Introduction from the Provost

Faculty and Academic Advisors,


In an attempt to increase consistent communication to faculty and academic advisors from the Systems Academic Office this quarterly newsletter and a monthly update email from the provost’s office were established. These, in addition to the numerous dialogue sessions, council, committee and task force meetings, discussion boards and the almost daily emails all comprise academic focused communication within the College.

Expanding the number of eight week course sections is a focus topic for current dialogue. Eight week sessions have been offered for years; approximately ten percent of fall 2017 offerings are in an eight week format. Over the past several years campuses have been encouraged to utilize eight week sessions particularly for certificate courses to accommodate course prerequisites and a shorter time frame sequence for completion.

External and internal data reflect increased student success in eight week sessions in comparison to sixteen week sessions. Dr. Ron Sloan has prepared a study paper, Improving Student Outcomes Utilizing 8-Week Courses: Considering its Feasibility for Ivy Tech Community College, November 2017. Draft II of the paper is available here. Analytics for the Ivy Tech eight week section information will be incorporated in the final report.

Dialogue on this topic was introduced at the Faculty and Academic Advisors meeting with the President and Provost at Ivy Tech Lawrenceburg in October. Discussion continued with the Faculty Council and this will be a topic for the Campus Academic Officers (CAOC).
On a personal note I want to relay that I will retire from Ivy Tech June 30, 2018. It has been an honor for me to serve in the provost position over the past several years. My first Ivy Tech position was as an adjunct faculty member and from there forward the mission and vision of the College has provided purpose and meaning for my work. You have my high respect for your unwavering professional commitment to facilitating student learning and student success. It is an encouraging and promising time at the College with President Ellspermann’s leadership, the new Strategic Plan beginning to be implemented, the CAOC focus on strategic academic leadership, the Faculty Council in place, the renewed role of Curriculum Committees, abounding transfer options, workforce alignment embedded in curricula and the greater than ever need for Ivy Tech’s mission and vision to be implemented.

We welcome your feedback regarding the usefulness of this newsletter including recommendations for future editions. Please send your comments to Sarah DeWitt, sdewitt18@ivytech.edu, or to me, stincher@ivytech.edu.

Have a great Thanksgiving Holiday!

Regards,
Steve Tincher, PhD
One Small Thing

By: Lisa Jameyfield, Adjunct Faculty

One Small Thing articles are a new feature of the Provost Newsletter. They provide an opportunity for faculty members to share their story about how they have implemented a small change in their course and the outcome of that change.

What was the change you made in your class? Why did you make it?

This was the first time I’ve had the opportunity to teach the same class both face-to-face and online and I was looking for ways to enhance both classes this term. When I’ve taught the class face-to-face previously, I’ve had students print out journal article reviews and bring them into class each week. I decided to have students in my face-to-face class turn in their journal articles online this semester. I thought about the opportunity I had in the online class to contact students more readily. I wanted to use that in my face-to-face class.

How long did it take to make the change?

I talked with my program chair, Sue Davies about it to make sure she had no concerns. The only change to the course content was to add the assignment links and make a few minor edits in the face-to-face class in IvyLearn. It probably took about 15 minutes.

What benefits have you seen since making this change?

I think it’s had a strong positive impact on my face-to-face class and I’d never do it another way.

One reason is that, as a component of this class, students write journal reviews using proper APA format. Students are intimidated by this assignment and have a lot of questions about selecting articles to fit the potential topic areas and formatting the reviews properly. I’ve always felt that I made myself available to students - both face-to-face and online. Specifically in face-to-face classes, I check in weekly and ask probing questions about whether students need help with selecting articles or formatting. I’d get a few questions. Now that students turn them in online, students are sending far more questions in between classes to ask questions about these reviews. I’m hearing from students more and they are getting more timely feedback than when they were holding questions for class the following week.

Second, I think in an online class students know they can reach out online, but I don’t know that face-to-face students necessarily feel comfortable reaching out online. I’ve talked about this with my students and they have said that because I have them turn assignments in online, they feel as though they can also ask me questions online. I’m just as available as I always was, but because of this change, students are more engaged. I think it’s helped me give students more confidence to reach out besides me simply saying, “I’m here to help you.”
What challenges have you experienced that others should know about if they try this?

None really. It does challenge both the instructor and students to shift their thinking about content delivery. I could see that some might think they will spend more time working on their face-to-face class. However, I just see it as spending the time more wisely. Time I used to spend correcting student papers after they submitted them is now spent guiding students so they have a better experience with the assignment before they submit it. Spending that time on the front side seems so much better to me.

“I think in an online class students know they can reach out online, but I don’t know that face-to-face students necessarily feel comfortable reaching out online….I’m just as available as I always was, but because of this change, students are more engaged.” - Lisa Jameyfield

Lisa M. Jameyfield, MS, LMFT, is a licensed Marriage and Family Therapist with 14 years of clinical experience. Lisa is a supervising clinician at Samaritan Counseling Center as well as a private clinician Munster, IN. She has 27 years of experience teaching students with a variety of needs from birth through college age. Lisa has served as an adjunct faculty member at Ivy Tech Community College, Northwest Region for the Early Childhood Department since 2005.
One Small Thing

By: Pamela Vincent, Assistant Professor

One Small Thing articles are a new feature of the Provost Newsletter. They provide an opportunity for faculty members to share their story about how they have implemented a small change in their course and the outcome of that change.

What was the change you made in your class? Why did you make it?

I’m currently enrolled in my doctoral program from ISU. The faculty in that program are very focused on teaching, as it’s a core part of the mission at ISU. As a part of my doctoral program, I have to take three education classes. This semester I’m taking one on instructional design.

Between the experience in the instructional design class and seeing how my faculty at ISU use video in my class, I found myself thinking a lot about how I reach my students and how they respond. As a result of all of that, I decided to begin adding short video announcements in both my online and face-to-face classes.

I’ve also stressed this semester that it’s about growth, not about the grade. I tell students that if they get a poor grade - take responsibility for it, pick yourself up and move on. Talk to me, communicate. It’s a learning experience. So, having a more open environment for them has also helped them know that they can come to me. It doesn’t mean I’m any better at taking late work - I hate it and I just don’t take it - because I want students to be accountable, but I think the videos help establish a closer relationship with your students and makes them feel more accountable to you because they know you’re a real person and not just someone on the other side of the computer.

How long did it take to make the change?

I’ve done about three videos in each class so far. I may be a little more deliberate about it next semester, but doing them on an ad hoc basis has worked well this semester. The videos are informal. In each, I really just give students tips for success in the class.

What benefits have you seen since making this change?

Students have emailed me specifically to say that the videos have helped them! I’ve also noticed that it has really changed the way my students interact with me. Before this semester I couldn’t get students to interact with me, especially in online classes. For example, why didn’t they ask questions before things were late?? They reach out a lot more now and do ask those questions!

It’s also been a way for me to personalize communication in a faster way. For instance, I told students in a video that I have a lot of grading to do and I’m also taking classes so they shouldn’t take offense if the email they get from me is only one or two lines long. I’m trying to answer their question as quickly as possible. I think it’s helped them know me better and understand my style so they feel more comfortable.
Continued: One Small Thing

I’ve also seen a performance improvement at midterm - about 15% better. Obviously, this is just one semester, but it’s the only significant change I’ve made in the class this semester so I’m interested to see if this holds for future terms.

What challenges have you experienced that others should know about if they try this?

In taking the instructional design class in my doctoral program, I’ve realized that you can’t get by without using instructional design pieces, like adding videos, anymore. The online courses at Ivy Tech that you download through the Commons are just shells. To think you can teach it without adding to it and customizing it is not taking into account how you can best reach students. The common course shells give you the “science” of teaching - as the instructor you have to add in the art. The videos do that for me - and perhaps adding Google Hangouts. Every faculty member has to experiment with these types of changes and find things that work for them and for their students.

I don’t like the way I look in the video. Students are going to look at you differently than you look at yourself - they don’t see every flaw. My first one was really rough but after you do two or three you get a lot better at it. Just put it out there and tell students it’s your first video. For example, when I did the first couple, I did them at home and I have a long-haired German Shepherd who was running in squeaking his ball the whole time. I left it in - those little interruptions that may bother you - students like.

“The common course shells give you the “science” of teaching - as the instructor you have to add in the art. The videos do that for me”
- Pamela Vincent

Pamela Vincent, MS, has been employed full-time at Ivy Tech since January 2005. She has held various Assistant Chair and Program Chair positions. Prior to coming to Ivy Tech, she worked at a large national hospital and as a free-lance writer. She has a Master’s in Psychology from University of Tennessee. She also has completed graduate coursework in Theology. She began her doctorate in Fall, 2013. During her time at Indiana State University, she has also been employed as a Graduate Assistant teaching undergraduate courses. Next May, she will be completing her doctorate in Applied Health Sciences from Indiana State University.

If you have any questions about this article please contact:
Pamela Vincent
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The Student Success Summit 2.0 will be held April 12-13, 2018 in French Lick, IN. Each campus has a summit liaison who will be working with local campus leadership to identify the participants from each of our 19 campuses. Campuses with site locations will be expected to include some faculty and staff from those sites in their participant list. The summit is a great opportunity for professional development and networking across the entire Ivy Tech spectrum of faculty, academic and student affairs professionals, and advising. Once again this year, a highlight of the summit will be the recognition of the adjunct faculty award winner from each campus and naming the statewide Lamkin Award recipient. If you are interested in attending, please check with your supervisor about how your campus will identify its participants.
Ivy Tech is pursuing a student success initiative sponsored by the American Associate of College and Universities (AAC&U) known as TILT: Transparency in Learning and Teaching. This initiative is NOT limited to general education courses! At least 50 Ivy Tech faculty have received the training so far. Some campuses such as Kokomo and Indianapolis are piloting the transparent assignment initiative this fall. In addition, the ENGL 111 task force has adopted the TILT initiative as one of their strategies to improve student outcomes in English Composition. There is a great opportunity during January faculty in-service week for additional faculty to receive training on implementing the TILT transparency principles in developing class assignments. Jeremy Brown ([jbrown113@ivytech.edu](mailto:jbrown113@ivytech.edu)) from our Muncie campus is coordinating the training event, which can be available via video to any Ivy Tech campus desiring to offer the opportunity. Dr. Mary-Ann Winkelmes from UNLV, who is principal investigator for the AACU on the TILT initiative, will be providing training via Zoom. At least nine or ten campuses currently plan to participate and more are welcome! Check with your campus Dean of Arts, Sciences, and Education if you are interested in your campus participating.

If you have any questions about Student Success Summit 2.0 or TILT please contact:

Russ Baker
r baker80@ivytech.edu
We have wrapped up Project Early Success for this fall and are already beginning the process of preparing for the spring. With your help we communicated with over 5,500 students who we identified as being at risk of failing a course through phone calls, emails, text messages, and one on one conversations. Collectively we made efforts to reach 98.5% of the total number of students that the College identified as needing this important intervention – and made contact with over 50% of them. Because we know from this past spring semester that students who spoke to a person through Project Early Success were 3.7% more likely to pass their class than those on the list whom we did not make contact, your efforts are truly impacting the lives of our students.

Thank you to everyone who participated in the outreach efforts this fall. The spring cycle will begin in late January, so please keep your eyes out for additional information in the near future.

If you have any questions about Project Early Success please contact:

Cory Clasemann-Ryan
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Accreditation Update

By: Marcus Kolb

While it feels a long way off, we are now only 18 months from the Higher Learning Commission (HLC) visiting Ivy Tech to reaffirm our accreditation. HLC’s affirmation will serve as a mark of quality for the college and will assure our ongoing ability to access federal financial aid for our students. The recently rescheduled visit dates are April 15/16 of 2019. While those dates represent our official arrangement with HLC, it is reasonable to assume they will visit several campuses and sites spread over several weeks on or about that time. We will know more about specific visit sites and dates next fall. For now, mark April 15/16, 2019 on your calendars.

In the interim, there are multiple pieces of work underway to produce both the requisite Arguments (Assurance and Compliance) and to generate and collect the evidence to support the assertions in the Arguments. State and campus level committees are collaborating on Argument drafts and collecting evidence, and the drafts will undergo significant revisions this fall to reflect the new strategic plan and the college-wide reorganization. Next spring, campus visits will occur to brief the college community on the work, remind faculty and staff of the importance of accreditation, and help to prepare folks for the 2019 visit. If you’d like to know more, have questions, or would like to assist, please contact the chair of the reaccreditation effort, Dr. Marcus Kolb at mkolb14@ivytech.edu.
Open Education Conference

By: Kara Monroe

In October, a group of Ivy Tech faculty and staff attended the Open Education Conference (#OpenEd17). Hear from faculty members Milan Andrejevich and James Boldman about their work with OER and their biggest take aways from the OpenEd conference. You can watch and listen to the conversation or read the transcript.

To watch the video, visit
https://www.youtube.com/watch?v=PL0VACnsIRM&feature=youtu.be

To read a transcript, visit
https://link.ivytech.edu/OERNov17

Or scan

Curriculum Process Changes

By: Kara Monroe

As a part of the College’s reorganization, a curriculum process team met over the Summer and suggested several changes in curriculum processes. These process changes are being implemented during the 2017-2018 year. In early October, training was conducted with Curriculum Committee chairs and vice chairs. You can view this training and learn more about the new curriculum process by visiting https://youtu.be/2hg1eSYCBIQ.

If you have any questions about the Open Education Conference or Curriculum Process Changes please contact:
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