Dear Faculty and Academic Advisors,

The start of the new academic year brings both good news and challenges to Ivy Tech. On a positive note, the legislation enacted in 2012 provides increased transfer opportunities for our students as of August 2013; Phase One of American Honors successfully launched in three regions; our Math Steering Team and related curriculum design teams are on target for implementation of our three new math pathways; and we are improving our ability to target students at risk for termination due to academic difficulty and/or course withdrawals.

Despite our progress and good intentions, we are still not making significant gains in the area of student retention. Thus, you will see increased efforts at the regional and statewide levels in the next several months to tackle this problem. Many good ideas are circulating, and you can expect that several will be implemented. Know that with your support, I will keep academic quality at the forefront as we modify policies, redesign curriculum, and trial new technologies. I cannot emphasize enough, however, how critical all of you are to Ivy Tech’s success in the area of retaining students. Your continual engagement with your students is what will “move the needle”. This is the closest we have to a magic bullet solution, and the one idea cited in countless research as effective in improving retention.

So what else are we doing in Academic Affairs to influence gains in student retention? I have summarized the major projects, current as of September 2013, as follows:

### MATH PATHWAYS PROJECT

The most significant curriculum project the college is undertaking is the establishment of three math pathways. The primary objective of the initiative is to restructure and realign mathematic curriculum to support discipline and program/career needs.

How is Ivy Tech’s math curriculum being changed? By fall 2014, there will be three established math pathways. The pathways include:

- **a. Applied Tech Career Pathway** designed for School of Technology programs. MATH 122 Technical Mathematics is the new course created for this pathway. The new developmental coursework supporting this pathway is Foundations (FOUN 070 & FOUN 071), and placement scores will determine if students start in one of two levels of Foundations or directly into MATH 122. Foundations is designed to be taken along with an introductory technology course.

- **b. Applied and non-STEM Transfer (AA/AS/ AGS/AFA) Pathway.** MATH 123 Quantitative Reasoning is the second new course developed by a team of Ivy Tech faculty, and is designed to support all other AAS programs, non-STEM transfer programs, and most health programs. What is a Quantitative Reasoning math class? The course includes mathematical content covering sophisticated numeracy skills (estimation, order of magnitude), proportional reasoning, modeling (at minimum linear and exponential), and descriptive statistics. Common applications of the mathematics include finance, health literacy, issues of citizenship (national debt/budget) and social sciences. In addition, there is an emphasis on literacy skills: reading and interpreting quantitative information and using quantitative information in writing.

- **c. STEM/Calculus-Dependent Transfer (AS) Pathway.** This established pathway, beginning with MATH 136 College Algebra, is intended for STEM program majors in the School of Applied Science/Engineering Technology, for Liberal Arts AS majors, and for a select few health programs.

A summary of the changes in the developmental math curriculum and the new pathways follows:

- Two levels of Foundations (FOUN 070 & FOUN 071), beginning Fall 2014, will be the only developmental pathway for MATH 122. Students will take one or both classes depending on their placement score.

- The co-requisite model of MATH 080 paired with MATH 118 (only through Fall 2014) and MATH 123 is the developmental path for students in AAS/non-STEM transfer pathway.

- MATH 023 & MATH 100 are prerequisite classes for MATH 136, and the student’s algebra placement score will determine if one or both classes are required. Important to note is that MATH 015 is being eliminated, and students who test below the threshold for MATH 023 will be directed to MATH 080/ MATH 123.
MATH PATHWAYS, CONTINUED

- MATH 123 is planned to replace MATH 118 by spring semester 2015.
- MATH 023 and MATH 100 are only to be used for the purpose intended and are not designed to prepare students for the other two math pathways. In addition, MATH 100 may not be used to satisfy a program math requirement.
- Finally, the pathway diagram illustrates how students can change from one pathway to another with no or minimal credit loss.

Mathematics Curriculum Phase-Out and Implementation Schedule:

Final Semester to Offer:
- MATH 015 – Fall 2013
- MATH 035 & MATH 043 – Summer 2014
- MATH 118 – Fall 2014

First Semester of Statewide Implementation:
- MATH 100 – Fall 2014
- MATH 122 – Fall 2014
- MATH 123 – Spring 2015
- Revised MATH 136 – Fall 2015

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CO-REQUISITE MODEL & REMEDIATION REDESIGN

A second significant multi-year curriculum project is our Remediation Redesign project with objectives of restructuring and streamlining mathematic and reading/writing developmental curriculum to align with the new mathematic pathways and English 111 competencies. How is Ivy Tech’s remedial curriculum being changed? The math and English curriculum is being structured in a co-requisite delivery format for all but the STEM/Calculus Math Pathway. The model is patterned after the Accelerated Learning Program (ALP), developed by Peter Adams, a member of the English Department faculty at the Community College of Baltimore County (CCBC). Data collected since 2007 has consistently showed that ALP students pass the freshman English composition course at a rate that is more than double the pass rates for students in the traditional developmental writing classes. Our own data from the pilots conducted over the past 12 months shows that student success in gateway courses increase, and in some cases, doubles when compared to success rates of students starting in our traditional developmental program.

Over the course of the year, Ivy Tech will bring to scale the co-requisite model for math and English. The plan is for FOUN 070/071 to be paired with an introductory technology class to support the Applied Tech Career Math Pathway, followed by enrollment in MATH 122; and for MATH 080 to be paired with MATH 123 to support the Applied and non-STEM Transfer (AA/AS/AGS/AFA) Math Pathway. Refinements are expected to occur as faculty become accustomed to the new format.

The ultimate goal for the reading/writing redesign project is to develop a single, co-requisite course to improve skill deficiencies. Placement for the course may need to be adjusted once the competencies and course design are determined. The course is expected to be ready to pilot by spring semester 2014 and ready to launch across the state by fall 2014. Second, Foundations (FOUN 070 & FOUN 071) curriculum, currently being used in the Ivy Institute, will remain the desired reading/writing remedial curriculum to support School of Technology students. Note that Foundations is designed as a prerequisite course for English 111, while ENGL 095 Integrated Reading/Writing is being developed as a co-requisite course with ENGL 111. There may be limited circumstances where ENGL 095 may be offered in a prerequisite format once student profiles are established.

What are the significant tasks associated with the project?
- Align ACCUPLACER. The College Board and ACCUPLACER are developing a customized placement and diagnostic assessment tool aligned to competencies in reading, writing, and math identified by Ivy Tech faculty.
- Align mathematical competencies to all three pathways.
- Determine appropriate prerequisites for non-mathematics courses currently using math prerequisites.
- Revise curriculum in all developmental classes.
- Development and testing of an integrated reading and writing course as the co-requisite pair with ENGL 111.
- Investigate and test the use of MyFoundationsLab (MFL) by faculty in preparation for use with the customized ACCUPLACER assessment.
- Professional development for faculty and academic advising

ACCUPLACER DIAGNOSTIC IMPLEMENTATION

ASA reading, writing, and math faculty participated with Liberal Arts English and math faculty during a week-long standard setting process with the College Board in July. As a result of their efforts, the custom diagnostic will go live mid-January. Prior to implementation, cut scores will be established from this process and vetted by appropriate curriculum committees and voted upon by the RAOC in October. Once implemented, each student will receive a detailed report which will provide feedback on their level of mastery of identified competencies. This project is directly linked to the two major curriculum initiatives described above.

STARFISH PHASE IV

Phase IV is on schedule for September of 2013. The final phase will add functionality including:
- Financial Aid Early Alerts: Ivy Advising will enable early alerts for Financial Aid if there is an issue with funds.
- Case Management: Ivy Advising will capture soft skills and personal demographics, career interests, strengths, preferences, experiences, and transfer goals.
- Reporting: Several new reports are completed with others to be completed this fall by the Ivy Tech OIT Reporting Team.
- An assessment plan for Academic Advising is complete with Academic Advising learning outcomes revised and a measurement timeline...
planned. Additionally, an online training module for general academic advising competencies is being created this fall for access by both faculty and Advising Center advisors.

• Active Student Count Modification: The availability of a student within Starfish has been modified to look at only active, degree-seeking students during the past semester, current semester, and two future semesters.

• Individual Academic Plans (IAP’s) will now be called Academic Completion Plans (ACP’s). The interactive tool is imbedded in Ivy Advising. Once plans are created, the system will send emails to alert students that they have not enrolled, dropped, withdrawn, or failed a course that is scheduled on their plan. The advisors will see these flags also in order to help a student edit their educational plan.

• Training Materials for Ivy Advising have been updated. These materials are available regionally, are being placed on Infonet, and through the HR training portal.

MIDTERM GRADE REPORTING

Although midterm grades have no impact on students’ grade point average, the do serve as an indicator of student performance and are common practice at several institutions to provide early faculty-generated feedback to students and advisors. Beginning this fall, there will be required midterm grade reporting for a limited number of courses. Midterm grades are expected to be reported for all courses lasting eight weeks or more in the following three categories: all developmental mathematics, reading, and writing; all IVYT courses; and all gateway courses. Gateway courses include: ACCT 101, APHY 101, COMM 101, HIST 101, ENGL 111, BIOL 101, HLHS 101, MATH 118/122/123/136, PHYS 101, PSYC 101, and SOCI 111.

A Midterm Grade link in the My Ivy Tech section of Campus Connect is where faculty will report these grades. If a student is not attending class, faculty should not report them as a withdrawal, but rather submit a regular grade based on the work they have completed. To facilitate alerts to advisors, instructors are asked to raise a warning flag using the midterm survey in Ivy Advising for any student receiving a D or F midterm grade. Further instructions will be sent to all impacted faculty later in the semester.

CURRICULUM SEQUENCES

One of the tasks assigned to program chairs this fall is to prepare three additional curriculum sequences per each degree track to allow full and part time students to both the sequencing and time to degree completion. Currently, each associate degree is laid out on our web site in a four-semester sequence, and is intended as a template for students who are college-ready and full time, defined as enrollment of 15 or more credit hours/semester. In addition to the full-time college-ready sequence, three others will be developed and eventually uploaded for public view: full-time developmental (6 semester sequence); part-time college-ready (6-9 hours/semester); and part-time developmental (all sequences to begin with developmental reading/writing, ENGL 111, and IVYT 101). All sequences are expected to be completed before the start of the spring semester.

INDIANA’S TRANSFER GENERAL EDUCATION CORE (TGEC) COMPETENCIES UPDATE

As a result of legislation passed in 2012, Indiana’s public higher education institutions agreed to Transfer General Education Core Competencies, posted by Indiana Commission for Higher Education (www.in.gov/che/2728.htm), and implemented August 2013. Per CHE, “It enables a student who satisfactorily completes an approved program of general education in any one of those institutions to transfer that coursework to any other state educational institution as a block of 30 credit hours towards the general education core requirements.” Noteworthy is that a student must complete the core at a single institution in order to guarantee transfer.

In compliance with the legislation, Ivy Tech’s general education core (for transfer degrees only) reflects the TGEC. Students completing requirements for the AA, AS, and AGS degrees will be awarded the associate degree, the General Education Transfer Core certificate (generally 30 credit hours), and will have a notation of TGEC completion on their transcripts. Students may choose to earn the General Education Transfer Core certificate without completing remaining requirements for the Liberal Arts degree, which counts toward the college’s completion metrics. Significant differences in math and science requirements for STEM baccalaureate majors led to the development of two pathways for completing Ivy Tech’s General Education Transfer Core. The required courses for both pathways are documented on our web site (www.ivytech.edu/core/).

PERT: THE PROJECT FOR EDUCATION RESEARCH THAT SCALES

News about PERT is circulating across the state as the pilot launched in Muncie expands to six additional campuses. The pilot and expansion are part of a Stanford University research project aiming to raise student achievement with online psychological interventions.

Recent “mindset” research demonstrates that resilient students think about school and about their own abilities in fundamentally different ways from disengaged students.

Many students hold the maladaptive belief that intelligence is fixed. Students who hold this belief—a fixed mindset—give up when faced with a challenge and do more poorly in school. Growth mindset interventions overturn this negative belief by teaching students that intelligence is malleable. In growth mindset interventions, students learn how neurons form new connections when you learn new things. Many students also under perform if they don’t understand the purpose of school. Sense-of-purpose interventions help students connect seemingly mundane schoolwork to personally meaningful goals. When students understand why they should care about their schoolwork, they are more engaged and do better.

At Ivy Tech, the PERTS interventions are delivered over the internet in two 45 minute computer lab sessions. The interventions target students’ mindsets about school using
brief online readings and activities. Results of the Muncie pilot were promising, with low-performing students randomized to a treatment group earning higher grades and passing more courses than those randomized to the control group. The project will be brought to full statewide scale if results continue to demonstrate improvement in student performance. Additional information may be found at www.perts.net/home/PERTS.php.

AMERICAN HONORS AT IVY TECH
After a successful pilot in Central Indiana last January, Ivy Tech enrolled more than 120 students this fall in its new American Honors Program at three initial campuses: Indianapolis, Lafayette and Fort Wayne. Ivy Tech, along with the Community Colleges of Spokane, is one of two pioneering community colleges in the first year of the American Honors network.

American Honors at Ivy Tech provides high potential students with the personal advising, supportive peer community, and rigorous courses and enrichment experiences that prepare students to transfer to top universities both in and out of state. Amherst, Swarthmore, Mount Holyoke, UCLA, Ohio State, and Purdue are among the growing list of four-year partners who have joined the American Honors network.

A cutting-edge learning platform (QUAD) is utilized by students and faculty to improve the virtual classroom experience. Faculty members have reported that the unique digital tools and other available resources and technical support provided by American Honors make the classes engaging, highly interactive and flexible. Currently, all American Honors courses are developed and taught by Ivy Tech faculty.

American Honors at Ivy Tech costs more per year than a traditional degree but much less than annual tuition at a public or private 4-year institution. All students may apply for financial assistance including grants and loans. This fall American Honors awarded over $24,000 in scholarships to many of the admitted students.

“I couldn’t be more thrilled with the level of education I’ve received,” said Brittany Nicholson, who graduated in May with a degree in Liberal Arts with Honors. “It starts in the classroom with small classes and great faculty, but it’s really the other students that make the program special. Among my fellow honors students were robotics champions, athletes, student newspaper editors, competitive speech champions, commissioned artists, and former members of the military - to name just a few.” Nicholson was accepted at several universities including Butler University and American University where she was awarded a large scholarship.

The College roll-out plan is to add three to four new Ivy Tech at American Honors campuses for the fall of 2014 and eventually to serve the entire state. “By 2015, we are on track to build the largest honors college in a US community college system,” said M. Beth Borst, Dean of Honors and Executive Director of American Honors at Ivy Tech. “On behalf of American Honors, Ivy Tech leadership, faculty and staff members, I can say we are very excited for the opportunity to provide an honors education and honors experience to all Ivy Tech students in the near future.”

Additional information about the program may be found at: www.ivytech.edu/american-honors