

# College of Health and Human Services Annual Strategic Priorities Report, May 2021

## Mission

The College fosters student excellence and develops productive citizens who function as skilled health and human services professionals to improve the health and wellbeing of the communities we serve. We exemplify teaching, scholarship, service, and community engagement through health initiatives, innovative thinking, and lifelong learning.



## Message from the Dean

It is my honor and privilege to bring you our Third Annual Strategic Priorities Report for academic year 2020-21. We have organized the Report around the strategic priorities articulated on the CHHS Strategic Map, 2018-21. Our College can be proud of what we have accomplished in the past year. From our record on student and faculty success to shared governance, and contributions from clinics and centers, we have done our best to meet and exceed the expectations.

We will continue to experience financial challenges that influence our ability to ensure students have a high-quality learning experience that leads to a meaningful career. We are implementing short-term budget adjustments to manage the resource gap. The Leadership Team, including school director, department chairs, clinic, and center directors, as well as the Staff Council Representative and Chair of the Faculty Council Executive Committee have created recommendations for building on the academic strengths of the College to grow/stabilize enrollment in the medium term. We will work with the newly formed Strategic Planning Committee in Academic Affairs to create academic efficiency, assess academic programs, improve/sustain retention and persistence, and develop/revise programs to meet the needs of contemporary students. Read more about the trends in instructional and operating resources on page 11.

Private fundraising and corporate partnerships are more important than ever. I am grateful for the work of our CHHS Advancement Council, a group of philanthropists who are dedicated to supporting students on the path to graduation. Read more about our funding priorities and trends in fundraising on page 13.

The College has a newly revised Strategic Map! Thank you to the Strategic Planning Work Group, made up of staff and faculty volunteers, chairs and directors, who were diligent and persistent in developing a Map that is balanced between achievable aspirations and the practicality of working in a very lean environment. The Map, located on page 20, will be our guide for decision-making and resource allocation through Spring 2024.

Thanks to our standing committees and in particular the Executive Committee for the revision of the College Constitution. Your work is essential for ensuring that we have an up-to-date approach to representation and the work of standing committees. Standing committees have done a stellar job of shared governance in assessment, curriculum, faculty, and student affairs. I urge you to read their final reports on pages 14-15 and thank one another for the important work you accomplished this year.

Our College is a richer place because of the Physical Therapy and Sports Rehabilitation Clinic and the Center for Sports Medicine and Performance. These healthcare services provide care for the public and student athletes, respectively, as well as serving as important sites for student learning. Similarly, the West Central Indiana Area Health Education Center and the Rural Health Innovation Collaborative are essential partners with the College and contribute by facilitating the pipeline of prospective students and by offering support and training for current students and working professionals. Learn more about how the Centers and Clinics have fulfilled their missions on pages 15-18.

This report is intended to help us understand the successes, and challenges that the College has encountered and to prepare for the future. I hope the contents spur your interest, questions, and ultimately dialogue about how we will work together to achieve our mission.

Please know that every day I am grateful for each member of our College – students, staff, and faculty. Thank you for your work and dedication!

Sincerely,

A handwritten signature in cursive script that reads "Caroline Mallory". The signature is written in black ink and has a fluid, connected style.

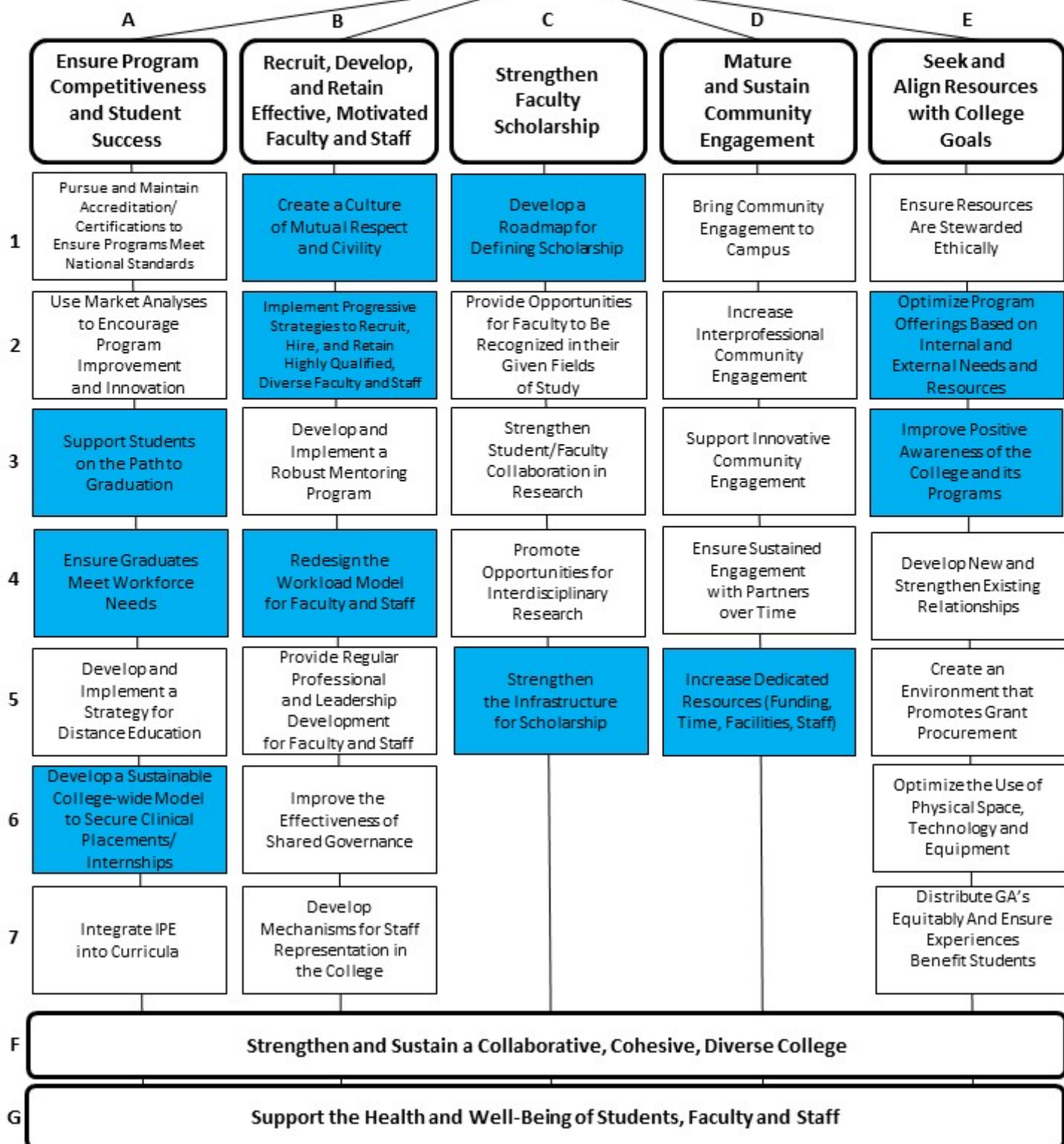
Caroline Mallory, PhD, RN, Dean

**Indiana State University College of Health and Human Services  
Strategic Map: 2018-2021**

**Enable Students, Faculty and Staff  
to Thrive in a Complex,  
Challenging Environment**

Blue Indicates  
Priority in First Year

Review Due in  
January, 2021



Results from Class of 2019 Indiana State University First Destination Survey



**COLLEGE OF HEALTH  
& HUMAN SERVICES**  
INDIANA STATE UNIVERSITY

EMPLOYMENT STATUS

Full-Time Work	77.73%
Part-Time Work	5.57%
Not Seeking	0.35%
Continuing Education	12.26%
Volunteering	0.52%
Military	0.35%
Unemployed & Seeking	1.22%

OUTCOME

Mean Salary of Full-Time Employed	\$77,904.86
Median Salary of Full-Time Employed	\$72,000.00

TOP EMPLOYERS

1. IU Health	1. Indiana
2. Union Hospital	2. Illinois
3. St. Vincent Health	3. Washington
4. Terre Haute Regional Hospital	4. Michigan
5. Hendricks County General Hospital	5. Ohio
6. Greene County General Hospital	
7. Hamilton Center	
8. Providence Medical Group	
9. Franciscan Health	
10. ATI Physical Therapy	

TOP STATES

**1<sup>st</sup> DESTINATION  
HIGHLIGHTS**

**77.73%**  
Full-Time Work

**\$77,904.86**  
Mean Full-Time Salary

**\$72,000.00**  
Median Full-Time Salary

**1. INDIANA  
2. ILLINOIS  
3. WASHINGTON**  
Top Three States

**IU HEALTH**  
Top Employer



FIRST DESTINATION REPORT

*One-Year Retention Rates by Latest Major, Fulltime First time Freshmen*

	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>
<b>ISU</b>	64.20%	67.82%	61.97%	65.24%	68.72%	54.29%
<b>CHHS</b>	67.13%	70.63%	68.35%	66.46%	69.77%	55.15%

*Four-Year Graduation Rates by Latest Major, Fulltime First Time Freshmen*

	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>
<b>ISU</b>	23.44%	25.72%	28.68%	29.48%	28.29%	32.59%
<b>CHHS</b>	24.96%	26.88%	34.38%	35.60%	29.19%	35.13%

*Average Years to Degree in CHHS Graduate Programs*

	<b>AY17</b>	<b>AY18</b>	<b>AY19</b>	<b>AY20</b>	<b>Total</b>
<b>Doctoral</b>	2.63	2.83	2.73	3.20	2.87
<b>Masters</b>	2.70	2.40	2.33	2.41	2.44

*One-Year Retention Rates and Graduation Rates in CHHS Graduate Programs*

	<b>2013</b>			<b>2014</b>			<b>2015</b>		
	1-Yr Ret %	4-Yr Grad %	7-Yr Grad %	1-Yr Ret %	4-Yr Grad %	7-Yr Grad %	1-Yr Ret %	4-Yr Grad %	7-Yr Grad %
<b>Doctoral</b>	87	16	54	89	21	50	88	43	57
<b>Masters</b>	74	43	65	77	39	63	69	38	65

*Other Student Success Metrics*

<b>Term</b>	<b>Dean's List</b>	<b>Probation</b>
<b>May 2020</b>	513	55
<b>July 2020</b>	29	8
<b>December 2020</b>	481	56

Students on probation are provided support and assistance through the College Student Success Center's Probation Program.

**Enrollment** - The CHHS has had a 24% decline in enrollment since Fall 2017 with AHS and KRS experiencing the greatest reductions in enrollment.

*CHHS Enrollment Trends*

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	% Decline	Fall to Fall % Decline
<b>Applied Health Sciences</b>	605	583	566	557	536	525	429	436	340	308	49	44
<b>Applied Medicine &amp; Rehab</b>	528	471	528	475	480	427	433	426	485	478	9.5	8
<b>Kinesiology, Recreation, &amp; Sport</b>	738	701	737	695	689	655	668	611	575	528	28.5	22
<b>School of Nursing</b>	1,355	1,277	1,432	1,298	1,377	1,282	1,363	1,212	1,316	1,144	16	3
<b>Social Work</b>	198	182	210	211	223	212	227	200	186	170	15	6
<b>Totals</b>	<b>3424</b>	<b>3214</b>	<b>3473</b>	<b>3236</b>	<b>3305</b>	<b>3101</b>	<b>3120</b>	<b>2885</b>	<b>2902</b>	<b>2628</b>	<b>24</b>	<b>15</b>

\*includes pre-nursing majors

**Strategic Enrollment Management Initiatives** - ISU has

- Increased the amount of institutional aid available to students.
- Improved systems for recruitment, admissions, and now working on transfer student needs.
- Strengthened partnerships with Ivy Tech.

More information about University strategic enrollment may be found here

<https://www.indstate.edu/about/administration/enrollment-services>

CHHS has/is

- Initiated market analyses to determine demand and potential market share
- Exploring our strengths in potential online learning and graduate certificates

**Accreditation** – The CHHS is committed to ensuring that students who enroll in accredited/certified programs can have confidence in our ability to support accreditation. The majority of accredited/certified programs lead to licensure or certification in professional fields and eligibility of students to be licensed or certified is dependent on graduation from an accredited/certified program.

Beginning in academic year 20-21, the CHHS began absorbing the majority of the accreditation and certification fees by allocating a portion of program fees for this purpose. Academic Affairs continues to support required accreditation costs for programs that do not assess a program fee.

Accrediting bodies vary significantly on standards related to characteristics and number of faculty. Part of our commitment to maintaining accreditation in programs that require graduation from an accredited program is to ensure we adhere to all standards including those for faculty.

Below you will find the projected accreditation costs and a list of faculty-related standards or expectations. We hope this is useful as you think about how the instructional budget is allocated.

*Projected Accreditation Costs*

Program(s)	Agency	Next Site Visit	Annual Fee	Additional/Site Visit Fees	Payment Source
Athletic Training, DAT	<a href="#">Commission on Accreditation of Athletic Training Education (CAATE)</a>	2025-26	\$1,500	\$5,000	Program Fee
Athletic Training, MS	<a href="#">Commission on Accreditation of Athletic Training Education (CAATE)</a>	2023	\$5,000	\$8,500	Program Fee
Dietetics, BS and MS	<a href="#">Accreditation Council for Education in Nutrition and Dietetics</a>	2024	\$2,075	\$7,100	Academic Aff
Exercise Science BS	<a href="#">National Strength and Conditioning Association (NSCA)</a>	2023	\$500/3 yrs	n/a	KRS/Academic Aff
Human Development and Family Science, BS	<a href="#">National Council on Family Relations - Certified Family Life Educator (CFLE)</a>	2022	\$80	n/a	AHS
Nursing, BS; Accelerated Second Degree, BS	<a href="#">Accreditation Commission for Education in Nursing (ACEN)</a>	2022	\$1,758	\$2,900	Nursing
Nursing, BS; Accelerated Second Degree, BS;	<a href="#">Indiana State Board of Nursing (ISBN)</a>	2022	n/a	n/a	Nursing
Nursing, MS; FNP	<a href="#">Accreditation Commission for Education in Nursing (ACEN)</a>	2027	\$1,758	\$2,900	Nursing
Nursing DNP	<a href="#">Accreditation Commission for Education in Nursing (ACEN)</a>	2025	\$1,758	\$2,900	Nursing
Occupational Therapy, MS	<a href="#">Accreditation Council for Occupational Therapy Education (ACOTE)</a>	2022-23	\$4,225	\$36,307	Program Fee
Physical Therapy, DPT	<a href="#">Commission on Accreditation in Physical Therapy Education (CAPTE)</a>	2022	\$4,500	\$9,650	Program Fee
Physician Assistant, MS	<a href="#">Accreditation Review Commission on Education for Physician Assistant (ARC-PA)</a>	2023	\$15,000	\$13,738	Program Fee
Social Work, BSW, MSW	<a href="#">Council on Social Work Education (CSWE)</a>	2024	\$3,954	\$1,200	Academic Aff

**Description of Accreditation Standards for Each Program Related to Faculty Resources**

**Athletic Training, DAT and MS:** The Commission on Accreditation of Athletic Training Education (CAATE) requires the following.

- The program director is a full-time faculty member whose primary assignment is to the athletic training program.
- The coordinator of clinical education is a core faculty member whose primary appointment is to the athletic training program and who has responsibility to direct clinical education.
- Program faculty numbers are sufficient to meet the needs of the athletic training program and must include a minimum of three core faculty.
- The program director, coordinator of clinical education and other core faculty have assigned load that is sufficient to meet the needs of the program and assigned load must be comparable to other faculty with similar roles within the institution or at other peer institutions.

**Dietetics, BS and MS:** Accreditation Council for Education in Nutrition and Dietetics (ACEND) requires the following:

- Demonstrate sufficient faculty to cover required core courses and rotations, in the appropriate sequence, so that student outcomes (learning outcomes, graduation rates, RDN exam pass rates, etc.) are not negatively impacted.
- Document consistently allocated workload for program director to support student and preceptor recruitment and retention.

**Exercise Science, BS:** National Strength and Conditioning Association (NSCA) – does not specify faculty related standards.

**Human Development and Family Science, BS,** National Council on Family Relations – Certified Family Life Educator: the program must have at least 1 full-time faculty member who is a Certified Family Life Educator.

**Nursing, BS:** Indiana State Board of Nursing requires that the

- Majority (51%) of faculty teaching in the undergraduate programs must be fulltime
- Faculty supervise no more than 10 students at a time in clinical practice

and the Accreditation Commission for Education in Nursing (ACEN) requires the program have sufficient faculty resources to ensure the end-of-program student learning outcomes and program outcomes are met.

**Nursing, MS and DNP:** Accreditation Commission for Education in Nursing (ACEN) requires that:

- the program have sufficient faculty resources to ensure the end-of-program student learning outcomes and program outcomes are met
- that faculty possess the appropriate credential to teach in the specialty
- faculty to student ratio in clinical practice follow recommendations from National Organization of Nurse Practitioner Faculties – 1:6

**Occupational Therapy, MS,** Accreditation Council for Occupational Therapy Education (ACOTE) requires the following:

- The program director is a full-time core faculty member with sufficient workload allocation to ensure that the needs of the program are being met.
- The fieldwork coordinator is a full-time core faculty member with sufficient workload allocation to ensure that the needs of the program are being met.
- The faculty must be sufficient in number to ensure appropriate curriculum design, content delivery, and program evaluation.

**Physical Therapy, DPT,** Commission on Accreditation in Physical Therapy Education (CAPTE) requires the following.

- Administrative functions of program director and clinical education coordinator are assigned appropriate workload and are fulltime core faculty

**Physician Assistant, MS,** Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) requires the following:

- The University must provide sufficient workload allocation and financial resources in support of the program director and principal faculty, as applicable to the job description.
- The program must have: a) program faculty that include the program director, principal faculty, medical director, and instructional faculty, and b) at least three FTE principal faculty, of which two FTE principal faculty must be PAs who are currently NCCPA-certified.
- Faculty must be sufficient in number to meet the academic needs of enrolled students and manage the administrative responsibilities consistent with the complexity of the program.
- There must be sufficient didactic instructional faculty to provide students with the necessary attention and instruction to acquire the knowledge, skills, and competencies required for entry into the profession.



**Social Work, BSW and MSW, Council on Social Work Education (CSWE) require the following.**

- 2 full-time faculty members dedicated to the BSW program; a faculty to student ratio of 1:25, which includes all full-time and part-time faculty
- 6 full-time faculty members dedicated to the MSW program; a faculty to student ratio of 1:12, which includes all full-time and part-time faculty
- MSW courses must comprise at least 51 percent of the teaching load
  - At least 51 percent must hold a doctoral degree
  - 2 years post-MSW practice experience is required to teach practice courses

**Recruit, Develop, and Retain Effective, Motivated Faculty and Staff**

**Retention** - Since 2017, the CHHS has had attrition rates among regular faculty and fulltime staff varying from a low of 7% to a high of 24%. Notable in the below table is that faculty and staff lines have mostly been replaced as losses occurred. Our total staff and faculty lines are likely to show declines moving into the 2021-22 academic year. These data will be benchmarked in the future against University attrition and retention.

*Faculty and Staff Attrition and Retention*

	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Total Faculty</b>	101	92	98	96
<b>Faculty Losses</b>	19	7	10	12
<b>Attrition Rate</b>	19%	8%	10%	13%
<b>Retention Rate</b>	81%	92%	90%	87%
<b>Total Staff</b>	41	45	44	42
<b>Staff Losses</b>	10	7	3	8
<b>Attrition Rate</b>	24%	16%	7%	19%
<b>Retention Rate</b>	76%	84%	93%	81%

**Recent Goodbyes and Hellos**

*Goodbye and All the Best to*

Jeff Campbell, RHIC  
 Dan Coovert, AMR  
 Caleigh Goode, CSMP  
 Nicole Heck, AMR  
 Jolynn Kuhlman, KRS

Kathleen Lammert, SON  
 Raine Lee, AMR  
 Lauren Lewis, AHS  
 Brandon Majors, RHIC  
 Amy McCalister, SON

Lisa Miller, Dean’s Office  
 Karen Pennington, SON  
 Cary Stewart, RHIC  
 Doug Urban, AMR  
 Anthony Walker, AHS

*Hello and Welcome to*

Christina Barnes, RHIC  
 Taylor Bayless, KRS  
 Daniel Moore, RHIC

Kelly Wright, Dean’s Office  
 Grace Yi, SOCW  
 Amanda Smith, SON

**Promotion and Tenure** - The CHHS continues to successfully support applications for promotion and tenure. Our success is a function first and foremost because faculty attend carefully to their teaching, scholarship and service. The CHHS Associate Dean for Academics has engaged more actively with faculty to support the development of their Faculty Activity Database, leading to applications that demonstrate alignment with the criteria for promotion and tenure, and are easier for review bodies to read and interpret. Mentoring initiatives in departments/school and the College Faculty Affairs Committee may be contributing to our success. Workshops offered by the CHHS Associate Dean for Academics to help faculty shape their portfolio over time and better understand the criteria may assist faculty to be more successful in applying for promotion and tenure.

*Trends in Promotion and Tenure*

	2017-18		2018-19		2019-20		2020-21	
	Applied	Promoted	Applied	Promoted	Applied	Promoted	Applied	Promoted
<b>Senior Instructor</b>	1	1	3	2	1	1	2	2
<b>Associate Professor with Tenure</b>	6	5	6	6	5	5	2	2
<b>Full Professor</b>	3	3	2	2	4	4	1	1

**Equity, Diversity and Inclusive Excellence** – In response to critical questions and concerns raised by the Black Lives Matter movement, the Dean invited all Black, Brown, and Indigenous Faculty and Staff of Color to an exploratory meeting in July 2020. The purpose of the discussion, moderated by Dr. Rana Johnson, Associate Vice President for Inclusive Excellence, was to explore the interests and concerns of BIPOC faculty and staff, and to create a more inclusive environment and address systemic racism in our College.

Since that first meeting, the College has taken the following steps toward improving equity, diversity, and inclusive excellence:

- Dr. Jennifer Todd and Dean Caroline Mallory were invited to and attend regularly scheduled meetings of Dr. Rana Johnson’s EDIE Liaisons group to share concerns, ideas, and strategies
- A small group of CHHS faculty, Drs. Darleesa Doss, Lindsey Eberman, Jeremy Houser, and Jennifer Todd, have formed an informal task force that meets regularly with the Dean to develop engaging and useful opportunities for all faculty and staff to become better informed and more culturally sensitive. This group is conducting planning sessions with Dr. Rana Johnson to solidify these opportunities for AY2021-22.
- The Strategic Planning Work Group successfully developed a revised strategic map that is more specific regarding EDIE and includes observable key performance indicators. From this, the Dean and the Executive Committee of the Faculty Council will consider specific charges to the standing committees in AY2021-22.

**Faculty Workshops**

Faculty workshops were held throughout the year, facilitated by Associate Deans Nesser and Weber. Workshops included: Faculty Activity Database (FAD) individual and cohort-based group sessions; Faculty Policies and Campus Resources; Faculty Governance; Curriculum and the Curricular Process; Committee Service; Planning for Next Academic Year; and Student Success.

**Academic Advising Workshops**

Academic Advising Workshops were held throughout the year, facilitated by Associate Dean Weber and Professional Advisors Kylie Carrithers and Tresa Makosky. Workshops included Advising Overview; MySAM; MySAM Plans; Priority Registration and Review; Overview of MySAM & Plans; Foundational Studies; and Registration, Graduation checkout, planning for summer and fall.

**Strengthen Faculty Scholarship**

**Scholarship Task Force 2020-21**

This past year, the CHHS had 241 scholarly activities (published papers, books, conference presentations, and external grant submissions) with many collaborations within the college on these activities.

**Seek and Align Resources with College Goals**  
**Budget Summary for Current 2020-21 and Upcoming 2021-22 Academic Year**

The CHHS continues to respond to increasingly larger reductions in our instructional, supplies and equipment, and staff resources. Academic Affairs has worked to distribute the instructional budgets as equitably as possible and our shared principles have been to protect instruction, avoid laying off regular faculty and staff, and ensure that we can offer classes so students can progress and graduate. The College Leadership Team has collaborated to ensure that the reductions are distributed equitably across the College. The approach to these reductions depends on what resources are available. For example:

- Whenever possible we are using program and clinical fees to cover the expenses of temporary faculty and administrative and student support services.
- Not replacing faculty and staff who resign or retire.
- Combining administrative positions to create one higher paid position.
- Where it is practical, increasing class size and decreasing the number of class sections.

The CHHS has been allocated an instructional budget of \$7,490,000.00, \$415,450.00 less, or a 5.5% reduction, from AY20-21/FY21. We are also reducing our staff lines by \$228,501.00 by not filling three vacant positions and by moving three positions to soft money.

*Instructional Budget Trends*

<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>Total</b>
2.5% Reduction	3.8% Reduction	5.5% Reduction	12%
\$201,847.00	\$310,714.00	\$415,450.00	\$928,011.00

*Staff and Operating Budget Trends*

<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>Total Staff</b>
0.5% Reduction from Supplies and Equipment	21% Reduction from Supplies and Equipment	4% Reduction in Staff Budget	12% Reduction in Staff Budget	
\$2,298.00	\$57,596.00	\$102,891.00	\$228,501.00	\$331,392.00

*CHHS Instructional Budget AY 2021-22 Summary*

Instruction	\$7,490,000.00
Dean's Office Operating (S&E)	\$22,721.50
Department Operating (S&E)	\$136,612.85
Staff Salary	\$1,967,781.51
<b>Total</b>	<b>\$9,617,115.92</b>

**Impact of Faculty Reductions** – these data and concerns have been shared with Academic Affairs.

**Applied Health Sciences** has had a 49% reduction in enrollment since Fall 2016 and a concurrent net reduction in faculty of 7 full time faculty or 38% decline. The full-time faculty to student ratio is 1:24. Resignations of faculty in Dietetics and Human Development and Family Science (HDFS) are threatening our ability to deliver these programs. HDFS is a discovery major and accepts many students in their second and third year.

AHS delivers 9 courses that either are Foundational Studies options or required for other majors in CHHS and BCoE. Resource sharing may address some of this – for example, the School of Nursing is covering the cost of AHS 612 this summer to meet the needs of students in the DNP. Even with increases in class size and combining sections, we may not be able to meet the demand for these service courses.

**Applied Medicine and Rehabilitation** has had a 9.5% reduction in enrollment since Fall 2016 primarily due to the closing of the BS in Athletic Training and has neither lost nor gained faculty. The full-time faculty to student ratio is 1:18, the lowest in the college. However, with the relaunch of the MS in Athletic Training we expect that ratio will increase. AMR has absorbed their entire part time faculty into their program fee budgets, sparing these dollars for instruction in other departments.

**Kinesiology, Recreation, and Sport** has had a 28.5% reduction in enrollment since Fall 2016 and with resignations and retirements will have net reduction in faculty of 5 full time faculty or a 22% decline. The full-time faculty to student ratio is 1:33. The reduction in faculty will limit our ability to maintain course availability for Exercise Science students, Applied Medicine students, and Strength and Conditioning minor students.

KRS delivers 3 courses, including PE 101, serving half of incoming freshmen, that either are Foundational Studies options or required in other majors in CHHS. As courses are redistributed, we may lose our ability to offer PE Activity classes that are often filled by students who have dropped a class and need to maintain fulltime status. Even with increases in class size and combining sections, we may not be able to meet the demand for these service courses.

**The School of Nursing** has had a 16% decline in enrollment overall and will have a net reduction in faculty of 1 full time faculty since 2017. The full-time faculty to student ratio is 1:34, including pre-nursing students. The reduction in faculty that decreases the ratio of full time to part time faculty may jeopardize our accreditation by the IN State Board of Nursing depending on semester-to-semester part time needs. Plans for a BSN-DNP program, expected entry into practice for nurse practitioners, may need to be postponed. The SON covers all their part time instruction with program and clinical fees, sparing the instructional dollars for other departments. Increases to program and clinical fees may be required to offset the need for part time faculty.

**Social Work** has seen a 15% decline in enrollment but maintained their faculty numbers at 8 full time tenure line and instructor rank faculty to satisfy accreditation standards. The full-time faculty to student ratio is 1:25. This coming year they will expand class size and reduce elective offerings to compensate for giving up all part time instruction. This will limit flexibility and reduces the diversity of student-faculty interactions.

### **Impact of Staffing Changes**

Part of our strategy to reduce operating costs out of the ISU General Fund has been to move some staff positions to soft money. There is no immediate impact on students or faculty resulting from moving staff to soft money (e.g., program fees). Where positions will be covered by program fees, those budgets will need to be adjusted for the new expenditures. Where there is a net loss of staff, there may be effects on students and faculty as responsibilities are redistributed. There is no present discernable impact in the Dean's office with the reduction of administrative support.

## Development

The CHHS is beginning to see a movement toward greater number and size of private gifts. Toward strengthening this trend, we established the CHHS Advancement Council to help us to achieve our funding priorities. The Advancement Council supports the mission and vision of the College to ensure that students have the highest quality learning experience possible. Council Members contribute their time, talent, and treasure in many ways: to strengthen connections and partnerships between the College and our public and private stakeholders; to support College fundraising efforts; and to advise the Dean on advancement. These efforts are directed toward the CHHS Funding Priorities that emphasize supporting students on the path to graduation. Council Members serve a two-year term that may be renewed as desired, attend at least two meetings each year, and have an annual giving expectation.

The following tables are offered as baseline data for our new Strategic Map 2021-24 to help us understand where we will go from here.

*Baseline Data on Giving for the CHHS*

Type of Gift	FY2018	FY2019	FY2020	FYTD 2021
Cash	\$353,673.69	\$325,120.96	\$288,672.90	\$319,552.83
Gifts in Kind	\$0.00	\$0.00	\$0.00	\$0.00
Planned Gifts	\$0.00	\$0.00	\$40,000.00	\$250,000.00
<b>Total</b>	<b>\$353,673.69</b>	<b>\$325,120.96</b>	<b>\$328,672.90</b>	<b>\$569,552.83</b>

*New Gifts*

	FY2018	FY2019	FY2020	FYTD 2021
New Annual Fund Gift Agreements	6	5	1	3
New Endowed Gift Agreements	1	2	1	1

*Give to Blue*

	2019	2020	2021
Total Raised	\$11,043.00	\$18,428.00	\$27,328.00
Total Number of Donors	153	210	130

## College of Health and Human Services, FY2020-2023 Funding Priorities

### *Develop new endowed scholarships for students*

Financial support is crucial to student persistence and graduation. The CHHS needs to increase the number of endowed scholarships and grow the corpus of existing scholarships to increase the impact of financial support. New scholarships should focus on students with demonstrated financial need in programs where less support is available.

### *The Jean and Robert Hollar Student Advising Center*

In 2019, the College of Health and Human Services received a gift to establish the Jean and Robert Hollar Student Advising Center to provide individualized academic and career support for future healthcare, wellness, and social services professionals. The center delivers professional advising and peer mentoring for students seeking to earn a degree in all the programs offered in CHHS.

### *Establish the CHHS Center for Experiential Learning*

The CHHS Center for Experiential Learning will ensure that 100% of students who are ready for clinical, fieldwork, or internship experiences have the necessary support to engage in these professional experiences. The Center will provide individualized consulting and coordination of experiential learning for degree programs, faculty, and students. The Center will focus on affiliation agreement services, clinical and fieldwork coordination, cooperation with agencies providing clinical and fieldwork experiences, and preparation of students to ensure high quality experiential learning.

### *CHHS Strategic Initiatives Fund*

The College of Health and Human Strategic Initiatives Fund. The purpose of this fund is to support students, faculty, and staff in the college to achieve strategic goals around Student, Faculty, and Staff Success.

### *Center for Sports Medicine and Performance*

The Center for Sports Medicine and Performance serves the healthcare needs of student athletes and supports their efforts to be in the best condition possible to meet their academic and sport goals. We propose to create opportunities for students and faculty to contribute to the health and performance of student athletes through experiential learning and research. The goal of the CSMP is to support student athletes and be a center for excellence in research and experiential learning.

## **Shared Governance**

*The Faculty Council Executive Committee*, comprised of Matt Blaszk (Chair), Erik Southard (Vice-Chair), Maureen Johnson (Secretary), Jeremy Houser, and Jennifer Todd, accomplished three huge projects this year:

- Surveyed, developed, and created new at-large membership to each standing committee
- Updated and approved college constitution
- Voted and approved new college FPE

*The Assessment Committee* also had a busy year. Their activities included:

- Reviewing the CHHS Constitution and submitting suggested edits
- Reviewing all department assessment plans from 2019-2020
- Conducting a Q & A session with Tradara McLaurine, Executive Director of the Career Center, to discuss First Destination Survey and learn about metrics that would be useful for the college to collect related to assessment
- Planning and conducting an exemplar presentation on April 19 with Dr. Paula Jarrard, OT Program Director, awarded 2020 Provost's Award for Excellence in Student Learning Assessment and Improvement

*The Curriculum and Academic Affairs Committee* was very efficient:

- 102 proposals reviewed
- 102 proposals approved
- No outstanding tasks

Major program changes

- Undergraduate sport management, applied medicine, and recreational therapy programs
- Graduate sport management and athletic training programs
- Advanced practice nursing program

*The Faculty Affairs Committee*

- Updated CFAC Faculty Performance Evaluation, which will be Implemented Fall 2022
- Reviewed department Faculty Performance Evaluation documents
- Reviewed School of Nursing Promotion and tenure document
- Conducted Promotion and tenure reviews (2) Third year reviews (10) Full professor review (1) Instructor (1) and senior instructor reviews (1)
- Presented 4 mentoring sessions for CHHS faculty

### *The Student Affairs Committee*

- Adopted policy for inclusive language in student handbooks
  - Use the term “student” as opposed to more gendered terms when possible
  - Use APA’s Bias Free Language as a framework
- Program coordinators and Chairpersons now responsible for development, oversight, and updates of all program-level handbooks; SAC now only acknowledges handbooks
- Advisor Evaluation revised
- Curriculum Petition Form Recommended to be reformatted into an electronic process with digital signatures
- Scholarships
  - Walter E. Marks Scholarship - \$462 (awarded)
  - Passmore Family Scholarship - \$2,932 (not awarded, no qualifying applicants)
  - Dr. Richard D. Spear Scholarship - \$1,000 (awarded)

### **Centers and Clinics Reports**

#### *Center for Sports Medicine and Performance*

With the closure of the University and the suspension of collegiate athletics, statistics look a little different this year. From March 16 to April 16, 2021, the CSMP treated 900 athletes across all sports. They continued with the hands-on manual therapy approach. Hands-on manual therapy has not been a part of the culture in the CSMP. The new graduate assistants are taught manual therapy techniques during various in-services done throughout the year and have really bought into this rehab philosophy. The level of rehabilitation and overall health care continues to increase in the CSMP.

The CSMP is staffed by 6 full-time Athletic Trainers, (1 vacant position) and 11 graduate assistant athletic trainers. The Strength and Conditioning program is staffed by 3 full-time coaches and 3 graduate assistant strength and conditioning specialists.

David McMannus, Head Strength and Conditioning Coach, was recognized as a Master Strength and Conditioning Coach (MSCC) at the MSCC Dinner in Fort Worth, TX during the annual Collegiate Strength and Conditioning Coaches Association (CSCCa) conference. President Curtis recognized the work of Director Kellen Norris and the CSMP staff at the February Board of Trustees meeting. They went above and beyond for the entire campus during the COVID-19 pandemic.

Considering the unusual circumstances of the 2020-2021 academic year, the CSMP still managed to stay busy. Kellen and his staff

- Created and implemented all COVID-19 policies for athletics in compliance with NCAA guidance.
- Created a CLIA waived lab to perform COVID-19 testing for the athletic community.
- Collaborated with the MVC COVID-19 working group to create policy and procedures for MVC conference competitions.
- Became Contact Tracing certified and carried out all contact tracing for student-athletes. This effort was led by Connor Burton and had significant impact on the University’s procedures.
- Updated concussion protocol per NCAA guidelines.
- Oversaw renovations of the Arena Athletic Training Rooms.
- Were featured on Give to Blue Day and increased the number of donors to the CSMP. In the near future, renovations are planned for the main athletic training facility in the SCWAM building.

Most of the money spent in the CSMP is on expendable items needed to service athletics. Things such as tape, medication, rehab equipment, and Band-Aids. Other money was spent to continue to enhance out-of-date rehab equipment needs, and on staff professional development. Capital equipment money was spent to update tape tables and rehabilitation furniture. Overall, the CSMP budget is in good shape heading into the 2021-2022 fiscal year.

### *Physical Therapy and Rehabilitation Clinic*

The Physical Therapy and Rehabilitation Clinic acquired 183 new patients during this fiscal year. They logged 2,095 visits from new and existing patients. The PTSRC involves two full-time staff: Dr. Jimmie Storms, Director of the clinic, and Vicki Gaunt, Patient Account Coordinator. They also utilize three professors from the Physical Therapy program, and recently hired a PRN physical therapist.

Dr. Storms and Ms. Gaunt worked diligently and planned carefully to keep the clinic up and running during the COVID-19 pandemic. Dr. Storms was also certified in Functional Capacity Evaluations for Workers Compensation claims and Ms. Gaunt celebrated her 5<sup>th</sup> anniversary with the University in the fall.

Though the clinic continued operations during the pandemic, the loss of a full-time therapist did cause their numbers to drop significantly. Patient visits dropped to 46, and insurance reimbursements decreased by nearly \$37,000. However, an estimated 952 students are projected to visit the clinic through the end of the semester, which is an increase of 600 hours. So far, over \$11,000 has been written off as courtesy discounts.

The PTSRC hosted the Doctor of Physical Therapy program's Annual Health Screenings for 50+ Adults and Young Adults in April. They are also working on New Work Rehabilitation supplies and marketing.

The PTSRC budget is used for staff salaries (including unemployment), software, lab and medical supplies, and continuing education.

### *Sycamore Outdoor Center*

From July 1, 2020, to March 1, 2021, the Sycamore Outdoor Center had 159 waivers signed. The numbers for this past year are down about 82% from last year due to the COVID-19 restrictions. There has been a slight increase in reservations for the coming summer as the virus restrictions are easing.

The Center employs two full-time staff: Matthew Porter, Property Manager; and Don Rogers, SOC Director. They utilize one budgeted student employee who is hired each year to staff our Open Sunday hours. They have been able to hire an additional student worker with Provost Student Employment funds for the past five years.

An Eagle Scout project was completed over the winter that installed a walking trail between the parking lot and the cabins. This was a needed project that will help prevent uneven wear on the grass and some of the rutting in that area. It is a downhill slope from the cabins to the parking lot, and heavy rains tend to do damage to the open ground areas of that slope.

A new student organization--the ISU Climbing Club--will be based at the SOC. These students have been very active at the Climbing Café in Terre Haute, and are looking for more climbing opportunities and to develop their skills. They will be helping with maintenance and improvements on the climbing wall and hopefully become cross-trained to work in the Keystone Adventure Program.

Work continues on our main property garage that was emptied when the new one was built on the upper property by the manager's office. The space was in rough shape, so they have been cleaning the concrete floor and repairing the walls. The goal is to have this space operational by June 1 for groups that need it for programming space. The COVID situation really derailed the plans the SOC had for upgrades and winter work. The student worker was not able to spend as much time working due to safety concerns and Matt could not work at that height unless there is another person there with him. The SOC is currently open and seeing some participation and the student worker is putting in more hours to help Matt. There will also be a May facilitator training and the Keystone Adventure Program (challenge course) will open right after that, so there is hope to see those groups return this summer, and definitely in the Fall.



Following are the sums of the two SOC budget accounts. The first is the revenue account, which is down due to limited usage over the past year. Second is the capital account funded by the university. It is higher than usual due to diminished expenses over the past year, so it is a bit of a wash. Some of those funds will be used as would the revenues as work continues on the garage renovation and some other maintenance projects. In addition to the student Sunday worker, these funds are primarily spent on cleaning supplies, maintenance materials, and challenge course equipment, which must be replaced on a regular basis.

FLDCAM	3660	Field Campus Revenue Based Acct	\$ 9,154.22
FLDCMP	3664	Brazil Field Campus Operating	\$ 10,889.17

*Rural Health Innovation Collaborative*

Between July 1, 2020, and April 1, 2021, the RHIC Simulation Center had 6,815 participant encounters; this included 2,407 in the first quarter, 2,300 in the second quarter, and 2,108 in the third.

The RHIC has an Executive Director, 2 full time Clinical Simulation Specialists, 1 part time Clinical Simulation Specialist, 2 Simulation Technologists, and a Simulation Assistant. It also has a contract with Manpower, Inc., to provide PRN staff for various clinical and support needs of the Simulation Center. This includes the use of Standardized Patients (simulation actors), and Clinical Simulation Associates (various clinical educational roles and disciplines). In addition, the RHIC works with the Arc of Vigo County to utilize young adults with special needs in support roles at the Simulation Center.

The RHIC has hired two new staff members since July 1, 2020: Chris Barnes in the Clinical Simulation Specialist role and Daniel Moore in the Simulation Technologist role. Both Jack Jaeger and Laura Livingston earned professional certification from the Society for Simulation in Healthcare as Certified Healthcare Simulation Educators. Jack Jaeger is serving on the national Accreditation Council for the Society as well.

The RHIC completed a new three-year strategic plan that began to be implemented in the fall of 2020. It also earned accreditation from the Society for Simulation in Healthcare in the areas of Teaching/Education and Systems Integration. This accreditation continues for five years. The RHIC continued its partnership with the Indiana Hospital Association and the Indiana State Department of Health for the Small Rural Hospital Improvement Grant. This partnership allows for simulation-based education to be provided to Critical Access and Small Rural Hospitals across the state of Indiana.

As always, the RHIC was busy in the community this past year. Some of its activities include:

- Union Health Systems Management of Aggressive Behavior (MOAB) Training and Assessment
- Valley Professionals Community Health Centers Care at Home Program
- Rural Neonatal Outreach Programs
- Health Careers Simulation Experiences
- Virtual Camp MD/Doctor Camp (IUSM)
- Involvement with Union Hospital Infection Control for Serious Communicable Disease Training
- Conducted Emergent Care Training for UMG Convenient Care
- Union Hospital Teen Volunteer Program Orientation Simulations

As with many organizations, the RHIC was affected by the Covid-19 pandemic:

- The RHIC implemented new strategies for virtual, simulation-based learning for RHIC Partners.
- Occupational Health First Responder Training
- Rapid Response Team Development, Training, and Assessment
- IUSM COVID Vaccination Training

- Use of Robotic Telepresence Robots for COVID Care, Family Visitation, Patient Registration, and Physician Rounding
- Development of Virtual Asynchronous Modules using Simulation Methodologies for Sepsis; Obstetrical and Neonatal Emergencies; Early Recognition of Deterioration; Acute Stroke; and Pediatric and Adult Dehydration.

The RHIC's annual operating budget for FY 2021 is \$815,000. Of that, \$638,500 is set aside for salaries and benefits for its full and part time staff. The remainder of the budget is set aside for contract services for Manpower personnel; annual service agreements for various simulation equipment; accounting services; equipment maintenance; medical supplies; office supplies; facility and organization insurance; accreditation fees; staff professional development and travel; and lease of space from Union Hospital.

*West Central Indiana – Area Health Education Center*

Over 500 high school aged students participated in recruitment-related activities hosted by WCI-AHEC in the 2020-2021 project period. Additionally, nearly 150 students enrolled in health profession preparation programs, such as medicine, nursing, and social work, were impacted by WCI-AHEC training efforts. This includes 27 enrollees in the interdisciplinary and nationally renowned AHEC Scholars program that helps make students more work-ready. To support health professionals who have chosen to practice in underserved communities, WCI-AHEC also provides support in the form of continuing education. This year nearly 150 health professionals have benefited from these retention-focused programs.

With the Covid pandemic, clinical placements for students have understandably been a challenge. With in-person programs being limited, WCI-AHEC has very much focused efforts on getting students into clinical settings. This assistance has been done through the provision of PPE supplies as well as aid in placement. Sites in rural and underserved areas within the region provide excellent opportunities for students to both train and be introduced to potential employers. WCI-AHEC assists students with these placements through site identification and facilitation, mileage grants, and housing aid. This year WCI-AHEC assisted in the placement of more than 65 health profession trainees completing clinicals that ranged from several hours to one month in length.

In April, WCI-AHEC, along with its partners and Scholars, attended the Indiana AHEC Network Statewide Conference. The conference was held virtually, due to the pandemic, utilizing a unique and fun platform that allowed attendees to interact in a world as avatars. The statewide conference, attended by employers, students, legislators, and others, allowed for the showcasing of the AHEC Scholars Students from around the state. Throughout the time in the two-year program, WCI-AHEC's 12 Scholars completed capstone projects, which they presented in the form of a poster at the conference. The topics of the WCI-AHEC projects were Increasing Access to Healthcare in the Medicare Population in Clinton, Indiana; Senior Gardening for Mental Health and Fine Motor Movements in Glenburn Nursing Home in Linton, Indiana; Smoking Prevention in Rockville, Indiana; and Suicide Awareness in Clay City, Indiana.

For the 2020-21 grant period, Director Jackie Mathis and her staff received a combined \$333,000 from state (Indiana State Department of Health) and federal (Health Resources and Services Administration) funders to accomplish its mission of recruiting, training, and retaining health care professionals.

### **Associate Dean for Academics**

CHHS Student Outcomes Assessment and Success (SOAS) report submissions increased from 66% last year to 93% this year. SOAS reports are evaluated by the ISU Assessment and Accreditation Coordinator within Academic Affairs. CHHS SOAS report evaluation ratings increased from last year. CHHS reports overall had a total SOAS summary score average of 2.6/3.0 this year, with the prior year's average 2.3/3.0. All reports and feedback are available from the CHHS Assessment Committee.

CHHS was reviewed by the ISU Graduate Council, Graduate Program Review Committee last academic year. Graduate program reviews are conducted every four years for all graduate programs (with or without accreditation); our next college review is scheduled for AY '23-'24. Due to COVID-19, the Graduate Program Review feedback was delayed, and not available until this year. CHHS had 100% on-time report submissions, with overall positive feedback. Reports provide feedback to programs in the following categories: Strengths, Challenges, Observations for further consideration. All reports are available from the CHHS Assessment Committee.

### **Associate Dean for Student Affairs**

The College implemented a new student peer mentoring program this year. The Robert and Jean Hollar Peer Mentoring Program is in honor of Bob Hollar, former coach and associate dean for the College of Health and Human Performance. Undergraduate students in the College provide peer mentoring to other undergraduate students in the College. Goals are to provide meaningful partnership opportunities between students, to create a support system that contributes to the success of students, and to promote academic excellence, campus involvement, and student success. The Program began accepting referrals in March.

On-campus recruiting efforts were curtailed this past academic year due to COVID-19. We continued to recruit students using alternative methods. One example is collaborating with Student Media to produce videos of the College and high interest majors in the college. These videos will be posted on our website soon. Additionally, students volunteered to make 60 second "TikTok"-like videos. You can review the College videos as well as others across the University, by clicking the following link: <https://www.indstate.edu/new-student-programs/majors>. We look forward to resuming on-campus recruiting.

College of Health and Human Services  
Draft Strategic Map: 2021-2024\*

**Empower Students, Faculty,  
and Staff to Thrive in Complex and  
Challenging Environments**

**Support Student  
Success**

Improve student retention  
and on-time  
degree completion

Sustain 95% placement rates  
post-graduation as measured by  
The First Destination Survey

Where applicable, improve/  
sustain certification and  
licensure exam pass rates

Ensure all students have  
opportunity for experiential  
learning practices

Increase the percentage of  
students who get an on time  
placement for clinical,  
fieldwork, or internship

Maintain stable enrollments in  
high-demand programs

Expand availability of and  
Enrollment in hybrid and online  
Certificate and degree options

**Recruit, Retain, and Develop  
Successful Faculty and Staff**

Increase the number and  
retention of diverse  
faculty and staff

Maintain faculty and  
staff retention at 90%  
or greater per year

Improve the overall mean on  
the annual workplace  
environment, diversity, and  
Inclusive excellence survey

Faculty and staff will report  
feeling supported to engage in  
scholarship and  
community engagement

**Effectively Manage Resources to  
Accomplish Strategic Priorities**

Align resources with  
strategic priorities as reported  
in the CHHS Annual Report

Raise the number of  
cross-listed or shared  
courses

Increase the number  
and size of private and  
corporate donations

Expand the number and  
size of scholarship awards  
for students with  
financial need

Increase the number of grant  
applications aligned with  
strategic priorities

**Vision** - *To be a leader in the development of  
professionals who will positively impact communities.*  
**Mission** - *We prepare students to become professionals who  
improve the wellbeing of individuals, families and communities.  
Through teaching, research, service, and community outreach we  
serve the public and engage students with robust scholarly  
practices and experiential learning designed  
or career readiness.*