



## 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:** Electronics and Computer Engineering Technology

**Interim Department Chair:** William Clyburn

**Department Mission:** The Electronics Engineering Technology, Computer Engineering Technology, Automation and Control Engineering Technology and Information Technology majors optimize practical learning experiences to support the design and application of electrical and electronic circuits, electronic, computer system and automated system hardware and software components; leveraged by computer modeling, state-of-the-art laboratory experiences and small learner oriented classes.

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

Increase first year retention and career readiness of ECET Students by 2%.

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

1. Participation in New Student Orientation by talking with students/families in small groups about their chosen majors and answering academic content-related (and flight fees) questions for 25 minutes per NSO. ECET Departmental Contact: EdieWittenmyer. This will resume again in June of 2016
2. Updating of COT Residential Housing Program to link themed housing to specific learning communities/courses during the freshmen year. ECET Departmental Contacts: Edie Wittenmyer, Jarred Wurzberger, and Leon Seifers . Proposal to Residential Life by October 10, 2015.
3. Participating in pilot program that focuses (with specific outcome-based objectives) on student success in COT female STEM students through academic and career center programming. ECET Departmental Contacts: Jarred Wurzberger, Patrick Kubi, and Edie Wittenmyer. First meeting date is October 27, 2015.

<i>Retention Benchmarks<sup>2</sup></i> (by latest department)	<b>Fall 2012 Cohort:</b> 70.80%	<b>Fall 2013 Cohort:</b> 80.25%	<b>Fall 2014 Cohort:</b> 73.17%
	<b>Fall 2015 target:</b> 75%	<b>Fall 2016 target:</b> 77%	<b>Fall 2017 target:</b> 79%

*Other Freshmen Retention related benchmarks of focal interest to department<sup>3</sup>*  
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## **Department Persistence to Completion Goal(s):**

Increase the number of students who successfully continue to persist and complete undergraduate degrees in four and six years by 2%.

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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.

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

1. Continue to work with existing resources on campus (Math Department and David Sivley) to assist students in successfully preparing for and completing mathematics courses that are required for all ECET Majors. Dates: on going. Person(s) Responsible: Edie Wittenmyer and William Clyburn
2. Continue to host a departmental culture that is student centered (i.e., open lab times, open office hours outside of scheduled hours, etc.). Dates: on going. Person(s) Responsible: William Clyburn
3. Host ongoing discussions with new students regarding goals and abilities to ensure they have chosen the correct major of study for them. Dates: On going. Person(s) Responsible: Edie Wittenmyer and William Clyburn
4. Attend student hosted events (student associations, cultural events, etc.) to remain engaged with students outside of the classroom. Dates: Ongoing Person(s) Responsible: William Clyburn
5. Participating in pilot program that focuses on student success in COT female STEM students through academic and career center programming. ECET Departmental ECET Departmental Contacts: Jarred Wurzberger, Patrick Kubi, and Edie Wittenmyer. First meeting date is October 27, 2015.
6. Participation in monthly retention/persistence events and programs in the COT. Each event has a specific theme for students (fall welcome, priority registration, career center services, last day to drop, It's on Blue, etc.), to assist students in gaining information that will assist them in persisting. Contact: William Clyburn, Kara Harris, and additional COT Faculty and staff 8/25/15, 9/30/15, 10/27/15, 11/16/15, 1/28/16, 2/29/16, 3/31/16, 4/22/16
7. Offer night and weekend advising sessions to assist students take advantage of priority registration. Contact: William Clyburn, Kara Harris, and additional COT Faculty and staff 11/2/15, 11/7/15, dates for spring are TBD.
8. Contact students who are eligible to register, but have not. We have done this via email in the past, but plan to also contact them via telephone as well this year. Contact: Dick Baker, William Clyburn, Cindy Crowder, Kara Harris, Andrew Payne, Randy Peters, and additional COT Faculty and staff December 2015, May 2016.
9. Contact (email and letter to permanent address) sophomores, juniors, and seniors who show deficient on interim grade reports. Kara Harris October 2015, February 2016.
10. Assist in COT Academic Success Program for sophomores (and juniors upcoming). This program assists students who are at-risk as defined by faculty, university reporting (interim grades, attendance reporting, final grades, etc.), and intervenes with success programming. Dick Baker, William Clyburn, Cindy Crowder, Kara Harris, Andrew Payne, Randy Peters, and additional COT Faculty and staff. Dates for this program are on-going, as it is a program designed to assist at-risk sophomores in the COT.
11. Audit four-year plans and curriculum to ensure that unavoidable curricular barriers to programs are recognized, and a plan to assist students overcome barriers (without lowering academic rigor) is created. William Clyburn, Robert English, and Kara Harris, Spring 2016.
12. Continue with pre-graduation checks of all students who have applied for graduation so that deficient requirements can be identified (where applicable), and a plan to meet deficiencies can be made. COT Dean's Office, on-going.
13. Continue to work with an advising plan in the COT, to find ways to best serve students and the university in a systematic way. Contact: William Clyburn, Kara Harris, and additional COT Faculty and staff. Dates/timelines will be forthcoming when the advising taskforce findings are publicized.
14. Continue with pilot SI program in COT that replaced COT Tutoring Center. In working with Student Success the department is utilizing SI's for ECT 160, ECT 165, ECT 172, and ECT 281,. We will continue to track student outcomes in these classes and compare with historical data. Edie Wittenmyer, William Clyburn, and Kara Harris, information regarding fall 2015 cohort will be available in January 2016.
15. Create "Tech Success" group in conjunction with other departments and the Dean's office. This will be an informal working group who will brainstorm short-term tactical solutions to barriers to persistence to graduation. Richard Baker, William Clyburn, Cindy Crowder, Robert English, Kara Harris, Andrew Payne, and Randy Peters, 11/6; 12/4; 1/8; 2/5; 3/4; 4/1; 5/6

*Completion Benchmarks*  
(by latest department)

**Fall 2009 Cohort:**  
17.07%

**Fall 2012 target:**  
23%

**Fall 2010 Cohort:**  
27.42%

**Fall 2013 target:**  
25%

**Fall 2011 Cohort:**  
20.78%

**Fall 2014 target:**  
27%

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

Increased relationship to be developed with related business and industry with interest in information technology.

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

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<sup>4</sup> Departments may have student success related goals, action steps, and benchmarks that do not fit neatly into the other categories. If so, feel free to place them here.