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Unit Name: Health Sciences

1.

What improvements have been planned/implemented:

Implemented:

- Spring 2007 through 2009- Development of “standardized” online Information Sessions for each program in Health Sciences.
- Use of Standardized template for all Health Sciences webpages
- 2007-2008-Development of Health Sciences Explorer
- 2009- Online “Admission Checklist” for each program to provide for consistent advisement of students and to provide students a clear step by step process to follow for application to a program.

Planned (Implementation Summer 2012)

1. Using Google Analytics Health Sciences will:

- Monitor “usage” of website to determine:
 - o Location of student
 - o Frequency of “hits” for each area
 - Conduct division and program specific site audits- programs will be able to analyze data and develop more direct pathways to specific sites (links) as indicated based on data.
2. Develop user satisfaction survey at point of contact during access to webpage.

2.

How did you decide that these improvements would benefit your unit or what weakness is the unit trying to improve:

- Prior to spring 2007, individual programs were conducting onsite Information Sessions for prospective students. A variety of dates and times were offered to maximize accessibility, but many students were applying without having attended and had not received accurate information from outside sources.
- Spring 2007- focus groups conducted with Health Sciences department chairs (DCs) and Susan Thomason, Director of Instructional Development Services to discuss development of online information sessions. Several objectives were identified with the main emphasis on providing an information session for potential students to clarify the program application process, explain expectations of the program, to include requirements for immunizations and criminal background checks. Department chairs requested an accessible/flexible, current, consistent way for prospective applicants to receive their program information.
 - o The instruction design specialist, in collaboration with the DCs, created a “template” for the Information Sessions and then worked with each program for inclusion of program specific data.
 - o Standardized information related to immunizations, financial aid, and support services was developed by each department to be included on each of the Information sessions.
- Fall 2007-Spring 2008- Separate focus group with department chairs, administrative staff and faculty identified that many times students are not certain if a certain health sciences program is an appropriate field for them and have wasted time and money taking courses that are not applicable to their educational goals. In November 2007, the instructional design specialist worked with each department chair in gathering information need to develop a “Health Sciences Explorer” link to further expand the information provided to prospective students. This overview allows prospective applicants to complete a short online survey to identify their personal

characteristics/interests and then the program provides them with list of health sciences programs that might match their interest and needs. The applicants can then gather information about specific programs of interest. They can listen to videos from a professional, faculty member, and current student of that specific area. The prospective applicant also has the option to click on an Information Session which provided detailed information regarding length of program, admission processes, etc.

- Fall 2009, qualitative feedback from students and campus advisers during college wide advising sessions identified as an area of concern, the lack of consistent access to the most current information related to the admission processes for Health Sciences program. The HS staff developed and posted an online Admission checklist for each program. This enables all advisors and staff meeting with students to have easy access to the most current form for the program.
- 100% of Department Chairs of accredited programs verify that their accreditation standards require the program to have processes to ensure ongoing systematic assessment to confirm that all information to inform the public is current, accurate, consistent, and accessible and available to students engaged in onsite and online education.

3.

Measures: what measures are going to be used to determine if the improvements were successful.

- Point of contact survey when a student accesses the websites to measure level of satisfaction with accuracy, currency, and accessibility of information.
- Department Chair/faculty satisfaction survey of integrity and consistency of information to be conducted annually in spring.

3a. Baseline data: the data used to determine improvements were needed

Focus groups with all Department Chairs demonstrated the need for more consistent approaches to provide information to inform the public, that also provided for more flexibility and access for the user.

3b. Target goals: the data that shows your improvements have achieved your goals

80% of student respondents will indicate "satisfied" or "very satisfied" to survey questions on accessibility, accuracy, and currency of information and format of webpage.

80% of DC/faculty respondents will indicate "satisfied" or "very satisfied" to survey questions on accessibility, integrity, consistency, currency, and accuracy of information and format of webpage.

3c. Current data: where you are currently in reaching your target

Online Information Sessions: All programs have online information sessions. All offered onsite sessions prior to the implementation of the online sessions.

Spring 2012- Three of fourteen (21%) continue to offer onsite information sessions. For the three offering onsite sessions, the number of sessions has not been significantly reduced (1 per semester reduction). The number of students attending has decreased since the implementation

of the online sessions.

Department Chair satisfaction survey:

100% of department chairs indicate satisfied or very satisfied to the following survey questions:

- Integrity and consistency exists for all information published on the Health Sciences website that is intended to inform the public
- Availability of program information online increases the accessibility and efficiency of providing information to all students.

One comment on the survey stated: The availability of the online sessions seems to have made the information more accessible for students. Our enrollment has increased since we eliminated the onsite sessions.

Narrative:

Focus groups with Health Sciences Department Chairs identified the need for a more flexible/ accessible way to provide program information in addition to/or replacement of the onsite information sessions. Program specific national accreditation standards require integrity and consistency of program information used to inform the public. The online information sessions were developed; those were updated in fall 2011. The Health Sciences Explorer was added to provide more direction for students who were not certain if and what Health Sciences programs they might be interested in. Use of Google Analytics will now allow Health Sciences to monitor usage of the website and this information will provide direction for future developments. The development of a point of usage survey will allow us to gather student satisfaction with the websites in addition to faculty and department chair satisfaction.