**DEI REPORT**

**COLLEGE OF HEALTH PROFESSIONS**

**June 10, 2023**

**Gregory Hand, Dean and Professor**

**I. BACKGROUND**

A challenge that is central to the CHP’s success in expanding enrollment and increasing retention is the ability to retain first-year students. As with other colleges, the CHP loses over 30% of its 1st yr students before the second year. A critical aspect of this loss is that over half of the students who leave before their second year are categorized as underserved (low income; underrepresented minority; first generation student).

These facts lead the CHP to two conclusions: First, WSU and CHP spend a significant amount of money for each student who enrolls in the CHP. Therefore, the “low hanging fruit” is to make every effort to retain the students who are already in our programs. And second, best practices in addressing challenges for underserved as well as nontraditional students are a core component of all our recruitment/retention activities and everything we do in the CHP (“in all policies”).

**II. PROCESS DEVELOPMENT**

The College of Health Professions has adopted a plan based on the *Hanover Research* Best Practices: Key Performance Indicators for DEI, April 2022. Adapted from this document, the CHP has initiated several steps in phase 1 including, **A. Create a planning team; B. Conduct assessment and research; C. Analyze the data; D. Draft the plan; E. Implement a communication plan; E. Implement and sustain the process**. Included in this report are activities underway inclusive of steps A, B, C, and D. The college’s DEI Council is beginning discussion on a communication plan and implementation of numerous activities to ensure sustained inclusion of diverse faculty, staff, and students in the CHP.

**A. Create a planning team:**

The CHP DEI Council was formed and met on May 8, 2023. The Council attendees included: Greg Hand (CHP Dean and Council Chair), Marche Fleming-Randle (WSU VP and Chief Diversity Officer), Voncella McCleary-Jones (CHP Assoc Dean), Evan Ohlman (PA faculty), Lisa Clancy (staff), Lisa Belt (DH faculty), Lisa Garcia (SFD/PT faculty), Maryon Habtemariam (Nur faculty), Jennifer Anozie (staff), Traci Taylor (staff), Ben Kirby (CSD faculty), Suzanne Hawley (PHS faculty). The council agreed to invite Mandy Konecny, Director of CHP office of Student Advising and Success to become a member of the Council. In addition, other select faculty, staff, students, and community stakeholders will be included in working groups as deemed important to achieve the mission of the Council.

The Council reviewed available data related to underserved CHP students (approximately 70% of students) and also data concerning recruitment and retention of lower division students. A focus was on “outward facing activities” and representing inclusiveness in our webpages and other documents used to recruit and retain faculty, staff, and students. The Council agreed that initial actionable items would be 1) to review departmental webpages for level of inclusiveness and 2) to improve data and information collection related to DEI and develop a CHP-specific instrument to gather student input of demographics, perceptions, and suggestions.

**B. Conduct assessment and research:**

CHP is currently collecting and analyzing student data available through the WSU Reporting website and additional data provided by the WSU Chief Data Officer. We are developing a survey instrument for students across the college to assess their perceptions on our recruitment, student success resources, and retention. The CHP is using available data to stratify our potential students into appropriate categories for targeted recruitment/retention campaigns. This strategy transforms our efforts from “curricular driven” to “student driven” as we begin to understand the different strengths, needs and challenges among our potential and current student groups. In addition, this strategy will allow CHP to optimize our resources to effectively recruit students and ensure CHP student success.

**C. Analyze the data:**

Initial aggregate data analysis has been done on AY 2022 and initial data analysis has been performed on AY 2023. These numbers illustrate a significant drop in attempted SCH among undergraduate students over the previous 5-year period. On average, about 15% of incoming CHP students are lost before the second semester of the first year. Another 15-20% are lost before the beginning of the 2nd year. Over half of our students are in the underserved category, and they are disproportionately represented among those who drop out in their first year.

 *The CHP convened a Recruitment and Retention Workshop on May 15, 2023*. The attendees consisted of CHP administrators, faculty, staff, and stakeholders. The aggregate data that was available at the time of the workshop was presented to the group. A number of questions were asked to the group with individual tables of participants discussing the data, suggesting explanations for the retention challenges for 1st year students, and potential solutions to improve recruitment, retention, and student success. The results of the conversation (which we are treating as qualitative survey data from workshop participants) were a general consensus that the CHP was not consistently providing a recruitment message that was coherent, inclusive, and directed towards our potential student market. It was also concluded that the CHP is not effectively connecting and educating many of our students based on their needs (curricular centered vs student centered).

 **A brief, bulleted list of realizations and recommendations from the workshop attendees includes**:

* General consensus is that we are at a disadvantage when connecting with 1st year students as they are advised centrally and are taught primarily in general education courses outside of the CHP. Additionally, CHP has the challenge of developing a meaningful connection with nontraditional students (adults, fulltime health professionals, parents…) who have little flexibility and limited time for attending university events such as socials, review sessions, tutoring, and faculty office hours. We are using technology to provide asynchronous opportunities to provide support in the form of departmental/program/course introductions, office hours, and review sessions.
* The CHP is working to ensure that students understand the rigorousness and competitiveness of the college’s programs as well as understanding their level of academic preparedness. The majority of CHP undergraduate programs are structured in a lower division/upper division format. Lower division students in the CHP are primarily in undergraduate programs designated as “health science” and “health management”. Matriculation into upper division undergraduate programs is based on meeting specific criteria and through competition with other applicants to the upper division programs. Competitiveness is particularly acute for a number of our graduate programs such as physician assistant and physical therapy.
* Our academic rigor needs to move to less punitive and more rehabilitative/restorative (particularly in the challenging graduate programs). We need to use early alert systems and actively engage students who are struggling academically. Often times this can be done through robust communication between faculty and advisors and our success coach which is needed since wait times for support can be too long for effective support.
* The CHP has untapped potential in engaging upper division undergraduate students and graduate students in support for struggling undergraduate students and high school students interested in health professions. The faculty and staff of CHP are over 80% white females, so utilizing student support and mentorship is a convenient way to increase the diversity of the CHP support system.
* We have begun developing “preferred” curricula for pre-professional students designed to optimize the selection of courses and extracurricular activities that will improve the competitiveness of the students as they apply to upper division and graduate programs. In the fall we will begin early intervention with students who identify as pre-professional to welcome them into the appropriate pre-professional clubs and help them find professional opportunities with our affiliated teaching hospital system. Many of these hospital jobs pay stipends, so simultaneously can reduce the financial burden for the student.
* We have recruited new faculty which will allow for fewer students particularly in challenging first year laboratories. Particularly in the first semester’s anatomy and physiology course, CHP has increased the number of laboratory section to allow for a maximum enrollment of 15 students reduced from the current enrollment of 28 students. This will allow for more personalized instruction in a challenging first semester course.
* CHP graduate programs are working to increase the “admission points” for underserved categories and military service and reducing points for arbitrary criteria that are less predictive of academic success.
* In the fall semester, first year faculty will begin providing 5-minute introductory videos for each course. Content will include overview of the course, learning outcomes, types of assignments, and knowledge/skills/abilities that are prerequisite for success in the course. Most importantly, the faculty will urge students who do not believe that they have the KSAs to come and discuss the situation with the teacher.

**D. Draft the plan:**

 A College of Health Professions Inclusion, Diversity, Equity and Access (IDEA) Plan was developed in 2022-2023. Primary authorship is attributed to Professor Evan Ohlman, the CHP’s representative on the WSU Council of Colleges Diversity, Equity, and Inclusion (CCDEI). It was reviewed and approved through the CHP councils. The IDEA Plan is included on the following pages.

CY 2023 – 2024

**WSU College of Health Professions Inclusion, Diversity, Equity and Access (IDEA) Plan**

**University Definitions of Diversity, Equity, and Inclusion (**[**https://www.wichita.edu/administration/dei/\_documents/DEI\_PlanV4.pdf**](https://www.wichita.edu/administration/dei/_documents/DEI_PlanV4.pdf)**) :**

* Diversity: The state of being in which all human differences are valued and incorporated into the fabric of our community. Diverse groups may include but not exclusively age, ancestry, color, disability, gender, gender expression, gender identity, genetic information, marital status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, status as a veteran, and socioeconomic status.
* Equity: The fair treatment, access, opportunity and advancement for all people according to their circumstances.
* Inclusion: The act of creating environments in which any individual or group can be and feel welcomed, respected, supported and valued to fully participate.

**WSU University Goals:**

* Student Centeredness: Promote holistic student success through a supportive learning environment in which all of our students – past, present, and future – continually thrive and grow.
* Research and Scholarship: Accelerate the discovery, creation, and transfer of new knowledge.
* Campus Culture: Empower students, faculty, staff, and the greater Wichita community to create a culture and experience that meets their ever-changing needs.
* Inclusive Excellence: Be a campus that reflects and promotes – in all community members – the evolving diversity of society.
* Partnerships and Engagement: Advance industry and community partnerships to provide quality educational opportunities and collaborations to satisfy rapidly evolving community and workforce needs.

**College of Health Professions Guiding Principles**:

* Equip graduates with applied learning skills necessary to address the challenges in healthcare.
* Strive for excellence and continuous improvement in healthcare education, scholarly engagement, and service to students, colleagues and the community.
* Exemplify stewardship and accountability for the resources provided by the citizens of the State of Kansas.
* Assure that all graduates are competent to provide evidence-based professional care within an interdisciplinary healthcare system.
* Promote and sustain a culturally diverse environment, which respects the values and perspectives of individuals and professional disciplines.

**CHP Diversity, Equity, & Inclusion Goals**

| **CHP Objectives** | **Initiatives & Tactics** | **Expected Outcomes**  | **Accountable** |
| --- | --- | --- | --- |
| 1. **Develop CHP Diversity Council (green)**
 | 1. Develop CHP Diversity Council to oversee completion of these and other IDEA-related initiatives
2. Council should include representation from CHP faculty, staff, students, and community stakeholders
 | * **2023**: CHP Diversity Council will begin meeting monthly
* **2024**: CHP Diversity Council – monthly meetings ongoing
 | Dean’s Office |
| 1. **Create CHP-level Foundational Principles in alignment with University IDEA plan (purple)**
 | 1. Obtain input from CHP faculty, staff, students, and community stakeholders
2. Develop foundational principles for CHP
3. Adopt the foundational principles via CHP vote
4. Add CHP IDEA foundational principles to CHP website
 | * **2023**: CHP IDEA statement in alignment with University GPs / strategic plan
 | Dean’s OfficeCHP Div. Council |
| 1. **Create Dept-level IDEA goals in alignment with CHP IDEA foundational principles (red)**
 | 1. Each Dept will review/revise as necessary their vision/mission/guiding principles and strategic plan to ensure alignment with and incorporation of CHP IDEA foundational principles
2. CHP Diversity Council will review Dept-level changes
3. Dept-level changes will be added to websites
 | * **2023**: All Dept-level V/M and strategic plans in alignment with CHP IDEA foundational principles
 | Dean’s OfficeDept ChairsCHP Div. Council |
| 1. **Prioritize recruitment and retention of a diverse CHP faculty and staff (orange)**
 | 1. Each Dept will review/revise as necessary hiring practices (job postings, advertising, salary)
2. Collaborate with HR to ensure best practices are being followed
3. Depts will submit a report to the CHP Diversity Council describing how their hiring processes support CHP IDEA foundational principles
 | * **2024**: Hiring practice reports submitted and approved by CHP Diversity Council
 | Dean’s OfficeDept ChairsCHP Div. CouncilDiana Austin (HR) |
| 1. **Prioritize recruitment and retention of a diverse CHP student body (orange)**
 | 1. Each Dept will review/revise as necessary their student admissions processes with regards to IDEA
2. Depts will establish diversity benchmarks and practices congruent with their accreditation standards
3. Depts will submit a report to the CHP Diversity Council describing how their admissions processes support CHP IDEA foundational principles
 | * **2024**: Admissions practice reports submitted and approved by CHP Diversity Council
 | Dean’s OfficeDept ChairsCHP Div. Council |
| 1. **Prioritize student-centered support for diverse students (blue)**
 | 1. Each Dept will review/revise as necessary their student-centered support for diverse students (e.g., experiential learning opportunities for diverse students, access to scholarships, creating diversity-specific scholarships, universal design, accommodations and other support services, mentoring, remediation, and industry partnerships)
2. Depts will submit a report to CHP Div. Council describing how their student-centered support aligns with CHP IDEA foundational principles
3. CHP Diversity Council will review Dept-level reports
 | * **2024**: Student-centered support reports submitted and approved by CHP Diversity Council
 | Dean’s OfficeDept ChairsCHP Div CouncilCHP Student Success CoachAmy Tully (Foundation) |
| 1. **Create CHP-level and Dept-level diversity assessment plans (blue)**
 | 1. Each Dept will determine which types of data are most valuable and relevant to their goals, assessment plans, and accreditation
2. Collaborate with David Wright to determine which data are available through OPA
3. Depts will submit assessment plans with benchmarks to the CHP Diversity Council
4. CHP Diversity Council will create CHP-level assessment plans and benchmarks based upon Dept needs
 | * **2023**: Baseline data gathered and distributed at the CHP and Dept levels
* **2024**: CHP-level and Dept-level diversity assessment plans created and implemented
 | Dean’s OfficeDept ChairsCHP Div. Council |
| 1. **Incorporate IDEA focus and messaging throughout CHP-level and Dept-level website and marketing (red)**
 | 1. Obtain input from CHP faculty, staff, students, and community stakeholders regarding website enhancements
2. Collaborate with Office of Diversity & Inclusion for input
3. Create CHP calendar of holidays, celebrations, festivals, and observance days related to various cultures
 | * **2023**: CHP and Dept website pages will reflect appropriate focus and messaging
* **2024**: Same as above for marketing materials
 | Dean’s OfficeDept ChairsCHP Div. CouncilJamie Stoskopf Jennifer Anozie |
| 1. **Incorporate IDEA components as defined by WSU into all CHP program curriculums (orange)**
 | 1. Each Dept will review/revise as necessary their curriculum and accreditation standards to ensure appropriate incorporation of IDEA components (example curricular components may include lectures, service-learning, activities that help students evaluate their own attitudes and perceptions, working with underserved populations, etc.)
2. Depts will submit a report to the CHP Diversity Council describing how their curriculums incorporate the CHP IDEA components
 | * **2024**: Each CHP program curriculum will incorporate IDEA components as defined by WSU
 | Dean’s OfficeDept ChairsCHP Div. Council |

**Suggested or helpful order:**

* **Step 1 (green)**
* **Step 2 (purple)**
* **Step 3 (red)**
* **Step 4 (blue)**
* **Step 5 (orange)**