

**Program Improvement Plan**

**Bachelor of Science in Health Science**

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The program continues to experience growth in spite of the main challenge of having a minimum number of full-time tenure-line faculty. Currently, there are two tenure line, full-time faculty (one of which is an administrator), one full-time temporary instructor, and three part-time faculty. A part-time advisor works with students at the freshman and sophomore levels and one third of the upperclassmen. A third tenure-line full time faculty member has been hired however this individual will not begin until spring 2012. We are hopeful that another search will take place this fall to complete a failed search from 2010-2011. This department has been functioning with an interim chair position that a number of current faculty have filled. For the stability of the programs within the department it is recommended that a search for a Chair be completed during the 2011-2012 academic year.

Health Science has seen a huge growth in the number of students. Since fall 2006 students have increased by 45% in this major. The table below indicates the number of students enrolled for the past five years.

Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	5 Year Change from Fall 2006
135	159	153	189	196	45%

Faculty are dedicated to contributing to the career goals of the students that enroll in the program. Faculty continue to seek new and innovative methods to ensure students are prepared for diverse health professions through pedagogical methods, along with the various service-oriented projects that are required in Health Science courses. The commitment and diverse professional backgrounds of the faculty are an asset to the program.

Additional faculty are needed in order to engage in more student-centered research activity and to ease the load of the two full time faculty. Scholarly work is recognized as a valuable part of the educational process. However, faculty need to strengthen student research initiatives

within the curriculum. There are plenty of opportunities within the health professions to participate in such endeavors through philanthropic, state, and federal resources are available.

Due to increased enrollment, and the demand of online courses by a growing number of non-traditional students some courses are only available online. As the enrollment continues to increase more faculty will be needed to accommodate both face-to-face and online courses. Waiting lists for several junior and senior levels courses are becoming a trend each registration period due to the demand for increased capacity of courses.

Faculty need to improve the collection and analysis of data for better retention and graduation rate. The analysis on student learning outcomes needs to be better used for program improvement.

### Major Findings of the Program’s Quality & Productivity

The major findings, with recommendations of the Health Science program quality and productivity are summarized in the table below along with recommendations for improving the quality and productivity of the program. A timeline is also included. Language from the program’s *Comprehensive Program Self-Study* was used in the section *Program Review Evaluation*.

Indicator	Program Review Evaluation	Recommendations for Improving Program Quality and Productivity
<b>Summary Findings of Program’s Overall Quality – Satisfactory</b>	The data indicated that retention rates deserve more faculty attention. This rating was calculated by assigning a value to each rating and calculating an average.	Careful collection of accurate retention rates will continue to be ongoing. Beginning fall 2011, faculty will study retention rates of students over the past five years by looking at cohort data. Faculty will also collect and analyze data for strengths and weaknesses of program in order to use data for program improvement. An assessment plan will be developed and implemented by fall 2012.
<b>Quality of Faculty – Above Average</b>	Tenured faculty are highly qualified. Temporary and part-time faculty are all at Masters level but appear to be practicing professionals, which adds value to their teaching and interaction with our students. Highly recommend that data be collected and assessed for each individual faculty member (full and part time). There needs to be more information about actual rewards/award availability: university	This information is currently located in the Digital Measures database. Documentation of faculty scholarship, service, and development activities need to be added to the database. This information can then be used in future faculty annual reviews.

	<p>versus department level. Maybe describe faculty development more fully.</p> <p>Individual faculty members are very well qualified, but the number of full-time faculty is insufficient for a program this size.</p>	
<p><b>Quality of Teaching</b> – Above Average</p>	<p>Above average ratings of faculty by students. Alumni employment rates are an important indicator and should be included in the future. Indicators of good teaching are strong, on average Health Science faculty score 4 out of 5 possible points on student evaluation course surveys.</p>	<p>Some alumni remain in contact with faculty over time; however, this task can be difficult when dealing with those who have a military affiliation (e.g. spouses) and who must travel from one duty station to the next. Online surveys are disseminated to alumni that remain in contact with faculty to determine if they are currently working in a health profession. The distribution of such an assessment tool will be ongoing in addition to the development of a portfolio. Faculty will begin to work with Director of Alumni Relations in order to better survey alumni. During Academic year 2011-12 the dept. will develop a Facebook page as a strategy to connect with alumni.</p>
<p><b>Quality of Research and Scholarship</b> – Above Average</p>	<p>Student research activity appears to be minimal. Faculty research/ scholarly activity is excellent considering teaching load (4 distinct classes/ semester) 12 credit hours of teaching. Recommend faculty take advantage of research dollars available through the university.</p>	<p>Faculty need to explore how to better infuse student-centered research into the curriculum. During the 2011-12 academic year, faculty will explore and develop a plan to determine how to better engage students and will begin to implement the plan during 2012-13 academic year.</p>
<p><b>Quality of Service</b> – Very Strong</p>	<p>If the internship is a required course, it seems redundant to also count that experience as service. Why are seminars counted as service? Is there a definition of service? Is there a service agenda? Advise department to shift much of the student honors work to the service area. This would make the service area much stronger to outside reviewers. Recommend documenting service by levels, i.e., university, local, state, national. Calculating a total number of service hours provided by the program could be valuable to an outside reviewer.</p>	<p>The internship is an optional course. Some non-traditional students enter the program with a certain level of health professions training already accomplished or the student may currently work in an entry-level position within a healthcare setting.</p> <p>Documentation of more service-oriented activities will be accomplished to ensure these activities are easily apparent to future reviewers. Faculty will explore how service learning can better be infused in the curriculum and will engage in reassessment of service learning during the 2011-12 academic</p>

	This indicator shows a high level of involvement for the small number of faculty members.	year. More service-learning experiences will be infused in the curriculum by the 2012-13.
<b>The Quality of Faculty and Student Achievements - Satisfactory</b>	Most of what is listed for students in this area is actually service. More of the information listed in faculty qualifications should be listed here as well.	Items that should be listed for service will be adjusted in future reports.
<b>The Quality of Curriculum – Above Average</b>	The program should develop a matrix which maps program outcomes and classes to better describe how the curriculum leads to programmatic outcomes. Describe multidisciplinary approaches and give examples: the expo, for instance. Better measurements of outcomes, job placement.	A curriculum map will be developed which outlines the occurrence of student learning outcomes as they relate to individual courses. Assessments of student learning outcomes will be evaluated. This will occur during the 2011-12 academic year. If it is determined that adjustment is needed, faculty will begin to develop assessments 2011-12 and begin to implement 2012-13.
<b>The Quality of Facilities &amp; Equipment - Satisfactory</b>	Program should seek to utilize more of the university's facilities. There are multiple classrooms on campus that seat > 40 students. Wireless campus is a great advantage. Clarification about the smart boards (on order? or wish list?). Do you use IT evaluation tools, i.e., Qualtrics, Survey Monkey?	The Chair will explore the use of other classrooms that seat 40 students on campus.  Qualtrics is currently utilized as an evaluation tool.  Smartboards will enhance the pedagogical methods of instructors.
<b>Summary of Findings of Program's Overall Productivity - Satisfactory</b>	Substantial and steady increase; wonderful growth. Increased enrollment over time while maintaining quality. Additional data is needed to substantiate some ratings.	A closer observation of enrollment, retention, and graduation trends will be implemented. A plan with timeline will be constructed fall, 2011.  Academic year 2010-11 faculty conducted a search that was not successful. This search will be redone fall 2011 with the hope that this will be successful.

### Summary Recommendations and Supporting Rationale

The Health Sciences program should be **Enhanced or Expanded**.

As mentioned in the Comprehensive Program Review Report and the Program Review Evaluation, the Health Science program at Columbus State University has proven to be a very stable and feasible program. In almost all areas of the Program Review Evaluation the program was rated above average or very strong. With the continued support and effort of the faculty and administrators, this program has the potential to continue supporting the Chattahoochee Valley. Proper support of program initiatives, faculty resources, and community partnerships will continue to be an asset that will enhance the goals and priorities of the program.

Recommendations for the future of the Health Science program are as follows:

- Explore options for a full time chair for department.
- Conduct a search fall 2011 to replace failed search from 2010-2011 academic year.
- Engage students in more service learning experiences through courses within the program other than the internship.
- Encourage and support students in doing research.
- Faculty will collect and analyze data for strengths and weaknesses of program in order to use data for program improvement.
- Faculty will engage in examination of enrollment, retention, and graduation trends.
- Faculty will begin the process of national accreditation.
- Faculty will explore engaging students in more international study abroad experiences to develop their understanding of the cultural and traditional factors that contribute to the health disparities from a global perspective.

**New Reallocations to Implement Improvement Plan**

National Accreditation Process	<u>4,000.</u>
Total	\$ 4,000.