



## 2015-16 End-of-Year Report Academic Department Success Plan

**Department:** Teaching and Learning

**Department Chair:** Georgianna Duarte

**Person Primarily Responsible for Preparing this Report:**  
Georgianna Duarte

Please answer the following questions in two or three pages and submit to your Dean by October 3. Your Dean will review and advance to Academic Affairs by October 10<sup>1</sup> and will offer you feedback by Oct. 17. This report will help inform your 2016-2019 Student Success Plan update that will be due to your Dean by Nov. 4.

### 1. Specific accomplishments/achievements this past year (*briefly explain using bullet points, noting any changed/adapted*):

- a. Increase CASA I scores in math through a partnership with the Math Library/Center. Tutoring will be provided to students targeted toward success on the CASA I math test. This Action Step was completed in the Fall 2015 and Spring 2016 semesters in conjunction with the Center for Math Education.
  - An additional tutor, Amanda McGlow, was added with increased hours in the math center
  - Seth Bayless continued as Saturday Pearson Math Tutor.
  - Students were informed about the services through flyers, emails, class announcements, and twitter.
  - University College undergraduate advisors were informed of these services along with APAs who attended the Center for Math Education and math presentations.
  - Carly Holiday has been visiting classrooms promoting the math tutoring sessions.
  - There were 74 math center visits and 42 students who received tutoring.
  - Twenty-five students passed the test.
2. The Department partnered with University Honors and hosted a session on Honors Preview Day to retain pre-education students. Topics will include an overview of Teacher Education at all levels.
  - Created a flyer and include twitter and facebook information. Flyer also include student organizations.
  - Spoke to undeclared Honors students on campus and formed a cohort
- b. Develop a first year induction program for elementary and secondary declared teaching majors. The program included mentors from Teaching and Learning faculty as well as student organizations and BEST Scholars.
  - Declared teaching majors were identified prior to orientation in June 2016.
  - Declared teaching majors (DTM) were introduced to the program during student advising (flyer and or signup sheet).
  - DTMs were notified with email prior to the beginning to the school year to attend the first welcome event a few days before class.
  - Events were scheduled for the fall and spring semesters and coordinated with existing programs/events.
  - Students were incentivized to complete CASA exams prior to completion of the induction process if they are required to pass the exam prior to entrance into BCP1.
  - Smaller cohorts of students in the induction program were assigned a faculty or BEST scholar mentor for the induction year.
  - Mentor cohorts met informally throughout the year.
  - Students completing the induction year program will be recognized during Honors Day as BCP1 induction completers with a certificate.

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<sup>1</sup> Note that the Dean will request a refinement to the report if it is not suitably addressing the questions.

- Della Thacker presented a session each semester on Honors Preview Day focusing on teacher education and student organizations within the Bayh College of Education.
  - A flyer was created to provide additional information including Facebook and Twitter information to give each Honor Student and their parents.
- c. Increase the 4 year and 6 year completion rates for students in the Teaching and Learning department 2 percentage points each fall by 2018 (ongoing)
- The department created a non-licensure major in early childhood field.
  - Recruitment efforts were achieved in collaboration with Lawrence MSD students by a campus visit.
  - Expanded community engagement & leadership of CHILL, BEST scholars and other organizations.

**2. Objective/Actions Not Achieved (*briefly explain using bullet points*):**

- Ongoing efforts in tutoring students in math in diverse formats, intensified sessions, additional tutors , and extended Math Center hours.
- Ongoing efforts in increasing scores on the Pearson Exit Exam

**3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps, including with respect to their linkage to student learning outcomes.**

- Strategically plan collaboratively with other departments to address recruitment and retention.
- Intensify documentation efforts on recruitment and retention efforts to provide evidence based practice guidance.
- Re-examine brochures to streamline uniformity message, format, and focus.
- Build network capacity through department sharing.

**4. Do you see opportunity for this project to work more closely with another department, college, or unit such that greater impact might be possible (*briefly explain*)?**

Strategically, Teaching and Learning would benefit greatly through continued collaboration with University College; Department of Communication Disorders, Counseling, School, and Educational Psychology; Department of Educational Leadership; Blumberg Center; Education Student Services; Science Education Program; Department of Math and Computer Science; Admissions; College of Graduate and Professional Studies; and the Teacher Education Advisory Board.

**5. Is there anything else about your initiative you feel important to detail?**

The faculty collaboration and community networking capacity are strong assets to student success. The faculty of Teaching and Learning have seven student organizations that systematically meet, engage in the community, and participate in professional development events. These organizations are integrated into the fabric of student academic success because they involve mentoring, educational development, training, research, and service.