

**DEPARTMENT OF HEALTH & HUMAN PERFORMANCE
AUBURN UNIVERSITY
STUDENT RECRUITMENT AND RETENTION PLAN for
ENHANCING STUDENT DIVERSITY**

Diversity Statement

The Department of Health and Human Performance offers graduate and undergraduate degree programs in three areas: Exercise Science, Health Promotion and Physical Education Teacher Education. The Department of Health and Human Performance is committed to the preparation of a diverse workforce in the health and physical activity related professions. The objectives of the Departmental programs are:

Exercise Science

Exercise science is the primary field of study that provides an understanding of both the acute and chronic effects of physical activity. It is the scientific knowledge base for physical education programs and health promotion interventions. This area emphasizes physiological, biomechanical, and psychological aspects of human function in response to exercise and physical activity. The primary goal of this program is to prepare students for graduate study in the exercise science sub-disciplines (Biomechanics, Exercise Physiology, and Motor Behavior) and entry into professional programs such as medicine, physical therapy, and occupational therapy. The mission of the graduate program in Exercise Science is to prepare scholars for careers in exercise science research and college teaching at all levels. Specific objectives are for the students to acquire: 1) advanced research methods, laboratory techniques, and statistical techniques, 2) advanced expertise in the appropriate exercise science sub-disciplines, and 3) the ability to establish, interpret, disseminate and apply knowledge in exercise science.

Health Promotion

The mission of the Health Promotion program is to provide students with relevant knowledge, skills, and experience to become competent allied health professionals in commercial, corporate fitness, and cardiac rehabilitation settings. Students in the undergraduate Health Promotion Program will develop the principles underlying optimal health, technical skills for assessing health and fitness, and behavioral strategies that encourage physical activity and improve the health and fitness status in apparently healthy and diseased individuals.

The American College of Sports Medicine (ACSM) has different certification levels for which particular knowledge, skills, and abilities are required. Those objectives address diversity primarily in terms of age, gender, physical activity level, body composition, medical conditions, and disability or illness, in relation to exercise testing, programming, and prescription. For example, an objective for the Health Fitness Instructor is: “knowledge in the design of a strength and

flexibility program for the elderly, children, those with particular cardiopulmonary disorders.”

Physical Education Teacher Education

The mission of the Physical Education Teacher Education program is to produce teachers with the capacity to create curriculum and instruction practices that help children achieve an active lifestyle which will continue in and throughout adulthood. At the master's level we are interested in developing "master teachers." In this program, students will learn how to collect and analyze data about teaching and learning with the expectation that they will be able to put these skills into practice in their own instructional settings, or use these as a foundation for doctoral studies. The mission of the doctoral program in Physical Education Teacher Education is to prepare future university faculty or leaders within school systems with a sufficient knowledge base and repertoire of research skills so that they can contribute to the development of future teachers and to add to the existing knowledge base. Students are supervised by advisors in extensive study and laboratory work which culminates with a dissertation which demonstrates original, creative research.

The NTASC beginning teacher standards for physical educators has established outcomes relating to diverse learners. Selected outcomes are:

The teacher

- believes that all learners can develop motor skills, feel successful, and enjoy physical activity.
- appreciates and values human diversity and shows respect for varied talents and perspectives.
- seeks to understand and is sensitive to learners' families, communities' cultural values, and experiences as they relate to physical activity.
- uses appropriate strategies, services, and resources to meet special and diverse learning needs.
- creates a learning environment which represents and incorporates learners' personal, family, cultural and community experiences.

The teacher has knowledge of

- areas of special need including physical and emotional challenges, learning disabilities, sensory difficulties, and language barriers.
- how learning is influenced by individual experiences, talents, and prior learning, as well as culture, family, and community values.

Department Commitment

In order to achieve these objectives we believe that it is essential that our students represent a diversity of backgrounds, perspectives, experiences, orientations, attitudes, and skills. We are

committed to recruiting and retaining students from underrepresented groups in order to assist in achieving our objectives. This document describes the plan the department will continue to pursue in our efforts to recruit and retain students from underrepresented groups.

Ensuring the recruitment and retention of a diverse student body will require deliberate efforts on the part of faculty and students to move diversity issues to the center of the department mission. The work of the committee that has developed this plan is one such effort. Unless otherwise indicated, the Department Head will have responsibility for overseeing the success of this plan. Faculty and students are to be integrally involved in its implementation. The Department will allocate its own resources and will also seek assistance from other sources in implementing the plan.

Needs Assessment

1. Student diversity

Student diversity can be demonstrated in terms of citizenship, ethnicity, gender, and age. While we strive to maintain a welcoming climate and accessible program for students with disabilities, those data are not available due to issues of confidentiality.

a) Graduate student data: Data for graduate students indicate 411 students applied to the department of HLHP for admission into the program from August 2000 to May of 2005. Actual numbers follow percentages.

Citizenship

3% (14)	International
97% (397)	United States

Ethnicity

79% (326)	White
7% (30)	African American
2% (8)	Hispanic
5% (20)	Asian or Pacific Islander
1% (3)	Native American
6% (24)	No-response

Gender

56% (218)	Male
44% (193)	Female

Age (decade born in)

19% (77)	1980s
78% (320)	1970s
3.5% (12)	1960s
.5% (2)	1950s

b) Undergraduate student data:

In Spring semester of 2003 our departmental enrollment consisted of 266 undergraduate students. Data are available for ethnicity:

Ethnicity	
89% (304)	Caucasian
8% (30)	African American
1% (5)	Hispanic
.03% (1)	Native American
1% (4)	Asian or Pacific Islander
1% (5)	No-response

In addition to ethnicity, our students are diverse in terms of gender, age, and citizenship.

Student Needs Assessment

Students will be surveyed and/or interviewed to determine their needs and perceptions regarding diversity in the department, in particular addressing

- Retention and recruitment of a diverse student population
- Relations with faculty
- General departmental climate
- Infusion of diversity issues in the Curriculum

2. Faculty**a) Faculty Needs Assessment**

Programs should be clear about specific diversity outcomes. Faculty will be surveyed and/or interviewed to determine their needs and perceptions regarding diversity in the department, in particular addressing

- Retention and recruitment of a diverse student population
- Relations with students
- General departmental climate
- Infusion of diversity issues in the Curriculum

Goals

1. Recruitment

The Department should implement an effective annual plan for the recruitment of a diverse student population in each of its programs.

2. Retention

The Department will work to maintain students in their programs from first enrollment to degree completion, monitoring reasons for early exit.

3. Curriculum

Diversity issues and competence development will be infused throughout the curricula of all programs.

4. Faculty Involvement

Faculty will be integrally involved in efforts that promote the recruitment and retention of a diverse student population in the department.

Implementation Strategies and Activities

1. Recruitment

Establish a New Student Recruitment Committee composed of faculty and students with budget to develop a timeline to complete the tasks below. The Committee will review outcomes of recruitment efforts after 1-year recruitment/admission cycle.

a) Publicity

1. Distribute brochure that highlights department diversity for Office of Multicultural Affairs to take to HBCU Graduate School fairs to invite applications
2. Contact AA/EEO list of programs that graduate significant numbers of diverse Ph.D. students to invite applications
3. Attend Clark/Atlanta graduate school fair to invite applications
4. Continue to update website highlighting diversity
5. Promote our programs by maintaining a regular presence in public schools and local agencies through assistantships, field placements, and service learning
6. Be straightforward about cultural challenges of Auburn

b) Contacts with prospective students

1. Individual contacts: HLHP Ambassadors and current students contact prospective students with prepared responses to a list of FAQ's
2. Compile a list of sites and services currently available to prospective students
3. Be straightforward about cultural challenges of Auburn

c) Interactions with prospective students while on campus

1. Get HLHP Ambassadors and current students to support recruitment
2. Explain scholarship opportunities
3. Pair applicants on admission visits with program students; encourage future email contact

2. Retention

a) Student efforts

1. Attach social gathering to fall orientation
2. Encourage current students to recruit students from their home town schools

b) Faculty efforts

1. Use fall new student orientation class (PETE) as opportunity to introduce students to the inclusion and diversity goals of the department
2. Seek out and/or become mentors for students
3. Look into possibility of building partnerships with students and faculty at Historically Black Universities and Colleges
4. Faculty members make themselves available as safe contacts for students with concerns or problems

c) Curriculum

1. Review courses and curriculum for inclusion of diversity issues
2. Investigate service-learning pedagogy as a strategy for increasing diversity competence

3. Faculty Development

- a) Encourage Faculty Self-Evaluation
- b) Encourage Faculty continuing education to develop and strengthen diversity competencies, such as leading discussions on diversity
- c) Invite students from campus organizations (e.g. International students) to speak to faculty about their diversity experiences in and out of the classroom
- d) Encourage faculty and their research teams to continue their research, publications and presentations related to diversity.

Evaluation

1. Repeat student and faculty surveys as needed on a continuing basis to assess departmental climate.
2. Include diversity questions in student evaluation of courses.
3. Include promotion of diversity in annual evaluation of faculty.
4. Document recruitment and retention activities.

STUDENT DIVERSITY RECRUITMENT AND RETENTION COMMITTEE

Respectfully submitted,
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Much thanks to the Department of Counseling and Counseling Psychology for allowing us the use of much of the language and framework of this document.