

# 2016-17 Department Student Success Plan Assessment Report

## Languages, Literatures, and Linguistics

Please answer the following questions in two pages and submit to your Dean by October 2. Your Dean will offer you feedback by Oct. 16 and advance final version<sup>1</sup> to Academic Affairs by October 20. This report will inform your 2017-18 Student Success Plan update that will be due to your Dean by Nov. 3. Previous report and plans can be found at this website: <http://irt2.indstate.edu/cms7/sp16/index.cfm/department-plans/>.

**Person Primarily Responsible for Preparing this Report:** N. Ann Rider

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

Freshman 1<sup>st</sup> Year Retention

Goal 1

- Ensure that freshmen take placement tests and are in the appropriate Language course in Fall
  - Send letter to admitted freshmen and parents about placement test, program requirements and study abroad. *Admissions sent emails this year in June prior to NSO. (fall 2017 information) There was a small increase in number of students taking placement test. However, it was clear that not all majors took the placement test prior to fall enrollment.*
- 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.
  - Check Freshmen schedules for compliance. *We were able to catch freshmen majors early, but only some were able to change their schedules in time for fall 2017. It appears that these students were not advised by an LLL advisor.*
- Encourage (increase) use of tutoring available in Language Learning Lab
  - *Open houses, global emails, flyers, and lab tutors attend classes. However, participation is lower than it could be.*

Goal 2

- Email to in-coming freshman majors in August for meeting with chair or UG advisor.
  - *Completed. All incoming students know they have a least one contact in LLL.*
- Develop email distribution list of freshman to inform them of departmental activities
  - *Completed. Used to inform students of LLL events.*

Persistence to Completion

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 (*see above*)
- 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)
  - Revision to LLL 400 (Resume draft and final; Business report draft and final; Mock interview preparation; Attend Career Fair). *This course was revised to a 3-credit hour course to include enhanced career readiness components.*

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

Freshman 1<sup>st</sup> Year Retention

Goal 1

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

- Increase number of students using tutoring available in Language Learning Lab. *While numbers have increased, the increase is small.*

Persistence to completion

Goal 3: Integrate career readiness into degree plan

- Invite alumni/ae to present about their career paths. *We did not invite alumni/ae during the 2016-2017 year. Faculty determined that energies were sufficiently devoted to undergraduate program review.*

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

Frankly, the Department needs to spend more time on recruitment. Lower overall numbers means that small fluctuations in these assessment data create large percentage changes that are hard to evaluate.

Discussions are taking place about replacing “tutoring” with required recitation sessions that will be part of course grades. Such sessions would be led by native speakers and upper-level undergraduates who have been carefully vetted and trained as language assistants.

The chair asked faculty to submit by week three a list of students who: 1) did not have required textbooks, 2) already had frequent absences, 3) had not turned in significant required homework. Chair sent out emails to all students suggesting lab tutoring services. In those cases where students did not have books, cost was a factor.

Course Completion ratio:

Lower-division: 84.3 to 83.06; -1.37. The CAS average is 84.3. Lower division courses include 100-level courses, which are Foundational Studies courses that serve primarily non-majors. However, the department has created a new standing committee, Language Committee, whose role will be oversight of 100-level courses, including monitoring D/F/drop rates and student success. Upper-division completion has increased.

D/F/Drop:

While average D/F/Drop rates increased slightly (1.86 Fall; 3.04 Spring), we note that Less Commonly Taught language courses have smaller enrollments, and the “n” can skew overall percentages. Eliminating those courses from consideration would keep the Fall average steady (1.89), but reduce Spring to -3.48.

1-year retention:

Retention rates by original college increased dramatically for the 2016-2017 cohort, but decreased by latest (from 71.43 to 66.67). We are not quite sure what the “latest college” data means for 2016-2017, since the decrease can be attributed to the actual increase in 2015-2016 retention justified by students transferring INTO the major, who are likely to stay once they get to us. Since we are a “found” major, students tend to declare this degree later in their academic career, rather than declaring upon entrance to the university.

Graduation Rates:

4-year graduation rates increased significantly for 41.18% (dept of origin) and 32% (latest dept), well above the CAS rate of 27.60 and the university 28.73. Unfortunately, we were not given 6-year rates, where our programs shine as among the highest in the university.

Credit Hour Productivity:

It appears that average credit hours enrolled and completed decreased. Credit hour productivity is down due to the new policy in 2016-2017 that does not allow departments contributing to the Honors Program to use funds to hire part-time lecturers. Consequently, the department offered on average 3-4 fewer 100-level courses per semester.

The department wonders how study abroad impacts credit hour productivity, since students in the major are required to study abroad. If a student has chosen to take a semester or a full year in study abroad, how would that affect credit hours enrolled? We also wonder if this number is affected by total credit hours required for the degree. Since the LS degrees require fewer credit hours, it is possible that students can complete the degree without overloads in any semester.