Introduction from the Provost

Faculty and Academic Advisors,

The Systems Office Academic team is pleased to introduce the inaugural edition of a quarterly newsletter with the purpose to increase awareness of academic initiatives across the College. Narrowing the focus topics that are a value added resource for you from the myriad of academic initiatives and projects is a challenge! We welcome your feedback on the usefulness of this newsletter including recommendations for future editions. Please send any feedback to Sarah DeWitt, sdewitt18@ivytech.edu.

Another communication avenue that I commit to fulfilling is a monthly email to you on specific topics including student success initiatives and metric updates, the College Academic Structure (Faculty Council, Campus Academic Officer Committee, Curriculum Committees, System Academic Office), and other applicable topics.

President Ellspermann and I valued the opportunity to dialogue with you earlier this year as we visited the fourteen regions. The input you provided contributed perspectives toward several projects which included revisions to the new advising model. Many of topics that Dr. Ellspermann discussed with you are in the process of being completed or implemented (e.g., Faculty Council, Strategic Plan, Restructure, Workforce Alignment, Reverse Transfer). The President and Provost meetings with faculty and advisors will continue this academic year. We will visit each campus beginning later this fall and continuing into the spring term.

Last week approximately 1,200 faculty participated in Academic Discipline Dialogue Day. President Ellspermann presented the first draft of the Strategic Plan to the faculty and your input for the plan is requested and respected. Thank you for your professional commitment to facilitating student learning and advising students as they decide and pursue their career and educational pathways. Your work is essential to implementing the College’s mission and vision.

Steven Tincher, PhD
President Award Recipients

- Northwest Region – Darlene Dulin, Assistant Professor, Healthcare Specialist
- North Central Region – Karen Gerbasich, Associate Professor, Nursing
- Northeast Region – Erin Salyers, Assistant Professor, Visual Communications and Design Technology
- Lafayette Region – Krishna Mishra, Associate Professor, Biotechnology
- Kokomo Region – Gwenn Eldridge, Associate Professor, English
- East Central Region – Mia Johnson, Assistant Professor, Human Services
- Wabash Valley Region – Scott Powell, Associate Professor, Sociology
- Central Indiana Region – Albert Rubenstein, Professor of Biology
- Richmond Region – Nancy Fort, Associate Professor, Education
- Columbus Region – Carmin Burrell, Assistant Professor, Chemistry
- Southeast Region – Shelly Eisert, Professor, Nursing
- Southwest Region – Donna Zimmerman, Associate Professor, Automation & Robotics Technology
- Southern Indiana Region – John Harris, Assistant Professor, Industrial Technology and Automation & Robotics Technology
- Bloomington Region – Kenin Krieger, Associate Professor, Human Services

Founder’s Award for Excellence in Instruction

- Lawrenceburg – Dr. Shelly Eisert

View spotlight videos highlighting the great work of our faculty
Awards for Excellence in Instruction

Adjunct Faculty Award Recipients

- Northwest Region – Valerie Rice, Business Instructor
- North Central Region – Robert Antus, Hospitality Instructor
- Northeast Region – Holly Jackson, Life Sciences Instructor
- Lafayette Region – Mary Tilden, Social Sciences Instructor
- Kokomo Region – Dr. David Sturgeon, Dental Assisting Instructor
- East Central Region – Lucinda Kiner, Business Administration and Entrepreneurship Instructor
- Wabash Valley Region – Aaron Rugenstein, Engineering Technology Instructor
- Central Indiana Region – Katherine Guerrero, Paralegal and Legal Studies Instructor
- Richmond Region – Kathie Hilbert, Life and Physical Sciences Instructor
- Columbus Region – Delbert Spears, Business Instructor
- Southeast Region – Antonina Alcorn, Liberal Arts Instructor
- Southwest Region – Sandra Feazel, Business Instructor
- Southern Indiana Region – Shara Wilson, Behavioral Sciences Instructor
- Bloomington Region – Nichole Day, Behavioral Sciences and Human Services Instructor

Gerald L. Lamkin Award for Excellence in Instruction

- Wabash Valley Region – Aaron Rugenstein
Updates on the Ivy Tech OER Initiative

By: Sara Proffitt

The Ivy Tech OER Initiative is currently being led by Ivy Tech faculty in partnership with the Center for Instructional Technology (C4IT). Anyone at the college can preview the OER materials that have already been developed by following this link: https://courses.lumenlearning.com/catalog/ivytech. Ivy Tech faculty have been working on developing rich Open Educational Resources (OER) in partnership with our OER provider, Lumen Learning and have developed materials for several courses within our Business TSAP and within the Statewide Transfer Gen Ed Core. We have been working closely with Lumen Learning for over a year and have had an excellent experience with their expertise in gathering and curating OER materials for our faculty, troubleshooting issues, and training faculty on the OER process we follow at the college. A list of materials that have been developed or are slated for future development are listed below. These materials are added to the ISBN list once they are created and can be adopted for any course offered at the college (online, face-to-face, etc.) by adding the Online Material Selection Fee (OMSF) attribute to the course section in Banner:

**Existing OER materials:**
- BIOL101
- BUSN101
- COMM101
- ECON201
- ECON202
- ENGL112
- ENGL206
- IVYT112
- IVYT113
- IVYT114
- IVYT115
- IVYT116
- MATH136
- MKTG101
- PSYC101

**Upcoming OER development for Fall 2017-Spring 2018:**
- BUSN230
- INFM109
- IVYT111
- MATH201
- PHIL102
- TBD Science Course

The student textbook savings have reached close to $900,000 over the past year alone!

**Spring 2016: 1,567; Summer 2016: 1,161; Fall 2016: 3,243**

(Numbers above reflect students served.)
Continued: Updates on the Ivy Tech OER Initiative

We have an existing OER Cross-Discipline Team that are the champions for OER in their respective service areas. The folks in this group have been trained on the OER process by our partners at Lumen Learning. They have either worked on the development of OER or have served in a reviewer role for others who have developed OER. They also attend bi-annual meetings where upcoming development projects are discussed. The members of this group are listed below:

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
<th>Discipline / Role</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milan Andrejevich</td>
<td>South Bend</td>
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</tr>
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<td>SO</td>
<td>ASAP</td>
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<tr>
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<tr>
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<td>Kokomo</td>
<td>Dean/Liberal Arts &amp; Sciences</td>
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<td>Sciences</td>
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<td>Terre Haute</td>
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<td>Michelle Nickla</td>
<td>Gary</td>
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<td>Sara Proffitt</td>
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</tr>
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Former Members

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<th>Name</th>
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<th>Discipline / Role</th>
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<tr>
<td>Julie Will</td>
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<tr>
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<td>CO</td>
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</tr>
</tbody>
</table>

If you have any questions about OER initiative please contact:
Sara Proffitt
sproffitt4@ivytech.edu
InsideTrack Coaching Expands to Online Pilot

By: Cory Clasemann-Ryan

As Ivy Tech enters its fourth year offering student success coaching to new students through InsideTrack, we are excited to announce an expansion of this program to include a pilot with online students for the upcoming year. Students who are taking all of their classes online, who are registered for at least six credit hours, and who are taking their first online class at Ivy Tech will be eligible to participate, with approximately 1,100 students in the fall and an additional 1,100 in the spring being selected for the program.

Coaching supports the development of specific knowledge, skills, attitudes, and beliefs to help students be successful. Coaches then work with students to identify potential barriers to success and help them build habits that will ultimately allow them to graduate and start a successful career. Ivy Tech has worked with InsideTrack to develop a customized version of their “Strong Start” program. Coaching with pilot students began in late July and will continue through the end of the fourth week of the fall semester. Coaches will specifically work with these students to develop tips on managing school and life when taking a course through distance education and to develop tactics on how to succeed within the online environment.

In addition to the online pilot, we will continue to offer coaching to all new first-time, full-time 21st Century Scholar and African American students statewide in the coming year. This will mark the fourth year of coaching with Scholar students and the second year with African American students.

If you have any questions about InsideTrack please contact:

Cory Clasemann-Ryan
cclasemann@ivytech.edu
Fall Academic Advising Dates

By: Susan Hawkins-Wilding

Important Fall Dates:

- New Student Registration Deadline — August 14
- Payment Deadline — August 18
- First Week of Classes — Raise 1st Class Missed Flag — August 21-September 1
- Drops for Non-Payment — August 30 and 31
- 100 Percent Refund for 16 week courses — September 1
- Project Early Success calls — September 5
- 3rd/4th week Survey — September 5
- Census — September 7
- Project Early Success second set of calls — September 11
- Registration for Spring — September 18
- 3rd/4th Week Survey ends — September 22
- Midterm Grade reporting — September 18 - 20 (varying dates by part of term)
- Career Week — October 30
- End of Term Ivy Advising Survey — November 27– December 8

Fall Training Dates:

- Advising through a Diverse Lens - September 12  10:00 – 12:00 Teleconference
- Ask the Expert - October 6  12:00 -2:00 Teleconference
- Advising Technologies – November 7  2:00 – 4:00 Teleconference

Please contact Susan Hawkins-Wilding for additional information and to sign-up.

shawkinswilding@ivytech.edu
Fall Academic Advising Goals

By: Susan Hawkins-Wilding

- Complete campus timelines for the New Advising Model
- Advising Subcommittee work:
  - Advisor evaluation and assessment
  - Required Advising
- Student learning outcomes created by term. (Current advising learning outcomes can be found in the Advising Resource guide.)
- Advising Training Materials and videos added to the Training Library
- Advising Collection added to NEWT
Academic Advising Updates

Academic Advising Model Updates

By: Susan Hawkins-Wilding

We will transition to the new advising model in Fall 2018. The new model documents can be found within Ivylearn in our Advising Organization or on the Faculty Services Tab of My Ivy. If you do not have access please let me know. The new model passed unanimously at the VCSA’s, VCAA’s, and Executive Cabinet meetings. The next steps are for the Academic Advising Directors and campus leadership to create campus timelines for implementation. Below is the new model:

Required:

- Advisors will be assigned by program area.
- Professional Advisors will remain centrally located within an Advising Center.
- Advisors and faculty will participate in joint professional development discussions in order to understand the academic requirements needed for degree completion.
- Faculty Mentor name will be changed to Faculty Advisor.
- Both Faculty and Academic Advising Center Advisors will use Ivy Advising for appointments and notes within the system and Udirect for degree audits and plans.
- Students will be assigned a faculty advisor after the first advising session based on student’s program of study.
- Academic Advising Center (program specific) advisors will frequently attend department meetings, activities, and program specific advisory boards. (Building a team for student support)
- Scheduled appointments with the assigned advisor should be encouraged so that students are provided a consistent point of contact.
- On-going meetings with faculty and leadership are important for communication and clarity of roles and expectations.
- A timeline for implementation and training should be completed before launching the new model.
- On-going assessment after each term should take place – evaluation of data, focus groups, and surveys.
- Regionally Determined:
  - Who signs off on courses that require Program Chair approval (ie – capstones).
  - Group Advising options.
  - General Studies, Liberal Arts, and Exploratory Advising assignments.
  - Assigning of academic and faculty advisors.
  - Limited enrollment advising processes.
  - Primary advising by Faculty Advisor for select admit health programs.
  - Allow for campus specific implementation of the model with documentation.
  - At start, moving all students to academic advisor, or keeping current students with faculty advisor and assigned advisor/mentor to new admits.
NEWT Advising Features

By: Susan Hawkins-Wilding

NEWT Reports: We now have an Advising Collection in NEWT. The reports created so far are:

- Students by Advisor
- Students with Academic Plans
- Students with Unapproved Plans
- Early Alert
- Appointment
- Appointment Summary
Advanced Filtering in Ivy Advising:

- We now have the ability to filter on the Intake Form questions. See below for some screen shots:

- You can now filter on specific student intake questions right at your desk. Download to excel, email students based on your filter, etc.

If you have any questions about Academic Advising Updates please contact:

Susan Hawkins-Wilding
shawkinswilding@ivytech.edu
Innovation Day

Innovation Day Best Practice Sharing and 2018 Plans

By: Kara Monroe

Ivy Tech celebrated its first Innovation Day in early 2017. Congratulations again to 2017 winners Rene Hankins and Rod Dowell and their idea – “Premier College and Career Academies.” If you want to see videos, photos and more information from the 2017 Innovation Day activities, please visit: https://www.ivytech.edu/innovationday/

Plans are already underway for Innovation Day 2018. Keep an eye on your email towards the middle of the fall semester for more information about this event.

As the Innovation Day team prepared for the 2017 event, they learned of several campus and regional events that were similar in style to Innovation Day/Shark Tank. In order to encourage the sharing of best practices across campuses, the Innovation Day team has developed a survey to gather information on the different versions of this style of event taking place on campuses. Information from the survey will be compiled and shared with the College community. If you organize or host a Shark Tank/Innovation Day style event, please take a few moments to complete our survey at https://link.ivytech.edu/IDayBP. The survey will be open through September 6.

If you have any questions about Innovation Day Best Practice Sharing and 2018 Plans please contact:

Kara Monroe
kmonroe@ivytech.edu
Ivy Tech and Tutor.Com

By: Kara Monroe

Ivy Tech has used Tutor.com as its online tutoring partner for two years. Tutor.com is provided free of charge for all students to give them access to online tutoring. This allows students who need tutoring to access tutoring services from the convenience of their home or office – and – as the table below shows – many also access tutoring services outside of the normal operating hours of Ivy Tech.

Tutor.com is available inside IvyLearn. You can add it to the menu in any course by clicking Settings > Navigation and then dragging Tutor.com to the visible menu section. Don’t forget to scroll to the bottom of that page and click Save.

Tutor.com offers a variety of types of services including class specific tutoring, a drop off essay review, and a writing center. Students are provided 15 hours of Tutor.com as a baseline that are recorded in actual time used, with drop off essay reviews counting as no more than 30 minutes each time the feature is used. Students who need additional hours of tutoring may follow the process outlined at https://www.ivytech.edu/17031.html to request additional hours at no cost.

The table below summarizes the usage of Tutor.com for last fall and spring semesters. We are undertaking an analysis of the Tutor.com service beyond the aggregate totals below and will share those results in a future newsletter and other communication outlets.

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<thead>
<tr>
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<th>Fall 2016</th>
<th>Spring 2017</th>
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</thead>
<tbody>
<tr>
<td>Total Sessions</td>
<td>8725</td>
<td>8759</td>
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<tr>
<td>Students Served</td>
<td>1970</td>
<td>1662</td>
</tr>
<tr>
<td>Total Length of Sessions</td>
<td>4,541 hours</td>
<td>4,756 hours</td>
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<tr>
<td>Count/Percentage of Sessions between 5 p.m and 8 a.m.</td>
<td>4,983 sessions (57% of all sessions)</td>
<td>4,911 sessions (56% of all sessions)</td>
</tr>
<tr>
<td>Total Length of sessions between 5 p.m. and 8 a.m.</td>
<td>2,583 hours</td>
<td>2,643 hours</td>
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<tr>
<td>Count/Percentage of Sessions between 9 p.m. and 8 a.m.</td>
<td>2,540 sessions (29% of all sessions)</td>
<td>2,544 sessions (29% of all sessions)</td>
</tr>
<tr>
<td>Total Length of Sessions between 9 p.m. and 8 a.m.</td>
<td>1,314 hours</td>
<td>1,358 hours</td>
</tr>
</tbody>
</table>

To learn more about Tutor.com and the services available, visit https://www.ivytech.edu/17031.html. Please feel free to share this link with students and encourage them to use Tutor.com. For students who need additional support with writing or subject specific tutoring, please consider referring them to this valuable service.

If you have any questions about Tutor.Com please contact:
Kara Monroe
kmonroe@ivytech.edu
Hints and Tips for Engaging Students using IvyLearn

By: Kara Monroe

While IvyLearn is the way all online classes are conducted, it is also an excellent way to extend your classroom for face-to-face and hybrid course instructors.

The following are just a few of the ways you can use IvyLearn to engage students and help them to be more successful.

1. Add IvyAdvising, Tutor.com, or a specific website to Your IvyLearn Course Menu

   **Suggested Uses:** All classes can benefit from adding both IvyAdvising and Tutor.com to the course menus. Try using the Redirect app to add a link to the Testing Services web site ([https://www.ivytech.edu/testing-services/](https://www.ivytech.edu/testing-services/)) in a class where you use proctored testing.

   You should add course menu items to your menu in IvyLearn sparingly to avoid any confusion for students. However, students may benefit from adding resources like a link to IvyAdvising, Tutor.com or another frequently used resource to your course menu. To add IvyAdvising and/or Tutor.com to your course menu:

   1. Click Settings in the course menu,
   2. Click Navigation,
   3. Drag the Tutor.com and/or IvyAdvising menu items from the bottom selection area up to the top section.
   4. Scroll to the bottom of the page and click Save

   Have a specific web site that would be helpful to students? Add it directly to your course menu using the Redirect App.

   1. Click Settings in the course menu,
   2. Click Apps
   3. In the “filter by name” box, type redirect
   4. Click the blue arrow
   5. Click “+Add App”
   6. Enter the name, web address and check “Show in Course Navigation”, then click Add App.

   You may want to go back to Navigation and reorder the menu items by dragging and dropping (don’t forget to click Save) to move your added web address higher in the list. Menu items added with the Redirect app will not be recreated in a course copy so you will need to perform the steps for adding the redirect app individually in every course.
Continued: Hints and Tips for Engaging Students using IvyLearn

2. Add a LibGuide to your IvyLearn Course

Suggested Use: Add a link to a library search box and/or specific LibGuide section or page directly in an assignment or discussion where students are expected to use the Library to conduct research.

Have you heard of LibGuides? They are curated pages full of library and web resources that you can develop in partnership with your campus librarian. You can add a LibGuide directly to any page in IvyLearn.

Find the LibGuide you want to use by accessing the library from MyIvy (http://my.ivytech.edu). Don’t see a LibGuide that fits your needs – contact your local librarian to find out how to develop a LibGuide.

Once you’ve identified the LibGuide you want to link to from a page in IvyLearn, edit the page. Select the blue drop-down arrow to access the External Tools area. Select LibApps. Follow the on-screen instructions to add the LibGuide page or tool you want on the page.

3. Give Students Feedback using “Message Students Who…”

Suggested Use: Use each week to give students positive feedback on successfully completing assignments and/or to follow up with students who may need additional work on a specific topic or assignment.

The IvyLearn Grades area has a fantastic tool called “Message Students Who…”. This tool allows you to write a message one time to students who meet specific criteria (Haven’t submitted yet, Haven’t been graded, Scored less than, Scored more than) and have that message sent to each of those students individually.

To access this feature:

1. Go to Grades
2. Hover over the grade column you want to follow up on and click the drop-down arrow that will appear
3. Select “Message Students Who…” from the drop-down menu
4. Use the Media Recorder to add your voice and/or video message to your class

Suggested Use: Use the media recording tool to supplement text anywhere in your course that you want to connect more directly to students.

Adding audio and video to a course as well as images can add significant personal touch to a course. You can add audio and video anywhere the rich content editor exists in IvyLearn.

5. Establish and maintain your presence in your IvyLearn course

Suggested Use: Make sure your profile is up to date and then use IvyLearn to hold virtual office hours in conjunction with on-campus office hours, to continue on-campus discussions using online discussion boards and more.

With IvyLearn, class doesn’t end when students walk out the door of the face to face classroom. These are just a few tips on how you can use IvyLearn to extend your traditional or hybrid classroom:

- Make sure your Profile and Notification Settings are always up to date in IvyLearn. See our YouTube video on editing these items: https://youtu.be/s56jr65X4RM.

- Post an announcement a few days before each scheduled class session to remind students of any activities they need to complete before that session. Try adding a few notes about what’s coming up in the next session to get them excited or create a “preview” video using the media recording tools in IvyLearn.

- Did you have a wonderful on-ground discussion? Post follow-up questions in a discussion forum in IvyLearn. Or, did a discussion in class not go as planned? Hold a follow-up in IvyLearn.

- You have many ways to have synchronous contact with students – GoToMeeting, Google Hangouts, or the Chat or Conferences tools right in IvyLearn. Hold office hours or have a class session via video rather than in person.
6. Have a peer faculty member review assignment descriptions for clarity – or ask students how to make them more clear

Do you get a lot of questions on the requirements for a specific assignment? Try having a fellow faculty member review the assignment description to see how you could make it more clear. Try the same with your syllabus. Offer to return the favor to another faculty member.

Better yet – ask students a few times during the course about what’s working well for them and what could help them learn better? Incorporate a few suggestions each time you ask.

For those teaching Statewide Online courses, there are a few additional tips for success and ways you can engage your students using IvyLearn. First, begin by reading the Instructor Guide for your course. The Instructor Guide contains detailed information specific to activities in the statewide online course you are teaching. Actively report course issues when you identify those by following the instructions provided in the Instructor Resources module of the course shell you download from the Commons. Participate in the Course Organization and engage with the course mentor and others teaching the course to share ideas and best practices and contribute to building a better statewide online course. Online instructors should have a communication plan for their course which also details how you will establish and maintain your presence in your IvyLearn course.

**LINK**

Want to send out a Google Drive address but don’t want to type all those nonsensical characters? Want a handy short URL that will fit on a business card or other small document? Wait no more, Link is here.

Link is a URL shortening tool available ONLY to Ivy Tech faculty and staff. When you see a LINK URL you know it was created by a fellow faculty or staff member.

To access Link and start shortening URLs, visit https://link.ivytech.edu.

To learn more about how to use Link check out the link guide at https://link.ivytech.edu/LINK.
7. Customize Assignments in Online Classes to Allow Students Flexibility

**Suggested Use:** *In statewide online courses, you can edit assignments and add additional material and activities to meet student learning needs and reflect your personal style.*

A change was introduced to Ivy Tech policy for statewide online classes earlier in 2017. The full policy can be found at: [https://www.ivytech.edu/files/7.5.2-Faculty-Expectations-Training-Instruction-Online-Distance-Courses.pdf](https://www.ivytech.edu/files/7.5.2-Faculty-Expectations-Training-Instruction-Online-Distance-Courses.pdf). The specific changes which should be made to assignments are:

1. Personalize graded assessments of student learning (e.g. assignments, quizzes, and discussions) provided in the course as long as the following conditions are met:
   a. The curriculum committee has not specifically prohibited customization (e.g. a statewide assessment may be prohibited from any edits or changes),
   b. The revised assessment does not change the overall grade/weight structure of the class, and
   c. The assessment measures the same learning objectives as the item it is replacing.

2. Add additional supplementary content to the course to aid student understanding of course materials.

3. Further personalize content through the addition of personal notes and mini-lectures.

4. Schedule and hold online synchronous sessions to provide students additional support.

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**Want to know more about IvyLearn?**

Check out our IvyLearn training page at [http://www.ivytech.edu/ivylearn](http://www.ivytech.edu/ivylearn) and click “Register for Statewide Training” for the calendar of future training as well as links to videos and handouts from past sessions. One final tip. Ivy Tech is always changing. Follow Ivy Tech on Social Media (Facebook, Twitter, LinkedIn, and Instagram) to learn about college news, new resources and tools available to students, faculty and staff.

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**If you have any questions about IvyLearn Hints & Tips please contact:**

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The Assessment of General Education Evolves!

By: Marcus Kolb

In the middle of July, the College learned that ACT was no longer going to produce and support CAAP (the Collegiate Assessment of Academic Proficiency). For nearly a decade CAAP has been serving as Ivy Tech’s measure of student skills and knowledge in general education. CAAP was a required element of all associate level programs and we used the information gathered in CAAP’s four areas – critical thinking, science, mathematics, and writing – to make changes in our curriculum and teaching. The last Ivy Tech students to take CAAP will do so in the fall of 2017.

Now the College has been confronted with a challenge. While CAAP was useful in helping the College understand how its associate degree graduates perform in broad areas of general education as compared to other associate-level students around the country, the information derived from CAAP was often not specific enough to suggest curricular changes. CAAP gave us data, but not a clear way to focus the use of it.

Two other nationally recognized instruments exist that are analogs to CAAP – the Collegiate Learning Assessment (CLA), produced by the Council for Aid to Education, and the ETS Proficiency Profile. While both have strong reputations, both also suffer from the same shortcomings as CAAP, namely the challenge in connecting their broad concepts of general education skills to our specific idea of general education.

Rather than continue with another instrument that is useful but not well-aligned with Ivy Tech, perhaps it is time to redefine general education assessment entirely, moving away from standardized test, subsidized buy students, that produce information that is difficult to act on?

All public higher education institutions in Indiana are working with the same idea of general education – the Statewide Transfer General Education Core (STGEC). These six areas are the agreed upon elements of an Indiana higher education student’s general education, and institutions must accept courses aligned with this definition of general education in transfer.

Beginning this fall, with support from the provost, academic vice chancellors, and the liberal arts deans, the College will build its own, custom general education assessment. Faculty from across a variety of disciplines, using the STGEC as its core document, will build an assessment prompt for all associate degree students to respond to in their capstone courses. This prompt will produce student work that allows us to consider their skills and knowledge across several areas described by the STGEC and will make for a much more useful and actionable set of data for us to continue to improve our students’ skills and knowledge that we know to be vital in their success as transfer students or employees. Stay tuned for developments as the year progresses.

Learn more about STGEC here: https://www.in.gov/che/files/STGEC%20Guidance%202013May22.pdf

If you have any questions about Assessment of General Education please contact:

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