

COLLEGE OF ARTS AND SCIENCES RETENTION PLAN (2011-2012 AY)

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ATMOSPHERIC SCIENCES, EARTH SCIENCES, AND PHYSICS DEPARTMENT RETENTION PLAN (2011-2012 AY)

University Retention Strategy 1: Provide Curricular Enhancements to the Student's Degree Program

Incorporate more active learning techniques and technology in the Atmospheric Science courses.

- Use of Matlab
 - Use of Moodle platform
 - Use of Collaborative Learning Strategies in ATMS 1001 and 1002 at least once a week
- Responsible persons: Anne T. Case Hanks and Larry Hopper

Promote more student involvement and peer interaction particular with upper-level students.

- Encouraging 1st year students to visit the Weather Research Center to meet and utilize the knowledge and experience of the 2nd through 4th year students.
 - Promote the student chapter of the American Meteorological Society (encourage the students to join and be active).
 - Provide a support network (including advisers and current majors) for students who struggle with pre-requisite classes.
- Responsible persons: Anne T. Case Hanks and Larry Hopper

Explore the possibility of an ATMS only UNIV 1001.

- Design a syllabus
 - Discuss with Barbara Michaelides the need for an ATMS section of UNIV 1001
- Responsible person: Anne T. Case Hanks

Promote undergraduate research for ATMS majors.

- Announce Emerging Scholar projects in 1000 and 2000 level ATMS classes
 - Announce any other projects available within the department to all levels of ATMS
 - Provide students with internship opportunities via list-serve on email.
 - Promote the application of summer internships
- Responsible persons: Anne T. Case Hanks and Larry Hopper

University Retention Strategy 2: Provide Effective Academic Support to All Students

Explore collaborations with math department

- Meet with David Hare, Department Head of Mathematics
 - Discuss possibility of a section of MATH 1013 for ATMS majors only.
 - Discuss rotation of 2032 and 3001
 - Justify the need for a Summer 1032 section
- Responsible persons: Anne T. Case Hanks and Larry Hopper

Define new ATMS curriculum.

- Redesign the junior and senior sequence of Dynamic/Synoptic classes (ATMS 3005, ATMS 3006, and ATMS 4001-4002) in order to promote better academic preparedness and to ensure students complete pre-requisite courses in a timely manner
 - Prepare paperwork to reflect new AMS requirements
 - Submit paperwork to curriculum committee
- Responsible persons: Anne T. Case Hanks and Larry Hopper

University Retention Strategy 3: Facilitate Enrollment and Progression to Graduation

Facilitate curriculum changes that allow more time to complete pre-requisite math.

- Curriculum changes in certain pre-requisites (i.e. junior standing through MATH XXXX)
 - Prepare paperwork to reflect new AMS requirements
 - Submit paperwork to curriculum committee
- Responsible persons: Anne T. Case Hanks and Larry Hopper

Explore the possibility of advertising in Weatherwise Magazine

- Determine funds available
 - Design ad
- Responsible person: Larry Hopper

University Retention Strategy 4: Engage Students in the University Community

Explore the possibility of an ATMS Preparation Boot Camp for 2012-2013 AY

- Identify funding or funding opportunities
- Prepare a schedule for the intended boot camp activities
- Identify necessary faculty that would participate

Responsible persons: Anne T. Case Hanks and Larry Hopper

Maintain the Weather Research Center

- Promote the WRC as a place for students to gather to study
- Promote the tutoring program at the Student Success Center for pre-requisite courses.

Responsible persons: Anne T. Case Hanks and Larry Hopper

BIOLOGY DEPARTMENT RETENTION PLAN (2011-2012 AY)

University Retention Strategy 1. Provide Curricular Enhancements to the Student's Degree Program

- 1) Ensure proper course scheduling/rotation
 - a) Offering majors-only BIOL 1020 freshman biology courses every fall for incoming freshmen.
 - Two sections of BIOL 1020 will be offered to biology majors only
 - The Biology Department Head (BDH), Dr. Krishnamurthy, will schedule the classes with the help of the Biology Undergraduate Coordinator, Dr. Sasek .
 - b) Creating separate sections of microbiology (sophomore class) for biology and allied health majors following American Society for Microbiology (ASM) standards to ensure student success.
 - The BDH will coordinate the scheduling of this class with the Nursing Department and the Student Success Center.
 - The BDH will coordinate with the registrar's office to ensure no non-majors are registered in majors-only microbiology classes. Meanwhile, the Nursing DH and BDH will work towards creating a new face-to-face Allied Health Microbiology class for Allied Health Majors
 - c) Posting a two year schedule of classes on the department website to enable students to plan their schedules in advance.
 - The two year schedule of classes will be updated every fall at a scheduled department meeting. Dr. Minton will be responsible for posting this information on the Biology Department Website.

- 2) Increase use of Moodle
 - a) Integrating course materials into Moodle for greater student access
 - All course syllabi and supplementary class materials will be posted on Moodle.
 - All faculty will be encouraged by the BDH to post their class grades on Moodle

- 3) Support active learning techniques
 - a) Incorporating of active learning techniques in 1000-level Biology courses.
 - Biology faculty teaching 1000 level courses will meet before classes start and decide on which active learning strategies will be implemented in their respective classes.
 - The head of each course redesign team will be in charge of this activity. (BIOL 1001 Dr. Russ Minton; BIOL 1014 & 1015 Ms. Marlana Koper; BIOL 1020 Dr. Ann Findley; BIOL 1022 Dr. Joydeep Bhattacharjee)
 - b) Offering an optional viral genomics laboratory class for freshman Biology majors
 - Advertise the program during PREP to incoming freshmen. The person in charge of this section is Dr. Ann Findley

- 4) Promote Biology Undergraduate Research
 - a) Providing information about undergraduate research (Emerging Scholars program, and research credit BIOL 4097/4098) to all biology majors.
 - All the research opportunities listed above will be announced at the 'Welcome to Biology' gathering for freshmen and transfer students every fall. The information will also be disseminated to all biology majors by e-mail and student advisement. A biology student list-serve will be set up by Dr. Russ Minton within the first two weeks of the fall semester, to enable communication with biology students.
 - Incentives for faculty mentoring undergraduate student research will be explored in the fall (2011) semester at the first faculty meeting.
 - b) Supporting undergraduate student participation at research meetings (e.g. Louisiana Academy of Sciences, American Society for Microbiology, ULM Student Research Symposium, ULL Honors Invitational, ULL System Research Symposium).
 - Undergraduate research students will present their research at the annual ULM research symposium. (person responsible: Research Mentors, BDH, Dr. Jackson)
 - Students who have made adequate progress in their research will be invited to present at the annual UL research symposium, the LAS or other conferences, if the budget permits!
 - Dr. Debra Jackson will serve as the biology representative on the ULM research symposium organizing committee. She will keep the department faculty and students informed of the symposium date and time.
 - A biology faculty member (named in September) will escort students to the ULL Honors Fall Invitational. Two faculty members named in January by the BDH, will escort students to the LAS and ULL symposia respectively. They will coordinate with the research mentors and organize the trip.

- 5) Curriculum Redesign

- a) Redesigning the curriculum of all 1000-level core biology courses to include more contemporary methods of teaching to reach the new generation of students.
 - Committees have been established for each class slated for redesign.
 - Persons heading the redesign effort are as follows: BIOL 1001 - Dr. Russ Minton; BIOL 1014 & 1015 - Ms. Marlena Koper; BIOL 1020 - Dr. Ann Findley; BIOL 1022- Dr. Joydeep Bhattacharjee. Each of these individuals has attended redesign meetings with Dr. Deanna Buczala.
 - Redesign timelines for each of these classes vary, however, the faculty will be actively working on strategies this fall.

- 6) Maintaining Academic Rigor for Student Success
 - a) Increasing pre-requisites in biology courses to 'C' or better to improve student learning and preparedness.
 - Ensure the class pre-requisites are clearly stated in the catalog.
 - Ensure that students in the class meet the pre-requisites
 Persons responsible: Dr. Tom Sasek and the BDH

- 7) Promote the connection between the major & career
 - a) Holding a career planning meeting with biology students
 - The Biology Department will hold an open session titled 'What can I do with a Biology degree?'. The session will be open to majors and anyone interested in biology. The session will be held in the spring (2012), coinciding with the ULM Career Fair.
 - Two biology faculty members will lead this effort. The names will be announced in January by the BDH.
 - b) Encouraging biology students to attend the Biology Seminar Speaker Series
 - All Biology Majors will receive an e-mail announcement. (Person responsible: BDH). Fliers will be posted in Garrett Hall and CNSB. Person/s responsible: Seminar Steering Committee
 - Department Faculty will be encouraged by the BDH to announce the seminar in all the biology classes

- 8) Improve real-world experiences for students/offer internship opportunities
 - a) Making more Cooperative Internships available to students
 - Identify agencies that will allow students to intern. The issue will be discussed at a department meeting in the fall.
 - Faculty will then be designated to make contact with agencies willing to accept our students

University Retention Strategy 2. Provide Effective Academic Support to All Students

- 1) Provide supplemental instruction for introductory classes
 - a) Supplemental instruction in all 1000-level core Biology courses.
 - Identifying a pool of supplemental instructors for all biology core classes through suggestions by faculty at a regularly scheduled department meeting
 - Introducing the Supplemental Instructor to the class
 - Receiving feedback from the SI leaders about student attendance
 Persons responsible: Student Success Center & Instructors of all the biology core classes

- 2) Promote the honors program
 - a) Encouraging high performing students to apply to the Honors Program
 - Advisors will encourage high achieving students during advisement, to apply to the honors program

- 3) Advisement
 - a) Placing students with dedicated advisers after their sophomore year.
 - Drs. Wiedemeier & Jackson will advise all Pre-Med/Pre-Dent/PA / Pre-optometry/ Pre-Chiro/ Pre-Veterinary students who have a GPA of at least 3.0.
 - Drs. Findley & Minton will advise all Pre-Pharm majors who switched to Biology
 - Dr. Tolson will advise students interested in Wildlife biology / management
 - Dr. Krishnamurthy will serve as secondary advisor to all biology education majors
 - The BDH will assign students based on input from all the advisors

- 4) Recognize and reward outstanding students
 - a) New Freshman Biology award at the annual awards ceremony starting Spring 2011
 - The GPA of all freshman students as well as their current grades will be reviewed by the Department Awards Committee

- The committee will choose the top freshmen performer/s and recommend them for the Outstanding Freshman award.
 - The students will be honored during the 'Welcome to Biology' event in front of incoming freshmen. (Person responsible: BDH)
 - b) Annual outstanding Biology senior award.
 - The GPA of all freshman students as well as their current grades will be reviewed by the Department Awards Committee
 - The committee will choose the senior with the highest GPA for the Outstanding senior award.
 - c) Annual Award for high performers on the MFAT test (New initiative, effective May 2011)
 - The student scoring the highest on the MFAT Test will be recognized at the 'Welcome to Biology' event in the fall. (person responsible: BDH)
 - d) Awards for acceptance into Who's Who Among American Students
 - All students who are selected for the Who's Who Among American Students will be honored at the College Awards ceremony in the spring semester.
 - e) Highlighting student success to encourage biology majors to achieve their goals
 - Publicize student acceptance into professional schools and graduate school through news articles and e-mail
 - Submit news articles when students attend conferences
 - Publicize student awards at conferences
- (Relevant information will be submitted by individual faculty members to the BDH, who will be responsible for communicating with University Relations)
- 5) Support Learning Communities
 - a) Offer majors-only UNIV1001 sections and BIOL 1020 Sections
 - The BDH will work with Ms. Barbara Michaelides at the Student Success Center to configure the learning communities for the fall semester (2012).

University Retention Strategy 3. Facilitate Enrollment and Progression to Graduation

Not applicable to our unit

University Retention Strategy 4. Engage Students in the University Community

- 1) Welcome events for freshmen
 - a) 'Welcome to Biology' Annual Event in the fall for incoming freshmen and other interested students
 - The event will be announced in all the freshmen biology classes
 - The event will be coordinated by a faculty member designated by the BDH at the first department meeting of the fall semester.
- 2) Support student organizations
 - a) Promote the Alpha Epsilon Delta and the Tri-Beta Biology Honor Societies.
 - Announce the opportunity to incoming freshmen and transfer students at the 'Welcome to Biology' gathering. (person responsible: BDH, Student Organization Sponsors)
 - Announce the opportunity to all biology majors by e-mail (person responsible: BDH)
 - Post student activities on the biology website (person responsible: Dr. Minton)
 - Student organizations will be encouraged to submit fliers to distribute during 'Browse on the Bayou' (Drs. Bhattacharjee, Jackson & Wiedemeier)
 - Student clubs will be required to update the content of their department sponsored website and include activities and success stories at least once every semester. Persons responsible: Presidents of AED, BBB and faculty sponsors, Drs. Bhattacharjee, Jackson and Wiedemeier.

CHEMISTRY DEPARTMENT RETENTION PLAN (2011-2012 AY)

Retention Strategy 1: Provide Curricular Enhancements to the Student's Degree Program

Promote undergrad research- Incl. Emerging Scholars.

- The department faculty will encourage students to get involved in undergraduate research with faculty members toward the end of their sophomore year.
- Students conducting research are encouraged to attend regional and national meetings.
- Responsible person: Dr. Richard Thurkill

Promote student involvement in professional organizations.

- Department faculty will promote the newly reformed student affiliate chapter of the American Chemical Society.
- Responsible person: Dr. Jason Carr

Offer Presentations/visiting scholars.

- The department faculty will initiate a visiting lecture series within the Chemistry Department, with lectures open to all interested university parties, and all students will be encouraged to attend.
- Responsible person: Dr. Richard Thurkill

Support technology-based learning

- The department will promote the use of clicker technology in lecture classes.
- The department will promote the use of online homework options when available.
- Responsible person: Dr. Richard Thurkill

University Retention Strategy 2: Provide Effective Academic Support to All Students

Provide Supplement instruction for introductory classes.

- The department will actively encourage students enrolled in 1000-level Chemistry courses to regularly attend supplemental instruction meetings.
- Responsible person: Dr. Richard Thurkill

Recognize and reward outstanding students.

- A Freshman Chemistry Award is awarded each spring to the top General Chemistry Student.
- An annual outstanding Chemistry Senior Award is presented each spring.
- Responsible person: Dr. Sharon Cruse

Younger students will be mentored by older students or by faculty members.

- Older students will be encouraged to volunteer to mentor younger students.
- Younger students will be encouraged to seek out older students or faculty members for advice.
- Responsible person: Dr. Richard Thurkill

University Retention Strategy 4: Engage Students in the University Community

Welcome events for incoming students and other social events throughout the year.

- The department will hold a first of year social to welcome all department majors and faculty back to campus.
- The department will begin an annual end of year celebration for all department majors and faculty.
- Responsible person: Dr. Richard Thurkill

Support student organizations and interactions between students and faculty.

- The department will establish a faculty/student lounge in CNSB where faculty and students can interact more readily outside classrooms and offices.
- The faculty will promote the newly reformed Student Affiliate Chapter of the American Chemical Society in their classes.
- Responsible person: Dr. Richard Thurkill/Jason Carr

COMMUNICATION DEPARTMENT RETENTION PLAN (2011-2012 AY)

Retention Strategy 1: Provide Curricular Enhancements to the Student's Degree Program.

Objective 1:1- Ensure instructional spaces are equipped with advanced technology and equipment to deliver curricula.

Tactic 1: Faculty* will assess and report their instructional needs to DH, in the month of May, annually.

Tactic 2: Faculty will apply, annually, for financial support from appropriate funding sources (such as, BOR grants, STAP, Administrative, etc) to upgrade instructional space.

Tactic 3: DH will conduct research on curricular enhancements during the summer months in order that he or she may take a proactive role in implementing and encouraging current and novel technological approaches to delivering curricula via the web.

Objective 1: 2- Ensure curricula options are advanced, progressive and practical.

Tactic 1: DH* and Faculty will revise curricula options, proactively (every two years).

Tactic 2: Faculty will design and use rubrics to assess course assignments and SLO's (annually).

Tactic 3: DH will report on assessment findings and will charge faculty to implement change discovered through assessment measures and means (annually in August).

Tactic 4: Department* will offer online degree requirements in support of online degrees (annually).

Tactic 5: Department will offer a student internship program linked to careers in communication (annually).

Objective 1:3- Ensure instructors receive educational enhancement to improve the delivery of curricula and teaching effectiveness.

Tactic 1: Faculty will enroll in a QEP active learning workshop (once in a three year period).

Tactic 2: Tenure-track Faculty will secure the DH or a tenured faculty member to evaluate his/her teaching effectiveness (annually).

Tactic 3: When possible, the DH will recommend course reductions for faculty engaged in research that would enhance faculty members' delivery of curricula.

Objective 1:4- Provide and maintain co-curricular activities that align with students' degree program.

Tactic 1: DH and Faculty will activate communication related student organizations such as PRSSA (Public Relations Association), Student Publications, and Speech and Debate Forum (annually).

Tactic 2: Faculty will encourage eligible students to join COMM Honor's programs (annually).

Tactic 3: Faculty will encourage students to attend programs sponsored by the Department such as, the Traveling Scholar's Series or Yapalooza (by semester).

Tactic 4: Faculty will, whenever possible, engage students in research and service learning activities employing communication research, theory, and practice (annually).

Tactic 5: Faculty will report co-curricular activities on their FAD (annually and during monthly departmental meetings) so the DH will know that the co-curricular activities are active or inactive.

Retention Strategy 2: Provide Effective Academic Support to All Students.

Objective 2:1- Ensure students are aware of the code of standards governing trust between student and teacher.

Tactic 1: To increase academic success faculty will (by semester) encourage students to read the Student Policy Manual for passages on plagiarism, cheating, attendance, and conduct.

Tactic 2: Faculty will make his or her expectations clear to the student via syllabi and verbally concerning student conduct, attendance, and teacher-student trust.

Tactic 3: DH will review faculty syllabi (by semester) to ensure written expectations are couched or framed within the faculty members' syllabi.

Objective 2:2- Ensure students are aware of resources that enhance academic success.

Tactic 1: Faculty (via their syllabi) will inform students of tutoring, counseling, mentoring, and study group options.

Tactic 2: Faculty (orally and via the email) will inform eligible students of academic scholarships and activities.

Tactic 3: DH will advertise scholarships on COMM bulletin board outside Stubbs 120.

Objective 2:3- Create classrooms with a diverse student body in mind.

Tactic 1: Faculty will be mindful of assignments that suggest a cultural, socio-economic, ethnic, gender, age, or sexual orientation bias.

Tactic 2: Faculty will be mindful of treating students equally.

Tactic 3: Faculty will be mindful that students learn through multiple channels.

Tactic 4: DH will have a meeting with the faculty member who has been reported as having a negative bias and disrespectful attitude, immediately. No incident reports will suggest this objective has been met.

Objective 2:4- Reward academic success.

Tactic 1: The University, Colleges, and COMM will organize programs recognizing and honoring academic excellence exhibited by outstanding students, annually.

Tactic 2: The University will publicize the names of those students who have made the President's and Dean's Lists (by semester).

Tactic 3: The Office of Public Relations will publicize student academic success through various media (when current and relevant).

Retention Strategy 3: Facilitate Enrollment and Progression to Graduation

Objective 3:1- Ensure students have access to degree requirements.

Tactic 1: COMM will develop course rotations that produce majors/completers in their programs (annually).

Tactic 2: Faculty will inform senior students of professional communication organizations to join (annually during advising sessions).

Tactic 3: COMM will strive to maintain course offerings despite low enrollment.

Tactic 4: Faculty will strive to deliver 100% accuracy in advising majors.

Tactic 5: DH will maintain a record of complaints concerning degree requirements offerings and no complaints means this objective has been met.

Retention Strategy 4: Engage Students in the University Community

Objective 4:1- Provide and maintain programs and activities that engage students.

Tactic 1: Faculty will design assignments, such as service learning projects that encourage student interaction with offices and resources on campus and in the community, such as, MCOM 3090 Practicum.

Tactic 2: COMM will sponsor programs every semester that support guest speakers, such as the Traveling Scholar's Series.

Tactic 3: Faculty will encourage eligible students to participate in the Research Symposium, Summer Reading Project, and Emerging Scholars Program.

Tactic 4: DH will be the responsible person to check FAD'S and syllabi, annually, to determine if assignment, programs, and research applications were submitted, organized, advertised, and/or framed within faculty syllabi. Evidence of compliance and the actual occurrence of a program will mean this objective has been met.

CRIMINAL JUSTICE DEPARTMENT RETENTION PLAN (2011-2012 AY)

University Retention Strategy 1: Provide Curricular Enhancements to the Student's Degree Program

Incorporate experience-based learning techniques into CJUS courses.

- CJUS faculty will incorporate service learning projects within their courses, when and where appropriate.
- Emphasize the use of more writing-enhanced assignments to improve student performance throughout the curriculum.
- Department Head and faculty will encourage more involvement in internship activities.
- Department Head will maximize credit for prior courses taken at other accredited institutions.
- Department Head will guide curricular revisions that mirror Academy of Criminal Justice Sciences (ACJS) certification standards.
- Responsible person: Dr. Robert Hanser

Encourage majors to join Lambda Alpha Epsilon Criminal Justice fraternity and Alpha Phi Sigma, the National Criminal Justice Honor Society.

- Make announcement and send promotional flyers at the beginning of each semester in the following classes: CJUS 1001, CJUS 4099, CJUS 4019, and Graduate Courses
- Encourage practitioners to become Members-at-Large
- Responsible person: Dr. McKay Bonner and Dr. Anna Netterville

Improve CJUS course offerings

- Eliminate non-desirable and unnecessary courses from the curriculum
- CJUS faculty will ensure that all assigned courses meet Quality Matters standards.
- Conduct a change in the curriculum to include a more up-to-date approach that also includes more electives.
- Responsible person: All faculty for their respective courses

Promote undergraduate research for CJUS majors.

- Promote CJUS undergrad research particularly through involvement in Emerging Scholars.
- Encourage student involvement in research projects and initiatives that require community collaboration in research/evaluation of programs.
- Responsible person: Dr. Robert Hanser

University Retention Strategy 2: Provide Effective Academic Support to All Students

Ensure that students receive maximum credit for prior learning.

- Maximize use of Prior Learning Assessments and practitioner experience.
- Close faculty-student advisement on an ongoing basis in the department.
- Responsible person: Dr. Robert Hanser

University Retention Strategy 3: Facilitate Recruitment, Enrollment, and Progression to Graduation

Facilitate recruitment

- Develop brochure for recruitment to be sent to interested students.

Facilitate progression to graduation

- Increasing the availability of elective CJUS courses to satisfy student interest.
- Continue emphasis on online education approaches so students can transfer into our program without having to relocate.
- Responsible person: Dr. Dean Lanham & Dr. Robert Hanser

University Retention Strategy 4: Engage Students in the University and Outside Community

Conduct a freshmen orientation for incoming students.

- Support student organizations.
- Encourage students to become involved with VPIP.
- Maintaining a departmental website with current content.
- Responsible person: Dr. Robert Hanser, Dr. Dean Lanham, Dr. Anna Netterville, & Dr. McKay Bonner

Provide information to students regarding off-campus means of engaging the criminal justice field.

- Advertise career opportunities via Moodle Announcements and e-mail list serve.
- Continue to integrate practitioners (i.e. police chiefs, district attorneys, other hiring administrators) into our adjunct pool because students indicate a strong interest in taking courses with these instructors.
- Faculty and Department Head will develop and maintain collaborations or partnerships with community leaders, and area agencies.

ENGLISH DEPARTMENT RETENTION PLAN (2011-2012 AY)

University Strategy 1: Provide Curricular Enhancement to the Degree Program

Tactic 1: Update curricular offerings

- Propose new courses
- Schedule Honors courses
- Rotate required classes for timely completion of degree
- Vary special topics course offerings

Responsible persons: Department Head (DH) with input from faculty committees

Tactic 2: Modify course delivery

- Redesign general education courses
- Use Graduate Assistants in large-seat classes
- Monitor size of writing classes

Responsible persons: DH and assigned faculty

Tactic 3: Expand use of technology

- Incorporate Moodle components in existing courses
- Increase online course offerings
- Improve online course delivery

Responsible persons: Faculty

Tactic 4: Assess course quality

- Measure student learning outcomes (SLOs) for General Education courses
- Judge course structures by QEP criteria
- Evaluate online courses through QM mechanism

Responsible persons: Faculty in collaboration with QEP, QM and Office of Assessment

Tactic 5: Offer experiential opportunities

- Incorporate service-learning components in courses
- Mentor emerging scholars
- Supervise publication internships

Responsible persons: Individual faculty, Creative Writing faculty

University Strategy 2: Provide Effective Academic Support

Tactic 1: Intervene with at-risk freshmen

- Conduct DFW intervention strategy for freshman composition each semester

Responsible Person: First-Year Writing Director

Tactic 2: Tutor ULM students in writing skills

- Staff The Write Place (TWP)
- Schedule daily hours for tutoring in TWP

Responsible Person: Write Place Director

Tactic 3: Intervene at-risk students by midterm

- Identify students with grade less than a C
- Contact at-risk students (email, Moodle message, phone) to create plan for improvement

Responsible persons: Individual faculty

Tactic 4: Provide 5-year course scheduling information

- Post course rotation on Flight Path

Responsible person: Department Head

University Strategy 3: Facilitate Enrollment and Progression to Graduation

Not applicable to our unit

University Strategy 4: Engage Students in the University Community

Tactic 1: Conduct writing competition

- Award Best Essay prize for Freshman Composition

Responsible party: First year Writing Director/SSC

- Award Senior Best Essay prize

Responsible party: Graduate English Coordinator

Tactic 2: Sponsor English organizations

- ESS for all students
- Sigma Tau Delta for honors students

Responsible persons: ESS & Sigma Tau Delta faculty sponsors

Tactic 3: Build community among English majors

- Maintain "English Majors' Home" Moodle site

Responsible person: Department Head

- Conduct Career Brown Bags

Responsible person: Retention Committee

- Host majors social mixer

Responsible person: Graduate Recruitment Committee

- Offer "I Teach English" colloquium

Responsible person: English Education Advisor

- Sponsor Visiting Writers Series

Responsible persons: Creative Writing faculty

- Co-sponsor Film Series with CAS

Responsible persons: English Faculty/CAS Dean's Office

FOREIGN LANGUAGES RETENTION PLAN (2011-2012 AY)

Strategy 1: Promote an understanding of the ACTFL standards and the activities necessary to develop proficiencies

- Step 1-Review all syllabi to insure that the objectives match the standards by the first day of class—Department Head
- Step 2-Meet with all majors to discuss the standards and the goals, activities, and methods of helping students meet them by the end of the fourth week of the semester---Department Head and faculty
- Step 3-Administer assessment instruments for 2005 by the week before finals—Professors of Record for French 2005 and Spanish 2005
- Step 4-Administer assessment instruments to graduating seniors two weeks before graduation-Dr. Smith and Dr. Michaelides

Strategy 2: Provide Effective Academic Support to All Students in order to facilitate enrollment and progression to graduation

- Step 1-Meet with all advisees by the end of the first month of classes-Dr. Smith and faculty
- Step 2-Conduct workshops for education majors to prepare for the praxis by the end of the first month of fall and spring semesters-Faculty in French and Spanish
- Step 3-Review the published schedule of class rotation yearly and adjust as needed by May 1-Dr. Smith and Dr. Michaelides
- Step 4-Publicize required language courses and their rotation through the departmental Facebook account and announcements in 2005 and above by midterm of each semester---Faculty

Strategy 3: Engage Students in the University Community and maintain good communication

- Step 1: Update the webpage and brochures at the beginning of every academic year—Dr. Smith
- Step 2-Maintain on Facebook a monthly listing of activities and opportunities for participating in study abroad, conversation tables, films, and other activities—Mr. Butler
- Step 3-Advertise scholarship and internship opportunities on Facebook and through the department by December 1 of each fall semester—Dr. Smith
- Step 4-Develop and advertise the study abroad opportunities for the following summer by September 1—professor of record for summer courses.

GERONTOLOGY, SOCIOLOGY, AND POLITICAL SCIENCE DEPARTMENT RETENTION PLAN (2011-2012 AY)

University Retention Strategy 1: Provide Curricular Enhancements to the Student's Degree Program

Incorporate active learning techniques into introductory courses.

- Faculty will attend an active learning workshop sponsored by QEP before the fall semester begins
- Faculty will attend Professional Development workshops coordinated by Julia Barnhill before the fall semester begins
- Faculty will attend a Faculty Learning Community workshop offered by Deanna Buczala in the Office of Course Redesign during the Fall semester
- The department head will work with the Registrar's Office to ensure that all of the introductory classes are taught in "smart" classrooms to utilize cutting-edge technology.
- In each of the introductory classes, the department head will: 1) conduct a mid-semester student evaluation, 2) attend one presentation, and 3) meet with each instructor to discuss the evaluation.
- Responsible person: Dr. Kevin Unter

Encourage majors to join Pi Sigma Alpha, the national Political Science honor society, Alpha Kappa Delta, the national Sociology honor society, and Alpha Lambda Delta, the Sociology freshmen honor society

- Make announcement and pass out promotional flyers at the beginning of each semester in the following classes: POLS 1001, 2001 and 2002; SOCL 1001, 2003
- Send general email announcement to all majors in early September
- Responsible person: Dr. Josh Stockley (POLS) and Dr. Neil White (SOCL)

Introduce online courses to support new online degrees, such as those in the College of Education.

- Specifically, POLS and SOCL should target those COE majors focusing on social studies through COE faculty and students
- Responsible person: Dr. John W. Sutherlin and Dr. Neil White

Promote undergraduate research for all majors.

- Continue developing projects with the Social Science Research Lab for undergraduate research, such as political campaigns, internships and specific projects (i.e., community development grants, workshop coordination and research papers)
- POLS/SOCL 4064 should be filled (e.g., 5 students) each semester to ensure that students are gaining experience in research
- Work with students to submit proposals for grants, conferences and workshops
- Responsible person: Dr. John W. Sutherlin

University Retention Strategy 2: Provide Effective Academic Support to All Students

Ensure that students receive maximum credit for prior courses taken at other institutions

- Dr. Kevin Unter will serve as the advising point person for all transfer students
- In October and February, Dr. Unter will review the transcripts of every transfer student to see if any "excess" classes can be counted; substitution requests will be submitted to the department head for her approval
- Responsible person: Dr. Kevin Unter

Institute a system to evaluate the progress of beginning freshmen at mid-term of their first and second semester and determine if intervention is needed.

- Faculty will meet twice per semester with their advisees to evaluate them based on class attendance, participation, and grades
- POLS and SOCL freshmen showing any signs of concern (i.e., having a 2.5 GPA or below, missing 4 classes before mid-terms) will additionally meet with their advisor to determine if there are ways to prevent this student from academic harm
- Responsible persons: All faculty will work together to ensure no student slips through (this is what has worked so far)

University Retention Strategy 3: Facilitate Enrollment and Progression to Graduation

Institute an electronic advising and monitoring system that allows all faculty access to every major's degree plan.

- Faculty will submit up-to-date online degree plans to the Department Head after each advising session in each semester

- Dr. Unter will continue to conduct the 90- and 120-hour checkout to ensure that students remain on track to graduate in 4 years
- Advising sessions will be enhanced to include monitoring financial aid information, scholarship, or any other situation that results in possible “holds” being placed on the student’s ability to register
- An annual advising meeting will be held with advisors from the Dean’s Office and Student Success Center to review any changes to department degree plans and/or core courses and to eliminate any problems that arise during advising
- Responsible person: faculty as organized by Dr. Unter

University Retention Strategy 4: Engage Students in the University Community

Conduct a freshmen orientation for incoming students.

- All freshman will meet with faculty to discuss their plans for their post-ULM career
- Outline expectations and responsibilities for completing degree on-time
- Explain “other” aspects of degree (i.e., internships, Honor’s Program, PSA, ALD)
- Responsible person: faculty as organized by Dr. Unter

Establish a faculty/student lounge where faculty and students can interact more readily outside classrooms and offices.

- Coordinate this through the honors organization PSA
- For special political events (i.e., election returns, State of the Union) ensure all students are notified and involved
- Responsible person: Dr. Josh Stockley

HISTORY DEPARTMENT RETENTION PLAN (2011-2012 AY)

University Retention Strategy 1: Provide Curricular Enhancements to the Student's Degree Program

Incorporate active learning techniques through redesign of introductory HIST courses.

- HIST faculty will attend an active learning workshop, sponsored by QEP and Office of Redesign before the fall semester begins
- Anderson will coordinate HIST efforts with those of the Office of Redesign
- Bontty will take part in Office of Redesign Teaching Seminars
- Responsible persons: Anderson & Bontty

Incorporate Moodle into all HIST courses

- HIST faculty will incorporate Moodle assignments into all courses
- Responsible persons: entire department

Develop common Moodle templates for all introductory HIST courses

- HIST faculty will develop templates for introductory HIST courses
- Responsible persons: Blackburn (1011 & 1012), Anderson & Carpenter (2001, 2002)

Encourage majors to join Phi Alpha Theta History Honor Society.

- Send general email announcement to all HIST majors HIST 3099 (required course for all majors) and contact personally in class
- Review GPA data and contact all eligible history majors via email
- Responsible persons: Dept Head (Brown) & Phi Alpha Theta Faculty Advisor (Anderson)

Encourage majors to join the Ancient World Association

- Announce AWA activities in HIST courses
- Encourage faculty and students to participate in AWA trips abroad
- Responsible persons: Bontty (AWA advisor) and Walker

Introduce and online HIST for new online HIST degree (BA/MA)

- Design online HIST courses
- Courses to complete QM review
- Responsible persons: entire department

Introduce online HIST courses to support new online degrees, such as those in the College of Education.

- Design of online Louisiana History course (Terry Jones)
- Course to complete QM review
- Responsible person: Terry Jones

Introduce online HIST courses to support new online degrees, such as those in the English Department.

- Design of online English History course (Brown)
- Course to complete QM review
- Responsible person: Brown

Promote undergraduate research for HIST majors.

- Encourage history faculty to direct Emerging Scholars
- Encourage student participation in ULM Student Research Symposium
- Encourage student participation in Phi Alpha Theta regional conferences
- Responsible persons: entire department

Redesign HIST curriculum requirements to allow for speedier graduation

- Require fewer HIST courses in major
- Allow for more electives in major
- Responsible person: department head

Redesign Gen Ed Assessment

- Revise Gen Ed assessments
- Responsible person: Anderson

Ensure proper course scheduling/rotation

- Schedule courses according to regular rotation
- Responsible person: Brown

University Retention Strategy 2: Provide Effective Academic Support to All Students

Ensure that students receive maximum credit for prior courses taken at other institutions.

- HIST faculty will serve as the advising point persons for all transfer students, divided by last names and assigned to individual advisors by department head.
- In October and February, academic advisors will review the transcripts of every transfer student to see if any “excess” classes can be counted. Substitution requests will be submitted to the department head for approval.
- Responsible persons: HIST academic advisors and head

Develop a department cheating and plagiarism policy

- Cheating and plagiarism policy to be inserted into custom published HIST textbooks
- Cheating and plagiarism policy to be inserted on all syllabi and in Moodle
- Responsible persons: entire HIST faculty

University Retention Strategy 3: Facilitate Enrollment and Progression to Graduation

Not applicable to our unit

University Retention Strategy 4: Engage Students in the University Community

Conduct Department Honors and Awards Ceremony.

- Hold annual Honors and Awards Ceremony in spring
- Responsible person: department head

Encourage Phi Alpha Theta football tailgates at home games in fall.

- Support Phi Alpha Theta’s tailgate efforts
- Responsible person: Phi Alpha Theta advisor (Anderson)

Encourage Ancient World Associate travel activities

- Encourage students to take part in AWA travel abroad opportunities
- Responsible persons: Bontty and Walker

SOCIAL WORK DEPARTMENT RETENTION PLAN (2011-2012 AY)

University Retention Strategy 1: Provide Curricular Enhancements to the Student's Degree Program

Provide Service Learning and experiential learning opportunities to students.

- Service Learning activities that promote CSWE accreditation competencies will be provided in SOCW 2005
- Experiential learning activities that promote CSWE accreditation competencies will be provided in SOCW 3001
- A service learning assignment that promotes CSWE accreditation competencies will be provided in SOCW 3003
- Responsible persons: Dr. Pamela Higgins Saulsberry; Mr. Michael Cappel; Dr. Anita Sharma

Introduce the Child Welfare Title IV-E stipend program to all beginning freshmen enrolled in the introductory classes.

- By the end of the first full month of classes in each semester schedule Child Welfare Title IV-E orientations for students in introduction courses
- Collect names and email addresses of students who express an interest in Child Welfare
- Maintain data base of students interested in Child Welfare
- Provide information on Families in the Focus Workshops
- Responsible person: Mrs. Andrea Savage

Request meeting with ULM and Community Colleges administration to discuss 2 plus 2 agreement which would allow the offering CSWE approved social work introductory course at the community college level.

- Meet with Dean of Arts and Sciences and ULM Administration
- Meet with community college administration
- Responsible person: Dr. Pamela Higgins Saulsberry

Establish a certificate in case management.

- Finalize proposal
- Meet with continuing education
- Meet with Curriculum Committees
- Publicize certificate and requirements to social work and gerontology students
- Responsible person: Dr. Pamela Higgins Saulsberry

University Retention Strategy 2: Provide Effective Academic Support to All Students

Ensure that students receive maximum credit for prior courses taken at other institutions and at ULM as a non social work major. Review for and applicable CSWE standard requirements for liberal arts requirements.

- Mr. Michael Cappel will serve as the advising point person for transfer students.
- In October and February, Mr. Michael Cappel will review the transcripts of every transfer student to see if any "excess" classes can be counted. Substitution requests will be submitted to the department head for her approval.
- Responsible person: Mr. Michael Cappel

Address areas of academic concern and class scheduling/completion of remaining courses with advisees during semester advising sessions

- Review semester classes pursued and the midterm grades recorded with advisees during each semester advising session.
- Review with pre-practicum students during advising the academic social work practicum track requirements.
- Review with social work practicum track students the process for applying for practicum track classification.
- Send general email announcement to all SOCW students regarding practicum track application dates at by the end of September
- Responsible persons: Social Work Faculty and Practicum Track Coordinator

University Retention Strategy 3: Facilitate Enrollment and Progression to Graduation

Not applicable to our unit

University Retention Strategy 4: Engage Students in the University Community

Conduct a social work freshmen orientation for incoming students to explain the social work practicum track requirements

- SOCW faculty will create a presentation for the orientation of incoming freshman
- During the first month of each semester, two orientation sessions will be held to explain the non- and practicum levels of the social work degree requirements in Social Work 1001 and 1002.

- In each of the intro SOCW classes, the department head will: 1) prepare and conduct the orientation, 2) conduct a mid-semester student evaluation which covers the orientation materials and, 3) meet with each instructor to discuss the evaluation.
- Responsible persons: Dr. Pamela Higgins Saulsberry Dr. Anita Sharma; and Mr. Michael Cappel,

Continue to increase the number of social work grads represented on the department's "Wall of Fame"

- Recruit bio information and pictures from ULM social work graduates to display as evidence of the different areas of employment open to social worker.
- Display this material
- Send emails to SOCW 1001 and SOCW 1002 faculty requesting they invite students to visit this display and use the content in class discussion
- Responsible person: Dr. Pamela Higgins Saulsberry

Encourage majors to join Chi Beta Honor Society.

- Make announcement and pass out promotional flyers at the beginning of each semester in the following classes: SOCW 2005, SOCW 3003, SOCW 3005; SOCW 3015
- Send general email announcement to all SOCW practicum track students in early September.
- Extend invitations to social work students and faculty to Chi Beta Honor Society meetings and events
- Responsible person: Dr. Anita Sharma

The Student Social Work Association (SSWA) will recruit new members by providing them the opportunity to interact with seasoned SSWA members in meetings and community service activities.

- Make announcement and pass out promotional flyers at the beginning of each semester in the following classes: SOCW 1001, SOCW 1002, and SOCW 2005.
- Send general email announcement to all SOCW students September.
- Extend invitations to social work students and faculty to SSWA meetings and events
- Responsible person: Mr. Michael Cappel

Hold a reception for ULM Title IV-E Child Welfare Social Work students and the end of each semester

- Invite all practicum track social work majors
- Invite the Dean of Arts and Sciences, field agency supervisors, social work students to attend
- Provide information on Families in the Focus Workshops
- Present Child Welfare certificates to semester Title IV-E students
- Present certificates to all field education supervisors.
- Responsible person: Ms. Andrea Savage

VISUAL AND PERFORMING ARTS-DIVISION OF ART RETENTION PLAN (2011-2012 AY)

University Retention Strategy 1. Provide Curricular Enhancements to the Student's Degree Program

Promote undergrad research- Incl. Emerging Scholars

-Art Faculty will be encouraged to recruit Emerging Scholars

Promote student involvement in professional organizations

-Art Faculty will encourage students to join Professional organizations.

Promote the connection between the major & career

- Art Faculty will encourage student involvement in Art Exhibitions, guest artist gallery talks and are required to have Portfolio Reviews. Students in Graphic Design will work with real clients through the small Business Institute.

Improve real-world experiences for students

-Art Faculty will engage students in real-world experiences by working with emerging scholars, coordinating student involvement in Small Business Institute clients and internships at Masur museum.

Offer presentations/ visiting scholars

-The Div. of Art will offer Exhibitions and Artist talks- workshops through out the year.

Promote Study Abroad

-The Div. of Art will support Study Abroad in England – Europe.

Provide online offerings

-Developed Art 4011 and Art 1009 as online offerings.

Curriculum redesign

-Div. will designed a BFA concentration in Art Education and redesigned the Art Minor

Strategy 2. Provide Effective Academic Support to All Students

Provide supplemental instruction for intro classes

-The Div. of Art will provide after hours access to Studios.

Recognize and reward outstanding students

-The Div. of Art will recognize outstanding students by awarding Talent Grants and awards at Student Art Competition.

Strategy 3. Facilitate Enrollment and Progression to Graduation

Accommodate students needing classes (overloads)

– Division of Art and its Faculty will work to accommodate student needs for classes.

Strategy 4. Engage Students in the University Community

Encourage & promote social events

-The Div. of Art will work to get students involved in the university Community by making student aware of activities on and off Campus.

VISUAL AND PERFORMING ARTS-DIVISION OF MUSIC RETENTION PLAN (2011-2012 AY)

The Division of Music continuously examines the music theory curriculum for issues that inhibit student progress.

- Students are given a music theory placement exam upon entry to the program in order to assess ability and for placement in the proper theory level. Students who do not score at least 70 on the placement exam are enrolled in MUSC 1001. The passing rate for MUSC 1001 is currently 58%. MUSC 1001 is being moved to the Fall semester and the meeting time is being changed to coincide with freshman and sophomore theory. The goal will be to increase the passing rate in MUSC 1001 to 75% for the academic year 2012-2013.
- A Piano Fundamentals course is being designed and placed in the Spring semester. This will allow the first piano class to reinforce fundamental theory concepts acquired in MUSC 1001 and couple those skills with basic piano techniques. A student will be placed in MUSC 1002 and 1003 upon successful completion of MUSC 1001 and the Piano Fundamentals course.
- The passing rate for MUSC 1002, freshman theory, is currently 45%. The class is being moved later in the day in order to meet at the same time as the other theory courses. The goal will be to increase the passing rate in MUSC 1002 to 75% for the academic year 2012-2013.
- All music theory aural skills courses will meet at the same time during the day.
- Students are advised that they cannot drop a theory class without first meeting with their advisor and the Division Head.
- Selected students within the Division of Music have been designated as theory tutors and are available to help students having difficulty in those courses.

The Division of Music continuously examines all Piano Proficiency requirements for areas of improvement.

- Piano proficiencies have been modified for the 2011 – 2012 academic year.
- Students are closely monitored to ensure that they have passed Piano Proficiency Level II by the end of their Freshman year and Proficiency Level IV by the end of their Sophomore year.
- Students with no previous piano or music theory experience will be placed in the Piano Fundamental Course beginning in the Spring of 2013.

The Division of Music closely monitors student progress in the applied studio in order to identify problems early in the semester.

- When necessary, the student is required to schedule a meeting with the Division Head and Studio Teacher to discuss reasons for a lack of progress and determine methods of improvement.
- A student who makes a grade lower than “C” in their applied study is placed on probation for a period of one semester. During that semester the student must correct any deficiencies in their applied study and pass with a grade of “C” or better.
- Students are referred to the SSC for tutoring in subjects other than music.
- All ensemble courses are now offered for “0” credit for music majors.

The Division of Music has restructured the way students are advised. Each student is advised by a faculty member with expertise in their concentration.

Music Education – Larry Anderson, Derle Long, and Daniel Sumner
Vocal Performance – Claire Vangelisti
Instrumental Performance – Scot Humes
Theory and Composition – Mel Mobley
Piano Performance and Pedagogy – Rick Seiler and Deborah Guillory
Music Theater – Mark Clark

The Division will continually examine the three areas of theory, piano proficiency, and applied studio for ways of improving student performance.

- The music theory re-design should produce a minimum 75% passing rate from freshman theory to sophomore theory.
- Improve the passing rate in MUSC 1001 to at least 75% by Spring 2013.
- Improve the passing rate for MUSC 1002/1003/1004/1005 by moving the meeting time to 9:00 – 9:50 am MWF for 1003 and 1005 and TR 9:30 – 10:45 for 1002 and 1004.
- Improve passing rate in all freshman music theory classrooms by asking for mid-term progress reports from all theory teachers in order to identify problems early in the semester.

- The Theory and Composition coordinator is examining an accelerated music theory course based on one utilized by Hinds Community College in Raymond, MS. This course provides the student with a full year of music theory (MUSC 1002 and 1004) in only one semester.
- Seek out funds in the form of grants to upgrade the piano lab to make it more conducive to student success.
- Compare piano proficiency requirements with peer institutions.
- Ensure that all BM candidates pass at least Piano Proficiency IV by the end of the sophomore year.

The Division will improve retention of students into the Junior year.

- The required hours for the degree has been reduced to 120. The degree can be obtained easily in 4 years even if the student elects to perform in multiple ensembles.
- Advisors are asked to examine check sheets for accuracy and report any discrepancies immediately to the administrative assistant or Division Head.
- Students are closely monitored to ensure that by the end of their sophomore year they have passed their scale jury, full faculty jury, and Piano Proficiency Level IV.

The Division will carefully track student progress in music theory, the applied studio, and piano proficiency.

- Students found to be falling behind in an area will be referred to the tutoring program offered by the Music Student Advisory Panel.

The Division of Music will facilitate the graduation of transfer students. For example, the Division is working closely with Hinds Community College (MS), Bossier Parish Community College, and Delta Community College to facilitate transfer students in music and music education. The issues being discussed are focused on equivalency of music theory curriculums, piano proficiency levels, and requirements for the applied studios. Transfer students now have to take a theory placement exam, a studio audition, and a piano proficiency audition in order to be placed at the correct level in those three critical areas.

- Ensure theory programs are compatible, that a first year or second-year theory student at ULM, Hinds, and BPCC are on the same level and prepared for upper level theory courses.
- Ensure piano proficiency levels are compatible.
- Ensure that applied studio syllabi and requirements are compatible.

Once a transfer student has begun study at ULM, the Division will apply the same advising and monitoring techniques to ensure the student is staying on track to graduation.

To improve the graduation rate, the Division of Music reduced the required hours for Bachelor of Music degrees to 120 units. The Bachelor of Music Education degrees are being brought into the College of Arts and Sciences and will be overseen by the Division of Music. The degree is now a concentration within the Bachelor of Music, with specialties in Vocal Music K-12 and Instrumental Music K-12. The combined Instrumental and Vocal Music degree was dropped. The Bachelor of Music with a concentration in Music History and Literature has also been dropped.

Another stumbling block in music and music education are the numerous major and minor ensembles that the students participate in. While only one major ensemble is required each semester, many students perform in multiple ensembles as a way of gaining a valuable array of experiences that will be useful in the classroom. This has the effect of overloading student schedules in many situations. The Division of Music now offers all major and minor ensembles for zero credit. The Division is also examining ways in which some major ensembles can be put on a semester-by-semester rotation basis, for example offering Wind Ensemble only during the Spring semester.

The reduced number of hours, particularly in the music education degrees, should be a tremendous help. Combined with a revamped theory curriculum, stronger advising, and stronger monitoring of progress the Division should be able to keep students on the correct path to completion.