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 version[1] to Academic Affairs by November 21. Previous report and plans can be found at this website: http://irt2.indstate.edu/cms7/sp16/index.cfm/department-plans/.

Person Primarily Responsible for Preparing this Report: 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 achievement[2]** (include action steps, dates, and person(s) responsible for each goal)**:**

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 latest department)*	66.67% (77% target)	77%	80%
4-Year Grad Rate *(by latest 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			

[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.