

College of Health Professions Executive Committee – Meeting Record

<b>DATE</b>	December 8, 2016	<b>FACILITATOR</b>	Douglas Murphy	<b>LOCATION</b>	Winters Conference Room, Administration West Building
<b>TIME</b>	8:30-9:30 am	<b>RECORDER</b>	Deborah Taylor	<b>GUESTS</b>	Dr. Ruth Allen, volunteer and former associate dean

**ATTENDEES (✓ INDICATES ATTENDANCE)**

✓	Amy Amlani		Lori Williamson Dean	✓	Suzanne Hansen	✓	Susan Long		Mark Wallenmeyer
	Tony Baker	✓	Mitzi Efurd	✓	Karen Hunter	✓	Douglas Murphy	✓	Edward Williams
✓	Danny Bercher	✓	Phyllis Fields	✓	John Jefferson	✓	Cindy Saylor	✓	Bill Woodell
✓	Erna Boone	✓	Reza Hakkak		Tom Jones	✓	Kathy Trawick	✓	Noelle Danylchuk

**AGENDA**

**MEETING RECORD**

Time	Item	Presenter	Main Points / Discussion
8:30	I. Announcements	Varies	<ol style="list-style-type: none"> <li>Dates of Importance for Spring 2017 (included in "Dates to Remember" found at: <a href="http://healthprofessions.uams.edu/faculty-and-staff/dates-to-remember/">http://healthprofessions.uams.edu/faculty-and-staff/dates-to-remember/</a>) <ul style="list-style-type: none"> <li>Early registration: November 14-22, 2016</li> <li>Regular registration: December 12, 2016 through January 3, 2017</li> <li>UAMS official first day: January 3, 2017</li> <li>CHP official first day: January 11, 2017</li> <li>Late registration: January 4-9, 2017</li> </ul> </li> <li>Thanks to those who attended the Administration West Holiday Open House</li> <li>Reminder: Department office <u>live phone coverage</u> must be provided during UAMS regular business hours between semesters. (a) Make arrangements now for live phone coverage. (b) Let Deborah Taylor know who will be answering phones for your department if your administrative assistant will be on vacation.</li> <li>We need a college representative for the UAMS Rockefeller Distinguished Lectureship Committee for the 2017-2022 term (6 years); contact Dr. Murphy if you are interested.</li> <li>Suzanne Hansen's farewell reception on Friday, December 9, 6:00-8:00 pm</li> <li>Department budget meetings will be held between Monday, January 16 and Tuesday, January 31, 2017—contact Deborah Taylor to schedule</li> <li><b>Chancellor's Diversity Committee To Showcase Service Projects — Submissions Requested</b> As part of UAMS' commemoration of the legacy of Dr. Martin Luther King Jr., the Chancellor's Diversity Committee is inviting departments, committees, student groups and individuals to showcase community service projects that they were involved in during 2016. These service projects will be recognized during the event, "UAMS Serves: Celebrating the Legacy of Dr. Martin Luther King Jr." on Jan. 18. The Honorable Wendell Griffen will be the keynote speaker and special entertainment will be provided by children from Booker Arts Magnet Elementary School. <b>CHP student groups wanting to showcase their service projects should provide photos and poster information to their faculty sponsor, who will then review and approve the submission before sending to Mindy Stout (<a href="mailto:MMStout@uams.edu">MMStout@uams.edu</a>) in Creative Services. Deadline is no later than Jan. 4, 2017. The faculty sponsor should CC Odette Woods (<a href="mailto:OBWoods@uams.edu">OBWoods@uams.edu</a>) when submitting the information. The posters will displayed at the event and around campus. If photos are used, faculty sponsors should make sure photo release paperwork is on file and be mindful of the fact that, if school children are in any photograph, their faces cannot be shown.</b></li> </ol>

8:35	II. Alumni Survey Feedback	Ruth Allen	Group feedback and suggestions to refine a survey that will be sent to alumni during spring semester 2017; draft attached Purpose of the survey is to gather information that will be used to enhance services for students and alumni. A preparatory email will be sent to alumni from the last 10 years. We'll get IRB approval Chairs will share with their faculty and send any additional feedback to Dr. Murphy by December 22.
9:25	Adjourn		

<b>ACTION PLAN</b>		
<b>Action Item</b>	<b>Owner</b>	<b>Target Date</b>
Promotion and Tenure Guidelines – Incorporate suggestions into revised guidelines for additional review by the P&T Committee, EC, information sessions for faculty, and final vote by the end of the fall semester	Douglas Murphy	
Introduction of the OSPAN (Office of Sponsored Programs Administrative Network) Team 1	Renee Rains	After July 1
Collect information on CHP's diverse and unique needs for the new UAMS Faculty Service Center	Jan Shorey	TBD

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## Introduction and Rationale

The general purpose of the College of Health Professions Alumni Study is to assess perceptions of the college among alumni who graduated in the past 10 years to:

- Understand the range of perceptions
- Gauge the incidence and intensity of negative sentiment
- Identify programs, departments, or time periods associated with positive and negative sentiment
- Identify college factors associated with positive and negative sentiment, e.g., student experience, cost of education, quality of preparation for a career, policies and procedures, teaching quality, etc.
- Identify alumni factors associated with positive and negative sentiment, e.g., cost of education, career experience, sex, race/ethnicity, age, current employment, etc.

If meaningful and applicable, findings of the study will be used to improve the student experience, enhance marketing of college programs, acknowledge best practices by departments and programs whose alumni have positive perceptions, etc.

The study will consist of two major components: (1) Initial survey of a sample of alumni who have graduated in the past 10 years, and (2) individual or small group interviews to gather in-depth information about perceptions, factors related to perceptions, and recommendations for improvement.

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## Theoretical Framework for the Survey<sup>1</sup>

(FL) Flexibility .....	Extent of opportunities for students to modify the learning environment
(SS) Student-to-Student Interactions .....	Degree to which students to mix socially and academically
(EC) Emotional Climate.....	The way in which students' experience affect(ed) their perceptions of their professional education
(SP) Supportiveness .....	Degree of concern expressed and support provided for students
(MD) Meaningful Experience.....	Extent to which structured learning experiences were perceived to be relevant to professional practice
(OR) Organization .....	Degree of coherence of educational experiences within the curriculum
(BI) Breadth of Interest.....	Extent to which students were encouraged to develop a variety of activities within and outside regular coursework

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<sup>1</sup> Marshall, R.E., (1978). Measuring the medical school learning environment. *Journal of Medical Education*, 53:98-104.

Henzi, D., Davis, E., Jasinevicius, R., Hendricson, W., Cintron, L., & Isaacs, M. (2005). Appraisal of the dental school learning environment: The students' view. *Journal of Dental Education*, 1137-1147.

## Alumni Survey Items

Response options for items 1 through 34:

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

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- 1 Students in my program got to know each other well. SS
  - 2 Students were comfortable around the faculty. EC
  - 3 The educational experience tended to make students feel confident of their academic abilities.  
ME
  - 4 I received adequate academic support for my disability. SP
  - 5 Students felt that they learned what they needed to know in order to become competent health  
professionals. ME
  - 6 It was difficult for me to get in contact with my instructors and staff outside of the class room. SP
  - 7 Gathering informally with other students enhanced my student experience. SS
  - 8 Faculty exhibited enthusiasm for the subject matter of their field. SP
  - 9 Faculty tried out new teaching methods and materials. FL
  - 10 Students spent time assisting each other. SS
  - 11 Students hesitated to express their opinions and ideas to the faculty. SP
  - 12 The learning environment in my program enhanced my learning. ME
  - 13 In general courses were dull and tedious. ME
  - 14 Students had difficulty finding time for family and friends. BI
  - 15 Competition for grades was intense. EC
  - 16 As a former student I currently feel engaged and involved with UAMS and my program. General
  - 17 The environment in my program allowed for other interests outside of school. FL
  - 18 Faculty and staff and administrators took an interest in the personal welfare of the students. SP
  - 19 Faculty and staff and administrators treated me with respect. SP
  - 20 Faculty were genuinely interested in helping students. SP
  - 21 Students in my program were distant with each other. SS
  - 22 The educational experience hindered student from achieving their full potential. EC
  - 23 Students' complaints were responded to with meaningful action. SP
  - 24 Students in my class talked about leaving school. EC
  - 25 Students were adequately prepared for competency or board exams. ME
  - 26 The educational experience tended to make students feel a sense of achievement. EC
  - 27 My program's structure encouraged student collaboration and teamwork. SS
  - 28 The faculty regarded their teaching responsibilities as a burden. SP
  - 29 If I were to start my professional career again, I would choose UAMS for my education. General

- 30 The overall environment in my program was welcoming to people of diverse backgrounds. EC
- 31 Faculty were reserved and distant with students. SP
- 32 My educational experience at UAMS was a positive one. General
- 33 The educational experience made students feel good about themselves. EC
- 34 Faculty and administrators gave personal help to students having academic difficulties. SP

### **Open-Ended Items**

- 35 I would have had a better experience as a student if \_\_\_\_\_
- 36 What could faculty have done to be more engaged in my learning experience? \_\_\_\_\_
- 37 Something I would like the administration to know about my experience as a student at UAMS is \_\_\_\_\_

### **Demographic Questions**

gender

ethnicity

latest graduation year

most recent program graduated from

employed in profession, related program or field, unemployed, retired