



## Academic Department Student Success Plan Update: 2015-2018



### Context for Plan Updates

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

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

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

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

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

Sincerely,

Michael Licari  
Provost & Vice President for Academic Affairs

Joshua Powers  
Associate Vice President for Student Success

# Academic Department Student Success Plan Update 2015-2018

**Department:** Communication Disorders and Counseling, School, and Educational Psychology

**Department Chair:** Linda Sperry, CDCSEP Chair and Vicki Hammen, CD Program Director

**Department Mission:** Develop professionals to promote well-being, educate, and serve others.

## Department Freshmen (1<sup>st</sup> year) Retention<sup>1</sup> Goal(s):

To increase the percentage of freshman that return to the Communication Disorders program by 2% per year or maintain retention at 90%.

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

- A. All freshman will have a degree map in MySam by the end of the fall semester. Timeline: Annually beginning Fall 2015. Person(s) responsible: University College advisors with confirmation by CD program faculty [Solesky]
- B. Acknowledge the academic achievement of freshman by awarding honor roll certificates based on the university criteria for graduation honors at the annual NSSHLA banquet. Notification of the award will be sent to the student's parents at their home address. Timeline: Annually beginning Spring 2016. Person(s) responsible: NSSHLA advisor, currently Lee Anne Luttrell and Program Director, [Hammen]
- C. Provide all students with career options information during CD 119: Survey of Communication Disabilities course. Timeline: Annually in both Fall and Spring semesters. Person(s) responsible: CD 119 instructor, currently Faith Hudnall
- D. In order to clearly communicate with students that the major will provide knowledge and skills about communications sciences and disorders rather than entry into clinical practice the name of the major will be changed to Communication Sciences and Disorders. Timeline: Submission of curriculum change Fall 2015. Person responsible: Program Director [Hammen]
- E. Change course name for CD 119 to Introduction to Communication Sciences and Disorders to reflect new major title and increase transparency about content to freshman. Timeline: Submission of curriculum change Fall 2015. Person responsible: Program Director [Hammen]

<i>Retention Benchmarks<sup>2</sup></i> (by latest department)	<b>Fall 2012 Cohort:</b> 88.0%	<b>Fall 2013 Cohort:</b> 94.1%	<b>Fall 2014 Cohort:</b> 85.7%
	<b>Fall 2015 target:</b> 87%	<b>Fall 2016 target:</b> 89%	<b>Fall 2017 target:</b> 90%

*Other Freshmen Retention related benchmarks of focal interest to department<sup>3</sup>*

## Department Persistence to Completion Goal(s):

Increase the percentage of students that complete their bachelor's degree in four years by 2% each year.

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

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<sup>1</sup> Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.

<sup>2</sup> Department level current and historical retention and completion benchmark data to be integrated into the plan can be found through Blue Reports: <http://irt2.indstate.edu/cms/ir/blue-reports/>.

<sup>3</sup> A retention and completion rate is an essential benchmark, but it is not necessarily the only benchmark of interest to a department. Others of interest to the department can be integrated as well.

Our completion goals are already significantly higher than the ISU average. However, if a student decides to change their major as a junior or senior, it could negatively impact on-time degree completion. Some students may consider changing their major if they are struggling in classes or do not earn the minimum required grades for courses in the major. A master's degree is required to become a certified speech-language pathologist and it is a highly competitive process to obtain admission to a graduate program. Therefore, some students may choose to exit the major if they do not feel they will not have the credentials to gain admission to a graduate program. However, there are many career options that can be pursued with a bachelor's degree in this major. We need to inform students about the variety of career options available to them with an undergraduate degree with this major and to support them in college to career planning.

- A. Transition academic advising to Educational Student Services [ESS] staff. This will ensure consistent monitoring of the students' progress towards on-time degree completion. Training for ESS staff will be needed to orient them to the Communication Disorders major. Timeline for completion: Spring 2016. Person(s) responsible: CD Program Director [Hammen], Ken Coleman, Judy Sheese.
- B. Assign students a faculty 'mentor' in the Communication Disorders program. The mentor will meet with their assigned students at least annually to discuss post-graduation plans and provide the list of career options. Timeline for completion: Annually beginning Spring 2016 Persons(s) responsible: Program director and student support assistant will assign mentors to CD faculty [Stimley, Thomas, Luttrell, Solesky, Hudnall]. The student support staff will send an email to the student with their assigned mentors. Faculty mentors will meet with their mentees at least once per semester prior to the start of open enrollment. Mentor activities will be included on the CD faculty meeting agenda during October [to confirm they are being held] and November [to discuss any issues that were raised in the meetings]
- C. Add COUN 310: College to Career to the list of options to complete the Professionally Related Electives requirement Timeline for completion: Fall 2015 Persons(s) responsible: Program Director [Hammen]
- D. Assign students in CD 211 and CD 212 to a one hour small group lab/transcription practice session to be led by a graduate assistant to provide additional practice or tutoring. Timeline for completion: Fall 2016 for CD 211; Spring 2017 for CD 212 Persons(s) responsible: Course instructors, currently Luttrell for CD 211 and Stimley for CD 212

<i>Completion Benchmarks</i> (by latest department)	<b>Fall 2009 official:</b>	<b>Fall 2010 official:</b>	<b>Fall 2011 official:</b>
	28.6%	64%	70%
	<b>Fall 2012 target:</b>	<b>Fall 2013 target:</b>	<b>Fall 2014 target:</b>
	72%	74%	76%

*Other Persistence to Completion related benchmarks of focal interest to department*

- A. Acknowledge the academic achievement of second, third, and fourth year students in the major by awarding honor roll certificates based on the university criteria for graduation honors at the annual NSSHLA banquet. Notification of the award will be sent to the student's parents at their home address. Timeline: Annually beginning Spring 2016. Person(s) responsible: NSSHLA advisor, currently Lee Anne Luttrell and Program Director, [Hammen]
- B. Develop loyalty among majors through regular social events. Target date for completion: Fall 2015 then annually. Person Responsible: CDCSEP Social Committee Chairperson and CD mentors [Stimley, Thomas, Luttrell, Solesky, Hudnall]

**Other Goal(s), Action Steps, and Benchmarks of focal interest to department<sup>4</sup>:**

The percentage of diverse students in the Communication Disorders program does not represent the demographics of ISU. The field of speech-language pathology needs trained clinicians from underrepresented groups. Therefore, the CD program will also focus on increasing the percentage of students from diverse backgrounds that declare the major.

- A. Conduct class visits to the COUN 135: College, Career, and Life Planning courses and provide information about the major and future employment opportunities. This course is taken by students that enter ISU with an

Exploratory major and includes many students from underrepresented groups. Timeline for completion: Annually beginning Fall 2015 Persons(s) responsible: Communication Disorders faculty [Hammen, Stimley, Thomas, Luttrell, Solesky, Hudnall]

- B. Send the flyer developed for high school students to Indianapolis Public Schools with student interns in the School Counseling program. Timeline for completion: Spring 2016 Person(s) responsible: CD Program director [Hammen] and School Counseling Program Coordinator [T. Balch]

The CD program believes it is important that students in the major are prepared to enter the workforce. In Spring 2015 Hammen and Solesky worked with the Career Center to develop a Sycamore Career Ready [SCR] certificate program specifically for students in the major. We will have baseline data for the number of students that are pursuing a SCR certificate by the end of Spring 2016.

- C. Increase the number of CD majors that pursue a SCR certificate by 2% per year beginning Fall 2016. Persons responsible: Communication Disorders faculty assigned as mentors[Hammen, Stimley, Thomas, Luttrell, Solesky, Hudnall]