

**College of Health Professions
Dean's Review of 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. We have been guided by the same vision and mission during this time period. Over the summer, 2011, a draft for a new vision, mission, and goals/expectations were drafted, which, when finalized, will guide our 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 did not have an opportunity to review department reports for this 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 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.

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.

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 Graduate Programs Being Reviewed

- Physical Therapy- Doctor of Physical Therapy (DPT)
- Physician Assistant- Master of Physician Assistant (MPA)
- Nursing
 - Master of Science (MSN)
 - Doctor of Nursing Practice (DNP)
- Public Health Sciences- Master of Arts in Aging Studies (MA) (formally Gerontology)

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 has recognized this; hence the new vision, mission, and goals/expectations. The Departments of Physical Therapy and Physician Assistant will need to align their department missions with the college's mission. Both of these department chairs are aware of this. The Aging Studies program (Department of Public Health Sciences) is new to the College of Health Professions, having transferred from the College of Liberal Arts and Sciences. This program will need to create a program mission, consistent with a (new) Department of Public Health Sciences mission. This department 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 health professions. The School of Nursing is looking at 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. The college allocated an additional faculty member to the Department of Physical Therapy to accommodate the increase in class size, beginning in summer, 2011. The Department of Physician Assistant has experienced higher-than-normal turnover over the past several years, which has created an added stress on department faculty and staff. This program also increased its class size and was allocated an additional faculty position. We are currently managing the Aging Studies program with a single, tenure-track faculty and several adjuncts. As this program grows and becomes integrated into other program areas within CHP additional CHP faculty will share the teaching load. One significant problem we face is the lack of training in education and scholarship of health professions faculty, who are drawn largely from the 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 our 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 and the Department of Physician Assistant 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; however, the Department of Physical Therapy has not systematically used outcomes to make program improvements. The recent CAPTE site visit noted that better systematic assessment of the program, including faculty involvement with assessment was needed. The Aging Studies program is new to CHP and will need to create and implement a solid assessment plan.

Demonstrated student need and employer demand for the programs

The College of Health Professions continues to experience great demand for our programs. The Department of Physician Assistant receives between 400-500 applicants for an entering class size of 48. For this year's entering DPT class, there were over 200 applicants for 40 positions in the class. In the School of Nursing, both the MSN and DNP programs receive more applicants than can be accommodated. The Aging Studies program is a KBOR triggered program and the college is committed to growing enrollment. 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. The college continually monitors employer demand in our region and nationally.

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 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. We have no differential tuition at Wichita State University; many health professions programs across the country place more of the cost burden on students. The more efficient programs in the college are the open enrollment undergraduate programs, primarily in the Department of Public Health Sciences. The only program reported here where cost effectiveness is an issue is the MA in Aging Studies, which is a KBOR triggered program. Note: enrollment in this program is up 30% this fall.

Summary Recommendations

School of Nursing- explore strategies to move advanced practice at MSN level to advanced practice at DNP level; begin implementation plan for a revised, phased-in MSN degree; plan for a more efficient delivery of nursing graduate programs.

Department of Physical Therapy- create a faculty/staff development plan; “close the loop” on the program’s assessment plan so that data are used systematically for decision making and program improvements; have faculty take more ownership of assessment and accreditation processes.

Department of Physician Assistant- develop a plan to endure departmental stability, including “succession” planning and involvement in CHP administrative staffing, clinical education, advising, and inter-professional education initiatives,

Department of Public Health Sciences (Aging Studies)- a new department chair, Dr. Suzanne Hawley, will assume her duties on October 17, 2011. Under her direction, implement the plan to increase the number of majors and graduates. If KBOR minima are not met by the end of the AY 2012-13, CHP will recommend discontinuance of the program.

For all CHP departments and programs- engage faculty and staff in the four CHP initiatives over AY 2011-12. Once the 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.