

2016-17 Department Student Success Plan Assessment Report

[Applied Health Sciences]

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 version¹ 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: Kathryn Berlin

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

- a. We conducted the AHS Student Success Conference on February 13, 2017. Various speakers presented information to help students overcome barriers to success. Appendix A provides information from the AHS survey conducted after the conference.
- b. A “Trick or Treats” event was held for students on October 31, 2016. This festive event encouraged students to come into their department to assess their knowledge of advisement and registration for the coming spring 2017 semester.
- c. We are converting AHS 340 (Health Biostatistics) into a Foundational Studies course to fulfill the Quantitative Literacy requirement. This conversion will provide students outside of the College of Health and Human Services (CHHS) with another option for fulfilling the Qualitative Literacy requirement.
- d. We offered AHS 341 online during summer 2017. This allowed students who had not taken AHS 341 in spring 2017 to stay on track for graduation, as they needed to complete this prerequisite before enrolling in AHS 414 in Fall 2017.
- e. Students were provided with advisor’s office hours the first week of the fall 2017 semester. This is especially beneficial for students new to the department.
- f. The program directors of the Bachelor of Applied Sciences (BAS), and undergraduate and graduate programs in Health Sciences completed a self-study document for non-accredited programs in Spring 2017.
- g. The BAS in Health Services Program Director, AHS Department Chair, CHHS Associate Dean of Academics, CHHS Dean, and Dean of Extended Learning met with Pearson to discuss a collaboration which would increase student enrollment in the BAS in Health Services program and student success.
- h. We are ready to offer the Career Readiness Certificate in the Health Sciences and HDFS programs, leading to student completion of the certificate at the conclusion of the normal course of their health sciences degree.
- i. To continue addressing faculty use of MySam notes and 4-year degree completion for students, advising will be a topic discussed at all department program meetings.
- j. Of particular note: the health sciences program is beginning its initial process to apply for the Council on Education for Public Health (CEPH) accreditation. This is a multi-year intensive process that will directly tie to numerous student learning outcomes and strengthen our curriculum.
- k. The Coordinated Program in Dietetics (CPD) program had a successful ACEND site visit.
- l. AHS 201 (Fundamentals of Nutrition) is ready for submission to Foundational Studies to be considered for the Health and Wellness category.
- m. Students taking the Registered Dietician (RD) exam earned a 100% pass rate.
- n. 100% of the 2017 Coordinated Program in Dietetics (CPD) graduates are employed or accepted into their preferred graduate program.

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

- o. Developed an initial agreement with Social Work to include coursework from that discipline so that the Gerontology Certificate is an option for BSW students
- p. Developed a new HDFS course AHS 335 (Families in Crisis) which included an experiential component.
- q. Worked directly with Dustin Bryant in the Career Center at both the entry level (AHS 145) and senior level (AHS 448 & 449) to incorporate career-ready skills in the HDFS major.

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

- a. For the BAS program, a specific meeting was not called with students earning a D or lower. This will be reviewed and explored further next academic year.
- b. The “open door” policy with faculty failed for the previous academic year. Faculty still keep the doors closed when working, unless during office hours when it is mandated they have the door open.

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*).

- a. The program director of the BAS in Health Services program will conduct an assessment of the needs of BAS students and faculty staff.
- b. The program director of the BAS in Health Services program will research curricula and learning outcomes from comparable programs offered by other universities to ensure students acquire the knowledge and skills they need to compete with students graduating with a comparable degree from other universities.
- c. The department will look into how it can position itself to assume leadership roles for the proposed shared resources model. Specifically, AHS could be the primary provider for both statistics and research courses for the entire college.
- d. Individual faculty accountability will be improved to assure student learning outcomes are consistent within programs and faculty are accountable to each other and the students.
- e. The department will continue with strict practices for pre-requisites and overrides.
- f. Department program directors will maintain high standards for each academic program and hold students and faculty accountable for meeting those standards.
- g. Explore ways to ensure faculty are actively engaged in all aspects of program development and revision during the curricular revisions, additions, and deletions.
- i. Given the focus on the Career Readiness Certificate, course assignments and assessments must be rigorous.
- j. The department will ensure curriculum is in alignment with outcomes, resulting in students gaining the knowledge, skills, and behaviors necessary for success from one class level to another (i.e., from freshman to sophomore, etc.).
- k. The Food and Nutrition program will work with the college of Business to strengthen the Food Service Management degree.
- l. Dietetics developed the course sequencing for the four plus one degree in Dietetics. This will be submitted via Curriculog during the 2017-2018 academic year.
- m. The Coordinated Program in Dietetics (CPD) faculty will apply to one of ACEND’s demonstration programs for the Future Education Model Standards during the 2017-2018 academic year.
- n. HDFS is implementing information in AHS 145, 237 and 238 regarding course sequencing, GPA in major, and pre-requisites necessary for admission to AHS 448/449. This will address issues with retention and completion.
- o. The Health Sciences program is revising and updating the current Health Administration Concentration to an actual Bachelor of Sciences in Healthcare Management. This will not only improve curriculum offerings but will enhance student success in terms of employment opportunities and essential skills.
- p. Quarterly e-mails to HDFS minors and Gerontology Certificate students with information about course offerings, requirements of minor or certificate, opportunities for community service/engagement.

Appendix A: Likert Questions and Student Responses to Questions on AHS Student Conference

Table of Likert Scale Questions

#	Question	Strongly or somewhat agree	%	Neutral, somewhat or strongly disagree	%	Total
1	I feel connected with the AHS Department as a result of attending this conference	101	81.5	23	18.5	124
2	I feel the AHS Department cares about me personally	102	82.3	22	17.7	124
3	I felt welcomed at the conference	113	91.1	11	8.9	124
4	I had positive interactions with faculty at the conference	101	81.5	23	18.5	124
5	I had positive interactions with my academic advisor at the conference	76	61.3	48	38.7	124
6	I feel valued by the AHS Department as a result of this conference	97	78.3	27	21.7	124
7	I feel confident in my ability to successfully complete school after attending this conference	103	83.8	20	16.2	123
8	I feel confident in my ability to be successful in my career after attending this conference	97	78.3	27	21.7	124
9	I feel that Applied Health Sciences is where I belong	101	82.2	22	17.8	123
10	I feel that I am a part of the Applied Health Sciences community after attending this conference	96	77.4	28	22.6	124
11	If I have a problem I feel I can turn to the AHS Department for help	100	80.7	24	19.3	124

There were several open ended questions asked of students: What was the best part about the Student Success Conference you attended and Why?; What is one thing that you will remember to apply to the rest of your college career?; What did you learn about student success that you did not know before the conference?; Should the AHS Department continue to provide this type of conference in the future? Why or why not?; What barriers, if any, were there to you attending the conference?; What one thing could be improved about the conference in the future?; What recent graduate from AHS would you like to hear from at the next conference?

Following are some of the comments in response to the initial question, "What was the best part about the Student Success Conference you attended and Why?" (For brevity, other questions and answers were omitted.) Student feedback was overwhelmingly positive and we, as a department, feel the conference was successful. We are planning on conducting another conference in the future.

I think the graduate speaker because graduate school is something that I am really interested in.

I liked that we got to interact with speakers. Made me feel connected

Hearing from past students and how they are now successful but had hard times. This was nice because it made me feel more connected and on a personal note.

Being brought all together and having a large discussion with one another.

Nice to see passion from faculty

I enjoyed the speakers because they had such high energy when addressing the crowd.

5 minutes presentations. That showed me it's not impossible to explain a broad topic in a short time

The best part was that it was a conference dedicated just for our department.

I love how engaging each and every speaker was, they really talked to the students on a personal level. I loved it and it kept me encouraged to keep paying attention throughout the entire program.

The best part was that the department kept it entertaining for the students and did not make the time wasteful with lectures. The speakers were very inspirational as well.

The best part was hearing stories from graduates from this department because it made me feel more confident about my future career.

I enjoyed the alumni and graduate students speaking. It gave me some hope in completing my degree and being successful.

Learning about being professional in the workplace

I thought that i felt the passion in the room for what they were talking about and I made me feel motivated to be passionate about what I am learning.

I definitely felt that the conference made me feel more confident about being in this major, because everyone that talked made this major seem extremely important.

The length of the presentations was perfect; it allowed for short blasts of engagement and causes speakers to "get to the point"

It was fun to get to see the entire department in one place, that is the first time I've actually seen the entire department.

Feeling like a professional community.