



Accelerating Greatness 2013

2013 Strategic Plan

Ivy Tech Community College

*Changing Lives
Making Indiana Great*

April 2010

Changing Lives and Making Indiana Great

Table of Contents

2

Table of Contents

Table of Contents	2
A Message from President Snyder.....	3
Summary.....	4
The Context for Accelerating Greatness 2013	8
The 2010 Strategic Plan	9
Good to Great and the Social Sectors	16
Other Priorities and Constraints.....	21
2013 Strategies, Objectives, Initiatives, and Metrics	22
Strategy 1	25
Strategy 2	26
Strategy 3	27
Strategy 4	28
Executive Scorecard	30
Implementation.....	32
Project Management.....	34
Organizational Change Management	34
Governance	35

A Message from President Snyder

Ivy Tech Community College is one of Indiana's greatest success stories. Not only have we grown to become the state's largest college, we are the only singly-accredited statewide community college system in the United States, and we remain the most affordable postsecondary choice in Indiana. Combined with our role as the state's leading workforce training provider, it's clear that no organization plays a more vital role in revitalizing our economy. As Indiana stands ready to lead the nation, Ivy Tech stands ready to lead the way.

Ivy Tech is inspired by the opportunity we have to help build a stronger Indiana, and optimistic about the future. Our new strategic plan—*Accelerating Greatness 2013*—reflects this optimism and details the ambitious goals we have in the coming years. The pages that follow outline the objectives and initiatives that will guide us in executing these strategies. Our true benchmark, however, is the stories of those we serve: our students, the innovative Indiana companies we partner with to improve workforce skills, and the organizations that share our common vision for the future of our state's economy. Collectively, these stories demonstrate the incalculable, unmatched power that education has to *Change Lives*, and the opportunity we all have to *Make Indiana Great*.

We encourage you to follow our progress at www.IvyTech.edu/AcceleratingGreatness. Ivy Tech is *your* community college. *Accelerating Greatness* is *your* strategic plan. I look forward to working with you to make the next chapter of Ivy Tech's history one that will leave an impression for decades to come.

Sincerely,

Thomas J. Snyder

Summary

Since implementation of Ivy Tech's 2010 strategic plan, we have been on a journey to become a "nationally recognized comprehensive community college system" (Strategy 6 of the 2010 plan). Late in 2008 President Thomas S. Snyder raised expectations by challenging the College to become not just a nationally recognized comprehensive community college system, but a *great* nationally recognized comprehensive community college system. In doing so, he invoked the model of for-profit organizational greatness first popularized in 2001 by Jim Collins in his book *Good to Great* and later adapted to social sector organizations in a monograph published in 2005.

In the monograph Collins defines public sector greatness as sustained levels of superior performance in the delivery of an organization's mission and its impact on society. Thus, the ultimate measure of success in the public sector is performance against the mission success rather than a tangible outcome of mission success. Collins' pathway to understanding what mission success or greatness means in actionable terms starts with the social sector version of his "Hedgehog Concept:" the intersection of what an organization is most passionate about, what the organization can do extremely well, and what drives its resource engine.

In our case our mission remains unchanged from the 2010 plan:

To prepare Indiana residents to learn, live, and work in a diverse and globally competitive environment by delivering professional, technical, transfer, and lifelong education. Through its affordable, open access education and training programs, the College enhances the development of Indiana's citizens and communities and strengthens its economy.

Within this context our *passion* focuses on *ensuring that students achieve their educational goals*. While apparently obvious, this rededication to student outcomes rather than inputs (e.g., enrollment levels) represents a significant change in mindset throughout the College. What we can *do extremely well* (and better than any other educational organization throughout the world) is become *one integrated community college transforming Indiana*. The challenges here are “integrated” and “transforming:” achieving and leveraging economies of scale and leadership/managerial alignment throughout the College to maximize the impact of our resources as we contribute to Indiana’s economic success in today’s global environment. And what drives our *resource engine* (our ability to achieve sustainable streams of resources—principally funding and people) is public recognition of the criticality of Ivy Tech’s role in Indiana’s economic future: *unequivocal commitment to Ivy Tech as the difference-maker for Indiana’s economic future*. Thus, to the extent that we can make a distinctive and sustainable difference to Indiana’s economic future by delivering superior levels of performance against our mission, we will attract the resources it requires to continue making this difference.

The intersection of these three convictions then becomes Ivy Tech’s definition of greatness:

Changing Lives
Making Indiana Great

This statement has become both the vision and sub-title of this 2013 strategic plan.

Four strategies were identified by the Strategic Planning Council to address the goals embedded in our Hedgehog Concept: two for achieving greatness and two for sustaining greatness.

Achieving Greatness

Strategy 1 Ensure that Students Achieve their Educational Goals

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

Sustaining Greatness

Strategy 3 Ensure Optimal Quality and Efficiencies Statewide

Strategy 4 Ensure an Adequate and Sustainable Resource Base

Strategies 1 and 2 address the impacts Ivy Tech must have on Indiana, its citizens (including Ivy Tech students) and its businesses for us to become a key player in the State's economic future. Strategies 3 and 4 address, in essence, Ivy Tech's business model: how we generate resources and control quality and costs both to ensure Indiana is receiving the greatest return on its investment in Ivy Tech and to earn the right to continue doing so.

Four Strategy Development Teams were formed to expand upon each of these strategies by developing the necessary and sufficient objectives and initiatives to achieve them, initiative metrics and targets, initiative priorities and budgets, and timelines for implementation over the next three years. Membership of the four Strategy Development Teams is shown in Appendix A. The entire planning project (including the work of the Strategy Development Teams) was directed and coordinated by a Strategic Planning Council also listed in Appendix A. In all cases membership was designed to ensure representative participation among the ranks of faculty and staff throughout the College. In addition, input sessions hosted by the President and the Provost were held in all of the College's fourteen regions allowing all members of the faculty and staff to have a voice in defining the work required to achieve each of the four strategies. Finally,

each initiative has two champions drawn from across the College who are accountable for successful implementation of that initiative including: detailed action planning and budgeting for the initiative, coordination of their work with other initiative champions, and monitoring and reporting progress to the College's Senior Leadership Council (as part of its College-wide governance responsibilities).

Ivy Tech Community College is at a critical juncture in its history. We are Indiana's only community college system, and enrollment has exploded over the past year by 33% to almost 120,000 students. Yet Indiana has had to cut our funding because of the poor economy. Notwithstanding, Accelerating Greatness 2013 calls for us to become a linchpin in turning the State's economy around. This will only come to pass if we are able to create extraordinary levels of commitment and alignment among faculty and staff to our mission, develop synergies among all campuses and regions to deliver on our mission in the most efficient and effective ways possible, and convince Indiana's citizens, businesses, and governments that the State's success depends directly on our success. This is the essence of both Ivy Tech's journey to greatness and this strategic plan.

The Context for Accelerating Greatness 2013

Three sets of information form the basis for this strategic plan: progress on Ivy Tech's 2010 strategic plan, Jim Collins application of his approach to organizational greatness to the social sectors, and other documents defining College priorities and constraints including:

- College-wide key quality indicators and priorities for the 2009-10 academic year.
- Inputs into the 2013 planning process from faculty, staff, and students from all fourteen of Ivy Tech's regions.
- Inputs from business leaders from across the state.
- Feedback from the Higher Learning Commission of the North Central Association of Colleges and Schools regarding the renewal of its accreditation.

All were reviewed by the Strategic Planning Council at the beginning of its work and were used by both Council and the Strategy Development Teams as touchstones in their expansion of the four strategies into objectives, initiatives, and metrics.

The 2010 Strategic Plan

In 2007 Ivy Tech Community College undertook an extensive update of our strategic plan to support both re-accreditation by Higher Learning Commission (the accreditation body of the North Central Association of Colleges and Schools) and efforts to design and implement a robust ongoing strategic planning process at the College level. This update was orchestrated by a Strategic Planning Council comprising a small group of Chancellors and members of the Central Office with the support of teams of educators and administrators from throughout the College addressing College-wide strategies and the integration of existing functional and regional plans. This plan built on the five strategies expressed in the 2003 “A Strategic Vision: Building the Community College for Indiana” to meet current Higher Learning Commission criteria for accreditation and recent legislative mandates expanding the role of the College in the State. To better meet the needs of our key stakeholders, these five strategies were expanded to seven addressing educational attainment, workforce development, student services, lifelong learning, community service, the continuing transformation of Ivy Tech into a comprehensive community college system, and institutional capacity.

These seven strategies were informed by statements of direction specifying Ivy Tech’s core purpose (why the College exists), our mission (who we serve and in what ways), our vision (what the College aspires to become), our value propositions (the benefits we offer to key constituencies), and our core values (the beliefs and norms that must underlie everyday decision-making and behavior).

Three of these served as core statements of direction for the 2013 planning process: mission, vision, and core values. As mentioned earlier, our mission (who the College serves and in what ways) remains unchanged:

To prepare Indiana residents to learn, live, and work in a diverse and globally competitive environment by delivering professional, technical, transfer, and lifelong

Changing Lives and Making Indiana Great

The Context: 2010 Strategic Plan

10

education. Through its affordable, open access education and training programs, the College enhances the development of Indiana's citizens and communities and strengthens its economy.

Our vision (what the College aspires to become) was shortened and made consistent with its definition of greatness—without changing the intent of the 2010 statement:

*Changing Lives
Making Indiana Great*

Our core values also remain unchanged:

Student-Centered	<p>Our students' right to reach their potential.</p> <p>Our students' capability to achieve their educational/personal goals.</p> <p>The diverse life experiences of each student.</p> <p>Behavior that will enhance the dignity and worth of all students.</p> <p>Student needs for lifelong learning skills.</p> <p>Student contributions to the learning community.</p> <p>Students as individuals.</p>
Faculty/Staff Focused	<p>The individual and collective contributions of all faculty and staff.</p> <p>The diverse life experiences of each employee.</p> <p>The importance of investing in personal and professional development of all employees.</p> <p>Openness, honesty, and integrity in all employee interactions.</p> <p>A culture of leadership development.</p> <p>Employees as our greatest asset.</p>

Changing Lives and Making Indiana Great

Diversity	<p>Diversity of thought and opinion.</p> <p>The uniqueness of all students and employees.</p> <p>Cultural experiences of all students and employees.</p> <p>An inclusive climate that recognizes and supports a diverse learning and work environment.</p> <p>Curricular and co-curricular experiences that enrich student learning.</p> <p>Equal rights and opportunities for all.</p>
Integrity	<p>Honest and forthright communications with all constituencies.</p> <p>Ethical conduct.</p> <p>Full and direct disclosure in all print and electronic materials.</p> <p>Ethical business practices with all partners.</p> <p>Accountable and responsible stewardship of all College resources.</p> <p>Confidentiality as required by law and professional standards.</p> <p>Fair and consistent treatment of all students and employees.</p>
Community Engagement	<p>Being a responsible corporate citizen.</p> <p>A strong spirit of volunteerism among students and employees.</p> <p>Collaborative partnerships.</p> <p>Campuses that are catalysts for service to the community.</p> <p>Active engagement and leadership in the community.</p>

Changing Lives and Making Indiana Great

Innovation	The creation and application of knowledge. Keeping an open mind to new ideas. A spirit of entrepreneurialism. Responsible risk-taking. The recognition and celebration of innovative initiatives. Continuous improvement. A climate conducive to sharing successes and failures.
Excellence	High academic expectations. A teaching and learning environment that allows students and faculty to achieve their full potential. Development of our students as confident, capable people contributing to family, workplace, and society. High-quality programs and services. Holding ourselves and each other accountable for fulfilling our Mission and achieving our Vision.

These core values guide the daily choices made throughout the College, capturing both how people are expected to treat each other and work together and what's fundamentally important to the long-term success of the College. These values are also particularly important to College leadership for two reasons. First, faculty, staff, and students will look to the behaviors that leadership exhibits on day-by-day basis to evaluate the extent to which leadership actually chooses and acts according to the Core Values. Strong messages will be sent if these behaviors aren't seen to be consistent with the Core Values. In effect, espousing and publishing these values invite faculty, staff, and students to confront leadership if and when such inconsistencies emerge. Second, these values are realized throughout the College to the extent that they are embedded in the structures, processes, and systems that inform how the College

operates day by day. Leadership “owns” these structures, processes, and systems and is responsible for ensuring that there are no inconsistencies between how they are designed and implemented and the Core Values. In effect, College leadership must “walk the talk” in everything they do for these Core Values to have real meaning for the future of the institution.

In the two years between adoption of the 2010 plan by the State Board of Trustees and the beginning of the 2013 planning process we made significant progress with respect to six of the seven strategies in the following areas:

Strategy 1: Increase the Educational Attainment of Indiana’s Residents

- Increased enrollments.
- Leveraging technology to improve educational service delivery.
- Improved student outcomes.
- Expanded program inventories meeting external validation standards.
- Expanded partnerships with high schools.

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

- Enhanced skills for Indiana’s workforce.
- Recruiting and retaining businesses in Indiana and job creation.
- Increased WED efficiencies and effectiveness.

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

- Enhanced student affairs programs.
- More effective and holistic approaches to student development and student life.
- Greater opportunities to develop social responsibility and leader skills.

- Improved student recruitment systems and processes.

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

(Low priority was given to this strategy: no explicit progress to report.)

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

- A more effective college-wide approach to civic engagement and community service.
- Systematic measurement of civic engagement and community service.

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

- Improved alignment of programs, services, and systems to support the mission.
- Better preparation of faculty and staff for supporting the mission.
- Enhanced external as well as internal perceptions of the college.

Strategy 7: Build Institutional Capacity to Support Our Mission

- Cost savings through improvements in College-wide efficiencies.
- Increases in contributed funding from individuals, businesses, foundations, and local and state governments.
- Enhanced uses of technology to improve operational efficiency and effectiveness College-wide.
- Better alignment among governance processes and the strategic plan.
- Increases in full- and part-time faculty staffing.

Changing Lives and Making Indiana Great

The Context: 2010 Strategic Plan

15

More details about these achievements are included in Appendix B which presents a complete description of progress to date on the 2010 plan.

Good to Great and the Social Sectors

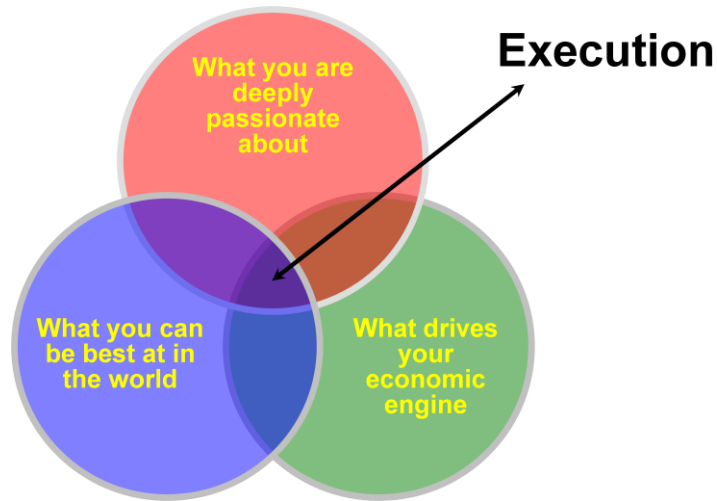
The essence of Jim Collins approach to organizational greatness in either the private or public sectors is:

Disciplined People
Applying Disciplined Thought
Taking Disciplined Action

By “disciplined” Collins means intense, almost single-minded focus on what an organization is most passionate about, what it can do extremely well (better than any other organization), and resources required to sustain success. In the private sector these resources usually pertain to financial results (e.g., profits and shareholder value): high levels of these results will allow the organization to attract investors and fund further growth and success. In the public sectors, the results people pay most attention to are mission-related rather than financial: to the extent that an organization is able to deliver on its mission and make distinctive and sustainable impacts relative to the resources it is capable of generating, it will attract more resources to fund further growth and success.

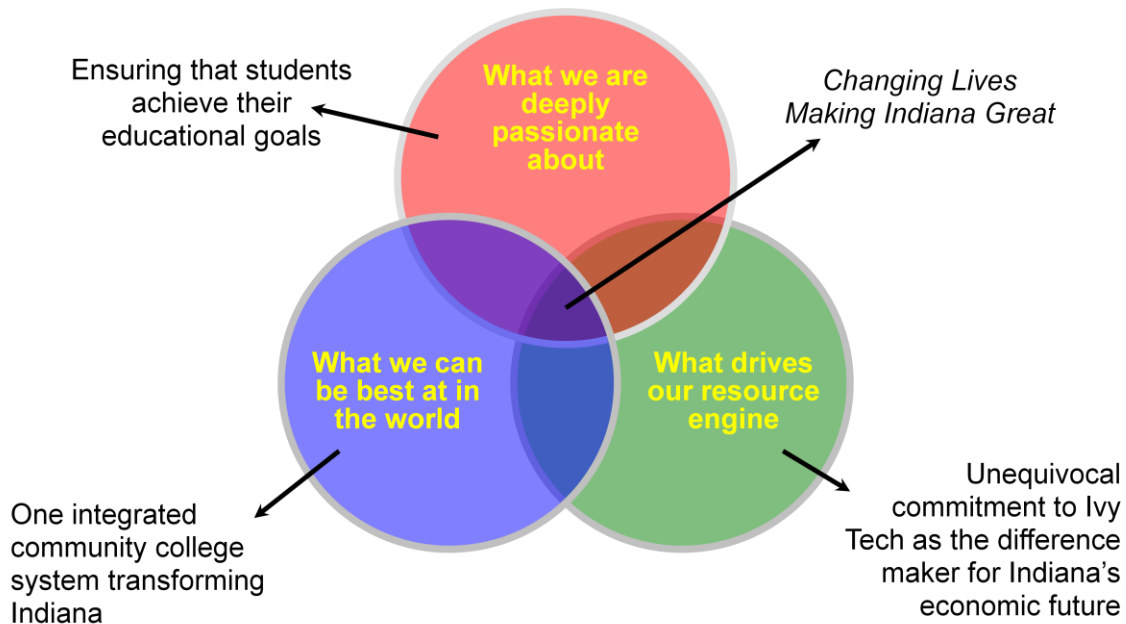
Collins uses his “Hedgehog Concept” to depict these dynamics:

Changing Lives and Making Indiana Great



The intersection of the three circles is locus of disciplined thought and action and the definition of the institutional greatness.

This is our version of the Hedgehog concept:



While perhaps obvious, the top circle makes an important but subtle change to College-wide priorities: from enrollment levels to student outcomes. Heretofore, enrollment

levels have preoccupied College leadership because enrollment levels have traditionally driven State funding. They will still be important with the 2013 plan, but the real measure of success will be what the students who are enrolled accomplish during their time at Ivy Tech. The lower right circle makes the case for us to leverage economies of scale and synergies to become as efficient and effective as possible in fulfilling our mission, providing the greatest “bang for the buck” for all stakeholders who provide us resources of any kind. The lower left circle then addresses the essential role the College can and should play in the State’s economic future through success with our mission and the virtuous cycle (generating more resources) that will be created as we demonstrate abilities to make distinctive and sustainable differences.

Given the focus and clarity provided by this institutional prescription for greatness, Collins offers eight additional prescriptions for achieving and maintaining greatness:

Level 5 Leadership

Leaders throughout the institution characterized by professional will and personal humility.

First Who...Get the Right People on the Bus

The right people in the right jobs.

Confront the Brutal Facts

Embrace the current reality no matter what it is.

Culture of Discipline

Pervasive focus on the mission and saying “No” to distractions.

Define and Measure Greatness

Using valid, robust, and repeatable measures to track progress and make mid-course corrections.

Clock Building, Not Time Telling

Build thoughtful, robust, and disciplined systems, processes, and structures for the future.

Flywheel, Not Doom Loop

Build momentum through success day by day, decision by decision, action by action.

Preserve the Core and Stimulate Growth

Timeless mission and core values, relentless drive for boldness, courage, adaptability, and progress.

Making Good to Great a way of life at Ivy Tech is a cultural transformation—changing “the way we do things around here.” The nine Good to Great prescriptions can be translated into a set of behavioral expectations that can be used to track progress with this transformation by measuring the extent to which people throughout the College are exhibiting these behaviors naturally in their daily activities.

Leaders throughout the College with fierce resolve and personal humility who focus on the good of the whole.

Self-motivated and self-disciplined faculty and staff throughout the College who are willing and able to work tirelessly to achieve *Greatness*.

Being open and honest about the challenges the College faces in achieving *Greatness*.

Changing Lives and Making Indiana Great

The Context: Good to Great in the Social Sectors

20

Underpinning Ivy Tech's mission with an intense focus on what the faculty and staff are most passionate about, what they do extremely well, and what will create sustainable flows of resources.

The conviction to say "No" to any distractions from this intense focus and the College's mission.

Measuring and monitoring the journey toward *Greatness*, and making midcourse corrections when necessary.

Building momentum for future successes on the energy of past successes.

Ensuring Ivy Tech's future by building sustainable organizational capabilities and capacities throughout the College.

Remaining flexible and adaptable while preserving Ivy Tech's mission and core values.

Other Priorities and Constraints

These include:

- Our twelve key quality indicators approved by the Chancellors in March 2007
- Our priorities for academic year 2009-10.
- College-wide input sessions in all fourteen regions hosted by the President and the Provost in the fall of 2009 providing the opportunity for all faculty, staff, and students to provide input to the 2013 planning process.
- Advancement and Assurance reports from the Higher Learning Commission published as part of our re-accreditation.

These four sets of information are shown in Appendix C. As mentioned earlier, the Strategic Planning Council and the Strategy Development Teams considered all of these inputs, priorities, and constraints as they worked to expand the four 2013 strategies into objectives, initiatives, metrics, and targets. An informal audit of the results the Strategy Development Teams produced showed that all applicable topics were accommodated in some way.

2013 Strategies, Objectives, Initiatives, and Metrics

The structure of the 2013 strategic plan is shown in the following figure:



The Strategic Planning Council took responsibility for affirming the 2010 mission, revising the 2010 vision, and developing the four 2013 strategies—as discussed in the last section.

The Council then chartered the four Strategy Development Teams to expand upon the four strategies. Each team is responsible for developing the following deliverables for its respective strategy:

- **Objectives**—the high-specificity building blocks for strategies that (1) collectively define the aim or specific intended results critical to the success of each strategy,

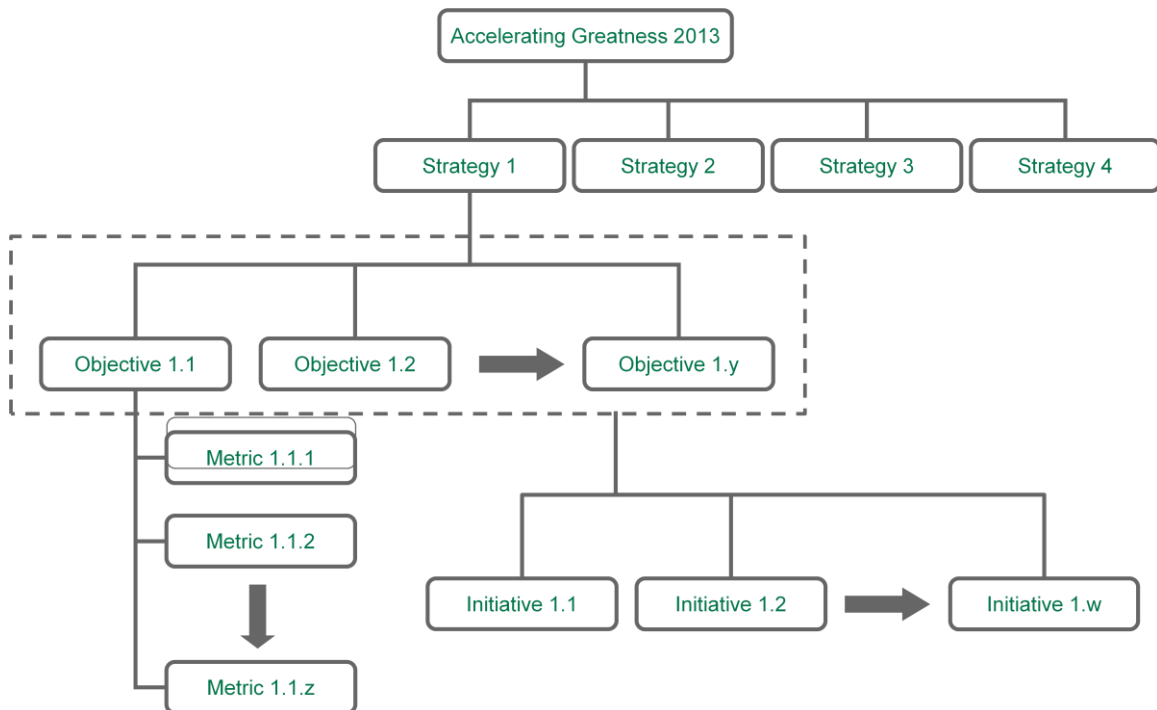
and (2) align strategies to departments, teams and individuals. One or more objective is aligned with each strategy. Time horizon: 1 to 3 years.

- **Metrics**—the performance data or measures by which success in achieving the objectives will be analyzed, tracked, and assessed. At least one metric must be aligned with each objective.
- **Targets**—the expected, time-specific performance levels for the metrics. Targets are established for each metric along with the current or baseline value of the metric.
- **Initiatives**—the key action programs required to achieve the objectives. Initiatives are linked to a specific strategy and may be generally aligned with an objective or with a group of objectives within the strategy. Time horizon: 2 years or less.
- **Work Goals**—the definitive work elements (tasks), assigned to or expected of (1) an employee, (2) a regional or functional work unit, or (3) a committee, council, or task force, that are required to complete the key action programs (initiatives). Work goals are finite tasks, projects, or particular instances of work that when accomplished directly support initiatives; work goals for employees are not general, routine “responsibilities” and “duties” as typically described in the employee’s job description. Time horizon: 1 year or less.

Note in the figure that two types of initiatives are identified: college and work unit (where “work unit” refers to a region, function, or a subset of one). College initiatives are common across the entire institution and are specified with the expectation that all relevant regions and functions would contribute to achieving them in appropriate ways. For example, if an objective calls for expanding enrollments to 175,000 students by 2013, that target would be subdivided among the fourteen regions based on current and potential enrollments by 2013, region by region. Then if one of the supporting College (or common) initiatives for this objective is to increase recruiting activities, each region would develop goals and implement plans for doing so based on its specific portion of the overall 2013 target—the same initiative across all regions, but different goals region by region.

By contrast, work unit initiatives are more or less unique to a region or function while still directly supporting an objective or a group of objectives within a strategy. As an example, assume that one of the objectives calls for increasing annual contributed income throughout the College by 50% by 2013. Assume also that one of the central office functions has an existing relationship with potential donor who has already expressed an interest in helping the College meet this target in a significant way. That function might then develop a unique work unit initiative with its own goal to “bring that donor home.” Thus, the structure of the 2013 plan allows for initiatives unique to regions or functions while emphasizing that most initiatives should be defined and implemented at the College level.

The relationships among the strategies, objectives, metrics, and initiatives is shown in the next figure. Strategies, objectives, and metrics are arranged hierarchically.



Initiatives, however, were developed for the set of objectives aligned with a strategy rather than objective by objective. This approach encouraged the Strategy Development

Teams to both limit the number of initiatives they identified and leverage synergies among them.

The following four tables list the objectives and initiatives for each of the strategies. As mentioned earlier, Strategy 1 (along with Strategy 2) describes what Ivy Tech must accomplish to achieve greatness. Strategy 1 addresses student outcomes.

Strategy 1

Much of the work to be done under the Strategy 1 umbrella pertains to our participation in the Achieving the Dream initiative launched by the Lumina Foundation for Education in 2004. A national initiative, its goal is to make it easier for community colleges to improve student outcomes through changes in policies, priorities, and procedures within both the Achieving the Dream institutions and the state agencies governing their operations. Objectives 1.1, 1.2, and 1.3 specifically address Ivy Tech's Achieving the Dream goals.

Strategy 1

Ensure that Students Achieve their Educational Goals

Objectives

- 1.1 Improve rates at which students persist from semester to semester.
- 1.2 Improve rates at which students successfully complete remedial courses.
- 1.3 Improve rates at which students identify their educational goals and develop plans to achieve them.
- 1.4 Improve rates at which students transfer to four-year institutions.
- 1.5 Improve rates at which high school students enroll in and successfully complete dual enrollment courses.

College Initiatives

- 1a Implement student preparedness policies and practices that enable students to be ready to learn on the first day of class
- 1b Expand and improve learning support services for all ASA courses
- 1c Implement successful scheduling, curriculum and instructional practices in all

ASA disciplines throughout the College

- 1d Implement mandatory support services for selected high-risk students
- 1e Develop and implement a comprehensive academic advising system
- 1f Develop and implement college incentives to encourage students to complete associate degrees prior to transfer
- 1g Simplify and reduce unnecessary variation in the College's transfer-oriented programs
- 1h Develop a common general education core for the College's transfer-oriented associate degree
- 1i Expand and improve quality of dual enrollment courses offered by Ivy Tech
- 1j Implement strategies to align curricula, academic rigor, assessment and communications for successful transition from high school to college
- 1k Participate in statewide data systems and tracking of dual enrollment student success
- 1l Design and implement a process for tracking WED to academic student enrollments and integration of curriculum and certifications

Objectives 1.4 and 1.5 reflect our role as Indiana's largest public sector postsecondary educational institution and our relationships with Indiana's high schools and four-year public postsecondary educational institutions as mandated by State policy. The initiatives supporting the Strategy 1 objectives were developed by having that Strategy Development Team identify gaps in organizational capabilities that must be closed for the College to succeed in achieving them. (The same is true for the remaining three strategies.)

Strategy 2

Strategy 2 addresses the content of our courses and programs with global competitiveness for Indiana's workforce and businesses and advancing the State's economic development as overarching goals. Strategy 2 also addresses the need for continuous learning for all members of the Ivy Tech community in support of these goals.

Changing Lives and Making Indiana Great

Strategies, Objectives, Initiatives, and Metrics

27

Strategy 2

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

Objectives

- 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.
- 2.2 Increase Ivy Tech's relevance and value to Indiana's employer community.
- 2.3 Strengthen cultural diversity (D), global awareness (A), and international competitiveness (C) among faculty, staff and students.

Initiatives

- 2a Design and implement a robust process for engaging the employer community
- 2b Design and implement a proactive statewide needs assessment process
- 2c Design and implement a process to ensure our programs advance Indiana's global competitiveness
- 2d Design and implement a process to ensure our students are globally competitive
- 2e Design and implement a continuous learning process for faculty, staff, and students

Strategy 3

As Strategies 1 and 2 address achieving greatness, Strategies 3 and 4 address sustaining greatness. Strategy 3 covers the delivery of our programs and courses with as much efficiency and quality as possible, including optimal application of the College's human and physical resources.

Strategy 3

Ensure Optimal Quality and Efficiency Statewide

Objectives

- 3.1 Improve quality of students' overall Ivy Tech experience.
- 3.2 Implement a disciplined approach to organization and governance in order to optimize effectiveness and efficiency.
- 3.3 Achieve efficient and high quality development and delivery of academic and

Changing Lives and Making Indiana Great

Strategies, Objectives, Initiatives, and Metrics

28

WED programs, courses and service.

3.4 Achieve consistency, cost effectiveness, and quality of online course development and delivery statewide.

3.5 Achieve optimal deployment and performance of human and physical resources appropriate to enrollment.

Initiatives

3a Develop and implement the Ivy Experience for students

3b Document, update, streamline, and communicate College's processes

3b1 Management processes

3b2 Administrative processes

3b3 Academic and WED program, course, and services offerings processes

3c Develop and implement a "Saving Ivy Green" campaign

3d Become premier provider of Community College distance education

3e Add full-time faculty and staff consistent with a comprehensive and sustainable staffing model

3f Implement a program to optimize space and physical resource utilization

3g Develop college-wide quality standards

Strategy 4

Strategy 4 provides the resources necessary to sustain greatness from all sources: principally the State, businesses, grants, and alumni. This strategy also addresses the organizational aspects of sustaining greatness by calling for a culture change throughout the College consistent with the precepts of Good to Great.

Strategy 4

Ensure an Adequate and Sustainable Resource Base

Objectives

4.1 Achieve a sustainable funding model.

4.2 Increase alumni contributions and promote alumni pride and participation.

4.3 Strengthen engagement and partnerships with external stakeholders.

4.4 Develop and sustain a culture of common focus and discipline.

Initiatives

- 4a Implement a comprehensive alumni engagement program
- 4b Implement a comprehensive approach to developing and nurturing external partnerships
- 4c Establish a comprehensive and fully capable grants office
- 4d Communicate and leverage the linkage between Ivy Tech's academic and Indiana's economic success
- 4e Communicate and leverage the linkage between Ivy Tech academic success and the success of Indiana businesses as they compete in the global marketplace
- 4f Augment/implement the systems, policies, and procedures necessary to increase sustainable revenues from business and entrepreneurial activities
- 4g Define and clarify the roles of central office and the regions through employee education/development and change leadership
- 4h Build supportive Good-to-Great behaviors into the annual performance objectives and expectations for all faculty and staff

Appendix D expands the detail shown in these tables by now including metrics, baselines, and targets for all strategies. In addition, priorities and timelines for each of the initiatives are shown as well as the names of the champions for all strategies and initiatives. The initiative champions are responsible for the planning, budgeting, execution, and performance monitoring for their initiatives to ensure success. The strategy champions are responsible for coordinating and integrating the work of their respective initiative champions to ensure the success of their strategies. Appendix F provides further detail about initiative priorities and timelines.

Executive Scorecard

There are two components to the Executive (or high level) Scorecard built to support Accelerating Greatness 2013:

Strategic Metrics Answering the question: *How much progress are we making toward implementing the Accelerating Greatness 2013 strategies successfully?*

Benchmark Metrics Answering the question: *How are we performing relative to our peer institutions?*

The former comprises metrics quantifying or qualifying high level outcomes linked to certain of the objectives and indicative of overall plan performance. These were developed using Balanced Scorecard methodology. The latter comprises metrics useful for comparing ourselves against specific peer institutions. These 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). The following table lists both sets of metrics along with those that serve both purposes simultaneously. Appendix E describes the development of the Executive Scorecard in more detail.

Changing Lives and Making Indiana Great

<p>Strategic Metrics</p>	<ul style="list-style-type: none"> • Percent of students successfully completing Ivy Tech dual enrollment courses • Percent of technical and professional development programs with current, validated statewide outcome standards • Top 50 Companies survey results • Increased revenues from State • Growth in other voluntary funding and contributions • Value of grants • Increased profit from business and entrepreneurial opportunities • Value of alumni donations
<p>Strategic and Benchmark Metrics</p>	<ul style="list-style-type: none"> • Rate at which students achieve their educational goals • Rate at which students transfer • CCSSE student satisfaction and engagement scores
<p>Benchmark Metrics</p>	<ul style="list-style-type: none"> • 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

Implementation

As shown in Appendix D, each strategy has a champion, and each college initiative has two co-champions. The following table summarizes their roles and responsibilities:

Strategy Champions	<ul style="list-style-type: none"> • Ensure overall alignment of the initiative project plans and Regional/functional work goals • Ensure all objective metrics are implemented and populated by June 30, 2010 • Ensure that the metrics are reliable and valid and that the baselines are credible • Ensure that the initiative champions report on progress on a timely basis • Monitor and report on progress towards achieving the targets and the objectives for the strategy • Serve as a spokesperson for the strategy • Work with the initiative champions to identify and address organizational change management issues as they arise.
Initiative Champions	<ul style="list-style-type: none"> • Serve as the accountable “point person” for progress on implementing the initiative and achieving related targets • Engage relevant parties to develop a college-wide project plan for the initiative including ... <ul style="list-style-type: none"> • Work goals, tasks and deliverables (what) • Accountabilities (who) • Deadlines/milestones (when) • Actual resource requirements (how much) • Interdependencies • Ensure alignment of the college-wide project plan with related Regional and Functional work goals • Coordinate, monitor, and report on progress on college-wide initiative project plan and related Regional and Functional work goals • Work with the strategy champions to identify and address organizational change management issues as they arise.

Initiative implementation will take place in three general phases: budgeting, metrics, and action planning:

- The table in Appendix F provides incremental budgetary estimates for all initiatives (both totals and year-by-year for the three years of the plan). Starting the AY 2010-11, annual budget instructions will include the impact of the initiatives on both the regions and the central office.
- The metrics for all objectives under the four strategies (Appendix D) must be implemented and populated by June 30, 2010. The strategy champions are responsible for this (as the metrics were defined for the objectives, not the initiatives), utilizing existing metrics and resources where appropriate and striving to make the systems and processes supporting the metrics as transparent as possible.
- Initiative action planning is the responsibility of the initiative co-champions, developing the timing and resource information required to build well-informed implementation plans and providing this information to the person or office charged with operating and supporting the project and portfolio management software to be used to orchestrate and coordinate activities over the life of the plan.

The table in Appendix F is organized according to the tentative overall ranking score for each initiative (the calculation of which is described in the appendix). While arbitrary in its origin, the tentative overall rank provides useful insight into the order in which the initiatives should be implemented based on their relative importance to the success of the plan.

The incremental budgetary estimates are divided among the three years of the plan. The cumulative cost column for each of the three years is a tool for deciding how many of the initiatives we 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).

Two other criteria were examined briefly to confirm the order in which the initiatives should be implemented. The first addressed the extent to which a given initiative impacted more than one objective (either within its parent strategy or in the other strategies). The second addressed interdependencies among the entire set of initiatives, ensuring that foundational initiatives were implemented early. The results from applying both of these criteria were accommodated by the rank ordering shown in Appendix F.

Project Management

Implementing Accelerating Greatness 2013 will inform more than 70 individual metric and initiative projects, all of which must be managed and coordinated to ensure that critical interdependencies are accommodated and that potential synergies are realized. This is particularly true for shared resources (i.e., faculty and staff) where people in, for example, Institutional Research could well be involved in multiple projects, and the demands on their time could become overwhelming. This suggests the need for a well orchestrated approach to implementation planning. In addition, and since strategy and initiative champions are not likely to have extensive project planning and management experience, this also suggests the need for shared project management support augmented by appropriate systems, software, and technology. This should all be in place and champions trained and prepared well before the launch date of July 1, 2010.

Organizational Change Management

The essence of successful organizational change management is having the capability to help those affected by the change to deal with their emotional reactions to new

relationships, resource allocations, and ways of doing business. For example, The Good to Great underpinnings of Accelerating Greatness 2013 call for much higher levels of alignment, coordination, and integration across the College than exists today. The personal emotions resulting from these shifts (as well as the behaviors they may engender) can become barriers to implementing the plan successfully and, in some cases, can even become personally debilitating. Both the strategy and initiative champions have responsibilities to keep tabs on how people across the College are reacting to plan implementation and to intervene when necessary to help people cope better.

One preemptive step taken early in the creation of this plan was formation of an Accelerating Greatness Communications Team to take an informed and systematic approach to providing information and soliciting input throughout the College regarding the plan, its drivers and foundational logic, how it will affect people, and how we will work together in the future. The awareness, engagement, and commitment resulting from this work should go a long way toward mitigating unintended emotional reactions once implementation begins in July.

Governance

The metrics attached to each of the objectives and, in particular, the Executive Scorecard, are the basis for governing Accelerating Greatness 2013 implementation. Each metric has its own natural cycle determined by the frequency by which change normally occurs and should be measured. More operational metrics (e.g., those resulting from the initiative implementation plans) will have relatively short natural cycles (days or weeks) and should be measured and reported accordingly. Strategic metrics (e.g., the Executive Scorecard) will have much longer natural cycles—quarterly, for example. Measuring more frequently than the natural cycle is a waste (since what's being measured doesn't change that quickly), and measuring less frequently than the

natural cycle misses meaningful opportunities to evaluate progress and take corrective action if called for.

The Executive Scorecard will be used by College leadership and should be integrated into existing governance processes as appropriate, recognizing the natural frequency of these metrics. However this integration occurs, the Executive Scorecard should have a dominant position in these College-wide governance processes to ensure it receives appropriate attention.

Effective strategic plan governance has two goals. The first is to track and improve the quality of plan implementation, and this is where most time and effort will be spent—for example, quarterly reviews of progress against the metric targets along with any necessary adjustments to implementation plans and activities to keep things on track. The second goal is to improve the quality of the plan itself, answering the question: “Is the plan producing the overall results we expect?” This review still uses the Executive Scorecard but now uses the mission and vision as reference points rather than the metric targets. This usually happens annually as part of year by year plan updates. Note also that the second review brings the ultimate success of Accelerating Greatness 2013 back to its starting point and Jim Collins’ definition of greatness in the social sectors: sustained performance against the mission.