Indiana State University

Academic Department Student Success Plan
Annual Update: 2016-2019[1]

Department: Applied Health Sciences

Department Chair: Dr. Kathryn Berlin, Acting

Department Mission: The mission of the Department of Applied Health Sciences is to advance understanding of 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 over-arching goals are to prevent premature death and disability and to promote quality of life for individuals, families, and communities.

Department Freshmen (1st year) Retention Goal(s):

Our retention rate has been diminishing in recent years, necessitating a focus on improvement. However, we are currently 10% higher than the CHHS retention rate, and 12.8% higher than the university all-cohort retention rates. Our goal is to continue working on a 2% retention improvement each year, allowing us to both improve retention and maintain the gap between our department and that of the university.

Action Steps[2] (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 2016/Spring 2017; persons responsible: Program Directors) Report from Directors and discuss with faculty by May 2017.
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 Career Center activities required in both Human Development & Family Studies and Health Sciences courses. Currently applying for a grant to implement an AHS Student Success Conference in Feb., 2017; if successful, will consider implementing each AY. (Date: Spring 2017; persons responsible: Program Directors)
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)
4. Continue monitoring course and prerequisite course availability to ensure students have ample opportunities to enroll in critical courses. (Date: ongoing; persons responsible: K. Berlin and undergraduate directors)
5. Review the logic of prerequisite and co-requisite courses; if pre/coreq is necessary, then it must be enforced; if it is not necessary, it needs to be removed. Faculty and administrators need to adhere to

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stricter measures/adherence to pre-requisites for existing courses to ensure equal preparation among all students in higher-level courses. (Date: Immediately; persons responsible: program directors)

6. Encourage faculty to keep office doors open so that students feel comfortable coming to ask questions. This is especially critical during office hours so as to "invite" students in rather than creating a barrier. (Date: Immediately; persons responsible: all faculty)

7. 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 advising faculty)

8. Continue to contact or meet with students at mid-term who are getting a D or lower for an interim grade. (Date: ongoing; persons responsible: all faculty—both in advising and teaching capacities)

9. Advocate for wait lists on the Dynamic Schedule for departmental classes that are full. (Date: Fall 2016; person responsible: K. Berlin)

10. Continue to commit to, and post, six hours of available "office hours" on campus per week. (Date: Immediately; person responsible: all faculty). Faculty are currently very good about making themselves available to students. We need to find a way to recognize and applaud these efforts.

11. Based on the university student success plan (Student success is enhanced by *human interaction, collaboration,* and formation of *interpersonal connections* between the student and other members of the college community—peers, faculty, staff, and administrators (Astin, 1993; Bruffee, 1993; Johnson, Johnson, & Smith, 1998), work to develop student activities that are engaging and encourage them to stay in the department. For example, we are planning a "Halloween Treating Event" in which students can come by the office on October 31st, answer two questions related to Academic Registration and Advising, and receive a treat. Faculty will be dressed up for the holiday to promote a holiday spirit. (Date: ongoing; persons responsible: Program Directors to initiate, faculty/staff to implement)

Retention Benchmarks (by latest department)	**Fall 2013 Cohort:** 90.75%	**Fall 2014 Cohort:** 86.75%	**Fall 2015 target & actual:** 77.08%
	Fall 2016 target: 79.08%	**Fall 2017 target:** 81.08%	**Fall 2018 target:** 83.08%

Other Freshmen Retention related benchmarks of focal interest to department

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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. Engage all faculty, administrators, and students in the shared goal of student success. This can be accomplished by:
   a. Conducting focus groups in Senior classes to determine why the department sees a drop in retention from the junior to senior year. (Date: Spring 2016; persons responsible: Kathy Berlin, and AHS 449 instructors.)

b. Conducting focus groups with sophomores and juniors to ascertain what they feel would make them successful in completing their degree. (Date: fall 2016; persons responsible: Program Directors)

c. Bring guest speakers to faculty meetings that address key components of student success (e.g., how to deal with difficult students). (Date: fall 2016 and spring 2017; person responsible: K. Berlin)

2. Based on data collected above, implement a plan focused on faculty and student education. (Date: Spring 2107; persons responsible: Program Directors)

3. Help students to complete degree by focusing on the following during advisement: (Date: fall 2016 and spring 2017; persons responsible: all faculty)

   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 courses.

   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. Provide greater emphasis on timely registration to avoid late registration and subsequent failure to register for critical courses or courses in high demand.

   d. Improve faculty completion of four-year plans in MySam, which outlines courses for each semester and highlights "critical" courses. Encourage students to see their advisor before dropping any course. Program directors will create a list of courses with prerequisites to disseminate to faculty.

   e. 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. Continue to explore conversations started with Financial Aid on the feasibility of allowing students to register for courses even if they have a financial hold on their account. (Date: Fall 2016/Spring 2017; person responsible: K. Berlin.)

4 year graduation *Completion Benchmarks* (by latest department)	**Fall 2010 Cohort:** 28.26%	**Fall 2011 Cohort:** 38.64%	**Fall 2012 target & actual:** 33.85%
	Fall 2013 target: 41.78%	**Fall 2014 target:** 43.78%	**Fall 2015 target:** 45.78%

6 year graduation *Completion Benchmarks* (by latest department)	**Fall 2008 Cohort** 70.37%	**Fall 2009 Cohort** 64.29%	**Fall 2010 Cohort:** 63.04%
	Fall 2011 target: 68.29%	**Fall 2012 target:** 70.29%	**Fall 2013 target:** 72.29%

Other Persistence to Completion related benchmarks of focal interest to department

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

1. Introduce Career Readiness Certificate for Health Sciences (HS) majors and maintain certificate in Human Development and Family Studies. Utilize the College advisors. (Date: ongoing; persons responsible: program faculty)
    a. Health Sciences students will start the certificate in AHS 220 and complete the certificate in AHS 480. All students in the major must declare the certificate per the course requirement. (Date: fall 2016; person responsible, K. Berlin)
    b. Human Development and Family Studies students currently 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 per the course requirements. (Date: fall 2016; person responsible, A. Walker)
2. Develop a partnership with the English department in which our students can take foundational studies courses that use APA style for writing or develop a junior composition course to be offered through AHS. (Date: fall 2016 and spring 2017; person responsible: T. Kruger) (Dr. Kruger has already started conversations with Dr. Rob Perrin in English Department, who indicates willingness to develop these opportunities.)
3. Develop workshops for sophomores that discuss career paths in Health Sciences, graduate school opportunities, and potential employment fields. (Date; spring 2017; person responsible: program directors)
4. Look at class hours and length of class to determine optimal scheduling of courses that help with commuting and/or working students. For example, if a core set of courses are offered one semester, offer all courses on the same day so students can commute on two to three days versus having to drive to campus all five days in order to fulfill one course requirement. (Date: spring 2017; person responsible, K. Berlin and S. Crist)
5. Review dynamic schedule to determine best times for juniors to take ENG 305/T that use American Psychological Association (APA) format. This is based on fulfilling a partnership with the English Department to offer English courses using APA style formatting versus MLA. (Date: spring 2017; person responsible, K. Berlin and S. Crist)
6. Avoid use of hybrid courses where students only meet once per week for 75 minutes. If a hybrid course is needed, work with course designers to ensure hybrid courses are well-designed to facilitate faculty and students' schedules. Discuss any changes to courses with faculty to ensure everyone has input and contributes to conversation. (Date: spring 2017; person responsible, K. Berlin, S. Crist, and faculty teaching a potential hybrid course)
7. Develop student "mini" programs focused on "Personal Validation" and "Social Integration". Personal validation refers to situations in which students feel recognized as individuals and that they matter to the institution. Social integration looks at student success as being augmented by human interaction, collaboration. (Both validation and integration definitions taken from "The Big Picture", Esource for College Transitions, National Resource Center for First Year Experience & Students in Transition, University of South Carolina.)
    a. As an example, our October event focuses on "Trick or Treats" in which students are encouraged to come by the department, answer two questions on Registration and Advising, and receive a treat. (Date: fall 2016; personal responsible, K. Berlin, M. Johnson, S. Crist, and L. Myers)
    b. A second event will be an all-student AHS Student Success Conference in which students will attend a conference and reception focused on providing information and tips on how to overcome barriers related to success, as well as meeting members of the department. (Date: spring 2017; personal responsible, all faculty and staff)

References

Astin, A. W. (1993). *What matters in college?* San Francisco: Jossey-Bass

Bruffee, K. (1993). Collaborative Learning: Higher education, interdependence, and the authority of

      knowledge. John Hopkins, MD.

Johnson, D. W., Johnson, R., & Smith, K. (1998). Active learning: Cooperation in the college classroom (2nd

      ed.). Edina, MN.