

2017-18 Department Student Success Plan Update

Department of Teaching and Learning

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 version¹ to Academic Affairs by November 21. Previous report and plans can be found at this website: <http://irt2.indstate.edu/cms7/sp16/index.cfm/departments-plans/>.

Person Primarily Responsible for Preparing this Report: Georgianna Duarte

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

First year retention goals

Goal 1: Marilyn Leinenbach and Liz Brown

1. To increase CASA I scores in math through a partnership with the Math Library (The Center for Mathematics Education). Tutoring will be provided to students targeted toward success on the CASA I Math test.
 - An additional Math tutor was not added in January 2016. The two math tutors were successful in their tutoring.
 - Each semester, students have been informed of the services through flyers and class announcements through the Teaching and Learning Department.
 - Accessibility and marketing have increased in effectiveness
2. CASA
 - Looking at the excel spreadsheet created for the tutoring program in the fall of 2016, 30 students took advantage of the tutoring program 70 times with 5 students passing. After being tutored, three students passed the first time with scores of 240, 255 and 260. The fourth student passed with a 9.7% of increase and the fifth student with a 20.5 % of increase. While scores increase, there is still a need for increased collaboration and communication with University College.
3. Pearson
 - In 2016, the pass rate for the Pearson test was 75%. Now present day in 2017, the pass rate is 91% with the state average being 90%. This 21 per cent of increase is due to two reasons: the tutoring in the Center for Mathematics Education and the new class Math 241 by the Math Department in the College of Arts and Sciences.

Goal 2: Della Thacker and Cassandra Woolard

To continue partnership with University Honors and host a session on Honors Preview Day to retain pre-education students. Topics will include overview of Teacher Education at all levels:

- Several Secondary Education majors honored at the BCOE Honor Day
- IACTE Student Teacher of the Year – Kelsi Walls and Catrina Cimaroli
- Student Affairs Outstanding Junior Award – Riley Denning
- Hines Medal Winner – Kelsi Walls

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

- Student Affairs Organization - Community Service Award for Hygiene Kits for area middle schools – C.H.I.L.L.
- Student Affairs Student Organization Advisor of the Year – Della Thacker
- Leaf of Legacy Award – C.H.I.L.L.
- ATE National Presentations with faculty and students
- NAPDS National Presentations with faculty and students
- Counselor Day Presentations with faculty and students
- Sycamore Educators Day Presentations with faculty and students
- Teachers of Tomorrow Presentations with faculty and students
- Multiple Travel Grants through Community Center of Engagement, Student Organization Resource Fund, and Student Government

Goal 3: Kevin Bolinger , Diana Quatroche, Georgianna Duarte

To continue to strengthen the first year induction program for elementary and secondary declared teaching majors. The program will include peer mentoring, faculty led mentoring, and integration of student organizations.

1. Declared teaching majors identified by October 1, 2017
2. Declared teaching majors introduced to the program during initial student advising
3. Declared teaching majors to be invited to first year welcome event coordinated by the BEST scholars program within the first semester 2017.
4. Events to integrate new students are still in the planning phase
5. Mentor program for first year students will begin in the spring 2018 semester
6. Recruitment teams have yet to be established, work with admissions on this in next year
7. Students will be recognized for program induction during the spring 2018 honors day program.
8. Collaborate and seek a mentoring grant in January 2018.

Department Persistence to Completion Goal(s):

To increase the 4 year and 6 year completion rates for students in the Teaching and Learning Department by 2 percentage points each fall by 2019

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

1. To continue and strengthen the Teaching and Learning departmental intervention plan for students identified as at risk of failure early in their major. Consistent and systemic use of Blackboard to ensure students is aware of progress. If a teacher candidate demonstrates performance that Does Not Meet expectations for a course in the Department of Teaching and Learning, the following steps will be implemented:
 - ISU instructor (and classroom teacher/coach of field experiences, if applicable) will communicate information to the ISU teacher candidate as early in the semester as possible about progress. (Ongoing for secondary education, evidence is the field evaluation each semester from host teacher. If there is a student disposition issue, the host teacher along with the undergraduate committee and Education Student Services hold a disposition meeting in conjunction with the content methods professor. Secondary Education)
 - Develop a performance and disposition statement that will be included in all program syllabi. In addition such is included each semester as outlined on the syllabus and calendar throughout the secondary education program. Secondary Education.
 - Lesson plans, teaching assessment, observations, homework assignments, candidate emails/text messages, and history of absences will be organized and documented by ISU instructor. (Ongoing. Documented unit report, host teacher assessment, gradebook. Email and host teacher evaluations only are used for disposition issues. Secondary Education)
 - The ISU instructor (and classroom teacher/coach of field experience, if applicable) will assist the teacher candidate to set goals for improvement to be demonstrated/documented during an appropriate time period or during the field experience. Additionally, the ISU faculty may be included as stakeholders based on the needs/ goals, and desires of the teacher candidate or instructor. (Ongoing through documentation and post practicum conferences conducted by host teachers and classroom professors. Secondary Education.)

- Video or audio taped evidence of improved performance may be required. (Ongoing, however to date nothing has been required. Secondary Education.)
- A written plan designating goals with performance actions, deadline dates, and ISU instructor responsible for each will be created. Action to be taken should the goal not be completed successfully will be indicated on documentation. All stakeholders, including teacher candidate, ISU instructor and the classroom teacher/coach (if applicable) will sign the document. Everyone will receive a copy of all signed documentation. (Ongoing with each course through a signed professionalism form followed up with disposition meeting if needed. Secondary Education.)
- All documentation, which includes: emails, text messages should be compiled and documented. (Ongoing. Documented unit report, host teacher assessment, gradebook. Email and host teacher evaluations only are used for disposition issues. Secondary Education)
- Each stakeholder will be available during goal remediation for discussion and guidance. (Ongoing daily. Secondary Education.)
- If the performance of a candidate in a field experience continues to be ineffective the ISU instructor may make additional observations during the field experience. (Ongoing and additional field placements if needed. Secondary Education.)
- Additional steps or goals may be recommended with the agreement of the stakeholders. (Ongoing and additional field placements if needed. Secondary Education.)
- As each goal is completed, the person responsible for that goal will share with the teacher candidate and all stakeholders. (Conducted at the disposition meeting and the student departs with a copy of the disposition form. Secondary Education.)

Target date for completion: Fall and Spring Semesters

Persons Responsible: Pat Wheeler and Della Thacker, undergraduate committee chairs

2. To increase the enrollment and retention rate, the Department will develop a recruitment and retention plan in collaboration with the Admissions Office, Teacher Education Advising Center, and Graduate School

- Recruitment efforts for school visitation presentations, events, and outreach will be documented with participant signs ins for follow up. Recruitment Fair – graduate – all university, Recruitment Social for Teaching and Learning for Master's/PhD graduate students. WVHS Career Day, South Vigo High School Careers Class, Education Dorm Session in Cromwell Hall. Secondary Education.
- Attendance at at least three recruitment events (regional or state) Recruitment Fair in Indianapolis. Secondary Education, Freshman High Five Event, Library Exposium, Donaghy Day, Student Organization Fair (Fall and Spring), Teachers of Tomorrow.
- Continued recruitment and retention strategies implemented at student organizational functions, meetings, or fairs. CHILL monthly meetings, CHILL classroom visits, Student Organization Fair, BCOE Special Events, Sycamore Educators Day, Teachers for Tomorrow. Secondary Education.
- Developing Students Active in C.H.I.L.L. (Colleagues Helping Implement Lifelong Learning) – graduate, graduate with higher GPA, participated in 83 events in the 2016-2017 school year, keeps students actively engaged at Indiana State University and with the Vigo County and beyond communities. Secondary Education.
- Recruitment & Retention Plans are being reviewed and a draft plan will be reviewed in January 2018.

Target date for completion: Spring 2018

Person Responsible: Susan Kiger, Larry Tinnerman, Pat Wheeler, Della Thacker, Georgianna Duarte

3. Conduct outreach for the new non-licensure major in the early childhood field

- Redesign the program pamphlet and materials for the university and community for recruitment.(ongoing) Completed Spring 2017
- Market through recruitment sessions, events, and student fairs (ongoing)
- Collaborate through two regional early childhood conferences or education fairs and distribute flyers. Currently in negotiations with the state of Indiana to offer an early interventionist certification program that can be offered as a minor in elementary education or special education.

Target Completion Date: May 2017

Persons Responsible: Karen Liu, Yong Joon Park, Gail Gottschlinger

4. **Continue to recruit high school students from Gary, Indianapolis and Chicago, Illinois by sending current education students to high schools to present the TEP at ISU.**
 - Continue collaboration with Mr. Cory Graham, Lawrence MSD
 - There are ongoing initiatives to collaborate with Mr. Graham, Mr. Sharpe, and Mrs. Fenton in recruitment efforts
 - Develop a recruitment team of ISU teacher education students to visit the Lawrence MSD High School and Career Center: A recruitment team was formed that visited four high schools, six elementary schools and reached out to graduating seniors from ISU.
 - Continue to revise and print program flyers for recruitment efforts
 - Utilize Advisory Committee in Teaching and Learning as outreach recruiters.
 - Action plan of T&L Advisory Committee will be formulated by December 2017. (In draft format, Nov.2017)

Target completion Date: May 2017
Persons Responsible: Georgianna Duarte, Pamela Gresham
5. **Continue to strengthen the Student Organizations: CHILL, BEST scholars, Sycamore Readers, Indiana Student Educators**
 - Attend state recruitment conferences, Alliance of Black School Educators (IABSE) Fall Forum, Recruitment and Retention of Teachers of Color Events (Minimum of two)
 - Target Date for completion: Fall 2017 (successfully completed – Secondary Education)
 - Engage student organization members in research, service, and teaching opportunities through mentoring.
 - **Person Responsible: Della Thacker, Cassandra Woolard, Melissa Nail, Kevin Bolinger, Shawn Huisinga, Georgianna Duarte**
6. **Run an admissions report for freshman students for comprehensive follow up through email, mail and telephone prior to the summer orientation session**
Target date for completion: Spring 2017
Person Responsible: Associate Dean

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

1. **Continue and increase opportunities for a supportive learning environment of inclusion and commitment to Diversity and community engagement**
 - Continue to implement and promote opportunities for key speakers/trainers from: IDI (Indianapolis, IN), African American Cultural Center, Multicultural Center, Center for Student Success, Counseling Center, Faculty Center for Teaching Excellence, and Community Engagement (two per semester)
 - **Completed:** Throughout the 2016-2017 year, over 9 brown bag or cultural events were implemented. These included sessions: FERPA, Multicultural Center, African American Center, Saudi Arabian Student Organization, FERPA, Student Conduct, Safety, Gay, Lesbian, and Transgender, IDI, Dr. Hilary Kahn, Elonda Irvin. Amy Dee scheduled in Spring 2018.
 - Attend cultural events on ISU campus that promote inclusion, focus on diversity, and systemically encourage faculty to design course opportunities for these events. These include session entitled Taboo Discussions, Reading Groups, Critical Conversations, and other events scheduled by the Multicultural Center.

Target Date: Fall 2016, Spring 2017
Completed: Advocacy and promotion of BCOE events, engagement of all Diversity events on campus, and reporting back during Faculty Department Meetings

2. **Department goals to enhance student performance and/or learning outcome achievement²** (include action steps, dates, and person(s) responsible for each goal):

Benchmark Metrics

Metric	2016-17 FTFT-BDS Cohort Actual	2017-18 Target	3 Year Target (2019-20)
Freshmen Retention ³ (by <u>latest department</u>)	77.17	77.08	80%
4-Year Grad Rate (by <u>latest department</u>)	27.35	28.73	45%
	Source data for 2016-17 actual	2017-18 Target	3 Year Target (2019-20)
Other Metric #1 ⁴			
Other Metric #2			

Department Persistence to Completion Goal(s):

To increase the 4 year and 6 year completion rates for students in the Teaching and Learning Department by 2 percentage points each fall by 2019

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

1. To continue and strengthen the Teaching and Learning departmental intervention plan for students identified as at risk of failure early in their major. Ongoing

Target Date: Ongoing

Persons Responsible: Robin Burden, Rebecca Hinshaw, Kevin Bolinger, and Georgianna Duarte

2. Consistent and systemic use of Blackboard to ensure students is aware of progress. If a teacher candidate demonstrates performance that Does Not Meet expectations for a course in the Department of Teaching and Learning, the following steps will be implemented

Target Date: Ongoing

Persons Responsible: All Faculty

3. ISU instructor (and classroom teacher/coach of field experiences, if applicable) will communicate information to the ISU teacher candidate as early in the semester as possible about progress. (Ongoing for secondary education, evidence is the field evaluation each semester from host teacher. If there is a student disposition issue, the host teacher along with the undergraduate committee and Education Student Services hold a disposition meeting in conjunction with the content methods professor. Secondary Education

Target Date:

Persons Responsible M. Lenienbach, Diane Quatroche, Kevin Bolinger, Kathy Bauserman

4. Develop a performance and disposition statement that will be included in all program syllabi. In addition such is included each semester as outlined on the syllabus and calendar throughout the secondary education program.

Secondary Education. (All faculty) January 2017

Lesson plans, teaching assessment, observations, homework assignments, candidate emails/text messages, and history of absences will be organized and documented by ISU instructor. (Ongoing. Documented unit report, host teacher assessment, grade book. Email and host teacher evaluations only are used for disposition issues. Secondary Education)

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.

The ISU instructor (and classroom teacher/coach of field experience, if applicable) will assist the teacher candidate to set goals for improvement to be demonstrated/documented during an appropriate time period or during the field experience. Additionally, the ISU faculty may be included as stakeholders based on the needs/ goals, and desires of the teacher candidate or instructor. (Ongoing through documentation and post practicum conferences conducted by host teachers and classroom professors. Secondary Education.)

Video or audio taped evidence of improved performance may be required. (Ongoing, however to date nothing has been required. Secondary Education.) Della Thacker and Cassandra Caruso Woolard (Ongoing)

A written plan designating goals with performance actions, deadline dates, and ISU instructor responsible for each will be created. Action to be taken should the goal not be completed successfully will be indicated on documentation. All stakeholders, including teacher candidate, ISU instructor and the classroom teacher/coach (if applicable) will sign the document. Everyone will receive a copy of all signed documentation. (Ongoing with each course through a signed professionalism form followed up with disposition meeting if needed. Secondary Education.) January 2018

Target date for completion: Fall and Spring Semesters

Persons Responsible: Pat Wheeler and Della Thacker, undergraduate committee chairs

4. Re-examine Advising and calculated entry of undergraduate education students who declare education as a major in University College, so that metrics reflect an accurate graduation rate based on those actually enrolled in Teaching and Learning.

5. An external consultant will be reviewed and requested to examine the Department of Teaching and Learning programs alignment with State content and pedagogical standards, INTASC standards, and comprehensive inclusion of technology, parent, family and community engagement, and diversity.

Target Date for completion: April 2018

Persons Responsible: Georgianna Duarte, Robin Burden, Kevin Bolinger, Rebecca Hinshaw, Yong Joon Park