The above picture is from a careers trip in which 21st Century Scholars visited the Guitar Center in Indianapolis. Indiana State University was the recipient of an inaugural Stan Jones Student Success Grant from the Indiana Commission for Higher Education, enabling 21st Century Scholars early career emersion experiences during this past academic year.
The Psychology of Student Success

I attended the Black Expo Education Conference a few weeks ago. K-12 and higher education comes together at this one-day event to engage topics linked to diversity, access, and equity in schools and colleges. The kickoff keynote was by Teresa Lubbers, Indiana’s Commissioner for Higher Education. When asked who was a leader in the state regarding the support of 21st Century Scholars, she spoke of us. Perhaps it was our enrollment numbers, our unique summer aid program, our inaugural Stan Jones Student Success Grant selection, or our steps towards closing the completion gap for 21st Century Scholars and minority students that led her to mention us. Regardless, I felt an unusual pride in the many all over campus who believe deeply in our mission and commitment to student success for all.

As I have said before, student success is a contact sport. What students most remember are those who made a difference in their lives. Unfortunately, that can be both a positive or a negative difference. Sometimes we unknowingly do harm as a function of our words; how we give feedback; our willingness, or failure, to confront hurtful or demeaning comments; and/or by sending messages that trigger feelings of rejection, or doubt in the student’s ability to fit in. With a conscious effort, we can instead send positive messages to students that will make them feel comfortable and welcome and that stimulate effort and perseverance.

With resources from a federal grant, ISU has been testing psychological interventions for the last three years to see if we can stimulate students to believe more strongly in their ability to succeed. We want to see if doing so leads to significant differences in outcomes such as academic performance and retention. Tests of one-time interventions have not been fruitful, but a unique app adopted by a random sample of freshmen providing weekly psychological “nudges” is showing potential promise, to the tune of almost a third of a term GPA and higher retention.

What this research reinforces is that not only is student success a contact sport, it is about meaningful relationships with positive psychological impact that take place routinely, not just occasionally. This sort of relationship is particularly important to students who may already confront feelings of societal marginalization, feelings often experienced by low-income and/or students of color. If you have any doubt, I refer you to an extraordinary article from the New York Times Magazine, “Who Gets to Graduate?” and Claude Steele’s book, Whistling Vivaldi.

Many across campus are to be celebrated for the graduation rate gains and gap closures ISU has realized. The staff in the particular offices represented in this report, as well as the Student Success Council, wish to give you a glimpse into particular activities and outcomes linked to student success. Student success, however, is not an endpoint, but a journey. There’s no magic elixir. However, what is clear is that each of our attitudes and behaviors stimulate feelings in students. Let’s make them positive ones.

Sincerely,

Joshua B. Powers
Associate Vice President for Student Success
Professor of Higher Education Leadership
Office of Student Success
Joshua Powers, AVP for Student Success

**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.

**2017-18 Goals**

1. To support the success of Goal 1 of the ISU Strategic Plan with particular focus on the contribution of the graduation specialists and pathway to completion for juniors and seniors.

2. To continue efforts to close student achievement gaps.

3. To further strengthen advising for sophomores and higher.

4. To expand faculty engagement with student success and learning assessment.

5. To establish a FirstGen Completion Scholarship associated with the climb of Mt. Kilimanjaro.

**Goal 1:** To support the success of Goal 1 of the ISU Strategic Plan with particular focus on the contribution of the graduation specialists and pathway to completion for juniors and seniors.

**Accomplishments.** Graduation specialists are now well embedded in each college. Contacts with students again exceeded 1,000+. GS’s were cross-trained with Financial Aid and received access to key screens that enabled student or advisor interaction that was particularly effective for those students with financial holds. GS’s also now do weekly assessments of students on and off the graduation guarantee. Although many persons have been important to rising graduation rates, GS expertise with aid intersectionality, attention to students who have not applied to graduate, and follow-up immediately with those who did not graduate as planned, have been contributing factors. Fall 2017 official 4-year graduation rate was 28.7%, the highest in measured history. As of this report’s publication (8/16/18), we are at a new record high with additional summer 2018 graduates to be processed.

**Goal 2:** To continue efforts to close student achievement gaps.

**Accomplishments.** The 15-to-Finish campaign was deployed via a new website, and communications expanded via yard signs and large ground stickers, enhancing campus visibility. We deployed an innovative app to test weekly “doses” of psychological intervention with students, with data evidencing noted positive impact (almost 1/3 letter grade difference and significantly higher credit hour completion and fall to spring retention). A self-control experiment with Ohio State University research team on sophomore 21st Century Scholars also shows promise. We supported Center for Student Success initiatives such as for 21st Century Scholars via study tables and a mentoring program and are about to launch UC 110 sections for new freshmen 21st Century Scholars in HS GPA bands of 2.5-3.0. We shifted to a full walk-in
tutoring model in the MWC and expanded the supplemental instruction footprint and study table offerings. In addition, the Maxient management system was implemented to provide a faster process for deploying notetakers for students with disabilities. The office co-sponsored a number of events with other offices, and continued a partnership with the College Transition Consortium at Stanford on belonging-focused psychological interventions with students. The office also sponsored a team of eight to attend Donna Beegle Poverty Institute and engage in campus activities during the academic year focused on the success of low income students. African American and 21st Century Scholar 5-year graduation rates as of 8/16/18 are currently four percentage points higher than last year at fall official and an increase that is three percentage points higher than the campus as a whole’s 5-year increase.

Goal 3: To further strengthen advising for sophomores and higher.

Accomplishments. Deployed undergraduate student success guides with particular attention on sophomores via Career Center grant. We supported the expansion of Advising Matters professional development opportunities, with 148 participants over the course of the AY; many attended multiple sessions. The Advising Handbook was updated and expanded, and a summit was held on Sophomores and Higher Advising, with facilitated efforts of a joint committee of associate deans and SGA to prepare recommendations for the Provost and Deans. A co-sponsored campus-wide advisor appreciation breakfast with University College was also held.

Goal 4: To expand faculty engagement with student success and learning assessment.

Accomplishments. Formed a joint committee of members of the Assessment Council and Student Success Council to merge assessment processes that align with Higher Learning Commission expectations. The Assessment Council approved folding student success plan and reporting processes in a streamlined way into the student outcome assessment process. This process has launched and will guide campus assessment efforts going forward.

Goal 5: To establish a FirstGen Completion Scholarship associated with the climb of Mt. Kilimanjaro.

Accomplishments. Raised $10,000 for first generation students, resulting in a new First Gen Completion Fund created with the Scholarships Office, which has deployed a portion of the funds raised via an application process. We are preparing a theme-based report on the articulated rationales provided by students for such funds.

Other Accomplishments and Collaborations:
- Largest attendance at a statewide student success conference to date – 200 over 2 days.
- Partnered with SGA on SUCCESSx and DNA Project.
- Perfect score on a $2.38 million US DOE SIP grant that may be funded later this year.
- Expanded Disability Support Services Advisory Board.
- Master Teacher Program deployed.
- 2 Faculty Fellows hired in FCTE to expand activities, including for GAs who teach.
- Writing Certificate program for faculty who teach in the professional schools launched.
- National and state-wide enhanced visibility for student success efforts (e.g., Complete College America, Coalition of Urban Serving Universities, APLU, ICHE).
**Center for Student Success**

Bailey Bridgewater, Executive Director for Student Success Innovation

**Mission:** The Center for Student Success assists Indiana State University students in achieving their academic and career goals by providing services and programs that enhance learning and guides students in assuming a significant role in planning and completing their academic career. Additionally, the Center for Student Success hopes to enhance the visibility of its programs and services within both the academic and the local communities to increase program participation by faculty, students, and other interested citizens.

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, (c) disability support services, and (d) the 21st Century Scholars Program.

Also part of the Center for Student Success is the Math & Writing Center (MWC) located on the second floor of the Library. The mission of the MWC is to help students become strong, independent learners through a variety of programs and services. We are here to help students of all backgrounds at any stage of the learning process on any reading or writing project, and many levels of math.

**Math & Writing Center**

**Goal 1:** Update and expand the use of technology to increase efficiency and accessibility through the use of Yuja for distance tutoring and the revised scheduler app.

The MWC made strides in offering more online tutoring by partnering with Extended Learning to create a dedicated space for distance tutoring. This space is housed in the library and features 6 ADA compliant cubicles equipped with tutoring technology. Extended Learning is also financially supporting the hiring of a distance tutoring and a Graduate Assistant to lead that team. The physical space was finished in May of 2018 and the hiring of the online team is currently underway. In addition, the increase in MWC walk-in traffic led to changes to the online scheduling system, which was originally designed for scheduled appointments. The system, designed by Paul Asay, is now walk-in friendly and allows tutors to keep detailed notes on their sessions.
Goal 2: Work with Student Conduct and Integrity to expand and formalize the Plagiarism Intervention Program.

The Plagiarism Intervention Program was formalized through the addition of tutor training in this area, which also meets CRLA Level II certification standards. Standards and outcomes were established for the program. The MWC worked with Student Conduct to streamline the process of referring students for intervention, which is now a requirement for all students who are turned in by their professors for plagiarism. After being turned in, the student must attend a series of 3 sessions with a MWC tutor. A hold is placed on their account until they go through the program. The program seems to be making a difference in recidivism rates as per the chart below.

<table>
<thead>
<tr>
<th></th>
<th>Plagiarism Cases</th>
<th>Repeat Offenses</th>
<th>Recidivism Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>92</td>
<td>6</td>
<td>6.52%</td>
</tr>
<tr>
<td>2016-17</td>
<td>111</td>
<td>4</td>
<td>3.60%</td>
</tr>
<tr>
<td>2017-18</td>
<td>101</td>
<td>1</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

Recidivism rates have dropped significantly since the beginning of the Plagiarism Intervention program.

Goal 3: Continue graduate writing support with writing circles and retreats and gain additional support from CGPS.

The graduate writing circle continued to grow this year, with an average of 35 students attending per meeting. The departments represented are found in the chart below. A Spring Break Graduate Writing Retreat was again offered, and students attending made significant strides on their dissertations and theses, as shown below. However, financial support from CGPS wavered this past year. While the library continued to fund half the Write Night dinners, some meetings were without food because of the lack of consistent graduate school funding. Those meetings without food averaged only 10 students, and they stayed a significantly shorter amount of time (1-2 hours instead of 4-5). We are hopeful that the change in CGPS leadership will have a positive impact on support for graduate writing programming.

<table>
<thead>
<tr>
<th>AHS: 20</th>
<th>BIO: 27</th>
<th>CIMT: 6</th>
<th>CSS: 1</th>
<th>EES:1</th>
<th>EDLR: 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN: 17</td>
<td>HRD: 19</td>
<td>KRS: 6</td>
<td>LLL: 24</td>
<td>MBA: 7</td>
<td>MFA: 2</td>
</tr>
<tr>
<td>SWK: 22</td>
<td>SAHE: 8</td>
<td>T&amp;L: 8</td>
<td>TECH: 4</td>
<td>CRIM: 1</td>
<td>Total: 295</td>
</tr>
</tbody>
</table>

Of the total 295 visits to the Graduate Writing Circle, the departments with the heaviest usage were BIO, CIMT, SWK, AHS, EDLR, HRD, LLL, and Genetics. Students are asked to write in their own departments.

Goal 4: Complete CRLA certification and formalize center training according to CRLA standards.

The Center for Students Success (inclusive of CSS and MWC) received CRLA level 2 certification on October 2, 2017. A ‘New Tutor Training Program’ has launched and is housed in the MWC’s Blackboard course, along with level 1 and 2 training materials. The center is in the process of applying for Level 3 certification, which is the CRLA’s highest level.
Math & Writing Center General Usage

Writing tutoring continues to make up the bulk of the MWC’s visits, while distance tutoring makes up the fastest-growing area of the center, with online Nursing students seeking writing help accounting for the majority of those 713 distance appointments this year. A slight drop in the number of writing appointments can be seen this year. This correlates with a rise in attendance at graduate writing circles, as grads are seeking help there instead. The increase in math visits is surprising, as more SI than ever is being offered in math classes. Students are using both MWC tutoring and their SI. The rise could also be explained by the expansion of Statistics study tables, which have proven very popular. As you can see by looking at the number of unique visitors for both math and writing, students are choosing to visit the center an average of 6-8 times for assistance during the year – a habit the MWC has encouraged because higher numbers of visits have been shown to correlate with higher grades.

Center for Student Success

Tutoring & Supplemental Instruction

Goal 1: Continue to expand Supplemental Instruction for undergraduate courses with high DFW rates.

Supplemental instruction continued to grow this year, with new SIs recruited in collaboration with faculty participants. SIs were trained in 4 areas: traditional SI, College of Technology embedded SI, SCOB Learning Coaches, and Math SI. These SIs were evaluated during announced visits to their sessions and received feedback on their performance. SI attendance was monitored to assure participations. See Supplemental Instruction usage chart on page 9.
**Goal 2:** Offer group tutoring during blocks of time more useful for students.

Group tutoring was most popular for ATTR students and those in the sciences, though the majority of tutoring is still individual. Most groups consisted of 2-3 students, though in rare cases, up to 10-14 students attended. Group sessions are an area for future growth.

**Goal 3:** Run successful special initiatives in collaboration with academic departments.

Two initiatives, one with the Mathematics Department and the other with Science, were particularly successful. The built-in SI model for Math 115 garnered high usage. The event *How to Succeed in Science and Keep Your Street Cred* for BIO 112 (Instructor: Dr. Rusty Gonser) sought to address initial issues that students have with navigating Blackboard and online materials and to provide a workshop on study habits, reading strategies, and effective note-taking in the sciences. An analysis done by IR showed that of the 81 students (42% of the 191 students enrolled in BIO 112) who attended the *How to Succeed* event, 79.2% earned a C or better, while only 57% of the non-participants did so. The student feedback was very positive with over 68% strongly agreeing, or agreeing, that they felt the event would help them in the BIO 112 course and over 82% saying they would recommend the event to other students.

**Goal 4:** Complete CRLA certification and formalize center training according to CRLA standards.

The Center for Students Success received CRLA level 2 certification on October 2, 2017, one of the few such units at an institution to have an application approved the first time without a request for revisions. The center is in the process of applying for Level 3 certification, which is the CRLA’s highest level.

**Tutoring and Supplemental Instruction Usage**

<table>
<thead>
<tr>
<th>CiSS Tutoring Usage</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td># of unique student visitors</td>
<td>934</td>
<td>633</td>
<td>341</td>
<td>414</td>
</tr>
<tr>
<td>Average # visits per student</td>
<td>7.5</td>
<td>6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total # of tutoring sessions</td>
<td>7,035</td>
<td>4,020</td>
<td>1,576</td>
<td>2,186</td>
</tr>
</tbody>
</table>

While the number of students seeking tutoring in the 2016-17 academic year fell significantly because of increased offering of supplemental instruction for high-risk classes, the number of students seeking tutoring in 2017-18 rose this year. Most students seeking help represent the sciences. Many students visiting participated in pair or small-group tutoring this year instead of one-on-one, which makes the effort more efficient.
Visits to SI sessions continued to rise this year, while the number of unique students utilizing SI dropped. This can be attributed to the use of mandatory SI in Math 115, where students are required to visit, which brought the average number of visits per student to 8 this year.

### Analysis of Students Enrolled in Finance 108 Fall 2016

<table>
<thead>
<tr>
<th>No. of SI visits</th>
<th>No. students</th>
<th>Average Term GPA</th>
<th>Average HS GPA(^1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>299</td>
<td>2.62</td>
<td>3.02</td>
</tr>
<tr>
<td>1-5</td>
<td>72</td>
<td>2.85</td>
<td>2.96</td>
</tr>
<tr>
<td>6 or more</td>
<td>44</td>
<td>3.14</td>
<td>3.04</td>
</tr>
</tbody>
</table>

### Analysis of Students Enrolled in PE 220 Fall 2017

<table>
<thead>
<tr>
<th>No. of SI visits</th>
<th>No. students</th>
<th>Avg. Term GPA</th>
<th>Avg. Course GPA(^1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>82</td>
<td>2.62</td>
<td>2.11</td>
</tr>
<tr>
<td>1-2</td>
<td>34</td>
<td>2.73</td>
<td>2.43</td>
</tr>
<tr>
<td>3 or more</td>
<td>59</td>
<td>3.11</td>
<td>2.88</td>
</tr>
</tbody>
</table>

\(^1\)Note that analyses were conducted at different moments with the intent of the former to also examine a pre-SI factor (HS GPA) and the latter an additional outcome factor (course performance).

This academic year, we conducted more in-depth analysis on two specific courses with SI to examine patterns of attendance and term performance. The data above, provided by Institutional Research, reflects SI impact on Finance 108 and PE 220 students. The results of this analysis indicate that students who engaged SI at a greater level realized a higher course and term GPA. To more strongly conclude that SI attendance is beneficial, deeper analysis is planned to see if after controlling for other factors, if participating in SI continues to evidence higher outcome performance. Note that the data for Finance 108 also revealed a substantial majority that did not participate in SI at all. Informed by this collective data, we are working with departments to reinforce the criticality of SI attendance, if not make it mandatory.

### Student Support Services & Disability Accommodation

**Goal 1:** Continue to exceed performance expectations as codified in the TRIO grant.

Student Support Services served 309 students as part of the federal TRIO grant. The performance outcomes for these students were as follows:
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Max Allowed Score</th>
<th>Approved rate %</th>
<th>Actual Rate Attained %</th>
<th>Objectives Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistence</td>
<td>4</td>
<td>65%</td>
<td>90%</td>
<td>4</td>
</tr>
<tr>
<td>Good Standing</td>
<td>4</td>
<td>75%</td>
<td>91%</td>
<td>4</td>
</tr>
<tr>
<td>BA Degree</td>
<td>4</td>
<td>30%</td>
<td>40%</td>
<td>4</td>
</tr>
</tbody>
</table>

In the three categories for which ISU is scored for the purposes of the grant, performance rates were well above the target rate percentage (3rd column). Scoring strongly is an important component for evidencing support for grant continuation by the U.S. Department of Education.

**Goal 2:** To increase the efficiency and effectiveness of note-taker hiring and deployment.

In the Fall of 2017, 49 students benefited from the help of 118 note-takers, who worked a total of 3,930 hours. Spring 2018 saw similar levels of activity, with 105 note-takers spending 3,930 hours taking notes that assisted 42 students. This work was aided by advance hiring where note taking in specific courses is typical. The Coordinator and a team of dedicated student staff help ensure that needs are met for students requiring notetaking services, as well as other services.

**Goal 3:** To enhance participation in and outcomes of the Disability Services Advisory Board.

Two years ago, the Center for Student Success integrated an advisory board of faculty, staff, and students to offer advice and support where appropriate with respect to services for students with disabilities. The Board expanded this year to include 21 members, plus 2 ex-officio officers. Noted projects in AY 2017-18 were:

- Support for a *Report an Accessibility Concern* button to be added to the ISU website. Anyone can now utilize this web report feature to identify a concern to the appropriate campus unit.

- Working groups formed based on campus interest (individuals and groups) and research of other university websites to see how they promoted accessibility. These groups were: marketing and social media (find us on Twitter @IndState_DSAB and Instagram at Indstate_DSAB), campus events, education and awareness, and ADA building & facilities tour.

- Participation along with Disability Student Services in program planning for Disabilities Awareness Month in March with the Office of Multicultural Services and Programs.

- Hosted an informational table to support the Center for Student Success and Disability Student Services at the New Student Orientation Resource Fair.
Disability Services Usage

<table>
<thead>
<tr>
<th></th>
<th># of students served</th>
<th># of disabilities addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>154</td>
<td>165</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>135</td>
<td>179</td>
</tr>
</tbody>
</table>

Many students have multiple disabilities. Disabilities served were in the following areas:

<table>
<thead>
<tr>
<th>Learning</th>
<th>Hearing</th>
<th>Visual</th>
<th>Physical</th>
<th>Other Health</th>
<th>Medical</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADD/ADHD</td>
<td>Hearing loss</td>
<td>Visual loss</td>
<td>Cerebral Palsy</td>
<td>Emotional</td>
<td>Diabetes</td>
</tr>
<tr>
<td>Reading</td>
<td>Deafness</td>
<td>Blindness</td>
<td>Fibromyalgia</td>
<td>Psychiatric</td>
<td>Migraines</td>
</tr>
<tr>
<td>Autism</td>
<td>Mobility</td>
<td>Ataxia</td>
<td></td>
<td>Neurological</td>
<td>Epilepsy</td>
</tr>
<tr>
<td>Dyslexia</td>
<td></td>
<td></td>
<td></td>
<td>PTSD</td>
<td>Heart</td>
</tr>
<tr>
<td>Memory</td>
<td></td>
<td></td>
<td></td>
<td>Panic/Anxiety</td>
<td>Arthritis</td>
</tr>
<tr>
<td>Dysgraphia</td>
<td></td>
<td></td>
<td></td>
<td>Psychological</td>
<td>Brain Injury</td>
</tr>
</tbody>
</table>

21st Century Scholars

Goal 1: Increase involvement and visibility of students within 21st Century Scholars.

This goal was achieved during the 2017-2018 academic year, as we were able to partner with the Ivy Tech and the ISU Career Centers and hosted career exploration trips for our Scholars. The ISU 21st Century Scholars program received a $5,000 grant and gave a presentation in front of state representatives and other institutions of higher education. Receiving the grant allowed for increased exposure of what we do at Indiana State University.

Goal 2: Create and implement a peer to peer mentoring program for Scholars.

We launched a pilot peer mentoring program this academic year in which 21st Century upperclassmen mentored freshmen. There were 14 mentors deployed to support 22 students in the fall term. During the spring term, 13 mentors mentored 13 students. Based on a survey, mentors felt that their leadership skills had improved because of the program. However, some had problems with mentees not responding.

<table>
<thead>
<tr>
<th>GPA Categories</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Average Fall GPA</td>
<td>3.47</td>
</tr>
<tr>
<td>Mentee Average Fall GPA</td>
<td>2.70</td>
</tr>
<tr>
<td>Overall student population Fall GPA</td>
<td>2.83</td>
</tr>
<tr>
<td>Mentor Average Spring GPA</td>
<td>3.20</td>
</tr>
<tr>
<td>Mentee Average Spring GPA</td>
<td>2.70</td>
</tr>
<tr>
<td>Overall student population Spring GPA</td>
<td>2.89</td>
</tr>
</tbody>
</table>

Mentors had higher GPAs than the rest of the student population, though mentees had slightly lower GPAs than their peer group. As we expand the program this next year, linked to approximately 130 new freshmen 21st Century Scholars enrolled in dedicated UC 110 courses, our goal is to evidence significantly higher academic performance and retention by participants than non-participants.
Goal 3: Create innovative program that helps retain, engage, and educate participants with 21st Century Scholars

This year, in addition to our regular programs and activities, we held two new events. The first was a pinning ceremony to recognize new Scholars and the second was a graduation ceremony to celebrate Scholars completing their studies. Both events were highly publicized in ISU media and well attended by parents.

Goal 4: Increase 21st Century Scholar attendance at Scholar Corps meetings during the 2018 Spring semester by averaging 12 scholars attending each meeting.

The Scholar Corps student organization is a student led and professional staff advised student organization that provides a variety of programs and services including social and academic focused events, peer mentoring, and workshops ranging from financial aid to studying abroad. During the Spring 2018 semester, an average of 16 21st Century Scholars attended each Scholar Corps meeting. Meetings provide an important source of support and opportunity for campus engagement.
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.

2017-18 Goals

Goal 1: To offer a series of professional development sessions on documenting teaching in an effort to support recent campus changes to the governance documents.

A series of eight sessions during the year focused on helping those who teach document their performance. The sessions included the topics of course re(design), course materials, evaluation, continual professional development, teaching in non-classroom environments, teaching observations, and teaching behaviors. The information provided was also tailored to specific departments. Finally, the FCTE hosted a session for the first-time gathering of college and departmental Faculty Affairs personnel chairs who bring review committees together to evaluate faculty performance. This unique opportunity allowed for personnel chair colleagues across campus and disciplines to discuss best practices and strategies for evaluating the teaching domain.

Goal 2: To support and make progress toward cohort completion of the Master Teacher Program.

The inaugural cohort of 13 Master Teacher Program participants is set to engage in Tier 4, their final component of the program, this fall 2018 term. Each participant will develop and execute a teaching-related project in his/her classroom and examine the outcomes. It will be exciting to see
the evidence related to these instructional modifications and analyze the impact on learning. To date, participants have completed Tier 1, which consisted of approximately 12 online learning modules focusing on pedagogical content. Tier 2 engaged participants in small group conversations related to teaching. Tier 3 encompassed face-to-face workshops about current and innovative teaching issues. We look to a strong finish from this excellent group of colleagues in the fall. During the upcoming fall term, we will also be recruiting our second master teacher cohort to begin in the spring 2019 semester.

Goal 3: To provide professional development for faculty about the teaching discipline through both individual, one-time sessions and a series of multiple sessions.

We offered our highest number of sessions in the history of the FCTE during 2017-18, a total of 158 (see graph below). We remained responsive to faculty needs and tailored sessions requested by faculty as often as possible. This year we hosted and/or collaborated with campus partners to provide numerous multi-session series. The series topics related to: documenting teaching; online learning (virtual conference participation); book reads including *Small Teaching: Everyday Lessons from the Science of Learning* by James Lang and *Teaching Naked: How Moving Technology out of the College Classroom will Improve Learning* by Jose Bowen; Institutional Review Board sessions; New Faculty Orientation; and academic advising. Series activities ranged from 4 sessions to approximately 12 sessions depending on the topic presented. The combination of single and progressive sessions provided flexibility for faculty to examine his/her teaching at varying levels of depth.

Goal 4: To build the FCTE team to further support the teaching needs of the faculty.

To support FCTE expansion of its programs and services, we sought to increase the number of highly-qualified faculty who support the FCTE mission. As part of our mission, we developed and provided sessions intentionally targeting best practices and innovation in the teaching domain. We completed a campus search this past spring and identified a key faculty member to support our work. Dr. Debra Israel, Associate Professor of Economics, will join us this fall as the Faculty Fellow for Teaching Innovation. Initiatives Dr. Israel will vision and deploy include learning communities and problem-based learning. We also completed a campus search and selected Dr. Terry Dean, Associate Professor of Music, to develop and deliver a certificate program in graduate student pedagogy. There are many graduate students who teach on this campus and to date, no campus-wide support for strengthening their skills for instruction and student learning. Dr. Dean, as our second Faculty Fellow, will envision and deploy a program of support for graduate student instructors.

Additional Accomplishments

We were pleased to have administrators participate in one of our signature programs this past semester. President Curtis, Provost Licari, and other key, upper administrators participated in our ISU Teaching Tour, where four faculty opened their regularly scheduled class meeting to others for observation. Immediately following the class, we met to debrief and discuss strategies and techniques utilized by the faculty during that class session. Everyone involved gained important context and understanding about the teaching and learning that occurs at ISU.
**Mornings in May** saw another successful year. We hosted eight morning sessions from 9:00-11:30 am focusing on a variety of teaching/learning topics. Our total attendance was 212 (26.5 faculty average per session), which was an increase from the previous year. We were pleased to see 91 unique participants during this series. In addition, the **Jump Start January** program 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 16 faculty per day, and we noted 64 unique participants.

**Faculty Quotes**

“The speakers were great! I learned real things that I can apply to my own course!”
Faculty feedback, *Mornings in May*, 2018.

“Good advice and recommendations. Made me realize some things I was doing wrong. I will modify my classes accordingly.” Faculty feedback, *Mornings in May*, 2018.

“I have already applied the information presented into several assignments for the semester!” Faculty feedback, *Jumpstart January*, 2018.

**2017-18 Data Summary**

The graphs that follow indicate that the number of sessions has increased along with the overall attendance rate when comparing AY 2017-18 to AY 2016-17. With the additional sessions, the average participation per session was down somewhat (i.e., somewhat fewer faculty attended each session on average). The final graph depicted the increase in individual consultations (both in-person and on the telephone). 574 consultations were held in AY 2016-17 compared to the 756 consultations during AY 2017-18. Faculty sought individual conversations related to contextual teaching and learning.
The tables below show total attendance by year, attendance at Mornings in May specifically, and the overall number of consultation made by individual faculty to the FCTE. All metrics are up from last year.
Graduation Specialists

In partnership with the colleges and the Office of Student Success, graduation specialists help students who are 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.

2017/18 Goals

Goal 1: To assist students with resolving registration holds because of financial barriers.

Each semester before priority registration, undergraduate students (sophomore through seniors) were contacted to be reminded of their financial hold status preventing registration. For a subset of seniors who are one semester away from graduating and have a financial hold of $1000 to $3000, we are able to request that the Controller’s Office lift the hold to allow registration. Often when a student is in their final semester, financial aid is limited and we are able to make an impact to help these students across the finish line.

There is a specific communication protocol associated with a hold lift for a senior, and expectations of the student. Below is the email that students receive:

In exchange of lifting your financial hold for registration, the follow things are expected to be completed by the student: **Please respond to me once your payment plan has been set up**

- The student is to develop a payment plan schedule with the Bursar’s Office. This would be made with the understanding that the student needs to make the first payment of the agreed upon amount as quickly as possible. Account analysts can be contacted at 812.237.3511.
- The student must understand that this is not a waiver of debt. The previous and current charges will need to be paid in full to receive an official transcript or diploma.
- The student understands that this practice is to assist the student to graduation and is a one-time only option.
- The student must communicate with their advisor and graduation specialist twice a semester about their progress in their courses. Also, if issues arise throughout the semester, it is expected that the student communicate with their advisor and graduation specialist so a solution is agreed upon.
- The student must check their email on a daily basis. Emails from instructors, advisors, or other campus personnel contain important information that will aid in the student’s success.
- You must provide the graduation specialist with your cell number in case any issues might arise that necessitate communication by phone.
The following chart summarizes the number of hold lifts and downstream outcomes.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total No. of Financial Holds Lifted</th>
<th>Did not Register</th>
<th>Registered</th>
<th>Registered Students Who Graduated the Subsequent Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>201703</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>201705</td>
<td>13</td>
<td>4</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>201801</td>
<td>18</td>
<td>0</td>
<td>18</td>
<td>8 (5-pending Aug. grad.)</td>
</tr>
<tr>
<td>201805</td>
<td>10</td>
<td>2</td>
<td>8</td>
<td>Outcome not known yet</td>
</tr>
</tbody>
</table>

If all of the pending students for an August 2018 graduation in fact graduate, the completion rate for these students is 72%.

**Goal 2:** To assist with professional development opportunities for advisors

Through the *Advising Matters* initiative, and in collaboration with the associate deans of each college, professional development opportunities for both professional and faculty advisors were visioned and deployed. The chart below summarizes these activities.

![Advisor Development](chart)

Within the array of activities for advising professional development, six were specific Advising Matters Institutes of 3 hours in length. There were 96 individuals who attended at least one of these institutes (3 offered in the fall; 2 faculty and 1 professional/aspiring advisor institute in the spring) in the spring. Topics ranged from MySAM training to various best practices in advising.
Goal 3: To deploy specific projects in support of student success and graduation specialist professional development.

There were a number of specific initiatives deployed in 2017-18. These included the following:

**Update to the Undergraduate Advising Handbook.** The Undergraduate Advising Handbook was updated and distributed to all faculty and professional advisors on campus. It is also available on-line through the Office of Student Success website.

**College of Technology Student Success Center.** In the fall of 2017, space was located on the first floor of the Myers Technology Building to be allocated for a new Student Success Center. A graduation specialist coordinated the selection of paint, furniture, flooring and other required updates for proper utilization of the space. Capital funding for a television was requested and granted.

**Bloomington Academic Advising Conference (BAAC).** The three graduation specialists were session presenters across two sessions at this statewide advising conference held at IU-Bloomington. The topics were: *Tech Success - Meeting Students in the Middle* and *Getting Students to the Goal Line: The Graduation Specialist*.

**National Career Development Association (NCDA).** In the late summer of 2017, one graduation specialist was sponsored by the Career Center (CC) to attend the conference. The goal of this partnership was to discover new ways that the graduation specialist role can partner with the CC with a focus on developing new students success efforts.

**Additional Data Highlights**

- 5000+ MySAM Degree Audits reviewed
- 300+ students contact about graduation application (changing grad date or applying)
- 300+ contacts with faculty
- 200+ MySAM plans updated
- 60+ students contacted about missing graduation requirements prior to the beginning of the semester
- 12 students were able to graduate because of an 8 week course section added Spr. 2018.

Common themes when communicating with students and/or faculty related to graduation needs:

- Apply for graduation
- Change graduation date
- Submit petitions or enter substitutions
- Request for advisors to reach out to students for different issues
- Refer students to contact their advisors
- Explain the difference between commencement and graduation (graduate in August but walk in May)
- Notification to students of missing requirements
- Registration reminder
- Balance due notification

Sample responses from students:

Thank you for your time and help. **Very much appreciated!** Thank you for your patience and for answering my questions. **Thank you again for the information and assistance.** I want to thank you for all your help I really do appreciate it. **Thank you very much for your assistance.** Thank you so much! **Thank you again for bringing this issue to my attention and taking the time to help rectify it.** Thanks so much for your help! **Thank you very much!** Thank you for checking into all of this. **Thank you SO much... You made my life!** I would love some help. **Thank you so very much!!!** I really appreciate your help.

**Thanks a lot for your quick response!** Thanks again for your time and concern, I really appreciate it! **Thanks for your help and your reply.** Thank you for your help, I greatly appreciate it. **You’re a better student advisor than my actual advisor.** Thanks so much. **Thanks for drawing this to my attention!** I appreciate you keeping me on track. **THANK YOU for creating a completion plan.** It is nice to know someone else is looking things over. **Thank you for preparing the plan - it will help the student and me a lot.** Thank you very much. I appreciate you double checking! **Wonderful, thank you for your help!** Thank you for reaching out! **Thank you so much for the opportunity. You are a blessing! I am going to register right now! I feel like you saved my life.** Thank you for reaching out to me with this concern. **Thank you for notifying me of this.**

Thank you so much for reaching out. I have been trying to find out this information for months with no help from my advisors. Walking in May would mean the world to me! Please let me know what I can do.

I can't thank you enough for taking the time to look into my classes and credits. This made my year! Thank you so much! God Bless! You're amazing; keep doing what you're doing!
Four-Year Graduation Rate Progress:

The above chart shows progress on the 4-year graduation rate since the 1998 starting cohort. The data comes from Fall 2017 official (5th day of the term). As can been seen, the 4-year rate has never been higher in any of the categories, and the gap between the campus as a whole and key sub-demographics closed noticeably. By early September, we will know how the Fall 2018 data maps. At the time of this report’s printing (8/16/18), ISU’s overall 4-year graduation rate is at a new record high with additional graduation processing still to be completed.
**Student Success Council**

**Mission.** The mission of the Student Success Council is (1) to focus attention and energy on key issues affecting undergraduate student success by raising and forwarding a thoughtful dialogue, (2) to provide oversight for and evaluation of the University’s strategic retention and completion initiatives, (3) to advise and advocate regarding policy and resource allocation in support of student success, and (4) to expect the use of data in concert with a broad, university-wide perspective to inform decision making. The Council consists of 26 members with faculty, staff, and student representation from various units.

The work of the Council occurs in committees. A summary of activities and accomplishments follows:

**Assistance with the annual statewide Student Success Conference - October 2017.**

The fall Statewide Student Success Conference was the best attended in the three years it has occurred. Approximately 200 attendees from all over Indiana and the region came for 1.5 days of workshops, presentations, and engagement with colleagues on student success activities broadly, and efforts to support the success of low income, first generation, and students of color specifically. [Here is a link](#) to the conference.

**Deployment of the Spring 2018 professional development series for the campus.**

The Programs Committee developed and deployed a series of professional development activities during the spring 2018 term for staff and faculty. These activities included a book reach, article conversations, and a Provocative Ideas series. Attendance was good at some of the sessions and weak at others. The committee will be reflecting during the fall 2018 term on ways to strengthen interest and alignment of needs associated with student success. [Here is a link](#) to the spring 2018 program.

**Assessment and input on the annual departmental student success plan process.**

Two committees examined the process of annual department student success plan reporting and updating. They were tasked with surfacing promising initiatives within the colleges and departments as well as offer recommendations for improving academic department planning and execution related to student success initiatives. Among the promising initiatives noted were coordinated action with the College of Technology (common action across departments); peer tutoring initiatives across the colleges, particularly those focused on preparing students for licensure exams; socializing students to career opportunities in their major; intentionality in select departments to trigger advising sessions once milestone credit hour thresholds are reached; interim grade reach-out triggers in place for students in particular departments; and curricular changes that were enhancing pathway clarity and efficiency to degree. Among the recommendations offered were encouraging departments to develop data metrics associated with advising; increasing the involvement of students/student organizations in assessing departmental initiatives and how to strengthen; deeper conversations about achievement gaps within departments across sub-demographics; enhancing cross unit communication on student success initiatives; and integrating qualitative date in the form of student interviews and focus groups.
Assessment and input on student success themed Strategic Plan goals and initiatives.

Two committees examined the initiatives for Goal 1 of the Strategic Plan, offering insights informed by interviews with initiative chairs, reading materials posted on-line to the ISU Strategic Plan website, and engaging data were appropriate to their assigned focus. Among the recommendations offered were the support of activities that enabled advisors to be better informed on the intersectionality of financial aid and student progress and pathway to degree as well as the important nuances and implications of a student being SAPed (i.e., failing to make sufficient academic progress). Deeper insights on the degree and career impacts that State Works may be having for students was also cited as a potentially valuable multi-year project. Continued testing and enhancement of the app being used to test student psychological interventions was additionally noted as important to continue.

Work on a student completion-themed inferential study updating previous work in this area.

The data committee re-examined a multi-year retention and graduation analysis project to examine what factors primarily explain student retention as well as on-time completion. The team found corroborating evidence in many, but not all, cases using a current dataset to compare against the dataset that is now 4 years old. Additional work is planned during AY 2018-19.

In collaboration with the ISU Assessment Council, offered recommendations on a merged student learning and student success assessment process that has been adopted by the campus for the 2018-19 academic year.

A long standing concern of department chairs has been the quantity of reports expected annually for issues/topics that have linkages in some way to student success. This year the Student Success Council collaborated with the Assessment Council to merge the student learning outcomes and student success reporting processes into one integrated process. This process will launch this fall and provides a mechanism for all programs, undergraduate and graduate, to align their assessment efforts to Higher Learning Commission expectations that now seek both student learning and retention/persistence assessment.