University College: Dean's Address 2019

"Welcome All, Welcome All, Welcome my Friends"

"For the Times They Are-a-Changin"

"Like a Workhorse Stands for Miles"

"We are the Champions"

"Running Down a Dream"

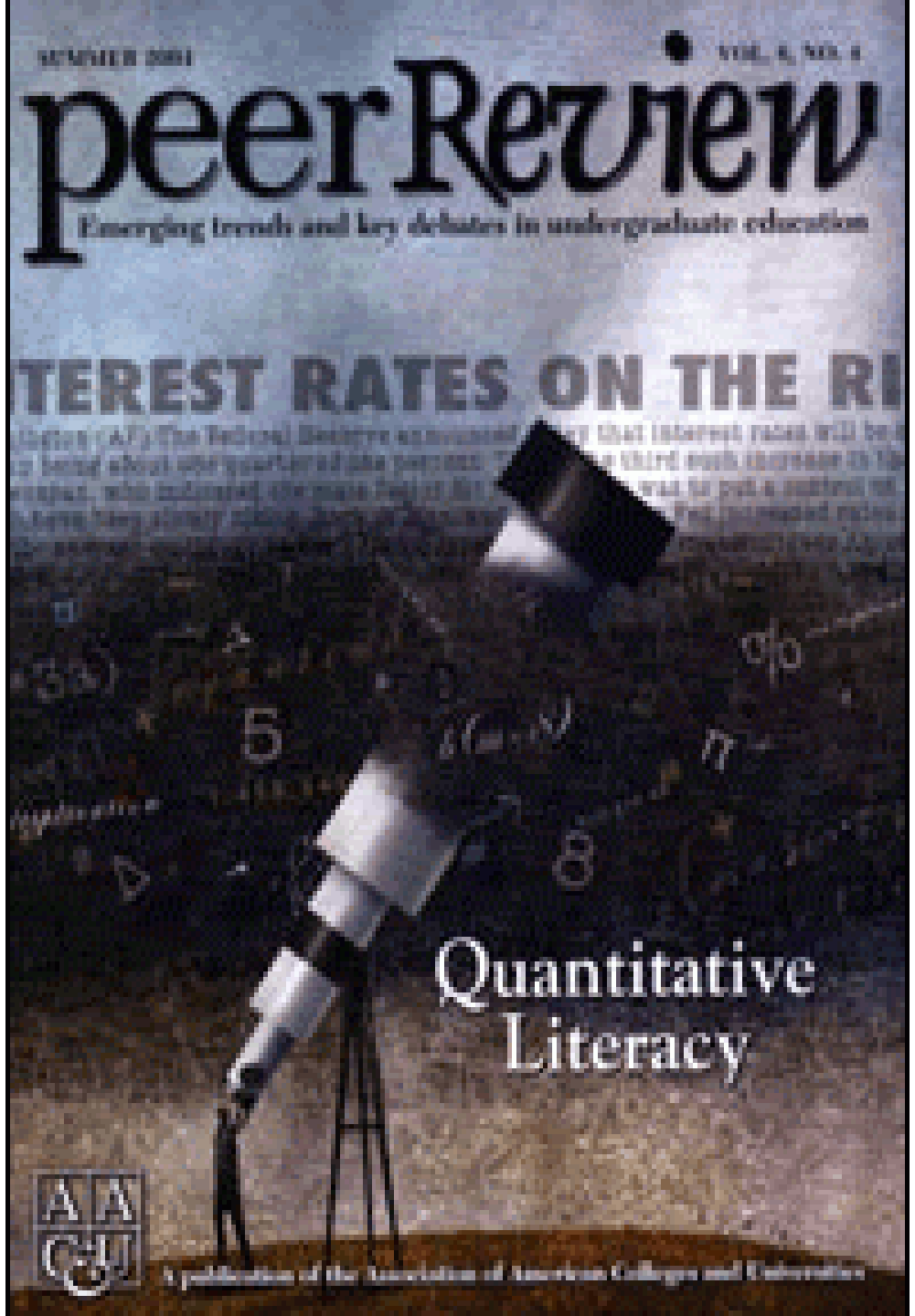
Indiana State University

“Welcome All, Welcome All, Welcome All My Friends”

ACADEMIC AFFAIRS
ACADEMIC/ADMINISTRATIVE COLLEGES
ASSESSMENT AND ACCREDITATION
BURSARS
CAREER CENTER
CENTER FOR COMMUNITY ENGAGEMENT
FACULTY CENTER FOR TEACHING EXCELLENCE
FOUNDATIONAL STUDIES FACULTY
OFFICE OF ADMISSIONS
OFFICE OF INFORMATION AND TECHNOLOGY
OFFICE OF INSTITUTIONAL RESEARCH
OFFICE OF NEW STUDENT ORIENATION AND TRANSITION PROGRAMS
OFFICE OF REGISTRATION AND RECORDS
OFFICE OF STUDENT FINANCIAL AID
RESIDENTIAL LIFE
STUDENT AFFAIRS
UNIVERSITY COLLEGE COUNCIL
UNIVERSITY COLLEGE/CENTER FOR STUDENT SUCCESS
UNIVERSITY ENGAGEMENT

“For the Times They Are-a-Changin”

- **Foundational Studies 2010**
  - Health and Wellness
  - Historical Perspectives
  - GPCD
  - Quantitative Literacy

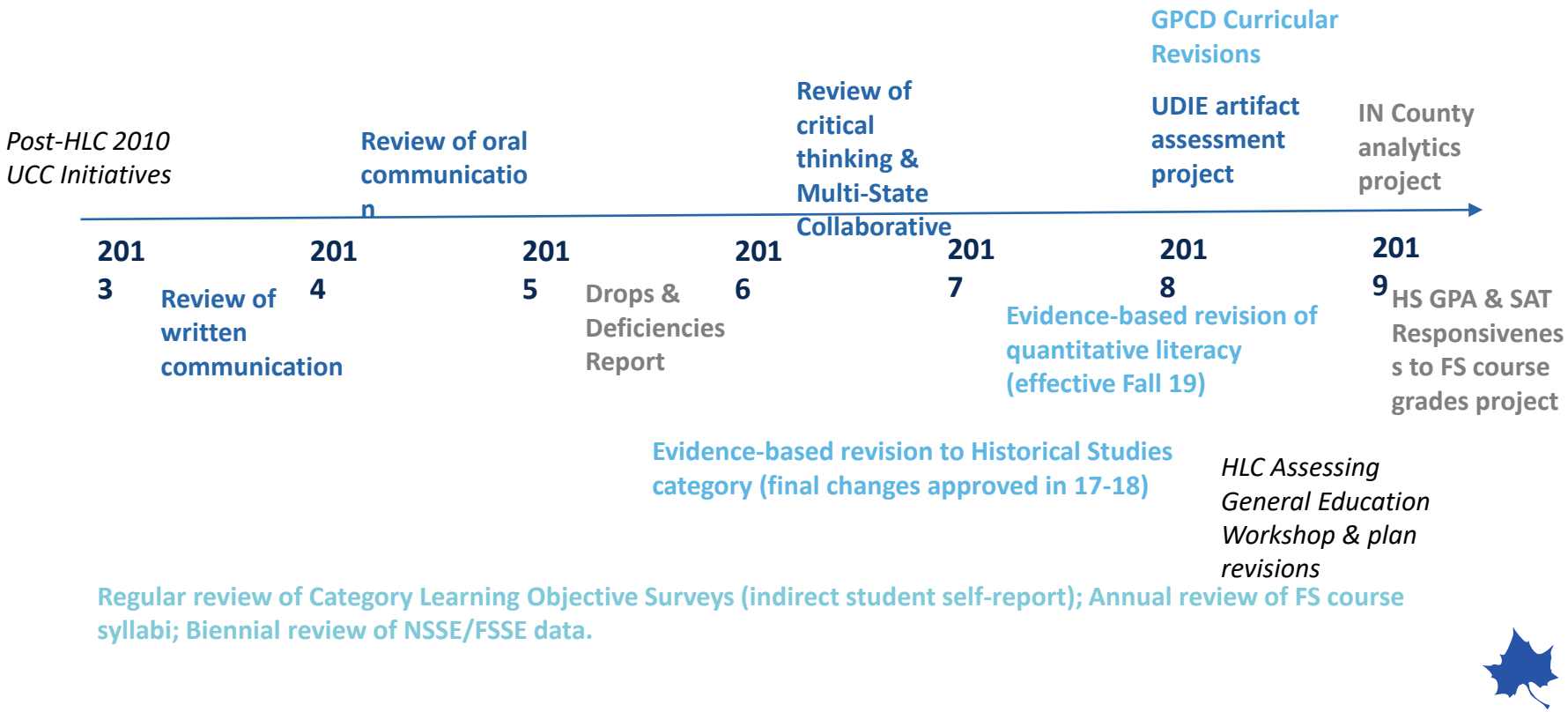


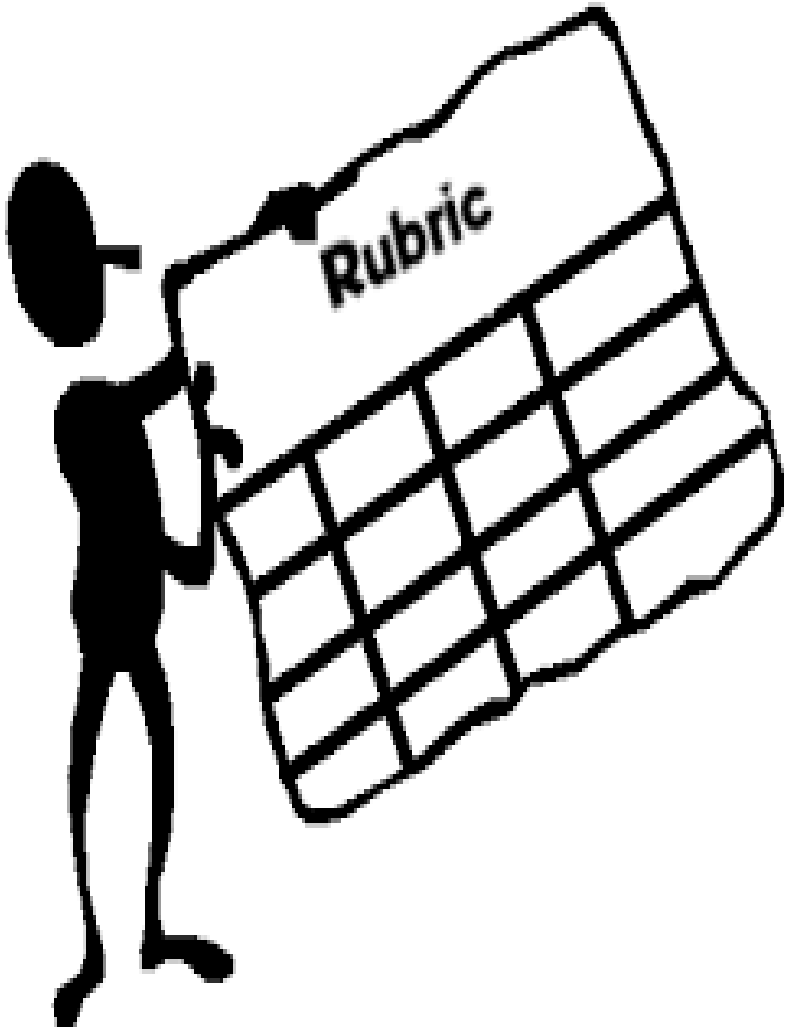
Foundational Studies:

Revised Quantitative Literacy Requirement

- Integration, Synthesis and Application
- Writing

Where We've Been





Authentic Assessment of Learning Objectives, Foundational Studies Categories, Foundational Studies Program

Six Year Assessment Cycle (2019-2025)

“For the Times They Are-a-Changin”

- **University College (est. 2012)**
  - Center for Student Success
  - STARS
  - 21st Cent. Scholars
  - Note Taker Pilot
  - Coaching Online Students
  - Inclusive Excellence
  - UC Courses

Center for Student Success: Tutoring

In the first 3 weeks of the fall 2019 semester:

- 80 students have participated in 175 tutoring appointments.
- Number of tutors – 18
- Percentage full—84%
- Number of open slots left (21/131)
- 25% and 22% of the appointments are for Spanish and Chemistry, respectively

After-Hours Advising and Coaching for Online Students (AY 2019)

Online students are:

- business owners, night shift workers, 9-5 employees
- parents
- caregivers to the elderly and developmentally disabled
- military personnel and their spouses

Online students grapple with:

- enrolling in a math class after a decade out of school
- studying with kids in the house
- finding their ‘campus’ community
- wildfires, hurricanes, and mass shootings

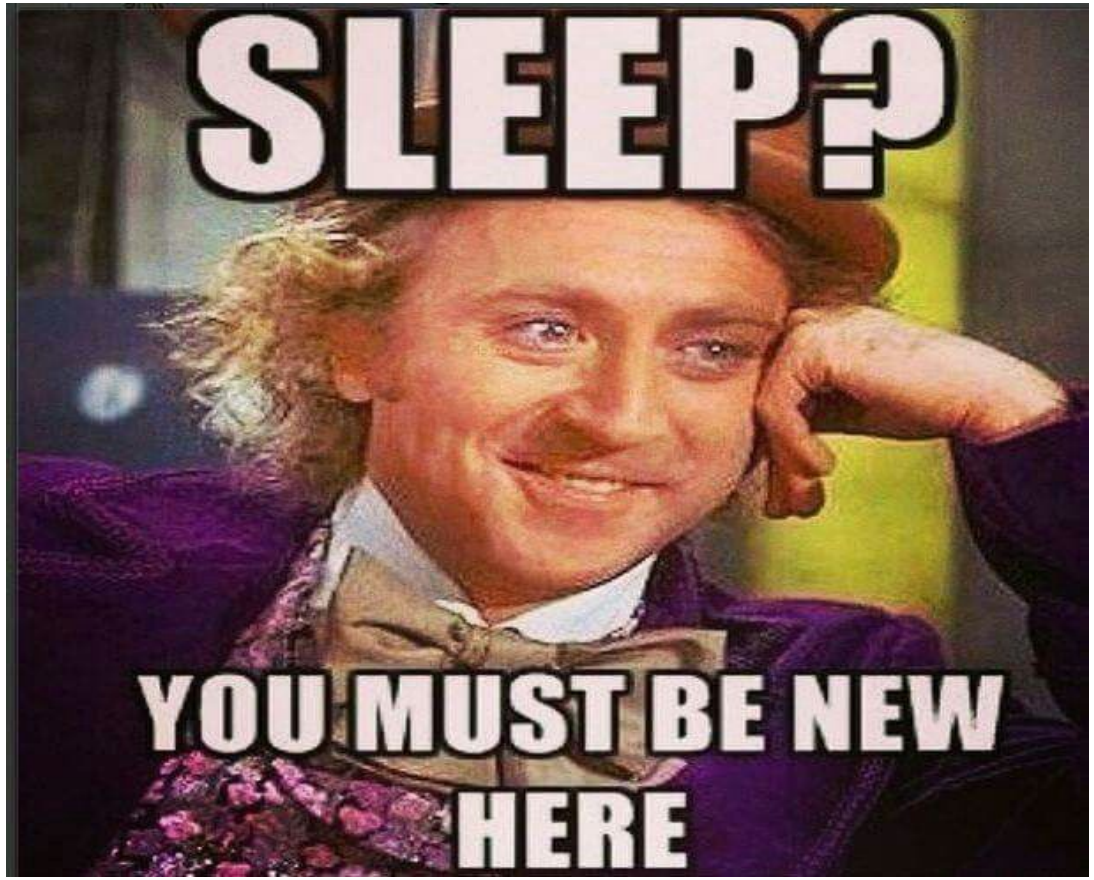
University College Student Success Courses (UC 100, 110 and 150)

- Professional development for instructors twice a month
- Access to mentor and advising attendance, as well as probation module completion
- Course redesign to ensure assessment of learning objectives
- Alternative majors fair for pre-teaching students
- Community service participation encouraged

Inclusive Excellence

- 548 UC students and staff completed Equity ISU
- 532 students in 26 UC classes participated in diversity and inclusion class discussions
- UC professional staff participated in two inclusive excellence workshops
- UC student employees participated in one diversity and inclusion workshop
- 117 students participated in two UC Inclusive Excellence programs

“Like a Work Horse Stands for Miles”



Foundational Studies Course Enrollments

	Course Enrollments		
AcYear	Census Fall/Spr	EOS Summer	Total
2011-12	37,153	2540	39,693
2012-13	39,288	2551	41,839
2013-14	40,313	2886	43,199
2014-15	41,561	3190	44,751
2015-16	42,398	3122	45,520
2016-17	39,204	2886	42,090
2017-18	39,400	2719	42,119
2018-19	36,381	2494	38,875
Total	315,698	22,388	338,086

Foundational Studies Percentage Credit Hours for First-Year Students

Cohort	Total CrHrs	Foundational	% Foundational
FTFR 2017	40741.0	25985.0	63.8%
FTFR 2018	36548.0	22551.0	61.7%
FTFR 2019	28635.5	16811.0	58.7%
FTFR 2017-2019	105924.5	65347.0	61.7%

NSSE: Experiences with Faculty 2019

First-Year Students		Your first-year students compared with Peer Group	Your first-year students compared with Indiana Public	Your first-year students compared with NSSE 2018 & 2019
Theme	Engagement Indicator			
Academic Challenge	Higher-Order Learning	▽	▽	▽
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	△
	Supportive Environment			--

NSSE: Experience with Faculty 2019

Mean Comparisons Engagement Indicator	Indiana State Mean	Your first-year students compared with					
		Peer Group		Indiana Public		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.0	22.8 **	.14	22.8 **	.15	21.7 ***	.23
Effective Teaching Practices	38.0	37.8	.01	39.1	-.09	38.5	-.04

Intrusive Advising and Outreach (Fall 2018)

- 5,893 advising interactions
- 185,872 minutes or 3,097 hours or 413 days
- 31.54 minutes—average meeting time

Athletic Enrichment Center: Student Athlete Advising and Outreach (AY 2018-2019)

- 17,532 visits by student athletes to the Athletic Enrichment Center
- Student athletes spent a total of 24,548 hours in the facility
- The average length of visit was 84 minutes
- 357 individual visitors

Academic Probation

- 147 students on academic probation
- A total of 588 appointments with advisors are held each semester (1 to review & sign probation contract & 3 for monthly check-in = 4 x 147)
- Additional appointments are required to submit SAP appeals, discuss non-compliance issues, etc.

Simply put . . .

We are the champions - Freddie Mercury - quickmeme

That is behold “<u>OUR</u>” sphere of influence!

"Running Down a Dream"

Over a 70 percent retention rate FTFTBDS

Over a 35 percent 4 year graduation rate

Over a 60 percent retention rate for STARS students

Closing the retention and graduation gap of students of color

Closing the graduation gap of 21st Century Scholars

You Can Only Control What You Can Control!

You Cannot:

Eradicate poverty or food insecurity

Undue nearly two decades (or even more) of upbringing

Motivate those who feel no sense of efficacy, agency or urgency to act in their self interest

Force comprehension on those who have no willingness to learn or see no value in better understanding the world in which they live

You Unequivocally Can:

Perform at the highest level those **core functions** over which you have control (teaching, advising and student support services)

Demonstrate daily your passion for and commitment to teaching, learning and supporting students

Meet students where they are at, while simultaneously holding them to high standards

Meet your colleagues where they are at, while simultaneously holding them to high standards

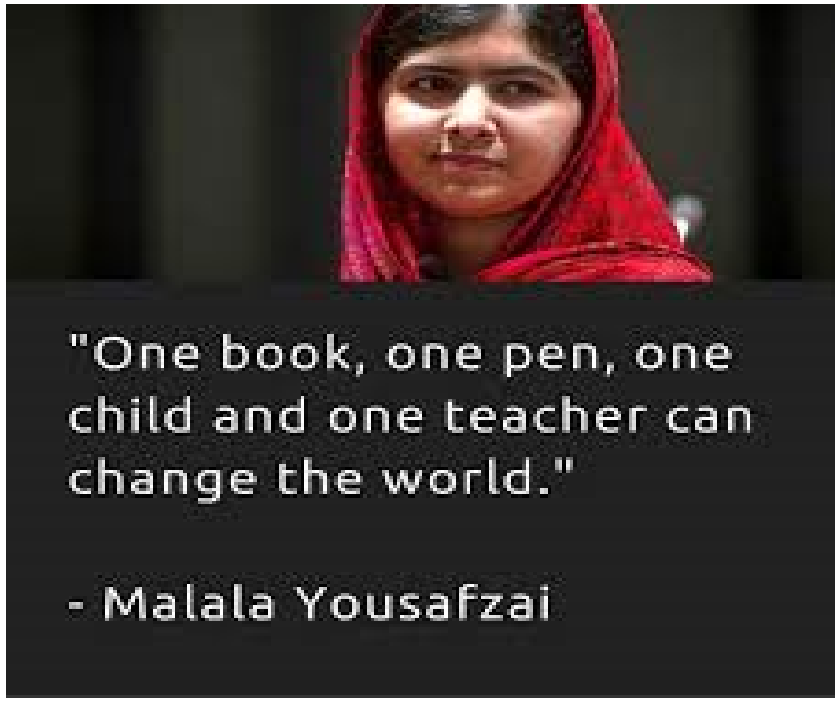
Identify areas in which you need to improve and tirelessly work towards that improvement

What Would Happen:

If every decision made by those in, and affiliated with, the University College was predicated on the best interest of students, teaching and learning

If every Foundational Studies instructor could demonstrate their course was the most engaging and intellectually challenging course on campus

If we daily and tirelessly worked to put our “best selves” in front of our students—even in the face of their unwillingness, at times, to do the same

Answer:

WE WOULD HAVE DONE OUR PART TO CHANGE THE WORLD AND WE WOULD BE BETTER FOR IT, OUR STUDENTS WOULD BE BETTER FOR IT, AND THE WORLD WOULD BE BETTER FOR IT.