



Academic Department Student Success Plan Update: 2015-2018



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Department: Applied Health Sciences

Department Chair: Dr. Eliezer Bermudez

Department Mission: The mission of the Department of Applied Health Sciences is to advance understanding about human health and well-being through research, instruction, and service. The central concerns of department faculty and students are to prevent unhealthy behaviors and dangerous conditions from harming people, to correct these situations where they exist, and to help people adopt healthy behaviors. Our overarching goals are to prevent premature death and disability and to promote quality of life for individuals, families, and communities.

Retention¹ Goal(s) First-Year Majors in Department:

Increase retention of AHS by 2% per year.

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

1. Continue program curriculum assessment to ensure current course offerings develop applicable skills for employment, increasing current students' desire to stay in the AHS department (rather than transfer to another program or institution). (Date: Fall 2015; persons responsible: undergraduate directors). Report from Directors by December 2015.
2. Continue offering regular workshops for students with topics such as: time management; communicating with professors and other professionals; skills needed for the workforce; preparation for graduate school, etc. This is being accomplished in conjunction with the College Living-Learning Community (Date: every semester; persons responsible: department faculty members depending on expertise)
3. Maintain the number of opportunities for community engagement and experiential learning offered within the department, as all faculty members currently include community engagement and experiential learning activities in at least one course. (Date: Immediately; persons responsible: all faculty)

¹ Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.

4. Continue to increase the availability of prerequisite courses (when warranted) so that students have more flexibility in course enrollment, thereby reducing excessively large classes. (Date: Fall 2015; persons responsible: E. Bermudez and undergraduate directors)
5. Encourage faculty to keep office doors open so that students feel comfortable coming to ask questions. (Date: Immediately; persons responsible: all faculty)
6. Continue to advise students actively by: sending an initial email to all students requesting an advisement appointment; posting advisement appointments on office doors or electronically; encouraging juniors and seniors to meet for advisement even though a PIN is not required. (Date: Immediately; persons responsible: all faculty)
7. Continue to contact or meet with students at mid-term who are getting a D or lower for any interim grade. (Date: ongoing; persons responsible: all faculty—both in advising and teaching capacities)
8. Advocate for wait lists on the Dynamic Schedule for departmental classes that are full. (Date: Fall 2015; person responsible: E. Bermudez)
9. Continue to commit to, and post, six hours of available “office hours” per week. (Date: Immediately; person responsible: all faculty)

<i>Retention Benchmarks²</i> (by latest department)	Fall 2012 Cohort: 86.15%	Fall 2013 Cohort: 90.36%	Fall 2014 Cohort: 78.70%
	Fall 2015 target: 80.70%	Fall 2016 target: 82.70%	Fall 2017 target: 84.70%

Other First-Year Major Retention related benchmarks of focal interest to department³

Click here to enter text.

Department Persistence to Completion Goal(s):

1. Increase four-year graduation rate by 2% each year.
2. Increase six-year graduation rate by 2% each year.

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

1. Conduct a focus group in Senior Seminar class to determine why the department sees a drop in retention from the junior to senior year. (Date: Spring 2016; persons responsible: Kathy Berlin and Anthony Walker)
2. Based on data collected above, implement a plan to reduce the number of students who leave the major during their junior year. (Date: Fall 2016; persons responsible: Program directors)
3. Help students to complete degree by focusing on the following during advisement (all have been shown to improve completion rates):

² Department level current and historical retention and completion benchmark data to be integrated into the plan can be found through Blue Reports: <http://irt2.indstate.edu/cms/ir/blue-reports/>.

³ A retention and completion rate is an essential benchmark, but it is not necessarily the only benchmark of interest to a department. Others of interest to the department can be integrated as well.

- a. Provide direction when it comes to electives so students have more structure in understanding what courses they will take, when they will take the course, and what they will learn in those classes.
- b. Advise students on the “15 to finish.” (Those students who take at least 15 credit hours per semester complete at higher rates than those who take fewer credits.)
 - i. Advise students on “Plateau tuition,” tuition is a flat rate when taking between 12 and 18 credit hours.
- c. Maintain four-year plans, which lay out courses for each semester, and highlight “critical” courses. Encourage students to see advisor before dropping any course.
- d. Advise students to take developmental math and English as soon as possible, early in college career.

(Date: Fall 2015; persons responsible: all faculty members and College advisors)

- 4. Continue to increase the availability of prerequisite courses (when warranted) so that students have more flexibility in course enrollment, thereby reducing wait time for a specific course. (Date: ongoing; persons responsible: E. Bermudez and undergraduate directors)

4 year graduation

<i>Completion Benchmarks</i> (by latest department)	Fall 2009 Cohort 35.71%	Fall 2010 Cohort 28.57%	Fall 2011 Cohort: 37.78%
	Fall 2015 target: 39.78%	Fall 2016 target: 41.78%	Fall 2017 target: 43.78%

6 year graduation

<i>Completion Benchmarks</i> (by latest department)	Fall 2007 Cohort 62.90%	Fall 2008 Cohort 70.37%	Fall 2009 Cohort: 64.29%
	Fall 2010 target: 66.29%	Fall 2011 target: 68.29%	Fall 2012 target: 70.29%

Other Persistence to Completion related benchmarks of focal interest to department

Click here to enter text.

Other Goal(s), Action Steps, and Benchmarks of focal interest to department⁴:

Introduce Career Readiness Certificate for Human Development and family Studies (HDFS) and Health Sciences (HS) majors. Utilize the College advisors. (Date: ongoing; persons responsible: program faculty)

1. Human Development and Family Studies students start the certificate in AHS 145 and complete the certificate in AHS 448 and AHS 449. All students in the major must declare the certificate.
2. Health Sciences students start the certificate in AHS 220 and complete the certificate in AHS 480. All students in the major must declare the certificate.

⁴ Departments may have student success related goals, action steps, and benchmarks that do not fit neatly into the other categories. If so, feel free to place them here.