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 (1st year) Retention[1] Goal(s):

Increase the 1st 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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[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.

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.

Retention Benchmarks[2]	**Fall 2012 cohort:**	**Fall 2013 cohort:**	**Fall 2014 cohort:**
(by original department)	74.09%	76.09%	68.18%
	Fall 2015 target:	**Fall 2016 target:**	**Fall 2017 target:**
	75.00%	77.5%	80.00%

Other Freshmen Retention related benchmarks of focal interest to department[3]

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)

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[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.

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	**Fall 2007 cohort:**	**Fall 2008 cohort:**	**Fall 2009 cohort:**
(by original department)	Click here to enter text.	51.61	53.19%
	Fall 2010 target:	**Fall 2011 target:**	**Fall 2012 target:**
	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[4]:
Click here to enter text.

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[4] 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.