



2015-16 End-of-Year Report Academic Department Success Plan

Department: Applied Health Sciences

Department Chair: Dr. Kathryn Berlin, Acting

Person Primarily Responsible for Preparing this Report:
Dr. Kathryn Berlin

Please answer the following questions in two or three pages and submit to your Dean by October 3. Your Dean will review and advance to Academic Affairs by October 10¹ and will offer you feedback by Oct. 17. This report will help inform your 2016-2019 Student Success Plan update that will be due to your Dean by Nov. 4.

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

- Greater focus on advising practices. For example, AHS was one of the departments that had among the most faculty attending the Undergraduate Faculty Advising Institute in fall 2016. This is indicative of faculty recognition of the importance of good advising when working with students. Our faculty have good advising practices and work schedules to accommodate student needs.
- Good working relationship with college advisors (Seth Matteson and Ashley Gard). We invite college advisors to our individual program faculty meetings to obtain their input on student needs, as well as keeping them informed on current program practices and revisions.
- Obtained Academic Affairs approval (through Curriculog) for the Health Sciences program whereas students will now be able to take the 350 hour internship either spring or summer semesters. This in turn prompted new, additional, rotations in pre-requisite courses (beginning spring 2017) that will facilitate increased course availability and flexibility in degree maps.
- Increased GPA requirements for entry into HDFS program to ensure students meet basic foundational requirements required for success in program.
- Increased minimum performance required for credit in all HDFS major coursework from D- to C.
- HDFS has successfully integrated the Career Readiness Certificate requirements into the curriculum as course assignments.
- Dietetics program currently has a 100% pass rate for RD exam (10/10 students), an increase of 25% over last year. The increased pass rate provides motivation to existing students on the viability of the program related to degree readiness. (The increase was due to extended efforts by faculty to improve curriculum and outcomes related to dietitian competencies.)
- Dietetics program has completed the self-study manual for accreditation and is ready for the October 2016 site visit.
- The Gerontology certificate requirements were revised to include additional practical experience options to facilitate successful completion of the program.

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

- We were not able to enable wait lists on the Dynamic Schedule for department courses. Would like to pursue this further during the next academic year.
- Health Sciences has not fully integrated the Career Readiness Certificate into their curriculum.

¹ Note that the Dean will request a refinement to the report if it is not suitably addressing the questions.

- We did not conduct focus groups in Senior Seminar (AHS 480); We informally completed them in the Internship for HDFFS (AHS 449).

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps, including with respect to their linkage to student learning outcomes.

- Engage faculty, administrators, and students alike in the shared goal of student success. (For example, we do not elicit input from our students on student success.)
- Stricter measures/adherence to pre-requisites for existing courses to ensure equal preparation among all students in higher-level courses.
- Greater emphasis on timely registration to avoid late registration and subsequent failure to register for critical courses or courses in high demand.
- Improve faculty completion of advising plans on MySam.
- Improve faculty use of notes in MySam to augment degree plans and enhance student awareness of critical courses, degree plan requirements, and other relevant advising information.

4. Do you see opportunity for projects to work more closely with another department, college, or unit such that greater impact might be possible (*briefly explain*)?

- One Health Sciences/HDFS faculty member is currently working on a learning community that involves collaboration with the English department. For this course, students work with the English instructor on specific writing/composition aspects of the course while the HS/HDFS instructor focuses on content-specific material.

If successful, this could have tremendous impact for students as future collaborations of this type would help to reinforce the connections across disciplines on campus (which is particularly relevant for Foundational Studies). Furthermore, learning communities such as these, are a high impact practice and are associated with increased student retention and success.

5. Is there anything else about your initiative you feel important to detail?

- Our students often experience difficulty in registering because of Financial Aid Holds. What can be accomplished to alleviate this problem? Perhaps allow student to register and “hold” spot in course until FA hold released? If FA hold not removed by “xx” date, student loses place in course?
- Additional attention must be paid to ensuring students increasingly take responsibility for their own progress through their program of study, particularly as they approach graduation. Students must, for example, communicate effectively with their advisors, register during priority registration, review program requirements to ensure they are on track, successfully complete courses in which they are registered, etc. Failure on students’ part to perform those tasks prevents faculty from aiding in student success regardless of how clear of a plan faculty devise and seek to implement.
- The role of faculty success cannot be understated here as well. If faculty aren’t supported to accomplish the tasks for which they are hired, they cannot achieve their own success, let alone contribute to student success. The extensive burdens placed on faculty in terms of reporting, advising, etc. must be acknowledged and supported (with overload pay and release time rather than increased responsibility).