

Academic Department Student Success Plan Update 2015-2018

Department: Languages, Literatures, and Linguistics

Department Chair: N. Ann Rider

Department Mission: Languages, Literatures, and Linguistics prepares students for active global citizenship with skills in world languages and the disciplinary tools of linguistic, cultural, and literary analysis. The Department's programs- especially through its immersion experiences- foster the cultural knowledge and sensitivity necessary for effective engagement with diverse populations in Indiana and throughout the world.

Department Freshmen (1st year) Retention¹ Goal(s):

1. Ensure that Freshmen are beginning the program in the right course and prepared for success.
2. Integrate Freshmen into the culture of the department.

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

Goal 1

- Ensure that freshmen take placement tests and are in the appropriate Language course in Fall
 - Inform NSO advisors of the need for the placement test (Responsible: Chair to NSO advisors; timeline: Nov. 11, 2015)
 - Assign one LLL faculty member to summer NSO advising. Responsible: Chair and Undergrad Director; timeline Nov. 11, 2015 (NTSO) and May 30, 2016)
- Ensure that Freshman majors are enrolled in their first Language course in fall; ensure that they are enrolled in LLL 200 in Fall or Spring of freshman year.
 - Make information widely known to UC advisors and on web site (Responsible: Chair send information to UC timeline: by Nov. 11, 2015 and May 30, 2016 and every Spring
 - Check Freshmen schedules for compliance (Responsible: Undergrad director and advisors in cooperation with UC advisors; Timeline: begin of Fall semester **before** last day to add).
- Encourage use of tutoring available in Language Learning Lab (Responsible: advisors, instructors of language classes; Timeline: each semester).
 - Advertise tutoring services in Language Learning Lab, including tutors visiting classes (Responsible: Lab director; Timeline: First week of Spring semester 2016 and throughout the year)
- Compile information about freshmen who did not gain listening and/or speaking proficiency in high school, but test into higher levels. Would they benefit from curricular acclimation? (Responsible: FYLP Committee charge for 2015-2016; Timeline: Survey freshmen and instructors in Spring 2016; recommendation by Fall 2016).

Goal 2

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

- Encourage freshman to join LinkingLanguageLearners (student club) (Responsible: Chair, LLL 200 , 100- and 200- level instructors in first month of each semester Timeline: begin of each semester beginning now)
- Development a “mentor” program between upper-level and freshman majors (FLYP recommendations by April 1, 2016; for implementation Fall 2016).

<i>Retention</i>	Fall 2012 cohort:	Fall 2013 cohort:	Fall 2014 cohort:
<i>Benchmarks²</i>			
(by latest department)	68.75%	72.00%	72.73%
	Fall 2015 target:	Fall 2016 target:	Fall 2017 target:
	75%	78%	81%

Other Freshmen Retention related benchmarks of focal interest to department³

- track success of College Challenge students in German once they enroll in ISU. Responsible: German faculty; timeline: 2015-2016; report data in fall 2016.

Department Persistence to Completion Goal(s):

1. Ensure that there are no curricular hurdles to 4-year graduation for students in single majors.
2. Ensure that advising practices support student success.
3. Integrate career readiness throughout curriculum; each student will be able to articulate clearly the knowledges and skills gained in Languages Studies that relate to professional and personal goals.
4. Develop curricular plans to completion for LS minors with majors in other programs.

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

Goal 1

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

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

- Perform an audit to identify potential curricular obstacles (including study abroad requirement); make recommendations. (Responsible: ADC; timeline: Spring 2016; report and recommendations by Sept. 1 2016).

Goal 2

- Review advising practices and make recommendations for revision as needed in addition to steps listed below. (Responsible: Undergrad director and advisors; Timeline: Submit recommendations by May 1, 2016).
- Develop an advising handbook for LS advisors. Responsible: Undergrad director and advisors; Timeline: Sept. 1, 2016.
- Incorporate intentional curricular advising (in addition to professional mentoring) of juniors and seniors into advising practices.
 - Audit records of Juniors and Seniors (majors only). Advisors will contact students who are at risk of not graduating in 4-years to request a specific advising appointment. Advisors will apprise students of what they would need to do to complete in 4-years through MySam notes. (Responsible: Undergrad director and advisors, beginning fall 2015 advising sessions and every fall)
- Identify double majors and work closely with them and the second advisor to determine if students can complete the double major in four years (14 percent of our majors are double majors). Responsible: Undergrad director and advisors; Timeline: fall 2015 and every fall)
- Collect data on why students choose not to graduate in 4-years when it is possible. Develop form for advisors and students. Responsible: Undergrad director and advisors; Timeline: Collect data during 2015-2016; report Sept. 1, 2016.

Goal 3

- Invite professional to conduct workshop for faculty on incorporating career readiness into the curriculum beyond that already done in courses (LLL 200 and 400).
 - Darcy Lear, Career Coach, scheduled for Nov. 3rd (Responsible: Chair; Timeline: Nov. 3, 2015)
 - Incorporate career readiness into appropriate courses (Responsible: Faculty and ADC; Timeline: by Fall 2016).
- Invite professional to conduct workshop with students on understanding their skills sets and how to articulate them in resumes and job interviews. Darcy Lear, Career Coach, scheduled for Nov. 3rd (Responsible: Chair; Timeline: Fall 2015).
- Promote *Success with CAS* activities. Responsible: Chair and faculty; timeline: Fall 2015.
- Revise LLL 200 and 400 to incorporate assignments that demonstrate student ability to articulate their skill sets (Responsible: Instructors of LLL 200; Timeline: for Spring 2016 course).
- Develop career readiness criteria for programmatic evaluation (Responsible: Assessment Committee; Timeline: 2016-2017 cycle).

Goal 4

- Develop curricular plans for Nursing, Criminology, Music and Business to facilitate on-time graduation of those students pursuing the LS minor. Responsible: ADC; Spring 2016 to distribute for fall 2016.
- Explore other degree programs where facilitation is possible. Responsible: Undergrad director; Timeline: report by fall 2016; develop plans during 2016-2017).

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4 Year

*Completion
Benchmarks*

	Fall 2009 cohort:	Fall 2010 cohort:	Fall 2011 cohort:
(by latest department)	16.67%	26.32%	22.2%

Fall 2012 target:	Fall 2013 target:	Fall 2014 target:
27%	29%	31%

6 year

*Completion
Benchmarks*

	Fall 2007 cohort:	Fall 2008 cohort:	Fall 2009 cohort:
(by latest department)	76.92%	61.9%	66.67%

Fall 2010 target:	Fall 2011 target:	Fall 2012 target:
68%	71%	74%

Other Persistence to Completion related benchmarks of focal interest to department

fall 2014 overall return rate: 75.6%

Other Goal(s), Action Steps, and Benchmarks of focal interest to department⁴:

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