

Columbus State University

**Health Science Program
Comprehensive Program Review**
Self-Study

2005-2010

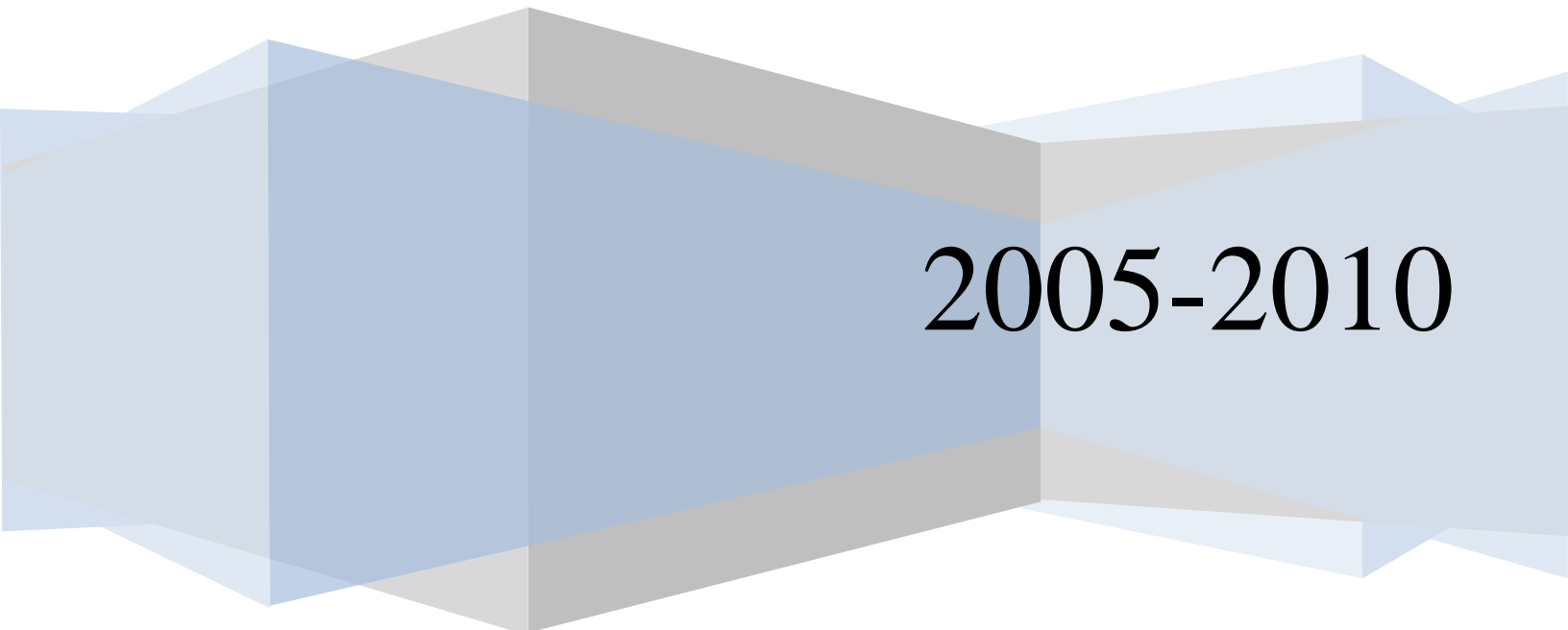


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SECTION ONE – PROGRAM BACKGROUND AND OVERVIEW

BRIEF PROGRAM OVERVIEW

Description of Program

The Health Science program is designed for students who are interested in pursuing careers in the health and human services field. The curriculum of this program provides the knowledge, skills, and academic prerequisites that are required for students to enter into specific graduate level programs with a focus on fields of study that include medicine, pharmacy, dietetics, public health, health administration and other health-related careers.

Expected outcomes:

- Graduates will understand the role of the health professional in the provision of services to clients/patients.
- Graduates will be able to compile, calculate, analyze and use health-related data to identify and evaluate the health needs, interests and concerns of individuals from various age groups and diverse ethnic backgrounds.
- Graduates will be able to identify and describe components of good mental, physical, social, and environmental health.
- Graduates will have the ability to think critically and understand scientific research methodology.
- Graduates will have the skills needed to create a culturally sensitive health promotion program within a school, business, worksite or other setting.
- Graduates will have the knowledge needed to understand the issues surrounding diverse populations as it relates to health disparities from a global perspective.

Upon completion of this program students will be eligible for employment in positions such as: a health coach, wellness coordinator/ consultant, nationally certified health educator, patient educator/ navigator, research assistant, wellness project specialist, environmental health specialist, health promotion coordinator as well as other health-related occupations. These positions are normally found in a variety of settings that include hospitals, federal agencies, state agencies, private organizations, and non-profit organizations.

The program is currently staffed by three full-time faculty members in which one individual serves as administrator and one individual is on temporary status. There are also two part-time faculty members that have been a consistent part of the team over the last several years. The program produces, on average, 1,371 student credit hours. The enrollment of students with the health science major has consistently increased over the last 5 years with a 4-year percent change of 60.2%. Students also have the option of choosing health science as a minor.

Program Mission and Its Relation to the CSU Mission

Columbus State University Mission

- To achieve academic excellence through teaching, research, creative inquiry and student engagement.

- To achieve excellence in the student experience and prepare individuals for a life of success, leadership, and responsibility through community awareness, engagement, and service to others.
- To achieve recognition as a leader in community development, regional economic development, and public-private partnerships.

Health Science Mission

The overall mission of the Health Science program, as it relates to the mission of Columbus State University, is to produce graduates that are competent in the skills related to culturally sensitive health education curriculum, research, program development and service to the community. We are dedicated to ensuring our students learn both in the classroom as well as in the community through various service opportunities with our community partners.

Stakeholder's Satisfaction with the Program

We surveyed our alumni in 2010 to determine their overall satisfaction with our program curriculum and advising support. Overall, graduates of our program were satisfied with the program. Results of the survey are located in the appendix. When participants were asked if the program prepared them adequately for their chosen career the majority of them (78%) either agreed or strongly agreed (n=23). See specific data below:

The Health Science Program prepared you adequately for your chosen career.

| # | Answer | Response | % |
|---|-------------------|----------|------|
| 1 | Strongly Agree | 10 | 43% |
| 2 | Agree | 8 | 35% |
| 3 | Disagree | 2 | 9% |
| 4 | Strongly Disagree | 3 | 13% |
| | Total | 23 | 100% |

Relationship of Program to Needs of Students and Societal Demands

As our societal needs continue to change due to emerging viruses, more prevalent disease trends, and environmental issues that impact our quality of life, the Health Science program is preparing students to meet those demands. We are training future health professionals to respond to community health-related issues in various ways in terms of the logistical, educational, financial, and medical requirements that must be present to in order to address trends that impact our population's health status. According to the Association of Schools of Public Health (February 2008, News Release, para 2), "more than 250,000 additional public health workers are needed by 2020."

The crisis is a culmination of already documented and forecasted shortages of public health physicians, public health nurses, epidemiologists, health care educators, and administrators and other contributing factors like an expected spike in retirement. In fact, 23 percent of the current workforce – almost 110,000 workers – will become eligible to retire during the next presidential term."

SECTION TWO – INDICATORS OF PROGRAM QUALITY

II A. QUALITY OF FACULTY

Judgment: Very Strong

Appropriateness of Faculty Credentials

All faculty members are highly qualified and considered to be experts in their various health-related fields due to their educational attainment and experience within the profession.

Use of Part Time Faculty

Our part-time faculty members normally teach one or two courses each semester in order to expand course offerings within the discipline. More specifically, Mr. Pearce, a local Environmental Scientist, teaches our Survey of Environmental Health course (HESC 3105) and Ms. Toland teaches two of our freshmen and sophomore courses: Introduction to the Health Professions (HESC 1105) and Personal Health (HESC 2105).

Diversity of Faculty

The faculty consists of mostly women and one man with a variety of ethnic backgrounds. See details below:

| | |
|-------------------------------------|---|
| American Indian or Alaska Native | 0 |
| Asian | 1 |
| Black or African American | 2 |
| Hispanic or Latino | 0 |
| International Faculty | 0 |
| Native Hawaiian or Pacific Islander | 0 |
| Two or More Races | 0 |
| White | 3 |
| Race and Ethnicity Unknown | 0 |

Opportunities of Faculty Development

Professional development funding and support are consistently made available to faculty each year. Support is provided through various sources which include departmental and college assistance along with various opportunities to apply for conference and travel grants that are available through the Office of the Provost.

Program Improvement Plans

The Health Science program has been considerably understaffed considering the increasing enrollment of majors into the health science program and the number of students that remain on waiting lists for courses due to the logistical constraints associated with such a shortage. As of Fall 2010, a search for two new faculty members was launched in order to address the shortage. Once these new individuals

join the team more effort can be placed on distributing the advising and teaching workload which will be a tremendous asset to the current faculty team.

Tenured faculty, full-time faculty:

Tara Redmond, DHA, CHES, Associate Professor, Health Science Coordinator & Graduate Director for the Health Professions

Paula Walker, MD, Associate Professor

Jenny Lee, PhD, MPH, Assistant Professor (employed at CSU Fall 2008- Spring 2010)

*no longer teaching full-time, only part-time

Temporary full-time faculty

Rachel Belew, MS, RD (Registered Dietitian)

Part time faculty:

Rebecca Toland, MPA, CHES

Neil Pearce, MS

II B. QUALITY OF TEACHING

Judgment: Very Strong

Indicators of Good Teaching

At the conclusion of each semester students are encouraged to complete assessments of their instructors. These student evaluations include items that pertain to the instructor's teaching ability, creativity, effectiveness, timeliness in returning examinations and other characteristics. Overall, health science faculty score, on average, between 4 and 5 out of 5 possible points on each item. See detailed course evaluation data below for health science faculty (Redmond, Walker, Belew, Pearce, and Lee) based on the responses of 369 participants.

| Question | Statistics | |
|---|-------------------|-----------|
| <i>The instructor is well prepared.</i> | Mean | 4.633 |
| 5: Strongly Agree - 1: Strongly Disagree | NA | 8 (2.2%) |
| <i>The instructor effectively conveys the content area.</i> | Mean | 4.526 |
| 5: Strongly Agree - 1: Strongly Disagree | NA | 4 (1.1%) |
| <i>The instructor clearly communicates all assignments, including tests and papers.</i> | Mean | 4.422 |
| 5: Strongly Agree - 1: Strongly Disagree | NA | 3 (0.8%) |
| <i>The instructor promotes a class environment conducive to learning.</i> | Mean | 4.649 |
| 5: Strongly Agree - 1: Strongly Disagree | NA | 19 (5.2%) |
| <i>The instructor encourages questions.</i> | Mean | 4.651 |

| | | |
|--|------|-----------|
| 5: Strongly Agree - 1: Strongly Disagree | NA | 7 (1.9%) |
| <i>The instructor promotes an academic environment in which all are treated with respect.</i> | Mean | 4.656 |
| 5: Strongly Agree - 1: Strongly Disagree | NA | 17 (4.6%) |
| <i>Overall, the instructor is effective.</i> | Mean | 4.548 |
| 5: Strongly Agree - 1: Strongly Disagree | NA | 4 (1.1%) |
| <i>I have progressed in my ability to think critically, to solve problems, and/or to make decisions.</i> | Mean | 4.469 |
| 5: Strongly Agree - 1: Strongly Disagree | NA | 8 (2.2%) |
| <i>This course was academically challenging.</i> | Mean | 4.372 |
| 5: Strongly Agree - 1: Strongly Disagree | NA | 3 (0.8%) |
| <i>I can articulate the core concepts or content of this course.</i> | Mean | 4.500 |
| 5: Strongly Agree - 1: Strongly Disagree | NA | 3 (0.8%) |

Indicators of Good Advising

Student advisement and teaching are the primary functions of the health science program faculty. Students use advising sessions to determine degree progress, discuss career and educational opportunities, and any other concerns. Through personal, one-on-one interaction with the students, the health science program is able to retain and recruit students in the field of health science. Quantitative data concerning our advising efforts will be available in future reports.

Departmental Reward System

Program reward systems are not currently available other than the monetary merit increases and promotions that are based on the Department Chairperson's recommendations. The College of Education and Health Professions has several rewards that can be obtained based on the nomination of peers.

Program Improvement Plans

Improvement to the health science program can be obtained by accomplishing the following objectives:

- Hire more faculty to increase course offerings, share the advising load, provide research support endeavors and collaborate with on various campus and community-related initiatives
- Encourage more students to complete end-of-course evaluations
- Monitor and track advising efforts by faculty
- Provide study sessions to assist students who are preparing for the national CHES examination
- Obtain or create an assessment tool that would be administered during the senior year to measure core competencies related to the health science/ public health field

II C. QUALITY OF RESEARCH AND SCHOLARSHIP

Judgment: Satisfactory

Opportunity for Student Research Projects

Students are encouraged to participate in the Undergraduate Research and Experiential Learning (UREL) initiative in order to have their research interests funded and featured during our annual Tower Day event. Several students have also completed research and presentations during a Summer

internship at the Centers for Disease Control and Prevention in Atlanta, Georgia. Eta Sigma Gamma (ESG), the Health Science honorary, also provides opportunities for majors to submit their research in the ESG student monograph for publication along with presentation opportunities at national conferences.

In the past students have completed research projects that are entitled below:

Robinson, S., and James, C. (2005). The Implication of the Lack of Minority Participation in Human Subjects Research, Centers for Disease Control and Prevention Internship

Wright, C., Tandon, D., and Templeman, A., (2006) Health and Mental Health Status of Adolescents and Young Adults in Baltimore City, Center of Adolescent Health at John Hopkins Bloomberg School of Public Health Internship

Price, E. (2010). I Am Woman: Improving Overall Health Outcomes of Disadvantaged African American Women in South Carolina. Centers for Disease Control and Prevention Internship

In addition, several students were hired to work as research assistants in a study entitled "Operation Choose Health" in which they surveyed residents living in the community about issues that pertained to Tobacco Use Prevention. Faculty served as trainers during this study.

Faculty Publications, Presentations, and Grants

Tara Redmond, DHA, CHES

Turner, N., Gaddis, C., Daniel, J., and **Redmond, T.** et al. (2010) Assessment of the Regional Cancer Coalitions of Georgia's Interventions and Initiatives (poster presentation at the APHA Conference in Denver, Colorado)

Redmond, T., & Ivanitskaya, L. (2009) Electronic (Digital) Health Information Competency: The Difference in Ability to Obtain Health Information in Rural and Non-Rural College Freshmen. (in process)

Redmond, T. (2010). The Teacher's Role in Enforcing Proper Hand-washing Techniques Among School-Aged Children in the Midst of the H1N1 Pandemic. *Journal on Perspectives in Education*

Redmond, T. (2009) Electronic (Digital) Health Information Competency: A Comparative Analysis of Knowledge and Skills of Rural and Non-Rural Freshman College Students (poster presentation at the Institute for Healthcare Advancement Conference Poster Presenter concerning Health Literacy, Santa Ana, CA)

Redmond, T. (July 2008). Served as a presenter and panelist for the 100 Black Men of America, Inc. (Columbus, Georgia Chapter). Presentation was related to the Unnatural Causes video series that addresses health disparity issues in our nation.

June 2005 – June 2007: Cancer Outreach Program Grant funded by the Centers for Disease Control and Prevention: Public Health Service/ Grant Act 42 U.S.C. 241, 247 (b), 317 (k), 301 (a), 311 (Note B)- **Redmond** served as grant consultant

Redmond, T. (2005) Building Towards Wellness Community Forum. A discussion of the Operation Choose Health Project. (presenter)

Ivanitskaya, L., Heuberger, R., O'Boyle, I., Brookins-Fisher, J., Garrison, J., Leonard, W. & **Redmond, T.** October 2005. Assessing health information consumers' competencies in managing digital media: An evaluation of an online interactive assessment (\$140,000). Understanding and Promoting Health Literacy (R03) grant submitted to the National Institutes of Health (NIH) and the Agency for Healthcare Research and Quality (AHRQ). Not funded.

Institutional Honors

Nominated as Educator of the Year, 2005

Paula Walker, MD

Publications (Works in Progress)

Walker, P. Co-Author of Book with Trimm, Cindy. (Accepted & Publication pending). Rules of Engagement for Health: Issues in Tissues. Strang Publications (Siloam Publishing): Lake Mary, FL

Walker, P. (Forthcoming) "Food and Mood: The Impact of Nutrition on Psychological Wellness" (Book)

Walker, P. (Forthcoming) "The Paradigm of Divine Health: Nutrition from a Spiritual Perspective" (Book)

Walker, P. (July 2008). Served as a presenter and panelist for the 100 Black Men of America, Inc. (Columbus, Georgia Chapter). Presentation was related to the Unnatural Causes video series that addresses health disparity issues in our nation.

Walker, P. "Preventive Health for Children: Strategies for Intervention" at the University of Oxford in Oxford, England (September 2010 invitation for presentation).

Walker, P. (December 2010) "Program Innovation for a New Generation: Update on Interventions and Prevention Strategies for Combating Childhood Obesity" abstract accepted

Presented on joint panel discussion entitled: "Exploring Challenges and Strategies for Combating Childhood Obesity" at the World Summit Conference in Milwaukee, WI, May, 2010.

Selected by CNN as one of the physicians to participate in on-air discussion of Health Care Reform; First installment aired on Tuesday, June 30, 2009 and Thursday, July 2, 2009 during the Tony Harris Show on CNN

2nd CNN Appearance, October 2010, CNN Studios, Atlanta, GA

Also, below is a list of reviews that have been completed.

Health Correspondent, WTVM 9/ABC Morning News Show; May 2008 to present; teach Columbus metropolitan area residents, via weekly television health segment, about various aspects of health and nutrition

July 2007 - Presenter, Three Rivers Area Health Education Center's Summer Program; Presentation entitled: Nutrition & Wellness

September 22, 2007-Presenter, Life Awareness Seminar hosted by District Clinical Services, Columbus Health Department; the Life Awareness Seminar focuses on raising awareness re: HIV/AIDS prevention and treatment

Executive Chair, Live Healthy Columbus Coalition, Muscogee County Health Department, January 2007 to August 2009

August 22, 2009-"Healing from the Heart" Health Fair; served as community health consultant and delivered presentation on Nutrition, Stone Mountain, GA

Review of Manuscripts/ Textbooks

Jones & Bartlett Publishers (2008). Invitation to Holistic Health: A Guide to Living A Balanced Life, 2nd ed., Textbook Review (Editor- Patricia Donnelly)

Jones & Bartlett Publishers (2008). Introduction to Global Health, 1st ed., Textbook Review (Editor-Katey Birtcher)

Sinauer Associates, Inc. Publishers (2010). Discovering Human Sexuality, 1st ed., Textbook Review (Editor-Linda Vandendolder)

To date, I haven't obtained any grants yet.

Institutional Honors

Faculty Recognition Award for commitment and outstanding leadership in education, The Department of Athletics, Columbus State University, multiple years – 2005-07, 2009-10

Nominated for Educator of the Year, Spring 2006

Faculty Appreciation Award for "dedication, loyalty, and selfless support of our student athletes at Columbus State University; October 29, 2008

Educator of the Year Finalist in April 2010

Special Awards and Other Honors

Served as a consultant to United States Army as part of a CSU/Ft. Benning Collaborative Partnership w/75th Rangers Unit. During this time taught a condensed version of Anatomy & Physiology to Army Medics to increase their readiness to qualify as Special Operations Combat Medics (SOCM) through didactic presentations and laboratory practicums; 2nd phase of training held at Fort Bragg, NC; the class of Rangers ranked in the top 5% of their class at Fort Bragg..their work was praised by military officials as an overwhelming success (December 2009 – February 2010)

Nominated for the Golden Apple Award, which recognizes excellence in teaching, March 9, 2007; The Golden Apple Award is sponsored by MEA Federal Credit Union and presented by WRBL News 3

Valedictorian, Kingdom University School of Ministry, Class of 2006-2007

Jenny Lee, PhD, MPH, CHES

Shuval K, DeVahl J, Tong L, Gimpel N, **Lee JJ**, DeHaven MJ. Metabolic Syndrome, Anthropometry, and Meeting the 2008 Physical Activity Guidelines in African American Church Members, South Dallas, Texas. Preventing Chronic Disease, Volume 8, Number 1, January.

Presentations at professional conferences:

DeHaven MJ, Lee JJ, Gimpel N, Carson J, De Lemos J, Pickens S, Ramos-Roman MA, Simmons C, Powell T, Banks K, Shuval K, and Duval J. The Genes, Nutrition, Exercise, Wellness and Spiritual Growth (GoodNEWS) Trial: Lifestyle Enhancement for Reducing the Risk of Cardiovascular Disease. 12th RCMI International Symposium on Health Disparities, Nashville, Tennessee, December 6-9, 2010

Powell TM, Banks, K, Williams-King E, Tong L, Ayers C, de Lemos JA, Gimpel N, **Lee JJ**, DeHaven MJ. Community Engagement with African-American Churches for Cardiovascular Disease Interventions: Data from the Genes, Nutrition, Exercise, Wellness and Spiritual Growth (GoodNEWS) Trial. Clinical and Translational Sciences Awards (CTSA) of the National Institutes of Health (NIH) and National Center for Research Resources (NCRR), Conference on "The Science of Community Engagement," Natcher Conference Center at NIH, Bethesda, Maryland, May 13-14, 2010.

Banks K, Powell TM, Williams-King E, Tong L, Ayers CR, de Lemos JA, Gimpel N, **Lee JJ**, DeHaven MJ. Are African-American Churches an Ideal Target for Cardiovascular Disease Interventions? Data from the Genes, Nutrition, Exercise, Wellness, and Spiritual Growth (GoodNEWS) Trial. Joint Conference – 50th Cardiovascular Disease Epidemiology and Prevention – and – Nutrition, Physical Activity and Metabolism Conference, San Francisco, California; March 2-5, 2010.

DeHaven MJ, **Lee JJ**, Gimpel N, et al. The GoodNEWS Trial (Genes, Nutrition, Exercise, Wellness and Spiritual Growth): Components and Preliminary Findings. American Public Health Association 137th Annual Meeting and Expo, Philadelphia, Pennsylvania; November 7-11, 2009.

Lee JJ, DeHaven MJ, Walker T. Understanding the True Relationship Between Faith and health: Theory and Evidence from the GoodNEWS (Genes, Nutrition, Exercise, Wellness and Spiritual Growth) Trial. American Public Health Association 137th Annual Meeting and Expo, Philadelphia, Pennsylvania; November 7-11, 2009.

DeHaven MJ, **Lee JJ** and Newton JR. Project GoodNEWS (Genes, Nutrition, Exercise, Wellness and Spiritual Growth: Combining Faith and Science, Improving Life, and Overcoming Health Disparities. American Public Health Association (APHA) 135th Annual Meeting and Expo, Washington, DC; November 3 – 7, 2007.

DeHaven MJ, **Lee JJ**, and Newton JR. GoodNEWS 2005: Improving life and health outcomes among inner-city neighbors. Presentation to the 133rd Annual Meeting of the American Public Health Association (APHA), Philadelphia, PA, December 10 – 14, 2005.

Grants:

Central Texas Conference of the United Methodist Church – Fort Worth, Texas – pilot project among eight (8) congregations, testing the effectiveness of the GoodNEWS (Genes, Nutrition, Exercise, Wellness and Spiritual Growth) wellbeing curriculum and program, on improving health outcomes among GoodNEWS Lay Health Promoters (LHPs) and congregations.

Grant Period: 2010-2013

Award Amount: \$11,000

Role: Co-Investigator

National Health Lung and Blood Institute (NHLBI) – Clinical trial testing the effectiveness of a faith-based collaborative health program (The GoodNEWS – Genes, Nutrition, Exercise, Wellness and Spiritual Growth – Trial) on reducing risk factors for cardiovascular disease in African American congregations.

Grant Number: R01 HL087768

Grant Period: 2007-2012

Award Amount: \$1,903,932

Role: Co-Investigator

Program Improvement Plans

Due to the shortage of faculty and increase in student enrollment into our program, faculty members have been limited in their engagement of mentoring students for research purposes. At the current time, we are in a search for 2 additional faculty members that will assist in sharing the voluminous load of advisees and other committee responsibilities.

II D. QUALITY OF SERVICE

Judgment: Very Strong

Activities to Enhance Program, Department, College, Institution, Community and/ or Region

All students have the opportunity to participate in community events related to health science. Announcements of upcoming events related to health and disease prevention are made every semester. Students also receive additional training from various health professionals during their internship.

January 2005 – Faculty facilitated and directed an off-campus educational experience for CSU students at the Colossal Colon Exhibit, Main Columbus Public Library, Columbus, GA; the exhibit's target audience was Muscogee County residents and residents of surrounding areas; The educational exhibit was aimed at raising awareness of colon health and colon cancer. The Health Science students, and students from various majors, contributed to the success of the event by producing two educational panels that accompanied the exhibit along with facilitating guest tours and distributing educational literature

October 17, 2005 – Faculty facilitated and directed CSU Breast Cancer Awareness Day, an on-campus health initiative, with Health Science Students. The students were responsible for distributing educational literature and educating fellow students, staff and faculty on the importance of breast health, risk factors for breast cancer along with other preventative measures. In the process, students created a memorial piece for breast cancer survivors as well as those who had succumbed to the disease. Ribbons were sold for \$.50 each to place on the memorial. A total of \$71.17 was raised in three hours. All proceeds were donated to Relay for Life, The American Cancer Society.

January, 2006 – Faculty made arrangements for Eta Sigma Gamma Students to complete training to become certified by the National Kidney Foundation of Georgia in the Kidney Early Evaluation Program (KEEP); Training/Certification entailed urinalysis, blood pressure and diabetes screenings.

Field Trips/ Conference Attendance/ Professional Seminars

Several health science students attended the ***International Congress on Physical Activity and Public Health conference*** in Atlanta, Georgia with Drs. Redmond and Walker (April 17-19, 2006)

Faculty traveled with several students in order to attend the Public Health Science Institute's Public Health Awareness Activities (Atlanta, Georgia, April 2007, 2008, 2009)

Health Science students enrolled in Dr. Redmond's Principles of Epidemiology course traveled to the Centers for Disease Control's Global Odyssey Museum and Emory University's Rollins School of Public Health (Fall 2009).

Professional Health Administrators from Emory Health Care and Piedmont Hospital in Atlanta, Georgia visited the health science majors during a lunch and learn in order to present information entitled "Preparing Tomorrow's Healthcare Leaders Today". (April 22, 2010)

Faculty arranged a visit from Army Medics to the health science students during a lunch and learn seminar in order to inform them about the various careers that are available in the health professions in the Armed Forces (November 9, 2010)

Internships – Every semester, students work closely with faculty members in order to be placed in their areas of interest. Faculty members meet with students and internship site preceptors in order to establish the relationships that are needed to ensure a rewarding educational experience for the student outside of the classroom.

Internships at the Columbus Health Department include:

- HIV Education
- Adolescent Health/ Youth Development Program
- Safe Kids Program
- Health Education
- Environmental Health Program
- Teen Pregnancy Program
- Epidemiology

Other Internship sites are at the following locations:

- Columbus Regional Healthcare System

- John B. Amos Cancer Center
- VistaCare Hospice
- Covenant Woods Assisted Living Center
- Three Rivers Area Health Education Center
- American Red Cross, Ft. Benning Location
- West Central Georgia Cancer Coalition
- Our House Methodist Home for Children and Youth

Eta Sigma Gamma – Opportunities for interaction between faculty and students include activities that occur within a student chapter of the Eta Sigma Gamma Professional Health Education Honorary. As stated in the Eta Sigma Gamma administrative guide, “the objectives of Eta Sigma Gamma are to further the professional competence and dedication of the individual members in and for the Health Education discipline and the promotion of this discipline by stimulating scientific research; facilitating communication and discussion between individuals, agencies and governmental jurisdiction through the exchange of practices and philosophies; motivating service and academic achievement recognizing service and academic achievement; developing methods, materials and programs; and raising professional standards and ethics. At the current time there are approximately 111 chapters located at colleges and universities around the nation.

Students and faculty members also have opportunities to connect outside of the classroom in several ways that include the following:

Seminars - Students are encouraged to attend seminars that are announced in a variety of courses related to their major. Upcoming events are also posted on a bulletin board dedicated to the students of the health science program. The local Three Rivers Area Health Education Center keeps faculty members aware of upcoming events.

Community Events - Students serve as volunteers during the annual Health Expo in order to learn about and retain skills related to the community health field. (2006, 2007, 2008, 2009, 2010)

Professional Associations - Students are encouraged to join other organizations such as the Georgia Public Health Association, the Society for Public Health Education and other entities that will contribute to their career advancement upon graduation.

II E. QUALITY OF FACULTY AND STUDENT ACHIEVEMENTS

Judgment: Very Strong

Faculty Honors

Tara Redmond

Nominated as Educator of the Year, 2005

Paula Walker

Faculty Recognition Award for commitment and outstanding leadership in education, The Department of Athletics, Columbus State University, multiple years – 2005-07, 2009-10

Nominated for Educator of the Year, Spring 2006

Valedictorian, Kingdom University School of Ministry, Class of 2006-2007

Nominated for the Golden Apple Award, which recognizes excellence in teaching, March 9, 2007; The Golden Apple Award is sponsored by MEA Federal Credit Union and presented by WRBL News 3

Faculty Appreciation Award for “dedication, loyalty, and selfless support of our student athletes at Columbus State University; October 29, 2008

Educator of the Year Finalist in April 2010

Student Honors/ Accomplishments

Eta Sigma Gamma is the health science honorary for our students. The Delta Tau Chapter has been designated for Columbus State University. Since its inception on November 4, 2005, the faculty and students have been very busy with activities that are associated with the core values of the organization which include remaining engaged in the teaching, research, and service. In order to be inducted in this honorary students must be in good standing with the university, have a grade point average of 2.8 or higher (the new requirement is a grade point average of 3.0), and be willing to serve actively in accordance with the guidelines as established by the national organization. See information below for details concerning membership and activities:

| Year | Number of Initiates |
|-----------|---------------------|
| 2005 | 36 |
| 2006-2007 | 24 |
| 2008 | 12 |
| 2009 | 9 |

Eta Sigma Gamma Activities have included the following with the assistance of faculty advisors, Dr. Tara Redmond and Dr. Paula Walker:

- On-campus health initiative, CSU Tobacco Awareness Day. Health science students were responsible for erecting educational panels, distributing educational literature, and educating fellow students, staff, and faculty on the importance of tobacco use avoidance. (November 14, 2005)
- Students participated in the Great American Smoke Out event with a local television station (November 2005)
- Students participated in the “Adopt a Grandparent Program” at a local nursing home, Muscogee Manor, where they volunteered at least 1 hour/ week during the holiday season (December 2005)
- “CSU Heart Awareness Day”- ESG members were on campus informing fellow students, faculty, and staff about the importance of heart health, regular exercise, tobacco avoidance, and proper nutrition (February 16, 2006)
- “CSU Colon Health Awareness Day” – ESG members were on campus informing fellow students, faculty, and staff about the importance of health nutrition and other lifestyle behaviors that will prevent colon cancer. (March 27, 2006)
- Juvenile Diabetes Research Foundation Fundraiser (October 2006)—Members raised funds on behalf of this organization in the community
- March of Dimes –Members participated in the annual walk in the community (April 2007)
- Camp Jordan –Members assisted camp staff with children living with various chronic diseases. (Summer 2007)
- Faculty and members of Eta Sigma Gamma, the Health Science Major Honor Society, have raised funds every year since 2006 during the World AIDS Day (December 1) Event held on CSU’s campus in order to fund initiatives that will contribute to prevention of HIV/ AIDS in the community. Students learn essential leadership skills during the preparation of this event by planning and organizing the program, making contacts in the community that can serve as speakers and donors of items (e.g. drinks, food, and gifts for attendees), and recruiting health professionals for experiential advising purposes.
- American Red Cross Blood Drive—Members and other health science students recruited donors and helped to received 77 units of blood within six hours. (2009)

In addition, health science students have participated/ featured in the following:

- Dr. Redmond attended the 19th National Conference on Chronic Disease Prevention and Control with 9 health science students in order for them to network with public health professionals and students, attend seminars related to health disparities, and take advantage of the vast amount of networking opportunities (Atlanta, Georgia; February 28 – March 3, 2005)
- Several health science students were hired as research assistants to work with Drs. Redmond and Walker by collecting data from residents in the community that pertained to Tobacco Use prevention policies for Operation Choose Health, a grant-funded program by the American Legacy Foundation (December 2004 – September,2005)

- Faculty and members of the Health Science Program were featured in the Columbus Ledger Enquirer for their participation in the Youth Volunteers Conference sponsored by the Georgia Hospital Association. CSU students participated in the event through “edutainment” by teaching the high school students about various health professions that are needed in times of crisis. Their performance in the mock disaster scenarios for approximately 75 high school students was conducted for a Youth Conference sponsored by the Council on Auxiliaries/Volunteers of the Georgia Hospital Association. The purpose of the mock disasters was to introduce students to the various health professions that contribute to the health and safety of the citizens of our society.– July 2006
- Health Science students have been participating in the Annual Columbus Health Expo since the year 2006 at the Civic Center. Students have been certified by the National Kidney Foundation to conduct screening procedures in order to detect risk factors associated with kidney disease. This has been an annual event for our students.
- Project IMHOTEP has accepted several of our health science students as interns for the CDC Summer Internship in collaboration with Morehouse College’s Public Health Science Institute. This is a very competitive national program. Only 25 to 30 students are accepted into the program each year.

Graduate Achievements (Licensure, Certification, Admission to Graduate School, Job Offers, etc.)

Since 2005, twenty-three students have successfully passed the examination to become national Certified Health Education Specialists (CHES). This national examination is optional and students pay approximately \$250 to take this assessment. In addition, the following has occurred based on alumni remaining in contact with former professors:

- Victoria Davis is now a Cancer Epidemiologist working for the Department of Community Health in Atlanta, Georgia. Upon graduation from the health science program, she pursued her Master of Public Health degree at Florida Agriculture and Mechanical University
- Kristy Ludy became an Environmental Health Specialist in 2009
- Cynthia Wright is currently working as an Accreditation Compliance Coordinator for Central State Hospital
- Andrea Hawkins is currently working as a Public Health Educator
- Brandon Baswell is working as an Environmental Scientist at Ft. Benning
- Stacy Tarvin, Health Educator at St. Francis Hospital
- Timothy Whitt is now the Vice President of the Chattahoochee Valley Better Way Foundation (a non-profit agency that provides prevention education and services to individuals affected by HIV and AIDS).
- Tonya Nealy Waller, Health Education Teacher at Mountain View Elementary

- Luke Henry, attended graduate school at the University of Georgia to become a physical therapist
- Heather Tommey, attending UGA to become a Health Educator
- Shanita Tolbert is currently working at a Research Assistant at the Medical College of Georgia's Prevention Institute while pursuing her graduate degree in Public Administration with a concentration in Health Service Administration
- Sandra McClure was hired as a Public Health Educator in Rome, Georgia
- Beth Justice was hired as a Health Education Teacher at Long Cane Middle School in Troup County
- Mrs. Kimberly Guillory-McClean currently works for the Armed Services Blood Program with the U.S. Military in Germany.
- Mr. Carlos Chapman graduated with his Masters in Public Health from the Morehouse College of Medicine in 2010.
- Ms. Chastity Hummings completed Miami Dade College School of Nursing in December 2010 and she is preparing for her RN licensing exams

II F. QUALITY OF CURRICULUM

Judgment: Above Average

Relationship Between Program's Curriculum and Its Outcomes

As stated in the mission of the program, the purpose of the health science curriculum is to produce graduates that are educated in a variety of health related areas. Students leave the program with a great understanding of the importance health education, disease prevention, and environmental hazards that tend to have an impact on the public's health. Students also graduate with the ability to communicate effectively concerning health-related trends from a global perspective. To ensure this program goal is accomplished, students are required to earn a grade of "C" or better in all subjects related to health science, science, math, or English.

Incorporation of Technology

On-Line Course Technology – Some of the health science courses are only offered online in order to accommodate non-traditional students and other students in need of such instructional method. Students are required to become familiar with the Blackboard system which is the platform used by the CougarView. In addition, students are required to enroll into STAT 3127 (Statistical Computing) for a broader understanding of research methods.

E-mail – Students are encouraged to e-mail faculty for a variety of purposes including clarification of subject matter in a course, updates on progress during the Independent Study and Internship courses, indication of intentions for volunteering in health events and other reasons as needed.

Internet/ Health-Related Website databases- Students are urged to utilize resources such as the Georgia County Guide, the Georgia Statistics System, and the Centers for Disease Control and Prevention website in order to stay updated on health-related issues.

Calculators – Calculators are a requirement for the Principles of Epidemiology course. Students become familiar with a variety of equations and formulas that used in order to calculate morbidity and mortality rates of populations in a designated geographic area.

PowerPoint Presentations – Several of the health science courses require an oral presentation by the students. Due to this assignment, students are encouraged to create PowerPoint presentations when presenting the facts related to a health topic of their choice.

Utilization of Multidisciplinary Approaches

Students majoring in health science have learned that this degree can be utilized across many different disciplines. The fields of sociology, biology, chemistry, psychology, nursing, education, counseling, and criminal justice are examples of disciplines that could utilize an individual with a health science background.

Students are urged to think across these boundaries to determine how they could utilize their degree in their career of choice.

Utilization of Multicultural Approaches

The content in many of our required courses contains a multicultural approach to health, health disparities among diverse populations, and the challenges associated with these differences from a global perspective. Course such as Contemporary Health Problems, Methods and Materials of Health Education, Principles of Epidemiology specifically address these approaches.

While enrolled in the Behavioral Determinants of Health and Disease course, students are required to identify and share a focus on the social determinants of health and disease among other nations. During this time students become familiar with a more global perspective of health related issues in foreign countries that are both developed and underdeveloped in nature.

More specifically, a study of the bubonic plague and cholera in London, England, Severe Acute Respiratory Syndrome (SARS) in China, the Chernobyl Accident in Russia, the unethical syphilis study in Guatemala, and many more historical events that contributed to the development of the health science/ public health world as we presently understand this field are mentioned and discussed in detail.

Utilization of Multicultural Perspectives

Perspectives, from a multicultural point of view, are a valuable part of our overall curriculum. Students' knowledge and skills are enhanced with information from our courses that focus on the importance of developing health education and clinical protocols from a culturally sensitive point of view in order to be effective for their potential future clients. Develop culturally competent skills is an essential component of our program.

Program Improvement Plans

The faculty would like to work towards establishing more consistent study abroad opportunities for our majors. In the past students have traveled to Belize, Andros Island, and Costa Rica as a part of other international program opportunities. The faculty intends to work closer with the International Studies Program on campus in order to establish this initiative.

II G. QUALITY OF FACILITIES AND EQUIPMENT

Judgment: Satisfactory

Availability of Classroom and Laboratory Space

As the enrollment of the student population continues to grow, the availability of classroom space that contains the appropriate amount of desks and square footage is becoming more of a challenge. Plans are in place to build two classrooms in the new Health and Wellness Center that will address this issue.

Library Facilities

The library has been very instrumental in contacting individuals to ensure the proper journals and databases are available to enhance the research efforts of faculty and students within the discipline. Students are encouraged by faculty members to utilize on-line resources that are provided which include the following:

American Journal of Public Health
Public Health Nursing
World Health Organization Chronicle
Journal of the American Medical Association
The Lancet
The New England Journal of Medicine
American Journal of Epidemiology

Availability of Equipment

All full time faculty members and staff are equipped with a computer, a printer and access to the Internet via the campus network system.

Program Improvement Plans

More space is needed to accommodate classroom enrollment of up to 40 or more students. At the current time, plans are in place to relocate the health science program faculty and classrooms to a facility that will be able to handle the increased demands and enrollment. The faculty also looks forward to the installation of Smart Boards or Active Boards in the classrooms for enhanced instructional methods.

SECTION THREE – INDICATORS OF PROGRAM PRODUCTIVITY

Judgment: Very Strong

III A. Enrollment in Program for Past 5 Years

Judgment: Very Strong

| Measure | 2005/06 | 2006/07 | 2007/08 | 2008-09 | 2009-10 | 5-Year Avg |
|--|---------|---------|---------|---------|---------|------------|
| Number of Declared Majors - Fall Semester | | | | | | |
| BS Health Science | | | | | | |
| Full-Time | 82 | 95 | 120 | 116 | 141 | 111 |
| Part-Time | 36 | 40 | 39 | 37 | 48 | 40 |
| <i>Total</i> | 118 | 135 | 159 | 153 | 189 | 151 |

III B. Degrees Awarded Over the Past 5 Years

Judgment: Very Strong

| Measure | 2005/06 | 2006/07 | 2007/08 | 2008-09 | 2009-10 | 5-Year Avg |
|--|---------|---------|---------|---------|---------|------------|
| Number of Degrees Conferred - Fiscal Year | | | | | | |

BS Health Science

20

18

28

53

36

31

III C. Comparison with CSU & University System of Georgia Programs.

Judgment: Satisfactory

Other institutions that offer similar degrees which are listed below:

| Type of Degree | Area of Focus | |
|---------------------------------------|--------------------------------|-------------------------------------|
| Bachelor of Science | Allied Health Sciences | Albany State University |
| Bachelor of Health Science | Stand-alone Degree | Macon State College |
| Bachelor of Science in Health Science | Health Education and Promotion | Georgia Southern University |
| Bachelor of Science in Health Science | Health Behavior | Georgia Southern University |
| Bachelor of Health Science | Stand-alone Degree | Armstrong Atlantic State University |

II D. Retention Rates

Judgment: Satisfactory

Retention Rates - Health Sciences

| Cohort | <u>Full-time First time Freshman</u> | | | # | <u>Full-time Transfer Students</u> | |
|--------|--------------------------------------|---------------------|--------------------------|---|------------------------------------|--------------------------|
| | # | Returned Same Major | Returned Different Major | | Returned Same Major | Returned Different Major |
| 2005 | 17 | 64.7% | 17.6% | 4 | 25.0% | 75.0% |
| 2006 | 9 | 44.4% | 33.3% | 2 | 100.0% | 0.0% |

| | | | | | | |
|------|----|-------|-------|---|--------|------|
| 2007 | 6 | 33.3% | 16.7% | 2 | 0.0% | 0.0% |
| 2008 | 14 | 50.0% | 7.1% | 2 | 100.0% | 0.0% |
| 2009 | 21 | 61.9% | 23.8% | 1 | 0.0% | 0.0% |

III E. Student Learning Indicators (using a variety of data sources)

Judgment: Satisfactory

The best indicators of student learning in the health science program would be assessed through the national CHES examination. At the current time, this examination is optional and only students that are interested in careers in public health or health education take the assessment. This national examination was endorsed and designated as the “gold standard” by the National Commission for Certifying Agencies (NCCA) in 2008. Student learning indicators are also assessed by review of the curriculum, student pass rates, and their ability to complete projects that require the application of the knowledge gained throughout the matriculation of the program. Students are required to earn a grade of “C” or above in all courses prior to graduation. An assessment tool will be developed as part of a capstone requirement beginning with the Fall 2011 cohort.

III F. Graduation Rate of the Program

Judgment: Very Strong

FALL ENROLLMENT

DEGREES CONFERRED

| YEAR | 2007 | 2008 | 2009 | 3 YR AVG | 2008 | 2009 | 2010 | 3 YR AVG |
|----------------|------|------|------|----------|------|------|------|----------|
| Health Science | 171 | 166 | 203 | 180 | 28 | 53 | 34 | 38 |

Baccalaureate Degrees Awarded in Health Science Programs at USG State Universities

| USG Institution | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 5-Year Avg |
|-------------------------------------|---------|---------|---------|---------|---------|------------|
| Albany State University | 0 | 0 | 0 | 0 | 0 | 0 |
| Armstrong Atlantic State University | 46 | 49 | 59 | 72 | 61 | 57 |

| | | | | | | |
|---|---------|---------|---------|---------|---------|------------|
| Augusta State University | 0 | 0 | 0 | 0 | 0 | 0 |
| Clayton College & State University | 2 | 2 | 5 | 1 | 0 | |
| Measure | 2005/06 | 2006/07 | 2007/08 | 2008-09 | 2009-10 | 5-Year Avg |

| | | | | | | |
|---|-----------|-----------|-----------|------------|------------|-----------|
| Columbus State University | 28 | 20 | 18 | 28 | 53 | 29 |
| Fort Valley State university | 0 | 0 | 0 | 0 | 0 | 0 |
| Georgia College & State University | 0 | 0 | 0 | 0 | 0 | 0 |
| Georgia Southwestern State University | 0 | 0 | 0 | 0 | 0 | 0 |
| Kennesaw State University | 0 | 0 | 0 | 0 | 0 | 0 |
| North Georgia College & State University | 0 | 0 | 0 | 0 | 0 | 0 |
| Savannah State University | 0 | 0 | 0 | 0 | 0 | 0 |
| Southern Polytechnic State University | 0 | 0 | 0 | 0 | 0 | 0 |
| State University of West Georgia | 0 | 0 | 0 | 0 | 0 | 0 |
| <i>Total</i> | 76 | 71 | 82 | 101 | 114 | 89 |

| Departmental Budget - Fiscal Year | | | | | | |
|--|------------------|------------------|------------------|------------------|------------------|------------------|
| Pro-Rated State Funds | \$221,299 | \$208,548 | \$230,743 | \$321,161 | \$344,580 | \$265,266 |
| Grant Funds | \$5,842 | \$0 | \$6,634 | \$6,494 | \$6,082 | \$5,010 |
| <i>Total</i> | <i>\$227,141</i> | <i>\$208,548</i> | <i>\$237,377</i> | <i>\$327,655</i> | <i>\$350,662</i> | <i>\$270,277</i> |
| Cost per Major - Fiscal Year | | | | | | |
| (Total Expenditures/Number of Declared Majors) | \$1,925 | \$1,545 | \$1,493 | \$2,142 | \$1,855 | \$1,792 |
| (State Funds/Number of Declared Majors) | \$1,875 | \$1,545 | \$1,451 | \$2,099 | \$1,823 | \$1,759 |
| Credit Hours Taught Fall and Spring Semesters | 2,175 | 2,430 | 2,853 | 3,039 | 3,670 | 2,833 |
| Cost per Credit Hour - Total Expenditures | \$104 | \$86 | \$83 | \$108 | \$96 | \$95 |
| Cost per Credit Hour - State Funds | \$102 | \$86 | \$81 | \$106 | \$94 | \$94 |

III G. Cost Effectiveness of Instructional Delivery

Judgment: Very Strong

SECTION FOUR- PROGRAM VIABILITY

IV A. Summary of Program's Viability

Judgment: Very Strong

The Health Science program at Columbus State University has proven to be a very stable and feasible program. With the continued support and effort of the faculty and administrators, this discipline has the potential to grow and flourish within the community, region, and nation. 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.

Reference supporting information previously presented in this report

The responses on the alumni survey indicate that our graduates are satisfied with the program. In the future, an additional tool will be developed to assess other indicators of our program's viability.

Summarize recommendations for the future of the program

Recommendations for the future of the health science program are as follows:

- Hire more faculty to expand course offerings, support research initiatives related to the discipline, enhance student research opportunities, and support advising load
- Engage students in more study abroad experiences to develop their understanding of the cultural and traditional factors that contribute to the health disparities from a global perspective
- Encourage and support students in more scholarly activities on a national level

Include timetable for program changes

The recommendations mentioned above can be met within 2 to 3 years with the proper resources and support.

IV B. Summary of Program Improvement Plan

Judgment: Satisfactory

The program improvement plan can be accomplished with the following actions:

- Recruit and hire experienced and well-trained faculty members to teach more of the health science courses on a regular basis. At the current time, some courses are only offered once an academic year due to the lack of available faculty.
- Increase funding for faculty and student travel to national conferences.
- Increase funding for undergraduate student to support faculty research initiatives and administrative support.
- Develop a better mechanism to maintain contact with alumni.
- Develop/Acquire a comprehensive assessment exam (via GRE), that would be administered during the senior year, to test core competencies related to Health Science/Public Health.

Reference recommendations previously made in this report

See information mentioned on previous pages of this report.

Specify initiatives/ actions to be implemented

See information mentioned on previous pages of this report.

Include timetable for program changes

Spring 2011- Move faculty offices to the new Health and Wellness Center.

Fall 2011- Move health science classrooms to Health and Wellness Center.

Fall 2011 – Hire two new faculty members

Fall 2011 – Develop capstone assessment tool

Fall 2012 – Establish a Master of Public Health program with an emphasis on Maternal and Child Health

Address any new or reallocated resources required to implement improvement plan

See information mentioned on previous pages of this report.

APPENDIX

The information listed below originated from a survey of responses from alumni.

What year did you graduate with your Bachelor of Science in Health Science?

| # | Answer | Response | % |
|---|--------|----------|------|
| 1 | 2003 | 2 | 8% |
| 2 | 2004 | 0 | 0% |
| 3 | 2005 | 1 | 4% |
| 4 | 2006 | 4 | 17% |
| 5 | 2007 | 7 | 29% |
| 6 | 2008 | 5 | 21% |
| 7 | 2009 | 2 | 8% |
| 8 | 2010 | 2 | 8% |
| 9 | Other | 1 | 4% |
| | Total | 24 | 100% |

If you attended graduate school, in what area did you pursue additional education?

| # | Answer | Response | % |
|----|---------------------------|----------|------|
| 1 | Public Health | 3 | 23% |
| 2 | Health Administration | 5 | 38% |
| 3 | Health Education | 0 | 0% |
| 4 | Education | 1 | 8% |
| 5 | Counseling/ Social Work | 1 | 8% |
| 6 | Physician Assistant | 0 | 0% |
| 7 | Physician | 0 | 0% |
| 8 | Occupational Therapy | 0 | 0% |
| 9 | Physical Therapy | 0 | 0% |
| 10 | Other Allied Health Field | 0 | 0% |
| 11 | Other Field | 3 | 23% |
| 12 | Nutrition | 0 | 0% |
| | Total | 13 | 100% |