



## **Student Enrollment and Success Plan: 2014-2017**

**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 over-arching goals are to prevent premature death and disability and to promote quality of life for individuals, families, and communities.

### **Department Enrollment Goal(s):**

1. Increase freshmen enrollment across all majors by 1% per year; increased focus on recruiting Indiana and minority students.
2. Increase “change of major” students adopting AHS majors by 1% per year.
3. Increase enrollment in AHS minors and certificates by 1% per year.
4. The first two cohorts of Bachelor of Applied Sciences will comprise 15 students admitted per semester in 2014-2015. Goals for growth each subsequent semester will be determined at the conclusion of the first year of the program.

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

- A. Create a departmental training for all AHS faculty by Admissions staff for Experience ISU and Sycamore Preview Days. (Date: Fall semester 2014; responsible person: S. Crist)
- B. Market department majors to potential students
  - a. Target undecided majors and majors that are likely to be changed (e.g., through COUN 135, ATTR 110, NURS 104, AHS 327) via in-class presentations.
  - b. Target high school students via mailings and/or presentations.
  - c. Target transfer students (e.g. Ivy Tech students) via transfer fairs.(Date: Every Fall and Spring semester; responsible persons: undergraduate directors initiate, all faculty participate)
- C. Establish liaisons (advisors) within the University College to identify students who may be considering changing majors and contact those students to inform them about AHS majors. (Date: immediately; responsible person: Tami Rees, E. Bermudez will contact Tami)
- D. Conduct a survey of students in AHS 111 to determine: how students heard about their program; the student’s background (geographic location, high school); and the reason students are interested in their major. (Date: Fall of odd years; responsible person: AHS 111 coordinator, faculty volunteer, and S. Crist)
- E. Based on data collected through survey described in #4, devise a program targeting other students from similar backgrounds and interests. (Date: Spring of even years; responsible persons: undergraduate directors)
- F. Identify AHS courses (e.g., AHS 111, AHS 201, AHS 340) that can serve as recruitment venues for AHS majors. Design focused lesson(s) that will provide information specifically about departmental majors. (Date: Spring of 2015; responsible persons: instructors of identified courses)

- G. Collaborate with Office of Admissions to reach out to potential students. Ask for names of students who have indicated interest as well as those admitted. Send letters to students who have indicated interest; use social media to contact and welcome admitted students. (Date: Fall 2014; responsible persons: S. Crist, undergraduate directors will identify appropriate faculty volunteers)
- H. Begin evaluation and working on accreditation for the health administration program to improve degree outcomes and employment opportunities, thus making the program more attractive to potential students. (Date: Spring 2014; person responsible: K. Berlin)
- I. Work with the graduate public health program director to accredit the public health undergraduate program, thus making the program more attractive to potential students. (Date: Spring 2014; persons responsible: M. Hutchins and K. Berlin)
- J. Apply for National Council on Family Relations approval HDFS, thus making the program more attractive to potential students (Date: Spring 2014; person responsible: L. Behrendt)
- K. Increase admission capacity per cohort in Dietetics from 16 to 20 students (Date: Spring 2016; persons responsible: Dietetics Faculty)

<i>Total Enrollment Benchmarks</i>	<b>Fall 2013 Baseline:</b>	<b>Fall 2014:</b>	<b>Fall 2015:</b>
	Goal 1: <b>12%</b>	<b>13%</b>	<b>14%</b>
	Goal 2: <b>72%</b>	<b>73%</b>	<b>74%</b>
	Goal 3: <b>22%</b>	<b>23%</b>	<b>24%</b>
	Goal 4: <b>N/A</b>	<b>10 students</b>	<b>15 students</b>
	<b>Fall 2016:</b>	<b>Fall 2017:</b>	
	<b>15%</b>	<b>16%</b>	
	<b>75%</b>	<b>76%</b>	
	<b>25%</b>	<b>26%</b>	
	<b>20 students</b>	<b>30 students</b>	

*Other Enrollment Related Benchmarks<sup>i</sup>*

None

**Department Retention Goal(s):**

Increase retention of all AHS students by 1% per year.

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

- A. Begin a 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 2014; persons responsible: undergraduate directors)
- B. Begin offering monthly or bimonthly workshops for students with topics such as: time management; communicating with professors and other professionals; skills needed for the workforce, etc. (Date: Fall 2014; persons responsible: department faculty members depending on expertise)
- C. 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)
- D. Encourage faculty to participate in Student Success and Center for Teaching Excellence workshops. (Date: Immediately; person responsible: E. Bermudez)
- E. Increase the availability of prerequisite courses (when warranted) so that students have more flexibility in course enrollment, thereby reducing excessively large classes. (Date: Fall 2014; persons responsible: E. Bermudez and undergraduate directors)
- F. Encourage faculty to keep office doors open so that students feel comfortable coming to ask questions. (Date: Immediately; persons responsible: all faculty)

- G. Continue to advise students actively by: sending an initial email to all students requesting an advisement appointment; posting advisement appointments on office doors; encouraging juniors and seniors to meet for advisement even though a PIN is not required. (Date: Immediately; persons responsible: all faculty)
- H. Meet with students at mid-term who are getting a C- or lower in any of their classes. Reach out to struggling advisees to discuss potential actions for improvement. (Date: Spring 2014 and each semester thereafter; persons responsible: all faculty—both in advising and teaching capacities)
- I. Look into developing a policy to require students enrolled in department prerequisite courses to obtain advisor signature prior to dropping the course. (Date: Fall 2014 persons responsible: directors to identify courses; S. Crist to post on Blackboard; all advisors to follow through with students)
- J. Create wait lists on the Dynamic Schedule for departmental classes that are full. (Date: Fall 2014; person responsible: E. Bermudez)
- K. Continue to commit to, and post, six hours of available “office hours” per week. (Date: Immediately; person responsible: all faculty)
- L. Conduct My Sam extended training for all faculty members within the department, as good advising contributes to retention. (Date: Spring 2014; person responsible: S. Crist)
- M. Examine AHS Exit Survey for information related to retention. (Date: Spring 2014; person responsible: Program directors)

<i>Retention Benchmarks</i>	<b>Fall 2013 Baseline:</b> 75%	<b>Fall 2014:</b> 76%	<b>Fall 2015:</b> 77%
	<b>Fall 2016:</b> 78%	<b>Fall 2017:</b> 79%	

#### *Other Retention Related Benchmarks*

None

#### **Department Completion Goal(s):**

Note: Completion goals specific to the BAS program will be determined after the completion of the first student cohort.

1. Increase the number of students completing the majors offered within the department in four years by 1% each year.
2. Increase 6 year graduation rate by 1% each year.

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

- A. Conduct exploratory research to determine why the department sees a drop in retention from the junior to senior year. (Date: Spring 2015; persons responsible: Program directors)
- B. Based on data collected above, implement a plan to reduce the number of students who leave the major during their junior year. (Date: Fall 2015; persons responsible: Program directors)
- C. Help students to complete degree by focusing on the following during advisement (all have been shown to improve completion rates):
  - 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 student 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.)
    - 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 if dropping a “critical” course.
  - d. Advise students to take developmental math and English as soon as possible, early in college career.
  - e. (Date: Fall 2014; persons responsible: all faculty members in coordination with University College)

- D. Develop a departmental attendance policy as a method of improving retention. (Higher class attendance improves success in classes and programs.) (Date: Spring 2014; persons responsible: faculty Ad Hoc committee will make recommendations to all faculty members)
- E. 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: Fall 2014; persons responsible: E. Bermudez and undergraduate directors)

<i>Completion Benchmarks</i>	<b>Fall 2013 Baseline:</b>	<b>Fall 2014:</b>	<b>Fall 2015:</b>
	Goal 1: <b>31%</b>	<b>32%</b>	<b>33%</b>
	Goal 2: <b>50%</b>	<b>51%</b>	<b>52%</b>
	<b>Fall 2016:</b>	<b>Fall 2017:</b>	
	<b>34%</b>	<b>35%</b>	
	<b>53%</b>	<b>54%</b>	

*Other Completion Related Benchmarks*

None

**Post-College Achievement Goal(s) (e.g., employment & graduate school):**

Increase the percentage of students employed or attending graduate school within six months post-graduation by 2% annually.

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

- A. Begin evaluation and seek accreditation for health administration and public health, and NCFR approval for Human Development and Family Studies once program is revised. Maintain accreditation of Dietetics program. (Date: Immediately; persons responsible: Program directors)
- B. Develop a list of health sciences organizations in the Indiana area to aid students in job hunting; post on department's Facebook page. (Date: Fall 2014; Person responsible: K. Berlin to develop; S. Crist to post on Facebook)
- C. Work with the Career Center employer relations coordinator to develop relationships with possible employers. (Date: Fall 2014; Persons responsible: Program directors)
- D. Coordinate with the Career Center to conduct a post-graduate survey to see how graduates are doing and obtain feedback on job searches and/or goals for graduate education. (Date: Spring 2015; person responsible: Program directors)
- E. Promote CHES and RD certification; set up a study group with seniors committed to taking the CHES and RD exams upon graduation. (Date: Spring 2015; persons responsible: C. Lawrence and C. Reed)
- F. Provide students with information, training, and connections for personal credentialing /certifications available to them: CHES, CFLE, RD. (Date: Spring 2015; persons responsible: Program directors)
- G. Increase RD first attempt and/or within 1 year of first attempt pass rate to the Accreditation Council for Education in Nutrition and Dietetics (ACEND) 80% benchmark. (Date: Fall 2016)

<i>Employment &amp; Graduate<sup>ii</sup> School Benchmarks</i>	<b>Fall 2013 Baseline:</b>	<b>Fall 2014:</b>	<b>Fall 2015:</b>
	N/A	Establish Baseline	+2%/+2%
	<b>Fall 2016:</b>	<b>Fall 2017:</b>	
	+2%/+2%	+2%/+2%	

**Other Goal(s) and Action Steps:**

None

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<sup>i</sup> *Note on Other Enrollment, Retention, and Completion Benchmarks:* Departments are encouraged to develop other benchmarks as may be relevant to measuring progress toward goal achievement.

<sup>ii</sup> Departments may have other goals that do not fit into the four areas previously indicated or adequately subsumable as an action step within one of the four goal areas. They may be placed here.