

**CAS Student Enrollment and Success Plans
April 2015**



2014-15 End-of-Year Report College Initiatives

**College: Arts and Sciences,
Department of Art and Design**

Initiative Name:

Recruiting

**(including leveraging of Creative and Performing Arts (C&P)
Awards and advertising through *Creative Outlook* / MyMajors)**

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a few pages, including the budget.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

- Established partnerships with ISU Communications and Marketing and Admissions to strategize recruiting
- Creation of compelling department-specific advertising image to be used for advertising/recruiting (please see the attached examples)
- Creation of print ad and publication in *Creative Outlook* magazine that is distributed to high school art students across the country
- Inquiries and leads entered into admissions databases.
- Worked with admissions and the ISU Foundation to send email letters to more than 100 students (from inquiries) meeting the requirements for the Creative and Performing Arts (Visual Arts) Awards.
- Worked with admissions and the ISU Foundation to reach out to admitted students qualifying for the C&P awards
- C&P Awards distributed to 8 incoming Art and Design students.

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

- Since this was the first year with this recruiting effort we decided to see what kinds of response we have received to the outreach made by admissions. We decided not to send program-specific postcards to inquiries, but instead to focus on students qualifying for our C&P Awards as above.

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

The Department of Art and Design and Communications and Marketing paid for the first year of advertising and we are waiting for results to see how we may further direct or redirect these efforts. We recognize that it may take a few years of such recruiting to generate recognition and greater value. We will track ISU applications and admissions linked to these recruiting efforts.

We worked closely with the ISU Foundation when tying our recruiting efforts to our C&P Awards. We expect that we will become more adept when using Foundation's Academic Works system—last year there were some significant communications problems since we learned that every little change to the Academic Works system generates a new application “node.” Now that we are conscious of this, we are set to communicate less-specific URLs even if students have to go to a main Academic Works page and search for our scholarship—this will prevent future confusion and possible misdirection of applications.

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

Yes, we are already using the print ad image for graduate MA/MFA program recruiting. We have changed the copy and had posters printed for such recruiting purposes. Please see the attached examples.

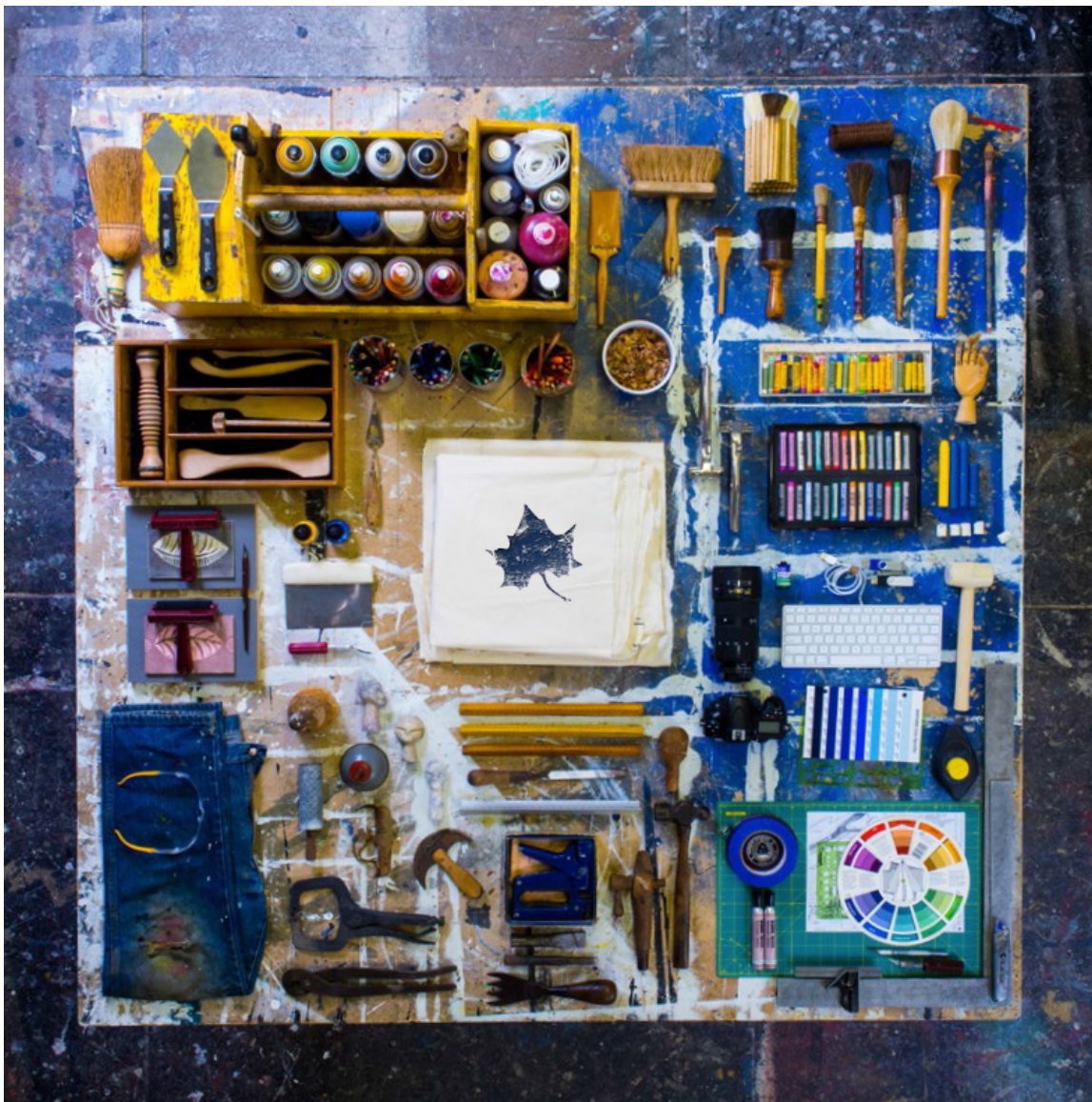
5. Is there anything else about your initiative you feel important to detail?

The grant is a multi-year endeavor, so we've yet to engage in any significant spending of funds. We decided to use directed emails instead of postcards in this first round of outreach and decided to look at responses to broader ISU recruiting outreach before sending more department-specific messaging. We expect our next major expenditure in the summer when we purchase our *Creative Outlook* print ad for AY 2015-16.

Itemized Budget Request with Line Item Description

Please include the budget details from your original plan and add a year to date expenditure for each item. Add lines as necessary. Contact Mike Snyder at x9697 with questions on this report.

Program	Expense	Budgeted Amount	YTD Amount
Art and Design	Printing of 1000 postcards for 2014-15 inquiries	\$140	\$0
	Postage for 1000 postcards for 2014-15 inquiries	\$480	\$0
	One-page ad for <i>Creative Outlook</i> , 2015-16 academic year	\$1700	\$0
	Printing of 1000 postcards for 2015-16 inquiries	\$140	\$0
	Postage for 1000 postcards for 2015-16 inquiries	\$480	\$0
	One-page ad for <i>Creative Outlook</i> , 2016-17 academic year	\$1700	\$0
	Printing of 1000 postcards for 2016-17 inquiries	\$140	\$0
	Postage for 1000 postcards for 2016-17 inquiries	\$480	\$0
Total		\$5260	\$0



Art and Design at Indiana State University

Equipping you for a lifetime in the arts.

Become the artist you were meant to be in our close-knit community:
Supportive faculty. Top-tier facilities. 24/7 studio access. Affordable tuition.
NASAD accredited. Call 800-GO-TO-ISU to arrange a tour. Or speak to
department chairperson William Garis, Ph.D., directly: 812-237-3697.

Bachelor programs in art and design:
Art History • Studio Art • Graphic Design • Art Education • Interior Design



Indiana State University
indstate.edu/art-design

THERE'S MORE TO **BLUE.**



Figure 1: A collection of art supplies, including paint cans, brushes, a palette, a color wheel, and a small wooden box containing a blue leaf-shaped object.



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: Art and Design (Funding)

Chairs(s): William V. Ganis

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

Goal 1. To eliminate barriers to information on the Department's web site and in our print materials so that prospective students can access accurate and consistent information.

- All information is accurate and up-to-date
- The first conversion to the Drupal platform has already taken place

Goal 2. To develop appealing materials, websites and social media that will appeal to prospective students.

- The first conversion to the Drupal platform has already taken place
- An ad hoc committee of William Ganis, Alma Anderson and Fran Lattanzio is formed to work on creating banner images for the new Drupal site, adding images of student artwork, integrating social media, creating faculty images that are far better than the awful ISU ID photos, and otherwise managing content
- Hired a student worker to develop content for and maintain the Department Facebook page
<https://www.facebook.com/pages/Department-of-Art-and-Design-Indiana-State-University/188464777882595>
- Delegated documentation of student exhibitions to University Art Gallery staff and posted many of these images to the Department's Facebook site.

Goal 3. Confirm viability and availability of scholarships used in recruiting, and strategize how these will be awarded.

- Strategize with ISU Foundation staff (Franci Rubin) about prompting students to apply for these scholarships
 - Worked with admissions and the ISU Foundation to send email letters to more than 100 students (from inquiries) meeting the requirements for the Creative and Performing Arts (Visual Arts) Awards.
 - Worked with admissions and the ISU Foundation to reach out to admitted students qualifying for the C&P awards
 - C&P Awards distributed to 8 incoming Art and Design students.
- awards
- Acknowledge recipients of awards at a Departmental award ceremony and through social media.

Goal 4. Identify and participate in three more recruiting opportunities.

- Identified National Portfolio Day Association as an organization to join and to participate in their art recruiting programs
- Fall 2015 Revival of Art Day that brings many dozen high school students to campus for a day of workshops.
- Purchases advertising space in *Creative Outlook* magazine and work with MyMajors (see college-funded) initiatives.

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

Goal 4. Identify and participate in three more recruiting opportunities.

- We've yet to join National Portfolio Day organization—Recruitment and Retention committee currently has its hands full with planning Art Day.

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

Goal 1. To eliminate barriers to information on the Department's web site and in our print materials so that prospective students can access accurate and consistent information.

- Expect the unexpected when it comes to Drupal—this overall site is fraught with problems and there will likely be months of growing pains until stability is achieved.

Goal 2. To develop appealing materials, websites and social media that will appeal to prospective students.

- Engage with new Gallery Director to create and shape events and market these thorough social media that includes the Department's sites and pages.

Goal 3. Confirm viability and availability of scholarships used in recruiting, and strategize how these will be awarded.

- Pin down Academic Works process through even more proactive engagement with Foundation. Also shape expectations of Foundation about how we give awards—and not have our greater entry and award processes shaped for convenience or the Academic Works tool.

Goal 4. Identify and participate in three more recruiting opportunities.

- Implement Art Day in Fall 2015 and learn from successes and opportunities

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

Goal 4. Identify and participate in three more recruiting opportunities.

- There is a graduate-level program National Portfolio Day program. Membership in the organization would allow access to both undergraduate and graduate recruiting events.

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

- While Admissions has helped to fund our Art Day recruiting activities in the past with \$2500 sums we have received very small support \$250 for the upcoming year. Vigo County High School teachers have come to anticipate this event and we have been told that they missed it for themselves and their students when we did not host this last year. While we recognize that there is recruiting value in this endeavor, our Department will not be able to sustain the effort without broader financial support.

2014-15 End-of-Year Report College Initiatives

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a few pages, including the budget.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

- Identified space to be used and equipment needed.
- Worked with ISU Assessment Officer to strategize equipment to be purchased based on portfolio software (likely Taskstream)

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

- We have yet to purchase specified equipment.

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

While we have a specific goal handed to us by our NASAD accreditors to implement a portfolio review process, the more particular goals of how to incorporate this collected data into meaningful assessment and student experience ultimately informs what information we assemble and what we expect from students.

The basic actions steps are a matter of purchasing and setting up equipment, but these are informed by assessment and what professional skills we expect students will learn from the process.

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

We expect that the tools we develop for the portfolio review will also be used for student awards and scholarships—we are already working with the ISU Foundation and their Academic Works system. Certainly,

students need to submit examples of their work for the awards—we believe that the portfolios students develop will translate nicely when it comes to application for awards. We learned this year that students will have to apply for all awards, so it is all the more necessary that they can make and submit quality images.

As mentioned above, our portfolio review efforts will be integral to meaningful learning assessment.

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

This initiative has proven important to showing our accreditors that one of their criteria for reaccreditation will be fulfilled. The commitment of funds towards solving the problem of portfolio implementation is particularly convincing. We have established with NASAD that our portfolio review process will be implemented starting next year, so we will make our purchases in time for the spring-semester process.

Another compelling reason to wait until next year to make purchases, is that we would stave off technological obsolescence. We feel it would be a mistake to buy equipment now only to have it waiting for our process to come together.

Lastly, the Department's Financial Administrative Assistant retired in February, we expect another Administrative Assistant will start within a few weeks, but we have working with interim help and have decided to focus on the department's day-to-day purchasing needs for the time being. We expect to get back to strategic, major equipment purchases in the summer.

Itemized Budget Request with Line Item Description

Please include the budget details from your original plan and add a year to date expenditure for each item. Add lines as necessary. Contact Mike Snyder at x9697 with questions on this report.

Program	Expense	Budgeted Amount	YTD Amount
Art and Design	Seamless Gray Background Paper (107")	\$45.00	\$0
	Seamless White Background Paper (107")	\$45.00	\$0
	(2) Photoflex Studio Softbox Large 1 Light Kit (120v)	\$1,111.04	\$0
	Nikon D7100 DSLR Camera (Body only)	\$946.95	\$0
	Nikon 52mm Circular Polarizer II filter	\$74.95	\$0
	Nikon AF-S Nikkor 50mm f/1.8G lens	\$216.95	\$0
	Apple 21.5" iMac Desktop Computer	\$1,179.99	\$0
	Ruggard Commando Pro 65 DSLR Shoulder Bag	\$89.95	\$0
	(4) Photoflex lamp 1000W/120v	\$159.80	\$0

	(2) SanDisk 16 GB Memory Card	\$39.90	\$0
	Manfrotto Aluminum Tripod w/3-way pan tilt head	\$359.99	\$0
	Manfrotto Complete Deluxe Auto Pole-2 Expan Kit	\$609.95	\$0
Total		\$4879.47	\$0

College: CAS**Initiative Name: Student Success & Retention Plan, Department of Biology**

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a few pages, including the budget.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

ENROLLMENT

#3 *Create a promotional packet and/or presentation on departmental programs and activities* to be delivered to students in Vigo County high schools. We have begun editing a Powerpoint presentation, and collecting images of research going on in the department. • Initiated Monthly Newsletter posting on departmental webpages;

RETENTION & SUCCESS

#1 *Increase student use of Math & Writing Center* Required students in core (Bio 350 and 374) and selected upper division courses with significant writing or math components to visit Math & Writing Center (at least once per semester).

#2. *By 4th week of fall semester posted on BB all scores on student courses work* •for ALL biology courses sent these grades to UC Advisors and did for all bio courses •Fa14 Scheduled workshop in the department for BB Grade Center for Biology Grad TAs and Faculty.

#6. *Enhanced Majors' sense of community.* •Enhanced Tri-Beta undergraduate honors club activities (seminar speaker) • Initiated Monthly Newsletter distribution to majors and posting it on dept. webpages; •Established hallway display screens (monitors) with rotating information about courses, help center hours, TriBeta activities, seminar speakers, etc; •Biology Web Pages –reorganized added UG research link and new info such as Tips for success link & content.

#7. *Fa14 inaugurated biology student staffing at new Help Center (Sci 115).* •Spent BIOL student wages in Fa14 (\$4,475). • Sp15 Enhanced number of hours the center was staffed by Biology Tutor, and in spent Student Success funding (\$4,444) and Dept funds (\$7,166). •Conducted Tutor Workshop with Dr Beth Whitaker's assistance Jan 2015. •All faculty added material to Sp15 Syllabi about Help Center.

COMPLETION

#1 *Increase motivation of biology majors to complete their degree.* •Disseminated information on post-graduate successes of former majors (this was done in part on departmental hallway newsboard). •Disseminated career-related information including large hallway posters, small tri-fold handouts and postings on our BIO Major BB group pages under a career link.

POST-COLLEGE ACHIEVEMENT

#3. Invite business professionals to interact with students in courses (e.g. Freshwater Biology class) and various Biology Clubs (e.g. Tri Beta Honors Society) 2

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

RECRUITMENT/ENROLLMENT: *Because the Bio major has been growing at a rate several times that which university enrollment has increased. We elected to delay most of these action steps.*

1. Survey current Biology majors to determine what factors were key in their decision to come to ISU and to become a Biology Major. [Fall 2014 develop survey instrument, implement Spring 2015, Undergraduate Affairs Committee]. *Was delayed by time taken up by Faculty searches in Spring*
2. Create a Biology Department Facebook page to assist in recruitment. This page will make available information on current information about classes, research, awards, deadlines, and news. [Fall 2014, Dr Hews, Interim Chair and Dr. O'Keefe]. *Was delayed.*
3. Create a promotional packet and/or presentation on departmental programs and activities to be delivered to students in Vigo County high schools. *[was targeted for Fall 2015, Undergraduate Affairs Committee].*
4. Create promotional video for the department to be used by Admissions and posted on web *[was targeted for Fall 2015, Undergraduate Affairs Committee]. Was delayed by 5-yr program review we are undertaking for CAS. Fall 2015 we will be celebrating 50th year of grad programs and will be creating alumni profiles for this, to be posted on the new departmental webpages.*

RETENTION:

8. Develop mechanism to obtain data on minority status to determine retention rates for minorities, and enhance minority interest in and involvement in the community of biologists on the ISU campus.

COMPLETION:

1. Develop mechanisms, include using tools now on campus (MAP Works), to track the success of students enrolled in Bio 101 through graduation.
2. Minorities Identify methods to track success of minorities; increase involvement of minorities in departmental activities (participation in student organizations, visiting speakers series, etc.; identify the resources needed to implement such activities. [Fall 2015, Undergraduate Affairs Committee]

POST-COLLEGE ACHIEVEMENT:

1. Work with ISU Alumni Office to develop mechanisms to track alumni [Fall 2014, Hews].

First destination survey is helping with this. Once we get a Facebook page up we will have ability to remain connected w our alumni.

2. Work with Career Center and regional employers to enhance career skills and identify employment and internship opportunities for students.

We have begun discussions w Darby Scism about this and discussed strategies.

3. Invite business professionals to interact with students (in courses and various Biology Clubs). *will be inviting alumni working in academic and non-academic jobs Fall 2015 to speak in department.*

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

ENROLLMENT

1. We are creating short PPT presentations for faculty and graduate students to use when they go into the community to speak about their research. We see this as one way to recruit more prepared students, which will enhance student success in the Biology Major. We will create a web page advertising topics on which students and faculty could speak. This benefits the grad students also, as it enhances graduate student's community engagement and education outreach, which is a significant factor they will be evaluated on in future grant proposals.

RETENTION

1. We have begun discussion about creating a math requirement (MAPLE test score) for enrollment in our first-year Biology 101 and 102 sequence.
2. We have begun discussions with Math & Computer Science to create a “Calculus for the Life Sciences” course that would use more content examples drawn from biology.

COMPLETION

POST-COLLEGE ACHIEVEMENT

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

- a. We have begun working with Math and Computer Sci Dept

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

Itemized Budget Request with Line Item Description

Please include the budget details from your original plan and add a year to date expenditure for each item. Add lines as necessary. Contact Mike Snyder at x9697 with questions on this report.

Program	Expense	Budgeted Amount	YTD Amount
BIOLOGY – Science Building Help Center tutors in Biology	This amount was in addition to the \$7,166 committed by the Biology Department	\$4,444	\$4,444
+ this was a proposal w Chemistry & Physics, and that department is managing the budget			
Total		\$4,444	



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: Chemistry and Physics

Chair: Eric Glendening

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

6. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

- Expanded assistance in the Science Help Center to include biology, in addition to chemistry and physics. Hours of operation were also extended from 20 to 35 hours per week. The total numbers of students served in the Help Center this year were 383 (biology), 1511 (chemistry), and 845 (physics). Usage in Spring 2015 across disciplines was essentially double that of Fall 2014.
- Began offering CHEM 101, Preparatory Chemistry, for students who are not yet prepared for the expectations of first-semester general chemistry (CHEM 105). Twenty-six students enrolled in 101 during 2014-15, with nearly half of the students switching from 105 to 101 because they found the former to be too demanding.
- Delivered 15 sections of 100-level chemistry laboratory courses in “dual” format, after piloting four dual sections in 2013-14. Faculty instructors teach two laboratory sections simultaneously, in adjacent laboratories, with the help of undergraduate teaching assistants. This change allowed the program to more efficiently deliver laboratory instruction, increasing the number of lecture sections available and decreasing the size of our lecture sections to a more manageable level. The change also gave a number of undergraduate chemistry students a valuable professional development experience in their responsibilities as teaching assistants.
- Expanded student employment opportunities by adding hours of operation to the Science Help Center and teaching assistant positions with the dual-lab instruction.
- Are beginning to offer every 100-level chemistry and physics course (with the exception of PHYS 101/101L) every semester to help ensure that students can enroll in these cognate courses when needed.
- Will have 18 students participate in research experiences in chemistry and physics in Summer 2015. A total of 53 students are currently committed to participating in the SURE (Summer Undergraduate Research Experiences) program in 2015 across biology, chemistry, geology, math, and physics.
- One physics faculty member attended the American Association of Physics Teachers (AAPT) meeting in Minneapolis in July 2014. The department also hired a new physics instructor who has research

expertise in physics education research.

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

- Did not write letters to perspective and accepted students, nor were scholarships in chemistry or physics offered to incoming students.
- Did not organize a “careers in chemistry and physics” presentation for students who are uncertain what opportunities are available if they choose to major in either discipline.
- Only 5 of the 16 students who participated in chemistry and physics research during SURE 2014 presented the results of their research at a regional or national meeting this year. Our goal is to have at least half of the SURE students present.

8. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

We do not foresee any changes in our goals or action steps in the near future. There are action steps that are not scheduled to be undertaken until this coming academic year.

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

We expanded tutoring services in the Help Center to include biology. The expanded coverage has required some additional coordination between the Biology and the Chemistry and Physics Departments.

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

We appreciate the student wage monies that were received from the Student Success Initiative in support of the Science Help Center. Tutoring was expanded to include biology. The hours of operation were also extended, from about 20 hrs/week to 30, so that the Center could assist more students. To serve biology, chemistry, and physics students for this many hours per week costs nearly \$25,000 for the academic year, of which \$10,000 was received from Student Success funds. The number of students seeking biology help was small, not surprisingly, because this was the first time that biology was supported by the Center. (We saw similarly low numbers when chemistry help was first offered in the Center several years ago.) We expect usage to increase in the coming year. We would like to continue offering tutoring services to students in the future and would hope that similar levels of funding may be available.

Itemized Budget Request with Line Item Description

Please include the budget details from your original pan and add a year to date expenditure for each item. Add lines as necessary. Contact Mike Snyder at x9697 with questions on this report.

Program	Expense	Budgeted Amount	YTD Amount
Biology, Chemistry, Physics	Additional student wage support for Science Help Center	\$10,000	\$10,000
Total		\$10,000	\$10,000



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: Communication

Chair: Mary L. Kahl

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

11. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

- Developed a Career Module. We have developed a module for inclusion in all of our Comm 101 courses that is designed to give students basic training in (a) researching a prospective employer, (b) composing a resume, and (c) writing a cover letter. Under the direction of Dr. Brian Johnston, our Basic Course Director, we have submitted and have received a Lily-funded grant from the Career Center to implement this module in all Comm 101 classes beginning in the Fall 2015 semester. We continue to work with Darby Scism on other joint ventures.
- Improved Departmental Website. We have worked to improve our departmental website to include more information for prospective students and greater explanation of our evolving curricula. In addition, we have developed workable links to Student Media organizations. We will be ready to make the move to Drupel by June 1st, thanks in large part to the efforts of a very committed undergraduate honors student, Ms. Elise Lima.
- Expanded Work with Local High Schools. We have forged more profitable alliances with local high school "College Challenge" teachers who offer Comm 101 to prospective ISU students. Dr. Johnston has provided these teachers with standardized assignments and grading rubrics that parallel what our ISU students encounter in their college-based sections of Comm 101.
- Received Graduate School Recruitment Grant. We received a "Hoosiers First" grant from the Graduate School to promote the enrollment of greater numbers of Indiana students in our graduate program. Dr. Mary Kahl authored the grant proposal.
- Enhanced Study Abroad Opportunities. We have increased our collaboration with two (and possibly three) universities in the UK in order to maximize study abroad opportunities for our undergraduate students. Dr. Kahl traveled to Ormskirk, England to meet with officials at Edgehill University and to Stirling, Scotland to meet with officials at Stirling University this spring. She also met briefly in Edinburgh, Scotland with a representative of Edinburgh University. The department entertained visitors from Edgehill University on our campus last fall.

1. Specific accomplishments/achievements in FY 15, continued

The purpose of these meetings is to develop coherent articulation agreements between the universities so that students who study abroad can receive major credit for specific courses.

- Received Foreign Student Recruitment Grants. Dr. Haijing Tu and Dr. Kahl each received grants to travel to China this June in order to recruit students to our graduate program. Dr. Tu was the primary grant writer.
- Sent Graduate and Undergraduate Students to Academic Conventions. Two undergraduate and three graduate Communication students had their research competitively selected for presentation at professional communication conferences.
- Increased student participation in professional organizations/groups:
 - a. Under the direction of Ms. Jennifer Mullen, we have reinvigorated our chapter of the Public Relations Student Society of America, enrolling nearly 50 members. Select PRSSA students attended a networking conference this spring in Nashville, TN, funded in large measure by the Vice President for Student Affairs.
 - b. Under the direction of Dr. Lori Henson, we have established chapters of the National Association of Black Journalists and the Journalism Association of America.
 - c. We inducted fourteen members into the National Communication Association's honor society, Lambda Pi Eta, this spring. This is the second year of inductions for the Pi Epsilon Chapter, reinvigorated under the sponsorship of Dr. Kahl. The inductions were performed at our annual spring scholarship and awards ceremony, held in mid April. All of our scholarship donors were invited to attend the event.
- Hosted Alumni Speaker. In an effort to promote networking with our departmental alumni, we hosted Union Hospital's Joel Harbaugh to speak about public relations in health care contexts. Ms. Mullen arranged this visit.
- Prepared Grad Assistants to Teach. We have trained the entirety our entering graduate cohort to teach Comm 101, beginning next fall 2015. This was accomplished by having the grad students serve as tutors for Comm 101 in the Fall 2014 semester and then by having them "shadow" current Comm 101 Instructors in the Spring 2015 semester. Basic Course Director, Dr. Johnston, has created a packet of course materials upon which these new TAs can draw and has worked with Dr. Michael Arrington, Director of Graduate Study, to pair TAs with Instructor mentors.
- Increased Undergraduate Enrollment. We increased our undergraduate enrollment from 341 majors (baseline, Fall 2013) to 375 majors in the Fall of 2014. Those students minoring in Communication grew, as well. Undergraduate minors totaled 32 in the Fall of 2014. These numbers reflect an increase that far exceeds the one percent per year goal that we set for ourselves in our initial Student Success Plan. In fact, we have already exceeded our 2017 goal for enrollment.

1. Specific accomplishments/achievements in FY 15, continued

- Disseminated Internship Opportunities. We have increased students' access to internship opportunities by posting information about internship placements in two prominent spots that student check frequently: (a) on our department Blackboard page and (b) on the Facebook page, Sycamore Journalists.

12. Objectives/Actions Not Achieved (*briefly explain using bullet points*):

- Static Department Retention. At the present time, we have not been able to improve our department retention numbers as we had wanted. With greater attention to quality advising, we hope to improve in this area. In fairness, we have attempted to improve the advising experience for our majors, even going to far as to remove a less than responsive faculty member from the advising process.
- Increase Outreach to Alumni. Our outreach to our alumni is not as robust as we would like it to be. Under the direction of Dr. Brian Johnston, we have developed a template for a multi-platform alumni newsletter. We hope to move forward on this project within the coming year. Problems with the low response rate to the “First Destination” survey have added to our difficulties in this regard.
- Create a LinkedIn Account. We have not yet done this.

13. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

- We may want to abandon our plan to develop an Outstanding Alumni Award until we have a more robust data base with information about our alumni.

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

- If this question is asking how to put the project listed in number 3, above, back on track, then the answer is likely for the Career Center to execute the “First Destination” survey more fully and then to work in collaboration with the ISU Foundation to provide more detailed information about our alumni. We have certainly reached out to Mr. Ken Menefee, at the ISU Foundation, to generate a list of current alumni and current donors. This effort has been partially stymied, however, by incomplete data.

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

- We have begun to invite our outstanding graduating seniors to apply for graduate school. The results of these efforts remain to be seen.



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: Criminology and Criminal Justice

Chair: Dr. Devere Woods

Committee Members: J. Tyler Burns, Dr. Jennifer Murray

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

16. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

September 2014: Sophomore Welcome Party from U.C.

Spring 2015: Increased use of Social Media in communication with current and former students through Facebook about potential job openings.

Summer 2015: Hiring Distance Ed. Assistant to help in high school and transfer student recruitment.

Fall/Spring 2015: Before and during priority registration, advisors met with CCJ courses and highlight the registration process and what dates are important for each respective class.

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

Outreach to surrounding high schools. Will increase with “CCJ Open House” in Fall 2015 and collaboration with Admissions/Welcome Center.

18. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

Outreach for CCJ specific students out of high school will be increased next Fall. The department is also working with Hoosiers First to increase recruitment through NOBLE.

Use of Social Media for department will be expanded to Twitter/Instagram.

Members of CCJ workforce will be invited to upcoming Sophomore Welcome Party to show them aspects of prospective jobs. Invitation will be extended to Police K9 unit to make presentation.

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

For the Fall 2015 Transition class, the sophomore welcome party will be a larger event, hopefully increasing participation. This could be something coordinated with common Minors/Double Majors for CRIM students to increase participation through other departments.

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

The use of “CRIM buttons” for the sophomore transition class seemed to go over well with the students. The idea of a fancier, more professional lapel pin for seniors also went over well.



2014-15 End-of-Year Report College Initiatives

College: Arts & Sciences

Initiative Name: EES Student Enrollment

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a few pages, including the budget.

21. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

Our main goal under the EES Student Enrollment and Success Plan is to increase majors. Several action steps were accomplished that are intended to increase enrollment:

- New brochures for the Earth and Environmental Sciences and Human and Environmental Systems majors were printed and we have begun to distribute them;
- Two Widescreen monitors have been purchased and will be installed in the hallway near S162 in May. These will be used to promote ESS degree programs, undergraduate research, and employment opportunities;
- Prospective student on-campus tours of the department have increased this recruiting cycle and all EES accepted students (n=50) have been contacted by email and invited to ISU for a tour and meet with students/faculty;
- Effort to increase new freshmen yield rate will not be known until fall enrollment is complete.

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

- Distribution of brochures to high school science teachers and counselors only recently initiated (so far only distributed to Turkey Run HS where we have already an established science teacher contact); brochures finalized/printed too late in recruitment cycle and we still need to develop a comprehensive contact list. Will pursue this again in August/September 2015 as the new recruitment cycle begins.

23. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

- Focus on individual student campus visits rather than organizing a day for all students to tour the department and meet faculty/students.

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

- Perhaps work with other science departments to establish a day for prospective students to visit and tour departments rather than EES only.

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

Itemized Budget Request with Line Item Description

Please include the budget details from your original pan and add a year to date expenditure for each item. Add lines as necessary. Contact Mike Snyder at x9697 with questions on this report.

Program	Expense	Budgeted Amount	YTD Amount
EES	EES Major Brochures	650	795
	EES Major Flyers	500	0
	Prospective Student Campus Visits	800	0
	Wide Screen Commercial-grade displays	3500	2647
Total		5450	3442



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: Economics

Chairs(s): John Conant

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

1. **Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):**
 - Use of supplemental instructors in 100/200 level courses increased to 50%.
 - All 100 level FS courses utilizing Blackboard Gradebook.
 - Capstone course survey to determine major hindrances to graduation designed and given for first time in April 2014. Will be given to second capstone course this April.
2. **Objective/Actions Not Achieved (*briefly explain using bullet points*):**
 - Survey to determine reasons for departure from major as no data on such students is yet available.
3. **Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.**
 - None determined.
4. **Do you see opportunity for this project to work more closely with another department or college, such that greater impact might be possible (*briefly explain*)?**
 - Working with SSED to establish a FS social studies Help Center which would complement our supplemental instructors.
5. **Is there anything else about your initiative you feel important to detail?**



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: English

Chairs(s): Robert Perrin

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

- *Contacts with Admitted Students.* The field of English is not a strong draw in these days of STEM and “vocational training,” but we’ve done a good job, I think, of promoting our majors to prospective students. If they do, in fact, come to campus for a visit, we provide an excellent experience (they and their parents speak with Jake Jakaitis, Director of Undergraduate Studies, and with me, chairperson). Many students who are also considering other schools ultimately come to ISU. *Personal* attention is a contributing factor, I think.
- *Improved Website.* We have “beefed up” our Web content to provide better descriptions of our programs and more support materials (course plans, applications for scholarships, and so on). However, converting everything to Drupal, with its limited design opportunities, has forced us to abandon the redesign of our homepage (on which we had intended to have visually distinct and direct program links—Undergraduate, Graduate, Foundational Studies, Lecture Series). Now we’re playing only with sidebar links, so it’s required additional rethinking. However, whatever platform we work in, the information is much improved.
- *Useful Links to Area Schools.* Through the College Challenge Program, we have created important links to nine area schools. Laura Bates, as the CC liaison for English, has been a welcome presence in the schools; she both observes and presents. Further, I have prepared a PowerPoint about college expectations that CC teachers share with their students.
- *Connections with the Career Center.* Earlier this year, I met with Nancy Rogers and Darby Scism to devise ways to connect with our Department and enhance our students’ opportunities. For our initial effort, Scism and I hosted a discussion session with teachers of English 305, 305T, 307, and 308 (the upper-division writing courses in which résumé development occurs). Participants shared many ideas, and Scism and I have subsequently exchanged ideas about further ways to enhance students’ professional writing and, of course, our further collaboration.



2014-15 End-of-Year Report College Initiatives

College: College of Arts and Sciences

Initiative Name: Student Success Funding –
Interdisciplinary Programs

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a few pages, including the budget.

26. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

- Alumni mentoring event for Women's Studies held on Feb. 25, 2015, approximately 30 faculty and students attended overall; 3 alums returned to campus (Kelly Bates-Oglesby, minister; Jami Luna, HS teacher; Lacy Conder, dairy farmer). Cost lower than expected by \$500.
- International Studies requires students to complete a Study Abroad program and selects one or two outstanding students for a Study Abroad award. We used student success funds of \$500 to support upcoming study abroad to Morocco for an International Studies student.
- Interdisciplinary Programs had planned to bring in a consultant to assist in unit organization, vision, and planning as we transition to the new Dept. of Multidisciplinary Studies. As it turned out, the search process for a new chair served much the same purpose, bringing faculty together with the external candidates to discuss our visions for the new program. It now seems that bringing in an additional consultant at this time makes less sense. We still plan on having a one-day workshop in May, and hope that our future chair may be able to be hired as a consultant for part of that. However, the budgetary amount needed will be closer to \$1000, not \$2000.
- Interdisciplinary Programs supported a variety of other initiatives over the year which contribute to the success of our students. In particular, we supported domestic travel to conferences and international study abroad travel for six students. I would like to request allocating an additional \$1000 of our unspent student success funds to these endeavors.
- Successful programming is clearly part of our student success efforts as students both participated in and helped organized Women's Equality Day, the Work-Life Integration

Conference, Women's History Month Colloquium, International Studies speakers, and the Take Back the Night March (WS 450 class).

- Gender Studies/Women's Studies hired two students to help with courses, programming and research this year using supplemental student worker funds. In these positions the students not only helped the program and other students, but learned new skills themselves.

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

Some changed per comments above

28. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

We look forward to furthering our student success work through collaboration with the other programs in our new department. One specific new initiative already planned by the Gender Studies program includes bringing a regional Women's Studies conference to Indiana State University in September 2015. Another suggestion is to bring students to the Association for Interdisciplinary Studies conference to allow them to learn about the student honor society associated with the organization. We also plan to continue involving students in research and programming working closely with faculty, as two students did in the Women's Studies program this year (partially funded with supplemental student worker funds).

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

One of the main tasks this year was to work closely with Philosophy and Sociology on the new Dept. of Multidisciplinary Studies, both in developing by-laws, and the search process for a new chair. In addition, as interdisciplinary programs, we cooperate closely with other departments and colleges to provide the needed coursework for our majors and minors, and to provide innovative and relevant programming.

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

Experiential learning and community engagement are important parts of our programs. We plan to continue giving these co-curricular opportunities to our students.

Itemized Budget Request with Line Item Description

Please include the budget details from your original plan and add a year to date expenditure for each item. Add lines as necessary. Contact Mike Snyder at x9697 with questions on this report.

Program	Expense	Budgeted Amount	YTD Amount
Interdisciplinary Programs	Alumni mentoring event	1700	1200
Interdisciplinary Programs	Study Abroad support	0	500
Interdisciplinary Programs	Workshop for Multidisciplinary program development	2000	1000(expected in May)
Interdisciplinary Programs	Support for student domestic travel to conferences and study abroad	0	1000
Total		3,700	3,700



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: Languages, Literatures, and Linguistics

Chairs(s): Dr. N. Ann Rider

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

Department Enrollment goals achievements

- 2-minute promotional video completed and distributed to area high school teachers. Implemented
- NSO advisors trained to identify students who have completed NNL to take placement test and continue language study. Implemented
- Chair has sent out letters to all students in FS courses who received A+, A, A-, or B+ to recommend they pursue the minor. Letters have also gone to Presidential Scholars who have completed high school foreign language courses. Implemented
- Banner placed on all LLL Blackboard sites, "Major in Anything, Minor in a Language." Implemented.

Total Enrollment Benchmarks: exceeded

Fall 2013 Baseline: 71 ug majors

Fall 2014 Benchmark: 72 ug majors;

Fall 2014 actual:¹ 102 ug majors

¹ BlueReports Data 4/27/2015



2014-15 End-of-Year Report College Initiatives

College: Arts & Sciences/School of Music

Initiative Name: Student Success Grants: Four Mini Grants

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a few pages, including the budget.

31. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

All four mini grants have been successful. Details in attached sheets.

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

Master Class Day and some curricular sequencing was abandoned because of insufficient resources available to offer classes each semester.

33. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

Intrusive tutoring in music theory classes was only partially successful. There were good, but not consistent results. Another semester or two potentially could show significant results after we get the program up and running more smoothly.

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

It address music specific issues.

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

No.

Itemized Budget Request with Line Item Description

Please include the budget details from your original plan and add a year to date expenditure for each item. Add lines as necessary. Contact Mike Snyder at x9697 with questions on this report.

Program	Expense	Budgeted Amount	YTD Amount
Mini Grant #1 (Concert Choir Performance At IMEA)	Charter Bus Student Meal Per Diem Totals	 \$2235	\$2185 <u>\$645</u> \$2185
Mini Grant #2 Music Education Promotional Materials	Brochures Display Board Photos Contact Cards Totals	 \$1000	\$375 \$188 <u>\$425</u> \$988
Mini Grant #3 Production of School of Music Promotional Video	JVC –Flash Memory Camcorder Lowepro—Camera Case Sunpak – Platinum Plus tripod Samsung – 32GB Memory Cards (5) Verbatim – 25 pack DVDs (2) Shipping cost for equipment: Subtotals for Equipment Production & editing costs Total Cost of Project	 \$925	\$281.20 \$17.99 \$19.99 \$114.95 \$15.98 <u>\$19.38</u> \$469.49 <u>\$450</u> \$919.49
Mini Grant #4 Intrusive Tutoring in Music Theory	Cost to hire 2 extra tutor for music theory	\$2310	\$2310
Total	Combined Totals for all 4 Mini Grants	\$6470	\$6402.49

**Student Success Grants From the College of Arts and Sciences:
4 Mini-Grants (\$6470 total) Final Report
and
Student Success Plan Final Report for 2014-15**

Mini Grant #1: Expenses to take Concert Choir to IMEA to perform for 275 All-State High School Students.

The Indiana State University Concert Choir was invited to provide evening entertainment for the 2015 Indiana All-State Honor Choir. This 325-voice ensemble had their rehearsals and concert during the 2015 Indiana Music Educators Association's State Conference, held in Ft. Wayne January 15 – 17, 2015.

The All-State Honor Choir consists of the many of the finest choral musicians in the state of Indiana and it is a wonderful honor to be invited by the All-State Coordinator to be the only entertainment for the group. From an ISU perspective, there could not be a better opportunity for recruiting than this event.

Mini Grant #2: Production of a Music Education Promotional Brochure. See Attached Report.

A new music education brochure is currently in design stage and will be printed this summer. Communication and Marketing will pay half of the printing cost of the brochures. With the saving from this, the committee decided to also design and print contact cards for prospective students. Some complete details in final report later in this document.

Mini Grant #3: Production of a School of Music Promotional Video

The ISU School of Music's Committee for Student Enrollment & Success is in the process of creating a comprehensive recruitment plan. As part of this plan, an idea was developed to create a dynamic, high-quality promotional video that would promote the School of Music and its vast array of educational and performance opportunities. This video would then be mass-produced and shown to potential students at recruitment events.

Mini Grant #4: Intrusive tutoring for Music Theory and Skills (\$2310)—Attached Report.

Two tutors were hired for intrusive tutoring. There is evidence of improved retention with the student who regularly attended tutoring. There were some issues with implementation, but overall we feel this experiment was a success and would be more successful next semester if the program could continue. Please see complete report attached later in this document.

Student Success Plan Final Report

Department Enrollment Goals for 2014-15 academic year.

To increase the number of music majors to 200 by Fall 2017

I. Action Steps

- A. Reorganize Music Day, Music Career Weekend, and All-Star Band

With a very vigorous campaign to publicize our November Career Day, the ISU School of Music hosted 89 potential students and their family members. This was the highest attendance for this event in many, many years. Attendees enjoyed a full day of activities.

Additionally, in an effort to provide greater focus on the auditions, we did away with the 2-day Music Career Weekend and created a series of Monday and Friday audition dates. We will continue to tweak this model to insure that potential students have the most comprehensive and enjoyable audition experience as possible.

All-Star Band was canceled for 2015 because of scheduling conflicts, but will return in January 2016 as an important recruiting event.

- B. Begin a Master Class Day

No activity in this area.

- C. Re-evaluate and strengthen use of student organizations to volunteer to tutor in local schools.

Students taught as part of the Education Block in area schools including Riley, Sugar Grove, West Vigo, Lost Creek, Dixie Bee, North High School, Terre Town, and Otter Creek. No actual pursuit of individual tutoring took place.

Department Retention Goals for 2014-15 academic year.

Increase retention rate for undergraduate music majors to 80% by 2017.

II. Action Steps

- A. Develop interview and questionnaire procedures to assess patterns of why students drop and/or declare music as major after the initial semester.

School of Music advisors developed a short 5-question survey to help determine why students leave the major in their first year. It was found that music students who leave the program may be divided into four categories:

- 1) Academically dismissed, 2) Decided that music was "not for them,"
3) Financial difficulties, 4) Other (program was what they wanted, illness, etc.).*

- B. Assess the use of current scholarships to improve retention by assisting high achieving students and/or those with unique financial needs.

There have been many changes in how foundation scholarships are offered at ISU with the introduction of AcademicWorks. Most foundation scholarships, unless specifically required by the terms of the scholarship, were used for current students based on student success and need. In the past these scholarships would have been used to attract new student to the university. This should help with retention of current students.

- C. Assess the sequencing and class size of music major courses (e.g., MUS 150, 350, and 351) to address issues that often complicate degree completion.

Regarding two other Foundational Courses that are required for Music Majors, MUS 350 (UDIE) and MUS 351 (Historical Studies (HS), with higher than desirable DF rates, MCAC looked over the past 5 years and compared them to comparable FS courses in the UDIE and HS categories. It was found that in some semesters these classes had as many as double the number of students as other comparable courses in those categories. MCAC discussed and explored the idea of limiting enrollments to 35 students per course and offering both courses each semester. This was subsequently found to be unfeasible due to the resources that that plan would require.

Department Completion Goals

Increase the 6-year graduation rate of music majors to 45% by 2017.

III. Action Steps

- A. Work with the Career Center to improve the process by which students procure internships (Music Business) and other field experiences (Music Performance and Liberal Arts majors).

The Career Center presented to music majors during the school's regularly scheduled recital hour and students were made aware of their services, certificates, and other opportunities.

- B. Continue to support collegiate professional organizations (e.g., Collegiate Music Educators National Conference and Kappa Kappa Psi) to interact with Professionals in their fields through attendance at state and national conference and through guests on campus.

Several student organizations sent students to national conferences.

•National Association of Music Education (NAfME) sent 10 students to the National Conference in Nashville, TN in October 2014.

•American Choral Director Association (ACDA) Members of ISU student chapter attended the summer conference of the Indiana Choral Directors Association at the University of Indianapolis in July 2014.

•Sigma Alpha Iota (SAI) students attended Province Day at Butler University in March 2015 and will attend the SAI Triennial International Convention in St. Louis in July 2015.

•NAfME brought 13 professional guests to campus for music education students including Rusty Briel, Josh Torres, Dan Peo, and Jim DeCaro to name a few.

•Dr. Roby George brings professional guest to campus for his Summer Conducting Symposium such as Tim Foley in July 2015.

Student Success Mini-grant Projects

PROJECT Mini Grant #1

The Indiana State University Concert Choir was invited to provide evening entertainment for the 2015 Indiana All-State Honor Choir. This 325-voice ensemble had their rehearsals and concert during the 2015 Indiana Music Educators Association's State Conference, held in Ft. Wayne January 15 – 17, 2015.

The All-State Honor Choir consists of the many of the finest choral musicians in the state of Indiana and it is a wonderful honor to be invited by the All-State Coordinator to be the only entertainment for the group. From an ISU perspective, there could not be a better opportunity for recruiting than this event.

The total cost for this project was \$2,185.00

Charter Bus transportation = \$1,540

Student meal per diem = \$645.00

PROJECT Mini Grant #3

The ISU School of Music's Committee for Student Enrollment & Success is in the process of creating a comprehensive recruitment plan. As part of this plan, an idea was developed to create a dynamic, high-quality promotional video that would promote the School of Music and its vast array of educational and performance opportunities. This video would then be mass-produced and shown to potential students at recruitment events.

The cost for this project is broken down as follows:

JVC – Flash Memory Camcorder	\$281.20
Lowepró – Camera Case	\$17.99
Sunpak – Platinum Plus tripod	\$19.99
Samsung – 32GB Memory Cards (5)	\$114.95
Verbatim – 25 pack DVDs (2)	\$15.98
Shipping cost for equipment:	\$19.38
Total for equipment:	\$469.49
Production and editing costs (including labor)	\$450.00
Total cost of project:	\$919.49

To: College of Arts & Sciences Mini Grant #2

From: Dr. Julia Heath-Reynolds

Date: April 19, 2015

RE: Final Report for Grant Project, Music Education Brochure/Recruitment

This project to create glossy, tri-fold brochures for the Music education program for recruitment will be successful. It is not completed as of yet, but the design work, photos, and information are being assembled. We are able to print 2000 brochures that will provide information about the Music Education program here at ISU. These brochures will not be prepaid mailing brochures, but the correct size to mail with added postage. We will be able to distribute these brochures at recruiting events around the state as well as the region. We will also have information at the ready for students who visit the campus and are interested in the Music Education program.

Working with Ted Wilson in Communications and Marketing has been fruitful. He has matched the monies from the grant because the brochures will be used for recruitment. We are only encumbering \$375 of the allotted funds for the brochures.

A secondary project was to update the display board we use at events. The photos were old and underwhelming. We printed a variety of sizes and had them mounted to foam core for a polished, professional look. The photos were approved by members of the committee and represented the variety of programs we offer in the School of Music. Total expense for the photo printing and mounting was \$188.

Of the total \$1000 offered through this grant for recruitment, we are initially using \$563. We were unaware of the additional funds that were available through Communication and Marketing. We are including a third project to update contact cards for prospective students with the remaining \$425. The total spending for this recruitment project is \$988.

Proposed Budget		Actual Expense
Brochures	\$1000	\$375
Display Board Photos	\$0	\$188
Contact Cards	\$0	\$425
Total:		\$988

Status Report: School of Music Undergraduate Core, Spring 2015
Mandatory Tutoring Unit
Mini Grant #4

Introduction

For the Spring term of 2015, Dr. Paul Bro wrote for and was granted an award on behalf of undergraduate students in Music Theory and Skills who needed tutoring in either or both areas. It had become evident that students in the Theory Core needed more intensive drills and basic fundamentals practice than could be accomplished in just the class hours scheduled per week, and in an effort to meet that need and to improve retention and raise the graduation rate, the director devised a new (“intrusive”) theory tutoring initiative, to include the following:

Two additional tutors were to be identified as skilled and experienced in the range of levels needed—and were to be added, beginning in January 2015, following a schedule of tutoring as devised, including all four tutors (2 from previous tutoring area and 2 new ones supported by this new initiative.) A five- day schedule was posted covering all four levels of Theory and Skills, plus Fundamentals. (There were also weekend hours, flexible and adjusted every other week.)

It was generally agreed among the Theory faculty that the new semester’s syllabi would include a descriptive “required” clause, so that students who needed it would be fully motivated (persuaded) to avail themselves of this new, cost-free service, and so that they would know in advance just how the tutoring would be counted in their grade. To that end, the following clause was provided to the faculty by the Coordinator for inclusion in all Core Theory syllabi.

Course Expectations and Preparation: Music Theory Tutoring Requirement (Jan. 2015)

It is expected that every student who enrolls in music theory and music skills courses will actively engage with the assigned class materials by practicing them diligently, just as one would do in preparation for a private lesson, in order to ensure proficiency as well as improving overall musicianship. In order to help this process along, regular quizzes and tests will be scheduled and class participation will be noted as a part of the grade. Both scores and musicianship may be improved through tutoring as provided by the School of Music; all students are encouraged to make use of the designated course tutors, though they are intended specifically toward written and skills aspects of the Theory coursework. All students enrolled in Theory and/or Skills whose grade falls below 70% (either in cumulative average or on a weekly quiz or test) are required to attend course tutoring for ONE hour per week until the affected grade improves.

Theory tutoring is offered either in weekly small group sessions or, when more appropriate, in one-on-one skills lessons, and focuses on various theory topics and skills/strategies as review of course content. Those required to participate in mandatory tutoring must do so until their course grade meets or exceeds 70%. Failure to attend mandatory course tutoring during any period for which it is required will result in a failing grade for that week.

At the first signs of trouble in the class, students were to receive notices by e-mail and/or Blackboard Grade Averages indicating concern, thereby identifying what might be done to help the student raise the grade.

Guided by graded and returned class materials and especially with these additional tutoring opportunities, those students who chose to pursue the supplemental tutoring and practicing assistance, were able to restore much of their grades and more importantly have found a way to “catch up” when they’ve fallen behind, under the guidance of both the faculty member and the tutors. This has major benefits, not the least of which is potentially cutting back the time to graduation (i.e. getting the “Fundamentals” semester potentially caught up) and having a stronger concept for musicianship overall. There are a number of reasons to maximize the Theory tutoring option, all of which strengthen the Music major on all sides. These are funds well spent.

However – these tutoring dollars might still be maximized more efficiently; this funding didn’t stretch as far as we had hoped, for a number of reasons, all of which can be adapted:

1) First and foremost, the way in which this was to be implemented, *has not been fully aligned among the Theory faculty*: one faculty member did not agree with requiring the tutoring at all, and instead has presented it only as a way to encourage students toward outside help, stating that “sophomores” really should not have to be coerced into getting help. Another faculty member requires the tutoring only once a particular *milestone* had been failed, such as a test or quiz. Others, the Coordinator included, requires her students to keep track of all scores on Blackboard so that at the first sign of distress, remediation was to be initiated. Having all faculty aligned with the same procedure would have been best.

2) Area tutors were asked to submit a listing of those students who attended each week to their respective faculty members, stating exactly what was worked on. Tutors had to be in close consultation with faculty in order to know what to work on with the students, since the tutors do NOT have access to Blackboard or individual grades. To the greater extent that this happened, the tutoring initiative was most successful. Yet, some of the tutors did not meet this requirement (Scott and Harding met this requirement consistently, reports available; Canfield met this requirement with less frequency (some e-mail reporting available); Ewusie-Mensah did not communicate in this way (perhaps with another faculty member? Unreported to me, though it was requested)

3) Even with the tutoring ***initiative listed as a class requirement***, many students who desperately needed the help, simply did not make time to go. Even at no cost to themselves, many of the students – especially sophomores and older--did not seem to appreciate the fact that these resources were being provided at no cost to them. (In Blackboard, we can generate individual reports of sign-on, activity and a student’s awareness of their current grades in a class, and the need to go for tutoring--and yet in spite of all these advantages, and even reminder e-mails – see sample below--**** many of them simply refused to go.

Sample Tutoring E-mail Contact/Reminder from Dr. O (Spring 2015)

Dear Student -

You are receiving this message because of your current score on a quiz and/or class average in Music Theory II; you’ll need to attend Mandatory Tutoring for this class beginning this coming week, and continuing, until your score comes up (your tutor and/or professor will advise you of improved status in the class, and you may review Blackboard at any time). A schedule of sessions available is attached; your tutor will submit your attendance and progress to your professor.

Remember, this tutoring is required (see class syllabus); do not jeopardize your class grade by failing to attend! Go and get the help you need for the class.

Sincerely,

Dr. O

CC. tutors- Heather Scott, Frank Harding, Nathan Canfield, Nathan Ewusie-Mensah

Laila R. Kteily-O'Sullivan, Ph.D.

Coordinator, Music Theory & Aural Skills

Undergraduate and Graduate Music Theory Core

4) Even with a more than adequate number of scheduled tutoring hours, some “one on one, individually available” appointments, and others in group settings at various “convenient-for-students” times, students found reasons not to go related to “scheduling conflicts;” Some of them insisted on meeting with a faculty member only and did not give the tutors a chance to work with them, (even though the tutors are in consultation with the Coordinator multiple times within the week, regarding the whole range of Theory courses.) Insisting on meeting only with faculty members outside of class is not realistic for obvious reasons, even with copious office hours kept; and, those who did consistently meet with the tutors found their grades and skills improving consistently.

The good news:

Though the reports generated by Brad Byers office seem to indicate a less than optimal turnout (Center for Student Success), I don't believe these reports tell the whole story:

- The report I received only showed activity up through 3/26, so the semester's progress is not complete here
- There is no way from this report to see the “regulars,” the repeat visiting students who came to tutoring week after week, and grew exponentially from it.
- Each student we *are not able to retain* must be costly. So perhaps we need to look at the overall picture and consider how to increase the “regular attenders” for future semesters.
- Reviewing the reports from the tutors (Harding and Scott) shows not only the names of our regulars, *students who show up week after week*, but also lists what they worked on, and progress they've made (areas of growth)
- These facts are “better data” than merely how many students showed up
- I believe a comparison of the data here (“repeat attenders”) with their end data (final exam scores, overall final grades) will be a better determiner of how truly valuable our tutoring initiative has turned out to be: see attached tutors reports and notes
- ***How much is one student retained in our program actually worth?***

Section II. A. Leaving the Major Exit Interview

1. Are there one or two major factors that most heavily influenced your decision to change majors?
2. What have been the most rewarding parts of being a music major?
3. What have been the most frustrating parts of being a music major?
4. If you could give advice to other freshmen entering the School of Music, what would it be?
5. Are you interested in continuing to participate in music as an ISU student or pursuing a minor in music?

Music Students who leave the program may be divided into four categories:

Academically dismissed

Decided that music was “not for them”

Financial difficulties

Other (program was what they wanted, illness, etc.)



2014-15 End-of-Year Report College Initiatives

College: Arts and Sciences

Initiative Name: Mathematics & Computer Science

Peer Assistants

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a few pages, including the budget.

1. **Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):**

Every freshman-level course for all majors in the Department of Mathematics and Computer Science had a peer assistant in Spring 2015.

- CS 151 Introduction to Computer Science (3 sections)
- CS 201 Computer Science I (1 section)
- MATH 122 Analytic Geometry (1 section)
- MATH 131 Calculus I (2 sections)
- MATH 132 Calculus II (2 sections)

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

We do not yet know if this initiative was successful since at the date of this report, final grades are not yet available since the semester is still in session.

3. **Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.**

We would like to continue the program if the data shows that having peer assistants in these courses improved the DWF rates of students in these courses, particularly for students



2014-15 End-of-Year Report College Initiatives

College: College of Arts and Sciences

Initiative Name: Student Success Plan: Philosophy Dept.

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a few pages, including the budget.

36. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

- Fall 2015 Prof. Goswami attended breakfast with employers sponsored by Career Center, along lines with goal of reaching out to Career Center to work with Philosophy majors
- Participated with a table at the CAS Homecoming Tent (Chair, Debra Israel)
- Brought in speaker, Eva Kor, Fall 2015, to a full house in the Library Events area, as part of the class in Bioethics of Genome Science (Prof. Barad)
- First year of new course Bioethics of Genome Science, both on-campus for students minoring in Genomic Advocacy and distance for the graduate certificate in Genomic Advocacy
- Participated with table at Human Rights Day. Exhibit highlighting the service-learning done by students in Phil 201: Ethics and the Good Life courses. Philosophy majors staffed the table and interacted with other college students and high school students attending Human Rights Day events
- Participation in Diversity Series (Prof. Goswami)
- Teaching participation in Honors program and Women's Studies program (Prof. Goswami)
- Great Ideas Philosophy Club continued meeting with new students (Prof. Grcic, advisor)
- Supplemental Instruction report: While few students took advantage of this program, those few students benefited considerably. The tutoring was better utilized than the Supplemental Instruction. One of the supplemental instructors suggested that students coming earlier in the semester would be more beneficial than coming after they have problems. Faculty may want to provide incentives for attendance early in the semester.
- Philosophy majors participated in the process of hiring a new tenure-track professor in Philosophy, meeting with the candidates, and listening to their professional presentations. The position is for a Bioethicist, and the department faculty integrated faculty from the Center for Genomic Advocacy into the search process. We brought four candidates to campus, spending about \$1,400 more than the budgeted amount. The process was highly beneficial, and even more worthwhile for the students than bringing in one speaker, as had been planned. The funds

needed in the future for the consultant on social media will not be as high as anticipated, since a local expert agreed to help with this.

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

- The time required to bring in the candidates for the tenure-track search and the new chair of the Multidisciplinary Studies department meant the goals of bringing in an additional speaker, bringing in a consultant on social media, and bringing in alumni needed to be postponed.
- In investigating a consultant on social media we found that one of our part-time temporary faculty (Dr. Steve Harris) is locally available to provide these consulting services. Plan to pursue this next year.
- The students were also interested in having Dr. Steve Harris come to speak to their club.
- Printing of the brochures will be finished in May.

38. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

Will need to continue re-evaluating use of Supplemental Instructors. Tutoring should be expanded.

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

One of the main tasks this year was to work closely with Sociology, Women's Studies, International Studies, and Multidisciplinary Studies on the new Dept. of Multidisciplinary Studies, both in developing by-laws, and the search process for a new chair. Also, as already mentioned, our faculty participate with the Center for Genomic Advocacy, Women's Studies (now Gender Studies) and the Honors program. These collaborations will expand the opportunities for Philosophy students. The social media project would involve other departments.

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

Bringing alumni back was postponed, but will be a very valuable part of the student experience. Encouraging success of the student's Great Ideas Philosophy club, developing the students' own ideas and encouraging participation in undergraduate Philosophy conferences are additional goals that will continue to be pursued. Some students have already had the opportunity to do research assistance for a Philosophy professor (Prof. Goswami).

Itemized Budget Request with Line Item Description

Please include the budget details from your original plan and add a year to date expenditure for each item. Add lines as necessary. Contact Mike Snyder at x9697 with questions on this report.

Program	Expense	Budgeted Amount	YTD Amount
Philosophy	Developing and printing new materials for the Philosophy major and minor [planned for May]	300	300
Philosophy	Bring in a consultant on use of social media at the department level, working together with other departments to better utilize social media in effective ways	1,000	0
Philosophy	Sponsor a speaker during Spring 2015, either in conjunction with Human Rights Day or in cooperation with one of our various interdisciplinary partners – propose to use this funding for the extra costs of bringing in four candidates – students and faculty, including faculty from the Center for Genomic Advocacy attended the job talks.	500	1,400
Philosophy	Bring alumni back to campus to meet with students	500	0
Total		2,300	1,700



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: Political Science

**Chairs(s): Gaston A. Fernandez (Spring semester),
Stan Buchanan (Fall semester)**

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

Several steps were undertaken to implement the “Student Enrollment and Success Plan: 2014-17”. The Department is on track in meeting the benchmarks outlines in the “Student Enrollment and Success Plan: 2014-17”. There were three performance benchmarks established in that document: total enrollments projected to be 122 in Fall 2014; retention benchmarks projected to be 76% for Fall 2014; and an increase in the 6-yr graduation rate to 55% by 2017. All three of the benchmarks were met.

- Based on data from Blue Reports, total enrollments figure was 141 for Fall 2014; the retention rate was 80% for Legal Studies and 72% for Political Science; and the 6-yr graduation rate was 57%. In sum, the Department is tracking ahead of the projected benchmarks set for Fall 2017.
- Actions were taken to increase the visibility of the program and its student sponsored clubs.
- Students in the Legal Studies Summer Undergraduate Research Experience investigated options for increasing the level of civil legal aid to low-income individuals and families in Indiana.
- In September, the students presented their information to the Indiana Pro Bono Commission, which oversees Indiana's pro bono legal assistance program state-wide. In addition, Legal Studies students assisted local lawyers in the Lawyer for A Day program, a one-day program to provide legal assistance to the Terre Haute community, which was sponsored by the Indiana State Bar Association and the Terre Haute Bar Association.



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: Psychology

Chairs(s): V. Sheets

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

1. **Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):**
 - a. Dramatically increased number of on-line sections available in anticipation of Fall 2015 launch of on-line major program
 - b. Held “next steps” event (with assistance of career center staff) to help seniors understand job-search process
 - c. 2nd year of Living-learning community for PSY majors in Erickson Hall
 - d. Department met with university college advisors to discuss implications of program changes
 - e. All requests from admissions for prospective student meetings scheduled with faculty members
2. **Objective/Actions Not Achieved (*briefly explain using bullet points*):**

N/A. We appear to be on-track with initially specified action steps.
3. **Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.**
 - a. Must focus on further development/expansion of on-line offerings to reduce students’ inability to find seats in core courses (which are often maxed by room-size).
 - b. We have planned a review of our entire undergraduate curriculum to (hopefully) reduce barriers that cannot be resolved through increasing class sizes.



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: Center for Science Education

Chair(s): Eulsun Seung

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a few pages, including the budget.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

- Developed an advertising flyer to inform science majors about the Science Education program. Posted the flyer in the science building and emailed it to all science majors in November, 2014.
- Had meetings with University College advisors for science majors and education majors to explain the science education curriculum and licensing process. (Jessica Meuser: Education majors in October, 2014; Tami Rees: Science majors in December, 2014)
- Invited science majors to an annual science education open house in November, 2014. Three science majors and eight science education majors attended.
- Created the science education major group, SET (Science Educators for Tomorrow), in November, 2014. We expect this group will contribute to the recruitment of more science majors to join our science education program.
 - Future activities: Presenting science activities at Terre Haute Children's Museum, Science Family Night, and ISU Summer Science Camp.
- Encouraged science education majors to attend the science teacher conference.
 - HASTI conference, IN (Hoosier Association of Science Teachers, Inc)
: One student attended with a Science Education faculty member in February, 2015.
- The number of enrollment increased: 18 in Fall 2014 and 20 Spring 2015.
The goal of the number of enrollment was 17 for Fall 2014 and is 18 for Fall 2015.

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

- Conducting exit survey during the final semester prior to graduation to determine graduating seniors' career plans.
 - We plan to conduct this survey in May, 2015.



2014-15 End-of-Year Report College Initiatives

College: Arts and Sciences

Initiative Name:

Social Science & History Help Center

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a few pages, including the budget.

41. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

- Last fall the SSE program proposed running a Social Science and History Help Center. We received approval for the Spring of 2015. We advertised for 3 positions in late February and hired 3 highly qualified student workers. After preliminary meetings, we posted fliers extensively around campus and set up evening hours in the lobby of Stalker Hall beginning in April, Monday through Thursday evening.

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

- While not sure what kind of numbers to expect, the student response has been disappointing, with only 5 students seeking any help.
- I chose not to seek a designated space (and thus have spent nothing budgeted for this purpose), nor have I purchased laptop computers as budgeted.

43. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

- I have contacted relevant ISU office for portable signage and will purchase this
- I do plan on more effectively spreading the word (advertising) for Fall. I plan to seek an article in the Statesman and perhaps an ad. And I will contact department chairs in the relevant social science areas to seek the permission of contacting instructors with the aim of their mentioning this service and/or putting it in their syllabus.
- Frankly I'm on the fence with regards to both a designated space and purchasing of computers. The student workers at present all have their own laptops, although purchasing at least one designated laptop for use would seem prudent. Regarding a designated space for the help center, I am still inclined to be more visible and accessible, either in the lobby of Stalker or in the library. We discussed the library option extensively, but worried about the noise. On the other hand, it dawned on me that

the convenience of a designated space would allow for the stocking of relevant textbooks to be consulted—although textbook options are available on line.

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

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

Itemized Budget Request with Line Item Description

Please include the budget details from your original plan and add a year to date expenditure for each item. Add lines as necessary. Contact Mike Snyder at x9697 with questions on this report.

Program	Expense	Budgeted Amount	YTD Amount
First Year Social Science & History Help Center	Furniture/computer	\$1500	0
	Supplies (pencil, paper, etc.)	\$200	0
	Publicity	\$200	0*
	Student Salaries (3 workers @ 10 hours per week for 15 weeks)	\$4500	\$420**
	Director	\$500	0
Total		\$6900	\$420

*Copy costs came directly out of SSE budget. Will need to calculate and transfer funds

**One student worker was late in submitting time and Ms. Knoblett and thus his pay has not yet been calculated into this budget.



2014-15 End-of-Year Report College Initiatives

College: Arts and Sciences

Initiative Name: Theater Department Student Success

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a few pages, including the budget.

46. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

The following accomplishments have been made since receiving funding for departmental student success:

- New recruitment literature and festival (recruitment fair) displays have been designed and utilized at multiple festivals and fairs, including the **Indiana Thespians Conference** and the **Florida Thespians Conference**. These have been essential to our recruitment efforts.
- A total of ten currently enrolled students attended the **Kennedy Center American College Theater Festival (KCACTF)** in Milwaukee, WI, this January. Six of the students competed in various events for their acting, design, and stage management skills, while the other four students shadowed the competing students for future consideration. This event was important for our retention efforts.
- A total of six currently enrolled theater design and technology students attended the **United States Institute for Theatre Technology (USITT)** conference and expo in Cincinnati, OH, in March. This conference allowed our students greater exposure to training and industry standards, as well as the opportunity to interview and talk with potential employers in the field. This event was significant for our retention and post-graduate success efforts.
- We are currently in the process of assembling both an **alumni survey/questionnaire** as well as a **database of major high school theatre programs** in the state of Indiana (and surrounding states). Completion of these will take place during the summer and will be implemented into our recruitment strategies in the coming academic year (2015-2016). Due to the fact that our faculty member that was in charge of these projects is leaving the university, the questionnaire and database are running behind the intended schedule.
- Faculty has traveled to see high school performances. This effort will be expanded in the coming academic year. We have yet to apply these cost to the account.

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

The following accomplishments have not been fully realized since receiving funding for departmental student success:

- We will be **designing and printing new departmental brochures** to reflect our new curriculum as well as our AC14-15 achievements for the next recruitment cycle.
- Our intent to bring our first and third-year students on **“fieldtrips” to outside theatre productions** in surrounding cities (Indianapolis, Louisville, Chicago, etc.) has not been realized to date, as our production calendar was locked in place by the time we had received funding. We will be instituting these excursions in the next two academic years, according to our proposal, now that we have been able to assimilate them into our departmental calendar. These trips are designed to increase learning opportunities for our students in Terre Haute and will bolster retention.
- We will be arranging for **alumni masterclasses** in the Fall semester of both 2015 and 2016 to expose our current students to the achievements and influence of one or more of our successful alumni. This will bolster both retention and relationships with our alumni.
- We will be **analyzing and organizing information** gathered from the aforementioned alumni surveys by December 1, 2015 in order to get a snapshot of our alumni and their accomplishments.
- We will repeat our trips to both **KCACTF** (January 2016) and **USITT** (March 2016) in the next academic year.

48. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

At this time, our proposed plan, with the exception of some timing, will be maintained as proposed earlier this year. Due to personnel changes—a new tenure-track faculty member and the replacement of a departing instructor—responsibilities for the projects will shift, but the Department of Theater anticipates that all of the proposed events and activities will be realized by Spring semester 2017. The only item that may be changed will be the diversion of funds from certain activities (such as the money saved from the design and construction of festival display equipment) toward the alumni masterclasses (to fund travel and/or accommodations).

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

Over the next academic year, the Department of Theater would like to investigate opportunities to team up with the other arts departments at ISU (Art and Music) to recruit students whose talents bridge these departments. Additionally, I would like to extend the invitation to other students, in both the arts and in other associated departments, to avail of our masterclass opportunities.

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

Once we are able to assess our incoming students in our Theater 101 course, we will see how successful our recruitment efforts have been in the initial phases of this project. From this, we can refashion our efforts for

the following academic year. I am hoping that the recruitment information from Admissions would also give us perspective on the success of these efforts.

Additionally, I would like to combine our efforts to expose our students to the local markets through our “fieldtrips” with opportunities that they may be afforded through the Career Center. I would like to rubric their experiences on these trips to find theater companies that will support their career-building efforts.

Itemized Budget Request with Line Item Description

Please include the budget details from your original plan and add a year to date expenditure for each item. Add lines as necessary. Contact Mike Snyder at x9697 with questions on this report.

Program	Expense	Budgeted Amount	YTD Amount
Recruitment	Design and printing of new department brochures	\$1500	\$0
Recruitment	Design and construction of festival display equipment	\$1500	\$743.02
Retention	Travel cost and registration for KCACTF	\$1100	\$1100
Recruitment	Travel cost for Indiana Thespian Festival	\$1000	\$391.40
Recruitment	Travel cost for Florida Thespian Festival	\$0	\$608.60
Retention	Travel cost and registration for USITT	\$1500	\$1432.82
Post-Graduate Success	SurveyMonkey Annual Subscription	\$288	\$0
Retention	Travel and tickets for performances (x4)	\$2400	\$0
Recruitment	Faculty travel to see high school performances	\$500	\$0
Total		\$9788	\$4275.84



2014-15 End-of-Year Report College Initiatives

College: Scott College of Business

Initiative Name: Temporary Student Director

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Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a few pages, including the budget.

1. Specific accomplishments/achievements in FY 15 (briefly explain using bullet points, noting any changed/adapted):

Hired Kaitlin Diel as Assistant Director April 15. Since her addition, the following initiatives were accomplished:

- Worked with Institutional Research to develop a Meis "Cube" that provides SCOB stakeholder reports regarding Meis participation, student accountability, and other information used in assessment.
- Developed workshops and sessions mapped to college learning goals through Banner
- Input student participation data that appears on student co-curricular record.
- Engaged faculty to participate in providing speakers and subject matter ideas for future programming
- Developed strategies to provide online students with the same Meis content as face-to-face students.

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

None

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

A new SCOB Early Warning System will monitor freshmen engagement within Blackboard. The focus of this system is to alert the instructor and others when freshmen students are at risk. Elements to be measured are:

- **Course Activity**-Time spent in Blackboard (homework, test, discussion)

- **Grade-** based on a defined score for any grade or calculated column in the Grade Center. Students who score above or below the defined threshold for a specific grade item trigger an alert.
- **Course Access-** data is accumulated for students that document the date users last accessed a course. Students who have not logged in for a defined number of days trigger an alert.
- **Missed Deadlines-** based on a defined due date for an assignment, test, or survey data is accumulated. Students who do not complete an assignment, test, or survey by the due date trigger an alert based on all course deadlines.

An email notification will be developed to provide professors communication tools, and will provide them a history of student communication and remediation performed for each of their students.

A standard Blackboard template will be created for all BUS 100 courses. Data collected will be used to determine freshmen needs for success in the SCOB.

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

Yes. The University College will be provided student notification. When alerts are created, they will be alerted and can take action.

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

The Meis Center assists in the coordination of Scott College of Business professional development initiatives. It introduces programs and supports the activities proposed by faculty, by student organizations, classes, or other members of the ISU campus community.

The college's "Catapult" program is administered by the Meis Center. Through its SCOB faculty partners (24 faculty across 51 sections), Catapult presents course-required content in support of student professional development and delivers programming in support of college assurance of learning efforts. Just a few examples of Catapult programming include: Job search and transition, presentations from business professionals; cultural awareness seminars; conflict resolution; how to conduct an effective meeting; using social media in business; calendaring; ethical decision making; etiquette and networking; effective presentations; and employee benefits.

We believe that Meis programming is scalable to the university level. We are willing to work with other departments who wish to provide similar programming.

Itemized Budget Request with Line Item Description

Please include the budget details from your original pan and add a year to date expenditure for each item. Add lines as necessary. Contact Mike Snyder at x9697 with questions on this report.

Program	Expense	Budgeted Amount	YTD Amount
Assistant Director of Meis Center	\$36,000	\$21365*	\$6,000
Total			

*SCOB is providing an additional \$14,644.



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: Management, Information Systems, and Business Education

Chairs(s): Kelly Wilkinson

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

- Worked with the College of Technology to develop a Center for Career and Technical Education which will develop relationships with business education teachers in Indiana High Schools .
 - Received \$100,000 from State of Indiana to create the center.
 - Recruiting and professional development plans will be implemented Summer 2015.
- Added four online courses and created a blueprint for additional online courses.

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

- The brochure was not created as it was not seen an effective use of limited resources. Looking at social media opportunities and piggybacking on other marketing efforts of the college is more effective.
- The department had planned on participating in open preference programs. The department determined that the 'open preference' target might needed to be broadened and more clearly defined.
- The department did not work with the admissions office to call admitted students with SAT of at least 1000 who expressed interest in majors in department. Priority was given to designing curricula that may me more attractive to students and more responsive to market trends.

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

- Update majors to reflect the need of industry
 - Healthcare analytics with College of Health and Human Services
 - Two concentrations in Management
 - Consultants in IT
- Create Early Warning System in BUS 100.
 - Provides data to other departments regarding freshmen who are at risk
 - Send emails to freshmen stakeholders when freshmen disengage in the course
- Implement Meis Center 2.0 (working with Career Center)
 - Develop specific programing targeting at risk students in SCOB
 - Develop program specific to each academic classification.
 - Determine tutoring needs
 - Prepare students professionally
 - Develop metrics that SCOB departments can use to gage student success.

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

- We are working with the following units at ISU
 - College of Technology
 - College of Health and Human Services
 - Career Services

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

MISBE is working to revitalize our majors to meet the needs of industry and the interests of students. Updating curriculum, working with industry stakeholders and identifying course gaps will increase our retention and success of our students. It is the goal to also reduce the number of Business Administration students by providing a major that meets the needs of students better.

The Meis Center for Student Development plays an important role in student success within the college. Hiring an assistant director provides an administrative role in collecting data regarding students participating in professional development activities that are vital to student success and accountability for the college.



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: Marketing & Operations

Chairs(s): Paul Schikora

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

a. Enrollment

- i. Brought Marketing major fully online and in the advertised list of online programs. Latest data shows 27 applications and 11 admits this year. Have also seen students from other institutions enrolling in summer 2015 online Marketing courses here (assumed due to advertising of an online marketing major).
- ii. Enrollment in the Operations & Supply Chain program has been steadily increasing. Prior to the program revision, enrollment stood at 7 majors, 0 minors (spring 2011). Spring 2015 numbers were 53 majors and 7 minors vs. 46 and 6 respectively in spring 2014.

b. Completion

- i. (Partial success) Discussions on a program revision in the marketing program are ongoing. Progress has not been as swift as hoped, but we have agreed to eliminate a hurdle to students enrolling in the marketing internship course (eliminated two prerequisite courses).

c. Post Graduate Success

- i. Primarily as a result of more intrusive advising in the OSCM program and CSMR efforts (see c.ii below), we have a record number of OSCM majors enrolled in summer internships; 12 for academic credit and 2 non-credit. These are all well paid internships with companies that have been hiring our graduates recently.
- ii. (Not in department plan) The Center for Supply Management Research has had great success linking the OSCM program, students and industry partners. Our first anniversary dinner this spring had over 50 participants including recent alums from the OSCM program. The center is a leading cause for the increase in

student internships and job placement – as of graduation day all but one OSCM graduate was placed in a full-time job.

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

- a. **Retention:** We had high ideals in developing mentoring within the department but came up short. The more we discussed the more we realized that the skill sets and contact hours were lacking in the department to be successful here. Plans are in the works to consolidate retention and progression efforts at the college level leaning heavily on the Meis Center.

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

At the department level we need to reduce focus on the first two years and increase focus on the last two years where we have significant contact with the students and great impact on their success. This will focus efforts on 4-year completion and post-graduate success in the department.

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

We think there are possibilities for cooperative work with other colleges, specifically NHHS and CoT. In the medical fields, supply chain management is currently a pretty hot area of interest. In technology, packaging, manufacturing and sustainability all are related to OSCM. Whether cooperative efforts involve attracting SCM minors from those colleges or more substantial is something to be explored. In marketing, we already attract a significant number of minors from communications and TAM. Perhaps there are other ways in which efforts can be combined.

The CSMR can also be a vehicle for cross-campus and industry cooperation. We are preparing a proposal for an ISU Collaboration Award in support of the center's efforts.

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

We have numerous experiential activities ongoing throughout the department on an annual basis. Most involve engagement with local/regional businesses. While this is primarily filed under coursework, it has a major impact on placement and post-graduate success. This report asked for bullets in about two pages, so we have not detailed them here.



2014-15 End-of-Year Report

Student Enrollment and Success Plans

**Department: Accounting, Finance,
Insurance and Risk Management**

Chairs(s): Steven W. Lamb

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

In Accounting and Insurance, we have worked carefully with Ken Brauchle to sequence our on-line courses, to ensure availability of required courses to our distance students. The Accounting Major and the Insurance Major are both completely available on-line. For the Insurance Program, the faculty have permitted tag-along-on-line sections, at no cost to the University.

In Finance we have worked very closely with the University College to create multiple and large sections of FIN 108, a foundational studies course which satisfies a quantitative component of foundational studies. To assist in student learning we have enrolled FIN 108 in the course transformation academy. This course helps our University freshmen prepare for the quantitative problems they face in life, and the course is appreciated by Indianapolis in that it prepares students for financial literacy.

We have developed presentations to be delivered in BUS 100 and in BUS 311 (the required finance course) to promote careers in financial and investment management. We have championed the successful development of a financial planning advisory board, and have greatly increased the enrollment in the major of financial services, as well as the enrollment in the major track in financial planning (newly created).

We have created an Insurance and Risk Management Certificate Program. Insurance professionals may enroll in this program directly as there are no prerequisites to the entry of INS 340. This Certificate Program allows professionals to prepare for specific certifications in their field. Insurance faculty have been promoting this program through several venues.

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

We have been most successful in the area of enrollment when we have worked to introduce curricular changes, specifically curricular changes that have been slanted towards applied areas. Examples of this include creating and championing the majors in financial planning and financial services, as well as the certificate program in the Insurance domain.

We have been less successful in achieving outreaches (cold calls) to specific students when we have not had a program or an initiative to champion.

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

The MBA has achieved tremendous growth in the Scott College. This has demanded additional FTE resources from the AFIRM department, which in turn affects resources available at the undergraduate level. Fortunately, our faculty are enthused about the opportunity to work with MBA students.

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

Given that the Scott College of Business has a common core, we must work carefully with all departments within the College in order that student progress is ensured. I do think that many of the core courses will benefit from working with the Course Transformation Academy. We may be more successful in retaining students, while increasing quality, at a reduced burden to our faculty. We may find methods of increasing the size of these courses, freeing up faculty for other curricular demands.

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

Our faculty in this department have been most willing to accommodate the increased demand for our courses. Class sizes are often at capacity. Faculty have continually sacrificed their time to offer individual classes to students to accommodate their graduation schedules. In AFIRM our student/faculty ratios have been high.

We are most gratified that the administration has allowed us to hire an additional faculty member in the domain of financial services who will serve as the research champion for Networks Financial Institute, and will help satisfy the demand for courses within Insurance and Finance. That hire has been accomplished.

Also, Dr. Melony Sacopulos has been a wonderful addition to our accounting program, replacing Dr. Tom Harris.



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: Communication Disorders and Counseling, School, and Educational Psychology (CDCSEP)

Chair: Linda Sperry, Ph.D.

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

Enrollment Goals

Attract students interested in programs

Attract students capable of success

Enrollment Achievements:

- ✓ COUN worked with Career Center to develop new course, **COUN 310: Transition from College to Career**
- ✓ **Counseling Minor** just opened in Spring 2015 (n= 40)
- ✓ Talks scheduled with Psychology to offer **Addiction Studies** interdisciplinary major
- ✓ COUN worked with new interdisciplinary **Genetic Counseling master's** program to prepare to offer three courses in GC program
- ✓ Both **CD major** and **COUN Minor** produced advertising materials that are:
 - current
 - attractive
 - placed where potential applicants would find them
- ✓ CD worked with Admissions to arrange individual applicant meetings in advance with faculty

Retention and Completion Goals

Increase number of students completing program

Increase loyalty

CDCSEP

- At department level, with assistance of university, we will reframe our vision from "DFW Rates" to Student Success"
- Hold department-level social events

CD

- Create honor roll for students with CD-area GPA of 3.0 or higher and overall GPA of 3.2 or higher
- Mail honor roll to all parents along with invitations to the National Student Speech-Language-Hearing Association (NSSLHA) Banquet

- Advise students actively regarding CD Graduate School and CD Careers pathways

COUN

- Continue to offer COUN 135 for first-year students
- Open programming desirable to students that will lead to jobs, such as Addiction Studies major, Genetics Counseling master's program, and COUN 310

EPSY

- Use early warning systems to notify advisors of student progress

Retention Achievements in CDCSEP:

- ✓ Mid-Semester Halloween Pizza Party
- ✓ Successful Holiday Cookie-Share

Retention Achievements in CD:

- ✓ Honor roll produced and combined with celebration event
- ✓ Attendance at the NSSLHA Banquet was at an all-time high

Retention Achievements in COUN:

- ✓ COUN 135 sections offered in **8-week format** and **cohort format** for students on probation
- ✓ Developed **new course COUN 310** (Transition from College to Career) for Career Center with scheduled start date of Spring 2016

Retention Achievements in EPSY:

- ✓ EPSY developed protocol for informing advisors of student progress through **MapWorks** and **specific emails**

Post-Graduate Achievement Goals

Work with students in CD to register with Career Center

Achievement in CD:

- ✓ Worked with Career Center to create **Sycamore Career Ready Certificate** program that is specific to Communication Disorders

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

- CDCSEP will explore possibilities for enhancing training and professional development for TAs instructing in EPSY and COUN courses. This objective is difficult due to accreditation limits on number of hours in graduate programs.
- “Actively advise students who have not earned all Bs or higher in their required CD classes after their first semester of their sophomore year regarding the need to improve their class performance and grades via a group meeting attended by all CD faculty.” “Actively refer students who have not demonstrated adequate performance (have not earned Bs or higher in both of their first two classes in the major) or demonstrated significant improvement over the previous semester’s

performance for career advisement at the Student Career Center by February of the Spring semester of their sophomore year. “

- We decided to focus more on rewarding success than identifying sub-standard performance in order to maintain a positive program climate
- Actively advise students regarding CD Graduate School and CD Careers pathways
- “Work with CD students who are pursuing second majors and minors to evaluate the cost-benefits of alternative-quicker ways to graduate.” Having a second major or minor could increase post-graduation employment opportunities for those students who do not pursue graduate education to become a certified speech-language pathologist. Therefore, this action step may not be appropriate.

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

- Incentivize a Teaching Certificate for graduate students who desire to teach
- Assist Career Center with distribution of First Destination Survey
- Refine advising programs for CD Graduate School and CD Careers pathways

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

- Work with College of Graduate and Professional Studies to incentivize Teaching Certificate
- CDCSEP is meeting with Psychology regarding an interdisciplinary Addiction Studies major. This major will permit students to work as case managers in the mental health field.

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



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: Teaching and Learning

Chairs(s): Diana Quatroche

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

Enrollment Goals

Increase number of students admitted to program

- 33 prospective students visited with parents – arranged for faculty member and current student to meet with student and parents, along with tour of college. Follow up letters sent to student.
- Provided tutoring in math to help students pass math portion of CASA exam. 47 students participated with range of 1-16 tutoring sessions. To date 12 students have passed the math portion of CASA with an average of 4.5 tutoring sessions (four students made 1-2 visits, four students made 6-7 visits).

Retention and Completion Goals

Increase the retention of students in the programs

Increase number of program completers

- In fall of 2014, 8 students were identified as conditional candidates for the TOTAL semester. All were remediated with 7 successfully completing the semester. 1 identified student repeated the TOTAL semester and was successful.

Post-graduate Achievement Goals

Increase employment of graduates

- Worked with career center to prepare students for employment search and to involve students in career fair for prospective teachers.

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

- Enrollment has not increased at this point. Will continue to make efforts in this area.
- CASA continues to present a challenge for students.

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

- Work more closely with admissions to identify high performing high schools and high performing students.
- Place more focus on utilizing university resources to assist students in passing CASA for entrance into Teacher Education program.
- Continue to work closely with the career center.

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

- See #3 above.

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

- With the initiation of the BEST scholarship program, will be able to bring more high ability students into the program and they are exempt from CASA.



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: APN Department

Chairs(s): Susan Eley

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

- Increased faculty and stakeholder communication with enhanced clinical opportunities, service learning, and community engagement.
- Dedicated social media establishment and maintenance
- Award of \$4000 Hoosiers First Grant from School of Graduate and Professional Studies use of funds for recruitment opportunities: Indianapolis, Vincennes, Anderson University, Terre Haute, and Jasper; also extended recruiting to Ohio where graduate nursing program enrollee interest is on the rise per Ohio professional nursing organizations.
- Exceed Indiana student applicants goal of 55% actual Fall 15 56% previous year Fall 14 goal of 50%
- Improved tracking of student progression and plan of study accuracy

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

OBJECTS WITH OPPORTUNITY FOR IMPROVEMENT

- Fair student response rates to advisor survey distributed by ISU
- Poor employer response rates on Qualtrics survey for MS programs
- Poor course survey response rates as distributed by IOTA

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

REVISION OF ACTION STEPS FOR DEPARTMENT

- Enhanced methods to improved response rate on advisor performance survey, return to distribution by department faculty or student services assistant
 - Enhanced methods to improved response rate on employer survey
 - Identify methods to increase course survey responses as IOTA are distributed at a time when multiple surveys are sent contributing to survey fatigue and poor response rates.
- 4. Do you see opportunity for this project to work more closely with another department or college, such that greater impact might be possible (*briefly explain*)?**
- Work with Office of Assessment/Academic Affairs to distribute surveys with personalized letter to students seeking participation. Letters will clearly delineate the importance of results on student success and graduate outcomes.
- 5. Is there anything else about your initiative you feel important to detail?**
- Faculty, Chair and administrative assistants are enthusiastic regarding increasing enrollment, and have been willing to make recruiting visits in and outside of Indiana to support targeted graduate nursing program enrollments.



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: Applied Medicine & Rehabilitation

Chair: John Henry Pommier

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

Direct Retention Efforts:

- Remediation Plan – programmatic and implemented when students fall below threshold
- Academic advising is year round
- Residence Hall presence/programming
 - Presence of tutors in Sandison Hall year round
- Anatomy open lab year round
- Bi-weekly research meetings

Social Retention Efforts

- Professional student associations meets year round
- End of year celebration for all students in programs
- Web Presence
 - Program policies accessible
 - Facebook presence

Recruitment Efforts:

- Sycamore Preview / Experience Day = 40+
- Student walk-ins = 50+
- Summer honors = 20+
- HS Group presentations = 60+
- University 135 Counseling Academic presentations = 100 fall
- Attended Purdue Health Careers Expo

- Hosted Physician Assistant Virtual Recruitment Fair twice
- Flyers mailed to pre-health advisors at colleges/universities in Indiana and surrounding states
- Follow up emails and phone calls provided
- Guest speaking in courses for pre-health students at ISU
- Recruitment materials
 - Department website
 - Curricular sequence
 - student letter (interest & acceptance)
 - Twitter presence
 - Blog presence

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

- In process of adapting handbook for our website to fit the needs of the AMR student

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

- Will be using PTCAS (at no cost) to recruit students into the Physical Therapy Program. We have been unable to utilize this service, since we were previously unaccredited.

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

- Yes, with every department in NHHS and many departments in University (i.e., biology, psychology, communications disorders, etc.)

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

N/A



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: Baccalaureate Nursing

Chairs(s): Marcee Everly

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

- Goal: Strengthen the well-qualified applicant pool of traditional and transfer students for both the traditional and accelerated second degree tracks by 2% annually
 - We exceeded our goal for qualified applicants for the Traditional track student for Fall 2014 and Spring 2015
- Goal: Increase retention of students after admission into the major by 2% annually
 - Thus far, we have met this goal; however, we won't know Spring numbers until final grades are submitted (in case there are academic dismissals—there are 5 students presently at risk if they fail a second nursing course)
- Goal: Increase the number of students completing the major in 5 semesters (traditional track) after formal admission to the major (normal, on-track progression) by 1% each year.
 - We are exceeding this goal for this year, partially due to the high number of graduating nursing students this Spring semester (which is a result of overlap between our “old” curriculum and “new” curriculum)
- Goal: Maintain an NCLEX-RN first time pass rate at or above the national average per accreditation standards.
 - We are meeting this goal at this time.

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

- We are not meeting our qualified applicant and enrollment goal for the second-degree track (Goal: Strengthen the well-qualified applicant pool of traditional and transfer students for both the traditional and accelerated second degree tracks by 2% annually).
 - While we met our goal Summer 14, our summer 15 application pool/admitted was very much less than what we hoped for. See #3 for plans/actions to correct this.

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

- Need to market/advertise the second degree accelerated track in order to increase potential applicant pool
 - Have already been in contact with Kris Rogers, Director of Marketing to work on the following:
 - Bi-fold brochure for second-degree track
 - Online (Facebook and Twitter) “blasts”
 - Other marketing options

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

- Already doing so
 - We are in close contact with UC advisers. We met with Linda Maule and UC advisers to discuss ND (pre-nursing) student issues/solutions, particularly regarding NND students who are not qualified due to G.P.A
 - Also in close communication with other Chairs within our college. For example, we now encourage NND and transfer students to take AHS 111 over PE 101 because the AHS 111 is prerequisite for several of the non-nursing programs in our college in case the student is not successfully admitted into the major (this was identified via discussions between Chairs).

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



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: Applied Health Sciences

Chairs(s): Dr. Eliezer Bermúdez

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

a. Department Enrollment Goals Action Steps

- i. The department faculty and staff actively market the department's majors to potential students: on campus, high schools and transfer fairs
- ii. We identified AHS courses (e.g., AHS 111, AHS 201, AHS 340) and used them as recruitment venues for AHS majors.
- iii. The department collaborates with the Office of Admission and Distance Learning to reach out and admit potential BAS students.

b. Department Retention Goal Action Steps

- i. Department faculty have offered various workshops for students on topics such as: time management; communicating with professors and other professionals; skills needed for the workforce, etc.
- ii. The department has increased the availability of prerequisite courses so that students have more flexibility in course enrollment. More courses are offered every semester instead of every other semester.
- iii. Every faculty member is practicing an open door policy, and all maintained at least six hours of "office hours" per week.
- iv. Department faculty continue to advise students actively by: sending an initial email to all students requesting an advisement appointment; posting advisement appointments on office doors or through electronic scheduling systems; encouraging juniors and seniors to meet for advisement even though a PIN is not required.

c. Department Completion Goals Action Steps

- i. Every student is advised on the "15 to finish." (Those students who take at least 15 credit hours per semester complete at higher rates than those who take fewer credits.)

- ii. The department developed an attendance policy statement. Every faculty is required to take attendance in each class. (Higher class attendance improves success in classes and programs.)
 - iii. The department has increased the availability of prerequisite courses so that students have more flexibility in course enrollment. More courses are offered every semester instead than every other semester, keeping students from falling behind schedule/sequence.
- d. Post-College Achievement Goal Action Steps
 - i. The department developed a list of businesses in the Terre Haute, Indianapolis, and surrounding areas that provide internships/jobs in the healthcare arena.
 - ii. The department is promoting the Certified Health Education Specialist (CHES) and Registered Dietician (RD) certification and has set up study groups with seniors committed to taking the CHES and RD exams upon graduation.
 - iii. The department provides students with information, training, connections for personal credentialing/certifications available to them: CHES, CFLE, RD
 - iv. Faculty secured permission from the Career Center to make the CHES exam a designation approved for reimbursement, allowing students a \$100 reimbursement on the \$210 exam fee.

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

- a. Department Enrollment Goals Action Steps
 - i. We have not conducted a survey of students in AHS 111 to determine: how students heard about their program and other information.
 - ii. We were not able to increase admission capacity per cohort in Dietetics from 16 to 20 students due to accreditation requirements.
- b. Department Retention Goal Action Steps
 - i. The department looked into developing a policy to require students enrolled in department prerequisite courses to obtain advisor signature prior to dropping the course.
 - ii. We have not examined AHS Exit Survey for information related to retention.
- c. Post-College Achievement Goal Action Steps
 - i. We still coordinating with the Career Center to conduct a post-graduate survey to see how graduates are doing and obtain feedback on job searches and/or goals for graduate education.

- 3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.**
 - a. At the start of next academic year AHS program directors and faculty will reevaluate the student enrollment and success plan to suggest changes and modifications.
- 4. Do you see opportunity for this project to work more closely with another department or college, such that greater impact might be possible (*briefly explain*)?**
 - a. Policies about dropping critical course without advisor signature must be developed at the University level.
- 5. Is there anything else about your initiative you feel important to detail?**
 - a. Some of the action steps have been easy to implement, others we have modify to address diverse point of view and opinions among the faculty.



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: Baccalaureate Nursing Completion

Chairs(s): Dr. Jessica Nelson

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

- GPA increase to 2.75 from 2.5 implemented to increase higher qualified applicant pool
- Vigo County RN to BS Scholarship implemented Fall 2014 resulting in an increase of RN applications and admissions of 14%
- NCLEX pass rates remain above state benchmark of 80% for 1st time test takers.
FY 2014 86.6% FY 2015 1st quarter 84%
- Transcript Evaluation Fee implemented in collaboration with Admissions to bring additional program revenue to support 2 FT staff members. Total to date Transcript Evaluations Completed Supporting 2 Staff Positions (Beginning Oct 15, 2014):
957 or an average of 159 per month (\$71,775.00)
- Increased marketing campaign and recruitment by use of Talisma software. 6+ recruitment fairs attended Fall 2014 to present (focused on IN recruitment).
- Advisors Tool Box implemented and in use to help facilitate greater academic advising and recapture plan of inactive students.

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

- Continued development and collaboration with Extended Learned to process program inquiries. 3,000+ LPN to BS inquires received monthly with no standardized way to triage serious potential applicants.
- Ongoing efforts to increase admit to yield for LPN to BS track including curriculum revision. Four Challenge Exams to Two Challenge Exams and these two moved into the 1st semester. Offsetting pre-admission program costs (Implementation Spring 2016).
- May 2nd, 2015 Electronic Nursing Application to go live.

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

- Third supporting staff person not replaced after a retirement however, due to volume this position is needed. After 3+ months of attempting to use only two staff members, a third position is being requested. (This position salary is supported by revenue from the transcript fee).
- All pre-requisite coursework for program still not available online from ISU. Continued barriers include sciences such as microbiology and virtual labs to be offered. This would help increase potential applicants as pre-admission requirements could be fulfilled here.

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

- Continued collaboration with admission, extended learning and science departments to established pre-requisite coursework, smoother electronic application for students and marketing endeavors.
- Continued collaboration with Baccalaureate Nursing to establish strong techniques and processes to continue 1st time pass rates of NCLEX success.

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



College of Nursing, Health, and Human Services

Office of the Associate Dean

Terre Haute, Indiana 47809

Telephone: 812-237-3117

Fax: 812-237-4338

To: Dean Turman

From: Peggy C. Weber, Ph.D.
Associate Dean

Date: May 7, 2015

Subject: Summary related to Professional Advising and Recruiting

Recruiting event

- Thursday, February 26, 2015
- 100% yield (registered and attended)
 - 7 students and their families/significant others – 15 total in attendance
 - Sent invitations to over 300 students admitted to the University with a high school GPA of 3.0 or above and who lived within a 100 mile radius of ISU
- Students on the Dean's Student Advisory Council lead the event
- All responses were positive; plan to host the event again next year with an earlier date in the academic year
- Expenses:
 - Food \$1,657.43
 - Sweaters \$665.78
 - Name Badges \$72.50
 - Promotional items
 - Lanyard USB Drive – 50 (\$6.41 per item) \$320.50
 - Lumina Stylus Highlighter – 50 (\$1.35 per item) \$67.50
 - Sticky Book – 100 (\$1.53 per item) \$153.00

Total = \$2,936.71

Professional Advising

- Interviews will be completed this week; plan to hire 2 professional advisors
- Anticipated start date – June 1st
- Anticipate advisors will assist with New Student Orientation this summer
- Advisors will be assigned all University College students transitioning from the UC to the CNHHS in Fall 2015 and will remain their advisors through graduation

The Living Learning Community was created to provide students with variety of academic, professional, and social opportunities with the ultimate goal of promoting student success and increase retention.

Programs offered:

1. Professional Development workshops
 - a. Social networking
 - b. Test anxiety
 - c. Financial Aid planning
 - d. Summer jobs to contribute to your future and image
 - e. Social Media and YOU

These workshops were open to ALL students enrolled in the College of Nursing, Health, and Human Services. Presenter / facilitators were primarily Indiana State University faculty / staff. Light snacks and refreshment were provided.

2. Tutors in residential halls

Tutoring services were provided in Sandison Hall. Tutors were available to all students on the subjects in ATTR, BIO, CHEM, NURS, PE, and Statistics.

3. Welcome Back - Program showcase

This event showcased took place in Hines and Sandison residential halls. CNHHS Departments and Student Organizations were represented.

4. Monthly Dine with a Prof

Each month at least two faculty from the College had dinner in the Lincoln dining hall with CNHHS students.

5. Social programs which included Bingo, Pintrest, and Game Night, and End of Semester Social

6. Student liaisons

Six CNHHS students were hired to recruit students, promote College programs and majors, and work with the Living Learning Community committee.

More than 550 students attended the events. In addition, we had faculty and staff also attended the events and engaged with students.



2014-15 End-of-Year Report College Initiatives

College: College of Technology

Initiative Name: College of Technology S³
Program (Student Success Supporters)

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a few pages, including the budget.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

- Conducted 578 audits of student records that were at 75 hours or more.
 - In process of continuing to contact students and advisors regarding audits.
 - In process of mapping trends in audits (not on original proposal)
 - In process of recording data.
- Advised all transfer students on 11/7/14, 1/9/15, and will 5/11/15.
- Call prospective students via the call center 2/10/15, 4/24/15, and will 5/12/15.

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

All objectives are still in process, some are near completion, and final audit contacts are estimated to be completed by June 5, 2015.

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

There is still no systematic way of pulling MySam data that will allow colleges to run reports to see which students have not been updated or do not yet have plans in MySam. This could hamper our ability to accurately report on item #2: Compare the number of MySam updates from fall 2014 to spring 2015.

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

Because of the nature of the work done in this project, it is best housed in the academic unit, while utilizing entities across campus to assist faculty members in carrying out actions.

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

Although there was great excitement and achievement of this group in regards to student success, this was an additional paid duty to their already full schedules. We do not anticipated activities like this will be sustainable long-term as an added duty to existing faculty. It is important that faculty be the leading factor in recruitment/retention activities for many reasons (industry experience, university experience, passion for helping students succeed, etc.), the faculty member(s) often need additional time to do these activities in which they are intrinsically motivated to participate in, in place of additional responsibilities, workload, and funding.

Itemized Budget Request with Line Item Description

Please include the budget details from your original pan and add a year to date expenditure for each item. Add lines as necessary. Contact Mike Snyder at x9697 with questions on this report.

Program	Expense	Budgeted Amount	YTD Amount
College of Technology S ³ . Program	Faculty Stipends	\$26,000.00	12,765.00
College of Technology S ³ . Program	Programming	\$ 1,067.00	0.00
Total		\$25,067.00	12,765.00



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: Applied Engineering and Technology Management (AETM)

Chairs(s): Dr. Randy Peters

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

Although specific numbers are not yet available to measure achievement, the AETM Department has continued to work with the College of Technology, in addition to some other areas of emphasis (noted in original plan), to increase student success. We anecdotally plan to roll out the majority of the events noted on the original plan again for FY 2015-2016; however, we are waiting to see the outcomes from the plan before proceeding. Specific accomplishments we would like to note are:

- Shadow days with prospective student(s) to spend a day in the AETM Department and the university (50 students in attendance).
- Continuation of COT specific recruitment yield events with admissions (over 100 prospective students in attendance).
- Call center nights hosted by COT faculty in the call centers. Events had a direct effect on participation in various events. We would like to expand this next year.
- AETM Departmental representative attended all NSO sessions to answer questions incoming freshmen and their families have regarding the College of Technology, majors, minors, etc. This is done on day one of NSO, so it can assist students in last minute changes of majors, clarification of majors, and/or understand majors that are available to them prior to registering for classes.
- Continuation of the COT Student Achievement Program for sophomores (a change from freshmen).
- Creation of the Technology Summit between ISU and Ivy Tech to support student success (approximately 40 faculty members from both institutions attended).

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

Item B under Department Completion Goals is still under revision (Complete an audit of undergraduate curriculum). Due to growing numbers of students and the need for additional course sections, this has become a moving target, as we have rolled out additional section to accommodate student need. However, we plan to do additional work in this area to increase efficiencies during summer 2015.

Item A under Post-College Achievement Goals is still under revision. We are continuing to find a systematic way of conducting exit interviews for graduating seniors.

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

Items to Rework or Omit in Future Cycles	Items to Further Explore in Future Cycles
Enrollment Goals (G): Attend off-campus recruitment events virtually (Skype, FaceTime, etc.)	Tech Summit with Ivy Tech and Vincennes University: Used to increase the number of transfer students and student success between community colleges and ISU
Working to find systematic professional advising approaches that best serve our student population in the College of Technology. This approach would leverage professional advising in conjunction with faculty to assist with early career mentoring.	Continue to explore additional options with the use of the call center, and try to secure funding to have COT specific students to make calls weekly.
	Add additional college support to our COT themed housing unit project.
	Change the focus of the COT Student Achievement Program to focus on Sophomores instead of Freshmen
	Working to find systematic professional advising approaches that best serve our student population in the College of Technology. This approach would leverage professional advising in conjunction with faculty to assist with early career mentoring.
	Assist all COT students in finding mentoring that is "right for them".

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

Our student success projects do tend to utilize resources from across campus. In the action items that we moved forward with during the 2014-2015 academic year, we worked with all

departments in the College of Technology, the College of Technology Dean's Office, Admissions, University College Advisors, Residential Life, Office of Student Success, Career Center, etc. In addition to these on-campus collaborations we also had much collaboration with business and industry partners. We would like continue diversifying our collaborations; however, do not want to do so to the extent our focus on student success becomes diluted in the process.

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

The department and College have continued work together to enhance student success for many years, and students are the top priority in the College of Technology.



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: Aviation Technology (AVT)

Chairs(s): Dr. Richard Baker

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

Although specific numbers are not yet available to measure achievement, the AVT Department has continued to work with the College of Technology, in addition to some other areas of emphasis (noted in original plan), to increase student success. We anecdotally plan to roll out the majority of the events noted on the original plan again for FY 2015-2016; however, we are waiting to see the outcomes from the plan before proceeding. Specific accomplishments we would like to note are:

- Continued discussions with Express Jet Airlines and Skywest for guaranteed interview/hire programs (May 30th is the next scheduled talk).
- Continued success of Fly-in/Drive-in, which assists in supporting industry relations, community engagement, recruitment, and funding of experiential learning projects.
- Continued involvement in the Air Race Classic event for female aviation students.
- Continuation of COT specific recruitment yield events with admissions (over 100 prospective students in attendance).
- Call center nights hosted by COT faculty in the call centers. Events had a direct effect on participation in various events. We would like to expand this next year.
- AVT Departmental representative attended all NSO sessions to answer questions incoming freshmen and their families have regarding the College of Technology, majors, minors, etc. This is done on day one of NSO, so it can assist students in last minute changes of majors, clarification of majors, and/or understand majors that are available to them prior to registering for classes.

- Continuation of the COT Student Achievement Program for sophomores (a change from freshmen).
- Creation of the Technology Summit between ISU and Ivy Tech to support student success (approximately 40 faculty members from both institutions attended).

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

Item B under Department Completion Goals is still under revision (Complete an audit of undergraduate curriculum). Due to growing numbers of students and the need for additional course sections, this has become a moving target, as we have rolled out additional section to accommodate student need. However, we plan to do additional work in this area to increase efficiencies during summer 2015.

Item A under Post-College Achievement Goals is still under revision. We are continuing to best administer a systematic way of conducting exit interviews for graduating seniors.

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

Items to Rework or Omit in Future Cycles	Items to Further Explore in Future Cycles
Enrollment Goals (G): Attend off-campus recruitment events virtually (Skype, FaceTime, etc.)	Tech Summit with Ivy Tech and Vincennes University: Used to increase the number of transfer students and student success between community colleges and ISU, specifically find ways to integrate the UAS Program into transfers.
Working to find systematic professional advising approaches that best serve our student population in the College of Technology. This approach would leverage professional advising in conjunction with faculty to assist with early career mentoring.	Continue to explore additional options with the use of the call center, and try to secure funding to have COT specific students to make calls weekly.
	Add additional college support to our COT themed housing unit project.
	Change the focus of the COT Student Achievement Program to focus on Sophomores instead of Freshmen
	Working to find systematic professional advising approaches that best serve our student population in the College of Technology. This approach would leverage professional advising in conjunction with faculty to assist with early career mentoring.
	Assist all COT students in finding mentoring that is "right for them".

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

Our student success projects do tend to utilize resources from across campus. In the action items that we moved forward with during the 2014-2015 academic year, we worked with all departments in the College of Technology, the College of Technology Dean's Office, Admissions, University College Advisors, Residential Life, Office of Student Success, Career Center, etc. In addition to these on-campus collaborations we also had much collaboration with business and industry partners. We would like continue diversifying our collaborations; however, do not want to do so to the extent our focus on student success becomes diluted in the process.

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

The department and College have continued work together to enhance student success for many years, and students are the top priority in the College of Technology. There will be an additional emphasis placed on bringing attention and funding to the Unmanned Systems Area. This is an area that has received a lot of media and student interest over the past year.



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: Built Environment

Chairs(s): Dr. Andrew Phillip Payne

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

Although specific numbers are not yet available to measure achievement, the BUILT Department has continued to work with the College of Technology, in addition to some other areas of emphasis (noted in original plan), to increase student success. We anecdotally plan to roll out the majority of the events noted on the original plan again for FY 2015-2016; however, we are waiting to see the outcomes from the plan before proceeding. Specific accomplishments we would like to note are:

- Identify and communicate articulation plans between 2 year ATMAE, NKBA, and ACCE accredited AA degrees.
- Implementation of departmental attendance policy that will assist in consistency and accountability for student attendance in the department.
- Additional accountability for faculty to give timely feedback (mid-term, continuing, and final grading) to students in the department. In addition, faculty are already entering grades in Blackboard.
- Continuation of the Built Environment Golf Outing. This event serves as a scholarship event and networking event for current students, faculty, and employers.
- Continuation of COT specific recruitment yield events with admissions (over 100 prospective students in attendance).
- Call center nights hosted by COT faculty in the call centers. Events had a direct effect on participation in various events. We would like to expand this next year.
- Built Departmental representative attended all NSO sessions to answer questions incoming freshmen and their families have regarding the College of

Technology, majors, minors, etc. This is done on day one of NSO, so it can assist students in last minute changes of majors, clarification of majors, and/or understand majors that are available to them prior to registering for classes.

- Continuation of the COT Student Achievement Program for sophomores (a change from freshmen).
- Creation of the Technology Summit between ISU and Ivy Tech to support student success (approximately 40 faculty members from both institutions attended).

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

Item B under Department Completion Goals is still under revision (Complete an audit of undergraduate curriculum). Due to growing numbers of students and the need for additional course sections, this has become a moving target, as we have rolled out additional section to accommodate student need. However, we plan to do additional work in this area to increase efficiencies during summer 2015.

Item A under Post-College Achievement Goals is still under revision. We are continuing to best administer a systematic way of conducting exit interviews for graduating seniors.

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

Items to Rework or Omit in Future Cycles	Items to Further Explore in Future Cycles
Enrollment Goals (G): Attend off-campus recruitment events virtually (Skype, FaceTime, etc.)	Tech Summit with Ivy Tech and Vincennes University: Used to increase the number of transfer students and student success between community colleges and ISU
Working to find systematic professional advising approaches that best serve our student population in the College of Technology. This approach would leverage professional advising in conjunction with faculty to assist with early career mentoring.	Continue to explore additional options with the use of the call center, and try to secure funding to have COT specific students to make calls weekly.
	Add additional college support to our COT themed housing unit project.
	Change the focus of the COT Student Achievement Program to focus on Sophomores instead of Freshmen
	Working to find systematic professional advising approaches that best serve our student population in the College of Technology. This approach would leverage professional advising in conjunction with faculty to assist with early career mentoring.

	Assist all COT students in finding mentoring that is “right for them”.
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4. Do you see opportunity for this project to work more closely with another department or college, such that greater impact might be possible (*briefly explain*)?

Our student success projects do tend to utilize resources from across campus. In the action items that we moved forward with during the 2014-2015 academic year, we worked with all departments in the College of Technology, the College of Technology Dean’s Office, Admissions, University College Advisors, Residential Life, Office of Student Success, Career Center, etc. In addition to these on-campus collaborations we also had much collaboration with business and industry partners. We would like continue diversifying our collaborations; however, do not want to do so to the extent our focus on student success becomes diluted in the process.

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

The department and College have continued work together to enhance student success for many years, and students are the top priority in the College of Technology. Some strategic monies were also utilized by the Built Environment for some program specific target retention projects. More will be available regarding this project in the college document.



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: Electronics and Computer Engineering Technology (ECET)

Chairs(s): Dr. Joe Ashby

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

Although specific numbers are not yet available to measure achievement, the ECET Department has continued to work with the College of Technology, in addition to some other areas of emphasis (noted in original plan), to increase student success. We anecdotally plan to roll out the majority of the events noted on the original plan again for FY 2015-2016; however, we are waiting to see the outcomes from the plan before proceeding. Specific accomplishments we would like to note are:

- Continuing a host departmental culture that is student centered (open lab times, open office hours, evening advising, etc.)
- Continuing to work with employers to bring them to campus to talk with and interview students (in conjunction with the career center).
- Shadow days with prospective student(s) to spend a day in the AETM Department and the university (50 students in attendance).
- Continuation of COT specific recruitment yield events with admissions (over 100 prospective students in attendance).
- Call center nights hosted by COT faculty in the call centers. Events had a direct effect on participation in various events. We would like to expand this next year.
- AETM Departmental representative attended all NSO sessions to answer questions incoming freshmen and their families have regarding the College of Technology, majors, minors, etc. This is done on day one of NSO, so it can assist students in last minute changes of majors, clarification of majors, and/or understand majors that are available to them prior to registering for classes.

- Continuation of the COT Student Achievement Program for sophomores (a change from freshmen).
- Creation of the Technology Summit between ISU and Ivy Tech to support student success (approximately 40 faculty members from both institutions attended).

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

Item B under Department Completion Goals is still under revision (Complete an audit of undergraduate curriculum). Due to growing numbers of students and the need for additional course sections, this has become a moving target, as we have rolled out additional section to accommodate student need. However, we plan to do additional work in this area to increase efficiencies during summer 2015.

Item A under Post-College Achievement Goals is still under revision. We are continuing to best administer a systematic way of conducting exit interviews for graduating seniors.

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

Items to Rework or Omit in Future Cycles	Items to Further Explore in Future Cycles
Enrollment Goals (G): Attend off-campus recruitment events virtually (Skype, FaceTime, etc.)	Tech Summit with Ivy Tech and Vincennes University: Used to increase the number of transfer students and student success between community colleges and ISU
Working to find systematic professional advising approaches that best serve our student population in the College of Technology. This approach would leverage professional advising in conjunction with faculty to assist with early career mentoring.	Continue to explore additional options with the use of the call center, and try to secure funding to have COT specific students to make calls weekly.
	Add additional college support to our COT themed housing unit project.
	Change the focus of the COT Student Achievement Program to focus on Sophomores instead of Freshmen
	Working to find systematic professional advising approaches that best serve our student population in the College of Technology. This approach would leverage professional advising in conjunction with faculty to assist with early career mentoring.
	Assist all COT students in finding mentoring that is "right for them".

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

Our student success projects do tend to utilize resources from across campus. In the action items that we moved forward with during the 2014-2015 academic year, we worked with all departments in the College of Technology, the College of Technology Dean's Office, Admissions, University College Advisors, Residential Life, Office of Student Success, Career Center, etc. In addition to these on-campus collaborations we also had much collaboration with business and industry partners. We would like continue diversifying our collaborations; however, do not want to do so to the extent our focus on student success becomes diluted in the process.

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

The department and College have continued work together to enhance student success for many years, and students are the top priority in the College of Technology.



2014-15 End-of-Year Report

Student Enrollment and Success Plans

Department: Human Resource Development and Performance Technologies (HRDPT)

Chairs(s): Dr. Cindy Crowder

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a couple pages.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

Although specific numbers are not yet available to measure achievement, the HRDPT Department has continued to work with the College of Technology, in addition to some other areas of emphasis (noted in original plan), to increase student success. We anecdotally plan to roll out the majority of the events noted on the original plan again for FY 2015-2016; however, we are waiting to see the outcomes from the plan before proceeding. Specific accomplishments we would like to note are:

- Creation of special admissions departmental information to be mailed to all new admits.
- Continuation of COT specific recruitment yield events with admissions (over 100 prospective students in attendance).
- Call center nights hosted by COT faculty in the call centers. Events had a direct effect on participation in various events. We would like to expand this next year.
- HRDPT Departmental representative attended all NSO sessions to answer questions incoming freshmen and their families have regarding the College of Technology, majors, minors, etc. This is done on day one of NSO, so it can assist students in last minute changes of majors, clarification of majors, and/or understand majors that are available to them prior to registering for classes.
- Continuation of the COT Student Achievement Program for sophomores (a change from freshmen).
- Creation of the Technology Summit between ISU and Ivy Tech to support student success (approximately 40 faculty members from both institutions attended).

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

Item B under Department Completion Goals is still under revision (Complete an audit of undergraduate curriculum). Due to growing numbers of students and the need for additional course sections, this has become a moving target, as we have rolled out additional section to accommodate student need. However, we plan to do additional work in this area to increase efficiencies during summer 2015.

Item A under Post-College Achievement Goals is still under revision. We are continuing to best administer a systematic way of conducting exit interviews for graduating seniors.

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps.

Items to Rework or Omit in Future Cycles	Items to Further Explore in Future Cycles
Enrollment Goals (G): Attend off-campus recruitment events virtually (Skype, FaceTime, etc.)	Tech Summit with Ivy Tech and Vincennes University: Used to increase the number of transfer students and student success between community colleges and ISU
Working to find systematic professional advising approaches that best serve our student population in the College of Technology. This approach would leverage professional advising in conjunction with faculty to assist with early career mentoring.	Continue to explore additional options with the use of the call center, and try to secure funding to have COT specific students to make calls weekly.
	Add additional college support to our COT themed housing unit project.
	Change the focus of the COT Student Achievement Program to focus on Sophomores instead of Freshmen
	Working to find systematic professional advising approaches that best serve our student population in the College of Technology. This approach would leverage professional advising in conjunction with faculty to assist with early career mentoring.
	Assist all COT students in finding mentoring that is "right for them".

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

Our student success projects do tend to utilize resources from across campus. In the action items that we moved forward with during the 2014-2015 academic year, we worked with all

departments in the College of Technology, the College of Technology Dean's Office, Admissions, University College Advisors, Residential Life, Office of Student Success, Career Center, etc. In addition to these on-campus collaborations we also had much collaboration with business and industry partners. We would like continue diversifying our collaborations; however, do not want to do so to the extent our focus on student success becomes diluted in the process.

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

The department and College have continued work together to enhance student success for many years, and students are the top priority in the College of Technology. A grant housed out of the COT, (Crowder, Harris, and Wilkinson) will examine ways to assist students our programs with a CTE base to increase recruitment and retention in these areas.



2014-15 End-of-Year Report College Initiatives

College: Technology

Initiative Name:

Course Rewrite: IAD151 3D Design Fundamentals

Please answer the following questions for review by the Strategic Plan Budget Committee. Report should not be more than a few pages, including the budget.

1. Specific accomplishments/achievements in FY 15 (*briefly explain using bullet points, noting any changed/adapted*):

- Dr. Payne evaluated past course exercises and student performance as related to course objectives and accreditation standards.
- Dr. Payne redeveloped course structure to remove redundant or underutilized topics from the syllabus.
- Dr. Payne developed the five (5) core learning exercises to encompass all course objectives.
- Dr. Payne developed a new final project consisting of student teams building full-scale inflatable architecture to expose students to actual life-size 3D design.
- Dr. Payne reconsidered the grading rubrics associated with all aspects of each assignment to more consistently provide constructive feedback to the students who are considering IAD as a major.

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

- Dr. Payne failed to collect specifically tailored student survey data from the participants, both before and after the final exercise. As this final exercise is the major new attribute in the course student feedback was considered important.
- More public interaction with the final 3D Inflatable Architecture projects may reinforce the confidence in the students in choosing the IAD major.

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps:

- Dr. Payne recognizes the time constraints and burden put on the students with the 3.5 week final project duration. After reconsideration the final project would be more

successful and could provide more learning opportunities if extended to a 5-6 week time period.

- An additional action step in the final project would be to advertise the final presentation of the Inflatable Architecture projects. In the brief time these projects were displayed in April 2015 there was a lot of comments from passers-by. This feedback from the public boosted the morale of the student teams and was a great source of pride in their work.

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

- Dr. Payne recognizes the grand efforts made by the design students and could see a collaborative design studio opportunity with the department of Art and Design. The topic of 3D Design Fundamentals is critical in the early stages of the IAD program as well as many Art and Design programs and therefore studio alignment in these areas are quite possible.

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

- Dr. Payne sees this as a great effort for increasing retention in the IAD program. The studio began with 18 students and concluded with 16 students committed to returning to the IAD program in the fall (94% of eligible students, n=17). Of the two students not matriculating into the sophomore studio one failed to complete any Spring 2015 courses due to a medical situation, and the other is a part-time student not yet ready to progress (ineligible). From the perspective of a department chair Dr. Payne is very pleased with the retention rate as compared to the same time in 2014 (53%, n=17).
- As noted in the budget below, to repeat this course each year with the Inflatable Architecture exercise the consumable products needed will require a budget of at least \$685 (depending on course enrollment number).

Itemized Budget Request with Line Item Description

Please include the budget details from your original pan and add a year to date expenditure for each item. Add lines as necessary. Contact Mike Snyder at x9697 with questions on this report.

Program	Expense	Budgeted Amount	YTD Amount
Course Rewrite: IAD151 3D Design Fundamentals	Portable Tilt Fans for Inflatable Architecture (Equipment to be reused annually)	578.27	578.27
Course Rewrite: IAD151 3D Design Fundamentals	Portable Generator, Extension Cords, Hand Tools, and Gas Can for Inflatable Architecture (Equipment to be reused annually)	588.88	1167.15
Course Rewrite: IAD151 3D Design Fundamentals	4Mil Plastic Sheet Rolls, etc. for Inflatable Architecture (Consumables)	684.66	1851.81
Total			