

November 16, 2015

Memo

From: Gregory Goode and John Conant

Re: Progress/preliminary Report

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

We were charged with the formation of a key Question Committee that addresses the question above. In addition to ourselves, the committee is composed of the following individuals: State Senator Jon Ford, County Council President Rick Burger, Terre Haute EDC President Steve Witt, Terre Haute Chamber of Commerce President David Haynes, Terre Haute Regional Hospital President Maryann Conroy, Dr. Susan Powers, Dr. Robert Guell, Dr. Lynn Mauer, Dr. Chris McGrew, Katie Butwin, Courtney Richie, Stacy Shonk.

Indiana State University has been aggressive in growing new academic programs that are in alignment with national and state job trends. These additional academic programs have been important in Indiana State's enrollment growth and in fueling the workforce. It is realistic to project a 25% growth over the next ten years at Indiana State University and this growth will require closely analyzing current and emerging job trends while strategically projecting the new degree programs to meet new demands.

This committee met on October 26, 2016 and has been at work in collecting national, state, and local data on job trends (current and emerging). In addition to the data on job trends, the committee is mindful of the state's bureaucratic path in place to approve new academic programs. In looking to approve new programs at state universities, the Indiana Commission for Higher Education looks for the following:

1. Rationale for why the program is needed
2. Is there a need in the workforce for this program
3. Where will the money for the program come from (taking from existing programs, etc.)
4. Offered in other areas of the state, why additional programs are needed

Prior to receiving accreditation, a program must receive approval by the IN Commission for Higher Education and the program must be actually established.

The committee is fortunate that much of this important data is readily available. Additional work in researching the state's leading workforce and economic development organizations is underway including: the Indiana Department of Workforce Development, the Indiana Economic Development Corporation, Office of Community and Rural Affairs, and Central Indiana Corporate Partnership.

The committee anticipates utilizing services from an outside consultant to assist in researching national, state, and local trends and facilitating additional dialog with some of these important organizations. As the committee continues its work to meet the January 11 deadline for final reports, focus on the following areas is anticipated:

- Data vs. perceptions?
- Investment needed by the university, and is there a role for the ISU Foundation?
- What can be delivered on campus vs. via distance education?
- Local needs vs. state and national opportunities?
- Can existing programs be bolstered to meet new demands?
- How will the new programs strengthen the other strong programs currently being offered?
- How the state is better off adding our proposed new programs at Indiana State University rather than increasing similar programs at other institutions?

2016 Strategic Plan Key Question Committee – Progress Report

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

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

Background:

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

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

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

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

Socio-Cultural: The ISUcced program of the Charles E. Brown African American Cultural Center provides cohort and individual student services for academic and personal transition to college. Sycamore Coaching, First Sycamores, Scholar Corps (as well as other Student Affairs and Academic Affairs units) work to support and stabilize first-generation students and students who are economically at risk as these students navigate their way through the sometimes daunting college experience. The on-campus food bank and the Career Center's Clothing Closet assist students who are food insecure or lack the professional attire required for professional

situations. Establishing the Office of Multicultural Services and Programs will provide resources for a large and diverse student population, specifically offering resources to student who identify as multi-racial, multi-ethnic, African-American, Latino, International, LGBTQ, and Women.

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

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

Work completed:

Insert a brief description of the work the committee has completed up to this point.

The committee has reviewed peer institutions who have implemented programs, services and policies that have positively impacted retention and improved graduation rates. Through this review, we have identified high impact strategies which have the capacity to improve ISU's graduation rates. We offer specific recommendations within the core areas (academic, financial, socio-cultural, residential and co-curricular) to be considered for implementation. This environmental scan addresses the student experience from pre-entry to graduation.

Pre-Entry:

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

Introduce Prospective Students Early to Student Engagement Opportunities: Broaden and more fully develop opportunities for pre-entry students to be introduced to organizations/activities/on-campus programming during Campus Tours, Sycamore Preview Days and New Student

Orientation (scholarship continues to support there is a strong positive relationship between engagement and student success).

Recruitment, Retention and Completion Initiatives for New/Incoming Undergraduate

Populations: Implementation of targeted preview days/orientations focusing on the unique needs of emerging populations, including Latino, veteran, first-generation.

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

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

Financial:

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

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

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

- **Replacing Loans with Grants** – Replacing the federal loans of high-need financial aid students with institutional grants, allowing these students to graduate completely or nearly loan-free.
- **Free Final Semester** – Encouraging on-time graduation by promising a free final semester to all students on-track to complete their degree in four years or less.
- **Per-Credit Tuition Discounts** – Incentivizing students that enroll in at least 15 credit hours per semester and charging a higher per-credit rate for those taking less than 15 credits per semester.
- **Four-Year Completion Bonus** – Registering students on a flat-rate tuition plan where they are deemed eligible for a tuition reduction and additional monetary bonus if they graduate on time.

Academic:

Scholarship Supported Summer Bridge Program: Implementation of a Summer Bridge program which is an invitation-only scholarship program that provides incoming freshmen with tools and resources to jumpstart their first year in college. The Summer Bridge program provides a fully-funded academic experience, one that prepares launches students into freshman year by becoming familiar with campus resources, professors, other students and college life. Students enroll in two prescribed courses during the second summer session leading into the fall of their first year as part of the scholarship. Students who earn a 3.0+ GPA during the Summer Bridge program would receive an additional \$1,000 merit-based award at the end of the summer.

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

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

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

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

Recognize and Reward High Quality Teaching That Results in Measurable High Quality Learning—Scholarly work on graduation and retention identifies high quality teaching as the foundation for improving persistence, retention and graduation. Indiana State University’s reward structure and tenure and promotion documents should reflect the importance of high quality teaching. It matters whether there is a genuine emphasis on the quality of undergraduate teaching and learning, because academic success and degree completion are highly correlated.

Institute or Revise Registration Policies to Increase On-Time Graduation: Revise withdraw policy so students may only withdraw with an advisor and dean’s signature; revise drop policy—Students may only drop 3.0 credits per academic semester; revise probation policy so that

students on academic probation may enroll in more than 13.0 credits; revise SAP policy for first semester freshmen (automatic warning—no SAP appeal, 60 percent instead of 67 percent).

Cultural:

Multicultural Services and Programs: To provide support in transition to college for identified populations and to create greater cultural competencies amongst all students. Goal to increase civility and to reduce bullying and bigotry.

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

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

Benefits of Being an Arizona Assurance Scholar

- Financial Support
- Individualized success plan to ease the transition from high school to college
- One-on-one mentoring from a faculty or staff member at UA
- Regular communications to keep scholars connected and informed about resources and events

Co-Curricular:

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

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

Residential:

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

Miscellaneous (for now to be incorporated into final template):

Teaching Writing at Indiana State University:

Sound writing instruction is provided by instructors with reasonable and equitable working conditions.

“Institutions can provide reasonable and equitable working conditions by establishing teaching loads and class sizes that are consistent with disciplinary norms. No more than 20 students should be permitted in any writing class. Ideally, classes should be limited to 15. Remedial or developmental sections should be limited to a maximum of 15 students. No English faculty members should teach more than 60 writing students a term. Institutions can also provide these conditions by paying instructors a reasonable wage and providing access to benefits. Institutions should provide resources necessary to effective instruction, including office space to meet with students individually, computers and network access, and office technologies (such as photocopiers). Institutions should also facilitate instructor access to personnel and units that can inform their practices and offer helpful efficiencies such as librarians, writing centers and directors, and teaching and learning centers. Institutions should also foster department and program cultures that recognize instructors, whether in appointments that emphasize research and scholarship or in those that focus fully or primarily on teaching or administration, as scholars and full members of the discipline. Institutions should ensure that all members of a department or program have the opportunity to participate in shared governance.”

BGSU Writing Program (P/F, specialists in field, higher # of credits)

BGSU arts community / faculty living (look at Butler too) A

Writing Pedagogy Series

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

Low-Risk Writing Courses

Currently, ISU does not offer a developmental writing course. Our first-year writing series begins with English 101: Personal Writing and ends with English 105: Academic Writing. Because many of our students need intense writing instruction, we recommend adding an additional course that seeks to support those students in the bottom 15% of writer ability. This course should be 4 or 5 credits, meet 4 or 5 days a week, and be taught by a developmental writing specialist. These courses should not exceed 15 students. In order to encourage a higher standard in these courses (and perhaps also in ENG 101), we recommend that these courses be taught Pass / Fail and that the result of the course not impact a students' GPA. While taking the course again may mean setting them behind one course, it will mean greater success in all of their other courses and will thus ultimately serve the students' needs and help them graduate sooner. Students could also move on to English 101 instead of retaking the course.

Example: Bowling Green State University's General Studies Writing Program:

GSW 1100, a five-hour course designed to provide students with intensive writing instruction and practice, introduces students to various conventions which are important in academic writing. The curriculum of GSW 1100 is similar to that of GSW 1110: in both courses students are introduced to the important skills entailed in prewriting, drafting, and revising, as they write papers that argue a position, papers that persuade, and papers that evaluate a written text. In GSW 1100, however, classes meet more often and class size is somewhat smaller to allow for a greater degree of personal assistance from the instructor.

As students work on their various 1100-level assignments, they are introduced to the following:

- choosing and narrowing topics
- navigating BGSU's libraries
- selecting and evaluating appropriate sources
- writing to a variety of audiences
- considering the role visual rhetoric and other technologies should play in their papers
- writing several necessary drafts to arrive at a polished, coherent final draft
- citing sources appropriately
- using acceptable documentation format

Upon passing GSW 1100, students are eligible to enroll in GSW 1120; students who do not pass GSW 1100 are required to enroll in GSW 1110.

<https://www.bgsu.edu/arts-and-sciences/general-studies-writing/course-information/gsw-1100.html>

<http://www.utexas.edu/enrollment-management/messages/ut-strives-improve-four-year-graduation-rates>

Responsibilities of Teachers and Students

Hold teachers accountable for canceling class, especially if it is over 3-5 times in a semester

Hold Students Accountable-Force students to be prepared.

Entire departments being tenured do not correlate to getting great education according to some of the students I talked to on campus.

Make sure that professors have TEACHING experience (Stop Professors from just reading PowerPoints)

Find focus on what students actually are doing for their future.

Grading should be fairly even from one CRN to another or the classes should be curved up or curved down based on the averages of the specific classes all together.

Programming and Policies

Create “Back on Track Academic Advisors” to assist with students who get off track. The students who get off track will be required to meet with their Back on Track advisors twice a semester. First meeting will be to discuss why they are off track and come up with a plan to get back on track. The second meeting will be to register for classes. These advisors will serve as the primary advisor for the student until they are back on track towards graduation. The Back on Track advisors will need to have resources available to them to assist with the issues that may have thrown the student off.

Add future planning questions to the Admissions Application. For example:

- Why are you attending college?
- What are your educational goals?
- What are your career goals?
- What roadblocks can stop you from graduating college?
- How important is graduating in four years to you?

Require all incoming freshmen to complete My Plan and attend a My Plan Review session workshop prior to registering for Spring semester classes.

Partner the Four Year Graduation Guarantee with the Sycamore Career Ready Certificate.

Require students to update their contact information when they have to reset their password every 90 days so that we maintain updated records.

Require all students enrolling in online classes to take an online orientation to prepare them for taking online classes.

Create a program similar to student employment except the jobs are more short term project based jobs to pay off money owed to the university that hinders registration. For example:

Work planned:

Insert a brief description of the work the committee has planned to complete in the remaining time before submitting your final report January 11.

The Committee will continue its environmental scan looking at best practices with demonstrated and measurable impacts on retention and graduation. We will also assess internal practices and policies which appear to be inhibitors to persistence and success rates.

Challenges:

Discuss any challenges your committee is having here, particularly if you require some guidance or outside assistance.

2016 Strategic Plan Key Question Committee – Progress Report

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

Members:

Co-chair	Melissa Hughes	Admissions
Co-chair	Ken Brauchle	Extended Learning
Member	Jill Blunk	College Challenge
Member	Carrie Anderson	Communications & Marketing
Member	Troy Allen	COT
Member	Jennifer Latimer	CAS
Member	John Pommier	HHS
Member	Elaina Tuttle	CGPS
Member	Portia Adams	HHS

Background:

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

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

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

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

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

It is here the committee began our work.

Work completed:

The committee began its work with a frank discussion of the changes in the environment outlined above. We discussed various ways of approaching our work given the very brief period of time allotted. After much discussion, the committee decided to approach the problem by looking at the individual sub-populations and demographic groups discussed in the background statement. The committee members were assigned a particular sub-population and asked to do some preliminary research on the issues looking for best practice, institutions that we could benchmark in certain areas, or other insights that could guide our deliberations.

The committee members then reported what they found to the group as a whole and each item was discussed to get a better understanding of what we were already doing in those areas and how the various issues overlapped. The committee members were then asked to write up their key findings based on their research and informed by our discussions along with any recommended actions. The committee was again convened and the findings were then reported to the group, followed by a brainstorming of possible actions. These actions were then added to the possible actions each member had suggested in their initial reports.

The result of the work so far is a compilation of key findings and suggested actions.

Work planned:

The co-chairs will evaluate the findings/actions gathered so far to look for synergies and overlaps as well as any obvious gaps in our approach to the original question. The results of that review will be presented to the committee as a whole and additional research/finding/actions will be assigned as appropriate.

The co-chairs will then compile the first draft of the final report so that the committee will be able to review, comment and revise over the break. The report will be finalized upon return January 2, 2016.

Challenges:

The biggest challenge is the very tight timeline given the normal workloads of the committee members. The tight schedule is compounded by the fact that most of us do not have a complete picture of what the University is already doing in these areas so that a portion of each session is devoted to informing the committee.

2016 Strategic Plan Key Question Committee – Progress Report

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

Members: *Sarah Wurtz, Crystal Baker, Deb Israel, Britney Gilman, Edith Campbell, Shondalin Gallaway, Tisha Langford, Jazmyn Glenn*

Background:

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

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

2015 Aid by Source		2015 Aid by Type	
Institutional Aid	\$14,717,635	Grants	\$42,158,020
State Aid	\$19,981,467	Scholarships	\$13,555,238
Federal Aid	\$90,561,508	Loans	\$74,951,124
Total			\$130,664,382

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

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

Work completed:

Our group—made up of faculty, staff, and students—met 3 times so far this semester. We began discussions by brainstorming about proposals to increase funding for certain populations, but we quickly found through student feedback that the most compelling frustrations seemed to stem from administrative bureaucracy or inefficiencies.

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

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

Between the five or six committee members with feedback to share, we found some common themes:

- Upperclassmen are not interested in job placement for freshmen. If anything, they were very vocal about needing more job opportunities, flexible schedules, and better pay rates for older students.
- Students did not overwhelmingly ask for more money. They were more interested in improved/transparent communications from administrative areas.
- Aid like a paycheck was an interesting concept, but only a couple actually wanted it for himself or herself.
- Students regularly read their emails and don't really want us to text them.
- The late timeline of state aid decisions (such as 21st Century Scholars) is a major pain point.
- Direct billing for books could be helpful for students with limited cash flow and have an immediate impact on their success in the classroom. Even as late as October, some students still did not have books for their classes. However, this must be optional, since many students opt to purchase their books online, since they are much less expensive than the ISU Bookstore.

Work planned:

We were able to use our survey to identify some goals with the propensity for major impact:

- 1) Improve students' ability to purchase textbooks
- 2) Improve students' ability to make informed choices
- 3) Address the issue of late award notification from the IN Commission for Higher Education

Next, we plan to flesh out some action steps to address these issues above, and articulate some clear recommendations for our final report due January 11.

Challenges:

It was challenging to bring a cross section of campus together to meet as one cohesive committee, but we were able to engage full representation by the time assignments started coming due.

2016 Strategic Plan Key Question Committee – Progress Report

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

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

Background:

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

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

With regard to the three areas noted above, **academic success** initiatives appear to be most heavily vested in Supplemental Instruction, the primary challenges being to identify students in need, and to match those students with the most appropriate resources. Streamlining that process across campus seems poised to occupy the attentions of the principal stakeholders in this area for the immediate future. The creation of University College to address the specific needs of first-year and transfer students has also re-shaped the landscape of student success,

although it may be too early to tell what effect this will have on retention and on-time degree completion. The recent work of the Advising Task Force has likewise explored the challenges in fostering and maintaining effective advising across campus. The NSSE survey results and responses (for senior students in particular) draw attention to the key relationship between student and advisor, pointing out both negative and positive illustrations. Helping students find an appropriate **balance between academic study and employment** does not seem to have been addressed in a systematic manner to date, although it is likely that it will, given the financial pressures facing many of our students and their families. However, several entities at ISU, including the School of Graduate Studies, Division of Student Affairs, Baptist Collegiate Ministries, Black Women's Summit, and Student Counseling Center have highlighted the issue in recent years through various venues. The Work-Life Balance Conference has gained widespread recognition for its work on behalf of faculty and staff, so it seems likely that this will serve as an impetus and model for future student-based initiatives. Finally, the Office of Extended Learning has pursued various strategies to **connect online and commuter students more effectively to the ISU "student experience"** over the past several years, particularly in ramping up its training of faculty teaching online, ensuring that distance students have access to campus resources (e.g., Math and Writing Centers, supplemental instruction, tutoring services, etc.), and, in hybrid courses, fostering increased interaction with on-campus students via technology classrooms. This will likely remain a significant area of concern as enrollment and budget projections become increasingly bound up with these student populations.

Work completed:

Insert a brief description of the work the committee has completed up to this point.

The committee has met on a weekly basis. Each member studied the results for the NSSE (2013) and BCSSE (2015) surveys, identifying core points of interest. The committee as a whole then determined by consensus issues of "student experience" that might fruitfully be addressed in the next strategic plan, including academic success, school/work balance, and facilitating campus connections for online and commuter students. Three breakout groups were formed to investigate the background and development at ISU of each of these key areas. Each group met with various campus offices to gather applicable information, which was then shared and discussed with the larger committee. Brooks Moore attended the most recent meeting to share his insights and provide feedback regarding the proposed areas of concentration.

Work planned:

Insert a brief description of the work the committee has planned to complete in the remaining time before submitting your final report January 11.

Each breakout team will examine peer institutions' best practices in the areas of academic success, school/work balance, and integrating online and commuter students to the campus. Supplemented (hopefully) with additional data from best practices research, each team's findings will be reported to the larger committee, which will then discuss possible actions for each area of concern. Drawing upon the resulting consensus, the committee will draft and submit the Final Report, featuring recommendations for enhancing "the ISU student experience" in the coming years.

Challenges:

Discuss any challenges your committee is having here, particularly if you require some guidance or outside assistance.

Defining "the ISU student experience" has presented a challenge from the start, since the term potentially encompasses all aspects of a college student's life. Aware that many areas aside from the three outlined above would also be well worth pursuing, we trust that the Steering Committee will suggest a timely course correction if it determines that a core area of concern (e.g., diversity, inclusiveness) indeed remains unaddressed.

Interpreting in a meaningful way the sheer amount of data available through NSSE, BCSSE, MapWorks, interviews, and online resources has also posed a significant hurdle, as one can easily get lost in the numbers. Thankfully, Maggie Dalrymple (Office of Institutional Research) has been able to guide us through the surveys and other datasets, noting how we might make best and most efficient use of them in our work. Still, since academics is one of our chosen areas of focus, the committee would clearly benefit from follow-up consultations with student success experts on campus already conversant with this survey information.

Identifying a few common readings about the "student experience" along the lines of our three chosen areas of focus might also be helpful, since they could provide an interpretive framework as the committee begins to transform its mass of gathered data into key recommendations in December and early January.

2016 Strategic Plan Key Question Committee – Progress Report

Question(s):

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

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

By this point you should have completed your background statement that will be a part of your final report. Please insert a draft below

Background:

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

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

According to the American College Health Association's National College Health Assessment the top 3 health impediments to academic performance are mental health related: stress, anxiety, and sleep difficulties with depression following closely at number 5 after cold/flu/sore throat (ACHA). Additionally, results of the most recent National College Health Assessment (2014), which is conducted yearly by the ACHA, showed that within the past year approximately 86% of college students report feeling overwhelmed by all they had to do; 54 percent report experiencing overwhelming anxiety; 62 percent report feeling very sad with 32 percent indicating that they were depressed to the point that it was difficult to function; and 37 percent reported feeling overwhelming anger. Please note that these findings are fairly consistent over the past 5 years.

As it relates to retention and graduation rates, research has shown that students who use counseling services tend to graduate at higher rates and are retained in higher numbers. Wilson, Mason, & Ewing (1997) found a 14 percent "retention advantage" for students in counseling versus those in a control group who were wait-listed for future counseling or never attended an appointment. A follow up study at Southern Illinois University found a similar result when their replicated study showed that students who attend counseling had a 25 percent advantage in graduation rate versus students those who did not attend. A similar study here at ISU in 2010 found that the 6 year graduation rate for students who used counseling ranged between 68 and 72 percent, whereas the overall student body rate at that time was between 48 and 42 percent. In addition to graduation rates and retention, studies have also shown that students who use counseling tend to have higher GPAs and display fewer behavioral concerns.

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

References

American College Health Association (2015). National College Health Assessment, Retrieved from <http://www.acha-ncha.org/docs/NCHA->

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Illovsky, M. E. (1997). Effects of counseling on grades and retention. *Journal of College Student Psychotherapy*, 12(1) 29-44.

Sharkin, B. (2004). College counseling and student retention: Research findings and the implications for counseling centers. *Journal of College Counseling*, 7, 99-108.

Turner A., & Berry, T. R., (2000). Counseling center contributions to student retention and graduation: A longitudinal assessment. *Journal of College Student Development*, 41(6), 627-635.

Wilson, S.B., Mason, T. W., & Ewing, M. J. M (1997). Evaluating the impact of receiving university-based counseling services on student retention. *Journal of Counseling Psychology*, 44, 316-320.

Work completed:

A committee of interested employees and students from across campus has been established. Committee members include: Aimee Janssen-Robinson, L. Kenneth Chew, Shelby McConnaughey, Stephanie Percy, Zachariah Mathew, Judy Sheese, Greg Youngen, Virgil Sheets, Tamara Watts, Amanda Knerr, Stephannie Gambill, Haley Gravely, and Katie Lugar. The Committee has had two meetings. The committee has identified the following questions to address:

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

The committee has identified the following sources of data:

- American College Health Association (ACHA) National College Health Assessment (NCHA)
- Association for University and College Counseling Center Directors (AUCCCD)
- MAP-Works
- Residential Life
- ISU Student Counseling Center

- ISU Root Hall Psychology Clinic
- College of Education Grosjean Clinic

Work planned:

- Review data from identified sources
- Compare ISU data with national data
- Compare services currently available at ISU with those at peer institutions
- Explore requirements for ISU Student Counseling Center to become accredited

Challenges:

- Time – the committee was established late and has only had opportunity to meet twice
- Broad topic area