

2017-18 Department Student Success Plan Update

Social Studies 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: 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.