



Program Review Self-Study Template

Academic unit: Public Health Sciences

College: Health Professions

Date of last review Fall 2009

Date of last accreditation report (if relevant) N/A

List all degrees described in this report (add lines as necessary)

Degree: B.S. Health Services Management-Community Dev CIP* code: 51.0701

Degree: B.S. Health Sciences CIP code: 51.0000

Degree: MA Aging Studies (formally Gerontology) CIP code: 30.1101

*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Faculty of the academic unit (add lines as necessary)

Name Signature

Janet Brandes, Educational Program Coordinator (UP who teaches <50%)

Ngoyi Bukonda (Associate Professor)

Jean Brickell (Interim Chair) (Associate Professor)

Amy Drassen Ham (UP who teaches >50%)

Ann Hunter (Temporary faculty)

Toni Pickard (Associate Professor)

Nicole Rogers (Assistant Professor)

Ron Stephen (Adjunct instructor)

Submitted by: _____ Date _____
(name and title)

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship and public service the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community.

b. Program/Department Mission (if more than one program, list each mission):

The mission of the Department of Public Health Sciences is to educate future health services leaders in the fundamental competencies necessary to work effectively in diverse and dynamic health services and community-based organizations.

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

The Department of Public Health Sciences undergraduate degrees in Health Services Management and Community Development (HSMCD) and Health Sciences (HS) and a graduate degree in Aging Studies (formally gerontology) support the University mission by:

- Providing students an opportunity to engage in a high quality Programs of study, which is expected of graduates on local, regional, and national levels.
- Continuing to offer the only undergraduate HSMCD Program in the State of Kansas which equips students with public health educational tools and the larger community with health service managers.
- Furthering the maturation of the HSMCD, HS, and Aging Studies courses of study and its associated research/scholarly areas.

d. Has the mission of the Program (s) changed since last review? Yes No

i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

The mission will likely need to change with Aging Studies joining the department. See department plans which address this issue later in this document.

Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (both programmatic and learner centered). Have they changed since the last review?

Yes No

e. If yes, describe the changes in a concise manner.

The Department's three programs are traditional in nature and rooted in the social sciences. Unlike other programs in the College of Health Professions, the programs are uncapped and do not admit students in cohorts. This allows for flexibility in offering the curriculum (the HSMCD and HS programs share a common core) and for those students wishing to pursue a degree in the public health field. There are no specialty accreditation requirements for the HSMCD, HS, and Aging Studies degree programs.

The Bachelor of Science degree in HSMCD develops leadership capacity for a healthy society through its undergraduate degree program. This curriculum includes a 48 credit hour professional degree program to prepare graduates for entry level positions in the management, planning, and assessment of health service delivery across the spectrum of health care, such as acute care medicine, public and community health, and long term care. This professional degree program is appropriate for individuals interested in applying the social and business sciences to a career in the health care arena. In terms of program goals, the HSMCD program seeks to:

- Prepare individuals for entry or mid-level management positions in health services and community-based organizations.
- Foster professional growth and a commitment to lifelong learning for students and faculty.
- Support and encourage sensitivity to diversity among faculty and students.
- Support and encourage scholarly research in health services management and community development.
- Ensure efficient and effective program operations consistent with the college, University and the profession.

Main outcome measure of student learning: capstone course project performance.

The B.S. in Health Science Degree is a 48-49 credit hour program useful to students pursuing positions in the health care sector as pharmaceutical and hospital sales representatives, specialists in insurance companies, research assistants; needing an undergraduate degree for entry into a graduate professional degree program offered in the College of Health Professions or other college/university requiring such a degree; or desiring a general degree in the health field, and/or have a pre-professional health interest. In terms of program goals, the HS program seeks to:

- Develop a broad understanding of social and scientific principles necessary for a career in the health sciences.
- Obtain the clinical foundation required to work in entry-level health science positions and/or to advance into graduate health profession education.
- Explore the political, legal, social, multicultural, and ethical issues that impact on the practice of healthcare.
- Develop skills for continuing professional growth and lifelong learning.
- Develop skills that prepare students to interact as professionals within a diverse, interdisciplinary health care environment.
- Expand interdisciplinary understanding and collaboration among the health professions.
- Apply scientific knowledge, humanistic values, critical analysis, and a systematic approach to solving problems.
- Ensure efficient and effective program operations consistent with the college, University and the profession.

Main outcome measure of student learning: practicum course project performance.

Aging Studies is being modified as it does not have clear goals for students/graduates. See department plans which address this issue later in this document.

Although not part of program review, the Department also offers a Graduate Certificate in Public Health and an Administrator-in-Training Practicum for those needing such an experience to sit for the state licensure exam for nursing home administrators.

2a. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates and scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#):			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads – by FY	
			TTF	GTA	O				
Year 1→	0 (FI 2007)	0 (FI 2007)	1.0	0.0	4.3	-0- (08)	21 (07)	-0- (08)	
Year 2→	3 (FI 2008)	3 (FI 2008)	2.0	0.0	5.3	1,881 (09)	14 (08)	-0- (09)	
Year 3→	3 (FI 2009)	3 (FI 2009)	2.5	0.0	3.5	6,413 (10)	08 (09)	-0- (10)	
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE	
↓									
Year 1→						4.3	-0-	4.9	-0-
Year 2→						7.3	258	1.9	-0-
Year 3→						6.0	1,068	1.3	-0-

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Year 1→CY07	2		11													9	196,299
Year 2→CY08	7		19													8	280,530
Year 3→CY09	3		8													8	374,032

Undergraduate - Health Science

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection. KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

There are two undergraduate degree programs in the Department. The B.S. in Health Science degree program is new and formally began admitting students into the major, summer 2009. Therefore, KBOR minima for majors and degrees are not being met as of this reporting period. However, the fall 2010 major count identified 74 majors. The first students graduated in summer 2010, with 6 graduates to date. SCH production has steadily increased since the degree has been approved by KBOR. Although the program currently meets KBOR faculty minima, the number of faculty who are full-time, tenure track is low considering they support two undergraduate programs (HS and HSMCD). This will be a concern as both degree programs continue to grow. Additionally, the department is without a permanent chair (search underway). In an effort to cover new classes/sections needed to offer the degree, adjuncts have been hired (3-4, each semester). In light of the few faculty with scholarly expectations (n=3), their productivity remains high.

2b. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates and scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#):			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads – by FY									
			TTF= Tenure/Tenure Track	GTA=Grad teaching assist	O=Other instructional FTE												
			TTF	GTA	O												
Year 1→	0 (FI 2007)	0 (FI 2007)	1.0	0.0	4.3	-0- (08)	41 (07)	13 (08)									
Year 2→	3 (FI 2008)	3 (FI 2008)	2.0	0.0	5.3	1,881 (09)	40 (08)	18 (09)									
Year 3→	3 (FI 2009)	3 (FI 2009)	2.5	0.0	3.5	6,413 (10)	71 (09)	23 (10)									
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE									
↓																	
Year 1→						4.3	-0-	9.5	3.0								
Year 2→						7.3	258	5.5	2.5								
Year 3→						6.0	1,068	11.8	3.8								
Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
	Year 1→CY08																
Year 2→CY09																	
Year 3→CY10																	

Undergraduate - HSMCD

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection. KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

The B.S. in HSMCD has been graduating students for six years. KBOR minima for majors and degrees are being met. SCH production has steadily increased, along with the new health science degree, as the two programs have a common core. Although the program currently meets KBOR faculty minima, the number of faculty who are full-time, tenure track is low considering they support two undergraduate programs (HSMCD and HS). This will be a concern as the degree program continues to grow. Like the health science degree program, adjuncts have been hired (3-4, each semester) to off-set the decreased number of full-time faculty. In light of the few faculty with scholarly expectations (n=3), their productivity is the third highest in the CHP.

2c. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates and scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#):			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads – by FY									
			TTF	GTA	O												
Year 1→	*	*	*	*	*	N/A	24 (07)	04 (08)									
Year 2→	*	*	*	*	*	N/A	17 (08)	09 (09)									
Year 3→	*	*	*	*	*	N/A	18 (09)	02 (10)									
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE									
↓																	
Year 1→						N/A	N/A	N/A	N/A								
Year 2→						N/A	N/A	N/A	N/A								
Year 3→						N/A	N/A	N/A	N/A								
Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	**	***	****	Juried	*****	Juried	Non-Juried				
	Year 1→CY08																
Year 2→CY09																	
Year 3→CY10																	

Graduate – Aging Studies

** Winning by competitive audition. ***Professional attainment (e.g., commercial recording). ****Principal role in a performance. *****Commissioned or included in a collection. KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

*From the table on page 4, indicate number of faculty teaching (and instructional FTE) in the graduate program.

Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

The MA in Aging Studies is a triggered program and has recently moved (during the 10/11 AY) into the Department of Public Health Sciences (from LAS). With this move, a three year plan to improve enrollments and graduation rates was approved by the University and CHP. KBOR minima are expected to be met by the end of 2013 AY. If targets are not met, a recommendation for permanent closure of the Program is expected to be made. The data table above has not been completed, as the data Institutional Research has for Aging Studies combines Aging Studies with the department in which the Program was previously housed. There is currently 1.0 FTE tenure track faculty and 3-4 adjuncts assigned to the Program. With the Program now in Public Health Sciences, faculty in that department will be able to assist with mentoring student research and offering selected coursework for the degree. In the fall of 2010, a major curricular revision was approved by the Department in response to feedback to a stakeholder meeting. These changes include changing the name of the major to Aging Studies, offering 3 tracks (administration, public health, and generalist), and so forth. These changes, and the fact that the degree program is now located in a department that can support the curriculum and its students, will likely place the program on track to increase graduation rates.

3. Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students. Complete this section for each program (if more than one). Attach program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).

a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.

Last 3 Years	Total Majors - From fall semester		ACT – Fall Semester (mean for those reporting)		
	HSMCD	HS	HSM-CD	HS	All University Students - FT
Year 1 →	41 (07)	21 (07)	18.8	21.6	22.7
Year 2 →	40 (08)	14 (08)	18.6	22.1	22.9
Year 3 →	71 (09)	8 (09)	18.6	22.0	23.0

KBOR data minima for UG programs: ACT_≤20 will trigger program.

b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.*

Last 3 Years	Total Admitted - By FY	Average GPA (Admitted) – Domestic Students Only (60 hr GPA for those with ≥54 hr reported) By FY		
		GPA of those Admitted	College GPA	University GPA
Year 1 →	08 (08)	3.23	3.53	3.52
Year 2 →	15 (09)	3.48	3.45	3.49
Year 3 →	17 (10)	3.27	3.45	3.49

*If your admission process uses another GPA calculation, revise table to suit program needs and enter your internally collected data.

c. Identify the principal learner outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes. Data should relate to the goals and objectives of the program as listed in 1e.

Learner Outcomes (most programs will have multiple outcomes)	Measurement (e.g., rubric, portfolios, rubrics, writing samples, exams)	Results
The HSMCD program will foster practical educational experiences among students in health organizations that will enable students to demonstrate skills for future employment and responsible community participation.	Capstone course project	07-08 – n=11 (100% pass) 08-09 – n=17 (100% pass) 09-10 – n=20 (100% pass)
The HS program will foster practical educational experiences among students in health organizations that will enable students to demonstrate skills for future employment and responsible community participation.	Practicum course project	09-10 – n=1 (100% pass)
The Aging Studies program (in-progress)		See department plans which address this issue later in this document.

- d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results, employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the goals and objectives of the program as listed in 1e).

Student Satisfaction (e.g., exit survey data on overall program satisfaction)* If available, report by year, for the last 3 years			Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Result (e.g., 4.5 on scale of 1-5, where 5 highest)	Year	N	Name of Exam	Program Result	National Comparison±
1		Not done every year	1		None -N/A		
2		Not done every year	2		None-N/A		
3 (09-10)	18	4.77 (HSMCD program only)	3		None-N/A		

*Available for graduate programs from the Graduate School Exit Survey. Undergraduate programs should collect internally. ± If available.

- e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Goals/Skills Measurements of: -Oral and written communication -Numerical literacy -Critical thinking and problem solving -Collaboration and teamwork -Library research skills -Diversity and globalization	Results	
	Majors	Non-Majors
Not done as this is a new requirement		

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at:

<http://www.aacu.org/value/rubrics/>

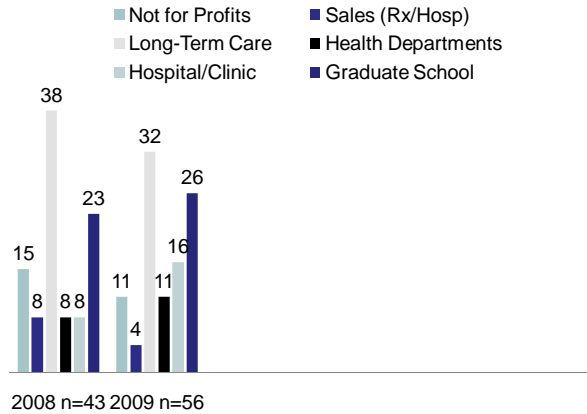
- f. Provide a brief assessment of the overall quality of the academic program using the data from tables in 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention). Also indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

Provide assessment here:

The majority of data available in terms of the quality of academic program (including students and curriculum) are from the HSMCD program. The HS program is a new program; therefore, sufficient data to report on will not be available until the next reporting period. Likewise, Aging Studies program data (Aging Studies is undergoing significant changes in order to improve its quality) will not be available until the next reporting period.

Overall, the HSMCD Program has a sound and sufficient curriculum, both didactic and practical, which is evidenced by positive capstone data, course evaluation and exit surveys (course evaluation data, which is not included in any of the tables above, consistently demonstrates average-high average scores from students [data from 16 course reports in the 09/10 AY]). The faculty are frequently nominated for teaching awards and one won a University teaching award in 2009. In an effort to monitor the Program's mission, graduate data were analyzed to determine practice settings as shown in the figure on page 9 (HSM-CD graduates only, HS and Aging Studies will be collected and reported on during the next reporting period). As described, graduates were able to find jobs in diverse and dynamic health services and community based organizations, which was in keeping with the mission of the Program.

HSM-CD, Dept of Public Health Sciences
 Representative of Undergraduate Student Placement (Setting) After
 Graduation (First Job) (By Percent)



4. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Utilize the table below to provide data that demonstrates student need and demand for the program.

Undergraduate (HSMCD only)

Majors						Employment of Majors*																
Last 3 FYs – Su, Fl, and Sp	No. new applicants or declared majors	No. who enter or are admitted in the major	No. enrolled one year later	1 Year Attrition %	Total no. of grads	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS**										
07/08	16	16			13 (08)							Current year only ↓ 20%										
08/09	26	26			18 (09)																	
09/10	24	22			23 (10)		30		30	20												
Race/Ethnicity by Major***						Race/Ethnicity by Graduate***																
		NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK	NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK			
	Year 1 → 07/08																					
	Year 2 → 08/09																					
	Year 3 → 09/10																					

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

*** NRA=Non-resident alien; H=Hispanic; AI/AN=American Indian/ Alaskan Native; A=Asian; B=Black; NH/PI=Native Hawaiian/Pacific Islander; C=Caucasian; MR=Multi-race; UNK=Unknown

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

Utilize the table below to provide data that demonstrates student need and demand for the program.

Aging Studies

Majors						Employment of Majors*															
Last 3 FYs – Su, Fl, and Sp	No. new applicants or declared majors	No. who enter or are admitted in the major	No. enrolled one year later	1 Year Attrition %	Total no. of grads	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS**									
Year 1 →					04 (08)							Current year only									
Year 2 →					09 (09)							↓									
Year 3 →					02 (10)																
Race/Ethnicity by Major***											Race/Ethnicity by Graduate***										
		NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK	NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK		
Year 1 → 07/08																					
Year 2 → 08/09																					
Year 3 → 09/10																					

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

*** NRA=Non-resident alien; H=Hispanic; AI/AN=American Indian/ Alaskan Native; A=Asian; B=Black; NH/PI=Native Hawaiian/Pacific Islander; C=Caucasian; MR=Multi-race; UNK=Unknown

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

Provide a brief assessment of student need and demand using the data from the table above. Include the most common types of positions, in terms of employment, graduates can expect to find.

Provide assessment here:

A plan will be put in place to collect data as required in the table above for the next reporting period. To date, the only data available are for the HSMCD program (as the HS degree is new, and the MA in Aging Studies is being modified). According to the 2009 alumni survey (18% response, n=56) 40% indicated employment or seeking employment in the field, 30% indicated employment outside of the field, 20% were pursuing graduate education, 10% were not seeking employment. There was an expected 20% projected increase in employment in the field as reported by the U.S. Bureau of Labor Statistics.

5. Analyze the cost of the program and service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Percentage of SCH Taken By (last 3 years)			
Fall Semester	Year 1 - 2007	Year 2 - 2008	Year 3 - 2009
UG Majors	0.0	0.0	29.3
Gr Majors	0.0	0.0	0.4
Non-Majors	0.0	0.0	70.3

Provide a brief assessment of the cost and service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

Overall, the Department's main focus has been teaching, with only 3 faculty (including the former chair) having expectations for research. Therefore, one will find the departmental emphasis more in the teaching realm, compared to the research realm. In light of the few faculty with scholarly expectations, their productivity is the third highest in the CHP.

The department's cost per credit hour (for the most recent fiscal year where data are available, FY 2010) was \$78.00/SCH. As a comparison, nursing was \$241.00/SCH; CSD was \$219/SCH; physician assistant was \$208/SCH; physical therapy was \$202.00/SCH; dental hygiene was \$203/SCH and medical technology was \$184/SCH.

In terms of curricular service to the University, the Department provides service courses to the University (e.g., 3 I&P courses) and other departments with the CHP (e.g., nutrition for nursing). Over the last two years, in efforts to reshape the Department and CHP, the Department has collaborated in a number of ways with other departments to offer its curriculum and to cover its administrative functions. For example a faculty in CSD teaches a graduate level statistics course and another faculty in nursing teaches a social and behavioral course, both of which are for Department of Public Health Science students. Additionally, in 2009 the Department lost its full-time administrative staff position and now shares a staff member with the Department of Medical Technology.

The Department supports the growth of HEALTH, a student organization committed to serve as a community-based association for students working together to improve health education and promote delivery of well-diversified and high quality health care. HEALTH sponsored 6 events in 09/10 (35 students participated translating in to 65 contact hours, 4 students attended the BACCHUS Area Conference in Kansas City, MO); 10 events in 08/09 (133 students participated translating into 89 contact hours, 1 student group presented at the Kansas Tobacco Summit); and 15 events in 07/08 (163 students participated translating into 112 contact hours).

Through the AY 2009/2010 (and for the last 13 years), Healthy Options for Planeview was in place as a departmental teaching and research site and the Executive Director was Dr. Toni Pickard, an associate professor in the Department. As the economy soured, the clinic was forced to close. Over the years the clinic provided access to medical and dental services for hundreds of indigent patients. In terms of service the faculty provide to the community overall, 856 community service hours were provided by faculty in 09/10; 1,264 in 08/09; and 1,563 in 07/08.

6. Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
	Increase recruitment and retention of students for departmental programs.	Number of applications Number of admits SCH	Maintained at least 20 admits/year: -07/08=27 -08/09=25 -09/10=21 SCH increased by 30% last 3 years.
	Increase number of online course offerings for departmental programs.	Number of online courses	-07/08=1 -08/09=2 -09/10=4
	Increase grant funding for research/scholarly/curricular projects.	Grant awards	CY 2007=\$196,299 CY 2008=\$280,530 CY 2009=\$374,032
	Implement the B.S. in health science degree.	KBOR approval	Implemented 2009

7. Summary and Recommendations

Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Provide assessment here:

The Department of Public Health Sciences is an evolving department with two new programs added to its curricular offerings within the last two years. The following outline provides a list of strengths, weaknesses, and plans for the upcoming three years.

Strengths:

1. Productive faculty.
2. Sound assessment process for the Department.
3. Increase in student interest for undergraduate degree programs as indicated by increasing numbers of majors and SCH.
4. Quality undergraduate curriculum as evidenced by student and alumni satisfaction with the program and alumni placement in the field.
5. 100% pass rate in the undergraduate programs (i.e., on capstone and practicum projects).
6. Strong student organization that will likely assist in student recruitment.

Weaknesses:

1. Department is without a permanent chair (search underway).
2. Aging Studies program (currently triggered).
3. Number of faculty in place to offer the programs.
4. Low ACT scores for HSMCD students.

Plan/Goals – (To be met prior to AY 2014/2015):

1. Identify a new department chair (by fall 2011).
2. Implement curricular changes for the Aging Studies degree program (during AY 11/12).
3. Develop an assessment plan to include learner outcome measure (s) for Aging Studies (during AY 11/12).
4. Develop and implement a plan to increase number of majors and graduates in Aging Studies (by spring 2011).
5. Since Aging Studies is a part of the Department, reaffirm or change the department mission (during AY 11/12).
6. Modify alumni survey to collect employment data as required in this report.
7. Work with CHP administration to increase number of full-time faculty (by fall 2011).
8. Develop and implement a plan to address students with potential for low performance in the HMCD program (as indicated by grade of C- or less in core HMCD 300-level courses; low admission cumulative GPA's; and, low ACT scores). (during AY 11/12)
9. Develop and implement a plan to address low ACT scores in the HSM-CD program (during AY 11/12).
10. Develop and implement a plan to evaluate the *WSU General Education Program* and *KBOR 2020 Foundation Skills* (during AY 11/12).
11. Consider other degree offerings in the future (e.g., MHA) (by AY 12/13).

Appendix A – HSMCD Assessment Plan

Goal One The HSMCD program seeks to prepare individuals for entry or mid-level management positions in health services and community-based organizations.

Program Objective(s)	Assessment Methods/Data Sources	Responsibility	Results/Changes
1.1 The HSMCD program will ensure a high quality curriculum which remains current and relevant to the complex health services environment.	The program will conduct program/curriculum reviews annually, to include: <ul style="list-style-type: none"> - Peer review of courses - IDEA evaluations - Other course evaluations, if utilized - Curriculum/Graduate surveys - Current literature occupational trend review - Mission statement review - Employer surveys (every 1-03 yrs) - External advisory committee input 	Dept Chair & Program Faculty	
1.2 The HSMCD program will maintain a minimum of 25 students.	The program will monitor results of recruitment and marketing activities. <ul style="list-style-type: none"> - Admittance numbers - Review of marketing and recruitment activities - Review of admission policies - Review of application materials 	Dept Chair & Program Faculty	
1.3 The HSMCD program will foster practical educational experiences among students, alumni and preceptors in health organizations that will enable students to demonstrate skills for future employment and responsible community participation.	The program will assess quality and quantity of practical educational experiences. <ul style="list-style-type: none"> - Practica evaluations, student and preceptor. - Capstone evaluation, if relevant - Evaluation of other courses utilizing applied learning experiences 	Dept Chair & Program Faculty	
1.4 The HSMCD program will seek to improve graduation rates and decrease attrition rates.	Obtain baseline by May 2007. <ul style="list-style-type: none"> - Student attrition - Number of graduates - Graduation rates - Student failure rate in courses - Review of advising processes 	Dept Chair & Program Faculty	

Goal Two The HSMCD program seeks to foster professional growth and a commitment to lifelong learning for students and faculty.

Program Objective(s)	Assessment Methods/Data Sources	Responsibility	Results/Changes
2.1 The HSMCD will hire and maintain a highly qualified faculty to teach and advise undergraduate students.	Faculty records will be reviewed annually. <ul style="list-style-type: none"> - FAR - Disciplinary actions - Faculty attrition - Faculty publications and research grants - Adjunct faculty review (diversity, etc.) 	Dept. Chair	
2.2 The HSMCD program will support the growth of HEALTH, a student organization committed to serve as a community-based association for students working together to improve health education and promote delivery of well-diversified and high quality health care.	HEALTH activities will be reviewed annually. <ul style="list-style-type: none"> - Number of students participating - Number of types of activities - Outside funding obtained, if any 	Dept Chair & Program Faculty	
2.3 The HSMCD program will partner with the University and broader community of health professionals in order to promote healthy communities.	The program will monitor faculty and student participation in service activities. <ul style="list-style-type: none"> - HEALTH activities - Service activities of faculty and students 	Dept Chair & Program Faculty	

Goal Three The HSMCD program seeks to support and encourage sensitivity to diversity among faculty and students.

Program Objective(s)	Assessment Methods/Data Sources	Responsibility	Results/Changes
3.1 The HSMCD program will support the use of Healthy Options for KS Communities (HOP), a health education, training, and outreach center, for student learning experiences.	The program will conduct an annual review of student participation in HOP. <ul style="list-style-type: none"> - Number of students participating in HOP - Number of student practica related to HOP - # of student assistantships, etc. 	Department Chair & Program Faculty	
3.2 The HSMCD program will monitor diversity.	The program will monitor diversity. <ul style="list-style-type: none"> - Documentation activities 	Department Chair & Program Faculty	
3.3 The HSMCD program will incorporate diversity in its curriculum where appropriate.	The program will assess curriculum for inclusion of diversity. <ul style="list-style-type: none"> - HMCD 344, The Role of Culture in Health Care offered annually. - Course review of diversity inclusion 	Department Chair & Program Faculty	

Goal Four The HSMCD program seeks to support and encourage scholarly research in health services management and community development.

Program Objective(s)	Assessment Methods/Data Sources	Responsibility	Results/Changes
4.1 The HSMCD program will encourage student participation in the WSU undergraduate research forum and other scholarly activities.	The program will assess student participation in research activities. <ul style="list-style-type: none"> - Number of students participating in UG research forum - Number of student projects published and/or presented. 	Department Chair & Program Faculty	
4.2 The HSMCD program will support faculty engagement in research.	The program will assess faculty engagement in research activities. <ul style="list-style-type: none"> - Number of research grants submitted - Number of research grants funded - Number of faculty publications 	Department Chair & Program Faculty	

Goal Five The HSMCD program will to ensure efficient and effective program operations consistent with the college, University and the profession.

Program Objective(s)	Assessment Methods/Data Sources	Responsibility	Results/Changes
5.1 The HSMCD program will develop and maintain student, faculty and program policies consistent with the standards of the college, University and the profession.	The program will conduct an internal program review in regard to program administration. <ul style="list-style-type: none"> - BOR self-study, 2009-2010 - Admission policies and procedures - Student and faculty records - Admission and selection criteria - Fair practice policies Student grievance/progression policies - UG catalog/Student handbook 	Dept Chair & Program Faculty	
5.2 The HSMCD program will maintain program operations to ensure program effectiveness and efficiency.	The HSMCD program will assess personnel, financial and physical resources annually. <ul style="list-style-type: none"> - Annual resource review (personnel, capital equipment, etc.) 	Dept Chair & Program Faculty	

Appendix B – HS Assessment Plan

Goal One Develop a broad understanding of social and scientific principles necessary for a career in the health sciences.

Goal Two Obtain the clinical foundation required to work in entry-level health science positions and/or to advance into graduate health profession education.

Goal Three Explore the political, legal, social, multicultural, and ethical issues that impact on the practice of healthcare.

Program Objective(s)	Assessment Methods/Data Sources	Responsibility	Results/Changes
1. The HS program will ensure a high quality curriculum which remains current and relevant to the complex health services environment.	The program will conduct program/curriculum reviews annually, to include: <ul style="list-style-type: none"> - Peer review of courses - Student evaluations - Other course evaluations, if utilized - Curriculum/Graduate surveys - Current literature occupational trend review - Mission statement review - Employer surveys (every 1-03 yrs) - External advisory committee input 	Dept Chair & Program Faculty	
2. The HS program will maintain a minimum of 25 students.	The program will monitor results of recruitment and marketing activities. <ul style="list-style-type: none"> - Admittance numbers - Review of marketing and recruitment activities - Review of admission policies - Review of application materials 	Dept Chair & Program Faculty	
3. The HS program will foster practical educational experiences among students, alumni and preceptors in health organizations that will enable students to demonstrate skills for future employment and responsible community participation.	The program will assess quality and quantity of practical educational experiences. <ul style="list-style-type: none"> - Practica evaluations, student and preceptor. - Evaluation of other courses utilizing applied learning experiences 	Dept Chair & Program Faculty	
4. The HS program will seek to improve graduation rates and decrease attrition rates.	<ul style="list-style-type: none"> - Student attrition - Number of graduates - Graduation rates - Student failure rate in courses - Review of advising processes 	Dept Chair & Program Faculty	

Goal Four Develop skills for continuing professional growth and lifelong learning.

Program Objective(s)	Assessment Methods/Data Sources	Responsibility	Results/Changes
1. The HS will hire and maintain a highly qualified faculty to teach and advise undergraduate students.	Faculty records will be reviewed annually. - FAR - Disciplinary actions - Faculty attrition - Faculty publications and research grants - Adjunct faculty review (diversity, etc.)	Dept. Chair	
2. The HS program will support the growth of HEALTH, a student organization committed to serve as a community-based association for students working together to improve health education and promote delivery of well-diversified and high quality health care.	HEALTH activities will be reviewed annually. - Number of students participating - Number of types of activities - Outside funding obtained, if any	Dept Chair & Program Faculty	
3. The HS program will partner with the University and broader community of health professionals in order to promote healthy communities.	The program will monitor faculty and student participation in service activities. - HEALTH activities - Service activities of faculty and students	Dept Chair & Program Faculty	

Goal Five Develop skills that prepare students to interact as professionals within a diverse, interdisciplinary health care environment.**Goal Six** Expand interdisciplinary understanding and collaboration among the health professions.

Program Objective(s)	Assessment Methods/Data Sources	Responsibility	Results/Changes
1. The HS program will support the use of Healthy Options for KS Communities (HOP), a health education, training, and outreach center, for student learning experiences.	The program will conduct an annual review of student participation in HOP. - Number of students participating in HOP - Number of student practica related to HOP - # of student assistantships, etc.	Department Chair & Program Faculty	
2. The HS program will monitor diversity.	The program will monitor diversity. - Documentation activities	Department Chair & Program Faculty	
3. The HS program will incorporate diversity in its curriculum where appropriate.	The program will assess curriculum for inclusion of diversity. - HMCD 344, The Role of Culture in Health Care offered annually. - Course review of diversity inclusion	Department Chair & Program Faculty	

Goal Seven Apply scientific knowledge, humanistic values, critical analysis, and a systematic approach to solving problems.

Program Objective(s)	Assessment Methods/Data Sources	Responsibility	Results/Changes
1. The HS program will encourage student participation in the WSU undergraduate research forum and other scholarly activities.	The program will assess student participation in research activities. <ul style="list-style-type: none"> - Number of students participating in UG research forum - Number of student projects published and/or presented. 	Department Chair & Program Faculty	
2. The HS program will support faculty engagement in research.	The program will assess faculty engagement in research activities. <ul style="list-style-type: none"> - Number of research grants submitted - Number of research grants funded - Number of faculty publications 	Department Chair & Program Faculty	

Goal Eight The HS program will ensure efficient and effective program operations consistent with the college, University and the profession.

Program Objective(s)	Assessment Methods/Data Sources	Responsibility	Results/Changes
1. The HS program will develop and maintain student, faculty and program policies consistent with the standards of the college, University and the profession.	The program will conduct an internal program review in regard to program administration. <ul style="list-style-type: none"> - KBOR self-study - Admission policies and procedures - Student and faculty records - Admission and selection criteria - Fair practice policies Student grievance/progression policies - UG catalog/Student handbook 	Dept Chair & Program Faculty	
2. The HS program will maintain program operations to ensure program effectiveness and efficiency.	The HS program will assess personnel, financial and physical resources annually. <ul style="list-style-type: none"> - Annual resource review (personnel, capital equipment, etc.) 	Dept Chair & Program Faculty	