

# 2016-17 Department Student Success Plan Assessment Report

## Earth and Environmental Systems

Please answer the following questions in two pages and submit to your Dean by October 2. Your Dean will offer you feedback by Oct. 16 and advance final version<sup>1</sup> to Academic Affairs by October 20. This report will inform your 2017-18 Student Success Plan update that will be due to your Dean by Nov. 3. Previous report and plans can be found at this website: <http://irt2.indstate.edu/cms7/sp16/index.cfm/department-plans/>.

**Person Primarily Responsible for Preparing this Report:** Kathleen Heath, Susan Berta, Stephen Aldrich

### 1. Specific accomplishments/achievements this past year (briefly explain using bullet points, noting any changed/adapted):

- Increased our 4 year graduation rate by latest declared college and department (cohort total). We have increased followup measures during interim grading and increased personal contact with our majors.
  - EES incoming students 2012 to 2013 went from 16 to 31 students; increased number of students by 15.
  - College of Arts and Science increased number of students by 4 while all colleges averaged a decline of 6 students.
- Increased our 4 year Graduation rate by 4.03% compared to CAS rate of 31.68%, yet this still higher than the all college average, which was 2.96% increase. One action that may have increased this was petitions in the areas of cognate science and math, which we are addressing through curricular revision.
- End of term performance for Fall 15-16 for ESS CH Enr increased by 4.9% compared to CAS with a decrease of .31% and all colleges had a decrease of .15%. We accomplished this through the employment of a full-time lecturer and increasing enrollment caps in ENV1110 (an experiment which has very mixed success).
- End of term performance for Fall 15-16 for ESS CH Earned increased by .42% compared to CAS with a decrease of .48% and all colleges had a decrease of .04%. We accomplished this through the employment of a full-time lecturer and increasing enrollment caps in ENV1110 (an experiment which has very mixed success).
- End of term performance for Spring 16-17 for ESS CH Enr increased by .73% compared to CAS with an increase of .03% and all colleges had a decrease of .05%. We accomplished this through the employment of a full-time lecturer and increasing enrollment caps in ENV1110 (an experiment which has very mixed success).
- End of term performance for Spring 16-17 for ESS CH Earned increased by 1.69% compared to CAS with a increase of .50% and all colleges had a decrease of .08%. We accomplished this through the employment of a full-time lecturer and increasing enrollment caps in ENV1110 (an experiment which has very mixed success).
- EES upper-level course completion declined less than CAS and all colleges, at 0.03%. No changes were made, this seems to be statistical noise.
- DFDr performance for Spring 16-17 for ESS decreased by 1.15% compared to all courses which decrease by 1.05%. Personnel changes through faculty separation and non-replacement may have contributed to improvement on this benchmark.
- Dr performance for Spring 16-17 for ESS decreased by 0.52% compared to all courses which decrease by 0.47%. Personnel changes through faculty separation and non-replacement may have contributed to improvement on this benchmark.

### 2. Objective/Actions Not Achieved (briefly explain using bullet points):

- Increased our 4 year graduation rate by original declared college and department (cohort total)
  - EES incoming students 2012 to 2013 went from 15 to 20 students; increased number of students by 5.
  - College of Arts and Science decreased number of students by 22 while all colleges averaged a decline of 6 students.
- Decreased our 4 year Cohort Graduation % rate for original declared college and department (cohort total) by 16.67% compared to the CAS increased rate of .18% and college average which was 2.96% increase.
- Decreased our first year retention rate from original declared college and department cohort
  - EES incoming students 2015 to 2016 went from 15 to 12 students; decreased number of students by 3.
  - College of Arts and Science increased number of students by 10 while all colleges averaged a decline of 338 students.

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<sup>1</sup> Dean will request a refinement to the report if it is not suitably addressing the questions. Report will be shared with Trustees.

- Decreased our first year retention rate from original declared college and department (cohort total) by 21.67% compared to the CAS increased rate of 8.24% and all colleges average which was 3.62% increase. Note that base of percentage was small, so 21.67% corresponds to a reduction of 3 students.
- Decreased our first year retention rate from latest declared college and department cohort
  - EES incoming students 2015 to 2016 went from 25 to 18 students; decreased number of students by 7.
  - College of Arts and Science decreased number of students by 9 while all colleges averaged a decline of 338 students.
- Decreased our first year retention rate from latest declared college and department (cohort total) by 10.22% compared to the CAS increased rate of 22.67% and all colleges average which was 3.62% increase.
- Decreased our course completion ratio for lower division 15-16 compared to lower division 16-17 by 1.02% compared to CAS decrease of 0.04% and all colleges with a 0.28% increase.
- Decreased our course completion ratio for upper division 15-16 compared to lower division 16-17 by 0.03% compared to CAS decrease of 0.12% and all colleges with a 0.08% decrease. Though a decrease it should be noted that EES decreased less than CAS and all colleges together.
- DFDr performance for Fall 15-16 for ESS increased by 0.05% compared to all courses which decrease by 0.60%
- Dr performance for Fall 15-16 for ESS increased by 0.43% compared to all courses which decrease by 0.01%

**3. Attention areas going forward as informed by 2016-17 retention, completion, course completion ratio, credit hour productivity, and D/F/drop rate data provided as well as other Blue Report or departmental data (briefly explain using bullet points).**

**Overall:**

- Department programs have developed new curricula to address issues of retention and completion of majors and minors as well as incoming Freshmen.

**Retention:**

- Freshmen Retention: 2016-2017 FTFT-BDS Cohort Actual 77.78%
- Increase first year freshmen retention by 4%
- Increase first year majors by meeting with a faculty mentor within 3-weeks of the beginning of the semester with a follow-up during the 12<sup>th</sup>-15<sup>th</sup> week of the semester.

**Completion:**

- Maintain a 2-year class rotation as currently established with annual adjustments for critical classes to maintain 4-year graduation possibility.
- Allow advisors sufficient flexibility to substitute or petition for substitute for required courses whose learning goals are met by alternative courses.

**Course Completion Ratio:**

- Follow-up with students in C and D range grades at interim grading to see what can be done to help them succeed in each course.

**Credit Hour Productivity:**

- Maintain / improve our credit hour productivity via our new curricula

**D/F/drop rate data provided as well as other Blue Report or departmental data:**

- Continue to reduce our D/F/drop rate via our new curricula