

Academic Department Student Success Plan Annual Update: 2016-2019¹



Department: Art and Design

Department Chair: William Ganis

Department Mission: The mission of the Department of Art and Design is to promote excellence in the creation, understanding, appreciation of, and education in the visual arts. Through a comprehensive curriculum in studio, graphic design, art education, art history, and art appreciation, students are provided with the essential elements of a visual arts education in an environment that is responsive, critical, and challenging. Along with its primary mission to its students, the Department contributes to the aesthetic and cultural atmosphere of the campus, community, region, and state.

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

1. Implement fourth-semester portfolio review.
2. Faculty further develop competencies with transitional advising duties.
3. Build on successful start-up of living-learning community.

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

1. The fourth-semester portfolio review begins in spring of 2017. This portfolio review will be an opportunity for faculty to review student work and make recommendations about plans of study, including which degree (BA, BFA) a student should pursue as well as recommendations for concentrations within the BA and BFA majors.. We expect that we will learn much from each iteration of this process especially as we make a transition towards this activity as a required aspect of the curriculum (and a related 1-credit course for the effort).

Nancy-Nichols Pethick continues to lead the fourth-semester portfolio efforts, and we expect most (and especially) art and design faculty to participate in the assessment of portfolios.

2. We continue to make a successful transition from a centralized, single-faculty member advising system to having advising responsibilities shared among several department faculty members. In 2015-16, these professors have undertaken training and working with second-year and transfer students.

Most Art and Design faculty members have been invested in advising and will continue to learn new advising skills.

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.

3. Last year the department, in conjunction with residence-life, started a living-learning community in Lincoln Quad and 12 students currently live there. We expect to add another 12 students next year in an adjacent block of dormitories. We also expect that the 24 rooms will encompass a communal space that can work as an art studio and projects space.

Assistant Professor Charles Armstrong has been leading this effort, working with Jess Robinson in residence-life to propose and execute the expansion.

Retention Benchmarks
(by latest department)

Fall 2013 Cohort:
68.33%

Fall 2014 Cohort:
74.58%

Fall 2015 target & actual: Actual 65.01%
--

Fall 2016 target:
77%

Fall 2017 target:
76%

Fall 2018 target:
76%

Other Freshmen Retention related benchmarks of focal interest to department

[Click here to enter text.](#)

Department Persistence to Completion Goal(s):

1. Work with the Strategic Arts Alumni Project (SNAAP) to gather and analyze data about ISU visual arts alumni.
2. Implement Pre-Art Therapy Concentration
3. Increase Scope of Student Curatorial Guild, establish professional groups for graphic-design students.

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

1. All arts areas in ISU would participate in the SNAAP program. The analyzed data would give us a much better picture about our graduates' professional lives ISU, thus enabling us to better our programs in terms of curricular content, and inclusion of competencies necessary for post-graduate success. The feedback should help us to shape our programs so that students can complete them with better-focused coursework.

Chairperson William Ganis is investigating costs and other needs for resources, Ultimately the program would have to be implemented by all ISU arts chairs, including William Ganis, Chris Berchild, Paul Bro, and Andrew Payne.

2. We have written a workable Pre-Art Therapy concentration for the Art major—one that considers requirements by accreditors and courses students would need for graduate study in Art Therapy. Since our Visual Arts Administration major took much time and energy to move through curricular approvals processes, we have yet to implement the approvals process for the Pre-Art Therapy concentration, but expect to do so in the coming year. This will give yet another path towards graduation and would require a minimal investment in part-time faculty who bring specialized skills and knowledge.

Chairperson William Ganis has already given due diligence to curriculum development and feasibility, the department's curriculum committee would be the next group to give input for development and moving the project forward.

3. We have helped students to form the Student Curatorial Guild student group. Using ISU exhibition facilities this group plans and executes exhibitions of artworks. Students joining this group have become more invested in the art and design program and they know they are receiving skills (grant

writing, gallery installation, project management skills) that will be marketable after graduation. In addition to the formation of the Student Curatorial Guild student group, the department continues to support the Ceramics Guild and is trying to help interested students to create a graphic-design student group in order to foster opportunities for professional networking (especially with the AIGA professional organization).

Gallery Director Meredith Lynn has been the point-person helping students to form the committee and is the principal advisor for ongoing student projects. She has also been able to help students find internships and other opportunities doing related work in arts organizations. Charles Armstrong has agreed to be the point person for the formation of a graphic design student professional group. William Ganis has worked with the Student Marketing Company on Campus to create further opportunities for student professional participation.

Completion Benchmarks
(by latest department)

Fall 2010 Cohort:
4-yr: 21.95%

Fall 2011 Cohort:
4-yr: 16.07%

Fall 2012 target & actual: 4-yr actual: 21.97%
--

Fall 2013 target:
4-yr: 22%

Fall 2014 target:
4-yr: 23%

Fall 2015 target:
4-yr: 24%

Other Persistence to Completion related benchmarks of focal interest to department

[Click here to enter text.](#)

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

Because a preponderance of the department's students declare the graphic design concentration, it is especially damaging to have a faculty member that engages in (now well-documented) unethical and illegal activities. The department's graphic design program is not even a semblance of a program that would truly prepare students for success. Unfortunately, despite the best efforts of the department chairperson to document and address these problems, there seems to be a lack of willingness on the part of ISU's faculty governing bodies or administration to engage meaningful discipline of this faculty member. This is to say that the administration does not seem to want to spend political capital and resources given that the faculty senate will likely defend this faculty member no matter the transgressions. Meanwhile, the students suffer. Our student-success plans become absurd when an abiding personnel issue undermines the success of approximately half of our students. With this professor, students cannot reasonably know what they can expect in their courses or how they are graded; excellent grades are sometimes given for work not completed, or to students who never attend class. This chairperson has received more than three years of consistent complaints that the professor barely teaches and instead directs students to learn from tutorial videos or books. On the part of the faculty member there is a demonstrated lack of will to change deficient behaviors, even after receiving letters of admonishment directly addressing grade fraud, visa fraud, and Title IV violations. The chairperson who has successfully designed, led and managed past student-success efforts is thoroughly frustrated by the lack of support in the ISU governance systems and cannot envision a future with the institution.

Academic Department Student Success Plan Annual Update: 2016-2019¹



Department: Biology

Department Chair: Diana Hews, Interim

Department Mission: The mission of the Department of Biology at Indiana State University is to nurture the academic potential of every student, advance knowledge through quality research, and serve the university and broader communities. Through experiential learning both within and outside the classroom, we motivate our students to become critically thinking, informed citizens with a heightened interest in science. Through one-on-one mentoring, we engage both undergraduate and graduate students in the excitement and challenge of original research. Through research and outreach education, we make valuable contributions at both local and national scales to the scientific community and the well-being of the general public.

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

1. Increase success in BIO 101 of under-prepared students (based on MAPLE scores and HS GPA).
2. Increase understanding of the profile of a successful biology major, careers in biology, and interest in the discipline.
3. *Decrease number of students failing BIO 101 lecture by diverting poor performers into a half-semester BIO 112 class.
4. * Decrease the decision time to transfer to a new major for students failing BIO 101 (F grade).
5. * Of the students that on course to fail BIO 101, increase the number of students who earn credit for a FS science lecture and lab courses in the same semester that they drop BIO 101, by creating the 8-week Bio 112 courses restricted to these students.

**Goals that facilitate moderate gains in retention within major, but also promote higher retention across university.*

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

- a. Create a Project Success course for targeted Bio Majors and continue refinement of the STEM Summer Starter (online program to enhance Math preparation).
Hews (in collaboration with Math Department Liz Brown and Science Librarian Shelly Arvin).
- b. Communicate to majors via signage, emails, Blackboard postings (**Hews, UG Affairs committee, Faculty Advisors, Lima, Mitchell, Hews, Gonser**)
- c. Analyze data for students in BIO 101 to determine which students would benefit from being diverted to BIO 112 partway through the fall semester. Relate BIO 101 performance to SAT scores and high school GPA to assess relevant performance measures that predict ultimate failure in BIO 101.
Lima and Mitchell, Spring 2017.
- d. Develop an 8-10 week BIO 112 lecture course (3 credits) to be taught in the second half of the fall semester. Course must be taught by experienced faculty member with track record for successful teaching in BIO 112. Class will emphasize skills needed to be successful in Biology major.
Review course content, Biology UA Committee, Spring 2017; Assign course to faculty member, Diana Hews, Fall 2017; Implement course, Faculty Member, Fall 2018.

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.

- e. Develop advising rubric for University College advisors to aid in decision making when diverting students from BIO 101 into BIO 112. Plan will outline scores that predict failure, how BIO 112/BIO 101 laboratory can be combined to earn FS credit (work w Dean Maule to develop this), and recommendations for students in Spring following an assessment of performance in BIO 112.

Biology Undergraduate Affairs Committee, Fall 2017.

Retention Benchmarks (by latest department)	Fall 2013 Cohort: 79.37%, n = 63	Fall 2014 Cohort: 70.37%, n = 81	Fall 2015 target & actual: (target 68%) 72%, n = 75
	Fall 2016 target: 70%	Fall 2017 target: 72%	Fall 2018 target: 74%

Note: Our FA15 target (68%) was lower than previous years because we used incorrect data.

Other Freshmen Retention related benchmarks of focal interest to department

1. Number of students and student-hours using our Biology tutors in the Science Building Help Center.
2. Number of students attending SI sessions in BIO 101 & BIO 102.

Department Persistence to Completion Goal(s):

1. **Decrease the number of students switching out of the major as junior or seniors.** Students with extremely low likelihood of success should be directed out of the major earlier. Data analyses will guide us in identifying strong predictors. Actions to increase freshmen retention (outlined above) will help us to achieve this goal.
2. **Decrease the average number of credit hours that Biology majors earn upon graduation.**
3. **Increase number of students with exposure to career options, research experiences, and connections of careers to class contents and exposure to visiting scientists.**

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

- a. Examine enrollments in core Biology classes prior to start of semester, identify students who are re-taking core classes to improve their grades, and contact advisor, who will discuss with student whether it is advisable to re-take class.

Instructors of the required core classes: Dannelly/Hews, Fall 2017-19 & Steding/Mitchell, Spring 2017-19, follow up by departmental academic advisors

- b. Arrange invited alumni speakers and panel presentations, including minority alumni, to better-educate students about career options, and to maintain their interest in the major and degree completion.

Hews & Gonser, Spring 2017-Spring 2019

- c. Grow student awareness of the Biology MLS program (requirements of program, job placement, salaries, Alumni success). Expand the number of clinical sites possible for the 4th-year MLS students

Dannelly, Fall 2017-Spring 2019

- d. Prepare individual PowerPoint slide(s) to be used by BIO 101 and BIO 102 faculty in lectures, to communicate and illustrate connections between careers specific lecture topics.

Hughes, Lima, & Mitchell, Fall 2017-Fall 2018

- e. Obtain SURE funding to increase research experience opportunities. Research exposure assists students in identifying their true career interests and in making connections between lecture content & actual practices in biological careers.

Hews & Gonser, Spring 2017-Spring 2019

- f. Increase communication with majors via signage, emails, Blackboard postings, BiologyLIVE (in-house) screens.

Hews, UG Affairs committee, Faculty Advisors, Lima, Mitchell, Hews, Gonser- ongoing

Completion Benchmarks (by latest department, 4 year rates)	FA 2010 Cohort: 32.43%, n = 37	FA 2011 Cohort: 37.5%, n = 48	FA 2012 cohort target & actual: (target 40%) 37.14%, n = 70
	FA2013 Cohort target: 38%	FA 2014 cohort target: 40%	FA 2015 cohort target: 42%

Other Persistence to Completion related benchmarks of focal interest to department

1. Average number of hours to degree completion.
2. Number of majors participating in Career panels and workshops.
3. Number of majors involved in research experiences (volunteer, paid, or BIO 492)
4. Number of majors completing the Biology-with-MLS specialization degree.

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

1. Strengthen advising practices related to reducing excessive accumulation of credit hours (e.g., topics such as retaking courses solely to improve GPA; double majors, minors etc., determine earlier when the Biology major is not a good fit for the student). **Undergraduate Affairs Committee; Faculty Advisors, Hews. Ongoing**
2. Continue to develop and enact communication about careers and career-related events. **Hews, Undergraduate Affairs committee. Ongoing.**
3. Continue to develop and enact strategies for communicating research opportunities (on and off-campus) and benefits of engaging in such opportunities to Majors. **Grad Affairs committee, Undergraduate affairs Committee. Ongoing.**
4. Develop ways and identify individuals and offices at ISU that can assist us to grow the number of hospital clinical affiliations for our 3+1 program. **Dannelly (Program Director) and Hews. Ongoing**

Academic Department Student Success Plan Annual Update: 2016-2019¹



Department: Chemistry and Physics

Department Chair: Eric Glendening

Department Mission: The Department of Chemistry and Physics provides comprehensive, student-centered education leading to bachelor's degrees in chemistry and physics. Students gain knowledge and problem-solving skills through rigorous lecture and laboratory course work as well as through challenging independent research experiences. We are committed to preparing students to pursue careers as scientists, engineers, teachers, and health professionals. We contribute to the scientific literacy of students in other disciplines through our general education courses. Faculty advance knowledge through their own research and provide service to the University and scientific communities, as well as to the public.

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

Ensure that students are adequately supported in their 100-level chemistry and physics courses and engaged with peers and faculty in the discipline so that they continue to pursue their desired career paths.

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

- a. Continue to offer Preparatory Chemistry (CHEM 101) for students who need to complete the science majors' level general chemistry (CHEM 105/106) but lack the appropriate background in chemistry to succeed. Attempt to correlate performance on the first CHEM 105 exam with final grades so that we can somewhat more aggressively encourage at-risk students in CHEM 105 to switch to CHEM 101. Assess outcomes to determine whether CHEM 101 is supporting student success. Target date for completion: May 1, 2017. Persons responsible: CHEM 101/105 instructors (Gilbert, Glendening, Jeewandara, Moody, Rosenhein)
- b. Continue to offer workshops in general chemistry (CHEM 105/106) and general physics (PHYS 105) to strengthen students' problem-solving skills and to foster strong peer-peer relationships that enhance the likelihood of success in these and advanced courses in chemistry and physics. Consider piloting workshops for PHYS 106. Target date for completion: May 1, 2018. Persons responsible: 105/106 instructors (French, Gilbert, Glendening, Jeewandara, Mikula, Moody, Noll, Rosenhein, West, Zhang)
- c. Fund and organize the Chemistry and Physics Help Center, a free, drop-in tutoring service for students in freshman- and sophomore-level chemistry and physics courses. Target date for completion: May 1, 2017. Persons responsible: Michelle Baltz-Knorr, Eric Glendening, Steve Wolf
- d. Provide student employment opportunities in the Department, including positions as Science Help Center tutors, teaching assistants, laboratory assistants, and stockroom assistants. Also, broaden efforts to recruit

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.

highly qualified student workers. Target date for completion: May 1, 2017. Persons responsible: Michelle Baltz-Knorr, Eric Glendening, Steve Wolf

Retention Benchmarks
(by latest department)

Fall 2013 Cohort:
68.18%

Fall 2014 Cohort:
59.09%

Fall 2015 target & actual: 64% and 80.65%

Fall 2016 target:
66%

Fall 2017 target:
68%

Fall 2018 target:
70%

Other Freshmen Retention related benchmarks of focal interest to department

[Click here to enter text.](#)

Department Persistence to Completion Goal(s):

- Increase the number of students completing the chemistry or physics major by 3% each year.
- Ensure that 80% of sophomore chemistry and physics majors complete the undergraduate degree within four years.
- Ensure that 75% of graduating chemistry and physics majors have had an undergraduate research experience and that at least half of these students have the opportunity to present their research at a professional meeting.
- Support professional development activities so that the faculty remains current in the disciplines.

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

- a. Provide opportunities for 15-20 students to participate in chemistry and physics research in the Summer Undergraduate Research Experiences (SURE) program, and expand opportunities for undergraduate research during the academic year. Target date for completion: May 1, 2017. Persons responsible: Rick Fitch, Eric Glendening, Joe West
- b. Ensure that at least half of students participating in the SURE program complete sufficient work to present the results of their research at a regional or national meeting. The Department, Dean's Office, Center for Student Research and Creativity, and the local section of the American Chemical Society will provide travel support. Target date for completion: May 1, 2018. Persons responsible: SURE faculty (Fitch, Flurkey, Glendening, Inlow, Mikula, Noll, Van Hoveln, West, Wolf, Zhang)
- c. Schedule chemistry and physics classes to meet demand for coursework in the physical sciences and facilitate degree completion for all students. The schedule will ensure that all of the 100-level service courses in chemistry and physics (except PHYS 101 and 115/116) are offered every semester, and ensure that chemistry and physics majors have the potential to complete the degree, for certain concentrations, within three years. Target date for completion: May 1, 2016. Person responsible: Eric Glendening
- d. Offer on-line courses in CHEM 100/L and PHYS 105/L beginning Spring 2017. Target date for completion: May 1, 2017. Persons responsible: Michelle Baltz-Knorr, Bill Flurkey, John Moody, Joe West
- e. Consider using OpenStax (free, open-source) textbooks for CHEM 101/105/106. Target date for completion: May 1, 2017. Persons responsible: 101/105/106 instructors (French, Gilbert, Glendening, Jeewandara, Mikula, Moody, Noll, Rosenhein, West, Zhang)
- f. Consider student performance in the chemistry and physics majors and propose mechanisms for fast-fail or gatekeeping that help direct a student out of the major before it becomes essentially impossible for the student to complete the major. Target date for completion: May 1, 2017. Persons responsible: chemistry advisors and physics faculty (Flurkey, French, Inlow, Mikula, Noll, Rosenhein, West, Zhang)

g. Reexamine prerequisites for PHYS 106 and 116. It seems that students who are unable to achieve at least a C in PHYS 105 or 115 are not successful in their next PHYS course (either 106 or 116). Use data from past years to determine whether it is appropriate to establish a grade requirement for students entering 106 or 116. Target date for completion: May 1, 2017. Persons responsible: Valentina French, Eric Glendening

h. Develop six-semester B.A. degrees in chemistry and physics designed for students who plan to pursue teaching opportunities in secondary education, plan to pursue an advanced degree in medicine or other health related areas, or seek to couple their interest in the chemistry or physics discipline with other interests (e.g. criminology, communication, business, mathematics, technology, etc.) Target date for completion: May 1, 2017. Persons responsible: Valentina French, Eric Glendening, Jennifer Inlow

i. Support faculty development by sponsoring travel to attend chemistry and physics teaching conferences, including the Biennial Conference on Chemistry Education (BCCE) and meetings of the American Association of Physics Teachers (AAPT). Target date for completion: May 1, 2018. Person responsible: Eric Glendening

Completion Benchmarks
(by latest department)

Fall 2010 Cohort:
35.29%

Fall 2011 Cohort:
37.50%

Fall 2012 target & actual: 41% and 45.15%

Fall 2013 target:
44%

Fall 2014 target:
47%

Fall 2015 target:
50%

Other Persistence to Completion related benchmarks of focal interest to department

[Click here to enter text.](#)

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

[Click here to enter text.](#)

Academic Department Student Success Plan Annual Update: 2016-2019¹



Department: Communication

Department Chair: Debra Israel, Interim Chair

Department Mission: The Department of Communication takes a leading role in sustaining the strongly student-centered, broadly accessible educational mission and vision of Indiana State University. We do so through engaging students in experiential learning, fostering their development of skills, and promoting competences such as: a complex understanding of the communication process as the foundation of the ongoing human process of meaning-making and community-building; a profound respect for the diverse range of identities and ideologies within our local and global communities; a sophisticated grasp, as creator and user, of the wide range of information technologies that shape communication today and of those which will evolve to shape it differently in the future; and a lifelong commitment to presenting and interpreting communication in an ethical, responsible manner.

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

Plan to continue successful and proven strategies to maintain and increase freshman retention.

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

- Learning Community of Comm 202 and Comm 204 for all incoming Communication majors – every fall, continue to assess current practice (Darlene Hantzis and Brian Johnston)
- Increase Tutoring opportunities, collaborating with various university programs (provides support for students being tutored and experiential learning for tutors):
 - Use of Supplemental Instructors for Comm 101 students to provide extra support (various Comm 101 instructors)
 - New Speech Lab in the Math and Writing Center: Pilot the lab spring 2017 and officially launch the lab fall 2017 (Brian Johnston)
 - Drafting a tutor's guide to public speaking that Math and Writing Tutors can draw upon for the integration of the speech lab into their work. Drafting support materials for students utilizing the lab and designing the lab. (Brian Johnston, Ann O'Connor-Ledbetter, and Bryan-Mitchell Young)
 - Explore the need for tutoring for Communication majors (within department)
- Incorporation of Co-curricular activities into courses to help students integrate well into the ISU and Terre Haute community – seminar planned in Spring 2017 to share ideas of how to incorporate into classes (Dept. chair and interested instructors)
- Departmental advisors collaborate and communicate with UC advisors of Communication majors (Advisors and Chair)

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.

- Maintain focused transition plan for UC advisors over the summer; Encourage students to choose concentration (advisors and Chair)
- Departmental Open House in Spring for all students, including first-year UC students (Chair, staff, faculty & collaboration with Student Media)
- Student professional groups outreach (PRSSA & SPJ) – Lori Henson, Terry Nelson, Linda Welker

Retention Benchmarks
(by latest department)

Fall 2013 Cohort:
72.66

Fall 2014 Cohort:
71.33

Fall 2015 target & actual: 71% (target) 73.95 (actual)
--

Fall 2016 target:
76%

Fall 2017 target:
78%

Fall 2018 target:
80%

Other Freshmen Retention related benchmarks of focal interest to department

Retention of students taking Comm 101 (departmental contribution to University retention of Freshmen)

- This fall the new OER textbook is being used by all Comm 101 students. Building on this student success initiative (saving money on textbooks and being a more relevant resource) new upcoming initiatives include:
 - Working with Kelly Wilkinson's office in the Scott College of Business to draft a new chapter for the OER textbook: Professional Communication. (Brian Johnston)
 - Working with the Center for Global Engagement to design a new assignment for Comm. 101 based upon Chapter 12: Global Enhancement that targets one learning objective from the chapter for assessment. Piloting this spring 2017 and launching it fall 2017. (Brian Johnston, Ann O'Connor-Ledbetter)
- Proposing an additional learning/course objective be added to Comm. 101 that is related to professional development – since the job application portfolio assignment is a requirement (Brian Johnston)
- Provide Comm 101 8 week course for 2nd half of semester (Natasha Barnett)

Department Persistence to Completion Goal(s):

- Encourage students to choose non-Communication courses in a way that will enhance their learning experience and be compatible with their ultimate goals. When appropriate encourage adding a minor to their course of study. (Advisors)
- Encourage students to engage in research, creative activity, experiential learning and community engagement related to their chosen area(s) of concentration. Where appropriate this will include experiences on-campus and in the community early on, and internships and study abroad in their junior or senior years.
- Develop curriculum that keeps pace with changes in the field, also making available interdisciplinary opportunities through collaboration with other units on campus.
- Provide tutoring opportunities, particularly for the more challenging courses (working with existing university resources and providing space within the department)
- Allow students to learn about career opportunities and graduate study in their fields of interest.

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

- Offer a new Health Communication Concentration. This will benefit Communication majors interested in careers in health-related businesses and organizations, a growing area in Indiana and the United States. Proposed for Fall 2017.

- Work with Career Center to expand Internship and other experiential career-related opportunities; help students find funding opportunities for internships (Lori Henson, Shana Kopaczewski, Jennifer Mullen)
- Provide tutoring opportunities (Chair and interested instructors working with upper-level students)
- Provide teaching assistant opportunities for Graduate Assistants with Core Comm Major courses (particularly research method courses)
- Work with Center for Student Research and Creativity to encourage involvement in scholarship and creative activity (Chair and interested instructors)
- Bring in speakers and alumni, and provide opportunities for students to travel to conferences and on field trips (Chair, interested instructors, advisors to student groups)
- Develop additional Foundational Studies courses in the department to assist with improved graduation rates at the University and among Majors and Minors (interested faculty and Curriculum Committee)
- Continue to identify learning outcomes through assessment process and conduct additional workshops to increase communication among faculty teaching multiple sections of courses in the CORE and concentrations. Continue to strengthen collaboration with Student Media.

Completion Benchmarks
(by latest department)

Fall 2010 Cohort:
24.62

Fall 2011 Cohort:
32.1

Fall 2012 target & actual: 34% (target) 31.63 (actual)
--

Fall 2013 target:
34%

Fall 2014 target:
36%

Fall 2015 target:
37%

Other Persistence to Completion related benchmarks of focal interest to department

Examine Persistence to Completion by Gender, by 21st century scholar, by Race/Ethnicity, by transfer/part-time vs. first-time FT freshman to make sure of success for all students.

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

Gather information about Careers of alumni and maintain networks with alumni, increasing connections between alumni and students.

Academic Department Student Success Plan Annual Update: 2016-2019¹



Department: Criminology and Criminal Justice

Department Chair: Dr. DeVere Woods

Department Mission: The Department of Criminology and Criminal Justice at Indiana State University has as its major goal to discover new knowledge and to assist the community in solving problems while providing all of its students a sound liberal arts education with a focus on understanding criminal behavior, the criminal justice system, mechanisms of social control and their relationship to society. Students electing to major in criminology and criminal justice are prepared for careers in the criminal justice field as well as for entry into law school or a graduate program in criminology or a related discipline. The wide variety of courses offered enables each student to determine his or her program in terms of interests and aspirations. An integral part of the criminology and criminal justice program is the internship which allows students to gain a clearer understanding of criminal justice agencies.

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

Increase retention rates by 2% annually

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

Provide support in the introduction courses to create a foundation of success (TA's/tutors...etc) (Fall 2016; course instructors)

Formal/Informal Academic Interactions with Faculty & Staff (Fall/Spring 2016-17; Devere Woods)

Work with University College in providing freshman greater feedback from intro courses. (Spring 2017; Tyler Burns)

Bring guest speakers from various concentrations within the major to visit CRIM 200/210/220/230 courses to better explain career opportunities for students with a CCJ major. Fall 2016 and beyond; (Instructors of courses)

Retention Benchmarks (by latest department)	Fall 2013 Cohort: 64.3%	Fall 2014 Cohort: 66.39%	Fall 2015 target & actual: 67%/71.5%
	Fall 2016 target: 72%	Fall 2017 target: 74%	Fall 2018 target: 76%

Other Freshmen Retention related benchmarks of focal interest to department

Provide opportunities to join Student Organizations within the department (Fall 2016; Tyler Burns and Jennifer Grimes)

Department Persistence to Completion Goal(s):

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.

[Click here to enter text.](#)

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

Pre-graduation checks of juniors/seniors, group advising of upperclassmen completed through in-class discussion in upper level major classes with respect to pathway. (Fall 2015; Tyler Burns)

Creation of monthly Roundtable lunches with faculty and juniors/seniors. (Fall 2016; Devere Woods, Travis Behem)
Advising students on importance of 15-18 credit semesters (All Advisors)

Insure students understand advising procedures. Mass mailings/ flyers to students on all important dates (Fall 2016; Tyler Burns)

Sophomore Advising Party. Provide pizza and refreshments to sophomores night before scheduling starts so they are aware of what classes are available to them. (Fall 2016; Tyler Burns)

Greater use of Social Media to connect with students. The newsletter will highlight activities by faculty and students and provide advising and programmatic information. (Fall/Spring 2016-17; Travis Behem)

Departmental Career Fair (Spring 2017; Travis Behem)

Continue to grow Departmental Student Organizations. (Fall/Spring 2016/2017; Tyler Burns and Jennifer Grimes)

Have faculty seek participation in the Course Transformation Academy (Spring 2016; Any faculty member willing)

Expand partnership with Career Center for career readiness, resume writing, and interviewing skills (Spring, 2017; Gary Hartsock)

The Department will begin to evaluate courses that may be considered problematic for students by reviewing D/F/W rates to determine if scheduling, curricular, or other factors are limiting student success in these courses. Once the courses and the data are identified, the department will devise mechanisms to assist students in successful completion of the course(s). (Fall 2015; Faculty member appointed by chair)

Hold a ceremony/party for CCJ students during the spring semester to highlight the transition from UC to the CAS/CCJ major. Each student will be provided with a button from the CCJ department. A spoken pledge will be created for the students to take during the ceremony highlighting the requirements of the degree. Have local police/corrections/probation...etc. officers on hand to speak with students about possible careers. (Fall 2016; Tyler Burns)

<i>Completion Benchmarks</i> (by latest department)	Fall 2010 Cohort: 30.9%	Fall 2011 Cohort: 32.2%	Fall 2012 target & actual: 35%/31.5%
	Fall 2013 target: 35%	Fall 2014 target: 37%	Fall 2015 target: 40%

Other Persistence to Completion related benchmarks of focal interest to department

Provide Junior/Senior transfer students with financial aid information on how to finish once aid runs out. (Spring 2017; Tyler Burns)

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

Course Transformation when appropriate

Blue Reports files access (Fall 2016; Tyler Burns)

Review advising task force report

Academic Department Student Success Plan Annual Update: 2016-2019¹



Department: Earth and Environmental Systems

Department Chair: Amos Winter

Department Mission: The mission of the Department of Earth and Environmental Systems is to provide undergraduate and graduate education grounded in geosciences, geography and anthropology in order to prepare students for environmentally oriented careers and/or graduate studies. The department is committed to interdisciplinary studies of the environment, the earth, and human adaptation and interaction with the environment with an emphasis on experiential learning and community engagement.

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

Increase first year retention in the Department (freshman to sophomore) by 4% biennially.

Action Step² (with dates & person(s) responsible):

1. Arrange that each first-year major meet with volunteer faculty mentor in the department (other than their departmental advisor) to discuss their educational and career goals and interests to help them engage with the discipline and to have a faculty support network. Person Responsible: Undergraduate Program Coordinator and Departmental Faculty, Date to be Completed: This is a continuing effort.
2. Increase Environmental Science Club, Anthropology Club, and Gamma Theta Upsilon effectiveness and participation by majors. Environmental club is much larger than last year (10 students were enrolled last fall). There are now 20 active members and in the future enrollment should increase further. Person Responsible: Club Faculty Advisors, Date to be completed: This is a continuing effort
3. Offer tutoring for EES classes in the Science Tutoring Center for 10 hours per week. Explore the idea of requiring all ENVI110 students complete required tutoring sessions as part of their lab grade. We have arranged time blocks with Michelle Baltz-Knorr the coordinator of the Science Tutoring Center but have not yet worked out how to implement because of the increased load on EES ENVI 110 teaching assistants that tutoring would require. Person Responsible: ENVI 110 Lab Coordinator, Date to be Completed: Starting Spring 2016 and continuing each semester thereafter.
4. At the start of each semester departmental advisors and the Undergraduate Program Coordinator evaluate previous semester performance at the course level for majors in order to recommend or intervene regarding academic success. The intent of this review is to catch problems before they affect first-year retention. This meeting is required of all majors and be *in addition* to meetings with the University College advisors. This is on going well and so far we haven't found problems. Persons Responsible: Academic Advisors in the Department, Undergraduate Program coordinator. Date to be Completed: By end of 2nd week of Fall and Spring semesters, annually.
5. Department faculty will develop pedagogical experiences within, or through modification of, our current core curriculum which would serve to link department undergraduate majors with one another among and between

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.

class cohorts, and expose them to faculty interests across the range of environmental science approaches. EES has developed a majors only section of the Introduction to Environmental Science lab which now has a current enrollment of c. 16 students! This will provide students with an initial experience with our departmental faculty and hopefully lead to greater retention. Persons Responsible: Undergraduate Affairs Committee, Department Chairperson, Department Faculty. Date to be Completed: By end of Spring 2016 semester.

<i>Retention Benchmarks</i> (by latest department)	Fall 2013 Cohort: 54.84%	Fall 2014 Cohort: 62.50%	Fall 2015 target & actual: 66.5% 87.5%	
	Fall 2016 target: 68.5%	Fall 2017 target: 70.5%		
			Fall 2018 target: 72.5%	

Other Freshmen Retention related benchmarks of focal interest to department

Performance on pre-core program assessment instrument.

Department Persistence to Completion Goal(s):

1. Increase 4-year degree-completion rate by 2% annually

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

1. Maintain 2-year class rotation and updated degree maps as currently established, with annual adjustments for critical classes to maintain 4-year graduation possibility. Person Responsible: Department Chair, Date to be Completed: January-February, annually (achieved via department class scheduling).
2. Allow advisors sufficient flexibility to substitute or petition for substitute for required courses whose learning goals are met by alternative courses. This includes cognate classes where changes to pass/fail designations have significantly changed 4-year graduation rates. The chair has signed a number of such requests but there has been no systematic data tracking so it has been hard to assess. We will ask each advisor to keep track of changes. Person Responsible: Department Chair, Date to be Completed: January, annually.
3. We will continue to evaluate potential barriers to 4-year graduation due to recent changes in the requirements to advance course sequencing in cognate courses required by our Earth & Environmental Sciences major. We will continue fruitful discussions with other cognate intensive disciplines as well as the Dean of University College and Associate Dean Ballard about math and science cognates. The outcome of past meetings was a revised degree maps such that cognate math and science courses are completed much earlier in the degree than before. This allows for retakes and remediation earlier, if necessary. For example MATH 130/131 are now available to Freshman (See ESH Career Map). Person Responsible: Undergraduate Affairs Coordinator, Department Chair. Date to be Completed: Spring 2017.
4. Continue to maintain quality advising by following advising center guidelines and following up with students after the first week of classes regarding their schedules. Person Responsible: EES Advisors, Date to be Completed: End of 2nd week of classes, each semester.
5. Follow-up with majors who have been identified as “not attending” after 3-week attendance reporting, and/or achieved “deficient” interim grades via (at minimum) e-mail or an in-person meeting. Advise students on best course of action in cases where deficient midterm grades may jeopardize on-time degree completion. Person Responsible: Department Chair and Departmental Advisors, Date to be completed: Week after interim grading periods, each semester.

<i>Completion Benchmarks</i> (by latest department)	Fall 2010 Cohort: 18.75%	Fall 2011 Cohort: 8.7%	Fall 2012 target & actual: 13.7% 25%	

Fall 2013 target:
15.7%

Fall 2014 target:
17.7%

Fall 2015 target:
19.7%

Other Persistence to Completion related benchmarks of focal interest to department

Score improvements between pre-core program assessment instrument and post-core program assessment instrument.

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

EES restructuring is currently moving forward. The primary motive of the restructuring plan is to streamline the curriculum and courses offered to students that will improve enrollment, retention and student success. We are placing greater emphasizing on our three core disciplines, Anthropology, Geography and Geology and considering changing the name of the Department to better reflect these directed course programs and our strengths.

EES is instituting a new committee made up of members of the Department: Enrollment and Retention Committee. One of the charges of the committee it to come up with innovative methods to improve student success and grow enrollments to help meet our targets for retention and persistence.



Academic Department Student Success Plan Annual Update: 2016-2019¹

Department: Economics

Department Chair: John Conant

Department Mission: The Department of Economics at Indiana State University seeks to provide high quality substantive contributions to all three traditional domains of faculty responsibility: Teaching, Research and Service. Through careful management of our resources, we provide well-rounded programs to educate students in our field (the Major and Minor in Economics) and balanced but challenging service courses in support of other University programs. Our faculty will continue to engage in high quality research that regularly results in publication in peer-reviewed academic journals, books from academic presses, and professional conference presentations. We find that this continued engagement in professional research enhances what we bring to our courses. Our faculty manage departmental affairs efficiently and cooperatively, while making substantive contributions of service at the college and university levels, as well as contributions to our professional community.

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

It is rare that students declare a major in economics during their freshman year of studies. While we teach large numbers of freshmen in lower division courses, most will not choose to major in economics. Consequently, this metric is not particularly relevant for our students' success. That said, we do seek to serve well the few students who declare our major in their first year, and our retention figures show modest success in this. Given the small numbers of students that fall into this category, we expect this measure to be volatile from year to year, but given a multi-year record, we believe a target of 85% is reasonable (6 of 7 students retained). At the same time, we also believe that in some cases students may be better served in their studies and professional lives with an alternative choice, so we do not necessarily consider lack of retention in our field to be a failure.

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

Effective academic advising that engages these students is the strategy we have chosen to maintain and improve on this goal. The small numbers move significantly from year to year. Three year average is 75 which is taken as the benchmark (no specific date; Donald Richards, Debra Israel, John Conant, advisors)

<i>Retention Benchmarks</i> (by original department)	Fall 2013 Cohort: 86%	Fall 2014 Cohort: 83%	Fall 2015 target & actual: 85% target 57% actual
	Fall 2016 target:	Fall 2017 target:	Fall 2018 target:

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.

78%

80%

82%

Other Freshmen Retention related benchmarks of focal interest to department

The impact of our department on freshmen retention is only tangentially related to those who have declared a major in economics. Consequently, we focus significant attention on students enrolled in lower division courses that largely serve other academic programs. Toward this end we intend to expand tutoring services for these courses, as the Center for Student Success has not been able to provide this reliably. A new initiative we will pursue is to collaborate with the Social Science & History Help Center administered by the Department of History. Given the close working relationship between the departments of History and Economics, we believe such a collaborative approach to tutoring services will be more effective.

Department Persistence to Completion Goal(s):

The benchmarks of 4-year and 6-year graduation rates for students majoring in economics should be interpreted carefully because (1) the number of students who choose to major in economics is relatively small (making the measure volatile across time) and (2) students typically declare this major only after their freshman year (making our measures biased upwards). For two of the three actual rates reported for 4-year graduation rates, our departmental figures were above those for the College of Arts and Sciences as a whole. Similarly, for three of the four actual rates reported for 6-year graduation rates, our departmental figures exceeded those of the College of Arts and Sciences.

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

Click here to enter text.

<i>Completion Benchmarks</i> (by latest department)	Fall 2010 Cohort:	Fall 2011 Cohort:	Fall 2012 target & actual:
	20%	22%	28% target 50% actual
4-year Graduation	Fall 2013 target:	Fall 2014 target:	Fall 2015 target:
	50%	52%	55%

Other Persistence to Completion related benchmarks of focal interest to department

<i>Completion Benchmarks</i> (by latest department)	Fall 2007 Cohort:	Fall 2008 Cohort:	Fall 2009 Cohort:	Fall 2010 Cohort:
	67%	0%	50%	60%
6-year Graduation	Fall 2011 target:	Fall 2012 target:	Fall 2013 target:	
	62%	64%	66%	

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

As a department, we have discussed two measures to improve our graduation rates. First, we have made some minor curriculum changes recently, which will allow students completing courses in basic economics (ECON 100 and ECON 103) to include that credit as part of the Major in Economics. We have found that, for many students, these courses are their first exposure to economics. These courses can be a viable recruiting area among those who find the field interesting. However, under the previous curriculum structure their work in these courses would not count toward the credit hour requirement for the Major in Economics. We now allow that, and we believe that this will serve both to facilitate earlier graduation and to attract more students to the field.

Second, we have begun to search for ways to enhance tutorial services for all of our classes (as mentioned above for lower division courses). These supplemental services to the basic study effort of our students will serve to raise their GPA as well as to reduce the likelihood that courses will need to be repeated, thus raising graduation rates. A better understanding of the material in basic courses will support success in the upper division courses that they must complete.

Finally, individual faculty members continue to explore pedagogical innovations seeking to more effectively engage students with the substance of our field, which can often appear as elusive and distant from actual events in the world. We commonly find that students are reluctant to involve themselves in discussion or to present questions to their instructors because they are insecure in their knowledge and reluctant to step outside their comfort zone. Some of these innovations seek to pull them out more effectively. These efforts include experimentation with a “flipped classroom” (D. Richards), field trips to local facilities related to environmental policy (R. Lotspeich and D. Israel), active work on classroom problems in small groups (K. Babb) and encouragement of students to engage in the production and presentation of original research (D. Israel).



Academic Department Student Success Plan Annual Update: 2016-2019¹



Department: English

Department Chair: Robert Perrin

Department Mission: The Department of English defines its mission as educating students and advancing knowledge in language, literature, and culture. The Department strives to achieve its mission through its curriculum, teaching, scholarly and creative activity, and service.

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

The department would like to increase our retention by 5% by Fall 2019.

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

1. **Major Courses for Freshmen.** This year, we are offering two sections of each of our introductory survey courses (English 240 and 241 and English 250 and 251). This will allow us to eliminate the backlog that has existed for the last few years, which has resulted in these early classes being primarily filled with upper-division students. (Fall 2016–Spring 2017 semesters)
2. **Curricular and Pedagogical Shifts for Major Courses for Freshmen.** I will convene faculty who teach each of these courses and, together, we will develop strategies that will (we hope) improve students' chances of success. These discussions will include some organizational changes, patterns for assigning papers and handling peer editing, test preparation, and other similar matters. These adjustments in the ways to courses are designed and delivered will address the challenges faced by the sometimes underprepared students who enter our program. (Spring 2017: Robert Perrin, Chairperson; Jakes Jakaitis, Director of Undergraduate Studies; and faculty assigned these four courses on a regular basis)

Retention
Benchmarks

(by latest department)

Fall 2013 Cohort:

36 / 66.79%

Fall 2014 Cohort:

26 / 88.59%

Fall 2015 target & actual:

70% / 65.7%

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.

Fall 2016 target:
67%

Fall 2017 target:
69%

Fall 2018 target:
71%

Other Freshmen Retention related benchmarks of focal interest to department

Department Persistence to Completion Goal(s):

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

1. **Consistent Advising of Students.** As students come to us from University College, we will institute a consistent advisement process. The Director of Undergraduate Studies will advise two-thirds of the majors; the newly established Junior/Senior Advisor will advise one-third of the majors. This plan replaces of previous patterns of having twelve or so faculty advisors who had varying degrees of interest and competency. Two committed and well-trained people can, I believe, do a more efficient and effective job of ushering our majors through their programs. (Fall 2016: Robert Perrin, Chairperson; Jakes Jakaitis, Director of Undergraduate Studies; James Wurtz, Junior/Senior Advisor)

<i>Completion Benchmarks</i> (by latest department)	Fall 2010 Cohort: 23.7%	Fall 2011 Cohort: 22.6%	Fall 2012 target & actual: 23% / 31%
	Fall 2013 target: 31%	Fall 2014 target: 33%	Fall 2015 target: 35%

Other Persistence to Completion related benchmarks of focal interest to department

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

- **Curricular Review.** We have begun the process of reviewing our upper-division requirements. One of the categories for both of our majors—Contemporary Literature—now includes four courses from which majors must choose one. We are exploring the possibility of having a single course with a rotation of topics; this would be easier to schedule than four separate courses (which each have a faculty rotation) and would, consequently, simplify both scheduling and advising.

Academic Department Student Success Plan Annual Update: 2016-2019¹



Department: History

Department Chair: Steven Stofferahn (Interim)

Department Mission: History is a core discipline in the Humanities, concerned with exploring the dynamics of change over time in human societies. African and African American Studies is an interdisciplinary field of study centered on the history and culture of Africa and the African Diaspora and its vital importance to the American experience. The Department of History is comprised of faculty with expertise in a wide range of human history and cultures and offer courses in United States, Latin American, European, Russian, African, Middle East, and World History, with topical focuses on issues like social and cultural history, labor movements, race, ethnicity, and gender studies. As scholars, the Department faculty are engaged in the creation of new knowledge and many have gained national recognition through their activities in research and publishing. We are also engaged locally with the wider University community, the city of Terre Haute, and the state of Indiana with sustained support for service and outreach efforts. Our faculty is committed to training students to think like historians and scholars by engaging ethically with the past, thinking critically about the world around them today, and acting as engaged and informed citizens now and in the future. A degree in History or African and African American Studies requires developing proficiency in core academic skills considered vital to the life and mission of the University. These include the ability to think and read critically, to communicate effectively both orally and in writing, and to articulate informed arguments on complex issues. These are highly regarded disciplines among leaders in the public and private sectors for preparing students for analytical and interpretive work in a wide variety of careers. Equally important, an education in History or African and African American Studies enriches students' lives by imparting in them an appreciation for the great richness and variety of the human experience.

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

Freshmen retention rates shall increase incrementally so as to equal or exceed the University goal of 68% by Fall 2018.

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

- A. Apply the positive retention outcomes of the 2015-2016 pilot study of HIST 113 (smaller class sizes, more intensive writing focus, geared toward second-year students) to further planned revisions of the department's Foundational Studies course array. (Primary: Chairperson, Curriculum Committee, HIST 113 Instructors)
- B. Continue to partner with University College on 10-week classes, particularly in the fall semester, as these provide struggling first-year students with an opportunity to refocus and resume a path toward course completion. (Primary: Chairperson, Instructors of 10-week classes. Secondary: Instructors of 10-week classes, Dean of University College)
- C. Review majors' performance in HIST 101, 102, 302, and 313, and consider creating distinct sections for HIST/SSE majors in Fall 2017. (Primary: Chairperson, SSE Coordinator, Academic Advisors)

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.

D. Revive and systematically support student organizations for HIST/SSE/AFRI majors, encouraging the leaders of the History Club, Phi Alpha Theta, and perhaps others to take a more active role in departmental events, particularly relating to recruitment of new majors. (Primary: Chairperson, Faculty Advisor to History Club/Phi Alpha Theta, Departmental Faculty)

E. Build a comprehensive database on History alumni by fusing information from the Office of Registration and Records and the Alumni Office with our current departmental newsletter mailing list, and then working to fill in the remaining gaps with the help of cohort-specific alumni. The goal is to be able to give our current students an accurate idea of what our graduates go on to do with their careers. Enriching our alumni contacts will also enable us to highlight their stories on our website and other promotional materials. (Primary: Chairperson, Administrative Assistant, interested Graduate Assistants)

F. Continue to encourage the active use of the Department of History's Research and Career Center (Stalker Hall 109), both through classes' targeted research projects using materials housed at the Center, but also via periodic gatherings and receptions focused on career readiness and opportunities stemming from earning a degree in History. (Primary: Chairperson. Secondary: Career Center)

<i>Retention Benchmarks</i> (by latest department)	Fall 2013 Cohort: 68.75%	Fall 2014 Cohort: 58.82%	Fall 2015 target & actual: 58.14% (T) & 36.36% (A)
	Fall 2016 target: 46.00%	Fall 2017 target: 57.00%	Fall 2018 target: 68.00%

Other Freshmen Retention related benchmarks of focal interest to department

Note that considering the size of our Major cohorts, modest shifts in raw numbers may produce relatively significant statistical changes.

Department Persistence to Completion Goal(s):

4-year completion rates shall increase incrementally so as to equal or exceed the University goal of 30% by the time the Fall 2015 cohort matriculates.

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

A. Continue to support the work of departmental academic advisors, particularly as they help majors chart optimal pathways toward timely graduation through formal and informal audits of advisees with 60-100 credit hours. Such service should be highlighted in the faculty member's professional record, including in the Fall 2017 Biennial Review. (Primary: Chairperson, Academic Advisors. Secondary: Salary Committee)

B. Encourage History minors to make annual appointments with departmental academic advisors. (Primary: Chairperson. Secondary: Academic Advisors)

C. Ensure that HIST 300 (methods course) and the recently added HIST 302 (intensive survey of American history) fall into a regular pattern of being offered in the fall and spring semesters, respectively, so as to facilitate a logical course progression toward upper-level seminars. (Primary: Chairperson)

D. Conduct an open house for History majors once each semester at the Department of History Research and Career Center, with a focus not only on recruitment and retention, but also on career readiness. Alumni should be invited to share how their background as a student of history has aided them in achieving their long-term career goals. (Primary: Chairperson. Secondary: Career Center)

E. Offer institutional and logistical support for History Club and Phi Alpha Theta, the principal social and honor organizations for History majors. This should include a modest travel budget to allow students to travel to and, if possible, present research at the regional Phi Alpha Theta conference each spring. (Primary: Chairperson, Faculty Advisor to History Club/Phi Alpha Theta)

F. Review majors' performance in HIST 302 through assessment and informal faculty monitoring during and after its initial semester (Spring 2017). (Primary: Chairperson, Instructor of HIST 302, SSE Coordinator)

<i>Completion Benchmarks</i> (by latest department)	Fall 2010 Cohort: 36.00%	Fall 2011 Cohort: 24.00%	Fall 2012 target & actual: 28.27% (T) & 16.67% (A)
	Fall 2013 target: 20.00%	Fall 2014 target: 25.00%	Fall 2015 target: 30.00%

Other Persistence to Completion related benchmarks of focal interest to department

Note that considering the size of our Major cohorts, modest shifts in raw numbers may produce relatively significant statistical changes.

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

Inherently related to boosting retention and graduation rates of present HIST/AFRI students, the department will focus on increasing its overall *number* of Majors. An ad-hoc recruitment/retention committee comprised of the Chairperson, academic advisors, interested graduate students, and a member of the department's Advisory Council will meet in the late fall of 2016 to articulate a strategy and timeline to be implemented during the remainder of the 2016-2017 academic year.

Academic Department Student Success Plan Annual Update: 2016-2019¹



Department: Languages, Literatures, and Linguistics

Department Chair: N. Ann Rider

Department Mission: Languages, Literatures, and Linguistics prepares students for active global citizenship with skills in world languages and the disciplinary tools of linguistic, cultural, and literary analysis. The Department's programs- especially through its immersion experiences- foster the cultural knowledge and sensitivity necessary for effective engagement with diverse populations in Indiana and throughout the world.

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

Goals

1. Ensure that Freshmen are beginning the program in the right course and prepared for success.
2. Integrate Freshmen into the culture of the department.

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

Goal 1

- Ensure that freshmen take placement tests and are in the appropriate Language course in Fall
 - Inform NSO advisors of the need for the placement test (Responsible: Chair to NSO advisors; timeline: Nov. 11, 2016)
 - Assign one LLL faculty member to summer NSO advising. Responsible: Chair and Undergrad Director; timeline Nov. 11, 2016 (NTSO) and May 30, 2017)
 - Send letter to admitted freshmen and parents about placement test, program requirements and study abroad.
- Ensure that Freshman majors are enrolled in their first Language course in fall; ensure that they are enrolled in LLL 200 in Fall or Spring of freshman year.
 - Make information widely known to UC advisors and on web site (Responsible: Chair send information to UC timeline: by Nov. 11, 2016 and May 30, 2017 and every Spring
 - Check Freshmen schedules for compliance (Responsible: Undergrad director in cooperation with UC advisors; Timeline: begin of Fall semester **before** last day to add).
- Encourage use of tutoring available in Language Learning Lab (Responsible: advisors, instructors of language classes; Timeline: each semester).
 - Advertise tutoring services in Language Learning Lab, including tutors visiting classes (Responsible: Lab director; Timeline: First week of Spring semester 2017 and throughout the year)

Goal 2

- Email to in-coming freshman majors in August for meeting with chair or UG advisor.
- Develop email distribution list of freshman to inform them of departmental activities (especially LinkingLanguageLearners and language tables).

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.

<i>Retention Benchmarks</i> (by latest department)	Fall 2013 Cohort: 72% actual	Fall 2014 Cohort: 72.3% target; 77.78% actual	Fall 2015 target & actual: 75% target; 50.00% actual
	Fall 2016 target: 77% target	Fall 2017 target: 79% target	Fall 2018 target: 81% target

The department experienced a sudden and curious decline in incoming enrollments in fall 2015. The smaller n in 2015 means that retention percentages shifted wildly. The targets assume that fall 2015 retention % is an anomaly.

Other Freshmen Retention related benchmarks of focal interest to department

Department Persistence to Completion Goal(s):

Goal 1: Ensure that curricular paths allow for 4-year graduation

Goal 2: Ensure that advising practices support student success

Goal 3: Integrate career readiness into degree plan.

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

Goal 1: Ensure curricular paths allow for 4-year graduation for students in single majors.

- Monitor advisees for patterns in curricular hurdles in combination with other degree programs.

Goal 2: Ensure that advising practices support student success.

- Send email to all freshmen admits about Language placement exam to ensure that students on track [Chair, June each year]
- early warning mechanism to identify students as freshman and sophomore who are at-risk of falling below 2.5 (Undergrad Director at interim grades).
- MySAM check at 60 and 90 credit hours [advisors]

Goal 3: Integrate career readiness into degree plan

- Each student will be able to articulate clearly the knowledges and skills gained in Languages Studies that relate to professional and personal goals.
 - Revisions to LLL 200 (include initial resume) and LLL 400 (Resume draft and final; Business report draft and final; Mock interview preparation; Attend Career Fair)
 - Invite alumni/ae to present about their career paths

<i>4-year Completion Benchmarks</i> (by latest department)	Fall 2010 Cohort: 26.32%; 27.78 actual	Fall 2011 Cohort: 22.2%; 20% actual	Fall 2012 target & actual: 27% target; 18.75 actual CAS 26.6% actual
	Fall 2013 target: 25%	Fall 2014 target: 27%	Fall 2015 target: 29%

Other Persistence to Completion related benchmarks of focal interest to department

The Department advertises its Language Studies major and minors to students as complementary degrees for other majors. A large percentage of our students are also in the Honors Program, are double majors or carry more than one minor. Many students also choose to study abroad for more than a semester in order to take advantage of the immersion experience to develop their linguistic and intercultural competence. As a result, the Department feels that 6-year graduation rates are very important indicators of our success.

Click here to enter text.

6-year

Completion Benchmarks

(by latest department)

Fall 2010 Cohort:

68%; actual 60%

CAS 40.47%

Fall 2011 Cohort:

62% target

Fall 2012 target & actual:

64% target

Fall 2013 target:

66% target

Fall 2014 target:

68% target

Fall 2015 target:

70% target

Other Goal(s), Action Steps, and Benchmarks of focal interest to department: Click here to enter text.



Academic Department Student Success Plan Annual Update: 2016-2019¹



Department: Mathematics and Computer Science

Department Chair: Liz Brown

Department Mission: The mission of the Department of Mathematics and Computer Science is to provide quality education in mathematics, computer science, mathematics education, information technology, and related fields and to expand knowledge in these fields. The Department strives to develop the thinking skills of students and to provide students with the foundational knowledge, skills, and relevant experiences to succeed in their chosen professions. This effort is sustained and informed by the faculty's pursuit of original research and scholarly activities. The faculty also has the mission of preparing quality teachers for the schools.

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

(A) Improve success rates in freshman classes for majors so that students remain at ISU, even if they change programs. (action steps are 1 and 2 below)

(B) Help freshmen make connections to faculty and other students in the department. (action steps 1 and 3 below)

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

(1) Have a "peer assistant" embedded in each of our freshman classes for majors. This includes CS 151, CS 201, CS 202, MATH 122, MATH 131, and MATH 132. The purpose of this initiative is to help our majors navigate their first year of college while learning the foundational concepts found in computer science, mathematics, and mathematics education. Hence, the peer assistant will help freshmen with both the content of the courses as well as how to be successful in the major and in college in general. We would like funding for this. We had this in Spring 2015, and were not given funds. Once we have that, instructors of the sections of these courses will identify a successful undergraduate student who will attend the section and hold "office hours" outside of class to meet with freshmen. Spring 2017 and Fall 2017 and ongoing.

(2) In addition, we are implementing plans to examine the courses in our freshman curriculum to address consistency across sections and alignment with our upper level courses. We are engaged in a course transformation for CS 151 to improve our DFW rates and to ensure that students are leaving those courses with the knowledge and skills to be successful in their next coursework. Steve Baker is leading the course transformation of CS 151 in Fall 2016. We have also repurposed CS 101 for students not doing well in CS 151. At the 5-week mark, students were identified and transferred into CS 101. In Spring 2016, we created a new course, MATH 116 Pre-calculus, for students who have tested into MATH 131, yet it is clear to their instructor that they have gaps in their background. MATH 116 started at the 5-week mark in the fall semester and is only open to students in MATH 131 who are identified by their instructor as needing the background for calculus. Fall 2016 is the first semester for this initiative.

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.

(3) Revive the math honor society Pi Mu Epsilon and/or revive the Indiana State Sycamore Council of Teachers of Mathematics to ensure that we have department clubs/organizations for students in each of our majors. Jeff Kinne is the faculty advisor for the CS student club and we would like to see a similar organization for our other majors. Spring 2017 and ongoing, Jodi Frost, Derrick Bowman, Patti Dreher

<i>Retention Benchmarks</i> (by latest department)	Fall 2013 Cohort: 66.7%	Fall 2014 Cohort: 60.6%	Fall 2015 target & actual: 65%, 74.3%
	Fall 2016 target: 67%	Fall 2017 target: 69%	Fall 2018 target: 71%

Other Freshmen Retention related benchmarks of focal interest to department

Goal: As a department, we are also very interested in the success of students who are not in our programs, but who are taking courses as part of their programs.

Action Step: Continue monitoring the implementation of the Course Transformation of MATH 102 and MATH 115 (Richard Harden, Derrick Bowman). Continue meeting with departments whose students take our courses as part of their majors (Liz Brown). Also, we have added a required “SI”-type session as part of MATH 115 to be implemented in Spring 2017 (Liz Brown, Derrick Bowman).

Department Persistence to Completion Goal(s):

(1) Require juniors and seniors to meet with their academic advisor to do a degree audit to ensure that they are on track for graduation.

Continuing: Ramachandra Abhyankar, Robert Sternfeld, Henjin Chi, Robert Johnson, Jodi Frost, Winnie Ko (undergraduate advisors in the CS, math, and math ed programs).

(2) Keep upper classmen involved in the department outside of their classes.

See action steps 1 and 3 for freshmen—these will also help our upperclassmen as well as the tutoring center goal below

(3) Ensure that the “right” faculty are teaching critical courses in the majors, ensure alignment between prerequisite and subsequent courses, closely review curriculum and program assessment data to determine necessary program modifications.

Starting Fall 2015 and ongoing: Liz Brown, Henjin Chi, Jeff Kinne, Winnie Ko.

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

[Click here to enter text.](#)

<i>Completion Benchmarks</i> (by latest department)	Fall 2010 Cohort: 25.6%	Fall 2011 Cohort: 21.4%	Fall 2012 target & actual: 23%, 20.6%
	Fall 2013 target: 22.5%	Fall 2014 target: 24.5%	Fall 2015 target: 26.5%

Other Persistence to Completion related benchmarks of focal interest to department

[Click here to enter text.](#)

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

Bring the Math Tutoring Center to the basement of Root Hall, under the control of the Department.

Why:

- (1) Closer connections between faculty and tutors
- (2) Sending consistent messages to students in our courses
- (3) Proximity to the place where the majority of the department courses are taught
- (4) We will provide leadership and professional development to the tutors
- (5) Consistency among tutoring in remedial math and college-level math courses
- (6) Presence of embedded tutors in lower level courses

This could be accomplished in a revenue-neutral way if the current resources in the MWC devoted to mathematics were shifted to the Department. We could have this fully functioning by the Fall of 2017. Liz Brown, Christine Taylor

Academic Department Student Success Plan Annual Update: 2016-2019¹



Department: Multidisciplinary Studies

Department Chair: TBD

Department Mission: The MST BA/BS degree is highly flexible offering students the ability to explore, create and mold cross and interdisciplinary programs of study that are not otherwise available in traditional disciplinary curriculum. The 21st century presents the academy with a new learning environment that often raises questions and frames problems that the traditional university model was not designed to confront effectively. The Department of Multidisciplinary Studies provides a structure to create, support, and sustain inquiry that crosses traditional disciplinary boundaries, modeling a different way of thinking and new approaches to problems. The component programs of the Department of Multidisciplinary Studies take a dynamic approach to the generation, application, and dissemination of knowledge, encouraging their faculty and students to pursue interests and potentially create new programs as they engage in conversations that naturally extend across and beyond disciplinary lines. The MST major offers a high degree of flexibility in curriculum planning. Through a variety of major and minor programs, the Department brings together and supports an intellectually diverse faculty and serves students by encouraging instructional excellence and offering opportunities and events that enhance the academic experience at Indiana State University.

Home to Philosophy (BA), MST (BA/BS) Concentrations in Social Justice and Sociology, Visual Arts Administration, Gender Studies, International Studies (minor), Gender Studies (minor), Sociology (minor) and Music Industry Studies (minor), Genomic Advocacy (minor)

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

1. Create sense of community
2. Demonstrate career opportunities in all programs
3. Establish regular tutoring opportunities

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

1. Design, sponsor, conduct and PROMOTE co-curricular activities for majors and minors.
Identify on and off campus events; community partner events, lecture series, student organization events etc. Create and maintain central calendar of events consult calendar. (Office staff) Update website to include current schedule of upcoming events. Designate funds to support student participation in community partner events—ie Human Rights Coalition, Deb's Foundation etc. Spring 17 (continuous) MST Student Affairs Committee, Chair
2. Each program (IS, PHIL, SOC, MST and GNDR) will identify no less than two majors outside of the department and develop materials that identify how and why a minor in their respective program compliments the major and enhances career readiness. These materials will be posted prominently and shared with advisors across campus. (MST Chair, Michael Deem, James Gustafson, Tom Steiger and Ruth Fairbanks, Spring 2017)

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.

3. In conjunction with the Career Services Center, each program will provide a list of careers relevant to their curriculum/degree. Website updated and all promotional items revised to include information regarding careers. (MST Chair, Deem, Lubold, Fall 17)
4. Seek resources for concentrated tutoring in Foundational Studies courses identified with high DFdr rates (PHIL, SOC and GNDR). (Namita Goswami, Lubold and MST Chair Spring 17)

<i>Retention Benchmarks</i> (by latest department)	Fall 2013 Cohort: 75%	Fall 2014 Cohort: 100%	Fall 2015 target & actual: 100%/100%
	Fall 2016 target: 100%	Fall 2017 target: 100%	Fall 2018 target: 100%

Other Freshmen Retention related benchmarks of focal interest to department

The department should build on our already excellent relationship with the honors program. Particularly it should continue to support faculty in teaching honors courses, should provide seats to honors students in an expanded number of courses and work closely with the honors program director to identify student needs.

Department Persistence to Completion Goal(s):

1. Create/Enhance Internal and External Scholarships
2. Incorporate Career Readiness Activities
3. Complete Philosophy program revisions
4. Ensure Accurate and Useful Advising

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

1. All programs identify tier 1 and tier 2 alumni. Design opportunities for identified alumni to visit campus, speak in classes about career, and attend special events. (Spring 17 ongoing. MST Chair, Norman, Goswami, Lotspeich)
2. Work with Career Services Center to incorporate career readiness into SOC 302. (Spring 17 Steiger, MST Chair and associated instructors ie: Robison)
3. Shepard PHIL revisions through the process. Demonstrate career opportunities and 21st Century relevance. Provide professional development opportunities to faculty with high DFdr rates. (MST Chair Spring 17 ongoing).
4. Establish process for 60/80/100 credit hour mandatory advising. (Fall 17. Goswami, Deem, MST chair, Lubold).

<i>Completion Benchmarks</i> (by latest department)	Fall 2010 Cohort: 0%	Fall 2011 Cohort: 33.3%	Fall 2012 target & actual: 66%/30%
	Fall 2013 target: 33%	Fall 2014 target: 36%	Fall 2015 target: 39%

Other Persistence to Completion related benchmarks of focal interest to department

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

The department should be working closely with the Center for Community Engagement. Specifically, the SJS concentration could benefit greatly by collaborating with the unit to place our majors in internships with community partners. This would go along way in providing career readiness.

The department should establish a liaison to the foundation and alumni organization. All units could benefit from the collaborative efforts in terms of scholarship development, student placement (experiential learning) and overall community engagement.

The interdisciplinary nature of the department requires that we not only maintain but also build our relationships with all departments on campus. Specifically we must resist traditional disciplinary (and college) boundaries and focus on what we each have to offer that supports the goals of the university. This will be particularly salient with regards to career readiness for all of CAS.

Academic Department Student Success Plan Annual Update: 2016-2019¹



Department: School of Music

Department Chair: Paul Bro

Department Mission: The mission of the School of Music at Indiana State University is to prepare students for careers and continued study in music education, music business, performance, and music as a liberal art. Recognized for its long history of training music educators and members of the music business community, the School offers a range of undergraduate and graduate degrees in a personalized environment. We provide community engagement opportunities, develop life-long learning skills, and international exchange. The School promotes awareness and appreciation of the musical arts through courses for all university students and serves as a cultural resource for the university, local community, and the state through outreach, special events, and public performance.

The Indiana State University School of Music is an accredited institutional member of the National Association of Schools of Music. The School of Music Advisory Board, formed in Spring 2015, has suggested that the unit include as updated Mission Statement that is more concise, a Vision Statement, and a set of core values to be included in the Strategic Plan by Fall 2017. The Administrative Advisory Committee within the School of Music is currently working toward these goals.

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

The School of Music's goal is to increase the 1st year retention rate of freshmen to 80% by 2019

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

- A. A faculty committee continues to work toward the creation of a 4-semester theory sequence, eliminating MUS 101. This would allow all theory courses to be included in the core curriculum. (Theory Reconstruction Committee – Fall 2017)
- B. Continue to assess the current scheduling and sequence of classes within the School of Music to insure the course load for freshmen is reasonable and manageable. (Director and Administrative Advisory – Fall 2017)
- C. Continue to develop strategies to identify students who are struggling as early as possible, and to implement intervention through advising and regularly scheduled meetings with the freshman cohort. (Academic Advisors/University College Advisor – ongoing)
- D. Improve the mentoring/tutoring services in the areas of music theory and history by closely monitoring the attendance and effectiveness of each session that is offered. The purpose is to insure accountability and to intervene when necessary. (Theory/History Faculty & Director – Fall 2016)

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.

<i>Retention Benchmarks</i> (by latest department)	Fall 2013 Cohort: 68.97%	Fall 2014 Cohort: 67.39%	Fall 2015 target & actual: 68% (target) 71.43% (actual)
	Fall 2016 target: 75%	Fall 2017 target: 77.5%	
			Fall 2018 target: 80%

Other Freshmen Retention related benchmarks of focal interest to department

None

Department Persistence to Completion Goal(s):

The School of Music's goal is to increase the 6-year graduation rate to 35% by 2019.

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

- Faculty committees continue thorough examination of the music theory and music history sequences. We will also work to improve and monitor the tutor/mentor services in both these areas (Theory/History faculty and MCAC – Fall 2016).
- Implement the use of a survey questionnaire for students who decide to change their major. Results of this survey should allow our unit to make improvements in areas that are identified as problematic (Director – Spring 2017).
- Due the current FTE model being used by the university, the scheduling of “off-sequence” theory and skills courses is nearly impossible. This is a definite barrier to degree completion. Therefore, the School of music needs to evaluate the use of personnel resources to maximize the expertise of our faculty and staff. (Director – Fall 2017)

<i>Completion Benchmarks</i> (by latest department)	Fall 2010 Cohort: 26.92%	Fall 2011 Cohort: 30% (target)	Fall 2012 target & actual: 32.5% (target)
	Fall 2013 target: 35% (target)	Fall 2014 target: NA	
			Fall 2015 target: NA

We are working with the 6-year graduation rate because Music Education has an exemption from the 120 credit limit and the 4-year graduation guarantee. Currently, Music Education accounts for more than half our majors and minors in the department (114 out of a total 196). The School of Music is already higher than the university average according to Blue Reports. We will continue to work to improve our 4-year graduation rate (which improved by 8.14% this past year), but does not truly represent the success rate in the School of Music.

Other Persistence to Completion related benchmarks of focal interest to department

None

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

[Click here to enter text.](#)



Academic Department Student Success Plan Annual Update: 2016-2019¹



Department: Political science

Department Chair: Stan Buchanan

Department Mission: The Department of Political Science is committed to providing a high-quality academic experience both in and out of the classroom for its undergraduate and graduate students. Our curriculum integrates exposure to theory, method and practice – particularly through experiential learning – with critical thinking, effective communication, and a global perspective. In this way, we prepare our students for productive careers in public service or in the private sector, and for lives of active citizenship.

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

Maintain the first-year retention for our undergraduate majors at 70% across the next four-year period.

After reviewing our retention percentages in the 2013, 2014 and 2015 freshmen cohorts, we note that we exceeded our retention target by one percent with the freshman cohort entering in 2013. But retention percentages for the next two cohorts fell to below our targets. We hope to bring those back, however, over the next several years.

Noting that college and university first-year retention averages range around 70%, we believe that we can meet and keep an average of 70% of our first year students annually over the next several years. This target is well within our ability to attain, and 70% was, in fact, near our four-year average from 2012 to 2015.

However, given the statistically small number of students in our cohort samples, we do expect the numbers to fluctuate—as they have proven to do in the past. Over the last four years, our high was 81% for the 2012 cohort and our low was 63.64% for the 2015 cohort.

We have provided a comparison, by cohort year, between our department's retention rates and those of all major colleges. (See Attachment 1.) For the colleges, we note a fluctuation from a low about 65% to a high of about 75%. Our own department's averages move from the high end to the low end of that range. But we feel that we have been, and will remain, well within the 65%-75% retention range for our six-year cohorts over the next three years.

Department Freshmen, First-year Retention Action Steps² (with dates & person(s) responsible):

Continue to offer political science courses within the sphere of the “learning community” that address advising points, including political science/legal studies curriculum, student tactics for better grades, and political science/legal studies career options. Annual. All faculty teaching first-year courses, including Dr. Maule.

Implement the curriculum changes begun last year to remove potential stumbling blocks that may obscure the paths to success of our first-year students. Annual. Faculty.

Change the four-year graduation plan concomitant with the curriculum changes. By end of AY 2016-17. Chair and faculty.

<i>Retention Benchmarks</i> (by latest department)	Fall 2013 Cohort: 81% (76% target)	Fall 2014 Cohort: 64.1% (76% target)	Fall 2015 target & actual: 77% target and 63.64% actual
	Fall 2016 target: 70%	Fall 2017 target: 70%	Fall 2018 target: 70%

Other Freshmen Retention related benchmarks of focal interest to department

Department Persistence to Completion Goal(s):

Our original completion goals were based on a six-year, and not on a four-year, completion cycle. Starting with our 2013 cohort, the completion of our six-year graduation goals can only begin to be assessed in 2019. Below, under Completion Benchmarks, actual graduation rates are provided, for both our four-year cohorts and our six-year cohorts, from 2010 to 2015. Note that, in regard to six-year rates, only the Fall 2010 Cohort has graduated. The last four-year cohort to graduate was that of 2012, which finished in Spring, 2016.

We note that our six-year percentages are consistently better, as one would expect, than our four-year percentages. And so our completion goals over the next few academic years is to maintain an average of 50% graduation for each cohort, beginning with the 2013 cohort, through 2019.

We present the data in Attachment 2 in support of those goals

Table 1: Provides a somewhat more lucid, tabular representation of the department's four-year and six-year graduation data. Table 1 also includes our six-year graduation targets each year's cohort, from 2013 through 2017.

Figures 1 through 3: These are graphic comparisons of the department's six-year graduation percentages between 2007 and 2010 with all colleges (Figure 1); between the department's annual and the CAS' annual averages (Figure 2); and between other social science departments within CAS (Figure 3).

Figures 4 through 6: These are comparisons of the department's actual four-year actual graduation percentages between 2009 and 2012 with all colleges (Figure 4); the department's annual and the CAS annual averages (Figure 5); and the averages of other social science departments within CAS (Figure 6).

So given past performance, and comparisons with other departments and with ISU's colleges, we plan to graduate at least 50% of each cohort over the next several years.

Department Completion, Action Steps² to Six-year Completion (with dates & person(s) responsible):

Continue to refine our advisement survey and administer it to a representative sample of our juniors and seniors each Spring semester. (Dr. Bergbower, Dr. Chambers, Dr. Van Sickel and others)

Implement curriculum changes (discussed above) to remove potential roadblocks to graduation. (Chair and faculty)

Revise the department's Web site and update it with current information concerning the curricula of our two undergraduate, and one graduate, program. (Chair)

Create and maintain a Blackboard site, populated with faculty and all majors and minors, to simplify and streamline communication with all students. (Chair and faculty)

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

Benchmarks
(by latest department)

Fall 2010 Cohort:
32.14% (4 year); 50%
(6 year)

Fall 2011 Cohort:
43.59% (4 year); not
yet recorded, target
50% (6 year)

Fall 2012 target & actual: 24.32% (4 year); not yet recorded, target 50% (6 year)
--

Fall 2013 target:
Actual not yet
recorded; target 50%
(6 year)

Fall 2014 target:
Actual not yet
recorded; target 50% (6
year)

Fall 2015 target:
Actual not yet recorded;
target 50% (6 year)

Other Persistence to Completion related benchmarks of focal interest to department

We also intend to take the results of our annual Spring survey into consideration as a guide for future actions.

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

Discuss the possibility of proposing a five-year degree plan, BA/BS with MPA.

Poll students—is there an interest in reviving student clubs associated with our academic discipline?

Discuss closer pedagogical cooperation with Crim.

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.

¹ **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.

Academic Department Student Success Plan Annual Update: 2016-2019¹



Department: Psychology

Department Chair: Virgil Sheets

Department Mission: The Department of Psychology assists students to achieve their personal and professional potential through training in scientific methods and discipline-specific knowledge, promoting a spirit of active inquiry and critical thought, and fostering a sense of social responsibility.

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

To increase retention 2% per year.

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

1. Examine frequency of PSY majors in majors/non-majors sections and compare completion & retention in major rates (Chair collects data and shares with faculty, Spring 2017).
2. Promote visibility of undergraduate psychology organizations (Psych Society & Psi Chi). (Director of Undergraduate Studies, Spring 2017).

Retention Benchmarks
(by latest department)

Fall 2013 Cohort:
59.33%

Fall 2014 Cohort:
62.50%

Fall 2015 target & actual:
61% target; 60% actual

Fall 2016 target:
62%

Fall 2017 target:
64%

Fall 2018 target:
66%

Other Freshmen Retention related benchmarks of focal interest to department

As noted last year, we are seeking to reduce DFDr rates in PSY 101, a large-enrollment FS class that can impact overall campus retention. Although they appear down (and completion rates are up), there is still significant room for improvement.

Relevant Action Step: Planning is underway to alter the number/nature of activities & assignments required in the class (with planned revisions to take effect in Fall 2017). PSY 101 coordinator & Faculty.

Department Persistence to Completion Goal(s):

To increase 4-year degree completion by 2% per year.

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

1. Examine success of curricular changes on student progress through major.

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.

- a. Review PSY 375 completion rates before and after changes in prereqs and additional instructional hours added in Fall 2016 (Dept. Chair collects and shares with faculty, Fall 2017).
 - b. Monitor hours completed by graduating seniors to assure new requirements (implemented Fall 2016) are not impacting overall hrs-to-degree (Dept. Chair collects and shares with faculty, Spring 2018).
2. Examine whether summer enrollments of campus students (at each level, Fr, So, Jr, Se) are increased with additional online offerings (which should facilitate ability for on-time degree completion). (Dept. Chair collects data and shares with faculty, Fall, 2018).
3. Evaluate whether additional credit hours in major (implemented in Fall 2016) are impacting overall hours to achieve degree (by comparing degree hrs of graduating seniors before and after). (Dept. Chair collects data and shares with faculty, Fall, 2019).
4. Identify approaches to improve attendance at Next Step seminars for seniors (designed to improve degree completion and post-graduate success). (Director of Undergraduate Studies collects data and shares with faculty, Spring 2017 with follow-up if changes identified).
5. Administer & share results of revised advising assessment (Dept. Chair administers and shares with faculty, Fall 2016 with follow-up if problems identified).

<i>Completion Benchmarks</i> (by latest department)	Fall 2010 Cohort: 22.45%;	Fall 2011 Cohort: 25.49%	Fall 2012 target & actual: 27% target; 25.47% actual
	Fall 2013 target: 27.5%	Fall 2014 target: 29.5%	
			Fall 2015 target: 31.5%

Other Persistence to Completion related benchmarks of focal interest to department

None

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

Click here to enter text.

Academic Department Student Success Plan Annual Update: 2016-2019¹



Department: Center for Science Education

Department Chair: Eulsun Seung, Director

Department Mission: To provide top quality, research-based programs and courses to prepare potential elementary, middle, and high schools science teachers for effective science teaching careers in Indiana and beyond. Our faculty will undertake research to create new knowledge for the academic community in Science Education, utilize research findings in teaching, and provide service and outreach for Science Education at all levels, including pre-K-12, college, and parent audiences.

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

To increase the retention rate to 93.0% for the Fall 2018 target

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

1. Write letters to accepted students to briefly introduce our Science Education program
 - Target date for completion: August 15, 2017
 - Persons responsible: Eulsun Seung
2. Meet with freshmen after they receive interim grades to check on their academic status, and introduce the Science Education curriculum and teacher licensing processes.
 - Target date for completion: October 15, 2017
 - Persons responsible: Eulsun Seung
3. Invite freshmen to an annual open house
 - : We offer an annual open house and invite all Sciences and Science Education majors in the Fall.
 - Target date for completion: September 30, 2017
 - Persons responsible: Eulsun Seung
4. Invite freshmen to Science Education seminars
 - : We provide Science Education seminars every year. The main purpose of these seminars is to provide our Science Education majors with useful information regarding required science and education courses, campus life, and science teaching careers. Science Education majors can also connect with local science teachers and other majors through these seminars.
 - Target date for completion: November 15, 2017
 - Persons responsible: Eulsun Seung
5. Provide consulting sessions for education courses
 - : During the semester, when students request consulting sessions for education courses, pair them with a senior level student to provide these sessions.
 - Persons responsible: Eulsun Seung

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.

6. Encourage freshmen to use the Help Center for tutoring in their science courses.
 - Target date: September 1, 2017
 - Person responsible: Eulsun Seung

<i>Retention Benchmarks</i> (by latest department)	Fall 2013Cohort: 100%	Fall 2014Cohort: 87.5%	Fall 2015target & actual: 87.0% & 85.7%
	Fall 2016target: 87.0%	Fall 2017target: 90.0%	Fall 2018target: 93.0%

Other Freshmen Retention related benchmarks of focal interest to department

[Click here to enter text.](#)

Department Persistence to Completion Goal(s):

1. To increase the completion rate to 37.0% for the Fall 2015 target
2. To increase the number of students completing the Science Education major to 6 by Fall 2018.

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

1. Invite Science Education majors to an annual open house
 - Target date for completion: September 30, 2017
 - Persons responsible: Eulsun Seung
2. Email all Science Majors to encourage them to add our program as their second major
 - Target date: October, 2017
 - Persons responsible: Eulsun Seung
3. Provide Science Education seminars for majors
 - Target date for completion: November 15, 2017
 - Persons responsible: Eulsun Seung
4. Encourage Science Education majors to join the science education student organization. By participating in various activities run by the student organization, Science Education majors can connect with peers and increase their motivation to teach science
Possible activities to be run by the student organization
 - Providing a science night event for local K-12 students (March, 2017)
 - Providing a science afternoon event for local Boys and Girls club (November, 2017)
 - Teaching summer science camp children (July, 2017)
 - Persons responsible: Eulsun Seung
5. Encourage and support Science Education majors to participate in the SURE program
 - Target date for completion: May 1, 2017
 - Persons responsible: Eulsun Seung
6. Encourage Science Education majors to use the Help Center for tutoring in their science courses
 - Target date: Advising meeting
 - Persons responsible: Eulsun Seung
7. Do an explicit degree audit when students complete 80 – 90 credit hours
 - Target date: Advising meeting
 - Persons responsible: Eulsun Seung
8. Encourage Science Education majors to attend the science teacher conference
: HASTI (Hoosier Association of Science Teachers, Inc) conference, IN
 - Target date for completion: February 28, 2017
 - Persons responsible: Eulsun Seung
9. Conduct exit survey during the final semester prior to graduation to determine graduating seniors' career plans
 - Target date: May 15, 2017
 - Persons responsible: Eulsun Seung

10. Create a spreadsheet of graduating seniors, whether teacher licensure was conferred, and place of employment
- Target date: August 15, 2017
 - Persons responsible: Eulsun Seung

<i>Completion Benchmarks</i> (by latest department)	Fall 2010Cohort: 20.0%	Fall 2011Cohort: 0%	Fall 2012target & actual: 25.0% & 0%
	Fall 2013 target: 30.0%	Fall 2014 target: 35.0%	Fall 2015target: 37.0%

Other Persistence to Completion related benchmarks of focal interest to department

<i>Completion Benchmarks</i> (Number of all graduates)	Fall 2014official: 3	Fall 2015 official: 2	Fall 2016 official: 3
	Fall 2016 target: 4	Fall 2017 target: 5	Fall 2018 target: 6

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

1. To increase the number of Science Education majors who pursue a Middle School Science and Earth Space Science licensure
2. To recruit more Education majors to our Middle School Science minor program

Revising the curriculum for the Earth Space Science Concentration:

The current Science Education curriculum, which was developed in response to REFA (i.e., state licensure rules), requires that our majors meet or exceed the existing science majors' coursework on campus. Because of this challenging curriculum, the number of our majors has decreased over the past several years. Considering the shortage of science teachers in Indiana, starting in Fall 2016, we have begun offering an additional concentration (i.e., Middle School Science concentration) for those who only wish to pursue their middle school science licensure which covers grades 5-8. We are also in the process of revising the science content requirements for the Earth Space Science concentration so that students can complete their program within four years. We expect that these two concentrations will help increase and retain the number of our majors.

Offering a Middle School Science Minor:

We will begin to offer a Middle School Science minor in Fall 2017. This minor is designed for Elementary Education or Secondary Education majors who want to add a middle school science licensure to their initial teaching licensure. This minor, in conjunction with an education major, and the appropriate state licensure tests will qualify the student to teach middle school science. This minor cannot be used as an initial instructional license. Without a teaching license, this alone will not satisfy requirements for teaching science in middle schools. Students who choose to add this second licensure will benefit from having a broader range of career opportunities as well as extra content for their resume.

Academic Department Student Success Plan Update 2016-2019

Department: Social Studies Education

Department Chair: Daniel A. Clark

Department Mission: To prepare students for the profession of teaching in secondary education by developing their knowledge in the fields of the Social Studies (Economics, Geography, Government, History, Psychology and Sociology) and their understanding of the distinct pedagogy of these fields.

Department Freshmen (1st year) Retention¹ Goal(s):

If one examines the long-term trends comparing the retention data for the latest college or dept., the trend is improving from a low of 42% back in FA 09 to a consistent performance in the 60s. This likely displays the impact of University College. For SSE majors' persistence within the Dept. (i.e. retention by original college or dept.) offers a more consistent picture and there the trend has been consistently in the upper 60s with a recent 71.8% for FA 14. A backward tick in original dept. retention in FA12 and FA13, I believe reflects some of the ill-effects of the "war on teachers" in the state, most pointedly the fiscal crisis/hiring freeze, as SSE saw many of its most talented freshmen (and others) change majors, so that the average quality of the freshmen then was down within the major (although overall retention for those going to other depts., went up, indicating again perhaps the impact of university-wide retention efforts.

Aside from maintaining a good working relationship with UC advisors and making sure that our curriculum continues to function as efficiently as possible, both of which we have done, I do not see any significant steps that we could take as a department to enhance freshman retention. We already conduct a mandatory freshman meeting in the Fall of the year and coordinate this effort with the UC advisor. We have made clear the optimal classes for freshmen to take and have taken pains that most of these will be useful should the student change majors. Our curriculum revisions of last year involving the History specialization, while not helping freshman with regard to accepting dual-credit courses, were made with the integrity of the overall degree and the success of graduates at the licensing stage. It remains to be seen what kind impact, if any, this will have on retention and completion, but these changes had to be done. On the subject of UC advisors, we have had a good working relationship with them over the years of UC's existence, but the persistent turnover of advisors in such a demanding area such as SSE cannot have ideal long-term ramifications. SSE freshmen have had a different advisor each year. Again, while all competent and hard-working, familiarity with the program and its demands cannot be listed as a strength.

The SSE retention goals should be kept modest, as my targets indicate.

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

I do not see any new action steps as necessary at this point. I will continue to communicate with the UC advisor, as I have done already, and will continue to conduct the Fall mandatory freshman meeting before advising season.

<i>Retention Benchmarks²</i> (by latest department)	Fall 2013 official: 66.67%	Fall 2014 official: 60.61%	Fall 2015 target & actual: 63% (t) & 68.18% (a)
	Fall 2016 target: 65%	Fall 2017 target: 67%	Fall 2018 target: 69%

¹ Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.

² Department level current and historical retention and completion benchmark data to be integrated into the plan can be found through Blue Reports: <http://irt2.indstate.edu/cms/ir/blue-reports/>.

Other Freshmen Retention related benchmarks of focal interest to department³

[Click here to enter text.](#)

Department Persistence to Completion Goal(s):

The general trend is decidedly upward. I would hope to sustain the trend. I will reserve official judgment, but propose that what we are perhaps witnessing in the numbers is evidence of the impact of the program change of about 3 years back, when SSE cut the number of required areas of concentration from 3 to 2, making it far more possible to graduate in four years. As stated in previous success plan statements, I believe that this program revision (requiring only 2 content areas), constituted the most important “heavy lifting” with regard to boosting completion rates. After reading the recently produced “Why Undergraduate Students Leave ISU,” and listening to Dr. Powers’ presentation on the problem, I believe that audits and contacts with students at key points in their academic careers could play an enhanced role in the SSE program. For several years (although with various levels of intentionality) since I have been SSE director, I have conducted an audit of sorts for rising juniors (so roughly at or just below the 60 credit hour level). As you might know there are certain prerequisites for acceptance into the BCP program for secondary ed run by the BCOE. I usually examine the record of all SSE majors around 50 credit hours to assess their readiness for applying to the BCP program and also then for our SS 305 (our first methods course). I do this since our SS courses are only offered once a year and if they fall out of sequence in taking them, then this severely affects their timely graduation, and I hate for this to happen. I usually contact those who have missed a pre-req, which includes a low gpa, to see what is going on. This is all in addition to the conversations they should be having with their advisors. But since I am already conducting a de facto audit at this midpoint in their academic trajectory, it certainly would not entail much more work to be more intensive about contacting students who display some troubling trends. And, upon reflection, it does seem wise to conduct another audit at the 90 credit hour level. I keep in pretty good contact with students through that point roughly. The problem occurs after that point, when contact with some upper-level students becomes less regular. An audit around the 90 credit hour level would, I think, be helpful in keeping students on track through their student teaching and final few upper-level courses, where some of them tend to falter.

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

Conduct audit of SSE majors at the 45-60 credit hour level and again around the 90 credit hour level. Conducted in November of the year (Fall advising time). Coordinator (Dan Clark) will be responsible.

<i>Completion Benchmarks</i> (by latest department)	Fall 2010 cohort:	Fall 2011 cohort:	Fall 2012 cohort:
	31.03%	25%	35% (t) 31.58% (a)
	Fall 2013 target:	Fall 2014 target:	Fall 2015 target:
	33%	35%	37%

Other Persistence to Completion related benchmarks of focal interest to department

[Click here to enter text.](#)

Other Goal(s), Action Steps, and Benchmarks of focal interest to department⁴:

What concerns me frankly more than completion rates is graduate performance (passage rates) on state licensing exams. Ultimately the state and public will judge the quality of the SSE program more by this metric rather than completion rates, since it takes successful passage of the licensing exam to procure a teaching job. The recent reform of the History specialization (in essence protecting ourselves from the scourge of dual credits

³ A retention and completion rate is an essential benchmark, but it is not necessarily the only benchmark of interest to a department. Others of interest to the department can be integrated as well.

⁴ Departments may have student success related goals, action steps, and benchmarks that do not fit neatly into the other categories. If so, feel free to place them here.

by demanding more upper-level courses), while not particularly helpful for completion rates, was triggered by the necessity of protecting the integrity of the curriculum and to ensuring that students have the best shot at passing the increasingly rigorous licensing exam in that field. I will continue to monitor the necessity of similar revisions regarding other fields as more data are accumulated. Additionally, I believe that upping the required gpa, either for all education majors or perhaps programmatically just for SSE majors, might become increasingly attractive. The BCOE would likely not support a blanket increase in the required gpa (now at 2.5), but more and more secondary education programs in the fields of social studies have moved to 2.8 and even 3.0 as requirements. This would certainly lower the enrollment but would also likely increase completion rates. It also would boost the passage rates for the licensing exams.

Academic Department Student Success Plan Annual Update: 2016-2019¹



Department: Theater

Department Chair: Chris Berchild

Department Mission: The mission of the undergraduate Theater program at Indiana State University is to provide students with a broad and solid foundation in the artistic, intellectual, and practical aspects of theater within the liberal arts tradition. We engage students in an environment that is serious, focused, collaborative, innovative and nurturing. It is our goal to graduate students who will continue to grow as artists, technicians, thinkers, and engaged, productive citizens serving the public good.

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

Goal One—The Department of Theater would like to increase first-year student retention in our major by approximately 1.5% per year, with the baseline benchmark at approximately 66% (as a rough average of the last three years of data). Our Fall 2014 official number was a significant improvement over past years, but was a statistical anomaly and would therefore be unrealistic to maintain a 1.5% growth per annum from 77.78%. The difference between the target and actual numbers for 2015 can only be explained by the sudden jump in the number of incoming students settling back into the statistical norms.

Goal Two—The Department of Theater would like to increase enrollment amongst students out of strong high school theater programs who could both thrive within our program and become peer leaders within their classes for our less prepared students.

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

Action Step One—To examine and identify curricular barriers to student success within the first year and make appropriate changes. We have recently (Fall 2015) altered our curriculum significantly in order to accommodate multiple pathways to timely graduation, but need to ensure that new prerequisites and course progressions for upper-division courses are not impeding first-year success. (*Responsible faculty: Chris Berchild, Chair; Arthur Feinsod, Chair of Curriculum Committee—AY 2016*)

Action Step Two—Establish contact with potential majors and minors early and provide immediate guidance for the major. While University College advising is important, we are finding that the sooner our students begin talking with our own advisors, the smoother the progression through the major will be. (*Responsible faculty: Julie Dixon, Department Lead Advisor; Michael Jackson, Advisor for Design/Technology Concentration—Spring/Fall 2016*)

Action Step Three—Provide first-year students with opportunities to experience professional live theater events in nearby cities (Indianapolis, Chicago, Louisville, Cincinnati). Annual performance “fieldtrips” will be

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.

arranged at the department level and will be attached to introductory courses for our first-year majors. This will engage students with practical career goals and positions associated with the theater industry. Due to funding, this actions step has been challenging, but we did see a growth in first year retention the last time we were able to dedicate specific funding to this goal (AY2014-15) (*Responsible faculty: Chris Berchild, Chair; department faculty as a whole—Spring 2016*)

Action Step Four—As part of the continuing advising process and based on collected data regarding “gateway to major” courses, we will begin to investigate opportunities for supplemental instruction or peer mentoring for our majors. We will approach our Honors Service Fraternity (APO) for assistance in establishing a system of peer mentoring within the department. (*Responsible faculty: Julie Dixon, chief advisor; Chris Berchild, department chair; and Tresa Makosky, faculty advisor for APO—Data collection and organizational discussions began Spring 2016 and continue through AY2016-17*)

Action Step Five—We would like to engage with select high school programs with campus visits and an increased presence at state and regional high school thespian conferences. (*Responsible faculty: Mike Sheldon—AY 2016-17*)

<i>Retention Benchmarks</i> (by latest department)	Fall 2013 Cohort: 56.25%	Fall 2014 Cohort: 77.78%	Fall 2015 target & actual: 66% (target), 52% (actual)
	Fall 2016 target: 67.5%	Fall 2017 target: 69%	
		Fall 2018 target: 70.5%	

Other Freshmen Retention related benchmarks of focal interest to department

We strive to engage at least 50% of our first-year students in production work each year. We have found that our most successful students are those that invest their time in production—whether onstage, backstage, or in the shops. We will need to begin collecting data to help verify these observations and find ways to promote this practice. This will be a long-term collection of metrics. (*Responsible faculty: Mike Sheldon, Production Manager; Michael Jackson and Michelle Souza—AY2016-17*) **Data collected in 2015-2016 indicates that most students that are actively engaged in production work will retain into their second year.**

Department Persistence to Completion Goal(s):

Goal One—To increase both the 4-year and 6-year graduation rates by 2% per annum. Our target baseline is again a rough average of our past three years of official data (40%/60%). Since we have one of the university’s strongest junior-to-senior retention rates, our challenge lies in diagnosing issues in the path to a timely graduation. We have already increased flexibility within our major concentrations (in the new curriculum introduced this year) so that students will not have to follow as regimented of a course progression in the future.

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

Action Step One—Examine student registration choices in the last two years of our new curriculum as they progress toward graduation. Examine why curricular choices are made that do not advance students toward graduation in a timely manner. Meet with students in the Fall of their senior year to discuss the remainder of their time at ISU. (*Responsible faculty: Chris Berchild. Begun Fall 2016*)

Action Step Two—Though our department already engages in semi-annual audits of all of our majors and minors, advisors will mandate a 60 and 90 credit hour audit that will serve as an opportunity to discuss optimal pathway to completion. (*Responsible faculty: Julie Dixon and Michael Jackson. Begun Fall 2016*)

Action Step Three—Work toward the curricularization of production work. Many of our students spend countless hours in rehearsal and production meetings, but they do not necessarily count toward forward

movement toward graduation. Anecdotal evidence suggests that this commitment places a burden on credit-earning courses, though it is the students' best opportunity for experiential learning. Finding a solution to this problem will allow all of our students who participate in productions to receive appropriate credit and assessment for their time spent with faculty. (*Responsible faculty: Chris Berchild, Chair; Arthur Feinsod, Chair of Curriculum Committee, and other faculty—Begun Fall 2016*)

Action Step Four—Provide opportunities for our junior and senior majors to have contact with professionals in the theater and related industries. Though both online (Skype) and in-person networking sessions with both major industry leaders and well-placed alumni, students will be able to gain perspective and ask questions about the industry in a vocational way. (*Responsible faculty: Department faculty as a whole—Begun Spring 2016*)

Action Step Five—Expand career-planning opportunities during a students' final year. Integrate career-planning sessions into the major/minor capstone course (Theater Theory) to inspire students to think proactively about their career trajectory and life beyond the university. (*Responsible faculty: Chris Berchild, Spring 2017*)

Completion Benchmarks (by original department)	Fall 2010 Cohort: No data	Fall 2011 Cohort: 43.75%	Fall 2012 target & actual: 40% (target), 53.33% (actual)
4-Year Graduation	Fall 2013 target: 44%	Fall 2014 target: 46%	Fall 2015 target: 48%
Completion Benchmarks (by original department)	Fall 2008 Cohort: 40%	Fall 2009 Cohort: 70%	Fall 2010 target & actual: 60% (target), 52.63% (actual)
6-Year Graduation	Fall 2011 target: 62%	Fall 2012 target: 64%	Fall 2013 target: 66%

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

Other Goals:

Increase number of graduates who participate in internships while an advanced student or within a year of graduation. (Graduate school right after undergraduate school is not always advisable for theater majors)

Other Action Steps:

- Track number of theater alumni who are employed by professional companies or corporations (not necessarily in the performing arts and entertainment industry). (*Responsible faculty: Mike Sheldon. Begun Fall 2016*)
- Send surveys to new alumni approximately 6 months after graduation (or to earlier alumni as contact information is procured) asking where they are working, how they got the job, and how they feel ISU Theater degree helped them obtain that position. This would also assist in identifying individuals for **Action Step Four** (in Persistence and Completion above). (*Responsible faculty: Mike Sheldon, Arthur Feinsod, Chris Berchild. Ongoing project begun Spring 2016*)
- Utilize social media to contact, monitor, and promote alumni. (*Responsible faculty: Mike Sheldon and Ann Warren—monitor of Alumni Facebook page. Begun Spring 2016*)

- Develop new minor/major in Entertainment Technology to attract students to the department who are more interested in industry-specific hard-skill sets. (*Responsible faculty: Chris Berchild and Michael Jacksn. Beginning Spring 2017*)