

COLLEGE/DEPARTMENT SUCCESS UPDATE

Indiana State University

Board of Trustees

June 11, 2015

Overview of Success Efforts

- ▣ Three Elements
 - Department Success Task Force
 - Academic Department Success Plans
 - Strategic Plan Funding Process
 - ▣ Colleges & Departments
 - ▣ Course Transformation Academy

Department Success Task Force

▣ Charge

- Recommend *Handbook* policy changes with respect to what defines a successful department.
- Recommend *Handbook* policy changes with respect to faculty roles and responsibilities.
- Recommend *Handbook* policy changes with respect to role of department chair.

Academic Department Success Plans

▣ Charge

- Develop department level strategic plans in areas of (a) enrollment, (b) retention, (c) persistence to completion, and (d) post-college achievement with goals, action steps, and benchmarks (received March 2014).
- Year 1 Progress Reports (received May 2015).

▣ Material Location

▪ Plans:

<http://www.indstate.edu/studentsuccess/DepartmentSuccessPlans.htm>

▪ Year 1 Progress Reports:

<http://irt2.indstate.edu/cms/sp/department-plans/>

Strategic Plan Funding Process – Colleges and Departments

- ▣ Opportunity
 - \$250,000 made available proportionally to colleges based on faculty size.
 - Colleges developed their own processes for allocation using a common rubric.
 - ▣ abstract, justification, workplan with action steps, itemized budget, assessment plan with benchmarks
 - Funding awarded to departmental and college projects.
 - Reported out on May 15, 2015.

Strategic Plan Funding – Academic Affairs Division

- ▣ Opportunity
 - \$250,000 made available to support cross-college effort. Provost's Advisory Council decision: Support Course Transformation. Launched Jan. 2015.
 - Course Transformation Goals:
 - ▣ Enhance student learning outcomes in key gateway courses
 - ▣ Cost savings or at least cost neutral
 - Courses: MATH 102, MATH 115, EPSY 302, PE 101
 - Others coming on board: FIN 108 & HIST 113

Allocating Success Funding

- ▣ The College funded two types of initiatives
 - College-level Pilot
 - Program Specific Pilot
- ▣ The College of Technology Student Success Supporters S3's
- ▣ Inflatable Architecture Project
- ▣ All other "Planned" Student Success Initiatives



College of Arts and Sciences

Highlights

- General Highlights
 - Centering our attention on Student Success
 - Innovation
 - Centrality of the Career Center

College of Arts and Sciences

Highlights (cont.)

- College Level Initiatives
 - Student Advisory Board
 - “Success with CAS” event in Fall

SCOTT COLLEGE OF BUSINESS

Meis Student Development Center

Meis Center

- ▣ Provides extracurricular programming for business students
- ▣ Supports business college curricular learning goals
- ▣ Supports acquisition of life skill competencies
- ▣ Supports acquisition of job search and transition skills

Meis Center Programming

- ▣ Understanding and developing a personal brand
- ▣ Ability to manage personal time
- ▣ Ability to use technology as problem solving tools
- ▣ Ability to work as a member of team
- ▣ Ability to transition from college to a career
- ▣ Ability to email a professional message
- ▣ Ability to self direct with little direction

Meis Center

Workshop Examples

- How to give a great presentation
- How to network at a business luncheon
- Resumes that work
- Appropriate workplace expectations
- How to facilitate a meeting
- Understanding employee benefits
- Using social media

Meis Center Impact

- Driven by Catapult program
- Number of students served

	2009-10	2010-11	2011-12	2012-13	2013-14
Total Students Served One-on-One	240	260	206	130	0
Total Students Attending at Meis Events	1730	2692	2924	3662	4259
Total Student Interactions by Meis	1970	2952	3130	3792	4259

Meis Center New Directions

- ▣ New SCOB Early Warning System will monitor freshmen engagement. Results shared with instructor and University College.
- ▣ **Course Activity:** Time spent in Blackboard (homework, test, discussion)
- ▣ **Grade:** Students who score above or below the defined threshold for a specific grade item trigger an alert.
- ▣ **Course Access:** low access triggers an alert.
- ▣ **Missed Deadlines:** missed due date triggers an alert.

PREPARING
LEADERS
WHO
TRANSFORM
LIVES AND
COMMUNITI
ES



Academic Success in the BCOE
May 15, 2015

Diversity, Inclusion, and Global Engagement: Creating an Environment of Inclusive Excellence in the BCOE

- ▣ Established Diversity, Inclusion, and Global Engagement (DIGE) Task Force with representation of faculty, staff, and students across departments, centers, and administrative units
- ▣ Planned year-long calendar of events, training, and awareness activities

Creating an Environment of Inclusive Excellence in the Bayh College of Education

February 6, 2015

Hulman Memorial Student Union

Schedule

8:00	Continental Breakfast	Gallery Lounge
8:30	Keynote Session	Dede II
10:00	Concurrent Sessions	307, 321, 407
12:15	Lunch and Table Topics	Dede III
1:00	Student Voices	Dede III
1:45	Afternoon Workshop	Dede III
3:15	Next Step Planning	Dede III

Speakers

Dr. Lisa Gunderson
Equity Consultant, One Love Consulting; Clinical Psychologist



Dr. Roger Cleveland
Associate Professor and Director of the Center for Education Equity and Excellence, Eastern Kentucky University



Dr. Catherine Cushmanberry
National Executive Director of Parents for Public Schools



Dr. David Pérez II



Sponsored by the BCOE Diversity, Inclusion, and Global Engagement Task Force with support from the ISU Office of Student Success

Diversity

Inclusion

Global Engagement

Diversity, Inclusion, and Global Engagement: Creating an Environment of Inclusive Excellence in the BCOE

- ▣ Expanding the impact beyond the funded initiative:
 - Two faculty members attended AACU Diversity, Learning, and Student Success Conference, March 2015, San Diego
 - BCOE Support Staff Council has planned professional development day on the topic “Uniquely Gifted”
 - Cosponsored “Hoosier Successes in the Global Workplace Forum” with Indiana Department of Education and Center for Global Engagement, May 12, 2015

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Diversity

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Diversity, Inclusion, and Global Engagement: Creating an Environment of Inclusive Excellence in the BCOE

- ▣ Planning in place for continued activities:
 - Faculty learning community on inclusive curriculum
 - College-wide book read: *Seedfolks* by Paul Fleischman
 - ▣ On-campus address by the author
 - ▣ Collaboration with Office of Sustainability and community garden
 - ▣ Reading circle discussions
 - ▣ Theatrical presentation
 - Student advisory board and student DIGE training

**INITIATIVE:
HEALTH AND SOCIAL
WELLNESS LIVING LEARNING
COMMUNITY**

Peggy Weber, Ph.D., MSW

Associate Dean

College of Nursing, Health and Human Services

Indiana State University

Health and Social Wellness Living Learning Community

- Student Success Target:
- What prompted this initiative?
-
- How many did we reach?

students.

Health and Social Wellness Living Learning Community



(Student
Leadership
Development)

Health and Social Wellness Living Learning Community



▫ Bingo, Pinterest, End of Semester Social



Indiana State
University

Health and Social Wellness Living Learning Community



Health and Social Wellness Living Learning Community



Indiana State
University



College of Technology S³ (*Student Success Supporters*)

- ▣ Accomplishments
 - Conducted 578 audits of student records that were at 75 hours or more
 - In process of continuing to contact students and advisors regarding audits
 - In process of mapping and trending audits
 - Contacting prospective students via call center (different goals)
 - Transfer student advising
- ▣ Objectives/ Actions Not Achieved
 - Contacts still in process
 - Tracking the number of updates that were completed in MySam was not completed, as we still have not found a systematic way doing so at the college-level.

College of Technology S³ (Student Success Supporters)

- ▣ Collaborations
 - It is all about collaboration...across departments...colleges...and campus!
- ▣ It's in the Details...
 - Subject-matter knowledge is key
 - This project was an added on stipend to “stars” in



...in it's current mo



FACULTY SENATE

Efforts and Responses Regarding
Student Success

The Biennial Review

- ▣ Required that teaching be evaluated (by students, peers, and chairpersons)
- ▣ Mandate that departments enhance the standards for meeting expectations

Changes to the Handbook's Teaching Section 310

- ▣ Faculty are expected to post all grades in Blackboard (310.1.5)
- ▣ Faculty are expected to make a syllabus available at the beginning of the semester and also to post it in electronically (usually in Blackboard) to make it constantly available to students. (310.1.2)
- ▣ Faculty are expected to include specific elements in the syllabus and to return assignments and assessments within two weeks. (310.1.2.1)
- ▣ Students will evaluate all (relevant) courses, sections, and faculty through a web-based survey (IOTA) using a set of common questions endorsed by the Faculty Senate. Colleges and departments may add other questions, and individual faculty may also add questions.

Changes to the Handbook's Chairpersons' Section 350

- ▣ Chairpersons would have responsibility for “promoting student success.” (350.2.5)
- ▣ Chairpersons would be authorized to work with their personnel committees to deal with “deficient performance” through “written admonishments” and through the Dean on “remediation plans.” (350.2.9.1.3)

Changes to Handbook's Faculty Titles, Hiring, Evaluation, Promotion, and Tenure Section 305

- ▣ Academic Advising is a reviewable and valuable activity.
- ▣ Community engagement is a reviewable and valuable activity.
- ▣ Lecturers were REMOVED from serving as members of review committees on other lecturers.

Drop/Withdrawal Policy

- ▣ As requested by Associate Deans and UC Dean, the last day to drop an individual class and the last day to withdraw from the university were aligned to be at the 11th week of class.

Why This Happened

- ▣ Purposeful patience
- ▣ Open communication
- ▣ Negotiation between the officers and the administration
- ▣ A Provost who knew how to navigate