The Faculty Center for Teaching Excellence provided the above tree-shaped Wordle. During the fall 2016 Library Extravaganza, the FCTE asked students to name the best teachers' characteristics. The bigger the font, the more often the word was mentioned.
The Myth of Handholding

There are several important differences between K-12 and postsecondary education. The former is compulsory, at least until the age of 16. The latter is optional. We think of K-12 education as a right and college education as a privilege. When a student does decide to pursue a college education, it is assumed that the student achieves success independently, conforming to particular norms of behavior and engagement.

But what if a student was not familiar with the playbook? What if all through high school homework was something done in school? What if mom and dad never attended college, so they never talked about it? What if a student never slept in the same room with another person? What if all they know is teachers who regularly provide minute details regarding class readings and frequent oral reminders regarding exams? What if a student had never been farther from home than a trip across town? What if the only people the student knows personally look exactly the same as the student? What if books and meals at school were provided at no charge because of low-income status?

In recent years, ISU has become more intentional about helping students navigate college. One change included launching University College with a team of professional advisors who are proactively intrusive. Furthermore, our residence halls deploy two types of paraprofessionals; a resident assistant and a team of peers who focus specifically on student academic support. We have numerous mentoring, tutoring, and supplemental instruction programs. Academic departments have student success plans, and student success is Goal 1 of the ISU Strategic Plan.

Is this handholding? If a student comes to us and does not understand what it takes to navigate college successfully, it is not. Enabling students to navigate university culture and meet new challenges is not handholding; it is instruction. We would want this instruction for our own children navigating their way through higher education.

Last fall, ISU achieved its highest four-year graduation rate in recorded history – 25.7%. In just two years, the four-year graduation rate increased from 1 in 5 students to 1 in 4. ISU is on track to break that record this fall (when summer graduates are included). ISU’s freshman retention rate is 2.5 percentage points higher than last year’s already (as of August 5, 2016); the highest level since 2006. Productivity at annual credit hour milestones is also trending positively.

Campus efforts are showing measurable gains related to student success. This does not strike me as evidence of handholding, but rather as a dogged determination to place students at the center of our mission. Much remains to be done to continue to move these and other metrics forward.

This report reflects contributions of units that report to the Office of Student Success. Many individuals and campus organizations contribute to student success. Thank you!

Sincerely,

Joshua B. Powers
Associate Vice President for Student Success
Professor of Higher Education Leadership
Vision and Mission: The vision of the Office of Student Success is to enhance student achievement of their educational goals. We achieve this vision through (1) focusing energy on key issues affecting student success, (2) using data to inform decision making, and (3) engaging faculty and staff as participants in the process of improving student retention and achievement.

2016-17 Goals
1. To further focus the energy on student persistence to degree with particular attention on closing achievement gaps.
2. To heighten attention to student success among the faculty, particularly in the arenas of advising, teaching, and departmental student success plans.
3. To advance the inclusive excellence agenda, especially with respect to Goal 6 of the Strategic Plan and activities around recruitment and retention of faculty and staff.

Goal 1: To further focus the energy on student persistence to degree with particular attention on closing achievement gaps.

Accomplishments: This year’s priority focus was to establish a team of three graduate specialists (GS) to specifically address challenges juniors and seniors experience. The Office of Student Success established the full GS team in January. One GS was assigned to the largest college (CAS) while the others to assist two colleges. The GS’s help with unique college needs as well as collaborate to work across college lines. The GSs and associate deans from CAS, CHHS, and COT visited Cal State-Fullerton, which has a nationally-recognized graduation specialist program. The Office of Student Success sponsored the site visit. Additional details on the work of the GS’s are addressed later in this report.

Other highlighted accomplishments associated with this goal included:

- Enabled the expansion of supplemental instruction, putting in place new mechanisms to increase student attendance, including required SI sessions built into the course schedule at registration, as well as other mechanisms to increase attendance. The results indicate strong positive impacts in high-enrollment gateway courses such as improved course performance and a reduction in D/F/drop rates (Fin 108 and MATH 115).
- Supported new writing initiatives through the Math & Writing Center resulting in strong positive outcomes and plans for an Honors Program application this fall.
• Supported expanded study table requirements and early intervention procedures for LEAP students. August 5 data show that fall 2017 retention rates are already 7.5 percentage points above fall official 2016.

• Executed national study of best practices for closing the achievement gap, resulting in the Student Success Council and Council on Inclusive Excellence recommending deployment of particular initiatives.

• Strong faculty/staff/policy maker attendance at the annual statewide Student Success Conference with 150+ attendees. ISU is building a reputation for excellence working with low-income students in particular.

• Established a three-month campus-wide program focused on race using the PBS documentary, RACE: The Power of an Illusion as a catalyst, culminating in the Ask Me; Hear Me Project. Approximately 25 student-faculty/staff pairs (50 overall participants) collaborated on a campus-wide presentation.

• Expanded First Sycamores program supporting first-generation students and deployed faculty/staff mentors who were first generation college students.

• Developed a formal student organization with a mission to support first generation students at ISU.

• Earned national/regional visibility via invited presentations at Complete College America, Indiana Youth Institute, and Student Advocates Conferences.

**Goal 2:** To heighten attention to student success among the faculty, particularly in the arenas of advising, teaching, and departmental student success plans.

**Accomplishments:** This is year 3 of the Student Success Plan review and update process. All academic departments with undergraduate programs participated. A number of workshops supported this effort, and department faculty assessed progress and shared promising ideas, reinforcing faculty centrality to student success. The Office of Student Success also pursued the integration of student learning assessment as a component of student success beyond the traditional retention/completion metrics. An academic department student success summit in May reinforced important departmental planning in these arenas. Other accomplishments associated with this goal included:

• Deployed inaugural fall and winter advising institutes with 150+ faculty and professional advisor attendees.

• Developed a vision for advising centers within each college with COT planning a first deployment this fall.

• Wrote and submitted a US-DOE SIP grant for $2.38 million (will hear in September).

• Supported implementation of a Master Teacher Program through the FCTE.
Goal 3: To advance the inclusive excellence agenda, especially with respect to Goal 6 of the Strategic Plan and activities around recruitment and retention of faculty and staff.

Accomplishments: The AVP for Student Success also served as interim AVP for Inclusive Excellence through February 2017. Among a variety of projects, he identified and deployed two consultants (one related to the achievement gap and the other to the recruitment and retention of faculty of color). The first was referenced earlier and the second effort led to ISU gaining national visibility among diverse communities. Results include an incoming class of new faculty anticipated to be the most diverse in recent years, and launching two highly-attended campus workshops, one on faculty recruitment and the other on retention of faculty and staff of color. Other accomplishments included:

- Constructed and deployed a revamped annual diversity report to the trustees.
- Supported campus affinity groups and opportunities for campus contribution.
- Provided professional development support for faculty/staff of color.
- Sponsored a national teleconference for nearly 100 participants around the country focused on a talk by the author of a new book about succeeding as a faculty of color.
- Supported a multicultural curriculum transformation project with the FCTE.
- Visioned and deployed a new set of inclusive excellence awards.
The Center for Student Success sub-units within the physical space of Normal Hall include (a) supplemental instruction and tutoring services, (b) student support services, a federally funded TRIO program that also includes disability support services, (c) the 21st Century Scholars Program, (d) the LEAP Program, and (e) students in transition initiatives, namely from freshmen to sophomore and beyond. The Math & Writing Center, located on the second floor of the Library, is also part of the Center for Student Success.

Unit Goals for 2016-17:
Each sub-unit of the Center for Student Success establishes annual goals and/or goals aimed to respond to a particular need. Among the goals for 2016-17, the following reflect particular noted accomplishments:

1. Expand SI coverage to address D/F/drop rates in key gateway courses (supplemental instruction).

The FIN 108 initiative implemented a modified SI study table model. This model encouraged attendance by providing set hours in blocks of time in the Center where students could drop in and study. In the fall, students who attended six or more sessions averaged a 3.13 GPA, compared to an average of 2.34 for students who attended no sessions. In the spring, students who attended six or more sessions earned a 3.21 GPA; students who attended no sessions averaged a 2.25 GPA.
The MATH 115 initiative launched in spring of 2017 was a “fourth class” model plus study tables. The additional class time was listed in the class schedule and was required. Instructors expected students to attend this session as if it were a class. Study tables outside the center were also offered to students. Math 115 students who used the services yielded an average GPA increase of 1.80 in spring 2016 to 2.22 for spring 2017. Further, the drop rate decreased from 19% to 13%. New initiatives for courses with high D/F/Dr rates, PE 220, PSY 101, and BIO 112, are planned for fall 2017.

2. Enable all courses tutored to be accessible for distance education students (tutoring services).

The Center for Student Success expanded distance tutoring services in fall of 2016 to extend to all courses that are tutored face-to-face on campus. The addition of touch tablets with pens enhanced tutoring sessions and all tutors received training on this equipment.

3. Enhance the efficiency of note taker deployment (disability support services).

We created a pool of notetakers in the spring semester, which enhanced the efficiency of notetaker deployment. Some notetakers from this pool have already been assigned to returning students who have fall schedules. Some unassigned notetakers in the pool have been through the hiring process and are ready to be assigned in the fall.

4. Implement Maxient as a tool for disability support services (disability support services).

The Student Support Services staff worked with Craig Enyeart in Student Conduct and Integrity to enhance communication and documentation with students via the online program, Maxient. This FERPA compliant software provides more secure communication and records storage and gives centralized, convenient access to individuals’ records. The implementation of this software for documentation of communication with students and services and the online forms is planned for this fall.

5. Complete the campus audit for disability accessibility (disability support services).

The Disability Services Advisory Board met in 2016-17. Among their activities, they completed a campus audit for physical disability needs/issues. The board’s report, prepared in June 2017, will be shared with Facilities Management once confirmation of previously-addressed tasks is completed.


The 21st Century Program staff expanded the content and frequency of electronic newsletters to include deadlines, resources, and events. Email addresses will be collected at new student orientation so that parents/guardians will receive newsletters in the 2017-18 year.
7. **Deploy Back on Track, an initiative for students with three or more deficient interim grades (21st Century Scholars).**

In order to increase the retention and graduation of Scholars who might lose scholarships because of failing to meet requirements, Back-on-Track Workshops were held in October and November for those who received deficient interim grades (C- or below). This very hands-on initiative assisted in building relationships with the new 21st Century Scholar Coordinator, who personally introduced many of the students to the Tutoring Coordinator. Students received class schedules, assessed resources, and developed time management skills at these workshops. Students also signed up for tutoring at the Center.

8. **Establish the Scholar-to-Scholar Peer Mentoring Program (21st Century Scholars).**

In an effort to build relationships between incoming Scholars and Scholars who are upperclassmen, the Scholar-to-Scholar Mentoring program was developed in 2016-17 and will be ready to launch in the fall of 2017. The relationships built during mentoring will assist new students with acclimating to the ISU campus, including identifying available resources, and how to access them. It is hoped that this program will funnel these new students into the Scholar Study Tables, tutoring, and into ScholarCorp membership, ultimately leading to higher retention and graduation. Applications were collected from potential Scholar mentors in spring 2017 and an online application for the Scholar mentees was launched. The program was marketed during NSO, and will be advertised during Welcome Week in August, and via ISU email. Applicants will be paired with peer mentors based on their majors.

9. **Enhance academic performance and retention of LEAP students (LEAP Program).**

LEAP students are conditionally admitted to ISU with a three-week summer bridging and academic year requirements based on a high school GPA in the 2.2 to 2.39 range. Students with a high school GPA between 2.4 and 2.49 are also admitted conditionally but do not have a summer bridging requirement. The 2016 LEAP students’ average fall term GPA was 2.32 compared to 2.09 for non-LEAP conditionally admitted (CA) students. The percentage of LEAP students with a fall term GPA over 3.0 was 34% compared to 25% for non-LEAP CA. Their fall good standing and spring retention rates were also higher than non-LEAP. As of August 5, 2017, first year retention of fall 2016 LEAP cohort students is up 7.5 percentage points to 48.1%.

After learning this was the last year of LEAP and summer bridging, many of the LEAP students expressed concern about the students who will not have the opportunities that they did. Here is a representative sample of student support:

LEAP really made me realize how much potential I actually had. I never thought of myself as a good student or very smart, but after LEAP, all of that changed. I performed well in school and now it has prepared me for the real world. Great experience. Would definitely do it again. – 2012 LEAP cohort student and 2016 ISU graduate
I just want to reiterate that I am extremely grateful for the LEAP program and the opportunity that you all have given me. I would not be where I am at now if it were not for you. Thank you for your time in this matter. - 2016 LEAP cohort Student, Class of 2020

In addition to the closure of ISU’s summer bridge program, opportunities for employment with the program for LEAP students, whose personal experience brought great benefits to the incoming students, will no longer be in place. The program employed many of the older students as mentors, study table monitors, and summer counselors.

10. To create a summer career exploration experience for low income and/or at-risk students - e.g., 21st Century Scholars, LEAP students, students of color (Center for Student Success).

The Summer Career Exploration Experience (SCEE), a collaboration between the CFSS and the Career Center, gave students the opportunity to get paid to explore a career of their choosing in their home town over the summer. The program was launched during the summer of 2017. This program aimed to help students who are undecided on their majors choose a field of study by giving them the chance to see what a career in that field looks like. During the summer, the students worked with their employers for a month, received online support from a mentor and peers, worked through content that enabled them to self-assess workplace skills, and become stronger professionals. At the culmination of the experience, the students and their host site supervisor were invited to participate in a networking event to showcase their experiences to the other members of the program. Thirteen students participated in the SCEE program during the summer of 2017 and performed 753 total hours of work in a professional setting. Feedback from student participants and employers was universally strong with 100% of employers expressing an interest in hosting a student in the summer of 2018. Given that the program was especially effective at deploying students of color, the opportunity to eventually expand workplace diversity for employers is enhanced.

11. Update and expand the use of technology and innovative approaches to program delivery to increase efficiency and effectiveness of services (Math & Writing Center).

The Math & Writing Center implemented Yuja, and fully executed version 2.0 of the scheduler app at the start of the spring 2017 semester. Yuja was an improvement from the previous program (Collaborate), and simplified the online tutoring experience. However, there are elements of Yuja that need to be more consistent to improve the student experience, and we work with Yuja Support to assist in this task. Version 2.0 of the scheduler app was also launched at the beginning of the spring 2017 semester. This updated version provided increased efficiency in scheduling and tracking multiple students per session.

Starting in fall of 2017, the MWC will utilize a new format to encourage fewer appointments and more drop-in group sessions. Appointments will be made only for students who are willing to attend on a weekly basis. The center will encourage a math tables format so that students can work on their stats or math homework with their peers, raising a hand for a tutor when assistance is needed. This approach has been shown to be particularly effective and is modeled after the
successful program at IUPUI and other institutions. On the writing side, undergraduate writing circles will give students the opportunity to work quietly, or with peers, seeking help as needed. This format serves more students more efficiently.

The MWC and CFSS anticipate a new integrated software system (Compass) starting January 2018 that will allow more thorough and streamlined reporting, and provide a streamlined scheduling process for student workers and tutoring sessions.

12. Expand Plagiarism Intervention Program (Math & Writing Center).

The Plagiarism Intervention Program experienced dramatic growth during the 2016-2017 academic year. In collaboration with Student Conduct and Integrity, the MWC created an automated system in which students are directly referred to the MWC upon being reported for plagiarism violation. These students then report to the MWC to complete a series of sessions focused on identifying and addressing the causes of their plagiarism in an effort to avoid future violations. The approach enables a learning experience from the violation as opposed to a strictly punitive one.

13. Launch expanded graduate student writing support (Math & Writing Center).

New in the fall of 2016, this initiative brought master’s and doctoral students together from across campus for four hours every few weeks. Students participated in group discussions, writing consultations, and free writing time. The program is a collaboration between the CFSS, the Library, and the College of Graduate and Professional Studies. In spring 2017, 14 members of the writing circle participated in a four-day writing retreat, writing intensely and participating in workshops and wellness activities. All activities of the graduate writing circle (including the retreat) were funded by outside sources including CGPS, the library, and students’ departments (which contributed to sponsoring their retreat attendance). Students’ accomplishments at the graduate writing retreat included 123 pages written during the four days, 74 pages edited, 103 books and articles read, and very positive survey results. Thirteen of the 14 students said they would definitely attend again, with 1 a maybe. The format of the writing retreat will be replicated for faculty by the Faculty Center for Teaching Excellence in 2017-18, and is based on the Graduate Writing Circle’s success. New writing circles will start for honors students and undergraduates in 2017-18. Undergraduate circles will be mandated for all conditionally admitted students.

14. Complete CRLA certification and formalize center training according to CRLA standards (Math & Writing Center).

The MWC is continuing its efforts to achieve College Reading & Learning Association (CRLA) certification. The CRLA application packet was submitted mid-semester and the approval process is near completion. To ensure compliance with CRLA standards, the MWC has been granted resources that will allow MWC staff to consult with content experts to create training modules for new and returning tutors. These modules will ensure superior skills in content, pedagogy, and best practices in tutoring for all our undergraduate, graduate, and staff tutors.
The above graphs show the number of tutoring visits for the CFSS, as well as the use of SI. There is a direct correlation between the rise of SI visits and the drop-off in tutoring visits. As more SI is offered, students are more likely to utilize this service, where they are in a group setting, than individual tutoring. Research shows that SI is an especially effective means of addressing student academic support, particularly when students are required or incentivized to participate regularly. Group setting support can be a better use of university resources, while also maintaining the availability of individual tutoring for students in unusual classes and those with special learning needs.
Funded by a federal TRIO grant, Student Support Services exceeded its goals for supporting students (see chart above). The number of students who returned for a second year (after completing the first) and the number of students in good academic standing exceeded goals and expectations. Student Support Services had projected that 30% of the students in the 2009/10 cohort would complete degrees within six years; actually, 50% of the students achieved that goal, exceeding expectations.

This fall, ISU is on-track to have the highest retention rates of first-year 21st Century Scholars since at least the 2008 cohort (more are still registering). This reflects a 3.5 percentage point increase from last year (as of August 5). Also as of August 5, the 21st Century Scholar retention rate is 1.8 percentage points above the average retention rate for students at ISU. A number of factors contributed to the increase, including the staff of the 21st Century Scholars expanding efforts to reach freshmen, resolve aid issues, and provide social and academic support programming. The four-year graduation rate is already at the highest level since the 2008 cohort as shown in the graph below, which does not include the summer 2017 graduates.
A MWC “visit” refers to an instance of tutoring in the MWC; a “unique visitor” refers to one student visiting the MWC. A unique visitor may come to the MWC 1 to 30 times in one academic year. The MWC experienced incredible growth between 2012 (the year it was founded) and 2015, with a very slight drop in the number of visits due to recently-implemented support systems. Besides using support at the MWC, students participate in graduate writing circles, supplemental instruction, and in-class workshops. The number of math tutoring sessions dropped when Math 115 requirements included supplemental instruction; math visitors who previously utilized MWC tutoring services are instead utilizing mandatory SI sessions.
For the 2017-18 academic year, the MWC will re-form itself to focus on statistics and math-based classes other than Math 115, since those students’ needs are now met by SI. The MWC will offer study tables for a variety of statistics courses and upper-level math. To enhance service to students with writing needs within our staffing framework, the MWC will offer writing circles. These circles will target conditional admitted students, honors students, and students performing poorly in English composition classes. These plans for group use of the MWC is anticipated to increase the number of students served in 2017-18.
The Faculty Center for Teaching Excellence (FCTE) functions as the centralized body that elevates, informs, and celebrates teaching excellence on the campus of Indiana State University. Faculty members at all career stages are essential to student success and are served through the varied programming of the FCTE. The Center provides faculty support that fosters ongoing communication and collaboration centered on effective teaching/learning practices. Programming at the FCTE is an avenue for exploration and innovation in a collegial setting.

**Major Accomplishments**

1. Collected input and analyzed faculty programming needs to support teaching/learning through a campus survey.
2. Developed relevant and meaningful programming that supported institutional goals and faculty interest.
3. Created and implemented ongoing professional learning opportunities that focused on specific teaching/learning needs of faculty and the institution.
4. Secured almost 100 faculty pledges for the *Branch Out* initiative targeting the improvement of one specific teaching goal.
5. Maintained quality collaborations with units including Student Success (Student Success Conference), Assessment and Accreditation Office (professional development sessions), Work/Life Conference (co-sponsored and followed up with a book study), Office of Information Technology (training sessions and faculty fellow for Blackboard), Cunningham Memorial Library (OER training sessions), and Academic Affairs (New Faculty Orientation).
6. Increased the number of recorded professional development sessions available for faculty on demand in our Blackboard site.
7. Renewed the FCTE vision with each academic dean.
8. Completed a search for a permanent Director.
9. Searched for and hired a Coordinator for the upcoming signature Master Teacher program.

**Signature Programs/Practices**

- **Our Fall Book Study** was offered for faculty. The book study was led by Dr. Linda Behrendt from the Department of Applied Health Sciences. The group was able to read and study *Grit* by Angela Duckworth. At one of the scheduled book study meetings, in combination with the Student Success Conference HigherEdCamp, we were thrilled to be able to web-conference during the lunch keynote time with Dr. Duckworth. This session was well-received.
• **ISU Teaching Tour** was held during the spring semester with three expert teaching faculty on campus: Dr. Concetta DePaolo, Department of Marketing and Operations; Dr. Jim Speer, Department of Earth and Environmental Systems; and Lisa Hughes, Department of Extended Learning. A small group of visitors observed a host’s class on a selected day and then engaged in an hour of conversation with the instructor about teaching techniques, student engagement, and assessment strategies.

• **Teaching Triangles** was an opportunity for faculty to spend a class period in a colleague’s classroom. The pairing of faculty was intentional in that we desired faculty to observe instructional pedagogy in a cross-discipline manner. In a non-evaluative process, the three faculty members were able to view each other’s classes, followed by some reflection and conversation of what was learned. Seven faculty members participated in this program.

• The **Vitality** program was created by then-Faculty Fellow, Dr. Molly Hare, to reinvest midcareer faculty in their profession and institution. Driven by the Strategic Plan (Goal 6, Initiative 5) to help more Associate Professors pursue promotion, our second cohort comprised of 8 faculty members is currently engaged in this important initiative.

• **Multicultural Curriculum Course Transformation Learning Community** was supported by the ISU Interim AVP for Inclusive Excellence and created a mechanism for faculty participants to meet together to discuss the challenges of diversity, inclusiveness, and greater integration of global societal perspectives. The project focused on learning, sharing ideas and then finding ways to gradually transform existing curriculum, along with the development of new course content and revised pedagogies. FCTE Faculty Fellow Dr. Colleen Haas headed this initiative with assistance from FCTE Faculty Affiliate, Edi Campbell.

• **Mornings in May** saw another successful year. We hosted eight morning sessions from 9:00-11:30am focusing on a variety of teaching/learning topics. Total attendance was 171, which averaged 21.3 faculty per session. We were pleased to see 83 unique participants during this series. While our attendance didn’t match last year’s totals, it is important to note that this year we hosted eight sessions and last year we hosted 12 sessions. In addition, the Jump Start January professional development sessions were not included in these figures.

• Supporting **faculty conference travel** to renowned teaching conferences was important for the FCTE. We sent interested and passionate faculty to two separate conferences to foster innovation, learning, and growth. In return, faculty came back to campus and hosted professional development sessions for the campus based on what they learned.
  o FCTE Faculty Affiliates for the Original Lilly Conference on College Teaching (Miami of Ohio): Dr. Brad Venable (Art and Design Department), J. Tyler Burns (Department of Criminology), Dr. Brittney Millsbaugh-Storms (Department of Applied Medicine & Rehabilitation), and Dr. Chris Drew (Department of English)
  o FCTE Faculty Affiliates for the Teaching Professor Conference (St. Louis, MO): Dr. Stephanie Alexander (Department of English), Dr. Vicki Hammen (Department of Communication Disorders, School and Educational Psychology), Nancy Nichols-Pethick (Art and Design Department), Dr. Jean Potts (Department of Advanced Practice Nursing), and Dr. Haijing Tu (Department of Communications). These faculty will share with campus during fall of 2017.
**Innovations**

- A Faculty Fellow for Teaching Innovation was developed. Through an understanding between Extended Learning and Student Success, we were thrilled to bring Lisa Hughes onboard as a specialist to support the FCTE mission. Some of Lisa’s many innovative accomplishments include the development of the FCTE website RESOURCE SECTION, created and delivered an Appy Hour series and an ELED 200 technology usage series, shared exemplar online instruction through the ISU Teaching Tour, co-led the Teaching Large Classes learning community and certificate program design, facilitated the CTA Gateway conference group, developed and shared sessions for Jump Start January and Mornings in May, and initiated global engagement with online instruction through an international trip to Budapest. In collaboration with the Center for Global Engagement, this was the initial contact of what is projected to be a long relationship of shared pedagogical and professional development between Indiana State University and ELTE University.

- During Jump Start January, we offered professional development sessions at a unique scheduling time for campus. Due to the late semester start, we were able to take advantage of having three days of workshops in early January. Average attendance was 32 faculty per day, with 66 unique participants.

- Our Master Teacher Program is under the coordination of Dr. Linda Behrendt. Linda has shared our hallmark Master Teacher program around campus and in each academic college. Our inaugural class will commence this fall. This three-semester program was designed to accomplish a long standing dream of the FCTE, highlighting the emphasis on improved quality of pedagogical and reflective practices on campus.

- We added Assessment Office Hours to our existing schedule of weekly Instructional Designer and Blackboard office hours. Dr. Mary Herrington-Perry held two office hours each week for faculty to come and meet about assessment or accreditation-related assistance.

**Future Timely Directions**

- With the revision of the faculty appointment, promotion, and tenure policies section of the university faculty handbook, our intent is to define and give meaning for the elevation of teaching as the domain of faculty work identified for documented evidence of excellence.

- Operationalize teaching effectiveness for tenure and promotion documents at the department level that will need revision this academic year.

- We will provide targeted support for the departmental peer evaluation process identifying intentional focus on what to look for and how to document teaching performance.

- Our signature programming and campus collaborations will continue. Once again, we will collaborate with the Office of Community Engagement for a series of professional development sessions.
Faculty Center for Teaching Excellence – 2016-17 Data

**FCTE Session Average Attendance**

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**FCTE Number of Sessions**

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<tr>
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<td>2016-17</td>
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**Total Attendance by Year**

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**Mornings in May Attendance**

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<td>373</td>
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<td>2016-17</td>
<td>171</td>
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**Faculty Consultation - Scheduled and Unscheduled**

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<th>Year</th>
<th>Meetings and Conversations</th>
<th>Phone Calls</th>
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<td>143, 281</td>
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<tr>
<td>2016-17</td>
<td>320, 293</td>
<td>143, 281</td>
</tr>
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</table>
Graduation Specialists
Christina Cantrell, Cynthia Evans, Lisa Stein

The position of graduation specialist was newly created this past year, made possible via the ISU Strategic Plan. In partnership with the colleges and the Office of Student Success, graduation specialists assist students nearing degree completion (juniors and seniors). Each college collaborates with the graduation specialist to develop a plan for supporting student success, provide advisor education/training, contact stop-outs, and review graduation lists facilitating a pathway to degree completion.

2016/17 Goals:

Goal 1: To launch the program with a team of three graduation specialists.

Accomplishments: In response to data showing students have unique needs in the latter stages of their studies, three specialists (hired and in place in January 2017) are individually assigned to support a particular college. Each team member is also a generalist addressing students’ needs across college lines. Additional duties include assisting with training and professional development for faculty advisors in collaboration with associate deans of each college.

Goal 2: To build a partnership with the associate deans, including a visit to California State University – Fullerton, known for its graduation specialist program and one-stop shop success centers in each college.

Accomplishments: Early in the year, graduation specialists, associate deans from the three largest colleges, and the Associate Vice President for Student Success visited California State University – Fullerton to observe the implementation of their unique student success initiatives including graduation specialist program. CSUF has been recognized for its student success programs resulting in increased graduation rates. The model at CSUF includes student success centers embedded within each college to provide comprehensive support services focused on advising, retention, and career support among other services. As a result of that meeting, the College of Technology will pilot a center this fall.

Goal 3: To enhance what is done to resolve financial holds and for financial aid related cross-training of graduation specialists.

Accomplishments: The graduation specialists have particular responsibilities to identify students who are within a semester or two of degree completion confronting financial challenges that prevent class registration. As a result of collaborating with the Controller’s Office, degree candidates who meet specific criteria may now have financial holds lifted, or they may establish
a payment plan to enable near-term registration. Graduation specialists participated in financial wellness counselor training conducted by the Office of Student Financial Aid, and they will be shadowing financial aid counselors in August, focusing on returning students’ issues. Graduation specialists now have access to key financial aid-related screens, allowing full engagement with students on the interface between program/course choices and to identify the financial implications of those choices. Additionally, graduation specialists met with new students and their parents at New Student Orientation sessions.

**Goal 4**: To identify course/curriculum pathway issues impacting time to degree.

**Accomplishments**: By being both college specialists, and institutional generalists, the GS’s are able to identify areas where students may potentially experience unique challenges. Examples of these challenges include late-stage change of majors, an unusually high number of course repeats, course offerings that have sufficient high demand to warrant offering the course more frequently, and other factors that may influence a student to stop out before graduation completion. College specialists relay information to the associate deans and/or the Associate Vice President for Student Success for consideration for action.
Graduation Specialists – 2016-17 Data

Number of contacts with students, advisors, and department chairs: January to May: 1,000+

Examples of contacts that led to a positive outcome on pathway to degree:

- Reviewed a student for graduation and noticed that he was missing one UDIE requirement. There was an option for him to take a course to complete a major requirement and the missing UDIE. Student dropped initial course and added course that would count for both requirements. This saved him from taking three credit hours this summer.

- Student needed one course to complete a minor outside of the college (minor was required for degree completion). After reviewing her MySAM, I saw a course that could meet the requirements for the minor and emailed the associate dean with the information. The course was approved as a substitute and the student will not have to return to complete the minor.

- Found students through Facebook who had stopped out for some time near the end of their studies. A number have responded to my invitation to assist them to get re-enrolled and graduate. I help them to navigate a degree pathway and/or address financial issues.

- In conjunction with the associate dean, met with the chairs of every department in the college. We discussed the variety of issues I had noticed among upperclassmen:
  1. Short overall hours (from the 120 required)
  2. Short 300/400 level
  3. Incomplete grades
  4. Minors/certificates with no progress (i.e. Sycamore Ready Certificate)
  5. Course which is repeatable that won’t count for credit hours needed
  6. Need to change graduation date or has not applied for graduation. Sometimes this is indicated in notes by advisor but student has not followed through
  7. No concentration declared
  8. Major/minor GPA low
  9. Substitutions/petitions
  10. Pre-Professional program issues
The four-year graduation rate has largely hovered around 20% since it was first measured from the 1998 cohort. As of August 22, 2017, the 2013 cohort graduation rate is 28.5%. This is a new record and a 2.7% increase from last year. There are multiple sources for this improved rate; graduation specialists focused on completion related needs has been one contributor.