2017-18 Department Student Success Plan Update
[Management, Information Systems & Business Education (MISBE)]

Please complete this plan update and submit to your Dean by November 3. Your Dean will offer you feedback by November 17 and advance final version[1] to Academic Affairs by November 21. Previous report and plans can be found at this website: http://irt2.indstate.edu/cms7/sp16/index.cfm/department-plans/.

Person Primarily Responsible for Preparing this Report: Aruna Chandra

1. **Department goals to facilitate persistence to degree** (include action steps, dates, and person(s) responsible underneath each goal)**:**

   a) FIT Assessments in BUS 100 courses: All freshmen will be required to take a 'fit' assessment to help identify their fit to a particular major. This fit assessment was piloted in Fall 2017 and will be implemented in Fall 2018. (Meis Center- Kelly Wilkinson)

   b) Facilitate persistence to degree via internal and external networks.
      a. <u>External</u> networks are built via replacing the Sycamore Link with the Handshake, a university sponsored social media interface that works like a cross between LinkedIn and Facebook. Handshake will host a job posting board and serve to connect students, employers and the university in a single platform. The Handshake platform can be used to track student data, allow resumes to be uploaded and viewed by employers and include substantial reporting features. The Meis Center's greater emphasis on placing graduates is expected to be supported by this new database.(Kaitlin Diel, Fall 2018)

      b. <u>Internal</u> linkages will be facilitated through the Business Buddy system where students are paired with peers to support connectedness and accountability. The Meis Center will assign work for the Buddy Groups that will be tracked as an assessment metric. (Kaitlin Diel, Fall 2018)

   c) Remove barriers to graduation: Barriers to graduation include prerequisite courses that are offered infrequently or run into capacity constraints. This will be addressed via careful review of demand patterns and taken into consideration in developing class schedules. Majors in the MISBE Department such as Management and Management Information Systems have streamlined core courses to facilitate persistence to degree completion. (Persons Responsible: Department Chair and Program leads: MIS: Chia-an Chao, Management: Aruna Chandra) Fall 2018

   d) Increase communication between freshman class BUS 100 teachers and the University College advisers to target students with multiple grade deficiencies in order to develop early and comprehensive intervention methods to retain these at-risk students. (Persons Responsible: Kelly Wilkinson and freshmen teachers, Kaitlin Diel). Fall 2018.

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[1] Dean will request a refinement to plan if it is not suitably addressing the questions. Plan will be shared with Trustees.

2. **Department goals to enhance student performance and/or learning outcome achievement**[2] (include action steps, dates, and person(s) responsible for each goal)**:**

   a. Career Readiness Skills: Student performance and motivation to complete a course of study is enhanced when they see a clear pathway to a job prospect at the end of the college road. With this end in mind, MISBE faculty are working to infuse career readiness skills into select courses that will then serve as a pilot for other courses. (Persons Responsible: Aruna Chandra, David Robinson, Maureen Casile, Herschel Chait) Fall 2018.

   b. Core competencies and skills: Fall 2017- Scott College faculty met to identify core competencies and skills needed by business majors. This exercise that creates an across the board awareness of core competencies needed will be used to inform and revise course content and assignments. (Person responsible: Kelly Wilkinson, Fall 2018)

   c. Experiential Learning: The student learns best when actively engaged with content in a context where abstract theory comes alive in real business situations. Several classes in the MISBE curriculum use experiential learning through the use of consulting projects with local businesses, case studies, and current events to actively engage the learner and to bridge theory and practice, which stretches the learner's capacities to engage in critical thought. Infusion of experiential learning into a greater number of courses is a goal of the Department. (Persons Responsible: Aruna Chandra and MISBE Faculty)

   d. Global Business awareness: A key dimension of student learning achievement rests on their awareness and understanding of the nature of the globalized business environment. An assessment team in the MISBE/ AFIRM Departments has been tasked with identifying core competencies required by all business majors in the global arena. The next step would be an assessment of courses that engage students with meaningful global content relevant to their fields through a focus on the identified core competencies providing faculty a litmus test for their curricular revisions or assessments of current material. In addition, the MISBE Department has been a leader in the area of leading students on international business immersive short terms study abroad trips with a view to exposing students to doing business in different cultures, economic and political contexts. (Persons Responsible: Matt Cohen, David Robinson, Aruna Chandra, Kelly Wilkinson, Fall 2018)

Benchmark Metrics

Metric	2016-17 FTFT-BDS Cohort Actual	2017-18 Target	3 Year Target (2019-20)
Freshmen Retention[3] *(by latest department)*	76.19%	77.71%	79.26%
4-Year Grad Rate *(by latest department)*	40.63%	41%	42%
	Source data for 2016-17 actual	**2017-18 Target**	**3 Year Target (2019-20)**
Other Metric #1[4]	D/F/R Rate 10.06%	10%	9%
Other Metric #2	Course Completion ratio Upper Div. 91.54%	91%	90%

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[2] Department/Program Student Learning Summary Form report may inform what is noted here.

[3] In a very few cases, such as with departments with very small numbers of majors or who have few or no new freshmen who enroll in their program, this metric and a grad rate may not be applicable. Other appropriate metrics should be used instead (e.g., service course student performance, transfer students, part-time students, etc.).

[4] Departments may wish to also focus on key metrics for sub-populations (e.g., transfer students, distance students, minority students, students at a particular class year or years where bottlenecks/movement out of the major/drop out from ISU appear to be a concern) or metrics such as credit hour productivity or D/F/drop rates. See Blue Reports or Institutional Research for ideas.