

**College of Health Professions
Dean's Review of Undergraduate Programs
August 15, 2011**

The CHP Planning and Review Process:

The WSU College of Health Professions has engaged in four iterations of strategic planning over the past 13 years. The college has been guided by the same vision and mission during this time period. Over the summer, 2011, a new vision, mission, and goals/expectations were drafted, which, when finalized, will guide the college over the next decade. At a two-day retreat, CHP's Executive Council affirmed four strategic initiatives for 2011-12.

Typically, departmental progress on strategic goals is evaluated annually by the dean. When a program is scheduled for KBOR program review, CHP's Academic Affairs Committee reviews department reports and makes recommendations regarding the program. **Note: Because of the new schedule for program review, the Academic Affairs Committee did not have an opportunity to review department reports for this review cycle.**

In fall, 2011, the College of Health Professions will revise its vision, mission, and goals/expectations. A draft version of these statements (August, 2011) is presented below:

Our Vision

The College of Health Professions will be recognized for the competence and compassion of its faculty, staff, and graduates as they serve the community by providing leadership which is responsive to the adaptive challenges in health and health care.

Our Mission

The mission of the College of Health Professions is to provide education for the development of excellent healthcare practitioners, researchers, and leaders in an atmosphere which encourages respectful and collaborative discourse on the current and future health care problems that face our community. The College demonstrates a learning culture that embraces adaptive leadership, professionalism, mentoring, inter-professional collaboration, continuous quality improvement, and evidence-based practice.

Goals and Expectations:

1. Build individual and organizational capacity to exercise leadership to make progress on our adaptive challenges.
2. Expect faculty/staff to strive for excellence in education and service provided to students, colleagues and the community.

3. Exemplify good stewardship and accountability for the resources provided by the citizens of the State of Kansas.
4. Model inter-professional collaboration through educational, research, university and community initiatives.
5. Promote and sustain a culturally diverse environment which respects each individual and values different perspectives and ideas.
6. Ensure that all graduates are competent to provide appropriate discipline-specific health care as a functional and valued member of the health care team.
7. Demonstrate continuous quality improvement in the provision of educational programs and services to students, college and university colleagues and the community.

Note: Key Performance Indicators will be developed for each of these goals.

Related to these goals, the college will be working on four initiatives during 2011-12:

Administrative Efficiency

1. We will be more efficient and effective in managing external clinical requirements, clinical experiences, and community partnerships.
2. We will be more efficient and effective in providing staffing support for our academic, research, and service functions.
3. We will be more efficient and effective in services directed at recruiting and advising students, managing professional program admissions, and administering scholarships.

Academic/Inter-professional Collaboration

4. We will be deliberately collaborative in the education of our professional and pre-professional students. Initially, we will define a set of core competencies that are essential for all health care professionals.

Each college unit aligns its goals with College of Health Professions Goals and Expectations.

CHP Undergraduate Programs Being Reviewed

- Department of Medical Technology- B.S. in Medical Technology
- Department of Dental Hygiene- B.S. in Dental Hygiene
- School of Nursing- B.S. in Nursing
- Department of Public Health Sciences-
 - B.S. in Health Services Management & Community Development
 - B.S. in Health Science

Centrality of programs to fulfilling the mission and role of the institution

All of these programs are central to the mission of the institution. The School of Nursing acknowledges that they will have to change their mission with the evolving demands of the healthcare environment. The college also has recognized this; hence the new vision, mission, and goals/expectations. The Departments of Dental Hygiene, Public Health Sciences, and Medical Technology will need to align their department missions with the college's mission. These department chairs are aware of this and are ready to act once the new college vision and mission statements are affirmed. The Department of Public Health Sciences will have a central role in CHP's inter-professional education initiative. We have recently recruited a new department chair who will guide the department in this work.

Quality of programs as assessed by strengths, productivity, and qualifications of the faculty

Faculty in each of these programs are excellent and highly productive. However, there are faculty shortages nationally across the board in the health professions. The School of Nursing is reviewing their process for assessing and documenting quality and productivity among faculty. This will be especially important given the mix of tenured and tenure-track faculty, clinical educators, instructors, and lecturers deployed by the School. One significant problem we face is the lack of training in education and scholarship of health professions faculty, who are drawn largely from the health professions. It is remarkable that CHP faculty in the clinical disciplines have been successful as teachers and scholars; this testifies to the mentoring and faculty development commitment of department chairs and faculty. Accrediting bodies provide an additional assurance that faculty in these programs meet qualifications and are academically productive.

Quality of programs as assessed by its curriculum and impact on students

The School of Nursing, Department of Dental Hygiene, Department of Medical Technology, and Department of Public Health Sciences have implemented several cycles of their assessment plans. Faculty in these departments are fully engaged in the assessment process and use outcomes from the assessments to make program corrections and revisions. Student outcomes are measured in each program.

Demonstrated student need and employer demand for the programs

The College of Health Professions continues to experience great demand for its programs. The Department of Dental Hygiene receives approximately 120 applicants for an entering class size of 36. The School of Nursing begins a new traditional cohort each semester and an accelerated cohort once per year, for a total of 150 new students per year. They receive over 250 applications for placements in these cohorts. These numbers do not include the RN to BSN program, which is not capped. The Medical Technology program has grown over recent years; while most qualified applicants are accepted into the program, occasionally a student may have to wait an extra semester to matriculate. The two programs in the Department of Public Health Sciences are not capped, and have been growing steadily over the past several years. Virtually all graduates of these programs are employed within six months of graduation. Many students receive job offers before they graduate. Starting salaries are very competitive and is one reason why health professions majors are so popular across the country. The college continually monitors employer demand in our region as well as national trends.

Service the programs provide to the discipline, the university, and beyond

Faculty in these programs are active in their respective national organizations and in many cases serve in a national leadership capacity. We remain exceedingly proud of the service each of our departments provides to the university and community. The College of Health Professions has high participation rates by its faculty and staff in university events and activities, and over the past decade our college has the highest rate of giving to the WSU Foundation of any campus unit.

The programs' cost effectiveness

Clinical programs, with their low faculty-to-student ratios, are expensive. College of Health Professions programs are costly compared to other programs in the university, as documented by the Cost Allocation Model developed through the Office of the Provost. The Office of Institutional Research costs out most CHP programs at over \$200/SCH. The two undergraduate majors in the Department of Public Health Sciences are more "efficient" (\$78/SCH) because they are not clinical programs and are essentially open enrollment, based on students meeting minimum qualifications for admission. There is no differential tuition at Wichita State University; many health professions programs across the country place more of the cost burden on students.

Summary Recommendations

School of Nursing- review the process for assessing and documenting quality and productivity among faculty, with the goal of decreasing the disparity in workload among the undergraduate faculty--progress has already been made in this area; continue to promote and implement a faculty/staff development plan.

Department of Medical Technology- create a faculty/staff development plan; develop a plan to ensure departmental stability, including “succession” planning and involvement in CHP administrative staffing, clinical education, advising, and inter-professional education initiatives.

Department of Dental Hygiene- create a faculty/staff development plan; develop a plan to ensure departmental stability, including “succession” planning and involvement in CHP administrative staffing, clinical education, advising, and inter-professional education initiatives.

Department of Public Health Sciences- a new department chair, Dr. Suzanne Hawley, will assume her duties on October 17, 2011; develop a plan to ensure departmental stability, including “succession” planning and involvement in CHP administrative staffing, clinical education, advising, and inter-professional education initiatives.

For all CHP departments and programs- engage faculty and staff in the four CHP initiatives over AY 2011-12. Once the new CHP vision, mission, and goals/expectations have been affirmed by faculty and staff, align department/program missions with college vision, mission, and goals/expectations statements.