Introduction from the Provost

Faculty and Academic Advisors,

I hope you have had a good start for the Spring 2018 term!

President Ellspermann and I are continuing the campus visits for this academic year. Selected agenda items include strategic planning, faculty participation, workforce alignment, reverse transfer, eight week sections, reaccreditation, academic restructure and data from the National Community College Benchmarking Study. We have already visited the Lawrenceburg and Columbus campuses; the following is a list of the remaining sessions for 2017-18.

Fort Wayne January 29, 2018 2:00 PM (EST)
Valparaiso February 8, 2018 10:30 AM (EST)
Evansville February 13, 2018 11:00 AM (EST)
Sellersburg February 19, 2018 10:00 AM (EST)
Madison February 19, 2018 2:00 PM (EST)
Bloomington February 28, 2018 1:00 PM (EST)
Terre Haute March 1, 2018 10:00 AM (EST)
Kokomo March 2, 2018 1:00 PM (EST)
Marion March 6, 2018 9:30 AM (EST)
Lafayette March 6, 2018 2:30 PM (EST)
Indianapolis March 8, 2018 9:00 AM (EST)
Richmond March 8, 2018 1:00 PM (EST)
Anderson March 9, 2018 10:00 AM (EST)
Muncie March 9, 2018 1:30 PM (EST)
Michigan City April 2, 2018 10:30 AM (EST)
Lake County April 2, 2018 2:00 PM (EST)
South Bend/Elkhart April 24, 2018 10:00 AM (EST)

I look forward to meeting with you at your campus.

Please take time to review the array of articles in this newsletter and let me know any suggestions you have for improvements and/or topics for future editions.

Thank you for all you do to facilitate student learning and student success.

Regards,
Steve Tincher, PhD
Provost/Sr. Vice President
Indiana University’s Faculty Academy on Excellence in Teaching (FACET) invites Ivy Tech faculty participation in its FALCON conference in Indianapolis. This year’s conference theme is “Successful Strategies for Student Engagement: Sometimes it’s the little things.” This conference is designed for both full-time and adjunct faculty.

Would you like to propose a session presentation? The deadline of the call for proposals has been extended to January 31st. See https://facet.iu.edu/programs-events/falcon/2018/index.html for conference information and a link to the Call for Proposals.

*Save the date (November 9-10) for FALCON 2018!

If you have any questions about this article please contact:
Kara Monroe
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The idea of quality in education has long been debated. In higher education, the debate often includes things like cost or student occupational outcomes or even the qualifications of faculty. While all of these have some validity, to be sure, can any good definition of quality include them all? Or should it?

As I think about quality, I think we can encompass all of these elements, and many more, by working from this definition – quality in higher education is well-defined and assessed student learning outcomes that lead to further education and/or employment. This is the definition identified as part of Lumina’s Big Goal, and it really tells us everything we need to know. If we can clearly define what we want students to know and be able to do, if we measure that well, if what students learn with us leads to jobs or to transfer, we can say, with confidence, that what we do is of great quality.

Should we control cost? Yes, but not at the risk of impacting student learning. Do students need to get good jobs? Sure, but that will happen already if they learn what they must and are able to demonstrate that learning. Is a well-qualified faculty important? Of course, if we wish to teach and assess well. However, none of these things, alone, indicate quality. It is learning, first and foremost, that signals quality, and as we think about quality during strategic planning, or reorganizations, or job restructuring, we keep quality in the center of our goals. Our students need and deserve it.

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New Gradebook Features Coming Soon to IvyLearn!

The IvyLearn Gradebook is getting a New Year’s makeover! The New Gradebook is a set of beta features that allow instructors a more flexible and intuitive gradebook experience from viewing grades to the actual grading workflows. Faculty can look forward to using the following enhanced features this semester. The official date for the New Gradebook is yet to be determined.

- New sorting and filtering options.
- Control over color feedback with a built in color key for faculty to easily identify late, missing, or needs grading assignments.
- Improved keyboard accessibility on grade entry.
- Drag and drop total columns.
- Crosshairs tool to expand or decrease the width of the gradebook columns.
- Late and missing flags with automatic deduction policies.

Additional information can found at here!

If you have any questions about this article please contact:
Katherine Long
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In December 2017, thirteen Ivy Tech testing centers were accredited with National College Testing Association (NCTA) Test Center Certification. NCTA is a professional group of College-based testing centers advocating for professional practices in the testing industry. Test Center Certification is an acknowledgement that the center adheres to established professional standards, guidelines and best practices in test administration and security for all types of proctored tests including placement, online course exams and third-party certification exams.

The journey to this designation for these thirteen Ivy Tech testing centers was three years in the making. It started with an application and review that included a close examination of all center procedures, staff training processes, security measures and physical center layout. This was the lengthiest part of the certification process, but ultimately the most rewarding. As one testing center manager put it: “the review forced us to examine every area of our center to make sure we were in compliance with national standards. If we were missing something, like a documented staff training plan for example, we had to create it and implement it before moving on in the process.” Another manager put it this way: “We all have those things we think about and say we need to do that, or improve that process someday, but never get around to actually doing. Now we had to take the time to do it if we wanted to move forward with Certification.”

After the application and review were approved by NCTA, the centers went through an onsite evaluation. This evaluation was completed by non-testing center College employees who were given specific instructions by NCTA. A by-product of the onsite evaluation was the chance to demonstrate some of the behind-the-scenes work in the testing center to fellow employees. One manager noted: “All of the evaluators knew our center existed of course, but most did not know all of the security practices nor the administrative steps or ongoing training required for test delivery. Coming in, many just thought we launched a test and handed out reports at the end. They were not necessarily aware of things such as varying ID requirements, paper documentation, or security monitoring.” A second manager offered: “I think the evaluators left with a new respect for the amount of effort that we give to ensuring academic quality and security, while maintaining great customer service.”
Testing Services Continued

Once the application, process review, and onsite evaluation were complete, the centers received their award of Test Center Certification as a group. The Certification is good for five years at which time they will seek renewal. When asked if the journey was worth it, a manager stated “I think the journey was definitely worth it. On a personal level, as a manager, it allowed me to take a closer look at how the center was operating and to make changes or upgrade those items that were not up to NCTA standards. It gives the center a higher level of professionalism. My staff were also engaged and excited about the process. On a professional level, achieving certified status has revealed to the public who and where we are, what we have to offer, and the assurance that we administer exams with the best customer service and highest level security in mind. We have been contacted by vendors to administer their tests and they have mentioned our relationship with NCTA in their correspondence.”

Congratulations to the Certified Test Centers and thank you to all involved.

Ivy Tech Community College, Anderson
Ivy Tech Community College, Columbus
Ivy Tech Community College, Evansville
Ivy Tech Community College, Fort Wayne
Ivy Tech Community College, Indianapolis
Ivy Tech Community College, Kokomo
Ivy Tech Community College, Lafayette
Ivy Tech Community College, Lawrence
Ivy Tech Community College, Lawrenceburg
Ivy Tech Community College, Madison
Ivy Tech Community College, Marion
Ivy Tech Community College, Muncie
Ivy Tech Community College, Richmond

A final note: While this was the first group of centers to earn the designation, we are actively working with a second group of centers on their own journey to Test Center Certification.

If you have any questions about this article please contact:
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The January 19th Town Hall included an update on the outcome of the RASCI review for Testing Centers. The purpose was to identify where Testing Centers best fit within the new organizational structure of the College. RASCI (an acronym for Responsible, Accountable, Supporting, Consulting, and Informing) is a communication tool used in project management and, generally, in human resources to help provide clear direction to a team or department about who’s doing what. The tool has already been utilized in determining the reporting structure for Academic Advising and we will continue to use it college-wide to help improve our work and communication in a matrix environment.

A cross-functional team comprised of campus representation and Systems Office staff thoroughly reviewed, utilized the RASCI tool, and evaluated the current and future state of Testing Centers and determined that having consistent reporting and processes for Testing Services is critical to maintaining academic integrity and quality across all testing procedures, as well as ensuring that our testing-related services to our community and employers are second to none. The Testing Centers play a significant role in supporting and measuring activity that links directly to the Strategic Plan goal of our students earning 50,000 high-quality certifications, certificates, and degrees per year aligned with workforce needs.

Based on feedback from the RASCI team and information gathered during a recent process review, a recommendation was moved forward and has been approved by College leadership.

Testing Services, as the department will now be called, will begin reporting through Academic Affairs at both the campus and Systems Office level. Matrix reporting for the Testing Centers to Systems Office will be established and defined to help promote consistency across the Testing Center network. Testing Centers will report to the Vice Chancellor of Academic Affairs at their campus, with matrix reporting to the Executive Director of Statewide Testing Services, Brian Hamilton, in the Systems Office. This new reporting will be implemented by mid-February. Chancellors, Vice Chancellors of Academic Affairs and others directly affected have already been made aware of this change.

An implementation plan necessary to move forward with the recommendations of the RASCI team for Testing Services is being developed will full rollout planned over the next few months.

We’d like to thank those that participated in the Testing Center process review that occurred previously and the more recent RASCI exercise for their honest and thoughtful involvement and recommendations.

Please contact Brian Hamilton, Executive Director, Statewide Testing Services at bhamilto@ivytech.edu or Kara Monroe, Vice President, Academic Innovation and Support at kmonroe@ivytech.edu if you have any questions or need additional information.
Growth Mindset

By: Saundra King

Professor Carol Dweck is a leading researcher on the topic of intelligence and the impact of fixed mindset versus growth mindset. Fixed Mindset is the belief that intelligence is a fixed trait which can’t be changed, while Growth Mindset believes that intelligence can be “grown” through effort. Why is this important to us at Ivy Tech? Growth Mindset Theory posits that Fixed Mindsets such as, “I’ve never been a good student”, or “I can’t do math”, may pose barriers that prevent students from reaching their goals. The utilization of this recognized student success strategy will contribute to Ivy Tech’s realization of 50,000 earned certifications, certificates, and degrees.

Ivy Tech had the great opportunity to participate in a research study conducted by Stanford University called PERTS (The Project for Education Research That Scales). The College is currently continuing the relationship with Stanford University and PERTS through the statewide implementation of a Growth Mindset assessment in our IVYT classes and ENGL 111 in Fort Wayne. In addition, and in an effort to increase the understanding of Growth Mindset language and how each of us at Ivy Tech can make a difference in changing our students mindset – a faculty and staff professional development focus has been included as a tactic under Strategy 1.2, Support students to succeed in gateway courses on first attempt. This strategy is being co-led by Saundra King, Assistant Vice President of Remediation and Innovation, Systems Office and Todd Roswarski, Vice Chancellor of Academic Affairs, Lafayette.

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