

Academic Department Student Success Plan Annual Update: 2016-2019¹



Department: Management, Information Systems, and Business Education

Department Chair: Chia-An Chao

Department Mission: The Indiana State University Scott College of Business is dedicated to providing an internationally-accredited professional education to qualified students at both the undergraduate and master's levels. Our primary focus is to provide an experiential learning environment that prepares students to take leadership roles in both public and private organizations. In tandem with this commitment, the College supports, encourages, and produces applied and educational research, development of relationships with the business community, and service to the region and the professions. The mission of the Management, Information Systems, and Business Education (MISBE) Department is to prepare students for careers in management and information systems as well as to develop future entrepreneurs and business teachers.

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

The SCOB's Fall 2015 freshmen cohort retention rate (latest college) was 66.9%. The MISBE rate (latest department) was 50%, which was lower than the MISBE freshmen cohort retention rates in the last four years that ranged from 67% to 84%. As noted in the 2015–2016 End-of-Year Department Success Plan, there were considerable fluctuations in MISBE freshmen's high school GPAs over the last four years, and changes in freshmen retention rates seem to trend along the students' high school GPAs.

The high school GPA analysis indicates the need for increased efforts and resources to improve freshmen college readiness, and several action steps have been identified. Besides college readiness, there are other factors affecting freshmen retention. This makes setting a specific retention goal difficult. Nonetheless, averaging the 2012 to 2015 freshmen retention rates, the retention goal for the Fall 2016 cohort is 69%.

Action Steps² (with dates & person(s) responsible):

- **Identify ways to increase communication and enhance coordination with the University College:** Freshmen advising is handled by the University College (UC) until students complete 24-30 credit hours. UC advisors work with freshmen—such as those who have one or multiple deficiencies in interim grade reports—to address various issues. Instructors of BUS 100 and BUS 180 have frequent interactions with freshmen, but they may not know how their students are doing in other classes. Increased communication between the teaching teams of these freshmen classes and the UC advisors will enhance our collective knowledge of the students and help us identify more comprehensive interventions to support and retain at risk students. Timeframe: Fall 2016. Persons responsible: Chia-An Chao and BUS 100 and BUS 180 instructors.

¹ Plan updates are due to your Dean by Nov. 4 as informed by your 2015-16 End-of-Year Report that is due to your Dean by Oct. 3.

² **Action Steps Defined:** The specific activities/actions taken to realize progress toward the goal. Such action steps should include not only student support type activities/actions but also student learning enhancement focused activities/actions.

- **Evaluate current interventions and resources and identify new ones to support freshmen student success:**
 - First and second eight-week BUS 100 and BUS 180 classes are offered in Fall 2016. Successful completion of these two courses in the freshman year develops robust foundation for subsequent courses and is important to the student's on-time graduation. Feedback from instructors teaching these eight-week classes and from the students will provide useful insight into these eight-week classes and identify adjustments needed. Timeframe: Fall 2016. Persons responsible: Chia-An Chao, Aimee Jacobs, Ashley Layman, and Linda Goodwin-Ross.
 - Learning coaches are available for BUS 180 students. Information gathered on the impact of learning coaches, ways they are deployed, and the need for additional / alternative peer coaching will help us fine tune this important resource. Timeframe: AY 2016–2017. Persons responsible: Meis Center Student Development Team, Chia-An Chao, and BUS 180 instructors.
 - Mini-workshops are incorporated into BUS 100 (BUS 100 bootcamp) to help students ease the transition from high school to college. In addition to the following topics, two new topics are added this fall: *Surviving your Finals* and *Tips for using Microsoft Outlook and mobile phone*.
 - *Professional Communication*—proper email etiquette and communication with professors and supervisors
 - *Note Taking*—the how and why of note taking and how it contributes to the student's success in the classroom and their career
 - *Professional Dress Code*—the differences between business casual, business professional, and interview attire
 - *Classroom Etiquette*—proper and improper classroom behaviors and how they affect students' future careers
 - *Career Fair Prep*—prepare all freshmen for the Career Opportunity Fair
 - *Social Media*—appropriate use of social media and how to avoid costly and careless mistakes for the future

Timeframe: Fall 2016. Persons responsible: Meis Center Student Development Team.
- **Remove barrier to timely completion of pre-business requirements:** remove BUS 180 prerequisite and allow freshmen to take BUS 100 and BUS 180 concurrently. Timeframe: Fall 2016. Person responsible: Kelly Wilkinson.
- **Review the D/F/W rates of BUS 100 and BUS 180:** examine the D/F/W rates of these two freshmen courses and identify reasons and potential solutions where necessary. Timeframe: AY 2016–2017. Persons responsible: Chia-An Chao and BUS 100 and BUS 180 instructors.

<i>Retention Benchmarks</i> (by latest department)	Fall 2013 Cohort: 83.78%	Fall 2014 Cohort: 66.67%	Fall 2015 target & actual: 68%/50%
	Fall 2016 target: 69%	Fall 2017 target: 71%	Fall 2018 target: 73%

Other Freshmen Retention related benchmarks of focal interest to department

Department Persistence to Completion Goal(s):

The SCOB four-year graduation rate (latest college) was 30.1%. MISBE department's four year graduation rate (latest department) increased 7% from 20.83% (Fall 2011 cohort) to 27.91% (Fall 2012 cohort). While the increase was significant, MISBE students' four year graduation rate still trails that of the SCOB. Efforts to improve student persistence and graduation rate include enhanced professional engagement opportunities and elimination of graduation barriers.

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

- **Develop student professional identify and career readiness:**
 - Management faculty is updating the curriculum to offer tracks in Human Capital Management and Entrepreneurship. Guiding principles in the curriculum revision are as follows: (1) embed meaningful

experiential learning and professional engagement opportunities in the curriculum to foster professional connections and help students develop a clear sense of professional identity, (2) use/modify existing courses to minimize resource impact, and (3) consider student graduation timeline in course prerequisites and sequencing. Timeline: AY 2016–2017. Persons responsible: Chia-An Chao and Management faculty.

- MISBE students are urged to participate in professional societies and other types of organizations in their discipline area at the local and national levels (e.g., Indiana and National Business Education Association, Society of Human Resources Management, Launch Terre Haute, and Management Information Systems Association). Timeframe: Fall 2016 and on-going. Persons responsible: Chia-An Chao and MISBE faculty advisors.

- **Expand program outreach and identify streamlining opportunities:**

- MIS faculty is converting all required courses and most electives for online delivery. While the number of online majors is still relatively low (4 majors since the program launch this summer), the number is expected to grow. Timeframe: AY 2016–2017. Persons responsible: MIS faculty.
- MIS program is working with OIT in examining on-campus IT career readiness opportunities for MIS students. Timeframe: Fall 2016. Persons responsible: OIT (Lisa Spence), Chia-An Chao, and MIS faculty.
- Ways to increase awareness of the Healthcare Analytics certificate program among SCOB and CHHS majors as well as working professionals is underway. Timeframe: Fall 2016. Person responsible: Chia-An Chao.

- **Remove barriers to graduation:**

- Remove the 2.25 minimum GPA for all business and economics classes as a graduation requirement. This requirement overlaps with the COBA (admission to the College of Business) and the overall graduation GPA requirements. For some students (especially for transfer students) this requirement magnifies the impact of marginal performance in a few classes, resulting in their repeating classes and delaying graduation. Timeframe: Fall 2016. Person responsible: Kelly Wilkinson.
- Change the prerequisites of two MIS courses to support more flexible course sequencing and allow transfer students and other majors who have taken equivalent courses to enroll in these classes. The prerequisite of MIS 335 will be updated to remove unnecessary college and class-standing restrictions, and the prerequisite of MIS 380 will be made more universal to accept other equivalent courses. Timeframe: Fall 2016. Person responsible: Chia-An Chao.
- Reference course demand forecasting information (Platinum Analytics) in allocating teaching resources to ensure course offerings meet student demand and support their on-time graduation. Timeframe: Fall 2016 and on-going. Person responsible: Chia-An Chao.

- **Review D/F/W rates of MISBE courses:** examine the D/F/W rates of all MISBE courses and identify reasons and potential solutions where necessary. Timeframe: AY 2016–2017. Persons responsible: Chia-An Chao and MISBE faculty.

- **Encourage every MISBE student in junior class standing (72 hours) to complete the Progress Towards Degree (PTD) check.** Instead of waiting until the students' senior year, advisors in SCOB's Undergraduate Student Services Office (USSO) will audit students' progress to make sure they are choosing the right classes and offer course sequencing advice. Timeframe: on-going. Persons responsible: Chia-An Chao and All MISBE faculty.

Completion Benchmarks
(by latest department)

Fall 2010 Cohort:
19.57%

Fall 2011 Cohort:
20.83%

Fall 2012 target & actual: 26%/27.91%

Fall 2013 target:
30%

Fall 2014 target:
31.5%

Fall 2015 target:
33%

Other Persistence to Completion related benchmarks of focal interest to department

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