the work and lessons learned from the current plan. With this outcome in mind, future strategic planning would benefit from integrating the College's other planning documents and activities. For example, the Key Quality Indicators, the Overarching Goals, the President's Organizational Priorities, and the Central Office and Functional Plans could be structured to fit into the next strategic planning document. This would eliminate confusion, and hopefully contribute to increased focus on the strategic plan, rather than on multiple plans.

Budgeting

Ivy Tech has experienced financial stress due, at least in part, to enrollment increasing at an alarming rate. In spite of this, Ivy Tech has been able to accumulate additional reserves in this difficult financial environment. The budgeting process at Ivy Tech appears appropriate for a large-statewide, regionally dispersed system. The regions have great control in the use of budgeted dollars that are allocated to their region. It appears the regions may have too much control in total budget allocations, which provide for great disparity in certain items among the regions. Among the decisions that are made on a regional basis are allocations of

scarce resources such as dollars to full-time faculty, facilities, technology, etc. This has caused a great disparity among the regions. For example, many of the facilities in some areas are substandard, while many regions have excellent facilities. Ivy Tech should develop a process to assure that minimum standards are maintained on a statewide basis. For example, these might include items like full-time to adjunct faculty ratio, square footage per FTE student, and computers per FTE student. These ratios should be established for the College as a whole, fully knowing that resource allocation may be necessary to achieve greater system-wide minimum standards.

E. Assessment of Student Learning

As the College works to develop its assessment efforts, it may want to recall that assessment of student learning follows a statistical process control model. That is, we assess learning at the class, course, and program levels, and use the data at each point to not only monitor the integrity and accuracy of the learning, but to improve the tooling and design (process) in order to improve the student's learning experience (product). While the college is currently focused on terminal outcome measures (capstone courses and CAAP), it must also recognize the critical value of course and even classroom assessment methodology. Knowing that students are well prepared as they leave Ivy Tech is very helpful, but knowing in which course a learning opportunity was not realized is also essential. Moreover, knowing which course contributes which element of a program outcome is vital for improving learning at both course and program levels. Also essential to student success is the assessment of student learning at the developmental level, as these courses establish the foundation for student "success" and persistence in college-level courses both at Ivy Tech and its many four-year transfer partners.

Ivy Tech has a system-wide committee for Assessment. Because of the work already being done by this committee, it is suggested this group continue its efforts, but then begin a process to evaluate the level of involvement and results accomplished by all regions. Using this information, the Committee could then identify gaps in the assessment processes and develop a plan to focus specifically on the assessment of student learning outcomes. This would be in conjunction with the current program evaluation process. The program evaluation process does provide data on completion and identifies programmatic needs; it does not, however, include student learning assessment for the programs. It is possible the Assessment Committee will determine that a more integrated assessment plan be implemented that links career program, transfer, and general education outcomes, thus providing data for improvement for all areas. Essential to this, or any model, is a plan to clearly communicate and publish the new and enhanced procedures, provide ongoing support and training, and create an evaluation plan to determine the effectiveness of the assessment activities and levels of involvement.

Seeking support from local and national experts on the development of comprehensive assessment plans for a multi-campus institution will be essential in the achievement of a unified and comprehensive commitment to assessment. Across the country, colleges have been focusing on outcomes assessment for many years. There are numerous “best practices” published in periodical and trade books that are readily available. Some suggestions are:

- *Assessing for Learning – Building a Sustainable Commitment Across the Institution*, written by Peggy Maki and published by the American Association for Higher Education in Sterling, Virginia in 2004. This text provides a thorough overview of the assessment of learning, numerous examples and an extensive bibliography for further reading.
- *How Do They Know We Know – Evaluating Adult Learning*, published by Jossey-Bass, 1998. Written by Jane Vella, Paula Berardinelli and Jim Burrow. Besides providing an easy to follow assessment primer, there are three fine examples of evaluating learning in existing programs that would give faculty a model and lead to further analysis. A glossary is also included.
- *A Teacher’s Guide to Performance-Based Learning and Assessment*, published by the Association for Supervision and Curriculum Development in 1996. This book guides faculty through the analysis of developing performance-based tasks.
- *Assessment Essentials: Planning, Implementing and Improving Assessment in Higher Education*, published by Jossey-Bass, 1999, written by Catherine Palomba.
- *Student Learning: A Central Focus for Institutions of Higher Education*, published in March of 2002 by Alverno College Institute in Milwaukee, Wisconsin offers contributions from over twenty-five colleges on assessment practices.
- The *Journal of Applied Research in the Community College* published a special Outcomes Assessment issue in the Spring of 2002 (Volume 9, #2).

To more effectively communicate the assessment goals and accomplishments across Ivy Tech colleges, it may be helpful to see a site that is available to the public on the Cochise College website:

<http://www.cochise.edu/deptsdirs/committees/assesscom/index.asp>

- Ivy Tech should involve more faculty in statewide and regional committees that deal with instructional subject matter so that they become more knowledgeable about development of assessment instruments and materials that could eventually improve student learning.

- Faculty whose graduating students take the CAAP test should receive comprehensive results of those tests in order to make necessary adjustments in their syllabi, subject matter and instruction.
- An online newsletter or blog dedicated to assessment of student learning could be a good communication device to keep everyone aware of assessment activities and encourage faculty participation.
- The College may wish to develop an online faculty handbook on assessment. It would help acclimate new faculty to the institution's culture on assessment, bring adjunct faculty into the assessment loop, and serve as a refresher for all faculty.

F. Distance Education

Ivy Tech has identified and publicly stated through the “Strategic Five-Year Plan for Distance Learning” and the “2010 Strategic Plan Changing Lives and Changing Indiana” Strategies Two and Four, that Distance Learning is a key component of Ivy Tech’s Strategic Plan and its future. As important, there is explicit support for Distance Learning from all key stakeholders throughout the institution. This support was voiced not only in the “Strategic Five-Year Plan for Distance Learning” and the “2010 Strategic Plan Changing Lives and Changing Indiana”, but also demonstrated in interviews conducted with students, faculty, support staff, and administrators throughout the regional campuses and the central office.

In the “1999 Report of a Visit to Ivy Tech State College”, a cautionary warning was written regarding the development of a statewide entity managing the alternative delivery of courses. This model limits faculty oversight of distance learning courses and runs counter to faculty ownership and oversight of student learning. The current statewide development model limits the voice of the faculty in the development process. In conversations with faculty throughout the regions, faculty spoke of ‘boxed’ courses and their inability to make changes, edits, or teach the students course content in their style of teaching and areas of expertise. While Ivy Tech is to be commended for the development of a Statewide Center for Instructional Technology to provide support and implementation for the recommendations contained in the “Strategic Five-Year plan for Distance Learning”, the current statewide development model is more administrative/process driven rather than faculty/pedagogically driven. As one faculty member stated, regarding distance learning course development, ‘people allow me to speak freely, but sometimes I feel dismissed’.

Investing in comprehensive professional development for all distance learning faculty members is necessary to ensure consistent and quality learning and teaching experiences in these courses. To accomplish this, Ivy Tech should revisit their

professional development requirements for the teaching of distance learning courses to ensure faculty members have a strong voice in online course development and policy issues. A robust professional development curriculum for online/distance learning will include courses that focus on an overview of best practices in online learning; encouraging communication in online environments; instructional design for online course development; student assessment in online courses; supporting student learning in online courses, and technology tools for online learning.

As a result of the “Strategic Five-Year Plan for Distance Learning”, Ivy Tech has developed two online course processes: a statewide development process and a regional development process. The statewide bank of courses are supported and designed through the Statewide Center for Instruction, while the regional courses are predominantly supported and designed at the regional level. Ivy Tech charges a Distance Learning fee for each course which is split between the regions and the Statewide Center for Instructional Technology. In conversations with faculty and regional support staff, concerns were voiced that there are inconsistencies in regional support staffing levels, in understanding how the distance learning fee is used to support both the statewide and regional initiatives, and inconsistencies in the amount and in the understanding of how the distance learning fees are split between regions and central office. While the Distance Learning fee does provide an infusion of resources, conversations with faculty and staff throughout Ivy Tech indicate there are inconsistencies in understanding, accounting, and implementation of this resource.

Ivy Tech is to be commended for developing and following through with their strategic plan for Distance Learning. Several recommendations outlined in the “Strategic Five-Year Plan for Distance Learning” that still need attention based on feedback from students and faculty throughout the regions are:

1. Online bookstore practices
2. Blackboard stability
3. Communication: timely notification of cancellation of online courses
4. Online support services
5. Faculty Loading of Distance Learning course

During student meetings, concerns were voiced about the inefficiency of both the online and regional bookstores, textbooks were still out of stock in several distance learning courses weeks into the semester, students couldn’t understand why they had to order their distance learning textbook online instead of going to the regional bookstore.

The course management system Ivy Tech uses to deliver online courses is Blackboard. During the period of the accreditation visit, in the online courses housed

in the Blackboard course management system, the following outages were posted; 4/3/09, 3/23/09, 2/23/09, and 1/13/09. In conversations with technology staff at both the regional and central office, this is an issue that they have been addressing since the Banner conversion. This directly impacts student learning.

Several students voiced concern that they were not notified that the Distance Learning course they had enrolled in was cancelled until the day or the week the course was due to start. This led to student frustration, the need to find another course quickly, and the loss of resources due to the fact that they had already purchased textbooks and supplies for the cancelled course.

Students taking online courses still must come to regional campuses to receive tutoring services such as math and writing, defeating the purpose of distance learning for those students who cannot come to campus. Pronto, instant messaging, is available for students to get in touch with their instructors; however, instructors are not tutors. In conversations with the Center for Instructional Technology staff, online tutoring support was an area that still needed improvement.

While faculty loading was stated as a recommendation in the “Strategic Five-Year Plan for Distance Learning”, conversations with faculty throughout Ivy Tech indicated that there was inconsistency understanding of what the faculty teaching load was, what the Distance Learning course compensation was, and what the differences were between the statewide and regional processes.

Throughout the many faculty and regional support staff conversations, the Executive Director, Center for Instructional Technology was cited as providing exemplary leadership for the Ivy Tech Distance Learning initiative. Recently, under her leadership, and as part of the three year Distance Learning course review cycle, a new (still in draft form) “Distance Education Academic Policies and Procedures Ivy Tech Community College” document has been developed. This document attempts to update and streamline many of the Distance Learning administrative, policy, and procedural ‘lessons learned’ over the past few years. Ivy Tech is to be congratulated for evaluating and assessing its Distance Learning practices, however, even though ‘distant’, this program is about learning. At the heart of learning is the relationship between students, faculty, peers, and content. As part of this draft document, the team would encourage you to revisit two critical areas within your Distance Learning program; faculty involvement and online student support. Just as faculty drive face to face instruction, faculty should drive online instruction, as well.

G. Libraries

Conversations with librarians, library staff, and academic leadership, confirm that library staffing ratios per student throughout Ivy Tech continues to be a challenge.

Lack of adequate library staff has resulted in limited reference desk coverage; information literacy instruction and assessment; faculty support and collaboration with librarians; web development and ongoing maintenance of Ivy Tech's library services and online student tutorials. Since the mid-nineties, in all of the self-study, previous accreditation, and focus report literature, Ivy Tech states they are committed to a 1% budget resource allocation to the libraries (excluding salaries and wages). This goal has never been met; as evidenced by great inconsistencies in library space, resources, and staff support throughout Ivy Tech. Some regions have exceptional libraries, others little more than access points. In light of the fact that Ivy Tech has been charged with becoming a comprehensive community college, a reassessment of library resource allocation and adequate library staffing ratios to support general education programs is recommended.

In further discussion with librarians, faculty, and academic leadership throughout Ivy Tech, understanding of assessment of student learning with regard to Information Literacy is limited: there is a general misunderstanding of assessment vs. evaluation and the role of the library in the general education program of study. Librarians at the state level are beginning to look at and discuss assessment; a more comprehensive dialogue with librarians, general education faculty, and academic leadership with the regions is advised to engage faculty and staff in a comprehensive general education assessment initiative.

Librarians throughout Ivy Tech have developed comprehensive web based resources in support of Information Literacy and student academic success. The degree to which these resources and the expertise of the librarians are embedded within the general education program of study throughout Ivy Tech is inconsistent; there is an appreciation of the library but not an understanding of the intellectual and academic need for the library. Another indicator of the lack of understanding of the role of the library is that the Virtual Library website (including regional resources) is blocked from public access. This is a fairly recent development. Well-intentioned as the leadership team decision was, the idea to put the libraries behind the Campus Connect wall actually prevents access to the library by external constituents. The College is advised to consider whether this result is contradictory to the mission to provide open-access to learning, deliver lifelong education, and enhance the development of Indiana's citizens and communities. Authentication to databases should not inhibit the general population from accessing the collections and resources your librarians have developed.

Another inconsistency is that the librarians report to different leadership throughout the College. As Ivy Tech moves towards developing a comprehensive general education program and assessment of student learning processes, it may prove beneficial to have the librarians, general education faculty, and academic leadership organized so that collaboration and communication are enhanced.

H. General Education

Ivy Tech has made good choices in the inclusion of general education courses in its certificate and associate degree programs, and has begun assembling faculty to provide these courses. As the number of general education faculty grows, it is expected the curriculum will also mature, and the transfer degrees will develop more elaborate course selections. Part of the process of evolving from a technical college into a comprehensive community college will involve managing tensions between general education and technical program faculty. The College will want to establish processes or systems for managing this evolutionary development, in order to:

- Preclude a bifurcation of foci between courses for transfer students and those for technical students
- Facilitate transfer guides for new and emerging majors
- Improve transfer possibilities for students in technical programs, as further education becomes more essential in more fields
- Provide enhanced communication between faculty across disciplines.

The College's current systems of program review and curricular development rely almost exclusively on faculty whose specialty matches the program focus. For these faculty members, it is easy to see the general education courses as a mandated addition to the real focus of the program. Including some general education faculty in the program review and curricular development systems will facilitate and extend discussions about improving student success, as well as developing a shared ownership of student learning outcomes. Similarly, assessment of student learning of general education as a single assembly will devolve to add discipline-specific assessments. At some point, the College will want to ask empirical questions about which courses and disciplines can best contribute which components of the overall general education competencies the College has established as outcomes. Ivy Tech may want to consider establishing a broadly shared "ownership" of general education, a system which may well include some faculty traditionally identified as technical specialists. These systems of shared ownership often encourage the robust interactions which enrich the academic experience for all participants

- The College may need to set a priority in hiring more credentialed full-time faculty to teach general education courses since such a large number of adjuncts without the same professional development and other educational benefits currently take on this major responsibility.

- Some regional libraries need to increase in-house resources in this area to assure appropriate resources, including but not limited to library staff, copy machines, and computers with appropriate software.
- Consider hiring additional tutors in mathematics and English to assure students get appropriate personal attention in those two critical general education areas.
- Ivy Tech 101 (Life Skills, etc.) could be offered in various course lengths to fit different student needs.

I. Student Affairs

One of the most challenging aspects of delivering education to students in a multi-campus institution is making sure that student support needs are well documented and addressed. While services at various sites do not need to be duplicated exactly from one site to the next, core services should be replicated on each site and access to other services should be easy and efficient. Perhaps the most important question to answer is one which helps define what “core” services actually are. The answer will vary from institution to institution. For that reason, we recommend that Ivy Tech conduct a survey of students to determine what they believe are the critical services needed “on-site” and “on-line”. Conducting the survey to reach as many students as possible will provide the greatest information to the college’s leaders. A similar survey could be conducted of faculty and staff to determine their views regarding “core” student services.

From the data gathered through these surveys, administrators can determine which services are most desired and needed at the campus sites. If the institution determines that intermittent services in particular areas will adequately meet students’ needs, then providing those services easily and efficiently will be important. We would recommend that various internet-based services be designed or purchased to aid in the ease of delivery.

Opportunities to improve student services are evident in both organization and operations of regional student affairs offices and alignment of the services to the College mission. Student Service personnel have a wealth of talent and commitment to meeting the needs of students. Regional visits revealed a wide variation of student programming and student affairs organization from region to region. There appears to be no consistency in the organization of the offices and in the programming from region to region.

Student Affairs at Ivy Tech may benefit from the following:

- Building a culture of learning and support for student learning by providing opportunities for collaboration and planning among regional student affairs offices.
- Increased consistency and encouragement of greater professional development and inter-regional communication. Currently, the capacity to link regions for learning and improvement initiatives is not fully developed.
- Identification of the mission of student affairs in a comprehensive community college and alignment with the college's strategic plan.
- Development of system-wide planning and programming documents to provide direction and consistency.
- Development of a common set of services and adoption of these core services system-wide would provide consistency in the delivery of services.
- Support for employee qualifications, professional development and training would benefit students and other College employees.
- Development of standard student services outcome measures would increase the College's capacity for improvement.
- Adoption of the student centered college or learning college philosophy with support from senior leadership will assist in focusing programming on student development. Helping students to become empowered learners in a goal of all areas of the College.
- Central office student affairs staff should provide leadership for the development of regional student affairs offices, support for professional development and collaboration among regional staff and provide quality improvement tools to assess progress.
- The current advising method could be revamped to facilitate student needs by assuring a College-wide minimum standard for full-time advisors per FTE students. Students after their first semester often find registration advising complicated and problematic when they have to contact faculty advisors to register for the next semester. Faculty advisors may not be aware of new course requirements due to recent changes in articulation agreements, as they often have an overload of their own courses and students to deal with, may not be at the same campus every day, and don't have administrative assistant support to schedule appointments.

- The College could improve student services with a few specifically directed changes in registration and other beginning-of-semester practices. For example, the financial aid offices and registration offices could post some banners/signs (or even videos on TV screens) with necessary information for students waiting in line. Students could check the information posted and not have to stand in line if they haven't done or collected everything they need for registering or getting financial aid.
- The College may also want to establish a firm financial aid cut-off date.
- The bookstore needs to stock an appropriate amount of textbooks and supplies to appropriately serve students.
- Students on financial aid will be better served by getting required supplies paid for if faculty will list these supplies on their official syllabi.
- Student services should have additional employees on hand for those busy first few weeks of the semester. One possible source for temporary employees to assist during busy periods is retirees from Ivy Tech.

J. Marketing, Promotion and Branding

The College is experiencing success with its current promotional and marketing efforts. The uniform messages and branding activities are clearly resonating across the state based on conversations with community members. For example, the community members cited the billboards across the state, the cost savings of attending a community college, and the fact that Ivy Tech is now a comprehensive community college.

While the institution may want to develop a "brand" that is consistent throughout the state it could also benefit from identifying the unique needs for each region and designing a customized array of promotional materials that can be tailored to meet regional needs. The "one size fits all" approach may hinder the ability of regions to promote unique niches and connect with their local communities. The challenge will be to determine on an ongoing basis the balance between the institution-wide branding with its common goals and the unique needs of the individual communities that it serves.

Conversations in several of the regions indicate some confusion about the new mission of Ivy Tech. Communities are familiar with the excellent technical and professional programs which have been offered by the College for many years. They are less familiar with the role of the comprehensive community college and the new focus on transfer education. The name of the College still includes the

historical focus on technical education. College and community members in several regions suggested that a name change might assist Ivy Tech in guiding the transition of perception from technical college to comprehensive community college. The College may wish to further examine the benefits that a name change could provide in communication Ivy Tech's expanded mission.

In regard to marketing, the College may wish to enhance its use of the College and campus websites. While the websites are all very professional and have a great deal of consistency, there isn't much of a "fun" factor for prospective students. Much of the information about programs is essentially a web version of printed materials. There isn't much content related to "virtual tours" or "YouTube" like videos that give students more of a personal connection to programs or academic disciplines. A word that could be used to describe the current websites is "vanilla," meaning that they are rather generic. Consider items that could be added or linked to the website(s) that would generate more student interest in programs, disciplines or services. The College should consider how it might better use its web sites for marketing and promotion in addition to providing basic factual information. The College likely has internal resources that it could use in this effort, or it could bring in outside assistance from firms with strong web marketing expertise. Focus groups with current and prospective students also can provide valuable insights regarding what students would like to see on the websites.

K. Technology

Ivy Tech is a large, complex organization, with physical facilities across the entire State of Indiana. As the College generally has been transitioning from a decentralized model to a more centralized model, this movement from decentralization to centralization also applies to the information technology function. While there were some struggles with the Banner implementation, standardization with a state-wide enterprise resource planning system (ERP) for Ivy Tech was necessary. Also, the Ivy Tech agreement with Dell is appropriate for Ivy Tech and will provide benefits to the system. There are likely other opportunities for Ivy Tech in the technology area that would provide significant benefits. We recommend Ivy Tech form a team with representation from the central office and regions that includes employees from full-time faculty, and exempt and non-exempt employees to review opportunities and make recommendations in this area. Ivy Tech is fortunate in its size and resource base, human and other, and should be sure to take full advantage.

Other items for consideration:

- Additional Banner training for current staff and expedited Banner access for new staff would also facilitate communication with the students and data systems.

- Student services report the need for state-of-the-art imaging systems so that student records can be viewed by any campus. Students from multiple regions expressed frustration that their records were housed at another campus but could not be viewed by their secondary campus(es). This is especially critical when sufficient courses are not offered at a student's primary campus to meet their educational objectives so they must attend adjacent campuses to accomplish their certificate and degree goals. Resolution of this problem is essential to address the one college philosophy.
- Since technology upkeep and updating are some of the most expensive budgetary items, the College may find it necessary to look into additional means of support, such as increased technology fees for students.
- Additional moveable carts with computers and projectors could be made available to those campuses that lack technology facilities in classrooms. Also, the college could apply for "scholarship funding" for classroom SmartBoards.

L. Developing a Community College Culture

Shared Governance

Ivy Tech does not practice a system of shared governance with the faculty and staff as normally practiced in healthy institutions of higher education. This is at least partially evidenced by there not being a faculty senate at the College. Further evidence is provided by the membership of the self-study leadership. Each criterion committee membership generally consisted primarily of administrative, or exempt, employees, with one faculty representative, and no staff, or non-exempt, employees. An appropriate system of shared governance would assure that faculty and staff would have a voice, or a "seat at the table" when institutional policy is being developed and institutional decisions are being made.

Faculty Ownership of the Curriculum

Ivy Tech should involve more faculty members in statewide and regional committees that deal with instructional subject matter. Faculty and staff should meet with their department or discipline colleagues several times a semester to facilitate two-way communication between the regions and the central office, to discuss assessment projects, to oversee master syllabi, to continue to update and revise curricular content and various other needs. Because of the distance it may be more efficient to utilize technology to supplement the face-to-face meetings. List serves including all full-time and adjunct faculty within a discipline area can facilitate involvement in curricular discussions. The College may also wish to consider designating a

statewide faculty chair or co-chair for each discipline to provide faculty-centered leadership.

Integrating General Education and Technical Faculty

General education faculty and other employees should be knowledgeable about the career and technical programs offered by the College. To accomplish this objective the general education faculty could be afforded opportunities to learn more about the roles of technical education faculty. Such learning might be facilitated more quickly by engaging in any of the following activities:

- General education faculty could shadow technical program faculty during regular instructional work.
- Non-technical faculty might attend technical trade shows and conferences with their technical colleagues.
- Technical faculty might serve as professional guides for non-technical faculty and other employees to businesses and industrial sites where technical graduates are employed.

Blending Academic and Student Affairs Initiatives State-wide

Ivy Tech is encouraged to provide regular opportunities for Student Affairs and Academic Affairs leaders to meet with each other system-wide on a quarterly or every-other-month basis to collaborate on College initiatives. Each group has opportunities to meet individually, but there are only sporadic opportunities for these leaders to work together. The result would yield a more inclusive culture for the college, producing comprehensive services and programs for students.

M. Communication

Communication can always be improved at any institution, and Ivy Tech is no exception. We believe that “over-communicating” is probably not possible in an institution of higher education. Educators thrive on discussion, debate, information, and deliberation. Creating a web of systemic communication opportunities for employees helps to establish both a sense of belonging and a sense of ownership in the work of the institution

It is also important to provide frequent opportunities for faculty to interact with members of the community. At some regional campuses faculty mentioned that only the Chancellor communicates with community and advisory board members. More community engagement by instructional and student services staff will help to

ensure that programs and services are meeting the needs of the community. It may result in expanded community opportunities for students, for example, co-ops, internships, apprenticeships and service learning.

The College could initiate some casual discussions that pair its faculty with local four-year and K-12-institution faculty to discuss various areas of instructional concern that could eventually lead to smoother student transitions and more articulation agreements for students.

Mentoring among new and experienced faculty and staff could be an excellent communications channel.

Regional and State Boards and advisory committees would benefit, as would the College, if the members' roles and responsibilities were clearly articulated in a manual or written guidelines.

N. Diversity

As with many institutions of higher education, Ivy Tech Community College is also having difficulty in diversifying the faculty so the faculty more closely reflects the community that the College serves, namely the State of Indiana. When meeting with the non-exempt employees at several of the regions, the Team heard several wonderful stories about how the education and opportunities that Ivy Tech provided to those employees positively changed the lives of those employees and their families. These included individuals who had previously been on welfare and/or single mothers. Many of these employees reported their dependents also attended the College after seeing the positive influence it had on those employees' lives. This provides Ivy Tech the unique opportunity to "grow your own" faculty from among the individuals that are already employed by the College. Ivy Tech should investigate the development of such a program which would include the self-identification or identification of potential candidates, and provide the support system, both financially and other necessary support, to provide the education and experiences to develop those individuals into productive full-time faculty members.

O. Organizational Capacity

In addition to comments dispersed throughout the advancement report, the following suggestions are provided to assist the institution in advancing its organizational capacity:

- Ivy Tech Community College is an excellent higher educational institution that fulfills a critical need to the citizens of the State of Indiana; that of providing affordable, accessible, access to higher education. This is even more critical in

these difficult economic times the nation is enduring, which is further exacerbated in Indiana due to the large influence of the manufacturing, including the automotive industry, business sectors. This has caused the College to recently encounter very large enrollment increases, which were larger than could have been anticipated. This has happened at a time of limited financial resource growth due to the difficult economic conditions.

- In addition, Ivy Tech is in the very early stages of the transition from a technical college to a comprehensive community college. The College also has a relatively new president who arrived from the business sector. Mr. Snyder has provided a fresh, new perspective and priorities. Ivy Tech employees, while stretched very thin, have an amazing “can-do” attitude, and maintain a positive attitude while doing everything necessary to deal with the stress of serving the large numbers of students that are landing on the doorstep of the College seeking services. There has recently been additional stress to the organization due to the simultaneous change last fall to the Banner ERP system and the system-wide decision to outsource bookstore services to Follett. While these decisions appear to be appropriate, and particularly in terms of the ERP system, necessary, making these changes simultaneously, particularly at the same time as huge, unanticipated, enrollment increases, has added a significant amount of stress to Ivy Tech and its’ employees. However, as previously mentioned, the College’s employees have maintained an excellent attitude, and as a whole, know they are there to serve students, and have done and will do whatever they must, to do so. The Team is concerned that employees’ are being stretched too thin, and will be unable to maintain the level of service that both students and employees expect.
- Ivy Tech has a long-stated goal that 50% of courses be taught by full-time faculty. The College continues to fall well short of this goal. This goal will remain difficult to achieve, or even approach, during these difficult economic times that coincidentally or not, coincide with huge enrollment increases. Meeting this goal would be incredibly expensive, and this expense would be an ongoing, annual expense, rather than a large one-time expense that might be funded from the College’s reserves. While an appropriate mix of full-time and part-time faculty is very important, 50% may not be the appropriate goal. The Team recommends that Ivy Tech put together a cross-functional team to determine an appropriate mix for the College, but more importantly, develop a plan to work towards achieving that goal.
- The Team recommends that Ivy Tech be extremely cautious when taking on large projects and/or initiatives with significant financial implications, particularly in times of large enrollment increases. To assure that appropriate service levels can be maintained is also important that College employees have appropriate

workloads. As an example, the investigation and the implementation of consolidating some facilities would be a major, but important, project to be undertaken by Ivy Tech. The implementation of this recommendation would provide improved, appropriate facilities and opportunities for improved services. Implementation of this recommendation would also provide increased efficiencies within the organization. While these increased efficiencies certainly refer to employees, the increased efficiencies would not be limited to employees.

Regional Inputs: Faculty and Staff

STRATEGY 1 SUMMARY

Ensure that Students Achieve their Educational Goals.

1. ORGANIZATIONAL EMPHASIS
 - a. Ensure the right people are on the bus, including students
 - b. Confront the brutal facts regarding its unsatisfactory retention/persistence and graduation rates
 - c. Eliminate the perception that it is a "fall back" institution or less-than the regional and state universities and colleges
2. ACADEMIC ADVISING/TRANSFER GUIDANCE
 - a. Revamp the entire academic advising system and go to a statewide model that offers services to students starting with pre-admissions counseling and goes through graduation check and beyond
 - b. Define appropriate roles for faculty and staff (sometimes admissions officers) with respect to delivery of academic advising services
 - c. Simplifying the myriad of transfer and articulation agreements with four-year institutions. Students report finding many of the transfer and articulation agreement confusing and often inaccurate and request fewer, clearer options
3. K-12 OPPORTUNITIES
 - a. Work with K-12 in a collaborative manner to help ensure that more of the K-12 students are prepared for college level academic rigor upon entry to Ivy Tech.
4. ORGANIZATIONAL CALENDAR
 - a. College should continue to refine its current common academic calendar that reflects uniform dates.
5. CREDIT Vs NON-CREDIT
 - a. The College needs to view prospective, currently enrolled, and returning students as potential takers of non-credit offerings when and where appropriate for students
 - b. The College must be careful to not rely on the assumption that all students seek credit options
 - c. A robust Career Services Office in each region could assist students with career and academic decision-making leading to choices of credit or non-credit offerings, what is in the best interest of students
6. TEXTBOOKS
 - a. The College must decide on and adhere to a strict set of textbook adoption dates and techniques, seeking to have required textbooks on the shelves in Follett bookstores at least two weeks prior to the start of the semester for on-ground classes
 - b. College must put in place a process whereby distance education students can order their textbooks and educational supplies online and have them shipped to their address of record
7. STUDENT FOCUS
 - a. Need a system that documents what the students' education goals are
 - b. The College must make sure students are ready to learn on the first day of classes

- c. Students must be admitted on a timely basis, assessed as to their competency levels in the three basic academic skill areas (English, math, and reading) prior to first semester registration
 - d. Require students to attend a new student orientation program, be advised by trained faculty-staff, processed and awarded eligible financial aid, and secured textbooks and educational supplies prior to first class
8. ACADEMIC SUPPORT
- a. Develop a world-class academic support system
 - b. Identifying from the start academically at-risk students and tracking their progress
 - c. Creating early warning mechanism such as progress reports after two weeks of enrollment and mid-term grades
 - d. Provide supplemental instruction for high attrition classes (such as financial accounting)
 - e. Offer ASA developmental labs in reading, English, and math
 - f. Give students access to professional counselors to assist students with personal issues that impact their ability to persist and thrive
9. MANDATORY STUDENT ORIENTATION
- a. Move in the direction of requiring all students new to the College (including transfer, dual credit, and courses-only students) to attend a new student orientation program.
 - b. Intent is to help students navigate the College's bureaucracy from day one.
 - c. Address the issue of academic readiness for its distance education students by establishing a protocol to ascertain fitness to take online classes and to expose them to College academic and student affairs processes
10. CONSISTENT DATES AND DEADLINES
- a. Consistency across the state in its application of business processes, dates, deadlines, and expectations ranging from admissions applications to registration deadlines to priority dates for ensuring financial aid awarding to payment of tuition and fees to dropping registrants for non-payment to disbursing financial aid to posting grades.
 - b. College should leverage gains in Banner and other contracted business partners (Nelnet, Follett, Call/Fulfillment Center and Higher One) to standard all processes, improve back-office operations, and better serve students and key stakeholders.
11. TEACHING AND LEARNING
- a. Embrace reforms in the Academic Affairs sector that result in improvements in the quality of teaching and learning based on measurable student learning outcomes in and outside of the classroom
 - b. Consistently look for best institutional practices and be willing to implement them when and where appropriate
 - c. Address immediately its racial diversity of full-time faculty

STRATEGY 2 SUMMARY

Ensure that Indiana citizens, workforce, and businesses are globally competitive.

1. INCREASE STUDY ABROAD OPPORTUNITIES FOR STUDENTS & EMPLOYEES
- a. Increase focus on study abroad programs and how they can be funded
 - b. Develop a visiting professor program and/or faculty exchange program
 - c. Develop a student exchange program
 - d. Continue discussions with Mexico and China re: travel opportunities

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- e. Help students find opportunities to travel outside of their community
 - f. Bring more international students to Ivy Tech
 - g. Look at spring break alternatives
 - h. Incorporate travel into the curriculum, not just as an extracurricular opportunity
 2. OFFER MORE INTERNSHIP OPPORTUNITIES
 - a. Add more internships
 - b. Provide internship coordinators
 - c. Promote volunteering
 - d. Help students understand the value of community partners
 - e. Encourage service learning opportunities
 3. OFFER MORE PROFESSIONAL DEVELOPMENT OPPORTUNITIES
 - a. Encourage and provide financial support for professional development activities
 - b. Provide opportunities that help employees learn about businesses and industries which are globally minded
 - c. Offer more training on dealing with displaced workers
 - d. Emphasize the importance of belonging to professional organizations
 - e. Reinstate the faculty mentoring program
 - f. Provide training for new employees
 - g. Consider faculty sabbaticals
 4. OFFER MORE CULTURAL TRAINING
 - a. Infuse something about globalism into all classes so that students learn more about the world and how to think globally
 - b. Help students understand different cultures
 - c. Emphasize global and cultural diversity
 - d. Make students more aware of the world around them
 - e. Mandate courses on diversity to help promote global understanding
 - f. Adopt textbooks that reflect diversity throughout the world
 - g. Learn more about China and what we can do to work more with them
 5. OFFER MORE FOREIGN LANGUAGES
 - a. Offer conversational Spanish
 - b. Look at offering Chinese
 - c. Offer more languages across the board
 6. DEFINE WHAT IT MEANS TO BE GLOBALLY COMPETITIVE
 - a. Gather more information on what "competing globally" means
 - b. Determine who we're competing with globally
 7. IMPROVE IVY TECH STUDENTS "SOFT SKILLS"
 - a. Teach students to act professionally
 - b. Make interpersonal communication classes a requirement
 - c. Involve employers in emphasizing the importance of communication
 - d. Help students gain self-confidence and teach them how to deal with adversity
 8. WORK CLOSELY WITH COMPANIES
 - a. Encourage collaboration between academics and WED
 - b. Work with businesses to understand what their needs are, and meet those needs
 - c. Encourage faculty to spend more time working with companies
 - d. Learn what skills students need for employment with certain companies
 - e. Be visible and purposely engaged with statewide economic development activities
 - f. Develop specific course assignments that can benefit businesses
 - g. Have a forum where businesses can come to Ivy Tech and tell us what they need
 9. FURTHER DEVELOP IVY TECH ALUMNI
 - a. Keep track of Ivy Tech alumni
 - b. Foster greater input from alumni and encourage them to mentor current students
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- c. Find out how their education helped and if it was applicable
- 10. LOOK AT OPPORTUNITIES TO LEARN AND TEACH ABOUT "GREEN"
 - a. Position our students and the College to participate in future technologies such as green initiatives
 - b. Learn more about green technologies

STRATEGY 3 SUMMARY

Ensure Optimal Quality and Efficiencies Statewide.

1. EVALUATION OF DISTANCE EDUCATION AND ONLINE COURSES
2. STATEWIDE STANDARDIZATION/CONSISTENCIES
 - a. Quality
 - b. Textbooks
 - c. Courses
 - d. Processes
3. EVALUATION OF STUDENT ADVISING PROCEDURES ACROSS THE STATE
 - a. Consistent registration dates across the state
 - b. Earlier registration mentioned
 - c. Better assessment of remedial skills to ensure student success
4. CAMPUS CONNECT AND BANNER SYSTEMS NEED ATTENTION
5. IT (INFORMATION TECHNOLOGY) ACROSS THE STATE NEEDS EVALUATED
6. BOOKSTORE ISSUES
 - a. Financial Aid issues
 - b. Online bookstore processes need revision
 - c. Fair competition/fair pricing
7. INCONSISTENT RESOURCES/FINANCIAL SUPPORT THROUGHOUT THE STATE
8. TECHNOLOGY ISSUES THROUGHOUT THE STATE, LACKS CONSISTENCY
9. SLOW CURRICULUM PROCESS, LACK OF CLARITY ON HOW PROCESS WORKS
10. CONSISTENT TRAINING FOR EMPLOYEES NEEDED
11. DECISIONS NEED TO BE BASED ON RELIABLE AND VALID RESEARCH
12. COMMUNICATION
 - a. Better communication from top down
 - b. Method of
13. EVALUATE BEST PRACTICES AND IMPLEMENT STATEWIDE

STRATEGY 4 SUMMARY

Ensure an Adequate and Sustainable Resource Base.

1. STAFFING ISSUES
 - a. Not enough Faculty and Staff Positions to support student population
 - b. Competitive pay – ensure we are paying competitive to other institutions and industries as well as more equitable statewide
 - c. Applicant pool and candidate sourcing – are the processes timely enough (i.e. bringing in faculty so close to semester start affects quality)? Are we getting the candidate pool we need? Are we offering the type of educational benefits that keep us competitive (i.e. sabbaticals)
 - d. Growth and Upward Mobility – our employees need to feel that they have the ability to grow with in the college and move up.
2. INCREASE GRANTS
3. TRAINING & DEVELOPMENT

- a. Cross Training.
 - b. Expand training for employees so they know how to answer more questions. This will help people perform their job function much better.
 - c. On boarding (provide effective training for incoming faculty and staff.) It would help if new hires had some idea of what resources are available within the region.
 - d. Mentoring and Job Shadows (Reinstate mentoring faculty mentoring program. Job shadowing a faculty member who is teaching on-line courses would be helpful)
 - e. Until we get more full-time faculty, we need to better support our adjuncts.
4. ALUMNI RELATIONS
- a. Introducing students to the concept of philanthropy.
 - b. Keep track of graduates, track where they end up.
 - c. Build relationships with alumni.
 - d. Solicit money from alumni.
 - e. Stay in the mind of the transfer students so they consider supporting Ivy Tech versus or as well as the 4 year institution.
 - f. Support alumni in a way they become representatives of the college.
 - g. Build community service into the academics so the students understand giving back.
5. GOING GREEN
- a. Be sustainable in a way that is good for the environment; recycle building materials with demos and remodels, expand recycling opportunities.
 - b. Look at the possibility of renting books to students which will save students money and is ecofriendly.
 - c. Are our recycling programs viable in the sense of bringing money in?
6. COMMUNITY PARTNERSHIPS
- a. Build relationships that aid fundraising activities.
 - b. Secure community resources to fund endowed chairs.
 - c. Continue to market the college with community events and encourage community participation)
 - d. Market our impact on communities.
 - e. Engage students and adjuncts in community service; Donate goods and services to community; open up resources for community use.
 - f. Collaborate with other institutions to provide extracurricular activities for students.
 - g. Be active in the professional communities to leverage those resources.
7. CORPORATE PARTNERSHIPS
- a. Collaborate with businesses; build relationships to get access to their resources; Turn to corporate partners for help; establish "sister company" type relationship with businesses willing to donate equipment/resources.
 - b. Allow corporate partners to attend a free class in exchange for sitting on our advisory board, etc.
 - c. We rely on corporate partners for internships and externship (i.e. health sciences).
 - d. Expand partnerships/relationships with WorkOne.
 - e. Offer immediate assistance to companies rather than telling them they'll have trained employees in a few years.
8. TELLING OUR STORY-MARKETING WHAT WE DO
- a. Ensure parents and students understand what Ivy Tech offers.
 - b. Tell our story; define the story (currently it is growth, what do we want it to be in the future).

- c. Secure the legislative resources we deserve; remind them that Hoosier students make Indiana great.
 - d. Make foundation more visible.
 - e. Utilize our students to help tell the story.
 - f. Bring people in from the outside to increase exposure.
9. OPERATIONAL EFFICIENCIES
- a. Equipment – we need to make sure we have the right equipment and that we have allocated resources to upgrade/replace equipment.
 - b. Technology – we need to fix the technology we have (campus connect, banner), get additional technology that works well in the classroom (SmartBoards, netbooks) for all students), and utilize technology to reduce costs (video/teleconferencing and webinars in lieu of face-to-face meetings).
 - c. Standards/Excellence/Efficiency- we need to ensure we our utilizing our current resources most effectively and efficiently, Clarify Job descriptions, Create and streamline processes, Get rid of waste, Focus and adequately support what we have, Ensure we have quality; raise the standards
 - d. Student Needs – we need to ensure we are understanding the needs of students and focusing on supporting those needs. We serve three types of students: (1) the traditional credit student, (2) the non-traditional credit student, and (3) the non-credit student. The key to all of these is economic development.
 - e. Student retention – especially if they aren't accepted into a program (How do we retain those people who don't get into the program they want? Show them the jobs they could have that might be similar)

Regional Inputs: Business and Community Leaders

1. K-12 INITIATIVES NEED TO CONTINUALLY BE NURTURED AND STRENGTHENED
 - a. Make Ivy Tech opportunities well known
 - b. Work with first year college opportunities to mentor and coach them
 - c. Work to make Ivy Tech more accessible to all students – online and hybrid may or may not be the answer, depending on level of computer skills
 - d. Must develop a culture that values and understands the rigor of higher education, within the high schools, for students who can benefit
 - e. We need a K-14 "emphasis"
 - f. Ivy Tech is now better recognized as a viable education alternative for new students and now we need to maximize our effectiveness
 - g. Bridge the gap between high school and four-year institutions
 - h. Share the k-12 successes---seems community might not understand the strength in our partnerships
 - i. Maximize resource sharing where appropriate...facilities/faculty
2. INCREASE COMMUNICATION
 - a. Multiple comments that we're doing a good job at marketing, but also people "don't know what you do" and "these folks in this community could use more info about Ivy Tech" "define your strategic vision," "tell your story more"
 - b. Make sure all students know and understand transfer opportunities
3. DISLOCATED WORKERS
 - a. Ivy Tech is there
 - b. Work closer with jobs that are at risk
 - c. Outreach is needed for those who aren't told about Ivy Tech through pink slips
4. WORKFORCE DEVELOPMENT
 - a. In 10 years Ivy Tech should understand the needs and realities in the workplace and translate it into their programs
 - b. How closely is Ivy Tech regional planning syncing up with the top 50 jobs in the state?
 - c. Make sure our mission is closely in line with what the business and community need – jobs of the future
 - d. Broaden capacity to serve more students
 - e. Do our programs help small business needs?
5. IMPROVE RETENTION
 - a. Work with students who have low self-esteem
 - b. Provide all necessary wrap around services for students
 - c. Utilize successful models of mentoring
 - d. Value message in Marketing
 - e. Increase emphasis of 4-year degree opportunities at entrance of coursework
 - f. Distance Education opportunities need strengthening
 - g. Completion rates versus focus on enrollment
 - h. Share our successes more
 - i. Career Placement
 - j. Certification Benefits

Regional Inputs: Student Government

STRATEGY 1 - Ensure That Students Achieve Their Educational Goals.

1. Institute a student ambassador program
 - a. Students are more likely to tell their problems to another student
2. Students need childcare
3. Students don't know who their advisors are
 - a. Students are taking classes they don't need
 - b. They need to talk to their advisor
 - c. Career assessment should be part of advising
 - d. Advisors need to know students and their goals
 - e. Are the students going into an area they are really interested in?
 - f. Advisors will tell you one thing one day, the next day a different advisor will tell you something different
 - g. Faculty needs to be involved in other matters than just instruction; they are not in favor of student involvement
 - h. College environment needs to include the instructors being more involved. Expand the learning resource center
 - i. Professors are the first to know when a student is struggling academically, they should offer academic counseling
 - j. Adjuncts are not given privileges like offices or the opportunity to advise student groups
4. Some, especially older students don't have basic computer skills
 - a. Add basic computer knowledge to COMPASS testing
 - b. Students need computer skills to be successful and many don't have those skills
 - c. Computer club helps students with homework and computer challenges. They are helping clubs. Webinar sessions are offered to help
 - d. Core classes first, Word, Excel, should be earlier in OFAD because they are needed throughout the program
5. Students are getting the information, but they need more hands on experience
6. Students go to 2-3 different campuses to get the classes they need
 - a. Driving to another campus is hard especially when you don't have a car
 - b. Drive 30-40 miles to campus, gas money is scarce; could lecture classes be offered on video conference so you don't have to drive to campus?
7. Blackboard is always down
8. Not enough space on e-mail. Some campuses will give students more memory; some will not
9. Not enough computers or Wi-Fi on campus
10. Student needs help she can't get especially in a tutoring or math lab
11. Course scheduling consistency. Student needs one class to graduate, but not offered until next summer
12. Staff is unprofessional
13. Learning environment needs to be conducive to learning. Focus on the positive, not the negative

STRATEGY 2 – Ensure that Indiana citizens, workforce, and businesses are globally competitive.

1. Good at teaching us to be knowledgeable but may need to be taught how to act professionally
 - a. Need externship experience and sites
 - b. Diversify their opportunities, his program objective and suspected employer closed, ending his career opportunity
2. Ivy Tech needs to promote itself better. Ivy Tech is in your community, this is what we offer. Some people don't even know where Ivy Tech is, much less what it does
3. Membership should be offered to students in professional organizations that apply to their program or career field.
 - a. ACM and other associations should be offered on campus
4. Entrepreneurship program needs to be offered
 - a. Taught by someone that has not owned their own business
 - b. Need to learn how to start and run a business
5. Need to learn about or travel to other places especially different cultures
 - a. International club is comprised of students from different countries and cultures. These students need more attention from staff and faculty
 - b. Culture club in Valpo helps with information and retention
 - c. Latino Student Union is working on a culture fair. Helps students understand their cultural view
6. Students should sign a contract from the college stating they can finish their program in 2 years
7. Starting a Starfish Academy to mentor children

STRATEGY 3 - Ensure Optimal Quality and Efficiencies Statewide.

1. We have too many adjunct faculty
 - a. Some programs have more full-time faculty than others
 - b. We need to keep good quality teachers
 - c. Some faculty are not adequate
 - d. Can adjuncts be preferred for full time positions over new hires?
2. Inconsistent resources statewide
 - a. Some campuses have resources that others don't have
 - b. We need to network to talk about the positives and how to make those resources available on a statewide basis
3. We need President Snyder and Dr. Young to help our campus administration understand that student governments throughout the system should have the same benefits. Students should not be told they can't do something when they see other campuses doing it
4. Need consistent dates for registration and payments statewide
 - a. Inconsistent communication, when enrollment is closed, students think they can't drop/add. Some students were allowed and others were not
5. Nursing students have mandatory clinical, but the students are not really getting the experience they need. Some hospitals won't let us do anything. Hospitals need to provide clear expectations
6. Classes were cancelled that were needed for graduation, can programs that are not full, be marketed more?
7. Are we checking to see what we are putting out? Faculty need to know what knowledge students are leaving with (Capstone testing)

8. Can books be consistent statewide? Many students can't sell back books. Prices that are marked in the store are not the same price that you are charged when you go to the cash register
 - a. Inconsistency in bookstore prices, even at the same region
 - b. Uniforms in medical programs have been taken over by Follett and there were many problems
 - c. Why does Follett charge more than IU for the same book with the same ISBN#?
 - d. Tried to work with Follett, but they were unwilling . Follett took the CD out of book and charged for the CD separately from the book. They would not take the book back without the CD
9. Debit cards have problems, hard to transfer money to checking account. You can only use them on campus. (Terre Haute)
 - a. Too many charges when you use the card
 - b. Your refund does come faster when you have the debit card
10. Communication
11. Fix problems to create proud graduates that want to give back to Ivy Tech Community College

STRATEGY 4 - Ensure an Adequate and Sustainable Resource Base

1. When companies send employees for training, we need to create better partnerships with those companies encouraging donations to the foundation
2. Adjuncts need office space. They are willing to work with and tutor students, but they don't have a work space
3. Students need to volunteer in the community
 - a. We need to have school activities in the community to provide community service and ask for donations
 - b. Promote students to help in community with younger children, help them learn to read or do math. Don't create another program, but work with a local community agency that has these types of programs
 - c. Work with 15-18 year old recovering drug addicts. Reward youth that are trying to better themselves
 - d. Student involvement is the key to student success
 - e. Partner with local community foundations
4. Staff and faculty need to be professional to work out student problems
5. If students don't get their comments in, can they provide them in writing?
6. We are bigger and have more students, why are we staffed the same?
7. If the college influences the economy, we should be recognized for that
 - a. A parking lot to put issues we are working on
8. We need expanded hours
9. We have flat screen TVs, the money could have been spent better

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Appendix D

2013 Strategies, Objectives, Metrics, Baselines, Targets, Initiatives, and Notes

- Strategy 1** Ensure that Students Achieve their Educational Goals
(Champion: Don Doucette)
- Strategy 2** Ensure that Indiana Citizens, Workforce, and Businesses
Are Globally Competitive (Champion: Susan Brooks)
- Strategy 3** Ensure Optimal Quality and Efficiencies Statewide
(Champion: Tina Gross)
- Strategy 4** Ensure an Adequate and Sustainable Resource Base
(Champion: Jeff Terp)

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Appendix D: Objectives, Metrics, Baselines, Targets, Initiatives, and Notes

Strategy 1 - Ensure that students achieve their educational goals

Objectives	Metrics		Targets				
			Baseline	2011	2012	2013	
1.1 Improve rates at which students persist from semester to semester.	1.1.1	Fall to spring persistence ¹	70.4%	71.5%	73.0%	74.6%	
	1.1.2	Fall to fall persistence ¹	49.2%	50.5%	52.5%	55.0%	
1.2 Improve rates at which students successfully complete remedial courses.	1.2.1	Percent of remedial course enrollments completed successfully ² (with grade of A, B, C or P)	Math	55.3%	58.0%	62.0%	66.4%
			Reading	58.7%	63.0%	69.0%	76.7%
			Writing	59.1%	63.0%	68.0%	75.5%
1.3 Improve rates at which students identify their educational goals and develop plans to achieve them.	1.3.1	Percentage of students identifying their educational goals and developing plans to achieve them	By 6/30/10	25%	50%	100%	
1.4 Improve rates at which students transfer to four-year institutions.	1.4.1	Number of students who transfer Ivy Tech credit hours to four-year institutions ³	4,944	7,000	9,000	12,000	
	1.4.2	Average number of credit hours students transferred to four-year institutions ³	18.2	20.0	23.0	27.0	
	1.4.3	Rate at which students transfer ⁴	15.4%	16.0%	18.0%	21.0%	

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Appendix D: Objectives, Metrics, Baselines, Targets, Initiatives, and Notes

Objectives	Metrics	Targets			
		Baseline	2011	2012	2013
1.5 Improve rates at which high school students enroll in and successfully complete dual enrollment courses	1.5.1 Number of students enrolling in one or more dual enrollment courses ⁵	16,569	19,000	22,000	25,000
	1.5.2 Percent of dual credit enrollments successfully completed ⁵ (with grade of A, B, C or P)	By 6/30/10	70.0%	75.0%	80.0%
Overall Metrics for Strategy 1	1.0.1 Rate at which students achieve their educational goals	By 6/30/10	By 6/30/10	By 6/30/10	By 6/30/10
	1.0.2 Annual number of students completing certificates or degrees (Ivy Tech College-wide)	8,250	10,000	12,000	15,000
	1.0.3 Rate at which students complete certificates or degrees within 3 years (AtD cohort-based)	9.1%	12.0%	15.0%	20.0%

¹ ATD 2008 Cohort.

² Year 1 of 2007 Cohort.

³ From ICHE for the 2006-07 academic year, not Cohort based.

⁴ General 2005 Cohort followed for 13 years.

⁵ IR data for the 2008-09 academic year.

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Appendix D: Objectives, Metrics, Baselines, Targets, Initiatives, and Notes

Strategy 1 Initiatives

College Initiatives				
Initiatives	Criticality (1 = Highest)	Launch Year	Projected 3-Yr Cost	Co-Champions
1a Implement student preparedness policies and practices that enable students to be ready to learn on the first day of class	1	2010-11	\$200K	Ben Harris , Sellersburg Ben Young , Student Affairs/Provost
1b Expand and improve learning support services for all ASA courses	1	2010-11	\$2M	Mary Lewellen , Muncie Kathryn Waltz-Freel , South Bend
1c Implement successful scheduling, curriculum and instructional practices in all ASA disciplines throughout the College	1	2010-11	\$200K	Pam Lewis , Kokomo Rod Brown , Indianapolis
1d Implement mandatory support services for selected high-risk students	1	2010-11	\$0	Kathryn Waltz-Freel , South Bend Mary Lewellen , Muncie
1e Develop and implement a comprehensive academic advising system	1	2010-11	\$3M	Delores Hazzard , Richmond Chuck Lepper , Student Affairs/Provost
1f Develop and implement college incentives to encourage students to complete associate degrees prior to transfer	3	2011-12	\$1M	Andrew Takami , Sellersburg Bryan Newton , Student Affairs/Provost

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College Initiatives				
Initiatives	Criticality (1 = Highest)	Launch Year	Projected 3-Yr Cost	Co-Champions
1g Simplify and reduce unnecessary variation in the College's transfer-oriented programs	3	2011-12	\$50k	Chuck Philip , South Bend Mary Ostrye , Academics/Provost
1h Develop a common general education core for the College's transfer-oriented associate degree	3	2011-12	\$50k	Robert York , Sellersburg Mary Ostrye , Academics/Provost
1i Expand and improve quality of dual enrollment courses offered by Ivy Tech	2	2010-11	\$3M	Bonnie Willy , Anderson John Newby , Academics/Provost
1j Implement strategies to align curricula, academic rigor, assessment and communications for successful transition from high school to college	3	2010-11	\$500K	David Bouck , Lafayette John Newby , Academics/Provost
1k Participate in statewide data systems and tracking of dual enrollment student success	3	2011-12	\$100K	Anne Niebrugge , Student Affairs/Provost Karen Stanley , Institutional Research
1l Design and implement a process for tracking WED to academic student enrollments and integration of curriculum and certifications	3	2011-12	\$100K	Heather Higgs , WED Susan Newman-Bourne , Academics/Provost

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Appendix D: Objectives, Metrics, Baselines, Targets, Initiatives, and Notes

Additional Notes on the Strategy 1 Initiatives

Initiatives	Topics and Issues to Consider
<p>1a. Implement student preparedness policies and practices that enable students to be ready to learn on the first day of class</p>	<ul style="list-style-type: none"> • Policies may require application, enrollment, financial aid, payment, orientation, placement testing, advisement, registration, and acquisition of textbooks prior to first day of class. • Policy review may include consideration of sequencing and possible deadlines or prerequisite preparation. • Policy changes may require changes in college processes, including admissions, testing and placement, advising, registration, orientation, financial aid, payment, etc. • Policies will consider modeling best practices from other colleges, specifically Achieving the Dream (ATD) colleges that have documented successful experiences. • The focus of these interventions is to reduce attrition and failure in the first semester of enrollment—the semester of highest risk for students enrolling for the first time in college. • Expert intervention design teams will be formed to address issue.
<p>1b. Expand and improve learning support services for all ASA courses</p>	<ul style="list-style-type: none"> • Students report the need for more support services to succeed in developmental courses. • Successful practices in providing support services have been documented in remedial Math pilots and might be applied across all remedial courses, including Reading and Writing. • Other strategies and interventions suggested by student focus groups will be considered. • Review experiences of ATD colleges to determine opportunities for improvements and successful interventions. • Expert intervention design teams will be formed to address issue.

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Initiatives	Topics and Issues to Consider
<p>1c. Implement successful scheduling, curriculum and instructional practices in all ASA disciplines throughout the College</p>	<ul style="list-style-type: none"> • Successful scheduling practices, for instance, scheduling a two-course remedial sequence in successive 8-week blocks, has been demonstrated to support student completion by reducing time to completion in math pilots. These practices need to be considered for application to Reading and Writing. • Imbedding remediation in entry-level technical courses has also been demonstrated as a successful strategy in Math and might be applied to Reading and Writing. • Review experiences of ATD colleges to determine opportunities for improvements and successful interventions. • Expert intervention design teams will be formed to address issue.
<p>1d. Implement mandatory support services for selected high-risk students</p>	<ul style="list-style-type: none"> • Success rates for students who place in the lowest levels of remedial courses are extremely low, as are success rates for students who require remediation in multiple skills. • Some ATD colleges have experienced success with requiring these high risk remedial students to enroll in additional college preparation courses, to enroll in remedial courses in the first semester, or other interventions. • Other strategies and interventions suggested by student focus groups will be considered. • Review experiences of ATD colleges to determine opportunities for improvements and successful interventions.

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Appendix D: Objectives, Metrics, Baselines, Targets, Initiatives, and Notes

Initiatives	Topics and Issues to Consider
<p>1e. Develop and implement a comprehensive academic advising system</p>	<ul style="list-style-type: none"> • Key to ensuring that students complete their educational goals is to help students define their goals and then develop educational plans to attain them. • Advising is key to student success and goal attainment. • Advising is a challenge for the College because of the sheer volume of students enrolling in the College. • There are multiple models for providing advising with limited resources used by College regions. • The role of advisors, faculty and others in providing advising varies by region. • A common best-practice model for providing advising to students has been worked by student development staff and needs to be considered for college-wide implementation. • Systems for identifying students most in need of advising have been proposed, and some developed and implemented. • The role of technology in providing students with good information and reliable advice needs to be further developed. • Students require career counseling in addition to academic advising in order to identify goals and develop educational plans.

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Initiatives	Topics and Issues to Consider
<p>1f. Develop and implement college incentives to encourage students to complete associate degrees prior to transfer</p>	<ul style="list-style-type: none"> • There are currently no incentives to students to complete associate’s degrees before transfer, that is, no statewide incentives for improved admissions, transfer and articulation or financial aid/scholarships upon transfer with a completed degree. • There are a few examples of such incentives (Ivy Tech-Richmond and IU-East) in the state, and many more in practice across the country. • The ATD State Policy Team is addressing possible state policy incentives to complete associate degrees before transfer. • Institutional incentives to students might also be considered, for instance, financial incentives in the second year. • Student engagement opportunities, including such activities as service projects, student government, honors college, and other student clubs, have been demonstrated to increase student retention into second-year studies. • Providing enriched second-year curriculum is required to retain students through to degree completion before transfer.
<p>1g. Simplify and reduce unnecessary variation in the College’s transfer-oriented programs</p>	<ul style="list-style-type: none"> • Transfer and articulation is overly complicated because of bilateral Ivy Tech regional agreements with individual four-year college or university campuses. • Complexity is nearly impossible for students to understand. • Small regional variation in Ivy Tech degree programs complicates transfer further. • Statewide articulation agreements with four-year institutions and common Ivy Tech program requirements are necessary to reduce complexity and provide clear and predictable transfer pathways for students. • Technology systems require reduction in complexity in order to be effective in providing students information.

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Appendix D: Objectives, Metrics, Baselines, Targets, Initiatives, and Notes

Initiatives	Topics and Issues to Consider
<p>1h. Develop a common general education core for the College’s transfer-oriented associate degree</p>	<ul style="list-style-type: none"> • There is no statewide general education core or state policy that simplifies the completion and transfer of lower-division general education programs from institution to institution. • As a result, Ivy Tech does not have a common general education core that transfers in predictable ways to public four-year institutions. • A common general education core could create more commonality and focus on a key and growing area of curriculum. • A common general education core could improve transfer, and possibly, motivate improved state policy and practice.
<p>1i. Expand and improve quality of dual enrollment courses offered by Ivy Tech</p>	<ul style="list-style-type: none"> • The College has aggressively pursued expansion of dual credit into high schools throughout the State. • Currently, the majority of dual credit is in career and technical programs, but growth is targeted for general education and transfer courses. • The argument is that dual credit not only helps top students accelerate progress toward a degree, but also strengthens the pathway between high school and college.
<p>1j. Implement strategies to align curricula, academic rigor, assessment and communications for successful transition from high school to college</p>	<ul style="list-style-type: none"> • College leadership is actively engaged in trying to strengthen the high school to college pipeline by aligning curriculum, testing and advising. • Communications to high school teachers, counselors, students and their parents need to be improved. • College leadership is participating in the ATD State Policy Team to further strengthen the pipeline and alignment.

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Initiatives	Topics and Issues to Consider
<p>1k. Participate in statewide data systems and tracking of dual enrollment student success</p>	<ul style="list-style-type: none"> • College leadership is actively engaged in the ATD State Policy Team that is pursuing improvements in statewide data systems to track students from K-12 through higher education and careers. • IR regularly provides data to state systems and advises on improved data systems. • Data on transfer students needs to be improved and systematized. • Follow-up of students in the workforce needs to be improved and systematized.
<p>1l. Design and implement a process of tracking of cycling from WED to academic and reverse</p>	<ul style="list-style-type: none"> • Internal systems need to be developed that track students who first encounter the College as WED non-credit students, and then become credit students in order to track WED impact. • Transcripts for non-credit enrollment and other activities need to be considered.

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Appendix D: Objectives, Metrics, Baselines, Targets, Initiatives, and Notes

Strategy 2 – Ensure that Indiana citizens, workforce, and businesses are globally competitive

Objectives	Metrics	Targets			
		Baseline	2011	2012	2013
2.1 Become a recognized leader in providing fundamental ¹ , applied ² , and technical ³ knowledge and skills in programs that support Indiana’s citizens and its economy.	2.1.1 Percent of technical and professional development programs with current, validated statewide outcome standards (Lead)	By 6/30/10	50%	75%	100%
	2.1.2 CAAP scores (Lag)	By 6/30/10	0.0 SD > baseline	0.25 SD > baseline	0.5 SD > baseline
2.2 Increase Ivy Tech’s relevance and value to Indiana’s employer community.	2.2.1 Level of appropriate business leader participation in college advisory boards (Lead)	By 6/30/10	25%	50%	100%
	2.2.2 Top 50 Companies survey results (Lag)	By 6/30/10	30% positive	50% positive	70% positive
	2.2.3 Percent of graduates placed in preparation-related jobs	68%	69%	70%	71%
2.3 Strengthen cultural diversity (D), global awareness (A), and international competitiveness (C) among faculty, staff and students.	2.3.1 Curriculum self-audit based on the DAC Methodology ⁴ (see draft initiatives) (Lead)	By 6/30/10	30%	60%	100%
	2.3.2 Advisory Committees survey results based on DAC methodology (Lag)	By 6/30/10	50% positive	70% positive	90% positive

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- ¹ Fundamental knowledge and skills pertain to core academic subjects such as English, reading comprehension, writing (grammar, spelling, etc.), mathematics, science, government/economics, humanities/arts, foreign languages, and history/geography.
- ² Applied knowledge and skills, such as critical thinking/problem solving, oral and written communications, teamwork/collaboration, diversity, information technology application, leadership, creativity/innovation, lifelong learning, professionalism, and ethics, refer to those skills that enable students to utilize fundamental and technical knowledge acquired in school to succeed in the modern workplace and community life.
- ³ Technical knowledge and skills refer to methods, tools, and techniques specific to a given discipline such as computer programming, financial analysis, or welding.
- ⁴ A new methodology for evaluating the extent to which appropriate levels of cultural diversity, global awareness, and international competitiveness (DAC) have become part of College life throughout Ivy Tech (including the content of all relevant courses).

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Appendix D: Objectives, Metrics, Baselines, Targets, Initiatives, and Notes

Strategy 2 Initiatives

College Initiatives				
Initiatives	Criticality (1 = Highest)	Launch Year	Projected 3-Yr Cost	Co-Champions
2a Design and implement a robust process for engaging the employer community	4	2010-11	\$400K	Lea Anne Crooks , Terre Haute Mike Rivera , South Bend
2b Design and implement a proactive statewide needs assessment process	1	2011-12	\$500K	Craig Lamb , Lafayette Vearl Turnpugh , Academics/Provost
2c Design and implement a process to ensure our programs advance Indiana’s global competitiveness	3	2011-12	\$0	Sue Smith , Columbus Joe Moore , Madison
2d Design and implement a process to ensure our students are globally competitive	3	2011-12	\$1M	Mary Dentino , Evansville Becky Nickoli , WED
2e Design and implement a continuous learning process for faculty, staff, and students	1	2010-11	\$3M	Taundra Miles , Human Resources Cherry Kay Smith , Academics/Provost

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Appendix D: Objectives, Metrics, Baselines, Targets, Initiatives, and Notes

Additional Notes on the Strategy 2 Initiatives

Initiatives	Topics and Issues to Consider
2a. Design and implement a robust process for engaging the business community.	<ul style="list-style-type: none">• This includes both credit and non-credit programs.• Identify leading companies statewide and communicate list regionally.• Require regional advisory committee representation from each of regional companies on the list.• Establish statewide program advisory committees with representatives from list of leading Indiana companies.• Restructure business/industry advisory groups to include WED and credit programs under one advisory group.• Formalize and implement process for linking students with job placement opportunities.• Assign clear ownership including responsibility, authority and accountability.
2b. Design and implement a proactive statewide needs assessment process.	<ul style="list-style-type: none">• Work with DWD, WorkOne, IEDC, Regional Workforce Boards, LEDOs, statewide WED offices and Academic Affairs to develop specific statewide needs assessment processes.

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Initiatives	Topics and Issues to Consider
<p>2c. Design and implement a process to ensure our programs advance Indiana’s global competitiveness.</p>	<ul style="list-style-type: none"> • Involve program committees in a review of all curricula. • Review all programs for addition of student internships. (May require staff person as internship coordinator.) • Identify and add global and cultural diversity topics in selected courses in all curricula. • Assign clear ownership including responsibility, authority and accountability. • Develop statewide guidelines/benchmarks for program advisory committee structure and composition (to include WED and academic programs under one structure). • Identify specific training programs/courses/programs of study that should be added to ensure global competitiveness.
<p>2d. Design and implement a process to ensure our students are globally competitive.</p>	<ul style="list-style-type: none"> • This includes service learning, internships, study abroad, and coursework in foreign languages, soft skills, and global and cultural awareness. This also includes designing and implementing a methodology for evaluating the extent to which appropriate levels of diversity and global and competitive awareness (DAC) have become part of College life throughout Ivy Tech (including the content of all relevant courses). • Increase global awareness among faculty. • Offer study abroad courses in all regions. • Emphasize service learning activities that promote global awareness and cultural diversity in all programs. • Establish a network of partnerships with foreign colleges to engage faculty and students in communication and projects with students in other countries. • Assign clear ownership including responsibility, authority and accountability. • Develop specific strategies for assuring global competitiveness and assign to task forces for development.

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Initiatives	Topics and Issues to Consider
<p>2e. Design and implement a continuous learning process for faculty, staff and students.</p>	<ul style="list-style-type: none"> • Including externships, sabbaticals, mentoring programs, sharing best practices, and hiring. • Establish and staff a Teaching and Learning Center on all campuses. • Identify topics for professional development. • Establish one-semester sabbaticals for faculty. • Create a statewide curriculum for faculty and staff development. • Establish a schedule of both online and traditional classes for faculty and staff. • Offer professional development workshops/seminars in webinar format for all employees. • Require adjunct and full-time faculty to attend ____ sessions per academic year. • Benchmark other leading CCs for practices related to sabbatical policy. Assign to appropriate office/task force for implementation (significant work done on this policy last year, but implementation was delayed due to budget considerations). • Identify 3-5 best practice institutions (Metropolitan CC has already been suggested) for hiring more diverse faculty and staff. Determine which proven strategies are most likely to be successful for us and assign clear ownership (a task force already devised is looking into this). • Assign specific ownership for a statewide, comprehensive new faculty mentoring system to the Vice Provost for Academic Affairs or other identified individual or task force.

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Appendix D: Objectives, Metrics, Baselines, Targets, Initiatives, and Notes

Strategy 3 – Ensure optimal quality and efficiencies statewide

Objectives	Metrics	Targets			
		Baseline	2011	2012	2013
3.1 Improve quality of students' overall Ivy Tech experience.	3.1.1 CCSSE student satisfaction and engagement scores	42%tile	50%tile	60%tile	70%tile
	3.1.2 Student participation in co-curricular and extracurricular activities	13%	15%	17%	20%
3.2 Implement a disciplined approach to organization and governance in order to optimize effectiveness and efficiency	3.2.1 Faculty and staff awareness and understanding of management processes which enhance their ability to perform ¹	Develop survey by 6/30/10	Grade of B	Grade of B+	Grade of A
	3.2.2 Number of core management, administrative, and academic/WED processes streamlined for efficiencies and effectiveness	N/A	2 processes each	3 processes each	3 processes each
	3.2.3 Cumulative cost savings/efficiency	\$8M	\$12M	\$16M	\$20M
3.3 Achieve efficient and high quality development and delivery of academic and WED programs, courses and service	3.3.1 Quality audit of consistent and duplicative practices across the state ²	Develop audit by 6/30/10	10% variance reduction	10% variance reduction	10% variance reduction
	3.3.2 Value and cost benefit analysis of programs and services	Develop analysis by 6/30/10	Identify 3% of programs ³	Identify 3% of programs	Identify 3% of programs

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Objectives	Metrics	Targets			
		Baseline	2011	2012	2013
3.4 Achieve consistency, cost effectiveness, and quality of online course development and delivery statewide	3.4.1 Enrollee success in comparison to peer institutions as measured by National Community College Benchmarking Project	63%	64%	65%	66%
	3.4.2 Number of online catalog courses that are common statewide	57	Increase by 33%	Increase by 66%	Increase by 100%
3.5 Achieve optimal deployment and performance of human and physical resources appropriate to enrollment	3.5.1 Faculty and staff satisfaction survey re: recruiting, hiring, developing, assessing, training, and retaining	Develop survey by 6/30/10	+0.25 on a 5.0 scale	+0.25 on a 5.0 scale	+0.25 on a 5.0 scale
	3.5.2 Faculty and staff ratios (comparable to peer institutions in high need areas)	By 6/30/10	35%tile	40%tile	45%tile
	3.5.3 Number of regions with optimal space and physical resources	By 6/30/10	+1	+2	+2
	3.5.4 Number of faculty involved in standing statewide committees	By 6/30/10	+10%	+10%	+10%

¹ Use the Good to Great survey as appropriate.

² Audit conducted by June 30, 2010.

³ Identify lowest value programs and eliminate from curriculum.

⁴ ACT survey data is only available every 2 years, therefore the 2011 target is for 2009 activity and the 2013 target is for 2011 activity.

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Strategy 3 Initiatives

College Initiatives				
Initiatives	Criticality (1 = Highest)	Launch Year	Projected 3-Yr Cost	Co-Champions
3a Develop and implement the Ivy Experience for students	3	2010-11	\$750K	Jill Muegge , Indianapolis Ben Young , Student Affairs/Provost
3b Document, update, streamline, and communicate College's processes	1	2010-11	\$500K	Tom McCool , Lafayette Bill Morris , Office of the President
3b1. Management processes	1	2010-11		
3b2. Administrative processes	1	2010-11		
3b3. Academic and WED program, course, and services offerings processes	1	2010-11		
3c Develop and implement a "Saving Ivy Green" campaign	3	2010-11	\$0	Dawn Thostesen , Gary Jim Hudson , Office of the President
3d Become premier provider of Community College distance education	1	2010-11	\$0	Jeff Pittman , Terre Haute Kara Monroe , Academics/Provost
3e Add full-time faculty and staff consistent with a comprehensive and sustainable staffing model	1	2010-11	\$15M	Alisha Aman , Evansville James Ahern , Evansville

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3f	Implement a program to optimize space and physical resource utilization	2	2010-11	\$1M	Russ Baker , Fort Wayne Dick Tully , Office of the President
3g	Develop college-wide quality standards	3	2010-11	\$300K	Rita Shourds , Sellersburg John Roberts , Columbus

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Additional Notes on the Strategy 3 Initiatives

Initiatives	Topics and Issues to Consider
<p>3a. Develop and implement the Ivy Experience for students</p>	<ul style="list-style-type: none"> • Includes all aspects of their comprehensive experience of an Ivy Tech student outside of the classroom including creating a student-friendly enrollment process, enhanced advising processes, assessment, and co-curricular and extra-curricular participation opportunities. • Streamline enrollment process. • Faculty office hours. • Standard student orientation. • Student-friendly tutoring hours. • Prepare and educate students for a timelier submission of financial applications. • Response to students within 24 hrs for voice and e-mail questions. • Use call center to answer more general questions. • Consistent and accurate messages on enrollment questions. • Improve Bookstore operations. • On-going quality improvement efforts in all areas. • Find modifications and enhancements in Banner that will bring better student experience and better reporting for staff. • Campus Connect—is it effective? • Address Blackboard concerns and evaluate as an on-going student platform. • Increase support services related to student life such as transportation, day care, etc. • Address any existing campus security weaknesses.

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Initiatives	Topics and Issues to Consider
<p>3b. Document, update, streamline, and communicate College’s processes</p> <p>3b1. Management processes</p> <p>3b2. Administrative processes</p> <p>3b3. Academic and WED program, course, and services offerings processes</p>	<ul style="list-style-type: none"> • Includes identifying and implementing a common process improvement methodology and establishing a best practices database. • Published org chart. • Streamlining the College’s approval process. • Identify and communicate decision making processes. • Steps for updating policies. • Steps for submitting potential suggestions by faculty and staff. • Identifying functions for Six Sigma review and implementation. • Evaluation and streamlining of financial aid application, awarding, and disbursement processes.
<p>3c. Develop and implement a “Saving Ivy Green” campaign</p>	<ul style="list-style-type: none"> • Includes all aspects of cost savings and enhanced efficiency standards—procurement, outsourcing, database of common resources, regional/staff initiatives, etc. • Driving a cost savings program down to all employees. • Employee suggestion process. • Centralized purchasing initiatives. • Evaluation of value-added outsourcing opportunities. • Implement new recycling programs. • Streamlining processes for staff savings. • Evaluation of class sizes and services where savings can be recognized. • Evaluation of lowest value programs.

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Initiatives	Topics and Issues to Consider
3d. Become premier provider of Community College distance education	<ul style="list-style-type: none"> • Online support services (including tutoring, identity authentication, etc.). • Student readiness for online environment (orientation and assessment). • Course development process for statewide courses. • DE Registration and Funding Models. • Adopt an outcomes focus.
3e. Add full-time faculty and staff consistent with a comprehensive and sustainable staffing model	<ul style="list-style-type: none"> • Comprehensive staffing model includes recruiting, hiring, developing, assessing, training, and retaining faculty and staff based on best practices benchmarks. • Need to determine whether the 50% FT to PT faculty ratio target is achievable.
3f. Implement a program to optimize space and physical resource utilization	<ul style="list-style-type: none"> • Review of the College’s funding model and regional allocations. • Adequate lab space and equipment. • Adequate technology. • Adequate facilities. • Adequate library resources and staff. • Comprehensive review of Ivy Tech facilities and space standards. • Determine whether additional College resources should be allocated to “substandard” facilities.

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Appendix D: Objectives, Metrics, Baselines, Targets, Initiatives and Notes

Strategy 4 – Ensure an adequate and sustainable resource base

Objectives	Metrics	Targets			
		Baseline	2011	2012	2013
4.1 Achieve a sustainable funding model	4.1.1 Increased revenues from State ¹	\$0	\$12M	\$25M	\$40M
	4.1.2 Growth in other voluntary funding and contributions ¹	\$0	\$1M	\$2M	\$3M
	4.1.3 Value of grants	\$22M	\$28M	\$37M	\$52M
	4.1.4 Profit from business and entrepreneurial opportunities ¹	\$0	\$150K ²	\$300K ²	\$500K ³
4.2 Increase alumni contributions and promote alumni pride and participation	4.2.1 Accuracy of alumni and alumni donor lists ^{4,9}	By 6/30/10	Cut the gap 50%	Cut the gap 50%	Cut the gap 50%
	4.2.2 Percent of active alumni participants ^{4,9}	By 6/30/10	2 x baseline	4 x baseline	8 x baseline
	4.2.3 Value of alumni donations	\$225K	\$500K	\$900K	\$3M
4.3 Strengthen engagement and partnerships with external stakeholders	4.3.1 Number of external stakeholders active in Ivy Tech ⁵	By 6/30/10	+10%	+10%	+10%
	4.3.2 Number of hours of external civic engagement by staff, faculty, and students ⁶	By 6/30/10	+10%	+10%	+10%
	4.3.3 Number of companies served ⁷	1,030	1,288	1,609	2,012

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Appendix D: Objectives, Metrics, Baselines, Targets, Initiatives and Notes

Objectives	Metrics	Targets			
		Baseline	2011	2012	2013
	4.3.4 Percent of WorkOne educational and training dollars received by Ivy Tech ⁸	By 6/30/10	+10%	+10%	+10%
	4.3.5 Number of Ivy Tech Regions successfully implementing higher education collaboration model	1	7	10	13
4.4 Develop and sustain a culture of common focus and discipline	4.4.1 Results of an annual Good-to-Great survey ⁹ among faculty and staff	By 6/30/10	0.5 points above baseline	0.75 points above baseline	0.85 points above baseline

- ¹ Existing 2010 data.
- ² All from WED and none from entrepreneurial activities.
- ³ Half from WED and half from entrepreneurial activities.
- ⁴ Not currently being measured systematically.
- ⁵ Still need to finalize who are stakeholders (advisory board members, facility guests/users, strategic partners, etc.) and what constitutes active.
- ⁶ Extend Bloomington region’s methods for collecting data and establish baseline at the end of 2009-2010.
- ⁷ Use current data.
- ⁸ 2010 baseline is 50%.
- ⁹ Baselines to be established prior to plan implementation.

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Appendix D: Objectives, Metrics, Baselines, Targets, Initiatives and Notes

Strategy 4 Initiatives

College Initiatives				
Initiatives	Criticality (1 = Highest)	Launch Year	Projected 3-Yr Cost	Co-Champions
4a Implement a comprehensive alumni engagement program	5	2010-11	\$450K	Greg Aaron , Kokomo Teresa Goddard , Foundation
4b Implement a comprehensive approach to developing and nurturing external partnerships	3	2010-11	\$525K	Randy Proffit , Columbus J.D. Lux , Office of the President
4c Establish a comprehensive and fully capable grants office	1	2010-11	\$500K	Val Eakins , Fort Wayne Becky Nickoli , WED
4d Communicate and leverage the linkage between Ivy Tech’s academic and Indiana’s economic success	1	2010-11	\$0	Kim Thurlow , Richmond Jeff Fanter , Office of the President
4e Communicate and leverage the linkage between Ivy Tech academic success and the success of Indiana businesses as they compete in the global marketplace	1	2010-11	\$0	Kim Thurlow , Richmond Jeff Fanter , Office of the President
4f Augment/implement the systems, policies, and procedures necessary to increase sustainable revenues from business and entrepreneurial activities	3	2010-11	\$100K	Danielle Pitzer-Brandon , Columbus David Bathe , Lafayette

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Appendix D: Objectives, Metrics, Baselines, Targets, Initiatives and Notes

College Initiatives				
Initiatives	Criticality (1 = Highest)	Launch Year	Projected 3-Yr Cost	Co-Champions
4g Define and clarify the roles of central office and the regions through employee education/development and change leadership	1	2010-11	\$0	Brenda McLane , Bloomington Ken Bowman , Indianapolis
4h Build supportive Good-to-Great behaviors into the annual performance objectives and expectations for all faculty and staff	1	2010-11	\$0	Jeff Terp , Office of the President Jeff Fanter , Office of the President

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Appendix D: Objectives, Metrics, Baselines, Targets, Initiatives and Notes

Additional Notes on the Strategy 4 Initiatives

Initiatives	Topics and Issues to Consider
<p>4a. Implement a comprehensive alumni engagement program</p>	<ul style="list-style-type: none"> • Look for other successful community college alumni engagement programs that are from schools that do not have sports programs or limited sports programs that do not drive alumni engagement. • Benchmark other CCs for their performance levels, metrics, targets, solicitation methods, communications, tracking and strategies (including how alumni are targeted selectively and including within that how CCs learn what motivates alumni to give). • Assign clear ownership including responsibility, authority and accountability. <ul style="list-style-type: none"> ○ Establish College-wide coordination. ○ Establish regional coordination. ○ Share revenues with the College and regions for activities. <ul style="list-style-type: none"> ▪ Some activities may be best suited to attract participation College-wide. <ul style="list-style-type: none"> • Alumni trips, i.e. Washington DC to visit officials and sight-see. • Support the troops drive—Alumni Blue and Gold Star activities (students that went off to war while enrolled). ▪ Some activities may be best suited to attract participation regionally. <ul style="list-style-type: none"> • Regional events, e.g. Ivy Tech Alumni Day at the 500. • Regional events similar to April in Paris in Indianapolis. • Develop productive means of identifying alumni and tracking various values on ongoing basis. • Research and document what is being done (or not done) currently. • Consider using consulting firm to kick-start program development. • Consider whether initiatives and actions developed will achieve targets.

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Appendix D: Objectives, Metrics, Baselines, Targets, Initiatives and Notes

Initiatives	Topics and Issues to Consider
<p>4b. Implement a comprehensive approach to developing and nurturing external partnerships</p>	<ul style="list-style-type: none"> • Benchmark (clarifying against who and what). • Identify entities with which we want to partner but do not yet have the relationship. • Assign clear ownership including responsibility, authority and accountability. • Research and document what is being done (or not done) currently. ID any strong practices for potential College-wide deployment. • Define and expand all levels of external partnerships including civic, business, public service, and charitable and document success. • Mesh ‘Summit’ initiative input (“develop corporate/community partnerships: resources, facilities, equipment sharing”) with initiative. • Consider whether initiatives and actions developed will achieve targets. • Identify what it is that we want from our partners and what is of mutual benefit to them as well.
<p>4c. Establish a comprehensive and fully capable grants office</p>	<ul style="list-style-type: none"> • Develop clear picture of current grants situation: Level, type, length, alignment with College Mission, Vision, and Strategies. • Benchmark against grants activity and success in similar community colleges, both by regional and by centralized awards. • Assign clear ownership including responsibility, authority and accountability. • Research and document what is being done (or not done) currently. ID any strong practices for potential College-wide deployment. • Consider using consulting firm(s) to launch Strategy 4 program initiatives, to assess resource requirements to achieve targets, and as potential grant-writing and/or management resource. • Acquire resources necessary to achieve targets.

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Appendix D: Objectives, Metrics, Baselines, Targets, Initiatives and Notes

Initiatives	Topics and Issues to Consider
<p>4d. Communicate and leverage the linkage between Ivy Tech’s academic and Indiana’s economic success</p>	<ul style="list-style-type: none"> • Locate Work One office within the College’s facilities where practical. • Assign clear ownership including responsibility, authority and accountability. • Build upon existing research and past marketing and communications but focus on achieving confirmation of the linkage in the minds of relevant stakeholders. Demonstrate the causal relationships. • (From Summit) Build legislative support by linking Ivy Tech’s success to business/State success.
<p>4e. Communicate and leverage the linkage between Ivy Tech academic success and the success of Indiana businesses as they compete in the global marketplace</p>	<ul style="list-style-type: none"> • Assign clear ownership including responsibility, authority and accountability. • The College already belongs to several professional associations that focus on how to build partnerships with international companies and sister colleges in other countries – we should explore how those associations can help us with this initiative. • Build upon existing research and past marketing and communications but focus on achieving confirmation of the linkage in the minds of relevant stakeholders. Demonstrate the causal relationships. • Identify select businesses with less than satisfactory positions in the global marketplace and develop partnerships to improve their performance based on utilization of Ivy Tech resources. • Include global businesses in the academic program advising committees.
<p>4f. Augment/implement the systems, policies, and procedures necessary to increase sustainable revenues from business and entrepreneurial activities</p>	<ul style="list-style-type: none"> • Assign clear ownership including responsibility, authority and accountability. • Benchmark other CCs and universities to identify systems, policies and procedures that drive high levels of sustainable performance. Identify related metrics, targets, solicitation methods, communications, tracking and strategies.

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Appendix D: Objectives, Metrics, Baselines, Targets, Initiatives and Notes

Initiatives	Topics and Issues to Consider
<p>4g. Define the roles of central office and the regions through employee education/development and change leadership</p>	<ul style="list-style-type: none"> • Assign clear ownership including responsibility, authority and accountability. • Communicate the roles of the central office (President’s Office, Provost’s Office, etc.) to determine a uniform reference. • Consider hiring a consulting firm to facilitate. • Leverage Summit feedback. • Increase relevant communications productively. • Focus on managing expectations while building inclusion and unified energy toward actions to achieve desired Accelerating Greatness outcomes. • Training of all employees on change management process.

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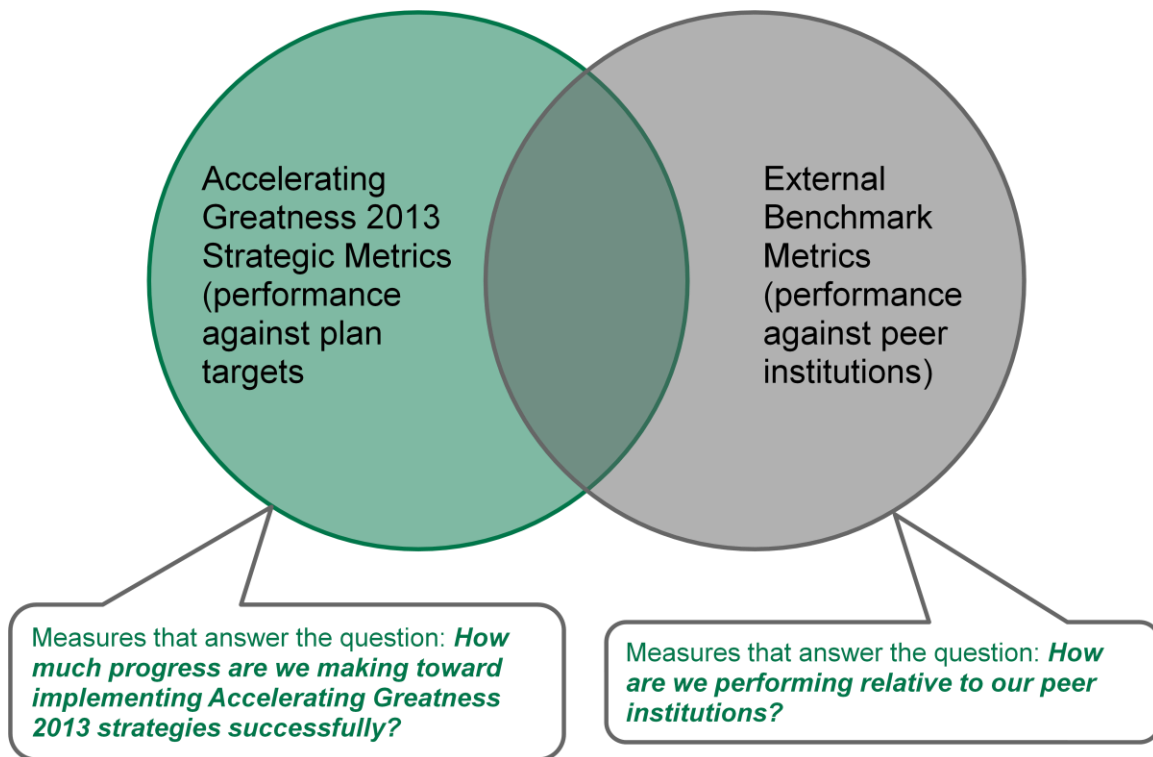
Appendix D: Objectives, Metrics, Baselines, Targets, Initiatives and Notes

Initiatives	Topics and Issues to Consider
<p>4h. Build supportive Good-to-Great behaviors into the annual performance objectives and expectations for all faculty and staff</p>	<ul style="list-style-type: none"> • Assign clear ownership including responsibility, authority and accountability. • Identify unacceptable organizational behavior causes and address them. • Develop objectives that are One College and Accelerating Greatness outcome-oriented and eliminate silo-based objectives. • Realign budget-setting principles with One College and Accelerating Greatness outcome orientation. • Provide ongoing education to all regarding funding basis and budget performance with intent to minimize behavior contrary to achieving desired outcomes. • Eliminate or greatly reduce objectives and activities that are not aligned directly to achievement of Accelerating Greatness objectives (i.e., eliminate non-value-added activities wherever possible to allow for focus on value-added activities) ... don't add a new set of tasks on top of existing unless existing are carefully examined to ensure they must continue. • Define what are College-wide, agreed-upon "non-value-added-activities (may be very different form the points of view of staff (College-wide and regional), Deans, PC's, and faculty). • Consider hiring a consulting firm to facilitate.

Appendix E Executive Scorecard

The following figure depicts the approach taken to developing an executive scorecard for Accelerating Growth 2013.

The left hand circle represents a set of metrics developed using Balanced Scorecard



methodology (currently best practice). The right hand circle then covers metrics chosen specifically by College leadership to compare Ivy Tech with accepted peer institutions.

Strategic Metrics

Using Balanced Scorecard methodology to develop an executive scorecard for Accelerating Growth 2013 starts with a “strategy map.” a visual depiction of the strategy created by organizing the objectives into five categories:

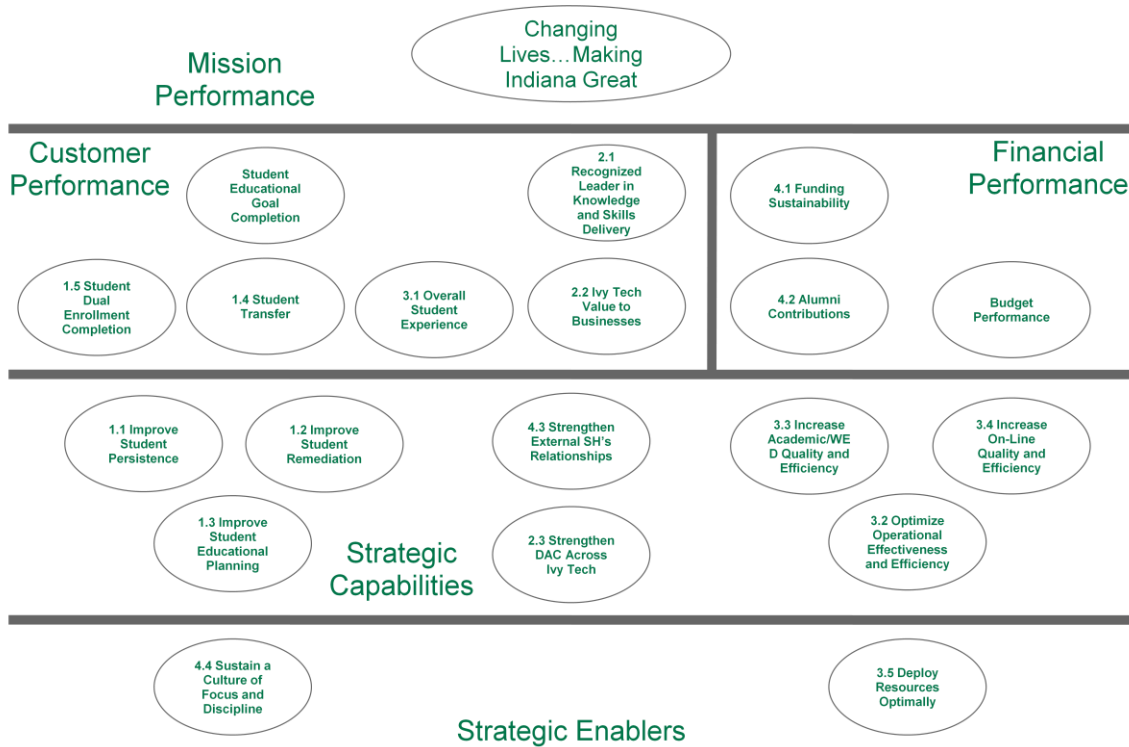
Mission Performance	Results pertaining to Ivy Tech’s overall impact on Indiana’s citizens, workforce, and businesses and the State’s economy
Customer Performance	Results as seen by Ivy Tech “customers” (primarily students and businesses)
Financial Performance	Results pertaining to Ivy Tech’s ability attract the financial resources it needs and operate within its budget
Strategic Capabilities	The systems, processes, and procedures Ivy Tech uses to deliver its programs and courses, serve the needs of Indiana’s businesses, and operate efficiently and effectively
Strategic Enablers	Characteristics of Ivy Tech as an organization that render the College’s strategic capabilities robust, predictable, and repeatable

Causal relationships exist among these five categories. For example, Ivy Tech’s success with its mission is caused by the College’s success with fulfilling the needs of its customers (*achieving greatness*) and its ability to attract and utilize its financial resources wisely (*sustaining greatness*). The extent to which the College can continue achieving desired levels of customer and financial performance depends on the strength and continuity of its strategic capabilities. And the Ivy Tech’s strategic capabilities will only be robust, predictable, and repeatable if its strategic enablers are robust, predictable, and repeatable themselves.

Changing Lives and Making Indiana Great

Appendix E: Executive Scorecard

Placing the objectives where they fit best within this causal structure, the Accelerating Greatness 2013 Strategy Map is shown in the following figure.



The five Customer Performance objectives define the results students and businesses will see when the plan is fully implemented. There is also an additional placeholder in this portion of the map to accommodate a metric assigned directly to Strategy 1 rather than to a specific objective (as is the case with the objectives and metrics for the other three strategies). The two Financial Performance objectives define the financial results Ivy Tech must achieve for the College to have sustainable income streams. The eight Strategic Capabilities objectives define what the College must be able to accomplish continuously from course delivery, student, and external perspectives to succeed from customer and financial perspectives. And the two Strategic enablers define foundational cultural and resource deployment capabilities required for the entire strategy to succeed.

Metrics from Appendix D were then chosen for each of the objectives in the strategy map. Drawing on another feature of Balanced Scorecard Strategy Maps, results in the upper levels (mission, customer, and financial portions) lag results in the lower portions of the map. That is, changes in the lower portions of the map are evident before changes in the upper portions. This is an inherent feature of any causal system, and in organizational systems effects can lag causes by days, months, or years because of the complexity of the underlying human dynamics. Thus the metrics in the mission, customer, and financial portions of the map might be called “Outcome Metrics,” and those from the capabilities and enablers portion of the map might be called “Input Metrics” where the outcome metrics indicate the overall performance of the plan. The input metrics become useful as diagnostic tools if one or more of the outcome metrics indicate performance below expectations. Otherwise, the outcome metrics tell the story, and it is these metrics that comprise the Executive Scorecard shown in the following table:

Objectives	Executive Scorecard Metrics
Strategy 1 Overall Metric	1.0.1 Rates at which students achieve their educational goals
1.4 Improve the rates at which students transfer to four-year institutions	1.4.3 Rate at which students transfer
1.5 Improve rates at which high school students enroll in and successfully complete dual enrollment courses	1.5.2 Percent of students successfully completing Ivy Tech dual enrollment courses

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Appendix E: Executive Scorecard

Objectives	Executive Scorecard Metrics
2.1 Become a recognized leader in providing fundamental, applied, and technical knowledge and skills in programs that support Indiana’s citizens and its economy	2.1.1 Percent of technical and professional development programs with current, validated statewide outcome standards
2.2 Increase Ivy Tech’s relevance and value to Indiana’s employer community	2.2.2 Top 50 Companies survey results
3.1 Improve quality of students’ overall Ivy Tech experience	3.1.1 CCSSE student satisfaction and engagement scores
4.1 Achieve a sustainable funding model	4.1.1 Increased revenues from State 4.1.2 Growth in other voluntary funding and contributions 4.1.3 Value of grants 4.1.4 Increased profit from business and entrepreneurial opportunities
4.2 Increase alumni contributions and promote alumni pride and participation	4.2.3 Value of alumni donations

Benchmark Metrics

In the table above the baselines and targets for metrics 1.0.1, 1.4.3, and 3.1.1 have been established relative to peer institutions; hence, they serve as both strategic and benchmark metrics. Five additional benchmark metrics were chosen by College leadership to accommodate the interests and questions of certain key external

stakeholders (e.g., Ivy Tech's State Board of Trustees and Indiana's Commission for Higher Education). These are:

- Enrollment levels by academic program
- Graduation levels by academic program
- Graduation rates by academic program
- Companies served by Ivy Tech
- Individuals served by Ivy Tech

Once the measures are implemented and populated, this scorecard will be integrated into existing top-level governance processes and reviewed and discussed at least quarterly by College leadership.

Appendix F Implementation Priorities

The table in this appendix provides more detail on initiative implementation priorities and budgets:

The raw priority scores (third column from the left) were calculated by evaluating each initiative along two five-point scales: how urgent it is to implement the initiative quickly, and how important the initiative is to the overall success of its parent strategy (with high values signifying higher urgency and more importance). The raw priority score is the sum of these two individual scores. The raw priority score rank then reflects the rank ordering of the raw priority scores. The tentative overall rank for each initiative results from multiplying the launch year by 100 and adding raw priority score rank. While arbitrary in its origin, the tentative overall rank provides useful insight into the order in which the initiatives should be implemented.

The incremental budgetary estimates are divided among the three years of the plan. Cumulative cost column for each of the three years is a tool for deciding how many of the initiatives the College can implement in a given year (given the order of implementation described above). For example, if the total budget for plan implementation during AY 2010-11 is \$12,000,000, funds will be available to implement all initiatives through 3f in the table (along with any initiatives ranked below 3f that don't require any incremental funding).

This information will be used by the Strategy and Initiative champions to develop and resource initiative project plans for implementation beginning on July, 2010.

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Appendix F: Implementation Priorities

Notes:	3-Year Incremental Cost Estimate	Raw Priority Score	Raw Priority Score Rank	Launch Year (1 signifies 2010)	Tentative Overall Rank	Expected Cost to Regions	2010-11 Annual Cost	2010-11 Cumulative Costs	2011-12 Annual Cost	2011-12 Cumulative Costs	2012-13 Annual Cost	2012-13 Cumulative Costs	Future Annual Costs	Future Cumulative Costs	Total Cost
<ul style="list-style-type: none"> Highlighted initiatives should be supported by college-wide work goals. Initiatives not highlighted should be supported by specific work unit goals. Initiatives ordered in terms of Tentative Overall Rank 															
3b1. Document, update, streamline, and communicate College's processes (Management)	167	10	1	1	101	0%	100	100	34	34	34	34	0	0	168
1a. Implement student preparedness policies and practices that enable students to be ready to learn on the first day of class	200	10	1	1	101	100%	200	300	0	34	0	34	0	0	200
4d. Communicate and leverage the linkage between Ivy Tech's academic and Indiana's economic success	0	10	1	1	101	0%	0	300	0	34	0	34	0	0	0

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4e. Communicate and leverage the linkage between Ivy Tech academic success and the success of Indiana businesses as they compete in the global marketplace	0	10	1	1	101	0%	0	300	0	34	0	34	0	0	0
4g. Define and clarify the roles of central office and the regions through employee education/ development and change leadership	0	10	1	1	101	0%	0	300	0	34	0	34	0	0	0
4h. Build supportive Good-to-Great behaviors into	0	10	1	1	101	0%	0	300	0	34	0	34	0	0	0

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<ul style="list-style-type: none"> Highlighted initiatives should be supported by college-wide work goals. Initiatives not highlighted should be supported by specific work unit goals. Initiatives ordered in terms of Tentative Overall Rank 															
the annual performance objectives and expectations for all faculty and staff															
3b2. Document, update, streamline, and communicate College's processes (Administrative)	167	10	1	1	101	0%	100	400	34	68	34	68	0	0	168
3b3. Document, update, streamline, and communicate College's processes (Academic & WED)	167	10	1	1	101	0%	100	500	34	102	34	102	0	0	168
1c. Implement successful scheduling, curriculum	200	10	1	1	101	100%	200	700	0	102	0	102	0	0	200

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<ul style="list-style-type: none"> Highlighted initiatives should be supported by college-wide work goals. Initiatives not highlighted should be supported by specific work unit goals. Initiatives ordered in terms of Tentative Overall Rank 															
and instructional practices in all ASA disciplines throughout the College															
3e. Add full-time faculty and staff consistent with a comprehensive and sustainable staffing model	15,000	10	1	1	101	100%	5,000	5,700	5,000	5,102	5,000	5,102	0	0	15,000
4c. Establish a comprehensive and fully capable grants office	500	10	1	1	101	0%	167	5,867	167	5,269	166	5,268	0	0	500
3d. Become premier provider of Community College distance education	0	10	1	1	101	50%	0	5,867	0	5,269	0	5,268	0	0	0

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Appendix F: Implementation Priorities

Notes:	3-Year Incremental Cost Estimate	Raw Priority Score	Raw Priority Score Rank	Launch Year (1 signifies 2010)	Tentative Overall Rank	Expected Cost to Regions	2010-11 Annual Cost	2010-11 Cumulative Costs	2011-12 Annual Cost	2011-12 Cumulative Costs	2012-13 Annual Cost	2012-13 Cumulative Costs	Future Annual Costs	Future Cumulative Costs	Total Cost
<ul style="list-style-type: none"> • Highlighted initiatives should be supported by college-wide work goals. • Initiatives not highlighted should be supported by specific work unit goals. • Initiatives ordered in terms of Tentative Overall Rank 															
1b. Expand and improve learning support services for all ASA courses	2,000	10	1	1	101	100%	2,000	7,867	0	5,269	0	5,268	0	0	2,000
2e. Design and implement a continuous learning process for faculty, staff, and students	3,000	10	1	1	101	50%	1,000	8,867	1,000	6,269	1,000	6,268	0	0	3,000
1d. Implement mandatory support services for selected high-risk students	0	10	1	1	101	100%	0	8,867	0	6,269	0	6,268	0	0	0
1e. Develop and implement a comprehensive academic advising	3,000	10	1	1	101	100%	3,000	11,867	0	6,269	0	6,268	0	0	3,000

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Appendix F: Implementation Priorities

Notes:	3-Year Incremental Cost Estimate	Raw Priority Score	Raw Priority Score Rank	Launch Year (1 signifies 2010)	Tentative Overall Rank	Expected Cost to Regions	2010-11 Annual Cost	2010-11 Cumulative Costs	2011-12 Annual Cost	2011-12 Cumulative Costs	2012-13 Annual Cost	2012-13 Cumulative Costs	Future Annual Costs	Future Cumulative Costs	Total Cost
<ul style="list-style-type: none"> Highlighted initiatives should be supported by college-wide work goals. Initiatives not highlighted should be supported by specific work unit goals. Initiatives ordered in terms of Tentative Overall Rank 															
system															
3f. Implement a program to optimize space and physical resource utilization	1,000	9	2	1	102	100%	500	12,367	250	6,519	250	6,518	0	0	1,000
1i. Expand and improve quality of dual enrollment courses offered by Ivy Tech	3,000	9	2	1	102	100%	1,500	13,867	1,500	8,019	0	6,518	0	0	3,000
3c. Develop and implement a "Saving Ivy Green" campaign	0	8	3	1	103	100%	0	13,867	0	8,019	0	6,518	0	0	0
1j. Implement strategies to align curricula, academic rigor,	500	8	3	1	103	80%	167	14,034	167	8,186	166	6,684	0	0	500

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Appendix F: Implementation Priorities

Notes:	3-Year Incremental Cost Estimate	Raw Priority Score	Raw Priority Score Rank	Launch Year (1 signifies 2010)	Tentative Overall Rank	Expected Cost to Regions	2010-11 Annual Cost	2010-11 Cumulative Costs	2011-12 Annual Cost	2011-12 Cumulative Costs	2012-13 Annual Cost	2012-13 Cumulative Costs	Future Annual Costs	Future Cumulative Costs	Total Cost
<ul style="list-style-type: none"> Highlighted initiatives should be supported by college-wide work goals. Initiatives not highlighted should be supported by specific work unit goals. Initiatives ordered in terms of Tentative Overall Rank 															
assessment and communications for successful transition from high school to college															
3a. Develop and implement the Ivy Experience for students	750	8	3	1	103	100%	250	14,284	250	8,436	250	6,934	0	0	750
3g. Develop college-wide quality standards	300	8	3	1	103	0%	200	14,484	100	8,536	0	6,934	0	0	300
4f. Augment/implement the systems, policies, and procedures necessary to increase sustainable revenues from business and	100	8	3	1	103	0%	33	14,517	33	8,569	34	6,968	0	0	100

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Appendix F: Implementation Priorities

Notes:	3-Year Incremental Cost Estimate	Raw Priority Score	Raw Priority Score Rank	Launch Year (1 signifies 2010)	Tentative Overall Rank	Expected Cost to Regions	2010-11 Annual Cost	2010-11 Cumulative Costs	2011-12 Annual Cost	2011-12 Cumulative Costs	2012-13 Annual Cost	2012-13 Cumulative Costs	Future Annual Costs	Future Cumulative Costs	Total Cost
<ul style="list-style-type: none"> Highlighted initiatives should be supported by college-wide work goals. Initiatives not highlighted should be supported by specific work unit goals. Initiatives ordered in terms of Tentative Overall Rank 															
entrepreneurial activities															
4b. Implement a comprehensive approach to developing and nurturing external partnerships	525	8	3	1	103	50%	175	14,692	175	8,744	175	7,143	0	0	525
2a. Design and implement a robust process for engaging the employer community	400	7	4	1	104	75%	133	14,825	133	8,877	134	7,277	0	0	400
4a. Implement a comprehensive alumni engagement program	450	6	5	1	105	0%	150	14,975	150	9,027	150	7,427	0	0	450

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Notes:	3-Year Incremental Cost Estimate	Raw Priority Score	Raw Priority Score Rank	Launch Year (1 signifies 2010)	Tentative Overall Rank	Expected Cost to Regions	2010-11 Annual Cost	2010-11 Cumulative Costs	2011-12 Annual Cost	2011-12 Cumulative Costs	2012-13 Annual Cost	2012-13 Cumulative Costs	Future Annual Costs	Future Cumulative Costs	Total Cost
<ul style="list-style-type: none"> Highlighted initiatives should be supported by college-wide work goals. Initiatives not highlighted should be supported by specific work unit goals. Initiatives ordered in terms of Tentative Overall Rank 															
2b. Design and implement a proactive statewide needs assessment process	500	10	1	2	201	80%	0	14,975	250	9,277	250	7,677	0	0	500
2c. Design and implement a process to ensure our programs advance Indiana's global competitiveness	0	8	3	2	203	25%	0	14,975	0	9,277	0	7,677	0	0	0
1k. Participate in statewide data systems and tracking of dual enrollment student success	100	8	3	2	203	0%	0	14,975	50	9,327	50	7,727	0	0	100
1g. Simplify and reduce unnecessary variation in the College's	50	8	3	2	203	100%	0	14,975	50	9,377	0	7,727	0	0	50

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Appendix F: Implementation Priorities

Notes:	3-Year Incremental Cost Estimate	Raw Priority Score	Raw Priority Score Rank	Launch Year (1 signifies 2010)	Tentative Overall Rank	Expected Cost to Regions	2010-11 Annual Cost	2010-11 Cumulative Costs	2011-12 Annual Cost	2011-12 Cumulative Costs	2012-13 Annual Cost	2012-13 Cumulative Costs	Future Annual Costs	Future Cumulative Costs	Total Cost
<ul style="list-style-type: none"> Highlighted initiatives should be supported by college-wide work goals. Initiatives not highlighted should be supported by specific work unit goals. Initiatives ordered in terms of Tentative Overall Rank 															
transfer-oriented programs															
1h. Develop a common general education core for the College's transfer-oriented associate degree	50	8	3	2	203	100%	0	14,975	50	9,427	0	7,727	0	0	50
2d. Design and implement a process to ensure our students are globally competitive	1,000	8	3	2	203	75%	0	14,975	333	9,760	334	8,061	333	333	1,000
1f. Develop and implement college incentives to encourage students to complete associate degrees prior to	1,000	8	3	2	203	100%	0	14,975	1,000	10,760	0	8,061	0	333	1,000

Changing Lives and Making Indiana Great

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Notes: <ul style="list-style-type: none"> Highlighted initiatives should be supported by college-wide work goals. Initiatives not highlighted should be supported by specific work unit goals. Initiatives ordered in terms of Tentative Overall Rank 	3-Year Incremental Cost Estimate	Raw Priority Score	Raw Priority Score Rank	Launch Year (1 signifies 2010)	Tentative Overall Rank	Expected Cost to Regions	2010-11 Annual Cost	2010-11 Cumulative Costs	2011-12 Annual Cost	2011-12 Cumulative Costs	2012-13 Annual Cost	2012-13 Cumulative Costs	Future Annual Costs	Future Cumulative Costs	Total Cost
transfer															
11. Design and implement a process for tracking WED to academic student enrollments and integration of curriculum and certifications	100	8	3	2	203	0%	0	14,975	50	10,810	50	8,111	0	333	100