College of Arts and Sciences Retention Plan (2012-2013 AY)
- Atmospheric Sciences, Earth Sciences, and Physics Department Retention Plan
- Communication Department Retention Plan
- Gerontology, Sociology, and Political Science Department Retention Plan
- English Department Retention Plan
- Social Work Department Retention Plan
- Art Work Department Retention Plan
- Biology Department Retention Plan
- Mathematics Department Retention Plan
- Foreign Languages Department Retention Plan
- History Department Retention Plan
- Criminal Justice Department Retention Plan
- Music Department Retention Plan
Atmospheric Sciences, Earth Sciences, and Physics Department Retention Plan (2012-2013 AY)

University Retention Strategy 1: Provide Curricular Enhancements to the Student’s Degree Program
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: Drs. Anne T. Case Hanks, and Larry Hopper, and Gabriel Williams.

Incorporate more scientific computing and active learning into major courses
- Faculty will attend the active learning workshop offered by the Office of Course Redesign each semester during University week.
- Incorporate more active learning techniques and technology in the Atmospheric Science courses.
- Introduce very basic MATLAB assignments earlier in the curriculum (e.g., ATMS 2000 and/or ATMS 2005) to help ease students’ fears about scientific computing.
  - Responsible persons: Drs. Case Hanks, Hopper, and Williams.

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
- Encourage participation in LAS, UL Academic Summit, ULM Research Symposium, ULL Honors Symposium
- Promote the application of summer internships
  - Responsible persons: Drs. Case Hanks and Hopper

University Retention Strategy 2: Provide Effective Academic Support to All Students
Explore the possibility of a peer-to-peer mentoring program for ATMS majors.
- Identify students to participate.
- Explore funding or class-credit options.
  - Responsible persons: Drs. Case Hanks and Hopper

Develop a departmental-wide cheating and plagiarism policy.
- Policy will be placed in syllabi and addressed the first day of class.
- Students will be required to indicate whom they worked with on all assignments and identify any websites they went to for help. They will sign the following statement on every assignment and exam: “On my honor, I have neither given nor received unauthorized aid on this academic work.”
  - Responsible persons: Drs. Case Hanks and Hopper
University Retention Strategy 3: Facilitate Enrollment and Progression to Graduation

Begin recruiting more qualified potential students earlier in their high school careers.

- Obtain list of more qualified students (ACT composite ≥ 24 and ACT math ≥ 23) in at least Louisiana and nearby states (TX, AR, MS, AL, FL, GA, TN, SC) through ACT recruitment service (and an SAT service if one exists).
- Send out mailouts to all future seniors over the summer and sophomores and juniors around Christmas. In addition, send out follow-up letters to seniors that have indicated interest or applied.
  - Responsible persons: Drs. Case Hanks and Hopper

Institute and promote new minor in the Atmospheric Sciences

- Utilize the minor as a way to transition students who have decided they no longer want to pursue a degree in Atmospheric Science to still be able to learn about one of their passions while finding a new one to major in.
- Promote the minor among former ATMS 1001 and 1002 non-major students that have expressed interest, and announce the opportunity in both courses.
  - Responsible persons: Drs. Case Hanks and Hopper

Create an introductory level course on sustainability and create an upper-level modeling class.

- Prepare paperwork to reflect new class requirements
- Submit paperwork to curriculum committee
  - Responsible persons: Drs. Case Hanks, Hopper, and Williams

Redesign an ATMS 2-year rotation based on the new ATMS curriculum and faculty changes.

- 2-year Rotation will be posted to website and be displayed in the department and student lounge for majors and potential minors to see.
  - Responsible persons: Drs. Case Hanks, Hopper, and Williams

University Retention Strategy 4: Engage Students in the University Community

Welcome events for freshman or interested students

- Identify necessary faculty that would participate
- Outline expectations and responsibilities of students completing degree
- Promote discussion of major requirements and academic support available to students
  - Responsible persons: Drs. Case Hanks, Hopper, and Williams

Support the American Meteorological Student Chapter.

- Encourage students to have a lecture series throughout academic year.
- Promote and support fundraising events.
- Encourage students to develop and participate in community outreach.
  - Responsible persons: Drs. Case Hanks, Hopper, and Williams

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, particularly among students who are having difficulty in math.
  - Responsible persons: Drs. Case Hanks, Hopper, and Williams
Communication Department Retention Plan (2012-2013 AY)
(*Refers to COMM faculty, COMM DH, and COMM Department, unless noted otherwise.)

Retention Strategy 1: Provide Curricular Enhancements to the Student’s Degree Program.
Ensure instructional spaces are equipped with advanced technology and equipment to deliver curricula.
- Faculty* will assess and report their instructional needs to DH, in the month of May, annually.
- Faculty will apply, annually, for financial support from appropriate funding sources (such as, BOR grants, STAP, Administrative, etc) to upgrade instructional space.
- 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.

Ensure curricula options are advanced, progressive and practical.
- DH* and Faculty will revise curricula options, proactively (every two years).
- Faculty will design and use rubrics to assess course assignments and SLO’s (annually).
- DH will report on assessment findings and will charge faculty to implement change discovered through assessment measures and means (annually in August).
- Department* will offer online degree requirements in support of online degrees (annually).
- Department will offer a student internship program linked to careers in communication (annually).

Ensure instructors receive educational enhancement to improve the delivery of curricula and teaching effectiveness.
- Faculty will enroll in a QEP active learning workshop (once in a three year period).
- Tenure-track Faculty will secure the DH or a tenured faculty member to evaluate his/her teaching effectiveness (annually).
- When possible, the DH will recommend course reductions for faculty engaged in research that would enhance faculty members’ delivery of curricula.

Provide and maintain co-curricular activities that align with students’ degree program.
- DH and Faculty will activate communication related student organizations such as PRSSA (Public Relations Association), Student Publications, and Speech and Debate Forum (annually).
- Faculty will encourage eligible students to join COMM Honor’s programs (annually).
- Faculty will encourage students to attend programs sponsored by the Department such as, the Traveling Scholar’s Series or Yapalooza (by semester).
- Faculty will, whenever possible, engage students in research and service learning activities employing communication research, theory, and practice (annually).
- 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.
Ensure students are aware of the code of standards governing trust between student and teacher.
To increase student academic success faculty will (by semester) encourage students to read the Student Policy Manual for passages on plagiarism, cheating, attendance, and conduct.

Faculty will state his or her expectations clearly to the student in writing (via syllabi) and verbally concerning student conduct, attendance, and teacher-student trust.

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

Ensure students are aware of resources that enhance student academic success.

To address student success faculty (via their syllabi) will inform students of tutoring, counseling, mentoring, and study group options.

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

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

Create classrooms with a diverse student body in mind.

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

Faculty will be mindful of treating students equally.

Faculty will be mindful that students learn through multiple channels.

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

Reward academic success.

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

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

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

Ensure students have access to degree requirements.

COMM will align curricula offerings with 2 + 2 articulation agreements so that transfer students can graduate on time after arriving on the ULM campus.

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

Faculty will inform senior students of workforce opportunities by advising them to establish memberships in professional communication organizations, to subscribe to professional workforce publications, and to enroll in COMM 4090 Internship (during advising sessions).

COMM will strive to maintain course offerings despite low enrollment.

Faculty will strive to deliver 100% accuracy in advising majors and transfer students.

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
Provide and maintain programs and activities that engage students.

- 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.
- COMM will sponsor programs every semester that support guest speakers, such as the Traveling Scholar’s Series.
- Faculty will encourage eligible students to participate in the Research Symposium, Summer Reading Project, and Emerging Scholars Program.
- 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.
Gerontology, Sociology, and Political Science Department Retention Plan (2012-2013 AY)

University Retention Strategy 1: Provide Curricular Enhancements to the Students Degree Program
Incorporate active learning techniques into introductory courses.
- Several faculty will attend an active learning workshop sponsored by QEP 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.
- Responsible person: Dr. Karen Frye

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
- Program coordinates for SOC and POLI SCI will serve as the advising point persons for SOC and POLI SCI transfer students.
- Dr. Karen Frye will serve as the advising point person for Gero transfer students.
- Responsible person: Dr. Joshua Stockley and Dr. Neil White.

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 GPS 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.
• 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. Frye.

University Retention Strategy 4: Engage Students in the University Community
Conduct a freshmen orientation for incoming students.
• All freshmen 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. Frye.
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 and Dr. John Sutherlin
English Department Retention Plan (2012-2013 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: English Curriculum Cmte. with input from faculty
Tactic 2: Modify course delivery
- Redesign general education courses
- Use Graduate Assistants in Core sophomore literature classes
- Restrict size of writing classes
- Use selected Graduate Assistants with 18 graduate hours to teach Composition I
  Responsible persons: Faculty, First Year Writing Director in conjunction with Unit Heads
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 if available
  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
- Hire full-time Write Place Director
  Responsible Person: TBD
Tactic 3: Intervene with 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: English Curriculum Cmte. & Unit Head

Tactic 5: Promote English scholarships
- Advertise English scholarships
  Responsible persons: English Scholarship Cmte.

University Strategy 3: Facilitate Enrollment and Progression to Graduation
N/A: Administrative function

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 Recruitment & Retention Cmte.

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: UG Recruitment & Retention Cmte.
- Conduct Career Brown Bags
  Responsible person: UG Recruitment & Retention Cmte.
- Host majors social mixer
  Responsible person: Graduate English Recruitment Committee
- Offer “I Teach English” colloquium
  Responsible person: TBD Interim English Education Advisor
- Sponsor Visiting Writers Series
  Responsible persons: Creative Writing faculty
- Co-sponsor Film Series with CAS (pending available funding)
  Responsible persons: English Faculty/CAS Dean’s Office
Social Work Department Retention Plan (2012-2013 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 Council on Social Work Education (CSWE) accreditation competencies and the success of students simultaneously as social work majors and ULM students and will be provided in SOCW 2005
- Experiential learning activities that promote CSWE accreditation competencies and student success as social work majors and prepare them with core social work skills that enhance their ability to enter the workforce as entry level social workers will be provided in SOCW 3001
- A service learning assignment that promotes CSWE accreditation competencies and student success as social work majors 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, this will inform interested students on the availability of funding and training that strengthens social work students preparation for entry into the workforce.
- 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, which enhances economic development in this area by providing local social workers and human services workers with needed CEU trainings.
- 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 to articulate the opportunities for transfer students to increase their opportunity to enter the workforce with specific professional skills after completing a four year degree plan in social work.
- 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 to abreast students of the opportunities in the workforce that exist for those with professional skills developed to address the needs of the growing aging population.
• Responsible person: Dr. Pamela Higgins Saulsberry

University Retention Strategy 2: Provide Effective Academic Support to All Students
Ensure student success by making sure 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
(You may not have anything to list in this section because it is more oriented to offices such as financial aid, registrar, and admissions)

University Retention Strategy 4: Engage Students in the University Community
To ensure continued student success and progress by conducting a social work freshmen orientation for incoming students to explain the social work professional level course 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 general social work and professional course 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 student evaluation which covers the orientation materials and, 3) meet with the faculty 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 in several areas of the workforce open to social worker.
- Display this material outside of the Social Work Department Heads Office
- 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 to encourage student success through the development and maintenance of scholarly standards
- 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 to encourage students to be aware of the importance of maintaining academic success to develop the tools necessary to enhance the social environment
- Responsible person: Mr. Michael Cappel

Hold a reception for ULM Title IV-E Child Welfare Social Work students and the end of each semester to demonstrate the Social Work Department’s student success in the areas of contribution to the workforce especially in the area of child welfare

- Invite all professional level 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
Art Department Retention Plan (2012-2013 AY)

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

Encourage majors to join Kappa Pi art fraternity
- 7 new members were inducted and 14 were returning members, which means that 41% of all art majors were enrolled in Kappa Pi for the 2011-2012 year. Furthermore, we had art majors that enrolled in other professional organizations including the Louisiana Art Educational Association, National Art Educational Association, A+Pel, and the National Council on Education for Ceramic Arts.
- Send general email announcement to all Art majors at start of year
  - Done.
- Make announcements in introductory classes
  - Done.
- Help publicize Kappa Pi activities and events using announcements and emails
  - Done.
- Responsible persons: Cliff Tresner and Dara Engler

Introduce selected online Art courses to provide students with greater scheduling flexibility
- Dr. Joni Noble redesigned ART 4011 as an online offering
  - Course offered in Fall 2011.
- Dr. Glenda Swan redesigned ART 1009 as an online offering
  - Course offered in Fall 2011.
- Responsible persons: Dr. Joni Noble and Dr. Glenda Swan

Provide real world experiences for students
- Certain faculty will work individually with students as part of the Emerging Scholars program
  - Dara Engler, Joni Noble, and Cliff Tresner had Emerging Scholars in the 2011-2012 year.
- Faculty in certain courses will bring in working professionals to make presentations and/or give students feedback about their work
  - Visitors include Ben Hickey, Durant Thompson, Suzanne Schireson, Robert Jones and a representative from the Golden Paint Company.
- Faculty in certain courses will require students to attend gallery talks and shows, both on and off campus
  - Dr. Glenda Swan made very direct assignments to specific shows in her ART 1009, 4029 and 4064 courses, but many other studio courses also required a certain number of gallery visits as part of their course work.
- Offer students the opportunity to study art abroad
  - Dr. Joni Noble led students to England where she offered Photography courses for ULM credit.
- Responsible person: Department Chair will oversee involved faculty

Promote professional practices in preparation for a career in art
- Organize and promote a yearly Art Sale at Bry Gallery
Held November 28-December 2, 2011.

- Organize, promote and make awards at a yearly Juried Student Art Show at Bry Gallery
  - Awards reception held April 2, 2012.
- Require students to produce a professional portfolio before graduation
  - All of our graduates in the 2011-2012 year completed a portfolio.
- Responsible person: Department Chair will oversee involved faculty

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

Give students regular feedback in their progress toward the degree

- Assign midterm grades, which are visible to both students and their advisors
  - Done.
- Advising meetings with majors no less than twice a year
  - Done.
- Engage in at least three portfolio reviews of a major’s work over the course of their degree and provide students with both verbal and written feedback
  - There were 22 reviews of majors were held in Fall 2011 and 20 reviews of majors were held in Spring 2012; students were assigned grades and given both verbal and written feedback.
- Responsible person: Department Chair will oversee involved faculty

Provide additional opportunities for all students to fulfill requirements for Art credit

- Dr. Joni Noble leads a study abroad program that offers courses for ULM credit
  - Done.
- Dr. Glenda Swan redesigned ART 1009 as an online offering
  - Done.
- Responsible persons: Dr. Joni Noble and Dr. Glenda Swan

**University Retention Strategy 3: Facilitate Enrollment and Progression to Graduation**

**University Retention Strategy 4: Engage Students in the University Community**

Faculty regularly engage with students about art and/or professional practices outside of class

- Bry Gallery Shows and Talks
  - The Department of Art itself offered six exhibitions, three gallery talks, and one workshop in the 2011-2012 year.
• Juried Student Art Show  
  o Held March 26-May 4, 2012.
• Art Sale  
  o Held November 28-December 2, 2011.
• Studio Hours  
  o Done.
• Certain Kappa Pi Events  
  o Truck painting at Spring Fever, hosting the reception for the High School exhibition, volunteering at Masur Museum, helping install exhibitions in Bry Gallery, and volunteering within the arts community.
• Responsible person: Department Chair will oversee involved faculty
• Support Kappa Pi art fraternity
  • Help publicize Kappa Pi activities and events using announcements and emails  
    o Done.
  • Responsible persons: Cliff Tresner and Dara Engler
University Retention Strategy 1. Provide Curricular Enhancements to the Student’s Degree Program (the specific activities to improve the academic experience)

1) ENSURE PROPER COURSE SCHEDULING/ROTATION
   a) Creating a majors-only section of freshmen biology in the fall semester.
   Person responsible: Biology Department Head (BDH)
   b) Creating separate sections of microbiology (sophomore class) for biology and allied health majors as these populations have different foundation courses.
      • 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
   b) 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 Lab coordinator; 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 by Mid within the first three weeks of the fall semester, to enable communication with biology students.

• Incentives for faculty mentoring undergraduate student research will be revisited 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. (People 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.

5) PROMOTE THE CONNECTION BETWEEN THE MAJOR & CAREER
a) Discussion of career options with biology students to prepare them for the workforce
• Each faculty adviser will discuss career options with their students during advisement

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

6) IMPROVE REAL-WORLD EXPERIENCES FOR STUDENTS/OFFER INTERNSHIP OPPORTUNITIES
a) Making more Cooperative Internships available to students
• Continue to identify agencies that will allow students to intern.
• 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 (all of the programs, activities, and resources that contribute to the academic success of a student)

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 and Talbert 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 the student’s career path, eligibility and opinions from advisers.

4) RECOGNIZE AND REWARD OUTSTANDING STUDENTS
a) New Freshman Biology award at the annual awards ceremony
• 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 College of Arts & Sciences annual awards ceremony in April. (People responsible: BDH, Awards committee, CAS Dean’s office)

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. The award will be presented by the dean of the College of Arts & Science at the College of Arts & Sciences annual awards ceremony in April 2013.

c) Annual Award for high performers on the MFAT test
• The student scoring the highest on the MFAT Test will be recognized at annual College of Arts & Sciences awards ceremony in April 2013. (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 April 2013.

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 (2013).

6) IMPLEMENT THE NEW STATE ARTICULATION AGREEMENT IN BIOLOGY TO THE FACILITATE COURSE TRANSFERS INTO ULM.

Person responsible: BDH

University Retention Strategy 3. Facilitate Enrollment and Progression to Graduation (the administrative activities needed to be enrolled in the university)

Not applicable to our unit

University Retention Strategy 4. Engage Students in the University Community (those non-academic activities that make students feel that they belong to the university)

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.
Mathematics Department Retention Plan (2012-2013 AY)

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

1) Ensure proper course scheduling/rotation
   a) Cooperate with the Education Department with regard to the math classes needed by their majors
      i) Schedule every face to face section of Math 3050 in the afternoon to prevent a conflict with their morning “block”
      ii) Offer one section of Math 2050 online each semester, an online section of Math 2055 each fall, and an online section of Math 3050 each spring. This will guarantee that the student will have the opportunity to finish his/her math requirements by the end of his/her second year (provided Math 0093 was not required).
   b) Cooperate with the Atmospheric Sciences, Earth Sciences, and Physics Department to ensure no scheduling conflicts for Atmospheric Sciences majors with regard to Math 1032, Math 2032 and Math 3001 and classes required in their department
   c) Cooperate with Computer Science to ensure no scheduling conflicts for Computer Science majors with regard to Math 2002 and Math 3003 and classes required in their department
   d) Create a two-year rotation of upper level math courses to ensure majors (who began their first year on schedule) have the opportunity to complete their degree in four years
   e) Meet demand for “bottleneck” courses (a prerequisite for all subsequent math courses) and gateway courses (a prerequisite for many subsequent math courses) to ensure majors (who began their first year on schedule) have the opportunity to complete their degree in four years
      Responsible person: David Hare

2) Incorporate appropriate technology
   a) Create a classroom designed specifically for the Education majors and equip it with the technology that the students will be using when they begin their teaching careers
   b) Use MatLab in Math 1031
   c) Use Excel or PAST statistical software in Math 5020 and Math 5021
   d) All course syllabi and supplementary materials will be posted on Moodle
      Responsible persons: Kathie Smart (a), Christine Strunk (b), David Hare (c), all faculty (d)

3) Support undergraduate research
   a) Solicit candidates for the Emerging Scholars program, particularly in Math 1013 and Math 1031
   b) Have those students who are participating in the Emerging Scholars program present their research at the Annual Student Research Symposium
   c) Have those students who are participating in the Emerging Scholars program present their research at regional conferences (i.e. LA/MS Section of the MAA)
      Responsible persons: Brent Strunk
University Retention Strategy 2: Provide Effective Academic Support to All Students

1) Open the Math Resource Center (MRC) for at least 36 hours per week for students to be able to do homework, take quizzes, take tests, take exams, or just practice math problems.
   Responsible person: Youssef Dib

2) Open (and staff) the MRC several Saturdays each semester to online students for exams (rather than have them come during the week when they often are working)
   Responsible person: David Hare

3) Staff the MRC with tutors.
   Responsible person: Youssef Dib

4) Place each Math/MathEd major with an advisor, but let them know that any Math Professor is able and is willing to advise the student
   Responsible person: David Hare

5) Recognize outstanding Math/MathEd majors
   i) The Math Department faculty will select an Outstanding Senior each year
   ii) The Math Department Faculty will select additional outstanding majors
   Responsible person: Brent Strunk

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) Promote the Kappa Mu Epsilon Mathematics Honor Society
   a) Formally invite all students (of all majors) who qualify
   b) Provide a formal initiation ceremony
   c) Provide officers (and all members) with the responsibility and freedom to plan events that they would enjoy
   Responsible person: Christine Strunk

2) Provide opportunities for the interaction of students with math faculty
   a) Sponsor an “end of the semester” party at the house of a faculty member in December and in May. Those attending include math faculty, various other university faculty, Math/MathEd majors, KME members, students currently taking a math class.
   b) Offer special events during the year on campus to interact with students (i.e. pizza social, a guest lecturer, games)
   Responsible persons: Brent Strunk, Youssef Dib
Foreign Languages Department Retention Plan (2012-2013 AY)

Strategy 1: Promote student success and workforce development by utilizing ACTFL standards and activities 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
Step 5-Conduct a follow-up survey of graduates to document their involvement in the workforce.

Strategy 2: Provide Effective Academic Support to All Students in order to Enhance Institutional Efficiency, Insure Articulation and Support the Success of Students’ Progress Toward Graduation
Step 1-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 2-Review the published schedule of class rotation yearly and adjust as needed by May 1—Dr. Smith and Dr. Michaelides
Step 3-Publicize required language courses and their rotation through the departmental Facebook account and announcements in 2005 and above by midterm of each semester—Faculty
Step 4-Conduct workshops for graduates and area teachers to continue to enhance their skills
Step 5-To monitor and refine guidelines for dual enrollment to insure that incoming high school students are prepared for foreign language classes
Step 6-Publicize placement tests to assist incoming students to begin with the correct course.

Strategy 3: Engage Students in the University Community, Maintain Good Communication, and Provide Information about Future Workforce Opportunities
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.
Step 5-Involve students in the Festival of World Languages.
History Department Retention Plan (2012-2013 AY)

University Retention Strategy 1: Provide Curricular Enhancements to the Student’s Degree Program
The History Department will encourage student success through the incorporation of active learning techniques through the continuous redesign of introductory core HIST courses.

- HIST faculty will attend an active learning workshop, sponsored by QEP and Office of Redesign
- 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

The History Department will encourage student success and enhance departmental efficiency through the revision on Moodle into all HIST courses

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

The History Department will encourage student success and enhance departmental efficiency through the revision of common Moodle templates for all introductory core HIST courses

- HIST faculty will develop templates for introductory HIST courses

The History Department will encourage student success by calling upon qualified majors to join Phi Alpa 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)

The History Department will encourage student success by calling upon 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

The History Department will encourage student success by continuing to offer students greater options for finishing degree plans and online HIST courses through its online HIST degrees program (BA/MA)

- Design and revise online HIST courses
- Courses to second QM review
- Responsible persons: entire department

The History Department will ensure student success by continuing to support online degrees, such as those in the College of Education.

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

The History Department will ensure student success by continue to support other programs with more efficiency, such as ROTC.

- Design and revision of online U.S. Military History course (Brown)
• Course to complete QM review
  • Responsible person: Brown

The History Department will ensure student success through the promotion of 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

The History Department will remove roadblocks to articulation and transfer by supporting dual enrollment and the acceptance of reasonable transfer credits to allow for speedier graduation

• Review and approve dual enrollment instructor’s syllabi
• Allow for reasonable transfer credits for history majors
  • Responsible person: department head

The History Department will enhance institutional efficiency and accountability through the continued redesign Gen Ed Assessment

• Revise Gen Ed assessments
  • Responsible person: Anderson

The History Department will enhance institutional efficiency and accountability through continued proper course scheduling/rotation

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

The History Department will enhance institutional efficiency and accountability through the reduction of adjunct faculty

• Schedule revision to allow for elimination of adjuncts
  • Responsible person: Brown

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

The History Department will aid in articulation and transfer by ensuring 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

The History Department will encourage student success through the clarification and dispensation of the department’s 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

(You may not have anything to list in this section because it is more oriented to offices such as financial aid, registrar, and admissions)
University Retention Strategy 4: Engage Students in the University Community

The History Department will encourage student success by conducting Department Honors and Awards Ceremony.

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

The History Department will encourage student success by supporting Phi Alpha Theta football tailgates at home games in fall.

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

The History Department will encourage student success by supporting Ancient World Associate travel activities.

- Encourage students to take part in AWA travel abroad opportunities
  - Responsible persons: Bontty and Walker
Criminal Justice Department Retention Plan (2012-2013 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. Mkay 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. Mkay 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.
Music Department Retention Plan (2012-2013 AY)

What are we doing now to improve our retention of 1st year students for their 2nd year?
The Division of Music has identified three areas that are influential in the retention of music majors from the 1st year to the 2nd year. Those areas are music theory, piano proficiency, and private studio work. In the area of music theory, the following steps are being taken:

- 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 only and the meeting time is being changed to coincide with freshman and sophomore theory. This will also allow the first piano class that music majors must take the opportunity to reinforce fundamental theory concepts and vice versa. The goal will be to increase the passing rate in MUSC 1001 to 75% for the academic year 2012-2013.
- Tutoring in music theory is available to students who are struggling.
- The passing rate for MUSC 1002, music theory I, is currently 45%. The class is being moved later in the day 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.
- Students are advised that they cannot drop a theory class without first meeting with their academic advisor and the Division Head.
- A new software package will be introduced during the 2012-2013 academic year that students can access from home. This software will reinforce basic music theory concepts and allow students to practice those concepts from their house, dorm room, or apartment.

In the area of piano proficiency, the following steps are in place:

- Piano proficiencies were modified for the 2011 – 2012 academic year. Data will be collected following piano juries for the Spring semester 2012 to determine what impact the modifications are having on student progress.
- Students are closely monitored to ensure that they have passed Piano Proficiency Level II by the end of their Freshman year.
- Students with no previous piano experience are placed in a MUSC 1015 piano class with students of similar ability.

In the area of private studio work, the following steps are in place:

- When necessary, the student is required to schedule a meeting with the Division Head and Studio Teacher to discuss reasons for lack of progress.
- 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 must be on track to pass their scale jury and full faculty jury by the end of their sophomore year.

What are we doing now to improve our retention of 2nd year students for their 3rd year?
In the area of music theory, the following steps are in place:

- Tutoring in music theory is available to students who are struggling.
• Students are advised that they cannot drop a theory class without first meeting with their academic advisor and the Division Head.
In the area of piano proficiency, the following steps are in place:
• Students are closely monitored to ensure they will pass Piano Proficiency Level IV by the end of their sophomore year.
In the area of private studio work, the following steps are in place:
• When necessary, the student is required to schedule a meeting with the Division Head and Studio Teacher to discuss reasons for lack of progress.
• 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 must be on track to pass their scale jury and full faculty jury by the end of their sophomore year.