

# 2017-18 Department Student Success Plan Update

## School of Music

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<sup>1</sup> 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:** 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)

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

**2. Department goals to enhance student performance and/or learning outcome achievement<sup>2</sup>** (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**

<b>Metric</b>	<b>2016-17 FTFT-BDS Cohort Actual</b>	<b>2017-18 Target</b>	<b>3 Year Target (2019-20)</b>
Freshmen Retention <sup>3</sup> (by <u>latest department</u> )	73.33%	77%	80%
4-Year Grad Rate (by <u>latest department</u> )	33.33%	34%	35%
	<b>Source data for 2016-17 actual</b>	<b>2017-18 Target</b>	<b>3 Year Target (2019-20)</b>
Other Metric #1 <sup>4</sup>	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

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

<sup>3</sup> 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.).

<sup>4</sup> 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.