



Program Review Self-Study Template

Academic unit: Public Health Sciences

College: Health Professions

Date of last review: Spring 2014

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 and Community Development CIP* code: 51.0701

Degree: B.S. Health Science _____ CIP code: 51.0000

Degree: M.A. Aging Studies _____ CIP code: 31.1101

*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)

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Submitted by: Nicole L. Rogers, Associate Professor & Chair, Dept of Public Health Sciences Date 3/31/17

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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:

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

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

MISSION FOR HS & HSMCD Programs: To prepare leaders to work effectively across the lifespan among diverse populations in an interprofessional (IPE) health system.

AGE MISSION: The instructional mission of degree programs in aging studies at Wichita State University is to provide knowledge of aging and its impact on individuals, families, and society to students preparing for or engaged in careers in which they will plan, manage, and deliver services for the aging through public or private sector organizations, agencies or institutions.

VISION FOR HS, HSMCD, & AGE Programs: Leading change in healthcare education.

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 Science (HS) and graduate degree in Aging Studies (AGE) support the university mission by:

1. Providing students an opportunity to engage in applied learning and and research expected by graduates of local, regional, national, and international programs.
2. Fostering professional growth, commitment to lifelong learning, and sensitivity to diversity among program faculty and students.
3. Preparing individuals for professional and leadership positions in the wider public health systems.
4. Offering the only undergraduate HSMCD program in the State of Kansas, equipping students with core public health, health management, and community development skills.
5. Furthering the maturation of the HSMCD, HS, and AGE courses of study and associated research and scholarly areas.

d. Has the mission of the Program (s) changed since last review? Yes No
If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

No. There is no need to change.

e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review?
 Yes No
If yes, describe the changes in a concise manner.

Generally, the two undergraduate program's goals and objectives have remained the same since the last reporting period. During the last reporting period PHS identified learning outcomes and assessed them through coursework. These outcomes for HSMCD and HS can be found under section 3 e. In addition, the Master of Arts in Aging Studies was new and did not have any measurable goals or objectives until they were developed for the current reporting period.

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 curricula (the HSMCD and HS programs share common core courses) for those students wishing to pursue a degree in the public health field.

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

- Prepare individuals for entry- or mid-level management positions in health services and community based organizations.
- Foster professional development and 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, the University, and the profession.

The main outcome measures of HSMCD student learning are from the core course work. Learning outcomes have been linked to specific required coursework and student achievement demonstrated in those courses. In addition, learning outcomes are attained and enhanced by the capstone and practicum course project performance. New assessment and analysis were developed during the current reporting period and continue to be improved.

The Bachelor of Science degree in Health Science (HS) is a 48-49 credit hour program useful to students pursuing positions in the health care sector such as pharmaceutical and hospital sales representatives, specialists in insurance companies, or research assistants, as well as students needing an undergraduate degree in the health field and/or students who have a pre-professional health interest. The goals of the HS program are 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 an entry-level health science position and/or to advance into graduate study in a health field.
- Explore the political, legal, social, multicultural, and ethical issues that impact on the practice of health care.
- 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 healthcare professions, which significantly aligns with the IPE global initiative.
- Apply scientific knowledge, humanistic values, critical analysis, and systematic approach to solving problems.
- Ensure efficient and effective program operation consistent with the College, the University, and the profession.

The main outcome measures of HS student learning are from the core course work. Learning outcomes have been linked to specific required coursework and student achievement demonstrated in those courses. In addition, learning outcomes are attained and enhanced by satisfactory completion of the practicum course. New assessment and analysis were developed during the current reporting period and continue to be improved.

The Master of Arts in Aging Studies (AGE) is a 39-credit hour program designed to equip students to meet the growing needs of our globally aging population. Graduates will be prepared for a diverse range of career opportunities ranging from aging research and counseling to employment in nursing facilities, assisted-living communities, and mental health facilities. The goals of the AGE program are to:

- Prepare individuals for professional and leadership positions in the wider public health system.
- Foster professional growth and a commitment to lifelong learning for Aging Studies students and faculty.

- Support and encourage sensitivity to diversity among faculty and students.
- Support and encourage scholarship in the wider public health system.
- Ensure efficient and effective program operations consistent with the College, the University and the profession.

Main outcome measures of AGE student learning focus on the core required coursework as well as one of three culminating learning experiences: oral defense of thesis, internship, or written comprehensive examination. All 6 learning outcomes listed in Appendix Table 6 are met through core coursework required of each student, regardless of concentration and culminating experience. Curriculum changes were successfully accepted during this reporting period resulting in all concentrations being offered 100% online.

The Department also offers a Graduate Certificate in Public Health, Administrator-in-Training Practicum, minors in HSMCD, HS, and AGE, none of which are included in this program review.

2. 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/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).

Provide assessment here: The Department houses two undergraduate and one graduate degree programs. PHS has averaged approximately 300 student majors, teaches four general education classes, six badges, and supports the college through a number of health-related courses. Although all programs currently meet KBOR faculty minima, the number of full-time tenure-track faculty remains low when considering their support for three degree programs and almost 300 student majors (Appendix Table 1, 2, 3). PHS employs 5 tenure track or eligible faculty, 2 educators, 2 unclassified professionals that teach for the programs, and a tenured faculty with 0.25 FTE devoted to PHS. To further support the academic demands of the department, PHS employs a number of adjuncts to teach 17 sections for the department. However, due to the low number of full time faculty the need for adjuncts has been consistent for many years and the department employs a quality-assurance process to select adjuncts. The department is very productive and functions at a very high capacity.

All PHS faculty carry a full load of teaching, service, and when applicable research. In fact, PHS has had two probationary tenure track assistant professors teaching a full load (3/3), while engaging in the service and research required to earn tenure. A recent workload analysis indicated PHS is operating at 138% capacity. Student enrollment continues to outpace program course offerings. PHS is a small department of 7 faculty, but produces the 2nd largest number of credit hours (AY 2015 9,961) in the college (Appendix Table 1, 2, 3).

PHS faculty are also very productive scholars publishing 36 journal articles, presenting at 73 conferences, and receiving 23 grants for a total of \$3,527,453. The data in the table below represent only the work of faculty members with research responsibilities. Of the ten full-time faculty members, these data represent five people. Given the large number of publications, presentations and secured grants, PHS is very successful in the area of research.

The B.S. in Health Science degree program began admitting students into the major in Summer 2009 and currently meets the KBOR minima for majors and degrees. The Fall 2015 major count identified 116 majors. Graduates over the past 3 years total 122. Student credit hour (SCH) production continues to steadily increase since the degree's approval (Appendix Table 1).

The B.S. in HSMCD has been graduating students for 12 years. The Fall 2015 major count identified 103 majors, up from 58 in 2010 and 80 in 2012. Graduates over the past 3 years total 81. As with the HS program, SCH production has steadily increased since the two programs share common core courses (Appendix Table 1,2).

PHS 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 (2014)	15	0	22	1	5	0	0	0	0	0	0	0	1	0	2	17	\$1,589,053
Year 2 (2015)	12	0	27	1	6	0	0	0	0	0	0	0	2	0	0	14	\$1,136,400
Year 3 (2016)	9	0	24	2	8	1	0	0	0	0	0	0	0	0	0	10	\$802,000

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). Principal role in a performance. Commissioned or included in a collection

The M.A. in Aging Studies has been graduating students from PHS for 4 years. The Fall 2015 major count identified 40 majors. Graduates over the past 3 years total 45. As with the HS and HSMCD programs, SCH production has steadily increased (Appendix Table 3).

Student Major Headcount and Graduation Rates – Aging Studies (AGE)		
Last 3 Fiscal Years	Total Majors - From fall semester	Total Grads –by FY
Year 1 →	35 (14)	17 (13)
Year 2 →	48 (15)	17 (14)
Year 3 →	39 (16)	14 (15)

3. Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated 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.

In this reporting cycle, our major ACT scores for HS have been within the acceptable range. HSMCD scores for this reporting cycle have been lower than the acceptable range (Appendix Tables 3 and 4). PHS has continued to monitor degree majors with low ACT scores in the undergraduate programs. At weeks five and 10 of the fall and spring semesters, the department provides Student Early Alert System reports for students who have ACT scores of >21. The Undergraduate Coordinator collects the data and sends an email to students who have less than a C-, this email includes contact information for University resources and encourages students to meet with the course instructor and their adviser.

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

The average incoming GPA of AGE students upon admission is comparable to the larger university (Appendix Table 5). In addition, the average incoming GPA has increased each year along with student headcount.

c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

Principal Learning Outcomes

HS & HSMCD

1. Exhibit understanding of the evolution of public health and its roles and issues across local, national, and global health systems.
2. Demonstrate ability to use data to promote, protect, and assure improved population health outcomes and knowledge.
3. Demonstrate an understanding of health leadership, management, and policy using systems thinking.
4. Demonstrate an understanding of social, behavioral, cultural, and environmental factors that impact community health.
5. Demonstrate professionalism and understanding of public health ethics, stewardship, social justice, and life-long learning.
6. Exhibit oral and written communication skills for diverse populations and environments.

Additional Health Science Learning Outcome

7. Demonstrate foundational understanding of clinical sciences in human nutrition.

AGE

1. Distinguish between the key theories of aging.
2. Differentiate “normal” aging from disease or pathology.
3. Interpret the major issues concerning health & well-being in the aging population.
4. Identify factors responsible for uniqueness in each person’s adult development.
5. Demonstrate communication skills, critical thinking, management of relationships, and analysis of information.
6. Assemble & analyze appropriate research to evaluate various aging perspectives in current literature.

Aggregate data (Appendix Table 6)

- d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), 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 outcomes of the program as listed in 3c).**

Student satisfaction ratings are provided in Appendix Table 7. Based on exit survey data, HSMCD reported high satisfaction levels during 2014 (93%) and 2015 (92%), HS program undergraduates reported high satisfaction levels during 2014 (91%) and 2015 (88%). These are all higher satisfaction rates as compared to the College of Health Professions (86% and 83%) and the university (81% and 81%) during the same years.

Based on exit survey data, graduate students from the aging studies graduate program reported high satisfaction levels during 2014 (85%) and 2013 (94%), which are higher satisfaction rates as compared to the College of Health Professions (77% and 79%) and the university (82% and 85%) during the same years.

Learner outcomes in terms of capstone, licensing/certification exam pass-rates are not applicable to any of our degree programs and are therefore not included in this report.

- d. 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).**

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/>

Goals/Skills Measurements of: HMCD 310 Oral/written communication, Numerical literacy, Critical thinking and problem solving, Collaboration and teamwork, Library research skills, Diversity and globalization	Pass Rates for HMCD 310 (C- or better)	
	Majors: Health Science	Non-Majors
Year 1 (AY13-14)	84.6%	94.1%
Year 2 (AY14-15)	91.4%	94.0%
Year 3 (AY15-16)	90.3%	86.2%

Goals/Skills Measurements of: HMCD 310 Oral/written communication, Numerical literacy, Critical thinking and problem solving, Collaboration and teamwork, Library research skills, Diversity and globalization	Pass Rates for HMCD 310 (C- or better)	
	Majors: HSMCD	Non-Majors
Year 1 (AY13-14)	100%	94.1%
Year 2 (AY14-15)	100%	94.0%
Year 3 (AY15-16)	100%	86.2%

- e. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections. Provide information here:**

The programs offer several online courses, all of which adhere to the university policy statement about credit hour and hours of expected work by students. Explanation and definition of clock hours per credit hours is also included in course syllabi. All instructors are expected to participate in a student course evaluation process. However, a strong evaluation response rate is difficult to obtain for online courses because participation in evaluation is optional. The department retains all course syllabi every semester, and these periodically undergo an informal review by program staff. Program curricula are approved by the College and by University-level committees. Additional sections are typically offered by the same instructor for continuity.

- f. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review. Provide information here:**

Our undergraduate degree programs are not accredited. In 2013, the undergraduate programs became eligible for national accreditation. During AY 15 the department engaged in a year long thorough review of the undergraduate programs. This has resulted in a plan to restructure the undergraduate programs. The department envisions a bachelor in health management to feed into the proposed Masters in Health Administration and the addition of new foci under the Health Science degree (community health, aging studies, and pre-clinical). A consultant will be hired to determine the curriculums alignment with The Council on Education for Public Health's (CEPH) national public health competencies and the departmental resources necessary to meet accreditation standards.

The HSMCD program is a member of the American College of Healthcare Executives (ACHE) Higher Education Network. ACHE provides fellow status credential (i.e., F.A.C.E.) for those who have met certain criteria, including a graduate degree. Core faculty member Debbi Lehner M.H.A., F.A.C.E., serves as the department representative and ACHE fellow. Graduates from the HSMCD program are allowed to apply for an associate membership status with PHS program administrative endorsement. This pathway for professional development is highly valued by both the department and the students in the HSMCD program.

The AGE program meets the standards for gerontology programs set by the Association for Gerontology in Higher Education (AGHE), the professional organization of post-secondary gerontology programs in the United States. While no external review is required, we review these standards annually to ensure program quality.

- g. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years. Provide information here:**

The programs request that all instructors adhere to the university policy statement about assignment of credit hour and hours of expected work by students, and this statement is included in course syllabi. In

addition, in order for credit hours to be assigned to courses, a syllabus with workload information is included for all curriculum approvals. The department engages in a passive course review process and does not document adherence through a formal monitoring process.

h. Provide a brief assessment of the overall quality of the academic program using the data from 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). Provide assessment here:

The majority of data available on the quality of PHS academic programs is provided in Appendix Table 6.

All programs employ quality control measures. All programs appear to have a sound and sufficient curriculum, both didactic and practical, which is evidenced by capstone course outcomes, core course evaluations, and exit surveys. (SPTE and IDEA course evaluation data, which is not included in this report, most commonly demonstrate average to high average scores from students.) PHS faculty have been nominated for teaching awards. The *annual CHP Rodenberg Award for Excellence in Teaching* was awarded PHS core faculty Dr. Amy Drassen in 2015. A number of other faculty are continually nominated for this award.

PHS graduates continue to gain employment in diverse health services and community based organizations. Examples of employers include: Via Christi, Wesley Medical Center, Knox Center Inc., Catholic Care Center, Universal Hospital Systems, Senior Services of Wichita, Inc., Sedgwick County Health Department, Stratford Home, Positive Directions, PSL Plasma, College Hill OB/GYN, Hospira, and HeartSpring.

Further examples of student excellence include the increasing numbers of graduates from all three degree programs inducted into the Alpha Eta Honor society. Additional PHS student accomplishments include scholarly activity (e.g., poster presentations and publications).

Alpha Eta Honor Society Inductees for PHS across all programs		
YEAR 1 (Sp 14)	YEAR 2 (Sp 15)	YEAR 3 (Sp 16)
Austin Clay – HSMCD	Laura Adame –Chairez – HSMCD	Marysol Alvidrez – HSMCD
Brandon Findley – HSMCD	Jonathan Aguilera – HSMCD	Trudy Ann Amerin – HSMCD
LamQuang Chau– HSMCD	Justin Cerre – HSMCD	Jacqueline Boyles – HSMCD
Monica McCarthy – HSMCD	Rhonda Fitzgerald – HSMCD	Gregory Bucchin – HSMCD
Stephanie Ewertt – HS	Emily Arbuckle – HS	Dawn Gorans – HSMCD
Kiley Riegel – HS	Claire Balthazor – HS	Molly Law – HSMCD
Lucas Martin – HS	Gerald Biberstein – HS	McKenzie Loveall – HSMCD
Krishna Childres – HS	Aminder Dhillon – HS	Linda Nguyen – HSMCD
Yshavi Subedi – HS	Ashley Dorenkamp – HS	Erick Ogwangi – HSMCD
Keri Lozano – HS	Taylor Fortune – HS	Kaley Reiger – HSMCD
Jordan Unruh – AGE	Ryan McGraw – HS	Mary Whelan – HSMCD
Jenna Huffman – AGE	Karen Murray – HS	Katelynn Allen – HS
Michele Brown – AGE	Sarah Van Asdale – HS	Vanessa Dimmen – HS
Madison Schrinier – AGE	Whitney Franklin – AGE	Nicole Weaver – HS
	Nicole Reiter – AGE	Duane Ellis – AGE
	Roberta Schounten – AGE	Nathan Engels – AGE
	Angela Sobba – AGE	Jon Lane – AGE
		Natalie Shellito – AGE

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).

All of the programs have consistently grown in the number of applicants, number of qualified students admitted, and annual graduation rates (Appendix Table 8). The PHS department sees great potential for these trends to continue. However, faculty resources for the department remain low. While enrollment in each of these programs is not required to be capped, to maintain quality, future strategies may include limiting course enrollment to PHS majors. This would limit potential credit hour production and course availability to students outside PHS majors.

Available data on student employment post-graduation is presented below.

Employment of Majors* HSMCD & Health Science (sample size too small to access data separately)							
	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** Current year only.
2014	\$38,333	83.3%	83.3%	16.7%	0%	4.2%	↓
2015	\$41,167	66.7%	66.7%	33.3%	0%	3%	
2016	\$41,625	66.7%	33.3%	66.7%	0%	2.8%	
Employment of Majors* Agging Studies (sample size too small to access data separately)							
	Average Salary	Employment % In state	Employment % in the field	Employment: % directly related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS** Current year only.
2014	\$39,027	100%	100%	66.70%	0%	NA	↓
2015	\$48,889	88.20%	100%	90.90%	0%	NA	
2016	\$46,377	100%	100%	83.30%	0%	NA	

- **Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find. Provide assessment here:**

Alumni survey data administered by the PHS department and through the WSU Office of Career Services is very limited. Current data from the University is limited across all three programs, and existing data is difficult to interpret due to a small sample size and to student data typically being collected before graduation. Employment in the field was projected by the U.S. Bureau of Labor Statistics to increase by 19% over this reporting period.

- Analyze the 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).**

- Provide a brief assessment of the 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:**

Over the last 3 years (Appendix, Table X), average total SCH generated by PHS was 6,917 SCH.

Faculty members from all programs provide a large amount of service to the institution. At the university level, they serve on the Community Engagement Institute Grant Advisory Committee, WSU Training and Technology team, Faculty Senate, Online Learning Faculty Fellow, Online Learning Advisory Committee, and the Regional Institute on Aging. At the college-level, they serve on college level service includes the CHP Faculty/Staff Affairs Committee Co-Chair, Academic Affairs Committee, and Student Affairs. Beyond WSU, PHS faculty serve on numerous committees and health coalitions some of which include the Co-Chair-Kansas Public Health Workforce Development Committee, National Advisory Committee on Diabetes Training and Education, Association of Public Health Nurses, MPHTC co-chair for online learning, Region VII Health Equity Council, Kansas Public

Health Association executive board, Kansas Perinatal Quality Collaborative, Chair/President of Health Literacy Kansas, BRFSS Health Literacy Task Force with the Centers for Disease Control (CDC),

General Education

The Department provides service courses to the University, including several General Education (Issues & Perspective) courses, as well as several courses cross-listed in other academic units (e.g., School of Nursing, Women's Studies, Psychology, Sociology, Ethnic Studies, and Human Performance Studies).

Collaborative Degree Programs, Concentrations, & Certificates:

PHS continues to collaborate within the college and across the university. Collaborative efforts include:

- Master of Science in Nursing: Nursing Leadership & Administration Track*
- Masters in Business Administration: Health Care Administration concentration*
- Undergraduate Business Minor in Human Resources*
- Graduate Certificate in Functional Aging*
- Undergraduate Field Study and Bachelors in Aging Studies*

Individual Course Sharing and Exchange:

The Department collaborates in a number of ways with other departments to offer its curriculum and expand interprofessional education. PHS continue to partner with faculty outside the Department to teach our students, while PHS faculty do the same for other departments' students. For example, a faculty member from Communication Sciences and Disorders (CSD) teaches a graduate level statistics course for PHS, a PHS faculty member teaches social and behavioral health to nursing students, and another PHS faculty member teaches the cultural competency requirement for physical therapy students.

Flexible Course Modality/Schedule

In addition to the reach of our courses to the wider college and university, we also offer a significant proportion of our courses online which can better accommodate the growing needs of our students. Most all of our live courses are offered in the evening to also accommodate fulltime working professionals in our programs.

Student Engagement & Service:

The Department supports 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 two events in AY 2013; three events in AY 2012; and three events in AY 2011. Specific activities are as follows:

- 2013 = Sexual Health Awareness Day (sexual health awareness education booth – Hubbard Hall), Great American Smokeout (support for smoker's desire to stop booth – library)
- 2014 = Education session at Take Charge of Your Asthma night at Wesley Hospital.
- 2016 = HEALTH members volunteered and participated in WU-Rah, Clash of the Colleges, and has a continual involvement in Tobacco Free WU and You

The Department is working to develop a graduate student organization for Aging Studies students. Over the past 2 years aging studies graduate students have volunteered for numbers Wichita area events including a Senior Santa holiday program, Alzheimer walk, and Parkinson's 5K.

Community Collaborative and Service:

The Department and College have improved our applied practicum courses that require active collaboration with community agencies and legal affiliation agreements. The CHP maintains a centralized database of affiliation agreements. Currently PHS has 300 active affiliation agreements with diverse health and community-related organizations.

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).

The following PHS department goals were established in the last reporting (2013) cycle.

Goal	Status	Outcome
Secure funding to establish baseline PHS faculty levels necessary to maintain program quality. AGE is a priority concern.	AGE GOAL MET. Overall PHS faculty GOAL NOT MET.	A number of department changes have occurred since the last review cycle. AGE successfully hired a new tenure-track faculty, the undergraduate program lost a faculty to retirement and due to the uncertainty of the budget the position remains unfilled.
Secure needed resources to adequately prepare the AGE (Social Science track) courses to be fully online (AY15). The WSU Office of Online Learning has approved a base budget to add 1.0 FTE tenure-track faculty to the AGE program in AY15. A further 1.0 FTE faculty is still needed.	GOAL MET	AGE successfully hired a new tenure-track faculty
Launch and offer AGE (Social Science track) as a fully online degree (AY16).	GOAL MET	AGE Social Science track transitioned to fully online in AY16.
Review learning outcomes for each program and its associated targets and assessment process (AY15).	GOAL MET	All program learning outcomes were reviewed and aligned with outcome measures.
Develop more specific tracking of how students achieve learner outcomes in core coursework for each degree program (AY15).	GOAL MET	A system was put in class to track learner outcome.
Establish a timeline and working plan for CEPH accreditation for the HSMCD Program (AY15).	IN PROGRESS	During AY 15 the department engaged in a year long thorough review of the undergraduate programs. A consultant will be hired in AY 16 to determine the curriculums alignment with The Council on Education for Public Health's (CEPH) national public health competencies and the departmental resources necessary to meet accreditation standards.
Establish assessment and data collection process on CEPH standalone baccalaureate program (SBP) standards and make progress with accreditation self-study (AY15-AY16).	IN PROGRESS	A consultant will be hired in AY 16 to advise the department regarding CEPH accreditation.
Increase faculty development support and opportunities, especially with scholarship (AY15-AY17).	GOAL MET	The department is dedicated to collaboration with the WSU Foundation. Legend Senior Living is supporting a new graduate fellowship in aging. Work done in AY 15 will result in an AY 17 undergraduate scholarship for HSMCD.
Consider graduate level certificates and certification programs (e.g., operator license, activities coordinator credential, graduate certificates; AY15-AY17).	IN PROGRESS	The change in leadership, retirement and loss of a tenure track faculty member has slowed the department's ability to move forward with initiatives. The department has focused on the undergraduate curriculum review. Additional initiatives will be prioritized by need and departmental resources.

7. Summary and Recommendations

a. 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:

Generally speaking, both undergraduate programs and the graduate program appear to be healthy academic programs that develop well-prepared graduates working in multiple fields related to public health sciences. Using the SWOT analysis framework, the following discussion represents the strengths, weaknesses, opportunities, and threats for all programs moving forward.

Strengths:

- PHS continues to prioritize and evaluate department goals using a strategic planning process. In AY 15 departmental goals were evaluated and aligned with both the college and university goals. PHS has developed programmatic goals and student learner outcomes for each program, which are assessed using direct and indirect measures. The benchmarks/criteria are set high to ensure quality student learning (and assessment). When certain benchmarks for student learner outcomes are not met, an action plan is developed to address any potential modifications or adjustments.
- The collaborative nature of PHS remains a departmental strength. PHS supports course work with the MBA and MSN degree programs as well CHP pre-program and program majors. PHS is also collaborating with the Office for Workforce, Professional & Community Education to offer Care of the Population Badge series, a sequence consisting of six badge courses. The Care of Populations Badge Series will increase skill development for public health professionals by addressing the Tier 1 National Public Health domains and competencies while serving as a CEU and university credit opportunity. PHS also partnered with the Barton School of business to offer a minor in human resources for our undergraduate students.
- Within the community, PHS has partnered with Legend Senior Living who has provided a gift that will support aging studies master students (Legend Fellows Program) to work on projects addressing the challenges faced by the older adult care industry.
- The small, but productive faculty also strengthens the department and community. PHS is very active in the community where students and faculty engage in efforts to better understand and improve areas related to maternal health, health literacy, fall prevention, culturally competent clinical education, public health workforce development, and leadership development. Productivity is also measured in faculty reputation, invited lectures, scholarship productivity, and CHP faculty awards. Over the past 3 years, PHS faculty have received all CHP awards (research, teaching, and USS award). Moreover, these seven full-time faculty members support three academic programs. Student enrollment continues to outpace program course offerings. PHS is a small department, but produces the 2nd largest number of credit hours (AY 2015 9,961) in the college

Weaknesses:

- Over the past 3 years there has been change in PHS faculty and leadership. AGE successfully hired an additional tenure-track position in Aug 2013. This was a tremendous gain for the department. However, due to a change in leadership in May of 2015, the second dedicated AGE faculty now serves as chair. The current chair served as interim chair for one year and was nominated and elected to serve as department chair. The chair does continue her age-related research and community involvement, but currently does not teach for the program. Fortunately, the previous chair (hired in August 2012) returned to faculty and has a large teaching workload in the undergraduate AGE program.
- PHS also experienced the loss of one tenure-track faculty to retirement in May 2015. A search was approved, conducted, and candidate identified. However, due to potential budget cuts, the search was placed on hold and no hire has been completed. With such a small number of full time faculty members, many SCHs are produced by adjuncts. While steps are taken to professionally develop adjuncts, a larger number of SCHs could be generated

by full time faculty. The department is eager to build upon its assets and growth areas. The department is positioning itself to add an online masters program in health administration and a number of online certificate/badge/market-based tuition courses are being considered as a pipeline for new student majors. However, the expansion of programs will further stress departmental quality and load. Additional resources (faculty lines, professional staff) would improve upon this weakness. PHS shares Wichita State University's values to seize opportunities, engage in adaptive work, and engage in positive risk-taking. Unfortunately, the lack of resources hampers the departments ability to consistently engage in these behaviors. The restoration of the President's Executive Team's approved hire would return the department to previous faculty levels, provide workload relief, and subsequently rejuvenate the entrepreneurial and innovative nature of PHS faculty and staff.

Opportunities: All three fields represented in the department are increasing in popularity and are expected to further evolve, grow, and differentiate in the future. Taking advantage of the WATC merger, undergraduate accreditation, and graduate MHA should prove to attract additional students to PHS. Moreover, the recent addition of the general education course, PHS 101 Introduction to Public Health, will expose the greater university population to the academic areas in PHS. As a result of these efforts, we expect to see increased enrollment, graduates, and SCH production.

Threats: Lack of resources results in slower growth in areas that would flourish given adequate resources. The restoration of faculty resources would promote the continued growth of PHS programs and further entice students to attend Wichita State University. Moreover, the reputation and state-wide respect of the identified candidate would further promote the "brand" of public health education at Wichita State University. The acquisition of this candidate would enhance the departments ability to engage and recruit students throughout rural Kansas. The addition of the candidate's scholarly and experiential expertise would most certainly impact the retention of our current students. Finally, to remain competitive faculty salaries, travel and other forms of compensation are severely lacking, especially in comparison to the other Division I KBOR schools.

Future Goals: The departments three-year program goals are predominately drawn from the college's/department's goals and strategic plan.

CHP Goal I: Expand Academic Programs and Increase Enrollments

CHP Initiative A: Develop and implement online degree programs

Goal 1 - Undergraduate: Plan, prepare, and solicit consultation to apply for National Public Health accreditation; Council on Education for Public Health

Expected Outcome: accrediting the undergraduate program

Goal 2 - Undergraduate: Determine the feasibility of an aging studies focus in the undergraduate program

Expected Outcome: increased enrollment and departmental majors; feeder system for the AGE graduate program.

Goal 3 - Graduate: Develop and implement a Masters in Healthcare Administration (MHA)

Expected Outcome: increased enrollment and departmental majors; promotion of the undergraduate degrees as a preparation for the MHA

CHP Goal I: Enhance Academic Quality of Academic Programs

CHP Initiative A: Ensure that all College graduates engage in significant and meaningful inter- professional educational activities.

Goal 4 - Undergraduate: Develop program professional point system that require participation in IPE activities.

Expected Outcomes: Ensure all PHS graduates engage in significant and meaningful IPE activities.

Goal 5 - Graduate: Develop and implement an all-college health-related IPE activity at an area senior center.

Expected Outcome: PHS and other participating college graduates engage in a significant and meaningful IPE activity.

CHP Goal I: Enhance Academic Quality of Academic Programs

CHP Initiative D: Maintain existing program accreditations and expand in additional areas where

appropriate.

Goal 1 - Undergraduate: Plan, prepare, and solicit consultation to apply for National Public Health accreditation, Council on Education for Public Health (CEPH)

Expected Outcome: determine feasibility of national accreditation; prepare a self-study to move forward with CEPH accreditation

Additional Department Initiatives

Goal 6 - Undergraduate: Promote co-enrollment with WATC to promote licensure opportunities in areas such as certified medication aide, home health aide, licensed practical nurse, medical assistant, medical coding, patient care technician, and surgical technician.

Expected Outcome: Further enhance PHS students' skills to prepare them with the expertise employers expect.

Goal 7 - Undergraduate: Promote PHS programs to WATC healthcare students.

Expected Outcome: Recruit WATC healthcare students to the shocker pathway.

Goal 8 - Department: Address recommendations regarding universal design through the development of a departmental online course template.

Expected Outcome: Ensure all online classes are designed to meet UD recommendations; enhance student experience with PHS online courses.

Goal 9 - Department: Recruit/retain high quality faculty, staff, and students

Goal 10 - Department: Continue to develop high quality community, educational, and research partnerships.

APPENDIX

A-Table 1. HSMCD Faculty Size & Student Credit Hour Production

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→	4 (Fl 2013)	4 (Fl 2013)	4.0	1.0	6.0	6,809 (14)	78 (13)	25 (14)
Year 2→	4 (Fl 2014)	4 (Fl 2014)	4.0	1.0	6.0	6,701 (15)	92 (14)	24 (15)
Year 3→	5 (Fl 2015)	5 (Fl 2015)	5.0	1.0	8.0	7,214 (16)	103 (15)	32 (16)
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE
↓								
Year 1→					11.0	619	7	2.2
Year 2→					11.0	609	8.3	2.1
Year 3→					14.0	515	7.3	2.2

A-Table 2. HS Faculty Size & Student Credit Hour Production

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→	4 (Fl 2013)	4 (Fl 2013)	3.0	1.0	6.0	6,809 (14)	133 (13)	46 (14)
Year 2→	4 (Fl 2014)	4 (Fl 2014)	3.0	1.0	6.0	6,701 (15)	108 (14)	41 (15)
Year 3→	5 (Fl 2015)	5 (Fl 2015)	4.0	1.0	8.0	7,214 (16)	116 (15)	35 (16)
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE
↓								
Year 1→					10.0	680.9	13.3	4.6
Year 2→					10.0	670.1	10.8	4.1
Year 3→					13.0	554.9	8.9	2.6

A-Table 3. AGE Faculty Size & Student Credit Hour Production

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→	3.6 (Fl 2013)	3.6 (2013)	3.6	0.5	5.9	1,961 (14)	53 (13)	17 (14)
Year 2→	3.9 (Fl 2014)	3.9 (2014)	3.9	0.5	6.3	1,790 (15)	39 (14)	14 (15)
Year 3→	5.2 (Fl 2015)	5.2 (2015)	5.2	0.5	7.4	2,148 (16)	40 (15)	14 (16)
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE
↓								
Year 1→					10	196	5.3	1.7
Year 2→					10.7	167	3.6	1.3
Year 3→					13.1	164	3.1	1.1

A-Table 3. Undergraduate – Health Science ACT Scores

HS Last 3 Years	Total Majors - From fall semester	ACT – Fall Semester (mean for those reporting)	
		Majors	All University Students - FT
Year 1 →	106 (Fl 2013)	21.9 (13)	23.0 (13)
Year 2 →	85 (Fl 2014)	22.4	23.1
Year 3 →	85 (Fl 2015)	21.7	23.0

KBOR data minima for UG programs: ACT_≤20 will trigger program.**A-Table 4. Undergraduate – HSMCD ACT Scores**

HSMCD Last 3 Years	Total Majors - From fall semester	ACT – Fall Semester (mean for those reporting)	
		Majors	All University Students - FT
Year 1 →	66 (Fl 2013)	20.9	23.0
Year 2 →	80 (Fl 2014)	20.3	23.1
Year 3 →	84(Fl 2015)	19.8	23.0

KBOR data minima for UG programs: ACT_≤20 will trigger program.**A-Table 5. Graduate – AGE GPA**

AGE Last 3 Years	Total Admitted - By FY	Average GPA (Admitted) – Domestic Students Only (60 hr GPA for those with \geq 54 hr reported) By FY	
		GPA of those Admitted	University GPA
Year 1 (2014) →	8	3.4	3.5
Year 2 (2015) →	8	3.4	3.5
Year 3 (2016) →	4	3.5	3.5

A-Table 6. Aggregate Data: Learning Outcomes and Assessment Table for HS, HSMCD, & AGE Programs**B.S. in Health Science Aggregate Data**

B.S. in Health Science (HS) Learning Outcomes (LO):	Assessment Tool: Specific assignments/exams from CORE courses	Exceeds Expectation (Category = 3) 90-100% score achieved on learning activity	Meets Expectation (Category = 2) 70-89% score achieved on learning activity	Does Not Meet Expectations (Category = 1) 0-69% score achieved on learning activity	Target/Criteria: (<i>desired program level achievement</i>) 85% of students would Meet or Exceed Expectation		
					Results: % of students achieving the target criteria of meeting or exceeding expectation.		
1. Exhibit understanding of the evolution of public health and its roles and issues across local, national, and global health systems.	HMCD 325 Intro to Epidem: Content Review 1	Majors: Three of four assessments meet expectations. One assessment does not meet expectations.			AY 2013- 2014	Spring 2015	AY 2015-2016
					Majors Data NA	Majors HMCD 325: 84%	Majors HMCD 325: 95%
2. Demonstrate ability to use data to promote, protect, and assure improved population health outcomes and knowledge.	HMCD 325 Intro to Epidem: Content Review 2	Majors: Both assessments do not meet expectations.			AY 2013-2014	Spring 2015	AY 2015-2016
					Majors Data NA	Majors HMCD 325: 84%	Majors HMCD 325: 84%
3. Demonstrate an	HMCD 308 Leadership in Self	Majors: All four assessments exceed expectations.			AY 2013-2014	Spring/Su 2015	AY 2015-2016

B.S. in Health Science (HS) Learning Outcomes (LO):	Assessment Tool: Specific assignments/exams from CORE courses	Exceeds Expectation (Category = 3) 90-100% score achieved on learning activity	Meets Expectation (Category = 2) 70-89% score achieved on learning activity	Does Not Meet Expectations (Category = 1) 0-69% score achieved on learning activity	Target/Criteria: <i>(desired program level achievement)</i> 85% of students would Meet or Exceed Expectation Results: % of students achieving the target criteria of meeting or exceeding expectation.		
understanding of health leadership, management, and policy using systems thinking.	& Society: Final Paper HMCD 333 Org Behavior and Leadership: Modules 2-9 Reviews				Majors Data NA	Majors HMCD 308: 100% HMCD 333: 100%	Majors HMCD 308: 100% HMCD 333: 95%
4. Demonstrate an understanding of social, behavioral, cultural, and environmental factors that impact community health.	HMCD 344: The Role of Culture in Hlthcare: Reviews #1-5	Majors: All four assessments exceed expectations.			AY 2013-2014 Majors Data NA	Spring 2015 Majors HMCD 330: 100% HMCD 344: 96%	AY 2015-2016 Majors HMCD 330: 95% HMCD 344: 94%
6. Exhibit oral and written communication skills for diverse populations and environments.	HS 480 Professionalism: Group project	Majors: Exceed expectations			AY 2013-2014 Majors Data NA	Spring 2015 Majors HS 480: 100%	AY 2015-2016 Majors HS 480: 93%

B.S. in Health Services Management and Community Development Aggregate Data

B.S. in Health Services Management and Community Development (HSMCD) Learning Outcomes (LO):	Assessment Tool: Specific assignments/exams from CORE courses	Exceeds Expectation (Category = 3) 90-100% score achieved on learning activity	Meets Expectation (Category = 2) 70-89% score achieved on learning activity	Does Not Meet Expectations (Category = 1) 0-69% score achieved on learning activity	Target/Criteria: <i>(desired program level achievement)</i> 85% of students would Meet or Exceed Expectation Results: % of students achieving the target criteria of meeting or exceeding expectation.					
1. Exhibit understanding of the evolution of public health and its roles and issues across local, national, and global health systems.	HMCD 325 Intro to Epidem: Content Review 1 HMCD 330 Community Hlth & Development: Content Review 1	Majors: Three of four assessments exceed expectations. One assessment does not meet expectations. Pre-Majors: Three of four assessments exceeds expectations. One assessment does not meet expectations.			AY 2013-2014 Major s Data NA		Spring 2015 Major s HMCD 325: 83% HMCD 330: 100%		AY 2015-2016 Major s HMCD 325: 96% HMCD 330: 100%	
2. Demonstrate ability to use data to promote, protect, and assure improved population	HMCD 325 Intro to Epidem: Content Review 2	Majors: Both assessments do not meet expectations. Pre-Majors: One of two assessments does not meet expectations.			AY 2013-2014 Major s Data NA		Spring 2015 Major s HMCD 325: 83% HMCD 330: 86%		AY 2015-2016 Major s HMCD 325: 83% HMCD 330: 48%	

B.S. in Health Services Management and Community Development (HSMCD) Learning Outcomes (LO):	Assessment Tool: Specific assignments/exams from CORE courses	Exceeds Expectation (Category = 3) 90-100% score achieved on learning activity	Meets Expectation (Category = 2) 70-89% score achieved on learning activity	Does Not Meet Expectation (Category = 1) 0-69% score achieved on learning activity	Target/Criteria: <i>(desired program level achievement)</i> 85% of students would Meet or Exceed Expectation Results: % of students achieving the target criteria of meeting or exceeding expectation.					
health outcomes and knowledge.										
3. Demonstrate an understanding of health leadership, management, and policy using systems thinking.	HMCD 308 Leadership in Self & Society: Final Paper HMCD 333 Org Behavior and Leadership: Modules 2-9 Reviews	Majors: All four assessments exceed expectations. Pre-Majors: Two of the four assessments meet expectations. One of four assessments does not meet expectations. One assessment was not collected.	AY 2013-2014	Major s Data NA	Pre-Major s Data NA	Spring/Su 2015 Major s HMCD 308: 100% HMCD 333: 100%	Pre-Major s HMCD 308: None HMCD 333: 100%	AY 2015-2016 Major s HMCD 308: 100% HMCD 333: 95%	Pre-Major s HMCD 308: 100% HMCD 333: 84%	
4. Demonstrate an understanding of social, behavioral, cultural, and environmental factors that impact community health.	HMCD 330 Community Hlth & Development: Content Review 3 HMCD 344: The Role of Culture in Hlthcare: Reviews #1-5	Majors: All four assessments exceed expectations. Pre-Majors: One of four assessments exceed expectations. Two of four assessments meet expectations. One of four assessments does not meet expectations.	AY 2013-2014	Major s Data NA	Pre-Major s Data NA	Spring 2015 Major s HMCD 330: 100% HMCD 344: 96%	Pre-Major s HMCD 330: 75% HMCD 344: 94%	AY 2015-2016 Major s HMCD 330: 95% HMCD 344: 94%	Pre-Major s HMCD 330: 88% HMCD 344: 87%	
5. Demonstrate professionalism and understanding of public health ethics, stewardship, social justice, and life-long learning.	HMCD 470 Capstone: Ethics written assignment Discussion board posting	Majors: Exceed expectations. Pre-Majors: Not applicable.	AY 2013-2014	Major s Data NA	Pre-Major s Data NA	Spring 2015 Major s HMCD 470 Ethics: 100% HMCD 470 DB: 100%	Pre-Major s None	AY 2015-2016 Majors HMCD 470 Ethics: 94% HMCD 470 DB: 97%	Pre-Majors None	
6. Exhibit oral and written communication skills for diverse populations and environments.	HMCD 470 Capstone: Group project	Majors: Exceed expectations. Pre-Majors: Not applicable.	AY 2013-2014	Major s Data NA	Pre-Major s Data NA	Spring 2015 Major s HMCD 470: 100%	Pre-Major s None	AY 2015-2016 Majors HMCD 470: 100%	Pre-Majors None	

M.A. in Aging Studies Aggregate Data

M.A. in Aging Studies Learning Outcomes (LO):	Assessment Tool: Specific assignments/exams from CORE courses	Exceeds Expectation (Category = 3) 90-100% score achieved on learning activity	Meets Expectation (Category = 2) 70-89% score achieved on learning activity	Does Not Meet Expectations (Category = 1) 0-69% score achieved on learning activity	Target/Criteria: <i>(desired program level achievement)</i> 85% of students would Meet or Exceed Expectation Results: % of students achieving the target criteria of meeting or exceeding expectation.			
1. Distinguish between the key theories of aging.	AGE 717: Hlth Comm. In Aging: Weekly Discussions	Exceeds expectations.			<table border="1"> <tr> <td>AY 2013-2014 Data NA</td> <td>AY 2014-2015 Data NA</td> <td>AY 2015-2016 Fall 2015 AGE 717: 100%</td> </tr> </table>	AY 2013-2014 Data NA	AY 2014-2015 Data NA	AY 2015-2016 Fall 2015 AGE 717: 100%
AY 2013-2014 Data NA	AY 2014-2015 Data NA	AY 2015-2016 Fall 2015 AGE 717: 100%						
2. Differentiate "normal" aging from disease or pathology.	AGE 622: Public Health & Aging: Short Assignment (Chronic Disease)	Exceeds expectations.			<table border="1"> <tr> <td>AY 2013-2014 Data NA</td> <td>AY 2014-2015 Spring 2015 AGE 622: 100%</td> <td>AY 2015-2016 Spring 2016 AGE 622: 95%</td> </tr> </table>	AY 2013-2014 Data NA	AY 2014-2015 Spring 2015 AGE 622: 100%	AY 2015-2016 Spring 2016 AGE 622: 95%
AY 2013-2014 Data NA	AY 2014-2015 Spring 2015 AGE 622: 100%	AY 2015-2016 Spring 2016 AGE 622: 95%						
3. Interpret the major issues concerning health & well-being in the aging population.	AGE 804: Aging Programs & Policy: Final Policy Paper	Exceeds expectations.			<table border="1"> <tr> <td>AY 2013-2014 Data NA</td> <td>AY 2014-2015 Spring 2015 AGE 804: 95%</td> <td>AY 2015-2016 Spring 2016 AGE 804: 100%</td> </tr> </table>	AY 2013-2014 Data NA	AY 2014-2015 Spring 2015 AGE 804: 95%	AY 2015-2016 Spring 2016 AGE 804: 100%
AY 2013-2014 Data NA	AY 2014-2015 Spring 2015 AGE 804: 95%	AY 2015-2016 Spring 2016 AGE 804: 100%						
4. Identify factors responsible for uniqueness in each person's adult development.	AGE 717: Hlth Comm. In Aging: Interview Project	Exceeds expectations.			<table border="1"> <tr> <td>AY 2013-2014 Data NA</td> <td>AY 2014-2015 Data NA</td> <td>AY 2015-2016 Fall 2015 AGE 717: 94%</td> </tr> </table>	AY 2013-2014 Data NA	AY 2014-2015 Data NA	AY 2015-2016 Fall 2015 AGE 717: 94%
AY 2013-2014 Data NA	AY 2014-2015 Data NA	AY 2015-2016 Fall 2015 AGE 717: 94%						
5. Demonstrate communication skills, critical thinking, management of relationships, and analysis of information.	AGE 622: Public Health & Aging: Short Assignment (Infographic: Current data on PH and Aging topic)	AY 2014-2015: Meets expectations. AY 2015-2016: Exceeds expectations.			<table border="1"> <tr> <td>AY 2013-2014 Data NA</td> <td>AY 2014-2015 Spring 2015 AGE 622: 88%</td> <td>AY 2015-2016 Spring 2016 AGE 622: 95%</td> </tr> </table>	AY 2013-2014 Data NA	AY 2014-2015 Spring 2015 AGE 622: 88%	AY 2015-2016 Spring 2016 AGE 622: 95%
AY 2013-2014 Data NA	AY 2014-2015 Spring 2015 AGE 622: 88%	AY 2015-2016 Spring 2016 AGE 622: 95%						
6. Assemble & analyze appropriate research to evaluate various aging perspectives in current literature.	AGE 798: Interprofess. Perspect. on Aging: Term paper rubric	Exceeds expectations.			<table border="1"> <tr> <td>AY 2013-2014 Data NA</td> <td>AY 2014-2015 Fall 2014 AGE 798: 100%</td> <td>AY 2015-2016 Fall 2015 AGE 798: 100%</td> </tr> </table>	AY 2013-2014 Data NA	AY 2014-2015 Fall 2014 AGE 798: 100%	AY 2015-2016 Fall 2015 AGE 798: 100%
AY 2013-2014 Data NA	AY 2014-2015 Fall 2014 AGE 798: 100%	AY 2015-2016 Fall 2015 AGE 798: 100%						

A-Table 7. HS, HSMCD, & AGE Student Satisfaction Ratings

Undergraduate – HS/HSMCD		
Student Satisfaction (e.g., exit survey data on overall program satisfaction).* If available, report by year, for the last 3 years		
Year	N	Result (e.g., 4.5 on scale of 1-5, where 5 highest)
1 (14)	72	4.5
2 (15)	66	4.3
3 (16)	71	4.3
Graduate – Aging Studies		
Student Satisfaction (e.g., exit survey data on overall program satisfaction).* If available, report by year, for the last 3 years		
Year	N	Result (e.g., 4.5 on scale of 1-5, where 5 highest)
1 (11)	---	Not available
2 (12)	12	4.3
3 (13)	16	4.1

A-Table 8. Admitted Applicants for HS, HSMCD, and AGE Programs

HS Majors			
Last 3 FYs – Su, Fl, and Sp	No. new applicants or declared majors	No. who enter or are admitted in the major	Total no. of grads
Year 1 (13)→	133	133	46
Year 2 (14)→	108	108	41
Year 3 (15)→	116	116	35
HSMCD Majors			
Last 3 FYs – Su, Fl, and Sp	No. new applicants or declared majors	No. who enter or are admitted in the major	Total no. of grads
Year 1 (13)→	19	19	29
Year 2 (14)→	17	16	25
Year 3 (15)→	23	22	24
AGE Majors			
Last 3 FYs – Su, Fl, and Sp	No. new applicants or declared majors	No. who enter or are admitted in the major	Total no. of grads
Year 1 (13)→	44	37	17
Year 2 (14)→	29	27	17
Year 3 (15)→	28	22	14