



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: Human Resource Development and Performance Technologies

Department Chair: Cindy Crowder

Department Mission: The mission of the Human Resource Development and Performance Technologies Department is to deliver a comprehensive blend of teaching undergraduates and graduates with emphasis on experiential learning; faculty & student scholarship; and service with emphasis on community engagement.

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

Increase first year retention of HRDPT 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. HRDPT Departmental Contact: Cindy Crowder. This will resume again in June of 2016
2. Encourage all student organizations in Department to participate in "Tech Fest", an event that showcases the benefits of involvement in student organizations. Date: September 30, 2015 and ongoing. Persons Responsible: Cindy Crowder
3. Require all new HRD freshmen to attend monthly meetings of the Student SHRM Chapter to learn more about career paths in human resources, meet other students in the HRD major that can serve as mentors, and network with working professionals in the field. Date: 3rd Wednesday of the month in Sept, Oct, Nov, and December or Jan, Feb, March, and April, depending on enrollment in HRD 276. Persons Responsible: Cindy Crowder & Amber Clark
4. Require all new TAM freshmen to attend at least two meetings of the Fashion Merchandising Association student organization to learn more about career paths in textiles, apparel, and merchandising, meet other students in the TAM major that can serve as mentors, and network with working professionals in the field. Date: bi-weekly meetings throughout the fall semester, based on enrollment in TAM 214 and/or 216. Persons Responsible: Cindy Crowder & Robin Robinson
5. Solicit names of HRDPT majors that do not register during Advanced Registration and assist with advisement. Target date: December 2013 and May 2014. Person responsible: Cindy Crowder
6. Encourage all new TAM freshmen to participate in the Department's annual fashion show through garment design and construction or volunteering behind the scenes to ensure a link to the TAM student community and gain ownership within the program by assisting with the raising of scholarship money for the TAM program. Date: December 2015. Person responsible: Cindy Crowder
7. Updating of COT Residential Housing Program to link themed housing to specific learning communities/courses during the freshmen year. HRDPT Departmental Contacts: Cindy Crowder. Proposal to Residential Life by October 10, 2015.
8. Utilize HRDPT website and Facebook page to communicate important dates and events, internships, scholarship announcements, etc. to students. Date: Ongoing and typically updated weekly. Persons Responsible: Cindy Crowder & Amber Clark
9. Solicit names of HRDPT majors that are placed on academic probation. These students will be required to meet with their advisor. Additional emphasis will be placed on students from at-risk populations (21st Century Scholars, LEAP, low income, etc.). Dates: ongoing. Persons Responsible: Kara Harris & Cindy Crowder

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.

<i>Retention Benchmarks</i> ² (by latest department)	Fall 2012 Cohort: 83.72%	Fall 2013 Cohort: 73.68%	Fall 2014 Cohort: 65.22%
	Fall 2015 target: 68.00%	Fall 2016 target: 70.00%	Fall 2017 target: 72.00%

*Other Freshmen Retention related benchmarks of focal interest to department*³

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. 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, 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
2. Solicit names of HRDPT majors with over 100 credit hours to ensure they are "on track" for on-time graduation and communicate to these students avenues (such as summer school) that would assist them in timely degree completion. Date: Fall 2015 and Spring 2016. Persons Responsible: Cindy Crowder
3. Offer night and weekend advising sessions to assist students take advantage of priority registration. Contact: Cindy Crowder, Kara Harris, and additional COT Faculty and staff 11/2/15, 11/7/15, dates for spring are TBD.
4. Encourage faculty advisors to review the interim grades of all advisees and communicate with those who may not be performing well. Date: October 2015, February 2016. Persons Responsible: Cindy Crowder
5. 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.
6. Encourage HRD majors to attend the Wabash Valley Human Resources Association monthly meetings to network with working professionals in the field that can provide internship opportunities. Date: First Wednesday of each month throughout academic year. Persons Responsible: Cindy Crowder and Amber Clark
7. Provide an experiential learning opportunity to TAM majors through a fashion showroom at the Stylemax Women's Apparel Show in Chicago to network with working professionals in the field that can provide internship prospects. Date: October 2015. Persons Responsible: Cindy Crowder
8. Publicize all internship and scholarship notices through the Department's student organizations to assist students with cost of college and practical experience through internship placement. Date: Ongoing and typically updated weekly. Persons Responsible: Cindy Crowder, Amber Clark, and Robin Robinson
9. 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 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. Cindy Crowder and Kara Harris, Spring 2016.

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/>.

³ 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.

10. 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.
11. 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.
12. Continue with pilot SI program in COT that replaced COT Tutoring Center. In working with Student Success the department is utilizing SI's for TAM 111 and HRD 340 (FS). We will continue to track student outcomes in these classes and compare with historical data. Cindy Crowder and Kara Harris, information regarding fall 2015 cohort will be available in January 2016.
13. 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: 37.5%	Fall 2010 Cohort: 46.15% %	Fall 2011 Cohort: 48.84%
	Fall 2012 target: 51%	Fall 2013 target: 53%	Fall 2014 target: 55%