

2016-17 Department Student Success Plan Assessment Report

Management, Information Systems, & Business Education

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: Aruna Chandra

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

Action Steps: (with dates and persons responsible)

- **MIS Core Curriculum Revision and MIS Online: (MIS Faculty- Ayman Abuhamdieh, Joe Harder, Chia-an Chao and Jeff Harper)**
 - The MIS Faculty streamlined the MIS Major to pare down the 27 hours of required coursework to 21 hours with a view to making it more flexible and accessible to students and to speed time to graduation.
 - In addition, faculty also mapped all MIS courses to professional certifications that students can pursue and shared it with OIT to promote to distance students.
 - MIS faculty are in the process of preparing the MIS courses to be offered online. The MIS Major is already listed in the Distance Education web site and anecdotal evidence indicates that there is favorable student interest in the online Major.
 - MIS faculty have also modified several 400-level courses to 400/500 designations to promote a concentration in MIS that should attract additional students and also allow undergraduate students to take these courses for dual credit, making continuing after graduation to the MBA more attractive.
- **Management Core Curriculum Revision/ Management Minors: (Management faculty- Aruna Chandra, Herschel Chait, Wei He, David Robinson, Maureen Casile, Kim LaGrange)**
 - The Management Core was reviewed and revised resulting in a reduction of the core courses from 4 to 3 taking the requirement down by 3 credit hours.
 - Two new Minors plus a customizable Minor were created in Human Capital Management, Entrepreneurship and International Business.
- **Student International Experiences (Management /Aruna Chandra, Kim LaGrange, David Robinson, Wei He)**
 - Management faculty led two course embedded study abroad trips to India (Spring 2017) and an upcoming trip to Brazil (Spring 2018). This involved the development of special topics courses in social entrepreneurship in India and in Brazil. Students are provided immersive experiential learning experiences during these course embedded trips and are required to complete individual

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

and group projects that involve in-depth study of the business environments in the countries visited. The Scott College of Business, the MBA Program and the Center for Global Engagement provide partial funding in support of these student experiences.

- **Assessment Teams-**
 - Assessment teams are working to identify core competencies needed by students when they enter the workforce. For instance, one A team is charged with identifying core competencies related to Business Practice // Global Business in order to identify and infuse competency based learning and assessment into select courses.

- **Career Readiness infusion into pilot courses (Management and Marketing faculty- Aruna Chandra and Sandeep Bhowmick)**
 - Management and Marketing have partnered to collaborate on a project involving the infusion of career ready elements into two pilot course, one in management and one in marketing.
 - This cross-functional collaboration is designed to serve as a model for infusion of career readiness into other courses in the future.

- **Student Professional Development and Learning Coaches (Kelly Wilkinson)**
 - Developed **new MEIS Center programming** and initiatives (in collaboration with the Career Center & MISBE Faculty) with the following objectives:
 - Improve learning gains via learning relationships and improved student accountability in BUS 201 and BUS 205
 - Improve graduation rates by the use of Learning Coaches to help students through the ‘barrier’ courses, i.e., courses the student needs to complete to achieve admission into the College of Business (COBA).
 - The Learning Coach program is predicated on a continued expansion into upper level courses based on faculty and student feedback.

 - **Freshmen Bootcamp** initiative started in Fall 2015 in BUS 100 focused on topics such as professional communication/dress/etiquette, note taking, career fair prep and social media presence. The purpose of this initiative is to help freshmen get an early start on career planning while transitioning them to college life. In the Fall 2017, the Freshmen Bootcamp was moved online to serve more students parsimoniously. Recorded videos and learning quizzes at the end of the videos monitor learning gains from the experiences.

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

- **MIS Online-** The MIS program was put online along with faculty contracts to convert the MIS courses to the online format. This process has been delayed to some extent primarily due to the MIS curriculum revision process, which involved streamlining the MIS core to reduce the number of required credit hours as well as update the curriculum to reflect current market needs and realities. The Chair of MISBe has met with the MIS faculty and with the Distance Education representative to work out a timeline that is currently on track and we expect the MIS major to be ready for online rollout in the Spring 2018.

- **Student Professional Development-** Programs offered by the Meis Center for student professional development are continually monitored via feedback from students and faculty. The results are used to modify programs on

offer and to take advantage of newer, evolving technologies. One example is the attendance feature on Blackboard that allows attendance taking on both campus and online classes, which is currently used to monitor student attendance and provides an early warning system for addressing problems arising from lack of attendance.

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).

Retention rates:

1st Year Retention change 2015-16 to 2016-17 (original department): **+36.9 percentage points**

4-Year Graduation change 2015-16 to 2016-17 (original department): **+31.11 percentage points**

4-Year Graduation change 2015-16 to 2016-17 (latest department): **+34.95 percentage points**

Retention Rate	<u>Cohort Total</u>	<u>Cohort Retention %</u>
Fall 2015 Starting Cohort; 2015-16 Ret. Rate	28	39.29%
Fall 2016 Starting Cohort; 2016-17 Ret. Rate	42	76.19%
<u>1-year Change Cohort Size</u>	14	
<u>1-year Change Ret Rate</u>		36.90%

Course Completion Ratio 2015-2016 to 2016-2017

	<u>Attempted Class Count</u>	<u>Course Completion Ratio</u>
Lower Division 2015-16	1,581	86.59%
Upper Division 2015-16	1,485	93.40%
Lower Division 2016-17	1,548	83.72%
Upper Division - 2016-17	1,538	91.54%

1-YR Course Completion Ratio Change

Lower Division	-2.87%
Upper Division	-1.86%

D/F/Drop Rate Data

	<u>Attempted Class Count</u>	<u>DFDr Grades</u>	<u>DFDr Rate</u>	<u>Dr Rate</u>	<u>1-Yr DFDr Change</u>	<u>1-Yr Dr Rate Change</u>
Fall 2015 DFDr Data	156	20	12.82%	3.21%	-2.76%	-1.43%
Fall 2016 DFDr Data	169	17	10.06%	1.78%		

Credit Hour Productivity

	<u>Distinct Students</u>	<u>Avg Credits Enrolled</u>	<u>Avg Credits Earned</u>	<u>1-Yr change in Avg CH Enr</u>	<u>1-Yr change in Avg CH Earned</u>	<u>Current Enr-Earn Gap</u>
Fall 2015	160	13.73	12.53	0.27	0.17	1.3
Fall 2016	158	14	12.7			

