Indiana State University Job Growth Report

STRATEGIC PLAN QUESTION SUBCOMMITTEE REPORT
PREPARED BY THOMAS P. MILLER & ASSOCIATES FOR INDIANA STATE UNIVERSITY
Executive Summary

As Indiana State University is preparing for its next strategic planning process, the university has created more than 20 “Question Committees” to answer an array of questions and provide research that will inform the strategic planning process. The data in the following pages provides guidance to one such committee to answer the following questions:

- What areas of our economy are going to see significant job growth in the future?
- What new degree programs & job skills, are needed to meet the new demands?

Based on aggregating data from EMSI, O*NET, and IPEDS, we examined job projections across the state of Indiana for 2015-2023 and the degrees related to these jobs. The following recommendations are made based upon data suggesting that there is an expected gap in job opportunities related to these degrees and the number of Hoosiers graduating with these degrees in the near future. Additional methodology and data to support each suggestion is included in this report.

Computer Science and Technology
- Computer Systems Networking and Telecommunications
- Computer and Information Systems Security/Information Assurance
- Cyber/Computer Forensics and Counterterrorism
- Information Technology
- Information Technology Project Management
- Game and Interactive Media Design
- Modeling, Virtual Environments and Simulation
- Informatics
- Bioinformatics
- Medical Informatics

Engineering
- Civil Engineering
- Construction Engineering
- Geotechnical and Geoenvironmental Engineering

Health Related Fields
- Clinical/Medical Social Work
- Health Communication
- Health/Health Care Administration/Management

Other Degrees of Interest
- Digital Arts
- Environmental Education
- Logistics, Materials, and Supply Chain Management
Explanation of the data analysis.

EMSI job projections data was used to project anticipated openings in Indiana between 2015-2023. IPEDS data was used to identify all degree options completed at a national, state, and university (ISU) specific level in 2013 (the most recent data available). O*NET data was then used to connect each degree to the occupations that most commonly hired that specific degree type. More than 1100 academic majors in the integrated data table were sorted based on the following criteria:

- Column F, High “combined target occupations state 2015-2023 average annual openings (growth and replacement)”
  - Based on the number of related occupations, this is the anticipated number of job openings over the next 8 years in Indiana for students with this major
- Column G, Low “Indiana degree awards per combined target occupation openings”
  - Total number of degrees awarded in Indiana per anticipated openings ((Column D + Column E )/ Column F))
- Column H, Low, “ISU % of total degree awards”
  - Percentage of degrees in a given major that ISU is awarding compared to state total

The table below represents a subset of this data.

<table>
<thead>
<tr>
<th>Rank</th>
<th>CIPCode</th>
<th>CIPTitle</th>
<th>2013 ISU completions</th>
<th>2013 non-ISU state completions</th>
<th>Combined target occupations state 2015-2023 avg. annual openings (growth &amp; replacement)</th>
<th>Indiana degree awards per combined target occupation openings</th>
<th>ISU % of total degree awards</th>
<th>ISU degree awards</th>
<th>Number of related occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>77</td>
<td>11.0101</td>
<td>Computer and Information Sciences, General</td>
<td>9</td>
<td>804</td>
<td>977.2</td>
<td>0.822759</td>
<td>1.12%</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>123</td>
<td>11.0102</td>
<td>Artificial Intelligence</td>
<td>0</td>
<td>0</td>
<td>565.7</td>
<td>0</td>
<td>0.00%</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>41</td>
<td>11.0103</td>
<td>Information Technology</td>
<td>36</td>
<td>911</td>
<td>1227.6</td>
<td>0.742098</td>
<td>3.95%</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>123</td>
<td>11.0104</td>
<td>Informatics</td>
<td>0</td>
<td>265</td>
<td>565.7</td>
<td>0.468446</td>
<td>0.00%</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

In the example above, Computer and Information Sciences, General ranked 77th out of the top 300 majors determined through the sorting mechanism described above.
Based on this data,

- 9 students graduated from ISU with a Computer and Information Sciences degree in 2013; 804 graduated at universities across the state in the same year.
- We can anticipate 977 job openings for students with a Computer and Information Sciences degree in Indiana in the next 8 years and if enrollment stays flat, there will be less than one graduate in our state (0.82) for each opening.

After sorting, based on the criteria listed above, the top 300 academic majors were reviewed to determine where there may be areas for program development or program growth at Indiana State University. The recommendations that follow are based on looking at total anticipated job openings (column F) and Indiana degrees awarded per anticipated job opening (Column G) as well as the number of degrees that ISU is offering in a given field and the number of degrees being granted across the state.

Descriptors for each major and suggestions for related majors are based on the CIP code and were generated from IPEDS.

**What does the data tell us?**

While occupations requiring a business degree are anticipated to be where the largest number of job openings will be, this is an area with close to two students graduating each year for each job opening in Indiana. With this in mind, we need to explore career/program opportunities where there is high demand (job opportunity) and a low production rate (relative to job openings).

Potential Areas for growth areas for growth and related data is on the following pages.
Computer Science and Technology
Computer Systems Networking and Telecommunications

<table>
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<tr>
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<th>2013 ISU state completions</th>
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<th>number of related occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>126</td>
<td>11.0901</td>
<td>Computer Systems Networking and Telecommunications</td>
<td>0</td>
<td>141</td>
<td>556.7</td>
<td>0.253278</td>
<td>0.00%</td>
<td>4</td>
</tr>
</tbody>
</table>

Description of Major:
A program that focuses on the design, implementation, and management of linked systems of computers, peripherals, and associated software to maximize efficiency and productivity, and that prepares individuals to function as network specialists and managers at various levels. Includes instruction in operating systems and applications; systems design and analysis; networking theory and solutions; types of networks; network management and control; network and flow optimization; security; configuring; and troubleshooting.

Related Major: None listed.

Associated Careers:

<table>
<thead>
<tr>
<th>SOC</th>
<th>Occupation Title</th>
<th>Average Initial Salary</th>
<th>Average Ten Year Out Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-1143</td>
<td>Computer Network Architects</td>
<td>$50,830</td>
<td>$62,161</td>
</tr>
<tr>
<td>15-1121</td>
<td>Computer Systems Analysts</td>
<td>$45,480</td>
<td>$55,646</td>
</tr>
<tr>
<td>15-1122</td>
<td>Information Security Analysts</td>
<td>$46,590</td>
<td>$54,832</td>
</tr>
<tr>
<td>15-1152</td>
<td>Computer Network Support Specialists</td>
<td>$34,780</td>
<td>$58,583</td>
</tr>
</tbody>
</table>
Description of Major:
A program that prepares individuals to assess the security needs of computer and network systems, recommend safeguard solutions, and manage the implementation and maintenance of security devices, systems, and procedures. Includes instruction in computer architecture, programming, and systems analysis; networking; telecommunications; cryptography; security system design; applicable law and regulations; risk assessment and policy analysis; contingency planning; user access issues; investigation techniques; and troubleshooting.

Related Major: 43.0116, Cyber/Computer Forensics and Counterterrorism

Associated Careers:

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<tbody>
<tr>
<td>15-1143</td>
<td>Computer Network Architects</td>
<td>$50,830</td>
<td>$62,161</td>
</tr>
<tr>
<td>15-1142</td>
<td>Network and Computer Systems Administrators</td>
<td>$40,930</td>
<td>$58,926</td>
</tr>
<tr>
<td>15-1141</td>
<td>Database Administrators</td>
<td>$40,260</td>
<td>$61,410</td>
</tr>
<tr>
<td>15-1122</td>
<td>Information Security Analysts</td>
<td>$46,590</td>
<td>$54,832</td>
</tr>
<tr>
<td>11-3021</td>
<td>Computer and Information Systems Managers</td>
<td>$65,690</td>
<td>$76,055</td>
</tr>
<tr>
<td>15-1152</td>
<td>Computer Network Support Specialists</td>
<td>$34,780</td>
<td>$58,583</td>
</tr>
</tbody>
</table>
Description of Major:

A program focusing on the principles and techniques used to identify, search, seize and analyze digital media and to conduct cyber investigations against criminal and terrorist activity. Includes instruction in computer boot processes and drives, jumper setting, file access and reconstruction, hacking, network systems, cryptography, programming, investigative techniques, forensic imagery, web-based investigation methods, cyberterrorism, and applicable laws and administrative procedures.


Associated Careers:

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<tbody>
<tr>
<td>33-9021</td>
<td>Private Detectives</td>
<td>$52,880</td>
<td>$40,108</td>
</tr>
<tr>
<td>33-3021</td>
<td>Detectives and Criminal Investigators</td>
<td>$38,180</td>
<td>$54,260</td>
</tr>
<tr>
<td>15-1199</td>
<td>Computer Occupations, All Other</td>
<td>$34,810</td>
<td>$61,238</td>
</tr>
<tr>
<td>15-1122</td>
<td>Information Security Analysts</td>
<td>$46,590</td>
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Information Technology

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</thead>
<tbody>
<tr>
<td>41</td>
<td>11.0103</td>
<td>Information Technology</td>
<td>36</td>
<td>911</td>
<td>1227.6</td>
<td>0.742098</td>
<td>3.80%</td>
<td></td>
</tr>
</tbody>
</table>

**Description of Major:**

A program that focuses on the design of technological information systems, including computing systems, as solutions to business and research data and communications support needs. Includes instruction in the principles of computer hardware and software components, algorithms, databases, telecommunications, user tactics, application testing, and human interface design.

**Related Major:** None listed.

**Associated Careers:**

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<tr>
<td>15-1111</td>
<td>Computer and Information Research Scientists</td>
<td>$63,420</td>
<td>$63,652</td>
</tr>
<tr>
<td>11-3021</td>
<td>Computer and Information Systems Managers</td>
<td>$65,690</td>
<td>$76,055</td>
</tr>
<tr>
<td>15-1132</td>
<td>Software Developers, Applications</td>
<td>$52,400</td>
<td>$85,327</td>
</tr>
<tr>
<td>15-1133</td>
<td>Software Developers, Systems Software</td>
<td>$51,160</td>
<td>$83,634</td>
</tr>
</tbody>
</table>
### Information Technology Project Management

<table>
<thead>
<tr>
<th>Rank</th>
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</tr>
</thead>
<tbody>
<tr>
<td>109</td>
<td>11.1005</td>
<td>Information Technology Project Management</td>
<td>0</td>
<td>1</td>
<td>664.2</td>
<td>0.001506</td>
<td>0.00%</td>
<td>4</td>
</tr>
</tbody>
</table>

**Description of Major:**

A program that prepares individuals to design, develop, and manage information technology projects in a variety of companies and organizations. Includes instruction in principles of project management, risk management, procurement and contract management, information security management, software management, organizational principles and behavior, communications, quality assurance, financial analysis, leadership, and team effectiveness.

**Related Major:** 52.0211, Project Management

**Associated Careers:**

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<tbody>
<tr>
<td>15-1199</td>
<td>Computer Occupations, All Other</td>
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<td>$76,055</td>
</tr>
<tr>
<td>11-9199</td>
<td>Managers, All Other</td>
<td>$34,330</td>
<td>$50,842</td>
</tr>
</tbody>
</table>
Game and Interactive Media Design

<table>
<thead>
<tr>
<th>Rank</th>
<th>CIPCode</th>
<th>CIPTitle</th>
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<th>isu % of total degree awards</th>
<th>number of related occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1044</td>
<td>50.0411</td>
<td>Game and Interactive Media Design</td>
<td>0</td>
<td>6</td>
<td>13</td>
<td>0.461538</td>
<td>0.00%</td>
<td>1</td>
</tr>
</tbody>
</table>

**Description of Major:** A program that focuses on the design, development, and programming of interactive media entertainment, including computer and video games, virtual environments, Internet applications, and other interactive media. Includes instruction in theory of games, turn-based games, real-time games, visual and interactive design, story development, animation, simulation, and programming.

**Related Major: Associated Careers:** 11.0804, Modeling, Virtual Environments and Simulation

<table>
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<th>Average Ten Year Out Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>27-1014</td>
<td>Multimedia Artists and Animators</td>
<td>$32,360</td>
<td>$54,462</td>
</tr>
</tbody>
</table>
## Modeling, Virtual Environments and Simulation

<table>
<thead>
<tr>
<th>Rank</th>
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</tr>
</thead>
<tbody>
<tr>
<td>119</td>
<td>11.0804</td>
<td>Modeling, Virtual Environments and Simulation</td>
<td>0</td>
<td>0</td>
<td>601</td>
<td>0</td>
<td>0.00%</td>
<td>4</td>
</tr>
</tbody>
</table>

### Description of Major:

A program focusing on the principles of applied visual simulation technology and the application of quantitative analyses to human-computer interaction. Includes instruction in object-oriented programming, artificial intelligence, computer communications and networks, computer graphics, virtual worlds and simulation systems, probability, statistics, stochastic modeling, data analysis, human-performance evaluation, and human-behavior modeling.

### Related Major:

50.0411, Game and Interactive Media Design

### Associated Careers:

<table>
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<th>Average Initial Salary</th>
<th>Average Ten Year Out Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-1131</td>
<td>Computer Programmers</td>
<td>$39,350</td>
<td>$59,121</td>
</tr>
<tr>
<td>15-1111</td>
<td>Computer and Information Research Scientists</td>
<td>$63,420</td>
<td>$63,652</td>
</tr>
<tr>
<td>27-1014</td>
<td>Multimedia Artists and Animators</td>
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Informatics

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<tr>
<td>123</td>
<td>11.0104</td>
<td>Informatics</td>
<td>0</td>
<td>265</td>
<td>565.7</td>
<td>0.468446</td>
<td>0.00%</td>
<td>3</td>
</tr>
</tbody>
</table>

Description of Major:
A program that focuses on computer systems from a user-centered perspective and studies the structure, behavior and interactions of natural and artificial systems that store, process and communicate information. Includes instruction in information sciences, human computer interaction, information system analysis and design, telecommunications structure and information architecture and management.

Related Majors: 26.1103), Bioinformatics; 51.2706, Medical Informatics.

Associated Careers:

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</tr>
</thead>
<tbody>
<tr>
<td>140</td>
<td>26.1103</td>
<td>Bioinformatics</td>
<td>0</td>
<td>20</td>
<td>471.6</td>
<td>0.042409</td>
<td>0.00%</td>
<td>3</td>
</tr>
</tbody>
</table>

Description of Major:

A program that focuses on the application of computer-based technologies and services to biological, biomedical, and biotechnology research. Includes instruction in algorithms, network architecture, principles of software design, human interface design, usability studies, search strategies, database management and data mining, digital image processing, computer graphics and animation, CAD, computer programming, and applications to experimental design and analysis and to specific quantitative, modeling, and analytical studies in the various biological specializations.

Related Majors: 1.0104, Informatics; 51.2706, Medical Informatics

Associated Careers:

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Medical Informatics

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</thead>
<tbody>
<tr>
<td>140</td>
<td>51.2706</td>
<td>Medical Informatics</td>
<td>0</td>
<td>35</td>
<td>471.6</td>
<td>0.074215</td>
<td>0.00%</td>
<td>3</td>
</tr>
</tbody>
</table>

**Description of Major:**

A program that focuses on the application of computer science and software engineering to medical research and clinical information technology support, and the development of advanced imaging, database, and decision systems. Includes instruction in computer science, health information systems architecture, medical knowledge structures, medical language and image processing, quantitative medical decision modeling, imaging techniques, electronic medical records, medical research systems, clinical decision support, and informatics aspects of specific research and practice problems.

**Related Majors:** 11.0104, Informatics; 26.1103, Bioinformatics

**Associated Careers:**

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### Engineering

#### Civil Engineering

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<th>Indiana degree awards per combined target occupation openings</th>
<th>ISU % of total degree awards</th>
<th>number of related occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>357</td>
<td>14.0801</td>
<td>Civil Engineering, General</td>
<td></td>
<td>0</td>
<td>466</td>
<td>287.7</td>
<td>1.619743</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

#### Description of Major:

A program that generally prepares individuals to apply mathematical and scientific principles to the design, development and operational evaluation of structural, load-bearing, material moving, transportation, water resource, and material control systems; and environmental safety measures.

#### Related Major:

None listed.

#### Associated Careers:

<table>
<thead>
<tr>
<th>SOC</th>
<th>Occupation Title</th>
<th>Average Initial Salary</th>
<th>Average Ten Year Out Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-2051</td>
<td>Civil Engineers</td>
<td>$49,230</td>
<td>$66,226</td>
</tr>
<tr>
<td>11-9041</td>
<td>Architectural and Engineering Managers</td>
<td>$73,390</td>
<td>$102,862</td>
</tr>
</tbody>
</table>
Construction Engineering

<table>
<thead>
<tr>
<th>Rank</th>
<th>CIPCode</th>
<th>CIPTitle</th>
<th>2013 ISU completions</th>
<th>2013 non-ISU state completions</th>
<th>combined target occupations state 2015-23 avg. annual openings (growth &amp; replacement)</th>
<th>Indiana degree awards per combined target occupation openings</th>
<th>ISU % of total degree awards</th>
<th>number of related occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>118</td>
<td>14.3301</td>
<td>Construction Engineering</td>
<td>0</td>
<td>15</td>
<td>605.8</td>
<td>0.024761</td>
<td>0.00%</td>
<td>4</td>
</tr>
</tbody>
</table>

**Description of Major:**

A program that prepares individuals to apply scientific, mathematical, and management principles to the planning, design, and building of facilities and structures. Includes instruction in civil engineering, structural principles, site analysis, computer-assisted design, geology, evaluation and testing, materials, contracting, project management, graphic communications, and applicable laws and regulations.

**Related Major:** None listed.

**Associated Careers:**

<table>
<thead>
<tr>
<th>SOC</th>
<th>Occupation Title</th>
<th>Average Initial Salary</th>
<th>Average Ten Year Out Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-2051</td>
<td>Civil Engineers</td>
<td>$49,230</td>
<td>$66,226</td>
</tr>
<tr>
<td>13-1051</td>
<td>Cost Estimators</td>
<td>$33,480</td>
<td>$39,478</td>
</tr>
<tr>
<td>11-9041</td>
<td>Architectural and Engineering Managers</td>
<td>$73,390</td>
<td>$102,862</td>
</tr>
<tr>
<td>17-2199</td>
<td>Engineers, All Other</td>
<td>$44,770</td>
<td>$64,408</td>
</tr>
</tbody>
</table>
Geotechnical and Geoenvironmental Engineering

<table>
<thead>
<tr>
<th>Rank</th>
<th>CIPCode</th>
<th>CIPTitle</th>
<th>2013 ISU completions</th>
<th>2013 non-ISU state completions</th>
<th>combined target occupations state 2015-23 avg. annual openings (growth &amp; replacement)</th>
<th>Indiana degree awards per combined target occupation openings</th>
<th>ISU % of total degree awards</th>
<th>number of related occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>170</td>
<td>14.0802</td>
<td>Geotechnical and Geoenvironmental Engineering</td>
<td>0</td>
<td>0</td>
<td>392.5</td>
<td>0</td>
<td>0.00%</td>
<td>6</td>
</tr>
</tbody>
</table>

Description of Major:

A program that prepares individuals to apply geotechnical engineering methods, which deal with the analysis, design and construction of earth and earth supported structures, to the application of environmental problems, such as waste containment, waste disposal, construction of landfills, soil permeation, soil analysis, and soil improvement. Includes instruction in soil mechanics, soil dynamics, soil behavior, waste management and containment systems, geosynthetics, geochemistry, earth structures, geoenvironmental engineering, geotechnical engineering, earthquake engineering, and foundation engineering.

Related Major: None listed.

Associated Careers:

<table>
<thead>
<tr>
<th>SOC</th>
<th>Occupation Title</th>
<th>Average Initial Salary</th>
<th>Average Ten Year Out Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-2081</td>
<td>Environmental Engineers</td>
<td>$47,000</td>
<td>$71,872</td>
</tr>
<tr>
<td>17-2051</td>
<td>Civil Engineers</td>
<td>$49,230</td>
<td>$66,226</td>
</tr>
<tr>
<td>11-9041</td>
<td>Architectural and Engineering Managers</td>
<td>$73,390</td>
<td>$102,862</td>
</tr>
<tr>
<td>17-2199</td>
<td>Engineers, All Other</td>
<td>$44,770</td>
<td>$64,408</td>
</tr>
<tr>
<td>17-2171</td>
<td>Petroleum Engineers</td>
<td>$73,990</td>
<td>$123,989</td>
</tr>
<tr>
<td>17-2151</td>
<td>Mining and Geological Engineers, Including Mining Safety Engineers</td>
<td>$47,330</td>
<td>$63,869</td>
</tr>
</tbody>
</table>
Health Related Fields
Clinical/Medical Social Work

<table>
<thead>
<tr>
<th>Rank</th>
<th>CIPCode</th>
<th>CIPTitle</th>
<th>2013 ISU completions</th>
<th>2013 non-ISU state completions</th>
<th>combined target occupations state 2015-23 avg. annual openings (growth &amp; replacement)</th>
<th>Indiana degree awards per combined target occupation openings</th>
<th>ISU % of total degree awards</th>
<th>number of related occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>128</td>
<td>51.1503</td>
<td>Clinical/Medical Social Work</td>
<td>0</td>
<td>116</td>
<td>540.1</td>
<td>0.214775</td>
<td>0.00%</td>
<td>4</td>
</tr>
</tbody>
</table>

Description of Major:
A program that prepares individuals for the specialized professional practice of social work, in collaboration with other health care professionals, in hospitals and other health care facilities and organizations. Includes instruction in social work, psychiatric case work, clinical interviewing techniques, therapeutic intervention strategies, patient testing and evaluation, patient and family counseling, social rehabilitation, patient care planning, record-keeping, and support services liaison.

Related Major: 44.0701, Social Work

Associated Careers:

<table>
<thead>
<tr>
<th>SOC</th>
<th>Occupation Title</th>
<th>Average Initial Salary</th>
<th>Average Ten Year Out Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-1022</td>
<td>Healthcare Social Workers</td>
<td>$28,830</td>
<td>$41,733</td>
</tr>
<tr>
<td>21-1023</td>
<td>Mental Health and Substance Abuse Social Workers</td>
<td>$25,560</td>
<td>$36,236</td>
</tr>
<tr>
<td>21-1011</td>
<td>Substance Abuse and Behavioral Disorder Counselors</td>
<td>$25,130</td>
<td>$36,703</td>
</tr>
<tr>
<td>21-1014</td>
<td>Mental Health Counselors</td>
<td>$28,780</td>
<td>$39,366</td>
</tr>
</tbody>
</table>
## Health Communication

<table>
<thead>
<tr>
<th>Rank</th>
<th>CIPCode</th>
<th>CIPTitle</th>
<th>2013 ISU completions</th>
<th>2013 non-ISU state completions</th>
<th>combined target occupations state 2015-23 avg. annual openings (growth &amp; replacement)</th>
<th>Indiana degree awards per combined target occupation openings</th>
<th>ISU % of total degree awards</th>
<th>number of related occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>414</td>
<td>09.0905</td>
<td>Health Communication</td>
<td>0</td>
<td>0</td>
<td>237.1</td>
<td>0</td>
<td>0.00%</td>
<td>3</td>
</tr>
</tbody>
</table>

### Description of Major:

A program that focuses on how people, individually and collectively, understand and accommodate to health and illness and the role of communication and media in shaping professional health care messages and public acceptance of these messages. Includes instruction in the development and use of health-related and care-related messages and media; the goals and strategies of health care promotion; relationships, roles, situations, and social structures in the context of health maintenance and promotion; and applications to disease prevention, health advocacy, and communications concerning treatments.

### Related Major: None listed.

### Associated Careers:

<table>
<thead>
<tr>
<th>SOC</th>
<th>Occupation Title</th>
<th>Average Initial Salary</th>
<th>Average Ten Year Out Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>27-3031</td>
<td>Public Relations Specialists</td>
<td>$26,200</td>
<td>$42,709</td>
</tr>
<tr>
<td>21-1091</td>
<td>Health Educators</td>
<td>$25,360</td>
<td>$40,568</td>
</tr>
<tr>
<td>21-1094</td>
<td>Community Health Workers</td>
<td>$23,830</td>
<td>$27,038</td>
</tr>
</tbody>
</table>
Health/Health Care Administration/Management

<table>
<thead>
<tr>
<th>Rank</th>
<th>CIPTitle</th>
<th>2013 ISU completions</th>
<th>2013 non-ISU state completions</th>
<th>combined target occupations state 2015-23 avg. annual openings (growth &amp; replacement)</th>
<th>Indiana degree awards per combined target occupation openings</th>
<th>ISU % of total degree awards</th>
<th>number of related occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>274</td>
<td>Health/Health Care Administration/Management</td>
<td>0</td>
<td>627</td>
<td>369.4</td>
<td>1.697347</td>
<td>0.00</td>
<td>1</td>
</tr>
</tbody>
</table>

Description of Major:
A program that prepares individuals to develop, plan, and manage health care operations and services within health care facilities and across health care systems. Includes instruction in planning, business management, financial management, public relations, human resources management, health care systems operation and management, health care resource allocation and policy making, health law and regulations, and applications to specific types of health care services.

Related Major: None listed.

Associated Careers:

<table>
<thead>
<tr>
<th>SOC</th>
<th>Occupation Title</th>
<th>Average Initial Salary</th>
<th>Average Ten Year Out Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-9111</td>
<td>Medical and Health Services Managers</td>
<td>$47,540</td>
<td>$63,456</td>
</tr>
</tbody>
</table>
Other Degrees of Interest

Digital Arts

<table>
<thead>
<tr>
<th>Rank</th>
<th>CIPCode</th>
<th>CIPTitle</th>
<th>2013 ISU completions</th>
<th>2013 non-ISU state completions</th>
<th>combined target occupations state 2015-23 avg. annual openings (growth &amp; replacement)</th>
<th>Indiana degree awards per combined target occupation openings</th>
<th>ISU % of total degree awards</th>
<th>number of related occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>433</td>
<td>50.0102</td>
<td>Digital Arts</td>
<td>0</td>
<td>6</td>
<td>210.1</td>
<td>0.028558</td>
<td>0.00%</td>
<td>5</td>
</tr>
</tbody>
</table>

Description of Major:
A general, undifferentiated program that focuses on the use of computerized digital images as the primary medium of expression in the visual and performing arts, and that may prepare individuals for a wide variety of careers using new media, including graphic design, digital animation, motion graphics, 3D visualization, game and interactive media design, music and sound design, video production, web design, photography, and other fields.

Related Major: 09.0702, Digital Communication and Media/Multimedia

Associated Careers:

<table>
<thead>
<tr>
<th>SOC</th>
<th>Occupation Title</th>
<th>Average Initial Salary</th>
<th>Average Ten Year Out Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>27-4021</td>
<td>Photographers</td>
<td>$18,010</td>
<td>$28,864</td>
</tr>
<tr>
<td>27-1019</td>
<td>Artists and Related Workers, All Other</td>
<td>$61,410</td>
<td>$69,010</td>
</tr>
<tr>
<td>27-1024</td>
<td>Graphic Designers</td>
<td>$25,140</td>
<td>$45,084</td>
</tr>
<tr>
<td>27-1011</td>
<td>Art Directors</td>
<td>$39,930</td>
<td>$80,739</td>
</tr>
<tr>
<td>27-1014</td>
<td>Multimedia Artists and Animators</td>
<td>$32,360</td>
<td>$54,462</td>
</tr>
</tbody>
</table>
Environmental Education

<table>
<thead>
<tr>
<th>Rank</th>
<th>CIPCode</th>
<th>CIPTitle</th>
<th>2013 ISU completions</th>
<th>2013 non-ISU state completions</th>
<th>combined target occupations state 2015-23 avg. annual openings (growth &amp; replacement)</th>
<th>Indiana degree awards per combined target occupation openings</th>
<th>ISU % of total degree awards</th>
<th>number of related occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>13.1338</td>
<td>Environmental Education</td>
<td>0</td>
<td>0</td>
<td>2032.4</td>
<td>0</td>
<td>0.00%</td>
<td>3</td>
</tr>
</tbody>
</table>

Description of Major:
A program that prepares individuals to teach environmental education at various educational levels as a K-12 classroom educator. Includes instruction in foundations of environmental education, instructional methods, and related content knowledge.

Related Major: 31.0601, Outdoor Education

Associated Careers:

<table>
<thead>
<tr>
<th>SOC</th>
<th>Occupation Title</th>
<th>Average Initial Salary</th>
<th>Average Ten Year Out Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-2031</td>
<td>Secondary School Teachers, Except Special and Career/Technical Education</td>
<td>$34,190</td>
<td>$47,717</td>
</tr>
<tr>
<td>25-2021</td>
<td>Elementary School Teachers, Except Special Education</td>
<td>$33,480</td>
<td>$45,980</td>
</tr>
<tr>
<td>25-2022</td>
<td>Middle School Teachers, Except Special and Career/Technical Education</td>
<td>$34,760</td>
<td>$47,423</td>
</tr>
</tbody>
</table>
## Logistics, Materials, and Supply Chain Management

<table>
<thead>
<tr>
<th>Rank</th>
<th>CIPCode</th>
<th>CIPTitle</th>
<th>2013 ISU completions</th>
<th>2013 non-ISU state completions</th>
<th>combined target occupations state 2015-23 avg. annual openings (growth &amp; replacement)</th>
<th>Indiana degree awards per combined target occupation openings</th>
<th>ISU % of total degree awards</th>
<th>number of related occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>371</td>
<td>52.0203</td>
<td>Logistics, Materials, and Supply Chain Management</td>
<td>0</td>
<td>3</td>
<td>270.1</td>
<td>0.011107</td>
<td>0.00%</td>
<td>2</td>
</tr>
</tbody>
</table>

**Description of Major:**
A program that prepares individuals to manage and coordinate all logistical functions in an enterprise, ranging from acquisitions to receiving and handling, through internal allocation of resources to operations units, to the handling and delivery of output. Includes instruction in acquisitions and purchasing, inventory control, storage and handling, just-in-time manufacturing, logistics planning, shipping and delivery management, transportation, quality control, resource estimation and allocation, and budgeting.

**Related Major:** None listed.

**Associated Careers:**

<table>
<thead>
<tr>
<th>SOC</th>
<th>Occupation Title</th>
<th>Average Initial Salary</th>
<th>Average Ten Year Out Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-3071</td>
<td>Transportation, Storage, and Distribution Managers</td>
<td>$47,720</td>
<td>$57,666</td>
</tr>
<tr>
<td>11-3051</td>
<td>Industrial Production Managers</td>
<td>$52,060</td>
<td>$47,000</td>
</tr>
</tbody>
</table>


Question(s): How do we increase graduation rates overall and how do we improve four-year graduation rates in particular?

Members: Alex Dresen, Katherine Fredlund, Brian Fritz, Haley Gravely, Linda Maule, Tradara McLaurine, Brooks Moore, Stephanie Pearcy.

Background:

Use this section to discuss what has happened historically in this area. This could be happenings, situations, or the environment at our institution, perhaps regionally or national, and what the institution has done or not done in this area. This section does not need to be more than a page.

Indiana State University has implemented a myriad of programs, services and resources to improve its overall graduation rates. Additionally strategies have been developed to ameliorate, academic, financial and socio-cultural obstacles to graduation. Robust programming associated with residential living, academic cohorts and co-curricular opportunities also has been instituted and will be expanded.

Academic: The establishment of University College has provided a resource for first-year students to have consistent and high quality advising and support. An intrusive, developmental, proactive advising model has been implemented to provide individual-specific and directed support for first-year students in chartering their academic pathway. Additionally, the University College supports and monitors students on academic probation, as well as those who have been readmitted to the university after academic dismissal via a rigorous and demanding academic probation program. The Center for Student Success provides supplemental instruction in courses where additional academic support is needed, as well as tutoring, peer mentoring, monitored study time and support for students with disabilities, Twenty-First Century Scholars, and academically at-risk students affiliated with the LEAP program.

Financial: Financial Literacy sessions are provided for every student and family attending New Student Orientation. Supplemental staff and expanded hours of operation during the first month of the fall term increase services to accommodate the high peak times of financial aid processing.

Socio-Cultural: The ISUceed program sponsored by the Charles E. Brown African American Cultural Center provides cohort and individual student services for academic and personal transition to college. Sycamore Coaching, First Sycamores, Scholar Corps (as well as other Student Affairs and Academic Affairs units) work to support and stabilize first-generation students and students who are economically at risk as these students navigate their way through the sometimes daunting college experience. The on-campus food bank and the Career Center’s Clothing Closet assist students who are food insecure or lack the professional attire required for
professional situations. Establishing the Office of Multicultural Services and Programs will provide resources for a large and diverse student population, specifically offering resources to student who identify as multi-racial, multi-ethnic, African-American, Latino, International, LGBTQ, and female.

**Residential:** Expansion of academic living-learning communities provides theme and cohort based environments for students pursuing like-focused areas of study or exploration. These communities include multi-cultural, women, leadership, and academic/major interests. New programming in University Housing creates intentional social and learning environments for specific populations, including the University Apartments sophomore community, 500 Wabash twenty-one year old community, Reeve Hall sorority community, Pickerl Hall’s Honors Program community, Sandison’s nursing and applied health community, the multi-cultural men and women achieving scholarship communities and the Mill’s Hall Project Success freshmen communities.

**Co-Curricular:** Implementation of the Programs All Weekend model provides a concurrent programming model for diverse interests and populations on Saturday and Sunday. Creation of an Icon and Legacy programming model has resulted in increased major programming occurring monthly during the academic year. Leadership development has expanded to include specific leadership development training and retreats for first-year students, international students, multi-cultural and African American students, fraternity and sorority members, student organization officers, and women.

**Recommendations:**

The committee has reviewed peer institutions who have implemented programs, services and policies that have positively impacted retention and improved graduation rates. Through this review, we have identified high impact strategies which have the capacity to improve ISU’s graduation rates. We offer specific recommendations within the core areas (academic, financial, socio-cultural, residential and co-curricular) to be considered for implementation. Please see the Appendix for the list of resources from which these strategies have been gleaned.

**Academic:**

*Recruitment Practices:* Develop recruitment/ hiring procedures that prioritize candidates with the capacity to teach and advise well, based upon strong inter-cultural communication skills, developmental but rigorous pedagogical practices, and an unwavering commitment to student success.

*Create Teaching Track for Tenure:* Develop differentiated tracks to tenure/promotion—permit faculty to secure tenure/ promotion via a Student Success Track, which emphasizes high quality teaching/ advising, the development of/ participation in community engagement/experiential
learning activities, and the implementation of new strategies that measurably improve student success.

**Curriculum:** Map ISU’s Foundational Studies curriculum to ensure student success, especially in the first two years. This would include recommendations for which courses should be taken when for a variety of different kinds of students (depending on majors and other factors that impact when students take Foundational Studies courses).

**Provide Information about Degree of Academic Preparedness Required for as well as Level of Academic Rigor to be Expected in all Degree Programs:** University, as well as individual academic programs, often publish pre-entry academic expectations as well as data about who has been accepted into selective programs or about students (graduation, secured employment) who have successfully completed their programs.

**Predictive Analytics:** Utilize this data-driven approach from pre-entry data to prescribe capacity for success and identify areas/students which are pre-set for needing supplemental instruction, financial literacy counseling, and intrusive advising.

**High Impact Practices:** Embed high impact practices in all Foundational Studies courses. Such practices include undergraduate research and freshman transition courses for all incoming freshmen (2.0 credits of content with 1.0 credit with an academic advisor).

**Fully Resource the Faculty Center for Teaching and Learning:** In order to improve instruction across all disciplines, the FCTE needs to be fully resourced. This includes the funding for additional staff members or faculty fellows and the finances to create incentive-based learning communities and support for faculty as they work to embed high impact practices in their courses.

**Writing Instruction across the Sycamore Community:** Academically Adrift: Limited Learning on College Campuses notes that while most students do not learn much in the way of critical thinking after their first three semesters in college, the one notable exception was with students who wrote frequently in their courses. A more recent study by writing specialists Paul Anderson, Robert M. Gonyea, Chris Anson, and Charles Paine, however, concludes that “Effective writing practices are associated much more strongly than the amount of writing with greater student learning and development…There are undoubtedly instances where there is no student writing or so little that more would be salutary. However, the important lesson from our study is that quality matters -- that in many situations it would be better to place more emphasis on the design and use of the assignments than on the number or size of them.” Effective writing has been repeatedly linked to student success, and thus in order to improve our own retention and completion we make the following recommendations to help improve writing instruction on our campus:
Decrease the number of writing students instructors teach: The National Council of Teachers of English explains that “sound writing instruction is provided by instructors with reasonable and equitable working conditions.” They further explain “institutions can provide reasonable and equitable working conditions by establishing teaching loads and class sizes that are consistent with disciplinary norms. No more than 20 students should be permitted in any writing class. Ideally, classes should be limited to 15. Remedial or developmental sections should be limited to 15 students. No English faculty members should teach more than 60 writing students a term.” Currently, writing instructors teach 5 writing courses a semester with 25 students enrolled in each course. This is more than double the disciplinary recommendations. Due to current working conditions, our writing instructors cannot give our students, especially those who need the most help, what they need. Successful writing instruction requires detailed formative feedback combined with summative assessments. With 125 students a semester, best practice writing instruction is impossible.

Writing Pedagogy Series: One way to improve writing instruction on campus is to provide a Teaching of Writing series for our instructors (both those who teach in the English Department and those who teach outside of it). However, due to the working conditions of the instructors and adjuncts who often teach ISU’s writing-intensive courses some sort of incentive (be it a stipend of a course release) would need to be provided in order to encourage participation. This could function like the current online teaching course that Foundational Studies offers. Because most of our instructors do not have PhDs or even MAs in Rhetoric and Composition, such a series would focus on best writing pedagogy, course design, and assessment practices. Another way to encourage best practice among writing instructors, is to give them financial support for traveling to conferences that focus on writing instruction, writing across the curriculum, and best teaching practices.

Low-Risk Writing Courses: Currently, ISU does not offer a developmental writing course. Our first-year writing series begins with English 101: Personal Writing and ends with English 105: Academic Writing. Because many of our students need intense writing instruction, we recommend adding an additional introduction to writing course that seeks to support those students in the bottom 15% of writer ability. This course should be 4 or 5 credits, meet 4 or 5 days a week, and be taught by a developmental writing specialist. These courses should not exceed 15 students. In order to encourage a higher standard in these courses (and perhaps also in ENG 101), we recommend that these courses be taught Pass / Fail and that the result of the course not impact a students’ GPA. While taking the course again may mean setting them behind one course, it will mean greater success in all of their other courses and will thus ultimately serve the students’ needs and help them graduate sooner. Students could also move on to English 101 instead of retaking the course.
Recognize and Reward High Quality Teaching That Results in Measurable High Quality Learning: Scholarly work on graduation and retention identifies high quality teaching as the foundation for improving persistence, retention and graduation. Indiana State University’s reward structure and tenure and promotion documents should reflect the importance of high quality teaching. It matters whether there is a genuine emphasis on the quality of undergraduate teaching and learning, because academic success and degree completion are highly correlated.

Academic Peer Advocate (APA) Role: The Academic Peer Advocate (APA) position is a live-in student staff position in Residential Life. They are responsible for the academic transition in first-year student communities. The APA position was created six years ago, and each year the role has been updated to promote student success in the residence halls. This includes APAs in Academic Learning Communities becoming Supplemental Instructors for the course tied to the community. While this change has been successful, the role seems to consistently be in the state of transition. In order to fully utilize APAs on campus, the sub-committee suggests the following improvements to the position:

Enhance training opportunities for APAs—Enhanced training would include requiring all APAs to undergo Supplemental Instructor training, as well as partnership opportunities with the Faculty Center for Teaching Excellence.

Increase number of APAs linked to their residents’ classes—Have more APA’s who are not working in an Academic Learning Community serve as a peer assistant in a freshmen transition course for their residents. This would allow APA’s to more closely collaborate with UC advisors and other campus partners to ensure intrusive advising and academic support is consistent.

Continue to support an academic environment—Academic Initiatives in the halls (helping residents create goals, study tables, etc.) help reinforce this environment, and the more that those initiatives can be informed by MAP Works data, the better those initiatives will serve those students.

Increase in assessment data on impact of the APA—Residents have shared that interactions with their APAs have positively impacted their collegiate experience. However, little assessment data exists to reinforce that specific APA initiatives positively impact a resident’s academic experience. There must be an increase in assessment data linking APA intervention to trends in retention, positive academic performance, and GPA.

Incorporate more Campus Data to MAP Works: MAP Works has been utilized as a platform to increase student retention and success. Several inputs help generate predictive results of how successful the student will be at ISU, including Campus Data and MAP Works survey results. An opportunity exists to strengthen the amount of Campus Data we add to a student’s file to continuously evaluate and update a student’s risk of leaving ISU. The sub-committee suggests increasing the amount of Campus Data that is loaded to MAP Works. One example of this would
be working with OIT to regularly load class grades from Blackboard to MAP Works, so that UC advisors can identify if a student is struggling in one or more classes. If classroom grades were added on a more consistent basis, there would be a real-time ability to identify if a student is struggling in one or more classes, and intervention could occur earlier than during the interim grading period. Through UC advisors gaining access to this information, they can appropriately intervene and refer students to a tutor in a subject, their Academic Peer Advocate, or other campus resources in order to

Institute or Revise Registration Policies to Increase On-Time Graduation: Revise withdraw policy so students may only withdraw with an advisor and dean’s signature; revise drop policy—Students may only drop 3.0 credits per academic semester; revise probation policy so that students on academic probation may enroll in more than 13.0 credits; revise SAP policy for first semester freshmen (automatic warning—no SAP appeal, 60 percent instead of 67 percent).

Resources Should “Follow” Persistence, Retention and Graduation Rates: Allocate Departmental and College resources based on junior and senior level retention rates as well as 4 year or on-time graduation.

Personal Contact Information: Many students come from with flexible permanent home addresses and phone numbers. These students often change phone numbers and sometimes home addresses several times while they are at ISU. ISU faculty and staff have an increasing need to reach out to students for various reasons including following up on deficient interim grades, outreach from faculty about attendance, following up on registration holds, or student specific outreach. These outreach efforts often start with an email to the student, but often the ISU sense of urgency about these issues are different than the students’ so they do not check or respond to email quickly if at all. The University College has used intrusive advising techniques in conjunction with the Academic Peer Advocates in Residential Life to reach out to students in a variety of ways and have found that calling students on the phone is the most effective method for reaching students. In an effort to ensure that ISU has the most updated information on the student as possible, students should be required to update their contact information when they have to reset their password every 90 days so that we maintain updated records.

Summer-Bridge Program for New Faculty and Staff: Develop a mandatory summer-bridge program for new faculty/staff where they learn about our students, the economic, socio-cultural and academic challenges students face, the strengths and value students bring to the institution, and best practices faculty and staff can employ to optimize student success.

Foundational Studies Instructor Certificates: Implement a mandatory certification process for instructors of Foundational Studies courses (modules included: Inclusive Excellence, Empowering Students from Background(s) of Poverty, Difficult Conversations).
**Pedagogy Course for Incoming Faculty:** Because ISU is a teaching focused University with a diverse population of students, we recommend that incoming faculty at all junior-levels (assistant professors, instructors, and adjuncts) be required to participate in a pedagogy course before or during their first semester of teaching at ISU. Unlike the current New Faculty Orientation, this course will focus on best teaching practices, pedagogical approaches, and class management. While instructors coming from Education and some Humanities disciplines have had pedagogy courses as part of their doctoral coursework, most of our incoming faculty members have not had such instruction, and in order to improve student learning, such a course is necessary. Those faculty who already have pedagogy courses on their transcripts, should not be forced to take the pedagogy course.

**Student Bridge Programs:** Expand and heavily subsidize summer bridge programs for incoming freshmen in the 2.5 to 3.25 cumulative high school GPA range, but especially for those who are at high risk for failure based upon institutional data.

**New Scholarship Practices:** Adopt tested scholarship practices (e.g. The Arizona Assurance Scholars Program) which ensure the academic success of low income students.

**Offer Online Tutorials, Learning Modules, 1.0 credit Mini Courses for Students to Brush Up on their Quantitative Literacy or Writing Skills:** Universities employ these strategies to assist under-prepared students to get up-to-speed before enrolling in their first semester of classes.

**Require ALL Incoming Students to Enroll in Freshmen Transition Course (FTC), a First-Year Experience (FYE) course or an Academic Learning Community:** Examples include Freshman Transition course 1.0 credit—academic advisor teaches the course, advisees are enrolled in the course. The grade in the course is used as a predictor of completion: “A” indicates student is focused and prepared for college where a “C” suggests that student is not necessarily prepared to succeed and persist. “C” (or worse) students receive more intrusive support the second semester.

**Gateway Courses/Supplemental Instruction:** Supplemental instruction embedded in gateway courses as a required component (similar to a lab/tutorial) which is graded and reflected in transcripts and academic progress.

**Mandatory Orientation for Online Courses:** Require all students enrolling at Indiana State to take an online orientation to prepare them for taking online classes. The orientation will be designed to both familiarize students with online class system offerings at ISU and to prepare them for taking classes in an on-line environment. Students will learn about how to use online resources to prepare for classes and how to stay connected with classmates and instructors for courses. The orientation will also to help determine an incoming student’s competency level for possessing the required computer skills that are needed to successfully learn and complete online
classes. Students will not be permitted to register for online classes until they complete an online orientation.

**Financial:**

*College Score Card and Financial Aid Shopping Sheet:* Increases transparency for students and families so that they can make informed decisions using tools such as the College Scorecard and the Financial Aid Shopping Sheet to select an institution that is a good financial fit, best-suited to meet their academic needs and consistent with their educational and career goals.

*Roll-Over Credits*: Allow students to take unused credits during Summer term that were not used during the Fall/Spring terms. Tuition rates are consistent for full-time enrolled students whether taking 12 or 18 hours. Students should be able to roll over unused credits to the summer and be able to take courses tuition free. For example, if a student enrolled in a total of 24 credits in the fall and spring, they could “bank” the extra 12 credits to use in the summer academic session.

*Campus Co-Operative Programs:* Develop co-operative programs that include free or pro-rated housing, student employment and internship opportunities to address the financial demands of college.

*Student Employment Alternatives for Tuition/Fee Assistance:* Indiana State University prides itself on being an affordable option for students in Indiana. This often means that many of our students are coming from lower and lower-middle economic backgrounds. These students often struggle to pay the costs associated with attending a university, even when they have a significant amount of financial aid. One way to help student offset those costs, would be to create a program similar to student employment except the jobs would directly pay for university expenses. An example would be that an office could hire a student to work a minimum of hours a semester/week and that work would directly pay toward tuition/fees/books and any hours worked above the minimum would then be in an hourly wage. There are a variety of examples of this at campus across the country from co-op housing opportunities at Michigan State to the Collegiate Advantage Program through Dining Services at Eastern Michigan University.

*Financial Incentives for Students to Achieve On-Time Graduation:* Adopt financial incentive models to improve affordability and increase graduation rates:

**Replacing Loans with Grants** – Replacing the federal loans of high-need financial aid students with institutional grants, allowing these students to graduate completely or nearly loan-free.

**Free Final Semester** – Encouraging on-time graduation by promising a free final semester to all students on-track to complete their degree in four years or less.
**Per-Credit Tuition Discounts** – Incentivizing students that enroll in at least 15 credit hours per semester and charging a higher per-credit rate for those taking less than 15 credits per semester.

**Four-Year Completion Bonus** – Registering students on a flat-rate tuition plan where they are deemed eligible for a tuition reduction and additional monetary bonus if they graduate on time.

**Socio-Cultural:**

_Recruitment, Retention and Completion Initiatives for New/Incoming Undergraduate Populations:_ Implementation of targeted preview days/orientations focusing on the unique needs of emerging populations, including Latino, veteran, first-generation.

_Multicultural Services and Programs:_ To provide support in transition to college for identified populations and to create greater cultural competencies amongst all students. The primary goal would be to increase civility and to reduce bullying and bigotry.

_Housing/Residence Life:_ Increased staffing and greater enforcement of conduct policies promoting civility and respect. Imbedded living-learning communities provides for cohort advancement in academic and personal well-being.

_New ISUceed Scholarship Program:_ This university scholarship network would focus on a population with historically low retention and graduation rates. Students in the program receive additional scholarship funds (for example: $5,000) throughout the year, but never in one lump sum. Rather, they receive $1,000 during the first month of the fall and spring semesters and $500 each month during the rest of the semester. To earn the scholarship, first-year students must attend a weekly speaker series and small group sessions with peer mentors, complete 10 hours of service a semester, have 30 hours of courses completed before their sophomore year, have a GPA of 2.0 or higher, and attend one to two network events each semester. During their second year, students are matched up with a campus partner for an internship in an area of interest for that student. (See: University of Texas-Austin: University Leadership Network)

_Develop ISU’s Version of the Arizona’s Assurance Scholars Program:_ Arizona’s Assurance Scholar Program is financial aid program for low-income students designed to assist students by providing both financial aid and support services to successfully attain their bachelor's degree. The Assurance Program partners with college and departments on campus to provide scholars with comprehensive programming from their freshmen year through their senior year, so that they are able to have a smooth transition into and out of the university upon graduation. The mission of Assurance Scholars is achieved through first year transition programming, mentoring, leadership, and career development, graduate/professional school preparation and cultural enrichment.
Co-Curricular:

*Introduce Prospective Students Early to Student Engagement Opportunities:* Indiana State University Map Works data (2014-15) report that 64.4% respondents are “moderately” to “extremely” likely to participate in a student organization during the fall semester (Map Works, question 69: Campus Involvement: During this term, to what degree do you intend to Participate in a Student Organization). The results of ISU’s NSSE report also indicate that student engagement is positively impacted by student participation in extracurricular activities.

To more fully develop opportunities for pre-entry students to be introduced to organizations/activities/on-campus programming, the university should broaden its efforts focusing on introducing co-curricular opportunities during Campus Tours, Sycamore Preview Days and New Student Orientation (scholarship continues to support there is a strong positive relationship between engagement and student success). Specifically, prospective and admitted students should be provided information about accessing the ISU TreeHouse (OrgSync) where they can explore student organizations, learn about campus programs, and identify niche categories of interest or exploration. Enhancing a familiarity with student life creates a sense of connectedness and sense of belonging prior to a student enrolling in classes. Again, Map Works data administered during the Fall semester reveals that 26.7% of respondents indicate “not at all” or only “moderately” that they “belong here” (Map Works question 149: Sense of Belonging: Overall, to what degree do you belong here?). In addition, 25.7% of respondents indicate “not at all” or only “moderately” regarding “fitting in” at Indiana State University (Map Works question 150: Sense of Belonging: Overall, to what degree are you fitting in?).

By examining early-Fall data, we can assess that a quarter of our student population – primarily first year students – have not developed a sense of belonging, often impacted by a lack of engagement with co-curricular experiences.

*Expanded student organization expo and creation of pre-professional organizations connected to academic discipline and career preparedness:* Focus on getting students engaged and connected to the campus, particularly in the critical freshman year.

Indiana State University now boasts 300 different student organizations. During the first 30 days of the Fall semester, the Student Org Expo should be expanded to include additional student organization and rewards should be made available for those groups which do participate, including funding from Student Government Association. The Student Org Expo should be organized with a categorical grouping of student organizations allowing students exploring different involvement opportunities a natural flow through like-focused organization in a mapped manner. A larger venue should be sought for hosting this program which could incorporate a demonstration area for performance-based organizations to display their talents (as opposed to simply an information table). A greater collaboration with Residential Life should be pursued.
which should include this experience as a component of the Residential Curriculum that all on-campus residents are exposed to and expected to participate in.

Student Affairs should work intentionally with academic departments in examining how to establish student organizations connected with each academic discipline and increasing the number of pre-professional organizations. NSSE data indicates that engagement is enhanced with strong student-faculty interaction, and these student organizations provide academic and professional growth under the guidance and advisement of a faculty member.

Implement intentional programming around why balanced engagement and involvement in student life helps with completion and 4 year graduation: The greatest impact appears to stem from students' total level of campus engagement, particularly when there is an identified linkage among academic, interpersonal, and extracurricular involvements.

Health, wellness, and recreation have a direct correlation on student persistence and retention. An assessment conducted in Fall 2015 by the PhD cohort in Education Administration (Bayh College of Education) reported that as a student’s frequency in utilizing the Student Recreation Center is measured in their retention from semester to semester. The higher number of visits to the Rec Center is related to increased retention.

| Fall 2014 Cohort |
|------------------|------------------|------------------|------|
| # of SRC Visits  | # of Students    | # Retained Spring 2015 | Percent |
| 1-15             | 302              | 140              | 46.4% |
| 16-30            | 504              | 353              | 70%   |
| 31-50            | 313              | 245              | 78.3% |
| 51+              | 403              | 321              | 79.7% |

Similar data exists for previous cohorts. Based on these findings, it is essential that first year students be introduced to the Student Recreation Center and engaged in the myriad of services offered: general recreation, group fitness, intramurals, club sports, exercise, and wellness. The Fresh HIT (Healthy Inspired Trees) program should be expanded in partnership with PE 101, Residential Life, and weekend programming. The Fresh HIT program provides continued interactions with diverse students in a collaborative learning environment (NSSE: Learning with Peers).

APPENDIX A

Arizona Assurance Scholars Program—University of Arizona
https://financialaid.arizona.edu/undergraduate/arizona-assurance-scholars-program
Better Data, Better Rates (November 29, 2011)

“Dia Familiar Latino” University Urbana-Champaign IL initiative https://oiir.illinois.edu/la-casa-cultural-latina/la-casa-events/latino-family-visit-day/latino-family-visit-day-spanish

Campus Co-operative Residence—University of Toronto http://www.campus.coop/


Cooperative Housing—Cornell University https://living.sas.cornell.edu/live/wheretolive/co-ops/

“Examining the Tangible and Psychosocial Benefits of Financial Aid with Student Access, Engagement, and Degree Attainment” http://abs.sagepub.com/content/49/12/1636.short

Experts Debate Graduation Rates for Online Students http://www.usnews.com/education/online-education/articles/2015/01/30/experts-debate-graduation-rates-for-online-students

Fact Sheet: Focusing Higher Education on Student Success (July 27, 2015)

Guided Pathways to Success (less choice more direction) http://completecollege.org/the-game-changers/#clickBoxTeal

Predictive Analytics: Sharing Intel on Completion


The Murky Middle (September 10, 2014)

The University Leadership Network—UT Austin

Tuition and Financial Aid Incentives for Improving Graduation Rates (Hanover Research, 2014)
Understand the Differences between a Co-Op, Internship
http://www.usnews.com/education/best-colleges/articles/2015/03/31/understand-the-differences-between-a-co-op-internship

University of Texas-Summer Bridge http://ddce.utexas.edu/academiccenter/summer-bridge/

“Unmasking the Effects of Student Engagement on First-Year College Grades and Persistence”
George D. Kuh, Ty M. Cruce, Rick Shoup, Jillian Kinzie, Robert M. Gonyea
http://muse.jhu.edu/journals/jhe/summary/v079/79.5.kuh.html

Utah Valley University-Free online math refresher course (May 19th, 2015)—Utah Valley University
http://higheredutah.org/free-online-math-refresher-course-at-uvu-designed-to-help-students-succeed/

What is wrong with the Completion Agenda and What Can We Do about It? (Winter 2012)
https://www.aacu.org/publications-research/periodicals/whats-wrong-completion-agenda%E2%80%94and-what-we-can-do-about-it

“What Matters to Student Success” Kuh, George, D. 2009
https://open.library.ubc.ca/cIRcle/collections/ubccommunityandpartnerspublicati/8689/items/1.0086031

Why College Co-Op Programs Totally Rock (2012)
2016 Strategic Plan Key Question Committee – Final Report

**Question:** What are the opportunities to grow future enrollments given changing demographics and overall costs?

**Members:**
- **Melissa Hughes** - Admissions
- **Ken Brauchle** - Extended Learning
- **Jill Blunk** - College Challenge
- **Carrie Lutz** - Communications & Marketing
- **Troy Allen** - COT
- **Jennifer Latimer** - CAS
- **John Pommier** - HHS
- **Elaina Tuttle** - CGPS

**Summary:**

Major shifts in the demographics of our potential student body, increasing competitive pressures and political and public expectations to reduce the cost of higher education are factors affecting the environment for Indiana State. To continue to excel, we need to evolve our recruiting methods, improve our service levels and keep our academic programs aligned with current needs and market demands. This requires that we target new audiences, change how we recruit existing ones and establish a process for continuous evaluation and improvement of our academic programs and student services.

**Key Findings Summary**

<table>
<thead>
<tr>
<th>Key Finding</th>
<th>Description</th>
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<td>Key Finding 1</td>
<td>National and Indiana demographics are rapidly changing</td>
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<td>Key Finding 2</td>
<td>Competition for students and student expectations are both increasing especially in the online space</td>
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<td>Key Finding 3</td>
<td>The demand for higher education is not uniform but clustered by field</td>
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<td>Key Finding 4</td>
<td>The cost of higher education is growing faster than the rate of inflation</td>
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**Recommended Actions Summary**

<table>
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<tbody>
<tr>
<td>Recommended Action 1</td>
<td>Differentiate our marketing and recruitment efforts to target specific sub-populations</td>
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<tr>
<td>Recommended Action 2</td>
<td>Enhance student services for on-campus and online students, expand 8-week class offerings</td>
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<tr>
<td>Recommended Action 3</td>
<td>Develop an ongoing strategic process to align academic programming with current needs and decrease time to respond to emerging needs</td>
</tr>
<tr>
<td>Recommended Action 4</td>
<td>Expand cost reduction strategies such as Open Educational Resources, Prior Learning Assessment, adaptive learning, and industry co-op programs</td>
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**Background:**

Indiana State University has sustained enrollment growth over the past five years primarily by focusing on recruitment of traditionally-aged first-time full-time freshman (FTFTF). Indiana State, led by Enrollment Services, has been successful in the area by using a multi-pronged approach. By utilizing best practices in marketing and communication, the university has successfully transformed the perception of Indiana State University as a safety school to a school of choice. A robust enrollment management process has targeted key market groups, used state of the art messaging campaigns to start and maintain a dialog with potential students, and focused on yield activities such as scholarships, campus visits and orientation. These efforts have been very successful and Indiana State University has been able to grow the FTFTF count despite a flat population of eighteen year olds by taking market share from other Indiana institutions.

The last strategic planning process revealed the need to bring more strategic focus to growing our online student body as well. Extended Learning was created in 2010 and charged with expanding our online programs and enrollment. The strategy employed was to build infrastructure to support both online faculty and students, grow the capacity to enroll online students by increasing the number of online programs available and lastly to build an enrollment management process targeted specifically to the online market. Those efforts are starting to pay off with very significant growth in online student enrollment.

While there have been some initiatives targeted at growing the enrollment of on-campus transfer students, international students and graduate students, none have been as comprehensive nor are they as mature as the efforts on growing FTFTF and online populations.

Indiana demographics are rapidly changing. The number of high school graduates in Indiana will very slowly rise until 2019 and experience a decline thereafter. Nationally, the ethnic groups with the fastest growing population of high school graduates are Hispanics and Asian/Pacific Islanders. Hispanics are projected to be the fastest growing ethnic group in the Midwest in the next decade. If Indiana State University is to continue to grow, it must respond to these changes by changing its recruitment strategies. With the FTFTF population stagnant, we can only increase our enrollment by taking market share from other Midwest institutions. This means finding new ways of marketing to and recruiting from this population to build upon our successes in this area.

The other way to grow our student body is to increase our recruitment of online, transfer, international and graduate students. While we have had significant success in the online sector, competitive forces are building quickly and new strategies will have to be employed going forward to sustain our momentum. Success in growing on-campus transfers, international, and graduate student populations will require more robust and comprehensive efforts than we have employed heretofore.

It is here the committee began our work.

**Analysis Methods:**
The committee’s analysis began with a brainstorming session and follow-up discussion to inventory what Indiana State University was already doing in this area, ongoing and proposed initiatives, and existing data and evidence already known to the members. Upon completion of those preliminary efforts, we organized our follow-up research around various target constituencies, existing and potential, and each member researched that area further.

We had four major sources of data.

As we deemed changes in the demographic make-up of our student body to be important, several state and federal government databases were consulted for relevant data. These sources included US Census Bureau, The National Center for Educational Statistics (NCES), The Indiana Business Research Center, and the WICHE “Knocking on the College Door” demographic studies.

Another significant source of information was a variety of recent reports on the composition and preferences of adult, graduate and online students. Many of these reports were the analysis of survey research conducted by various professional organizations and vendors in the target fields. Some of these were available open source and others were obtained on a subscription or membership basis from existing relationships with Indiana State University.

We also had available marketing research reports conducted specifically for Indiana State University over the past year by Hanover Research and Aslanian Market Research. These reports were specific to our region and provided data from a variety of methodologies including survey data and literature searches. We gleaned considerable and valuable information from these reports that was very targeted to Indiana State University’s current competitive environment.

The fourth source of information was from open source material obtained from web searches. Articles from the Chronicle, the websites of other institutions, professional organizations and others were examined.

Individual committee members presented his or her summarized data and preliminary findings to the group. The committee then discussed each finding adding additional information when available and discussed possible actions in response. While many in the committee knew much of the information generated by this process, the exercise provided us an opportunity to synthesize the information, bounce ideas off each other from various perspectives and hopefully organize our collective thoughts into an actionable format.

**Key Findings:**

1. **Finding: National and Indiana demographics are rapidly changing.**

The number of high school graduates in Indiana will very slowly rise until 2019 and experience a decline thereafter. Nationally, the ethnic groups with the fastest growing population of high school graduates are Hispanics and Asian/Pacific Islanders. According to a recent WICHE demographic study, Indiana white non-Hispanic high school graduates will decline 12% between 2008-09 and 2019-20. Black non-Hispanic graduates will remain constant. While the numbers are still relatively small Hispanic and Asian/Pacific Islanders are the only ethnic group projected to grow their high school graduates over this period, doubling in size. To continue to grow, we will need to recruit an undergraduate student body that is different from the one we currently recruit.
The Bureau of Labor Statistics projects that employers will add nearly 2.4 million jobs requiring a graduate degree or higher between 2012 and 2022. A Council of Graduate Schools report found that international graduate students are becoming a larger share of the U.S. market. “From 2004 to 2014, international students accounted for over two-thirds of the growth in first-time enrollment headcounts at U.S. graduate institutions.” International students tend to enroll in different programs than their domestic counterparts. “In Fall 2014, 65.9% of all temporary resident graduate students were enrolled in biological and agricultural sciences, engineering, mathematics and computer sciences, physical and earth sciences, or social and behavioral sciences. By contrast, only 27.1% of U.S. citizen/permanent resident graduate students were enrolled in these fields.”

Nearly six in ten (57.9%) of all first-time graduate students in Fall 2014 were women, according to survey respondents. According to survey respondents, women earned nearly two-thirds (65.9%) of the graduate certificates, 59.0% of the master’s degrees, and 52.2% of the doctorates. Academic year 2013-14 marked the sixth straight year women earned a majority of doctoral degrees. Nearly one quarter (24.2%) of all first-time graduate students who were U.S. citizens and permanent residents were from racially/ethnically underrepresented populations. Although there were increases in first-time graduate enrollment between Fall 2013 and Fall 2014 among Hispanics/Latinos (6.8%) and Blacks/African Americans (2.0%), there was a 3.0% decline among American Indians/Alaska Natives.

2. Finding: Competition for students and student expectations are both increasing, especially in the online space:

The nature of the average “college student” is changing significantly. Recent NCES reports show that the majority of current undergraduates are classified as non-traditional. The more “non-traditional” characteristics a student possesses, the more likely that student is to participate in online education. A commissioned study of potential online students in our region revealed that those students are seeking programs that are competitively priced, offer accelerated formats, have flexible transfer policies and give credit for prior learning. Another characteristic of these students is that they intend to finance their education primarily with a combination of personal funds and loans. About 70% of online undergraduate and graduate students prefer accelerated courses (courses 10 weeks or less), with the highest concentration at 8 weeks. Indiana State currently offers this format only in the ACE program.

The national conversation on higher education increasingly focuses on job/career readiness. Nearly every higher education professional organization, employer/business group and consumer survey agree that our society as a whole expects higher education to not only educate people but prepare them to enter the workplace. Closer to home, our Board of Trustees recently charged us with improving the job readiness of our graduates. The market study of regional online degree programs we recently commissioned and enrollment trends in our online degree programs confirm that our students are heavily focused on areas of study that are clearly and explicitly linked to particular career paths. Being able to show a clear connection between our educational outcomes and preparation for work are increasingly important.

A recent study commissioned for Indiana State University online students in our region revealed that those students are very selective of which institutions they inquire. Eighty-four percent of undergraduates inquire of three or fewer institutions as do 73% of graduate students. Of those who apply, approximately 90% apply to only one or two institutions. This means that Indiana State University is on the short list of those potential students who contact us and our initial response is critical to converting them into students. Of undergraduate inquiries who did not receive a personalized response to their inquiry, 100% stated a personal response would have encouraged them to proceed in the application process. Growth will require more recruiting/enrollment management support on the front-end of the cycle.
Competition in the online space is increasing rapidly. A recent survey of chief academic officers revealed that two-thirds of them believe online education is a critical component of their long-term strategy. While online education continues to grow at a faster pace than on-campus education, the rate of growth is slowing. Nearly half of students in online programs attend a public 4-year institution meaning the competition often has similar characteristics to ISU. To continue to grow, Indiana State University must be seen as offering distinctive programs or services.

3. Finding: The demand for higher education is not uniform but clustered by field.

A recent study of demand for online bachelor degrees in the Midwest shows business related degrees as the most popular, accounting for 36% of the bachelor degree market. The health professions trailed at 21% and criminal justice came in third at 13%.

At the graduate level, a recent Council of Graduate Schools (CGS) report shows applications to graduate programs in business increased 5.4% between Fall 2013 and Fall 2014. The largest one-year changes in graduate applications between Fall 2013 and Fall 2014 occurred in mathematics and computer sciences (22.0%) and engineering (10.5%). In terms of first-time enrollment, the fastest-growing fields were mathematics and computer science and engineering, growing at 21.3% and 10.7%, respectively, between Fall 2013 and Fall 2014. First-time enrollment in education programs decreased 1.3% for Fall 2014. The largest fields by total enrollment were education and business, respectively accounting for 19% and 15% of total graduate enrollment at responding institutions in Fall 2014. These national data are similar to recent regional data we obtained from a market report by Aslanian. Business, education and the health professions each accounted for approximately 25% of the demand for online master’s degrees in the Midwest.

This is not to imply that there are not opportunities for other programs for which there is less demand. The opportunities lie where there is little supply as well. There are niche opportunities in specialized fields. The Aslanian report identified possibilities in specializations in business, health, engineering and social sciences at the bachelor and master’s levels.

There is an increasing interest in interdisciplinary and multidisciplinary programs. This is especially true in the professional areas given the multi-disciplinary nature of real world problems and their solutions. As the various professions move to this multi-disciplinary approach in practice, educational and training programs need to keep pace. The healthcare field has been a leader in this trend. Professional graduate education is increasingly being approached in this multidisciplinary manner because of the interdisciplinary nature of problems the graduates are asked to solve and because of the flexibility it affords institutions in quickly responding to emerging needs. Interdisciplinary programs can better prepare students for the workplace and thus attract new students, especially those trying to improve their job skills. A handful of new interdisciplinary programs might be worthy of investment; however, to save money most new interdisciplinary programs should attempt to utilize existing institutional resources. It is important to realize that some new interdisciplinary programs might have limited lifespans, as job markets become saturated and trends change. ISU must be innovative, flexible, and adaptable when it comes to administering interdisciplinary programs.

4. Finding: The cost of higher education is growing faster than the rate of inflation.

According to the College Board, average published tuition and fees at public four-year colleges and universities increased by 13% in 2015 dollars over the five years from 2010-11 to 2015-16, following a 24% increase between 2005-06 and 2010-11. These increases have significantly exceeded the change
in the consumer price index over the same periods by 11.65% and 8.74% respectively. Indiana State’s planning assumptions are for unchanged state appropriations over the near future. There is an ongoing national dialog on the value of a college degree, with some voicing the opinion that the cost of higher education already exceeds its worth. Given this environment, containing the cost of higher education at Indiana State University will become critical to continue growth.

**Recommended Actions:**

1. In response to the changes in demographics of our potential students we propose that we differentiate our marketing and recruitment efforts to target specific sub-populations as detailed below:
   a. As Hispanics are the fastest growing group in Indiana and underrepresented on campus, enhance our recruitment efforts to target this demographic group.
   b. As the population of eighteen year olds plateaus and decreases, competition for first-time-full-time freshmen will increase. We recommend that our early outreach efforts be increased, especially dual credit and early college initiatives. This effort should include more aggressive marketing of these programs, emphasizing cost savings and reduced time to degree.
   c. As women now comprise a majority of graduate students, design our graduate program marketing campaigns with messaging targeted at women.
   d. As the participation of international students in graduate education increases, increase our recruitment efforts for international graduate students. Our aviation programs and large numbers of online bachelor degree programs gives us a competitive advantage with the military market especially the USAF. The military market especially Community College Of the Air Force (CCAF) should be targeted. Additionally, our articulation MOU with the CCAF should be expanded to include additional programs. Criminal Justice/Criminology and additional COT programs are likely candidates.

2. To keep up with increasing competition and potential students who demand higher levels of services we propose the following actions:
   a. As non-traditional and online student populations play heavily in future growth, enhance our ability to deliver student affairs programing relevant to these populations. Additionally, more student services should be available 24/7 via web-based self-service models.
   b. National and regional data all suggest that short terms with frequent start dates are highly preferred by online students. Indiana State should move our most popular online programs to an eight-week, five terms per year model embedded within our existing sixteen-week semester and summer session.
   c. Ease and flexibility of credit transfer is an important determinant of which school non-traditional students select. While Indiana State has flexible policies at the university level, how these policies play out in practice varies widely from department to department. The university should develop more uniform transfer-friendly practices across all colleges.
d. Given the high proportion of online students who self-fund their educations, develop a more consumer friendly installment payment option for tuition and fees.

e. As job readiness is becoming increasingly important to both traditional and non-traditional students, “job readiness” outcomes should be included in all degree programs to complement and contextualize experiential learning and be highlighted in promotional material. The university should consider job readiness preparation as an institutional graduation requirement. The existing career center program may be a good starting point.

f. Increase our interaction with industry and employer groups beyond our traditional advisory groups especially in the humanities and sciences where career paths are not as apparent.

3. The increasing competition in online education and the increasing “commodification” of higher education demands that we differentiate our online programs from other competitors. This means we need to become more market-focused in program development planning and execution to meet emerging needs and keep our curriculum and program lineup fresh and relevant to student needs. Toward that end we recommend:

   a. Establishment of an ongoing process to continually scan the environment for opportunities and evaluate existing programs. This process should result in creation of an academic strategic plan specifically targeted at the online market.

   b. Streamlining the existing curriculum review process to reduce the time needed to make changes in response to emerging needs.

   c. The establishment of new governance structures/processes to better accommodate interdisciplinary programs. The existing systems are very department-centric making it difficult to establish policy and curriculum.

   d. Development of novel interdisciplinary STEM programs designed to attract students from untapped demographics (e.g. STEM programs would attract international, graduate and undergraduate students).

4. Affordability is becoming a very important issue both politically and practically. Indiana State should attack reducing educational cost to the student in several ways:

   a. Greatly expand our Open Educational Resources initiative. A large-scale project such as tackling an entire degree or all of foundational studies should be selected.

   b. Expand Prior Learning Assessment (PLA) and create a university-wide process and infrastructure to replace the department-by-department process currently used.

   c. Develop partnerships with industry for select degrees that would provide for student sponsorships of employees, co-op opportunities, paid internships, etc.

   d. Develop 5-year master’s degree programs particularly in professional areas such as accounting, nursing and criminal justice.

   e. Develop a low-cost online liberal studies degree program built on the LEAP principles, using a competency-based approach assisted by adaptive learning technology.
2016 Strategic Plan Key Question Committee – Final Report

Question(s): How do we creatively address the unmet financial need of students? Jobs on campus? Need based aid? Who should we help first? What are the potential changes forthcoming in state and federal aid programs?

Members: Sarah Wurtz, Crystal Baker, Deb Israel, Brittney Gilman, Edith Campbell, Shondalin Gallaway, Tisha Langford, Jazmyn Glenn, Cat Paterson

Summary:

Key Findings Summary

Below are our proposed goals and corresponding initiatives.

- GOAL 1: Improve students’ ability to make informed choices
  o Integrated bursar/financial aid information in the My ISU Portal and through corresponding emails
  o “Shopping cart” for fee calculation that includes course fees, program fees, application fees, residence hall fees, dining fees, estimated financial aid, all at once upon course registration

- GOAL 2: Improve students’ ability to pay for books
  o Textbook costs listed in Portal
  o Books can be purchased at the same time as registering for classes
  o Direct billing of textbooks

- GOAL 3: Improve overall financial aid advocacy efforts
  o Increased presence and voice at state and federal government levels
  o Financial Aid unit developed within the SGA executive branch.

Another key finding: Beginning with the 17/18 Academic Year, Early Submission FAFSA (also called prior-prior year) will provide usable financial aid data earlier to help students predict aid packages during course registration.

Recommended Actions Summary

1. Convene a cross section of key stakeholders who are charged with implementing/refining each goal.
   a. Goal 1: Controller, Financial Aid (FA), Information Technology (OIT), Registrar (ORR)
   b. Goal 2: Barnes & Noble, Controller, Faculty Senate, FA, OIT, ORR

2. Articulate a budget requirements and timelines
Background:

It’s no secret that STATE students rely on financial aid to pay for college, a trend that is not likely to change any time soon.

- Of 2,735 First Time Full Time (FTFT) undergraduate students in Fall 2014:
  - 92% filed a FAFSA
  - 80% demonstrated financial need
  - The average annual aid package including loans is $10,905. Without loans it is $5,593.
    - 55% qualified for Pell
    - 15% qualified for 21st Century
    - 17% qualified for IN Higher Ed
  - 77% borrowed loans for a cumulative average of $26,136 upon graduation.
  - 36% identified as a racial minority
- Average unmet need for Pell grant recipients is $3,508.
- The average unmet need for the students who barely fall out of Pell range (EFC between 5730-8000) is $2,470.
- Unmet need across all categories is highest among non-residents with <3.0 GPAs.

<table>
<thead>
<tr>
<th>2015 Aid by Source</th>
<th>2015 Aid by Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Aid</td>
<td>Grants</td>
</tr>
<tr>
<td>$14,717,635</td>
<td>$42,158,020</td>
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<tr>
<td>State Aid</td>
<td>Scholarships</td>
</tr>
<tr>
<td>$19,981,467</td>
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<tr>
<td>Federal Aid</td>
<td>Loans</td>
</tr>
<tr>
<td>$90,561,508</td>
<td>$74,951,124</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>$130,664,382</td>
<td></td>
</tr>
</tbody>
</table>

While the average aid package is enough to pay for tuition, we do still have some problems. Last year, 8,340 students filed a FAFSA by Aug 19, 2015, but only 52% of FAFSA filers had a complete financial aid file by July 1, 68% by August 1, and 79% by the first day of class. Not only are students failing to complete their files in a timely manner, but the state is also on a much later award cycle than in previous years. This year, for example, our roster of 21st Century Scholars did not arrive until after Labor Day.

Therefore, affordability and ability to pay must be measured by ability to access a complete financial aid package, not solely by increasing institutional aid. Traditional analysis done in the aggregate does not fit our diverse student body.

Upcoming legislative issues also present a challenge. 2016 is a reauthorization year for the US Dept of Education and as such, the possibility of overarching change exists. Prior-prior year FAFSA legislation has already passed, which will allow families to use income data from 2 years prior on the FAFSA. This could have significant process implications since verification may no longer be necessary. Presumably, all families could upload their IRS data directly into the FAFSA without having to wait for the school to confirm eligibility. Incomplete Financial Aid files could become a thing of the past.
**Analysis Methods:**

Our committee—comprised of faculty, staff, and students—met three times during the fall semester. We began our discussion by brainstorming on how to increase funding for certain populations, but we quickly found through student feedback that the most compelling frustrations seemed to stem from administrative bureaucracy and inefficiencies.

We decided to solicit student feedback via a small focus group, asking students whether they approved or disapproved on the major ideas that arose from our discussions:

- Automatic on-campus job placement for a subset of incoming freshmen;
- Direct billing of textbooks to ISU student accounts as a payment method option through the ISU bookstore;
- Aid refund checks issued monthly (aid-like-a-paycheck model); and
- A greater financial presence in the Portal / Portal re-organization/text-messaging instead of email.

Staff members of the committee set up tables in the Commons during lunch and randomly stopped students for a survey. Student members of our committee chose to solicit feedback in their student organizations and residence halls. One student emailed the survey to everyone in one of her classes. We received about sixty formal responses, but had informal conversations with approximately a hundred people.

In researching creative ideas from peer institutions, we found that direct textbook billing is very popular in Florida, and several large Banner schools are willing to share processes: University of Southern Florida (USF), Florida International, Florida Atlantic, and the University of Florida. An overview of how USF administers this idea is easily accessible online: [http://www.usf.edu/financial-aid/bapp/](http://www.usf.edu/financial-aid/bapp/).
Key Findings:

Between the seven committee members with feedback to share, we found some common themes:

- Students were not very interested in job placement for freshmen. Upperclassmen were concerned that this would reduce the number of job opportunities for them, and were very vocal about needing more job opportunities with flexible schedules and better pay rates for older students. Freshmen were concerned that starting a job right away would make the transition to college too difficult. Those who had campus jobs expressed their dissatisfaction, sharing that the jobs ended up being different than how they were advertised.
  
  - “I don't like automatically giving [freshmen] a job. I think they should be considered for jobs but a junior or senior should have more opportunities than a freshman.”
  - “No. Transitioning from high school to college is hard. Everyone is not ready for that or properly prepared [for] time management.”

- Students did not overwhelmingly ask for more money. They were more interested in improved/transparent communications from administrative areas, in particular how the offices of the Controller, Financial Aid, Registrar, and Scholarships intersect.
  
  - “I guess it's a little bit of lack of information and lack of funds. Definitely more lack of information is a problem.”
  - “I'm not understanding the loan process. Delays, splitting loans—it was a hot mess.”
  - “Just attitudes in the financial aid office. Finances are a touchy subject. When you're already stressed out, the person you talk with needs to be caring.”
  - “There is a lack of communication between financial aid, scholarship office, and bursar.”
  - “I feel like I don't always know what I need to pay for and why I need to do it. I have to bounce around from site to site to get all the information I need.”

- Students thought receiving financial aid in monthly installments like a paycheck was an interesting concept, but only a couple actually wanted it for himself or herself.
  
  - “It is better for me to get my refund check as a lump sum to pay for things not included in my tuition like books at the beginning of the year.”
  - “It's a good idea but it has to be optional. It depends. A lot of times people need money for books but others cannot manage their budget, they just spend it. As long as it's optional.”

- Students regularly read their emails and don’t really want us to text them.
  
  - “A lot of times we have no notification at all when something goes through, or doesn't go through. I am more comfortable with email.”
  - “Send out courtesy reminders more often. And offer more help to students who are struggling, but excelling academically.”

- Students were incredibly frustrated with the delays of state aid decisions (such as 21st Century Scholars)
  
  - “My biggest frustration was the late timing of financial aid funds – they came late and it was hard to find someone to talk to.”
  - “21st Century Scholars is really confusing. Super confusing! Like I had no idea if I ever got my money and I still to this day don't really know what's going on. It’s hard to plan.”

- Students thought that direct billing for textbooks could be helpful for students with limited cash flow and have an immediate impact on their success in the classroom. Even as late as October, some students still did not have books for their classes. However, this must be optional, since many students choose to purchase their books through less expensive online vendors, rather than the ISU bookstore.
  
  - “It would save time; it would help with the frenzy. But the bookstore’s prices are too extreme. So I wouldn't want to buy there.”
  - “Good idea. I have some kids in my class that still don't have their books. I think we definitely should be able to pay throughout the semester not just have to pay up front.”
**Recommended Actions:**

*Below are our proposed goals and corresponding initiatives.*

- **GOAL 1: Improve students’ ability to make informed choices**

  In our current age of instant access to real-time information, our transactional service model is outdated. Students are accustomed to navigating interlinked information in order to gather facts and conduct business. A comprehensive, self-service consumer-centric Portal not only aligns with what students expect and are used to, but empowers them to make savvy, informed choices. Attached to this report, we offer a visual representation of what this technology might look like. It transforms a static Portal with administrative silos into a sequential path for students to self-guide through the registration process.

  In addition, current email and portal messaging is not meaningful to students. Content must be both simplified, personalized, and regularly-scheduled in order to cull together seasonally-appropriate information from the Controller’s Office and Financial Aid. Therefore, we recommend two initiatives related to improving transparency for students:

  - Integrated bursar/financial aid information in the My ISU Portal and through corresponding emails
  - “Shopping cart” for fee calculation that includes course fees, program fees, application fees, residence hall fees, dining fees, estimated financial aid, all at once upon course registration (Appendix)

- **GOAL 2: Improve students’ ability to pay for books**

  Students find it incredibly difficult to set aside alternative resources to pay for their textbooks out-of-pocket. They are unable to reliably count on financial aid refunds to finance textbooks in a timely way, due to the significant delays in receiving their state aid. It is also difficult for students to be thoroughly informed and savvy consumers, since course textbook costs are not up front and transparent in the course registration process. Therefore, students are unable to incorporate complete course cost when considering their course and course section selections. All of these obstacles have a direct impact on student academic success, since many of them are unable to purchase required textbooks until well into the semester. While integrating the below into a comprehensive Portal “shopping cart” model would require a significant investment of money and time, it would have a direct and measurable impact on student success.

  - Textbook costs listed in Portal (slide 4)
  - Books can be purchased at the same time as registering for classes (slide 7)
  - Direct billing of textbooks (slide 7)

- **GOAL 3: Improve overall financial aid advocacy efforts**

  The most critical obstacle to student financial success is late state aid. Comprehensive advocacy efforts are necessary. Indiana State University must have a unified, single voice when presenting issues to the Indiana Commission for Higher Education (ICHE). Appoint a committee to refine advocacy efforts who will tailor informed and consistent communications. Representation on state and national committees is essential.

  In addition, there is not an outlet on campus for students to express their concerns about financial aid. There is an obvious lack of formal acknowledgment of this on an SGA level. Providing students with a safe outlet for sharing administrative concerns and constructive ideas for improvement is essential. Our recommended initiatives for this goal are as follows:
- Increased presence and voice at state and federal government levels
- Financial Aid unit developed within the SGA executive branch.

We also recognize that these projects are massive undertakings and will likely require a significant amount of resources to administer. Convening a group of key stakeholders to scope these projects and present a budget proposal is the next appropriate step.
This page should link with MySAM.

1. Cross-link with MySAM and keep track of CRNS for required courses
2. Cross-link to Dynamic Searchable Schedule of Classes (SSB) to keep track of CRNS for electives
3. Each class will be clickable with a popup of dates, times, description, and instructor detail
4. Student can put classes they are thinking about registering for into a “shopping cart”
This page should display selections from MySAM and SSB

Select a Term: Fall 2015

Submit

Currently Selected Classes

<table>
<thead>
<tr>
<th>Course</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 490</td>
<td>$894.00</td>
</tr>
<tr>
<td>ENG 105</td>
<td>$894.00</td>
</tr>
<tr>
<td>BIO 101</td>
<td>$894.00</td>
</tr>
<tr>
<td>BIO 101L</td>
<td>$324.00 + $60.00 Lab Fee</td>
</tr>
</tbody>
</table>

Click on each tab displayed on this page.

Select Another Aid Year
This page should display books by class schedule

Currently Selected Classes

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 490</td>
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<tr>
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</tr>
<tr>
<td>BIO 101L</td>
<td>$324.00 + $60.00 Lab Fee</td>
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</table>

Barnes and Noble Price

<table>
<thead>
<tr>
<th>Used Price</th>
<th>New Price</th>
<th>Rental Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>$115</td>
<td>$129</td>
<td>$68</td>
</tr>
<tr>
<td>$11</td>
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<td>$165</td>
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<td>N/A</td>
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Total estimated cost so far:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$3,068.00</td>
</tr>
<tr>
<td>Books</td>
<td>$410.00</td>
</tr>
<tr>
<td>Total</td>
<td>$3,476.00</td>
</tr>
</tbody>
</table>

Click here to buy your books!
This page should display housing assignment and price

Mills Hall 210 $5010.00
Flex 10 meal plan with $204 Commons Cash $204.00

Total estimated cost so far:
Tuition and Fees: $3,088.00
Books: $410.00
Room & Board $5,214.00

Things to think about - Separate link to application to change preferences?
What messaging is appropriate for students who choose to live off campus?
# Apply Financial Aid

## Award Decision

<table>
<thead>
<tr>
<th>Fund</th>
<th>Status</th>
<th>Term</th>
<th>Amount</th>
<th>Accept Award</th>
<th>Accept Partial Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Unsubsidized Loan</td>
<td>Estimated award</td>
<td>Fall 2015</td>
<td>$8,391.00</td>
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<td></td>
</tr>
</tbody>
</table>

## Unsatisfied Disbursement Requirements

You have been awarded a Federal student loan. Click the "Accept Award" tab and choose a decision for each fund you were offered. If you wish to

## Total estimated cost so far:

- **Tuition and Fees:** $3,066.00
- **Books:** $410.00
- **Room & Board:** $5,180.00

**Total Accepted Aid:** $8,391.00

**Total Costs:** $8,465.00

**Anticipated Cost:** $94.00

Click on each tab displayed on this page.
## Review and Submit

### Home > Registration > Review and Submit

<table>
<thead>
<tr>
<th>Degree Audit</th>
<th>Courses</th>
<th>Browse Textbooks</th>
<th>Housing/Meals</th>
<th>Apply Financial Aid</th>
<th>Review and Submit</th>
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</thead>
<tbody>
<tr>
<td>CRIM 490</td>
<td>$894.00</td>
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<tr>
<td>ENG 105</td>
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<td>BIO 101</td>
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<tr>
<td>BIO 101L</td>
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<tr>
<td>BIO 101 Lab Fee</td>
<td>$60.00</td>
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<tr>
<td>Textbooks</td>
<td>$410.00</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mills Hall Flex Plus</td>
<td>$5010.00</td>
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</table>

**Charges**

<table>
<thead>
<tr>
<th>Unsubsidized Direct Loan</th>
<th>$8,391.00</th>
<th>Credits</th>
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</table>

**Amount Due:** $94.00 **Total**

---

I understand that payment is my responsibility. I understand that fees will be assessed approximately 6 weeks prior to the beginning of classes and bills will be sent at that time. Financial Aid is subject to change based on eligibility, enrollment, and satisfactory academic progress and may be revoked at any time. Insert other disclaimers here.

[SUBMIT]
2016 Strategic Plan Key Question Committee – Final Report

**Question:** Looking critically at the most current student surveys, particularly NSSE, what are the implications for enhancing the ISU student experience?

**Members:** Kimberly Monte and Steve Stofferahn (Co-Chairs); Erin Sluyter, Sam Wetherell, Maggie Dalrymple, Faith Hudnall, Kevon Christian, Michelle Fowler, Trista Gibbons, Rusty Gonser.

**Summary:**

Based on a careful study of NSSE and BCSSE survey data, interviews with campus stakeholders, and an examination of peer institutions’ best practices, this committee has identified three key areas in which the ISU student experience could be significantly enhanced through future strategic plan initiatives, specifically with regard to academic advising, support services for working students, and the experience of online students.

**Key Findings Summary**

<table>
<thead>
<tr>
<th>Key Finding 1</th>
<th>Many ISU students wish to have a more meaningful mentoring relationship with their departmental advisors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Finding 2</td>
<td>Many ISU students find it difficult to balance school and work responsibilities, but are often unaware of existing support services.</td>
</tr>
<tr>
<td>Key Finding 3</td>
<td>Many online students are interested in developing a closer connection to ISU, but find that difficult to achieve outside the virtual classroom environment.</td>
</tr>
</tbody>
</table>

**Recommended Actions Summary**

<table>
<thead>
<tr>
<th>Recommended Action 1</th>
<th>Intentionalize the departmental advising relationship, particularly as students transition from University College to their major departments in the Sophomore year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended Action 2</td>
<td>Streamline and expand access to “self-care” time-management resources (including new apps) on the ISU website.</td>
</tr>
<tr>
<td>Recommended Action 3</td>
<td>Expand opportunities for online students to participate in student-centered activities and organizations.</td>
</tr>
</tbody>
</table>
Background:

The “student experience” on any campus is a constantly changing phenomenon, with both ups and downs at any given time. Still, the striking increase in recent years of the proportion of our students who identify ISU in the NSSE and BCSSE surveys as their top college destination choice bears witness to the great strides that the university has made over the past decade in fostering institutional pride, an essential component of the overall “student experience.” These surveys also point to positive developments in the areas of diversity, experiential learning, and community engagement, for which ISU is widely recognized. Having determined from the NSSE and BCSSE survey data three areas of focus for our designated topic (i.e., achieving academic success, balancing study and work, and integrating online students more effectively into the ISU student body), the committee endeavored to explore in detail both previous and present initiatives aimed at enhancing “the ISU experience” and expanded that investigation to include peer institutions. Studying Goal 1, Initiative 12 from “The Pathway to Success” provided some insights into the co-curricular side of things, with its emphasis on (and resulting accomplishments in) the intentional expansion of student events programming on the ISU campus.

With regard to the three areas noted above, academic success initiatives appear to be most heavily vested in Supplemental Instruction, the primary challenges being to identify students in need, and to match those students with the most appropriate resources. Streamlining that process across campus seems poised to occupy the attentions of the principal stakeholders in this area for the immediate future. The creation of University College to address the specific needs of first-year and transfer students has also re-shaped the landscape of student success, although it may be too early to tell what effect this will have on retention and on-time degree completion. The recent work of the Advising Task Force has likewise explored the challenges in fostering and maintaining effective advising across campus. The NSSE survey results and responses (for senior students in particular) draw attention to the key relationship between student and advisor, pointing out both negative and positive illustrations.

Helping students find an appropriate balance between academic study and on/off-campus employment does not seem to have been addressed in a systematic manner to date, although it is likely that it will, given the financial pressures facing many of our students and their families. However, several entities at ISU, including the School of Graduate Studies, Division of Student Affairs, Baptist Collegiate Ministries, Black Women’s Summit, and Student Counseling Center have highlighted the issue in recent years through various venues. The Work-Life Balance Conference has gained widespread recognition for its work on behalf of faculty and staff, so it seems likely that this will serve as an impetus and model for future student-based initiatives.

Finally, the Office of Extended Learning has pursued various strategies to connect online students more effectively to the ISU “student experience” over the past several years, particularly in ramping up its training of faculty teaching online, ensuring that distance students
have access to campus resources (e.g., Math and Writing Centers, supplemental instruction, tutoring services, etc.), and fostering increased interaction with on-campus students via technology classrooms in hybrid courses. This will likely remain a significant area of concern as enrollment and budget projections become increasingly bound up with these student populations.

**Analysis Methods:**

The committee met on a weekly basis throughout much of the fall semester. Each member studied the results for the NSSE (2013) and BCSSE (2015) surveys, identifying core points of interest. The committee as a whole then determined by consensus issues of “student experience” that might fruitfully be addressed in the next strategic plan, including academic success, school/work balance, and facilitating campus connections for online and commuter students. Three breakout groups were formed to investigate the background and development at ISU of each of these key areas. Each group met with various campus offices to gather applicable information, which was then shared and discussed with the larger committee. Brooks Moore attended the November 12 meeting to share his insights and provide feedback regarding the proposed areas of concentration. Each breakout team then went on to examine peer institutions’ best practices in the areas of academic success, school/work balance, and integrating online and commuter students, and reported their findings to the larger committee in early December, paving the way for the completion of the final report. The committee adhered to the following timeline throughout the fall semester:

**Late September-Early October:** FORMATION
- confirm committee members, including students, faculty, and staff from across campus
  * Assignment: Review strategic planning document flow; arrange regular meeting time

**October 15:** INTRODUCTION
- disseminate NSSE (2013) & BCSSE (2015) data for ISU to committee members
  * Assignment: Read through ISU survey data (sent via e-mail), especially the open-ended responses

**October 22:** DATA
- identify core points of interest from NSSE (2013) & BCSSE (2015) for further consideration
- MAP-Works overview
  * Assignment: Examine data from core points of interest (sent via e-mail)

**October 29:** ISSUES
- identify issues of “student experience” that can reasonably be addressed in the next Strategic Plan
- select teams/partners for each core issue
  * Assignment: Each team investigates its chosen issue’s background/development at ISU

**November 12:** BACKGROUND
- teams share background findings for each core issue
- invited guest Brooks Moore responds with further context, insights, suggestions
- identify peer/aspirational peer institutions
- Co-Chairs draft Progress Report, share via e-mail, incorporate revisions; submit November 16
* Assignment: Each team investigates how peer/aspirational institutions address its issue

November 19: BEST PRACTICES
- teams share insights gleaned from peer/aspirational institutions’ approaches
* Assignment: Each team identifies and justifies key findings supported by data/info

December 3: KEY FINDINGS
- teams share key finding(s) for their issues
- committee arrives at consensus for overall key findings
* Assignment: Each team identifies and justifies recommended actions supported by data/info

January 7: RECOMMENDED ACTIONS
- teams share (via e-mail discussion) recommended action(s) for their issues
- committee arrives at consensus for overall recommendations
* Assignment: Co-Chairs draft/share Final Report, incorporate revisions; submit by January 11

**Key Findings:**

**Academic success:**
Creating the conditions in which students may reach their full academic potential is the primary calling of any university, and is, of course, a complex and multifaceted endeavor. Ensuring access to supplemental instruction is vital, but as ISU already appears poised to streamline those efforts, the committee has chosen to call specific attention to the desire among many ISU students for a more meaningful mentoring relationship with departmental advisors that goes beyond scheduling classes.

**Study and work balance:**
As more students work more hours at on- and off-campus jobs to help pay for college, many are finding it increasingly difficult to balance the demands of school and part-time employment. ISU already has support services geared toward helping students find a workable balance, but these services are sometimes difficult to locate or to access. As a result, many students end up falling behind in their academic responsibilities, thus putting them at risk of not completing their degrees on time or at all.

**Online students as part of the student body:**
Since the growth of online enrollment is likely to remain an institutional priority in the coming years, it is in the university’s best interest to help online students find ways to “belong” in the ISU “community.” Many services and resources already exist to foment such feelings of belonging for traditional students, but these are not easily accessible for the online student.
**Recommended Actions:**

**Academic success:**
Having benefited from the guidance of University College professional advisors during their first year at ISU, most students will first meet department-specific advisors early in their Sophomore year. At present, both students and faculty advisors often express frustration at the fact that so much effort goes toward filling out degree-completion templates during advising sessions, that little or no time is left for the development of a meaningful mentorship as the student strives to establish her/his credentials in a chosen discipline. One way to address this problem is to follow the example of several peer institutions by placing a greater emphasis on the Sophomore year than is currently the case at ISU. Some go so far as to institute a Sophomore Year Experience, complete with a series of structured interactions among students and advisors, seemingly intended to facilitate mentorship. This would directly address the concerns noted by many NSSE respondents, but would also necessitate a continued reconsideration of how academic advising should be incorporated into tenure/promotion guidelines and/or remunerated at the College level.

**Study and work balance:**
Based on what our peer institutions offer and what ISU offers, it is evident that colleges have recognized that students find it increasingly difficult to balance the demands between their academic and non-academic lives. Some of that difficulty appears to stem from a lack of coordination between campus units whose responsibilities span this divide. A more coordinated approach to this issue by both Academic Affairs and Student Affairs would help ensure that students in need of help have more ready access to the resources already available. Having support and contact information both online and on campus is vitally important to reach students. The more effective use of current and forthcoming technologies will surely help students take advantage of “self-care” services, especially when it comes to efficient and productive time management. Adding “self-care” tabs to the ISU main web page, creating apps that are accessible by cell phones, linking meaningful videos to those tabs, and/or offering a related class through Sycamore Express or New Student Orientation could all prove useful.

**Online students as part of the student body:**
Services or resources across campus could be expanded to make it possible for the online student to be “involved” at ISU. Communication and marketing of current resources for the online student on the existing website could be adjusted so that students have a clear portal to the campus community. Wherever possible and practical, units/offices could coordinate efforts with Indiana State Online to make student activities, student government, community engagement, speakers, bookstore, library, wellness, and career center resources readily available for the online student. New technology or apps may prove particularly useful in connecting these students to core existing resources.
2016 Strategic Plan Key Question Committee – Final Report

Question(s):

- What are the top mental health impediments to student success for ISU students? How do ISU students compare nationally?
- How frequently do ISU students, who leave prior to graduation, cite mental health concerns as a reason for departure? What is the retention rate for students who use mental health services (on or off campus)?
- What resources are currently available to assist students in addressing mental health concerns? Are those resources meeting the needs of ISU students?

Members: Aimee Janssen-Robinson, L. Kenneth Chew, Shelby McConnaughey, Stephanie Pearcy, Zachariah Matthew, Judy Sheese, Greg Youngen, Haley Gravely, Katie Lugar, Virgil Sheets, Tamara Watts, Stephannie Gambill

Summary:

*Use this section to give a one-paragraph summation of your work and findings.*

Key Findings Summary

*Use this section to provide a brief list of the key findings from the detailed section in the document below.*

| Key Finding 1 | Availability of mental health providers on campus in the Counseling Center at ISU is below national standards and is not meeting the needs of ISU students |
| Key Finding 2 | In addition to additional providers, there needs to be more emphasis on bringing in diverse mental health providers who have a greater awareness of multicultural concerns |
| Key Finding 3 | Research consistently shows that students who use counseling services graduate at higher rates than students who do not use counseling services |

Recommended Actions Summary

*Use this section to provide a brief list of the recommended actions from the detailed section in the document below.*

| Recommended Action 1 | Expand the number of licensed providers in the ISU Student Counseling Center |
| Recommended Action 2 | Expand basic mental health awareness and training to the entire ISU community through Mental Health First Aid, QPR Training, or other evidence-based programs |
Recommended Action 3
Conduct a more thorough assessment of ISU’s student population through the NCHA to get data that is directly comparable to other institutions

Recommended Action 4
Review services for disabled students to address any gaps in communication and collaboration across campus, which will provide better services to these students

**Background:**

*Use this section to discuss what has happened historically in this area. This could be happenings, situations, or the environment at our institution, perhaps regionally or national –and then how this has affected us here and what the institution has done or not done in this area. This section does not need to be more than a page.*

Historically, college and university counseling centers were recognized as campus mental health settings that served students with lower to moderate level personal or mental health concerns that were related to their development as emerging adults. Many of these concerns centered on issues such as adjustment to college, mild depression, information and referral, anxiety, and relationship concerns. However, in recent years counseling centers have been forced to transition into addressing more severe and intense presenting concerns; now making many counseling centers very similar to community mental health providers. As a result of cultural changes associated with this generation and the increased severity of issues, the demand for services at college counseling centers has skyrocketed nationally, leaving many centers overwhelmed and unable to fully meet the needs of their respective student bodies.

Data suggests that approximately 1 in 4 young adults between the ages of 18 and 25 have a diagnosable mental health condition; and it is estimated that approximately 30 percent of students entering colleges and universities at this time have had prior experience in counseling or have been on some form of psychotropic medication before even stepping foot on a college campus. Because students are increasingly arriving at college and university campuses with greater mental health concerns and there is a reduced stigma to seek treatment due to prior experiences, they are seeking mental health services in record numbers.

According to the American College Health Association’s National College Health Assessment, the top three health impediments to academic performance are mental health related: stress, anxiety, and sleep difficulties, with depression following closely at number 5 after cold/flu/sore throat (ACHA). Additionally, results of the most recent National College Health Assessment (2014), which is conducted yearly by the ACHA, showed that within the past year approximately 86% of college students reported feeling overwhelmed by all they had to do; 54 percent reported experiencing overwhelming anxiety; 62 percent reported feeling very sad with 32 percent indicating that they were depressed to the point that it was difficult to function; and 37 percent reported feeling overwhelming anger. Please note that these findings are fairly consistent over the past 5 years.
As it relates to retention and graduation rates, research has shown that students who use counseling services tend to graduate at higher rates and are retained in higher numbers. Wilson, Mason, & Ewing (1997) found a 14 percent “retention advantage” for students in counseling versus those in a control group who were wait-listed for future counseling or never attended an appointment. A follow up study at Southern Illinois University found a similar result when their replicated study showed that students who attended counseling had a 25 percent advantage in graduation rate versus students who did not attend. A similar study here at ISU in 2010 found that the 6 year graduation rate for students who used counseling services ranged between 68 and 72 percent, whereas the overall student body graduation rate at that time was between 48 and 42 percent. In addition to graduation rates and retention, studies have also shown that students who use counseling tend to have higher GPAs and display fewer behavioral concerns.

As ISU goes into the next Strategic Plan Cycle, it is important to consider the impact of mental health services on retention and graduation rates as well as to the overall atmosphere of the University. As it relates to counseling on the ISU campus, the Student Counseling Center (SCC) is the department responsible for providing the majority of services to ISU students, while the two other clinics are more open to the community. Please note that the other clinics, the Psychology Clinic in Root Hall and the Grossjean Clinic, are training clinics for the doctoral and master’s graduate programs in psychology and do not work with the level of pathology or crisis situations seen at the SCC. As will be highlighted in subsequent sections, the SCC has seen similar trends as those mentioned earlier in overall usage and severity of symptoms. Many of these trends are also evident in the recent increases in behavioral incidents on campus, as indicated by the Office of Student Conduct and Integrity. As part of our commitment to graduating students in a timely manner and our responsibility to the ISU community, these issues related to mental health need to be evaluated and addressed.

References


Analysis Methods:

Use this section to discuss your methodology by which you collected data and information and the sources from which you collected it. This does not need to be a detailed bibliography but rather a discussion of how you got your information, where you got it, and why you chose to get it there. This section does not need to be more than a page or two.

The committee reviewed national data from:

- American College Health Association’s (ACHA) National College Health Assessment (NCHA)
- Articles from peer-reviewed journals
• Association for University and College Counseling Center Directors (AUCCCD)
• Available data from Indiana State University.

It is important to note that there is little information available about ISU students and the mental health impediments to academic performance they may be experiencing. This Committee reached out to both the Psychology Clinic in Root Hall and the Grosjean Clinic in the Bayh College of Education, both of which see very few ISU students and are not prepared to handle the severity or level of diagnosis of some students needing services.

The ACHA is the leading organization for college health professionals providing college health professionals with, collaboration networking, data, knowledge, and support that can guide and support policy, practice, and health service to students. The AUCCCD is the leading organization for college and university counseling directors. AUCCCD works to assist directors in providing effective leadership and management of their campus centers. These two organizations have the pulse of students and professionals as it relates to mental health.

The Committee reviewed the information indicated above including anecdotal information from committee members and their experiences as ISU employees.

**Key Findings:**

*Use this section to discuss what you learned. This section, along with recommended actions, should make up the bulk of your report.*

The committee determined the following to be the top three key findings following our work:

- **The availability of mental health providers on campus in the Student Counseling Center at ISU is below national standards and is not meeting the needs of students.**
  - According to the International Association of Counseling Services (IACS), which is the governing body for accrediting college and university counseling centers, “Every effort should be made to maintain minimum staffing ratios in the range of one F.T.E. professional staff member (excluding trainees) to every 1,000 to 1,500 students, depending on services offered and other campus mental health agencies.” As it currently stands, ISU has a staff to student ratio of 1 to approximately 2,250 students, which not only limits the ability of counseling staff to meet the current demand, but there are other adverse impacts as well, including limitations to the kinds of services that can be offered and high staff burnout. Based on Counseling Center data, it can take over two weeks for a first appointment during the busiest times of the year, with follow up after first appointment sometimes taking up to 6 weeks. Please note that this has the potential to become a major liability issue, especially with the number of crisis appointments and hospitalizations that have been reported over the past few years, with the current year currently setting a record pace for both.
  - There are two training clinics on campus, in addition to the Student Counseling Center; however, those clinics are staffed by graduate students and are primarily used by the local community.
In addition to additional providers, there needs to be more emphasis on bringing in diverse providers who have a greater awareness of multicultural concerns.  

As a whole, the ISU Student Counseling Center does a good job providing services to students from diverse backgrounds; and our African American and LGBT populations use the services at a rate higher than their reported percentage at the University. Nevertheless, the SCC would benefit greatly from adding additional counselors/psychologists from diverse backgrounds who can bring a greater level of cultural sensitivity and awareness to their work with ISU students. This would additionally allow for greater outreach and prevention opportunities and further reduce the stigmas that certain groups have about seeking mental health services.

Research consistently shows that students who use counseling services graduate at higher rates than students who do not.  

- A study at Southern Illinois University found that students who attend counseling had a 25 percent advantage in graduation rate versus students who did not attend. A study here at ISU in 2010 found that the 6-year graduation rate for students who used counseling services ranged between 68 and 72 percent, whereas the overall student body graduation rate at that time was between 48 and 42 percent. In addition to graduation rates and retention, studies have also shown that students who use counseling services tend to have higher GPAs and display fewer behavioral concerns.

- Research going back over the past 30-40 years has consistently shown that counseling services positively impact graduation rates of students who seek out those services. When combined with the fact that more recent data suggests that students are attending colleges and universities more and more having had prior experience with counseling or psychotropic medications, this is an area of service that needs to be considered strongly to meet the needs of ISU students. Not only does the provision of services assist in graduation and retention rates, but counseling has been shown to reduce related behavior concerns, disruption to the academic environment, and overall dissatisfaction with the collegiate experience, which in turn makes the university community more conducive to both academic and personal growth.

**Recommended Actions:**

Use this section to discuss what actions your committee believes the University should undertake given your findings and our current situation and environment. Recall that this should not be a call for more study.

1. Expand the number of licensed providers in the ISU Student Counseling Center.
   a. This expansion should include an emphasis on adding staff from diverse backgrounds.
   b. Bring the current pay scale more in line with both local and regional salary levels for mental health providers.
   c. Bring in providers who can expand services in the areas of substance abuse, men’s issues, and psychological testing/assessment.
2. Expand basic mental health awareness and training to the entire ISU community through Mental Health First Aid, QPR Training, or other evidence-based programs.

3. Conduct a more thorough assessment of ISU’s student population through the NCHA to get data that is directly comparable to other institutions.

4. Review of services for disabled students to address any gaps in communication and collaboration across campus, which will provide better services to students.

5. Over the next 3 years, work toward having the ISU Student Counseling Center obtain accreditation.

6. Expand outreach and prevention services to focus more on targeting underserved student groups such as International Students and Veterans.

7. With proper staff, expand collaborative efforts with Student Conduct and Integrity, Residential Life, the Center for Global Engagement, and Disabled Student Services.