

2017-18 Department Student Success Plan Update

Art and Design

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/department-plans/>.

Person Primarily Responsible for Preparing this Report: [Click here to enter text.](#)

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

The department is currently working with university and contract architects, ARC Design, on the reprogramming and refurbishing of the Fine Arts building. It was noted in the NASAD accreditation feedback from 2014 that the current facility is adequate but unattractive and that there are few spaces for students to interact outside of the classroom. Moreover, the HVAC has been so inconsistent that teachers and students want to leave excessively hot or cold spaces as soon as they can. The HVAC can be so loud that it is often impossible for students and instructors to hear one another. We understand that these HVAC issues are to be addressed by new equipment and the reconfiguration of the entire system.

In the reprogramming process, we have worked with architects to create social spaces, pin-up and critique spaces, reconfigurable classrooms and special-needs facilities. There are goals to design the building as a place where students will want to stay, and that will foster interactions among students, faculty and staff.

We are keenly aware that a sense of place and belonging is important to retention and we plan to leverage an attractive, comfortable building towards retention efforts. Specific goals include creating classroom spaces for art history so that students will have most of their classes in the same building as the their professors' offices and the department's office. We plan to have spaces set aside for digital arts courses—despite the popularity of this growing program, digital arts course have heretofore been nomadic, taking place in OIT-run labs and ad-hoc work environments. Lastly, the Community School of the Arts will finally have a home and dedicated classroom spaces—because Art Education students already work so much with CSA, the new building programming puts these programs in adjacent spaces and the academic programs will share some resources.

Chairperson, William Ganis is undertaking this programming effort—he is working on the Art and Design components of the building with CAS Dean, Chris Olsen and ARC Architects. Several meetings have occurred thus far and ARC Design has created floor plans and general programming for the entire building. William Ganis is working with Associate Professor Sala Wong to coordinate with all building stakeholders. Sala Wong heads an ad hoc Fine Arts stakeholder committee and in this role gathers information and is a point person between the department chairperson and the department's Fine Arts Building users.

We expect that by December 2017 the floor plans will be set, and that we will continue work with ARC Design's architects on finishes, furnishings and other needs. Work on the Fine Arts Building is scheduled for May 2018 through July 2019 and we expect that the building will begin to serve students in the fall 2019 semester.

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 achievement² (include action steps, dates, and person(s) responsible for each goal):

The department has hired human-centered design group, Collabo Creative, to help the department with its strategic planning including matters related to student performance. We had our first design-thinking workshop in August of 2017 and will have a second in February of 2018 that will focus on career-readiness. The Department of Art and Design was nearly double its present faculty size a little more than a decade ago and has shed faculty through retirements that were not replaced. Despite this, many curricula and governing documents still in use reflect this faculty body from the past. The department has not taken an opportunity to think about or plan for its long-term future. This design-thinking process is intended to help the department imagine its direction whether in terms of course and program offerings, messaging or advising. Career Readiness is an especially important item in this planning, because art and art history (and sometimes design) are often perceived as “elite” or “worthless” disciplines that will not prepare students for careers. We know that part of career readiness is making students aware of the many careers related to the arts and visual culture that they might pursue; helping students to understand that they are learning skills relevant for these visual disciplines; and making sure they have some skills germane to entry-level arts workplaces. In short, we expect that when students are able to make realistic career goals that they will persist in their studies.

A sophomore-portfolio requirement was executed in its first iteration in S17. This requirement (in the form of a one-credit course) was instituted to remain in-compliance with NASAD accreditors. The S17 review was but a pilot to create a far more inclusive review of all future 4th-semester students. The review is valuable as a way to give students feedback on the sum of their foundational artworks (from their introductory drawing, art history, 2D-design and 3D-design courses) and help them identify strengths and potential paths of study in order to foster each student’s performance as well as completion. This review is also a way to gauge potential success in the department’s BFA program and only students who show hard work, ability, and academic achievement will be eligible for this longer plan of study. Students who demonstrate hard work, dedication to their art studies and technical achievement are eligible for substantial Performing and Creative Arts scholarships. We purposefully made some of these scholarships available to sophomores so that we could identify “late bloomers” and encourage their completion.

The next iteration of the review will occur in S18. Nancy-Nichols-Pethick continues to facilitate the review process, Brad Venable collects data germane to assessment and all of the department’s faculty members give input about the portfolios and (potentially) related scholarships.

Benchmark Metrics

Metric	2016-17 FTFT-BDS Cohort Actual	2017-18 Target	3 Year Target (2019-20)
Freshmen Retention ³ (by <i>latest department</i>)	63.75%	66%	70%
4-Year Grad Rate (by <i>latest department</i>)	24.59%	26%	28%
	Source data for 2016-17 actual	2017-18 Target	3 Year Target (2019-20)
Other Metric #1 ⁴			

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.

2017-18 Department Student Success Plan Update

Department Of Biology

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: Undergraduate Affairs Committee and Selman

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

1) *Reduce curricular barriers to timely degree completion—Strategic Plan Goal 1. Initiatives 1 and 5*

Action steps:

- a) Change time BIO 374 is offered to avoid conflict with Analytical Chemistry (which students need for Chemistry minor). **Spring 2018, Selman & Dannelly**
- b) Offer BIO 101 in Spring and BIO 102 in Summer to aid students in staying on track for degree completion. **Spring 2018 & Summer 2018, Selman & faculty**
- c) Biology faculty discuss advising model for core course sequence to determine if current order is best option for persistence to degree completion. **Spring 2018. Selman & all faculty**

2) *Enhance Medical Laboratory Science (MLS) program—Strategic Plan Goal 2. Initiatives 1,2,7*

Action steps:

- a) Increase number of clinical placement options for students in MLS program. **Fall 2018, Dannelly & Selman**
- b) Provide Biology faculty with tools to aid in advising students into this program. **Spring 2018, Dannelly**

3) *Promote career readiness and connections between course content and careers—Strategic Plan Goal 2*

Action steps:

- a) Include at least one research-oriented lab in each of the core Biology courses (101L, 102L, 330L, 350L, 374L, & 380L). **Fall 2018, Biology core instructors Initiative 4**
- 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. **Spring 2017-Spring 2018, Hews & Gonser Initiatives 2,3**
- c) Prepare individual PowerPoint slide(s) to be used in BIO 101 in lectures that communicate and illustrate careers related to lecture topics. **Hughes & Lima, Spring 18-Fall 18 Initiative 1**
- d) 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 and actual practices in biological careers. **Gonser & Selman, Spring 2018-Fall 2018 Initiative 4**
- e) Work with Career Center to find mechanisms to fund undergraduate student participation in conferences with job networking opportunities. **O’Keefe, Spring 2018 Initiative 8**

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

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

1) *Increase use of Science Help Center by Biology students--- Strategic Plan Goal. 1 Initiative 2 and 4*

Action steps:

- a) Increase hours of available Biology tutors (hours that don't conflict with classes and evening hours). Find resources to support more hours. **Spring 2018, Selman**
- b) Build an assignment into each Core course that requires use of Help Center. **Spring 2018-Fall 2018, Core instructors**

2) *Promote regular attendance and study habits in introductory courses (BIO 101, 102, and 112)*

Strategic Plan Goal 1 Initiatives 2,4 and Goal 5 Initiatives 3,4,5

Action steps:

- a) Install card reader in S214 to enable instructors to track attendance for large classes held in this room. **Fall 2018, Selman**
- b) Use supplemental instructors in all 100-level lecture and Biology core courses. **Fall 2018, Lima, Hughes, Dannelly, Hews, Mitchell, Steding, and BIO 112 instructors.**
- c) Implement note-taking and success workshops providing students with examples of good notes and how-tos on notetaking. **Spring 2018, Ahmad, Gonser, Steding, Fall 18 Lima, Hughes, and BIO 112 instructors**

3) *Review and revise Biology's Student Learning Outcomes and assessment plan—Strategic Plan Goal 2 Initiative 7*

Action steps:

- a) Discuss current SLOs with Assessment office and determine if changes are merited. **Spring 18, Selman**
- b) Make changes, if needed, to SLOs with aid from all faculty and submit revised SLOs to Assessment Office. **Spring 2018, Selman.**
- c) Explore use and cost of Biology Majors Field Test. **Spring 2018, Selman**

4) *Enhancing the Learning Experience--- Strategic Plan Goal 5. Initiatives 3,4,5*

Action Steps:

- a) Identify courses with high failure and DFdrop rates over the past three years (2014–15, 2015–16, 2016–17), and examine grades for students who dropped. **Spring 2018, Selman**
- b) Secure resources and funding for classroom innovation (e.g., course redesign grants). **Spring 18, Selman**
- c) Assign highest rated teaching assistants to BIO 101 and 102 labs to demonstrate study skills and note-taking practices to Biology majors. **Spring 2018, Selman & Gonser.**

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>)	73.13%	74%	75%
4-Year Grad Rate (by <u>latest department</u>)	41.94%	43%	44%
	Source data for 2016-17 actual	2017-18 Target	3 Year Target (2019-20)
DFDr Rate	25.32%	24%	23%
Lower division course completion ratio	78.98%	80%	81%

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

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2017-18 Department Student Success Plan Update

Chemistry and Physics

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Person Primarily Responsible for Preparing this Report: Eric Glendening

- 1. Department goals to facilitate persistence to degree** (include action steps, dates, and person(s) responsible underneath each goal):
 - a. 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 (with the exception of PHYS 101 and PHYS 115/116) are offered every semester. Target date for completion: May 1, 2018. Person responsible: Eric Glendening
 - b. Continue offering on-line courses in CHEM 100/L and PHYS 105/L. CHEM 100/L is offered fall, spring, and summer; PHYS 105/L is offered in the spring. Target date for completion: May 1, 2018. Persons responsible: Michelle Baltz-Knorr, Eric Glendening, John Moody, Joe West
 - c. Advocate for a proctored math placement exam. Some students clearly obtain assistance on the current, un-proctored Maple TA exam, allowing students to be placed in chemistry and physics courses in which they are unlikely to succeed. Target date for completion: May 1, 2018. Persons responsible: Eric Glendening, Valentina French, Jennifer Inlow.
 - d. 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, 2018. Persons responsible: Valentina French, Eric Glendening
 - e. 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, 2019. Persons responsible: Rick Fitch, Eric Glendening, Joe West
 - f. 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, Glendening, Inlow, Noll, Van Hoven, West, Wolf, Zhang)
 - g. Provide continuing support to our student organizations, including the American Chemical Society (ACS) student members group, the Society of Physics Students (SPS), and the ISU Chapter of Timmy Global Health. The three organizations are open to all students who have interests in chemistry, physics, and global healthcare and service. The ACS and SPS groups are financially supported by the Department; Timmy receives support from the Center for Global Engagement and from the Honors Program. Target date for completion: May 1, 2018. Persons responsible: faculty advisors (Glendening, Mikula, Van Hoven)

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- h. 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, 2019. Persons responsible: chemistry advisors and physics faculty (Inlow, Mikula, Noll, Van Hoveln, West, Zhang)
- 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), American Physical Society (APS), and American Chemical Society (ACS). Target date for completion: May 1, 2019. Person responsible: Eric Glendening

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

- 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. 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, 2019. 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. 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, 2018. 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. Develop training materials for teaching and laboratory assistants. Target date for completion: May 1, 2018. Persons responsible: Michelle Baltz-Knorr, Eric Glendening, Jennifer Inlow, Steve Wolf

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>)	76%	78%	80%
4-Year Grad Rate (by <u>latest department</u>)	33%	35%	38%
	Source data for 2016-17 actual	2017-18 Target	3 Year Target (2019-20)
Other Metric #1 ⁴			
Other Metric #2			

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.

2017-18 Department Student Success Plan Update

[Criminology and Criminal Justice]

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Person Primarily Responsible for Preparing this Report: Devere Woods

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

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 2017; Tyler Burns)

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 2017; 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 2017; 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, 2017; Travis Behem)

Departmental Career Fair (Spring 2018; Travis Behem)

Continue to grow Departmental Student Organizations. (Spring 2018; Tyler Burns)

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. (Spring 2018; Tyler Burns)

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

Have faculty seek participation in the Course Transformation Academy (Spring 2018; Any faculty member willing)

Expand partnership with Career Center for career readiness, resume writing, and interviewing skills (Fall 2017; Travis Behem)

The Department will continue 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 2017; Faculty member appointed by chair)

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Benchmark Metrics

Metric	2016-17 FTFT-BDS Cohort Actual	2017-18 Target	3 Year Target (2019-20)
Freshmen Retention ³ (by <i>latest department</i>)	Fall, 2016 73.14% (n=175)	75%	76%
4-Year Grad Rate (by <i>latest department</i>)	Fall 2013 Cohort 28.26% (n=184)	30%	32%
	Source data for 2016-17 actual	2017-18 Target	3 Year Target (2019-20)
Other Metric #1 ⁴			
Other Metric #2			

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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.

2017-18 Department Student Success Plan Update

[Economics]

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Person Primarily Responsible for Preparing this Report: D. Israel, J. Conant, K. Babb, P. Burkett

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

- a. Effective academic advising that engages these students is the primary strategy we have chosen to maintain and improve on this goal. The small numbers move significantly from year to year. (no specific date; Donald Richards, Debra Israel, John Conant, advisors)
- b. As anyone who has taken a university-level economics course knows, economics is a difficult but important discipline to teach and to learn. It combines quantitative and qualitative modes of analysis in unique and challenging ways. But the rewards are worth the effort in terms of the development of analytical skills, career readiness, and – most importantly – an understanding of the world in which we live. A primary goal, shared by all faculty in our department, is to live up to this challenge and promise by maintaining a standard of rigor and clarity of instruction that is second to none at ISU, or, indeed, at any other university. We feel that in the long run this rigorous approach offers the most effective avenue to sustained improvements in student retention and degree completion, not only for economics majors but for the many students with different majors who pass through our service courses, especially Econ 100, 101, 103, 200, 201, 321, 351, and 355. Accordingly, along with student course evaluations, all faculty are required to have a peer review of their teaching (organized and administered by the department personnel committee) at least once per biennium. These evaluations are immediately followed up with feedback, including suggestions for improvement, from the peer reviewer to the faculty member.
- c. Along with instructional rigor, a potent approach to improving the retention of Economics majors in particular is to enhance the more directly career-oriented elements of our courses and to provide other professional-oriented experiences to our majors. In recent years the department, led by Debra Israel and Katrina Babb, has increased the opportunities for Economics majors to interact with professional economists through attendance at professional conferences (see Section 2a below), through field trips such as the planned Spring 2018 visit to the Chicago Federal Reserve Bank, and through informal meetings with alumni and other visiting economists, including the speakers at our department's Creason Memorial lecture series. The department's capstone course, Econ 499, taught by John Conant, is run as a rigorous professional development seminar, with both issue-oriented "white papers" and larger research projects, and the enhancement of basic career-skills through required presentations and roundtable discussions. In the Spring of 2017, all faculty in the department agreed to further bolster the instructional and professional content of this capstone course by attending course meetings and/or by advising students whose projects involve specific areas of faculty expertise.

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

- a. Give students professional development and research opportunities. We currently have been bringing students to the Indiana Academy of Social Sciences (IASS) conference in the fall, and the Midwest Economics Association (MEA) conference in the spring. We encourage students to submit research to present at conferences. We have now regularly had students present at the IASS conference, and have had students submit proposals to the undergraduate sessions at the MEA conference, which is quite competitive. We also have had students present at the Missouri Valley Economics conference and NCUR. In Fall 2016, seven students attended the IASS conference in Westville, Indiana, and one presented at

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IASS and at MVEA. In Spring 2017, eight students attended the MEA conference in Cincinnati, Ohio. (K. Babb and D. Israel)

- b. Continue to provide challenging courses both in our major, minor, in the Foundational Studies program, and to students from a variety of majors. Through a variety of teaching styles we develop students' critical thinking abilities. For this reason we chose to focus on the student course evaluation question: "This course improved my ability to understand complex economic and public policy issues." The mean and median scores for Economics courses indicate that our students have a high regard for the analytical rigor and real-world importance of the instruction they receive from our department. (See "Other Metric #1" in the Benchmark Metrics table immediately below.)
- c. We also have requested data comparing four-year graduation rates for students that took at least one Economics course at ISU compared to students who have not taken any Economics courses at ISU. This data can help us determine if our high standards of instruction, and the rigor of our courses from the student point of view, improve the chances of successful degree-completion of all our students, non-majors together with majors. This is important given the dominant role of service courses in our department's teaching activity. The numbers suggest that the experience of taking at least one economics course significantly enhanced the chance of degree completion within four years, at least for the F13 cohort. (See "Other Metric #2" in the Benchmark Metrics table). These comparisons allow us to conceptualize, and set specific goals for, our contribution to improving four-year graduation rates more broadly, not just for our majors. This could also provide a useful and convenient indicator for comparison across departments.

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>)	5 in cohort 80%	85%	90%
4-Year Grad Rate (by <u>latest department</u>)	4 in cohort 25%	35%	50%
	Source data for 2016-17 actual	2017-18 Target	3 Year Target (2019-20)
Other Metric #1 ⁴	Econ course evals from S. Powers: Lower level courses: avg 4.2 median 4 Upper level courses: avg 4.3 median 5	Avg 4.5 Median 5	Avg 4.6 Median 5
Other Metric #2	Institutional Research 4 yr graduation with and without an Econ class (F13 cohort): At least one Econ: 655 40.2% No Econ: 1995 25.0% Percent taking Econ: 24.7%	For those with Econ increase 4-year grad rate to 45% Increase percent that take Econ to 40%	For those with Econ increase 4-year grad rate to 50% Increase percent that take Econ to 50%

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2017-18 Department Student Success Plan Update

Department of Earth & Environmental Systems

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Person Primarily Responsible for Preparing this Report: Stephen Aldrich, Undergraduate Affairs Committee vote 5-0-0

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

- a. 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, but will begin in September each Fall semester.
- b. Increase Environmental Science Club, Anthropology Club, and Gamma Theta Upsilon effectiveness and participation by majors. Environmental club is slightly smaller than last year (20 students were active last fall), but its members are highly engaged. There are now 18 active members we hope membership will increase this planning period rather than decrease. Person Responsible: Club Faculty Advisors, Date to be completed: This is a continuing effort.
- c. After interim grades are submitted, departmental advisors and the department chairperson will evaluate 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 (but also before they affect retention for students further along in their programs of study) in our department. This is ongoing and intervention in Fall 2017 has been productive. Persons Responsible: Academic Advisors in the Department, department chairperson. Date to be Completed: Within two weeks of the release of Fall and Spring interim grades.
- d. Newer, simpler curriculum. The Department of Earth and Environmental Systems has revised all of its undergraduate curriculum to reflect a more consolidated, straightforward path to earning a degree in our programs. We will monitor how this complete revision affects student retention and persistence to degree. Persons Responsible: Undergraduate Affairs Committee and departmental chairperson. Date to be Completed: August 1, 2018.

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

- a. Our new comprehensive program assessment plans for each of our revised undergraduate majors include assessments of learning outcomes specific to each program. These revised assessment plans are much more rational and implementable than our current overwrought undergraduate assessment program, which relies too much on individual faculty members being reminded to complete assessment items to the Undergraduate Affairs committee of the department. Persons Responsible: Undergraduate Affairs Committee. Date to be Completed: assessment plan revisions are attached to curricular revision proposals, implementation will begin in Fall 2018.
- b. Continue core-assessment and culminating experience assessment at program level under existing student learning summary process. Persons Responsible: Undergraduate Affairs Committee and Department Chairperson. Date to be Completed: June 2018.

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

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

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>)	88%	91%	91%
4-Year Grad Rate (by <u>latest department</u>)	25%	27%	29%
	Source data for 2016-17 actual	2017-18 Target	3 Year Target (2019-20)
Other Metric #1 ⁴			
Other Metric #2			

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.

2017-18 Department Student Success Plan Update

[Department of English]

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/department-plans/>.

Person Primarily Responsible for Preparing this Report: Robert Perrin

Special Note: Dean Olsen responded positively to our plan, noting that our goals were prompted by the needs of our students and realistic (*and* achievable).

The two primary goals noted below will, we hope, be enhanced by a variety of other initiatives noted in other reports: the reenergizing of our student organization, the revitalizing of our honor society (which has languished in the last few years), the developing interest in student meetings, study sessions, film nights, and other interactive events that we hope will build a stronger sense of departmental “community.”

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

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/Fall 2018: Robert Perrin, Chairperson; Jake Jakaitis, Director of Undergraduate Studies)

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

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. (Spring/Fall 2018: Robert Perrin, Chairperson; Jakes Jakaitis, Director of Undergraduate Studies; Amy Ash, Director of Creative Writing)

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

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

Benchmark Metrics

Metric	2016-17 FTFT-BDS Cohort Actual	2017-18 Target	3 Year Target (2019- 20)
Freshmen Retention ³ (by <i>latest</i> department)	68%	70%	72%
4-Year Grad Rate (by <i>latest</i> department)	86%	88%	90%
	Source data for 2016-17 actual	2017-18 Target	3 Year Target (2019- 20)
Other Metric #1 ⁴			
Other Metric #2			

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.

2017-18 Department Student Success Plan Update

Department of History

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: Steven Stofferahn, Interim Chairperson

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

A. Continue to support our newly invigorated student organization for HIST/SSE/AFRI majors, the History Student Association. The officers and faculty advisor have, since reincorporating in March 2017, organized several events geared toward the interests and professional goals of the members. This ongoing initiative builds cohesiveness among the students, provides the officers with valuable leadership opportunities, and aids in the recruitment of new majors and minors. (Primary: Chairperson, Faculty Advisor to History Students Association, Departmental Faculty)

B. Having now built 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, we were able to ask an unprecedented number of our alumni to participate in a survey that, among other things, focused on their careers. We are beginning to analyze the results so far, with the intention not only of soliciting additional responses, but also (and more importantly) to show current students the broad range of career options open to HIST/SSE/AFRI graduates. Additionally, as our current Juniors and Seniors begin to identify career paths of interest, we aim during the coming year to develop our database so that we can put those students in touch with interested alumni active in those particular fields who are willing to impart career advice. Enriching our alumni contacts will also enable us to highlight their stories on our website and other promotional materials, which should give current students encouragement as they finish out their degrees. (Primary: Chairperson, Consultant)

C. All of our academic advisors have been encouraged to attend “Master Advisor” trainings and events, in order to stay up to date on current practices and changes in procedures. Since we occasionally bring on new advisors, and the procedures undergo subtle but significant changes over time, this is a continuing goal. (Primary: Academic Advisors, Chairperson)

D. We are currently processing a significant curriculum change for our Majors and Minors with regard to our main methods course. By breaking HIST 300 into two courses (provisionally numbered HIST 200 and HIST 400), we will move some of the more introductory content earlier in their progress toward the degree, and then the second course can serve as a true culminating experience, where we can also integrate meaningful career readiness content. (Primary: Curriculum Committee, Chairperson)

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

A. The curricular change noted above (HIST 300 → HIST 200 & 400) also has direct bearing on learning outcomes for the Major. Not only is the integration of a culminating experience a recognized “best practice,” it is also likely to contribute to a “cohort” feeling of camaraderie among students as they approach graduation. This is currently working its way through the approval process, and we hope to have it fully passed by the end of the year, so as to begin enrolling Sophomores into HIST 200 as early as Fall 2019. (Primary: Curriculum Committee, Chairperson)

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

B. We are also keen to continue providing our students with internship opportunities. Our most formal venue for doing so is HIST 404 (Internship), which we are currently able to offer each fall semester, thanks to a teaching arrangement with Library faculty. Our goal is to strengthen that arrangement in order to make sure that History students will be able to have such opportunities for years to come, with internships at both traditional sites (e.g., archives, historical societies, museums, etc.) and non-traditional sites (nursing homes, etc.). There is also the potential to develop a second course on archival administration through a similar arrangement, also in partnership with Library faculty, so we intend to work on that in the coming year. (Primary: Chairperson)

Benchmark Metrics

Metric	2016-17 FTFT-BDS Cohort Actual	2017-18 Target	3 Year Target (2019-20)
Freshmen Retention ³ (by <i>latest department</i>)	80% (cohort=5)	68% (ISU avg)	70%
4-Year Grad Rate (by <i>latest department</i>)	29% (cohort=17)	30% (ISU avg)	35%
	Source data for 2016-17 actual	2017-18 Target	3 Year Target (2019-20)
Other Metric #1 ⁴	*		
Other Metric #2			

* As we transition from HIST 113 to HIST 213, we will be articulating key metrics to monitor with regard to retention and DFW rates. Since that transition is currently underway, this is listed here as a general intent rather than a specific target.

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.

2017-18 Department Student Success Plan Update

Languages, Literatures, and Linguistics

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: N. Ann Rider

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

Goal 1: Ensure that freshmen Language Studies and Language Studies Teaching majors are prepared for success.

Goal 2: Ensure that curricular paths and course scheduling allow for 4-year graduation.

Goal 3: Ensure that advising practices support student success.

Goal 4: Integrate career readiness into degree plan.

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

Goal 1: Ensure that freshmen Language Studies and Language Studies Teaching majors are prepared for success.

- Ensure that freshmen LS/LST majors are enrolled in appropriate courses (appropriate language level and LLL 200). Chair, NSO, UC advisors.
- Communicate with freshmen about department and programs through orientation meeting with chair and advisors in fall. Chair and advisors, organized by CAS, fall.

Goal 2: Ensure curricular paths and scheduling allow for 4-year graduation for Language Studies/Language Studies Teaching majors.

- Monitor scheduling and course rotation for bottlenecks. Chair, annually.
- Evaluate study abroad programs of less than 6 weeks for summer programs to determine if shorter program can meet outcomes. Academic Development Committee, Fall 2017.
- Consider students who cannot study abroad in revision of Study Abroad outcomes to determine if outcomes can be met in country or through local internships. Department, Fall 2017.
- Develop data about when students declare major/minor. Assessment Committee, Spring 2018.

Goal 3: Ensure that advising practices support student success.

- Ensure that new majors and minors see an advisor immediately upon declaring to set up plan.
- Identify students who are at-risk of falling below 2.5 at end of each semester (2.5 gpa is a requirement of the degree program). Undergrad Director at interim grades.
- MySAM check at 60 and 90 credit hours. Advisors prior to fall and spring registration.

Goal 4: Integrate career readiness into degree plan

- Determine through assessment ability of majors to articulate clearly the knowledge and skills gained in Languages Studies that relate to professional and personal goals. (Assessment Committee, 2018 cycle).

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

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

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

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

Goal 1: Continue to improve student outcomes on ACTFL rating in spoken communication.

- Curricular revision to address removal of lab courses at the 200-level. Faculty, Spring 2018.
- Develop study abroad outcomes with specific skill development goals for those students whose focus is foreign language. Faculty, spring 2018.

Benchmark Metrics

Metric	2016-17 FTFT-BDS Cohort Actual	2017-18 Target	3 Year Target (2019-20)
Freshmen Retention ³ (by <u>latest</u> department)	66.67% (77% target)	77%	80%
4-Year Grad Rate (by <u>latest</u> department)	32.00%	34%	40% (but we would like to separate out double majors)
	Source data for 2016-17 actual	2017-18 Target	3 Year Target (2019-20)
Other Metric #1 ⁴			
Other Metric #2			

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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.

2017-18 Department Student Success Plan Update

Department of Mathematics and Computer Science

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: Liz Brown

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

(a) Require juniors and senior to meet with their academic advisor to do a degree audit to ensure they are on track for graduation. Continuing goal. Responsible persons: Ramachandra Abhyankar, Robert Sternfeld, Derrick Bowman, Jodi Frost, Winnie Ko (undergraduate advisors in the CS, math, and math ed programs); ongoing.

(b) Improve success rates in freshman classes for majors so that students remain at ISU, even if they change programs.

Have a “peer assistant” embedded in each of our freshman classes for majors. Some of these courses (CS 151, MATH 131 and 132) are required for majors other than our own. The freshman “majors” classes include CS 151, CS 201, MATH 122, MATH 131, and MATH 132. The purpose of this is to help our majors and those in allied 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 freshman 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 were given funding in Spring 2015 for this, but nothing since then. If funds are forthcoming, we will have instructors of the sections of these courses identify a successful undergraduate student who will attend the section and hold “office hours” outside of class to meet with freshmen. This would mirror our “SA” model that has been so successful in MATH 115. This will also help retain our upperclassmen as it will keep them involved with department faculty outside of their own classes. Once funded, it could start immediately. Responsible persons: Those teaching the identified courses (in the past and near future these could be: Derrick Bowman, Henjin Chi, Bob Johnson, Winnie Ko, Jodi Frost, Liz Brown, Vin Isaia, Jeff Kinne, Steve Baker, Cheng Zhao, Rob Sternfeld).

(c) Revive the Mathematics Honor Society, Pi Mu Epsilon. We have located the charter and will determine the steps we need to take to make this a vibrant student organization in the department. Responsible persons: Liz Brown, Derrick Bowman, Vin Isaia, Spring 2018.

(d) Ensure the “right” faculty are teaching the required courses in the majors. Persons responsible: Liz Brown, Henjin Chi, Jeff Kinne, Winnie Ko; ongoing.

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

(a) Continue the wildly successful “Student Assistant” program in MATH 115. Persons responsible: Liz Brown, Derrick Bowman, Alison Breiding; ongoing.

(b) Develop a “Student Assistant” program for Calculus I, II, III (MATH 131, 132, 231) and Statistics (MATH 241). With the start of the BS Engineering in Fall 2018, we must support these students as they take their required five mathematics courses. The successful “student assistant” model for MATH 115 should be adapted

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

for these other courses. Persons responsible: Liz Brown, Henjin Chi, Winnie Ko, Alison Breiding; planning must begin in Spring 2018 so this can be included in the Fall 2018 schedule.

(c) Bring the Math Tutoring Center to the basement of Root Hall under the control of the Department of Mathematics and Computer Science. There are several reasons that this would help our students more than the current structure:

(1) Closer connections between faculty and tutors will aid our graduation/retention goals and help us ensure the professionalism needed for effective career readiness preparation.

(2) Consistent messages sent to students and tutors. This is critical. Currently, we receive reports that students seeking tutoring are given incorrect information and there is a time and distance lag in correcting the problem. Faculty report to the chair of MACS, the chair reports to the MWC, and the MWC tries to figure out what has happened and generally the problems persist.

(3) Proximity to the location where most of the mathematics courses are taught. This advantage cannot be overstated. We have seen this with the SA program for MATH 115. More students are coming to the voluntary sessions held in the math lab than ever went to the MWC over in the library for MATH 115 tutoring. We believe this is due largely to the proximity of the math lab with the mathematics classrooms. Although it seems that this shouldn't make a difference because the library isn't "that far away," it does.

(4) Currently, there are no masters-trained mathematics leadership in the MWC. There is one math grad student and one grad student from business. Although they seem to be doing a fine job, they simply do not have the experience and expertise to properly train tutors in the nuances of the various mathematics courses.

(5) This would ensure consistency among tutoring in the developmental math and college-level math courses. Currently, there are different models used among the various classes. This would help students who start behind get caught up and set them up for success in the rest of their 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 Fall 2018. Responsible persons: Liz Brown, Alison Breiding, faculty teaching the identified courses.

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>)	74.51%	75%	77%
4-Year Grad Rate (by <u>latest department</u>)	29.03%	30%	32%
	Source data for 2016-17 actual	2017-18 Target	3 Year Target (2019-20)
Other Metric #1 ⁴	63.45%	65%	70%
Other Metric #2	1 section/semester	1 section/semester	2 sections/semester

Other Metric #1: Completion ratio in MATH 035

Other Metric #2: Increased co-requisite sections of MATH 241 and MATH 035

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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.

2017-18 Department Student Success Plan Update

Multidisciplinary Studies

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 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: Amanda Lubold, Katherine Lee, Tina Kruger

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

- **Create sense of community (addresses Goal 1: Student Success):**
 - a. Efforts have been made to promote student organizations (Philosophy Club, Student Coalition for Social Justice, Feminist Majority) and to create new clubs (Debate Club) and draw in students. We are in the process of arranging a Social Justice speaker (Jack Bratich will present on activism and social media on December 4, 2017). The promotion of student organizations facilitates the flowering of student-generated cultures on campus, which aligns with multiple departmental goals. (Joe Grcic, Ralph Leck, Marsha Miller, ongoing)
 - b. We continue to collaborate on planning for Human Rights Day - slated for March 2018 (Ralph Leck, spring 2018)
 - c. We are planning the next annual Women's History Month Colloquium (we plan on over 1,200 attendees, including involvement of 35 classes – for March 2018 (Marsha Miller, Katherine Lee, spring 2018)
 - d. We will continue to collaborate with a significant cadre of highly engaged affiliated faculty in the Gender Studies, International Studies, and Multidisciplinary Studies programs. These faculty are vital to the functioning and success of those programs, assisting with academic and co-curricular program planning, advising, serving on departmental committees, overseeing student organizations, and many other tasks and activities the facilitate the department accomplishing what needs to be done (various affiliated faculty, ongoing).
 - e. We sponsor the Feminist Majority's production of *The Vagina Monologues* – February 2018 (various GNDR faculty, spring 2018)
 - f. The department will build on its already-excellent relationship with the Honors Program by continuing to support faculty in teaching Honors courses, providing seats to Honors students in an expanded number of courses, and working closely with the Honors Program Director to identify student needs (Greg Bierly, Tina Kruger, ongoing).
 - g. To facilitate the sense of community among students and faculty, the office staff will create and maintain central events calendar, and post the calendar to the department's website (Barbara McNeill, admin assistant, ongoing)
- **Demonstrate career opportunities in all programs (addresses Goal 2: Experiential Learning and Career Readiness):**
 - a. Tri-fold brochures highlighting career opportunities are being developed for each program in the department. (Tina Kruger, fall 2017 and spring 2018)
 - b. In conjunction with the Career Services Center, each program is in the process of constructing a list of careers relevant to its curriculum/degree. The newest promotional materials contain pertinent information regarding careers, and this information is continually updated on the department's website (Tina Kruger, Amanda Lubold, fall 2017 and spring 2018)
- **Incorporate Career Readiness Activities (addresses Goal 2: Experiential Learning and Career Readiness):**
 - a. The department is planning a Careers Day for November 14, 2017. All programs will be present to highlight career opportunities students may pursue. This day will have representatives from the community who have majored in sociology, philosophy, gender studies, or international

studies at their respective institutions. We will be bringing three classes to this career day, guaranteeing at least 100 students, but we also are opening it to all of our students. (Lubold, Goswami, Grcic, Kruger, Leck, Steiger, various affiliated faculty, fall 2017)

- **Retention:** 1-year retention rates from Blue Reports indicate that, while we have few first time freshmen adopting majors in the department, we continue to retain them at a high level (100% of the first time freshmen who entered the Department of Multidisciplinary Studies in 2014, 2015, and 2016 were retained for at least one year). We will continue current efforts to maintain this high retention rate (all faculty, ongoing)
- **Graduation:** Our 4- and 6-year graduation rates are above the university average (33.33% of first time freshmen entering in 2013 who had majors in MDS graduated in 2017; 50% of first time freshmen entering in 2011 who had majors in MDS graduated in 2017), according to data from Blue Reports. We will continue current efforts to maintain this high graduation rate (all faculty, ongoing)
- **Departmental Minor Graduation rates:** We will track the 4-year graduation rates of our sociology, gender studies, international studies, philosophy, and multidisciplinary studies minors. We believe that having a minor in the Department of Multidisciplinary Studies encourages and facilitates strong 4-year graduation rates. (Kruger, spring 2018)

2. Department goals to enhance student performance and/or learning outcome achievement¹ (include action steps, dates, and person(s) responsible for each goal):

- **Seek discipline-specific resources:** Contact disciplinary organizations (American Philosophical Association, American Sociological Association, Association for Interdisciplinary Studies) for resources to support learning outcome achievement. (Grcic, Lubold, Kruger, spring 2018)
- **Exit interviews:** Survey or interview graduating seniors regarding strengths and weaknesses of programs. (Kruger, ongoing)
- **Establish department tutoring services:** identify qualified students to tutor those struggling in courses. Currently have a PHIL tutor at Student Services; need to identify SOC and GNDR tutors. (Lubold, Lee, Haynes, Kruger, spring 2018)
- **Course completion:** According to data from Blue Reports, 83.71% of lower division and 85.36% of upper division courses were successfully completed in the Fall of 2016. We will continue current efforts to maintain this high course completion rate (all faculty, ongoing)
- **DFDr rates:** DFDr rates were down 16.18% in PHIL and 8.05% in GNDR between fall 2015 and fall 2016, while rates in SOC were up 10.57%. We will work to maintain lowered DFDr rates for PHIL, and GNDR, and to reduce DFDr rates in SOC courses. (Goswami, Grcic, Kruger, Lubold, Steiger, fall 2017 and spring 2018)

Benchmark Metrics

Metric	2016-17 FTFT-BDS Cohort Actual	2017-18 Target	3 Year Target (2019-20)
Freshmen Retention ² (by <u>latest department</u>)	100%	100%	100%
4-Year Grad Rate (by <u>latest department</u>)	33.33%	35%	40%
	Source data for 2016-17 actual	2017-18 Target	3 Year Target (2019-20)
DFDr rates ³	GNDR: 13.26% PHIL: 17.67%; SOC: 22.36%	GNDR: 11.26% PHIL: 15.67%; SOC: 20.36%	GNDR: 10% PHIL: 15%; SOC: 16%
Minors' 4-yr grad rate	IR (awaiting report; req. 11/1/17)	+2%	+6%

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³ 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.

2017-18 Department Student Success Plan Update

School of Music

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Person Primarily Responsible for Preparing this Report: Scott Buchanan

School of Music Mission Statement (NEW):

The School of Music at Indiana State University seeks to:

- prepare students for careers and continued study in music education, music business, performance, and music as a liberal art.
- offer a range of undergraduate and graduate degrees in a personalized environment.
- provide experiential learning opportunities, develop life-long learning skills, and foster cultural engagement and international exchange.
- promote awareness and appreciation of the musical arts through courses for all university students.
- serve as a cultural resource for the university, local community, and state through outreach, special events, and public performances.

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

- A. Faculty committees are finalizing a true 4-semester sequence for Music Theory, eliminating the MUS 101 fundamentals course, which does not count toward graduation. (Theory faculty and MCAC – Fall 2017)
- B. The Music History sequence is being re-configured in order for students to move through more efficiently. Specifically, the updated sequence will eliminate certain pre-requisites that have been a barrier toward on time graduation. (History faculty and MCAC – Fall 2017)
- C. The School of Music continues to provide tutoring in the areas of Theory and History. We believe this has been beneficial to our students who arrive on campus without the fundamental skills necessary for success. An increase in student wage funding has helped in this area. Work continues to ensure accountability and attendance by those students who are lagging behind. (Theory/History faculty – Fall 2017)
- D. We must continue to monitor our class enrollments, especially in the area of Theory/Skills. The current FTE model continues to be an issue for the School of Music. Class sizes remain well beyond what is acceptable for effective teaching and assessment. Students are simply not receiving the quality education they are paying for when class enrollments are above the number of workstations available. (Director – 2017/2018)
- E. Exit surveys, completed by graduates, indicate that academic advising is an issue. This topic was discussed at the School of Music Retreat at the beginning of the Fall 2017 semester. Efforts are being made to improve advising across all major programs. (Director – Fall 2017)
- F. The School of Music has a goal to increase the 6-year graduation rate to 35% by 2019. We are working with this rate because Music Education is exempt from the 120 credit hour limit and the 4-year graduation guarantee. Currently, Music Education accounts for more than 50% of our majors (138 of 206). We will continue to work towards improving the 4-year graduation rate as well (School of Music Faculty – Fall 2017)

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 achievement² (include action steps, dates, and person(s) responsible for each goal):

- A. To provide a theory sequence, structured in such a way that all students can successfully learn the fundamentals of music. (Theory faculty – Fall 2107)
- B. To establish a learning environment that is positive and safe for all students. (All faculty – Fall 2017)
- C. To provide a comprehensive curriculum that allows students to synthesize musical concepts and structures through the creation and realization of music. (All faculty – Fall 2017)
- D. To have class sizes that allow for effective teaching and assessment. (University Administration – Spring 2108)

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>)	73.33%	77%	80%
4-Year Grad Rate (by <u>latest department</u>)	33.33%	34%	35%
	Source data for 2016-17 actual	2017-18 Target	3 Year Target (2019-20)
Other Metric #1 ⁴	DFDr rate - Fall 11.31/Spring 12.09	Fall 11.00/Spring 11.50	Fall 10.00/Spring 10.00
Other Metric #2	Dr rate – Fall 3.38/3.58	Fall 2.50/Spring 3.00	Fall 2.00/Spring 2.00

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.

2017-18 Department Student Success Plan Update

Political Science

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: Stan Buchanan

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

- a. Continue to monitor DF/W rates in our undergraduate methods course, PSCI 340. This course was moved from a lower to an upper division designation, because its predecessor, PSCI 245, had become a stumbling block for many of our students. Records from last year indicate that the change has already made a difference, and the the DF/W rates from PSCI 245 to PSCI 340 have fallen. Post grade submission, Dr. Bergbower, December, 2017).
- b. Continue our annual survey graduating seniors to identify any problems with curriculum or advisement that need to be discussed by the faculty, and possibly changed. (See our latest findings below, Table 4.) April, 2018, Dr. Bergbower, Dr. Buchanan.
- c. Work with college on completing degree audits to insure that students who are nearing the end of their programs complete them on time and within the bounds of our four-year plan. Spring semester, Drs. Bergbower, Chambers, and Van Sickel.
- d. Work with the college toward energizing the pre-law program by identifying the department as the “home” for students in the pre-law program. By the end of AY 2017-18, Dr. Van Sickel, Dr. Buchanan, Prof. Bolk.
- e. Resurrect the pre-law society for undergraduates. By the end of AY 2017-18. Dr. Van Sickel, Prof. Bolk, Dr. Buchanan

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

- a. The curriculum changes underwritten by the faculty in AY 2015-16 are, as of Fall, 2017, now in place. We believe the changes will provide students a more focused environment, with a major consequence of improving learning—along with improving grades. All undergraduate faculty, AY 2017-18, Fall and Spring.
- b. We plan to re-tool the minor public administration program by altering the curriculum of the PA minor; and by introducing a curriculum that will take students through a BA/BS, and into and finishing an MPA, in five years. This will be a multi-year process, but we believe it has the potential to boost undergraduate interest in the PA minor, and increase the number of resident students involved in our MPA program. Dr. Myers and Dr. Buchanan, proposals by the end of Spring, 2018.
- c. At least three of our faculty have, and will continue, to employ students as research assistants. Students are engaged in gathering and analysis of data, as well as some writing. This process will continue. Dr. Myers, Dr. Chambers, Dr. Bergbower, through AY 2017-18.
- d. Continue to promote internships via courses in both political science and our legal studies programs. Dr. Bergbower, Dr. Chambers and Prof. Bolk, AY 2017-18.

Table 1: Benchmark Metrics

Metric	2016-17 FTFT-BDS Cohort Actual	2017-18 Target	3 Year Target (2019-20)
Freshmen Retention ³ (by <i>latest department</i>)	72.92%	75%	76%
4-Year Grad Rate (by <i>latest department</i>)	38.1%	40%	42%
	Source data for 2016-17 actual	2017-18 Target	3 Year Target (2019-20)
Other Metric #1 ⁴			
Other Metric #2			

Discussion of metrics: Most measures of programmatic and departmental achievements indicate that the political science department is at or near the numbers adopted in our plan several years ago. In addition to those above. Please note that our plan addresses only six-year graduation rates, while the table, above, asks for four-year graduation rates.

We would also like to note that, other than retention and graduation rates, our course completion rates from AY 2015-16 to AY 2016-17, both for upper- and for lower-division students, rose, and compare favorably with those of other departments in the college. Tables 2 and 3 below compare completion rates for lower division students and upper division students, respectively, over the course of those two academic years. In each case, columns are sorted by the difference from 2015-16 to 2016-17.

Finally, we would like to present (Table 4) findings of our own, from our survey of junior and senior political science and legal studies students and administered in late Spring, 2017. The survey is primarily a tool for use to identify any problems students may have with our advisement process. But it also yielded important results in terms of the ability of students to navigate their academic careers.

In brief, in terms of advisement, most of the respondents meet with their advisers at least once, and prefer to consult their advisers before making any changes in their academic programs. And most respondents believe that they are on track to graduate, and do understand the requirements of their degree programs. These results are, I believe, very positive and speak well of our academic advisers.

Students were also asked to rank those obstacles that have the most and then the least effects on students' ability to finish on time. From our viewpoint, these results were also positive, since students seem to view variables outside the department as major roadblocks to on-time graduation. Three of the top four obstacles were connected, more or less, with financial resources (financial aid, personal finances, and jobs) and the fourth had to do with personal problems.

On the other hand, the respondents seemed to see few problems with the department's advisement system, and didn't view the curriculum as a major impediment to completing their degrees.

We do intend to continue this survey next year, and use its results to inform out student success activities.

Table 2: 2016 and 2017 CAS lower division course completion ratios, by department

Department	2015-2016	2016-2017	Difference
Languages, Literature, and Linguistics	85.78%	91.37%	5.59%
Communication	91.26%	95.64%	4.38%
Political Science	87.38%	89.64%	2.26%
Economics	81.47%	83.59%	2.12%
Biology	93.09%	93.37%	0.28%
Earth & Environmental Sys	87.65%	87.62%	-0.03%
English	86.16%	86.05%	-0.11%
Chemistry & Physics	89.37%	88.98%	-0.39%
Science Education	98.11%	97.46%	-0.65%
Music	92.55%	91.52%	-1.03%
Theatre	98.51%	97.39%	-1.12%
Criminology & Criminal Justice	89.73%	88.57%	-1.16%
History	82.77%	81.28%	-1.49%
Art & Design	96.79%	94.81%	-1.98%
Psychology	92.67%	90.09%	-2.58%
Math Computer Science	95.49%	92.32%	-3.17%
Average			0.06%
CAS	89.54%	89.42%	-0.12%

**Table 3: 2016 and 2017 CAS upper division
course completion ratios, by department**

Department	2015-2016	2016-2017	Difference
Languages, Literature and Linguistics	85.78%	91.37%	5.59%
Communication	91.26%	95.64%	4.38%
Political Science	87.38%	89.64%	2.26%
Economics	81.47%	83.59%	2.12%
Biology	93.09%	93.37%	0.28%
Earth & Environmental Sys	87.65%	87.62%	-0.03%
English	86.16%	86.05%	-0.11%
Chemistry & Physics	89.37%	88.98%	-0.39%
Science Education	98.11%	97.46%	-0.65%
Music	92.55%	91.52%	-1.03%
Theatre	98.51%	97.39%	-1.12%
Criminology & Criminal Justice	89.73%	88.57%	-1.16%
History	82.77%	81.28%	-1.49%
Art & Design	96.79%	94.81%	-1.98%
Psychology	92.67%	90.09%	-2.58%
Math Computer Science ¹	95.49%	92.32%	-3.17%
Average			0.06%
CAS	89.54%	89.42%	-0.12%

Table 4: Results of Spring, 2017, survey of junior and senior political science and legal studies students (N=43)

The survey was administered by faculty online and respondents answered anonymously. Of those answering, 58% were seniors; 60% were female; and 9% were international students.

Q: What obstacles most affected respondents most during their college careers? Respondents were presented with 13 categories, and then ranked items on a scale of one through four. According to the results, the most difficult obstacles to overcome were, in order:

1. Problems with personal finances (greatest effect)
2. Problems with financial aid
3. Personal issues
4. Time problems, complicated by having to work off campus

Q: The obstacles that had the least effect on the ability of our students to navigate their academic careers were, in order:

1. Difficulty in navigating their major curricula (least effect)
2. Poor academic advising
3. The difficulty of courses in students' academic minors
4. Changing majors at least once, which affected the students' ability to finish on time

Q: Respondents were asked whether they were, based on their expectations, on track to graduate on time.

Yes = 86%

No = 14%

Q: Percent of the respondents who agree or who strongly agree that they prefer to meet with their adviser before making course scheduling decisions: 79%

Q: Percent of the respondents who met with their advisers at least once during each semester: 74%

Percent of respondents who met with their advisers more than four times during each semester: 14%.

Q: Percent of respondents who agree or strongly agree that each step of their academic programs was made jointly with their advisers: 72%.

Q: Percent of respondents who agree or strongly agree that they understand the requirements of their degree programs: 97%.

Q: Percent of respondents who agree or strongly agree that academic advisement in the department was helpful overall: 89%.

Comments: Two of the comments left in text (most students did not leave comments) urged the department to develop more support for students planning to enter the legal field.

2017-18 Department Student Success Plan Update

[Psychology]

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Person Primarily Responsible for Preparing this Report: Virgil Sheets

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

To improve persistence-to-completion all years:

- a. Encourage greater involvement of student organizations in department (e.g., in student orientation/s). Can be tracked via “Senior Survey” ratings of involvement/experience (Dept. Chair & Advisors for Psi Chi, Psych Society, & NAMI, 2016-2017).**

To improve persistence sophomore-junior year:

- b. Meet with University College advisors to re-evaluate/review “sophomore” recommendations (Chairperson will invite to departmental advising discussion, pre-Spring 2017 registration for Fall 2018).**

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

To improve CCR for PSY 375 (statistics):

- a. Identify options/opportunities for tutoring of “distance” students (who have a much lower success rate than on-campus students) (Chair & Instructor/s of PSY 375, prior to Summer 2017)**

To improve student achievement of career readiness learning outcomes:

- b. Evaluate value/success of newly implemented measures in culminating experience related to Career Readiness (Director of Undergraduate Studies and culminating experience instructors, Summer, 2017).**

Benchmark Metrics

Metric	2016-17 FTFT-BDS Cohort Actual	2017-18 Target	3 Year Target (2019-20)
Freshmen Retention ³ (by latest department)	64.66%	65% (originally) 66% (revised)	68%
4-Year Grad Rate (by latest department)	25.66%	29% (originally) 26.5% (revised)	28
	Source data for 2016-17 actual	2017-18 Target	3 Year Target (2019-20)
Other Metric #1 ⁴			
Other Metric #2			

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

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.

2017-18 Department Student Success Plan Update

[Center for Science Education]

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: Elsun Seung

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

Goal1. Freshmen (1st year) Retention: Remain a high rate: 80-100% for 2017-18 Target

- Write letters to accepted freshmen to briefly introduce our Science Education program
 - Target date for completion: August 15, 2018, Elsun Seung
- 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, 2018, Elsun Seung
- Invite freshmen to Science Education open house
 - : We offer an open house and invite all Sciences and Science Education majors every semester
 - Target date for completion: February 15, 2018; September 30, 2018, Elsun Seung
- Invite freshmen to Science Education seminars
 - : We provide Science Education seminars every semester. 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: April 15, 2018; November 15, 2018, Elsun Seung & Steve Moore
- Provide consulting sessions for education courses
 - : During the semester, when freshmen request consulting sessions for education courses, pair them with a senior level student to provide these sessions, Elsun Seung
- Promote continued interest in both science education and related career fields by encouraging freshmen participation in local community and university events, Elsun Seung

Goal2. Four Year Graduation Rate: Increase to 40.00% for 2017-18 Target

- Revise Math requirements for Middle School Science Concentration
 - If students take Math 112 and Math 115, MATH 131 should be waived since these two courses cover enough math skills for middle school science teaching.
 - Target date for completion: April 15, 2018. Elsun Seung
- Request the Biology Department to offer a B.A. degree for Biology teaching majors. This degree can increase our majors' four year graduation rate.
 - Target date for completion: February 15, 2018
- Invite Science Education majors to a biannual open house
 - Target date for completion: February 15, 2018; September 30, 2018, Elsun Seung
- Provide Science Education seminars for majors
 - Target date for completion: April 15, 2018; November 15, 2018, Elsun Seung & Steve Moore
- 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;
 - Provide a science night event for local K-12 students (March, 2018)
 - Provide a science afternoon event for local Boys and Girls club (April, 2018)

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

- Persons responsible: Elsun Seung & Steve Moore
- Encourage and support Science Education majors to participate in the SURE program
 - Target date for completion: April 1, 2018, Elsun Seung
- Do an explicit degree audit every semester
 - Target date: Advising meeting, Elsun Seung
- 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, 2018, Elsun Seung & Steve Moore
- Conduct exit survey near the end of the semester prior to students' graduation to determine graduating seniors' impression of program and career plans
 - Target date: May 15, 2018, Elsun Seung & Steve Moore
- Update a spreadsheet of graduating seniors, whether teacher licensure was conferred, and place of employment
 - Target date: September 15, 2018, Elsun Seung

Goal3. Continue a high Course completion ratio and low DFDr rate:

→ **Course completion ratio: 98.00% and DFDr rate: 0.00-5.00% for 2017-18 Target**

- Encourage Science Education majors to use the Help Center for tutoring in their science courses
 - Target date: Advising meeting, Elsun Seung
- Provide advising for majors who's midterm grades are lower than C-
 - Target date for completion: After receiving interim grades every semester, Elsun Seung

Goal4. Increase enrollment: Increase the number of majors to 30 for 2017-18 Target

- Visit freshmen science courses (CHEM 105/106 or PHYS 105/106) to provide information and recruit majors, April 15, 2018, Elsun Seung & Steve Moore
- Email all Science Majors to encourage them to add our program as their second major
 - Target date: October 15, 2018, Elsun Seung
- Work with Admissions to provide specific information about Science Education when visiting high schools for recruitment talks, April 15, 2018, Elsun Seung & Steve Moore

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

Goal1. Improve understanding of the method of inquiry

- Learning outcome: Teacher candidates of science should understand the processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge.
- Develop inquiry-based lesson plans and unit plans
- Spring 2018 (SCED 396L); Fall 2018 (SCED 398L), Elsun Seung

Goal2. Engage professional growth

- Learning outcome: Teacher candidates of science strive to continuously grow and change, personally and professionally, to meet the diverse needs of their students, school, community, and profession.
- Prepare teaching portfolio over three semesters, Spring 2018 (SCED 396L, SCED 402), Fall 2018 (SCED 398L), Elsun Seung

Goal3. Improve problem solving ability

- Learning outcome: Teacher candidates of science engage their students in the successful analysis of problems, including considerations of risks, costs, and benefits of alternative solutions.
- Participate in a Problem Based Learning project, SCED 398L, Elsun Seung

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

Goal4. Relate science to the community

- Learning outcome: Teacher candidates of science relate their discipline to their local and regional communities, involving stakeholders and using the individual, institutional, and natural resources of the community in their teaching.
- Participate in community engagement activities
 - Provide a science night event for local K-12 students (March, 2018)
 - Provide a science afternoon event for local Boys and Girls club (April, 2018)
- Persons responsible: Elsun Seung & Steve Moore

Goal5. Increase awareness of safety and welfare

- Learning outcome: Teacher candidates of science organize safe and effective learning environments that promote the success of students and the welfare of all living things.
- Develop a safety module, Fall 2018 (SCED 398L), Elsun Seung
Obtain a Flinn Scientific Co. safety certificate, Spring 2018 (SCED 402), Elsun Seung

Benchmark Metrics

Metric	2016-17 FTFT-BDS Cohort Actual	2017-18 Target	3 Year Target (2019-20)
Freshmen Retention ³ (by <u>latest</u> department)	100.00%	80.00-100.00%	80.00-100.00%
4-Year Grad Rate (by <u>latest</u> department)	33.33% (Cohort total 3 in Fall 2013)	40.00%	45.00%
	Source data for 2016-17 actual	2017-18 Target	3 Year Target (2019-20)
Number of Enrollment	27 in Fall 2017	30	33
Course completion ratio	Lower division 97.87% Upper division 97.46%	98.00%	98.50%
DFDr rates	Fall 2016 5.00% Spring 2017 0.00%	0.00-5.00 %	0.00-5.00 %

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.).

2017-18 Department Student Success Plan Update

Social Studies Education

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Person Primarily Responsible for Preparing this Report: Daniel A. Clark

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

- Freshmen retention rates over the last four years have fluctuated (FA13-71%; FA14-63%; FA15-70%; and FA16-61%), but remain better than 7-8 years ago. I believe this is related to the institution of University College and the continued efforts of our own freshman orientation meeting and our long-serving and experienced advisors (as much as this can influence such numbers).
- The four-year graduation rate took a nose-dive this year, down to 16% from 35%. This hopefully is an anomaly, although such a number is more consistent with the long-term statistics (a stretch of 18%, 17% and 14% from FA07 through FA09 cohorts).
- Actions to facilitate persistence to degree:
 - Continue midpoint survey of SSE majors (by Coordinator—Dan Clark), performed in November of each year. This survey is mainly intended to ascertain problems for sophomores and juniors as they prepare for the main hurdle in the SSE program (and any education program), a set of qualifications to continue in the program such as a 2.5 gpa, passage of the CASA exam, etc.
 - Continue 90+ credit hour review of majors (by Coordinator—Dan Clark), performed in November and April of each year. This was implemented only a couple of years ago on the suggestion of the VP of Student Success, and has proven helpful for the coordinator to learn about one or two students per year who might run into some difficulty, usually related to a class or (more frequently) to a life situation.
 - Freshman Orientation, early November each year, conducted by Coordinator.
- Overall our retention and development after the mid-point hurdle (acceptance into the BCP program) is very good, owing to the general commitment of students making it past this boundary, and the bonding of the cohort through clinical teaching experiences and shared classes. I do not believe any greater effort to enhance the experience necessary at this time.

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

- The central measurement of learning outcomes will continue to be graduate performance on the state licensing tests. The Coordinator will monitor those outcomes yearly. As I have noted in previous, the state's switch to the Pearson tests has resulted in far lower state-wide scores (prompting a hearing last year by ICHE). Our scores are better than most institutions, but are still historically low. Nevertheless it is difficult to make comparisons when the assessment instrument is so far different. We must continue to monitor results as the state (I believe) continues to calibrate the passing rates. The coordinator's evaluation of the assessment is usually performed in May of each year.
- Several content area programs have been or are in the process of being revised for the first time in a number of years. Psychology is being revised currently, with Sociology next. History was revised 3 years ago, with the implementation of the revision currently in process. It will take a couple of assessment iterations to gain any data on the possible results of such revisions (with History being the first), with the goal being to improve licensing test results.

Benchmark Metrics

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

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

Metric	2016-17 FTFT-BDS Cohort Actual	2017-18 Target	3 Year Target (2019-20)
Freshmen Retention ³ (by <i>latest department</i>)	Fall 2016 61.11%	63%	64%
4-Year Grad Rate (by <i>latest department</i>)	Fall 2012 cohort—15.79%	20%	22%
	Source data for 2016-17 actual	2017-18 Target	3 Year Target (2019-20)
Other Metric #1 ⁴			
Other Metric #2			

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.

2017-18 Department Student Success Plan Update

Theater

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Person Primarily Responsible for Preparing this Report: Chris Berchild

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

Goal One—To increase the 4-year graduation rates by 1% per annum. Our target baseline is based upon our 2015-16 4-year graduation percentage, as the 2016-17 percentage (of 25%) was a statistical irregularity due to our small cohort sizes). 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 so that students will not have to follow as regimented of a course progression in the future. We also note that the aforementioned anomaly accompanies our 2015 curricular revision for the students third year, indicating that the restructuring of the curriculum also had a significant effect on the 2016-17 cohort.

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—Further develop 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. The faculty has begun to address this with curricular shifts in the last academic year and has further proposed refinements to this goal in 2018-19 curricular proposals. (*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. This academic year, we have instituted a "guest designer" role in our department to bring professional designers into the department in order to work on productions. With this new policy, we will see students in constant contact with outside theater professionals throughout the academic year. (*Responsible faculty: Department faculty as a whole—Begun Spring 2016*)

Action Step Five—Expand career-planning opportunities during a students' third and fourth years. Integrate career-planning sessions into the major/minor capstone course (Theater Theory) as well as develop course to be

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

taught in the Fall of the students' third year that examines career opportunities within the theater (and other associated) industries to inspire students to think proactively about their career trajectory and life beyond the university. (*Responsible faculty: Chris Berchild, Spring 2017*)

Goal Two—To increase the first-year retention rate by 1% per annum as well. We currently have an upward trend in cohort retention from the previous year, despite a significant drop in cohort size.

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

Action Step One—We are refining the initial courses within our department (THTR 101, 102, 191) in order to ensure the greatest success for our incoming majors and minors without overburdening them during their first year. Past incarnations of these courses have been anecdotally described as “gatekeeper” courses, and the faculty has agreed that we need to ensure the strongest foundation while not barring students from retention at this point in the curriculum. (*Responsible faculty: Chris Berchild, Chair; Arthur Feinsod, Chair of Curriculum Committee—AY 2017*)

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—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 Michelle Souza, faculty advisor for APO—Data collection and organizational discussions began Spring 2016*)

Action Step Four—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. Since we have begun re-implementing this goal with the addition of dedicated faculty, we have seen our first-year numbers rise and we continue to make regular visits to these recruitment opportunities. (*Responsible faculty: David Marcia—AY 2017-18*)

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

Goal One—To develop students' familiarity with production environments, expectations and quality standards for the professional theater industry (and associated industries).

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

Action Step One—Provide students throughout their time at ISU with opportunities to experience professional live theater events in nearby cities with significant professional theater cultures (Indianapolis, Chicago, Louisville, Cincinnati). Annual performance “fieldtrips” will be arranged at the department level and will be attached to courses throughout their college career. This will engage students with practical career goals and positions associated with the theater industry. Due to funding, this action 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). As a note, we have had this step thwarted a number of times in the past two years due to certain university

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

policies and need to further investigate ways to ensure student engagement with off-campus performances. *(Responsible faculty: Chris Berchild, Chair; department faculty as a whole—Spring 2017)*

Action Step Two—We have noted that sustained student engagement with departmental performances often goes hand-in-hand with student retention and timely graduation, as well as developing a strong understanding of the professional world. We seek to further curricularize performance and mandate production practicums for graduation to give students the opportunity to expand their understanding of the potential careers available to them. We continue to gather data to further substantiate this link between student success and practical theater work in the department, though anecdotal evidence is overwhelming. *(Responsible faculty: Michael Jackson, Julie Dixon, Chris Berchild. Data will be collected over next three years)*

Action Step Three—To develop a network of professional mentors (alumni and otherwise; within the theater industry as well as outside of it) that give our students further insight into the skills that they are developing (and still need to develop) while still in school. We will continue to track theater alumni as their careers develop and we will send out surveys to new alumni approximately 6 months and two years after graduation in order to foster relationships with the department as well as our current students. This will be further accentuated by the CAS initiative to develop alumni mentors. *(Responsible faculty: Michael Jackson, David Marcia, Julie Dixon, Chris Berchild. Ongoing project started Spring 2016)*

Goal Two—To increase the number of graduates who participate in career training opportunities while an advanced student or within a year of graduation. This may include: internships (both paid and unpaid), working in Crossroads Repertory Theatre, industry certifications (for which we would like to directly train students), regional and national auditions and conferences, and other entrepreneurship opportunities.

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

Action Step One—Investigate all of the aforementioned industry opportunities and develop strong pathways and in-course training possibilities. Many of these opportunities are currently in use by the department, but we need to develop a stronger (and more lucid) pathway for our students to follow to engage with them. It is critical that we have an annual evaluation of these opportunities as the criteria often shifts from year to year. *(Responsible faculty (and staff): Michael Jackson, Michelle Souza, Ann Warren, David Marcia—begun Spring 2017 and ongoing)*

Benchmark Metrics

Metric	2016-17 FTFT-BDS Cohort Actual	2017-18 Target	3 Year Target (2019-20)
Freshmen Retention ³ <i>(by latest department)</i>	58.33%	60%	62%
4-Year Grad Rate <i>(by latest department)</i>	25%	43% (based on 2015-16 as baseline)	45%
	Source data for 2016-17 actual	2017-18 Target	3 Year Target (2019-20)
Other Metric #1 ⁴			
Other Metric #2			

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.