Indiana State University

Student Enrollment and Success Plan: 2014-2017

Department: Social Studies Education

Department Chair: Daniel A. Clark

Department Mission: The Social Studies Education program aims to produce graduates capable of stepping into the leadership position of a secondary social studies classroom teacher and of eventually excelling within this profession. Such a goal entails that our graduates have received a solid grounding in the subject matter that they will impart, in the best methods by which to accomplish this task, along with the practical experience (guided by expert practitioners) to enable them to test, hone, and reflect upon their learned skills in the secondary classroom before launching their careers. Furthermore, as with any degree program within the liberal arts and sciences tradition, the SSE program also endeavors to graduate men and women who can think broadly and deeply about (and communicate competently on) the world they will encounter upon graduation. Such graduates should bring a perspective to such thought steeped in the context of the humanities and yet tempered with the problem-solving skills of the social science disciplines that together make up our students' course of study.

Department Enrollment Goal(s):

1. Increase the number of undergraduate majors in Social Studies Education (SSE) to 85 by Fall 2017.
2. Increase the number of African American students in the SSE program.

Action Steps (with dates & person(s) responsible):

A. Action Steps for Enrollment Goal 1:
   a. Work with Admissions and/or IR to analyze the characteristics of the high schools (and students from those high schools) that have yielded the most incoming SSE freshmen. Formulate a plan to reach out to similar students and schools, utilizing networks of alums that are teachers and perhaps social media (see post-graduation action step). Fall 2014; Dan Clark, SSEd Director
   b. Analyze the ISU departments or programs from which SSE has gained students changing majors, and formulate a plan to reach out to such students. Spring 2015; D. Clark
   c. Implement outreach plans to high schools and "exploratory" students already enrolled at ISU. Fall 2015; D. Clark
      When speculating about enrollment numbers for the SSE major, serious consideration should be given to a major external factor over which any institution has little control, i.e., the hiring prospects for teachers. Currently in Indiana the state is only now (2013) beginning to restore budget cuts that have severely affected the hiring of new teachers.
B. Action Steps for Enrollment Goal 2:
   a. Work with the African American Cultural Center (perhaps in concert with the College of Education) to formulate a plan of outreach to African American Students in order to make them aware of the opportunities in education. Spring 2015; D. Clark (with AACC Director)
   b. Implement outreach. Fall 2015; D. Clark

Total Enrollment Benchmarks	**Fall 2013 Baseline:** 67	**Fall 2014:** 70	**Fall 2015:** 73
	Fall 2016: 80	**Fall 2017:** 85	

None

Department Retention Goal(s):

Increase retention rates of SSEd majors by 1% annually by Fall 2017.

Action Steps (with dates & person(s) responsible):

A. Have all advisors trained on MySAM. Spring 2014; Advisors.
B. Revise format of our annual Fall Freshmen orientation meeting (usually held in October). It will and should continue to function as an orientation to the major, but could also be widened to invite those considering the major and can have upper-level SSE majors to talk about their experience. Fall 2014; D. Clark
C. Develop a Second-Year or sophomore advisor to focus on the transition from freshman to sophomore year. Spring 2015; D. Clark and designated advisor.
D. Examine chief barriers to persistence within the major from 2nd to 3rd year (course sequencing, CASA exam, gpa requirement). Spring 2015; D. Clark
E. Through electronic media, become more proactive in promoting SSE students to participate in college and university academic and social functions that relate to the development of a professional and academic identity among our majors (e.g. History Club, BCOE professional activities, various speakers on campus). Spring 2015; D. Clark

Retention Benchmarks	**Fall 2013 Baseline:**	**Fall 2014:**	**Fall 2015:**
	63%	64%	65%
	Fall 2016:	**Fall 2017:**	
	66%	67%	

Other Retention Related Benchmarks

None

Department Completion Goal(s):

Increase 6-year completion rate of SSEd graduates by 2% annually through Fall 2017.

Action Steps (with dates & person(s) responsible):

A. Conduct as examination of the credit hour path of our last 3 cohorts to identify chief bariers to completion, making sure to differentiate between those who began as SSE majors and those who transferred in to the major. Use the data to inform further discussion on how to optimize time to graduation. Spring 2015; D. Clark.
B. Develop a more intrusive advising model (mainly from the coordinator) aimed at contacting 3rd year students who demonstrate performance problems relative to the proper sequencing of courses or fulfilling of requirements. Fall 2014; D. Clark

Completion Benchmarks	**Fall 2013 Baseline:**	**Fall 2014:**	**Fall 2015:**
	50%	52%	54%
	Fall 2016:	**Fall 2017:**	
	56%	58%	

Other Completion Related Benchmarks

None

Post-College Achievement Goal(s) (e.g., employment & graduate school):

Increase the percentage of graduates with confirmed full-time employment or enrollment in graduate school within six months of graduation by 3% annually by 2017.

Action Steps (with dates & person(s) responsible):

A. Work with the Career Center to develop a graduate exit interview process via email to collect (among other more programmatic feedback) post-graduation mailing addresses, phone numbers, and email contact information as well as post-graduate plans. Spring 2015; D. Clark
B. Establish an active electronic media presence via Facebook or LinkedIn in order to stay in contact with graduates and to promote networking between graduates, alums, and other interested parties. Fall 2014; D. Clark
C. Establish an SSE Advisory board made up of affiliated faculty, alums, and area teachers, who would all work to help inform future curriculum and policies in light of the recent shifts in education in Indiana. Fall, 2014; D. Clark
D. Use the results of the Career Center's *First Destination Survey* of graduates approximately six months after graduation to inform program and advising. Fall 2015: D. Clark

Employment & Graduate School Benchmarks	**Fall 2013 Baseline:** N/A	**Fall 2014:** Baseline Set	**Fall 2015:** +3%/+3%
	Fall 2016: +3%/+3%	**Fall 2017:** +3%/+3%	

Other Goal(s) and Action Steps[ii]:

None

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[i] *Note on Other Enrollment, Retention, and Completion Benchmarks*: Departments are encouraged to develop other benchmarks as may be relevant to measuring progress toward goal achievement.

[ii] Departments may have other goals that do not fit into the four areas previously indicated or adequately subsumable as an action step within one of the four goal areas. They may be placed here.