



Academic Department Student Success Plan Update: 2015-2018



Context for Plan Updates

At the August 27, 2015 Board of Trustees meeting, the Board reinforced that their number one priority for Indiana State was the improvement of the graduation rate, a statistic that for at least 15 years has doggedly stayed at approximately 20% in four years and 40% in six years. These statistics have been true despite 1st year retention rates that have fluctuated approximately 16 percentage points, a freshmen enrollment that has fluctuated up and down by more than 1,200 students, and average SAT scores that have varied more than 40 points, factors that one might normally think would impact a graduation rate. Truthfully, however, attention to graduation has only been a recent phenomenon as the state and nation have shifted the conversation about college from one of access to one of both access and completion.

A graduation rate is among the most difficult metrics to impact; four and six years are simply a long time and changes take time to work through the system. With the launch of the ISU Strategic Plan, much has been put into place to impact student success. This fall, the fruits of that effort have shown promising evidence of payoff. Our 2014-15 four-year graduation rate rose 3.9% in one year to 23.3%, the largest one year increase and the highest this statistic has ever been as long as this metric has been measured. It is also an annual increase that few institutions nationally realize. Hence, we now know that intentional effort can result in a more efficient educational experience and that when linked to ensuring that it is a high quality one, students benefit enormously.

Focused efforts at the department level are an important part in continuing the momentum. Utilizing the tools of good planning as reflected in this plan template, academic departments are asked to formulate updated goals, action steps, and benchmarks in two areas, retention (freshmen) and persistence to completion (sophomores through seniors). Departments that do not teach undergraduates are welcome to adapt this template for their purposes working with graduate students.

Blue Reports on the Institutional Research website as well as resources and reports on the Office of Student Success and University College websites are rich sources of data and insight on what departments can do. A new ISU report that has been provided to all department chairs entitled, *Why Undergraduate Students Leave Indiana State University* summarizes much of the research on ISU students into five themes and provides a list of 10 action areas that research has shown departments can impact student success. The Board of Trustees also has a priority on career readiness and thus strengthening a partnership with the Career Center, as informed by data from the *First Destination Surveys*, also facilitates student success and should be embedded in plans.

Thank you for your efforts and commitment to this top institutional priority.

Sincerely,

Michael Licari
Provost & Vice President for Academic Affairs

Joshua Powers
Associate Vice President for Student Success

Academic Department Student Success Plan Update 2015-2018

Department: Applied Engineering and Technology Management

Department Chair: Randy Peters

Department Mission: The Department of Applied Engineering and Technology Management prepares students for professional careers in management, supervision, education, training, and applied engineering disciplines.

Department Freshmen (1st year) Retention¹ Goal(s):

Increase first year retention and career readiness of AETM Students by 2%.

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

1. Participation in New Student Orientation by talking with students/families in small groups about their chosen majors and answering academic content-related questions for 25 minutes per NSO. AETM Departmental Contact: Todd Alberts. This will resume again in June of 2016
2. Updating of COT Residential Housing Program to link themed housing to specific learning communities/courses during the freshmen year. Applied Engineering and Technology Management Departmental Contacts: Michel Williamson, Mehran Shahhosseini, Todd Alberts, Marion Schafer, Kara Harris, Randy Peters, Alister McLeod. Proposal to Residential Life by October 10, 2015.
3. Participating in pilot program that focuses (with specific outcome-based objectives) on student success in COT female STEM students through academic and career center programming. AETM Departmental Contacts: Phil Cochrane, Michael Williamson, Todd Alberts, Marion Schafer. First meeting date is October 27, 2015.

<i>Retention Benchmarks</i> ² (by latest department)	Fall 2012 Cohort:	Fall 2013 Cohort:	Fall 2014 Cohort:
	68.29%	73.33%	80.00%
	Fall 2015 target:	Fall 2016 target:	Fall 2017 target:
	82%	84%	86%

Department Persistence to Completion Goal(s):

Increase the number of students who successfully continue to persist and complete undergraduate degrees in four and six years by 2%.

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

1. Participating in pilot program that focuses on student success in COT female STEM students through academic and career center programming. AETM Departmental Contacts: Phil Cochrane, Michael Williamson, Todd Alberts, Marion Schafer. First meeting date is October 27, 2015.
2. Participation in monthly retention/persistence events and programs in the COT. Each event has a specific theme for students (fall welcome, priority registration, career center services, last day to drop, It's on Blue, etc.), to assist students in gaining information that will assist them in persisting. Contact: Dick Baker, William Clyburn,

¹ 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.

² 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/>.

Cindy Crowder, Kara Harris, Andrew Payne, Randy Peters, and additional COT Faculty and staff 8/25/15, 9/30/15, 10/27/15, 11/16/15, 1/28/16, 2/29/16, 3/31/16, 4/22/16

3. Offer night and weekend advising sessions to assist students take advantage of priority registration. Contact: Randy Peters, Kara Harris, and additional COT Faculty and staff 11/2/15, 11/7/15, dates for spring are TBD.
4. Contact students who are eligible to register, but have not. We have done this via email in the past, but plan to also contact them via telephone as well this year. Contact: Dick Baker, William Clyburn, Cindy Crowder, Kara Harris, Andrew Payne, Randy Peters, and additional COT Faculty and staff December 2015, May 2016.
5. Contact (email and letter to permanent address) sophomores, juniors, and seniors who show deficient on interim grade reports. Kara Harris October 2015, February 2016.
6. Assist in COT Academic Success Program for sophomores (and juniors upcoming). This program assists students who are at-risk as defined by faculty, university reporting (interim grades, attendance reporting, final grades, etc.), and intervenes with success programming. Dick Baker, William Clyburn, Cindy Crowder, Kara Harris, Andrew Payne, Randy Peters, and additional COT Faculty and staff. Dates for this program are on-going, as it is a program designed to assist at-risk sophomores and juniors in the COT.
7. Audit four-year plans and curriculum to ensure that unavoidable curricular barriers to programs are recognized, and a plan to assist students overcome barriers (without lowering academic rigor) is created. Randy Peters and Kara Harris, Spring 2016.
8. Continue with pre-graduation checks of all students who have applied for graduation so that deficient requirements can be identified (where applicable), and a plan to meet deficiencies can be made. COT Dean's Office, on-going.
9. Continue to work with an advising plan in the COT, to find ways to best serve students and the university in a systematic way. Dick Baker, William Clyburn, Cindy Crowder, Kara Harris, Andrew Payne, Randy Peters, and additional COT Faculty and staff, additional information regarding dates/timelines will be forthcoming when the advising taskforce findings are publicized.
10. Continue with pilot SI program in COT that replaced COT Tutoring Center. In working with Student Success the department is utilizing SI's for MET 103 and MET 329. We will continue to track student outcomes in these classes and compare with historical data. Todd Alberts, Phil Cochrane, and Kara Harris, information regarding fall 2015 cohort will be available in January 2016.
11. Create "Tech Success" group in conjunction with other departments and the Dean's office. This will be an informal working group who will brainstorm short-term tactical solutions to barriers to persistence to graduation. Richard Baker, William Clyburn, Cindy Crowder, Robert English, Kara Harris, Andrew Payne, and Randy Peters, 11/6; 12/4; 1/8; 2/5; 3/4; 4/1; 5/6

<i>Completion Benchmarks</i> (by latest department)	Fall 2009 Cohort:	Fall 2010 Cohort:	Fall 2011 Cohort:
	21.95%	22.73%	25.00%
	Fall 2012 target:	Fall 2013 target:	Fall 2014 target:
	27%	29%	31%

Other Goal(s), Action Steps, and Benchmarks of focal interest to department³:

1. Goal: Connect with more alumni.
Action: An alumni survey will be created for use first at the department level and then made available to the college. The intentions of the survey are to gather relevant data from alumni regarding the effectiveness of the programs including the validity of the program educational objectives.
Responsible: Michael Hayden and Randy Peters
Timeline: Spring 2016
2. Goal: Build connections with graduates.
Action: Implement an exit survey for graduating seniors. The intent of this survey is to provide a means of contacting graduates, to discover the types of positions our graduates are taking, and to provide feedback regarding the student learning outcomes of the programs.

³ 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.

Responsible: Michael Hayden and Randy Peters

Timeline: Spring 2016

3. Goal: Increase Industrial Advisory Committee involvement in curriculum processes and student interactions.
Action: Since there are nine programs in the department, it is most logical to establish advisory committee days where all advisory committees meet. Holding regular advisory committee meetings will help the curriculum, the program educational objectives, and the stated student outcomes meet the needs of the various constituents of the programs.
Responsible: Randy Peters.
Timeline: Spring 2016.
4. Goal: Improve textbook communication to students
Action: Create a Departmental Textbook list for all courses within the department. A list of current courses and textbooks will be created. Faculty will review and approve the list. A departmental policy will be created regarding the procedures for updating the textbook list.
Responsible: Randy Peters and John Gallagher, and department faculty
Timeline: Spring 2016.
5. Goal: Analyze course completion rates in department courses compared and contrasted with the university and college.
Action: Information will be gathered and presented to department faculty for discussion and potential action.
Responsible: Michael Hayden and Randy Peters.
Timeline: Spring 2016.
6. Goal: Continue to improve completion rates in departmental courses
Action: Identify potential courses and encourage faculty to participate in the Course Transformation Academy
Responsible: Randy Peters
Timeline: application due by November 13, 2015
7. Goal: Continuous course improvement regarding efficiency of common courses
Action: Six programs in the department have 29 credits of common courses outside of foundational studies. A review of this implementation will be developed and presented to faculty, industry advisory boards for further discussion and action.
Responsible: Randy Peters assisted by Michael Hayden
Timeline: Spring 2016
8. Goal: Address roadblocks to completion specific to international students
Action: Dr. Affan Badar has accepted a faculty fellow position with 2 course release to address the roadblocks to international students in the AETM Department. As we proceed he will hold 4 meetings with AETM faculty to identify concerns regarding the student success of international students.
Responsible: Randy Peters, M. Affan Badar
Timeline: Spring 2016