

2016-17 Department Student Success Plan Assessment Report

Department of Teaching and Learning

Please answer the following questions in two pages and submit to your Dean by October 2. Your Dean will offer you feedback by Oct. 16 and advance final version¹ to Academic Affairs by October 20. This report will inform your 2017-18 Student Success Plan update that will be due to your Dean by Nov. 3. Previous report and plans can be found at this website: <http://irt2.indstate.edu/cms7/sp16/index.cfm/department-plans/>.

Person Primarily Responsible for Preparing this Report: Georgianna Duarte

1. Specific accomplishments/achievements this past year (*briefly explain using bullet points, noting any changed/adapted*):

- CASA I scores increased in math through a partnership with the Math Library/Center. Tutoring was provided to students targeted toward success on the CASA I math test. The number of tutors increased by two and the schedule of tutoring expanded and were documented through social media, flyers, announcements, and emails. The number of tutoring hours increased by four hours per week.

2014-2015 First Attempt

Test	#First Time Takers	#Pass	#Not Pass	%Pass	%Not Pass	Mean Total Score/Instit	Mean Total Scaled Score-State
CASA Math 97/13-Present)	196	111	85	57%	43%	223.6	228.7
CASA Reading	203	138	65	68%	32%	227.	237.1
CASA Writing	200	127	73	64%	37%	224.3	229.9

2015-2016 First Attempt

Test	#First Time Takers	#Pass	#Not Pass	%Pass	%Not Pass	Mean Total Score/Instit	Mean Total Scaled Score-State
CASA Math 97/13-Present)	161	96	65	60%	224.7	224.7	236.1
CASA Reading	172	131	41	76%	24%	233.4	243.1
CASA Writing	167	94	73	56%	44%	221.8	231.1

2016-2017 First Attempt

Test	#First Time Takers	#Pass	#Not Pass	%Pass	%Not Pass	Mean Total Score/Instit	Mean Total Scaled Score-State
CASA Math 97/13-Present)	209	133	76	64%	36%	228.7	235.9
CASA Reading	208	161	47	68%	23%	235.1	243.4
CASA Writing	202	127	75	63%	37%	225.5	230.3

¹ Dean will request a refinement to the report if it is not suitably addressing the questions. Report will be shared with Trustees.

- Continued partnership with University Honors. Hosted a session on Honors Preview Day to retain pre-education students.
- Strengthened the first year induction program for elementary and secondary declared teaching majors through peer mentoring, faculty led mentoring, and integration of student organizations. Peer mentoring was evident in the Best Program, the CHILL student organization, and advising sessions with faculty.
- Increased enrollment through over 16 recruitment events across the county, Indianapolis, and ISU campus. Enrollment increased from 599 in 2016 to 648 in 2017. These recruitment sessions were conducted at three elementary schools, three high schools, Latino Education Summit in Indianapolis, two recruitment events in University Hall, five conferences, and two conferences with purchased tables for recruitment. At the onsite recruitment events, the participant size ranged from 15-26. At the University recruitment events, it was more than 100, and the Indianapolis recruitment event, it was more than 400 students. Participant size fluctuated greatly at conferences (Estimated number: 50-100)
- Retention efforts were increased through advisement, student organizations, mentoring, and intentional community engagement.
- Recruitment Teams reached out to regional schools with program information on a monthly basis.
- Re-examined and improved tracking of students academic programs and early identification as at risk of failure early in their major. Retention rates improved from **71.17% to 77.08. % (2016-2017)**
- Strengthened academic programs through course and standard alignment, which impacted schedules, and curriculum maps for students. Faculty reassessed their curriculum maps with respect to the Indiana State Pedagogy and Content Standards.
- Continued academic engagement with student organizations through CHILL, BEST, Sycamore Readers, TOTAL, Indiana Student Educators, and Student Council for Exceptional Children.
- All program pamphlets for marketing were redesigned and utilized across counties and conferences.
- Integrated over 8 department speakers to increase diversity development and learning.

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

- Department did not develop a recruitment and retention plan
- T&L did not increase number of students from Gary or Indianapolis, Indiana
- Did not increase enrollment in minor of early childhood education.
- Did not increase matriculation of students declaring education as a major from University College to BCOE.

3. Attention areas going forward as informed by 2016-17 retention, completion, course completion ratio, credit hour productivity, and D/F/drop rate data provided as well as other Blue Report or departmental data (*briefly explain using bullet points*).

1. Creating a Recruitment and Retention Plan
2. Strengthening first year cohorts by increasing student contact and stronger relations with University College
3. Increase diversity in all aspects (Gender, Race, Culture, Region, Special Needs)
4. Proactive measures through BCOE leadership and University College to ensure that all declared education majors are advised and supported so they in fact matriculate to BCOE.
5. Engaged and implemented program meetings regularly scheduled, documented, and assessed for continuous improvement in student learning.
6. Re-examine alignment of programs with Intasc Standards, SPA standards, CAEP standards, and Indiana State Standards.