

2017-18 Department Student Success Plan Update

Electronics and Computer Engineering Technology

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: Xiaolong Li

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

1. Participation in New Student Orientation by talking with students/families in small groups about their chosen majors and answering academic content-related questions for 25 minutes per NSO. ECET Departmental Contact: Xiaolong Li and Edie Wittenmyer. This will resume again in January of 2018.
2. Updating of COT Residential Housing Program to link themed housing to specific learning communities/courses during the freshmen year. AETM Departmental Contacts: Steve McCaskey. December 1, 2017.
3. Continue to participating in pilot program (Destination Success) that focuses (with specific outcome-based objectives) on student success in COT female STEM students through academic and career. Contacts: Steve McCaskey, Spring 2018.
4. Participation in planned retention/persistence events and programs in the COT. Each event has a specific theme for students (fall welcome, priority registration, career center services, last day to drop, etc.), to assist students in gaining information that will assist them in persisting. Contact: Stephen McCaskey and Xiaolong Li; on-going.
5. Offer night and weekend advising sessions to assist students take advantage of priority registration. Contact: Stephen McCaskey, Xiaolong Li. Dates: TBD
6. Contact students who are eligible to register, but have not. We have done this via email in the past, but plan to also contact them via telephone as well this year. Contact: Stephen McCaskey, May 2018, December 2018.
7. Audit four-year plans and curriculum to ensure that unavoidable curricular barriers to programs are recognized; engineering technology core content is universal across the college; and a plan to assist students overcome barriers (without lowering academic rigor) is created (HLC). Steve McCaskey and Xiaolong Li, Spring 2018.
8. Continue with pre-graduation checks of all students who have applied for graduation so that deficient requirements can be met prior to graduation. Contact: Steve McCaskey; on-going
10. Offer additional section or provide substitution to senior students to make sure they can take required courses for graduation. Contact: Xiaolong Li; spring 2018 semester.
11. Utilize the recently developed program specific flowcharts, which depict prerequisites and required major courses in a four-year path to graduation, to assist ECET faculty and staff when advising students. Contact: Xiaolong Li. Action is taking place as registration for classes begin.
12. Due to a decrease in upper division course completion ratio we will examine DWF rates in upper division major specific courses to enhance student success. POC is Xiaolong Li and Steve McCaskey. Spring 2018 semester.
13. Due to decrease in average credit hour enrolled and earned we will examine DWF rates in major specific courses and consult with faculty advisors and COT professional advisor. POC Xiaolong Li and Steve McCaskey. Spring 2018
14. While a decrease in enrollment was anticipated due to the recent changes with SACM students, we need to promote our programs more so that enrollment will stabilize or increase. POC Xiaolong Li and Steve McCaskey. Spring 2018
15. We believe our recent decrease in graduation rates is based on an unusual increase in the previous year. Will continue to monitor and expect increase in graduation rates with HLC Initiatives. POC Xiaolong Li and Steve McCaskey. Spring 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 goals to enhance student performance and/or learning outcome achievement² (include action steps, dates, and person(s) responsible for each goal):

1. Contact (email and letter to permanent address) sophomores, juniors, and seniors who show deficient on interim grade reports. Stephen McCaskey, February 2018, October 2018.
2. Faculty in the ECET department will revise the Syllabi to include course objectives and performance indicators. Contact: Xiaolong Li, Spring 2018.
3. Continue to enhance our Industrial Advisor Board by sending out additional invitations and receive commitments to increase membership. We plan to meet the last Friday in March, 2018 , Xiaolong Li, on-going.
4. Encourage ECET students to participate in campus support services, COT student organizations, mentoring programs, and visit with a graduation and advising specialist all housed in the newly established COT Student Success Support Center. POC is Xiaolong Li and Steve McCaskey. Spring 2018 semester.
5. Continue to embed more of the career readiness goals into the curriculum.
 - Action: inventory career readiness goals already embedded into the current curriculum and look for more placements for additional contribution.
Responsible: Xiaolong Li
Timeline: Spring 2018
6. The assigned COT Sophomore Success Guides will assist the department with student transition issues beyond freshman year and provide ECET career readiness professional development and student success activities. POC is Xiaolong Li and Steve McCaskey. Dates are on-going.

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)	80.00%	82.00%	85.00%
4-Year Grad Rate (by <u>latest</u> department)	22.89	25.00%	28.00%

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.).