




College of Arts and Sciences

Office of the Dean  
Terre Haute, Indiana 47809  
812-237-2788  
Fax 812-237-4382

To: Mike Licari, Provost and Vice President for Academic Affairs

From: John Murray, Dean 

Date: November 9, 2015

RE: Student Success Plans from CAS

These plans come from 16 academic departments, and three additional programs in Philosophy, Science Education, and Social Studies Education. As you know, CAS is the largest undergraduate college at ISU. The department with the largest undergraduate enrollment is Criminology and Criminal Justice, followed by Psychology, Communication, then Art and Design, and Music. All plans sought to accomplish the following: to improve student retention, improve persistence toward graduation, and ultimately 4 and 6 year graduation rates.

Plans were revised (from versions completed during the 2014-15 academic year), I provided feedback, then chairs revised the plans again (collaborating with their faculty colleagues). The resulting plans are stronger and more specific, pointing to actions that will lead to improvements in first year retention, persistence to graduation, and ultimately graduation rate. Common elements among all plans include: enhancing faculty connection with students, improving mechanisms to assist students through gateway general education courses, re-examining (and in some cases overhauling) advising practices, and changing curricula which may have created barriers to graduation. Also, all plans include action steps associated with accomplishing the stated goals.

All details are captured in the individual plans. However, let me summarize a few general points:

**Recruitment and Retention Efforts:**

Most, if not all, plans aimed to increase their recruitment practices but the revisions were more intensely focused on improving freshman-to-sophomore retention. With respect to the latter, you will notice a number of plans focusing on improving and increasing effective communication with new majors (e.g., Communication, Science Education, Earth and Environmental Systems (EES), Political Science; Languages, Literatures, and Linguistics (LLL); Multidisciplinary Studies (MST)). Many plans mentioned strategies to explicitly link new students to departmental faculty (MST; Psychology; Criminology). Others specified actions that improve the connections between students and their major department, even in their freshman year (Music, English, LLL). Psychology explicitly identified actions to review their "majors-only" section of PSY 101 to see if it is helpful and working to improve student retention. Generally, many plans mentioned increasing and improving the link to freshman advising (in the UC) and connecting new students to the major department.

### **Improving Persistence and Graduation:**

Although departments pointed to a variety of action steps to improve persistence and graduation, there were some common themes among the plans. All Departments will engage in the regular practice of auditing each student's academic record frequently beyond the freshman year. Some will monitor it every semester (e.g., Theater), for others that is not possible. All departments will do an explicit face-to-face audit with students at around the 60-90 hour mark. This one, single effort should improve graduation rate because students will be explicitly reminded, in a face to face situation, of where they are with respect to their degree requirements. Some departments (e.g., Math and Computer Science (MCS), Biology, Chemistry and Physics) are concerned that students are not poised for success in early major courses because of poor preparation. Therefore, MCS wanted to re-assess the efficacy of the current system of using the MAPLE TA (as a diagnostic tool for math placement). Other diagnostic interventions were mentioned by some departments so that students would be placed in the appropriate level of their introductory course (see Biology).

Other general areas of focus are as follows:

- A review, and in some cases, an overhaul of advisement procedures. In many cases, more intrusive advising (see Theater; EES, Political Science, Biology; MST, LLL, Communication, Psychology, English, History)
- Better use of assessment data to improve curriculum and remove barriers to graduation (e.g., Biology, Music, Psychology)
- Proposing new changings in course scheduling that will facilitate better student placement (Art and Design; Music)
- Offering more distance classes (e.g., Chemistry and Physics)
- Linking with the Career Center and professional world (through bringing in speakers, intentional connections with the Career Center). (all departments)
- Helping students connect with faculty and activities of the department (e.g., through research, through community building activities [Communication, Criminology, all sciences, LLL, MST]).
- Rethink the role of student organizations in student engagement, persistence, and graduation. (e.g., Biology, Chemistry and Physics, Science Education)
- Development of Living/Learning Communities (Art, Psychology)

I invite you to view these plans closely, to see how faculty and chairs have been innovative in their approaches to improving the success of our students.

If you have any questions or concerns, please do not hesitate to contact me.

# Academic Department Student Success Plan Update 2015-2018

**Department:** Art and Design

**Department Chair:** William V. Ganis

**Department Mission:** The mission of the Department of Art and Design is to promote excellence in the creation, understanding, appreciation of, and education in the visual arts. Through a comprehensive curriculum in studio, graphic design, art education, art history, and art appreciation, students are provided with the essential elements of a visual arts education in an environment that is responsive, critical, and challenging. Along with its primary mission to its students, the Department contributes to the aesthetic and cultural atmosphere of the campus, community, region, and state.

## Department Freshmen (1<sup>st</sup> year) Retention<sup>1</sup> Goal(s):

1. Introduce professional advising to the Department of Art and Design.
2. Design and Implement Art and Design Living/Learning community.

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### Action Steps (with dates & person(s) responsible):

#### 1. Introduce professional advising into the Department of Art and Design.

The department has relied for many years on the “super-user” skills of a single academic advisor, Fran Lattanzio. Despite efforts to bring more art and design faculty into academic advising roles, it is clear that ISU and CAS simply does not have the resources to adequately train/prepare them for these advising roles. Department faculty have received a few hours of training that pales in comparison to the approximately 30-40 minimum hours of training provided to University College advisors (not to mention UC’s continuous training and development as policies and procedures change periodically in regard to advising, requirements, etc). A list of the various systems that advisors should be able to provide adequate academic advising is daunting and includes: MySAM, MapWorks, Banner, Transferology, Argos, Image Now, Excel, the ISU Portal, and the ISU Undergraduate Catalog. Advisors also need a thorough understanding of: Foundational Studies requirements, Registration and Records procedures, Honors Program requirements, requirements of special populations such as students on academic probation, conditionally-admitted students, LEAP Program participants, and 21<sup>st</sup> Century Scholars among other groups. Given the 4-Year Graduation Guarantee, the necessity for professional advising is more critical than ever. Moreover, the concepts for dedicated advising professionals have been proven in the CAS Criminal Justice programs as well as in the College of Health and Human Services, the College of Technology, the Bayh College of Education, and the Scott College of Business. The department has identified potential individuals who are Art-and-

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<sup>1</sup> Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.

Design Program graduates conversant with our disciplines. This professional advisor would serve, additionally, as a mentor to our students and may help to bridge the gap between the department's and University College's programs and advising. Students would benefit from more continuity in advising from entry into ISU through graduation. Art and Design faculty would certainly have advising roles but less dealing with the mechanics and more in helping students with career development and networking as well as mentoring within disciplinary specializations.

Steps:

- a. Chairperson writes justification and implementation narrative for professional advisor. (11/15)
- b. Chairperson negotiates funding for professional advisor whether through student-success or other monies. (11-15-1/16)
- c. Professional advisor begins full-time work in department, for start of 2016-17 academic year.
- d. Transfer of knowledge from present to future advisor. (8/16)

## 2. Design and Implement Art and Design Living/Learning community.

The department is discussing the creation of an art and design living/learning with Residence Life. While the first foray into creating such a living learning community will likely address later-class students, we expect to create a first-year focused community for 2017-18, to be located in the soon-to-be newly renovated Cromwell Hall. The first-year focus will involve our intake ARTP 170 Introduction to the Visual Arts course.

Steps:

- a. Chairperson works with Associate Director of Residence Life Jessica Robinson to identify and schedule implementation for AY 2017-18.
- b. Professor Nancy Nichols-Pethick teaches ARTP 170 course and fosters living/learning community as the community's primary liason.

<i>Retention Benchmarks<sup>2</sup></i>	<b>Fall 2012 cohort:</b>	<b>Fall 2013 cohort:</b>	<b>Fall 2014 cohort:</b>
(by latest department)	75.0%	67.8%	72.7%
	<b>Fall 2015 target:</b>	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>
	77%	78.5%	79.5%

*Other Freshmen Retention related benchmarks of focal interest to department<sup>3</sup>*

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### **Department Persistence to Completion Goal(s):**

1. Reduce number of overall structured credit-hours with creation of Art and Design-specific Foundational Studies Fine and Performing Arts course.

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<sup>2</sup> Department level current and historical retention and completion benchmark data to be integrated into the plan can be found through Blue Reports: <http://irt2.indstate.edu/cms/ir/blue-reports/>.

<sup>3</sup> A retention and completion rate is an essential benchmark, but it is not necessarily the only benchmark of interest to a department. Others of interest to the department can be integrated as well.

2. Add concentrations in Pre-Art Therapy and in Arts Administration into the BA and BFA art and fine arts majors.
3. Introduce professional advising into the Department of Art and Design.
4. Perform 5<sup>th</sup> –semester degree audit and require students to meet with advisor about results and recommendations.
5. Refocus efforts of graphic design faculty to serve graphic design majors.
6. Evaluate course times to perhaps create contiguous course blocks.
7. Design and Implement Art and Design Living/Learning community.

### **Action Steps (with dates & person(s) responsible):**

#### **1. Reduce number of overall structured credit-hours with creation of Art and Design-specific Foundational Studies Fine and Performing Arts course.**

Because of past conservative interpretations of FS learning objectives that have been prejudicial against studio practice, entire disciplines within our department have been denied representation among FS choices. The department expects to put forward its Two-Dimensional Design, ARTS 102 course in consideration for an FS course operating within the major. The result would be tantamount to a three-credit course reduction in alignment with the Complete College America recommendation to reduce the overall number of required credit hours.

Steps:

- a. Ad hoc committee of Department faculty members appointed (11/15)
- b. Committee and Chairperson meet with UC Dean Linda Maule to strategize course implementation success (11/15)
- c. Committee writes FS proposal interpreting existing course to FS learning objectives. (11-1/16)
- d. Foundational Studies committee feedback and resubmissions loop (2/16-5/16)
- e. Field new FS course for AY. (2016-17)
- f. Department Chairperson uses Curriculog process to enshrine addition in catalog. (Fall 2016)

#### **2. Add concentrations in Pre-Art Therapy and in Arts Administration into the BA art major.**

Per the Board of Trustees' priority on career readiness, and in response to student inquiries about art therapy and arts management programs, the Department of Art and Design will expand its offerings of concentrations in the art major to include Pre-Art Therapy and Arts Administration. These concentrations will add critical, professional pathways to graduation and give students confidence that their studies will yield skills valued in jobs markets. The marketing research firm Sparks and Honey characterizes the upcoming generation of students as career-focused; because they grew up with financial uncertainty they are more averse to risk. Having career-oriented pathways in the visual arts will allow many of these students to also enter creative disciplines.

Steps:

- a. Chairperson develops draft Curricula, vet with curriculum committee. (11/15)
- b. Chairperson vets curricula with non-department stakeholders. (10-11/15)

- c. Achieve majority agreement by faculty vote. (12/15)
- d. Curriculum Committee and Chairperson work through Curriculog to move items forward. (10-12/15)
- e. College/University approvals process (12/15-4/16)
- g. Curricula added in catalog for fall 2016 semester.

**3. Introduce professional advising into the Department of Art and Design.**

The department has relied for many years on the “super-user” skills of a single academic advisor, Fran Lattanzio. Despite efforts to bring more art and design faculty into academic advising roles, it is clear that ISU and CAS simply does not have the resources to adequately train/prepare them for these advising roles. Department faculty have received a few hours of training that pales in comparison to the approximately 30-40 minimum hours of training provided to University College advisors (not to mention UC’s continuous training and development as policies and procedures change periodically in regard to advising, requirements, etc). A list of the various systems that advisors should be able to provide adequate academic advising is daunting and includes: MySAM, MapWorks, Banner, Transferology, Argos, Image Now, Excel, the ISU Portal, and the ISU Undergraduate Catalog. Advisors also need a thorough understanding of: Foundational Studies requirements, Registration and Records procedures, Honors Program requirements, requirements of special populations such as students on academic probation, conditionally-admitted students, LEAP Program participants, and 21<sup>st</sup> Century Scholars among other groups. Given the 4-Year Graduation Guarantee, the necessity for professional advising is more critical than ever. Moreover, the concepts for dedicated advising professionals have been proven in the CAS Criminal Justice programs as well as in the College of Health and Human Services, the College of Technology, the Bayh College of Education, and the Scott College of Business. The department has identified potential individuals who are Art-and-Design Program graduates conversant with our disciplines. This professional advisor would serve, additionally, as a mentor to our students and may help to bridge the gap between the department’s and University College’s programs and advising. Students would benefit from more continuity in advising from entry into ISU though graduation. Art and Design faculty would certainly have advising roles but less dealing with the mechanics and more in helping students with career development and networking as well as mentoring within disciplinary specializations.

Steps:

- a. Chairperson writes justification and implementation narrative for professional advisor. (11/15)
- b. Chairperson negotiates funding for professional advisor whether through student-success or other monies. (11-15-1/16)
- c. Professional advisor begins full-time work in department, for start of 2016-17 academic year.
- d. Transfer of knowledge from present to future advisor. (8/16)

**4. Perform 5<sup>th</sup> –semester degree audits and require students to meet with advisor about results and recommendations.**

Since Department advisors are already required to update student MySam plans, they will meet with students in required sessions to advise students about steps towards curricula completion and graduation, preferably within 4 years.

- a. Advisors Write/Update 5<sup>th</sup> semester MySam plans.
- b. Advisors meet with students and show students how to stay on-track or make corrective course decisions towards graduation in 4-years (5 years for BFA)

**5. Refocus efforts of graphic design faculty to serve art and fine arts majors in the graphic design concentration.**

In recent years, the Department's ARTD courses have become filled with non-majors diluting instructor availability to the Department's students. This situation created extra unnecessary "one-room schoolhouse" situations in which varying subjects were taught to different groups of students all in the same time slot, thus creating potential violations of federal credit-hour standards. Moreover, over-enrollments cause non-compliance with NASAD guidelines about the number of students in a course. The Chairperson is working to regulate course sizes so that they remain in accreditation compliance. The Chairperson is working with both the College of Arts and Sciences and the Registrar to create enrollment controls (such as the requirement of a chair's signature for non-majors to enroll).

- a. Chairperson de-enrolls problematic courses (8/15)
- b. Chairperson works with CAS and Registrar to apply appropriate enrollment control mechanisms (9-11/15)
- c. Chairperson monitors course enrollments during registration and especially during add period (11/15-1/16)
- d. Chairperson takes further corrective action related to over-enrollment or non-compliant faculty (1-5/16)

**6. Evaluate course times to perhaps create contiguous course blocks.**

Per Complete College America, we must address the needs of students who have demanding non-student lives. One strategy is to create contiguous blocks of time so that students may meet inevitable non-school obligations such as work. Though we have assiduously avoided scheduling conflicts in making our class schedules, we have never optimized the schedule by trying to schedule co-requisites or even classes by college year (Freshman, Sophomore, etc.) as contiguous time blocks.

- a. Curriculum Committee and Chairperson evaluates scheduling to optimize starting Fall 2016. Fran Lattanzio has best grasp of schedule—her input will be invaluable.
- b. Identify scheduling optimization software (if necessary)
- c. Art and Design Administrative Assistants schedule courses with registrar.

**7. Design and Implement Art and Design Living/Learning community.**

Because approximately 50 2-4-year students live in ISU residences, Residence Life is working with the Department to implement a modest Art and Design living/learning pilot community of approximately 20 students to be located in Lincoln Quadrangles. This pilot community will be in-



place for AY 2016-17. This community has the potential to grow and may even take on specializations such as graphic design or studio arts.

<i>Completion</i>	<b>Fall 2009 cohort:</b>	<b>Fall 2010 cohort:</b>	<b>Fall 2011 cohort:</b>
<i>Benchmarks</i>			
(by latest department)	27.7%	23.9%	15.6%
	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>	<b>Fall 2018 target:</b>
	18.5	21	25

*Other Persistence to Completion related benchmarks of focal interest to department*

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**Other Goal(s), Action Steps, and Benchmarks of focal interest to department<sup>4</sup>:**

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<sup>4</sup> Departments may have student success related goals, action steps, and benchmarks that do not fit neatly into the other categories. If so, feel free to place them here.

# Academic Department Student Success Plan

## Update: 2015-2018

Oct 28, 2015

**Department:** Biology

**Department Chair:** Diana Hews, Interim

**Department Mission:** The mission of the Department of Biology at Indiana State University is to nurture the academic potential of every student, advance knowledge through quality research, and serve the university and broader communities. Through experiential learning both within and outside the classroom, we motivate our students to become critically thinking, informed citizens with a heightened interest in science. Through one-on-one mentoring, we engage both undergraduate and graduate students in the excitement and challenge of original research. Through research and outreach education, we make valuable contributions at both local and national scales to the scientific community and the well-being of the general public.

### Department Freshmen (1st year) Retention<sup>1</sup> Goal(s):

<sup>1</sup> Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.

#### GOALS:

- 1) Increase math preparedness and science competency of freshmen majors.
- 2) Increase BIO 101/L and BIO 102/L students that use tutors in the Science HELP Center & attend SI sessions.
- 3) Increase number of freshmen that learn about our faculty members' research programs
- 4) Increase number of freshmen participating in Career-related events and outreach related to their careers, including information on the Biology-MLS program.

**BACKGROUND:** The 1-yr retention rates, the "Finish in Department" rates, and the D/F rates *for all the STEM disciplines are the lowest in the university*. We believe this reflects, in part, some common challenges for these majors, including

- 1) level of preparation and competence in math and scientific reasoning skills
- 2) minimal understanding what is required to be successful as a BIOLOGY major and to be career-ready.

☐ **Focusing especially on first-year students to increase** a) their genuine understanding of the profile of a successful Biology major (defined as graduating in 4 years), b) their understanding of possible careers in biology (and needs for those career roles) and c) increasing their interest in the discipline all are likely to produce a large effect in overall success and retention.

☐ Many of the factors that we can address and improve require us to focus on advising, courses and curriculum, and "career-education", and to begin these efforts in the freshman year so as to effectively alter the junior and senior completion and retention rate benchmarks. **These may result in lower "retain in department" after end of the first year, but enhanced completion rates at the junior and senior level, which in turn should result in increased 4-year graduation rates for Biology Majors.**

☒ Many actions described below involve communication. We will continue and expand our use of different means of communications (Instagram, Twitter feeds, Slides in Bio 101 & 102 lecture; catchy posters in the hallways; announcements on the BIO major BlackBoard; pizza “developmental “ advising sessions and Career Sessions)

☒ NOTE 1: We advocate for a UNIVERSITY-wide proposal that ALL departments should automatically have an OTH- BlackBoard course created for each Major, populated automatically with students in the major each semester (or at least each year).

☒ NOTE 2: Many of our Actions may be shared by other STEM disciplines. Writing a grant to fund a Grad Student or Post-doc position that could initially implement these and additional actions across all the STEM might be a highly effective way to enhance student success in the College and at ISU.

**Action Steps (with dates & person(s) responsible):**

*Goal 1: Increase math preparedness & science competency of freshmen majors (See actions listed for Goal 2)*

- a) Institute a MAPLE score minimum for enrolling in BIO 101 & BIO 102 to parallel existing score minimum for CHEM 105. (*Curriculum Committee, Hews, Spring 2016*).
- b) Increase number of majors enrolling in CHEM 105/L & CHEM 106/L before start of sophomore year by instituting stronger advising practices at the UC level (*Hews Spring 2016*).
- c) Examine possible post-admission bridge programs (Summer camps, free online courses, other mechanisms) to enhance preparedness and increase likelihood of improving the MAPLE scores before enrolling (*Undergraduate Affairs Committee, Hews, Fall 2016*).
- d) Institute of post-admission bridge program in summer before enrollment (*Spring 2017; Hews & UC*)
- e) Create simple PowerPoint slide(s) to be used by advisors and BIO 101 faculty in lectures that communicate and illustrate these benchmark diagnostics, and the historic data trends from our annual BIO 101 course survey. (*Hews, Mitchell, Lima, Fall 2017*)
- f) Work with the UC to revise advising practices of UC advisors based on these analyses including directing students to the newly proposed Biology Minor of 29-32 hours. (*Hews, Spring & Summer 2016 and 2017*).

*Goal 2: Increase number of freshmen (BIO101/L, 102/L, 112/L) using tutors in Science HELP Center & attending SI sessions.*

- a) Emphasize use of Help Center by improving text in Syllabi and in course lectures (*Bio 10, BIO 102, BIO 112 instructors; Fall 2016 & Spring 2017*).
- b) Develop more exercises for BIO 101/L, BIO 102L course work that will explicitly require students to use the Help center (ALL faculty teaching CORE course- *Lima, Mitchell, Tuttle, Gonser, Hughes, Hews Dannelly, Steding Fall2016 and Spring 2017*).
- c) Aggressively recruit high-performing students to serve as tutors and SIs. Develop mechanisms to increase attendance of SI sessions. (*Hews, Mitchell, Lima, Hughes, Fall 2016, Spring 2017*)
- d) Identify additional funding to assist in supporting the Help Center tutors. (*Hews Fall 2016, Spring 2017*)

*Goal 3: Increase number of freshmen learning about our faculty members' research programs*

a) Create a pool of single-slide PowerPoint files to use in BIO 101 and BIO 102, each of which highlights a different element of each professors' research. (*All faculty, Fall 2016*)

b) Increase use of "Summary Posters" in the department targeted towards freshman readers, illustrating connections of a specific research program with general biological topics (*All faculty Spring 2017*).

*Goal 4: Increase number of freshmen participating in Career-related events and career-related outreach.*

a) Identify and provide space for Tri Beta Student organization., which has career-related speakers & conducts outreach (e.g. at the Children's Museum) (*Hews, Dannelly, Fall 2016*)

b) Schedule alumni speaker events with students (e.g. Pizza "career Speaker" Lunches). *Undergraduate affairs committee, Graduate affairs committee, ongoing*

c) Add career vignettes to BIO 101 and Bio 102 lectures. *Undergraduate affairs committee, Graduate affairs committee, Hews, Mitchell, Lima; starts Fall 2016 ongoing*

<i>Retention</i>	<b>Fall 2012 cohort:</b>	<b>Fall 2013 cohort:</b>	<b>Fall 2014 cohort:</b>
<i>Benchmarks</i>			
(by latest department)	73.3% (n=75 in cohort)	79.4 % (n=63)	64.2% (N=67)
<b>Fall 2015 target:</b>	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>	
68%	70%	73%	

# Academic Department Student Success Plan Update 2015-2018

**Department:** Chemistry and Physics

**Department Chair:** Eric Glendening

**Department Mission:** The Department of Chemistry and Physics provides comprehensive, student-centered education leading to bachelor's degrees in chemistry and physics. Students gain knowledge and problem-solving skills through rigorous lecture and laboratory course work as well as through challenging independent research experiences. We are committed to preparing students to pursue careers as scientists, engineers, teachers, and health professionals. We contribute to the scientific literacy of students in other disciplines through our general education courses. Faculty advance knowledge through their own research and provide service to the University and scientific communities, as well as to the public.

## Department Freshmen (1<sup>st</sup> year) Retention<sup>1</sup> Goal(s):

Ensure that students are adequately supported in their 100-level chemistry and physics courses, and engaged with peers and faculty in the discipline, so that they continue to pursue their desired career paths.

### Action Steps (with dates & person(s) responsible):

- a. Continue to offer a preparatory course in chemistry (CHEM 101) for students who need to complete the science majors' level general chemistry (CHEM 105/106) but lack the appropriate background in chemistry to succeed. Attempt to correlate performance on the first CHEM 105 exam with final grades so that we can somewhat more aggressively encourage at-risk students in CHEM 105 to switch to CHEM 101. Target date for completion: May 1, 2016. Persons responsible: CHEM 101/105 instructors (Gilbert, Glendening, Jeewandara, Moody, Rosenhein)
  
- b. Continue to offer workshops in general chemistry (CHEM 105/106) and pilot workshops in general physics (PHYS 105/106) to strengthen students' problem-solving skills and to foster strong peer-peer relationships that enhance the likelihood of success in these and advanced courses in chemistry and physics. Target date for completion: May 1, 2017. Persons responsible: 105/106 instructors (French, Gilbert, Glendening, Jeewandara, Mikula, Moody, Noll, Rosenhein, West, Zhang)
  
- c. Fund and organize the Chemistry and Physics Help Center, a free, drop-in tutoring service for students in freshman- and sophomore-level chemistry and physics courses. Target date for completion: May 1, 2016. Persons responsible: Michelle Baltz-Knorr, Eric Glendening, Steve Wolf

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<sup>1</sup> Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.

d. Provide space for student-run organizations in the Department, including the American Chemical Society Student Members and Society of Physics Students. Provide wifi access to students in the ACS room. Target date for completion: May 1, 2016. Persons responsible: Brendon Mikula, Steve Wolf

e. Provide student employment opportunities in the Department, including positions as Science Help Center tutors, teaching assistants, laboratory assistants, and stockroom assistants. Also, broaden efforts to recruit highly qualified student workers. Target date for completion: May 1, 2016. Persons responsible: Michelle Baltz-Knorr, Eric Glendening, Steve Wolf

<i>Retention Benchmarks<sup>2</sup></i>	<b>Fall 2012 Cohort:</b>	<b>Fall 2013 Cohort:</b>	<b>Fall 2014 Cohort:</b>
(by latest department)	84.38%	69.57%	62.50%
	<b>Fall 2015 target:</b>	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>
	64%	66%	68%

*Other Freshmen Retention related benchmarks of focal interest to department<sup>3</sup>*

Click here to enter text.

### **Department Persistence to Completion Goal(s):**

- Increase the number of students completing the chemistry or physics major by 3% each year.
- Ensure that 80% of sophomore chemistry and physics majors complete the undergraduate degree within four years.
- Ensure that 75% of graduating chemistry and physics majors have had an undergraduate research experience and that at least half of these students have the opportunity to present their research at a professional meeting.
- Support professional development activities so that the faculty remains current in the disciplines.

### **Action Steps (with dates & person(s) responsible):**

<sup>2</sup> Department level current and historical retention and completion benchmark data to be integrated into the plan can be found through Blue Reports: <http://irt2.indstate.edu/cms/ir/blue-reports/>. Default is "latest department"; change to "original department" if that is the desired benchmark data.

<sup>3</sup> A retention and completion rate is an essential benchmark, but it is not necessarily the only benchmark of interest to a department. Others of interest to the department can be integrated as well.

a. Provide opportunities for 15-20 students to participate in chemistry and physics research in the Summer Undergraduate Research Experiences (SURE) program, and expand opportunities for undergraduate research during the academic year. Target date for completion: May 1, 2016. Persons responsible: Rick Fitch, Eric Glendening, Joe West

b. Ensure that at least half of students participating in the SURE program complete sufficient work to present the results of their research at a regional or national meeting. The Department, Dean's Office, Center for Student Research and Creativity, and the local section of the American Chemical Society will provide travel support. Target date for completion: May 1, 2017. Persons responsible: SURE faculty (Fitch, Flurkey, Glendening, Inlow, Mikula, Noll, Van Hoveln, West, Wolf, Zhang)

c. Schedule chemistry and physics classes to meet demand for coursework in the physical sciences and facilitate degree completion for all students. The schedule will ensure that all of the 100-level service courses in chemistry and physics (except PHYS 101 and 115/116) are offered every semester, and ensure that chemistry and physics majors have the potential to complete the degree, for certain concentrations, within three years. Target date for completion: May 1, 2016. Person responsible: Eric Glendening

d. Offer on-line courses in CHEM 100/L and PHYS 105/L beginning Fall 2016. Target date for completion: December 31, 2016. Persons responsible: Michelle Baltz-Knorr, Bill Flurkey, John Moody, Brendon Mikula, Joe West

e. Consider using OpenStax (free, open-source) textbooks for CHEM 101/105/106 and PHYS 105/106 courses. Consider purchasing departmental licenses, if available, for electronic homework packages used by students in these courses. Target date for completion: May 1, 2016. Persons responsible: 101/105/106 instructors (French, Gilbert, Glendening, Jeewandara, Mikula, Moody, Noll, Rosenhein, West, Zhang)

f. Consider student performance in the chemistry and physics majors and propose mechanisms for fast-fail or gatekeeping that help direct a student out of the major before it becomes essentially impossible for the student to complete the major. Target date for completion: May 1, 2017. Persons responsible: chemistry advisors and physics faculty (Flurkey, French, Inlow, Mikula, Noll, Rosenhein, West, Zhang)

g. Request that academic advisors in other disciplines (particularly in COT and NHHS programs) encourage their advisees to complete all 100-level chemistry and physics requirements as early as possible in their undergraduate career. Target date for completion: May 1, 2016. Person responsible: Eric Glendening

h. Complete degree audits for all majors at 60 hours and 90 hours to ensure that students are progressing satisfactorily toward graduation. Target date for completion: May 1, 2017. Persons responsible: chemistry and physics advisors (Flurkey, French, Inlow, Noll, Rosenhein, West)



i. Support faculty development by sponsoring travel to attend chemistry and physics teaching conferences, including the Biennial Conference on Chemistry Education (BCCE) and meetings of the American Association of Physics Teachers (AAPT). Target date for completion: May 1, 2017. Person responsible: Eric Glendening

<i>Completion Benchmarks</i>	<b>Fall 2009 Cohort:</b>	<b>Fall 2010 Cohort:</b>	<b>Fall 2011 Cohort:</b>
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(by latest department)	66.67%	35.29%	38.71%
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	<b>Fall 2015 target:</b>	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>
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	41%	44%	47%
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*Other Persistence to Completion related benchmarks of focal interest to department*

[Click here to enter text.](#)

**Other Goal(s), Action Steps, and Benchmarks of focal interest to department<sup>4</sup>:**

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<sup>4</sup> Departments may have student success related goals, action steps, and benchmarks that do not fit neatly into the other categories. If so, feel free to place them here.

# Academic Department Student Success Plan

## Update: 2015-2018

**Department:** Communication

**Department Chair:** Mary L. Kahl

**Department Mission:** The Department of Communication takes a leading role in sustaining the strongly student-centered, broadly accessible educational mission and vision of Indiana State University. We do so through engaging students in experiential learning, fostering their development of skills, and promoting competences such as: a complex understanding of the communication process as the foundation of the ongoing human process of meaning-making and community-building; a profound respect for the diverse range of identities and ideologies within our local and global communities; a sophisticated grasp, as creator and user, of the wide range of information technologies that shape communication today and of those which will evolve to shape it differently in the future; and a lifelong commitment to presenting and interpreting communication in an ethical, responsible manner.

### Department Freshmen (1<sup>st</sup> year) Retention<sup>1</sup> Goal(s):

**To increase freshmen retention rate by two percentage points per year.**

#### Action Steps (with dates & person(s) responsible):

- a. Institute a call campaign for all declared first-year Communication majors to check-in and answer any questions about the program. Timeline: Spring 2016 and each semester thereafter. Responsible Person: Kevin Ward.
- b. Bring guest speakers from various concentrations within the Communication major to visit Comm 101, Comm 202, and Comm 204 courses to better explain career opportunities for students with a Communication major. Timeline: Spring 2016 and each semester thereafter. Responsible Person: Comm 101 Director and Department Chair.
- c. Assess learning outcomes in Comm 202. Timeline: Conduct pilot assessment in Fall of 2016. Conduct comprehensive assessments each Fall semester thereafter. Responsible Persons: Department Assessment Committee and Comm 202 Instructor.
- d. Work with University College (primarily with advisors to Communication majors) to develop pre-entry academic profiles that identify any ongoing preparatory deficiencies. Timeline: Fall 2016 and each fall semester thereafter. Responsible Person: Department Chair.

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<sup>1</sup> Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.

<i>Retention Benchmarks<sup>2</sup></i>	<b>Fall 2012 Cohort:</b>	<b>Fall 2013 Cohort:</b>	<b>Fall 2014 Cohort:</b>
(by latest department)	80.2%	71.7%	66.7%
	<b>Fall 2015 target:</b>	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>
	69%	71%	73%

### **Department Persistence to Completion Goal(s):**

**To increase 4-year and 6-year graduation rates by two percentage points per year.**

#### **Action Steps (with dates & person(s) responsible):**

- Institute degree audits for all Junior Communication majors. Timeline: Fall of 2015 and beyond. Responsible persons: Academic advisors.
- Institute degree audits for all Senior Communication majors. Timeline: Fall of 2015 and beyond. Responsible persons: Academic advisors.
- Identify underperforming students (through the mechanism of Junior and Senior degree audits) and work to find the best academic placements for their individual abilities and talents. Fall 2015 and beyond. Responsible persons: Academic advisors.
- Further develop relationship with CAS liaison in the Career Center to build internship base. Spring 2016 and beyond. Responsible Person: Department Internship Coordinator(s).
- Develop monthly Communication Department newsletter with scholarship and internship opportunities, to be distributed via e-mail to all majors. Timeline: Spring 2016 and ongoing. Responsible Person: Department Internship Coordinator(s).
- Continue to coordinate at least one networking event per year. Timeline: Spring 2016 and ongoing. Responsible persons: Department Chair, PRSSA and LPH presidents.
- Engage in Course Transformation Academy (if application is accepted) to rethink two related core courses that are currently impediments to student success. Timeline: Spring 2016 and beyond. Responsible Persons: Michael Arrington and Haijing Tu (and perhaps others.)

<i>Four-Year</i>	<b>Fall 2009 Cohort:</b>	<b>Fall 2010 Cohort:</b>	<b>Fall 2011 Cohort:</b>
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<sup>2</sup> Department level current and historical retention and completion benchmark data to be integrated into the plan can be found through Blue Reports: <http://irt2.indstate.edu/cms/ir/blue-reports/>. Default is "latest department"; change to "original department" if that is the desired benchmark data.

<i>Completion Benchmarks</i>	30.2%	24.4%	32.1%
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(by latest department)	<b>Fall 2012 target:</b>	<b>Fall 2013 target:</b>	<b>Fall 2014 target:</b>
	34%	36%	38%

<i>Six-Year Completion Benchmarks</i>	<b>Fall 2007 Cohort:</b>	<b>Fall 2008 Cohort:</b>	<b>Fall 2009 Cohort:</b>
	58%	54.3%	52.3%

(by latest department)	<b>Fall 2010 target:</b>	<b>Fall 2011 target:</b>	<b>Fall 2012 target:</b>
	55%	57%	59%

<i>Undergraduate Degrees Conferred:</i>	<b>2011-12:</b> 74	<b>2012-13:</b> 61	<b>2013-14:</b> 78
	<b>2014-15:</b> 75		

Achievements related to increasing department persistence to completion (from prior Student Success Plan implementation).

- a. Had all departmental advisors trained on MySam.
- b. To optimize departmental advising successes, we reassigned all major advisees who requested a change of advisor.
- c. Starting in Fall of 2015, we gave course releases to two dedicated advisors who see 50+ advisees every semester.
- d. Coordinated alumni guest speakers to offer students insight into and enthusiasm about their respective fields.
- e. Built large student base within student organizations (Lambda Pi Eta, Public Relations Student Society of America, Sycamore Video, Society of Professional Journalists, etc.)
- f. Adoption of new curriculum diminished the number of course substitutions that were necessary for student completion.
- g. New curriculum lifts the absolute need for a minor area of study, allowing students the freedom to choose a minor or not, as their budgets, time, and talents dictate.
- h. Removed GPA impediment to completion by lowering passing grade threshold in major coursework from a “C” to a “C-minus”—will become effective in Fall of 2016.
- i. Maintain social networking presence for current department students and alumni.

**Other Goal(s), Action Steps, and Benchmarks of focal interest to department<sup>3</sup>:**

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<sup>3</sup> Departments may have student success related goals, action steps, and benchmarks that do not fit neatly into the other categories. If so, feel free to place them here.

## **To increase overall department enrollment.**

<i>Undergraduate enrollment trends:</i>	<b>Fall 2012:</b> 335 students	<b>Fall 2013:</b> 346 students	<b>Fall 2014:</b> 352 students
	<b>Fall 2015:</b> 390 students		

### **Action Steps (with dates & person(s) responsible):**

- a. Establish a more structured information system for prospective students. Create brochures that explain clear steps that students need to take in order to obtain degrees. Timetable: Fall 2016. Responsible Person: Department Chair
- b. Continue delivering College Challenge courses in Comm 101. We often gain majors because of their experiences in College Challenge on the high school level. We will continue to monitor changes in this course to maximize our enrollment gains. Timeline: Fall 2015 and each Fall semester thereafter. Responsible Persons: Comm 101 Director and Comm 101 Staff.
- c. Continue to circulate brochures at various recruiting occasions, including recruitment fairs at local high schools.

### **Achievements related to increasing department enrollment (from prior Student Success Plan implementation).**

- a. Enrollments have increased steadily over the last four years.
- b. Intensified recruiting efforts by conducting a campaign promoting the Communication program.
- c. Completed the Department's website updates to include our revised major requirements, informative links, and contact persons.
- d. Circulated brochures at various recruiting occasions, including recruitment fairs at local high schools.
- e. Expanded the number of high school teachers who offer Comm 101 to secondary school students through the College Challenge Program, thus bringing more first-year students into ISU as declared Communication majors.

# Academic Department Student Success Plan Update 2015-2018

**Department:** Criminology and Criminal Justice

**Department Chair:** Dr. Devere Woods

**Department Mission:** The Department of Criminology and Criminal Justice at Indiana State University has as its major goal to discover new knowledge and to assist the community in solving problems while providing all of its students a sound liberal arts education with a focus on understanding criminal behavior, the criminal justice system, mechanisms of social control and their relationship to society. Students electing to major in criminology and criminal justice are prepared for careers in the criminal justice field as well as for entry into law school or a graduate program in criminology or a related discipline. The wide variety of courses offered enables each student to determine his or her program in terms of interests and aspirations. An integral part of the criminology and criminal justice program is the internship which allows students to gain a clearer understanding of criminal justice agencies.

## Department Freshmen (1<sup>st</sup> year) Retention<sup>1</sup> Goal(s):

Increase retention rates by 2% annually

### Action Steps (with dates & person(s) responsible):

Provide support in the introduction courses to create a foundation of success (TA's/tutors...etc) (Fall 2015; course instructors)

Formal/Informal Academic Interactions with Faculty & Staff (Spring 2016; Devere Woods)

Work with University College in providing freshman greater feedback from intro courses. (Spring 2016; Tyler Burns)

Bring guest speakers from various concentrations within the major to visit CRIM 200/210/220/230 courses to better explain career opportunities for students with a CCJ major. Fall 2015 and beyond; (Instructors of courses)

<i>Retention Benchmarks<sup>2</sup></i>	<b>Fall 2012 cohort:</b>	<b>Fall 2013 cohort:</b>	<b>Fall 2014 cohort:</b>
(by latest department)	67.6%	63.7%	64.7%

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<sup>1</sup> Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.

<sup>2</sup> Department level current and historical retention and completion benchmark data to be integrated into the plan can be found through Blue Reports: <http://irt2.indstate.edu/cms/ir/blue-reports/>.

<b>Fall 2015 target:</b>	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>
67%	69%	71%

*Other Freshmen Retention related benchmarks of focal interest to department<sup>3</sup>*

Provide opportunities to join Student Organizations within the department (Fall 2015; Tyler Burns)

### **Department Persistence to Completion Goal(s):**

#### **Action Steps (with dates & person(s) responsible):**

Pre-graduation checks of juniors/seniors, group advising of upperclassmen completed through in-class discussion in upper level major classes with respect to pathway. (Fall 2015; Tyler Burns)

Creation of monthly Roundtable lunches with faculty and juniors/seniors. (Fall 2015; Devere Woods, Travis Behem)

Advising students on importance of 15-18 credit semesters (All Advisors)

Insure students understand advising procedures. Mass mailings/ flyers to students on all important dates (Fall 2015; Burns)

Sophomore Advising Party. Provide pizza and refreshments to sophomores night before scheduling starts so they are aware of what classes are available to them. (Fall 2015; Burns)

Greater use of Social Media to connect with students. The newsletter will highlight activities by faculty and students and provide advising and programmatic information. (Spring 2016; Travis Behem)

Departmental Career Fair (Spring 2016; Travis Behem)

Continue to grow Departmental Student Organizations. (Spring 2016; Tyler Burns)

Have faculty seek participation in the Course Transformation Academy (Spring 2016; Any faculty member willing)

Expand partnership with Career Center for career readiness, resume writing, and interviewing skills (Spring 2016; Gary Hartsock)

The Department will begin to evaluate courses that may be considered problematic for students by reviewing D/F/W rates to determine if scheduling, curricular, or other factors are limiting student success in these courses. Once the courses and the data are identified, the department will devise mechanisms to assist students in successful completion of the course(s). (Fall 2015; Faculty member appointed by chair)

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<sup>3</sup> A retention and completion rate is an essential benchmark, but it is not necessarily the only benchmark of interest to a department. Others of interest to the department can be integrated as well.

Hold a ceremony/party for CCJ students during the spring semester to highlight the transition from UC to the CAS/CCJ major. Each student will be provided with a button from the CCJ department. A spoken pledge will be created for the students to take during the ceremony highlighting the requirements of the degree. Have local police/corrections/probation...etc. officers on hand to speak with students about possible careers. (Fall 2014; Tyler Burns)

<i>Completion Benchmarks</i>	<b>Fall 2009 cohort:</b>	<b>Fall 2010 cohort:</b>	<b>Fall 2011 cohort:</b>
(by latest department)	36.1%	31.1%	32.4%
	<b>Fall 2012 target:</b>	<b>Fall 2013 target:</b>	<b>Fall 2014 target:</b>
	35%	37%	40%

*Other Persistence to Completion related benchmarks of focal interest to department*

Provide Junior/Senior transfer students with financial aid information on how to finish once aid runs out. (Spring 2016; Tyler Burns)

**Other Goal(s), Action Steps, and Benchmarks of focal interest to department<sup>4</sup>:**

Course Transformation when appropriate

Blue files access (Fall 2015; Burns)

Review advising task force report

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<sup>4</sup> Departments may have student success related goals, action steps, and benchmarks that do not fit neatly into the other categories. If so, feel free to place them here.





College of Arts and Sciences

Office of the Dean  
Terre Haute, Indiana 47809  
812-237-2788  
Fax 812-237-4382

To: Mike Licari, Provost and Vice President for Academic Affairs

From: John Murray, Dean 

Date: November 9, 2015

RE: Student Success Plans from CAS

These plans come from 16 academic departments, and three additional programs in Philosophy, Science Education, and Social Studies Education. As you know, CAS is the largest undergraduate college at ISU. The department with the largest undergraduate enrollment is Criminology and Criminal Justice, followed by Psychology, Communication, then Art and Design, and Music. All plans sought to accomplish the following: to improve student retention, improve persistence toward graduation, and ultimately 4 and 6 year graduation rates.

Plans were revised (from versions completed during the 2014-15 academic year), I provided feedback, then chairs revised the plans again (collaborating with their faculty colleagues). The resulting plans are stronger and more specific, pointing to actions that will lead to improvements in first year retention, persistence to graduation, and ultimately graduation rate. Common elements among all plans include: enhancing faculty connection with students, improving mechanisms to assist students through gateway general education courses, re-examining (and in some cases overhauling) advising practices, and changing curricula which may have created barriers to graduation. Also, all plans include action steps associated with accomplishing the stated goals.

All details are captured in the individual plans. However, let me summarize a few general points:

**Recruitment and Retention Efforts:**

Most, if not all, plans aimed to increase their recruitment practices but the revisions were more intensely focused on improving freshman-to-sophomore retention. With respect to the latter, you will notice a number of plans focusing on improving and increasing effective communication with new majors (e.g., Communication, Science Education, Earth and Environmental Systems (EES), Political Science; Languages, Literatures, and Linguistics (LLL); Multidisciplinary Studies (MST)). Many plans mentioned strategies to explicitly link new students to departmental faculty (MST; Psychology; Criminology). Others specified actions that improve the connections between students and their major department, even in their freshman year (Music, English, LLL). Psychology explicitly identified actions to review their "majors-only" section of PSY 101 to see if it is helpful and working to improve student retention. Generally, many plans mentioned increasing and improving the link to freshman advising (in the UC) and connecting new students to the major department.

### **Improving Persistence and Graduation:**

Although departments pointed to a variety of action steps to improve persistence and graduation, there were some common themes among the plans. All Departments will engage in the regular practice of auditing each student's academic record frequently beyond the freshman year. Some will monitor it every semester (e.g., Theater), for others that is not possible. All departments will do an explicit face-to-face audit with students at around the 60-90 hour mark. This one, single effort should improve graduation rate because students will be explicitly reminded, in a face to face situation, of where they are with respect to their degree requirements. Some departments (e.g., Math and Computer Science (MCS), Biology, Chemistry and Physics) are concerned that students are not poised for success in early major courses because of poor preparation. Therefore, MCS wanted to re-assess the efficacy of the current system of using the MAPLE TA (as a diagnostic tool for math placement). Other diagnostic interventions were mentioned by some departments so that students would be placed in the appropriate level of their introductory course (see Biology).

Other general areas of focus are as follows:

- A review, and in some cases, an overhaul of advisement procedures. In many cases, more intrusive advising (see Theater; EES, Political Science, Biology; MST, LLL, Communication, Psychology, English, History)
- Better use of assessment data to improve curriculum and remove barriers to graduation (e.g., Biology, Music, Psychology)
- Proposing new changings in course scheduling that will facilitate better student placement (Art and Design; Music)
- Offering more distance classes (e.g., Chemistry and Physics)
- Linking with the Career Center and professional world (through bringing in speakers, intentional connections with the Career Center). (all departments)
- Helping students connect with faculty and activities of the department (e.g., through research, through community building activities [Communication, Criminology, all sciences, LLL, MST).
- Rethink the role of student organizations in student engagement, persistence, and graduation. (e.g., Biology, Chemistry and Physics, Science Education)
- Development of Living/Learning Communities (Art, Psychology)

I invite you to view these plans closely, to see how faculty and chairs have been innovative in their approaches to improving the success of our students.

If you have any questions or concerns, please do not hesitate to contact me.

# Academic Department Student Success Plan Update 2015-2018

**Department:** Economics

**Department Chair:** Conant

**Department Mission:** The goal of the Department of Economics is excellence in its courses, its programs, its research, and its professional service. To that end it is committed to providing outstanding service to its students, the University, the state, and the profession through superior teaching, scholarship, advising, mentoring, student recruitment, grant seeking, consulting, and other professional activities.

## Department Freshmen (1<sup>st</sup> year) Retention<sup>1</sup> Goal(s):

The low numbers of students who declare Economics as a major in the first year make it impossible to pick a meaningful target. Our recent history is that we are successful (in terms of rates) and we will attempt to continue this success. We cannot increase retention rates from 85% unless we go to 100% because we are typically retaining 6 of 7 .

Moreover, the Economics Department is unique in that it has consistently high enrollments in courses (nearly 1000 in Fall 15) at all levels with relatively few majors (35). This renders an exercise in efforts to increase retention and graduation of majors far less important to the University strategic goal of Student Success than increasing our efforts to better serve students who are not our majors.

### Action Steps (with dates & person(s) responsible):

Click here to enter text.

<i>Retention Benchmarks<sup>2</sup></i>	<b>Fall 2012 cohort:</b>	<b>Fall 2013 cohort:</b>	<b>Fall 2014 cohort:</b>
(by latest department)	40.00%	75.00%	88.89%
	<b>Fall 2015 target:</b>	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>
	85	85	85

### *Other Freshmen Retention related benchmarks of focal interest to department<sup>3</sup>*

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<sup>1</sup> Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.

<sup>2</sup> Department level current and historical retention and completion benchmark data to be integrated into the plan can be found through Blue Reports: <http://irt2.indstate.edu/cms/ir/blue-reports/>.

<sup>3</sup> A retention and completion rate is an essential benchmark, but it is not necessarily the only benchmark of interest to a department. Others of interest to the department can be integrated as well.

The department's impact of first year retention is almost entirely related to our service courses (Econ 100, 101, 103, 200 and 201) and only tangentially related to our own majors. That is where our student success plans are and should be focused. Our strategies of increasing supplemental instruction in these courses, increasing the use of Blackboard in these courses, and recommending more selective enrollment in these courses have largely been implemented almost entirely. We have increased our SI usage. Blackboard usage is now 100%. Econ 101 has been removed from the regular offerings (owing to a higher DFWI rate than the alternative Fin 108), and working with the University College, we have limited enrollment in Econ 100 so that it doesn't populate with late registrants nearly as much as in the past. We will be using a similar recruiting technique to reduce or eliminate the gap in economics tutors in the Center for Student Success.

Any freed resources from reductions to Econ 100 will be re-deployed to UDIE courses with 3-hour or less in prerequisites. It is hoped and expected that this will remove one of the graduation bottlenecks of seniors.

**Department Persistence to Completion Goal(s):**

The data on department "persistence to completion" is both meaningless (given that we typically see most of our graduates enter, not as Freshmen, but after having had Econ 200 and/or 201) and, as measured, higher than rates for the remainder of the College of Arts and Sciences.

**Action Steps (with dates & person(s) responsible):**

Click here to enter text.

4 year Graduation	<b>Fall 2009 cohort:</b>	<b>Fall 2010 cohort:</b>	<b>Fall 2011 cohort:</b>
(by latest department)	0.00%	20.00%	25.00%
		5 person cohort	8 person cohort
	<b>Fall 2012 target:</b>	<b>Fall 2013 target:</b>	<b>Fall 2014N target:</b>
	28%	29%	30%

*Other Persistence to Completion related benchmarks of focal interest to department*

Click here to enter text.

## Other Goal(s), Action Steps, and Benchmarks of focal interest to department<sup>4</sup>:

[Click here to enter text.](#)

### Department Plan Elements

- 1) Reduce DWFY rates in 100/200 level courses
  - a. Strategies
    - i. Full Implementation of SIs
      1. Goal: Increase percentage of 100 & 200 level courses that have SIs.
      2. Nominations
        - a. Individual Faculty will endeavor to nominate all appropriate students to serve in the SI role.
        - b. Chairperson will gather the data on each 100/200 level course and make a list of those students receiving As and A-s in the relevant courses for faculty to utilize should their own nominees be unavailable.
      3. Follow-up
        - a. Chairperson will contact B. Byers to ensure that all next-semester sections have nominees who can work with willing instructors and will do so prior to the end of the semester.
        - b. Chairperson will contact B. Byers to ensure that all sections (with willing instructors) have SIs available to them by the end of the first week of classes
      4. All SIs rooms/times will be prominently displayed on Departmental Web page
      5. Training will be made available to SIs by department faculty
        - a. Training will be conducted by the faculty with whom the SIs will work when those faculty wish to conduct their own training and by Dr. Guell otherwise.
      6. Attendance data on SI sessions (collected by the SIs and submitted to the SSC) will be requested and monitored by the department chairperson.
      - 7.
    - ii. Blackboard Gradebook Usage
      1. All Foundational Studies 100 level sections (100, 101, and 103) will
        - a. use the Blackboard Gradebook for record keeping and grade display
        - b. post mid-term letter grades in Blackboard for all students (rather than just the “report all grades” students) at the same time university-level midterm grades are due.

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<sup>4</sup> Departments may have student success related goals, action steps, and benchmarks that do not fit neatly into the other categories. If so, feel free to place them here.

2. Faculty teaching 200&201 will be encouraged to use. Those faculty agreeing to use Blackboard's gradebook will be trained by Dr. Guell
  - 3.
  - iii. Analysis will be performed on 100 & 200 level economics courses to provide guidance to the University College Dean and advisors about appropriate placement into economics courses.
  - iv. Increase the Pool of Tutors for 100/200 level Economics Courses
    1. During the last week of each term, each faculty will reach out to those students performing very well in their courses to encourage them to apply for a tutoring position in the Center for Student Success.
    2. The Chairperson will provide to the department the pool of potential SI nominees described above and will devote a portion of the first meeting of each year to construct a list of department-endorsed tutors. The Chairperson will forward that list to the Center for Student Success.
- 2) Establish relevant measures of Retention and Graduation
- a. Have the Department and University College advisor report on the intention of students entering the major.
    - i. For each student academic advisors will maintain notes that indicate whether the intention is to
      1. Complete an undergraduate degree in economics only
      2. Complete an undergraduate degree in another major
      3. Complete a graduate degree in economics
      4. Transfer to another institution
    - ii. For students intending to complete an ISU degree in business, the economics advisor will advise the student according to the intention to remain on campus in their intended major.
  - b. Measurement of Relevant Retention Rate
    - i. For retention of majors to the department, the Freshman/Sophomore retention rate will be those that return divided by those that intended to return.
    - ii. For retention of majors to the university, the Freshman/Sophomore retention rate will be those that returned to the university divided by those that intended to return to the university.
  - c. Understand reasons behind exit from major
    - i. The department chairperson will develop and maintain a survey instrument that will enable the department to understand the reason behind a departure from the major.
    - ii.
- 3) Increase Seats for UDIEs

- a. Using resources made available from a reduction of Econ 100 seats and from an elimination of Econ 101 (QL) from the Fall and Spring schedules, more seats will be made available in UDIE courses for which the pre-requisite is 3 hours of economics or less. (Econ 302, 331, 353, Crim/Econ 355)
- 4) 90 Hour Degree Audit
- a. Departmental advisors will search data for advisees who have passed the 90 earned hours mark each semester and conduct a graduation plan audit to assure students are aware of their remaining graduation requirements.
- 5) Experiential Learning
- a. Continue to offer student research opportunities with faculty and to provide experiential learning activities in appropriate upper level courses to make the program more “career-ready”.

# Academic Department Student Success Plan Update 2015-2018

**Department:** Earth & Environmental Systems

**Department Chair:** Amos Winter

**Department Mission:** The mission of the Department of Earth and Environmental Systems is to provide undergraduate and graduate education grounded in the geosciences, geography and anthropology in order to prepare students for environmentally oriented careers and/or graduate studies. The department is committed to interdisciplinary studies of the environment, the earth, and human adaptation and interaction with the environment with an emphasis on experiential learning and community engagement.

## Department Freshmen (1<sup>st</sup> year) Retention<sup>1</sup> Goal(s):

- 1) Increase first year retention in the department (freshman to sophomore) by 4% biennially.

### Action Steps (with dates & person(s) responsible):

1. Arrange that each first-year major meet with volunteer faculty mentor in the department (other than their departmental advisor) to discuss their educational and career goals and interests to help them engage with the discipline and to have a faculty support network. Person Responsible: Undergraduate Program Coordinator and Departmental Faculty, Date to be Completed: Fall 2015 and each spring and fall semester thereafter.
2. Increase Environmental Science Club, Anthropology Club, and Gamma Theta Upsilon effectiveness and participation by majors. Person Responsible: Club Faculty Advisors, Date to be completed: Fall 2015 and continuing thereafter.
3. Offer tutoring for EES classes in the Science Tutoring Center for 10 hours per week. Explore the idea of requiring all ENVI110 students complete required tutoring sessions as part of their lab grade. Person Responsible: ENVI 110 Lab Coordinator, Date to be Completed: Starting Spring 2015 and continuing each semester thereafter.
4. At the start of each semester departmental advisors and the Undergraduate Program Coordinator will evaluate previous semester performance at the course level for majors in order to recommend or intervene regarding academic success. The intent of this review is to catch problems before they affect first-year retention. This meeting would be required of all majors and be *in addition* to meetings with the University College advisors. Persons Responsible: Academic Advisors in the Department, Undergraduate Program coordinator. Date to be Completed: By end of 2nd week of Fall and Spring semesters, annually.
5. Work with Residential Life to arrange a residential learning community with new majors. Person Responsible: Undergraduate Affairs Coordinator and Department Chairperson. Date to be Completed: to be put into effect for Fall 2016.
6. Department faculty will develop pedagogical experiences within, or through modification of, our current core curriculum which would serve to link department undergraduate majors with one another among and between class cohorts, and expose them to faculty interests across the

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<sup>1</sup> Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.



range of environmental science approaches. Preliminary discussions indicate a consensus on the course that will be selected for this, but the decision must be put to a vote before formally approved. Persons Responsible: Undergraduate Affairs Committee, Department Chairperson, Department Faculty. Date to be Completed: By end of Spring 2016 semester.

<i>Retention Benchmarks<sup>2</sup></i>	<b>Fall 2012 cohort:</b>	<b>Fall 2013 cohort:</b>	<b>Fall 2014 cohort:</b>
(by latest department)	62.50%	54.84%	62.50%
	<b>Fall 2015 target:</b>	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>
	66.5%	68.5%	70.5%

*Other Freshmen Retention related benchmarks of focal interest to department<sup>3</sup>*

Performance on pre-core program assessment instrument.

### **Department Persistence to Completion Goal(s):**

1. Increase 4-year degree-completion rate by 5% annually

#### **Action Steps (with dates & person(s) responsible):**

1. Maintain 2-year class rotation as currently established, with annual adjustments for critical classes to maintain 4-year graduation possibility. Person Responsible: Department Chair, Date to be Completed: January-February, annually (achieved via department class scheduling).
2. Allow advisors sufficient flexibility to substitute or petition for substitute for required courses whose learning goals are met by alternative courses. This includes cognate classes where changes to pass/fail designations have significantly changed 4-year graduation rates. Person Responsible: Department Chair, Date to be Completed: January, annually.
3. Continue discussions with Departments of Math & Computer Science and Chemistry & Physics to address possible barriers to 4-year graduation due to recent changes in the requirements to advance in course sequencing in cognate courses required by our Earth & Environmental Sciences major. Person Responsible: Undergraduate Affairs Coordinator, Department Chair. Date to be Completed: December 2016.

<sup>2</sup> Department level current and historical retention and completion benchmark data to be integrated into the plan can be found through Blue Reports: <http://irt2.indstate.edu/cms/ir/blue-reports/>.

<sup>3</sup> A retention and completion rate is an essential benchmark, but it is not necessarily the only benchmark of interest to a department. Others of interest to the department can be integrated as well.

4. Maintain quality advising by following advising center guidelines and following up with students after the first week of classes regarding their schedules. Person Responsible: EES Advisors, Date to be Completed: End of 2nd week of classes, each semester.
5. Follow-up with majors who have been identified as “not attending” after 3-week attendance reporting, and/or achieved “deficient” interim grades via (at minimum) e-mail or an in-person meeting. Advise students on best course of action in cases where deficient midterm grades may jeopardize on-time degree completion. Person Responsible: Department Chair and Departmental Advisors, Date to be completed: Week after interim grading periods, each semester.

<i>Completion Benchmarks</i>	<b>Fall 2009 cohort:</b>	<b>Fall 2010 cohort:</b>	<b>Fall 2011 cohort:</b>
(by latest department)	45.00%	18.75%	8.70%
	<b>Fall 2012 target:</b>	<b>Fall 2013 target:</b>	<b>Fall 2014 target:</b>
	13.7%	18.7%	23.7%

*Other Persistence to Completion related benchmarks of focal interest to department*

- Score improvement between pre-core program assessment instrument and post-core program assessment instrument.

**Other Goal(s), Action Steps, and Benchmarks of focal interest to department<sup>4</sup>:**

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<sup>4</sup> Departments may have student success related goals, action steps, and benchmarks that do not fit neatly into the other categories. If so, feel free to place them here.

## **Academic Department Student Success Plan Update 2015-2018**

**Department:** Department of English

**Department Chair:** Robert Perrin

**Department Mission:** [Click here to enter text.](#)

The Department of English defines its mission as educating students and advancing knowledge in language, literature, and culture. The Department strives to achieve its mission through its curriculum, teaching, scholarly and creative activity, and service.

**CURRICULUM.** The Department must maintain and develop courses that empower students to think, write, and read critically. It must, in addition, work to retain and recruit tenure-track specialists in its writing, language, literature, and English education programs; agree on objectives and standards for courses within them; and establish teaching loads and class sizes within Association of Departments of English and National Council of Teachers of English guidelines that enable faculty to fulfill their professional responsibilities and commitments. Finally, the Department must, with careful deliberation, continue to review course offerings and programs to preserve the traditionally valuable while meeting students' practical and cultural needs and accommodating changing practices and perspectives in national and global culture.

**TEACHING.** Department members, individually and collectively, must commit themselves to achieving and maintaining excellence in teaching. To work toward this goal, the faculty should be active in the profession, innovative in developing pedagogy, and sensitive and responsible in the classroom. Professional activity should draw upon and contribute to teaching; pedagogical innovation should include flexibility in course design in light of scholarship; sensitivity and responsibility in the classroom should guarantee students, at the very least, a syllabus and series of assignments designed to meet departmentally established objectives for each course. Finally, the Department must devise methods for evaluating teaching and recognizing those who teach effectively.

**SCHOLARLY AND CREATIVE ACTIVITY.** The Department must challenge faculty to contribute knowledge in their areas of expertise and reward them for their contributions. No one activity should be demanded of all departmental members, but active professional involvement, exclusive of teaching, is expected of all. Department members, especially those on the graduate faculty, should publish and present scholarly and/or creative works. Other scholarly activities might also include editing professional journals, serving as referees for journals and publishing houses, or contributing to annual bibliographies. Procurement of grants and other financial support for professional involvement should also be a continuous function of the Department.

**SERVICE.** The Department must not only encourage but also appropriately reward its faculty for service. While it must recognize traditional forms of departmental service, such as committee work and sponsorship of student organizations, it should not limit its support to

them. Specifically, it should advocate faculty service to the College, the University, and the profession. Finally, it should encourage faculty to become active in the community through interaction with the public schools and service to community organizations.

### **Department Freshman (1<sup>st</sup> year) Retention<sup>1</sup> Goal(s):**

**REVISED FIRST-YEAR EXPERIENCE.** To ensure that our majors – English Liberal Arts and English Teaching – have dynamic first-year opportunities to engage in the Department, we want to create a more structured set of experiences during their first two semesters.

At present, the enrollment of first-year students is totally dependent on course availability in the major. This sometimes creates problems because second-, third-, and fourth-year students often register for lower-division courses (ones that they have not completed because of previous scheduling problems) during the preceding spring semester's priority registration, leaving few seats for beginning students in the fall. (This unfortunate cycle has meant that few freshman students have been able to register for their entry-level English courses.)

Our goal is to select a set of entry-level major courses (to be determined by the Undergraduate Curriculum Committee) for students to enroll in during their first two semesters. We will then offer freshman-only sections of the selected courses (while duplicating the course offerings for a single year to accommodate students from previous years so that they can also take the courses).

This plan would immerse freshman majors in key courses early in their college careers and provide them with additional flexibility as they progress through the curriculum.

#### **Action Steps (with dates & person(s) responsible):**

**FALL 2015.** *Select key courses.* We have discussed this generally at several Department meetings. The detail-oriented, strategic discussion will begin in the Undergraduate Curriculum Committee (or perhaps a sub-committee, if the Committee so chooses). For the fall semester, the likely courses are English 230 (Literary Analysis), English 240 (American Literature I), and English 250 (British Literature I). For the spring semester, the likely courses are English 241 (American Literature II) and English 251 (British Literature II). However, the selection of courses will initially be the responsibility of the Committee.

**FALL 2015.** *Confirm the selections with the Department.* As we always do, we will then bring the plan for the proposed courses to the Department for approval.

**SPRING 2016.** *Add freshman-only sections to the schedule.* Once the Department approves the courses, the chairperson will add the courses to the fall schedule and code the courses so that only freshman can enroll.

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<sup>1</sup> Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.

**SPRING 2016.** *Reexamine the courses.* The instructors of the selected courses (those that freshman students will take simultaneously) will work collaboratively to ensure complementary experiences.

<i>Retention</i>	<b>Fall 2012 cohort:</b>	<b>Fall 2013 cohort:</b>	<b>Fall 2014 cohort:</b>
<i>Benchmarks<sup>2</sup></i>			
(by latest department)	68.97%	68.42%	88.00%
	<b>Fall 2015 target:</b>	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>
	70.00%	71.00%	72.00%

*Other Freshmen Retention related benchmarks of focal interest to department<sup>3</sup>*

Click here to enter text.

### **Department Persistence to Completion Goal(s):**

**UNIFIED ADVISING.** Before the creation of the University College, all freshman majors were advised by the Director of Undergraduate Studies, after which students worked with assigned faculty advisors (who were each responsible for 5–10 students). Since the creation of the University College, all freshman – including our majors – are advised by a set professional advisors; when they transition to the Department as sophomores, they are then advised by the Director of Undergraduate Studies for one year, after which they work with assigned faculty advisors during their junior and senior years.

As advising has gotten more complicated and as the pressure to usher students through the program has gotten more and more intense, this approach has proved less and less effective.

Our goal is establish what I’ve called a “unified advising” plan. At the sophomore level, students would still be advised by the Director of Undergraduate Studies; however, during their junior and senior years, all majors would be advised by a single departmental advisor (who would receive a one-course reassignment); if the enrollment numbers justify it, perhaps a second advisor would be added at a later date.

In addition to traditional advising responsibilities (consultation with students, work on schedules, and general advising), the junior–senior advisor would also be responsible for completing “degree audits” for students at the 60-hour and 90-hour benchmarks.

<sup>2</sup> Department level current and historical retention and completion benchmark data to be integrated into the plan can be found through Blue Reports: <http://irt2.indstate.edu/cms/ir/blue-reports/>.

<sup>3</sup> A retention and completion rate is an essential benchmark, but it is not necessarily the only benchmark of interest to a department. Others of interest to the department can be integrated as well.

We know that this pattern is being used in a variety of departments with differing levels of success. We hope to attract a faculty member who is a skilled user of MySam, as well as a student-focused person. If we are successful in attracting such a person and can plan the “rollout,” we think having a junior–senior advisor create a more unified and successful advising experience for our majors.

**Action Steps (with dates & person(s) responsible):**

**FALL 2015.** *Reexamine the advising process.* We have discussed this generally at several Department meetings. The detailed examination of the process will begin in the Undergraduate Curriculum Committee (or perhaps a sub-committee, if the Committee so chooses). These are some topics of current concern: promotion of advising, scheduling advising sessions, managing four-year plans (and generally navigating MySam), and clarifying departmental goals. This review of processes – with the goal of improving it through centralization – should also include discussions with departments that use a centralized advising model (such as Art and Criminology and Criminal Justice).

**FALL 2015.** *Confirm the recommended process with the Department.* As we always do, we will then bring the plan for unified advising to the Department for approval.

**SPRING 2016.** *Recruiting a Department advisor.* Once the Department approves the revised process, the chairperson will prepare a job description for the advisor, circulate it, and solicit people who are potentially interested.

**SPRING 2016.** *Selecting the advisor and adjusting the schedule.* The chairperson will select the advisor in consultation with the Director of Undergraduate Studies. Once the person is selected, the chairperson will identify a course to be reassigned.

<i>Completion Benchmarks</i>	<b>Fall 2009 cohort:</b>	<b>Fall 2010 cohort:</b>	<b>Fall 2011 cohort:</b>
(by latest department)	Click here to enter text.	Click here to enter text.	Click here to enter text.
	<b>Fall 2012 target:</b>	<b>Fall 2013 target:</b>	<b>Fall 2014 target:</b>
	23.00%	25.00%	27.00%

*Other Persistence to Completion related benchmarks of focal interest to department*

Click here to enter text.

**Other Goal(s), Action Steps, and Benchmarks of focal interest to department<sup>4</sup>:**

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<sup>4</sup> Departments may have student success related goals, action steps, and benchmarks that do not fit neatly into the other categories. If so, feel free to place them here.

# **Academic Department Student Success Plan Update 2015-2018**

**Department:** History

**Department Chair:** Christopher Olsen

**Department Mission:** History is a core discipline in the Humanities, concerned with exploring the dynamics of change over time in human societies. African and African American Studies is an interdisciplinary field of study centered on the history and culture of Africa and the African Diaspora. The Department of History is comprised of faculty with expertise in a wide range of human history and cultures and offer courses in United States, Latin American, European, Russian, African, Middle East, and World History, with topical focuses on issues like social and cultural history, labor movements, race, ethnicity, and gender studies. As scholars, the Department faculty are engaged in the creation of new knowledge and many have gained national recognition through their activities in research and publishing. We are also engaged locally with the wider University community, the city of Terre Haute, and the state of Indiana with sustained support for service and outreach efforts. Our faculty is committed to training students to think like historians and scholars by engaging ethically with the past, thinking critically about the world around them today, and acting as engaged and informed citizens now and in the future. A degree in History or African and African American Studies requires developing proficiency in core academic skills considered vital to the life and mission of the University. These include the ability to think and read critically, to communicate effectively both orally and in writing, and to articulate informed arguments on complex issues. These are highly regarded disciplines among leaders in the public and private sectors for preparing students for analytical and interpretive work in a wide variety of careers. Equally important, an education in History or African and African American Studies enriches students' lives by imparting in them an appreciation for the great richness and variety of the human experience.

## **Department Freshmen (1<sup>st</sup> year) Retention<sup>1</sup> Goal(s):**

Increase retention by 1% annually.

### **Action Steps (with dates & person(s) responsible):**

Action Steps for Retention Goal 1:

- A. Review majors' performance in entry-level courses and consider creating separate sections for History and Social Studies Education majors. Target date: Fall 2016. Primary responsibility: Chairperson, Advisers, SSE Coordinator
- B. Review majors' performance in new HIST 302 course (recently revised curriculum) through assessment and monitoring with faculty. Target date: Fall 2017 and Ongoing. Primary responsibility: Chairperson, SSE Coordinator, & HIST 302 (U. S. History) faculty.

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<sup>1</sup> Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.



- C. Review and make changes to our Foundational Studies course array, with considerations for increasing recruitment to the History and African and African American Studies majors and minors and for increasing our impact on retention of freshmen students at I. S. U. Pilot program for re-design of HIST 113 is in effect for 2015-2016. Target date: Fall 2016. Primary responsibility: Department Faculty
- D. Review Department activities and organizations dedicated to majors and minors and consider revisions to enhance student participation in Department events. These will include Phi Alpha Theta and History Club, but should not be limited to existing student organizations. Target date: Fall 2016. Primary responsibility: Department Faculty
- E. Promote student and faculty use of the History Department Research and Career Center, a dedicated space for History and African and African American Studies majors and minors. Students can conduct research in primary materials owned by the Department and research careers for majors and minors. Target date: Ongoing. Primary responsibility: Chairperson & all faculty

<i>Retention Benchmarks<sup>2</sup></i>	<b>Fall 2012 cohort:</b>	<b>Fall 2013 cohort:</b>	<b>Fall 2014 cohort:</b>
(by original department)	76.92%	64.29%	57.14%
	<b>Fall 2015 target:</b>	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>
	58.14%	59.14%	60.14%

*Other Freshmen Retention related benchmarks of focal interest to department<sup>3</sup>*

If proposed revisions to HIST 113 (being piloted this AY), our Foundational Studies core course in Historical Studies, are approved, then we would teach many more sophomores, shifting our focus to their retention (for non-majors). We would have great interest in tracking our impact on sophomore-junior retention.

**Department Persistence to Completion Goal(s):**

Increase persistence to completion rates by 1% annually.

**Action Steps (with dates & person(s) responsible):**

- A. Conduct a total credit hour audit of our graduates from the past three years including proportion that were students that declared our major initially versus those that selected it in a subsequent semester. Use the data to inform a discussion of pathways and time to degree. Target date: Spring 2016. Primary responsibility: Chairperson & Advisers

<sup>2</sup> Department level current and historical retention and completion benchmark data to be integrated into the plan can be found through Blue Reports: <http://irt2.indstate.edu/cms/ir/blue-reports/>.

<sup>3</sup> A retention and completion rate is an essential benchmark, but it is not necessarily the only benchmark of interest to a department. Others of interest to the department can be integrated as well.

- B. Conduct a degree audit for all majors between 60 and 90 hours to make sure that students have considered the optimum pathway to graduation, including minors. Target date: Spring 2016.  
Primary responsibility: Advisers
- C. Reach out to our majors with 100 or more credit hours completed and use it as an opportunity to discuss optimal pathway to completion. Target date: Spring 2016. Primary responsibility: Advisers
- D. Conduct open house each fall for all majors, offering a chance to meet with faculty and discuss their progress and career plans. Target date: Ongoing. Primary responsibility: Chairperson & Faculty
- E. Conduct early spring group advising session for majors and minors, particular emphasis on possibly using summer to get back "on track" and simply to review pathways to on-time graduation. Target date: Spring 2016 and ongoing. Primary responsibility: Chairperson & Faculty
- F. Work with majors, beginning in Freshman and Sophomore year, to encourage double majors and minors to keep students focused on career readiness and post-graduation plans. Target date: Ongoing. Primary responsibility: Advisers
- G. Enhance support for History Club activities. Target date: Fall 2016. Primary responsibility: Chairperson
- H. Review majors' performance in new HIST 302 course (recently revised curriculum) through assessment and monitoring with faculty. Target date: Fall 2017 and Ongoing. Primary responsibility: Chairperson, SSE Coordinator, & HIST 302 (U. S. History) faculty.

<i>Completion Benchmarks</i>	<b>Fall 2009 cohort:</b>	<b>Fall 2010 cohort:</b>	<b>Fall 2011 cohort:</b>
(by original department)	15.38%	42.86%	27.27%
	<b>Fall 2012 target:</b>	<b>Fall 2013 target:</b>	<b>Fall 2014 target:</b>
	28.27%	29.27%	30.27%

*Other Persistence to Completion related benchmarks of focal interest to department*

Click here to enter text.

**Other Goal(s), Action Steps, and Benchmarks of focal interest to department<sup>4</sup>:**

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<sup>4</sup> Departments may have student success related goals, action steps, and benchmarks that do not fit neatly into the other categories. If so, feel free to place them here.

# Academic Department Student Success Plan Update 2015-2018

**Department:** Languages, Literatures, and Linguistics

**Department Chair:** N. Ann Rider

**Department Mission:** Languages, Literatures, and Linguistics prepares students for active global citizenship with skills in world languages and the disciplinary tools of linguistic, cultural, and literary analysis. The Department's programs- especially through its immersion experiences- foster the cultural knowledge and sensitivity necessary for effective engagement with diverse populations in Indiana and throughout the world.

## Department Freshmen (1<sup>st</sup> year) Retention<sup>1</sup> Goal(s):

1. Ensure that Freshmen are beginning the program in the right course and prepared for success.
2. Integrate Freshmen into the culture of the department.

### Action Steps (with dates & person(s) responsible):

#### Goal 1

- Ensure that freshmen take placement tests and are in the appropriate Language course in Fall
  - Inform NSO advisors of the need for the placement test (Responsible: Chair to NSO advisors; timeline: Nov. 11, 2015)
  - Assign one LLL faculty member to summer NSO advising. Responsible: Chair and Undergrad Director; timeline Nov. 11, 2015 (NTSO) and May 30, 2016)
- Ensure that Freshman majors are enrolled in their first Language course in fall; ensure that they are enrolled in LLL 200 in Fall or Spring of freshman year.
  - Make information widely known to UC advisors and on web site (Responsible: Chair send information to UC timeline: by Nov. 11, 2015 and May 30, 2016 and every Spring
  - Check Freshmen schedules for compliance (Responsible: Undergrad director and advisors in cooperation with UC advisors; Timeline: begin of Fall semester **before** last day to add).
- Encourage use of tutoring available in Language Learning Lab (Responsible: advisors, instructors of language classes; Timeline: each semester).
  - Advertise tutoring services in Language Learning Lab, including tutors visiting classes (Responsible: Lab director; Timeline: First week of Spring semester 2016 and throughout the year)
- Compile information about freshmen who did not gain listening and/or speaking proficiency in high school, but test into higher levels. Would they benefit from curricular acclimation? (Responsible: FYLP Committee charge for 2015-2016; Timeline: Survey freshmen and instructors in Spring 2016; recommendation by Fall 2016).

#### Goal 2

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<sup>1</sup> Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.

- Encourage freshman to join LinkingLanguageLearners (student club) (Responsible: Chair, LLL 200 , 100- and 200- level instructors in first month of each semester Timeline: begin of each semester beginning now)
- Development a “mentor” program between upper-level and freshman majors (FLYP recommendations by April 1, 2016; for implementation Fall 2016).

<i>Retention</i>	<b>Fall 2012 cohort:</b>	<b>Fall 2013 cohort:</b>	<b>Fall 2014 cohort:</b>
<i>Benchmarks<sup>2</sup></i>			
(by latest department)	68.75%	72.00%	72.73%
	<b>Fall 2015 target:</b>	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>
	75%	78%	81%

*Other Freshmen Retention related benchmarks of focal interest to department<sup>3</sup>*

- track success of College Challenge students in German once they enroll in ISU. Responsible: German faculty; timeline: 2015-2016; report data in fall 2016.

**Department Persistence to Completion Goal(s):**

1. Ensure that there are no curricular hurdles to 4-year graduation for students in single majors.
2. Ensure that advising practices support student success.
3. Integrate career readiness throughout curriculum; each student will be able to articulate clearly the knowledges and skills gained in Languages Studies that relate to professional and personal goals.
4. Develop curricular plans to completion for LS minors with majors in other programs.

**Action Steps (with dates & person(s) responsible):**

**Goal 1**

<sup>2</sup> Department level current and historical retention and completion benchmark data to be integrated into the plan can be found through Blue Reports: <http://irt2.indstate.edu/cms/ir/blue-reports/>.

<sup>3</sup> A retention and completion rate is an essential benchmark, but it is not necessarily the only benchmark of interest to a department. Others of interest to the department can be integrated as well.

- Perform an audit to identify potential curricular obstacles (including study abroad requirement); make recommendations. (Responsible: ADC; timeline: Spring 2016; report and recommendations by Sept. 1 2016).

#### **Goal 2**

- Review advising practices and make recommendations for revision as needed in addition to steps listed below. (Responsible: Undergrad director and advisors; Timeline: Submit recommendations by May 1, 2016).
- Develop an advising handbook for LS advisors. Responsible: Undergrad director and advisors; Timeline: Sept. 1, 2016.
- Incorporate intentional curricular advising (in addition to professional mentoring) of juniors and seniors into advising practices.
  - Audit records of Juniors and Seniors (majors only). Advisors will contact students who are at risk of not graduating in 4-years to request a specific advising appointment. Advisors will apprise students of what they would need to do to complete in 4-years through MySam notes. (Responsible: Undergrad director and advisors, beginning fall 2015 advising sessions and every fall)
- Identify double majors and work closely with them and the second advisor to determine if students can complete the double major in four years (14 percent of our majors are double majors). Responsible: Undergrad director and advisors; Timeline: fall 2015 and every fall)
- Collect data on why students choose not to graduate in 4-years when it is possible. Develop form for advisors and students. Responsible: Undergrad director and advisors; Timeline: Collect data during 2015-2016; report Sept. 1, 2016.

#### **Goal 3**

- Invite professional to conduct workshop for faculty on incorporating career readiness into the curriculum beyond that already done in courses (LLL 200 and 400).
  - Darcy Lear, Career Coach, scheduled for Nov. 3<sup>rd</sup> (Responsible: Chair; Timeline: Nov. 3, 2015)
  - Incorporate career readiness into appropriate courses (Responsible: Faculty and ADC; Timeline: by Fall 2016).
- Invite professional to conduct workshop with students on understanding their skills sets and how to articulate them in resumes and job interviews. Darcy Lear, Career Coach, scheduled for Nov. 3<sup>rd</sup> (Responsible: Chair; Timeline: Fall 2015).
- Promote *Success with CAS* activities. Responsible: Chair and faculty; timeline: Fall 2015.
- Revise LLL 200 and 400 to incorporate assignments that demonstrate student ability to articulate their skill sets (Responsible: Instructors of LLL 200; Timeline: for Spring 2016 course).
- Develop career readiness criteria for programmatic evaluation (Responsible: Assessment Committee; Timeline: 2016-2017 cycle).

#### **Goal 4**

- Develop curricular plans for Nursing, Criminology, Music and Business to facilitate on-time graduation of those students pursuing the LS minor. Responsible: ADC; Spring 2016 to distribute for fall 2016.
- Explore other degree programs where facilitation is possible. Responsible: Undergrad director; Timeline: report by fall 2016; develop plans during 2016-2017).

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#### 4 Year

*Completion  
Benchmarks*

	<b>Fall 2009 cohort:</b>	<b>Fall 2010 cohort:</b>	<b>Fall 2011 cohort:</b>
(by latest department)	16.67%	26.32%	22.2%

<b>Fall 2012 target:</b>	<b>Fall 2013 target:</b>	<b>Fall 2014 target:</b>
27%	29%	31%

#### 6 year

*Completion  
Benchmarks*

	<b>Fall 2007 cohort:</b>	<b>Fall 2008 cohort:</b>	<b>Fall 2009 cohort:</b>
(by latest department)	76.92%	61.9%	66.67%

<b>Fall 2010 target:</b>	<b>Fall 2011 target:</b>	<b>Fall 2012 target:</b>
68%	71%	74%

*Other Persistence to Completion related benchmarks of focal interest to department*

fall 2014 overall return rate: 75.6%

#### **Other Goal(s), Action Steps, and Benchmarks of focal interest to department<sup>4</sup>:**

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<sup>4</sup> Departments may have student success related goals, action steps, and benchmarks that do not fit neatly into the other categories. If so, feel free to place them here.

# Academic Department Student Success Plan Update 2015-2018

**Department:** Mathematics and Computer Science

**Department Chair:** Liz Brown

**Department Mission:** The mission of the Department of Mathematics and Computer Science is to provide quality education in mathematics, computer science, mathematics education, information technology, and related fields and to expand knowledge in these fields. The Department strives to develop the thinking skills of students and to provide students with the foundational knowledge, skills, and relevant experiences to succeed in their chosen professions. This effort is sustained and informed by the faculty's pursuit of original research and scholarly activities. The faculty also has the mission of preparing quality teachers for the schools.

## Department Freshmen (1<sup>st</sup> year) Retention<sup>1</sup> Goal(s):

(A) Improve success rates in freshman classes for majors so that students remain at ISU, even if they change programs. (action steps are 1 and 2 below)

(B) Help freshmen make connections to faculty and other students in the department. (action steps 1 and 3 below)

## Action Steps (with dates & person(s) responsible):

(1) Have a "peer assistant" embedded in each of our freshman classes for majors. This includes CS 151, CS 201, CS 202, MATH 122, MATH 131, and MATH 132. The purpose of this initiative is to help our majors navigate their first year of college while learning the foundational concepts found in computer science, mathematics, and mathematics education. Hence, the peer assistant will help freshmen with both the content of the courses as well as how to be successful in the major and in college in general. We are awaiting continuing funding from the provost. Once we have that, instructors of the sections of these courses (R. Sternfeld, J. Kinne, J. Exoo, D. Bowman, J. Frost, R. Johnson, N. Hopkins, R. Oberste-Vorth) will identify a successful undergraduate student who will attend the section and hold "office hours" outside of class to meet with freshmen. Fall 2015 and Spring 2016 and ongoing.

(2) In addition, we are beginning plans to examine the courses in our freshman curriculum to address consistency across sections and alignment with our upper level courses. We are investigating a course transformation for CS 151 and MATH 131/132 to improve our DFW rates and to ensure that students are leaving those courses with the knowledge and skills to be successful in their next coursework. In mid fall 2015, the CS curriculum committee (chaired by Jeff Kinne) and the Math curriculum committee (chaired by Henjin Chi) will begin a study of CS 151 and MATH 131/132 for possible application to the Course Transformation Academy. If we determine that this is important, we will begin the transformation work in Spring 2016, to be piloted in Fall 2016.

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<sup>1</sup> Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.

(3) Revive the math honor society Pi Mu Epsilon and/or revive the Indiana State Sycamore Council of Teachers of Mathematics to ensure that we have department clubs/organizations for students in each of our majors. Jeff Kinne is the faculty advisor for the CS student club and we would like to see a similar organization for our other majors. Spring 2016 and ongoing, Jodi Frost, Derrick Bowman, Patti Dreher

<i>Retention Benchmarks<sup>2</sup></i>	<b>Fall 2012 Cohort:</b>	<b>Fall 2013 Cohort:</b>	<b>Fall 2014 Cohort:</b>
(by latest department)	61.76%	64.52%	61.11%
	<b>Fall 2015 target:</b>	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>
	65%	70%	75%

*Other Freshmen Retention related benchmarks of focal interest to department<sup>3</sup>*

Goal: As a department, we are also very interested in the success of students who are not in our programs, but who are taking courses as part of their programs.

Action Step: We are currently engaged in a Course Transformation for both MATH 102 and MATH 115. Our goal is to improve the DFW rates for our additional service classes. The department chair will discuss the needs of the programs using our service courses and bring those discussions to the curriculum committees for possible modifications to the courses. Liz Brown, Fall 2015—discuss with program directors and bring charges to Curriculum Committees; CS 151, 256, 260 CS Curriculum Committee (chaired by Jeff Kinne), Spring 2016; MATH 123, 129 Math Curriculum Committee (chaired by Henjin Chi), Spring 2016; MATH 241 Math Education Curriculum Committee (chaired by Winnie Ko), Spring 2016.

**Department Persistence to Completion Goal(s):**

Improve student completion rates, both for 4 year and six year graduation.

**Action Steps (with dates & person(s) responsible):**

(1) Require juniors and seniors to meet with their academic advisor to do a degree audit to ensure that they are on track for graduation.

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<sup>2</sup> Department level current and historical retention and completion benchmark data to be integrated into the plan can be found through Blue Reports: <http://irt2.indstate.edu/cms/ir/blue-reports/>. Default is “latest department”; change to “original department” if that is the desired benchmark data.

<sup>3</sup> A retention and completion rate is an essential benchmark, but it is not necessarily the only benchmark of interest to a department. Others of interest to the department can be integrated as well.



Starting Fall 2015 and ongoing: Ramachandra Abhyankar, Robert Sternfeld, Henjin Chi, Robert Johnson, Jodi Frost, Winnie Ko (undergraduate advisors in the CS, math, and math ed programs.

(2) Keep upper classmen involved in the department outside of their classes.

See action steps 1 and 3 for freshmen—these will also help our upperclassmen as well as the tutoring center goal below

(3) Ensure that the “right” faculty are teaching critical courses in the majors, ensure alignment between prerequisite and subsequent courses, closely review curriculum and program assessment data to determine necessary program modifications.

Starting Fall 2015 and ongoing: Liz Brown, Henjin Chi, Jeff Kinne, Winnie Ko.

<i>Completion Benchmarks</i>	<b>Fall 2009 Cohort:</b>	<b>Fall 2010 Cohort:</b>	<b>Fall 2011 Cohort:</b>
(by latest department)	26.47%	25.00%	21.43%
	<b>Fall 2015 target:</b>	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>
	23%	28%	33%

*Other Persistence to Completion related benchmarks of focal interest to department*

[Click here to enter text.](#)

#### **Other Goal(s), Action Steps, and Benchmarks of focal interest to department<sup>4</sup>:**

Bring the Math Tutoring Center back to the Department in the basement of Root Hall.

Why:

- (1) Closer connections between faculty and tutors
- (2) Sending consistent messages to students in our courses
- (3) Proximity to the place where the majority of the department courses are taught
- (4) We will provide leadership and professional development to the tutors
- (5) Consistency among tutoring in remedial math and college-level math courses

This could be accomplished in a revenue-neutral way if the current resources in the MWC devoted to mathematics were shifted to the Department. We could have this fully functioning by the Fall of 2016. Liz Brown, Christine Taylor

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<sup>4</sup> Departments may have student success related goals, action steps, and benchmarks that do not fit neatly into the other categories. If so, feel free to place them here.

If this move is not supported, we need to create a closer working relationship between the Math part of the Math and Writing Center, particularly working on faculty confidence with the quality of tutoring, Department oversight of who is hired to tutor mathematics, department support of tutor training and professional development.

# **Academic Department Student Success Plan Update 2015-2018**

**Department:** Multidisciplinary Studies

**Department Chair:** Donna Selman

**Department Mission:** The MST BA/BS degree is highly flexible offering students the ability to explore, create and mold cross and interdisciplinary programs of study that are not otherwise available in traditional disciplinary curriculum.

The 21st century presents the academy with a new learning environment that often raises questions and frames problems that the traditional university model was not designed to confront effectively. The Department of Multidisciplinary Studies provides a structure to create, support, and sustain inquiry that crosses traditional disciplinary boundaries, modeling a different way of thinking and new approaches to problems. The component programs of the Department of Multidisciplinary Studies take a dynamic approach to the generation, application, and dissemination of knowledge, encouraging their faculty and students to pursue interests and potentially create new programs as they engage in conversations that naturally extend across and beyond disciplinary lines. The MST major offers a high degree of flexibility in curriculum planning. Through a variety of major and minor programs, the Department brings together and supports an intellectually diverse faculty and serves students by encouraging instructional excellence and offering opportunities and events that enhance the academic experience at Indiana State University.

## **Department Freshmen (1<sup>st</sup> year) Retention<sup>1</sup> Goal(s):**

1. Create a sense of community.
2. Provide students with suggested options for combining department minors with their current major in consultation with University Advisors.
3. Provide suggested paths/plans to degree completion within Major while maintaining the attractiveness of flexibility in degree creation.
4. Revisit advising process for MST majors and interested freshmen.

## **Action Steps (with dates & person(s) responsible):**

1. Establish Alpha Iota Sigma chapter at ISU. Alpha Iota Sigma is an honor society for Interdisciplinary Studies. (Complete necessary application Spring 2016 Donna Selman, Begin recruitment Spring 2016 all department resident and program faculty).
2. Each program (IS, PHIL, SOC, MST and GNDR) will identify no less than two majors outside of the department and develop materials that identify how and why a minor in their respective program compliments the major and enhances career readiness. These materials will be posted prominently and shared with advisors across campus. (Donna Selman, Michael Deem, James Gustafson, James Wurtz, Tom Steiger and Ruth Fairbanks, Fall 2016)

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<sup>1</sup> Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.

3. Identify past successful programs of study in the MST major. (Donna Selman and James Wurtz Spring 2016) Provide a set of example paths to BA/BS in MST to advisors, students and faculty. (Donna Selman and James Wurtz Fall 2016)
4. Consider shifting advising to reside in the “Department” physically and with resident faculty for the flexible design majors while making use of affiliate faculty in concentrations. (Donna Selman, MST faculty Fall 2015)

<i>Retention Benchmarks<sup>2</sup></i>	<b>Fall 2012 cohort:</b>	<b>Fall 2013 cohort:</b>	<b>Fall 2014 cohort:</b>
(by latest department)	Click here to enter text.	100%	100%
	<b>Fall 2015 target:</b>	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>
	100%	100%	100%

*Other Freshmen Retention related benchmarks of focal interest to department<sup>3</sup>*

Click here to enter text.

**Department Persistence to Completion Goal(s):**

1. Create internal/external Scholarships in each program. (Majors and Minors)
2. Identify and Adjust Curriculum Barriers to degree completion in MST and PHIL Majors
3. Develop additional concentrations within the MST Major directly tied to Career Opportunities.
4. Required Degree Audits and Advisor consultation in MST

**Action Steps (with dates & person(s) responsible):**

1. Cultivate relationships with alumni (and friends) in SOC (Donna Selman, Charles Norman Spring 2016). In PHIL (Donna Selman and Philosophy Faculty Spring 2016) In Gender Studies (Donna Selman and GNDR Faculty Fall 2016) In International Studies (Donna Selman and Rick Lotspeich Fall 2016) In Multidisciplinary Studies (Donna Selman and all MST program faculty Spring 2017) Ongoing-establish scholarship the following year.
2. Examine program of study proposals that required waivers. (Donna Selman and James Wurtz Spring 2016) Make curriculum changes that reduce the need for waivers. (See Philosophy Program Plan for steps regarding the PHIL Major) (Donna Selman and James Wurtz Fall 2016).
3. In consultation with industry and business determine specific skills needed, identify courses offered at ISU across the campus that address the specific skill set and work to develop

<sup>2</sup> Department level current and historical retention and completion benchmark data to be integrated into the plan can be found through Blue Reports: <http://irt2.indstate.edu/cms/ir/blue-reports/>.

<sup>3</sup> A retention and completion rate is an essential benchmark, but it is not necessarily the only benchmark of interest to a department. Others of interest to the department can be integrated as well.

concentrations directly tied to the business/industry needs. (Donna Selman, Tom Steiger and Amanda Lubold Begin Spring 2016 –Ongoing).

4. Given the unique nature of the MST major consultation with the MST advisor is crucial. Each MST major will be required to consult with the MST Advisor regarding progress at the 60 and 80 and 100 credit mark. (James Wurtz, Fall 2016) Degree audit conducted at 80 and 100. Department Chair will also meet with majors at intake and 90-credit mark. (Donna Selman, Fall 2016)

<i>Completion Benchmarks</i>	<b>Fall 2009 cohort:</b>	<b>Fall 2010 cohort:</b>	<b>Fall 2011 cohort:</b>
(by latest department)	0.00%	0.00%	33.00%
	<b>Fall 2012 target:</b>	<b>Fall 2013 target:</b>	<b>Fall 2014 target:</b>
	66%	100%	100%

*Other Persistence to Completion related benchmarks of focal interest to department*

Click here to enter text.

**Other Goal(s), Action Steps, and Benchmarks of focal interest to department<sup>4</sup>:**

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<sup>4</sup> Departments may have student success related goals, action steps, and benchmarks that do not fit neatly into the other categories. If so, feel free to place them here.

# **Academic Department Student Success Plan Update 2015-2018**

**Program:** Philosophy

**Department:** Multidisciplinary Studies

**Department Chair:** Donna Selman

**Program Mission:** The Philosophy program at Indiana State University is essential to the College of Arts and Sciences mission of providing students with a strong, contemporary education in the liberal arts and sciences. The Philosophy program plays a distinctive role within the College, enabling women and men to engage critically and creatively with significant philosophical and social problems, to develop a heightened sensitivity to the origin and development of important ideas across times and cultures, and to deepen their understanding of the connection between theoretical reflection and social action. The Philosophy program achieves these goals through creative curricular development, excellence in teaching, scholarly activity of faculty, and promotion of service to the university and community. The unique set of skills acquired through philosophical study contributes to students' success in other academic disciplines and fosters an integrative view of their academic work and service to the community.

**Department Freshman (1<sup>st</sup> year) Retention Goals:**

- (1) Increase Philosophy retention to 80% by 2018
- (2) Assist with retention at the University by working closely with University College advisors to advise students who might want to choose a Philosophy major in their sophomore year (possible to complete within a 6 semester plan)

**Action Steps (with dates & person(s) responsible)**

- (1) Require all first-year philosophy students to meet with Academic Advisor twice a semester to discuss student and program goals, student progress, and other pertinent issues (Namita Goswami; Fall 2015).
- (2) Continue work with Student Services to identify Philosophy tutors (All Philosophy faculty; Fall 2015)
- (3) Identify philosophy courses with high D/F drop rates. Strongly encourage philosophy faculty to attend professional development workshops focused on improved teaching and pedagogical innovation. Provide program specific meetings with Instructional Designers and FCTE (Donna Selman; beginning Spring 2015).
- (4) Secure funding for and hold welcoming reception for all first-year philosophy students and new majors during Fall semester (Donna Selman and Philosophy faculty; beginning Fall 2016).
- (5) Request information from IR and University College to assist in advising students in the sequencing of both Foundational Studies and major courses to improve the preparation of students for Philosophy courses (Donna Selman and Namita Goswami; Spring 2015)

<i>Retention</i>	<b>Fall 2013 official:</b>	<b>Fall 2014 official:</b>	<b>Fall 2015 official:</b>
<i>Benchmarks</i>	67%	69%	
	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>	<b>Fall 2018 target:</b>
	73%	75%	80%

**Department Persistence to Completion Goals:**

- (1) Maintain six-year completion rate for Philosophy at 100%
- (2) Continue active support of Philosophy students through duration of their studies
- (3) Provide career support and advising for philosophy students beginning in their third year. Develop Internships as part of the process.
- (4) Increase 4 year graduation rate to 67% in 2016 and 75% in 2017

**Action Steps (with dates & person(s) responsible)**

- (1) Require all philosophy majors after first year to meet with academic advisor once a year to discuss academic progress and time to completion (Namita Goswami; Fall 2015)  
Required audit at 60 credits and 90 credits (Namita Goswami Fall 16 )
- (2) Encourage philosophy students to participate regularly in supportive undergraduate philosophy activities; e.g., philosophy club meetings (All Philosophy faculty; beginning Fall 2015)
- (3) Advertise philosophy club activities through email and posters on campus (Joe Grcic and office staff; Fall 2015)
- (4) Create updated bulletin board for posting employment and education opportunities of potential interest to philosophy students (All Philosophy faculty and office staff; beginning Spring 2016)
- (5) Conduct annual application advising session for philosophy students interested in post-graduate academic programs, internships, or fellowships (All Philosophy faculty; every Fall semester)
- (6) Incorporate student use of Career Center and attendance at Career and Graduate School Fairs into already existing courses (All Philosophy Faculty and Academic Advisor; Fall 2016)
- (7) Designate Philosophy Minor Advisor (Michael Deem Fall 2016)

<i>Completion</i>	<b>Fall 2013 official:</b>	<b>Fall 2014 official:</b>	<b>Fall 2015 official:</b>
<i>Benchmarks</i>	100%	100%	
	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>	<b>Fall 2018 target:</b>
	100%	100%	100%

**Other Goal(s) of focal interest to program:**

- (1) Increase number of philosophy majors to 20 by Spring 2017, 25 by Spring 2018
- (2) Increase number of philosophy minors
- (3) Increase visibility of Philosophy program at the University and within region

### **Action Steps**

- (1) Work with admissions on contacting students admitted to ISU who express interest in philosophy (Philosophy faculty; beginning Fall 2016)
- (2) Attend and provide relevant information at the Transfer Open House (Michael Deem, Fall 2016)
- (3) Attend and provide relevant information at the Freshman Orientation (Donna Selman and Michael Deem, Every Semester)
- (4) Develop and establish concentrations in philosophy major/minor based on current faculty strengths, e.g., Philosophy, Politics, and Law (All Philosophy faculty; beginning Fall 2017)
- (5) Increase number of extra-program courses that fulfill major requirements to two courses (Donna Selman and Academic Advisor; Fall 2016)
- (6) Increase number of interdisciplinary opportunities for students, including courses, study groups, and team-teaching (Donna Selman and Philosophy faculty; beginning Fall 2016)
- (7) Continue to work closely with Gender Studies program and The Center for Genomic Advocacy (Chair, Michael Deem, Namita Goswami; Fall 2015) Pursue Learning Community's with above (Michael Deem Fall 2016)
- (8) Redesign and update Philosophy program website (Chair and Philosophy faculty; Spring 2016)
- (9) Build and maintain Philosophy program Facebook page (Michael Deem; Spring 2016)
- (10) Lobby to host meeting of the Indiana Philosophical Association by 2018 (Michael Deem; Fall 2016)



# Academic Department Student Success Plan Update 2015-2018

**Department:** School of Music

**Department Chair:** Paul Bro

**Department Mission:** The mission of the School of Music at Indiana State University is to prepare students for careers and continued study in music education, music business, performance, and music as a liberal art. Recognized for its long history of training music educators and members of the music business community, the school offers a range of undergraduate and graduate degrees in a personalized environment. We provide experiential learning opportunities; develop life-long learning skills and international exchange. The School promotes awareness and appreciation of the musical arts through courses for all university students and serves as a cultural resource for the university, local community, and the state through outreach, special events, and public performance.

The Indiana State University School of Music is an accredited institutional member of the National Association of Schools of Music.

The School of Music Advisory Board, formed in Spring 2015, has suggested that the unit include an updated Mission Statement that is more concise, a Vision Statement, and a set of core values to be included in the Strategic Plan within two years. The Administrative Advisory Committee within the School of Music is currently working toward those goals.

## Department Freshmen (1<sup>st</sup> year) Retention<sup>1</sup> Goal(s):

Increase the 1<sup>st</sup> year retention rate for freshmen to 80.00% by 2018

### Action Steps (with dates & person(s) responsible):

- A. A thorough re-construction of the Music Theory/Skills sequence to ensure course content matches the skill sets of incoming freshmen. This could include eliminating the Fundamentals of Music course (MUS 101), and folding that course material into the beginning course of the theory sequence (MUS 111). This would create a four-semester theory sequence allowing all theory courses to be included in the core curriculum. (Fall 2016 - Theory faculty and Music Curricular Affairs Committee)
- B. A thorough re-construction of the Music History sequence to ensure that the course content follows a logical sequence that matches the skill sets of incoming students. Additionally, the actual scheduling of these courses will be examined so that the course load is reasonable and manageable for freshmen. (Spring 2016 – Music History faculty and Music Curricular Affairs Committee)
- C. Continue to strengthen the mentor/tutor program, providing assistance for students who struggle with music fundamentals and skills. (Fall 2015 – Academic Division Coordinator)

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<sup>1</sup> Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.

- D. Work for more effective communication between students and the University College advisor so the advising is a bit more intrusive, in terms of identifying academic struggles as early as possible and identifying strategies for improvement.
- E. Assess the current scheduling and sequence of classes within the School of Music to ensure that the course load for freshmen is reasonable and manageable.

<i>Retention</i>	<b>Fall 2012 cohort:</b>	<b>Fall 2013 cohort:</b>	<b>Fall 2014 cohort:</b>
<i>Benchmarks<sup>2</sup></i>			
(by original department)	74.09%	76.09%	68.18%
	<b>Fall 2015 target:</b>	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>
	75.00%	77.5%	80.00%

*Other Freshmen Retention related benchmarks of focal interest to department<sup>3</sup>*

*None*

### **Department Persistence to Completion Goal(s):**

Increase the 6-year graduation rate of music majors to 40% by 2018

#### **Action Steps (with dates & person(s) responsible):**

- A. Assess the sequencing and class size of music major courses (e.g. – MUS 150, 350, 351) to address issues that often complicate degree completion. (Fall 2015 – Chair, Music Curricular Affairs Committee)
- B. Develop an interview/survey rubric to assess why students change majors or drop out of school. (Fall 2015 – Academic Advisors)
- C. Strengthen the tutoring programs for music theory and music history. (Fall 2015 – Academic Division Coordinator)
- D. Incorporate degree audits at the 60 and 90 credit hour mark that give students a clear picture of their progress toward degree completion. (Academic Advisors)

<sup>2</sup> Department level current and historical retention and completion benchmark data to be integrated into the plan can be found through Blue Reports: <http://irt2.indstate.edu/cms/ir/blue-reports/>.

<sup>3</sup> A retention and completion rate is an essential benchmark, but it is not necessarily the only benchmark of interest to a department. Others of interest to the department can be integrated as well.

- E. Assess the use of current scholarships to improve retention by assisting high achieving students and/or those with unique financial needs (Fall 2015 – Director; School of Music)
- F. Mandate that prerequisites be completed before allowing students to enroll in courses that have them. (Fall 2015 – Academic Advisors)

**6 year**

*Completion  
Benchmarks*

(by original  
department)

<b>Fall 2007 cohort:</b>	<b>Fall 2008 cohort:</b>	<b>Fall 2009 cohort:</b>
Click here to enter text.	51.61	53.19%
<b>Fall 2010 target:</b>	<b>Fall 2011 target:</b>	<b>Fall 2012 target:</b>
55	58%	60%

We are working with the 6-year graduation rate because Music Education has an exemption from the 120 credits and 4-year guarantee. Music Education account for over half of our majors 105 major out of a total of 205 music majors and minors. The School of Music is already higher than the university average according to Blue Reports. We will continue to work to improve our 4-year graduation rate that is low, but does not truly represent the School of Music’s success rate.

*Other Persistence to Completion related benchmarks of focal interest to department*

None

**Other Goal(s), Action Steps, and Benchmarks of focal interest to department<sup>4</sup>:**

Click here to enter text.

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<sup>4</sup> Departments may have student success related goals, action steps, and benchmarks that do not fit neatly into the other categories. If so, feel free to place them here.

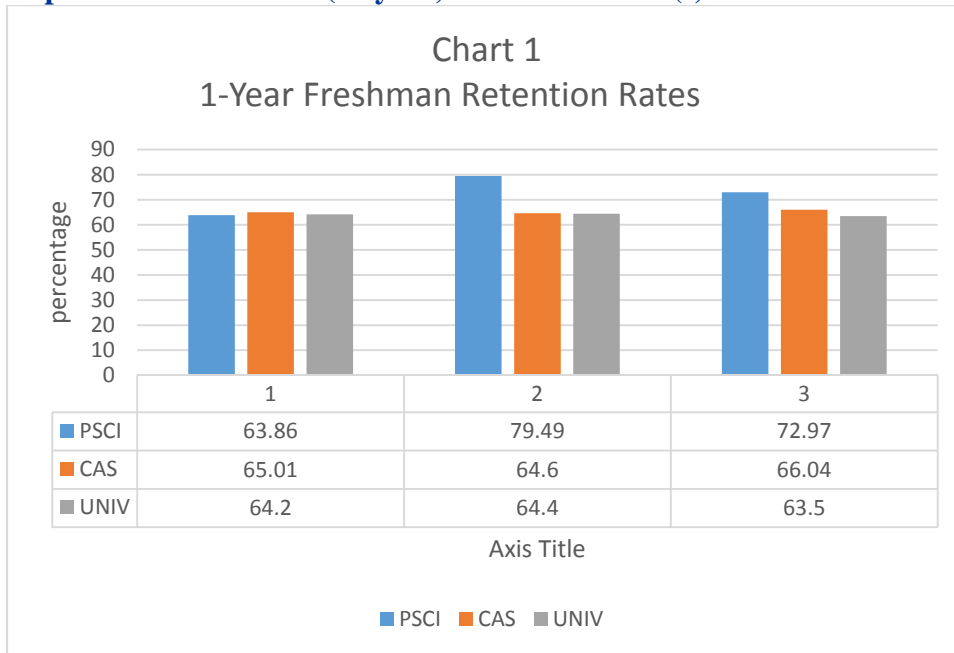
# Academic Department Student Success Plan Update 2015-2018

**Department:** Political Science

**Department Chair:** Gaston Fernandez (interim)

**Department Mission:** The Department of Political Science is committed to providing a high-quality academic experience both in and out of the classroom for its undergraduate and graduate students. Our curriculum integrates exposure to theory, method and practice – particularly through experiential learning – with critical thinking, effective communication, and a global perspective. In this way, we prepare our students for productive careers in public service or in the private sector, and for lives of active citizenship.

## Department Freshmen (1<sup>st</sup> year) Retention<sup>1</sup> Goal(s):



As Chart 1 shows, the department 1-year retention rates closely mirrored the College’s and the University’s in 2014-15. During the 2012-14 period, the department rates exceeded those of the College and University. Taken as a whole, over the past three years, the department’s 1-year retention record is one of solid accomplishment.

The department proposes to build on this positive record of accomplishments. The department’s 1-year retention “benchmarks targets” (listed below) for 2016- 18 takes as a baseline the combined retention rate averages of the College and University for the period from Fall 2013-15. The department target exceed the university rates by an average of 5% during each year, The initiatives below, we believe, can positively contribute to meeting the goals set forth in this report.

\*The data in Chart 1 is taken from the excel charts provided by Michael Snyder in his memorandum to department chairs on October 22, 2015

1. The principal initiative will be to utilize supplemental instructors and peer assistants concentrating on the Learning Communities offerings in 100 and 200 –level courses making available peer training opportunities’ to support effectiveness in tutoring at-risk students. The Living Learning Community model will be deepened in partnership with Residential Life through department faculty participation in programming. The initiatives listed will be done in cooperation with the Center for Student Success and Residential Life.  
Persons Responsible: Instructor (adjunct), Learning Communities instructors, and Department Chair
  
2. A second initiative will be to connect with freshmen students as they transition to sophomore year with 2-4 senior-level students to develop a mentoring relationship. This program will be assessed yearly to evaluate the effects on freshmen retention In addition, transitioning students will receive a yearly advising orientation session developed for Political Science and Legal Studies students in order to support the transition to the department, as well as follow-up contacts during the AY to identify problem areas.  
Persons Responsible: Instructor (adjunct), advisors, and Department Chair

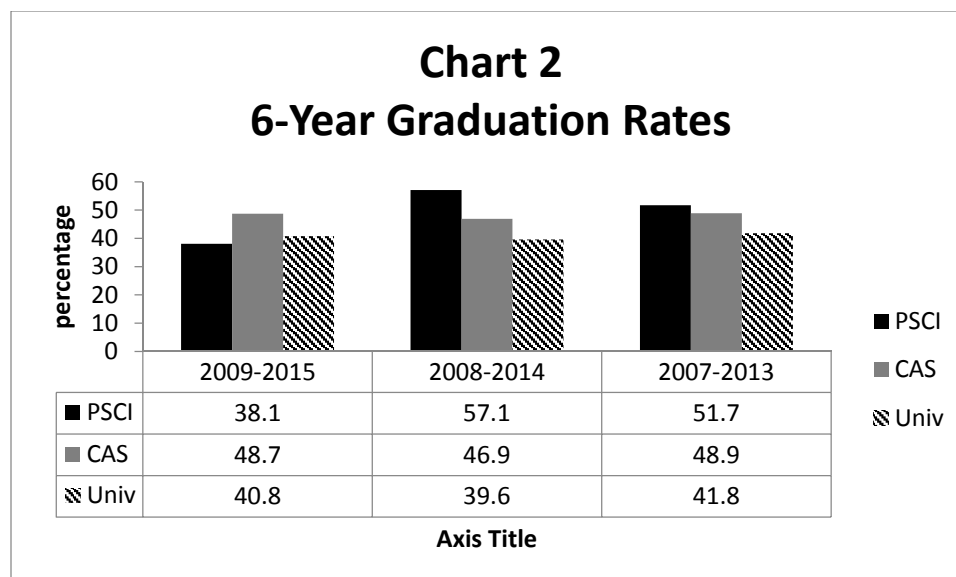
**Action Steps (with dates & person(s) responsible):**

<i>Retention Benchmarks<sup>2</sup></i>	<b>Fall 2012 cohort:</b>	<b>Fall 2013 cohort:</b>	<b>Fall 2014 cohort:</b>
(by latest department)	73%	79%	63%
	<b>Fall 2015 target:</b>	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>
	69%	72%	75%

*Other Freshmen Retention related benchmarks of focal interest to department<sup>3</sup>*

**Department Persistence to Completion Goal(s):**

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The department 6-Year Graduation Rates in 2015 were slightly below the university's while the College's rates exceeded both the department's and the university's. For the period from 2008-14 and 2007-13, the department's 6-Year Graduation rates exceeded both the College and University rates. The 2015 rates are probably an anomaly, related to the size of the population being surveyed. The assumption is that the more "normal" 6-year graduation rate is that for 2013 and 2014 when department rates surpassed those of the College and the University.

The projected departmental "benchmark targets" 6-Year Graduation rates (for students classified as "latest department") are based on the assumption that the department will exceed the average of the college and university rates by an average of 5% each year (even assuming that the university rates overall will also improve). The proposed initiatives listed below are ones the department faculty have prioritized in meeting the projected targets for 2016-18.

#### **Action Steps (with dates & person(s) responsible):**

The principal initiative for the coming year will be for the Department to implement changes to the student course mapping in the Political Science major to ensure greater academic preparedness for the undergraduate research methods course. Based on data analysis of DWF rates for PSCI 245 (see Appendix) the department will implement the following changes; (1) adjust the Political Science 4-year plan so that PSCI 245 is taken during the first semester of a student's junior year; (2) adjust the course level from 245 to 345 and add a prerequisite to the course requiring 12 credits in Political Science coursework before enrollment in PSCI 245; and (3) replace PSCI 245 with an alternate course for the minor. It is expected that this will reduce the high DWF rates in PSCI 245 and contribute to the overall retention rates. The Department will establish a protocol for yearly assessment of student success in the methods course in order to develop an on-going fine tuning going forward.

Persons responsible: Department Chair and Faculty Instructors PSCI 245

(1) A second supporting initiative is to review and revise the system in place for advising students who have completed 90 credit hours. A revised protocol for conducting a degree audit of majors upon completion of 90 credit hours will be developed to identify challenges every semester and design appropriate interventions.

Persons responsible: Department academic advisors and Instructor (adjunct)

(2) A third supporting initiative for retention and graduation is for faculty in political science and public administration to engage students in curricular and co-curricular professionalization opportunities--through PSCI 315 Working in Politics, PSCI 421 Legal Profession PSCI 400 Public Policy--by organizing a lecture series featuring government officials from Indiana and Illinois to introduce student to people who made careers in politics.

Persons responsible: Instructor (adjunct), graduate student, and Department Chair

**6 year**

*Completion  
Benchmarks*

	<b>Fall 2007 cohort:</b>	<b>Fall 2008 cohort:</b>	<b>Fall 2009 cohort:</b>
(by latest department)	52%	57%	38%
	<b>Fall 2010 target:</b>	<b>Fall 2011 target:</b>	<b>Fall 2012 target:</b>
	50%	53%	56%

*Other Persistence to Completion related benchmarks of focal interest to department*

**Other Goal(s), Action Steps, and Benchmarks of focal interest to department<sup>4</sup>:**

(1) The principal initiative will be to implement an advisor evaluation system based on a survey instrument to identify any challenges with student advising possibly impacting on student retention and completion rates.

Persons responsible: Instructor (adjunct) and department advisors, Department Chair

(2) A second supporting initiative to assist with retention and completion will be to develop an “Internship Central” portal on the Department web site including new and on-going internships and procedures for selecting student interns

Person responsible: Instructor (adjunct), graduate student and Department Chair

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- (3) A third supporting initiative is to activate the Alumni Board and involve them in providing feedback to the Department on general program development and present to student on post-graduation opportunities and challenges  
Person Responsible: Instructor (adjunct), graduate student and Department Chair
- (4) A fourth supporting initiative is to develop a communication protocol to encourage students to register with the Career Center beginning the spring of their junior year with follow-up in the fall of their senior year.  
Person Responsible: Instructor (adjunct) and department advisors
- (5) A fifth supporting initiative is to further develop approaches to connecting students with the program through the experiential learning opportunities for students provided by the American Democracy Project.  
Person Responsible: Faculty Coordinator of the American Democracy Project.



# Academic Department Student Success Plan Update 2015-2018

**Department:** Psychology

**Department Chair:** Virgil Sheets

**Department Mission:** The Department of Psychology assists students to achieve their personal and professional potential through training in scientific methods and discipline-specific knowledge, promoting a spirit of active inquiry and critical thought, and fostering a sense of social responsibility.

## **Department Freshmen (1<sup>st</sup> year) Retention<sup>1</sup> Goal(s):**

To increase retention by 2% per year (modified from 1% in initial plan).

### **Action Steps (with dates & person(s) responsible):**

Original action steps (status/accomplishments listed below):

1. Work with university college to set-up advising plans and smooth transition to departmental advisors (Dept. Chair; Fall 2014).  
*(Entire faculty met with UC advisors to assure understanding & scheduling of major requirements, but also ongoing)*
2. Assess effectiveness of majors-only section of PSY 101 (Chairperson; Spring 2015).  
*(examination on-going; offered two sections this fall to assure maximum availability to students; must reevaluate)*
3. Assess effect of living/learning community (Chairperson; Fall 2015)  
*(examination on-going; initial data from Spring 2014 suggests no improvement on retention; must continue to monitor)*
4. Expand participation of students and faculty in first year event programming (Retention coordinator; Fall 2014)  
*(Residence hall programming currently discontinued to focus on other activities).*

New Step:

1. Evaluate the effectiveness of technology add-ons required in PSY 101 to student success (Note: This not only impacts psychology majors, but since PSY 101 is a major general education offering, it also impacts overall retention to the university). (Student Success Committee; Spring 2016).
2. Review content expectations of PSY 101 to identify changes that might improve success (and retention). (PSY 101 instructors; Spring 2016).

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<sup>1</sup> Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.

<i>Retention Benchmarks<sup>2</sup></i>	<b>Fall 2012 cohort:</b>	<b>Fall 2013 cohort:</b>	<b>Fall 2014 cohort:</b>
(by latest department)	61.9%	58.9%	59.0%
	<b>Fall 2015 target:</b>	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>
	61%	63%	65%

*Other Freshmen Retention related benchmarks of focal interest to department<sup>3</sup>*

1. Reduce DFW rates in PSY 101 by 1% per year.

### **Department Persistence to Completion Goal(s):**

Our original plan focused on 6-year rather than 4-year graduation goals, but the target was a 1% increase in graduate rates per year; we have modified the goal for a 1% increase/yr in 4 yr-rates and 1.5%/yr in 6-yr rates.

### **Action Steps (with dates & person(s) responsible):**

Original action steps (status/accomplishments listed below):

1. Assess effectiveness of prerequisite change for statistics (PSY 375). (Dept Faculty & Chairperson, Fall 2014).  
*(Substantially reduced barrier of students getting into PSY 375; see New Actions, #1 below).*
2. Evaluate appropriate sequencing of 2<sup>nd</sup> course in the major (PSY 201). (Retention Coordinator & Chairperson, Fall 2016).  
*(see New Actions, #2 below).*
3. Increase size or sections of high demand undergraduate courses. (Chairperson; Spring 2015).  
*(Most sections are now maxed at room size; additional sections available online).*
4. Expand on-line offerings in summer to enable students to continue coursework while at home. (Dept Faculty & Chair; Summer, 2015).  
*(Some achieved, but more will come on-line with advent of distance program).*

New action steps:

1. Assess change in PSY 375 completion rates (e.g., while students are getting into PSY 375, has removal of prereq negatively impacted completion). (Student Success Committee: Spring 2016).
2. Discontinue requiring of PSY 201 toward major (course is redundant with other classes and a significant barrier to student completion, particularly transfer students who are often thrown a semester behind because of lack of seats and major sequencing).

<sup>2</sup> Department level current and historical retention and completion benchmark data to be integrated into the plan can be found through Blue Reports: <http://irt2.indstate.edu/cms/ir/blue-reports/>.

<sup>3</sup> A retention and completion rate is an essential benchmark, but it is not necessarily the only benchmark of interest to a department. Others of interest to the department can be integrated as well.

*(Recommended by department; paperwork being developed).*

3. Contact all departmental seniors to reach out about possibility of completing the degree (Director of Undergraduate Studies; spring 2016).
4. Creation of a series of "Next Step" seminars to support senior's post-graduate planning (which would, we hope, motivate degree completion). (Director of Undergraduate Studies, Fall 2015). *(initial series created and advertised to students for 2015-2016).*
5. Re-balancing of advising to reduce disparities and increase availability for students. (CAS Dean's Office, at request of Director of Undergraduate Studies, Fall 2015). *(accomplished).*
6. Develop method to evaluate departmental advising/advisor success. (Chairperson & Director of Undergraduate Studies, Fall 2016).
7. Develop and implement degree audit process (Student Success Committee, Spring 2016).

<i>Completion Benchmarks</i>	<b>Fall 2009 cohort:</b>	<b>Fall 2010 cohort:</b>	<b>Fall 2011 cohort:</b>
(4-yr; last department)	17.7%	22.9% (2010 cohort)	26.0% (2011 cohort)
	<b>Fall 2012 target:</b>	<b>Fall 2013 target:</b>	<b>Fall 2014 target:</b>
	27.0%	28.0%	29.0%

<i>Completion Benchmarks</i>	<b>Fall 2009 cohort:</b>	<b>Fall 2010 cohort:</b>	<b>Fall 2011 cohort:</b>
(6-yr; last department)	46.4%	44.3%	38.7%
	<b>Fall 2012 target:</b>	<b>Fall 2013 target:</b>	<b>Fall 2014 target:</b>
	40.2%	41.7%	43.2%

*Other Persistence to Completion related benchmarks of focal interest to department*

None

**Other Goal(s), Action Steps, and Benchmarks of focal interest to department<sup>4</sup>:**

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<sup>4</sup> Departments may have student success related goals, action steps, and benchmarks that do not fit neatly into the other categories. If so, feel free to place them here.

Apparently, prior goals relating to enrollment and post-college success are not currently being examined. However, the department has undertaken and planned a number of activities in these areas:

1. We have created an ad-hoc student success committee, headed by the Director of Undergraduate Studies. We are examining whether it should be instantiated into Departmental bylaws.
2. We formally admitted the first cohort of “distance-only” students in Fall 2015.
3. We are exploring the addition of a course in Diversity & Ethics in response to surveys of alums and recommendations from members of the Department Advisory Board.
4. We are discussing an increase in credit hours of two of the department’s core courses to allow greater time for skill practice and development.
5. As mentioned above, creation of a series of senior “Next Step” seminars to better focus students on post-graduation preparation (We will also encourage completion of the career ready certificate through these).

# **Academic Department Student Success Plan Update 2015-2018**

**Department:** Center for Science Education

**Department Chair:** Eulsun Seung, Director

**Department Mission:** To provide top quality, research-based programs and courses to prepare potential elementary, middle, and high schools science teachers for effective science teaching careers in Indiana and beyond. Our faculty will undertake research to create new knowledge for the academic community in Science Education, utilize research findings in teaching, and provide service and outreach for Science Education at all levels, including pre-K-12, college, and parent audiences.

## **Department Freshmen (1<sup>st</sup> year) Retention<sup>1</sup> Goal(s):**

1. To increase the retention rate by 93.0 % for the Fall 2017 target.

### **Action Steps (with dates & person(s) responsible):**

1. Write letters to accepted students to briefly introduce our Science Education program.
  - Target date for completion: May 1, 2016
  - Persons responsible: Eulsun Seung
2. Meet with freshmen after they receive interim grades to check on their academic status, and introduce  
The Science Education curriculum and teacher licensing process.
  - Target date for completion: October 10, 2016
  - Persons responsible: Eulsun Seung
3. Invite freshmen to an annual open house.
  - We offer an annual open house and invite all Sciences and Science Education majors in the Fall.
  - Target date for completion: September 30, 2016
  - Persons responsible: Eulsun Seung, Gary Patterson
4. Invite freshmen to Science Education seminars
  - We plan to provide Science Education seminars every semester. The main purpose of these seminars is to provide our Science Education majors useful information regarding required science and education courses, campus life, and science teaching careers. Science Education majors can also make connections with local science teachers and other majors through these seminars.

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<sup>1</sup> Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.

- We will invite local, experienced science teachers and recent teaching graduates as guest speakers. Science Education majors can receive useful information regarding student teaching, the content tests for licensure, and science teaching careers.
- The science education student organization will participate in preparing these seminars. Senior majors can offer a seminar session to provide junior peers useful information for campus life and to successfully complete required courses.
- Target date for completion: November 15, 2016, February 15, 2017, April 15, 2017
- Persons responsible: Eulsun Seung, Gary Patterson

<i>Retention Benchmarks<sup>2</sup></i>	<b>Fall 2012 cohort:</b>	<b>Fall 2013 cohort:</b>	<b>Fall 2014 cohort:</b>
(by latest department)	75.0 %	100.0 %	85.71 %
	<b>Fall 2015 target:</b>	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>
	87.0 %	90.0 %	93.0 %

*Other Freshmen Retention related benchmarks of focal interest to department<sup>3</sup>*

Click here to enter text.

### **Department Persistence to Completion Goal(s):**

1. To increase the completion rate by 35% for the Fall 2014 target.
2. To increase the number of students completing the Science Education major to 5 by Fall 2018.

### **Action Steps (with dates & person(s) responsible):**

1. Invite Science Education majors to an annual open house.
  - Target date for completion: September 30, 2016
  - Persons responsible: Eulsun Seung, Gary Patterson
2. Provide Science Education seminars for majors every semester
  - Target date for completion: November 15, 2016, February 15, 2017, April 15, 2010
  - Persons responsible: Eulsun Seung, Gary Patterson

<sup>2</sup> Department level current and historical retention and completion benchmark data to be integrated into the plan can be found through Blue Reports: <http://irt2.indstate.edu/cms/ir/blue-reports/>.

<sup>3</sup> A retention and completion rate is an essential benchmark, but it is not necessarily the only benchmark of interest to a department. Others of interest to the department can be integrated as well.

3. Encourage Science Education majors to join the science education student organization. By participating in various activities run by the student organization, Science Education majors can make connections with peers and increase their motivation to teach science. Possible activities run by the student organization
  - Providing a science night event for local K-12 students (February, 2016)
  - Teaching summer science camp children (July, 2016)
  - Supporting local secondary school science clubs (November, 2016)
  - Persons responsible: Eulsun Seung
4. Provide space for the science education student organization: Room 179, Science Building
  - Target date for completion: October 30, 2015
  - Persons responsible: Eulsun Seung
5. Provide space for Science Education majors to study between classes in the Science Building.
  - Target date for completion: October 30, 2015
  - Persons responsible: Eulsun Seung
6. Encourage and support Science Education majors to participate in the SURE program.
  - Target date for completion: May 1, 2016
  - Persons responsible: Eulsun Seung
7. Encourage Science Education majors to attend the science teacher conference. : HASTI (**Hoosier Association of Science Teachers, Inc**) conference, IN
  - Target date for completion: February 28, 2016
  - Persons responsible: Eulsun Seung, Gary Patterson
8. Do explicit degree audit when students complete 80 – 90 credit hours.
  - Persons responsible: Eulsun Seung
9. Encourage Science Education majors to use the Help Center for tutoring in their science courses.
  - Target date: Advising meeting
  - Persons responsible: Eulsun Seung
10. Provide consulting sessions for education courses.
  - At the beginning of semester, provide a science education seminar to provide information regarding education courses.
  - During the semester, when students request consulting sessions for education courses, pair them with a senior level student to provide these sessions.
  - Persons responsible: Eulsun Seung

<i>Completion Benchmarks</i>	<b>Fall 2009 cohort:</b>	<b>Fall 2010 cohort:</b>	<b>Fall 2011 cohort:</b>
(by latest department)	28.57 %	20.0 %	No data
	<b>Fall 2012 target:</b>	<b>Fall 2013 target:</b>	<b>Fall 2014 target:</b>
	25 %	30 %	35 %

*Other Persistence to Completion related benchmarks of focal interest to department*

<i>Completion Benchmarks</i>	<b>Fall 2013 official:</b>	<b>Fall 2014 official:</b>	<b>Fall 2015 official:</b>
(Number of graduates)	4	2	2
	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>	<b>Fall 2018 target:</b>
	3	4	5

**Other Goal(s), Action Steps, and Benchmarks of focal interest to department<sup>4</sup>:**

Goals: Developing a new curriculum(concentration) for middle school science licensure.

1. To increase the number of Science Education majors who pursue a middle school science licensure.
2. To increase the number of Elementary Education and Mathematics Education majors to pursue a second degree in Science Education.

Rationale: The current Science Education curriculum, which was developed in response to REFA (i.e., state licensure rules), requires that our majors meet or exceed the existing science majors' coursework on campus. Thus currently, we offer undergraduate degree programs in four areas: Double major in Science Education with Biology, Chemistry, and Physics, and Major in Science Education with a concentration in Earth Science. Science Education majors who complete one of these programs and pass the content test can have a teaching licensure which covers grades 6 -12. However, this curriculum requires at least five years to complete. Considering the shortage of science teachers in Indiana and the small number of students in our

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<sup>4</sup> Departments may have student success related goals, action steps, and benchmarks that do not fit neatly into the other categories. If so, feel free to place them here.



program, we plan to develop a new curriculum for those who only pursue a middle school science licensure.

Action step: Eulsun Seung

- Meet with the chair of Education Student Service at ISU: October 5, 2015
- Meet the chairs of the Mathematics Education and Elementary Education departments: October 15, 2015
- Meet with Science Education Advisory Committee members to discuss the new curriculum: November 13, 2015
- Prepare a proposal for the new curriculum: November 15, 2015
- Conduct a Science Education Advisory Committee meeting to approve the proposal: November 18, 2015
- Submit the proposal: November 20, 2015
- Begin the new curriculum: Fall 2016

# Academic Department Student Success Plan Update 2015-2018

**Department:** Social Studies Education

**Department Chair:** Daniel A. Clark

**Department Mission:** To prepare students for the profession of teaching in secondary education by developing their knowledge in the fields of the Social Studies (Economics, Geography, Government, History, Psychology and Sociology) and their understanding of the distinct pedagogy of these fields.

## Department Freshmen (1<sup>st</sup> year) Retention<sup>1</sup> Goal(s):

If one examines the long-term trends comparing the retention data for the latest college or dept., the trend is improving from a low of 42% back in FA 09 to a consistent performance in the upper 50s and 60s with a high of 70% in FA13. This likely displays the impact of University College. For SSE majors persistence within the Dept. (i.e. retention by original college or dept.) offers a more consistent picture and there the trend has been consistently in the upper 60s with a recent 71.8% for FA 14. A backward tick in original dept. retention in FA12 and FA13, I believe reflects some of the ill-effects of the “war on teachers” in the state, most pointedly the fiscal crisis/hiring freeze, as SSE saw many of its most talented freshmen (and others) change majors, so that the average quality of the freshmen then was down within the major (although overall retention for those going to other depts., went up, indicating again perhaps the impact of university-wide retention efforts.

Aside from maintaining a good working relationship with UC advisors and making sure that our curriculum continues to function as efficiently as possible, both of which we have done, I do not see any significant steps that we could take as a department to enhance freshman retention. We already conduct a mandatory freshman meeting in the Fall of the year and coordinate this effort with the UC advisor. We have made clear the optimal classes for freshmen to take and have taken pains that most of these will be useful should the student change majors. Our curriculum revisions of last year involving the History specialization, while not helping freshman with regard to accepting dual-credit courses, were made with the integrity of the overall degree and the success of graduates at the licensing stage. It remains to be seen what kind impact, if any, this will have on retention and completion, but these changes had to be done. On the subject of UC advisors, we have had a good working relationship with them over the years of UC’s existence, but the persistent turnover of advisors in such a demanding area such as SSE cannot have ideal long-term ramifications. SSE freshmen have had a different advisor each year. Again, while all competent and hard-working, familiarity with the program and its demands cannot be listed as a strength.

The SSE retention goals should be kept modest, as my targets indicate.

## Action Steps (with dates & person(s) responsible):

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<sup>1</sup> Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.

I do not see any new action steps as necessary at this point. I will continue to communicate with the UC advisor, as I have done already, and will continue to conduct the Fall mandatory freshman meeting before advising season.

<i>Retention</i>	<b>Fall 2012 cohort:</b>	<b>Fall 2013 cohort:</b>	<b>Fall 2014 cohort:</b>
<i>Benchmarks<sup>2</sup></i>			
(by latest department)	55.00%	68.75%	63.69%
	<b>Fall 2015 target:</b>	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>
	65%	66%	67%

*Other Freshmen Retention related benchmarks of focal interest to department<sup>3</sup>*

Click here to enter text.

### **Department Persistence to Completion Goal(s):**

The general trend is decidedly upward. I would hope to sustain the trend. I will reserve official judgment, but propose that what we are perhaps witnessing in the numbers is evidence of the impact of the program change of about 3 years back, when SSE cut the number of required areas of concentration from 3 to 2, making it far more possible to graduate in four years. As stated in previous success plan statements, I believe that this program revision (requiring only 2 content areas), constituted the most important “heavy lifting” with regard to boosting completion rates. After reading the recently produced “Why Undergraduate Students Leave ISU,” and listening to Dr. Powers’ presentation on the problem, I believe that audits and contacts with students at key points in their academic careers could play an enhanced role in the SSE program. For several years (although with various levels of intentionality) since I have been SSE director, I have conducted an audit of sorts for rising juniors (so roughly at or just below the 60 credit hour level). As you might know there are certain prerequisites for acceptance into the BCP program for secondary ed run by the BCOE. I usually examine the record of all SSE majors around 50 credit hours to assess their readiness for applying to the BCP program and also then for our SS 305 (our first methods course). I do this since our SS courses are only offered once a year and if they fall out of sequence in taking them, then this severely affects their timely graduation, and I hate for this to happen. I usually contact those who have missed a pre-req, which includes a low gpa, to see what is going on. This is all in addition to the conversations they should be having with their advisors. But since I am already conducting a de facto audit at this midpoint in their academic trajectory, it certainly would not entail much more work to be more intensive about contacting students who display some troubling trends. And, upon reflection, it does seem wise to conduct another audit at the 90 credit hour level. I keep in pretty good contact with students

<sup>2</sup> Department level current and historical retention and completion benchmark data to be integrated into the plan can be found through Blue Reports: <http://irt2.indstate.edu/cms/ir/blue-reports/>.

<sup>3</sup> A retention and completion rate is an essential benchmark, but it is not necessarily the only benchmark of interest to a department. Others of interest to the department can be integrated as well.

through that point roughly. The problem occurs after that point, when contact with some upper-level students becomes less regular. An audit around the 90 credit hour level would, I think, be helpful in keeping students on track through their student teaching and final few upper-level courses, where some of them tend to falter.

**Action Steps (with dates & person(s) responsible):**

Conduct audit of SSE majors at the 45-60 credit hour level and again around the 90 credit hour level. Conducted in November of the year (Fall advising time). Coordinator (Dan Clark) will be responsible.

<i>Completion</i>	<b>Fall 2009 cohort:</b>	<b>Fall 2010 cohort:</b>	<b>Fall 2011 cohort:</b>
<i>Benchmarks</i>			
(by latest department)	14.29%	23.53%	35.00%
	<b>Fall 2012 target:</b>	<b>Fall 2013 target:</b>	<b>Fall 2014 target:</b>
	36%	38%	40%

*Other Persistence to Completion related benchmarks of focal interest to department*

Click here to enter text.

**Other Goal(s), Action Steps, and Benchmarks of focal interest to department<sup>4</sup>:**

What concerns me frankly more than completion rates is graduate performance (passage rates) on state licensing exams. Ultimately the state and public will judge the quality of the SSE program more by this metric rather than completion rates, since it takes successful passage of the licensing exam to procure a teaching job. The recent reform of the History specialization (in essence protecting ourselves from the scourge of dual credits by demanding more upper-level courses), while not particularly helpful for completion rates, was triggered by the necessity of protecting the integrity of the curriculum and to ensuring that students have the best shot at passing the increasingly rigorous licensing exam in that field. I will continue to monitor the necessity of similar revisions regarding other fields as more data are accumulated. Additionally, I believe that upping the required gpa, either for all education majors or perhaps programmatically just for SSE majors, might become increasingly attractive. The BCOE would likely not support a blanket increase in the required gpa (now at 2.5), but more and more secondary education programs in the fields of social studies have moved to 2.8 and even 3.0 as requirements. This would certainly lower the enrollment but would also likely increase completion rates. It also would boost the passage rates for the licensing exams.

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<sup>4</sup> Departments may have student success related goals, action steps, and benchmarks that do not fit neatly into the other categories. If so, feel free to place them here.

# Academic Department Student Success Plan Update 2015-2018

**Department:** Theater

**Department Chair:** Chris Berchild

**Department Mission:** The mission of the undergraduate Theater program at Indiana State University is to provide students with a broad and solid foundation in the artistic, intellectual, and practical aspects of theater. We seek to provide an environment that is serious, focused, collaborative, risk-taking and nurturing. It is our goal to graduate students who will continue to grow as artists, technicians, thinkers, and engaged, productive citizens serving the public good.

## Department Freshmen (1<sup>st</sup> year) Retention<sup>1</sup> Goal(s):

**Goal One**—The Department of Theater would like to increase first-year student retention in our major by approximately 2% per year, with the baseline benchmark at approximately 67% (as a rough average of the last three years of data). Our Fall 2015 official number was a significant improvement over past years, but was a statistical anomaly and would therefore be unrealistic to maintain a 2% growth per annum from 76.47%.

**Goal Two**—The Department of Theater would like to increase enrollment amongst students out of strong high school theater programs who could both thrive within our program and become peer leaders within their classes for our less prepared students.

## Action Steps (with dates & person(s) responsible):

**Action Step One**—To examine and identify curricular barriers to student success within the first year and make appropriate changes. We have recently (Fall 2015) altered our curriculum significantly in order to accommodate multiple pathways to timely graduation, but need to ensure that new prerequisites and course progressions for upper-division courses are not impeding first-year success. *(Responsible faculty: Chris Berchild, Chair; Arthur Feinsod, Chair of Curriculum Committee—Spring-Fall 2016)*

**Action Step Two**—Establish contact with potential majors and minors early and provide immediate guidance for the major. While University College advising is important, we are finding that the sooner our students begin talking with our own advisors, the smoother the progression through the major will be. *(Responsible faculty: Julie Dixon, Department Lead Advisor; Michael Jackson, Advisor for Design/Technology Concentration—Spring 2016)*

**Action Step Three**—Provide first-year students with opportunities to experience professional live theater events in nearby cities (Indianapolis, Chicago, Louisville, Cincinnati). Annual performance “fieldtrips” will be arranged at the department level and will be attached to introductory courses for our first-year majors. This will engage students with practical career goals and positions associated with the

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<sup>1</sup> Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.

theater industry. *(Responsible faculty: Chris Berchild, Chair; department faculty as a whole—Spring 2016)*

**Action Step Four**—As part of the continuing advising process and based on collected data regarding “gateway to major” courses, we will begin to investigate opportunities for supplemental instruction or peer mentoring for our majors. We will approach our Honors Service Fraternity (APO) for assistance in establishing a system of peer mentoring within the department. *(Responsible faculty: Julie Dixon, chief advisor; Chris Berchild, department chair; and Ann Warren, staff advisor for APO—Data collection and organizational discussions will begin Spring 2016)*

**Action Step Five**—We would like to engage with select high school programs with campus visits and an increased presence at state and regional high school thespian conferences. *(Responsible faculty: Mike Speck / new faculty hire 2016—Beginning Fall 2015)*

<i>Retention Benchmarks<sup>2</sup></i>	<b>Fall 2012 cohort:</b>	<b>Fall 2013 cohort:</b>	<b>Fall 2014 cohort:</b>
(by latest department)	64.29%	56.25%	76.47%
	<b>Fall 2015 target:</b>	<b>Fall 2016 target:</b>	<b>Fall 2017 target:</b>
	69%	71%	73%

*Other Freshmen Retention related benchmarks of focal interest to department<sup>3</sup>*

We would like to engage at least 50% of our first-year students in production work each year. We have found that our most successful students are those that invest their time in production—whether onstage, backstage, or in the shops. We will need to begin collecting data to help verify these observations and find ways to promote this practice. This will be a long-term collection of metrics. *(Responsible faculty: Michael Jackson, Production Manager; Michelle Souza—Beginning Fall 2015)*

**Department Persistence to Completion Goal(s):**

**Goal One**—To increase both the 4-year and 6-year graduation rates by 2% per annum. Our target baseline is again a rough average of our past three years of official data (40%/60%). Since we have one of the university’s strongest junior-to-senior retention rates, our challenge lies in diagnosing issues in the path to a timely graduation. We have already increased flexibility within our major concentrations (in the new curriculum introduced this year) so that students will not have to follow as regimented of a course progression in the future.

<sup>2</sup> Department level current and historical retention and completion benchmark data to be integrated into the plan can be found through Blue Reports: <http://irt2.indstate.edu/cms/ir/blue-reports/>.

<sup>3</sup> A retention and completion rate is an essential benchmark, but it is not necessarily the only benchmark of interest to a department. Others of interest to the department can be integrated as well.

**Action Steps (with dates & person(s) responsible):**

**Action Step One**—Examine student registration choices in the last two years of our new curriculum as they progress toward graduation. Examine why curricular choices are made that do not advance students toward graduation in a timely manner. Meet with students in the Fall of their senior year to discuss the remainder of their time at ISU. *(Responsible faculty: Chris Berchild. Beginning Fall 2016)*

**Action Step Two**—Though our department already engages in semi-annual audits of all of our majors and minors, advisors will mandate a 60 and 90 credit hour audit that will serve as an opportunity to discuss optimal pathway to completion. *(Responsible faculty: Julie Dixon and Michael Jackson. Beginning Fall 2016)*

**Action Step Three**—Work toward the curricularization of production work. Many of our students spend countless hours in rehearsal and production meetings, but they do not necessarily count toward forward movement toward graduation. Anecdotal evidence suggests that this commitment places a burden on credit-earning courses, though it is the students’ best opportunity for experiential learning. Finding a solution to this problem will allow all of our students who participate in productions to receive appropriate credit and assessment for their time spent with faculty. *(Responsible faculty: Chris Berchild, Chair; Arthur Feinsod, Chair of Curriculum Committee, and other faculty—Beginning Fall 2016)*

**Action Step Four**—Provide opportunities for our junior and senior majors to have contact with professionals in the theater and related industries. Though both online (Skype) and in-person networking sessions with both major industry leaders and well-placed alumni, students will be able to gain perspective and ask questions about the industry in a vocational way. *(Responsible faculty: Department faculty as a whole—Beginning Spring 2016)*

**Action Step Five**—Expand career-planning opportunities during a students’ final year. Integrate career-planning sessions into the major/minor capstone course (Theater Theory) to inspire students to think proactively about their career trajectory and life beyond the university. *(Responsible faculty: Chris Berchild, Spring 2016)*

<i>Completion Benchmarks</i>	<b>Fall 2009 cohort:</b>	<b>Fall 2010 cohort:</b>	<b>Fall 2011 cohort:</b>
(by latest department)	50% (57% 6-year rate)	10.53% (40% 6-year rate)	34.78% (70% 6-year rate)
	<b>Fall 2012 target:</b>	<b>Fall 2013 target:</b>	<b>Fall 2014 target:</b>
	40% (58% 6-year rate)	42% (60% 6-year rate)	44% (62% 6-year rate)

*Other Persistence to Completion related benchmarks of focal interest to department*

## Other Goal(s), Action Steps, and Benchmarks of focal interest to department<sup>4</sup>:

### Other Goals:

Increase number of graduates who participate in internships while an advanced student or within a year of graduation. (Graduate school right after undergraduate school is not always advisable for theater majors)

### Other Action Steps:

- Track number of theater alumni who are employed by professional companies or corporations (not necessarily in the performing arts and entertainment industry). (*Responsible faculty: Mike Speck/new faculty hire 2016. Beginning Spring 2016*)
- Send surveys to new alumni approximately 6 months after graduation (or to earlier alumni as contact information is procured) asking where they are working, how they got the job, and how they feel ISU Theater degree helped them obtain that position. This would also assist in identifying individuals for **Action Step Four** (in Persistence and Completion above). (*Responsible faculty: Mike Speck/new faculty hire 2016, Arthur Feinsod, Chris Berchild. Ongoing project beginning Spring 2015*)
- Utilize social media to contact, monitor, and promote alumni. (*Responsible faculty: Mike Speck/new faculty hire 2016. Beginning Spring 2016*)
- Actively recruit strong student leaders to apply for new Hay Scholarship for Student Interns. (*Responsible faculty: Department faculty as a whole. Beginning Fall 2016*)

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<sup>4</sup> Departments may have student success related goals, action steps, and benchmarks that do not fit neatly into the other categories. If so, feel free to place them here.