



College of Health & Human Services

**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
2017- 2018**

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**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

Department/School:	Applied Human Sciences
College:	CHHS

Program Name:	Aging Specialist Certificate
Reference Number:	1722
CIP Code:	190702
Degree Type (AB, BS, etc.):	Certificate
STEM+H Degree (Y/N)	N
Minimum Hours Required:	15
List Concentrations (if any):	

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)
Suspend

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students						
Conferrals						
SCHP						
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
Empty space for response to question b						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
Empty space for response to question c						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree											
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)											

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty						
Number of NTE Faculty						
Cost per SCH						
SCHP/FTF by Dept.						
% SCH by FTF by Dept.						
Median Class Size by Level						
% Under-Enrolled Sections by Level						
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p>
<p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p>
<p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p>
<p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p>
<p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p>

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)	
b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)	
c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)	
d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)	
e. What recommendation would you put forward for the program (check one)?	
<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input checked="" type="checkbox"/> Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

Department/School:	Applied Human Sciences
College:	CHHS

Program Name:	Aging Studies
Reference Number:	0419
CIP Code:	190702
Degree Type (AB, BS, etc.):	Certificate
STEM+H Degree (Y/N)	N
Minimum Hours Required:	12
List Concentrations (if any):	

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)
Suspend

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students						
Conferrals						
SCHP						
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
Empty space for response to question b						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
Empty space for response to question c						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree											
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)											

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty						
Number of NTE Faculty						
Cost per SCH						
SCHP/FTF by Dept.						
% SCH by FTF by Dept.						
Median Class Size by Level						
% Under-Enrolled Sections by Level						
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p>
<p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p>
<p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p>
<p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p>
<p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p>

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)	
b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)	
c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)	
d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)	
e. What recommendation would you put forward for the program (check one)?	
<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input checked="" type="checkbox"/> Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Communication Sciences and Disorders
College:	College of Health and Human Services

Program Name:	American Sign Language Studies
Reference Number:	307
CIP Code:	161601
Degree Type (AB, BS, etc.):	Minor
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	21
List Concentrations (if any):	

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The American Sign Language (ASL) Studies program is designed to prepare students to use ASL in the Deaf community and/or to further their academic career and/or professional career focusing on ASL. The minor is directly beneficial to students pursuing careers in many diverse fields.

The ASL Studies minor is a 21 hour, immersion-based program. The faculty use only American Sign Language in the classroom for instruction. All ASL skills-based classes are offered face to face in a lecture style. Two non-skills-based classes are offered online. All ASL skills courses require a weekly lab component for all students.

The ASL Studies minor is not required by any major, but has seen continuous growth over the past 5 years.

The ASL Certificate (1706) was suspended in Fall 2015 due to the implementation and increased enrollment of the ASL Studies Minor (307).

The Deaf Studies Certificate (1738) was approved by the BOR in August, 2018.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	60	77	91	119	119	26
Conferrals	6	13	15	16	32	6
SCHP	592	644	745	763	1005	187
<p>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</p>						
<p>Those who have declared ASL Studies as a minor come from a variety of disciplines. We do not offer specific courses focused on one specific content area (i.e. we do not offer a nursing-specific section or a special education-specific section); however, two courses, Specialized Vocabulary (ASL 309) and Specialized Topics (ASL 406), allow the flexibility for the faculty to cater to the students' career fields. American Sign Language is useful in any career field or in everyday life. Therefore, it supports any and all majors, especially those in Health Care, Education, Speech-Language Therapy, Public Service, and Business.</p>						
<p>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</p>						
<p>The ASL Studies Minor has continued to increase enrollment. An InfoView report on November 27, 2018 showed that 136 students have declared ASL studies as their minor. Even with the foreign language requirement change, high enrollment in the ASL classes has maintained and the number of ASL Studies Minors continue to increase.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	N/A		N/A		N/A		N/A		N/A		N/A
Progression	N/A		N/A		N/A		N/A		N/A		N/A
150% Graduation Rate	N/A		N/A		N/A		N/A		N/A		N/A
Time to Degree (ASL Minor)	6.00 (N=6)		3.95 (N=13)		3.98 (N=15)		3.75 (N=16)		3.87 (N=32)		4.20 (Minors)
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<ol style="list-style-type: none"> 1. Demonstrate both receptive and expressive signing skills at a Survival Plus Level - a departmental final for each skills-based class. The creation of the final was a collaborative work of the ASL faculty. 2. Develop an awareness and appreciation for the Deaf Community as a cultural and linguistic population - assigned readings from textbooks, journals, websites, and social media. Also, all students are required to attend local events hosted and attended by the Deaf community to gain another immersion perspective with native signers. Quizzes, discussions, reflection papers, and video journals are assigned. 3. Incorporate and apply ASL knowledge into specific career/field of study - Specialized Vocabulary (ASL 309) and Special Topics (ASL 406) have students complete assignments based on how to incorporate and apply their ASL/Deaf Culture knowledge into their chosen career. Project examples include: an ASL video dictionary for teachers, a hand book with basic signs and information about Deaf Culture for medical professionals, an emergency card for the Deaf to show EMT, police, or fireman. <p>During the 2017-2018 academic year, the publisher of a textbook changed how they were selling the book (two volumes bundled instead of one volume separate) and increased the price. The faculty decided to discontinue the use of the book and create other materials, reading assignments, and learning opportunities for our students. At the end of the year, the students took the annual Deaf Culture posttest and the faculty realized that our new way of teaching Deaf Culture was not successful. For 2018-2019 academic year, we have a new textbook.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>The ASL Program remains in contact with our graduates through email, social media, and text messaging. Although our graduates are spread across the globe and in various fields, we do a great job of keeping in touch. Since we are a minor, we do not have information such as students' national exam pass rates, certifications, etc. However, many of our graduates have reported that having the ASL Studies Minor has given them an advantage when gaining employment and also being accepted into professional schools (medical school, optometry, dental), graduate school, and doctoral programs.</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
<p>N/A</p>											
e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)											
<p>The faculty in the ASL Studies program take the hands-on, all-in approach to learning. We see our students outside of the classroom at Deaf community events by attending at least three events per semester, ASL Immersion Weekends, volunteer opportunities, at on-campus events, and we have an open-door philosophy in our offices. Highlights of our faculty engagement can be found in the ASL Studies newsletter found here: https://wku.edu/asls/documents/newsletter_2018_05.pdf. We strive for students to feel that ASL Studies is their home away from home. Our efforts are proven by our student retention, persistence, and graduation rates.</p>											

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					8 *1	12
Number of NTE Faculty					5 *1	4
Cost per SCH					108	128
SCHP/FTF by Dept.	501	410	383	363	386	375
% SCH by FTF by Dept.	80.6	79.0	70.1	67.3	73.0	75.8
Median Class Size by Level	N/A	N/A	N/A	N/A	N/A	N/A
% Under-Enrolled Sections by Level	N/A	N/A	N/A	N/A	N/A	N/A

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

There are no external revenue streams associated with the program.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

*The ASL Studies Program has 1 TE faculty and 1 NTE faculty (temporary full time). The other TE and NTE numbers listed are for the entire Communication Sciences and Disorders Department.

The Program has almost doubled in size since the first year of implementation. The permanent full-time faculty also coordinates the ASL Studies Program. In Fall 2018, we had 492 Student Credit Hours between the two full-time faculty. Until the addition of the temporary full-time faculty in Fall 2017, classes in the program were taught by extremely dedicated part-time faculty. This limits our class offerings.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Ensure WKU student completion and success

Develop a peer mentoring program:

1. The ASL Studies Program has an active and successful Peer Mentor Program. These students are assigned to a specific ASL 101 or ASL 102 class, attend class every day, create study groups, and assist inside and outside the classroom. Once selected, they are required to attend an in-depth training. They are not paid; however, they are extremely dedicated to the ASL Program and the ASL students. The Peer Mentors have a significant impact on our students' retention and graduation rates.

Facilitate high impact practices, immersive learning in different cultures, process-learning practices, and collaborative learning and instructional opportunities:

1. All our skills-based ASL classes, ASL lab, and ASL events are conducted with full immersion philosophy. The program also has Deaf faculty.
2. Our Peer Mentors have the opportunity to collaborate with the faculty and assist in the classroom when needed/requested.

Improve the quality of life regionally and support regional economic diversification:

1. Taking ASL classes are typically students' first exposure to Deaf and Hard of Hearing individuals and their culture. By learning the language and culture, students can go into any career and/or into their community and make a difference to a Deaf individual.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

1.1 Increase cultural competence among students, staff and other postsecondary professionals so that everyone is welcomed, valued, supported and accommodated.

- As mentioned above, taking ASL classes exposes students to a new language, new culture, and new way of thinking about Deaf.

1.4: Increase the recruitment and retention of underrepresented minority students, faculty and staff.

- The ASL Studies Program currently employs two Deaf faculty and one Deaf student worker. Faculty and students in the ASL program attend college recruitment days at Kentucky School for the Deaf.

6.3: Share, implement and evaluate high-impact educational practices that accelerate persistence and completion.

- The Peer Mentor program assists in persistence and degree completion of not only the students they work with, but their own college degree.

6.1, 7.4: Advising

- Our full time faculty spends several hours during Priority Registration advising students, although we have no official assigned advisees. We help students maneuver the ASL minor and their major, Colonnade courses, and transfer students.

9: Improve the career readiness and employment of postsecondary education graduates.

- Graduates say that completion of the ASL Minor gives them an advantage when gaining employment and also being accepted into professional schools (medical school, optometry, dental), graduate school, and doctoral programs.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Since WKU does not offer a major in ASL (Interpreting or Deaf Education), the ASL Studies Minor contributes to obtaining a job and being successful in working with the Deaf and Hard of Hearing.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

ASL Studies is a fully immersion-based program, meaning all skills-based and face to face classes are taught in American Sign Language starting from ASL 101 (ASL 1). This is different than other languages taught at WKU. For lower level courses, other languages use English to help teach the second language.

Peer Mentor Program: The Peer Mentors have a significant impact on our ASL students' understanding of the language, making the transition from a typical voiced lecture class to a voice off language immersion class, student retention, and graduation rates. This also enhances the Peer Mentors' leadership, critical thinking, and in-depth understanding of the language. There isn't another known Peer Mentor program in an ASL Program in the United States.

Due to our students' hard work, passion and leadership, they have gained a positive reputation with the Kentucky School for the Deaf (KSD). KSD offers our students unique opportunities throughout the year to visit, volunteer, make connections, and learn from their students, faculty, and staff.

The ASL program gives opportunities to Deaf and Hard of Hearing faculty and students. ASL students are gaining exposure and understanding of a different language and culture.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The ASL Studies Program prides itself on offering unique opportunities to our students: Peer Mentor Program, ASL Immersion Weekend, Deaf Community Events, volunteer opportunities at Kentucky School for the Deaf, ASL Lab, and an active (101 member) student organization. These options, programs, and activities give students and faculty the opportunity to learn, support each other, and create bonds in academic and social settings. Per the goals of the University's Strategic Plan, our program is educating students while creating an atmosphere making WKU a home away from home so students are retained and persist to graduation.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

A potential new market for students would be a creation of a Bachelor's degree in Educational Interpreting. In Spring 2017, 75 representatives (Director of Special Education, Teacher of Deaf/Hard of Hearing, Principal, etc.) from K-12 institutions replied to a survey about the need for ASL interpreters in their schools. They (86%) stated it was Moderately or Extremely Difficult to find qualified and certified ASL interpreters. This trend is nationwide since more K-12 students are being mainstreamed instead of attending a school for the Deaf. At this time, there are no institutions of higher education in western Kentucky, western Tennessee or middle Tennessee that offer a Bachelor's in interpreting. This data shows an opportunity for creation of a major in K-12 Interpreting/Educational Interpreting.

The ASL faculty are supportive of working with other departments/programs to offer discipline-specific ASL classes. For example, a nursing-specific section where students are taught ASL with a focus on medical signs to increase communication with Deaf patients.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

The ASL Studies Minor will be a utilized addition to any career field. The number of Deaf and Hard of Hearing people is not decreasing. Since many of our students major in areas such as Nursing, Communication Sciences and Disorders, and Education, the ASL Studies Minor will increase job placement because they have obtained a unique skill.

According to the Occupational Outlook Handbook, employment of Interpreters and Translators is projected to grow 18% from 2016-2026. Which, according to the Handbook, is "much faster than average". Although the ASL Studies Minor does not prepare a student to become an interpreter, the creation and implantation of an Educational Interpreting major would.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Since the implementation of the ASL Studies Minor in 2012, we have evaluated courses and made curricular changes of course sequencing as needed. Our faculty and student leaders attend TOP days, Focus on Western events, and other recruitment events. In fall 2017, the program was approved for a temporary full-time instructor for 2017-2018 and was approved again for the 2018-2019 year. The demand is shown in our high class enrollments, which continued even after the change in the world language requirement.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

ASL Studies Minor will remain strong assuming we have faculty. With only one permanent full-time faculty and the remaining faculty not permanent (one temporary full-time and several part-time faculty), it is difficult to assume numbers will remain. If we lose faculty, we will lose students because we cannot offer the classes needed or wanted.

Five years

The creation and implementation of a Bachelor's degree in Educational Interpreting.

Ten years

WKU could have the leading program in K-12 Interpreting since there is not a 4 year program anywhere in the United States with this focus.

It will take curriculum development, additional permanent full-time faculty in ASL and Interpreting (two different areas of expertise), staff, and space.

The current impediment is budget allocation.

e. What recommendation would you put forward for the program (check one)?

<input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input checked="" type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)



Department/School:	Kinesiology, Recreation and Sport (KRS)
College:	Health and Human Services (CHHS)

Program Name:	Athletic Coaching
Reference Number:	320
CIP Code:	131314
Degree Type (AB, BS, etc.):	Minor
STEM+H Degree (Y/N)	N
Minimum Hours Required:	21-24
List Concentrations (if any):	N/A

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The minor in Athletic Coaching is designed to develop positive teaching/coaching skills in athletics and to meet the need for qualified coaches in public/private schools. Besides learning to teach skills necessary in sport, students in the minor learn about soft skills such as leadership styles and ethics. The minor is not specifically required by other majors but has added benefits to enhance any major. Most majors have some type of connection to coaching whether as a parent, an employer, an employee, a community volunteer, a sport participant or a sport spectator.

The 21-24 credit hour minor consists of eight core courses and three electives. Students must maintain a "C" or better in each course in the minor. The courses are primarily taught face-to-face although a variety of other modes are used in an accelerated manner through bi-term, web, summer and winter.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	74	91	85	92	93	26
Conferrals	11	11	13	18	13	6
SCHP	572	948	931	1065	1010	187
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The Athletic Coaching program has contributed significantly to other programs across all fields throughout the entire university. The athletic coaching minor is frequently used by journalism majors, broadcasting majors, various education majors, interdisciplinary studies majors and is used by most of our Physical Education majors. Currently the program is producing over 900 credit hours per semester. The program delivers the courses in a variety of modes and offers them in an accelerated manner through bi-term, web, summer and winter offerings helping majors requiring a minor navigate the courses as easy as possible.</p> <p>An example of the number of minors in just one of the PE classes required in both the PE major and the coaching minor is as follows: In PE 212, over the past seven semesters (Fall 2015 – Fall 2018), there was a total of 109 students. Of that 109 students, 41% were athletic coaching minor with 13 different majors. The majors with an athletic coaching minor are: Broadcasting (14); Exercise Science (7); Sport Management (7); and Interdisciplinary Studies (4). Health Sciences, Elementary Education, Recreation Administration, Journalism, Psychology, Math, and Criminology each had 2, while Psychological Sciences, Communications, and Photojournalism each had 1.</p>						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>The Athletic Coaching minor is versatile across all majors and is versatile in all walks of life. It is this versatility that makes our coaching minor valuable.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	-	-	-	-	-	-	-	-	-	-	69.4
Progression	-	-	-	-	-	-	-	-	-	-	61.3
150% Graduation Rate	-	-	-	-	-	-	-	-	-	-	54.1
Time to Degree	4.52 (N=11)		4.36 (N=11)		4.77 (N=13)		4.65 (N=17)		4.21 (N=13)		4.20
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>The Athletic Coaching Minor does not have specific outcomes; however it does have a final assessment through the American Sport Education Program (ASEP) which results in a coaching certification recognized by most every state high school organization in the United States. It is also recognized by a number of youth organizations. The coaching minor following the objectives for physical education majors – coaching is a form of teaching and therefore all aspects of a teaching curriculum apply to varying degrees.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>While there are no specific data regarding the Athletic Coaching minor in regard to employment etc.. The data provided regarding credit hour production show how the adjustment we made in 2013-2014 impacted the ability for students to enter the minor. Students who graduate with a coaching minor in Physical Education Teacher Education are more marketable therefore while there are data points, one could surmise a minor is better than no minor. This is also clearly the case for the other majors the Athletic Coaching minor serves.</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
<p>We added an ASEP (American Sport Education Program) coaching certification course, removed the coaching practicum. Currently we are writing new changes to our curriculum that includes a specific strength and conditioning course for teachers and coaches that is a direct result from the alumni surveys and we are adding a course on statistics in teaching and coaching at the request of other programs from the university that would like to see their students better understand the numbers utilized in sports, coaching and game-time decision making.</p>											
e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)											
<p>The minor serves a diverse group of majors.</p>											

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					0	12
Number of NTE Faculty					.25	4
Cost per SCH					\$11.83	\$128
SCHP/FTF by Dept.	534	496	491	449	502	375
% SCH by FTF by Dept.	81.1%	79.9%	80.1%	81.9%	84.1%	75.8%
Median Class Size by Level	26	24	25	25	24	8
% Under-Enrolled Sections by Level	27.2%	30.0%	31.3%	30.8%	24.8%	36.3%
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
The Athletic Coaching Minor receives DELO revenue do to online offerings.						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
All minor classes are currently part of the curriculum of the Physical Education Program and are taught by current PE faculty and therefore do not incur any additional expense.						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p>
<p>The athletic coaching minor is directly aligned with WKU's strategic plan as illustrated by three aspects of the strategic plan outlined below.</p> <ul style="list-style-type: none">• Diversity, Equity, and Inclusion – <i>the minor is open to all students and the end-product of coaching stretches across all levels of competition – little leagues, intramural/club sports, interscholastic sports, collegiate sports, professional sports, Special Olympics, and Paralympic sports</i>• A Regional Lighthouse – <i>coaching is community wide resource from volunteerism to multi-million dollar enterprise. Coaching requires one to think critically, solve problems (often within seconds), and to engage effectively with others – players, other coaches, officials, parents, spectators, etc.</i><ul style="list-style-type: none">○ Engage with the communities we serve to be a resource and partner in finding innovative solutions to social, economic, and other challenges.○ Ensure that WKU students graduate with skills to think critically, solve problems, and engage effectively with others.• Quality of Life – <i>coaching engages participants outside the classroom in many different settings – field, court, pool, community parks, etc.</i><ul style="list-style-type: none">○ Provide opportunities for people of the region to be educated, entertained, assisted, and inspired outside the classroom.
<p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p>
<p>Because the coaching minor is versatile across campus majors and because athletic coaching can address different levels of skill and interests, it enhances diversity and inclusiveness at WKU and throughout the state. The addition of coaching skills and knowledge can enhance employability whether this is in an educational setting, working for a newspaper sports department, working in the medical field treating athletic injuries, or volunteering for Special Olympics.</p> <ul style="list-style-type: none">• Objective 1: Improve the diversity and inclusiveness of Kentucky's campuses through the statewide diversity planning process and related initiatives.<ul style="list-style-type: none">○ Increase cultural competence among students, staff and other postsecondary professionals so that everyone is welcomed, valued, supported, and accommodated.○ 1.2. Promote inclusive excellence, which is the process of integrating diversity efforts into the core elements of an institution, including academic priorities, campus leadership, day-to-day operations, decision making, and organizational culture.• Objective 9: Improve the career readiness and employability of postsecondary education graduates.<ul style="list-style-type: none">○ 9.2. Survey higher education alumni and Kentucky employers to assess the career readiness of Kentucky graduates and identify needed skills and competencies for current and future employment opportunities○ 9.5. Identify current and emerging workforce demands, entrepreneurial business opportunities, and stackable credentials that can lead to additional education/training.
<p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p>
<p>The athletic coaching minor is situated well to address the coaching needs in Kentucky and the profession. According to the Bureau of Labor Statistics (https://www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm), employment of coaches and scouts is projected to grow 13 percent from 2016 to 2026, faster than the average for all occupations. Rising participation in high school and college sports should increase demand for coaches and scouts. Little league coaches and coaches for Paralympic and special Olympics are also needed.</p>
<p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p>
<p>Differentiated instruction is utilized to give minors from across the different majors a successful experiences in the coaching minor. For instance, assignments can be altered to showcase their knowledge in their related field and also meet learning goals. For instance, PE majors may need to write lesson plans where as a coaching minor would need to write a plan for organizing practices – both require writing objectives, means of assessing the objectives, sequencing, different abilities, etc.</p>
<p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p>

The Athletic Coaching minor is value added for Physical Education majors and compliments a variety of other majors as well. The skills developed through engagement in the minor serve individuals in the short-term (i.e. employment) and long-term (e.g. personal satisfaction as a volunteer coach).

6. PROSPECTUS

<p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p>	
<p>The Athletic Coaching minor going forward has an enormous amount of untapped markets; youth sports, AAU (Amateur Athletic Union sports), recreational league coaching, and sport for special populations. These markets are all growing at rates that no one can maintain and field quality coaches. This isn't even touching on the need for sport-specific coaching certifications such as the type in which youth soccer offers. While the current program is a high-quality program in which the ASEP certification serves as a blanket certification for these areas, we can meet more needs for more people if given the resources.</p> <p>Another area in which the Athletic Coaching program could serve potential new markets is to offer more suggested electives from programs already offering courses related to the field in within the university. For example, facilities courses, psychology courses and more. This would not interfere with any student's ability to earn the minor in 21 hours, but would allow for students to take courses otherwise restricted that would help in their quest to become a quality coach.</p>	
<p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p>	
<p>The national trends do not specifically mention Athletic Coaching, however the field itself is growing at an enormous rate. All Education majors applying for jobs immediately make themselves more marketable with an Athletic Coaching minor. Also, not only is the minor a helpful marketing tool for students, the field of coaching itself is growing whether it be personal coaching, health coaching, or athletic coaching. Understanding how to motivate and lead people as a cohesive group is a set of skills that everyone needs no matter the major. One could argue that everyone could benefit from this minor.</p> <p>In addition to the set of skills this minor brings, there are major universities seeing the need for this market and creating coaching majors. Oklahoma State University has led the charge and currently have a coaching major. While WKU does not have a major and doesn't plan on having a major, the adjustments we have made in 2013 and the adjustments we are planning to make upcoming are keeping with the current trends and keeping our students highly competitive in the coaching field.</p>	
<p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p>	
<p>As we transform our current Physical Education Program to align with the changes in the 5-course core in COE, the coaching minor will also require alignment changes.</p>	
<p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p>	
<p>In 5-10 years, the athletic coaching minor will remain a vibrant component of the KRS and WKU. The value of sport is engrained into our culture; sports of all kinds and in all categories of our society will need trained and effective coaches at all levels of competition.</p>	
<p>e. What recommendation would you put forward for the program (check one)?</p>	
<p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input checked="" type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Nursing
College:	CHHS

Program Name:	Baccalaureate Nursing Science (BSN)
Reference Number:	586
CIP Code:	513801
Degree Type (AB, BS, etc.):	BS
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	120
List Concentrations (if any):	None

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The traditional BSN Prelicensure Program began in 1988 to meet the growing demand for BSN prepared nurses by employers in the local and surrounding regions of Kentucky. The program has continued to grow due to employer and student demand; original number for admission: 40 students per year; in 2006 this number doubled to 40 students per semester; in 2012 this number doubled to admit 80 students per semester; and finally, in 2017 increased to admit 120 students per semester. The delivery mode for instruction is face-to-face delivery with two non-clinical courses developed for online hybrid delivery. No accompanying minor is required for the 586 major. Supporting course requirements include 63 hours of pre-requisite coursework required by WKU's Colonnade and specific coursework required by nursing. The nursing pre-requisite requirements include: CHEM 109, BIO 131, BIO 231, BIO 207/208, HMD 211, PSY/PSYS 220, MATH 115, and a statistics course. N102 and N324 are required pre-requisites for admission plus: Minimum overall undergraduate GPA of 2.75. HESI Entrance Exam results. Attain a minimum of a "C" in all required science courses. Complete 11 of the 16 hours of prerequisite science courses by the application deadline date. Be enrolled in the last semester of prerequisite courses by application deadline date.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	847	916	888	913	1005	89
Conferrals	83	104	125	123	130	22
SCHP	7,452	8,494	9,041	9,239	11,097	2,794
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The BSN Program curricula integrates knowledge from the biological, behavioral, social sciences and liberal arts courses to provide a foundation for professional nursing practice. WKU's mission to prepare students to be productive, engaged, and socially responsible citizen-leaders aligns with the program objectives of the BSN Program to promote the health and wellness of culturally diverse patients across the lifespan in a variety of settings and to function as a safe and accountable member of the nursing profession. The BSN program will be participating in a new JUMP program as of Fall 2019. The Master's Entry Program in Nursing (MEPN) will allow students with a prior BS or BA in any discipline to obtain both the BSN and the MSN within 2 years of full time study.</p>						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>The BSN program is one of the largest majors at WKU and is an upper division major. The first two years at WKU consists of general education and nursing pre-requisite courses and students are classed as pre-nursing (major code 586P). The data on enrollment, first year retention and graduation rates provided by IR include these pre-students. A recent study shows that only about 40% of these pre-students complete the pre-requisites and apply to the BSN program, about 30% end up in other majors, and the remaining 30% drop or fail out of WKU. The enrollment numbers for the actual major for the past 5 years are as follows: 269, 269, 281, 324, 385. Graduation rates for students admitted to the BSN major average 70% for the past 5 years.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	181	70.2%	231	71.4%	255	66.3%	234	70.1%	265	67.5%	69.4%
Progression			659	63.3%	634	63.7%	666	64.7%	733	59.5%	61.33%
150% Graduation Rate	143	39.9%	167	44.9%	182	45.6%	165	46.1%	180	48.9%	54.1%
Time to Degree	4.97		4.61		5.07		5.05		4.19		4.39
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>The BSN program seeks to meet nine student learning program outcomes. During the last semester of the program, students describe how they met each program outcome as part of a capstone assignment in the leadership course. All students successfully complete this assignment each semester. The abbreviated list of program outcomes includes: 1.) apply knowledge from the sciences and arts to provide holistic patient-centered care, 2.) use the nursing process to provide professional nursing care to culturally diverse patients, 3.) demonstrate leadership, 4.) use critical thinking skills, 5.) use communication and collaborative skills, 6.) demonstrate the role of teacher, 7.) integrate informatics in the selection of evidence-based interventions, 8.) adhere to the nursing code of ethics and standards, and 9.) function as a safe and accountable member of the nursing profession.</p> <p>Most of our SLOs are based on competency in nursing knowledge and skills, as demonstrated by passing the national standardized NCLEX-RN exam. The BSN program had a pass rate of 91% in 2014. After changes in the curriculum, the BSN program pass rate increased to 98% in 2017. Another example SLO: Apply knowledge from the behavioral, biological, physical and social sciences, and the liberal arts to provide holistic patient-centered care. A question on our student exit survey indicated that in 2017 the Foundation and Explorations categories met our standards for student satisfaction, but the Connections courses did not, with 30% of respondents reporting their Connections courses added very little or nothing to their developing a holistic approach. We are now in the process of considering other Connections courses to recommend to nursing students and will work to develop a course for the Connections category to better meet student learning outcomes.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>The following are key indicators required by our accrediting agency: graduation rates, NCLEX-RN pass rates, employment rates at graduation, and program satisfaction data collected from exit surveys, alumni and employers. The data are collected with each graduating group and once a year for alumni and employers. The SON program evaluation committee collects, analyzes and reports the data to determine if we met our goals for the year. We also report the data to the Kentucky Board of Nursing (KBN), Commission on Collegiate Nursing Education (CCNE) national accreditation agency and to the public as required by KBN. The most recent data is 70% graduation rate, 98% NCLEX-RN pass rate, 84% employment rate as a nurse (immediately post-graduation), with another 5% who had declined offers and 8% who had not yet sought employment at the time of the survey. Employer survey for 2017 reported 100% of responding employers rated students excellent or good on various outcomes. One employer request was for students to have additional training in dealing with narcotic addicted patients. This content has been increased in the curriculum. Student satisfaction was 85% or above with the exception of satisfaction with the Colonnade program, as noted above.</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
<p>The School of Nursing hosts an annual Advisory Board Luncheon for regional nurse leaders with the purpose to provide program updates and obtain feedback from employers regarding our graduates. In addition, the program solicits feedback from the community through employer, alumni, and student exit surveys. The surveys allow the respondent to address program effectiveness and/or satisfaction, and a portion of each survey addresses the degree to which respondents believe</p>											

that the program prepared the students to meet program outcomes. Data are analyzed and pertinent information is shared with the Director and faculty by the program evaluation committee.

An example of how the information gained was used to improve the program from Spring 2018: One narrative comment, “A focus on the needs of narcotic dependent patients and their psychiatric as well as physical needs. Help them to be able to better communicate and find ways to deal with their patient’s issues.” This comment was shared with the program evaluation committee members and disseminated to the faculty through the monthly BSN Program meeting.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

First year retention rate and graduation rate data above include pre-nursing students who are not admitted to the BSN program. Roughly 60% of these students will not persist to apply to the BSN program. Of the students actually admitted to the BSN program, 70% graduate within 5 semesters after admission to the program (mean number over past 5 years).

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					10	12
Number of NTE Faculty					16.5	4
Cost per SCH					\$134	\$128
SCHP/FTF by Dept.	281	321	341	349	419	375
% SCH by FTF by Dept.						75.8%
Median Class Size by Level 300-400 Level	58 Lecture 10 Clinical	62 Lecture, 10 Clinical	63 Lecture, 10 Clinical	68 Lecture, 10 Clinical	66 Lecture, 10 Clinical	19 Lecture N/A Clinical
% Under-Enrolled Sections by Level	0%	0%	0%	0%	0%	36.3%
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
<p>HCA Visiting Professorship \$278,280 CHC Center Care HB Program \$730,926 Commonwealth Health Endowed Scholarship \$1,432,793 Greenview Endowed Fund for Nursing \$252,741 Dizney Clinical Learning Center Fund \$534,070 CHC Center Care Visiting Professorship \$23,247 Commonwealth Health Corp Endowed Scholarship \$89,337 School of Nursing General Fund \$58,367 Plus a few smaller individual scholarship funds External Grants and contracts Good Samaritan Grant \$24,000</p>						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<p><i>KBN regulations state 1. The maximum ratio of nurse faculty to students in the clinical area of patients-clients shall be defensible in light of safety, learning objectives, student level, and patient acuity. 2. The student-nurse faculty ratio shall not exceed ten (10) to one (1) in the clinical practice experience, including observational or other supervised learning experiences.</i></p> <p>All BSN nursing lecture courses are taught in large sections, limited by classroom capacity to 60-90, depending on the room. We have one lower division course, NURS 102 (Introduction to Professional Nursing), with 216 students in one section for Fall 18, offered in JRH auditorium. All BSN clinicals sections are limited by state law to no more than 10 students per faculty, with fewer students allowed in critical care and newborn ICU so all clinical sections are fully enrolled with 6-10 students, depending on clinical site. Cost for BSN includes the SON Director's salary. The number of faculty reported by IR for 17-18 includes two vacant BSN faculty lines, but we included those two non-existing faculty in the calculations above, per instructions.</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Prepare students for career and life in a global context:

Through the Colonnade Program, a student's degree program, and the Personal and Professional Development Plan, provide common intellectual experiences and high-impact practices to develop hard and soft skills as well as to cultivate good, productive citizens.

The final program objective of the BSN Program is for the student to function as a safe and accountable member of the nursing profession. The BSN program prepares each student as a generalist, he/she has a foundation on which to build regarding practice and education. While some students (about 33%) will graduate and work locally, others report their desire to pursue other residency programs in the region.

In the final semester of the nursing program, a Nurse Recruitment Fair (in collaboration with The Advising & Career Development Center) is held and regional nurse recruiters are invited to attend. Students attend a letter and resume workshop in the third semester and are prepared for this event. In addition, mock interviews are held between faculty and students to further prepare them for job interviews. These activities help them develop the soft skills of making a good impression during the Nurse Recruitment Fair and later when they pursue a professional nursing career.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Kentucky's postsecondary system prepares students to create and apply new knowledge and excel in a global economy and culture, and enhances the health and well-being of our citizens.

Nursing students are certainly life-long learners since healthcare continues to advance through evidence-based practice and nursing research. Another BSN program objective is to use the nursing process to promote the health and wellness of culturally diverse patients across the lifespan in a variety of settings. These settings may include rural areas, community clinics, schools, and churches, in addition to acute health care settings such as hospitals. The BSN graduates affect and contribute to the healthcare of the state and region through this objective.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

In the next 5 years in South Central Kentucky, there is a projected 494 job openings for Registered Nurses with an average salary of \$59,796. The current acute shortage is linked to retirement of the Baby Boomers nurses and the need for increased care as the population ages and has more chronic illness to manage. The nursing shortage will continue to be critical in many areas of the nation, with the most severe shortages in rural and inter-city areas.

According to the Bureau of Labor Statistics' *Employment Projections 2014-2024*, Registered Nursing (RN) is listed among the top occupations in terms of job growth through 2024. New RN job openings are expected to grow from 2.7 million in 2014 to 3.2 million in 2024, an increase of 439,300 or 16%. The Bureau also projects the need for 649,100 replacement nurses in the current workforce bringing the total number of job openings for nurses due to growth and replacements to 1.09 million by 2024. <https://www.bls.gov/opub/mlr/2015/article/occupational-employment-projections-to-2024.htm>

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The WKU BSN program has an excellent reputation for producing high quality graduates within our region. Our graduates are heavily recruited by employers from KY, TN and IN. We hope to be able to continue to produce nurses to meet community needs for the next generation.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

Unlike most programs at WKU, the nursing programs must meet both accreditation standards, and standards set by the Kentucky Board of Nursing (KBN). While there are many hundreds of pages of requirements to be met, the requirement for sufficient faculty for the number of students is where WKU is currently having compliance issues.

Pursuant to a new regulation, 201 KAR 20:362. Fines for programs of nursing, **WKU can be fined \$500 per day for non-compliance, and we can be denied the right to enroll students in the BSN program if we are unable to correct the problem in a timely fashion.** At this point in time, we need to decide if we want to enroll the same number of students we have been enrolling (which means replacing lost faculty), or should we decrease admission cohorts to have sufficient student faculty ratios with the currently existing faculty.

6. PROSPECTUS

<p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p>	
<p>Currently, the national nursing educational pipeline is not able to keep up with student demand, nor with employer demand for graduates. WKU School of Nursing has attempted to meet more of the need, but there is still room for growth in terms of student and employer demand. In order to grow further, additional faculty and space resources will be required. When we start the new MEPN program Fall 2019, we will not be adding additional seats, just an additional pathway for students to compete for one of the existing 120 seats in the BSN program. We would like to add more seats, but cannot without additional resources.</p>	
<p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p>	
<p>As stated earlier, there has been significant job growth in nursing and this is expected to continue for the foreseeable future. There will continue to be demand for BSN graduates both as basic health care providers, and as feeders into advanced practice nursing programs.</p>	
<p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p>	
<p>In order to remain in compliance with KBN student faculty ratios, we have already made significant internal changes. We have recently closed two tracks in the MSN program, closed the traditional ASN program, and now are recommending closure of the RN to BSN program in order to reallocate the remaining faculty from these programs to the BSN program. We are doing this as the BSN program has the highest student and employer demand. However, we cannot continue cannibalizing our remaining programs to meet the ongoing staffing issues. We have to keep the one remaining MSN program as it is a critical need area and if we don't offer that specialty we will no longer be eligible for nearly a quarter million in HRSA traineeship grants every year (which we have had awarded for over 10 years). For the same reason, we have to keep the DNP program. The online LPN to ASN program also has significant enrollment (120 students a year), high student and employer demand, and is low cost to offer, so at this point we really can't cut any other nursing programs to find additional faculty resources.</p>	
<p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p>	
<p>This program (and the new JUMP program which will co-convene with the BSN courses) has the both the student and the employer demand to grow from its current admission size of 120 students, up to 160 students per semester. To do this we would have to have additional faculty, staff and larger classrooms and labs. The total enrollment increase would be 40 students x 4 semesters for a total of 160 new BSN students every year, once fully enrolled. The tuition from an additional 160 fulltime BSN students per year would come to \$1,696,320 (full time residential tuition at 18-19 tuition). Assuming 70% retention this would be \$1,187,424 a year. This should cover the cost of 4 additional faculty (\$400,000 with benefits) and 2 staff (\$125,000 with benefits), plus leave sufficient money to pay the lease for additional space to accommodate this expansion. For students in the JUMP program who would be paying graduate tuition, the income potential is even greater. However, this requires WKU to be willing to continue to support additional nursing students.</p>	
<p>e. What recommendation would you put forward for the program (check one)?</p>	
<p><input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Social Work
College:	Health and Human Services

Program Name:	BSW – Bachelor of Social Work
Reference Number:	#594
CIP Code:	440701
Degree Type (AB, BS, etc.):	BSW Major
STEM+H Degree (Y/N)	N
Minimum Hours Required:	54
List Concentrations (if any):	N/A

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Social Work Major prepares students for beginning level generalist social work practice. The foundation curriculum is mandated by the Council on Social Work Education (CSWE) and includes content on values and ethics; diversity; populations-at-risk; social and economic justice; human behavior and the social environment; social welfare policy; social work practice; and research.

The Major is 54 semester hours with 48 hours in SWRK and 6 hours in advisor consent electives.

The Major is offered on the Bowling Green, Elizabethtown, and Owensboro campuses and courses are primarily delivered face-to-face; however, some foundation courses and electives are delivered online.

In their final two semesters students complete a 400 hour field practicum under the supervision of an experienced professional social worker. Internship settings include assisted living, school-based settings, child welfare agencies, probation and parole, and other human services organizations.

Applicants to the Major must have an overall GPA of at least 2.5, write an essay detailing their interest in social work, and complete prerequisites including an introductory social work course, and courses in English, psychology, sociology, political science, economics, and human biology.

Though not required, a minor or certificate is encouraged (e.g., Minor in Family Studies, the Interdisciplinary Patient Navigator certificate).

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	310	303	288	295	286	89
Conferrals	75	83	65	70	70	22
SCHP	3,453	3,354	3,348	3,423	3,156	991
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The mission of the BSW Program <i>is to prepare culturally competent professionals who practice with diverse communities and client systems. Further, the program promotes a commitment to professional ethics, leadership, professionalism, social justice and lifelong learning in order for graduates to practice successfully in a global community.</i></p> <p>Social Work Majors are trained to engage across all levels of client systems, to respect diversity and differences, and provide services to promote the health and well-being of all individuals in our society. This aligns closely with WKU's mission by preparing students <i>to be productive, engaged and socially responsible citizen-leaders in a global society.</i> It is also in keeping with CHHS's values of engagement, collaboration, and diversity.</p> <p>Graduates often apply to a Master of Social Work (MSW) program with 39% of WKU MSW students in Fall 2015 and 2016 from WKU's BSW program; 59% in 2017; and 34% in Fall 2018. While we do not have a JUMP program, students with a BSW and a 3.0 GPA are eligible to complete WKU's 33 hour Advanced Standing (accelerated) MSW Program rather than the 60-hour Traditional MSW Program available to non-BSW graduates.</p>						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>The Social Work Major contributes to WKU's strategic plan to <i>improve quality of life for our communities and increase KCTCS transfers.</i> In particular, the Social Work Major on the WKU Elizabethtown and Owensboro campuses are primarily comprised of KCTCS transfer students. Among all Social Work students, KCTCS transfers accounted for 33% of new admissions to the Major across campuses in 2017-2018; 32% in 2016-2017; and 39% in 2015-2016.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	25	48%	34	55.9%	34	52.9%	26	53.8%	31	67.7%	69.4%
Progression			228	68.0%	238	58.4%	244	61.5%	237	67.5%	61.3%
150% Graduation Rate	18	44.4%	16	31.3%	17	35.3%	18	33.3%	22	40.9%	54.1%
Time to Degree	3.99 (N=73)		4.66 (N=78)		3.83 (N=62)		3.70 (N=66)		4.36 (N=66)		4.39
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>The WKU BSW Program assesses 9 core competencies set forth by CSWE. Graduates will: (1) Demonstrate Ethical and Professional Behavior; (2) Engage Diversity and Difference in Practice; (3) Advance Human Rights and Social, Economic, and Environmental Justice; (4) Engage in Practice-informed Research and Research-informed Practice; (5) Engage in Policy Practice; (6) Engage with Individuals, Families, Groups, Organizations, and Communities; (7) Assess Individuals, Families, Groups, Organizations, and Communities; (8) Intervene with Individuals, Families, Groups, Organizations, and Communities; and (9) Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.</p> <p>These competencies are measured in two ways using: (1) The BSW Learning Plan and Evaluation instrument which assesses students' skills, demonstrated in their internship; and (2) The Social Work Educational Assessment Project's (SWEAP) Foundation Curriculum Assessment Instrument (FCAI) which measures knowledge in these areas. Based on the most recent data available (2016 graduating cohort; n = 77), 100% of graduating students scored on average between 4 and 5 on each competency as measured by the BSW Learning Plan and Evaluation. (Our benchmark is 85%.)</p> <p>From SWEAP-FCAI data, at least 85% of Social Work graduates met or exceeded national benchmarks on Competencies 1 and 6, and were within 1-5 percentage points of meeting benchmarks on Competencies 3, 5, 7, and 8. The lowest performing competencies were 2, 4, and 9. In order to close the loop, the BSW faculty used monthly program meetings to develop strategies to increase these scores. As a result, two new classes have been developed related to Competency 2 (SWRK 300: Diversity and Social Welfare and SWRK 301: Social Work Practice for Diversity, Equity, and Inclusion). In addition, we are currently working to strengthen our research course (SWRK 345: Social Work Research Methods) by more directly linking course content related to research-informed practice and evaluation to students' field practica.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>A SWEAP survey was sent to 2008-2015 BSW graduates in January 2017. 75% were currently employed in the field and 81% indicated that the Major prepared them well for their current social work position. 87% indicated that the Major prepared them for additional education with 68% having also completed a Master of Social Work.</p> <p>A survey of December 2017 graduates found that 80% were employed with half employed by the Department for Community-Based Services or other public agency and the remainder by a private human services agency.</p> <p>Licensure is not required if the student either works for an exempt agency or goes on to pursue the MSW immediately following BSW graduation. Therefore, we do not routinely collect data on licensure pass rates at the BSW level.</p>											

Mental health and substance abuse social workers are among the top ten fastest growing Kentucky occupations; and child, family, and school social workers are among the top ten occupations with the most annual job openings generally requiring a bachelor's degree in Kentucky (Source: Kentucky Education and Workforce Development Cabinet, Department for Workforce Investment, Office of Employment and Training, Workforce Intelligence Branch). Our program is well-positioned to provide the training required for these projected openings.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

In addition to reviewing workforce data from the Kentucky Education and Workforce Development Cabinet, a Departmental Advisory Committee (DAC) provides a critical venue for gathering information about workforce needs. Primarily comprised of professional social workers, the DAC meets semiannually to provide comprehensive feedback to the Department of Social Work for program improvement. During the Spring 2017 meeting, the members of a BSW sub-committee noted that the professionalism among students had improved since faculty began administering a rubric to assess professionalism in each course. They also agreed with the addition of an elective in case management and proposed it be added to the core curriculum so students are better prepared to practice as BSWs. The course was added to the Major in Fall 2018. The knowledge and skills taught in this class are particularly important for mental health and substance abuse social workers and child, family, and school social workers. In Fall 2016 and Spring 2017, the DAC also expressed support for changing the Major from a 5-semester to a 4-semester program. Implementation of this change is proposed to begin in Fall 2019 subject to program and course revisions approved at the UCC in November 2018.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Annually, an average of 13 Social Work Major (BSW) graduates go on to work for Kentucky's Department of Community Based Services (DCBS) in child protective services (see 4(a) for more detail).

Our Field Instructors are experienced professional social workers who voluntarily supervise our SWRK Majors during their 400-hour internships. In the last three years, approximately 35 WKU BSW graduates were Field Instructors.

Further, in Fall 2018 25% of adjunct faculty in the SWRK Major were WKU BSW graduates.

On average, approximately 43% of new WKU MSW students since 2015 have been WKU BSW graduates. Several have become Graduate Research Assistants.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					5	12
Number of NTE Faculty					1.5	4
Cost per SCH					109	128
SCHP/FTF by Dept.	315	282	322	298	262	375
% SCH by FTF by Dept.	66.2%	61.4%	57.6%	51.2%	55.1%	75.8%
Median Class Size by Level	13	13	13	15	15	19
% Under-Enrolled Sections by Level	55.7%	60.8%	50.7%	47.8%	50%	36.3%

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

The Public Child Welfare Certification Program (PCWCP) is a workforce development program for SWRK students interested in child protective services (CPS). PCWCP students receive up to 4 semesters of in-state tuition and stipends (approximate value of \$26,400/student). WKU’s SWRK program along with 10 other KY university programs partners with the Cabinet for Health and Family Services and the ECU Training Consortium to deliver this program. An average of 13 WKU Social Work students are accepted each academic year, and they are obligated to two-years with the Cabinet upon completing the program.

Meharry Medical College (MMC) was awarded a SAMHSA grant to disseminate a Screening, Brief Intervention and Referral to Treatment (SBIRT) protocol for assessing substance use and providing referrals. In Spring 2017, Dr. Sullivan and Dr. Garrett-Wright (Nursing) were awarded a sub-contract to conduct Train-the-Trainer SBIRT sessions. 397 students were trained.

SWRK faculty have partnered with WKU’s Center of Applied Science in Health and Aging’s Bingocize® program to work with SWRK students to deliver Bingocize® at KY care facilities for older adults beginning in Spring 2019. This could lead to additional funding for the Department.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

[CSWE Accreditation](#) mandates a 1:25 faculty to student ratio, currently 1:24.6 (A.S. 3.2.3, p. 16). Upper level practice courses and Field Seminars are capped lower to provide comprehensive support to students as they develop practice skills in the classroom and in internships. Regional campus classes are smaller due to their lower student populations. Accreditation requires the Field (A.S. B3.3.5(c), p. 18) and Program Director (A.S. B3.3.4(c), p. 17) are provided 25% minimum reassigned time. Due to program size, each Director receives 50% release time. Each factor affects our SCHP/FTF. Accreditation costs about \$5,000/year to maintain.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p>
<p>The BSW Program contributes to WKU's strategic plan as outlined in Climbing to Greater Heights. The Major attracts and retains many students who contribute to the university's goal to enroll a diverse student body. Relative to all undergraduate students, Social Work students are significantly more diverse. Underrepresented minority (URM) students represented 28% of all Social Work Majors in Fall 2014, 29% in 2015, 28% in 2016, 29% in 2017, and 30% in Fall 2018. In Fall 2017, Black students comprised 17.9% of the BSW Program's student population compared to 8.5% among all WKU undergraduates. In addition, in Fall 2014, 54% of Social Work Majors were first generation, 52% in 2015, 47% in 2016, 51% in 2017, and 46% in Fall 2018. And 32% of Social Work students were non-traditional aged (25 or older) in Fall 2014, 26% in 2015, 26.8% in 2016, 21% in 2017, and 21.1% in Fall 2018. Finally, 85.7% of Social Work students in Fall 2017 were female compared with 59% at the university.</p> <p>Regarding recruitment from community colleges, most Social Work majors on the WKU Elizabethtown and Owensboro campuses are KCTCS transfer students. In 2017-2018, 33% of BSW newly admitted Social Work Majors; 32% in 2016-2017; 39% in 2015-2016; 45% in 2013-2014; and 37% in 2012-2013 were from KCTCS.</p>
<p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p>
<p>The Social Work program promotes Objective #1: <i>Improve the diversity and inclusiveness of Kentucky's campuses</i> in several ways. Cultural competence is a central feature of the education provided in the Social Work Major thus contributing to Strategy 1.1 (<i>Increase cultural competence among students</i>). Each course in the Major emphasizes the importance of working with diverse populations. With regard to Strategy 1.4 (<i>Increase the recruitment and retention of underrepresented minority students</i>) and Objective #3: <i>Increase participation in postsecondary education, particularly among traditionally underserved populations</i> the Social Work program recruits a diverse student body as described in Section 5(a). Further, because the Social Work Major is offered on WKU's regional campuses, the program meets Strategy 3.2 (<i>Expand the availability of flexible, affordable, competency-based postsecondary programs</i>) and 3.3 (<i>Support efforts to improve postsecondary access, workforce readiness ... of rural Kentucky</i>). On the regional campuses of Elizabethtown and Owensboro, we have a partnership with KCTCS to help provide a seamless transition from the Human Services Program to the WKU BSW Program. Significantly, many of these regional campus graduates go on to practice in their home communities where social workers are needed.</p>
<p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p>
<p>The Social Work Major prepares students for community and social services occupations including children, family, and school social workers, and substance abuse and behavioral disorders counselors. These occupations are characterized as "fast growing" in total projected job openings (2017-2021) in the Kentucky Future Skills Report.</p> <p>Students complete a 400-hour internship at one of approximately 200 internship settings including those identified as "fast growing." They are not only provided with practical experience, but also impact client systems as well as support agencies to meet their respective missions in the community. Some students are then hired by the agency following completion of their degree or at least provided with a strong reference for other employment or graduate school.</p>

Social Work Majors interested in working in a healthcare setting can choose the Interdisciplinary Patient Navigator Certificate which prepares students “to effectively assist diverse clients to locate appropriate healthcare services, participate in healthcare decision-making, and understand medical vernacular and processes in the healthcare system.”

PCWCP students (see Section 4(a)) are provided with the additional knowledge, skills, and experiences they need in preparation for work in child protective services which helps to meet the need for well-trained child protective services workers in Kentucky.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

SWRK education uniquely prepares students to effectively address individual and social problems through their professional practice. In their internships, SWRK Majors collectively provide an average of 29,000 hours of service to vulnerable clients in the region each year.

The students (as described in Section 5(a)) and faculty in the Department of Social Work are a diverse group. For example, in Fall 2017, 13.3% of the full-time SWRK faculty were African American compared to only 7% of all university employees. In addition, 66.7% of SWRK faculty were female while only 56% of all university employees are female (Fact Book, 2018). Two SWRK faculty self-identify as LGBT, one faculty member is an immigrant, and one faculty member is Jewish. Adjunct faculty also provide an important source of diversity in the SWRK program. Currently, four are members of a racial minority group, two identify as LGBT, and another is differently abled.

The SWRK Major has been offered at the WKU Elizabethtown/Fort Knox campus since 2004, at WKU Owensboro since 2010, and WKU Glasgow since 2012. ECTC and OCTC offer an AA in Human Services which is a feeder program for the SWRK Major on the Elizabethtown/Ft Knox and Owensboro regional campuses.

e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)

The knowledge, skills, and value-base WKU’s Social Work graduates bring to their work positions them well to collaborate with professionals from other disciplines to enhance the well-being of and meet the needs of a diverse population who are often vulnerable and oppressed. For instance, professional social workers work with nurses, doctors, and physical and occupational therapists to serve patients in medical settings. And in schools, social workers work closely with teachers and school administrators to support students and their families. The Social Work Major at WKU prepares students for these kinds of interdisciplinary environment.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

Given the occupational growth of jobs in mental and behavioral health and substance abuse there are opportunities to develop additional electives in these areas; and/or create opportunities to partner with other Departments in CHHS (e.g., Applied Human Sciences, Public Health, Nursing) to develop interdisciplinary certificates such as a certificate in case management or an interdisciplinary certificate in alcohol and drug abuse counseling.

Further, because the Social Work Major is well-established at WKU's regional campuses, it is able to respond to the demands in these regions. These campuses serve more rural communities and with the pipeline of Social Work Majors going into WKU's MSW program with its focus on rural social work, our regional campus students are well positioned to be prepared and employed in these areas. However the regional campuses evolve (e.g., more online or hybrid courses), the BSW program is well-positioned to serve the need in there outlying regions.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Per the NCES Classification of Instructional Programs (CIP), "public administration and social services" includes social work and related fields (e.g., human services). Conferral of degrees in public administration and social services "increased by 35 percent between 2009–10 and 2014–15."

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Proposed program and course revisions in response to the Department's successful re-accreditation process as well as feedback received from DAC will allow students to complete the Major in 4-semesters beginning in Fall 2019 (see Section 3(d) for more detail). This will not only reduce students' tuition expense (the Major is currently 5-semesters), but the revised curriculum includes a case management course, a new cultural competence course, and adds a second social work elective. The revisions will better prepare students for today's social work practice and increase the likelihood they can graduate in 4 years.

In addition, beginning in Fall 2019 all students will be admitted into the Major on all campuses in the Fall semester only. (The Bowling Green campus currently offers Spring admission.) This will streamline the course schedule and allow F-T faculty to teach new, additional Social Work electives that are more responsive to changing labor demands in the field.

Further, the BSW program has already been working toward more hybrid/online offerings to ensure that the program engages/meets the needs of our regional campus students. This increases the efficiency of our faculty to teach students from multiple campuses enrolled in a single course in a semester.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

The growth of fully online undergraduate social work degrees is a new phenomenon. The University of Louisville's Kent School of Social Work and Campbellsville University's Carver School of Social Work have recently launched fully online BSW degree programs. Other programs in the region are likely to follow suit. (It should be noted that students are still required to physically complete hours at a field practicum.)

Over the next 5-10 years, this is a potential area of growth for WKU's Social Work Major. Offering the Major using this additional delivery mode may be the only viable option for some students. With overall declining enrollments on our regional campuses, but an ongoing interest and labor demand for social work education in these catchment areas, this will be a way to continue to engage prospective regional campus students and meet the needs of social services agencies in these areas.

However, additional staffing will be needed to accomplish this. These staff resources would allow for careful and appropriate curriculum adjustment to an online format. Other resources needed include faculty training for development of online expertise, additional marketing funds, and release time or pay for an online coordinator.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

Department/School:	Applied Human Sciences
College:	Health and Human Sciences

Program Name:	Child and Family Studies
Reference Number:	0489
CIP Code:	190707
Degree Type (AB, BS, etc.):	MS
STEM+H Degree (Y/N)	N
Minimum Hours Required:	30
List Concentrations (if any):	

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Child & Family Studies Master's program is a 30 hour, completely online program designed to meet the needs of professionals working in the region. The program prepares professionals for improved employment in specialized fields that have substantial growth potential as the need for qualified professionals in child and family studies continues to grow. Graduates of will be better prepared to meet the needs of families, youth, and children in a variety of settings including...

- Community agencies and non-profit organizations serving families
- Cooperative Extension Service
- State agencies focusing on older adults or youth and their families
- Residential treatment facilities
- Foster and/or adoptive care organizations
- Early childhood education
- Academic institutions
- Corporations
- Research
- Advocacy and social policy

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	--	--	--	5	14	19
Conferrals	--	--	--	0	2	6
SCHP	--	--	--	75	138	352
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The mission of our department is to improve the well-being of the family through programs that educate and influence public policy, career paths, and family life. This thread is continued through the college mission "...improve the quality of life in the community through education, service, collaboration, leadership, and scholarship." And through the university mission, "...prepares students of all backgrounds to be productive, engaged, socially responsible citizen-leaders of a global society." Our students are provided an educational background that allows them to enhance their work in diverse settings, including working with child, family, & youth organizations, home visiting agencies, extension programs, family courts, and behavioral health programs. Our grant writing course (FACS 511), for example, is one of the only graduate level grant writing courses at the university. Students from a variety of degree programs take this and other courses of ours. FACS 577, Child Theory and Research, is often taken by students from other graduate programs.</p>						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>This program is two years old. Despite being understaffed, our faculty are able to offer at least two courses in the program each semester. Starting with year two of the program, we have had students graduate in every semester. After the initial influx of students during the first year with 15 students join the program, our number of students has continued to increase during year two. We are in desperate need of additional faculty to push the program to the next level with recruitment and course offerings.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	--	--	--	--	--	--	0	0	2	100	82.2
Progression	--	--	--	--	--	--	--	--	--	--	
150% Graduation Rate	--	--	--	--	--	--	--	--	--	--	
Time to Degree	--		--		--		--		4.33 (N=2)		
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>Graduates of the Master of Child and Family Studies program will be able to:</p> <ol style="list-style-type: none"> 1. Critique, interpret, and apply current theory and research in child and family studies. 2. Propose and demonstrate practical resolutions for legal and ethical issues they may encounter in a variety of child and family work settings. 3. Develop job specific programs of work and curriculum. 4. Model leadership skills in a range of settings serving individuals and families. <p>As a relatively new program, we are still gathering data as part of our assessment of the efficacy of the program. One item we have discovered is that our FACS 580 Internship course is not as effective as it could be to serve as a capstone course. Specifically, the course does contribute to meeting the fourth learning outcome. As such, in the spring 2019 semester, we will conduct a systematic review of the course, including talking to students who have graduated, and lay out the improvements that need to be made.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>As a new program, with students beginning to graduate, we are now able to systematically gather feedback from graduates. Anecdotally, our recent graduates have indicated that the content in the program has helped them in their current professions.</p> <p>Our program is poised to contribute to the high rates professional in family life education and related fields. Although the US Department of Education does not include Child and Family Studies as a career field, our program does fit into broader categories. Across the country, similar programs in Education have 147,000 employed graduates and the health professions and related programs have 103,000. Our graduates work in both education and health professions.</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
<p>As a new program, we are working on contacting the employers of our recent graduates. As we developed the program, however, we communicated with University of Kentucky about the benefit of a program for Extension personnel, especially in the western part of the state. A key discovery from this communication was the need for a course specific to learning the methodologies and processes of grant writing. As a result, we developed a grant writing course, FACS 511. Because of the dire need at WKU for such a course, we began offering the course before the implementation date of the program.</p>											

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Students who graduate with this graduate degree have are prepared to be successful in their child and family related professions (e.g. extension and adoption agencies, home visiting programs, parenting programs, court advocacy, life skills). The broadness of the career opportunities of our students is amazing.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					15	12
Number of NTE Faculty					6	4
Cost per SCH					87	128
SCHP/FTF by Dept.	495	543	451	499	496	375
% SCH by FTF by Dept.	79.5	71.2	65.6	67.8	74.8	75.8
Median Class Size by Level	6	5	6	6	8	8
% Under-Enrolled Sections by Level	75	85	81.3	81	70	58.2

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

The Applied Human Sciences department generates direct revenue through two methods: online learning and donations. The department offers approximately 90 online courses per year through DELO. AHS's percentage of DELO funds are used for part-time faculty, computer classrooms, laboratories, and faculty travel. The department's second revenue stream is through philanthropy. AHS has a strong alumni base with consistent donations supporting student and faculty scholarship. Each year the department awards 20-25 students awards ranging from \$400 – \$2000. AHS also has commitments from donors that span five to ten years. Two organizations each donate \$5,000 to \$15,000 per year for department use.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

The AHS academic model is based off balancing student credit hour production between faculty. The department offers ten large enrollment sections per year (60 -120 students) to offset the less than 20 students enrolled sections. Balancing student credit hour production allows programs to have a higher SCHP and maintain critical lower enrollment labor intensive applied learning courses.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Our students 5: *Strategy 12:* Learning activities and assessments build upon one another to develop or enhance soft skills of: written/verbal skills, identifying/using professional resources, self-assessment/self-advocacy, mastering/applying foundations. Skills measured using key assessments in the Internship course (FACS 580).

Community/beyond 1: *Strategy 4* Incorporate critical-thinking and problem-solving skills into coursework. Grant writing project (FACS 511) and capstone project (FACS 580). Students must use/apply critical thinking skills in their work. Abilities to apply critical thinking skills and effectively engage are measured by professors who oversee the courses.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

IMPACT-Obj 9/Strategy

- 9.3-Students exposed to learning opportunities through coursework and internship. These experiences prepare students by exposing to real-life opportunities settings. All students complete a capstone Internship.

IMPACT-Obj 10/Strategy

- 10.4.-FACS-faculty are dedicated to working with students on research. Research disseminated through courses to expose students to real-life examples/impact of studies. Students completed a theory-driven, research-based capstone project as part of their Internship (FACS 580).

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

(Kentucky-Future-Skills-Report)

- Career opportunities for Child and Family Studies students listed as “fast-growing”
- The program is 100% online
- In the field of Child and Family studies, there are 19,193-job-openings, with projected-56,905-openings in next-5-years.

(State-outlook):

- Ed-services: #5/10-growing-employment-areas-in-state/demand-high/outlook-growing/3,574-current-openings/projected-employment 2026=272,190
- Other services: (childcare/clergy) high-demand/growing/1,692-current-openings/projected-employment 2026=141,705.
- Social assistance:#10-in-top-10-growing-employment-areas/current employment 49,225/projected-employment=60,660

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

- The program is 100% online.
- Our online programs are currently ranked 12th in the nation by *U.S. News & World Report*
- We are currently ranked second in the state of Kentucky for best online college by *The Best Schools*.
- The faculty have a goal of getting the program QIA certified, which is a program at WKU that assists faculty in strengthening their courses and design, and increases the accessibility for students with disabilities.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

Our program graduates are prepared to work and serve in the region. Of the graduates thus far, all have continued to work at their current employer, but with enhanced knowledge and skills. Some of our future graduates have indicated that they will seek other employment upon program completion.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

Professional growth and development is critical for those employed in the fields of child and family studies. Professionals employed through the Extension Service are required to have a master's degree within five years of employment. Those working in the western part of the state have difficulty finding an accessible program that meets their needs. Based on recent legislation, administrators and teaching staff in Head Start and other facilities that work with children are now required to have advanced degrees in their field. The Occupational Outlook Handbook indicates that in the next few years, the fields of child and family workers will grow from 10% to 27%, preschool and child care center directors will grow 25%, and community services managers will grow 27% growth. Our program is situated nicely to meet the needs of these professionals in our state and region.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

The number of degrees conferred in health professions and related programs increased by 61 percent between 2004–05 and 2009–10 and then by 67% between 2009–10 and 2014–15. Also, the number of degrees conferred in social services increased by 17% between 2004–05 and 2009–10; then by 35% between 2009–10 and 2014–15. The numbers of degrees in the fields of education were 10 percent lower in 2014–15 than in 2009–10.

Our program is only two years old and trends are still forthcoming. Our program is designed, however, to prepare students for continued employment in these job sectors.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

As a new program, one of our goals has been to advertise and recruit students. Faculty contribute to the word of mouth and electronic advertising. A result is that our program exceeded 10 students within the first year and 20 students in the second year. Clearly, there is demand for our program. We continue to recruit through the extension service, professional conferences, and with our own undergraduates.

We do not have enough faculty to teach as many of the courses in the program as desired. We are able to offer two graduate courses every semester. We have set up a sequence so that incoming students are able to take the important core courses early in their studies. This is achieved by allowing our graduate faculty time to teach the necessary graduate courses, despite the demands on their time as tenure-track or tenured professors.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

In five to ten years, we see the program being strengthened and continued to grow significantly. In that time, we also have a goal of making the program QIA certified. We also will increase our minimum standards for entry into the program to attract higher quality students. Reasonable steps to achieve these goals would be: Replacement of

a faculty member who retired in Spring, 2018; A new faculty member to assist with course loads would be a significant gain for our program.

An impediment to our growth is higher costs of attending graduate school. Although a good majority of our students have employers who help pay for all or part of their graduate work, not all do. We worry that as costs of attendance increase, some of our potential students—those who pay out of pocket—may be unable to afford to enroll.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
 19 October 2018

Department/School:	Communication Sciences and Disorders
College:	College of Health and Human Services

Program Name:	Communication Disorders
Reference Number:	595
CIP Code:	510201
Degree Type (AB, BS, etc.):	B.S.
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	120
List Concentrations (if any):	

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The undergraduate program in Communication Disorders, offered on campus in a traditional classroom setting, prepares students for graduate study in speech-language pathology, audiology, or related fields.

- Master's degree: required for entry level for speech-language pathology and a clinical doctorate for entry level in audiology.
- Enrollment: limited to 35 students per cohort due to the clinical component.
- Application: sophomore status, minimum GPA of 3.5, documentation of highest ACT/SAT, and documentation of prerequisite course completion or in-progress status (CD 280, 290, and/or 347). A GAP score computed (multiplying ACT score by GPA) with top 35 GAP scores comprising cohort.
- Fifty-eight specialization hours in CD; six hours of clinical practicum; and, statistics, chemistry/physics, Biology 131, psychology/psychological sciences, and English 300 are required to complete the degree.

Data for CD undergraduate program includes Pre-Speech-Language Pathology (Pre-SLP); additional information provided where necessary to explain Pre-SLP impact on numbers/mission. Pre-SLP is a non-degree pre-professional series of courses designed to prepare students to apply to a master's program in Speech-Language Pathology (SLP). Courses offered entirely online to accommodate adult work schedules. Criteria for selective acceptance: 1) a completed bachelor's degree in any field and 2) a minimum last 60 GPA of at least 3.2.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	237	181	183	177	181	89
Conferrals	41	33	34	30	30	22
SCHP	3203	2349	2461	2243	2573	991

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

Enrolled students represent three categories: Pre majors (595P), Majors (595), and Pre-SLP students:

- 50-57% of students in 595 major attended **WKU's graduate program** (class of 2016-17).
- **Minors** include American Sign Language (6), Spanish (2), Sociology (1), and Music (1).
- **Interprofessional, service learning** in area nursing homes. In the Communication Disorders in Aging course (CD 489) students work alongside Kinesiology, Recreation, and Sport students in providing cognitive and physical exercises to nursing home residents in Bowling Green.
- **International Speech Pathology course** (CD 496) offers undergraduate and graduate students the opportunity to acquire knowledge of professional practice in other countries.
- **Research projects** (n= 23) have increased in the past three to four years such that 66% of the students have participated in research through honors augmentation projects (30), undergraduate honors theses (3), undergraduate honors theses projects in progress (4).
- **Pre-SLP** prepares applicants for graduate programs in Speech-Language Pathology but does not result in conferrals but does contribute to SCHP undergraduate data.

	2013-14 Cohort 8	2014-15 Cohort 9	2015-16 Cohorts 10 & 11	2016-17 Cohorts 12 & 13	2017-18 Cohorts 14 & 15
Enrolled Students	28	26	42	38	42
Completions	20 (71.4%)	20 (77%)	30 (71%)	23 (61%)	35 (83%)

c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)

Each clinical course (CD 495, CD 590) is equivalent to roughly 94 contact hours per section for the instructor/clinical instructor. Each accepted undergraduate student takes six hours of undergraduate clinical practicum experience and one hour of clinical observation experience (25 clinical clock observation hours).

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	42	88.1	39	79.5	43	83.7	43	93	36	91.7	69.4
Progression*			119	75.6	101	82.2	114	84.2	110	76.4	61.3
150% Graduation Rate	19	68.4	24	75	25	76	34	58.8	42	83.3	54.1
Time to Degree	3.77		3.97		3.39		3.23		3.40		4.39
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>Program measures of success for the undergraduate program are the numbers of students who are accepted into graduate programs in Communication Sciences and Disorders, Speech-Language Pathology, Audiology, or Related Fields of Study and numbers of students who are gainfully employed as speech-language pathology assistants in the public schools or are gainfully employed in other areas. Further measures of success are preparedness for graduate programs in speech-language pathology or audiology. Feedback from past surveys indicated a need for better preparation in the areas of neuroanatomy and research; therefore, coursework was added to the undergraduate program of study to specifically address those needs.</p> <p>In 2017, 27/29 students were accepted into graduate programs in speech-language pathology or audiology and the remaining two students had employment in related fields in place prior to graduation. In 2018, 27/33 students were accepted into a speech-language pathology graduate program with the remaining six having employment in place prior to graduation. (As previously mentioned, 50-57% attended the WKU program in SLP with the remaining students attending, University of Louisville, Vanderbilt, University of Kentucky, University of Cincinnati, Northwestern, and University of Memphis.)</p> <p>*Includes Pre-SLP completion data</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>The program sends an exit survey to undergraduate students in the month prior to graduation. The survey invites them to provide information regarding graduate school acceptance, employment plans/status, and/or feedback regarding their undergraduate experience at WKU. The survey is anonymous and has allowed program faculty to review results and make improvements and changes to the curriculum. Please see program learning outcome data in 3b. Above.</p> <p>Pre-SLP: Success is judged as acceptance rate to WKU's graduate programs in speech-language pathology. Data related to student acceptance rate at graduate programs other than WKU has been difficult to collect due to lack of student response to inquiries. Acceptance rates to WKU graduate SLP program are: 2013-2014: 45%</p>											

2014-2015: 50%
 2015-2016: 49%
 2016-2017: 65%
 2017-2018: 46%

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

Program faculty surveyed past undergraduate students two years post-undergraduate degree completion (as this is when students typically complete the Master's degree). The survey asks questions regarding student's level of preparation for graduate school. Approximately 50% of the class of 2016 indicated that they would have benefitted from a class in neurology at the UG level or they felt underprepared in neurology going into graduate school. When surveyed in the spring 2018 semester, 31/33 upcoming seniors said they wanted a course in neuroanatomy. One hundred percent (33/33) of students registered for the optional, elective neuroanatomy course offered during the Fall 2018. In addition to responding to this feedback and adding a neuroanatomy course at the undergraduate level, program faculty also responded to a need for greater research and writing experiences for students by providing them additional coursework and research experiences. An undergraduate research and writing course was added into the UG curriculum. In 2015-16, approximately 20% of the UG majors participated in research as part of an honor's project, thesis, or providing research assistance. In 2019-20 approximately 60% of the graduating majors will have participated in research through an individualized project or the research and writing course.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Of the students who graduate from the UG program and attend the WKU SLP graduate program, 97% receive a passing grade on the national examination, the PRAXIS.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					8	12
Number of NTE Faculty					5	4
Cost per SCH					108	128
SCHP/FTF by Dept.	501	410	383	363	386	375
% SCH by FTF by Dept.	80.6	79.0	70.1	67.3	73.0	75.8
Median Class Size by Level	14	10	6	22	23	19
% Under-Enrolled Sections by Level	42.3	60.0	43.8	51.9	42.3	36.3

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

The Communication Disorders Clinic provides clinical experiences for students and is self-sustaining with nominal fees collected from clients served (100-Fall & Spring; 75 summer). Funds support a part time office associate. Additionally, funds have been used for equipment and supplies. The Bingocize project funded by Kentucky Medicare/Medicaid, supports student engagement with the elderly in memory care facilities and provides one faculty member buy-out of 10%, a summer stipend in 2017 (two faculty), a summer stipend in 2018 (one faculty member), one (2017-18) graduate/research assistant and two positions (2018-19) to fulfill project goals and data collection. Collaboration with the Suzanne Vitale Clinical Education Complex provides in-kind support by providing space and administrative support for the clinic in exchange for clinical practicum students to work with clients in the facility and clinical supervisory support. Bowling Green Independent School District provides clinical practicum sites for students in collaboration with the CD Clinic. The Buddy House, a community outreach facility associated with Down Syndrome of South Central Kentucky, also provides a clinical practicum site for our CD program students on a regular basis. Jones Jagers Head Start Program and the Warren County Head Start Program are also host practicum sites.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

Clinical practicum sections are three-hour sections with enrollments of six students whereas traditional classes are three hours with enrollments of 35 students. Enrollment caps of clinical practicum sections are needed because each clinical practicum course requires approximately 94 contact hours per supervisor and follows the American Speech-Language Hearing Association/CAA academic standards for supervision requirements.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of [WKU's strategic plan](#) are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Students – Goal 4: Strategy 11: International study abroad course annually to allow students to experience speech-language pathology in England, France, Belgium, Czech Republic, Belize– 2017: $n=8$, 2018: $n=7$. The program has contributed one faculty member line (75%) to support a CHHS Diversity Officer position.

Community and Beyond – Goal 1: Strategy 4: The clinical nature of this field and the preparation that these students receive prepares them as critical thinkers and doers (Clinical Skills rubric). **Goal 4: Strategy 12:** Students are working with a variety of clients with and without disabilities in various settings in the greater Bowling Green Community (five off-campus settings, two campus clinics).

Hill – Goal 3: Strategy 10: All undergraduate faculty obtained discipline-specific continuing education to maintain professional licenses in speech-language pathology or audiology. The majority participated in campus teaching workshops, and one undergraduate faculty member participated in a pilot project evaluating teaching abilities. One faculty member was selected for the CHHS teaching award and another was selected for the part-time teaching award. **Strategy 11:** International learning opportunities, clinical teaching and learning, Bingocize project, and New Beginnings Therapeutic Riding Project. **Strategy 12:** Course sequence has been changed to allow freshmen to take introductory courses to expedite application opportunity.

b. What aspects of the [statewide strategic agenda](#) are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Objective 6: 6.1: ACDC advising and centralized advising within our department has improved advising for both pre-majors and majors. **Persistence and completion rates have exceeded 80% over the past 5 years. On average, students complete their program in less than 4 years.**

Objective 9: Strategy 9.3: Opportunities for clinical and clinical application projects outside the classroom provided at New Beginnings Therapeutic Riding Program, Buddy House, the HIVE, and the **two campus clinics.**

Objective 10: Strategy 10.4: Offer Increased number of undergraduate theses, a research and writing course, and an independent study course with 4/35 students completing a thesis and a total of 66% engaged in some form of research.

Objective 11: Strategy 11.1: CD department supervises students while they provide speech-language and hearing screening services at the International Services Fair. An innovative interprofessional service learning approach is employed at WKU and is described in Neils-Strunjas, J., Crandall, K. J., Shackelford, J., Dispennette, K., & Stevens, R. L*. & Glascock, A*. (2018). Students report more positive attitudes toward older adults following an interprofessional service-learning course. *Gerontology and Geriatrics Education*. *WKU students.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Currently, there are approximately 2045 Speech-language pathologists and 50 audiologists in the state. In the next five years, the expected demand will grow by 489 speech-language pathologists and 5-10 audiologists. With only five undergraduate programs in Kentucky, WKU will continue to be in high demand to provide graduate students who will fill these positions. In the past two years, 43 out of 62 WKU undergraduate CD students attended graduate programs in the state of Kentucky.

Additionally, Pre-SLP provides mid-life career changers with a convenient, online avenue to complete prerequisites needed to pursue the goal of becoming a licensed SLP. Workers who are geographically and financially constrained are therefore able to receive education needed to move into a career area in which there is a critical shortage in Kentucky and across the U.S. The Pre-SLP program enables students to access the required prerequisites to apply to graduate programs while maintaining employment, thereby preparing potential graduate students who would otherwise be unable to make this return to post-secondary education.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The undergraduate program in Communication Disorders at WKU is one of the only programs in the state that offers an undergraduate clinical experience to students. This experience allows students to apply academic concepts through clinical practice and receive supervisory feedback in a real world environment. Each year, two to three students transfer from other colleges during their sophomore to junior year in order to apply to our program. Additionally, undergraduate research opportunities have been emphasized and encouraged in the last two years with 23 undergraduate students engaged in research currently. Three students have received FUSE grants and presented their research at state and national conferences. The following is one example of a national presentation and the impact on the students' academic outcomes: Neils-Strunjas, J. , Glascock, A.* , Crandall, J., French, M*., Tade, M*., McAlpin, K*. and, Schaefer, S*. A Qualitative analysis of persons with dementia & their experience with the game Bingocize. Poster Session presented at the American Speech-Language-Hearing Association, Philadelphia, PA, November, 2016. All five students* were admitted and matriculated into graduate programs at Western Kentucky University, University of Cincinnati, University of Memphis, and University of Kentucky.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The program is highly regarded. Five percent of the students come from out of state and enroll at WKU specifically for the major.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

Centralized advising has increased efficiency and early contact with 595P students helping to implement high impact practices to positively influence recruitment, retention, and progression to degree completion. In the event students do not get accepted into the CD program, alternative plans are discussed with students both within ACDC and the department as an adjunct to advising.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

The CD program prepares students for graduate school in either audiology or speech-language pathology. There are over 300 graduate programs in speech-language pathology and audiology. These programs have limited enrollments based on availability of clinical placement sites. The program at WKU has a limited enrollment of 24 students in order to meet these demands. We are proud that many of the students choose to complete graduate training at WKU, but many others seek to continue their education at universities across the country. Our alumni attend the University of Louisville, University of Kentucky, Nova Southeastern, Vanderbilt, Purdue, Emerson, and Northwestern. That they are not only accepted at R-1 schools but report back to the program that they felt well prepared. Additionally, a near 100% graduate school acceptance rate indicates student preparedness. It is anticipated that graduate programs will also be added nationally to accommodate growth and to address the increased need for speech-language pathologists in the rapidly expanding older population that will comprise 1 in 5 in 2030.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

The department has revised course sequencing to encourage three prerequisite courses to be completed prior to beginning the program. Cohort size has been increased to 35 students and many students complete the degree in three years when entering the university with dual credits. Participation in Master Plan, early advisement, and college visits from high school students with earlier advisement on classes to be taken for the major has aided with student preparation. Twice per year, the department holds an informational meeting called 'Meet and Greet' for potential students to recruit and inform students about the major, coursework, job outlook, and answer questions regarding the program. Potential students have a chance to meet faculty and students in the program as well as tour the clinical facility.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

Students and faculty are motivated to extend the clinical outreach and research agenda of the Communication Sciences and Disorders Department. CSD wants more visibility in the community, state, and nationally as well as internationally with a broader outreach and more research presented at national and international conferences. Increasing our diversity of clinical opportunities would serve to meet the university's strategic plan 'beyond the hill' and is needed in South Central Kentucky. We have increased our undergraduate research agenda; however, undergraduate research projects will require external funding and release time for faculty who can write research grants. Funding for graduate assistantships would allow students and their faculty mentors to continue research at the graduate level. Greater retention of our own undergraduate students in WKU's graduate program through recruitment, funding graduate and research assistantships, and/or providing tuition scholarships would increase the likelihood that these students would remain in the area. Budgetary issues and release time for faculty are the main barrier to meeting these current goals.

e. What recommendation would you put forward for the program (check one)?

- | | |
|--|--|
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students						
Conferrals						
SCHP						
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree											
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)											

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty						
Number of NTE Faculty						
Cost per SCH						
SCHP/FTF by Dept.						
% SCH by FTF by Dept.						
Median Class Size by Level						
% Under-Enrolled Sections by Level						
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p>
<p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p>
<p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p>
<p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p>
<p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p>

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)	
b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)	
c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)	
d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)	
e. What recommendation would you put forward for the program (check one)?	
<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input checked="" type="checkbox"/> Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Communication Sciences and Disorders
College:	College of Health and Human Services

Program Name:	Cross Cultural Communication In Health Care Certificate
Reference Number:	1709
CIP Code:	090905
Degree Type (AB, BS, etc.):	Certificate
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	15
List Concentrations (if any):	

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)
This program has been suspended through the undergraduate curriculum process. It was designed to meet the needs of both bilingual and monolingual students. Bilingual students received preparation for certification as medical interpreters. The program prepared non-bilingual students to develop and administer language access programs in health care facilities. The required courses included: AH 290, CD 200, PH 447, or PHIL 322, CD 210, COMM 440 and either CD 220 or 230. As a prerequisite, bilingual students in the medical interpreting track must have passed the American Council on Teaching Foreign Language (ACTFL) Language Proficiency Interview with a score of "intermediate-high" or above, in both English and the target language.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	1	0	0	0	0	
Conferrals	1	0	0	0	0	
SCHP						
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
Empty space for response to question b						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
Empty space for response to question c						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree											
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)											

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty						
Number of NTE Faculty						
Cost per SCH						
SCHP/FTF by Dept.						
% SCH by FTF by Dept.						
Median Class Size by Level						
% Under-Enrolled Sections by Level						
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p>
<p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p>
<p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p>
<p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p>
<p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p>

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)	
b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)	
c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)	
d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)	
e. What recommendation would you put forward for the program (check one)?	
<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input checked="" type="checkbox"/> Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Allied Health
College:	CHHS

Program Name:	Dental Hygiene
Reference Number:	226
CIP Code:	51.0602
Degree Type (AB, BS, etc.):	AS
STEM+H Degree (Y/N)	Yes
Minimum Hours Required:	53 in Major (83 overall)
List Concentrations (if any):	None

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

Due to the Commission on Dental Accreditation (CODA) standards, selective admission is limited (28 students/year) and inherently competitive. Applicants' ACT/SAT scores, college GPA, BIOL131 grade, and BIOL207/208 grade are considered along with personal interviews as warranted based on the previous considerations. Prerequisites of BIOL131, BIOL207/208, ENG100, and PSY/PSY100 with grade of "C" or higher before program admission. Required minimum GPA to apply is 2.8 and a grade of "C" or higher in each prerequisite course. Additional required coursework: Public Speaking (COMM145), Human Nutrition (HMD211), CHEM109 or equivalent & Sociology 100 or equivalent. Preference will be given to currently enrolled WKU students who have earned a minimum of 14 hours at WKU. Candidates for admission must be eligible for dental hygiene licensure and capable of fulfilling clinical practice requirements. Core curriculum is a two-year commitment that begins each fall as it is sequential and delivered via didactic, laboratory, pre-clinical, and clinical (live patients) courses enabling a student to be able to sit for national/state board examinations. The Program is accredited by the American Dental Association's Commission on Dental Accreditation.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	47*	34*	24*	33*	22*	26
Conferrals	8*	9*	9*	10*	3*	9
SCHP	285	314	367	309	277	241
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>*Note: it must be understood that the DATA above includes not only students in the major (226) but also students who have declared Pre-Dental Hygiene (226P). WKU DH program admits 28 students each year with nearly 100% retention. Those who do not have BS degree conferred, earn an AS degree. CHHS is dedicated to improve the quality of life in the community through education, service, collaboration, leadership, and scholarship. CHHS' mission is to inspire the discovery and application of knowledge in health and human services, and undergirds the current University strategic plan. The DH program fulfills this mission by having an operational clinic where students apply their knowledge. A large portion of the community who may otherwise not receive basic dental preventive care are served here. We have robust student engagement in the community via several venues. We have assisted graduate students in MPH program to complement their studies including the publishing of several articles as well as national, regional, and local presentations. In Sp19, we will be working with UK College of Medicine to provide clinical learning experience to its students. Notably, pre-dental hygiene students come to WKU in hopes of entrance into our program, often they are here 2 years taking courses prior to admission. Those not accepted frequently end up with alternative bachelor degrees such as the BS health science or interdisciplinary studies.</p>						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>Most Associate Degree students already have another degree in different field. Each year WKU accepts a cohort of 28 students into the DH program, these cohorts are comprised of BS and AS students. Offering the AS degree provides an avenue to obtain degree and licensure to practice Dental Hygiene. Often, students who obtain the AS degree continue on and obtain a bachelors while working in the field, thus many of these students end up with 2 degrees from WKU. Over the past 5 years, retention rates are ~95% with a 100% graduation rate of those retained. This includes AS students admitted to the program who graduate (averaging ~7.8 students) each year. Our students treat/engage over 1600 patient visits/year. We educate and provide the dental community with well-trained hygienists for the workforce and provide required Continuing Education to dental providers. We provide and support many community/school education efforts. A recent grant will allow us to provide hygiene services to a local international high school, thus enhancing students' educational outcomes as well as engaging them with diverse cultures within the community. *[Overall WKU graduates ~33 students; ~ 7.8 AS /yr. and ~25BS /yr.]</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	8	87.5%	13	69.2%	5	80.0%	5	60.0%	5	60.0%	33.3%
Progression			45	44.4%	25	36.0%	28	53.6%	27	48.1%	61.3%
150% Graduation Rate			6	0.0%	8	0.0%	13	7.7%	5	40.0%	10.4%
Time to Degree	6.81 (N=7)		2.52 (N=9)		3.04 (N=9)		4.64 (N=10)		2.67 (N=3)		6.13

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

Note: it must be understood that the DATA above includes not only students in the major but also students who have declared Pre-Dental Hygiene. Our program collectively follows the accreditation standards set forth by CODA and objectives are listed individually in course syllabi. The program implements process evaluations and competencies for lab/clinical procedures to evaluate progression leading to the completion of written and clinical board exams. Under the recent strategic plan to Foster Academic Excellence we formulated in our **Action Plan** the **objective: to provide a relevant curriculum**. **Activity:** was to have faculty engage in continual monitoring curricula and making appropriate revisions for all programs while considering upcoming CODA Accreditation Visit (Fall 2019); through course evaluation worksheets which encourage faculty to compare content with up to date CODA standards, this will be formalized through convening an accreditation site visit committee. **Our indicator:** to have at or above national averages on specific subsections of the NBDHE. The DH faculty have continued to meet at least two times a year to review Fall and Spring curriculum offerings utilizing a curriculum review worksheet. Additionally, all faculty work hard to improve individual lectures and stay abreast of latest developments in the field. One way this is accomplished is that all DH faculty maintain 30 hours of continuing education every two years. Examples of changes include but not limited to revising lectures, employing new (recent) texts related to the subject matter, and employing various teaching strategies in the lab and classroom. We measured this action step by evaluating how our students perform on the National Board Dental Hygiene Exam(NBDHE). This objective was achieved with great success. WKU DH students taking the NBDHE scored **above the national standard in 10 of 15** sections. In addition, there was an **increase in 13 out of 15 tested areas** in part due to changes made in the curriculum. This is an outstanding accomplishment being related to efforts of both fulltime/transitional and part-time faculty, a testimony that a relevant curriculum is in place.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

- Joint Commission on National Dental Examinations Board provide us with pass rates on written NBDHE. Regional testing agency provides pass rates as well as feedback from student clinical exam performance. This information is used to enhance student learning and outcomes.
- Employer surveys are conducted every two years. Results from the most recent employer survey indicated that 100% of employers believed that their Western Kentucky University dental hygiene graduate was either 'well-prepared' or 'prepared' to meet the identified objectives. Additionally, 100% of employers were either 'very satisfied' or 'satisfied' with their Western Kentucky University dental hygiene graduate.
- Most recent informal survey of graduates who were license eligible boasted 100% either full or part time employment.
- As noted in the KY Postsecondary feedback report Specific Major: Major group: Dental Hygiene/ Median Wage 3 years after Graduation: **\$36,076**. Number Employed in Kentucky 3 Years after Graduation: **484**. **DH majors contribute to the STEM-H as well as towards the largest (78%) of workforce which involves healthcare. This report also notes healthcare majors had incomes in upper \$40K after 5 and 7 years.**
- Private practice is the key area of professional opportunity for students graduating from the program.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

- The program systematically gathers and incorporates feedback regarding the needs and satisfaction of the employers through a variety of approaches. Employee surveys are delivered to various offices every two years. Results from the most recent employer survey indicated that 100% of employers believed that their Western Kentucky University dental hygiene graduate was either 'well-prepared' or 'prepared' to meet the identified objectives. Additionally, 100% of employers were either 'very satisfied' or 'satisfied' with their Western Kentucky University dental hygiene graduate.
- The national written board exam and clinical regional testing agency exam results are analyzed each year as an indicator to evaluate goals and objectives. The breakdown of these results provide feedback to help faculty focus on items and direct their approach to enhance each student to be competitive and marketable for employment.

- Biannual meetings take place with the WKU Dental Hygiene Advisory Board which includes local employers. Feedback is requested from employers during each meeting as to what the program can do to better educate our students. An example used for improvement consisted of employers stating students needed more knowledge about creating an overall treatment plan outside of preventive care. Comprehensive treatment planning was reinforced and students are introduced to comprehensive treatment planning order, dental coding for procedures, and how to explain procedures outside of routine dental hygiene treatment to the patient. Feedback from recent Advisory Board meeting was very positive towards efforts being made and they felt recent graduates were indeed more prepared in this area.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

- We have had at or near 100% pass rates for clinical boards and National board exams for the past 5 years.
- The program boasts impressive numbers related to licensure and/or certification (100%), as well as graduation and post-graduation employment, with greater than 95% of students finding employment following graduation over 5 year period.
- Over the last 5 years, numerous AS graduates from the program have furthered their education by completing BS degrees at WKU.
- Due to the strong reputation of the program, employers actively recruit our highly sought after graduates each year.
- Associate degree is minimal requirement to obtain licensure and does not create an obstacle for gainful employment.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					3	12
Number of NTE Faculty					2	4
Cost per SCH					\$142	\$128
SCHP/FTF by Dept.	258	329	205	189	219	375
% SCH by FTF by Dept.	74.4%	68.9%	50.7%	58.0%	55.8%	75.8%
Median Class Size by Level	26	27	27	27	27	19
% Under-Enrolled Sections by Level	0.0%	12.5%	14.3%	0.0%	0.0%	36.3%

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

- Having AS degree allows us to apply for Perkins Grant which has provided ~\$6000/year over past 5 years
- DELO from FY 16-FY17 ~15,500 average
- Delta Dental grant FY 18-19 \$8400
- Clinic Revenue for FY 2017-18 \$41,512
- Alumni gifts to Foundation \$ variable
- Increased patient fees during the 2018/19 year
- Increased promotion and sales of clinical products including mechanical toothbrushes and whitening strips
- Increased number of CE courses offered to the professional community
- We are currently seeking alternative and enhanced avenues for donations to the program

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

Due to the design of the DH program, the AS degree does not require any additional program costs or faculty oversight/workload as it is taught alongside the BS program. However, it does allow us to pursue Perkins Grant monies that help the entire program. The program is extremely creative with faculty productivity based upon workloads pertaining to student to faculty ratio standards warranted by the accreditation body. With the current parameters of limited clinical space

as well as the number of faculty, we are extremely efficient providing a quality product while maintaining the required ratios of 5:1 student to faculty in the clinical setting and 10:1 in the lab setting.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of **WKU's strategic plan** are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

- Climbing to Greater Heights strategic plan has as its 3rd prong -Our community and beyond. **This is where we shine brightest.**
- **Regional Lighthouse-** Establish WKU as a regional lighthouse...: Ensure that WKU students graduate with skills to think critically, solve problems, and engage effectively with others- **DH program is in and of itself a regional lighthouse. We attract a diverse student population both nationally and globally wanting to earn their degree here. Our program includes local, national, international, and nontraditional students of various ethnicities. Our students graduate with skills and credentials to enter the workforce with wild success.**
- **Continuing Education-** Facilitate continuing education, retraining, and degree completion, leveraging online resources and WKU's regional campuses: • Create multiple pathways for individuals to complete unfinished degrees- **Our online degree completion program allows for AS degree students to complete a BS degree at WKU. Also we offer various CE courses that help graduates maintain licensure.**
- **Quality of Life-**Improve the quality of life regionally and support regional economic diversification: • Provide opportunities for people of the region to be educated, entertained, assisted, and inspired outside the classroom- **There are many studies available that indicate Kentucky ranks near the bottom nationally in oral healthcare. This DH program provides at least one way to improve the quality of life in relation to oral health. We accomplish this routinely via the services provided by our dental hygiene clinic and community engagement projects.**
- **Alumni Ambassadors-**Engage alumni as global ambassadors and cultivate ongoing relationships that last a lifetime: Create new opportunities for alumni to participate in educational experiences and lifelong learning. **We actively seek out alumni to serve on our advisory board, attend or teach CE courses, and serve and attend award ceremonies.**

b. What aspects of the **statewide strategic agenda** are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

- The program meets the statewide strategic agenda including the focus of providing education through the STEM-H approach.
- Objective 1: The program has increased the recruitment and retention of underrepresented minority students from the U.S. and internationally. Minority dental hygiene students: 2016-17: 5 students, 2017-18: 8 students, 2018-19: 10 students. All students retained while matriculating through the program.
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c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant [workforce](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

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The Program of Dental Hygiene has a strong reputation among the dental profession and has been a long standing established program since 1970 at WKU. The program has offered patient treatment since 1972 with patients continuously returning. Many patients in the area rely on this comprehensive dental hygiene treatment at a greatly reduced cost and positive feedback is routinely received on patient surveys about the quality of care. The WKU Program of Dental Hygiene is ranked #19 in the nation by thebestcolleges.org as compared to other dental hygiene programs while the Online DH Bachelor’s Degree Completion Program is ranked #10 in the nation via the 2019 Best Online Colleges rankings. The program enhances student learning by teaching expanded duties which is not offered by any other dental hygiene program in the state of Kentucky. Many dental hygiene schools offer only an AS degree, yet WKU also offers a BS degree that is attractive to many prospective AS students who want to pursue further education. WKU is also one of the few dental hygiene schools in the nation that offers an online BS degree completion program. Our program contains a diverse background of students including various ethnicities and international students.

e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)

The program is distinctive as it is the only dental hygiene program in Kentucky currently serving the Western and Central portions of the state. The hours of service learning and community service offered are extremely high and unlike other programs found on campus. The WKU Dental Hygiene Clinic serves the community and is influential in providing dental hygiene treatment to the uninsured and underinsured population of the region. The clinic provides approximately 500 clinical hours annually for treatment. The program is also distinctive being one of a small percentage of programs nationwide that is independent of a dental school.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

- Hygienists remain in demand in general dental practices and in specialty practices such as periodontics or pediatric dentistry. They also may be employed to provide dental hygiene services for patients in hospitals, nursing homes and public health clinics. Moving forward this program **will continue to be a solid contributor to the workforce needs** in healthcare in Kentucky.
- Other future options to explore may be the development of Public Health Registered Dental Hygienist, a newer recognized discipline in the field. This would entail an interdisciplinary approach with other programs such as Public Health.
- Depending upon the level of education and experience achieved, dental hygienists can apply their skills and knowledge to other career activities such as teaching hygiene students in dental schools and dental hygiene education programs. Research, office management and business administration are other career options. Employment opportunities also may be available with companies that market dental-related materials and equipment. Again, our graduates would continue to help fill these opportunities.
- Also, there is a gradual increase in the number of mid-level providers known as an advanced dental hygiene practitioner being seen in the U.S. These individuals provide the routine services of a dental hygienist as well as increased responsibilities such as restorative procedures. Advanced training would be needed and there are currently limited job opportunities as not all states currently recognize this title. Our graduates are prime candidates to pursue this option.

b. How do program trends align with [national trends](#) over the last 5-10 years? (maximum 200 words)

Because dental hygiene is a career in alignment with the components of STEM-H and a highly sought after profession, there is a strong interest which remains constant in the WKU Dental Hygiene Program based upon the annual submission of applications in high numbers in comparison to the availability of positions. A current example where this is born out is the receipt of 100 applications for the 28 positions in the current 2019 application cycle. The national trends recently indicated programs in the health professional field have continued consistent growth with a strong increase in numbers. There were 228,896 Bachelor's degrees ('15-'16) conferred in the nation in regards to health professions and related programs which is second in the nation to business. The number of degrees conferred in health professions and related programs increased by 61 percent between 2004-05 and 2009-10 and then by 67 percent between 2009-10 and 2014-15. Although not measured, the associate degree is in alignment with national demands relevant to healthcare professions. As students graduate our program, they are finding immediate placement as the job demand for this field both locally and nationally parallels the trends seen within the aspects of the healthcare setting.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

- Increased recruiting approach by implementing a yearly program Open House each year providing the opportunity for prospective to students to ask questions about the program, meet the faculty, and tour the facility. Taking advantage of other recruiting avenues such as the CHHS Preview Day, CHHS Career Day, and WKU Head for the Hill as well as providing interactive sessions with local high school students to promote the program. These efforts have led to an increase in application numbers (up 30% from previous year) and a more diverse enrollment.
- Development and implementation of open/remediation lab sessions on Fridays with assigned faculty that provide individualized assistance for students who may be struggling with a concept or those who want to practice while receiving feedback from an instructor. This effort has shown to improve student outcomes in the clinic as well as clinical board exam results.
- Full-time faculty/staff have worked tirelessly with a reduction in permanent line positions to enhance student knowledge and National Board results show the students continue to perform at or above the national average.
- The WKU Program of Dental Hygiene is constantly reviewing current trends within the dental field to implement items within the curriculum. Examples of these changes to enhance the success of our students include incorporating digital

radiography within our lab and clinical settings as seen with the clinical national trend, employing electronic record keeping, and introducing alternative methods of pain control through the use of computerized anesthesia delivery. The implementation of these elements have equipped our students with skills that are highly sought after in the workforce.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

We envision, the WKU Program of Dental Hygiene will continue to be a nationally recognized program providing a strong academic atmosphere instilling the knowledge and work ethic needed to contribute to the dental hygiene profession. Over the coming years, the program would be continually successful with a strong conglomerate of graduates fulfilling the needs of the region as well as providing a career within the STEM-H parameters. Since the associate degree is still accepted for licensure in the state of KY, we would see this as a valuable degree for many non-traditional and second degree seeking students. Our graduates have a strong reputation for being prepared within the field as employers seek these students for job opportunities. As the healthcare field continues to evolve, the program will strive to enhance interprofessional collaborations with other programs including nursing and the UK Medical School.

Impediments- student/faculty ratios need to comply with accreditation standards, which currently inhibit growth of student numbers accepted in the program. Other limitations include physical size of the clinic & labs which limits capacity of student class size. The program will continue to educate students about new technology including three dimensional radiography and lasers, yet incorporating these new technologies within the clinical setting could be inhibited due to cost.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Allied Health
College:	CHHS

Program Name:	Dental Hygiene
Reference Number:	524
CIP Code:	51.0602 (Classification of Instruction Program)
Degree Type (AB, BS, etc.):	BS
STEM+H Degree (Y/N)	YES
Minimum Hours Required:	60 in Major (Overall, 120 in Non Education Track or 126 in Education track)
List Concentrations (if any):	None

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

Due to the Commission on Dental Accreditation (CODA) standards, selective admission is limited (28 students/year) and inherently competitive. Applicants' ACT/SAT scores, college GPA, BIOL131 grade, and BIOL207/208 grade are considered along with personal interviews as warranted based on the previous considerations. Prerequisites of BIOL131, BIOL207/208, ENG100, and PSY/PSY100 with grade of "C" or higher before program admission. Required minimum GPA to apply is 2.8 and a grade of "C" or higher in each prerequisite course. Additional required coursework: Public Speaking (COMM145), Human Nutrition (HMD211), CHEM109 or equivalent & Sociology 100 or equivalent. Preference will be given to currently enrolled WKU students who have earned a minimum of 14 hours at WKU. Candidates for admission must be eligible for dental hygiene licensure and capable of fulfilling clinical practice requirements. Core curriculum is a two-year commitment that begins each fall as it is sequential and delivered via didactic, laboratory, pre-clinical, and clinical (live patients) courses enabling a student to be able to sit for national/state board examinations. The Program is accredited by the American Dental Association's Commission on Dental Accreditation. BSDH Online Degree Completion Program is also offered to students who previously graduated from a CODA accredited dental hygiene program in the U.S. and hold a current dental hygiene license.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	163*	156*	142*	141*	134*	89
Conferrals	25*	26*	23*	23*	28*	22
SCHP	1,273	1,364	1,268	1,388	1,476	991
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>*Note: it must be understood that the DATA above includes not only students in the major (524) but also students who have declared Pre-Dental Hygiene (524P). WKU DH program admits 28 students each year with nearly 100% retention. Those who do not have BS degree conferred, earn an AS degree. CHHS is dedicated to improve the quality of life in the community through education, service, collaboration, leadership, and scholarship. CHHS' mission is to inspire the discovery and application of knowledge in health and human services, and undergirds the current University strategic plan. The DH program fulfills this mission by having an operational clinic where students apply their knowledge. A large portion of the community who may otherwise not receive basic dental preventive care are served here. We have robust student engagement in the community via several venues. We have assisted graduate students in MPH program to complement their studies including the publishing of several articles as well as national, regional, and local presentations. In Sp19, we will be working with UK College of Medicine to provide clinical learning experience to its students. Notably, pre-dental hygiene students come to WKU in hopes of entrance into our program, often they are here 2 years taking courses prior to admission. Those not accepted frequently end up with alternative bachelor degrees such as the BS health science or interdisciplinary studies.</p>						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>WKU Ranked Data has this program listed above the median (19) and just under the mean (29.9) in # of graduates this past year. A cohort of twenty-eight students are admitted each year (most seeking a BS degree). Retention rates for BS students around 95% over the last 5 years. Past 5 years we graduated ~25 students/ year*. Our students treat over 1600 patient visits/year. We educate and provide the dental community with well-trained hygienists for the workforce and provide required Continuing Education to dental providers. We provide and support many community/school education efforts. A recent grant will allow us to provide hygiene services to a local international high school, thus enhancing students' educational outcomes as well as engaging them with diverse cultures within the community.</p> <p>*[Overall WKU graduates ~33 students; ~ 7.8 AS /yr. and ~25BS /yr.]</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	31	67.7%	40	57.5%	51	66.7%	31	74.2%	50	62.0%	69.4%
Progression			122	46.7%	119	56.3%	84	60.7%	111	53.2%	61.3%
150% Graduation Rate	35	34.3%	32	34.4%	36	36.1%	30	46.7%	31	41.9%	54.1%
Time to Degree	3.64 (N=24)		3.86 (N=24)		3.36 (N=23)		4.73 (N=23)		3.63 (N=28)		4.39
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											

Note: it must be understood that the DATA above includes not only students in the major but also students who have declared Pre-Dental Hygiene. Our program collectively follows the accreditation standards set forth by CODA and objectives are listed individually in course syllabi. The program implements process evaluations and competencies for lab/clinical procedures to evaluate progression leading to the completion of written and clinical board exams. Under the recent strategic plan to Foster Academic Excellence we formulated in our **Action Plan** the **objective: to provide a relevant curriculum**.

Activity: was to have faculty engage in continual monitoring curricula and making appropriate revisions for all programs while considering upcoming CODA Accreditation Visit (Fall 2019); through course evaluation worksheets which encourage faculty to compare content with up to date CODA standards, this will be formalized through convening an accreditation site visit committee. **Our indicator:** to have at or above national averages on specific subsections of the NBDHE. The DH faculty have continued to meet at least two times a year to review Fall and Spring curriculum offerings utilizing a curriculum review worksheet. Additionally, all faculty work hard to improve individual lectures and stay abreast of latest developments in the field. One way this is accomplished is that all DH faculty maintain 30 hours of continuing education every two years. Examples of changes include but not limited to revising lectures, employing new (recent) texts related to the subject matter, and employing various teaching strategies in the lab and classroom. We measured this action step by evaluating how our students perform on the National Board Dental Hygiene Exam(NBDHE). This objective was achieved with great success. WKU DH students taking the NBDHE scored **above the national standard in 10 of 15** sections. In addition, there was an **increase in 13 out of 15 tested areas** in part due to changes made in the curriculum. This is an outstanding accomplishment being related to efforts of both fulltime/transitional and part-time faculty, a testimony that a relevant curriculum is in place.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

- Joint Commission on National Dental Examinations Board provide us with pass rates on written NBDHE. Regional testing agency provides pass rates as well as feedback from student clinical exam performance. This information is used to enhance student learning and outcomes.
- Employer surveys are conducted every two years. Results from the most recent employer survey indicated that 100% of employers believed that their Western Kentucky University dental hygiene graduate was either 'well-prepared' or 'prepared' to meet the identified objectives. Additionally, 100% of employers were either 'very satisfied' or 'satisfied' with their Western Kentucky University dental hygiene graduate.
- Most recent informal survey of graduates who were license eligible boasted 100% either full or part time employment.
- As noted in the KY Postsecondary feedback report Specific Major: Major group: Dental Hygiene/ Median Wage 3 years after Graduation: **\$36,076**. Number Employed in Kentucky 3 Years after Graduation: **484**. **DH majors contribute to the STEM-H as well as towards the largest (78%) of workforce which involves healthcare. This report also notes healthcare majors had incomes in upper \$40K after 5 and 7 years.**
- Private practice is the key area of professional opportunity for students graduating from the program.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

- The program systematically gathers and incorporates feedback regarding the needs and satisfaction of the employers through a variety of approaches. Employee surveys are delivered to various offices every two years. Results from the most recent employer survey indicated that 100% of employers believed that their Western Kentucky University dental hygiene graduate was either 'well-prepared' or 'prepared' to meet the identified objectives. Additionally, 100% of employers were either 'very satisfied' or 'satisfied' with their Western Kentucky University dental hygiene graduate.
- The national written board exam and clinical regional testing agency exam results are analyzed each year as an indicator to evaluate goals and objectives. The breakdown of these results provide feedback to help faculty focus on items and direct their approach to enhance each student to be competitive and marketable for employment.
- Biannual meetings take place with the WKU Dental Hygiene Advisory Board which includes local employers. Feedback is requested from employers during each meeting as to what the program can do to better educate our students. An example used for improvement consisted of employers stating students needed more knowledge about creating an overall treatment plan outside of preventive care. Comprehensive treatment planning was reinforced and students are introduced

to comprehensive treatment planning order, dental coding for procedures, and how to explain procedures outside of routine dental hygiene treatment to the patient. Feedback from recent Advisory Board meeting was very positive towards efforts being made and they felt recent graduates were indeed more prepared in this area.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

- We have had at or near 100% pass rates for clinical boards and National board exams for the past 5 years.
- We currently have 1 HONORS in the Major and have graduated 16 HONORS in the Major students over past 5 years.
- The program boasts impressive numbers related to licensure and/or certification (100%), as well as graduation and post-graduation employment, with greater than 95% of students finding employment following graduation over 5 year period.
- Over the last 5 years, numerous graduates from the program have furthered their education by completing Master’s and Doctorate degrees.
- Due to the strong reputation of the program, employers actively recruit our highly sought after graduates each year.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					3	12
Number of NTE Faculty					2	4
Cost per SCH					\$142	\$128
SCHP/FTF by Dept.	258	329	205	189	219	375
% SCH by FTF by Dept.	74.4%	68.9%	50.7%	58.0%	55.8%	75.8%
Median Class Size by Level	26	27	27	27	27	19
% Under-Enrolled Sections by Level	0.0%	12.5%	14.3%	0.0%	0.0%	36.3%

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

- DELO from FY 16-FY17 ~15,500 average
- Delta Dental grant FY 18-19 \$8400
- Clinic Revenue for FY 2017-18 \$41,512
- Alumni gifts to Foundation \$ variable
- Increased patient fees during the 2018/19 year
- Increased promotion and sales of clinical products including mechanical toothbrushes and whitening strips
- Increased number of CE courses offered to the professional community
- We are currently seeking alternative and enhanced avenues for donations to the program

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

The program is extremely creative with faculty productivity based upon workloads pertaining to student to faculty ratio standards warranted by the accreditation body. With the current parameters of limited clinical space as well as the number of faculty, we are extremely efficient providing a quality product while maintaining the required ratios of 5:1 student to faculty in the clinical setting and 10:1 in the lab setting.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of **WKU's strategic plan** are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

- Climbing to Greater Heights strategic plan has as its 3rd prong -Our community and beyond. **This is where we shine brightest.**
- **Regional Lighthouse-** Establish WKU as a regional lighthouse...: Ensure that WKU students graduate with skills to think critically, solve problems, and engage effectively with others- **DH program is in and of itself a regional lighthouse. We attract a diverse student population both nationally and globally wanting to earn their degree here. Our program includes local, national, international, and nontraditional students of various ethnicities. Our students graduate with skills and credentials to enter the workforce with wild success.**
- **Continuing Education-** Facilitate continuing education, retraining, and degree completion, leveraging online resources and WKU's regional campuses: • Create multiple pathways for individuals to complete unfinished degrees- **Our online degree completion program for AS degree to BS does this and continues to grow. Also we offer various CE courses that help graduates maintain licensure.**
- **Quality of Life-**Improve the quality of life regionally and support regional economic diversification: • Provide opportunities for people of the region to be educated, entertained, assisted, and inspired outside the classroom- **There are many studies available that indicate Kentucky ranks near the bottom nationally in oral healthcare. This DH program provides at least one way to improve the quality of life in relation to oral health. We accomplish this routinely via the services provided by our dental hygiene clinic and community engagement projects.**
- **Alumni Ambassadors-**Engage alumni as global ambassadors and cultivate ongoing relationships that last a lifetime: Create new opportunities for alumni to participate in educational experiences and lifelong learning. **We actively seek out alumni to serve on our advisory board, attend or teach CE courses, and serve and attend award ceremonies.**

b. What aspects of the **statewide strategic agenda** are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

- The program meets the statewide strategic agenda including the focus of providing education through the STEM-H approach.
- Objective 1: The program has increased the recruitment and retention of underrepresented minority students from the U.S. and internationally. Minority dental hygiene students: 2016-17: 5 students, 2017-18: 8 students, 2018-19: 10 students. All students retained while matriculating through the program.
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e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)

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- Depending upon the level of education and experience achieved, dental hygienists can apply their skills and knowledge to other career activities such as teaching hygiene students in dental schools and dental hygiene education programs. Research, office management and business administration are other career options. Employment opportunities also may be available with companies that market dental-related materials and equipment. Again, our graduates would continue to help fill these opportunities.
- Also, there is a gradual increase in the number of mid-level providers known as an advanced dental hygiene practitioner being seen in the U.S. These individuals provide the routine services of a dental hygienist as well as increased responsibilities such as restorative procedures. Advanced training would be needed and there are currently limited job opportunities as not all states currently recognize this title. Our graduates are prime candidates to pursue this option.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Because dental hygiene is a career in alignment with the components of STEM-H and a highly sought after profession, there is a strong interest which remains constant in the WKU Dental Hygiene Program based upon the annual submission of applications in high numbers in comparison to the availability of positions. An example is the receipt of 100 applications for the 28 positions in the current 2019 application cycle. The national trends recently indicated programs in the health professional field have continued consistent growth with a strong increase in numbers. There were 228,896 Bachelor's degrees ('15-'16) conferred in the nation in regards to health professions and related programs which is second in the nation to business. The number of degrees conferred in health professions and related programs increased by 61 percent between 2004-05 and 2009-10 and then by 67 percent between 2009-10 and 2014-15. As students graduate our program, they are finding immediate placement as the job demand for this field both locally and nationally parallels the trends seen within the aspects of the healthcare setting.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

- Increased recruiting approach by implementing a yearly program Open House each year providing the opportunity for prospective to students to ask questions about the program, meet the faculty, and tour the facility. Taking advantage of other recruiting avenues such as the CHHS Preview Day, CHHS Career Day, and WKU Head for the Hill as well as providing interactive sessions with local high school students to promote the program. These efforts have led to an increase in application numbers (up 30% from previous year) and a more diverse enrollment.
- Development and implementation of open/remediation lab sessions on Fridays with assigned faculty that provide individualized assistance for students who may be struggling with a concept or those who want to practice while receiving feedback from an instructor. This effort has shown to improve student outcomes in the clinic as well as clinical board exam results.
- Full-time faculty/staff have worked tirelessly with a reduction in permanent line positions to enhance student knowledge and National Board results show the students continue to perform at or above the national average.
- The WKU Program of Dental Hygiene is constantly reviewing current trends within the dental field to implement items within the curriculum. Examples of these changes to enhance the success of our students include incorporating digital radiography within our lab and clinical settings as seen with the clinical national trend, employing electronic record

keeping, and introducing alternative methods of pain control through the use of computerized anesthesia delivery. The implementation of these elements have equipped our students with skills that are highly sought after in the workforce.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

We envision, the WKU Program of Dental Hygiene will continue to be a nationally recognized program providing a strong academic atmosphere instilling the knowledge and work ethic needed to contribute to the dental hygiene profession. Over the coming years, the program would be continually successful with a strong conglomerate of graduates fulfilling the needs of the region as well as providing a career within the STEM-H parameters. Our graduates have a strong reputation for being prepared within the field as employers seek these students for job opportunities. As the healthcare field continues to evolve, the program will strive to enhance interprofessional collaborations with other programs including nursing and the UK Medical School.

Impediments- student/faculty ratios need to comply with accreditation standards, which currently inhibit growth of student numbers accepted in the program. Other limitations include physical size of the clinic & labs which limits capacity of student class size. The program will continue to educate students about new technology including three dimensional radiography and lasers, yet incorporating these new technologies within the clinical setting could be inhibited due to cost.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Nursing
College:	CHHS

Program Name:	Doctor of Nursing Practice
Reference Number:	0011
CIP Code:	513818
Degree Type (AB, BS, etc.):	DNP
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	76- FNP, 63-Nurse Exec, 36-post MSN DNP
List Concentrations (if any):	BSN to DNP-FNP, BSN to DNP Nurse Executive, Post MSN DNP,

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The WKU Doctorate of Nursing Practice (DNP) program is a practice focused degree preparing advanced practice nurses to assume leadership roles in healthcare. Two entry options are available: Post-MSN (36 credit hours) and the BSN to DNP. The BSN to DNP option offers two concentrations: Family Nurse Practitioner (FNP) (76 credit hours) and Nurse Executive (63 credit hours). Admission requirements for the DNP include a BSN or MSN from an accredited program, cumulative GPA of 3.25, and professional licensure as a registered nurse. All DNP students complete a practice immersion experience and a culminating DNP project. Required courses are sequenced and students may complete the MSN-DNP program in 3 years (part-time) or the BSN to DNP program in 3 years (full-time) to 5 years (part-time). The largest concentration in the DNP program is the BSN to DNP-FNP concentration with 43% of the courses delivered hybrid (face to face and online blend), 37% of the courses delivered online, and 22% are clinical practice courses. BSN to DNP FNP concentration students are eligible to sit for national certification as a Family Nurse Practitioner.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	57	60	65	72	81	84
Conferrals	6	9	8	13	16	22
SCHP	571	634	910	993	1312	1122
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The DNP Program contributes to the university mission through the preparation of productive and engaged leaders and provides lifelong learning opportunities. Further, through the education of advanced practice nurses WKU enriches the quality of life for communities in Kentucky and Tennessee. The DNP program aligns with the CHHS mission and provides for the discovery and application of knowledge in health and human services. The BSN-DNP Nurse Executive concentration includes coursework from Organizational Leadership, Organizational Communication, and Business Administration contributing to the support of these programs.</p>						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>The MSN to DNP admitted the first cohort of students in Fall 2011, the BSN to DNP-FNP admitted the first cohort of students in Summer 2013, and the BSN to DNP Nurse Executive first admitted students in Summer 2018. The first students graduated in 2013-2014 and the number of annual degree conferrals continues to increase. In the most recent admission cohort of Summer 2018 there were 32 DNP students.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0	0	0	2	50%	0	0	1	100%	73.9%
Progression	N/A										
150% Graduation Rate			17	52.9%					2	50%	27.8%
Time to Degree	2.67		3.19		3.33		3.82		3.37		3.40
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>The DNP SLOs are:</p> <ol style="list-style-type: none"> (1) critically appraise theoretical concepts and knowledge from nursing and other disciplines and integrate this evidence in developing, implementing, and evaluating best practices for improved health outcomes; Assessment: DNP Statistical Plan, Systematic Review (2) develop, integrate, and evaluate evidence-based health care innovations while considering cultural, economic, ethical, legal, political, and technological issues across diverse health systems and models; Assessment: Financial Analysis, Systematic Review (3) use and evaluate information systems and technology to improve clinical decision making, and health outcomes; Assessment: Technology Evaluation (4) demonstrate leadership in the critical analysis and application of economic, ethical, political, and social components of health care policy; Assessment: Policy Analysis (5) demonstrate interprofessional collaboration and leadership skills to improve patient and population health outcomes; Assessment: Leadership Philosophy and Development (6) analyze and apply advanced nursing practice concepts of clinical prevention and health promotion to improve health outcomes in relevant populations; Assessment: Population Health Plan (7) apply the relevant advanced practice role to improve patient health outcomes and health care systems. Assessment: DNP Project Proposal <p>Example: The DNP Project Proposal has a target score of ≥ 160 of 200 points and in 2016/17 67% of students met the target score on the first attempt. Additional curricular content was added including data collection and appropriate tool selection as well as more frequent advisor meetings. These changes were implemented in 2017/2018 and in Spring 2018 92% of students met the target score on their DNP Project Proposal first attempt.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>Employment data is gathered through annual tracking of graduates through certification reports, licensure data, employer contacts, accreditation recommendation requests, and personal communication with the students. Over the past five years, the percentage of DNP graduates gaining employment in the field is 100%. The DNP Alumni Report is also utilized to gather data on SLOs, strengths of the program, and suggestions for improvement. Respondents to the DNP alumni report 100% agreement that DNP student learning outcomes were met. The greatest strengths of the program identified included instructors, face-to-face class, weekend classes, and smaller class size. A suggested area of improvement was decreasing tuition costs.</p> <p>The BSN-DNP FNP concentration currently has a 100% pass rate on the FNP national certification examination. A Bureau of Labor Statistics Report (2017) identifies the job outlook for advanced practice nurses as much faster than average (31%) and with 64,200 new advanced practice nurses needed by 2026. The demand for DNPs is driven by emphasis on preventive care, increased health care coverage, and the aging baby boomer population. We often receive requests by employers to send job notices out to our graduating students and alumni, and we do our best to help our employers locate someone to hire.</p>											

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

Employer feedback surveys, conducted annually, indicate a high level of satisfaction with the DNP program. In 2017, 100% (13/13) reported the academic standards and students as excellent and reported that students were demonstrating program SLOs. Employer satisfaction is demonstrated by heavy recruitment of WKU family nurse practitioners in Kentucky and Tennessee. The Community Advisory Board also contributes to employer evaluation for the DNP program. Recent recommendations include completing clinical practice in in the summer, during a less busy time of the year. DNP faculty will review this recommendation for possible implementation. In January 2017, input from academic-practice partnerships that precept the most students was sought. These partners include Fairview Community Health Center, Cumberland Family Medical Centers, and Estes Behavioral Health. These academic-practice partners report high satisfaction with WKU graduates, continuing support for clinical student placement, and a need for designated student laptops for use by students. Two laptops were purchased for each the academic-practice partners through the Advanced Nursing Education Workforce grant. These academic-practice partners continue to provide many needed clinical placements for DNP students.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

The DNP program primarily admits in summer, so first year retention, persistence and graduation rates based on fall admissions do not accurately represent this program's actual admission, retention, or graduation rates. A more accurate representation is demonstrated by the enrollment, degree conferrals, and SCHP. The DNP program enrollment has grown from 35 students (2012/13) to 81 students (2017/18). The number of DNP conferrals has grown from 6 students (2013/14) to 16 students (2017/18). The current first year retention rate is 62% and the 150% graduation rate is 39%. As all of these students are BSN nurses, highly employable without additional education, and the tuition rate for the DNP program is high, many of our students decide to put their advanced education on hold in order to support their families.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					3.5	12
Number of NTE Faculty					0	4
Cost per SCH					\$188	\$128
SCHP/FTF by Dept.	143	159	228	283	375	375
% SCH by FTF by Dept.	90%	90%	95%	100%	100%	75.8%
Median Class Size by Level	17 lecture 3 Clinical	12 Lecture 3 Clinical	20 Lecture 3 Clinical	19 Lecture 3 Clinical	16 Lecture 3 clinical	8
% Under-Enrolled Sections by Level	0%	40%	17%	20%	33%	52.8%
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
<p>The Advanced Nursing Education Workforce (ANEW) grant, funded in AY2017/18 for \$286,262 and in AY2018/19 for \$355,997, provides for curricular enhancements, academic-practice partnership support, and student support. One curricular enhancement, Objective Structured Clinical Examinations (OSCE) will simulate health complexity related to the social determinants of health. The Patient Centered Assessment Method (PCAM) was added to the students' electronic clinical documentation in Fall 2017 and integrates the SDH into the clinical curricula.</p> <p>ANEW traineeship recipients must complete clinical practice hours in a rural and/or medically underserved county. DNP students have strong ties to medically underserved and rural counties and we have a demonstrated a high rate of returning family nurse practitioners to practice in these areas. This grant does not provide faculty buy-out time.</p> <p>As previously mentioned the ANEW grant was able to provide laptop computers for student use in academic-practice partnerships. Additional academic-practice partnership support includes the provision of preceptor education on the social determinants of health and the patient-centered assessment method. The Kentucky Board of Nursing offers a Nursing Incentive Fund Scholarship of \$3000 annually to all nurses licensed in Kentucky and DNP students are informed of the availability of this scholarship.</p>						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<p>Our accrediting body mandates a ratio of 1:6 in clinical practice courses and this is reflected in the percentage of course sections with less than 10 student enrollment. The DNP project is a faculty-mentored project implemented and evaluated over two semesters, which is costly. Enrollment and the number of graduates has continued to increase; however, significant growth in enrollment is not expected. We continue to monitor student demand for online and/or distance sensitive modes of course delivery. Beginning in Fall 2018 the DNP program discontinued every two-week Interactive Video Service courses at the regional campuses and began three main campus face-to-face meetings each semester with additional coursework delivered asynchronously.</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)
Goal 3 of WKU's strategic plan, "to facilitate continuing education, retraining, and degree completion leveraging online resources and WKU's regional campus" is supported by the DNP program. Specifically, the DNP program is a graduate program that furthers lifelong learning and retraining through online and hybrid course delivery (Goal 3, Strategy 9). DNP students have two entry options (post BSN and post MSN) and three concentrations available to meet their educational needs.
b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)
The DNP program is aligned with the <i>2016 – 2021 Strategic Agenda for Kentucky Postsecondary and Adult Education</i> objectives. The DNP degree was developed to improve the career readiness and employability of postsecondary education graduates (Obj: 9) and through strategy 9.5 the DNP was identified to meet current and emerging workforce demands. A terminal student outcome of the DNP program is the DNP project, which adds to the current body of applied and translational research. Dissemination of these findings in Kentucky increases public awareness of the value of applied research (Strategy 10.1). Objective 11 is the expansion of regional partnerships, outreach and public service that improves the health and quality of life of Kentucky communities. The DNP program enhances the health of Kentuckians as a professional healthcare program (Strategy 11.1) through the training of nurse practitioners, nurse administrators, and nurse educators that return to practice in Kentucky.
c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)
The DNP program graduates students with the preparation for family nurse practitioner (BSN to DNP-FNP), preparation as nurse administrators (BSN to DNP – Nurse Executive & MSN to DNP) and a terminal degree for nurse educators (MSN to DNP). In 2017/18, 11 graduates obtained employment as family nurse practitioners, 3 graduates obtained employment in nursing administration, and 1 graduate obtained employment in nursing education. The <i>KY Future Skills Report (2018)</i> indicates employment demand for nurse practitioners, nursing administration, and post-secondary teachers is very fast growing. The post-secondary demand found in report is not specific to nursing faculty. An American Association of Colleges of Nursing survey in 2016 reported 1,567 faculty vacancies nationwide and a further 133 faculty positions needed accommodate student demand. The majority of the unfilled positions required or preferred a doctoral degree and nationwide approximately 32% of DNP students are planning on future academic careers.
d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)
The DNP capstone projects and a hybrid mode of course delivery are strengths of the program. DNP capstone projects are student driven and with the assistance of an advisor, students complete their projects in an area of their interest and in an accessible population. Many of our students elicit feedback from their communities and worksites on current health issues, access to services, chronic disease indicators, and service to underserved populations. These DNP projects promote community engagement for DNP students and visibility for the DNP program. While being distance sensitive our coursework is delivered online and hybrid delivery modes. The continued hybrid delivery attracts students to our DNP program and allows for increased faculty interaction.
e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)
The DNP program is accredited by the Commission on Collegiate Nursing Education. The BSN to DNP Family Nurse Practitioner program has full approval status from the Kentucky Board of Nursing; the board only approves nurse practitioner programs. The School of Nursing has moved in the direction of other health professions toward a doctoral practice degree. The DNP degree provides preparation to meet the increased demands of a complex health environment, concerns related to quality of care and patient safety, and a shortage of doctorally prepared nurse faculty.

6. PROSPECTUS

<p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p>	
<p>One opportunity for growth is the addition of a second concentration in the BSN-DNP entry for nurse executives. This concentration was added in 2016 and four students were admitted to this concentration in Summer 2018. The BSN to DNP – Nurse Executive includes existing nursing DNP courses and courses from Organizational Leadership, Organizational Communication, and Business Administration. These interdisciplinary connections contribute to the quality of our program allowing us to prepare DNP students to practice in nursing administrative positions.</p>	
<p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p>	
<p>According to the American Association of Colleges of Nursing (2018), the number of DNP programs has increased from 26 to 336 in 2017. Additionally there are 121 new DNP programs are in the planning stages. According to the <i>Digest of Education Statistics</i> (2017) the number of all health professions and related programs have increased 22% from 2010-11 to 2015-16.</p>	
<p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p>	
<p>The School of nursing has invested in high fidelity simulation (HFS) for nurse practitioner students which allows the student to practice clinical skills in a nonthreatening environment, provides flexibility in scheduling, and promotes experiential learning in a wide range of normal and abnormal presentations. HFS is not a replacement for clinical practice hours; however, each BSN TO DNP student is required to demonstrate competency in ear, eye, pelvic, and breast examinations through HFS. Students report this has positively contributed to the clinical practice. In 2017/18, the requirements for DNP project dissemination were revised. Formerly, development of a scholarly article was required; however, DNP project dissemination now may also include podium and poster presentations of the DNP project. This revision will allow DNP project results to be disseminated to those individuals most affected by the by the health care issue.</p>	
<p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p>	
<p>One potential threat to program viability and quality is lack of access to preceptors for clinical placements. Our students compete for site placement with other nurse practitioner students, physician assistant students, and medical students/residents. Clinical placements must be in primary care across the lifespan. The WKU faculty network with past graduates and current preceptors to place the student as near to their home as possible. Barriers to facilities/providers accepting student placement include effects on preceptor productivity, electronic health record training, student orientation, lack of space, and time related to preceptor feedback and evaluation. One solution to mitigating this threat is to pay preceptors; however, this would increase student costs.</p>	
<p>e. What recommendation would you put forward for the program (check one)?</p>	
<p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input checked="" type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
4 December 2018**

Department/School:	Applied Human Sciences
College:	Health and Human Services

Program Name:	Early Childhood Education
Reference Number:	249
CIP Code:	131210
Degree Type (AB, BS, etc.):	AA
STEM+H Degree (Y/N)	N
Minimum Hours Required:	60
List Concentrations (if any):	N/A

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The associate of arts degree in Early Childhood Education (ECEAA.) prepares students to teach, direct or work in early childhood settings servicing infants, toddlers, and young children.

WKU's ECEAA program stands out due to several unique factors:

1. it is one of four programs in Kentucky accredited by our accrediting body, the National Association for the Education of Young Children (NAEYC),
2. we offer the only ECEAA at a public college or university in Kentucky. Other programs are associate of applied sciences and do not transfer directly to B.S. programs smoothly, and
3. it is the only ECEAA in the Bowling Green area as South Central KCTCS does not offer the degree.

Courses in the WKU ECEAA are offered entirely online, assisting students desiring a degree who are not able to come to campus or have frequent relocations (e.g. military). Additionally, some of the courses are offered in the classroom for students in the WKU area.

All of the ECE A.A. other than general education courses and social work are offered by the department. Of the classes required for this program, all but two are incorporated into at least two other B.S. programs at the university.

No admissions criteria.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	29	31	25	23	21	26
Conferrals	5	4	2	3	2	9
SCHP	234	297	240	237	204	476
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The mission of our department is to improve the well-being of the family through programs that educate and influence public policy, career paths, and family life. This thread is continued through the college mission "...improve the quality of life in the community through education, service, collaboration, leadership, and scholarship." And through the university mission, "...prepares students of all backgrounds to be productive, engaged, socially responsible citizen-leaders of a global society."</p> <p>The ECEAA is designed so students can (starting fall 2018) complete the degree and move seamlessly into the B.S. in Family and Consumer Sciences with a concentration in Child Studies (FACSCS). Before fall 2018, 21 hours of ECEAA coursework did not count towards the FACSCS degree. Therefore, students who entered the ECEAA program and then became interested in earning a bachelors often changed their major to the FACSCS prior to completing the ECEAA. It is our hope that with the recent changes more students who are attracted to WKU for their ECEAA will complete the ECE degree and move directly into the B.S.</p> <p>The courses in the ECE A.A. program, with the exception of two, are required in other programs (FACSCS and IECE B.S.). Therefore, ECEAA faculty teach students from across WKU.</p>						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>???? ranked WKU's ECE A.A. program number 14 for best online associate degree programs offered at four-year schools in 2018.</p> <p>Courses required for the Kentucky Early Childhood Education Director Credential (KyECEDC; from the Kentucky Cabinet for Health and Family Services) and the Early Childhood Director Certificate (from WKU) are imbedded in this program. The KyECEDC are required by the state for persons directing a 4 STAR rated child care center). Some students begin attending WKU to earn their credential and stay to pursue their bachelor.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	1	100	5	100	1	100	3	100	6	33.3	33.3
Progression			32	37.5	33	33.3	26	23.	24	29.2	61.3
150% Graduation Rate	3	0.0	1	0.0	5	20.0	1	100	3	0.0	10.4
Time to Degree	4.11 (N=3)		6.56 (N=3)		2.01 (N=2)		5.56 (N=3)		7.00 (N=2)		6.13
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
Student learning outcomes are set by NAEYC and the NAEYC standards as per accreditation.											

Data are collected on 6 key assessments that are in seven different classes and data is collected each time the class is taught. Each year, the program director and faculty review data and revise accordingly. This includes, but is not limited to, updating and implementing learning opportunities, and updating key assessments to better reflect student learning and updating or changing courses in the program.

Through this process, it was determined that FACS 192 contained much of the same material covered in FACS 191 and 180 with only one third of the content being original to the class. Therefore, FACS 192 was eliminated from the program and 193 was added. FACS 193 includes the one third of the material that was original to FACS 192 as well as additional original material.

Another example of this is the revision of the key assessments and learning opportunities for FACS 335 and 336. The original key assessment was in FACS 295 and did not fully measure student success on key standards. Therefore, learning opportunities providing a depth of knowledge about development were added, the course number was updated to reflect faculty expectations for the students and the complexity of their work (moved to upper division), the course focus was shifted from creating curriculum to understanding and applying the development of infants and toddlers, the key assessment was rewritten and broadened so that it could be used in both FACS 335 (infants and toddlers) and FACS 336 (pre-Kindergarten and Kindergarten).

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

This program feeds directly into the FACSCS degree at WKU. Therefore, students are encouraged to complete their B.S. upon completion of their ECEAA.

Individual student data is collected upon the students' completion of their practicum. Most, if not all, students are employed upon completion of their practicum and the majority of these are in early child care centers as teachers and directors or in public schools as teaching assistants.

Employed in Kentucky 3-years post-graduation:

- Child-Care=932
- Teacher-Assist=88
- Preschool-Ed=21
- Education/Other=10
- Early-Childhood-Ed=289

Because of the nature of ECEAA graduates (across the country), it is difficult to collect data from employers. Surveys are requested from alumni each year but there are not many responses.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

Feedback is collected from practicum site supervisors, students, and from the advisory boards. It is used to determine whether ECEAA is "graduating well-qualified and prepared" candidates. Material from these evaluations is taken into consideration as we plan curriculum, program changes, and methods for ensuring that students are prepared for future work.

The development of the Current Student and Recent Graduate Advisory Board (CSRGA) allows us to learn about issues from a collective student voice rather than only from individual advisees.

Because the ECEAA is offered entirely online, we have students all over the country and some around the world. While most students graduating with the ECEAA teach or direct in preschools, the program does not result in a singular career position. Therefore, the broadness of the career options and the location of the students, makes it difficult to gather data from employers and capture the success of all the students.

Courses are continually under review by the CSRGA, ECE Community Stakeholders, and faculty. These groups regularly review courses and course content to determine how the selection of courses can be strengthened. During this process, we have learned about course overlap and gaps in the program. Recent feedback from a practicum site supervisor led to reviewing and changing course requirements and scoring.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Students who graduate from the ECEAA have an excellent foundation to be successful in a variety of child related professions (e.g. preschool teachers, Head Start teachers, child care center directors, child resource agents, public school teaching assistants, etc.). These students often return if not continue in school in order to complete their B.S. in FACSCS.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					15	12
Number of NTE Faculty					6	4
Cost per SCH					87	128
SCHP/FTF by Dept.	495	543	451	499	496	375
% SCH by FTF by Dept.	79.5	71.2	65.6	67.8	74.8	75.9
Median Class Size by Level	18	23	20	19	22	19
% Under-Enrolled Sections by Level	38.1	32.6	34	37.4	29.9	36.3

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

The Applied Human Sciences department generates direct revenue through two methods: online learning and donations. The department offers approximately 90 online courses per year through DELO. AHS's percentage of DELO funds are used for part-time faculty, computer classrooms, laboratories, and faculty travel. The department's second revenue stream is through philanthropy. AHS has a strong alumni base with consistent donations supporting student and faculty scholarship. Each year the department awards 20-25 students awards ranging from \$400 – \$2000. AHS also has commitments from donors that span five to ten years. Two organizations each donate \$5,000 to \$15,000 per year for department use.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

The AHS academic model is based off balancing student credit hour production between faculty. The department offers ten large enrollment sections per year (60 -120 students) to offset the less than 20 students enrolled sections.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Our students 3: Strategy 9: Peer mentoring will take place through involvement in the Child Development Club. Upperclassmen are paired with Freshman and Sophomores. A survey to measure what/how many peer mentoring pairs established, peer mentoring that took place, suggestions for future programming, and how to improve the program will be implemented.

Our students 5: Strategy 12: Learning activities and assessments build upon one another to develop soft skills of: written/verbal skills, identifying/using professional resources, self-assessment/self-advocacy, mastering/applying foundations concepts from Colonnade. Skills are measured using key assessments in select classes.

Community/beyond 1: Strategy 4 Incorporate critical thinking and problem-solving skills into coursework. Require a practicum for all graduating ECE students in which the student must use and apply critical thinking skills in their daily work and must effectively engage with others at the practicum site. Student abilities to apply critical thinking skills and effectively engage will be measured during key courses, and in their practicum by their site supervisor in the evaluation.

Community/beyond 6: Strategy 18: Engage alumni in sharing sessions with student clubs/courses. Enlist alumni to host practicum, career exploration, and Family Home Visiting capstone students. Three alumni visit campus each semester to speak to clubs and courses. Track internship site locations & supervisors.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

SUCCESS: Objective 7

·7.2. The restructuring of our ECE-AA program allowed for 100% transition the FACSCS.
·7.4 In spring 2018, program changes to the ECEAA and the FACSCS programs were approved. These changes streamlined the two programs and made it where ECEAA students could continue on in the FACS CS program without losing credit hours, thus increasing the likelihood that graduates would be a B.S..

Success: Objective 8

·8.1 Standards have been adopted from the NAEYC and are measured in key assessments. Data is collected/analyzed each semester and used to make class/program changes. Curriculum alignment assessed annually to match state/national career pathways/programs of study.

Impact: Objective 9

·9.3 Students are exposed to learning opportunities through coursework, fieldwork and practicums. These prepare students for the workforce by exposing them to real-life settings. 90% of the courses have observations and hands-on practice and a 120 hour practicum is required.

Impact: Objective 10

·10.4. Faculty in ECE are dedicated to working with students in research and begin this by incorporating research into their classes. ECE faculty have successfully collaborated with undergraduate students with FUSE grants producing material that has been published internationally. Faculty who receive RCAP grants include students in design, execution, and dissemination.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

State-outlook: *No one career area for students was listed on data website; information pulled from the multiple categories where students are employed.
 · Other services: (childcare/clergy) high-demand/growing/1,692-current-openings/projected-employment 2026=141,705.

- Bureau of Labor Statistics **national**-employment/ten-year-outlook. Employment areas for students:
- Preschool-Director/Childcare-Center-Director: 11%-faster-growing-than-average/61,800-jobs in 2016/6,700-needed-next-10-years.
 - Preschool teachers: 10%-faster-growth-than-average; 478,500-jobs in 2016; 50,100-next-10-years
 - Childcare: 7%-fast-growth/1,216,600-jobs in 2016; 84,300 needed-next-10-years.
 - teacher assistants: 2,314 positions but may not include all private school openings

Power to the Profession, a national collaboration for early childhood education started by the National Association for the Education of Young Children was started in 2016 and will be completed in 2019. This initiative began “define the early childhood profession by establishing a unifying framework for career pathways, knowledge, and competencies, qualifications, standards, and compensation” (<https://www.naeyc.org/our-work/initiatives/profession>; retrieved 11/7/2018). Faculty in our degree program have been a part of the development of this documentation. The ECEAA plays an important part in the initiative and in future teacher training where currently there is not a formal requirement for teacher education in many positions. It is assumed that with the completion and implementation Power to the Profession in the next five years, demand for associate degrees in Early Childhood Education will substantially increase.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

WKU ECEAA is distinctive in that it :

- is one of four schools in KY to have [NAEYC Accreditation](#) and is the only four year NAEYC accredited institution in the commonwealth.
- is the only A. A. program in the state. The others are AAS so our students transition much easier into a B.S. program.
- Southcentral Kentucky Community College and Technical College does not offer this program or other programs in child development. Therefore, we have the only ECEAA program in the area.

Student diversity:
 The WKU ECE AA degree program students represent a diverse group of people. Approximately 40 students are currently in the program and less than half of them attend full-time while the others attend part-time. The mean age is 27.2 years which reflects the diverse experiences in life that the students have had. This program has both traditional and non-traditional students. The ECE program has greater cultural diversity than that of the general population of Kentucky according to recent census data.

With the program being offered online, we are able to serve students around the world, across the commonwealth, and those with unusual schedules that we would otherwise not be able to serve.

	Kentucky	WKU ECE AA Program
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African American	7.8%	9.1%
Asian	1.1%	4.5%
Hispanic	3.1%	4.5%
White only	87.8%	77%
Other	1.7%	4.5%

e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)

As ECEAA degree is 100% online, employment outlook data should not be limited to Kentucky. National workforce needs were located, including a 10 year outlook.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

There is a current state-wide push for associate degree programs. With this being the only one of its type in the Bowling Green area, it is attractive.

Head Start and Early Head Start continue to be primary markets for students. Additionally, all 4STAR rated centers in Kentucky must have a director with their KyECEDC. WKU ECEAA has the required coursework for this credential incorporated in the program curriculum. Therefore, all centers with directors needing the credential are target markets.

This program is connected with FACSCS and IECE B.S. The courses in this program are a part of the others and assist in providing those programs with their interdisciplinary connections.

Children attending quality preschool had higher kindergarten readiness scores upon entering school than those who were at home with parents and those who did not attend any formal ECE. Additionally, children who experience neglect and other forms of low stimulation during the first three years of life can increase low scores upon entering a high quality ECE center. Therefore, it is imperative that we educate all early educators.

NAEYC and educators across the United States are engaged in an endeavor titled Power to the Profession. One portion of this initiative is to define educational requirements for early childhood educators. Associate degrees in ECE play an important part in the criteria. These requirements should be implemented on a national level in the next five years. By being an accredited and well developed program, we are ready to meet the continued increasing need of early educators.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Between 2000–01 and 2015–16, the number of associate's degrees conferred increased by 74%, from 579,000 to 1.0 million. Over this time period, the number of associate degrees conferred in liberal arts and sciences, general studies, and humanities increased by 94 percent, from 197,000 degrees in 2000–01 to 381,000 degrees in 2015–16. It is expected that this trend will be the same for ECE as the Power to the Profession initiative is implemented. Therefore, the number of majors is expected to increase.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

- We streamlined the ECEAA program, so it flows seamlessly into the FACSCS program, and students will not lose hours when continuing from an AA to BS degree.
- ECE faculty enrolled courses into the Quality Improvement Agreement (QIA) program to strengthen & enhance our online courses. The QIA assists us in designing fully accessible courses for people with a variety of disabilities. Our long-term goal is to have the all courses in the ECEAA program QIA certified.
- The ECE Director Certificate was developed so that students can earn this WKU certificate along with the KYECEDC
- We developed a student organization (in which we have on-campus and online meetings at the same time) to assist with strengthening our majors (the organization is for ECE and FACS CS majors and other students interested in working with young children upon graduation), increasing community relationships, and strengthening our advisory board.
- LME 318 Children's Literature which was a weakness in the program was removed from the program in spring of 2018. This course was taught in a department other than ours and no longer emphasized early childhood education. Additionally, this course had been modified to include ENG 300 as a prerequisite. ENG 300 is not a required general education course for the ECEAA program. Therefore, the ECE faculty removed this course from the program and included the desired content in FACS 335 and 336.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

In five to ten years, we see the ECE program having flourished significantly. The Child Development Club will have grown and strengthened. Final implementation of changes made in coursework will be complete and we will be able to assess the effectiveness of these changes.

Impediments to our growth is the constant addition of online fees. The ECE program was written to be an online program. The significant reasons we have discovered for the loss of students from ECE is due to the increased fees added to online courses. Additional assistance with marketing the major to child care centers, Head Starts, Early Head Starts, and preschools would assist in growing the program.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



Department/School:	Public Health
College:	College of Health and Human Services

Program Name:	Environmental and Occupational Health Science
Reference Number:	0473
CIP Code:	512202
Degree Type (AB, BS, etc.):	MS
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	36
List Concentrations (if any):	

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The WKU Master of Science in Environmental and Occupational Health Science (MS EOHS) program prepares students for careers focused on the prevention of health disparities related to environmental and occupational exposures, and to discover methods to reduce and control the risk of exposure. This is the first and only MS EOHS program offered in the WKU service area and in Kentucky.

Courses in the program are delivered face-to-face and web-based. The MS EOHS is a 36 hour stand-alone program that works in close connection to the Environmental Health and Safety Graduate Certificate (EHSc), Worksite Health Promotion Graduate Certificate (WHPc), and the Master of Public Health (MPH). A culminating experience is completed by each student in the program. This requirement may be fulfilled through a thesis, internship, or an applied research experience.

The EHS program does not require an accompanying program. However, many of our students do choose to complete the EHSc or WHPc. The program does require the following core courses:

- PH 520 - Biostatistics for Public Health
- EOHS 577 – Environmental Toxicology
- PH 582 – Epidemiology: Practice and Theory
- PH 584 - Principles of Environmental Health
- EOHS 550 – Principles of Occupational Safety and Health
- EOHS 560 – Environmental Management and Risk Assessment

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	N/A	N/A	20	22	19	18
Conferrals	N/A	N/A	3	10	13	6
SCHP	N/A	66	307	321	243	212
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>Courses offered in the MS EOHS support programs in the Department of Public Health including the EHSc, WHPC, and MPH. The curricula for the MS EOHS and B.S. in Environmental Health Science (BS EHS) are structured such that undergraduate students can transition to the graduate program for higher skill set development and knowledge based training. Faculty in the program teach graduate courses that meet requirements in the EOHS M.S., Homeland Security M.S., and electives in other graduate programs such as the Geoscience M.S.</p> <p>The MS EOHS program is the only such program in Kentucky and directly contributes to the university mission and priorities by providing an innovative program that is exemplary. This is evidenced by the faculty receiving a CDC/NIOSH Training Project Grant that provides career development opportunities to graduate students. In October 2018, the faculty applied for an expansion of this grant that will provide scholarships and training opportunities to students in the MS EOHS. This proposal was ranked as high impact by NIH reviewers and should be funded in October 2018.</p> <p>Program faculty bring in grants and contracts that support a diverse and engaged faculty and students, as well as provide financial support for the university.</p>						
c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)						
<p>On average, program faculty produce grants and contracts in excess of \$150K per year. Students are engaged in all funded research projects and this is a major priority in the support of university, college, and department priorities to enhance research. The MS EOHS program is a STEM program, which supports the university and state strategic plans. Additionally, we are currently pursuing National Environmental Health Accreditation Council accreditation of the program which makes it more competitive. Finally, this program engages the communities in and around WKU and creates partnerships that would not exist without this program.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	N/A	N/A	N/A	N/A	N/A	N/A	7	100	4	100	82.2
Progression	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
150% Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	7	85.7	N/A
Time to Degree	N/A		N/A		2.12		2.29		1.88		2.56
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>Learning outcomes for the MS EOHS program are based upon the Environmental Health Competency project completed by the National Center for Environmental health, Centers for Disease Control and Prevention, and the American Public Health Association. The competencies for the program are established on the primary functions of an environmental health program – assessment, management and communication. Additionally, program requirements and student learning outcomes meet requirements of the National Environmental Health Accreditation Council (https://www.nehspac.org/).</p> <p>At the end of program, graduates will be able to:</p> <ul style="list-style-type: none"> • Identify sources and compile relevant and appropriate environmental health and occupational information and have the knowledge of where to go to obtain them. • Analyze environmental health data, recognize meaningful test results, interpret results, and present the results in an appropriate way to diverse audiences. • Develop insight into environmental and occupational health exposures and apply appropriate solutions to assess and reduce these exposures. • Function effectively within the culture of the organization and to be an effective team player. • Use information technology for data gathering, analysis, and communication. • Communicate environmental health risks and exchange information through public speaking, written reports, and interpersonal skills. <p>Program assessments are done through end of course evaluations and culminating experiences of thesis or internship. Most students complete the internship and are evaluated by the preceptor, faculty, and conduct a self-evaluation survey. Additionally, assessment of student learning has been incorporated in a self-study of the program that has been submitted to the National Environmental Health Accreditation Council for a March 2019 site visit.</p> <p>In the 2017 Alumni Advisory Board Meeting it was decided that students needed to improve in written skills and the development of written products. A major culminating paper was added to EOHS 510 in Fall 2018 that required students to develop a proposal for a potential stormwater assessment project.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>The program collects data on the employment and success of graduates through an alumni survey, program self-study, and/or by review of our LinkedIn group for the MS EOHS and messaging alumni. Additionally, Alumni Advisory Board meetings are held each year and during these we obtain feedback from graduates on gaining employment or progression to graduate school. Finally, the CDC/NIOSH TPG annual reports require graduate employment and success data to be reported.</p> <p>Based on our recent annual reports and a self-study for the National Environmental Health Accreditation Council key areas of professional opportunity for graduates, based on 26 recent graduates, is in the environmental health and safety field, as environmental health specialists, occupational health and safety specialists, and corporate environmental health and safety managers. Students are employed with government agencies, consulting firms, industries, businesses, and attend graduate and/or professional school. A few students are employed as data analysts for businesses, some are attending dental school, one is working as an educator, and another is in healthcare.</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g.,											

employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The program annually hosts an advisory board to evaluate the program and provide feedback. As part of this process the board and alumni are surveyed. Over the past two years we have identified a trend that students need to improve written communication skills. Based on feedback, the faculty developed the curriculum to require a culminating experience that may be fulfilled by a thesis, internship, or applied research project. Most students choose to complete the internship and are required to produce a professional quality report to document the internship.

The internship experience is developed through a 3-credit hour internship course that includes an internship with an industry, agency, or organization. Each internship is required to have environmental health practice components, such as environmental health and safety, occupational safety and health, and environmental and occupational compliance. Objectives of the internship must include the major competencies of assessment, management and communication. At the end of the internship, each student is evaluated by the preceptor. Data from these evaluations is incorporated into the assessment of the program to determine needs and satisfaction of employers. This ensures that the curriculum is aligned with industry needs and standards.

Additionally, the feedback was used to require a major written requirement in EOHS 510 which was a written proposal. These proposals will be evaluated and scored by faculty in Spring 2019 to assess written communication.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Students in the program conduct research with faculty that has a direct impact on improving health in the communities served by WKU. On average, six or more students work with faculty on research each semester. This can be documented through student presentations at local, state, and national conferences, publications, completion of theses, and meetings with local agencies, industries, and organizations. Recent and Current student research includes assessment of City of Bowling Green firefighters occupational exposures to diesel particulate matter, evaluation of hazardous materials transport in Kentucky, watershed health assessments with local municipalities, and work with local industries to protect worker health.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					1.3	12
Number of NTE Faculty					0	4
Cost per SCH					\$86	\$128
SCHP/FTF by Dept.	432	435	415	419	428	375
% SCH by FTF by Dept.	57.5	60.0	64.4%	66.6%	66.3%	75.8%
Median Class Size by Level	11	12	9	11	8	8
% Under-Enrolled Sections by Level	38.7%	34.4%	54.2%	46.0%	59.7%	58.2%

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

A significant revenue stream is external grants and contracts. The CDC/NIOSH Training Project Grant that is currently funded through 2022 is a total of \$250k over a five-year period. In October 2018, a revision to this grant was submitted. We anticipate the funding to increase to \$200k annually, or \$1M over a 5-year period. Additionally, faculty associated with the program annually produce an average of \$150k through other grants and contracts. Each of the grants and contracts engage students, provide assistantships and student support, and increase faculty and student research and innovation.

Currently, the program has a major connection to industry through alumni and the advisory board. A goal over the next five years is to create corporate-university partnerships focused on internship opportunities for students that provide for scholarships and research.

DELO revenue is realized through the program as all six required courses are offered in an online format, as well as many electives. Additionally, DELO revenue is generated by EOHS On Demand courses that may be used in the as electives in the program.

Finally, the program stands to benefit greatly from the research model presented in the RAMP documents. The RAMP model indicates that state appropriations for research will be \$0.83/\$1 generated.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

The program is currently staffed at 1.3 FTE-TE. It is a very efficient and effective unit as witnessed by the limited faculty resources, low cost per SCH, and significant generation of external revenue. This is a low cost unit that has credit hour and research production that justifies all costs and will produce excess revenue.

Faculty in the unit are engaged in development of intellectual property and an innovative solution to hazardous materials preparedness for communities across Kentucky and the U.S. This development will increase revenue for the department, college, and university and spur economic development benefits for the region.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

The MS EPHS Program specifically addresses the following strategic goals:

1. Affordability and accessibility of students, creation of a diverse student body, and assisting students with completion and preparation for the global stage.
 - Recruitment efforts focused on increasing underrepresented minorities.
 - Research grants and contracts of faculty support students with assistantships and tuition.
 - Internship program that engages students in career development.
2. Incentivize and support research and creative activities that promote student learning, expand university outreach and service, and bolster the regional economy, as well as create a culture of innovation.
 - Faculty attain external funding on average of \$150k or more each year.
 - All sponsored contracts or grants engage students.
 - Research is community based, solving real problems in our communities.
 - Faculty are engaged in development of intellectual property and capital.
3. Develop shared intellectual capital through collaborations, internships, and other partnerships, as well as ensure our WKU students graduate with skills to think critically, solve problems, and engage with others.
 - Each student in the MS EOHS program must complete a culminating experience with most choosing an internship with industry or another agency.
 - Student and faculty research and service creates community collaborations and partnerships.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The EHS Program specifically addresses these main objectives of the statewide strategic agenda, and many others not listed:

1. Support efforts to improve postsecondary access, workforce readiness, and the technology infrastructure of rural Kentucky.
 - a. The MS EOHS Program trains students in the critical need area of environmental health and safety with industries, agencies, and businesses.
 - b. Students graduating from the program enter the EHS workforce and impact the health and safety of workers and the community.
2. Increase the recruitment and retention of underrepresented minority students, faculty, and staff.
 - a. Recruitment events each semester are focused on recruitment of underrepresented minority students.

3. Work with the employer community, foundations, and state agencies to provide “work and learn” opportunities, including experiential or project-based learning, co-ops, internships, externships, and clinical experiences.
 - a. A requirement of the EHS program is completion of a culminating experience with students conducting internships or research with an industry, agency, or community partner.
 - b. All culminating experiences must have objectives that meet WKU and partner requirements and create “work and learn” opportunities.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

The program directly addresses workforce needs in Kentucky and demand in the profession in the following ways:

- Students graduating from the program enter the environmental health workforce, or a closely related field (MS EOHS Self-study, 2018).
- The fields of environmental scientists and specialists, including health, occupational health and safety specialists, and natural science managers, for which our alumni enter, are all expected to grow as fast or faster than the average (8% to 11%) through 2026 (U.S. Bureau of Labor Statistics, 2018).
- Needs of the public and industries to address hazards facing the environment, workplaces, and communities is increasing demand for these occupations (Kentucky Labor Market Information, 2018).
- Program advisory board meetings and alumni surveys indicate that graduates address critical needs for industry and communities in the field of environmental health (2018 Advisory Board Meeting Minutes and 2018 Alumni Survey).
- All graduates of the program experience workforce training and offer critical services to industry and communities through internships and research.
- The program is associated with a CDC/NIOSH grant that is designated to meet the “significant shortfall” of trained practitioners in the field, especially underrepresented minorities (<https://www.cdc.gov/niosh/oep/trainprojgrnts.html>).
- Indeed.com indicates numerous job opportunities in the environmental health and safety field throughout the region.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

1. The program is distinctive in design as it provides students with advanced skills to assess environmental and occupational exposures in the built and natural environment. Most programs around the country focus on either occupational safety and health or on environmental science. However, surveys of alumni have indicated that the field of environmental health and safety requires a thorough knowledge and application of both environmental science and occupational safety and health.
2. This is the only MS EOHS in Kentucky, and one of three programs in the region.
3. Graduates are successful entering the EOHS field.
4. The program faculty have attained a CDC/NIOSH Training Project Grant, one of 29 TPGs throughout the United States.
5. Program alumni are engaged to provide feedback, partnerships, and opportunities for the program.
6. Faculty and students are engaged in research and service that improves environmental health and safety throughout Kentucky and the region.
7. Graduates get jobs in Kentucky in occupations with an annual mean wage of \$51K or greater (U.S. Bureau of Labor Statistics, 2018).
8. Faculty have attained grant and contract funding each year since 2003. These projects have engaged students, faculty, and communities in Kentucky while solving environmental health problems.

e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)

The MS EOHS program is a STEM degree (CIP 51.2201 - <https://www.ice.gov/sites/default/files/documents/Document/2016/stem-list.pdf>) that works in close alignment with the BS EHS, another STEM program. Applied environmental health research opportunities create collaborations between

undergraduate and graduate students and assist program students in career development. This meets a primary strategic alignment by promoting student learning, expanding university outreach and service, and improving quality of life in the region.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

A tremendous market exists for the program with environmental health and safety specialists and managers currently working with industry and other agencies. Most environmental health and safety practitioners in Kentucky, this region, and the nation have bachelor degrees. To take advantage of this opportunity the program should be developed into an executive or online program. Examples exist in the Department with the MPH and MHA. Additionally, a great opportunity will be to create a JUMP program to the M.S. degree from the BS EHS.

An exceptional opportunity for the program is to create certificates that align with certifications and standards in the EOHS field. Each of these certificates could be used as pathways to the M.S. EOHS. Such certificates do not exist in Kentucky at this time. For example, certificates in Safety Program Management, Industrial Hygiene, and Hazardous Materials Management could be developed.

New interdisciplinary connections could be made with other departments to advance environmental and occupational health research and improve opportunities for students. Likewise, a new interdisciplinary degree could be developed in environmental science and compliance that is a collaboration across several colleges. This would attract a new cohort of students primarily interested in environmental research, protection, and compliance.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

CDC and NIOSH have identified that there are not enough students entering the environmental health and safety, and occupational safety and health fields (<https://www.cdc.gov/niosh/oep/trainprogrnts.html>). At the current rate there will be a shortage of trained EHS professionals to meet the workforce demand. Also, the national trend is that the field will grow by about 11% through 2026. Basically, each time an industry builds a facility, they must have EHS professionals onsite to ensure compliance with environmental and occupational safety and health regulations. Likewise, many companies are self-imposing standards as they realize the most important capital they have is human capital and environmental sustainability. CDC and NIOSH are investing funds in this field as it will only continue to grow.

Our program has remained stable since its inception in 2015, with a mix of domestic and international students. National trends indicate that students do not know or understand the field and choose other more common degrees. MS EOHS is a STEM discipline. With the push for STEM degrees, creation of an executive program will enhance recruitment and retention of students.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

The greatest success we have achieved is acquiring a CDC/NIOSH Training Program Grant. Reallocation of faculty resources to recognize the importance of research to our discipline has provided opportunities to attain grants, such as the Training Program Grant, that has directly impact students. Faculty currently provide funded research opportunities to five or more students each academic year, and engage most students in the program in research.

The program is now in the process of seeking accreditation through the National Environmental Health Science and Accreditation Council (EHAC). In Spring 2018 curriculum changes were made to align with accreditation standards. This accreditation will fully assist the program in meeting the CDC recommended core competencies for environmental health

practitioners. The program will change to adapt to an executive program over the next two years, depending on faculty resources. Accreditation will also increase opportunities for additional funding from the CDC.

Faculty have developed an EOHS program organization on Blackboard that streamlines program requirements for students. Components of this site include general student information, an EOHS Program Student Handbook, internship and research portfolio access, and the thesis process for the EOHS program.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

In five years, the demand in the field of environmental and occupational health will increase. Over ten years, the shortage of trained professionals for the field will widen and create tremendous demand. Given these opportunities in the field the program enrollment can grow to over 40 students in five years. In ten years, the program will have more than 50 students enrolled. The program will by necessity develop a JUMP program from the BS EHS to the M.S. degree. Due to demand in the field from working professionals a fully online program will be offered. This will rapidly expand the program.

Impediments to the program's growth are the limited number of faculty, limited internal funding for equipment and resources, and insufficient personnel to market the program. However, the primary impediment is the number of qualified faculty.

We need to increase the faculty to at least four tenure-track professors. In the next five years we should search the assistant professor position vacated by Dr. Jooyeon Hwang and add two additional tenure-track professors. Our program would then be in a strong growth position and able to support the needs of the field and students on campus, including an online MS EOHS.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Public Health
College:	College of Health and Human Services

Program Name:	Environmental Health Science
Reference Number:	548
CIP Code:	512202
Degree Type (AB, BS, etc.):	BS
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	120
List Concentrations (if any):	

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The undergraduate degree program in Environmental Health Science (EHS) prepares the graduating student for careers as an environmental health and safety professional with industry, government agencies, consulting firms, and non-profit organizations. Alumni from the program work in diverse careers as environmental health specialists and practitioners from Kentucky to abroad.

Courses in the program are delivered face-to-face and web-based. The requirement to deliver courses web-based is due to the limitation of the number of faculty in the program. This requires that we allow adjuncts to teach primarily online. There is a definite need to increase faculty in the program.

The EHS program does not require an accompanying program. However, many of our students do choose to complete the Occupational Safety and Health Certificate. The program does require supporting courses in the basic sciences and other disciplines, to include:

- CHEM 105/106
- CHEM 107/108
- BIOL 131
- BIOL 207/208
- PHYS 231/231
- MATH 116 and 117
- ENG 307
- ECON 202
- PSY 101
- PH 100

The program is funded by a CDC/NIOSH Training Project Grant that provides scholarships to select students that maintain a 3.0 or greater GPA and meet participation requirements. This grant is funded through 2022.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	28	37	33	27	27	83
Conferrals	4	8	11	7	1	19
SCHP	371	481	414	251	296	953.5
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The EHS program provides courses that meet requirements in the BSPH, Interdisciplinary Studies, Occupational Safety and Health Certificate, Environmental Health Certificate, and the Natural Science requirement in the Colonnade Program – Foundations and Explorations. Additionally, the program supports other degree seeking students in other Colleges by providing courses that can be used to meet requirements and electives. Faculty in the program teach graduate courses that meet requirements in the EOHS M.S., MPH, Homeland Security M.S., and other graduate programs such as the Geoscience M.S. and Environmental Health and Safety certificate.</p> <p>Likewise, the EHS program directly contributes to the departmental, college, and university mission and priorities by providing an innovative program that is exemplary. This is evidenced by the program receiving a CDC/NIOSH Training Project Grant at \$50K per year that provides scholarships to six or more students each year and career development for all students in the program. This is a prestigious grant that includes other TPGs at universities such as Yale, Purdue, and Penn. A primary focus of this grant is to increase the diversity and number of environmental health practitioners to meet the growing shortfall in the workforce. This meets major college and university priorities.</p>						
c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)						
<p>On average, EOHS program faculty produce grants and contracts in excess of \$150K per year. This is a major priority to support university, college, and department priorities to enhance research. Additionally, all funded grants and contracts engage students in research that enhances their academic experience. Finally, this engages the communities in and around WKU and creates partnerships that would not exist without this program. Program faculty and students work together to improve the health and welfare of the community. For example, our current firefighter health study works with firefighters throughout Kentucky.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	4	50.0	2	100	0	0	1	0	5	80.0	69.4
Progression	N/A	N/A	17	70.6	17	70.6	16	43.8	14	50	61.3
150% Graduation Rate	2	50.0	1	100	2	100	3	66.7	4	50.0	N/A
Time to Degree	5.67		4.25		7.40		4.06		n/a		4.39

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

Learning outcomes for the EHS program are based upon the Environmental Health Competency project completed by the National Center for Environmental Health, Centers for Disease Control and Prevention, and the American Public Health Association. The competencies for the program are established on the primary functions of an environmental health program – assessment, management and communication. The specific learning outcomes for the EHS program are:

- Students will be able to identify sources and compile relevant and appropriate environmental health written information when needed, and have the knowledge of where to go to obtain the information.
- Students will be able to analyze data, recognize meaningful test results, interpret results, and present the results in an appropriate way to diverse audiences.
- Students will be able to develop insight into and apply appropriate solutions to environmental health problems.
- Students will be able to have the capacity to function effectively within the culture of the organization and to be an effective team player.
- Students will be able to use information technology for data gathering, analysis, and communication.
- Students will be able to communicate environmental health risks and exchange information through public speaking, written reports, and interpersonal skills.

Learning outcomes are assessed through course requirements, the internship and culminating projects in our lab courses. A recent assessment discovered that written communication of students needed improvement. Therefore, in closing-the-loop a written proposal process was incorporated into the ENV 321 Industrial Hygiene course in Fall 2018. These written reports will be evaluated by faculty in Spring 2019.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

Graduates in the program are tracked through follow-up surveys that are conducted on an annual basis with alumni. These surveys are used to gain feedback on the success of graduates in gaining employment and/or progressing onto graduate school. Alumni feedback from surveys is used to evaluate and improve the program. Alumni surveys have been conducted since 2014. To enhance employment tracking the program maintains a LinkedIn Group for alumni. Additionally, to gain more information from alumni, the program conducts an alumni advisory board meeting on an annual basis.

Our survey data indicate that over 95% of students graduating from the EHS program enter into the EHS profession and earn salaries from \$35k to \$70k. The key area of professional opportunity for graduates is in the environmental health and safety field, including environmental health specialists, scientists, and corporate EHS managers. Industries and businesses are under self-imposed and regulatory requirements to meet OSHA and EPA regulations, and international standards, to protect workers, the public, and the environment. According to the Bureau of Labor Statistics, the environmental health and safety field is growing rapidly with an expected growth of 8 to 11% through 2026. This equates to an additional 10,000 jobs created in the field.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

Annually, the program hosts an alumni advisory board to evaluate the program and provide feedback. As part of this process the board/alumni are surveyed and a focus group is conducted at the annual to assess employer needs/satisfaction. Over the past four years we have identified a trend that students need to improve written communication skills. We changed the curriculum to require that two major laboratory courses, Water Treatment Processes and Industrial Hygiene, have culminating experiences that include process evaluation pieces that require a professional quality written report or proposal.

In Fall 2018 the advisory board identified that soft skills including communication, techniques for training, and leadership are increasingly becoming more important in the field. During the current accreditation process for the National Environmental Health Accreditation Council the faculty will evaluate the curriculum to ensure soft skill development is incorporated. Finally, faculty have created an annual seminar series by key professionals in the field to identify other critical areas and methods for skill development.

To incorporate national employability skills the faculty annually review the Occupational Outlook Handbook by the Bureau of Labor Statistics (<https://www.bls.gov/ooh/>). Additionally, faculty review job search engine data from sites such as InDeed (<https://www.indeed.com/>) to align curriculum with necessary employability skills.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Students in the program are regularly part of research conducted by faculty in the community, such as the Bowling Green Firefighter Health Study. Recently, in fall 2018, a total of twelve students participated in sampling of air quality at local fire stations in Bowling Green. Also, each student participates in an internship that has a direct impact on worker health.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					0.9	12
Number of NTE Faculty					1	4
Cost per SCH					\$86	\$128
SCHP/FTF by Dept.	432	435	415	419	428	375
% SCH by FTF by Dept.	57.5	60.0	64.4	66.6	66.3	75.8
Median Class Size by Level	22	23	24	19	22	19
% Under-Enrolled Sections by Level	35.4	28.6	33.0	44.8	33.3	36.3

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

A significant revenue stream is external grants and contracts. The CDC/NIOSH Training Project Grant that is funded through 2022 provides \$250k over a five-year period. In October 2018, a revision to this grant was submitted. We anticipate the funding to increase to \$200k annually, or \$1M over a 5-year period. Faculty associated with the program annually produce an average of \$150k through grants and contracts. Each of the grants and contracts engage students, and increase faculty and student research and innovation.

The program continues to offer ENV 280 Intro to Environmental Science, a colonnade course in natural sciences. This course is offered in multiple sections each semester in an online format. Under the RAMP model this represents income for the program. Assuming only the 75% school of instruction rate and the current base tuition of \$442 per credit hour, this course would generate more than \$49k per 50 plus student section. If faculty lines are increased in this program, at least four sections of 50 plus could be offered and generate on the order of \$196k per semester.

Finally, the program will benefit from the RAMP research model. The RAMP model indicates that state appropriations for research will be \$0.83/\$1 generated.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

The program is currently staffed at 0.9 FTE-TE and 1 FTE-NTE. It is a very efficient and effective unit as witnessed by the limited faculty resources, low cost per SCH, and generation of grants and contracts. This is a low cost unit that has credit hour and research production that justifies all costs and produces excess revenue.

Faculty in the unit are engaged in development of intellectual property and an innovative solution to hazardous materials preparedness for communities across Kentucky and the U.S. This development will increase revenue and spur economic development benefits for the region.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

The EHS Program addresses the following strategic goals, as well as others not listed:

1. Affordability and accessibility of students, creation of a diverse student body, and assisting students with completion and preparation for the global stage.
 - The program is supported by a CDC/NIOSH Training Project Grant (TPG) that provides scholarships and career preparation.
 - Recruitment efforts are focused on increasing underrepresented minorities in the program.
2. Incentivize and support research and creative activities that promote student learning, expand university outreach and service, bolster the regional economy, and create a culture of innovation.
 - Faculty in the program attain external funding of \$150k or more annually.
 - Sponsored contracts or grants engage students.
 - Research is community based, with faculty and students solving real problems in our communities.
 - EHS faculty are engaged in development of intellectual property and capital.
3. Develop shared intellectual capital through collaborations, internships, and other partnerships, as well as ensure our WKU students graduate with skills to think critically, solve problems, and engage with others.
 - Each student in the EHS program must complete an internship with industry or another agency.
 - Student and faculty research and service creates community collaborations and partnerships.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The EHS Program specifically addresses these main objectives of the statewide strategic agenda, and many others not listed:

1. Support efforts to improve postsecondary access, workforce readiness, and the technology infrastructure of rural Kentucky.
 - The OSH certificate is deemed a Work Ready Program by the Kentucky Higher Education Assistance Authority under both the healthcare and advanced manufacturing areas. Likewise, the EHS Program trains students in the critical need area of environmental health and safety.
 - Over 95% of students graduating from the program enter the EHS workforce and impact the health and safety of workers and the community.
2. Increase the recruitment and retention of underrepresented minority students, faculty, and staff.
 - Through the CDC/NIOSH Training Project Grant the EHS program has a primary focus on recruiting and retaining underrepresented minority students.
 - Recruitment events each are focused on recruitment of underrepresented minority students. The results have been an increase in underrepresented minorities in the program.
3. Work with the employer community, foundations, and state agencies to provide “work and learn” opportunities.
 - A requirement of the EHS program is completion of an internship with a community partner.
 - All internships have objectives that create “work and learn” opportunities.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

The program addresses workforce needs in Kentucky and demand in the profession:

1. The Occupational Safety and Health certificate is designated as a Work Ready Program.
https://www.kheaa.com/pdf/wrks_approved_programs.pdf
2. Over 95% of students graduating from the program enter the environmental health workforce, or a closely related field (WKU TPG Annual Report, 2017).
3. The growing fields of environmental scientists and specialists, including health, occupational health and safety specialists, and natural science managers, for which our alumni enter, are projected to grow as fast or faster than

the average (8% to 11%) through 2026 in the U.S. (U.S. Bureau of Labor Statistics, 2018). Current employment in these fields in Kentucky is 1,581 with 538 projected job openings between 2017-2021 and a projected average wage of \$62,924 (workforce link above).

4. Needs of the public and industries to protect worker health and the environment is increasing demand (Kentucky Labor Market Information, 2018).
5. Program advisory board meetings and alumni surveys indicate that graduates address critical needs for industry and communities.
6. Through internships students experience workforce training and offer critical services.
7. The program is supported by a CDC/NIOSH grant that is designated to meet the “significant shortfall” of trained practitioners in the field, especially underrepresented minorities (<https://www.cdc.gov/niosh/oep/trainprojgrnts.html>).

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The program is distinctive in the following ways:

1. The program is distinctive in design as it provides students with a background in basic sciences, environmental science and compliance, and occupational health and safety protection. Most programs around the country focus on either occupational safety and health or on environmental science. However, surveys of alumni have indicated that the field of environmental health and safety requires a thorough knowledge and application of both environmental science and occupational safety and health.
2. Alumni work in the environmental health and safety field throughout Kentucky and beyond.
3. The program has attained a CDC/NIOSH Training Project Grant, one of 29 TPGs throughout the United States.
4. Program alumni are engaged to provide feedback, partnerships, and opportunities for the program.
5. Program faculty and students are engaged in research and service that improves environmental health and safety throughout Kentucky and the region.
6. Graduates get jobs in Kentucky in occupations with an annual average wage of between \$51,961 and \$72,703 depending on the region (Kentucky Future Skills Report, 2018).
7. Program faculty have attained grant and contract funding each year since 2003 on projects that engage students and assist our communities.

e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)

The EHS program is a STEM degree (CIP 51.2201 - <https://www.ice.gov/sites/default/files/documents/Document/2016/stem-list.pdf>) that is aligned with the Master of Science program in Environmental and Occupational Health Science. Environmental health research opportunities create collaborations between undergraduate and graduate students. This meets a primary strategic alignment by promoting student learning, expanding university outreach and service, and improving quality of life in the region.

The program regularly seeks input from alumni, EHS professionals, and employers. The program meets a strategic need to “Promote regular, meaningful employer involvement in the development and evaluation of postsecondary programs that are relevant to their business/industry” (<http://cpe.ky.gov/ourwork/documents/201621strategicagenda.pdf>).

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

Beginning fall of 2019 the program will undergo a name change to Environmental and Occupational Health Science. This will further align the program with the environmental health and safety field and create recognition of the program by students, EHS professionals, industry, and the community. Likewise, the Occupational Safety and Health certificate is experiencing growth, indicating interest in the field by professionals and other students. This will integrate the EHS program with the the

graduate program. A great opportunity will be to create a JUMP program to the M.S. degree and develop an online M.S. program.

An exceptional opportunity for the program is to create certificates in environmental compliance, industrial hygiene, and environmental health analytics. Each of these certificates could be used as pathways to the major or as pathways to the M.S. degree in Environmental and Occupational Health Science. Such certificates do not exist in Kentucky at this time.

Likewise, an M.S. in Environmental Science should be explored that would be an interdisciplinary program with other disciplines across the WKU campus. There would increase demand from students more specifically interested in environmental research, compliance and protection. Interdisciplinary research in environmental health and science should be promoted and increased.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

CDC and NIOSH have identified that there is a shortage of students entering the environmental health and safety, and occupational safety and health fields (<https://www.cdc.gov/niosh/oep/trainprogrnts.html>). At the current rate there will be a shortage of trained EHS professionals. The national trend is that the field will grow by about 11% through 2026 (U.S. Bureau of Labor Statistics, 2018). Each time an industry builds a facility, they must have EHS professionals onsite to ensure compliance with occupational safety and health, and environmental regulations. Likewise, many companies are self-imposing standards as they realize the most important capital they have is human capital and environmental sustainability.

The program has been stable over the past five years and experienced growth over a ten year period. EHS is a STEM discipline. With the push for STEM degrees and increased funding to recruit students we expect the program to grow. The Occupational Safety and Health certificate is growing now and the trend should carry over to the EHS degree in the next two years.

NIOSH is mandated by the Occupational Safety and Health Act to provide an adequate supply of qualified personnel to carry out the Act, such as through the TPG grant the program has attained.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

The greatest success we have achieved is acquiring a CDC/NIOSH Training Program Grant. This funding has increased the proportion of underrepresented minority students in the program, created opportunities for student success, and developed our program to improve competency based objectives. Reallocation of faculty resources to recognize the importance of research to our discipline has provided opportunities to attain grants, such as the Training Program Grant. As part of the CDC/NIOSH Training Project Grant the program faculty have created a recruiting and marketing plan. We have observed growth in the program and associated programs, as the numbers of degrees conferred is increasing.

The program is now in the process of seeking accreditation through the National Environmental Health Science and Accreditation Council. This alignment will fully assist the program in meeting the CDC recommended core competencies for environmental health practitioners. A program change will be required for accreditation that will include adding six more hours of basic sciences, changes to core requirements, and increasing opportunities for students to develop soft skills, such as communication, conflict resolution, and leadership. These are also skills deemed vital by our alumni and industry stakeholders. Accreditation will also increase opportunities for additional funding from the CDC.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

In five years, the demand in the field will increase. Over ten years, the shortage of trained professionals will widen and create tremendous demand. Given these opportunities the program enrollment is projected to grow to over 50 students in

five years. In ten years, the program should have more than 70 students enrolled. The program will by necessity develop into a JUMP program to the M.S. degree.

Impediments to the program's growth are the limited number of faculty, internal funding for equipment and resources, and insufficient personnel to market the program. However, the primary impediment is the number of qualified faculty.

To achieve our goals, in the next five years two tenure-track professors and two instructors should be added. Our program would then be in a strong growth position and able to support the needs of the field and students on campus, including the Colonnade. Funding should be increased to purchase and maintain the necessary equipment, lab space, and resources for students. With increased faculty we can offer the needed sections of ENV 280, a Colonnade course, fully market and develop certificates, obtain more external funding, and explore industry development, all increasing revenues.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Public Health
College:	College of Health and Human Services

Program Name:	Environmental Health and Safety
Reference Number:	0427
CIP Code:	512202
Degree Type (AB, BS, etc.):	Graduate Certificate
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	15
List Concentrations (if any):	

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Environmental Health and Safety certificate (EHSc) is an independent graduate certificate that may also be completed with a graduate program if desired. The certificate program is designed to provide training for students in preparation for careers as an environmental health and safety professional with industry, local to federal government agencies, consulting firms, and non-profit organizations. Graduates of the certificate can earn entry into the M.S. in Environmental and Occupational Health Science program with a 3.0 GPA or greater in the certificate.

This certificate supports the M.S. in Environmental and Occupational Health Science (EOHS M.S.), Master of Public Health (MPH), and the Homeland Security Program. Students in the Master of Public Health complete elective courses to earn a graduate certificate as part of their curriculum.

Since 2013-14 the certificate has increased from 3 students to 9 students as of 2017-18 (See Table 2.a below). In addition, the SCHP of the certificate has more than tripled from 26 hours in 2013-14 to 102 hours in 2017-18.

Courses in the EHSc are delivered both online and face to face. All required courses are offered online and students may choose to take all electives online.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	3	4	4	7	9	4
Conferrals	2	2	0	3	6	5
SCHP	26	30	24	39	102	44
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>Two of the courses in the EHSc are required in the EOHS M.S. (0473) with the other three courses being electives for this program. The certificate supports the MPH program with 15 hours of electives, as students choose a certificate to complete their program of study. Additionally, one of the elective courses in the program is required for the Worksite Health Promotion graduate certificate.</p> <p>Graduates from the B.S. in Public Health, B.S. in Environmental Health Science, other programs, and working professionals with a bachelor degree enter the program. Most students complete the certificate in conjunction with the Master of Public Health degree or to gain entry into the M.S. in Environmental and Occupational Health Science program with a GPA of 3.0 or greater.</p> <p>Faculty in the program additionally teach graduate courses that meet requirements in the EOHS M.S., MPH, Homeland Security M.S., and other graduate programs such as the Geoscience M.S. Finally, the research that has been conducted by faculty and students in the program meets a major strategic priority of enhancing scholarly activity. Program faculty bring in grants and contracts that support a diverse and engaged faculty and students, as well as provide financial support for the university.</p>						
c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)						
<ul style="list-style-type: none"> • This is one of the certificates that can be chosen by students to fulfill the requirements of the MPH. The increase in SCHP and enrollments is attributed to the Online MPH. • On average, faculty teaching in this program produce grants and contracts in excess of \$150K per year. This is a major priority to support university, college, and department priorities to enhance research. Additionally, all funded grants and contracts engage students in research that enhances their academic experience. 						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0	0	0	2	50	0	0	0	0	73.7%
Progression	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
150% Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Time to Degree	n/a		n/a		n/a		n/a		n/a		n/a
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will be able to identify sources and compile relevant and appropriate environmental health written information when needed, and have the knowledge of where to go to obtain the information. 2. Students will be able to analyze environmental health data, recognize meaningful test results, interpret results, and present the results in an appropriate way to diverse audiences. 3. Students will be able to develop insight into and apply appropriate solutions to environmental health problems. 4. Students will be able to have the capacity to function effectively within the culture of the organization and to be an effective team player. 5. Students will be able to use information technology for data gathering, analysis, and communication. 6. Students will be able to communicate environmental health risks and exchange information through public speaking, written reports and interpersonal skills. <p>Learning outcomes are assessed based on projects, quizzes, exams, and discussion boards completed in the classes required for the certificate program.</p> <p>Closing the Loop: (SLO 1 – SLO6) Students in EOHS 510 showed a lack in application of the water quality standards in a major written report on water quality criteria. Additional instruction was given on water quality criteria and the application to stormwater management and an additional exercise has been added. Likewise, core courses have adapted exercises to include review and application of applicable environmental and occupational health standards.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>The key area of professional opportunity for graduates is in the environmental health and safety field, including environmental health specialists, scientists, and corporate EHS managers. Industries and businesses are under self-imposed and regulatory requirements to meet OSHA and EPA regulations, and international standards, to protect workers, the public, and the environment. According to the Bureau of Labor Statistics, the environmental health and safety field is growing rapidly with an expected growth of 8 to 11% through 2026. This equates to an additional 10,000 jobs created in the field (https://www.bls.gov/ooh/).</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
<p>The EOHS M.S. program annually hosts an advisory board to evaluate the program and provide feedback. As part of this process the board and alumni are surveyed and evaluate the EHSc. Over the past two years we have identified a trend that students need to improve written communication skills and other soft skills. We changed the curriculum to require that EOHS 577, a core course, have a culminating paper that is cumulative over the semester and work to continually improve students written communication skills.</p>											

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Students in the program participate in the CDC/NIOSH Training Project Grant workshops and annually attend and present at the Kentucky Public Health conference and an occupational safety and health conference and workshop at the University of Cincinnati. The focus of this program is to enhance and diversify the environmental and occupational health workforce. To accomplish this, students participate in research, workshops that guide them in professional development, and opportunities to learn about professional training.

Students in the program are regularly part of research conducted by faculty in the community, such as the Bowling Green Firefighter Health Study, hazardous materials commodity flow studies for preparedness, stormwater research, and conducting various exposure assessment sampling. Students attaining the certificate go on to work for industry, consulting firms, academia, and government agencies.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					1.3	12
Number of NTE Faculty					0	4
Cost per SCH					\$86	\$128
SCHP/FTF by Dept.	432	435	415	419	428	375
% SCH by FTF by Dept.	57.5%	60.0%	64.4%	66.6%	66.3%	75.8%
Median Class Size by Level	11	12	9	11	8	8
% Under-Enrolled Sections by Level	38.7%	34.4%	54.2%	46.0%	59.7%	58.2%

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

A significant revenue stream is external grants and contracts. The CDC/NIOSH Training Project Grant that is currently funded through 2022 is a total of \$250k over a five-year period. In October 2018, a revision to this grant was submitted. We anticipate the funding to increase to \$200k annually, or \$1M over a 5-year period. Additionally, faculty associated with the program annually produce an average of \$150k through other grants and contracts. Each of the grants and contracts engage students, provide scholarships and student support, and increase faculty and student research and innovation.

DELO revenue is realized through the program as all required courses are offered in an online format, as well as most electives. Additionally, DELO revenue is generated by EOHS On Demand courses that may be used in the Certificate as electives.

Finally, the program stands to benefit greatly from the research model presented in the RAMP documents. The RAMP model indicates that state appropriations for research will be \$0.83/\$1 generated.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

The program is currently staffed at less than 1.3 FTE-TE, as this is the FTE-TE for the M.S. in EOHS and reported here as the same faculty teach in this certificate. It is a very efficient and effective program as witnessed by the limited faculty resources, low cost per SCH, and significant generation of grants and contracts. This is a low cost certificate that has credit hour and research production that easily justifies all costs and will produce excess revenue.

Lastly, faculty in the program are engaged in development of intellectual property and an innovative solution to hazardous materials preparedness for communities across Kentucky and the U.S. This development will increase revenue for the department, college, and university and spur economic development benefits for the region.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of **WKU's strategic plan** are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

The EHS Certificate specifically addresses the following goals outlined in the WKU Strategic Plan.

1. Establish WKU as a regional lighthouse to provide resources, attract talent, and nurture intellectual capital in the communities we serve.
 - The EHS certificate provides students with the opportunity to engage with the southcentral Kentucky community by visiting local industries and working to benefit industries.
 - The certificate attracts students to graduate studies that enhances environmental health and safety in the Commonwealth.
 - Students in the program may complete an internship that directly benefits industry, government agencies, and communities.
 - Faculty and students associated with the certificate also conduct research that has a direct impact on occupational health in our communities.
2. Facilitate continuing education, retraining, and degree completion, leveraging online resources and WKU's regional campuses.
 - The EHS certificate program is available entirely online.
 - The certificate may be used by MPH students to fulfill requirements.
 - Students may use the certificate for entry into the M.S. in EOHS.
3. Engage alumni as global ambassadors and cultivate ongoing relationships that last a lifetime.
 - Current students are able to directly learn from alumni by visiting industries where alumni are currently employed, interacting with alumni at meetings, and creating mentor contacts.

b. What aspects of the **statewide strategic agenda** are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The EHS graduate certificate specifically addresses these main objectives of the statewide strategic agenda:

1. Support efforts to improve postsecondary access, workforce readiness, and the technology infrastructure of rural Kentucky.
 - a. The EHS graduate certificate supports workforce readiness by providing training in environmental health and safety.
 - b. The EHS graduate certificate creates access to the M.S. in EOHS degree.
2. Increase the recruitment and retention of underrepresented minority students, faculty, and staff.
 - a. Recruitment events each semester are focused on recruitment of underrepresented minority students.
3. Work with the employer community, foundations, and state agencies to provide "work and learn" opportunities, including experiential or project-based learning, co-ops, internships, externships, and clinical experiences.
 - a. Students in the graduate certificate participate in project-based learning through environmental health research within the community.
 - b. Students participate in internships through the EOHS in M.S. program. All internships must have objectives that meet WKU and partner requirements and create "work and learn" opportunities.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant **workforce** and/or provide supplemental data to the extent possible. (maximum 200 words)

The program directly addresses workforce needs in Kentucky and demand in the profession in the following ways:

- The EHS graduate certificate meets a direct workforce need in that there is a current shortage of trained occupational safety and health, and environmental health and safety professionals (<https://www.cdc.gov/niosh/oep/trainprojgrnts.html>).
- Growing field; current employment of 1,581; 389 projected job openings in the state between 2017-2021; projected wage of \$50,110 or more (Kentucky workforce link).

- Over 60% of students graduating from the program enter the environmental health workforce, or a closely related field (EOHS MS EHAC Self-study, 2018).
- The fields of environmental scientists and specialists, including health, occupational health and safety specialists, and natural science managers, for which our alumni enter, are all expected to grow as fast or faster than the average (8% to 11%) through 2026 (U.S. Bureau of Labor Statistics, 2018).
- Needs of the public and industries to address hazards facing the environment, workplaces, and communities is increasing the demand for these occupations (Kentucky Labor Market Information, 2018).
- Indeed.com indicates numerous job opportunities in the environmental health and safety field throughout the region.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

1. The program is distinctive in design as it provides graduate students with a background in environmental health and safety and a pathway into the M.S. in EOHS.
2. Over 60% of graduates enter the environmental health and safety field, or a closely related occupation.
3. Program alumni are engaged to provide feedback, partnerships, and opportunities for the program.
4. Program faculty and students are engaged in research and service that improves environmental health and safety throughout Kentucky and the region.
5. This is the only EHS graduate certificate in Kentucky and may be completed entirely online.
6. Program faculty have attained grant and contract funding each year since 2003. These projects have engaged students, faculty, and communities in Kentucky while solving environmental health problems.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The EHS graduate certificate is a STEM based certificate program (CIP 51.2201 - <https://www.ice.gov/sites/default/files/documents/Document/2016/stem-list.pdf>) that works in close alignment with the Master of Science program in Environmental and Occupational Health Science. Applied environmental health research opportunities create collaborations between undergraduate and graduate students and assist program students in career development. This meets a primary strategic alignment by promoting student learning, expanding university outreach and service, and improving quality of life in the region.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The Environmental Health and Safety certificate is experiencing growth due to the need for the certificate in meeting MPH and M.S. EOHS program requirements. Potential new markets for the program are with environmental health and safety managers throughout the region and nation. Most EHS coordinators and managers have bachelor degrees. Also, a market exists with professionals that are looking to transition to the EOHS field. A great opportunity for the certificate is to create a JUMP program to the M.S. degree and develop an online M.S. program. The EHS certificate can serve as the path to the M.S. in EOHS degree.

A significant way to increase demand is to run online cohorts for the program focused on working professionals as well as offer the program completely as a series of On Demand courses. This would be done in concert with developing an online M.S. in EOHS program.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

CDC and NIOSH have identified that there are not enough students entering the environmental health and safety, and occupational safety and health fields. At the current rate there will be a shortage of trained EHS professionals to meet the

workforce demand. Also, the national trend is that the field will grow by about 11% through 2026. Basically, each time an industry builds a facility, they must have EHS professionals onsite to ensure compliance with environmental and occupational safety and health regulations. Likewise, many companies are self-imposing standards as they realize the most important capital they have is human capital and environmental sustainability. CDC and NIOSH are investing funds in this field as it will only continue to grow.

The program is showing steady growth over the past five years. National trends indicate that students do not know or understand the field and choose other more common degrees. EHS is a STEM discipline. With the push for STEM degrees and the increased funding to recruit students we expect the program to grow.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

The associated M.S. in EOHS program is now in the process of seeking accreditation through the National Environmental Health Science and Accreditation Council. This alignment will fully assist the program in meeting the CDC recommended core competencies for environmental health practitioners.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

In five years, the demand in the field of environmental and occupational health will increase. Over ten years, the shortage of trained professionals for the field will widen and create tremendous demand. Given these opportunities in the field the program enrollment will grow to over 25 students in five years. In ten years, the program will have more than 50 students enrolled. The program will by necessity develop into a pathway to the M.S. degree.

Impediments to the program's growth are the limited number of faculty, limited internal funding for equipment and resources, and insufficient personnel to market the program. However, the primary impediment is the number of qualified faculty.

To achieve our goals, we need to increase the faculty by at least one tenure-track professor, and get additional recruiting support in the Department. In the next five years an additional tenure-track professor should be added. Our program would then be in a strong growth position and able to support the needs of the field and students on campus, including the Colonnade. Funding should be increased to purchase and maintain the necessary equipment, lab space, and resources for students. This will be a self-supporting unit.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



Department/School:	School of Kinesiology, Recreation & Sport
College:	College of Health and Human Services

Program Name:	Exercise Science
Reference Number:	554
CIP Code:	310505
Degree Type (AB, BS, etc.):	BS
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	55
List Concentrations (if any):	N/A

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

Exercise Science is split into a pre-program and the primary upper-division program. For admission to the upper-division, pre-EXS students must complete 13 hours of supporting course requirements in the colonnade, 13 hours in the major, and an additional 13 hours of either colonnade requirements, minor/second major courses, or electives. All pre-EXS courses must be completed with a grade of "C" or higher, and the minimum cumulative GPA for admission is a 2.5. The program (including the 13 hours of pre-EXS requirements) consists of 120 hours, 55 of which are from required courses in the major. Courses are typically delivered in face-to-face and hybrid methods, though courses are also offered online during the winter and summer terms. Practicum and internship experiences totaling 450 contact hours are also requirements for this degree. An accompanying program is not required.

Our graduates are highly successful in gaining acceptance to graduate programs in physical therapy, occupational therapy, exercise physiology, and athletic training, as well as to programs in other health and rehabilitative professions. Upon completion of the Exercise Science Program, our students have gained employment in entry level cardiopulmonary rehabilitation, strength and conditioning, corporate & medical fitness/wellness, health-related sales, and health-related business management positions.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	464	470	460	452	422	89
Conferrals	78	78	75	64	86	22
SCHP	4,175	4,932	4,927	4,412	4,622	991
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>Exercise Science contributes to the WKU mission and strategic priorities through a number of different methods. Specifically, this program addresses three of WKU's strategic priorities: A Culture of Innovation, Research & Creative Activity, and Quality of Life. We address these priorities in the following ways:</p> <ul style="list-style-type: none"> - Exercise Science schedule course offerings to maximize student progression and completion. Due the program being very large and having a limited number of faculty, we are typically only able to offer 1 – 2 sections of major classes each semester, but all classes are offered each semester (and some are offered in winter and summer terms as well), and offered so that students may progress appropriately. - Exercise Science courses support not only this major, but also the Interdisciplinary Studies program (Health emphasis) and the Psychology program. - Faculty research collaborations with multiple departments, including Communication Sciences & Disorders, Psychological Sciences, Social Work, Physical Therapy, Public Health, and Nursing. - Faculty research collaborations outside of WKU with the Medical Center of Bowling Green, the University of Kentucky, Western Michigan University, the University of Alabama, and internationally with colleagues in England, Poland, and China. - Approximately \$1.5 million in external grant funding over last five years. 						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>Exercise Science first became a concentration under the Physical Education program in the spring of 1998, and then became a stand-alone program in the fall of 2007. Since the beginning of the program in 2007, enrollment has grown approximately 150%, and much of that growth was during a period when we were displaced due to renovation (without a lab), and also with a dearth of faculty to support such growth. The numbers in the above table demonstrate the success of this program as the university numbers in the far right column are reflective of entire departments, not individual programs.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	64	76.6%	97	78.4%	100	75.0%	85	69.4%	115	70.4%	69.4%
Progression			372	66.4%	374	70.9%	329	70.2%	347	63.4%	61.3%
150% Graduation Rate	28	50%	41	63.4%	53	54.7%	65	53.8%	65	66.2%	54.1%
Time to Degree	4.12 (N=77)		4.25 (N=77)		4.20 (N=74)		4.04 (N=63)		3.87 (N=84)		4.39
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>Student Learning Outcomes</p> <ul style="list-style-type: none"> - Develop, interpret, and apply advanced knowledge of the physiological influence of physical activity/exercise on health & fitness, sport performance, clinical practice, and professional programs (PT, OT, PA, AT, MS). - Develop and demonstrate the skills needed to recognize, evaluate and prescribe solutions from an integrated and holistic approach regarding human movement, wellness, and performance. - Develop capacity as practitioners and researchers who use evidence-based practices to implement, assess, and revise consumer-based exercise prescriptions and community health initiatives based on scientific advancements. - Develop compassion for underserved and diverse communities through service-learning and community engagement experiences. - Successfully complete the ACSM Certified Exercise Physiologist (EP-C) and/or NSCA Certified Strength & Conditioning Specialist (CSCS) or any other nationally recognized certification exam. <p>Formative and summative assessment strategies are utilized across the continuum of our program. The program is designed to progress students from knowledge to action. Each course level introduces additional depth and difficulty for the students to integrate and demonstrate proficiency. Faculty development and communication efforts often focus on creating continuity from course to course and course level to course level. Students demonstrate proficiency through high impact practice evaluation strategies that include examinations, lab practical exams, journaling, and co-evaluation with practicum/internship preceptors.</p> <p>Example: Four assessments built in to a broad assessment of our students' internship experience. Criterion for success: Score $\geq 75\%$ on all means of assessment. Percentage of students attaining Criterion Level: Target – 75; Attained – 90. Analysis: Assessment results support a positive impact of the prior initiatives to evaluate course content and means of assessment. Students' overall internship experiences were positive. Based on the 'closing the loop strategies,' changes were made to the Internship handbook regarding procedures for students submitting documentation, and an additional performance appraisal was added mid-semester to help address issues as the semester progresses.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>Key areas of professional opportunity: cardiopulmonary rehabilitation, corporate & medical fitness, and physical activity programming/health education, among others. Also, however, this program prepares students well for graduate study in physical and occupational therapy, which are other key areas. The KY Postsecondary Feedback Report is very positive as Health Care and Social Assistance represents 26% of employment three years out, and Kinesiology/Exercise Science majors had a strong number of employed three years out (309). Regarding graduate school, over 90% of our graduates who have pursued graduate school have been accepted.</p> <p>Regarding alumni feedback, a survey assessed graduates' program satisfaction. We had an overwhelmingly positive response from the respondents (n=67). We asked students to identify the most meaningful/valuable part of their program experience, and students repeatedly indicated "the faculty." Students valued the knowledge /expertise of faculty and felt faculty genuinely cared, taught challenging courses, and took time to mentor students outside of the classroom relative to research and career opportunities. Students praised the hands-on lab component of courses, as well as the opportunities to volunteer and engage through the EXS Club and courses like EXS 455 (Exercising and Aging). Students' responses also reported the program provided a strong foundation to pursue Physical Therapy.</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g.,											

employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

We receive regular feedback from many employers due to our students completing practicum/internship requirements, and those preceptors returning evaluations of the students and our program. We use these data to adjust the program (or individual classes) as necessary. Currently our constituents have an overall favorable perspective of/satisfaction with our program and students based on positive feedback regarding our practicum and internship students that have been placed throughout the community. The EXS students have made a favorable impression relative to their knowledge, skills, and professional behavior when working in a professional setting. In the future, we will implement surveying capabilities to better understand/quantify their overall impression of our students and ensure that the curriculum prepares the students with the appropriate skills.

The program has also had an advisory board in the past, and from which we received valuable suggestions, comments, and information on “market trends.” That advisory board fell apart a couple years ago during some changes in leadership. However, it is currently in process of being reconstituted.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

The number of Kinesiology/Exercise Science majors employed three years out is likely deflated significantly due to the number of EXS majors who become physical/occupational therapists. Those students would actually identify in those categories. That would also deflate the median wages three years out (currently reflected as between \$29 - \$30K).

Exercise Science students have been recognized each year at the CHHS awards banquet for outstanding academic performance, research, and service. Students have applied for and earned close to 20 FUSE grants with a faculty mentor, which resulted in university (REACH), regional, and national presentations and manuscripts submitted for publication.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					6.5	12
Number of NTE Faculty					1	4
Cost per SCH					\$95.15	\$167
SCHP/FTF by Dept.	534	496	491	449	502	375
% SCH by FTF by Dept.	81.1%	79.9%	80.1%	81.9%	84.1%	76.8%
Median Class Size by Level	26	24	25	25	24	18
% Under-Enrolled Sections by Level	27.2%	30.0%	31.3%	30.8%	24.8%	38.0%
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
<p>The external revenue generated by this program comes from external research grants, DELO revenue, and lab fees paid by students. The external research grants are the most significant source of revenue, as EXS faculty have acquired over the past five years in excess of \$2 million in external funds, with another \$300,000 pending. Under the current Intellectual Property policy, 25% of the revenues from the commercialization of Bingocize[®] go to CHHS/KRS. So far, Bingocize[®] has generated over \$50,000 in revenue, and this is likely to increase under the new RAMP budget model.</p> <p>The DELO revenue is not a significant amount as there are no cohort programs under EXS. However, we do teach a few online classes during the fall/spring semesters, as well as online classes during the winter/summer terms, and we do generate a bit of DELO revenue from those.</p> <p>The lab fees paid by the students for three of the classes in the major are critical in replenishing lab disposables, and in maintaining and upgrading the most up-to-date technology and equipment. As a result of these fees, we are able to provide our students lab experiences uncommon to most undergraduate EXS programs.</p>						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<p>It is clear from the data above that this program has been so successful largely due to the quality of the faculty. Considering the number of students in this program, and the relative low number of faculty to support it, especially compared to entire departments, the faculty are to be commended. Also, at \$95.15 per SCH, with over 400 students, this program is a bargain for WKU. With an increase in faculty support, this program could grow larger, and be more productive, and still remain below the university median for cost per SCH.</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Completion & Success: Our goal is to ensure our faculty take a holistic approach to advising. We do not just “clear registration holds.” We take detailed notes, we help students see and understand the progression of courses in the program, and we work with them on a four-year plan so that they graduate on time. Many of our students are planning on graduate school, so our approach also addresses any additional prerequisites they need and application deadlines.

A Culture of Innovation: One goal under this component is appropriate scheduling of classes. We strive to schedule our classes so that students are afforded an appropriate progression through the program so that they may finish in four years. Another goal is to ensure our faculty are remaining current with their teaching pedagogy. While many of our classes are F2F, we do teach a number of online and hybrid classes as well.

Research & Creative Activity: Our goal is to encourage and stimulate a high level of scholarship, both in quality and quantity. We collaborate with other departments/universities, seek and acquire external funding, present findings at conferences, and publish in respected journals. We also engage both undergraduate and graduate students in our research.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Promote academic excellence through improvements in teaching and learning:

- We employ valid assessments of student learning in our classes to help us as faculty improve our teaching methods and give more targeted, content-appropriate assignments.
- We also encourage our faculty to continue their professional development through various training, seminars, and workshops to ensure they are knowledgeable of the most current and effective pedagogical methods.

Increase basic, applied, and translational research to create new knowledge, accelerate innovation, and promote economic growth:

- Each of our faculty present research at regional and national conferences yearly, publish in respected journals, seek out collaborations, engage our students in their projects, and pursue grant funding. Our faculty have acquired more than \$2 million in external funding over the past five years.

Expand regional partnerships, outreach and public service that improve the health and quality of life of Kentucky communities:

- This program has partnered with community organizations such as Light of Chance, Relay for Life, Bowling Green Parks and Recreation, and the Boys and Girls Club. The EXS program was also responsible for getting WKU recognized as a gold-level campus for the American College of Sports Medicine's “Exercise is Medicine” initiative.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Regarding current employment in Kentucky, “Health Care and Social Assistance” is the most robust industry with 17% of the population employed in this field. Our graduates, both undergraduate as well as our students who go on to graduate school, work in this industry. Also, “Health Sciences” is the top key sector in the state, with 17% of those employed. This program falls under that category.

Regarding future demand, “Healthcare Practitioners and Technical Occupations” and “Healthcare Support Occupations” are both considered “very fast growing” occupational areas, and “Personal Care and Service Occupations” is considered a “fast growing” occupational area. These areas encompass the employment opportunities for our graduates, as well as for our students who go on to graduate school in physical therapy, occupational therapy, physician assistance, or exercise physiology.

Over the next five years, in the state of Kentucky alone, these three areas are projected to employ an additional 65,000 (approx.) people. Our graduates are well-positioned to enter a robust and growing job market.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The EXS program places high emphasis on learning by doing. Students apply the skills learned in the classroom and lab by providing health & fitness information at University and local events and partnering with local non-profit organizations, such as the program's ongoing relationship and work with the Light of Chance organization.

Additionally, all of our students experience a unique service-learning experience in EXS 455: Exercise and Aging. Each semester groups of students are assigned to one of eight older adult facilities in Bowling Green. Their task is to implement a health promotion program called Bingocize®. Students make connections with the course material while gaining valuable experience working with a growing segment of the population. They also learn to apply assessment techniques and research methodology learned in previous courses.

Student engagement in research is also one of the important points of this program. Students engage in research when they enroll in EXS 324: Measurement and Evaluation. This course has writing intensive foci which were also noted as high impact practices that influence retention and matriculation. The applied research experience requires groups of students to design, implement, and evaluate a student-led research project.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

One distinctive feature of this program is our tailored advising and career mentoring practices, which includes persistent follow-up with "at risk" students, detailed advising notes, and high levels of faculty cooperation/communication relative to student performance and success. We work diligently to keep our students on track through these advising practices, and by offering our courses across all four academic terms (fall, winter, spring, and summer). The Exercise Science program also provides students with unique opportunities for research and community engagement through faculty mentored research and course projects, which provide knowledge and skills specific to collecting, synthesizing, interpreting, and disseminating research.

6. PROSPECTUS

<p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p>	
<p>The ability for continued growth is strong. Due to the growing public health issue of “lifestyle diseases” contributing to the leading causes of death (half of the top ten causes of death are related to lifestyle), as well as the increases in the aging population and obesity rate, the demand for graduates in this discipline will continue. We can expand our market for students simply by having the resources to recruit. Currently, we are taking the students who “show up” and our enrollment is strong. If we were able to recruit from high schools within a 150-mile radius, our continued growth would likely be significant. Regarding program revision, this has been a constant topic of discussion. There is a need to create concentrations within this program to better serve our pre-professional students (pre-PT, pre-OT, etc.) as well as our students pursuing other areas. Our limited number of faculty have made those initiatives very difficult. New interdisciplinary connections could easily take the form of dual degree options with disciplines such as Nutrition or Business.</p>	
<p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p>	
<p>According to the link provided, health professions and related programs made up the second most degrees conferred in 2014-15, and that has been the trend for several years. Health-related professions, for the reasons stated in the question above, will continue to prosper for the foreseeable future. This program, based on our large enrollment, our success in publishing research and acquiring external funding, and our students getting accepted to graduate school and/or acquiring applicable employment after graduation, has aligned itself very well with the national push for a greater focus on health-related education.</p>	
<p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p>	
<p>Additional attention to student learning outcomes has been an ongoing focus during the review period. Consensus garnered from faculty who serve as content experts in their respective sub-disciplines of exercise science has served as a catalyst for improved understanding and measurement of learning outcomes across domains.</p> <p>Collaborative attention is also given to content elements. For example, we collaborate on course text selection and the phasing in of new guidelines provided by the gold standard organization in our field to ensure our students are current upon graduation.</p> <p>Due to the rapid growth of the program and abnormally high advising loads for EXS faculty, we also implemented, at the suggestion of former Provost Emslie, an innovative approach to advising. We reallocated time within the workload of two of our non-tenurable faculty to take on a greater advising load so that the tenure-track/tenured faculty could reduce their advising load by 30 – 40%. This paid off very well in terms of quality of advising as well as increased productivity. We paired this plan with creation of the pre-EXS program, since in CHHS all “pre-majors” (regardless of program or department) were advised by our Academic Center for Excellence staff.</p>	
<p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p>	
<p>In the next five years, we would like to maintain our program size (and grow at a slow rate) while increasing our number of faculty and our resources. We have such a tremendous capacity for timely and needed research, AND our faculty are dedicated to quality instruction of our students, so we need to increase our human capital to meet these demands both in the classroom and in the laboratory. In the following five years, we would like to see the program resume the growth we were experiencing just a few years ago, as demand is not going to wane. So, what do we need? We need to increase our number of faculty, to be able to expand our lab and research space (so it also includes teaching space), and resources for student recruitment (a dedicated recruiter with a budget). Impediments are the current staffing process, space in Smith Stadium, and money to fund the recruiting effort.</p> <p>Also, in the next 5 – 10 years we must keep an eye on the trends in accreditation. Our discipline is not currently one with many accredited programs, but that seems to be shifting and we want to pursue that if necessary.</p>	
<p>e. What recommendation would you put forward for the program (check one)?</p>	
<p><input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Kinesiology, Recreation & Sport
College:	Health and Human Services

Program Name:	Facility and Event Management
Reference Number:	367
CIP Code:	N/A
Degree Type (AB, BS, etc.):	Minor
STEM+H Degree (Y/N)	N
Minimum Hours Required:	21
List Concentrations (if any):	N/A

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Facility and Event Management minor provides students with practical knowledge and skills for the effective management of facilities and events. This minor requires 21 hours and includes courses on experience planning and evaluation, facility planning and management, sport event management, human dimensions of facility and event management (such as sport communication or sport law), and electives relevant to students' preferred career trajectory such as, recreation and tourism, campus recreation, camp and retreat center administration, or challenge course facilitation (among others). The courses are primarily taught face-to-face although a variety of other modes are used through bi-term, web, summer and winter. The minor also requires a recreation practicum, a cooperative field experience where students obtain facility and event management or administration experience under the guidance of the hosting organization and WKU Recreation Administration faculty. As with the other Recreation Administration minors, the Facility and Event Management minor complements the Recreation Administration major and other majors by delving more deeply into a specific subject while requiring students to make connections between their major and minor coursework, enhancing their educational experience by allowing them to work with faculty and students specifically interested in event and facility management.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	30	19	29	19	9	26
Conferrals	11	5	3	7	6	6
SCHP	361	249	350	242	124	187

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

The Facility and Event Management minor fulfills the Recreation Administration program’s mission of ‘creating a challenging, student-focused learning environment’ by tailoring course content to a major trend of our discipline, and potential career path of our students, which is running robust programs and efficient facilities. This minor meets the School of Kinesiology, Recreation & Sport’s (KRS) mission to ‘provide high quality education opportunities’ by creating an academic space that brings together students and faculty from two KRS programs: Recreation Administration and Sport Management. In addition to bringing together KRS students from various programs, students majoring in business, communication, interdisciplinary studies, broadcasting, and hospitality are also currently enrolled in the Facility and Event Management minor as a way to specialize and emphasize their niche interest in their own discipline. This supports the College of Health & Human Service’s core values of collaboration and interdisciplinary engagement. Further, students are engaging with community partners as part of their required course work in courses required by the minor, building on the University’s strategy of becoming a ‘regional lighthouse’ by engaging with the communities we serve.

c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)

While SCHP and enrollment have fluctuated somewhat in recent years, degree conferral has remained at average (or above average) levels. Furthermore, the Facility and Event Management minor is offered without using any additional faculty resources because it consists entirely of existing courses regularly offered for majors. Therefore, even though SCHP declined last year, the hours produced came at no cost to the Recreation Administration program and still produced credit hours from non-majors. In addition, since this minor fits a growing need in our field, SCHP and enrollment are likely to rebound in the near future.

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	-	-	-	-	-	-	-	-	-	-	-
Progression	-	-	-	-	-	-	-	-	-	-	-
150% Graduation Rate	-	-	-	-	-	-	-	-	-	-	-
Time to Degree	4.06 (N=11)		3.80 (N=5)		4.22 (N=3)		4.10 (N=7)		4.56 (N=6)		4.20
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>A core component of the Facility and Event Management minor is the experience planning and evaluation course. This course is also used as a means of assessment for the Recreation Administration program’s accreditation by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT). Through this course students demonstrate their ability to design, implement, and evaluate events which embrace personal and cultural dimensions of diversity. Students are evaluated on their event schedule, timeline, budget, forms, and directions. Other Recreation Administration/COAPRT student learning outcomes include providing students with a foundational understanding of the recreation discipline and its industries and providing students with the knowledge and skills necessary to manage and administer programs related to parks, recreation, and tourism. Facility and Event Management minor students are required to understand the foundations of leisure and recreation as a component of the required course work, especially in the experience program and planning course. Students must distinguish between leisure and recreation and program planning and understand the similarities and differences in industries such as adventure recreation, eco-tourism, outdoor recreation, sport, and commercial tourism. Practical skills complement the theoretical understanding of the discipline. Students gain practical experience in planning and implementing programs and planning and designing facilities through other required courses in the minor.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, and graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>The school of KRS is developing a database of program graduates on an on-going basis. Since WKU began the inclusion of minors as part of the CAPE process, the minor will be added to this database. An annual survey will be sent to graduates with a minor in Facility and Event Management collecting demographic, additional contact information, current employment, professional progress, and additional training/education obtained. This database will allow us to continually gather data relating to public sector trends, issues, and professional competencies that further enhance the minor.</p> <p>According to the post-secondary feedback report (linked above), for WKU for “Parks, Recreation, and Leisure Facilities Management” 43 are employed in KY three years after graduation with a median income of \$25,484. For “Sports Studies” 23 are employed in KY three years after graduation with a median income of \$31,030 (this data represents outcomes between 2011 – 2016).</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, and national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
<p>Students (and the instructors) receive feedback from community partners with which the students have engaged as part of the experience planning or facility management courses. These community partners are an external audit of the relevancy of our course curriculum and our student’s ability to translate course material into practical skills and deliverable outcomes. Additionally, the recreation practicum that is required by the minor allows for a direct communication path between Facility and Event Management students, Recreation Administration faculty, and industry professionals. As part of the practicum, agency sponsors of students’ practicums give feedback at the midway point and upon completion. Feedback is focused on student performance, which reflects their training through the Facility and Event Management program, and therefore informs modification to the courses and skills student receive prior to the practicum.</p>											

Additionally, feedback is gathered through regular meetings with the Recreation Administration major's advisory committee. The Recreation Administration Advisory, composed of recreation practitioners representing numerous roles within the industry (e.g., outdoor, commercial, or community recreation), has provided feedback related to desirable knowledge, abilities, experiences, and skills that would make students more employable for both the major and the minor programs.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

The Facility and Event Management minor efficiently synergizes and leverages course work already offered through the Recreation Administration and other degree programs to create a minor program that meets the needs of students who desire to specialize in this niche component of both disciplines. As discussed earlier, it also allows for other majors (students majoring in business, hospitality, etc.) to specialize their education and demonstrate to future employers that they have taken the extra care and time to concentrate on the trends, administration, and policy of facility and event management.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					0	12
Number of NTE Faculty					0	4
Cost per SCH					\$0	\$128
SCHP/FTF by Dept.	534	496	491	449	502	375
% SCH by FTF by Dept.	81.1%	79.9%	80.1%	81.9%	84.1%	75.8%
Median Class Size by Level	26	24	25	25	24	8
% Under-Enrolled Sections by Level	27.2%	30.0%	31.3%	30.8%	24.8%	36.3%
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
Occasional revenue from DELO when a course is offered online.						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<p>The courses within the Facility and Event Management minor are courses that already exist and are provided by a variety of majors (e.g. REC, SPM, etc.). No faculty have dedicated time to the minor.</p> <p>The Facility and Event Management minor efficiently synergizes and leverages course work already existing to create a minor program that meets the needs of students who desire to specialize in this niche field. Superfluous courses are not created for this minor and instructors are those who are teaching the content to other majors in the general field. In this way, the facility and events management minor is an efficient model of leveraging existing resources to provide students with a desired minor.</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

As evidenced by the statistics, student enrolled in this minor are graduating at just about the 4 year overall mark, demonstrating that this minor program is contributing the WKU's strategic goal of enhancing affordability. This minor does not add semesters, years, or expenses to a student's experience at WKU. Rather it adds value to their professional training and provides a specialized field of training and instruction.

Further, the facility and event management minor also contributes to WKU's strategic goal of fostering a culture of innovation, as several of the required and optional courses facilitate high impact practices such as process and project –based learning opportunities.

Finally, the projects required by courses in the Facility and Event Management minor create community partnerships. For example, students in the experience planning and evaluation course have recently partnered with the Center For Courageous Kids in Scottsville, KY. The CEO of the Center personally reached out to discuss the mutual benefit of this partnership and her desire to maintain, or strengthen, the bond between the university and the Center.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The Facility and Event Management minor addresses two values of the state's strategic agenda on postsecondary education. First, the value of economic and community development. Through course partnerships, and later when graduates are working in the field of event and facility management, they are inherently catalyzing economic and community development. Recreation facilities such as the SOKY ice rink and events such as the veteran's parade foster community togetherness, bridging and bonding social capital and generate economic values through both local and touristic spending directly and indirectly.

Second, is the value of business and community partnerships. Again, partnerships are an inherent function of facility and event management as many entities are called on to launch a successful event. For example, the venue provider, caterers, musicians, printers, promoters, artisans, and speakers (local leaders) may all be required by a single special event. This requires that business and community partnerships are forged. Students learn about the function and structure of these partnerships in their course work though project-based learning initiatives. For example, through the event and facility management minor, students are able to determine and build the interpersonal skills necessary to be successful facility and event managers that build community partnerships.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

The facilities and events management minor provides skills that meet many workforce needs such as advertising and promotions manager, lodging manager, food services manager. The Kentucky Future Skills Report (linked above) project that the 5 year (2017-2021) demand for employment in Arts, Design, Sports and Entertainment (the most closely related category) will be for 447 jobs in the west Kentucky and South Central area, and another 1,000 in the Kentuckiana, Bluegrass, northern Kentucky portion of the state (other portions of that state show less, although some, growth in demand for this industry). Further, the report shows that this industry is growing, as it currently employs about 30,000 people in Kentucky and will add another 5,000 jobs to the sector over the next five years. The median salary for this industry, according to the report, is \$45,066.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

While in some cases being the sole program in the state or region may demonstrate a major/minor's value, in this case, the common occurrence of a Facility and Event Management minors is evidence of the importance of this type of credential. This is something that students at many universities are seeking, as it adds value to their professional portfolio and additional

prospects to their career search efforts. For example, Northern Kentucky University offers a Sports Business and Event Management minor and the University of Kentucky and Midway University offer a Tourism and Event Management specialization through their MBA program. This is evidence that WKU is staying current by offering the Facility and Event Management minor. While students may not select a school based on this offering, it can serve as the additional 'carrot' in helping them select which school is best for them. They may consider WKU because of a major program, the university's location or some other attribute, and having this minor option is an additional advantage.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

To reiterate, this minor leverages existing resources (courses, faculty, etc.) to provide students with a degree option that will make them more competitive in this growing field.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

One opportunity, is to take the evaluation data students collect during their project-based experience planning and evaluation course and design a robust research project integrating facility and event management faculty. Such a partnership could allow for a more robust research (rather than evaluation) experience for undergraduates and bolster faculty's research agenda. Additionally, community partners would continue to benefit from having such data collected and analyzed, as they currently are. For example, students in the experience program and planning course collected on-site questionnaires regarding the satisfaction and experience of the Center for Courageous Kids program participants. Students then organized, analyzed, and prepared the data to be returned to the Center so that their staff could make strategic decisions about future event and facility management initiatives and goals. A more robust research design could build on this model to benefit the community partner(s) and WKU.

b. How do program trends align with [national trends](#) over the last 5-10 years? (maximum 200 words)

According to the U.S. Bureau of Labor Statistics, employment of event planners is projected to increase by 33 percent (between 2012 to 2022), faster than the average for all occupations¹. The Bureau of Labor Statistics projects that event management employment will grow by 10 percent (between 2016 and 2026), adding 11,800 more jobs².

¹ <https://www.sandiegouniontribune.com/sdut-demand-for-event-planners-is-high-in-san-diego-2015may03-story.html>

² <https://money.usnews.com/careers/best-jobs/meeting-convention-and-event-planner>

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

During 2017-18 the Facility and Event Management minor underwent a curriculum revision. Namely, this curriculum revision added additional options to course offerings so students could tailor the minor to their specific interest within the facility and event management realm. For example, two new Sport Management courses were added as options as well as additional Recreation Administration courses and a Marketing course, so that students could get the most out of their minor degree. The changes to the minor reflect an interest in delivering a program which is more responsive to industry trends, institutional resources, and student career options.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

In five years, the Facility and Event Management minor will have increased enrollment and corresponding conferrals and student credit hour production. Diversifying course offerings (as was recently completed through the curriculum revision described above) will contribute to this growing trend. Additionally, over the next five years a greater emphasis will be placed on making WKU students aware of this minor program. Enhancing the program may include a transition for the minor into a certificate program, which may bear more weight when presented to potential employers. Another small change that could increase student awareness and subsequent enrollment in the program could be a minor name change from Facility and Event Management to Event and Facility Management, as we see a current trend in students are or more interested in the event management side of the program and having the minor listed in this way could make it more easily found by students interested in event management specifically.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

Department/School:	School of Kinesiology, Recreation and Sport
College:	College of Health and Human Services

Program Name:	Facility and Event Management
Reference Number:	0455
CIP Code:	310301
Degree Type (AB, BS, etc.):	Certificate
STEM+H Degree (Y/N)	No
Minimum Hours Required:	12
List Concentrations (if any):	N/A

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The 100% online Facility and Event Management (FEM) certificate was launched during the Fall 2011 term. This graduate concentration and certificate were created in consultation with the International Association of Venue Managers (IAVM). Admissions criteria comply with Graduate School requirements and include a required Statement of Professional Intent. FEM students have participated in unique study away courses like the Sport Facility Symposium helping expand their networks in large cities across the country (Dallas 2014, Indianapolis 2015, Charlotte 2016). RSA graduates continue to compete for the top facility and event management jobs in the industry throughout their careers.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	14	11	9	14	23	4
Conferrals	19	12	9	13	23	5
SCHP	252	195	126	207	285	44
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The FEM certificate program has made a significant contribution to institutional efforts to attract, enroll, and graduate high quality students. Program faculty have been dedicated to having a presence at industry conferences and workshops. The annual study away courses, which rotated to large metropolitan areas, have served as great recruiting trips. The program requires practicums and field experiences which have significant community impacts. The FEM certificate serves as a continuing education option for students in the Recreation Administration and Sport Management programs. The certificate has proven to be a valuable asset for professionals with all levels of experience. The program continues to emphasize conference attendance, scholarly activities (presentations and publications), and research projects to matriculating students.</p>						
c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)						
<p>The program has been fortunate to attract and retain award-winning, internationally recognized faculty. These faculty lead students by example by securing leading industry certifications. The FEM program has refined its curriculum to specifically address industry needs. This focus on a higher quality program rather than the quantity of students has led to increased retention rates. The FEM certificate was the first of its kind and other institutions attempt to replicate the program’s design.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0	0	0	0	0	0	0	2	100%	73.7%
Progression	-	-	-	-	-	-	-	-	-	-	-
150% Graduation Rate	-	-	-	-	-	-	-	-	-	-	-
Time to Degree	-		-		-		-		-		-
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>The FEM certificate does not have a separate set of student learning objectives. The objectives for the major program of study (Recreation and Sport Administration, M.S.) are listed below: The means of assessment were recently redirected to focus on two required courses taken by all students (RSA 501 and 517) so that assessments would be consistent across all concentrations. <i>Student Learning Outcomes:</i> Students will demonstrate advanced knowledge of research techniques related to recreation and sport. <i>1st Means of Assessment:</i> Students will be assessed through evaluation of a final project that will be worthy of possible submission for publication or funding request. Criterion for Success: Students scores will average $\geq 85\%$ on assessment of RSA 501 final project based upon faculty approved scoring rubrics. <i>Analysis:</i> One hundred percent of students exceeded the criterion for success. The RSA 501 class was redesigned to ensure a more practical focus. Students were given the choice of selecting a research project or grant proposal based upon their career objectives. Both projects ensure students can produce quality written projects that are grounded in relevant, current research. <i>2nd Means of Assessment:</i> Evaluation of practical application of legal issues, terminology, and concepts through model situations related to recreation and sport. Criterion for Success: Students scores will average $\geq 80\%$ on RSA 517 examinations based upon faculty approved scoring rubrics. <i>Analysis:</i> Ninety percent of students exceeded the criterion for success. Legal issues instructors placed a great deal of emphasis on introductory course materials prior to the assessment of student comprehension. Students are then able to apply the knowledge to real world situations. Instructors also utilize cases, both recent and landmark, to ensure students stay abreast of important issues in their respective fields. In summary, assessment results suggest a positive impact of prior closing-the-loop initiatives. Faculty are providing feedback to students on all written assignments. Both means of assessment are contributing to the production of program graduates that are adequately prepared to enter and advance in their respective fields.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>Program faculty conduct a variety of course and program evaluations. Alumni surveys and other forms of data collection are also utilized. Industry partners are instrumental in helping identify new trends and areas of emphasis. Program graduates compete for the best employment opportunities at conference centers, performing arts venues, stadiums and arenas, fitness centers, golf courses, public parks and aquatic centers just to name a few. The Bureau of Labor Statistics projects continued growth in these employment categories in the coming years. Employment of meeting, convention, and event planners is projected to grow 11 percent from 2016 to 2026, faster than the average for all occupations. Demand for professionally planned meetings and events is expected to remain steady as businesses and organizations continue to host events regularly. Candidates with a bachelor's degree or higher in the field of meeting and event management, hospitality, or tourism management should have the best job opportunities. Those who have experience in the hospitality industry or with virtual</p>											

meeting software and social media outlets should also have an advantage. (<https://www.bls.gov/ooh/business-and-financial/meeting-convention-and-event-planners.htm>)

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The RSA and FEM programs survey employers of recent graduates to determine the level of satisfaction with work readiness. We also interact with our professional partnering organizations to ensure that relevant core competencies are being addressed in our curriculum. We consult with these organizations on program issues much like a board of advisors. A recent example of these interactions would be faculty traveling to Dallas, TX to meet with the International Association of Venue Managers executive staff to discuss industry trends and partnership opportunities. This organization also assisted with the planning of WKU's Texas Sport Facility Symposium. Program faculty are also in constant contact with practicum site supervisors.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Our RSA and FEM students have been recipients of national awards and scholarships such as the National Intramural-Recreational Sports Association's William N. Wasson Award, the Association of Outdoor Recreation and Education's Bill March Student Achievement Award, and the International Association of Venue Managers' Venue Management Institute Scholarship. Other indicators of student success include participation in peer-reviewed scholarship such as publications, presentations, and grants; professional association committee service and conference attendance; and nationally renowned internship and professional development opportunities.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					.25	12
Number of NTE Faculty					0	4
Cost per SCH					\$52.90	\$128
SCHP/FTF by Dept.	534	496	491	449	502	375
% SCH by FTF by Dept.	81.1%	79.9%	80.1%	81.9%	84.1%	75.8%
Median Class Size by Level	18	16	14	15	11	8
% Under-Enrolled Sections by Level	29.7%	24.6%	35.8%	22.6%	33.3%	58.2%
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
<p>The RSA and FEM programs have been fortunate to be somewhat self-sufficient in terms of allocation of program personnel and fiscal resources during the review period as a result of support from WKU’s Division of Extended Learning and Outreach (DELO). The tuition captured by this program has been funneled back to the School of Kinesiology, Recreation, and Sport to be allocated at the discretion of the School Director. This has allowed the RSA and FEM programs to maintain program stability. The DELO revenue has allowed the program to attract and hire some exceptional full and part-time faculty. The FEM program was recently rolled into the KRS base budget in FY 18. Although the majority of the operating budget was reallocated to other initiatives in CHHS, the program has remained viable due to the extensive efforts of RSA faculty and staff.</p>						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<p>The aforementioned DELO revenue streams were also directed to supporting program, department, college, and university expenditures and budgets each year until the FEM program rolled into the KRS base budget.</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)
Goal 2 states enrolling a diverse body of regional and global graduate and nontraditional students prepared for a rigorous and fulfilling WKU college experience. The FEM certificate has also seen an increase in minority student application and matriculation. The recent addition of quality minority faculty may certainly be a factor in these increases. The program's online course offerings and specialized curriculum seems to attract non-traditional students (many with full-time employment). Goal 3 refers to ensuring student completion and success. The FEM certificate conferral rates display commitment to student success and certificate completion.
b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)
The statewide strategic agenda Objective 6 promotes "enrollment and timely completion of students, particularly low income and underrepresented minorities". FEM minority students are retained in part due to emphasis placed upon required online advising as recommended by Strategy 6.1 "improving student advising by focusing on retention and graduation". Advising sessions with faculty facilitate students' educational and professional development.
c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)
The FEM program responds to one of Kentucky's workforce needs by expanding the pool of credentialed employees. The program's very specific curriculum has led to better qualified graduates competing for the best jobs in the industry. Non-traditional students select this program due to the benefits on their existing careers.
d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)
Although there are other graduate programs in Kentucky that offer curriculum in the fields of recreation and sport, there are none that offer an online certificate in Facility and Event Management. Online program offerings make this program unique in the discipline. Undergraduate students are very often referred to the FEM program by faculty at other state institutions as well.
e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)
The FEM certificate program and its association with professional organizations provides graduates with unique credentials in a very competitive industry.

6. PROSPECTUS

<p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p>	
<p>If the study away program is revived there is the potential to recruit from untapped geographic areas in major markets. The FEM program already addresses emerging trends in the discipline with various professional organizations for continued adherence to evolving industry standards.</p>	
<p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p>	
<p>Current issues in the field are emphasized in all courses across the 12-hour program. An increased emphasis on facility and event safety and security has added to the versatility and marketability of our students.</p>	
<p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p>	
<p>Program course sequencing and scheduling have been revised to enhance students' progress to degree completion. The FEM program started the process of a revised marketing/recruiting plan last year.</p>	
<p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p>	
<p>The program faculty are firmly committed to enhancing the current standards in the FEM program. This program will continue to make influential impacts on the industry through the production of highest quality graduates. The faculty will also emphasize quality instruction over quantity of students. Although budgetary challenges exist, faculty are confident the program can remain as one of the top certificate programs in the discipline.</p>	
<p>e. What recommendation would you put forward for the program (check one)?</p>	
<p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input checked="" type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Applied Human Sciences
College:	College of Health and Human Services

Program Name:	Family and Consumer Sciences
Reference Number:	563
CIP Code:	190901
Degree Type (AB, BS, etc.):	BS
STEM+H Degree (Y/N)	N
Minimum Hours Required:	51
List Concentrations (if any):	Child Studies, Family Studies, Family & Consumer Sciences Education

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Family & Consumer Sciences program consists of three concentrations: Child Studies (CS), Family Studies (FS), & Family and Consumer Sciences Education (FACS Ed). CS & FS were designed to be entirely online. The CS concentration was designed to meet the Head Start mandate of having 50% of their teachers receive a bachelor's degree in early childhood, child development, or child studies. Online offerings allow us to not only meet the needs of the region, but also assist those living across Kentucky and other states. Because the three concentrations share courses, FACS Ed students can also complete a large portion of their degree through distance coursework. The FACS Ed concentration is comprehensive and includes the professional education courses required for teacher certification. Students in all three concentrations are engaged in the community through fieldwork experiences/observations, volunteer service opportunities, internships and/or student teaching. A majority of the classes have observation/field hours where students are required to apply content of the courses to the community at-large, bring this information back to the classroom, and develop projects that will benefit families in the community. Students are guided through academic and career counseling by faculty members during advising. There is no admission criteria.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	151	152	132	133	120	89
Conferrals	29	32	36	27	29	22
SCHP	2202	2020	1978	1869	1684	2794
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The mission of our department is to improve the well-being of the family through programs that educate and influence public policy, career paths, and family life. This thread is continued through the college mission "...improve the quality of life in the community through education, service, collaboration, leadership, and scholarship." And through the university mission, "...prepares students of all backgrounds to be productive, engaged, socially responsible citizen-leaders of a global society." Our students are provided an educational background that allows them to work in diverse settings, including working with child, family, & youth organizations, home visiting agencies, extension programs, family courts, behavioral health programs, and preschools. The FACS program is designed so students seamlessly move into the workforce, and/or into a master's degree in Child & Family Studies or Social Work highly prepared. The FACS program houses the majority of the common core courses for all units in the department. Several of our courses are included in the Early Childhood Education (ECE) AA, Family Home Visiting certificate, Psychology/Psychological Sciences majors, Clinical and Community Behavioral Health minor. The ECE AA program is situated within the CS concentration, allowing students who complete the AA program 100% transition to the four-year CS program.</p>						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>This program has been under staffed for the past few years and just lost a teacher educator at the end of 2018 who desperately needs to be replaced. We would be more effective if not stretched to our limits. Faculty must choose if they are going to be successful in the classroom or with research/creative activities because they are usually working an overload or shifting course offerings around to accommodate the shortage. This has caused issues with students being able to matriculate through the program in a timely manner.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ.
	N	%	N	%	N	%	N	%	N	%	Values
First-Year Retention Rate	4	75.0	7	57.1	12	66.7	10	60	11	72.7	69.4
Progression	--	--	106	66.0	95	60.0	99	55.6	93	63.4	61.3%
150% Graduation Rate	5	40.0	8	12.5	6	50.0	16	31.3	4	50.0	27.8%
Time to Degree	4.79 (N=28)		6.40 (N=31)		5.67 (N=34)		4.61 (N=27)		4.90 (N=26)		4.39
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<ol style="list-style-type: none"> 1. Students completing the BS degree in FACS will be able to apply knowledge and training received to address a relevant concern or issue in the community. They will develop and deliver a community-based education program appropriate for community settings. 2. Upon graduation, students will be able to utilize content knowledge effectively in child and family programming and services, extension and adoption agencies, preschools, child care centers, and in their own classrooms (both middle and high school settings) 3. Students will demonstrate the ability to facilitate learning (e.g. planning, teaching, assessing participant learning) as they work with others in their internships, and assigned student teaching placements. <p>The past two years were spent reviewing and applying professional organization suggested curriculum updates and changes, and the reviewing and updating state and national standards to our FACS concentrations. This resulted in course design or re-design to meet these updates and a review of the 'eight-core-courses' that are shared amongst the three concentrations. These bodies: The National Association for the Education of Young Children (NAEYC), Southern Early Childhood Association (SECA), Society for Research in Child Development (SRCD), the National Council on Family Relations (NCFR), and Kentucky State Teacher Standards are guides that we consistently review to make sure we are offering cutting edge concentrations and our students are getting the very best education. By applying these changes, we were able to better streamline the Early Childhood Education AA students into the four year CS program; redesign and prepare all the students in the FCS major to align with earning the Certified Family Life Educator certificate, remove the minor requirement from the CS and FS concentrations to better guide the students towards graduation; and developed an ECE Director Certificate to would benefit the four year CS students as well as the two year ECE students.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)											
<ul style="list-style-type: none"> • FACSEd-concentration uses Praxis-II-Exam as a measure of success of graduates. They must pass the exam before being eligible to teach. Scores used to measure our need to strengthen content within major. • Data is collected from students in FACS 191-294-299 through key-assessments. This material is then used to determine teaching of the NAEYC standards for CS-majors. • Concentrations are surveyed each year to collect data about programs. Data reviewed/used to make program-changes. To date, no program-changes have needed to be made. • Two of our concentrations (CS/FS) are 100% online; we have students all over the country and internationally. These concentrations do not result in a singular career position (e.g. a nursing student employed as a nurse). Our students are lucky in that they can be employed in any setting that works with children and families. The broadness of the career options and location of students in the world makes it nearly impossible to gather data from employers. We are continually trying to collect this data. • 1818=graduates from our program-type employed after-graduation. 											

- Employed-in-Kentucky-3-years-post-graduation:
 - FACS/HumanSciences=169
 - FACSEd=96
 - HumDevFamStudies=124
 - Child-Care=932
 - Teacher-Assist=88
 - Preschool-Ed=21
 - Education/Other=10
 - Early-Childhood-Ed=289
 - Community-Org/Advocacy=89
 - 53% social/behavioral sciences employed 3-years post-graduation

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

- Due to our students being employed across the nation, the difficulty of locating employers to survey, and to best guide CS/FS in meeting needs/satisfaction of employers, we utilize accrediting and guiding professional bodies (NAEYC, NCFR) to ensure that curriculum is aligned with employability skills.
- Through our student groups, we are strengthening our external advisory groups, which includes potential employers for our students.
- We are frequently contacted by organizations throughout the state of Kentucky for names of recent graduates who would be a good fit for their program (e.g. HANDS, Bluegrass Center for Autism, Bowling Green Christian Academy, Holy Trinity Lutheran, Growing Minds, etc.).
- The FACS Ed concentration has an active advisory board and used the information gained from the group for the last program change where we added an ‘Introduction to FACS Ed’ course and modified the redundancy in some of the professional-ed courses. We also use the “National Standards for Family and Consumer Sciences Education” to modify content within the method’s courses to align the curriculum with the latest updated version of the standards.
- By allowing CS/ECE/FACS-Ed faculty to attend state and national conferences (SECA-NAEYC-etc) they can keep abreast of the high school career pathways and program of studies.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Students who graduate from the FACS major have an excellent foundation to be successful in a variety of child and family related professions (e.g. teachers, extension and adoption agencies, home visiting programs, parenting programs, preschools, child care centers, secondary schools, court advocacy, life skills, etc.). The broadness of the career opportunities of our students is amazing, yet it also makes it difficult to fully follow and capture the success of all the students. FACS Ed students are primarily employed in middle and/or high schools but are highly qualified for and have been hired as Cooperative Extension Agents.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					15	12
Number of NTE Faculty					6	4
Cost per SCH					87	128
SCHP/FTF by Dept.	495	543	451	499	496	376
% SCH by FTF by Dept.	79.5	71.2	65.6	67.8	74.8	75.8
Median Class Size by Level	18	23	20	19	22	19

% Under-Enrolled Sections by Level	38.1	32.6	34	37.4	29.9	36.3
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
<p>The Applied Human Sciences department generates direct revenue through two methods: online learning and donations. The department offers approximately 90 online courses per year through DELO. AHS's percentage of DELO funds are used for part-time faculty, computer classrooms, laboratories, and faculty travel. The department's second revenue stream is through philanthropy. AHS has a strong alumni base with consistent donations supporting student and faculty scholarship. Each year the department awards 20-25 students awards ranging from \$400 – \$2000. AHS also has commitments from donors that span five to ten years. Two organizations each donate \$5,000 to \$15,000 per year for department use. The department works with several national and regional corporations along with the local Restaurant and Lodging associations to provide students with internships and employment after college.</p>						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<p>The AHS academic model is based off balancing student credit hour production between faculty. The department offers ten large enrollment sections per year (60 -120 students) to offset the less than 20 students enrolled sections. Balancing student credit hour production allows programs to have a higher SCHP and maintain critical lower enrollment labor intensive applied learning courses.</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of **WKU's strategic plan** are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Our students 3: *Strategy 9:* Peer mentoring will take place through involvement in the Child Development Club and FACS Ed student organization. Upperclassmen are paired with Freshman and Sophomores. A survey to measure what/how many peer mentoring pairs established, peer mentoring that took place, suggestions for future programming, and how to improve the program will be implemented.

Our students 5: *Strategy 12:* Learning activities and assessments build upon one another to develop soft skills of: written/verbal skills, identifying/using professional resources, self-assessment/self-advocacy, mastering/applying foundations concepts from Colonnade. Skills are measured using key assessments in select classes.

Community/beyond 1: *Strategy 4* Incorporate critical-thinking and problem-solving skills into coursework. Community project for all FACS students where groups must develop/present project to high school students; must use/apply critical thinking skills in their work and effectively engage with students in classroom. Abilities to apply critical thinking skills and effectively engage will be measured by professor in course.

Community/beyond 6: *Strategy 18:* Engage alumni in sharing sessions with student clubs/courses. Enlist alumni to host practicum, career exploration, and Family Home Visiting capstone students. Three alumni visit campus each semester to speak to clubs and courses. Track internship site locations & supervisors.

b. What aspects of the **statewide strategic agenda** are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

SUCCESS-Obj 7/Strategy

- 7.2.-Restructuring of our ECE-AA program created 100% transition from AA-program to four-year-CS-program.
- 7.4-Advisors speak to numerous students at KCTCS to ensure preparation for four-year-concentrations.

SUCCESS-Obj 8/Strategy

- 8.1-Standards adopted from NAEYC and are measured in key-assessments in five-courses across CS. Data collected/analyzed each-semester/used to make class/program changes. FACSEd has a separate accreditation, is consistently evaluated for use of authentic assessments, and for using best pedagogy. Curriculum alignment assessed annually to match state/nation career pathways/programs of study, so students prepared when they graduate.

IMPACT-Obj 9/Strategy

- 9.3-Students exposed to learning opportunities through coursework/internship/or-student-teaching. Experiences-prepare students prior to student teaching/gaining employment in-the-field, by exposing to real-life opportunities/settings. 47% of the courses in the CS-program have observations/hands-on practice. Internships required of FS students; optional for CS students. State requires observations for teacher-candidates in FACSEd-program.

IMPACT-Obj 10/Strategy

- 10.4.-FACS-faculty are dedicated to working with students on research. Research disseminated through courses to expose students to real-life examples/impact of studies. CS-faculty have successfully collaborated with undergraduate students with FUSE grants over the past three-years with projects that have been published internationally. Faculty who receive RCAP grants include students in the design/execution/write-up of studies. FACSEd-students involved in action-research-projects promoting new/creative ways of teaching, especially with the growth-of-technology.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

(Kentucky-Future-Skills-Report)

- Career opportunities for FACS-students listed as 'fast-growing'
- Concentrations are 100% online/through-WKU-On-Demand; we're able to easily reach students throughout state. There are 19,193-job-openings, with projected-56,905-openings in next-5-years.

State-outlook: *No one career area for students was listed on data website; information pulled from the multiple categories where students are employed.

- Ed-services: #5/10-growing-employment-areas-in-state/demand-high/outlook-growing/3,574-current-openings/projected-employment 2026=272,190
- Other services: (childcare/clergy) high-demand/growing/1,692-current-openings/projected-employment 2026=141,705.
- Social assistance:#10-in-top-10-growing-employment-areas/current employment 49,225/projected-employment=60,660

Bureau of Labor Statistics **national**-employment/ten-year-outlook. Employment areas for students:

- Preschool-Director/Childcare-Center-Director: 11%-faster-growing-than-average/61,800-jobs in 2016/6,700-needed-next-10-years.
- Preschool teachers: 10%-faster-growth-than-average; 478,500-jobs in 2016; 50,100-next-10-years
- Childcare: 7%-fast-growth/1,216,600-jobs in 2016; 84,300 needed-next-10-years.
- Social/community services: 18%-much-faster-growth-than-average. 147,300-jobs in 2016/26,500 needed-next-10- years.
- Behavioral disorder counselors: 23%-much-faster-growing-than-average. 260,200-jobs in 2016/60,300 needed-next- 10-years.

Kentucky-Workforce-Innovation-Strategic-Plan

- Goal 2/Obj2a: Requesting P-12 education to be offered certifications/certificates requires higher-ed to be ready to provide those opportunities to students; FACS Ed concentration has allowed the curriculum to have specific content choices so the student will be qualified to offer more to the high school student (ServSafe, AAFCS PrePac certificates in all-content-areas, Pro-Start, CDA)
- Obj-2e: Create opportunities for early, mid, and later-career learning for all Kentucky workers to provide a range of learning opportunities for growth, upskilling, and adaptation to changes in the nature and structure of work.=Family-Home-Visiting-Certificate

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

- The FACS Ed concentration is one of two in the state of Kentucky and is the only one who offers a good portion of the curriculum online so students need not come to campus. We have always had a good reputation amongst the Family and Consumer Sciences professions and have a strong alumni support. Regional campus staff work closely with the advisor to make sure students can receive a seamless program with minimal coursework on the main campus.
- The CS and FS programs are 100% online.
- The faculty have a goal of getting the program QIA certified, which is a program at WKU that assists faculty in strengthening their courses and design and increases the accessibility for students with disabilities.
- CS/FS faculty advise the regional students as well as main campus students. Because our programs are online, we are able to meet the needs of students no matter where they are physically located.
- Our online programs are currently ranked 12th in the nation by *U.S. News & World Report*

- We are currently ranked second in the state of Kentucky for best online college by *The Best Schools*.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

- WKU FACS Ed graduates can be found in most of the southern states. Many have held state and national board positions.
- As two of our concentrations (CS/FS) are 100% online, employment outlook data should not be limited to state-wide only. National workforce needs were located, including a 10-year outlook. The broadness of the career opportunities of our students is amazing, yet it also makes it difficult to fully follow and capture the success of all the students.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

- CS-concentration: We would like to enroll in the NAEYC-accreditation-program. Being able to enroll in the non-teacher-certification-NAEYC-Accreditation-program is a new option in the last two-years. Prior to that, the program had to be a teacher-certification-program.
- Additionally, NAEYC and educators across the US are engaged in an endeavor entitled “Power-to-the-Profession.” One piece of this endeavor is to define educational requirements for early-childhood-educators in which CS-degree plays a major part. Requirements will be implemented on a national-level in the next five-years.
- We would like to work with pre-law/pre-chiropractic/pre-med students to offer a holistic-view of the person(s) they will serve. These have child/family-focuses within them (e.g. pediatricians, family law) yet no training about children/families.
- Establish Certified-Family–Life-Educator-program.
- There is a statewide/national shortage of FACS-teachers. WKU has seen an increase, specifically in the past year, as we have effectively and strategically recruited students. As the national trend is to prepare students for careers, our program needs to take advantage of the broad-base of careers and make sure pre-teachers are qualified to offer certifications and credentials for high school students. We are working with the AG Ed program to offer professional education courses and see the advantages of this type of interdisciplinary connection.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Nationally, the number of bachelor's degrees increased by higher percentages in 2014-2015. The number of degrees conferred in health professions and related programs increased by 61 percent between 2004–05 and 2009–10 and then by 67% between 2009–10 and 2014–15. Also, the number of degrees conferred in social services (which relate to CS/FS concentration) increased by 17% between 2004–05 and 2009–10; then by 35% between 2009–10 and 2014–15. The numbers of degrees in the fields of education were 10 percent lower in 2014–15 than in 2009–10.

A national push has been encouraging students to earn an associate degree prior to attending a four-year-institution. We have simplified this process by reorganizing our ECE/AA program to 100% roll into the four-year CS program.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

- CS faculty enrolled courses in the Quality Improvement Agreement (QIA) program to strengthen & enhance online courses. The QIA also assists us in designing fully accessible courses for people with a variety of disabilities. Having the CS concentration QIA certified is a long-term goal.
- CS/FS concentrations: Minor requirement was removed to streamline students’ progress towards graduation. This also broadens their opportunities to investigate more courses that are of interest to their specific career goals.
- We developed an ECE Director Certificate that is in alignment with CS concentration.
- CS developed a student organization (in which we have on-campus and online meetings at the same time) to assist with strengthening our concentration, increase community relationships, and strengthen our advisory board.

- We streamlined the ECE/AA program, so it flows seamlessly into the CS concentration, and students will not lose hours when continuing from an AA to BS degree.
- FACSEd added an introductory course to ensure students' desire to be a teacher earlier in their college experience rather than waiting until student teaching. This course will assist in graduating highly qualified teachers.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

In five-to-ten years, we see the undergraduate FACS program having strengthened and grown significantly. In that time frame we will have the Child Studies program NAEYC accredited. The student groups (Child Development Club and FACS Ed student group) will have grown and strengthened. We will have the Certified Family Life Educator certificate. We also have a goal of making the CS program QIA certified. Reasonable steps to achieve these goals would be: replacement of a faculty member who retired in Spring, 2018; a new faculty member to assist with course loads.

Impediments to our growth is the constant addition of online fees. Our Child and Family Studies concentrations were written to be online programs. As the FACS program is made up of three concentrations, we share a 'core' body of courses, all of which are online. The online fees affect the FACSEd students as well, as they do not have an option to take the core-courses in a format other than online. Students are leaving our program because of the increased fees to online courses.

e. What recommendation would you put forward for the program (check one)?

<input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Applied Human Sciences
College:	College of Health and Human Services

Program Name:	Family Home Visiting Certificate
Reference Number:	1701
CIP Code:	190709
Degree Type (AB, BS, etc.):	Certificate
STEM+H Degree (Y/N)	N
Minimum Hours Required:	12
List Concentrations (if any):	

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Family Home Visiting Certificate (FHVC) is a unique certificate program at WKU. Only one other university in the country offers a program similar to our amazing educational opportunity. The FHVC prepares students to provide in-home services to families who are engaged in a variety of programs designed to strengthen the family or assist a child with a specific need. This 12-hour certificate is a stand-alone certificate or can be paired with an undergraduate major.

The program is 100% online. Online offerings allow us to not only meet the needs of the region, but also assist those living across Kentucky and other states. A majority of the classes have observation/field hours where students are required to apply content of the courses to the community at large, bring this information back to the classroom, and develop projects that will benefit families in the community. Students are guided through academic and career counseling by faculty members during advising. There is no admission criteria.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	19	15	22	9	18	5
Conferrals	24	11	15	12	14	5
SCHP	324	315	384	255	428	125
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The mission of our department is to improve the well-being of the family through programs that educate and influence public policy, career paths, and family life. This thread is continued through the college mission "...improve the quality of life in the community through education, service, collaboration, leadership, and scholarship." And through the university mission, "...prepares students of all backgrounds to be productive, engaged, socially responsible citizen-leaders of a global society."</p> <p>The FHVC program partners with multiple majors at the university including, but not limited to: Early Childhood Education, Child and Family Studies, Teacher Education, Social Work, Gerontology, Nursing, Psychology/Psychological Sciences, Sociology, Criminal Justice. Each of these areas of study either include supplemental home visiting for their clients (e.g. a teacher making home visits throughout the year) or involve programs that offer 100% of their services within the home (e.g. Healthy Families America, a parenting program where Child & Family Studies students can work).</p>						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>Home visiting services are offered through many fields of study. I am able to individualize this program to meet each student's needs, making it more applicable and to meet their career-goals. This happens specifically in the capstone class, where each student participates in observation hours of and interviews with a home visitor in their field-area of interest.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ.
	N	%	N	%	N	%	N	%	N	%	Values
First-Year Retention Rate	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data
Progression	No data	No data	9	77.8	10	80	6	66.7	14	64.3	61.3
150% Graduation Rate	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data
Time to Degree	4.34 (N=22)		3.30 (N=9)		9.36 (N=15)		3.46 (N=11)		3.59 (N=12)		NO DATA

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

*Criterion for success for each assessment is that 70% of the students will score a 70% or higher on assignments.

1. Students completing the FHVC will demonstrate the ability to identify ethical and professional issues of home visiting.

Assessment: Students in FACS 497 Family Home Visiting Capstone class will analyze case studies throughout the semester that focus on ethical and professional issues of home visiting. Students will complete discussion questions and small papers over the case studies/ observe, interview, and attend home visits with a trained home visitor, resulting in a paper.

Criterion met: 95% surpassed the criterion.

2. Students completing the FHVC will demonstrate an understanding of the role of child and family stress in family units.

Assessment: Students in FACS 395 Child & Family Stress course will complete a final paper where the students interview two family and friends to determine their major life stressors, and coping techniques. The students will apply theory to one situation, analyzing stress, and applying research in this paper. Students must apply course readings, and five additional research articles on stress and coping to the content of the interviews.

Criterion met: 93% surpassed the criterion.

3. Students completing the FHVC will demonstrate appropriate strategies for handling challenging behaviors in young children.

Assessment: Students in FACS 496 Challenging Behaviors course will complete a 'Functional Behavior Assessment & Analysis' project. This will be followed with the creation of a 'Positive Behavior Plan' for the child with whom the student works.

Criterion met: 97% surpassed the criterion.

The recent round of assessments resulted in the program functioning well, so no changes have been made.

Professional bodies are closely followed to ensure the most up-to-date content is being provided in the program.

*Data in table is all we have.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

- Students in the program are surveyed each year to collect data. Data is reviewed/used to make program changes. To date, no program changes have needed to be made.
- Because our program is 100% online, we have students all over the country/some located internationally. This program does not always result in a singular position (e.g. home visitor) but is a certificate program

that increases employment opportunities by providing advanced education in the area of home visiting. Typically, employers must provide this additional training to new employees. Our students are sought after by employers because of this education. The broadness of the career options and location of students in the world makes it nearly impossible to gather data from employers. We are continually trying to collect this data.

- Our state does not have data from certificate programs and employment. Pulling from the four-year-degree data, 1722 graduates from our program-type are employed after graduation. These are the students who take the home visiting certificate program as well. This data also demonstrates the employment areas that conduct home visits.
- Employed in Kentucky 3-years post-graduation:
 - FACS/HumanSciences=169
 - HumDevFamStudies=124
 - Child-Care=932
 - Teacher-Assist=88
 - Preschool-Ed=21
 - Education/Other=10
 - Early-Childhood-Ed=289
 - Community-Org/Advocacy=89

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

- Due to our students being employed statewide and nationally, the difficulty of locating employers to survey, and to best guide Family Home Visiting in meeting needs/satisfaction of employers, we utilize accrediting and guiding professional bodies (Prevent Child Abuse America, NAEYC, NCFR-Home Visiting Subgroup, and Head Start) to ensure curriculum is aligned with employability skills.
- Through our student group, we are strengthening our external advisory groups, which includes potential employers for our students.
- We are frequently contacted by organizations throughout the state of Kentucky for names of recent graduates who would be a good fit for their program (e.g. HANDS, Bluegrass Center for Autism, Bowling Green Christian Academy, Holy Trinity Lutheran, Growing Minds, etc.).
- By allowing faculty to attend national conferences (NAEYC, NCFR) they can keep abreast of needs within home visiting

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Students who graduate from the FHVC program have an excellent foundation to be successful in a variety of child and family related home visiting programs (e.g. teachers, extension and adoption agencies, parenting programs, preschools, child care centers, etc.) The broadness of the career opportunities of our students is amazing, yet it also makes it difficult to fully follow and capture the success of all the students.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					15	12
Number of NTE Faculty					6	4
Cost per SCH					87	128
SCHP/FTF by Dept.	495	543	451	499	496	375
% SCH by FTF by Dept.	79.5	71.2	65.6	67.8	74.8	75.8
Median Class Size by Level	18	23	20	19	22	19
% Under-Enrolled Sections by Level	38.1	32.6	34	37.4	29.9	36.3

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

The Applied Human Sciences department generates direct revenue through two methods: online learning and donations. The department offers approximately 90 online courses per year through DELO. AHS's percentage of DELO funds are used for part-time faculty, computer classrooms, laboratories, and faculty travel. The department's second revenue stream is through philanthropy. AHS has a strong alumni base with consistent donations supporting student and faculty scholarship. Each year the department awards 20-25 students awards ranging from \$400 – \$2000. AHS also has commitments from donors that span five to ten years. Two organizations each donate \$5,000 to \$15,000 per year for department use.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

The AHS academic model is based off balancing student credit hour production between faculty. The department offers ten large enrollment sections per year (60 -120 students) to offset the less than 20 students enrolled sections.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of **WKU's strategic plan** are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Our students 5: *Strategy 12:* Learning activities and assessments build upon one another to develop soft skills of: written/verbal skills, identifying/using professional resources, self-assessment/self-advocacy, mastering/applying foundations concepts from Colonnade. Skills measured using key assessments in select classes.

Community/beyond 1: *Strategy 4* Incorporate critical-thinking and problem-solving skills into coursework. Community project for all Family Home Visiting certificate students where they must develop/present project to class; must use/apply critical thinking skills in their work and effectively engage with students in online classroom. Abilities to apply critical thinking skills and effectively engage will be measured by professor in course.

Community/beyond 6: *Strategy 18:* Engage alumni in sharing sessions with student clubs/courses. Enlist alumni to host Family Home Visiting capstone students. Three alumni visit campus each semester to speak to clubs and courses. Track internship site locations.

b. What aspects of the **statewide strategic agenda** are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

SUCCESS:

Obj 6

- **Strat6.2** The FHV certificate is a 12-hour, 100% online certificate.

Obj 7

- **Strat7.4** Advisors speak to numerous students at KCTCS to ensure they come to the university knowledgeable of the home visiting certificate, and if it would align in their career goals.

IMPACT:

Obj 9

- **Strat9.3** FHV certificate students are exposed to learning opportunities through coursework and observation sites. These experiences help prepare students prior to gaining employment in the field, by exposing them to real-life opportunities/settings.

Obj 10

- **Strat10.4.** Faculty in FACS are dedicated to working with students on multiple forms of research. Research is disseminated through courses to expose students to real-life examples of research and the impact of those studies. Faculty have successfully collaborated with undergraduate students with FUSE grants over the past three years with projects that have been published internationally. Faculty who receive RCAP grants include students in the design, execution, and write up of studies.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant **workforce** and/or provide supplemental data to the extent possible. (maximum 200 words)

(Kentucky-Future-Skills-Report)

- Career opportunities for students in FACS listed as 'fast-growing'
- Our concentrations are 100% online/through-WKU-On-Demand, we're able to reach students throughout state easily. There are 19,193 job openings, with projected 56,905 openings in next 5 years.
- The FHVC is extension of FACS, due to majority of career positions for students have some component of home visiting. Our students are better prepared for positions throughout Kentucky, because they have additional training for employment.

Specific **state**-outlook: *Please note that no one career area for our students was listed on the data website, we pulled information from the multiple categories where our students are employed.

- Ed-services: #5/10-growing-employment-areas-in-state/demand-high/outlook-growing/3,574 current openings/proj. employment 2026=272,190
- Other services (childcare/clergy) high-demand/growing/1,692-current-openings/proj-employment 2026=141,705.
- Social assistance: #10-in-top-10-growing-employment-areas/current employment 49,225/projected 60,660

Bureau of Labor Statistics ***national***-employment/ten-year-outlook. Sample employment areas for students:

- Preschool-Director/Childcare-Center-Director: 11%-faster-growing-than-average/61,800-jobs in 2016/6,700-needed-next-10-years.
- Preschool teachers: 10%-faster-growth-than-average; 478,500-jobs in 2016; 50,100-next-10-years
- Childcare: 7%-fast-growth/1,216,600-jobs in 2016; 84,300 needed-next-10-years.
- Social/community services: 18%-much-faster-growth-than-average. 147,300-jobs in 2016/26,500 needed-next-10- years.
- Behavioral disorder counselors: 23%-much-faster-growing-than-average. 260,200-jobs in 2016/60,300 needed-next- 10-years.

Kentucky-Workforce-Innovation-Strategic-Plan:

- Strategic-Obj-2e: Create opportunities for early, mid, and later-career learning for all Kentucky workers to provide a range of learning opportunities for growth, upskilling, and adaptation to changes in the nature and structure of work=Family-Home-Visiting-Certificate

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

- The FHVC is the only program of its kind in Kentucky. Only one other university (a community college) has this program in the nation.
- Our graduates are highly sought after by home visiting programs in the state.
- It is 100% online. The faculty in the FHVC program have a goal of getting the program QIA certified, which is a program at WKU that assists faculty in strengthening their courses and design and increases the accessibility for students with disabilities.
- Faculty advise the regional students as well as main campus students. Because our programs are online, we are able to meet the needs of students no matter where they are physically located.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

- As the FHVC is 100% online, employment outlook data is limited. No national workforce needs could be located. State workforce needs were located, but please understand this is only a small piece of the employment picture. Due to the broadness of career opportunities for students, it is difficult to narrow down the projected 5-year employment outlook.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The National Council of Family Relations, in conjunction with Early Head Start, recently developed a home-visiting-focus-group. The purpose of this group is to explore the interface between family life education and early head start home visiting. Our faculty are a part of these groups, and will participate in sharing resources, reviewing curriculum, at the least, all of which will help to prepare the next generation of home visitors. This focus-group strives to improve the quality of home visiting programs throughout the country, and any certified family life education programs within universities. Included in these programs would be our home visiting certificate.

The markets for students are holding steady, as we were forward thinking with the initial development of this FHVC program. There are no new emerging trends in the area of home visiting. Home visiting has been around for centuries, and the data shows the vast benefits of this service to families and children. We are already interdisciplinary, and work with over eleven majors across WKU.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

As this is a certificate program, and one of two available in the nation, there are no national trends with which to align the FHVC program. However, as this program is a supplementary program to two-and-four-year-degrees, the increased percentages of bachelor's degrees (2014-2015), the increase in degrees conferred to social services by 17% (this is in our area of study; increase '04-'05, and an additional 35% increase in '09-10, '14-15) bodes well for this certificate. Many nursing students also get this certificate, and the increase of 67% in their major (09-10 and 14-15) again is complimentary of this program.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

- FHVC faculty enrolled courses into the Quality Improvement Agreement (QIA) program to strengthen & enhance online courses. The QIA also assists us in designing fully accessible courses for people with a variety of disabilities. Having the FHVC program QIA certified is a long-term goal.
- Developed a student organization (in which we have on-campus and online meetings at the same time) to assist with strengthening our concentration, increase community relationships, and strengthen our advisory board.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

- In five to ten years, we see the undergraduate FHV certificate program having strengthened and grown significantly. In that time frame we will have the Child Studies program NAEYC accredited. By strengthening that program, it will draw more students towards the certificate program. The Child Development Club will have grown and strengthened. We also have a goal of making the FHV certificate program QIA certified. An additional goal is to have all of the classes for the FHVC program available through WKU-On-Demand
- Impediments to our growth is the constant addition of online fees. The FHVC program was designed to be 100% online to increase statewide, nationwide, and international reach (e.g. military students). Students are leaving our program because of the increased fees to online courses. On-campus students who are interested in taking our online courses should also not be punished and charged extra fees in order to take these classes.

e. What recommendation would you put forward for the program (check one)?	
<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input checked="" type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

Department/School:	Nursing
College:	CHHS

Program Name:	Family Nurse Practitioner Post MS CER
Reference Number:	0449
CIP Code:	513805
Degree Type (AB, BS, etc.):	Graduate Certificate
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	17
List Concentrations (if any):	None

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)
The Family Nurse Practitioner (FNP) Post-MSN certificate is a 17-credit hour certificate that prepares students to practice as family nurse practitioners following passage of a national certification examination. All of the courses in the FNP certificate are also included in the curriculum of the BSN to DNP (family nurse practitioner) degree and are taught in combined sections. The coursework is delivered in a hybrid mode (NURS 546 & NURS 547), clinical practice hours (NURS 547, NURS 549, & NURS 554), and online (NURS 508, NURS 509). Admission is selective depending on availability of space. Enrollment in the Post MSN FNP certificate program has grown steadily over the past 5 years.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	5	4	7	10	13	4
Conferrals	2	4	1	3	7	5
SCHP	58	49	86	119	115	44
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
The Family Nurse Practitioner (FNP) Post-MSN Certificate contributes to the university mission through the preparation of productive and engaged leaders and provides lifelong learning opportunities. Further, through the education of advanced practice nurses WKU enriches the quality of life for communities in Kentucky and Tennessee. The FNP certificate aligns with the CHHS mission and provides for the discovery and application of knowledge in health and human services.						
c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)						
This certificate allows MSN prepared nurses who originally prepared to become nurse educators or administrators or other nursing specialty area to become family nurse practitioners (FNP) and provide primary care. As FNP’s make nearly double the salaries of non-practitioner certified MSN nurses, this certificate allows our alumni to advance within their profession and to contribute to their families income.						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	N/A										
Progression	N/A										
150% Graduation Rate	N/A										
Time to Degree											
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>Family Nurse Practitioner (FNP) Post MSN certificate students must complete all required specialty coursework as well as the APRN core (advanced health assessment, advanced pathophysiology, and advanced pharmacology). Students certified or trained as nurse practitioners in another population focus have completed the APRN core.</p> <p>The MSN SLOs are:</p> <ol style="list-style-type: none"> (1) Demonstrate proficiency in the utilization of research and quality improvement, including problem identification, awareness of outcomes, evaluation and dissemination of research; Assessment: Subjective, Objective, Assessment, and Plan (SOAP) for clinical patients. (2) Analyze emerging organizational, financial, political, and technological issues confronting nursing and society as a basis for enacting change; Assessment: comprehensive Examination (3) Practice from an ethical perspective that acknowledges conflicting values and rights; Assessment: Ethical Subjective, Objective, Assessment, and Plan for a clinical patient (4) Assume and develop practice and professional roles to meet societal needs to promote high quality, safe, patient care. (5) Integrate theory and research from nursing and related disciplines as a foundation for advanced practice; Assessment: Nursing Theory paper (6) Demonstrate an understanding and appreciation of human diversity. Assessment: Cultural Subjective, Objective, Assessment, and Plan for a clinical patient (7) Integrate theoretical knowledge of health promotion and maintenance and illness/disease prevention to achieve optimal health; Assessment: Comprehensive Examination <p>Assessment of SLOs is evidenced by successful completion of clinical hours, psychiatric SOAP notes, experiential learning discussions, midterm and final evaluations of the preceptors, on site faculty visit(s), and completion of PMHNP competencies in the electronic clinical tracking system. All FNP students must complete a cumulative evaluation of the family nurse practitioner competencies prior to graduation.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>Employment data is gathered through annual tracking of graduates through certification reports, licensure data, employer contacts, accreditation recommendation requests, and personal communication with the student. Over the past four years, 100% of Family Nurse Practitioner certificate awardees have gained employment. A Bureau of Labor Statistics Report (2017) identifies the job outlook for advanced practice nurses as much faster than average (31%) and with 64,200 new advanced practice nurses needed by 2026. The current pass rate of Post-MSN-FNP is 100% on the national certification examination.</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
<p>Employer feedback surveys, conducted annually, indicate a high level of satisfaction with the MSN program. In 2017, 100% (3/3) reported the academic standards and students as excellent and reported that students were demonstrating program SLOs. Employer satisfaction is also demonstrated by recruitment of FNP's in Kentucky and Tennessee. Student preceptors also provide feedback on student preparation. An opportunity for improvement was noted in the student's knowledge on billing codes for primary care. This content was added to the nursing issues course and employer feedback will be evaluated.</p>											

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

There are no persistence values for this post-msn certificate as students in the certificates are not first time graduate students. Progression applies only to degree programs, and graduation rate and time to degree are not reflected for certificates. These values are labeled N/A.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					0	12
Number of NTE Faculty					0	4
Cost per SCH					\$238	\$128
SCHP/FTF by MSN program	468	344	330	260	264	375
% SCH by FTF by Dept.	84.6%	86.9%	90.7%	88.5%	86.0%	75.8%
Median Class Size by Level	17 Lecture 6 Clinical	16 Lecture 6 Clinical	12 Lecture 6 Clinical	10 Lecture 6 Clinical	13 Lecture 6 Clinical	8
% Under-Enrolled Sections by Level	20% Lecture N/A Clinical	25% Lecture N/A clinical	47% Lecture N/A Clinical	55% Lecture N/A Clinical	41% Lecture N/A Clinical	58.2% N/A Clinical
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
The Advanced Nursing Education Workforce (ANEW) grant provides for curricular enhancements, academic-practice partnership support, and student support. ANEW traineeship recipients must complete clinical practice hours in a rural and/or medically underserved county. FNP Post-MSN students have strong ties to medically underserved and rural counties and we have a demonstrated a high rate of returning family nurse practitioners to practice in these areas.						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
As students in this certificate share all courses and faculty with other graduate nursing students, the FNP certificate is considered part of the MSN program for the cost estimation. MSN FTEF were allocated across all such programs and combined SCHP were generated. All graduate clinical courses are limited to 6 students by our accrediting body.						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)
Goal 3 of WKU's strategic plan, "to facilitate continuing education, retraining, and degree completion leveraging online resources and WKU's regional campus" is supported by the Family Nurse Practitioner Post MSN Certificate. Specifically, certificate furthers lifelong learning and retraining through online and hybrid course delivery (Goal 3, Strategy 9).
b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)
The Family Nurse Practitioner (FNP) Post-MSN Certificate program is aligned with the <i>2016 – 2021 Strategic Agenda for Kentucky Postsecondary and Adult Education</i> objectives. The FNP Post-MSN Certificate improves the career readiness and employability of postsecondary education graduates (Obj: 9) and through strategy 9.5 meets current and emerging workforce demands. Objective 11 is the expansion of regional partnerships, outreach and public service that improves the health and quality of life of Kentucky communities. The FNP Post-MSN Certificate enhances the health of Kentuckians as a professional healthcare program (Strategy 11.1) through the training of family nurse practitioners that return to practice in Kentucky.
c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)
The FNP Post Certificate provides students with the preparation to sit for the FNP national certification examination. The <i>KY Future Skills Report (2018)</i> indicates employment demand for nurse practitioners is very fast growing. Due to the high demand, average annual salary for FNP's in the area is increasing and is around \$90,000 currently.
d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)
The Family Nurse Practitioner Certificate is unique in its hybrid mode of course delivery. Didactic courses require main campus attendance three times a semester.
e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)
The Family Nurse Practitioner Post-MSN Certificate is accredited by the Commission on Collegiate Nursing Education and has full approval from the Kentucky Board of Nursing.

6. PROSPECTUS

<p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p>	
<p>The Family Nurse Practitioner Post-MSN Certificate allows MSN prepared nurses to obtain the certificate over 4 semesters on a part time basis.</p>	
<p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p>	
<p>According to the United States Department of Labor <i>Occupational Outlook Handbook</i> (2017) the job outlook for nurse practitioners is up 31% (much faster than average) and the median pay is \$110,930 per year. According to the <i>Digest of Education Statistics</i> (2017) the number of all health professions and related programs have increased 22% from 2010-11 to 2015-16. The <i>KY Future Skills Report (2018)</i> indicates employment demand for nurse practitioners is very fast growing.</p>	
<p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p>	
<p>The School of Nursing has invested in high fidelity simulation (HFS) for nurse practitioner students which allows the student to practice clinical skills in a nonthreatening environment, provides flexibility in scheduling, and promotes experiential learning in a wide range of normal and abnormal presentations. HFS is not a replacement for clinical practice hours; however, each nurse practitioner student is required to demonstrate competency in ear, eye, pelvic, and breast examinations through HFS. Students report this has positively contributed to the clinical practice.</p>	
<p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p>	
<p>One potential threat to program viability and quality is lack of access to preceptors for clinical placements. Our students compete for site placement with other nurse practitioner students, physician assistant students, and medical students/residents. Clinical placements must be in primary care across the lifespan. The WKU faculty network with past graduates and current preceptors to place the student as near to their home as possible. Barriers to facilities/providers accepting student placement include effects on preceptor productivity, electronic health record training, student orientation, lack of space, and time related to preceptor feedback and evaluation. One solution to mitigating this threat is to pay preceptors; however, this would increase student costs.</p>	
<p>e. What recommendation would you put forward for the program (check one)?</p>	
<p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input checked="" type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

Department/School:	Applied Human Sciences
College:	CHHS

Program Name:	Gerontology
Reference Number:	381
CIP Code:	
Degree Type (AB, BS, etc.):	Minor
STEM+H Degree (Y/N)	N
Minimum Hours Required:	21
List Concentrations (if any):	

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)
Suspend

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students						
Conferrals						
SCHP						
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree											
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)											

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty						
Number of NTE Faculty						
Cost per SCH						
SCHP/FTF by Dept.						
% SCH by FTF by Dept.						
Median Class Size by Level						
% Under-Enrolled Sections by Level						
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p>
<p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p>
<p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p>
<p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p>
<p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p>

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)	
b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)	
c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)	
d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)	
e. What recommendation would you put forward for the program (check one)?	
<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input checked="" type="checkbox"/> Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Public Health
College:	CHHS

Program Name:	Global Health Administration
Reference Number:	1735
CIP Code:	512211
Degree Type (AB, BS, etc.):	Non Degree (Graduate Certificate)
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	15
List Concentrations (if any):	

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The global health administration certificate program (GHA) has been designed to provide graduate students with a platform for understanding global health policy and management. Built with a structure that supports delivery of the intended knowledge to students from diverse backgrounds, the certificate can accompany graduate programs in public health and closely-related disciplines. Additionally, individuals or professionals who are not enrolled in the graduate programs but with relevant background and who meet the requirements for admission into the graduate school can pursue the certificate for skills building and advancements in their careers. One of the core courses in the program is *global health service-learning practicum*; this course can be offered in abroad settings to students who are participating in global learning programs or in domestic settings while utilizing global contexts. No prior knowledge of global health is required to complete the certificate. All required courses in the program with the exception of the practicum can be offered in mixed modes, allowing students to take classes in either web-based or face-to-face classes in different terms of the year with the guidance of advisors and program coordinators. Courses in the GHA certificate can be taken in any sequence.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	N/A	N/A	N/A	N/A	1	4
Conferrals	N/A	N/A	N/A	N/A	0	5
SCHP	N/A	N/A	N/A	N/A	15	44
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>Global learning/international education is increasingly regarded as one of the high-impact practices in higher learning education. The certificate program offers the opportunity to graduate students in the department of public health and those with relevant backgrounds in CHHS and university as a whole to integrate the certificate with their degree programs to promote global learning and understanding of key issues associated with global health management and policy. Moreover, with its global context, the program contributes to the mission of the university, by <i>preparing engaged citizen-leaders of a global society</i>, and current institutional strategic plan, by <i>preparing students for careers and life in a global context and prepare WKU graduates to enter a competitive global workforce</i>.</p>						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>GHA is relatively new but it has the potential to turn into one of the leading graduate certificate programs at WKU. Students who have earned the certificate would enhance their work performance and enjoy a rewarding career when attached with agencies involved in international health. A process for establishing coordinated effort in program promotion is ongoing among department and program leaders in units where certificate candidates could be recruited. Once established, this strategy is expected to consistently attract a stream of candidates seeking to earn the GHA certificate.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	
Progression	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	
150% Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	
Time to Degree	N/A		N/A		N/A		N/A		N/A		
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>As a graduate certificate in health administration field, the GHA certificate has learning outcomes similar to those of the Master of Health Administration degree (MHA). However, the certificate program focuses on these outcomes with a global view. Students who successfully complete the GHA certificate will demonstrate:</p> <ol style="list-style-type: none"> 1. Ability to assess the U.S. healthcare system and exhibit knowledge of the policy and legislation in health care 2. An understanding of healthcare quality issues and use of quality improvement models 3. An understanding of the structure of the US healthcare system in relation to other global systems 4. Ability to apply decision making skills that are relevant in different contexts of global health systems. <p>The performance of the student in the global health service-learning practicum is the means of assessing the achievements made on learning objectives. The practicum would be used to determine how students perform in relation to the learning objectives and propose any improvements to the program.</p> <p>The GHA certificate is a new program. There are no students at the time of this review who have completed the program since it was officially started last year. The assessment process as described above will be conducted as soon as supporting data is available.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>Students completing the GHA certificate would participate in an exit survey to gather their baseline information on the impact of the program together with contact information for future tracking. Students who have earned the certificate would be assessed to determine if they are engaged in global health related careers or if they are in advanced studies in global health. First, third and fifth year post-completion surveys will be made to gather feedback on the value of the GHA certificate on career and educational progression. Agencies/employers dealing with different aspects of health services and management would be key employers for students with the GHA certificate. The health sector is leading in the state in terms of retaining its employees three years post-graduation. Specifically, 68% of the graduates were retained in the industry three years after graduation. This environment is appealing for students who graduate from health-related majors, and those with the GHA certificate in particular would benefit further from the growing influence of global health in the sector.</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words).											
<p>The advisory board in the healthcare administration program is the main channel used in gathering field-based feedback on the effectiveness of the program. The board is composed of individuals with expertise in management and administration from different healthcare settings. Several revisions have been made in the MHA program as a result of this feedback; some of the notable changes include establishment of an online program (to meet the growing demands of professionals who need to go back to school while retaining their residence professional roles) and seeking accreditation from the Commission for the Accreditation of Health Management Education, CAHME (student success in the job market; competences; and recognition). Students aspiring to earn the GHA certificate stand to benefit from these provisions that are available for their success in the field. Specific assessments for the global health component of the GHA will be added in order to learn how employers perceive the effectiveness of the program.</p>											

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

As more employers and communities seek to engage with employees and community organizers who are competent in global health, students completing the GHA certificate would be ready to join the workforce and contribute in addressing the growing demand of professionals with global health competencies in the health sector. The program offers a platform for employers who seek to provide opportunity for career advancements to their employees. The flexibility in offering courses in mixed modes of delivery makes the GHA certificate appealing to potential candidates who can engage in web-based classes to support long-distance learning while retaining their positions and roles with their agencies.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					N/A	12
Number of NTE Faculty					N/A	4
Cost per SCH					N/A	128
SCHP/FTF by Dept.	N/A	N/A	N/A	N/A	428	375
% SCH by FTF by Dept.	N/A	N/A	N/A	N/A	66.3	75.8
Median Class Size by Level	N/A	N/A	N/A	N/A	22	19
% Under-Enrolled Sections by Level	N/A	N/A	N/A	N/A	33.3	36.3
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
<p>The program derives its instructional needs from FTEs assigned to the healthcare administration program. Any funding opportunity available to faculty in this program would benefit students who pursue the certificate. However, the GHA program has the potential to draw revenue streams by itself. For instance, as the program grows and gains recognition in the community and among employers, the likelihood will be strong for partnerships to be formed between the program and employers for the establishment of cohorts of GHA certificate program to meet educational needs of the employees involved. These cohorts can be created for long-distance learning options with DELO for the potential of generating further revenue. In addition, international partnerships that exist at WKU such that of CHHS and Muhimbili University of Health and Allied Sciences (MUHAS, Tanzania) could use research projects funded under the partnerships to benefit the program. Students who take the practicum course abroad could use such grant-funded projects for their field experiences.</p>						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<p>The GHA certificate is structured such that 60% of the courses can be completed through the MHA program. The remaining 40% could be covered with the involvement of three other graduate programs. FTEs assigned to all these programs would be sufficient to carry the program. As the program grows, however, an evaluation would be made for staffing plan related directly to the needs of the program, especially when it is offered in a cohort model.</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)
<p>[1] Preparation for the Global Stage: Students earning the GHA certificate would gain knowledge and skills in global health management that would prepare them to engage effectively in careers with global aspects of health and health-related services.</p> <p>[2] Continuing Education: GHA certificate prepares students for the growing job market that requires cultural competencies and effectiveness in global leadership.</p> <p>[3] Global Learning: The certificate program as a whole and the practicum course in particular prepare students with a knowledge base that incorporates an understanding of the important dynamics in different aspects of global health that could be applied in the communities in which they serve and live.</p> <p>[4] Affordability & Regional Lighthouse: As WKU strives to become the most affordable school in the region, the GHA certificate is expected to attract individuals in the region who aspire to develop their knowledge and skills in global health management and foster global awareness and preparedness in health services.</p>
b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)
<p>[1] Mission: As the state and the nation as a whole grows in cultural diversity, the GHA certificate would prepare students to apply knowledge and become effective in performing their duties in a global perspective for the betterment of their communities.</p> <p>[2] BIG Educational Attainment Goal: Students earning the GHA certificate would add to the numbers of adults with at least postsecondary education or certificate while at the same time supporting the state's workforce needs in the healthcare industry. In this way, the certificate will support the state's goal of having 58% of adult Kentuckians who have successfully completed postsecondary degree or certificate programs.</p> <p>[3] Higher Education Opportunity: GHA certificate creates opportunity for students to gain skills that prepares them for success in gaining access and growth in their careers.</p> <p>[4] Impact #9: The GHA certificate supports the state's postsecondary education system by preparing students who will contribute to the systems effort of improve the health of the communities and the people in the state.</p>
c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)
<p>[1] Credentials: Within the state, a significant proportion of credentialed people in the health sector (36%) are certificate level. This shows a high level of contribution attained in this sector. GHA certificate whether taken as a stand-alone exit credential or accompanying a degree program has the potential to increase the strength of the workforce needed to practice in the state.</p> <p>[2] Demand: Healthcare is one of the fastest-growing employment sectors in the country. Within the state, healthcare is among the top five sectors with the highest 5-year projected workforce demand. Students credentialed with the GHA certificate would address part of this demand. Strategies to grow the program would be sustained to ensure the contribution of the program to the workforce grows over time.</p> <p>[3] Key Sector: Healthcare is the leading key sector in employment with 17% of the people employed within the state. In addition, over 60% of individuals retain employment in healthcare five years after graduation. There is high likelihood that students who earn the GHA certificate would be retained within the state in their healthcare careers. As the state grows in its cultural diversity, students with knowledge and skills in global aspects of health and health care who start their careers within the state are likely to grow and become leaders and champions in global health without the need to relocate.</p>
d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)
<p>The uniqueness of the program lies in its ability to develop an understanding of global health management and policy among the students <i>by using either domestic or abroad settings</i>. Postsecondary education system has come to the point of recognizing and including global learning as one of the major areas of learning and developing skills for awareness and success in the growing era of global citizenship. Graduate students from various disciplines who are interested in global health issues could earn the GHA certificate with a majority of classes taken online. Future plans for the growth of the GHA certificate include creation of a DELO cohort program targeting professionals in the field who aspire to earn credentials in</p>

global health management. With its potential to address various aspects of WKU strategic plan, statewide strategic agenda and workforce demand as shown earlier in this assessment, the GHA certificate program stands out with the potential to impact the region by contributing to the workforce demand and generate a growing awareness of global health issues among healthcare professionals in the served communities.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

Healthcare management and policy are increasingly becoming global elements in the scope of practice of healthcare professionals. The GHA certificate is designed to prepare students in target disciplines with knowledge and skills needed for participation in leadership and management roles in the healthcare industry. The presence of multicultural populations in our communities makes it relevant to have professional with cultural competencies and appreciation of diversity in health services.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The GHA certificate is projected to succeed in different ways due to its appeal in addressing various aspects of WKU strategic plan, statewide strategic agenda and workforce demand.

[i] Graduate Students: As a companion credential for graduate students, the GHA certificate creates the potential for students to have a wide scope of practice in the health sector. Newly established agencies with global perspectives as well as existing organizations when restructured to incorporate elements of global competencies would be part of the new markets in which the students can take advantage of.

[ii] Healthcare Professionals: The changing landscape of healthcare that encourages global competencies in health sector would create demands for professionals to seek relevant credentials to be able to cope in this environment. The GHA certificate would support this workforce demand by preparing health professionals with the knowledge and skills in global health management.

[iii] The strategy: Expand marketing efforts to attract graduate students in pursuing the GHA certificate. This includes taking the advantage of the potential that the certificate could be earned by students from diverse graduate programs. A cohort program for GHA certificate is going to be appealing to professionals whose organizations support educational advancement in global health management. The program can also be offered exclusively to those agencies with levels of demand that can be supported by such initiatives.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Nationally, health professions and related fields rank second in terms of the number of degrees conferred in a year. This trend is reflective of both the demand and growth in the health sector. This has translated into making health-related graduate programs being among top five in the number of degrees conferred.

[i] Graduate Students: With relatively higher numbers of candidates being admitted into health-related program, there is a strong likelihood for number of students earning the GHA certificate to grow since it offers postsecondary credentials aligned closely with health-related backgrounds.

[ii] Healthcare Professionals: The number of students completing health-related undergraduate degree and entering the job market in health sector would also be higher compared to such students in other disciplines. These individuals would require postsecondary credentials in order to advance in their careers. The GHA certificate is one of the options for such candidates who are likely to encounter the need for acquiring cultural competencies as a requirement for their career advancements.

The GHA certificate aligns adequately with the national trends and it is projected to succeed in the future based on the job market demands and growing importance of global involvement in the health sector.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

This is the first year of running the program. As stated on several sections of this assessment, the next major step in the life of the program is to engage in a marketing program to promote the certificate program both on campus and within the industry. The plan will include more exposure to program materials among graduate students and raising awareness on the value of the certificate among program leaders at the graduate level. Additionally, prospects have to be clearly informed that the global health service-learning practicum can be taken on either domestic or abroad settings without affecting the value and objectives of the program. Local settings that provide rich global contexts would be identified and used for practicum experiences.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

Global learning/international education is a growing aspect of postsecondary education, and is regarded as one of the high-impact educational practices. Upon configuring recruitment and promotion strategies within academic units that can benefit

from the certificate, we expect to experience a consistent and considerable growth in both the numbers of the students taking the certificate in general and those of students who use abroad settings for their practicum experience. Additionally, because of the potential impact of the program on early career success and progress into higher education, there is a strong likelihood that a number of graduate programs within the university would guide their students into encouraging students to pursue the certificate alongside their degree. Numbers of healthcare professionals, non-degree seeking students enrolled into the certificate program would also grow for the same reasons. Within the next five years, upon reorganization of recruitment plans, the numbers of students in the certificate would be about 25 at any given time in the year, and would grow to the point of requiring its development into a concentration or degree option in the next ten years.

e. What recommendation would you put forward for the program (check one)?	
<input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Applied Human Sciences	
College:	College of Health and Human Services	

Program Name:	Graduate Certificate in Dietetic Practice	
Reference Number:	0451	
CIP Code:		
Degree Type (AB, BS, etc.):	Certificate	
STEM+H Degree (Y/N)	N	
Minimum Hours Required:	12	
List Concentrations (if any):		

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Graduate Certificate in Dietetic Practice is a post-baccalaureate program leading to a Graduate Certificate in Dietetic Practice. The program is a full-time, 9-month program and is accredited by the Accreditation Council for Education in Nutrition and Dietetics for ten (10) interns each year. Students will complete 32 weeks of supervised practice, 12 weeks devoted to Medical Nutrition Therapy, 10 weeks to Community Nutrition, and 10 weeks to Foodservice Systems Management. The program includes 1208 hours of dietetic supervised work experiences with a Registered Dietitian Nutritionist (RDN).

The 12-hour graduate certificate includes the following didactic courses: HMD 583 Foodservice Systems Management (3), HMD 584 Community Nutrition (3), HMD 586 Medical Nutrition Therapy in Practice (3), HMD 587 Seminar in Concepts and Methods of Dietetic Practice (3).

The application process is very competitive and administered by a centralized application system. Minimum requirements for admission include Baccalaureate degree, minimum GPA 3.0, GRE: 142 Quantitative, 144 Verbal, and a signed Verification Statement.

Upon completion of the program, students are eligible to sit for the national credentialing exam and obtain the credential of Registered Dietitian Nutritionist (RDN).

PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	10	10	8	10	10	4
Conferrals	10	8	11	8	1	5
SCHP	120	120	108	120	120	125
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The WKU Dietetic Internship certificate cohort each year is decided through an intense national centralized selection process; a significant number of WKU Nutrition and Dietetics graduates apply and are admitted to the WKU dietetic internship program.</p>						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>The Dietetic Practice certificate program has enrolled 10 students each year (maximum allowed by accreditation). The total is 50 interns, 49 successfully completed the program and passed the Registered Dietitian Nutritionist exam. Conferrals for the 2017-2018 year were less because of an error in students receiving a notice to pay the \$15 graduation fee.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate			10	100	9	88.9	7	100	10	80	73.7
Progression											
150% Graduation Rate											
Time to Degree											
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
As an accredited program, the credentialing body requires 31 SLOs. Examples of required assessment indicators.											
Student Learning Outcome	Assessment Method		Criterion for Success				Results				
Conduct projects using appropriate research methods, ethical procedures, and data analysis.	Develop and conduct a research project using research methods, ethical procedures, and statistical analysis. Includes a literature review.		100 % of interns will complete a research project and poster presentation at the KY Academy annual meeting.				100 % of interns completed the research project and presented a poster at the KY annual meeting.				
Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.	Utilize the Nutrition Care Process in the graded case studies.		100 % of interns will correctly utilize the Nutrition Care Process standardized nutrition language.				100 % of interns correctly Utilized the Nutrition Care Process standardized nutrition language.				
Perform management functions related to safety, security, and sanitation that affect employees, customers, patients, facilities, and food.	Conduct a food safety and sanitation inspection in food preparation areas.		100 % of interns will score four or better on this competency.				100 % of interns scored four or better on this competency.				
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>The Certificate/DI is an accredited program and graduate success is continually assessed. The pass rate on the national registration exam is currently 96 % within the past 5 years with the national average at 85%. Alumni and employers are surveyed every 3 to 5 years regarding the quality of graduate preparation to enter the workforce.</p> <p>Students graduating from this program are eligible to take the National Dietetic Registration Exam. After passing the exam, they are awarded the status of Registered Dietitian Nutritionist and are employed in healthcare facilities (Medical Nutrition therapy or specialties, Food service system managers), public health, wellness, school foodservice, sales (pharmaceutical, food and supplies), private practice, telehealth, and research.</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g.,											

employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The DI certificate program has established methods of assessing employers, preceptors and alumni of the program. Informally, faculty interact with employers through professional associations, boards, and regular visits to internship sites. This data is reviewed at the annual Dietetic Internship Advisory Board meeting. Data collected leading to change includes more training to work with all ethnic groups, simulation labs with hands on experience , and nutrition-focused physical assessment.

Currently, there is an advisory board for both DI and Hospitality Management Dietetics (HMD) comprised of local employers and two external constituents.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					15	12
Number of NTE Faculty					6	4
Cost per SCH					87	128
SCHP/FTF by Dept.	495	543	451	499	496	375
% SCH by FTF by Dept.	79.5	71.2	65.6	67.8	74.8	75.8
Median Class Size by Level	6	5	6	6	8	8
% Under-Enrolled Sections by Level	75	85	81.3	81	70	58.2
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
<p>The Applied Human Sciences department generates direct revenue through two methods: online learning and donations. The department offers approximately 90 online courses per year through DELO. AHS's percentage of DELO funds are used for part-time faculty, computer classrooms, laboratories, and faculty travel. The department's second revenue stream is through philanthropy. AHS has a strong alumni base with consistent donations supporting student and faculty scholarship. Each year the department awards 20-25 students awards ranging from \$400 – \$2000. AHS also has commitments from donors that span five to ten years. Two organizations each donate \$5,000 to \$15,000 per year for department use. The department works with several national and regional corporations along with the local Restaurant and Lodging associations to provide students with internships and employment after college.</p>						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<p>The AHS academic model is based off balancing student credit hour production between faculty. The department offers ten large enrollment sections per year (60 -120 students) to offset the less than 20 students enrolled sections. Balancing student credit hour production allows programs to have a higher SCHP and maintain critical lower enrollment labor intensive applied learning courses. Faculty are part of the HMD undergraduate major with three concentrations</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Below is how the certificate program aligns with WKU's strategic plan:

Our Students:

Goal 3. Strategy 9.

Activities: Develop a peer-mentoring program. Students in the Dietetic Certificate program meet with the undergraduate dietetic students during the Dietetic Internship application process.

Goal 5. Strategy 13.

Activities: The goal of the Certificate/Dietetic Internship program is to prepare students to be successful and compete in the job market. Interns are placed in healthcare and businesses throughout the region as part of the process.

Our Community:

Goal 1. Strategy 1.

Activities: The Dietetic Certificate program will continue to be a resource for qualified job applicants in health care, wellness, and public health.

Goal 6. Strategy 17.

Activities: Alumni from the Dietetic Practice program will speak to the Dietetic Interns during a day on campus regarding post-graduation professional development and careers.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The mission of the statewide strategic agenda is an integral part of the Certificate program. We are preparing graduates to create and apply new knowledge and enhance the health and well-being of citizens.

Objective 11.Expand regional partnerships, outreach, and public service that improve the health and quality of life of Kentucky communities. **Strategy 11.1:** Support postsecondary education's efforts to enhance the health of Kentucky citizens through regional outreach activities, extension services, and academic and professional healthcare programs.

Metric: This program prepares the graduates to enter the workforce with the skills and knowledge to enhance and better the health and well-being of citizens.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

The outlook for job growth nationally for Dietitians and Nutritionists based on the Occupational Outlook Handbook from the Bureau of Labor Statistics is a 15% increase by 2026 while the average growth rate for all occupations is 7%.

The Dietetic Internship program is one of four accredited in Kentucky to meet the state workforce needs. As this is a select group, the number graduating each year is low (app. 35). According to the Kentucky workforce future skills data Dietitians are a very fast growing field with 200 job openings in the next five years. The number of dietitians available will not meet the needs of this fast growing market.

In the program's seven years of existence, we have employed our graduates throughout the region and state, decreasing the shortage of qualified Registered Dietitians.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The Certificate of Dietetic Practice and dietetic internship is unique because it is one of 258 in the country. This program is one of four accredited in the state of Kentucky and the only one with a Graduate Certificate. The program is highly regarded in the region, state, and beyond because many interns have entry-level positions on completion of the program.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

6. PROSPECTUS

<p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p>	
<p>Opportunities for growth for the RDN are diverse and plentiful. The traditional role of RDN continues to be viable; however, health, wellness, and preventive care is a growing area of opportunity for our graduates.</p>	
<p>b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)</p>	
<p>At the Master's Degree level, health and related professions are ranked third in overall programs with degrees conferred. The Certificate program and Dietetic Internship are aligned with the trends of the program maintaining a graduation rate of 100 %.</p>	
<p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p>	
<p>Fall 2018 saw minor curricular changes. HMD 581- Professional Preparation for Dietetic Internship changed from one-hour course to no credit. HMD 587- Seminar of Dietetic Practice changed to three hours of credit to meet the needs of the curriculum.</p> <p>Intern rotations continued with the same number of weeks, but a one-week break has been added between rotation one and two and rotation two and three.</p>	
<p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p>	
<p>Over the next 5-10 years, we see continued growth in the Certificate program and Dietetic Internship as the field for qualified health professionals is growing and has many job opportunities. As a part of becoming and RDN there will be an additional requirement of acquiring an Master's degree, we see this developing into a partnership with the Dietetic Internship and a Master's in Public Health, Masters in Healthcare administration, and/or a Master's in Business Administration depending on the students future career aspirations.</p> <p>Based on a retirement there is currently an open position in the unit. This position is important for continued growth and enhancement.</p>	
<p>e. What recommendation would you put forward for the program (check one)?</p>	
<p><input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Social Work
College:	Health and Human Services

Program Name:	MSW
Reference Number:	#157
CIP Code:	440701
Degree Type (AB, BS, etc.):	Masters
STEM+H Degree (Y/N)	N
Minimum Hours Required:	33/60
List Concentrations (if any):	N/A

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Master of Social Work Program, founded in 2003 and reaccredited in 2018, was developed to educate and prepare students for advanced professional social work practice to meet the needs of an increasingly diverse rural population. The program is dedicated to addressing the work force needs of agencies working with Kentucky's families and communities, with emphasis on professional and scholarly service to rural areas, the community, the state, and the nation. Both an online/web based and hybrid options are offered.

Admission criteria and procedures identify students who have career goals consistent with the Program's mission and who are also likely to be successful in meeting the demands of graduate and professional work. The program works to identify students who have a strong interest in direct practice within a rural context; have the academic capacity to be successful, can manage the complex multi-tasking and generalization required; and demonstrate the ability to communicate effectively with diverse constituencies. Selective admission criteria include a 2.75/ 3.0 GPA, an undergraduate liberal arts degree from an accredited university, adequate completion of the admission packet, and admission to the Graduate School.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	129	113	112	109	99	19
Conferrals	63	59	61	63	58	6
SCHP	2,436	2,337	2,454	2,325	1,836	212
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The College of Health and Human Service (CHHS) consists of eight departments offering a wide array of professional programs, including Social Work. The mission of the CHHS is “to provide diverse educational opportunities leading to excellence in Health and Human Services...”, and the MSW Program contributes to this mission by not only providing quality instruction within the MSW Program, but also by providing elective course work in a number of other departments across CHHS and the Graduate School, such as Social Responsibility and Sustainability, Psychology, and Counseling. The University mission is to prepare students “to be productive, engaged, and socially responsible citizen-leaders of a global society...” The MSW Program contributes to this mission by offering Study Abroad and Study Away courses, often in conjunction with other Departments across the University. The MSW Program has graduated more than 700 professional social workers since inception.</p> <p>While a JUMP program is not offered, BSW students from CSWE-accredited programs have the option to complete a 33-hour advanced-standing program as opposed to a 60-hour, tradition program. The advanced-standing program option requires a GPA of 3.0. Historically, WKU’s BSW graduates have often obtained their MSW at WKU. On average, between 2015-2018, 43% of WKU BSW graduates chose WKU’s MSW Program.</p>						
c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)						
<p>During internship in the MSW program, students are placed in regional field agencies and supervised by a qualified social worker who can direct the required practicum experience mandated by CSWE. These students are in placement 200-250 hours each semester totaling roughly 30,000 volunteer hours provided by students during the 2017-2018 academic period to regional agencies. Feedback from agencies reveals that MSW student placements offer significant value to these agencies, and many field instructors request field students on a continual basis. Between 2015-2018, 52 of the volunteer field instructors were WKU graduates demonstrating strong commitment to the program and the profession.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	57	82.5%	58	79.3%	53	88.7%	50	90%	50	92%	82.2%
Progression											
150% Graduation Rate	44	79.5%	57	78.9%	58	75.9%	53	81.1%	50	90%	73.3%
Time to Degree	1.82 (N=59)		1.72 (N=56)		1.51 (N=51)		1.48 (N=55)		2.18 (N=54)		2.56
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>The MSW Program utilizes competency-based program assessment as required by the Council on Social Work Education (CSWE). Students are assessed on nine social work competencies: (1) Demonstrate Ethical and Professional Behavior; (2) Engage Diversity and Difference in Practice; (3) Advance Human Rights and Social, Economic, and Environmental Justice; (4) Engage in Practice-informed Research and Research-informed Practice; (5) Engage in Policy Practice; (6) Engage with Individuals, Families, Groups, Organizations, and Communities; (7) Assess Individuals, Families, Groups, Organizations, and Communities; (8) Intervene with Individuals, Families, Groups, Organizations, and Communities; and (9) Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Each competency is assessed across the dimensions of knowledge, values, skills, and cognitive and affective processes during multiple learning experiences.</p> <p>Both explicit and implicit assessment data is collected. Explicit data is assessed by: (1) demonstration of the competency in real or simulated practice situations, which are measured using the field Independent Learning Plan (ILP); and (2) course-embedded measures, which are measured using rubrics (generalist year), and (3) comprehensive exam scores (specialized year). Implicit data assessed by: (1) Lum’s Cultural Awareness Inventory; and (2) MSW Exit Survey to assess the quality and effectiveness of program aspects outside of the competencies. A Departmental Advisory Committee (DAC) also provides feedback on program and student success in the field.</p> <p>A comprehensive exam (the Practice Readiness Exam) is used in assessment of content areas associated with the competencies identified above. Last academic year (2017-2018) noted areas of concern (> 30% incorrect responses) were in rural communities, research, diagnosis, and foundation policy. Based on these results, assigned faculty facilitated changes (ie. adding additional content and quizzes), and the assessment scores were improved the following year.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>The MSW Program supports a Departmental Advisory Committee (DAC) that meets twice yearly providing oversight and critical feedback for program improvement. The DAC is comprised of professional community-based social workers who often oversee students in their internships.</p> <p>Results of the 2016-2017 MSW Program Alumni Survey indicated 72% of our graduates have taken and passed their national licensure exam, while 7% reported not passing, and 17% reported having not yet taken the test. The remaining 4% of graduates indicate they do not plan to take the exam. This is consistent with data purchased from the Association of Social Work Boards in 2015 in preparation for the CSWE accreditation self-study. In addition, detailed program data is available through the annual administration of the Practice Readiness Exam (PRE), which mimics the national licensure exam and assesses student readiness for professional practice.</p> <p>According to data from the 2018 Post Secondary Feedback Report presented by the Kentucky Center for Education and Workforce Statistics (KCEWS), healthcare and social assistance comprise 27% of the employment market three years post graduation. For WKU, the report stated that 21% of the employment market for our students was in healthcare and social service agencies, the second largest category /discipline.</p>											

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

Employer satisfaction with program graduates is documented multiple times a year through a variety of feedback mechanisms, including the bi-annual DAC meetings, faculty meetings with approximately 100 field instructors and task supervisors twice per semester, and anecdotal reports from community members and alumni employers. These reports are consistently positive. The MSW program is an opportunity for students currently working to improve their position within their agency or advance to another position post-graduation. Employers report high levels of satisfaction, often hiring students before their MSW graduation.

According to the MSW Program Alumni Survey 2016-2017, respondents graduated with MSWs between 2005 and 2017. A majority (90%) of graduates seeking employment found it within the field of social work. 83% were employed in rural practice settings with 73% of those practicing in rural Kentucky.

Feedback from the DAC and local agencies resulted in curriculum changes to better meet the needs of employers. For example, the course on family practice (SWRK 622) was redesigned to provide increased knowledge and skill with documentation required in a therapy setting (psychosocial, treatment plan, case notes, and discharge summary). This was a direct result of DAC recommendations and demonstrates the program's dedication to both students and local employers.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Given our strong program and research mentorship, several MSW graduates have pursued and obtained doctoral degrees, an increasingly common outcome. At least three MSW graduates who have been hired into tenure-track positions in social work education: Jeremiah Jagers, Cecilia Mengo, and Austin Griffiths. Alumni are also teaching in programs internationally. Azalia Gongora is teaching in Belize and Hsiuching Chen is teaching in Taiwan. Several alumni are currently enrolled in doctoral programs throughout the country. It is impressive that 52 of our WKU field instructors from 2015-2018 were our alumni. Alumni are working in the profession and giving back to communities.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					5	12
Number of NTE Faculty					1	4
Cost per SCH					\$ 160	128
SCHP/FTF by Dept.	315	282	322	298	262	375
% SCH by FTF by Dept.	66.2%	61.4%	57.6%	51.2%	55.1%	75.8%
Median Class Size by Level	12	14	11	13	13	8
% Under-Enrolled Sections by Level	32.5%	27.8%	39.4%	26.6%	38.4%	58.2%
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
<p>The Credit for Learning (CFL) Project involves the MSW Program working in partnership with the Kentucky Cabinet for Health and Family Services and other KY universities to provide credit-based education to new child protective services (CPS) workers as part of their employment training. Employees/students earn 12 graduate credits, which may be used as MSW program electives.</p> <p>Over 1,000 graduate SCHs are produced yearly as a result of this project, which is not included in the 2(a) data. The Training Resource Center (TRC) Grant Program brings in around \$250,000/year in resources to support the CFL Project. The CFL Project has trained approximately 1/3 of all new CPS workers and supervisors in Kentucky for more than a decade, and with continued high demand, this number is expected to grow providing additional revenue.</p> <p>The Online MSW Program is a DELO Incubator Program that ran the first Part-time Advanced Standing (AS) Cohort (33 hour program) from 2016-2018. The first cohort of 17 AS students graduated in May 2018. In Fall 2018, a Part-time AS (<i>n</i> = 16) and a 3-year Traditional (<i>n</i> = 12) online cohorts were admitted.</p>						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<p>Additional costs to maintain the program include the annual \$5,000 fee for accreditation to the Council on Social Work Education (CSWE). There are CSWE accreditation requirements for 1:12 faculty-to-student ratio (A.S. 3.2.3, p. 16) and administrative release time of 25% minimum for the Field Director (A.S. M3.3.5 (c), p. 18) and 50% minimum for the Program Director (A.S. M3.3.4(c), p. 17).</p> <p>Faculty regularly engage in external grant programs that include financial support. For example, a faculty member has an NIH subcontract to recruit and provide telehealth cognitive behavioral therapy for clients experiencing depressive symptoms in rural areas near Glasgow, KY.</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of [WKU's strategic plan](#) are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Goal 1 – (foster academic excellence) and Objective 1.4 of the WKU Strategic Plan (promote research and scholarly activity) are directly addressed by the MSW program. Faculty and students increased production of scholarly research articles from 4 in 2011/12 to 21 in 2017/2018. Peer reviewed conference papers and posters increased from 9 to 25, with the same number of 6 full-time TE faculty.

Goal 2 (promote a dynamic and diverse university community) and Objective 2.1 (enhance the diversity and international profile of faculty, staff, and student populations) has been embraced. During the past 5 years, the MSW program maintained an underrepresented minority student percentage between 26 and 32%. This is higher than the 22% represented by the CHHS student body. The HBCU recruitment initiative has encouraged the enrollment of students of color and supported the overall diversity plan for WKU. First-generation student enrollment was 42% for 2016/17 and increased to 45% in 2017/18, higher than the 22% represented by the CHHS student body.

Faculty, staff, and students conduct research, publish scholarly works, provide and supervise internship services and community programs, and provide trainings and maintain leadership roles in various organizations. These activities support local, regional, and national communities.

b. What aspects of the [statewide strategic agenda](#) are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

MSW activities address Objective 9 of the KY CPE Strategic plan, to improve career readiness and employability of postsecondary education graduates, with a focus on strategies 9.3 (work with employer community, foundations, and state agencies to provide “work and learn” opportunities, including experiential or project-based learning, ... internships, externships, and clinical experiences) and 9.5 (Identify current and emerging workforce demands ..).

Currently in Kentucky, there is a shortage of CPS workers. The CFL program provides 12 hours of master’s level credit in the form of child welfare training required for employment as described in 4(b). Recent development of an online MSW Program option has resulted in additional CPS workers becoming MSW students at WKU. MSW students also complete field placements (internships) with social work employers all over Kentucky and surrounding states as part of their educational requirements, where graduates are subsequently recruited for employment. To support professional licensure, the design of the program includes preparation for the social work license exam in the form of the PRE. Post-graduation, licensure support continues through the Continuing Education Program whereby faculty and other approved social work professionals provide training and education to regional social workers.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant [workforce](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

With the national increase in demand for healthcare and social work professionals, the employment market for this area is expected to continue to grow. Rural areas, in particular, have social workers as the highest percentage of mental health providers. According to the [Bureau of Labor Statistics and Outlook](#) for social work careers, the employment of healthcare social workers is projected to grow by 20% between 2016 and 2026, faster than the average for most occupations. Employment of mental health and substance abuse social workers is projected to grow 19% during this same period. The MSW program is well positioned to meet the growing needs of the workforce, particularly in Kentucky.

As mentioned, the Credit for Learning (CFL) initiative is a regional training program managed through the Department of Social Work at WKU. This project has trained approximately 1/3 of all the new CPS workers in Kentucky for more than a decade. With ongoing employment shortages in child welfare, the CFL initiative proactively seeks to address this deficit by preparing a skilled workforce.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The MSW Program at WKU has a unique focus on Advanced Generalist Practice in Rural Settings. No other MSW Program in Kentucky focuses on this specialty area, and it is one of only a few in the United States. The program was designed to afford working professionals in rural regions an opportunity to earn an MSW. Therefore, the MSW Program uses a multifaceted approach and offers two different program options: a completely online program with synchronous online sessions (a DELO cohort program) and a hybrid program with face-to-face class sessions occurring only on Saturdays. Additionally, the MSW Program began a minority recruitment campaign to Historically Black Colleges and Universities across the American South, increasing the enrollment of students of color and contributing to the diversity of the Program and the university.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

In collaboration with the University of Kentucky, WKU MSW students are able to earn a School Social Work Certificate. Required certificate courses are offered online at UK, and students complete their field placement within a local school district. This collaborative effort eliminates the need for duplicate certificate programs and provides students with access to specialty training.

Additionally, participation in the Credit for Learning (CFL) initiative strategically aligns multiple universities with Kentucky's Cabinet for Health and Family Services. This nationally acclaimed collaborative model involves the sharing of important resources (i.e. curriculum, trainers, etc.) to efficiently prepare Kentucky's child welfare workforce.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

Expanding the new online MSW program is a step in the right direction in terms of capturing additional MSW degree seekers who are searching for an advanced generalist program with a rural focus. Currently, faculty are exploring the possibility of creating a doctorate in social work (DSW) program at WKU. This applied program would concentrate on leadership, administration and direct practice in teaching.

Additionally, there is a pending proposal for creating the Center for Child Welfare Education and Research Center at WKU. Three current faculty members hold positions of leadership at the national level in the profession of social work. Dr. Saundra Starks is the incoming Chair of the Council on Social Work Education (CSWE), the national social work accrediting body. Dr. Jay Gabbard is the newly elected Vice President of the National Phi Alpha Student Honors Association, and Dr. Amy Cappiccie's term recently ended on the national board of the National Association of Social Workers (NASW). These leadership roles contribute to the high profile of the Department as well as the University; consequently, these activities result in increased interest of potential students and faculty.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

National trends in social work are best explained using national data. Per the NCES Classification of Instructional Programs (CIP), "public administration and social services" includes social work and related fields (e.g., human services). Conferral of master's degrees in public administration and social services increased 17% between 2005–06 and 2010–11 with a 53% increase between 2005-2006 and 2015–16. This trend indicates that the social work degree is in demand.

The MSW Program has adjusted its curriculum to reflect national trends by including more study abroad, international, and interprofessional courses. The development of the online program is also consistent with national trends in social work education. The MSW Program has courses cross-listed with the Department of Counseling and Student Affairs such as the Certification in Addictions Counseling and Education. Study Away courses have been taught in California and other parts of rural Appalachian Kentucky. Study Abroad courses and research have been conducted in Taiwan, Belize, Tanzania, Kenya and England. Students continue to participate in scholarly activities with faculty outside of the classroom in areas of publication and conference presentations including national audiences.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

A rigorous outreach program for recruitment of students of color at HBCU's was implemented in 2015. This initiative has produced several admissions to the program (including one Minority Fellowship student) and has strategically developed relationships for ongoing professional collaboration. The MSW Program has modified its curriculum to reflect national trends by including more study abroad, international and interprofessional courses. Courses on trauma-informed social work practice and human trafficking have been developed. The development of the online program is also an initiative to reach more students in the remote areas of the state and nation.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

Within five years, the addition of an online DSW degree program and the WKU Center for Child Welfare Education and Research will greatly enhance the reputation and productivity of the Department of Social Work, thereby increasing enrollment in the MSW program. Within ten years, the addition of a federal grant program related to rural child welfare populations is reasonable and would further enhance the profile of the department and areas for growth. In order to expand in these directions, additional faculty highly skilled in overcoming the unique challenges of online learning are required to maintain the quality of education the program aims to achieve. Office staff support will be needed due to the increased administrative tasks required to run a larger program, and additional funding would be needed to continue the growth and improvement of the program through strong recruitment and marketing. Resources that could be applied to recruiting and retaining more faculty of color would be desired. Funding for additional graduate research assistants would expand the research potential for faculty, and more scholarship funding, in general, would also encourage enrollment growth.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Public Health
College:	College of Health & Human Services

Program Name:	Health Care Administration (HCA)
Reference Number:	559
CIP Code:	510701
Degree Type (AB, BS, etc.):	BS
STEM+H Degree (Y/N)	Yes
Minimum Hours Required:	67
List Concentrations (if any):	None

1. PROGRAM SUMMARY

<p>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</p>
<p>The health care administration program has full membership in the Association of University Programs in Health Administration (AUPHA) and in combination with the Long-term Care Administration Certificate is accredited by the National Association of Long-term Care Administrators Board (NAB). This program helps to prepare students for administrative positions in various types of health care facilities and agencies, such as acute care, long term care, group medical practices, managed care organizations, health insurance agencies, public health agencies, clinics, and health related organizations such as manufacturing, marketing and consulting.</p> <p>The HCA program (559) has both residential and online cohort delivery models. There is no accompanying program requirement for our residential based students. However, students in the online cohort program must complete the Long-Term Care Administration Certificate (1717).</p> <p>In addition to meeting the colonnade requirements, students pursuing the health care administration curriculum must take the following: BIOL 131 (or PH 100 and PH 381 or PH 384), ECON 202 (or ECON 203). Requirements for admission: 30 hours including above courses with overall GPA 2.5 or better.. Requirements for degree completion 67 hours of program courses with an overall GPA of 2.5 or better.</p>

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	135	147	164	184	198	89
Conferrals	35	20	36	43	37	22
SCHP	1937	2396	2482	2767	3090	991
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The HCA undergraduate program contributes to the university’s organization mission and is continuously striving to foster academic excellence. The HCA undergraduate program prepares students by requiring core-foundations in the general area of the health care system, health services, and their classes are catered toward their concentrations to increase their knowledge in the acute and post-acute care market. Our department offers and supports many opportunities for students and faculty to engage in research and to also present their findings at local, state, and national conferences. We prepare students to be productive, engaged, and socially responsible members of society”.</p> <p>Several of our classes are used by the Health Sciences Program (564). In addition, and we have one course that is part of the Colonnade Program (HCA 347: International Health Care) and we have a JUMP program from the HCA program (559) to the MHA (153)</p>						
c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)						
<p>The HCA programs (559) credit hour production has been consistently above the university benchmarks for baccalaureate programs in the areas of enrollment, conferrals and student credit hour production.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	6	100	4	100	13	61.50	9	77.8	6	66.7	69.4%
Progression			109	77.1	140	67.9	145	68.3	139	77.0	61.3%
150% Graduation Rate	3	66.7	5	100	6	100	15	53.3	6	100	54.1%
Time to Degree	4.84 (n=34)		4.63 (n=20)		4.90 (n=35)		4.38 (n=42)		4.00 (n=37)		4.39

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

The program measures student learning outcomes by assessing the following:

1: Student’s comprehensive knowledge of the healthcare system: On 1st attempt, 50% of the students will score 75% or higher on the comprehensive exam, which measures their understanding of payment/accounting systems and quality/accountability issues for the health care delivery system. No student will make lower than 70% on the comprehensive exam.

Year: Number of students who passed the exam / Number of students who sat for the exam= (% format)

2014: 29/30 (96%); 2015: 25/25 (100%); 2016: 37/40 (92.50%); 2017: 28/32 (87.50%)

2. The ability of students to effectively interact with other health care professionals in addressing managerial issues stemming from their daily experiences within their health care settings. 60 % of the students will receive a high performance rating (an average score 4 out of 5 (on a scale of 1 to 5 with a score of 5 as the highest) on the preceptor evaluations of their internship.

Year: Number of students with high performance rating/Number of students enrolled for internship

2014:15/16 (93%); 2015: 12/13 (92%); 2016: 35/38 (92%); 2017 37/39 (95%)

The HCA program has performed well. However, this program has traditionally been a discovery major. Very few underclassmen declare themselves as HCA majors. Instead, students usually consider HCA after attempting another degree. This occurrence is associated with our first-year retention rates and our 150% graduation rate. This information served as the foundation to update our program. We sought to maintain our quality performance, remove redundancies, increase course options, and to attract more underclassman (HCA 120 and 247 are now part of our program curriculum. We have plans to offer HCA 120 in a colonnade course). More detailed information on the program revision can be found under the WKU UCC link: https://www.wku.edu/ucc/agendas/2016_2017/agenda_march_2017.pdf

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

The HCA faculty through the use of graduate assistants monitor professional social media sites (i.e. LinkedIN) to assess the status of our recent graduates. Our faculty also have strong relationships with our graduates and word of mouth updates have proven to be instrumental in our update process.

We realize that this is an area we need to develop. Historically, the lack of faculty and staff has prevented us from doing more than what is outlined above. Effective fall 2017, we hired a full-time person to work on program advising, marketing and alumni tracking. This addition has already proven to be instrumental to our program. We expect to improve alumni and employer tracking in the near future.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The HCA program is seeking to continuously obtain employer satisfaction data by seeking greater input from the members of our credentialing accrediting organizations: Association of University Programs in Health Administration (AUPHA) and the National Association of Long term and National Association of Long Term Care Administrators Board (NAB) respectively. In

addition, The HCA program has an external advisory board of health industry professionals. These professionals are representative of the health care industry in our region. We are seeking to increase our efforts to assess these organizations and advisory board members on a continuous basis to obtain the latest and most relevant data on industry trends, employer hiring preferences, and the most sought-after technical skills for our graduates

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) x x

Multiple current and past students in the HCA program have already been recognized on state, regional and national level by professional organizations for their accomplishments health care industry (especially long-term care). There are also those students that are quietly successful and will be great representatives of the program and give back at some point. The HCA program at WKU has a long history of successful graduates from the undergrad and MHA program that have done very well. It is an environment rich with professionals that have a personal connection to WKU and are willing to serve in a variety of capacities.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					1.8	12
Number of NTE Faculty					1.65	4
Cost per SCH					\$86	\$128
SCHP/FTF by Dept.	432	435	415	419	428	375
% SCH by FTF by Dept.	57.5%	60.0%	64.4%	66.6%	66.3%	75.8%
Median Class Size by Level	22	23	24	19	22	19
% Under-Enrolled Sections by Level	38.7%	34.4%	54.2%	46.0%	59.7%	58.2%
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
<p>DELO revenue for the 2018 FY The WKU HCA with LTCA Online Cohort Program is projected to bring in approximately \$340,000. This is a significant increase from the 2017 fiscal year, when the online program brought in approximately \$256,000.</p>						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<p>According to 2017 estimates, there were 198 students and five full time faculty (2: associated professor, 2: Assistant professors and 1: instructor). According to the university benchmark average, the HCA program is highly efficient. Also, due to the success of the HCA online cohort program, in the fall 2017, we added a full-time staff person to assist with advising, student recruitment, alumni tracking, and marketing.</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Affordability & Accessibility: The HCA program implemented an online cohort program which allows non-traditional students to obtain a B.S in HCA, which is in high demand. This ensures that the WKU Experience remains affordable and accessible to every qualified student.

Completion and Success: Effective fall 2017, we revised the HCA program to reduce barriers to degree completion. In addition, we reduced the hours necessary to complete the degree. It is predicted that these changes will be associated with an increase and a shorter time to degree attainment.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Graduation Rates and Degrees and Credits in STEM +H:

Over the evaluation period, the enrollment in the HCA undergraduate program has been consistently strong. Most of the growth has been experienced during the past few years. This growth can be attributed to the high demand sector of health care administration, which comprises the science, technology, engineering, math and health care fields (STEM + H). Over the past few years, the graduation rates have ranged from 20-39 graduates per year.

Efficiency: The program growth is associated with the NAB accreditation and popularity of the Long-term Care Administration Certificate. The increased size of the program has not adversely impacted the quality of services delivered. The HCA undergraduate program has received full undergraduate recertification by the Association of University Programs in Health Administration (AUPHA) in 2013 and accreditation by the National Association of Long-Term Care Administrators Board (NAB) in 2014. We are the only program in the state with this distinction. It is important to note that we have maintained our growth without increasing the size of our faculty.

Increased Productivity & Maximized Success: Since the fall of 2016, the WKUHCA undergraduate program has offered a cohort based online option for the Health Care Administration (HCA) degree with a Long-Term Care Administration (LTCA) Certificate. This degree, which is marketed to nontraditional students, is the only online program of its kind in Kentucky.

Efficiency and Innovation: The HCA undergraduate program has sought more ways to deliver high quality education in a resource constraint environment by expanding the size of our residential program and by improving the quality of services rendered. In 2016, the HCA program began offering an online HCA degree with a certificate in long term care administration. In 2017, the HCA program was revised to reduce barriers to degree completion and the time necessary to complete the degree.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

With the recent passing of the state budget for education, the program of healthcare administration's enrollment and graduation rates are being taken into consideration along with the STEM programs when allocating funds for Universities in the state. The program is now considered one of the programs in the highly demanded STEM + H Categories, H being Healthcare. Furthermore, our program has a history of producing successful alumni who are generous contributors to the university. The alumni and various other relationships made by networking with the community, provides our students with options to select the site of their internship to acquire real-world experience and apply what they have learned throughout the program. Lastly, after our NAB accreditation, more long-term care facilities throughout Bowling Green, the state and the region have increased their participation efforts with our students and program activities.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

Efficiency and Innovation: The HCA undergraduate program has sought more ways to deliver high quality education in a resource constrained environment by expanding the size of our residential program and by improving the quality of services

rendered. In addition, in the fall of 2016, the HCA undergraduate program began offering an online HCA degree with a certificate in long term care administration. This online degree allows students who are limited by geographical distance or by competing demands (e.g. job responsibilities, family responsibilities) to pursue the HCA degree, which is high demand.

The HCA undergraduate program is unique because of its expertise in the post-acute care market (i.e. long-term care administration). This focus on post-acute care is evident by the NAB accreditation of the HCA undergraduate program along with the long-term care administration certificate.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The HCA program is located between two very strong and growing Health Care Markets: Nashville and Louisville. The HCA program holds an AUPHA certification and NAB accreditation. As a result, the program is recognized regionally and nationally as a very strong program. This standing has positively impacted the hiring potential of our graduates. Over the past 30 years, the HCA program has had a focus on long-term care. As a result of the retiring Baby Boomers, the long-term market has been identified as a high growth area. Several times the program has been ranked by different nationally recognized agencies such as Top 15 Bachelor's in Long Term Care Administration 2018-2019, as being affordable and offering courses that are relevant to the trends occurring in the healthcare industry:
Top 15 Bachelor's in Long Term Care Administration 2018-2019

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

WKU is perfectly located to become a major player in preparing health care leaders. To our south is Nashville, which is home to more than 900 companies working in health care, which generate over 92 billion dollars in revenue. Nashville is the largest health care market in the United States and is considered, considered to be the Silicon Valley of the health care industry. To the north is Louisville, which is home to largest cluster of aging care businesses, which represent approximately 50 billion dollars in revenue. Both cities place high importance in attracting talented workers to their respective markets. The WKU HCA program has been successful in these markets and our interns and graduates are well represented in the companies which comprise these two markets

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

The HCA program has shown consistent growth over the review period. This increase is associated with the national demand for medical/health services managers. According to the Bureau of Labor Statistics, the 10-year (2016-2026) trend has identified a 20% growth rate for jobs in this segment. This is defined as growth that is faster than average. The average growth rate for all occupations stands at 7%. Please see the link below for more job outlook data:
<https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

As highlighted in our recent state audit, the HCA program has had issues with its high enrollment to degree ratio and high credits toward degree. The HCA program has recently made changes to deal with the high enrollment to degree ratio. Through examination, we identified several courses which created a bottle neck and were redundant. Students either had to take these courses several times or could not enroll into these courses because of significant demand from students throughout the university. Through analysis the HCA faculty identified several courses which could serve as alternatives for these bottle neck courses. In addition, we identified and removed several courses that we believed duplicated the material covered in our HCA designated courses. The program modifications became effective during the fall 2017 academic year. We anticipate that these changes will reduce the amount of credits needed to graduate and the high enrollment to degree ratio. Additional information regarding program changes can be provided upon request.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

Due to the current environment associated with the retiring Baby Boomers, the location of the HCA program, and presence of the NAB accreditation, we project significant growth potentials associated with the WKU HCA program. However, significant barriers do exist.

As the program grows, we are in need of more personnel with expertise in Health Care Administration. The University of Louisville and University of Kentucky has both invested significantly in their respective health care administration programs. However, due to funding limitations, it has become increasingly difficult to find qualified faculty to teach in our program. In addition, the HCA major requires a significant amount of networking, which mainly requires travel to numerous conferences. However, funding to these events have also become increasingly limited.

e. What recommendation would you put forward for the program (check one)?

<input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

Department/School:	Public Health
College:	Health and Human Services

Program Name:	Health Education
Reference Number:	0494
CIP Code:	51.2207
Degree Type (AB, BS, etc.):	Certificate
STEM+H Degree (Y/N)	No
Minimum Hours Required:	12
List Concentrations (if any):	none

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Health Education Certificate imparts the knowledge and skills necessary for health educators, and is aligned with the seven areas of responsibility outlined by the National Commission for Health Education Credentialing (NCHEC) for Certified Health Education Specialists (CHES).

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	N/A	N/A	N/A	N/A	N/A	19
Conferrals	N/A	N/A	N/A	N/A	N/A	6
SCHP	0.0	0.0	0.0	0.0	18	212
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The Health Education certificate complements the MPH degree: Two of the courses are nested within the MPH core curriculum, and the other two can be used as electives for the MPH. This certificate serves the needs of MPH students who formerly sought the health education concentration.</p> <p>Health education is an area of study that is beneficial to many disciplines, complements several existing degree programs. We hope to attract students from these disciplines into the MPH program.</p> <p>The Health Education certificate supports workforce development inasmuch as it is designed for community and public health practitioners who want to advanced instruction in health education and who need academic preparation for the Certified Health Education Specialist (CHES) examination.</p>						
c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)						
<p>The Health Education certificate began in AY 17/18. At present, there are 15 students enrolled in this certificate program.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	82.2
Progression	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
150% Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	73.3
Time to Degree	N/A		N/A		N/A		N/A		N/A		2.56
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>Upon completing the certificate, students will be able to:</p> <ul style="list-style-type: none"> Assess individual and community needs for health education Plan effective health education strategies, interventions, and programs Implement health education strategies, interventions, and programs Design evaluation plan for health education interventions and programs Administer health education strategies, interventions, and programs Serve as a health education resource person Communicate and advocate for health and health education <p>As the certificate just began in AY 17/18, we have not yet assessed SLOs. However, the course content and assessments are aligned to the NCHC competencies and sub-competencies.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>We plan to monitor the number of students who take the CHES exam and their success rates. Additionally, we will assess alumni perception of the certificate's value to their career path.</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
<p>We abide by the health education competencies set forth by NCHC. They employ a comprehensive approach to determining the needs of the workforce. Additionally, we seek feedback through the MPH advisory committee.</p>											
e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)											
<p>Health education is imbued in many different professions and thus this certificate has the potential to enhance the skill sets and marketability of students in a wide variety of academic disciplines.</p>											

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					0	12
Number of NTE Faculty					0	4
Cost per SCH					0	\$128
SCHP/FTF by Dept.	432	435	415	419	428	432
% SCH by FTF by Dept.	57.5%	60.0%	64.4%	66.6%	66.3%	57.5%
Median Class Size by Level	11	12	9	11	8	8
% Under-Enrolled Sections by Level	38.7%	34.4%	54.2%	46.0%	59.7%	58.2%
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
N/A						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
Each of the courses required for the Health Education certificate is a required course and/or elective course for at least one other degree and/or certificate. Thus, this certificate adds no additional cost burden to the program or department.						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)
<u>Our Community and Beyond</u> : Objective 1.4 is addressed via our competency-based curriculum with courses that employ higher-order learning objectives and problem/case-based learning and teamwork to ensure students graduate with skills to think critically, solve problems, and engage effectively with others. The Health education certificate addresses objective 3.1 in that is a pathway to completing a MPH degree; 3.2 in that it prepares students for a national exam; and, and 3.3 in that it matches the growing job market demand for health educators.
b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)
The certificate promotes academic excellence through teaching (objective 8). We conduct comprehensive curriculum and syllabi reviews to ensure content and assessments are aligned with NCHEC competencies. Relatedly, the certificate is designed to create practice-ready health educators (objective 9).
c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)
Health Educators fall within the Community and Social Service Occupations category on the hyperlinked resource. Future projections show this category to be a fast growing field. Per the Bureau of Labor Statistics, overall employment of health educators is projected to grow 14 percent from 2016 to 2026. It's further noted that health educators may improve their job prospects by obtaining a certification. As noted The Health Education certificate
d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)
The Health Education certificate courses are offered in multiple formats. Students can earn the certificate all online or all on-demand, or through a hybrid of course formats: campus-based, online and/or on-demand. This maximizes opportunities for students to complete the certificate in a timely manner.
e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)
The Health Education certificate increases the marketability of the general MPH program. It is viewed on par with a MPH with a concentration in Health Education.

6. PROSPECTUS

<p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p>	
<p>There's strong potential for interdisciplinary connections as health education is imbued and/or relevant to other academic programs. Thus, the health education certificate could add value to existing degree programs beyond the MPH.</p>	
<p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p>	
<p>N/A. Program began in AY 2017/18.</p>	
<p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p>	
<p>N/A. Program began in AY 2017/18.</p>	
<p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p>	
<p>The Health Education certificate will fluctuate with MPH enrollments. Thus, if the MPH realizes its growth potential, we will see a related growth in the certificate. Some growth from other degrees is expected as is growth as a stand-alone certificate.</p> <p>Impediments to growth are the staffing shortages faced by the MPH program.</p>	
<p>e. What recommendation would you put forward for the program (check one)?</p>	
<p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input checked="" type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Public Health
College:	College of Health and Human Services

Program Name:	Health Informatics Certificate
Reference Number:	1740
CIP Code:	51.2706
Degree Type (AB, BS, etc.):	Certificate
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	19-22
List Concentrations (if any):	

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The certificate in Health Informatics is multidisciplinary and is designed to prepare health profession students with the introductory skills and knowledge needed for electronic health records usability, interoperability and data exchange, meeting meaningful use initiatives, improving clinical workflow, and analyzing data to improve overall health care delivery and outcomes through the use of health information technology. It focuses on the application of computer science and software and clinical information technology as well as the development of database, and decision systems. Includes instruction in computer science, health information systems architecture, medical knowledge structures, medical language and image processing, quantitative medical decision modeling, imaging techniques, electronic medical records, clinical decision support, and informatics aspects of specific research and practice problems.

PROGRAM IMPLEMENTATION: Fall 2017

DELIVERY MODE: Hybrid or online certificate

ADMISSION: No admission requirements

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students					7	4
Conferrals					4	5
SCHP					40	44
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>In Fall 2018 per Infoview there are 13 students enrolled. There are another 32 interested students but the certificate forms cannot be submitted until the semester prior to receiving the certificate. The program has been asked to not submit the forms until that time.</p> <p>The certificate was initiated at the request of another PH program. Any students at the university can pursue a Health Informatics Certificate.</p>						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
Empty space for response						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	NA		NA		NA		NA				
Progression	NA		NA		NA		NA		7	100%	61.3%
150% Graduation Rate	NA		NA		NA		NA				
Time to Degree	NA		NA		NA		NA				
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>Learning outcomes of the proposed certificate program:</p> <ul style="list-style-type: none"> • Utilize an educational electronic health record system • Apply information technology to meet health care needs • Improve health care delivery by understanding basic health information technology • Articulate health technology privacy and security issues, threats, and solutions • Demonstrate knowledge of functionality of health information technology • Explore database management and analytics in order to manage health care clinical pathways, clinical outcomes, quality initiatives, and departmental and administrative workflow <p>All courses require a technical component and various methods of assessing the learning outcomes are utilized within the individual courses such as assignments, projects, and tests.</p> <p>Example of closing the loop: In HIM 330- Electronic Health Records it was determined that the Electronic Record System was not at the bloom’s taxonomic level required by the HIM program accrediting body, Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM). Due to this the Electronic Health Record Company implemented a new EHR system that is more robust and meets the CAHIIM requirements.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>HIM Program Director tracks all students who complete the HI Certificate. 100% of those receiving the certificate are employed in the field.</p> <p>The use of electronic health records, information technology and electronic health information exchange is federally mandated through the Health Information Technology for Economic and Clinical Health (HITECH) Act as part of the American Recovery and Reinvestment Act. Health information technology is being developed, adopted, and utilized across the United States in almost every type of health care facility. This increases the need for health professionals to become proficient in using electronic health records and managing health informatics in their areas of expertise. Therefore there is a growing need for health professionals to be trained in health informatics.</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											

*National accrediting body (CAHIIM) that accredits associate, bachelor, and master degree programs in Health Information Technology, Management, and Informatics routinely changes curriculum standards to meet the needs of the industry. Even though the Health Informatics Certificate is not accredited the courses utilized for the certificate are included in the HIM B.S. program and, as such, the certificate follows some of the competencies of CAHIIM and meets the need for increased education in data analytics and information technology.

Example: Based on the increase in the use of electronic data and in meeting the needs of the community, CAHIIM increased curriculum requirements of programs in the areas of data analytics and information technology. These standards were implemented into the program by increasing content in existing classes and requiring additional courses in data analytics/information technology.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty	NA	NA	NA	NA	NA	
Number of NTE Faculty	NA	NA	NA	NA	NA	
Cost per SCH	NA	NA	NA	NA	NA	
SCHP/FTF by Dept.						
% SCH by FTF by Dept.						
Median Class Size by Upper Level						
% Under-Enrolled Sections by Level						
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
Certificate courses are included in various programs across campus.						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
NA						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p>
<p>*WKU Strategy: A Culture of Innovation: “Facilitate high impact practices, immersive learning in different cultures, process-learning practices, and collaborative learning and instructional opportunities.” Program utilizes technology that enhances student learning, such as an online electronic record system and a virtual lab, which utilize real life products in simulation to foster academic excellence through hands on practice.</p>
<p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p>
<p>Objective 3- “Increase participation in postsecondary education, particularly among traditionally underserved populations.” (3.3 and 3.5): Program meets the statewide agenda and Kentucky workforce needs by providing the program online, allowing more people the opportunity to education they would not otherwise receive.</p>
<p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p>
<p>Healthcare Practitioners and Technical Occupations is very fast growing with a total projected 5 year demand of 34,453 and a projected wage of \$73,517.</p>
<p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p>
<p>Program can be completed online or as a hybrid. Northern Kentucky University has post-baccalaureate certificate in Health Informatics composed of 12 credit hours and are proposing a baccalaureate degree. No other Kentucky institution has a certificate in Health Informatics.</p>
<p>e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)</p>
<p></p>

6. PROSPECTUS

<p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p>
<p>This new certificate is interdisciplinary (with four departments having core courses and electives available through four other departments). Certificate is in a growth stage. Faculty will continue to market program to HIM students and work with other departments to encourage student participation.</p>
<p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p>
<p>The certificate is a combination of health and technology, both of which are growing fields.</p>
<p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p>
<p>NA</p>

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)	
Certificate can have significant growth with no impediments as long as there are available seats in required courses.	
e. What recommendation would you put forward for the program (check one)?	
<input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Public Health
College:	College of Health and Human Services

Program Name:	Health Information Management- B.S.
Reference Number:	529
CIP Code:	51.0706
Degree Type (AB, BS, etc.):	BS
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	79-82
List Concentrations (if any):	

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The major in health information management is designed to prepare the graduate with skills and competencies in health data management, data analytics and informatics, information governance, privacy and security, compliance, clinical documentation improvement, revenue cycle management, medical coding, health information technology management and administrative and clinical work flow. A professional practice experience is required.

PROGRAM IMPLEMENTATION: Fall 2013.

ACCREDITATION: The HIM BS program has been accredited since 2016 through the Commission of Health Informatics and Information Management Education (CAHIIM). Graduates are eligible to take the Registered Health Information Administrator (RHIA) certification exam through the American Health Information Management Association.

RANKING: Currently ranked 9th for best online Bachelor Health Informatics programs at thebestschools.org

DELIVERY MODE: Online program though students can complete it as a hybrid program with **supporting courses**, including Anatomy and Physiology, Biostatistics, Introduction to Computers, Health Care Organization and Management, and restricted IT/Data Analytics courses.

ADMISSION: For full admission a student must successfully pass the introductory HIM 100 course or departmental exam with a grade of C or higher OR successfully complete an associate degree in HIM from a CAHIIM accredited program. In addition, candidates must have an overall GPA of 2.0 and successfully pass a criminal background check.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	8	16	20	26	44	89
Conferrals	0	1	1	3	2	22
SCHP	68	142	288	388	690	991
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>*As of Fall 2018 there are 61 students in the program per Infoview.</p> <p>*Four HIM courses are required for the Patient Navigator Certificate and one is an elective for the certificate.</p> <p>*Two upper division HIM courses are required for the Health Informatics Certificate and one lower division is an elective for the certificate.</p> <p>*One HIM course is a required course in both HCA and Health Sciences and two are electives in HCA and three are electives in Health Sciences.</p> <p>*Two HIM courses are also offered as dual credit courses.</p> <p>*HIM students also generated an additional 27 credit hours that are non-Colonnade for other programs in the PH department (HCA, PH) and in non-CHHS programs (CIS, DBAN, and CIT).</p> <p>Enrollments in HIM courses by students outside of HIM major: Examples: Fall 2018- For HIM 290 there are 97 CHHS non-HIM majors, 23 students outside of college, and one graduate student. For HIM 225 there were 17 CHHS non-HIM majors; For HIM 291 there were 7 CHHS non-HIM majors and 2 students outside of college; for HIM 292 there were 11 CHHS non-HIM majors and one student outside of college. In Spring 2018 for HIM 252 there were 20 CHHS non-HIM majors.</p>						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>*Conferrals 8/2018- 5; expected conferrals 12/2018-1; 5/2019- 7; 8/2019- 7.</p> <p>*100% of the graduates (includes 8/2018 grads) have jobs with 85% working in the HIM field.</p> <p>*Program started in Fall 2013. Enrollment was initially low not only because it was a new program, but students did not want to enter a non-accredited program. With accreditation enrollment has significantly increased.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0	0	0	1	100.0%	3	100.0%	1	100.0%	69.4%
Progression	-	-	5	60%	14	64.3%	16	68.8%	23	78.3%	61.3%
150% Graduation Rate	-	-		-	-	-	-	-	-	-	54.1%
Time to Degree			4.67				11.78		4.00		4.39
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>No data provided on program for 150% graduation rate.</p> <p>*CAHIIM requires that students achieve 102 competencies from six domains and 32 subdomains based on Bloom’s Taxonomic levels. Each competency is linked to a specific assignment/project. During the 2015 CAHIIM site visit for accreditation, CAHIIM reviewers reviewed every assignment/project to assure that each was designed to achieve the mapped competency.</p> <p>*CAHIIM requires an annual self-assessment, which includes evaluation of RHIA test results. Each subdomain must be reviewed with assessment performed for any area the program fell below national average.</p> <p>*Students are eligible to take the Registered Health Information Administrator (RHIA) certification exam through the American Health Information Management Association.</p> <p>*Students are required to pass a Registered Health Information Administrator (RHIA) Mock Exam with a score of 80% during their professional practice experience (HIM 495).</p> <p>Examples:</p> <p>*100% of the graduating students taking the RHIA certification exam passed from 8/01/2017 to 7/31/2018. Results of content were assessed to determine if any subdomains fell below national average. Data Governance was below and two courses incorporated new material Fall 2018.</p> <p>*100% of students in HIM 495 (PPE) in 2018 achieved a score of 80% or above on RHIA Mock Exam, which is based on competencies.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>*Program conducts annual surveys of graduates which includes gathering employment information. There are also informal means of gathering employment data- (100% of graduates through August 2018 are working full-time with 85% working in the field.)</p> <p>*Program tracks graduates who plan to get a master degree. Less than 12% of national association membership holds an advanced degree of any type and the association is working to increase this to 20% by 10 years. (Currently one graduate of the HIM BS program has subsequently graduated from the MHA program at WKU.)</p> <p>*Graduates are encouraged to take the Registered Health Information Administrator (RHIA) national exam. RHIA demand a higher salary and are sought after. (Currently only one student has taken the RHIA. The student successfully passed the exam.) Other graduates have stated they are studying to take the exam.</p> <p>*The American Health Information Management Association (AHIMA) completes periodic surveys of members related to salary. (2016 KY average salary- \$61,950. For RHIA: average salary nationwide- \$80,630; average salaries from graduation to two years- \$58,270.). This data is in line with the Bureau of Statistics for Kentucky indicating annual mean wage of \$75,160-96,400 for medical and health services managers.</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
<p>*There are annual surveys of employers and surveys at the end of professional practice experience from site supervisors requesting input on any necessary changes in program to meet the needs of the community.</p> <p>*There is an annual advisory board meeting that considers needs of community and curriculum components.</p>											

*National accrediting body (CAHIIM) routinely changes curriculum standards to meet the needs of the industry.

Example: Based on the increase in the use of electronic data and in meeting the needs of the community, CAHIIM increased curriculum requirements of programs in the areas of data analytics and information technology. These standards were implemented into the program by increasing content in existing classes and requiring additional courses in data analytics/information technology.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

*There are many part-time non-traditional students in the program working full-time, which is reflective of the time to degree. For instance, for Fall 2018, there are 23/61 (34.4%) part-time students enrolled in the program.

*On the employer survey from October 2018 employers indicated that the graduates were very prepared for the work environment. Two specifically commented on the professionalism of the graduates. One of the comment was "The HIM program at WKU is excellent and to be applauded".

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty	.11	.75	.83	.67	1	12
Number of NTE Faculty	0	0	.17	.20	1.5	4
Cost per SCH	\$107	\$349	\$216	\$137	\$190	\$128
SCHP/FTF by Dept.	432	435	415	419	428	375
% SCH by FTF by Dept.	57.5%	60.0%	64.4%	66.6%	66.3%	75.8%
Median Class Size by Upper Level	22	23	24	19	22	19
% Under-Enrolled Sections by Level	35.4%	28.6%	33.0%	44.8%	33.3%	36.3%

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

The HIM program generated DELO revenue of \$22,957.22 for 2017/2018.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

*Cost per SCH was split between the HIM AS and BS program based on the number of upper level/lower level courses each teacher taught. In Fall 2017/2018 all AS courses currently being taught are also required in the BS program. Combined cost per SCH for fall 2017-18 was \$150.

*\$2500 annual reaccreditation fee; \$8,000 site survey fee to occur in 2026-2017.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of [WKU's strategic plan](#) are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

***WKU Strategy: A Diverse Body of Students:**

“Work with regional K-12 and Community College education systems to provide educational opportunities through outreach; recruit undergraduate students who are college-ready...; and prepare personal and professional development plans for each WKU student.”

In the past year, the HIM Program worked with the Provost office to develop a 2+2 plan with KCTCS, which has been implemented. This plan allows students who have received a degree in HIT or MIT to transfer to WKU to complete a Bachelor Degree. The program has two dual credit courses. The HIM Program also works with DELO to market the program nationally for online students.

“Establish regional, national, and international conduits for attracting undergraduate... students”.

<p>The HIM Program is listed on the national CAHIIM directory as an accredited program with a direct link to the HIM webpage. DELO also markets the program.</p> <p>*WKU Strategy: A Culture of Innovation: “Facilitate high impact practices, immersive learning in different cultures, process-learning practices, and collaborative learning and instructional opportunities.”</p> <p>Program utilizes technology that enhances student learning, such as an online electronic record system and a virtual lab, which utilize real life products in simulation to foster academic excellence through hands on practice.</p>
<p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p>
<p>Objective 2- “Partner with Kentucky’s P-12 system to increase the number of students ready to enter a postsecondary degree...” (2.4 and 2.5) The program provides opportunities to high school students to earn college credit and have an early introduction into WKU and healthcare fields.</p> <p>Objective 3- “Increase participation in postsecondary education, particularly among traditionally underserved populations.” (3.3 and 3.5): Program meets the statewide agenda and Kentucky workforce needs by providing the program online, allowing more people the opportunity to education they would not otherwise receive. The required professional practice experience also gets students out in their community working in a healthcare facility which increases their marketability.</p> <p>Objective 7- “Increase the number of KCTCS students who successfully transfer to four-year institutions.” (7.2, 7.4) 25 of 39 (64%) students that started the HIM program in Spring 2018 and Fall 2018 transferred from KCTCS.</p> <p>Objective 8- “Promote academic excellence through improvements in teaching and learning.” (8.1) Refer to 3.b.</p> <p>Objective 9- “Improve the career readiness and employability of postsecondary education graduates.” (9.2) Refer to 3.c thru 3.e. (9.3) Students are required to complete 80-160 hour professional practice experience (PPE). (9.4) Employers are involved through the PPE and advisory board.</p>
<p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p>
<p>According to the Bureau of Labor Statistics, employment of medical and health services managers is expected to grow 20% from 2016 to 2026, faster than the average for all occupations. In Kentucky, the occupational growth for medical and health services managers is very fast growing per Kentucky Center for Statistics. To date all B.S. graduates but one are working in the field in Kentucky. The other is working in the Nashville area.</p>
<p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p>
<p>The WKU HIM B.S. Program is the only online CAHIIM accredited Bachelor degree HIM program in the state. The only other program in the state is at ECU and it is a traditional program. The WKU HIM program is currently ranked 9th for best online Bachelor Health Informatics programs at thebestschools.org. The program has an excellent reputation in Kentucky and Nashville. A large population of HIM Professionals in Kentucky graduated from the associate degree program and have been very supportive of the B.S. program. HIM professionals from Kentucky and Nashville contact us to recruit WKU graduates for positions in their facility and often say they prefer WKU HIM graduates.</p>
<p>e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)</p>
<p>Health Information Management is distinct because it falls within both technology and healthcare, which are both areas of high demand. The combination of these two areas results in HIM graduates that are uniquely qualified for many positions in healthcare management and technical positions. Most HIM BS graduates are also obtaining the Health Informatics Certificate.</p>

6. PROSPECTUS

<p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p>	
<p>The program is currently in a growth stage. Program will continue working with DELO and will also continue working with KCTCS to pursue graduates in both CAHIIM and non-CAHIIM accredited associate degree programs. DELO is planning a national-wide campaign at this time. Faculty would like to propose a program revision through UCC to allow graduates with an applied associate degree from a health-related program to receive a 12-hour waiver from the overall upper-level course requirements. Currently the program is at a disadvantage because the lack of this waiver requires students to take more upper division courses. Due to the increase in demands for IT/Data Analytics in Healthcare the program has increased program content to provide students with the knowledge and experience needed for these jobs.</p>	
<p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p>	
<p>Using the NCES data provided, the number of bachelor’s degrees conferred in the area, health professions and related programs, increased by 67% in 2014. At the same time, the number of conferrals in all fields nationwide increased 7%. Over the five years of this self-study 2013-14 through 2017-18, the HIM program was implemented. While conferrals were lower in those five years, conferrals for August 2018 were five with expected conferrals of 15 through August 2019. We attribute the growth in conferrals to the increased enrollment since accreditation. Since accreditation in 2016 the program has seen a 205% growth in enrollment from 20 to 61.</p>	
<p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p>	
<p>The program just started in spring 2013 and became accredited by CAHIIM in 2016. The accreditation of the program was essential to the program’s success. In addition, in Fall 2017 the program was modified to allow students who did not have an associate degree in a CAHIIM accredited program to enter the program. The program faculty are working with DELO on national marketing, which increases exposure. The program is also listed on the CAHIIM accredited program site so that anyone searching nationally for an accredited program will see the program listed.</p>	
<p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p>	
<p>Demand for HIM professionals continues to grow nationwide and, as such, there is immense potential for growth in the HIM B.S. program. The plan is to increase marketing to the MIT programs in the KCTCS system since the 2+2 was implemented, increase marketing to accredited A.S. programs nationwide, and request a 12 hour upper division waiver for transfer students through the curriculum process. We are already working with DELO on the first two items. Two courses currently taught by a faculty member on transitional retirement (ending May 2019) will convert to current faculty. Currently 63% of HIM courses are only taught once per year. Significantly increasing (such as doubling) the number of students (currently at 61) could tax the faculty and an increase in faculty may be imperative depending on extent of growth. Note: Current total of full time faculty teaching BS courses is 3, which is not reflected in Table 4 since SCH were split between AS and BS. AS courses are also required in the BS program.</p>	
<p>e. What recommendation would you put forward for the program (check one)?</p>	
<p><input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Public Health
College:	College of Health and Human Services

Program Name:	Health Information Management- A.S.
Reference Number:	243
CIP Code:	51.0707
Degree Type (AB, BS, etc.):	AS
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	42
List Concentrations (if any):	

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The major prepares individuals to plan, design, and manage systems, processes, and facilities used to collect, store, secure, retrieve, analyze, and transmit medical records and other health information used by clinical professionals and health organizations. Includes instruction in the principles and basic content of the biomedical and clinical sciences, information technology and applications, data and database management, clinical research methodologies, health information resources and systems, office management, legal requirements, and professional standards. Professional practice experience is required.

PROGRAM IMPLEMENTATION: Spring 1977 as Medical Record Technology (multiple name revisions since)

ACCREDITATION: The HIM AS program has been accredited since 1977. Current accrediting body is the Commission of Health Informatics and Information Management Education (CAHIIM). Graduates are eligible to take the Registered Health Information Technician (RHIT) certification exam through the American Health Information Management Association.

DELIVERY MODE: Hybrid or online program with **supporting courses**, including Anatomy and Physiology, Introduction to Computers, and restricted CIS/CS course.

ADMISSION: In order to be fully admitted to the program, a student must successfully pass the introductory HIM 100 course or departmental exam with a grade of C or higher. In addition candidates must have an overall GPA of 2.0 and successfully pass a criminal background check.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	42	24	24	41	30	26
Conferrals	13	22	7	11	17	9
SCHP	732	369	453	610	330	241
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>*Except for one course (professional practice experience), all associate degree courses currently taught are part of the HIM B.S. Program.</p> <p>*Six courses are available to students outside of the HIM majors.</p> <p>*Four HIM courses are required for the Patient Navigator Certificate and one is an elective for the certificate.</p> <p>*One HIM course is an elective for the Health Informatics Certificate.</p> <p>*One HIM course is a required course in both HCA and Health Sciences and two are electives in HCA and three are electives in Health Sciences.</p> <p>*Two HIM courses are also offered as dual credit courses.</p> <p>Enrollments in HIM courses by students outside of HIM major: Examples: Fall 2018- For HIM 290 there are 97 CHHS non-HIM majors, 23 students outside of college, and one graduate student. For HIM 225 there were 17 CHHS non-HIM majors; For HIM 291 there were 7 CHHS non-HIM majors and 2 students outside of college; for HIM 292 there were 11 CHHS non-HIM majors and one student outside of college. In Spring 2018 for HIM 252 there were 20 CHHS non-HIM majors.</p>						
c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)						
<p>Conferrals for 8/18- 3</p> <p>CURRENTLY: 2 students have been admitted to the associate degree program in the last year.</p> <p>Enrollment and conferrals continue to decline in the associate degree program due to students preferring the B.S. program.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	1	100.0%	0	0	0	0	4	75	4	50%	33.3%
Progression			33	60.6%	25	52.0%	33	63.6%	31	67.7%	61.3%
150% Graduation Rate	3	0%	1	100%							10.4%
Time to Degree	7.47		5.03		4.10		3.46		8.77		6.13
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>*CAHIIM requires that students achieve 57 competencies from six major domains and 32 subdomains based on Bloom’s Taxonomic levels. Each competency must be linked to a specific course assignment/activity/project. During the 2015 CAHIIM site visit for B.S. accreditation, CAHIIM reviewers reviewed every assignment/activity/project for courses in the associate degree except for one to assure that each was designed to achieve the mapped competency.</p> <p>*CAHIIM requires an annual self-assessment, which includes evaluation of RHIT test results. Each domain/subdomain must be reviewed and an assessment performed related to any domain area that the program fell below the national average for that domain.</p> <p>*Students are required to pass a Registered Health Information Technician (RHIT) Mock Exam with a score of 80% during their professional practice experience (HIM 295).</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>*There are annual surveys of graduates which includes gathering employment information. There are also informal means of gathering employment data- (100% of 2017 graduates are working full-time or continuing with their education. Of those working, 92% are employed in the HIM field.)</p> <p>*Program tracks graduates who plan to get a bachelor degree. (Currently 56% of the A.S. graduates from 2017 and 2018 are seeking a bachelor degree at WKU with all but one student in the HIM BS program.)</p> <p>*Graduates are encouraged to take the Registered Health Information Technician (RHIT) national exam. RHITs demand a higher salary and are more sought after. (Currently nine graduates took the RHIT exam from 08/01/2017 to 7/31/2018 with a pass rate of 89%.) Many of the graduates have stated they are studying to take the exam.</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
<p>*There are annual surveys employers and surveys at the end of professional practice experience from site supervisors requesting input on any necessary changes in program to meet the needs of the community.</p> <p>*There is an annual advisory board meeting that considers needs of community and curriculum components.</p> <p>*National accrediting body (CAHIIM) routinely changes curriculum standards to meet the needs of the industry.</p> <p>Example: Based on the increase in the use of electronic data and in meeting the needs of the community, CAHIIM increased curriculum requirements of programs in the areas data analytics and information technology. These standards were implemented into the program by increasing content in existing classes and requiring additional courses in data analytics/information technology.</p>											
e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)											
<p>NOTE: On First Year Persistence Table for Fall Cohort HIM program #243 showed up on two lines. I combined this in data for first year retention.</p>											

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty	.89	.25	.17	.33	0	12
Number of NTE Faculty	2	2	1.83	1.8	.5	4
Cost per SCH	\$199	\$280	\$200	\$164	\$66	\$128
SCHP/FTF by Dept.	432	435	415	419	428	375
% SCH by FTF by Dept.	57.5%	60.0%	64.4%	66.6%	66.3%	75.8%
Median Class Size by Level	11	12	9	11	8	19
% Under-Enrolled Sections by Level	38.7	34.4	54.2	46.0	59.7	36.3
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
Each year the program has receive a Perkins grant. Total over last four years is \$22,500.						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
Classes in the associate degree are required in the bachelor degree in HIM. The only exception is HIM 295- Professional Practice Experience, which might need to be taught during one semester to graduate the last students.						
\$2500 annual reaccreditation fee \$8,000 site survey fee within next year if program continues.						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p>
<p>*WKU Strategy: A Diverse Body of Students: “Establish regional, national, and international conduits for attracting undergraduate... students”. The HIM Program is listed on the national CAHIIM directory as an accredited program with a direct link to the HIM webpage.</p> <p>*WKU Strategy: A Culture of Innovation: “Facilitate high impact practices, immersive learning in different cultures, process-learning practices, and collaborative learning and instructional opportunities.” Program utilizes technology that enhances student learning, such as an online electronic record system and a virtual lab, which utilize real life products in simulation to foster academic excellence through hands on practice.</p>
<p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p>
<p>Objective 2- “Partner with Kentucky’s P-12 system to increase the number of students ready to enter a postsecondary degree...” (2.4 and 2.5) The program provides opportunities to high school students to earn college credit and have an early introduction into WKU and healthcare fields.</p> <p>Objective 9- “Improve the career readiness and employability of postsecondary education graduates.” (9.2) Refer to 3.c thru 3.e. (9.3) Students are required to complete 80hour professional practice experience (PPE). (9.4) Employers are involved through the PPE and advisory board.</p>
<p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p>
<p>In Kentucky there are currently 1,065 positions available in Kentucky for Health Information Management professionals at the technical level. Average salary \$36,889 and a high range of \$43,428.</p>
<p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p>
<p>The WKU HIM AS program is the only CAHIIM accredited program in this area. It is one of four accredited programs in the state with two being in Louisville and one being in Hazard. The program has been in existence and nationally accredited since 1977. The program has an excellent reputation in Kentucky and Nashville. A large population of HIM Professionals in Kentucky graduated from the associate degree program and have been very supportive. HIM professionals from Kentucky and Nashville contact us to recruit students/graduates for positions in their facility and often say they love our students/graduates.</p>
<p>e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)</p>

6. PROSPECTUS

<p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p>
<p>The opportunity for growth in the program would be by offering all classes online and marketing through DELO. This would put the program in direct competition with Hazard Community College, which is currently the only online program in the state. Hazard is the largest “feeder” into the WKU HIM B.S. program.</p>
<p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p>
<p>Enrollment decreased faster than national.</p>
<p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p>

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d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

Due to the decline in enrollment to only three students, it is recommended to suspend the program. If the program were to continue the program would need to convert to online. If that were to occur, program would work with DELO to determine a nationwide marketing campaign.

e. What recommendation would you put forward for the program (check one)?

<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input checked="" type="checkbox"/> Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Public Health
College:	CHHS

Program Name:	Health Science
Reference Number:	564
CIP Code:	51000
Degree Type (AB, BS, etc.):	B.S.
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	120
List Concentrations (if any):	Allied Health Science (A.S. to B.S. transfer program), Preparatory Health Science concentration, and Health Services Leadership and Management concentration.

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Health Science program is offered both face-to-face and on-line. Students are required to select a concentration area including the A.S to B.S transfer program, preparatory Health Science concentration, or the Health Services Leadership and Management concentration. Although no certificate is required students are encouraged to pursue a certificate in one of the following areas: Patient Navigator, Long-Term Care, Aging Specialist, or the Family and Home Visiting certificate programs.

In the most recent revision of the program (2016-17) the Health Services and Leadership and Management concentration was added to replace a Hodge-podge of concentrations including: Environmental Health Science, General Wellness Studies, Gerontology, Health Promotions, and Health Services.

The Preparatory Health Sciences concentration relies heavily (24-27 credit hours) from the areas of biology, chemistry, physics and math courses. The Health Services Leadership and Management concentration relies heavily (24-27 credit hours) from the disciplines of Applied Human Science, Health Care Administration, Public Health, Psychology, Sociology and Social Work.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	128	137	145	129	174	26
Conferrals	32	27	40	31	39	22
SCHP	943	1143	1039	1039	1306	991
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The Mission of the Department of Public Health is to: “Prepare highly competent, public health practitioners through instruction, research and service, and to enhance the health status and quality of life of diverse populations in local, state, national, and global communities”. Programs in the Health Science concentrations contribute to this mission by preparing students to enhance the health status of all citizen through the Preparatory and Allied Health Science concentrations. The Health Service Leadership and Management concentration is designed to prepare students to assume leadership roles in our aging population. This includes, long term care facilities such as: independent living centers, assisted living centers, respite care, home health care, as well as nursing homes and hospice facilities.</p> <p>At the present time there are no specific courses offered in this major. This is truly an interdisciplinary major which relies on course offerings in the public health program as well as other departments across campus.</p>						
c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)						
<p>Since the program revisions in 2016-17, the number of program majors has increased significantly with the most recent number of majors being 183 heading into the spring semester, as of December 11, 2018.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	23	69.6	16	68.8	26	73.1	28	75	26	61.5	69.4
Progression			90	60	106	62.3	94	67	91	56	61
150% Graduation Rate	11	27.3	21	52.4	25	64	21	38	23	34.8	54.1
Time to Degree	3.74		3.81		3.61		4.36		3.71		4.39
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>The program is an interdisciplinary program with three primary purposes:</p> <ol style="list-style-type: none"> 1. Preparing students with a general interest in Health Sciences to pursue a B.S. while obtaining a concentration in a specific area of the Allied Health Professions. The main focus of the Health Services Leadership and Management concentration is home and community based services. As America’s aging population continues to grow, more elderly individuals, as well as those with mental and physical disabilities, are choosing to receive medical care and support services in their own homes instead of in nursing homes, hospitals, and other institutions. Services typically offered may include nursing, therapies, and personal care services such as respiratory therapy, medical social services, nutritional counseling, home maintenance and modifications, vehicular modifications, moving assistance, respite care, home delivered meals, personal emergency response system, assistive technology, community transitional services and home and community support services. The approach to 											

home and community based services is designed to establish and manage networks of service providers capable of meeting these individuals' daily needs. The goal of home and community health services is to prevent premature and/or unwanted institutionalization by providing a coordinated plan of care and services to individuals of any age who would otherwise require nursing facility care.

2. Providing students with an opportunity to prepare for post-graduate professional health or medical science programs. Students who select this concentration will be required to complete 24 to 27 course hours. This concentration is designed to prepare students for a post-graduate or professional degree in a Health related field. Students who chose this concentration are looking to earn a bachelor's degree in Health Sciences to continue their education at the graduate level to move one step closer to their desired career. The Preparatory Health Sciences concentration is designed to help students obtain the majority of the required courses they will need in order to meet admission requirement for their specific graduate school program of choice. It is up to the student to research graduate schools and know what is needed for admission. The Health Sciences Advisor will provide guidance and assistance for students to help them reach their career goals.

3. Providing students with a health-related associate's degree the opportunity to continue their education and attain a BS degree in the Health Sciences. Graduates of an Associate's of Applied Science (AAS) in clinical laboratory technician, medical assisting, medical information technology, nuclear medicine, occupational therapy assistant, physical therapist assistant, polysomnographic technologist, radiography, respiratory care, diagnostic medical sonography, surgical technology, or other Health related programs as approved by the WKU Health Science faculty are also utilized to replace concentration courses.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

The student surveys following graduation have proven to have a low response rate. Students contacting the Program Director, formally or informally is the only method of tracking employment, currently. Students are encouraged to join LinkedIn for efficient tracking of employment and changes. The program director is seeking assistance to formulate a plan for employment tracking, following graduation. Currently no specific office or campus assistance is available to guide or assist in this process.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, and national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

These programs focus on pre-professionals and professionals who are currently practicing in their chosen Allied Health Profession. The program is designed for flexibility to meet the need of the individual's career choice. Students in this major are responsible for identifying post graduate institutions with their advisor and develop a plan of study that fulfills the pre-requisites of an institution(s) of interest.

The Health Leadership and Management concentration is similar in nature however, during the development of this concentration an accreditation framework established by the National Association of Long Term Care Administrator Boards (NAB) was used in selecting elective courses to assist students wishing to seek NAB certification.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Allied health educational programs seek to prepare competent allied health professionals and leaders for practice across multiple health care settings. The Association of Schools of Allied Health Professions identifies over 80 jobs associated as a broad group of health professionals who use scientific principles and evidence-based practice for the diagnosis, evaluation and treatment of acute and chronic diseases; promote disease prevention and wellness for optimum health, and apply administration and management skills to support health care systems in a variety of settings.

Allied healthcare professionals work in nearly all departments and specialties. Estimates have suggested that as much as 60% of the U.S. healthcare workforce may be classified as allied health. Allied health plays an essential role in the delivery of health care and related services in the U.S. and throughout the world.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					0	12
Number of NTE Faculty					0	4
Cost per SCH					128	128
SCHP/FTF by Dept.	432	435	415	419	428	375
% SCH by FTF by Dept.	57.5	60.0	64.4	66.6	66.3	75.8
Median Class Size by Level	11	12	9	11	8	19
% Under-Enrolled Sections by Level	38.7	34.4	54.2	46.0	59.7	36.3
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
Additional revenue is created by the Health Science program through the on-line offering which is supported and promoted through DELO. However, there was no response to what the amount of revenue is generated by the program when an inquiry was made for this information.						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
Students who transfer to WKU with an applied associate degree (e.g., Associate of Applied Science) from a health-related program receive a 12-hour waiver from the overall upper-level course requirement for the health science major. This reduces the time to graduation for a number of students in the major.						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Goal 3: Facilitate continuing education, retraining, and degree completion, leveraging online resources and WKU's regional campuses

Strategy 8: Create multiple pathways for individuals to complete unfinished degrees.

Strategy 9: Offer quality graduate programs to further lifelong learning and retraining.

Strategy 11: Strive for a diverse assemblage of people and ideas from hiring and recruiting to retaining and retraining.

Goal 4: Improve the quality of life regionally and support regional economic diversification:

Strategy 13: Facilitate the transferability of students and develop faculty and staff exchange opportunities with other academic institutions.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Objective 6: Increase persistence and timely completion for all students at all levels, particularly for low-income and underrepresented minority students.

Strategies:

6.1. Improve student advising by focusing on effective, research-based practices that have been shown to increase retention and graduation.

Objective 7: Increase the number of KCTCS students who complete career-oriented certificates and associate degree programs and successfully transfer to four-year institutions.

Strategies:

7.1. Support KCTCS's role as a high-quality, low-cost provider of postsecondary education, technical training, and transfer opportunities, and as a key point of access for students with multiple developmental education needs.

7.2. Increase 2-year to 4-year transfer by providing more degree pathways, completer (2+2) programs, and transfer advising.

7.4. Encourage concurrent enrollment, advising, and completion programs between KCTCS campuses and universities to streamline transfer opportunities and ensure more timely degree completion.

Objective 9: Improve the career readiness and employability of postsecondary education graduates.

Strategies:

9.1. Make career development a state and institutional priority and a key strategy for student success. Improve career development through earlier advising efforts, clearly articulated career pathways, degree maps, tools that match skills to jobs and students with employers, and entrepreneurship training.

9.4. Promote regular, meaningful employer involvement in the development and evaluation of postsecondary programs that are relevant to their business/industry.

9.5. Identify current and emerging workforce demands, entrepreneurial business opportunities, and stackable credentials that can lead to additional education/training.

9.6. Advance Kentucky's STEM and health agendas through ongoing leadership, advocacy, and collaboration.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Currently in the Allied Health Professions there is an estimated 6,806 people employed in the labor catchment area. Over the next 5 years, there are 1,420 projected job openings (including replacement/retirement) with an average wage of \$64,348.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

One of the unique features of this program is it closely aligned with KCTCS programs that offer AS degrees at the Associates level. Thus transfer opportunity occur frequently. These concentrations provide students, with a health-related associate's degree, the opportunity to continue their education and attain a B.S. degree in the Health Sciences. Given the universities articulation agreements with KCTCS institutions students are able to graduate in a much shorter time frame than the more traditional WKU student.

The Health Service Leadership and Management program is promoted as a program that can be completed either 100% on line, or in the more traditional format. While not a cohort program, a number of students are enrolled as on-line participants. The on-line offering has been of particular interest to students at Owensboro, followed by Fort Knox. Little, if any, enrollment has come from Glasgow.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The flow of transfers through KCTCS and our regional campuses has been significant and welcomed. The key for us to this point has been having the support of academic advisor at those institutions promote our program and the fact that on-line options exist.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The demand for the health professions and related fields is expected to remain high for at least the next decade. According to the Bureau of Labor Statistics, employment of healthcare occupations is projected to grow 18 percent from 2016 to 2026, much faster than the average for all occupations, adding about 2.4 million new jobs. Healthcare occupations are projected to add more jobs than any of the other occupational groups. This projected growth is mainly due to an aging population, leading to greater demand for healthcare services.

The revisions to the Health Science program in 2016-17 focused on maintaining the A.S. to B.S. program with minor changes, the same with the Preparatory Health Science concentration. The most significant revision to the program was the creation of the Health Services Leadership and Management concentration which was designed to prepare students to assume leadership positions in health services for the aging population. Specifically in the area of home and community based services. As America's aging population continues to grow, more elderly individuals are choosing to receive medical care and support services in their own homes instead of in nursing homes, hospitals, and other institutions. The goal of home and community health services is to prevent premature and/or unwanted institutionalization by providing a coordinated plan of care and services to individuals of any age who would otherwise require nursing facility care.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

According to the Digest of Education Statistics the number of degrees conferred in the area of Health professions has seen the second highest number of degrees conferred in the last decade, second only to business degrees conferred. In the years 2010-11 143,000 degrees were awarded in this area, in 2015-16 that number increased to nearly 229,000. Clearly these are significant positive trends. While numbers in the Health Science program should not be looked at as a sole indicator reflecting consistency with these trends, a number of programs in CHHS have worked hard to stay current and be responsive to the ever changing expectations of our health care systems.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

The recent revisions to the Health Science major provide great flexibility in meeting the requirements of the program. As opposed to restricting course offerings to our own department or our own college, the revisions considered courses outside the college with similar content. For example, rather than requiring a statistics course in public health (Biostatistics) we looked at other options for students to fulfill that particular requirement. Same with legal issues and ethics courses. These changes give students more flexibility and an opportunity to experience how other disciplines can enhance the educational and professional experience.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

At least for the next decade, as the baby boomers move through the life cycle the need for health care services will likely exceed demand. During this time I suspect the interest in the Health Science areas will remain strong. As the program is currently designed, it's well positioned to prepare students to help meet these needs. There are some programs in the Department of Public Health that if adequately staffed, could assume at least one of the Health Science concentration areas (Health Services Leadership and Management), and there would be some benefit to that. However, at the present time that program is over capacity and struggling to service the students they have in their major.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

Department/School:	Applied Human Sciences
College:	College of Health and Human Services

Program Name:	Hospitality Management and Dietetics
Reference Number:	707
CIP Code:	520901
Degree Type (AB, BS, etc.):	BS
STEM+H Degree (Y/N)	N
Minimum Hours Required:	67-68 hours
List Concentrations (if any):	Food, Nutrition and Wellness (FNW) Hotel, Restaurant and Tourism Management (HRTM) Nutrition and Dietetics (ND)

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)
<p>The Hospitality Management and Dietetics (HMD) major leads to a bachelor of science degree and offers three concentrations: Nutrition and Dietetics (ND); Hotel, Restaurant and Tourism Management (HRTM); and Food, Nutrition and Wellness (FNW). The major is mostly offered through face-to-face classes, with 3 food preparation labs and 3 internship/practicum courses. A second major, minor or certificate is not required for any of the concentrations.</p> <p>The Nutrition and Dietetics (ND) concentration is an accredited program by the Accreditation Council for Education in Nutrition and Dietetics and the only concentration with criteria for admission: Completion of 30 credit hours GPA of 3.0 B or higher in HMD 211 Human Nutrition C or higher in: CHEM 105, MATH 183, BIOL 131 ACT score of 20 or SAT (critical reading + math) of 950</p> <p>Ultimately the ND concentration prepares students to complete dietetic internships (which are very competitive) and obtain the national credential of Registered Dietitian Nutritionist (RDN).</p> <p>Depending on the concentration, up to 34 hours of supporting courses in accounting, chemistry, economics, math, biology, and psychology are required.</p>

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	189	200	194	194	164	89
Conferrals	39	37	52	51	48	22
SCHP	2684	2936	2692	2931	2453	2794
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The HMD unit offers HMD 211 Human Nutrition, which is both a Colonnade course (Connections Systems) and a requirement for multiple programs within the College of Health and Human Services (CHHS). In 2017-2018, 1234 students completed the HMD 211 course, and more sections are being offered 2018-2019. Multiple online sections of HMD 211 are offered every term; in 2017-2018, 524 of the 1234 students taking HMD 211 were online. Programs within CHHS, which require HMD 211, are: Dental Hygiene, Family & Consumer Sciences, Exercise Science, Nursing, and Health Sciences. Thus, HMD provides a significant contribution to the University, CHHS, Applied Human Sciences (AHS) Department, and online students.</p> <p>The WKU dietetic internship cohort each year is decided through an intense selection process; however, a significant number of WKU ND graduates do apply and are admitted to the WKU dietetic internship program.</p> <p>The HMD program consists of several applied learning classes including three food preparation lab classes which culminate in a capstone class that hosts student prepared meals every fall. This provides an opportunity for WKU faculty, staff, and administrators to experience the meals and evaluate the students.</p> <p>HMD 151 Food Science is not only required by all HMD majors, but also Family & Consumer Science Education majors.</p>						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>HMD 364 Sports Nutrition is a required course of the B.A. in Psychology, Sport Psychology Concentration; however, this course has only been offered for the last 2 years during the summer since the HMD unit currently does not have enough faculty to teach the course during the spring or fall terms.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	22	77.3%	22	45.5%	24	66.7%	26	69.2%	14	85.7%	69.4%
Progression	NA	NA	167	67.1%	168	68.5%	154	71.4%	137	78.1%	61.3%
150% Graduation Rate	18	55.6%	18	61.1%	12	50.0%	19	63.2%	22	63.6%	54.1%
Time to Degree	4.44 (N=37)		5.20 (N=37)		4.09 (N=52)		4.52 (N=51)		4.24 (N=48)		4.39

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

The HMD major assesses several student learning outcomes. Below are assessment indicators from courses which are required by the three concentrations.

Student Learning Outcome	Assessment Method	Criterion for Success	Results
Identify safety principles related to food, personnel and consumers.	National Restaurant Association ServSafe certification exam (HMD 152).	100% of students will be ServSafe certified prior to graduation.	100% of students passed the ServSafe exam Action Plan for continued success: maintain emphasis on the learning and use of food safety principles.
Apply the principles of human resource management to different situations.	Exam covering management principles and the delivery of services (HMD 351).	80% of students will score 80% or better, and the mean will be at least 80%.	88% of students scored an 80% or better and the mean was 82%. Action Plan for continued success: introduce additional case studies for class discussion to help students prepare for application oriented questions on the exam.

HMD 152 was changed to Pass/Fail class 2 years ago and was changed from an online to face-to-face classroom setting. The criterion for success was changed to 100% of students must pass this course prior to graduation.

One example of how the results of assessment have been used to improve the program comes from the ND concentration. The ND concentration periodically surveys program alumni. The results of this assessment indicated that graduates felt they would benefit from more practice with nutrition assessment. In addition, the ND accreditation site reviewers noted during the 2015 site visit that the program needed a dedicated nutrition assessment space. Based on this feedback, the course HMD 340 Nutrition Assessment and an assessment room were developed and implemented in Fall 2018.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

HMD obtains feedback about alumni employment by administering surveys to recent graduates and by communicating with graduates in the community. Based on a survey of recent HMD graduates (77 respondents), 87% of graduates from the HRTM concentration were employed in the field; 88% in ND; and 86% in FNW concentrations.

ND is an accredited program, which means that concentration tracks and reports additional data regarding graduate success. The pass rate on the national registration examination for dietitians (85.3%) is tracked annually. Dietetic internship directors

and alumni are surveyed every 3 to 5 years regarding the quality of WKU graduate preparation for internships (internship director rating of 4.4 on a scale of 1 very poor to 5 excellent) and careers (alumni rating of 4.16 on a scale of 1 very poor to 5 excellent)

The first concentration (ND) prepares students to become registered dietitians. The graduates of our program are qualified to enter an accredited dietetic internship. The second concentration (HRTM) is designed to prepare students for entry level managerial positions within the hotel, foodservice, and tourism business sectors. The third concentration (FNW) prepares students to become healthcare foodservice leaders as well as work in wellness and fitness management positions and as health coaches.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The HMD program has established methods of assessing employers and/or internship directors of HMD graduates. Informally, faculty interact with employers through professional associations, boards, and by requiring our students to complete undergraduate internships/practicums. In addition, all three concentrations systematically survey and/or conduct interviews with recent graduates regarding curriculum relevancy. The most extensive survey was completed in the summer of 2016 when 12 recent graduates of the FNW concentration were interviewed to provide feedback on curriculum and preparation for their respective jobs. As a result of that qualitative research study, the faculty modified the curriculum in 2017 to reflect the feedback of those graduates working in the field.

Currently, there is an advisory board for HMD comprised of local employers and external constituents.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

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4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					15	12
Number of NTE Faculty					6	4
Cost per SCH					87	128
SCHP/FTF by Dept.	495	543	451	499	496	375
% SCH by FTF by Dept.	79.5	71.2	65.6	67.8	74.8	75.8
Median Class Size by Level	18	23	20	19	22	19
% Under-Enrolled Sections by Level	38.1	32.6	34	37.4	29.9	36.3
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
<p>The Applied Human Sciences department generates direct revenue through two methods: online learning and donations. The department offers approximately 90 online courses per year through DELO. AHS’s percentage of DELO funds are used for part-time faculty, computer classrooms, laboratories, and faculty travel. The department’s second revenue stream is through philanthropy. AHS has a strong alumni base with consistent donations supporting student and faculty scholarship. Each year the department awards 20-25 students awards ranging from \$400 – \$2000. AHS also has commitments from donors that span five to ten years. Two organizations each donate \$5,000 to \$15,000 per year for department use. The department works with several national and regional corporations along with the local Restaurant and Lodging associations to provide students with internships and employment after college.</p>						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<p>The AHS academic model is based off balancing student credit hour production between faculty. The department offers ten large enrollment sections per year (60 -120 students) to offset the less than 20 students enrolled sections. Balancing student credit hour production allows programs to have a higher SCHP and maintain critical lower enrollment labor intensive applied learning courses.</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Below is how HMD aligns with WKU's strategic plan:

Our Students

Goal 3, Strategy 8:

Activities: HMD 151 and HMD 251 will include a "meet your mentor day" during which students will meet and schedule an appointment with their faculty mentor.

Indicator: The number of HMD advisees meeting with their faculty mentor will be tracked.

Goal 5, Strategy 12:

Activity: In HMD 452, students learn hard and soft skills through a classroom as an organization.

Indicators: Through a final course evaluation, students will assess the intellectual experiences and knowledge/skills attained. Additionally, HMD alumni will be surveyed to identify gaps in the knowledge/skills provided by the curriculum.

Our Community

Goal 1, Strategy 4:

Activity: Internship directors and employers of graduates will be surveyed to assess critical thinking, problem solving and communication/engagement with others. The advisory board will be expanded to include more business and community partners

Indicators: Internship director and employer surveys will be administered and the advisory board expanded

Goal 6, Strategy 17:

Activity: Alumni will speak to two introductory courses (HMD 201 and HMD 171) and the Senior Seminar course (HMD 459) regarding post-graduation professional development and careers.

Indicator: A minimum of one alumnus will speak to each class.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The HMD unit is contributing the following to the state strategic agenda:

Objective	Strategy	Metric
6. Increase persistence and timely completion for all students at all levels	6.5. Expand strategies like "15 to Finish" that encourage students to finish on time and at a lower cost.	The University 4-year plans for HMD concentrations include a minimum of 15 credits per semester
7. Increase the number of KCTCS students who complete career-oriented certificates and associate degree programs and successfully transfer to four-year institutions.	7.2. Increase 2-year to 4-year transfer by providing more degree pathways, completer (2+2) programs, and transfer advising.	Transfer opportunities exist with KCTCS students due to articulation agreements and course equivalencies.
8. Promote academic excellence through improvements in teaching and learning.	8.4. Prepare Kentucky postsecondary students for 21st century challenges by strengthening essential learning outcomes as articulated in the Association of American Colleges and Universities' LEAP initiative	Our curriculum utilizes the following high impact practices: Undergraduate Research, Service Learning, Community-Based Learning, Internships/Practicums, Capstone Courses and Projects, and optional Study Abroad/Away Experiences

With our experiential environments, our students are highly prepared with skills, abilities, and confidence to be productive and engaged citizens.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Many HMD graduates work in Kentucky in schools, long-term care facilities, hospitals, health departments, gyms, universities, wellness programs, cooperative extension services, restaurants, hotels, camps, vineyards, and event venues. The career options for HMD graduates are varied and below are projected workforce needs for Kentucky.

Occupation	Current employment (estimated)	Projected # Job Openings (2017-2021)	Projected Average Wage (2017-2021)	Occupational Growth
Dietitians and Nutritionists	1137	200	\$54,906	Very fast growing
Foodservice Managers	5755	741	\$49,036	Stable
Lodging Managers	470	73	\$53,358	Growing
Health Educators	1628	276	\$49,181	Fast growing

The outlook for job growth nationally for Dietitians and Nutritionists based on the Occupational Outlook Handbook from the Bureau of Labor Statistics is a 15% increase by 2026 while the average growth rate for all occupations is 7%. The growth in jobs for Food Service Managers is 9%, for Lodging Managers is 4%, and for Health Educators is 16%. The economic impact of tourism and hospitality industry in Kentucky has jumped nearly 4% to more than \$15 billion in 2017 with more than 195,000 jobs across the state. According to the Kentucky Future Skills Report, 11% of people are currently employed in Accommodation and Food Services and 12% in Retail Trade.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The ND concentration is one of four nationally accredited dietetics programs in Kentucky. It is the first of three steps required to become a RDN; students wishing to pursue the RDN credential must graduate from an accredited program followed by successful completion of a dietetic internship and the national registration examination. Our program has a strong reputation in the state and beyond as indicated by the internship acceptance rate (72%), which is well above the national average (50%).

The HRTM concentration is one of two public institutions in the state of Kentucky that offer a hospitality management degree. Sullivan University is a private university with a focus on the culinary arts and hospitality. One uniqueness of our concentration is we offer a multidisciplinary approach to hospitality education. Our program is strategically designed as an integrated curriculum that provides students a foundation in business practices such as management and marketing; information technology; food and beverage; and event and meeting planning to give students a holistic approach to hospitality studies. Moreover, the program is one of few in the country that has a food production laboratory, a full commercial kitchen, and a multi-purpose dining room where students learn hospitality systems and processes.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

Three HMD students have obtained national dietetic scholarships within the last 2 years alone, and ND students typically win state dietetic scholarships every year. In Fall 2017, Kelly Burgess, nutrition and dietetics students received the WKU Ogden Foundation Scholar Award and spoke at graduation. Multiple faculty members have received the Outstanding Dietetic Educator of the Year award for Kentucky.

The HMD major promotes undergraduate research through FUSE grants; honor student thesis committees and research studies as an integral part of the curriculum.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

Opportunities for growth for ND and FNW concentrations are diverse and plentiful. The traditional role of RDN continues to be viable; however, health, wellness and preventive care are growing areas of opportunity for our graduates. The HMD faculty have discussed, pursued, or collaborated with faculty in Agriculture (specifically food sustainability), Public Health, and Exercise Science regarding interdisciplinary connections.

The HRTM concentration could incorporate more tourism content related courses into the major as well as tourism and gaming operational management. Nashville is a growing tourism and convention city; thus, skills related to event management and tourism are valuable to this area. Horse racing and casino gaming offer a new area of operational expertise that can be incorporated into the curriculum. The legalization of gaming in 40 states has made this area over a 240 billion dollar industry. With the change in sports betting legislation, gaming and the employment opportunities related to gaming will continue to grow. According to the Bureau of Labor Statistics (2018), employment of meeting, convention, and event planners is projected to grow 11% from 2016 to 2026, faster than the average for all occupations.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Nationally, the top two fields for which degrees were conferred in 2014/2015 were business and health professions and related programs, two fields that encompass the HMD major. The number of degrees conferred in each of these fields increased at the national level, particularly health professions and related fields. The degrees conferred increased by 67% from 2009/2010 to 2014/2015. The number of degrees conferred from 2013/2014 to 2017/2018 in the HMD program increased by 27%.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Beginning in spring 2018, the HMD major began offering large sections of HMD 211 Human Nutrition to meet the need for more Connections courses. Face-to-face HMD 211 courses typically accommodate 60 students per section, whereas the large sections seat 120 students. This change has enhanced the productivity of the program.

All concentrations in HMD have undergone curriculum changes over the past three years to enhance the success of students. We changed the pre-requisites/co-requisites for several courses to enhance course sequencing and progress toward completion of the degree. The ND concentration changes included the development of two new required courses: HMD 201 Introduction to Dietetics and HMD 340 Nutrition Assessment. The program eliminated several courses and replaced them with courses more applicable to skills needed in the profession; specifically, IDFM 321 Professional Ethics and MATH 183 Introductory Statistics were added.

The FNW concentration increased the number of electives available to be chosen with an advisor based on specific career goals.

The HRTM concentration added an advanced event planning course (HMD 475) based on growth in the meeting industry. A study away class was first offered in Winter of 2017 and has provided students with experiential learning. Study Away/Study abroad classes will continue to be offered.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

Over the next 5-10 years we see growth in all areas of the HMD major as career opportunities continue to expand.

There is opportunity to grow this program through marketing and aligning ourselves with strategic partners throughout the region. As health, wellness, hospitality and tourism business continue to grow we must move our program to focusing on leadership and entrepreneurship in these areas.

Based on a retirement there is currently an open position in the unit. The fulfillment of this position is important for sustained growth and enhancement.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

Department/School:	School of Kinesiology, Recreation and Sport
College:	College of Health and Human Services

Program Name:	Intercollegiate Athletic Administration
Reference Number:	0481
CIP Code:	310301
Degree Type (AB, BS, etc.):	Certificate
STEM+H Degree (Y/N)	No
Minimum Hours Required:	12
List Concentrations (if any):	N/A

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The 100% online Intercollegiate Athletic Administration program (IAA) certificate was launched during the Fall 2014 term. This graduate concentration and certificate were created in consultation with the National Collegiate Athletic Association (NCAA) and National Association of Collegiate Directors of Athletics (NACDA). Every IAA student receives an outside credential through the National Athletic Association of Compliance (NAAC) program. IAA certificate graduates compete for the top intercollegiate athletic jobs in the industry throughout their careers. IAA certificate consists of four required core courses (versus elective choices) RSA 538, RSA 554, RSA 556, and RSA 558. The IAA certificate serves as a continuing education broad scope of professionals and an option for the undergraduate Recreation Administration and Sport Management graduates. All certificate courses are built off the principles and Higher Education rubric standards of Quality Matters (QM). The QM Rubric and principles we use assist us in assuring our classes are well-designed, and organized so we are more likely to see an increase in student engagement, learning, and overall satisfaction.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	-	-	8	2	30	19
Conferrals	-	-	3	10	36	6
SCHP	-	-	114	45	417	44
<p>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</p>						
<p>The IAA certificate program has made a significant contribution to institutional efforts to attract, enroll, and graduate high quality students. Program faculty have been dedicated to making/having a presence at industry conferences and workshops. Faculty annual participation with the NCAA and NACDA, have served as great student recruiting trips. The program requires the completion of the NAAC education certification training. The IAA certificate serves as a continuing education option for the undergraduate Recreation Administration and Sport Management programs. The certificate has proven to be a valuable asset for professionals with all levels of experience. The program continues to emphasize conference attendance, publications, and research projects to students as they matriculate.</p>						
<p>c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)</p>						
<p>The program has been fortunate to attract and retain award winning, internationally recognized faculty. These faculty lead students by example by completing leading industry certifications. The IAA program has built its curriculum to specifically address industry needs. This focus on a higher quality program rather than the quantity of students has led to increased retention rates. For AY17-18 IAA was the second largest certificate program at WKU, was first in conferrals in FY 16-17, and was the second in number of student credit hours produced.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0	0	0	0	0	1	0	0	0	73.7%
Progression	-	-	-	-	-	-	-	-	-	-	-
150% Graduation Rate	-	-	-	-	-	-	-	-	-	-	-
Time to Degree	-		-		-		-		-		-

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

The IAA certificate does not have a separate set of student learning objectives. The objectives for the major program of study are listed below:

The means of assessment were recently redirected to focus on two courses taken by all students (RSA 501 and 517) so that assessments would be consistent.

Student Learning Outcomes: Students will demonstrate advanced knowledge of research techniques related to recreation and sport.

1st Means of Assessment: Students will be assessed through evaluation of a final project worthy of possible submission for publication or funding request.

Criterion for Success: Students scores will average $\geq 85\%$ on assessment of RSA 501 final project based upon faculty approved rubrics.

Analysis: One hundred percent of students exceeded the criterion for success. The RSA 501 class was redesigned this year to ensure a more practical focus. Students are given the choice of selecting a research project or grant proposal based upon their career objectives. Both projects ensure students can produce quality written projects that are grounded in relevant, current research.

2nd Means of Assessment: Evaluation of practical application of legal issues, terminology, and concepts through model situations related to recreation and sport.

Criterion for Success: Students scores will average $\geq 80\%$ on RSA 517 examinations based upon faculty approved rubrics.

Analysis: Ninety percent of students exceeded the criterion for success. Students are becoming comfortable with legal terminology and concepts. They are then able to apply the new knowledge to real world situations. Instructors are also utilizing cases, both recent and landmark, to ensure students stay abreast of important issues in their respective fields. In summary, assessment results suggest a positive impact of prior closing-the-loop initiatives. Both means of assessment are contributing to the production of program graduates that are adequately prepared to enter and advance in their respective job markets.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

Program faculty conduct a variety of course and program evaluations. Alumni surveys and other forms of data collection are also utilized. Industry partners are instrumental in helping identify new trends and areas of emphasis. Program graduates compete for the best employment opportunities at collegiate conference offices, division I athletic departments, and player personal development in professional sport, just to name a few. The Bureau of Labor Statistics projects continued growth in these employment categories in the coming years. Employment of entertainment and sports occupations is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations. Employment is projected to increase by about 79,600. Strong demand from the public for more movies and television shows, to include the increasing popularity of sports, will contribute to job growth for the entertainment and sports occupations.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The IAA program surveys employers of recent graduates to determine the level of satisfaction with work readiness. We also interact with our professional partnering organizations to ensure that relevant core competencies are being addressed in our curriculum. We consult with these organizations on program issues much like a board of advisors. A recent example of these interactions would be faculty traveling to meet with National Collegiate Athletic Association (NCAA) to validate the need for specific coursework in intercollegiate athletic administration. This collaboration led to the assistance in the creation of this particular certificate.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

RSA and IAA students received national awards and scholarships such as the National Intramural-Recreational Sports Association's William N. Wasson Award and Association of Outdoor Recreation, the NCAA post graduate internship, NCAA research grants and NCAA leadership academy. Other indicators of student success include participation in peer reviewed scholarship such as publications, presentations, and grants; professional association committee service and conference attendance; and nationally renowned internship and professional development opportunities.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					.25	12
Number of NTE Faculty					0	4
Cost per SCH					\$64.81	\$128
SCHP/FTF by Dept.	534	496	491	449	502	375
% SCH by FTF by Dept.	81.1%	79.9%	80.1%	81.9%	84.1%	75.8%
Median Class Size by Level	18	16	14	15	11	8
% Under-Enrolled Sections by Level	29.7%	24.6%	35.8%	22.6%	33.3%	58.2%
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
<p>The RSA program has been fortunate to be somewhat self-sufficient in terms of allocation of program personnel and fiscal resources during the review period as a result of multiple concentrations created and operated with support from WKU’s Division of Extended Learning and Outreach (DELO). The tuition captured by these 100% online cohort programs has been funneled back to the School of Kinesiology, Recreation, and Sport and allocated at the discretion of the School Director. This has allowed the RSA program to maintain program stability. The DELO revenue has allowed the program to attract and hire some exceptional full and part-time faculty. The program has also obtained national grants that subsidize graduate assistantships and research projects.</p>						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<p>The aforementioned DELO revenue streams are directed to supporting program, department, college, and university expenditures and budgets each year.</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Goal 2 states enroll a diverse body of regional and global graduate and nontraditional students prepared for a rigorous and fulfilling WKU college experience. The IAA certificate has seen a steady increase in minority student application and matriculation. The recent addition of quality minority faculty may certainly be a factor in these increases. The program's online course offerings and specialized curriculum seems to attract non-traditional students (many with full-time employment). Goal 3 refers to ensuring student completion and success. The IAA certificate conferral rates display commitment to student success and certificate completion.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The statewide strategic agenda Objective 6 promotes "enrollment and timely completion of students, particularly low income and underrepresented minorities". IAA minority students are retained in part due to emphasis placed upon required online advising as recommended by Strategy 6.1 "improving student advising by focusing on retention and graduation". Advising sessions with faculty facilitate students' educational and professional development.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

The IAA program responds to one of Kentucky workforce needs by expanding the pool of credentialed employees. The program's very specific curriculum has led to better qualified graduates competing for the best jobs in the industry. Non-traditional students select this program due to the benefits on their existing careers.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

Although there are other graduate programs in Kentucky that offer curriculum in the fields of recreation and sport, there are none that offer an online certificate in Intercollegiate Athletic Administration. Online program offerings make this program unique in the discipline. Undergraduate students are very often referred to the IAA program by faculty at other state institutions as well.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The IAA certificate program and its association with professional organizations provides graduates with unique credentials in a very competitive industry. All certificate courses are built off the principles and Higher Ed rubric standards of Quality Matters (QM). The QM Rubric and principles we use assist us in assuring our classes are well-designed, and organized so we are more likely to see an increase in student engagement, learning, and overall satisfaction.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

If the study away program is revived, there is the potential to recruit from untapped geographic areas in major markets. The IAA program already addresses emerging trends in the discipline with various professional organizations for continued adherence to evolving industry standards.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Current issues in the field are emphasized in all courses across the 12-hour program. An increased emphasis on intercollegiate athletic administration has added to the versatility and marketability of our students, especially for those already working in college athletics.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Program course sequencing and scheduling have been revised to enhance students' progress to degree completion. The IAA program started the process of marketing/recruiting plans. The IAA program also has an increased focus on student retention through the use of one-on-one meetings with students throughout their time in the program. This allows students who are not able to visit campus the opportunity to feel the same connection provided to those on-campus students.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

The program faculty are firmly committed to enhancing the current standards in the IAA program. This program will continue to make influential impacts on the industry through the production of highest quality graduates. The faculty will also emphasize quality instruction over quantity of students. Although budgetary challenges exist, faculty are confident the program can remain as one of the top certificate programs in the discipline.

e. What recommendation would you put forward for the program (check one)?

<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input checked="" type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	College of Health and Human Services, 99HH
College:	College of Health and Human Services

Program Name:	Interdisciplinary Patient Navigator
Reference Number:	1732
CIP Code:	511504
Degree Type (AB, BS, etc.):	Certificate
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	19
List Concentrations (if any):	

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The certificate requires 19-23 credit hours, has a core of five courses and additional guided choices to fulfill three focused areas related to legal issues, collaboration, and cultural competency. This program is housed within the College of Health and Human Services, building on course options from departments/schools across the College and, potentially, from other units to fulfill the focus area courses. Completion of the certificate is a hybrid model, with courses offered by distance learning and face-to-face. The program is not available fully distance or fully face-to-face. The Interdisciplinary Patient Navigator Certificate is designed to prepare students in the health care professions to effectively assist diverse clients to locate appropriate healthcare services, participate in healthcare decision-making, and understand medical vernacular and processes in the healthcare system. The program was implemented in Fall 2015.

Due to low enrollments, the program is recommended for suspension.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students					2	4
Conferrals				2	4	5
SCHP						
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression									2	100	
150% Graduation Rate											
Time to Degree							16.17 (N=2)		4.67 (N=4)		
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)											

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty						
Number of NTE Faculty						
Cost per SCH						
SCHP/FTF by Dept.						
% SCH by FTF by Dept.						
Median Class Size by Level						
% Under-Enrolled Sections by Level						
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p>
<p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p>
<p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p>
<p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p>
<p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p>

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)	
b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)	
c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)	
d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)	
Due to low enrollments, the program is recommended for suspension.	
e. What recommendation would you put forward for the program (check one)?	
<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input checked="" type="checkbox"/> Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Applied Human Sciences
College:	College of Health & Human Services

Program Name:	Interior Design & Fashion Merchandising
Reference Number:	531
CIP Code:	190901
Degree Type (AB, BS, etc.):	BS
STEM+H Degree (Y/N)	N
Minimum Hours Required:	81
List Concentrations (if any):	Interior Design Fashion Merchandising

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The major in Interior Design and Fashion Merchandising consists of two concentrations: Interior Design (81 Hours) and Fashion Merchandising (78 Hours) both lead to a Bachelor of Science degree. The two concentrations share a common core of 33 hours. While the concentrations in the major are comprehensive, the major requires courses from other disciplines such as marketing and art as part of the curriculum. The course work in the major is sequential and is delivered predominately face-to-face with some online courses.

The Fashion Merchandising concentration prepares students to successfully compete for careers in all aspects of the textile and apparel industry. The FM program contributes to the workforce nationwide as well as to the professional workforce locally to Fruit of the Loom and a variety of retailers.

The Interior Design concentration, jointly accredited (ART Department) through National Accreditation of Schools of Art and Design (NASAD), prepares students to be successful in all areas of commercial and residential design. Students successfully completing the program have the opportunity after 3,550 hours of experience to obtain a license through examination from National Council for Interior Design Qualification (NCIDQ). ID graduates work in Lexington, Louisville, Owensboro, Bowling Green and Nashville as well as nationwide.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	138	257	315	333	164	89
Conferrals	26	27	21	27	33	22
SCHP	2428	2292	2678	2792	3024	2794
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The IDFM program contributes to the university's core beliefs of teamwork, mutual respect for diversity and culture, and a commitment to assuring quality. Our program is committed to building professional competences and nurturing innovative and creative activities for our faculty and students.</p> <p>The studio applied concepts model serves as a basis for our core teaching beliefs. The program starts undergraduates on a structured path to learning from day one, each course serving as a building block for the next. Studios and courses in IDFM allow students to find their voice as designers and cultivates leaders who possess skills to tackle real-world challenges. Our instructors and their students are physically together in one classroom space, allowing students to receive immediate feedback as well as volley ideas during the creation process.</p> <p>Other university degree programs take the following courses in our department: IDFM 100, IDFM 221, IDFM 223, IDFM 321, and IDFM 431. IDFM 431, Clothing and Human Behavior (Colonnade Connections) contributes to the university goal of diversity and culture. Sixty-two percent of non-majors enroll in this course and learn how dress and adornment lead to explorations in relation to self, interpersonal communication and the collective behavior in social and cultural contexts.</p>						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>Students work in labs, studios and applied learning courses with faculty during extended contact hours. Full-time faculty teach ninety-eight percent of the courses. IDFM faculty advise all students in the major and have a meaningful and active partnership with students that strengthens the learning experience and contributes to our retention rate. In addition to extended contact hours with students, our faculty successfully contribute to research, committee work and community service. Faculty are involved in professional and community outreach programs which seek to promote the program and help build partnerships with professionals and perspective employers for our students.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	39	66.7	40	59.65	46	65.2	64	67.6	37	67.6	69.4
Progression			108	66.75	109	67.9	135	75.6	136	66.2	61.3
150% Graduation Rate	26	61.5	14	78.6	19	47.4	18	50	20	50	54.1
Time to Degree	4.67		5.53		3.79		3.92		4.92		4.39

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

Course exams, studio projects, presentations and comprehensive exams serve as assessment tools for IDFM students. Student internship evaluations provide the basis for IDFM faculty and advisory board members to assess both deficiencies and evidence of achieved learning outcomes. We strive to produce graduates who possess the skill sets needed to become successful professionals.

Fashion Merchandising student learning outcomes:

- Understand the roles the merchandiser, designer and product developers employ in the procurement and distribution of merchandise both regionally and globally.
- Identify and evaluate design elements and trends from key eras of fashion history.
- Employ concepts of fashion merchandising, retail management, retail buying, special events and promotions, visual merchandising, and image/fashion consulting.
- Examine concepts related to the cultural, social, and psychological aspects of textiles, dress and appearance.
- Achieve economic prosperity while protecting the earth by implementing sustainability practices.
- Combine innovative thinking and technological competence to develop, assess and present information using various sources including the internet and social media. Gain proficiency in Photoshop, Illustrator and Excel.

Interior Design student learning outcomes:

- Express ideas clearly in oral and written communication.
- Produce competent presentation drawings across a range of media.
- Produce competent contract documents including coordinated drawings, schedules, and specifications appropriate to project size and scope and sufficiently extensive to show how design solutions and interior construction are related.
- Select and *apply* appropriate materials and products on the basis of their properties and performance criteria, including ergonomics, environmental attributes, and life cycle cost.
- Demonstrate an *understanding* of laws, codes, standards, and guidelines that affect the built environment.

The recent round of ID program assessments revealed an area of weakness. In response, the faculty met to identify the source of the problem and put a plan of action in place to correct the area of weakness.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, and graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

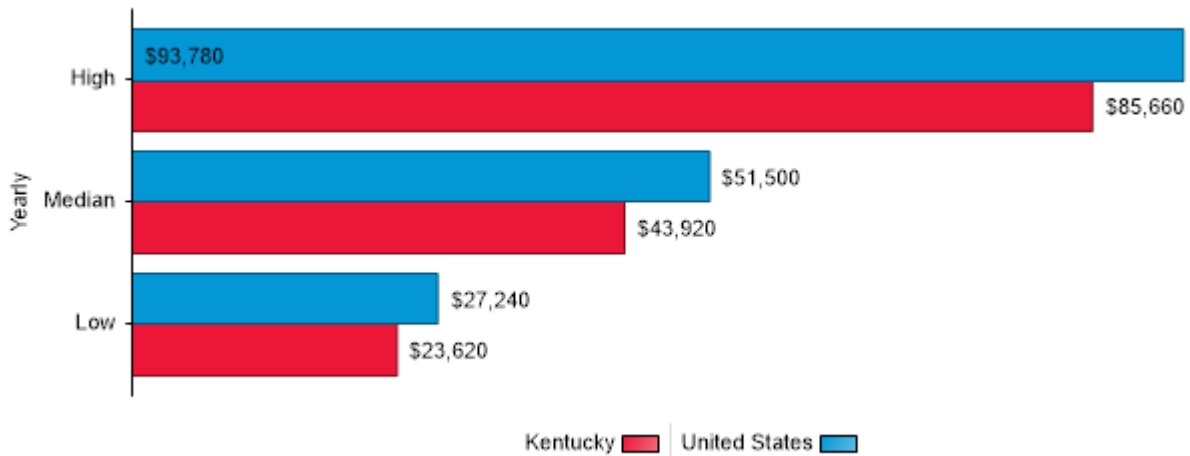
The IDFM faculty maintain a close relationship with IDFM alumni through social media tracking such as Facebook and LinkedIn. IDFM graduates frequently serve as guest speakers in our classes, advisory board members, and evaluators for course project presentations.

IDFM Graduates									
2014		2015		2016		2017		2018	
Graduates	Employed	Graduates	Employed	Graduates	Employed	Graduates	Employed	Graduates	Employed
33*	96.97%	29	100%	26*	96.15%	34	100%	18*	94.44%

- Has a graduate who is attending graduate school

The key areas of professional opportunity for IDFM graduates include Residential Interior Designers, Commercial Interior Designers, Manufacturer Representative, Buyers, Social Media Marketing, Retail Managers, Merchandisers, CAD Managers, CAD Technicians, Technical Line Drawers, Facility Planners, Product Designers and Entrepreneurs.

Recently, there is an increase of the number of WKU IDFM alum who have opened successful businesses in Bowling Green. Coomer & Company, Sarah Smalling Design, Embellish Home, and Juniper & Jade are all owned by WKU IDFM graduates.



Presently, Fashion Merchandisers and relative areas do not have an exam for licensure. Interior Designers do not have to obtain a license to practice Interior Design, however graduates wanting to obtain a license must graduate from a 4-year Interior Design program and have 3,550 hours of experience in the field under a licensed Architect or Interior Designer. Five WKU ID graduates have taken, completed and passed the three sections of the exam.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, and national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

Internships:

- The internship employer evaluates our students with a 10-skill set category rubric. The internship provider also provides written feedback on the performance of the intern
- A professional communicated during an internship evaluation the importance of students knowing more about exterior building finishes. IDFM 243 teaches materials and finishes used in Architecture. We have added additional information to include more exterior finishes.

Field Trips:

- A professional communicated during a field trip to Fruit of the Loom the importance of students knowing the sequence of assembling a garment. IDFM 231 teaches this complex process, but additional emphasis was placed on knowing the sequence of assembling a garment.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

WKU IDFM students graduate from the university with a diverse background in technology expertise and a great work ethic. Students graduate with a wide range of applied experiences and knowledge base. Application of knowledge through longer class room sessions with focused, intense student activity is paramount to our students learning process. Students work together to solve in-depth problems and answer questions, sometimes moving from one workstation to another. The interactive classroom promotes holistic skills, including thinking, inquiry, creativity and reflection by students, frequently involving peer review and analysis.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					15	12
Number of NTE Faculty					6	4
Cost per SCH					87	128
SCHP/FTF by Dept.	495	543	451	499	496	375
% SCH by FTF by Dept.	79.5	71.2	65.6	67.8	74.8	75.8
Median Class Size by Level	18	23	20	19	22	19
% Under-Enrolled Sections by Level	38.1	32.6	34	37.4	29.9	36.3
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
<p>The Applied Human Sciences department generates direct revenue through two methods: online learning and donations. The department offers approximately 90 online courses per year through DELO. AHS's percentage of DELO funds are used for part-time faculty, computer classrooms, laboratories, and faculty travel. The department's second revenue stream is through philanthropy. AHS has a strong alumni base with consistent donations supporting student and faculty scholarship. Each year the department awards 20-25 students awards ranging from \$400 – \$2000. AHS also has commitments from donors that span five to ten years. Two organizations each donate \$5,000 to \$15,000 per year for department use. The department works with several national and regional corporations along with the local Restaurant and Lodging associations to provide students with internships and employment after college.</p>						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<p>The AHS academic model is based off balancing student credit hour production between faculty. The department offers ten large enrollment sections per year (60 -120 students) to offset the less than 20 students enrolled sections. Balancing student credit hour production allows programs to have a higher SCHP and maintain critical lower enrollment labor intensive applied learning courses.</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

The IDFM faculty have established the following goals for 2018/2019 to address the strategic plan:

Strategic Plan Goal 1: Establish WKU as a regional lighthouse to provide resources, attract talent, and nurture intellectual capital in the communities we serve

- Create competency scale by year of what students should know by the end of 2 semesters.
- Create proficiency exams to be administered at the end of each spring semester to gage student learning.

Strategic Plan Goal 3: Ensure WKU student completion and success:

- Train ACDC staff specific to IDFM curriculum to ensure IDFM students matriculate in a timely manner with career goals and placement upon graduation.
- Seeking and maintaining partnerships with potential employers for internships and practicum.

Strategic Plan Goal 5: Prepare students for career and life in a global context

- Train students on the cultural difference between the US and trade partners of the world.
- Incorporate global study opportunities in IDFM course work.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

IDFM program addresses the following objectives:

Objective 3.3: Support efforts to improve postsecondary access, workforce readiness, and the technology infrastructure of rural Kentucky.

- Current IDFM graduates matriculate from the program with exceptional technology skills in computer based programs such as Revit, AutoCAD and other design software.

Objective 9.2: Survey higher education alumni and Kentucky employers to assess the career readiness of Kentucky graduates and identify needed skills and competencies for current and future employment opportunities.

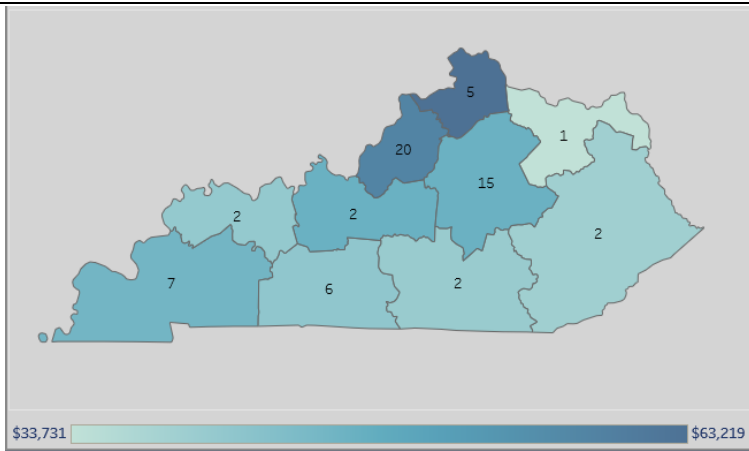
- The IDFM program receives feedback from internship providers on every student who completed an internship. Students are graded on a rubric identifying key skills that employers want interns to possess.

Objective 9.3: Work with the employer community, foundations, and state agencies to provide "work and learn" opportunities, including experiential or project-based learning, co-ops, internships, externships, and clinical experiences.

- As part of the IDFM curriculum, an internship is required that consists of 240 hours of work-based experience.
- IDFM offers a practicum course for students wanting to gain more work experience.
- As part of the content for IDFM 432, students interact with local merchants to create visual displays.
- Interior Design Studios provide students many opportunities to work with local individuals and design real world projects.

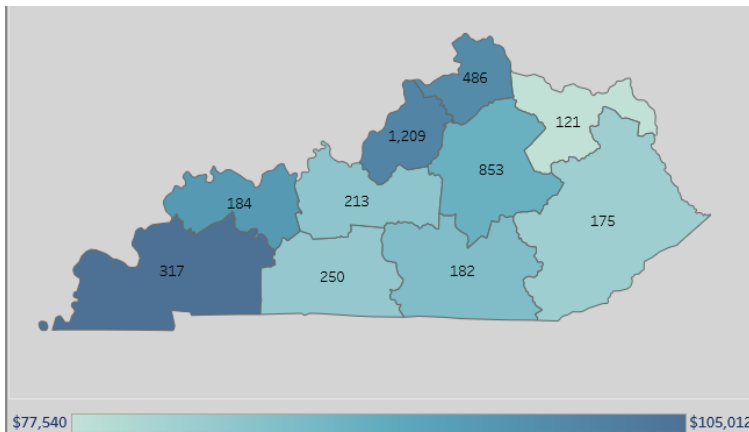
c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Interior Design careers



Many ID students are provided outstanding professional positions at Bittners, Louisville KY; Huber Décor, Louisville, KY; Munson Business Interiors, Louisville, KY; ID & A, Louisville and Lexington, KY; Synergy Business Environments, Nashville, TN are a few examples of employers who contact us several times a year for a list of possible hires. Our program prepares students with the requisite skills that design firms are needing. Our students are trained with lateral skills. They are able to move successfully from ideation to implementation.

Fashion Merchandising careers



Many fashion merchandising students find employment in outstanding professional positions at Fruit of the Loom (FOTL), headquartered in Bowling Green. Our program prepares students with the skill set FOTL needs to hire successful professionals. Many of our students find internships and employment in retail positions in Bowling Green, KY and Nashville, TN. Although manufacturing has moved overseas and changed the face of rural America beginning in the 1990s, our students have skill sets that equip them to be leaders in retail, design, buying, merchandising, and management. We prepare them to be successful in a variety of areas in the industry related to manufacturing, either in preparation and planning or in merchandising, sourcing or retailing.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The interior design program produces students with competent skill sets and excellent work ethic. Employers such as Synergy, Nashville, TN; Hubor Décor, Louisville, KY and Bittners, Louisville, KY, contacts WKU faculty to request names of graduates as candidates for open positions. The Interior Design program has also worked with several real-time projects such as the Cave City Welcome center, Valspar Manufacturing, WRECC Office and Fruit of the Loom Brands. Interior Design program worked along with the Architectural Sciences program to design the remodel of the WRECC offices on Fairview Ave.

Fashion Merchandising engages student in a broad range of topics in the industry. Students focus and hone their expertise through internships and professional employment. Students work on individual projects, small group projects, small group discussion in the classroom and large group projects such as producing a fashion show. They meet local professionals as well as study away to NYC for our industry study tour and meet NY professionals and WKU alum. We collaborate with other units to provide our students rich experiences. Recently, we collaborated with the Sustainability Office and created the “Cop-Out Fashions” project where students transform police officer uniforms that are expensive to recycle into upcycled fashions.

e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)

The WKU IDFM program is distinctive through the following:

- The faculty has many professional contacts that are willing to guest lecture, share professional information and employment leads.
- IDFM graduates leave with an applied skill set of technology, ability to solve problems and outstanding work ethics
- Required internships where students gain important experience testing their classroom knowledge in a real world experience.
- High employment rates.
- WKU Fashion Merchandising program is 1 of 2 programs being offered in Kentucky.
- WKU ID program is 1 of 4 Interior Design programs being offered in Kentucky.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

Interior Design: Sustainability is still an intricate part of the design process. Emerging trends for Interior Design: With technology leading the forefront of cultural change, traditional modes of design are being challenged and designers are rethinking best practices.

- Design of new educational spaces that focus on student centered learning. Spaces will need to be designed with open plans and/or public collaborative spaces.
- Assisted living and health spaces for the aging population.
- Designing for Communal spaces and communities.
- Social Media Marketing.

There are opportunities for cross interdisciplinary courses:

- Social Media marketing courses through Marketing.
- Photography for non-majors through Photo-Journalism.
- Creation of courses in collaboration with another department on campus for web-development.

Fashion Merchandising: There is a huge trend in Fashion Retailing going from a brick and mortar concept to the brick and click concept. Fashion merchandising students need to be more familiar with social media marketing and e-commerce technology. In 2021, 53.9 percent of all retail e-commerce is expected to be generated via m-commerce (i.e., on mobile devices). – Statista

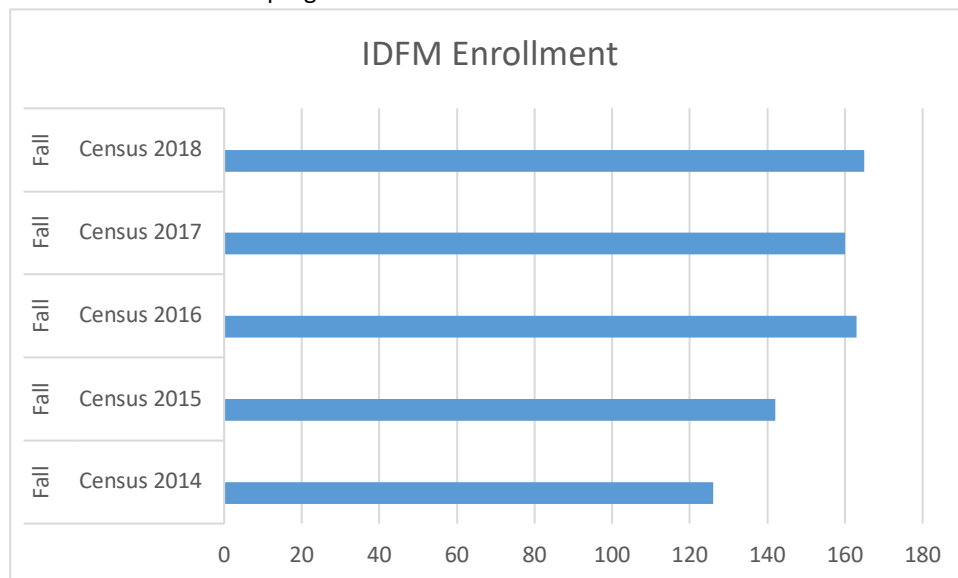
– Statista

This would be a great opportunity for interdisciplinary courses:

- Social Media marketing courses through Marketing.
- Photography for non-majors through Photo-Journalism.
- Graphic design courses through Art.
- Creation of courses in collaboration with another department on campus for web-development

b. How do program trends align with **national trends** over the last 5-10 years? (maximum 200 words)

Enrollment in the IDFM program has maintained numbers and increased since 2014.



c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

- The past three years the IDFM program has revised the curriculum. Pre-requisites and co-requisites are designed to ensure students' progress through the degree.
- Faculty attend recruiting events. For example, IIDA Louisville/Lexington offered a high school recruiting event for the four Kentucky universities that offer ID programs. WKU has received applications from three of the five students who attended.
- Interior Design has an ongoing social media presence.
- Provide faculty led tours of our area for families and school groups which are personal and persuasive.
- Presently implementing social media presence for FM.
- Improving the look of classrooms, labs, and hallways to show case creativity and course projects that inspire and engage visitors and students.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

Our goals for the next five years are the following:

- Growing the program.
- International Textile and Apparel Association (ITAA) TAPAC Accreditation for fashion merchandising.
- Council for Interior Design Accreditation (CIDA) accreditation.
- Implement more technology-based courses such as 3-D printing, 3-D Studio Max and keeping on top of software trends.
- Implement sustainability piece into all courses in five years.
- Improve sewing and textile lab equipment and update the lab classrooms. Get corporate sponsors to adopt the labs and donate the resources to update rooms and equipment. Name the labs after corporate sponsors.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



Department/School:	School of Kinesiology, Recreation & Sport
College:	College of Health and Human Services

Program Name:	Kinesiology
Reference Number:	0454
CIP Code:	131314
Degree Type (AB, BS, etc.):	MS
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	33
List Concentrations (if any):	Exercise Physiology; Physical Education (Teacher Leader)

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

Kinesiology is a 33-hour graduate program consisting of relevant coursework, seminars, laboratory experiences, and at the end of which students have the opportunity to choose between completing a thesis, a capstone project, or an internship. The capstone project and internship options also require successful completion of a comprehensive exam.

There are two concentrations: Exercise Physiology and PE Teacher Leader. As nearly 100% of the Kinesiology students over the last five years have been in the Exercise Physiology concentration, most of this document is dedicated to that concentration.

This program prepares students to pursue various performance, health, fitness, clinical/rehabilitation, and research careers. Students interested in pursuing a doctoral program may also engage in additional faculty-led and self-directed research, which fosters the development of advanced methodological and laboratory skills necessary for doctoral level study. This is a research-intensive program, and most classes are taught either in face-to-face or hybrid formats, though we usually offer one class in the progression online. Admission criteria are consistent with requirements of the WKU Graduate School. An accompanying program is not required.

Our graduates are highly successful in gaining employment upon graduation, or acceptance to doctoral programs in exercise physiology or other health and rehabilitative professions.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	15	22	15	18	22	31
Conferrals	7	2	5	8	5	12
SCHP	189	268	183	226	305	357
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>Specific WKU mission and strategic priorities addressed: A Culture of Innovation, Research & Creative Activity, and Quality of Life.</p> <ul style="list-style-type: none"> - Interaction between graduate and undergraduate programs through graduate students serving as teaching assistants for the three required labs in the EXS curriculum, creation of a JUMP program in 2015 (first three JUMP students admitted in 2017), both graduate and undergraduate students working with faculty on their research teams, and both graduate and undergraduate graduate students being members of the Exercise Science Club and participating in club activities. - Faculty research collaborations with multiple departments, including Communication Sciences & Disorders, Psychological Sciences, Social Work, Physical Therapy, Public Health, and Nursing. - Faculty research collaborations outside of WKU with Medical Center of Bowling Green, University of Kentucky, Western Michigan University, University of Alabama, and internationally with colleagues in England, Poland, and China. - Approximately \$1.5 million in external grant funding over last five years. - Applied research directly benefitting the community and beyond (Bingocize® project and research on physical activity during pregnancy and relationship to health of newborns) - Bingocize® project led to development of the Center for Applied Science in Health and Aging (CASHA) at the Center for Research & Development. 						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>Exercise Science became a concentration under the old Physical Education Master's program in the fall 2000, and then the program was converted to Kinesiology with concentrations in Exercise Physiology and PE Teacher Leader in spring 2013. The Exercise Physiology concentration has grown steadily to having over 20 students; the Teacher leader program has not grown due to staffing constraints. The College of Health and Human Services has given an Outstanding Graduate Student award for 15 years, and a Physical Education (Exercise Science) or Kinesiology (Exercise Physiology) student has won the award five of the 15 years.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	4	75%	7	85.7%	11	72.7%	2	100%	11	81.8%	(N=595) 82.2%
Progression											
150% Graduation Rate	11	81.8%	4	75%	7	57.1%	11	72.7%	2	100%	(N=505) 73.3%
Time to Degree	3.61 (N=6)		1.67 (N=2)		2.00 (N=4)		2.71 (N=8)		2.09 (N=4)		2.56

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

Student Learning Outcomes

- Interpret and apply advanced knowledge of the physiological influence of physical activity/exercise on health & fitness, sport performance, and clinical practice.
- Develop and demonstrate advanced skills needed to recognize, evaluate and prescribe solutions from an integrated and holistic approach regarding human movement, wellness and performance.
- Develop advanced capacity as practitioners and researchers who use evidence-based practices to implement, assess, and revise consumer-based exercise prescriptions and community health initiatives based on scientific advancements.
- Successfully complete the ACSM Certified Exercise Physiologist (EP-C) and/or NSCA Certified Strength & Conditioning Specialist (CSCS) or any other nationally recognized certification exam.
- Teacher demonstrates applied content knowledge.
- Teacher designs and plans instruction.
- Teacher creates and maintains learning climate.
- Teacher implements and manages instruction.
- Teacher assesses and communicates learning results.
- Teacher demonstrates the implementation of technology.
- Teacher reflects on and evaluates teaching and learning.
- Teacher collaborates with colleagues/parents/others.
- Teacher evaluates teaching and implements professional development.
- Teacher provides leadership within school/community/profession.

Note: Learning outcomes 1-4 are linked with the *Exercise Physiology* concentration, and outcomes 5-14 are linked with the *Physical Education Teacher Leader* concentration.

Example: Four assessments built in to a broad assessment of our advanced clinical exercise physiology course. This included a written exam and a practical exam consisting of administration of a GXT and EKG interpretation.

Criterion for success: Score \geq 80% on all means of assessment.

Percentage of students attaining Criterion Level: Target – 80; Attained – 86.

Analysis: Our courses are continuously monitored to ensure appropriate planning, teaching, evaluation, and revisions are occurring to meet our ‘closing the loop’ strategies. We attempt to anticipate trends and industry needs to ensure content is current, and that students are meeting the necessary criterion for success for the learning outcomes in each course.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

Key areas of professional opportunity: cardiopulmonary rehabilitation, corporate & medical fitness, and physical activity programming/health education, among others. Also, however, this program prepares students well for graduate study in physical and occupational therapy, which are other key areas. The KY Postsecondary Feedback Report is very positive as Health Care and Social Assistance represents 26% of employment three years out, and Kinesiology/Exercise Science majors had a strong number of employed three years out (309).

Regarding alumni feedback, a survey assessed graduates’ program satisfaction. We had an overwhelmingly positive response from the respondents (n=67). We asked students to identify the most meaningful/valuable part of their program experience, and students repeatedly indicated “the faculty.” Students valued the knowledge /expertise of faculty and felt faculty genuinely cared, taught challenging courses, and took time to mentor students outside of the classroom relative to research and career opportunities. Students praised the hands-on lab component of courses, as well as the opportunities to volunteer and engage

through the EXS Club. Students' responses also reported the program provided a strong foundation to pursue doctoral education in exercise physiology or a related field.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

Currently our constituents have an overall favorable perspective of/satisfaction with our program based on positive feedback regarding our graduates that have been placed throughout the community and nationwide. Feedback has been gathered via email, informal, and formal meetings with constituents. In the future, we will implement surveying capabilities, as we do with the undergraduate EXS program, to better understand/quantify their overall impression of our students and ensure that the curriculum prepares the students with the appropriate skills. Also, as we just added an internship option to the KIN program, we will be able in the coming years to easily gather data/opinions from internship preceptors.

The program has also had an advisory board in the past, and from which we received valuable suggestions, comments, and information on "market trends." That advisory board fell apart a couple years ago during some changes in leadership. However, it is currently in process of being reconstituted.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

The number of Kinesiology/Exercise Science majors employed three years out is likely deflated significantly due to the number of these students who become physical/occupational therapists. Those students would actually identify in those categories. That would also deflate the median wages three years out (currently reflected as between \$29 - \$30K).

Kinesiology students have been recognized each year at the CHHS awards banquet for outstanding academic performance, research, and service. Students have applied for and earned more than two dozen CHHS and Graduate Student Research grants, which have resulted in university (REACH), regional, and national presentations and manuscripts submitted for publication.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					0.5	12
Number of NTE Faculty					0	4
Cost per SCH					\$98.86	\$128
SCHP/FTF by Dept.	534	496	491	449	502	375
% SCH by FTF by Dept.	81.1%	79.9%	80.1%	81.9%	84.1%	76.8%
Median Class Size by Level	18	16	14	15	11	8
% Under-Enrolled Sections by Level	29.7%	24.6%	35.8%	22.6%	33.3%	58.2%
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
<p>The external revenue generated by this program comes from external research grants, DELO revenue, and lab fees paid by students. The external research grants are the most significant source of revenue, as KIN faculty have acquired over the past five years in excess of \$2 million in external funds, with another \$300,000 pending. Under the current Intellectual Property policy, 25% of the revenues from the commercialization of Bingocize[®] go to CHHS/KRS. So far, Bingocize[®] has generated over \$50,000 in revenue, and this is likely to increase under the new RAMP budget model.</p> <p>The DELO revenue is not a significant amount as there are no cohort programs under KIN. However, we do teach 1-2 online classes during the fall/spring semesters, and we do generate a bit of DELO revenue from those.</p> <p>The lab fees paid by the students for two of the classes in the KIN program are critical in replenishing lab disposables, and in maintaining and upgrading the most up-to-date technology and equipment. As a result of these fees, we are able to provide our students exemplary lab experiences.</p>						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<p>The numbers above regarding number of TE faculty are a bit misleading as most TE faculty who teach in the undergraduate EXS program also teach in the KIN program. The high number of SCH is due to all classes in the program being taught “in house” by our faculty. Also, due to our enrollment in KIN, our faculty regularly mentor approximately three graduate students each, in addition to their undergraduate advising load. Finally, at \$98.86 per SCH, this program is a bargain for WKU, especially considering the success of KIN graduates in gaining employment and acceptance to doctoral programs.</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of **WKU's strategic plan** are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Completion & Success: We take a holistic approach to mentoring graduate students, regardless of whether they are on the thesis track or going the capstone project or internship route. We take detailed notes, help students understand the progression of program courses, and work with them on a plan so that they graduate in two years or fewer. Many of our students go on to doctoral programs, so our approach also includes advising them on the proper doctoral program for them based on all applicable factors.

A Culture of Innovation: One goal is appropriate scheduling of classes. We strive to schedule our classes so that students are afforded an appropriate progression through the program so that they may finish in two years. Another goal is to ensure our faculty are remaining current with their teaching pedagogy. While many of our classes are F2F, we do teach some online and hybrid classes as well.

Research & Creative Activity: Our goal is to stimulate a high level of scholarship, both in quality and quantity. We collaborate with other departments/universities, seek external funding, present findings at conferences, and publish in respected journals. We also attempt to engage all graduate students in our research.

b. What aspects of the **statewide strategic agenda** are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Promote academic excellence through improvements in teaching and learning:

- We employ valid assessments of student learning in our classes to help us as faculty improve our teaching methods and give more targeted, content-appropriate assignments.
- We also encourage our faculty to continue their professional development through various training, seminars, and workshops to ensure they are knowledgeable of the most current and effective pedagogical methods.

Increase basic, applied, and translational research to create new knowledge, accelerate innovation, and promote economic growth:

- Each of our faculty present research at regional and national conferences yearly, publish in respected journals, seek out collaborations, engage our students in their projects, and pursue grant funding. Our faculty have acquired more than \$2 million in external funding over the past five years.

Expand regional partnerships, outreach and public service that improve the health and quality of life of Kentucky communities:

- This program has partnered with community organizations such as Light of Chance, Relay for Life, Bowling Green Parks and Recreation, and the Boys and Girls Club. The KIN/EXS program was also responsible for getting WKU recognized as a gold-level campus for the American College of Sports Medicine's "Exercise is Medicine" initiative.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant **workforce** and/or provide supplemental data to the extent possible. (maximum 200 words)

Regarding current employment in Kentucky, "Health Care and Social Assistance" is the most robust industry with 17% of the population employed in this field. Our KIN graduates, as well as our EXS both undergraduates, work in this industry. Also, "Health Sciences" is the top key sector in the state, with 17% of those employed. The KIN program falls under that category.

Regarding future demand, "Healthcare Practitioners and Technical Occupations" and "Healthcare Support Occupations" are both considered "very fast growing" occupational areas, and "Personal Care and Service Occupations" is considered a "fast growing" occupational area. These areas encompass the employment opportunities for our KIN graduates, as well as for our students who go on to pursue doctoral study in physical therapy, occupational therapy, physician assistance, or exercise physiology.

Over the next five years, in the state of Kentucky alone, these three areas are projected to employ an additional 65,000 (approx.) people. Our KIN graduates are well-positioned to enter a robust and growing job market.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The KIN program places high emphasis on learning by doing. Students apply the skills learned in the classroom and lab by providing health & fitness information at University and local events and partnering with local non-profit organizations, such as the program's ongoing relationship and work with the Light of Chance organization.

Student engagement in research is also one of the important points of this program. Students engage in research when they enroll in KIN 501: Research Methods and in KIN 518: Advanced Statistics in Kinesiology. These courses have writing intensive foci which were also noted as high impact practices that influence retention and matriculation. These applied research experiences require students to design, implement, and evaluate a student-led research project.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The Kinesiology program also provides students with unique opportunities for research and community engagement through faculty mentored research and course projects, which provide knowledge and skills specific to collecting, synthesizing, interpreting, and disseminating research. We regularly take our graduate students to regional conferences, as well as to national/international conferences when appropriate. At these conferences, the students present research, participate in quiz bowls, and network with faculty and students from many different universities.

6. PROSPECTUS

<p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p>	
<p>The ability for continued growth is strong, but must be approached with caution due to the research-intensive nature of this program. Due to the growing public health issue of “lifestyle diseases” contributing to the leading causes of death (half of the top ten causes of death are related to lifestyle), as well as the increases in the aging population and obesity rate, the demand for graduates in this discipline will continue. We can expand our market for students simply by having the resources to recruit. Currently, we do minimal (if any) recruiting and we rely on colleagues at other schools to “send” us quality students. If we were able to recruit from undergraduate programs within a 250-mile radius, our increase in quality would likely be significant, which may allow us to grow a bit as well if we have adequate faculty resources. Regarding program revision, this has been a constant topic of discussion. There is a need to create concentrations within this program to expand our scope. Our limited number of faculty have made those initiatives very difficult. New interdisciplinary connections could easily take the form of dual Master’s degree options with disciplines such as Nutrition or Business.</p>	
<p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p>	
<p>According to the link provided, health professions and related programs made up the second most degrees conferred in 2014-15, and that has been the trend for several years. Health-related professions, for the reasons stated in the question above, will continue to prosper for the foreseeable future. This program, based on our stable enrollment, our success in publishing research and acquiring external funding, and our students getting accepted to doctoral programs and/or acquiring applicable employment, has aligned itself very well with the national push for a greater focus on health-related education.</p>	
<p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p>	
<p>Additional attention to student learning outcomes has been an ongoing focus. Consensus garnered from faculty who serve as content experts in their respective sub-disciplines of kinesiology has served as a catalyst for improved understanding and measurement of learning outcomes across domains.</p> <p>The Exercise Physiology curriculum offers a sequence of courses where students have an opportunity to consistently demonstrate at the end of each course and where content builds throughout the program. We again see confirmation of the learning outcomes in each of the courses where the students demonstrate content learned alongside practical application. Collaborative attention is also given to content elements. For example, we collaborate on course text selection and the phasing in of new guidelines provided by the gold standard organization in our field to ensure our students are current upon graduation. The KIN Teacher Leader faculty work in conjunction with the College of Education to ensure participants meet the objectives to achieve state requirements with EPSB. The curriculum was revised to align with the other teacher leader programs offered in the Teacher Education Unit of the College of Education and Behavioral Sciences.</p>	
<p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p>	
<p>In the next five years, we would like to maintain our program size while increasing our number of faculty and our resources. We have such a tremendous capacity for timely and needed research, AND our faculty are dedicated to quality instruction of our students, so we need to increase our human capital to meet these demands both in the classroom and in the laboratory. In the following five years, we would like to expand this program into multiple concentrations, including 1-2 online cohort concentrations, to increase our scope and also to generate some program revenue. So, what do we need? We need to increase our number of faculty, to be able to expand our lab and research space (so it also includes teaching space), and resources for student recruitment (a dedicated recruiter with a budget). Impediments are the current staffing process, space in Smith Stadium, and money to fund the recruiting effort.</p> <p>Also, in the next 5 – 10 years we must keep an eye on the trends in accreditation. Our discipline is not currently one with many accredited programs, but that seems to be shifting and we want to pursue that if necessary.</p>	
<p>e. What recommendation would you put forward for the program (check one)?</p>	
<p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input checked="" type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Public Health
College:	CHHS

Program Name:	Long-Term Care Administration, CER
Reference Number:	1717
CIP Code:	510799
Degree Type (AB, BS, etc.):	Undergraduate Certificate
STEM+H Degree (Y/N)	
Minimum Hours Required:	15
List Concentrations (if any):	

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The LTCA certificate program is a required component with the Health Care Administration (HCA) degree program as 1 of only 12 programs in the United States accredited by the National Association of Long-Term Care Administrator Boards and the only in Kentucky. In addition, a NAB accredited degree program is one requirement for licensure as a LTCA in Kentucky and provides qualification for licensure in many other states. Classes are delivered in person and online and the certificate can be completed by both traditional and online only students. The LTCA certificate complements and supports many other majors and minors at WKU for individuals seeking positions both within and outside of healthcare although no accompanying program is required. Examples include but are not limited to: nursing (BSN or ASN), management, interdisciplinary studies, exercise science, hospitality management/dietetics, psychology, marketing, social work, finance, gerontology, health sciences, public relations, interior design, adult education, aging studies and even accounting. Due to demographic changes around the world, continuously increasing costs of healthcare in acute settings and prevalence of chronic diseases, career opportunities continue to grow for long-term care providers. There is a greater demand than ever for individuals with knowledge of post-care care and the LTC continuum.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	0	6	20	9	7	4
Conferrals	4	21	24	10	21	5
SCHP	24	341	382	181	204	44
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The program contributes to mission and priorities with development of a study abroad class in London winter term, provides certificate program that can be combined with several majors to match job market opportunities, brings alumni to campus to share their knowledge and many are not LTCA certificate holders as it wasn't offered, diversity, equality, inclusion: continue to expand off-campus and on-campus educational opportunities that other majors and grad students have participated in which gives them networking and education opportunities to expand understanding of the job market/demand and student activities coupled with student mentorship for both current, seeking and just exploring students.</p> <p>Conferrals are higher than "enrolled" because students tend to complete and submit the certificate application their last semester of college. LTCA certificate courses HCA 345, 355 and 353 are courses delivered in support of other programs to include health care administration, exercise science, health sciences, leadership studies, interdisciplinary studies, communication studies, gerontology minor, aging specialist, etc. Successful alumni of this program have continuously received local, state and national recognition and have also returned to present to current WKU students – providing interaction between undergraduate and graduate programs.</p>						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>Although there is not an official way to record this at WKU, these are tied to the LTCA certificate program: student research poster presentations since spring 2015 -10 national conferences, 2 student at the capitol, 1 state conference, 1 publication with student research contribution; 4 full national student conference scholarship recipients and 3 partial; 3 young professionals national conference recognition/full scholarship recipients; 2 participants in the National Emerging Leaders Summit in Washington DC; 2 fuse grant recipients. There is one full-time LTC instructor advising both LTC and non-LTC students while also teaching classes that are LTC specific, MHA and HCA.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19
Progression	n/a	n/a	6	66.7	16	100	5	100	5	100	n/a
150% Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Time to Degree	n/a		n/a		n/a		n/a		n/a		n/a
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>WKU HCA undergraduate majors seeking the Long Term Care Administration Certificate (LTCA) performance on the long term care questions of the comprehensive exam were assessed. The exam is required for completion of the program, and is administered as part of HCA 448. Students take the HCA 448 course during their last semester or year of program study. The long-term care components of the comprehensive exam focus on: (1) the role of the federal government in administering long-term care legislation. (2) the range and characteristics of long-term care facilities; and (3) key methods of health care delivery. Criterion for Success: 90% of LTCA students will attain a score 70% or higher.</p> <p>Year: Number of LTCA students who passed the exam / Number of LTCA students who sat for the exam= (% format)</p> <p>2014: 6/10 (60%); 2015: 7/9 (77%); 2016: 8/11 (72%); 2017: 9/9 (100%)</p> <p>The students pursuing the LTCA certificate have performed well. In all years (with the exception of the 1st) the student learning outcome has been met. Factors associated with the increased performance includes but not limited to, more exposure to LTC learning materials throughout the courses in the HCA program, increasing the amount of site visits and guest speakers associated with the Long-term care industry. These factors have significantly increased during this time frame. However, due to the complex and everchanging nature of the Health Care (especially LTC industry), we must increase the amount of material to our students. Our SLO model works and we will continue to use going forward.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>Pass rates on the national licensure exam has historically been tracked by elective self-report. NAB accredited students that self-reported an intent to take the exam have all passed 100% first attempt while the KY average is less than 70%. With more stringent credentialing for HSE, NAB will track licensure applicants by state, university, degree.</p> <p>Alumni feedback has been consistent since the program is fairly new, no change in HCA program director or LTC coordinator/advisor since implementation. State, regional and national level associations and licensure boards have also been steady. Some tracking is maintained via linkedin, peer to peer reporting and referrals from alumni and professionals in contact with professors. Graduates of the program typically gain entry level positions in LTC, many achieve professional success with recognition by their organization and professional associations for achievements. Some of these are referenced in sections above. While graduate degrees are not required for licensure in most states, many of our students have obtained or are currently in programs.</p> <p>26%: employed health care and social assistance industry three years after graduation, 621 licensed NHA's in KY, over 15,000 nursing homes and assisted living in U.S. alone doesn't include other jobs or HCBS</p>											

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

Needs/satisfaction regarding curriculum is maintained by site visits and LTC Coordinator's maintenance of her own license and active involvement with both licensing and professional associations. She was recently appointed by the Governor Bevin to serve on the KY Board of Licensure for LTC Administrators, is one of only two individuals HSE qualified in the state of KY, serves on national NAB committees (NCERS, academic and education), is a surveyor for other programs seeking NAB accreditation, serves on both the national student research poster and the academy committees for ACHCA. There is also an advisory committee for the HCA degree program and includes a diverse background of individuals representing nursing homes, assisted living and home/community-based services. All provide continuous updates on data and trends.

One example: NAB accreditation internship guidelines were updated in 2017 to reflect upcoming (required by 2019) accreditation standards for NAB due to the new HSE qualified credential. This also led to new course HCA 450 proposal and the currently ongoing self-study of the entire HCA with LTCA program to adequately prepare students for HSE licensure exams and program reaccreditation spring 2019.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Our students have had great success with not only degree completion but employability and entrance to graduate school programs. In addition to items already provided, further examples of those that have graduated 2-3 years ago include: appointment as a National Exam Writer for NAB, Administrator of the Year for an organization that owns and operates over 45 facilities across the US, 2 being selected to attend the National Emerging Leadership Summit in Washington DC, and many hold administrator/leadership positions all across the US including but not limited to Colorado, Utah, California, Virginia, Wisconsin, Indiana, Tennessee, Washington and of course KY.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty						
Number of NTE Faculty						
Cost per SCH						
SCHP/FTF by Dept.	n/a					
% SCH by FTF by Dept.	n/a					
Median Class Size by Level	n/a					
% Under-Enrolled Sections by Level	n/a					
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
n/a: FTEs are part of HCA program						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
See HCA						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p>
<p>*Provide certificate programs to match job market opportunities</p> <p>*Pursuit and completion of a four-year degree that leads to a successful career</p> <p>According to the CDC, in 2014 there were approximately 15,600 nursing homes in the US and one licensed administrator must be employed by each one. A NAB accredited degree is one minimum qualification for licensure application in KY and many other states. Our program is the only one in KY and one of only 12 in the US. In addition, many states require a licensed individual for assisted living facilities; accredited programs qualify graduates for the AL and HCBS national licensure exam.</p> <p>*Bring alumni to campus to share their knowledge</p> <p>*Diversity, equality, inclusion: continue to expand off-campus and on-campus educational opportunities</p> <p>Since spring 2015, LTCA courses HCA 345 and HCA 355 have hosted over 16 LTC professionals on campus to present to students and/or faculty/staff. In addition, every semester local off campus experiences are incorporated into classroom learning, 33 to date and student participation in 20 local, regional and national</p> <p>*Scholarly activities coupled with student mentorship</p> <p>Student research poster presentations since 2014 are 10 national conferences, 2 at the capitol, 1 state conference; 1 publication with student research contribution</p>
<p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p>
<p>It addresses many but very clearly aligns with?</p> <p>*Academic excellence and student success – employability with credential to apply for licensure process in KY and many other states, research poster presentations, national scholarship and awards and recognition</p> <p>*Business and community partnerships – local leaders providing off campus experiences and on campus presentations</p> <p>*Increase the number of KCTCS students who complete career-oriented certificates and associate degree programs and successfully transfer to four-year institutions: Online cohort which targets technical school, associate degree, working-age adults to advance to our 4-year HCA degree with Ltca certificate, job-enhancing postsecondary credentials and/or certification program.</p> <p>*Strong partnerships with business and industry, workforce partner agencies, institutions of higher education, and other organizations that lead to increased student enrollment and engagement in adult education programs.</p> <p>*Increase the number of Kentucky Adult Education students advancing to postsecondary education and the workforce through proven strategies including: workforce preparation, integrated education and training</p> <p>* Promote academic excellence through improvements in teaching and learning: self-studies and involvement outside of campus with industry leaders, serving on national committees and utilization of NAB resources such as training for student preceptors, etc</p>
<p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p>
<p>Kentucky future skills shows medical and health service managers as very fast growing, with projected 1,362 job openings in the next 5 years in KY and an average wage of \$95,000 plus. In KY alone, there are currently 621 (as of 12/08/2018) individuals with an active KY nursing home/long term care administrator license yet the average turnover is less than two years. Multiple studies have attributed these poor retention rates and the high turnover of these positions to lack of education and training, punitive and very stringent regulatory environment, high demand and high stress. This does not even address all the positions the LTCA certificate can help prepare individuals for that is not a licensed nursing home administrator. This is just one very specific job that our LTCA certificate with HCA degree program does actually qualify an individual to pursue with licensure.</p>

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

*The LTCA certificate program coordinator is HSE qualified, there are only 2 in the state of KY, and was recently appointed by Governor Bevin to serve on the KY Board of Licensure to LTCAs

*Our students are known on a state, regional and national level but successful professionals and business owners in the United States due to the number of students we have had recognized by professional organizations for their achievements. Those awards are listed above. In addition, we have had over 10 students receive internships in the DC metro area, California and Washington by very reputable organizations with owners/directors that have leadership positions in their professional associations.

*Recently placed 3rd in "Top 15 Bachelor's in Long-Term Care Administration 2018-2019" for a study that evaluated overall graduation rate, accreditation by NAB and/or AUPHA, Student/Faculty ratio, net undergraduate tuition cost,

*The LTCA certificate is a critical component to the NAB accreditation we currently hold, being one of only 12 universities in the US and if renewed in the spring under new HSE standards will be one of less than 5 with this credential.

*also offered 100% online through DELO

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

By continuing to be involved on a national level with both NAB and the only professional association solely for long-term care providers, our program will continue to be not only innovative but also aware of future trends and changing dynamics of the workforce, demand, etc. With adequate staffing for the HCA program, it has the potential to develop into one of the most demanded degree tracks with HCA for those seeking future leadership positions in LTC (nursing homes, assisted living and home/community based services) due to our graduates being HSE qualified for licensure –the fastest growing segment of health care.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

Very specifically the new NAB accreditation standards (required by EOY 2021 but being applied for by our program Spring 2019) and the new HSE national licensure exam qualifications, our program would be one of ONLY FIVE programs accredited by NAB for HSE (see <https://www.nabweb.org/nab-accredited-colleges-and-universities>) which may increase demand and enrollment.

However, in addition to that very specific career path, the opportunities are endless in general terms as the demographics and “aging of America” continue to trend and increase a need for LTC services and chronic disease management, couple with the continued drive by various reimbursement and government programs to minimize inpatient days in acute care settings for more affordable options of post-acute/nursing homes, assisted living and home/community based services. These trends have been internationally discussed and published.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

In addition to the aging demographics and increase of chronic disease management, both increasing the demand for LTC services and hence educated individuals in LTC administration, the above link provides the following: health professions and related programs was second at 216,000, the number of degrees conferred in health professions and related programs increased by 61 percent between 2004–05 and 2009–10 and then by 67 percent between 2009–10 and 2014–15.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

A self-study was recently initiated to evaluate the certificate program requirements and lack of flexibility with other majors/minors that are not seeking licensure for NH, AL or HCBS. While two core requirements tied to HCA with LTCA certificate will remain the same (HCA 345 and HCA 355), consideration and review will be given for other course inclusion that would fit within the 15-hour requirements and still meet the certificate goals. This will incorporate options that better complement majors and minors that may or may not be seeking administrator positions in LTCA. An example would be helping to meet the need for better qualified nurses (BSN or ASN) to fill highly demanded position of MDS coordinators. This position requires knowledge of long-term care administration because it drives case mix and reimbursement and staffing – yet it is rare to find a new graduate from a nursing program with any exposure to long term care administration in this capacity. Another example would be financial management and billing positions within LTC organizations – few with the required degree have also have LTCA knowledge yet these positions are high demand.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

The potential for this program in 5 years or less is to be a minor or concentration but definitely a component of NAB accreditation and increased enrollment for the MHA or even a joint MHA/MBA program. In 10 years, it has the potential to be a major. To get there the HCA program needs additional faculty because we are understaffed FTE faculty which increases part-time faculty. We are trying to meet the needs of our students with a skeleton staff. I have personally witnessed an increased frustration and decreased participation in off campus conferences and student research presentations. Student research poster presentations at a national conference/the capitol for the LTCA certificate program have gone from 3 year one, 6 year two, 3 year 3, zero year 4 and it will be zero year 5 which is heartbreaking. Student conference scholarship

applications are also zero so far this year and zero spring 2018 which is heartbreaking to lose our momentum. I know this is large part due to my inability to provide proper time to advise and cultivate those students with potential and interest. Mentoring and encouraging research and scholarship and conference attendance has taken a backseat due to lack of faculty which increases number of advisees, teaching load and class enrollment. This along with professional continuing education requirements, a need to monitor rapidly changing market trends and licensure maintenance, etc. is exhausting and a program that has shown tremendous success with its students on a state, regional and national level is showing evident signs of this strain.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

Department/School:	School of Nursing
College:	College of Health & Human Services

Program Name:	LPN to ASN Program
Reference Number:	273
CIP Code:	513801
Degree Type (AB, BS, etc.):	AS
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	61
List Concentrations (if any):	None

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Associate of Science in Nursing (ASN) Program assists Licensed Practical Nurses (LPNs) seeking to advance their nursing education by offering online delivery format, challenge exams, and experiential credit. ASN Program graduates are eligible to take the national licensure exam to become a registered nurse. Admission is selective and competitive. Admission requirements include minimal cumulative college GPA of 2.75, completion of a standardized nursing admission exam, and active LPN license to practice in the state of Kentucky. Applicants must officially be admitted into the ASN Program prior to enrolling in any nursing courses. Students may choose to complete any of the required general education courses prior to admission to the program. Completion of the LPN to ASN Program requires a total of 61 credit hours. Of the 61 total credit hours, 42 hours are nursing courses, 7 hours are sciences, and 12 hours are general education courses. Nursing courses are offered in sequence with successful completion of prerequisite nursing courses required before progressing to other nursing courses. Following the guidelines listed in the curriculum, after admission to the program a student can complete the required nursing courses in three semesters or four semesters including prerequisite courses.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	354	292	241	210	173	26
Conferrals	95	87	78	87	91	9
SCHP	3833	3430	3243	3254	2668	241
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The ASN Program contributes to the mission of WKU’s College of Health and Human Services by “equipping students for opportunities in health and human services”. In addition, the program is aligned with the university’s “commitment of assuring high quality programs and competence of graduates”.</p>						
c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)						
<p>The School of Nursing (SON) began realigning its resources in 2015. As such, the decision was made to close the Glasgow Extended Campus nursing program option, phase out the traditional ASN program, and expand the baccalaureate (BSN) program. The last traditional ASN cohort was admitted Spring 2017. With this change, ASN faculty have been reassigned to the BSN program as ASN courses were taught out. This explains the decline in both the number of enrolled students and ASN faculty over recent years. Current LPN to ASN Program enrollment is steady with 40 students being admitted three times a year.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	40	45%	21	52.4%	17	58.8%	18	50%	2	0%	33%
Progression			280	45	258	48.8%	222	47.3%	166	57.8%	61.3%
150% Graduation Rate	42	2.4%	40	12.5%	21	0%	17	1%	18	16.7%	10.4%
Time to Degree (years)	7.22 (N=83)		6.77 (N=80)		5.09 (N=74)		4.25 (N=84)		3.69 (N=90)		6.13

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

As required by the program’s accrediting body, the ASN Program utilizes a comprehensive systematic evaluation plan for program evaluation. The plan clearly identifies expected level of achievement(s), frequency of assessment, assessment method(s), individuals and/or committees responsible for data collection, summary of findings, and documentation of how data was used in program decision-making for the maintenance and improvement of the program. An example of how recent assessment findings were used to improve the program regarded student learning outcome, “Demonstrates the importance of a spirit of inquiry, lifelong learning, and a commitment to evidence-based nursing practice”. The expected level of achievement for this outcome had not been met for two years as the percentage of NUR 208 students achieving a score of at least 15/20 for the Spirit of Inquiry/Evidence-Based Practice (EBP) assignment had ranged from 50% to 88%. With such low scores in NUR 208 one could argue that students lacked understanding of EBP/Spirit of Inquiry or the assignment in general. In response, the decision was made to develop a recording introducing students to EBP/Spirit of Inquiry and a tutorial walking students through the assignment in effort to improve both student understanding of EBP/Spirit of Inquiry and assignment scores. Changes were implemented Spring 2017. Scores improved but remained just under the expected level of achievement. In response, the program then decided to move the assignment out of NUR 208 and into the corresponding clinical course NUR 209 for Spring 2018. By moving the assignment to the clinical course, the students would better understand the importance of the activity when choosing a topic current to their clinical practice and seeing the actual effect their research could have on practice. This student learning outcome is scheduled to be evaluated again in January 2019.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

Job placement rates are determined by information obtained from the program’s annual *ASN Alumni Survey* sent to all graduates either six months or one-year post-graduation. Because of the favorable job market for nurses in our geographical service region, job placement has not been a concern for the program. The job placement rates of ASN graduates have not only met, but surpassed the program’s expected level of achievement of 90%. Since 2013, job placement rates for those graduates completing the alumni survey has been 100%.

Graduates’ pass rates on the national licensure exam have surpassed the required annual Kentucky Board of Nursing pass rate of 85%, with pass rates of 93%, 88%, and 96% the past three years.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The SON hosts an annual Community Advisory Committee meeting in which regional nurse leaders provide feedback regarding SON graduates. In addition, an Employer Survey of Graduate is sent annually to nurse managers of local area hospitals for additional input. A recent example of how information received from employers was used to improve the program was based on feedback regarding the need to improve general professionalism. In response, the Program Coordinator placed additional emphasis on professionalism during orientation and reviewed the Nursing Code of Ethics. The program also incorporated a Professional Standards Tool in all clinical courses to promote basic professional behaviors of the nursing student that will continue in future nursing practice.

Furthermore, the program reviews the National Council of State Boards of Nursing Practice Analysis for Registered Nurses which is published every three years to ensure curriculum alignment with current registered nurse practice.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

As LPNs, all program students transfer to WKU with numerous college hours and often have associate degrees already completed. As transfer students, these students are not represented in data regarding first-year freshman retention rate. In addition as a one year program, students entering fall semester should graduate prior to the next fall semester and would not be represented in first-year retention rate.

The LPN to ASN program calculates graduation rates using five consecutive semesters including summer term. The program's graduation rate for the past three academic years was 82, 87, and 79%.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					3	12
Number of NTE Faculty					2.5	4
Cost per SCH					\$115	\$128
SCHP/FTF by Dept.	479	428	405	464	485	375
% SCH by FTF by Dept.	85%	87%	91%	89%	86%	76%
Median Class Size by Level	25 Lecture 9 Clinical	22 Lecture 9 Clinical	20 Lecture 9 Clinical	25 Lecture 9 Clinical	27 Lecture 9 Clinical	19 Lecture N/A Clinical
% Under-Enrolled Sections by Level	30% Lecture N/A Clinical	30% Lecture N/A Clinical	35% Lecture N/A Clinical	30% Lecture N/A Clinical	40% Lecture N/A Clinical	36% Lecture N/A Clinical

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

The LPN to ASN Program is currently a DELO cohort program. The program's 2018-19 approved budget projected a revenue of \$2,162,400 with \$1,333,814 of expenses. Expenses include a 10% reserve for actual income variation and DELO/IT administrative costs of \$534,684. A net revenue of \$612,345 for the year for which 50% will go to DELO and the remaining 50% will be divided between CHHS Dean's office and the SON.

The program receives Carl Perkins Grant monies each year with the amount ranging from \$20,111 to \$31,069 for the past three academic years.

The LPN to ASN Program is also into the second year of a partnership with Hardin Memorial Hospital (HMH). The program provides onsite advising for potential students each semester and HMH pays employee tuition for nursing courses, provides a qualified clinical instructor for a clinical course, and guarantees practicum placement for HMH employees admitted to the nursing program. HMH provided a NUR 209 clinical instructor twice last academic year saving the program \$18,000 in part-time faculty salary.

The SON has access to the HCA Visiting Professorship fund (\$278,280), Greenview Endowed Fund for Nursing (\$252,741), CHC Center Care HB Program (\$730,926), Commonwealth Health Endowed Scholarship fund (\$1,432,793), among others.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

Nursing clinical sections are limited to 10 students per section by state law. Therefore, it is not relevant to consider how many of these sections had less than 15 students. In addition, the program has numerous sections for one course listed on TopNet to differentiate cohorts such as Glasgow campus, HMH partnership, repeat traditional students as traditional program phased out, and small online LPN to ASN sections as that program initially started with low enrollments. All small sections for a course are taught as one course, despite separate listings in TopNet. Numerous small sections creates an appearance of under enrollment.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

As the only online LPN to ASN Program in Southcentral Kentucky and Middle Tennessee, the program demonstrates a *Culture of Innovation* through creative scheduling and opportunities for experiential credit which enables the working LPN to complete an ASN degree and ultimately obtain licensure as a Registered Nurse. Through its partnership with Hardin Memorial Hospital, the program addresses *Affordability and Accessibility* for which LPNs in that region now have the opportunity to obtain an ASN degree with tuition paid upfront by their employer. In addition, the program addresses the *Continuing Education* aspect of the university's strategic plan by providing a program that advances the nursing education of LPNs to meet the registered nurse workforce needs of today's aging population.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The SON through its various nursing programs seeks to *improve the health and quality of life of Kentucky communities* (objective 11) by supporting postsecondary education's efforts to enhance the health of Kentucky citizens through academic healthcare programs (strategy 11.1). Nursing programs also address objective 9, *Improve the career readiness and employability of postsecondary education graduates* by identifying emerging workforce demands (strategy 9.5) demonstrated by recent resource realignment towards the BSN degree and away from the traditional ASN degree. In addition and in response to the Institute of Medicine's recent reports stating the need to advance all levels of nursing education, the SON developed the online LPN to ASN Program which allows LPNs to advance their nursing education thus meeting the identified educational gap within the region. Obtaining the ASN degree also prepares them for further educational advancement to the BSN degree.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Researched extensively and as noted in numerous peer-reviewed journals, the nursing shortage in the United States is not improving. In fact and as noted by Snavelly (2016), with both the aging population of nurses and the increasing number of elderly living in the country, scientists are predicting a future nursing shortage unlike any other. Despite aggressive efforts by nursing programs today to increase enrollment, the predicted shortage will not be prevented. All healthcare professions, including nursing, are in high demand locally, at the state level, and nationally. Kentucky workforce data projects a need for 12,539 additional registered nurses in five years.

Snavelly, T. (2016). [A brief economic analysis of the looming nursing shortage in the United States](#). *Nursing Economics*, 34(2), 98-100.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The SON's online LPN to ASN Program is the only online bridge program being offered in Southcentral Kentucky and Middle Tennessee. The program is unique in that it offers students credit for clinical experience, opportunity to clep nursing specialty courses, and minimal travel for clinical courses. As a result, the program attracts more students than we can currently serve, and turns away many qualified applicants each semester.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The ASN Program at WKU has been nationally accredited since 1966. The program is fully accredited by the Accreditation Commission for Nursing Education (ACEN) with its most recent accreditation visit February 2015. In addition the program has full approval status with the Kentucky Board of Nursing. We plan to continue offering this program as long as we have sufficient faculty resources.

6. PROSPECTUS

<p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p>	
<p>The LPN to ASN Program has seen tremendous growth over the past few years and plans to increase the number of students admitted when we are able to hire additional faculty. There are currently 13,416 licensed LPNs in Kentucky with 22 LPN nursing programs (kbn.ky.gov). The state of Tennessee is similar with 23 LPN nursing programs and 29,918 licensed LPNs (tn.gov/health/nursing). This regional LPN pool equates to a continuing source of LPNs for the program.</p> <p>With an active marketing campaign assisted by DELO, the program has seen the number of applicants increase significantly. There were 191 applicants for academic year 2016/17, 217 for year 2017/18, and 334 applicants for year 2018/19. With this increased interest the program went from admitting 40 students each fall/spring to admitting 40 three times a year including summer term.</p>	
<p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p>	
<p>The Institute of Medicine has called for advancing nursing education at all levels. The LPN to ASN Program fulfills the need for continued nursing education for LPNs in the region and prepares them for the next level of nursing education, the BSN.</p>	
<p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p>	
<p>In the past three years, the program transitioned from admitting a few LPNs with an online option to a full online delivery format exclusively for LPNs decreasing the need for physical campus resources. The online delivery format also attracts students outside the immediate geographical area. Recent reduction in total program credit hours to 61 is also seen as favorable by potential students. As an online program, a comprehensive marketing plan was implemented in collaboration with DELO.</p>	
<p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p>	
<p>The online LPN to ASN Program, has great potential for growth given the healthcare demands of today. However, to continue its growth, the program would need additional faculty and staff to maintain the high quality standards for which WKU nursing programs are known and to meet state regulatory body and accrediting agency requirements.</p>	
<p>e. What recommendation would you put forward for the program (check one)?</p>	
<p><input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Public Health
College:	CHHS

Program Name:	Master of Health Administration
Reference Number:	153
CIP Code:	510701
Degree Type (AB, BS, etc.):	MS
STEM+H Degree (Y/N)	Yes
Minimum Hours Required:	42
List Concentrations (if any):	

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)
Master of Health Administration (MHA) prepares students for careers in health care and related organizations; students with skills and knowledge gained from the program can serve as administrators and managers in the health sector. The program requires 42 credits that can be completed in one of the two tracks: (i) the traditional MHA, which is designed for domestic and international students who join the program from undergraduate degrees; and (ii) executive track (EMHA) that is designed for candidates with prior experience in health care. The traditional MHA is offered in mixed model while executive MHA is offered entirely online. The duration of experience in health care (at least two years) is an added admission requirement for EMHA among applicants who meet the admission criteria for graduate school and MHA program. The executive MHA track was added in 2012 to meet the growing need of healthcare executives who needed to advance their educational credentials while maintaining their careers, lifestyles and living environments. Since the inception of EMHA the program has grown steadily to levels that reflect over 100% in enrollment growth.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	78	75	69	70	54	19
Conferrals	34	19	30	24	31	6
SCHP	1256	1179	984	966	729	212

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

The MHA program prepares students with different educational origins for middle and progressively higher-level management positions needed in the healthcare industry. The program contributes to the university mission by preparing students of all backgrounds to be productive, engaged and socially responsible leaders of a global society. The program is consistent with the strategic goals of the Climbing to Greater Heights Action Plan. By offering the degree to domestic and international students as well as meeting the educational needs of the working professionals, the program fosters academic excellence in global dimensions by reinforcing a global context for teaching and learning as well as by preparing students for lifelong learning and success in the industry. Secondly, the program prepares students with both midlevel and higher-level healthcare management skills; these students are ready to join the healthcare workforce in leadership positions that enable them to influence other professionals in providing care of acceptable standard to improve the quality of life in the communities they serve.

The MHA has a JUMP program is currently served by our HCA undergraduate HCA program (559). There are ongoing plans to expand the JUMP option to other undergraduate programs in our college.

c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)

The MHA program’s (153) credit hour production has been consistently above the university benchmarks for graduate programs in the areas of enrollment, conferrals and student credit hour production.

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	19	84.2	27	81.5	15	80.0	8	75.0	17	94.1	82.2
Progression			6	66.7	16	100	5	100	5	100	
150% Graduation Rate	19	84.2	27	81.50	15	80.0	8	75.0	17	94.1	73.3
Time to Degree	2.11 (n=31)		2.22 (n=15)		2.48 (n= 21)		2.34 (n =18)		3.43 (n=2)		2.56
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>The successful completion of the comprehensive exam is required for completion of the MHA degree program. The exam is used to assess the following student learning outcomes:</p> <ol style="list-style-type: none"> (1) Understand healthcare quality issues and use of quality improvement models in health services; (2) Demonstrate the ability to assess the U.S. health care delivery system and exhibit advanced knowledge of the important policies and legislation governing the system; (3) Explain the structure and major components of the U.S. health care system; and (4) Apply decision making skills needed and relevant in health care. <p>. During the assessment period (2013-2017), the criterion for success was that 80% of the students in the MHA program will attain an overall score of 16 or higher out of 20 on their comprehensive exam on the first attempt. Overall, at least 90% of the students passed the comprehensive exam on the first attempt. The comprehensive exam pointed out areas of improvements in the program. For improvements, some areas related to the concepts of managerial finance, changes in two program courses HCA 545 (finance) and HCA 543 (quality) were made. These changes included the addition of extra, individual assignments in addition to the inclusion of group projects dealing with real-life situations on managerial finance topics and quality approaches in provider reimbursement. The expectation was to provide the students with clear knowledge of financial aspects of health care and prepare them with complete arguments on how the health system is funded and how the providers and systems are compensated. The changes would also build students decision making skills and enhance understanding of how quality issues impact different areas of care. Curriculum revision plans will continue in response to student needs as well as in meeting the standards required in the ongoing accreditation process in the program.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>The MHA faculty through the use of graduate assistants monitor professional social media sites (i.e. LinkedIn) to assess the status of our recent graduates. Our faculty also have strong relationships with our graduates and word of mouth updates have proven to be instrumental in our update process.</p> <p>We realize that this is an area we need to develop. Historically, the lack of faculty and staff has prevented us from doing more than what is outlined above. Effective fall 2017, we hired a full-time person to work on program advising, marketing and alumni tracking. This addition has already proven to be instrumental to our program. We expected to improve alumni and employer tracking in the near future.</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
<p>The WKUMHA program is seeking to continuously obtain employer satisfaction data by seeking greater input from the members of our external advisory board. The WKUMHA advisory's board is comprised of professionals, which are representative of the health care industry in our region. We are seeking to increase our efforts to assess advisory board members on a continuous basis to obtain the latest and most relevant data on industry trends, employer hiring preferences, and the most sought-after technical skills for our graduates.</p>											

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Our graduates (which represent diverse personal, professional and cultural backgrounds) hold administrative and positions in different fields of the healthcare industry including acute care (e.g. hospitals), long-term care (skilled nursing, assisted living etc.) and in the corporate world of health care (insurance, finance management, etc.).

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					1.8	12
Number of NTE Faculty					1.65	4
Cost per SCH					\$86	\$128
SCHP/FTF by Dept.	432	435	415	419	428	375
% SCH by FTF by Dept.	57.5%	60.0%	64.4%	66.6%	66.3%	75.8%
Median Class Size by Level	22	23	24	19	22	19
% Under-Enrolled Sections by Level	38.7%	34.4%	54.2%	46.0%	59.7%	58.2%

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

In 2015, the MHA program entered into an agreement with the University of Pikeville College of Medicine, to allow medical students and residents the opportunity to obtain a MHA. Since its inception, several students have shown interest and we had one graduate for the MHA program. The MHA program plans to offer a program of this nature to students of the new UK Medical School in Bowling Green.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

All of our faculty, who hold graduate faculty status, teach in both the undergraduate HCA and the MHA program. This has allowed us to maintain our growth without increasing expenses.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)
<p>Diverse Body of Students: The MHA program admits students from different racial, professional, national, and experience backgrounds to create groups of students that can learn beyond what is covered in class through the richness of their diversity. At least four nationalities are present in the student body in each AY for the last 10 years.</p> <p>Research and Creative Activities: The MHA programs support student-centered research activities among its faculty. Students team up with faculty in teams or projects that meaningful to their learning and professional development. The program has consistently supported student participation in research conferences. Several students have co-authored in peer-reviewed journals.</p> <p>Continuing Education: The online MHA program is a leading example for support in continuing education in health management in our area. The program has been able to grow through the enrollment of healthcare executives who learn through the web facilities offered by the university. Healthcare professionals are in favor of the executive MHA model, which allows them to keep their jobs while going through the program.</p> <p>Regional Lighthouse: Most affordable in the region and the only program with an online option in the state. Students within the region have increasingly made MHA at WKU their first choice. Plans for regional sites and outreach efforts are being considered to take full advantage of our location.</p>
b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)
<p>Several aspects of the statewide strategic agenda are supported by the MHA program at WKU, including:</p> <p>Mission: The program strives and has been successful to a large extent in preparing health management professionals who have stayed and served in the commonwealth communities where they apply their knowledge and skills to meet healthcare needs of those communities.</p> <p>Objective 1.1: Supporting qualified students from all of all backgrounds in attaining skills required in health management. The MHA program has consistently been a multinational/multicultural program in its student body.</p> <p>Objective 4.2: The online track of the MHA program has opened way for partnerships to be formed with different communities and agencies within the state to provide advanced educational credentials to their qualified employees.</p> <p>Objectives 9.1 & 9.5: With the input from the advisory board and by monitoring important trends within the health sector, the MHA program has been quick to respond to the workforce needs in the industry by making the necessary curriculum changes (number of required credits, 56 to 42) and mode of delivery (creation of the online track).</p>
c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)
<p>Health care is one of the fastest growing sectors and ranked among the top sectors in the composition of workforce within the state and the nation. Students who have successfully completed the MHA degree are career ready—those who joined the program straight from undergraduate degree can earn good entry level jobs while those completing the executive MHA can improve their prospects for promotion and earning mid-level and top management level positions. The magnitude of the sector within the state is a reflection of the demand that come with the complexities of health and health care. In any case, the contribution of the MHA program to the workforce needs within the state is significant. As we look into the future and become more strategic in preparing our students, we expect our contribution to the workforce needs would grow not only in the numbers but also in the different areas of health care that we can serve. This can be achieved with the development of different areas of concentrations within the MHA program.</p>
d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)
<p>The MHA program is the only one in the state that offers both traditional and online tracks to its students. This structure has helped the program in having impact noticeable impact beyond its service area within the commonwealth. Healthcare executives from areas such as Louisville, Lexington, Owensboro and Bowling Green have benefitted from the executive MHA because of its long-distance learning format. Although the number of online MHA programs has grown, we still have an advantage in the state and region. Both tracks of the program have been exemplary in the diversity of the students enrolled: the traditional, on campus program includes both domestic and international students while the online program composes of health professionals from different areas of health care and with different levels of experience in the industry.</p>

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The MHA program at WKU is the most affordable in the region in both its traditional and online tracks. Several times the program has been ranked by different nationally recognized agencies such as *Top Master's in Healthcare Administration*, as being affordable and offering courses that are relevant to the trends occurring in the healthcare industry: <https://www.topmastersinhealthcare.com/best/affordable-online-mha/>. The program strives to maintain this status and we are pleased with the WKU strategic plan that includes affordability of its degree programs as an area of emphasis on to make the institution the top choice for qualified students in the region.

6. PROSPECTUS

<p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p>	
<p>New markets for the program include metro cities in the region where many healthcare professionals with the aspiration to advance their educational credentials and careers are located. With growing healthcare presence in cities such as Nashville, Louisville, Lexington and Birmingham, the MHA program has the potential to expand the executive program by offering long-distance learning opportunities as well as by developing learning centers within these sites. The traditional MHA program would be expanded internally through JUMP program that has started to receive a growing attention from undergraduate students in the program. JUMP program would also be marketed in other majors identified to be relevant for pursuing the MHA degree. Additionally, the program will join forces with the university into promoting the program in the international markets. Previously the program had a significant enrollment among students from the countries of India, China and Nigeria.</p>	
<p>b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)</p>	
<p>Master's level programs in health care and related fields have been producing very high numbers of conferred degrees over the last 5 years. During this period the number of conferred degrees have placed health programs among the top three producers in the nation. The MHA program has maintained high enrollment levels at about three times higher than the median enrollment of the graduate programs at the university. This trend was seen since 2012 when an online track of MHA was created (more details on 6c below). Program enrollment at WKU is three times larger than that of the MHA program at the University of Kentucky for the past three years based on the available data on the UK program. This success is expected to continue in the future after the accreditation process with CAHME is completed (6d).</p>	
<p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p>	
<p>For the past three years the program has been and continues to gaining benefits from revisions made in 2012 when an online track of MHA was created. Combined with a prior decision to change the number of credits from 56 to the current 42, we expect to see a sustained enrollment growth for a foreseeable future. Some of the notable changes include doubling of enrollment and widespread recognition of the program within the region. As healthcare grows within the region, we have seen great success in our graduates in securing jobs or attaining higher positions in their agencies upon completing their MHA. We have started to penetrate some of the said markets by using airport ads, and plans are underway to include billboards in this effort.</p>	
<p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p>	
<p>The program is currently undergoing an accreditation process with the Commission for Accreditation on Health Management Education (CAHME), a flagship agency for accreditation in health administration. The MHA program is currently in the candidacy status with CAHME, with a site visit expected in fall 2019. Upon earning CAHME accreditation, the MHA program will gain a wide scope of recognition among its prospects and hiring agencies including the federal government that has some accreditation conditions attached in hiring. In five years we expect the program to grow significantly on enrollments in both traditional and executive tracks. The number of international students would grow as well. The overall numbers could range between 100 and 150. In 10 years we expect the program to have developed concentrations to the feed growing needs in career advancements in areas such as long-term care, health informatics and global health. Additional faculty would be needed to grow and sustain the enrollment levels and concentrations as projected.</p>	
<p>e. What recommendation would you put forward for the program (check one)?</p>	
<p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input checked="" type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

Department/School:	Nursing
College:	CHHS

Program Name:	Master in Science Nursing
Reference Number:	149
CIP Code:	513801
Degree Type (AB, BS, etc.):	MS
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	43
List Concentrations (if any):	PHMNP – Psychiatric Mental health Nurse Practitioner

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The purpose of the MSN program is to develop expertise in advanced nursing practice and leadership. The only concentration we currently offer at the MSN level is the Psychiatric Mental Health Nurse Practitioner (PMHNP), and its associated post-Masters certificate. Students for the PMHNP program must have earned a BSN from a nationally accredited nursing program, registered nurse licensure, and document at least one year nursing experience in a psychiatric mental health nursing before the start of a clinical course in the program. Forty-three credit hours is required for program completion. This sole remaining MSN level program continues to exist due to the critical workforce need for PMHNPs. For example, our graduate nursing programs have been continually funded by HRSA via ANEW grants for over 10 years, but this year the grant changed. HRSA is offering a full 4 years of funding, but only to programs which offer the PMHNP, due to the acute need. If we want to continue to obtain HRSA funding for all of our graduate programs (MSN, certificate and DNP), we must continue to offer the PMHNP program.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	199	162	132	93	77	19
Conferrals	70	72	60	36	28	6
SCHP	2,332	1,720	1,322	911	794	212
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>Enrollment in the MSN has been dropping the past 5 years due to programmatic, market and accreditation changes. As of Fall 2013, the FNP concentration and students moved to the DNP level per AACN recommendations. In 2017/18, the MSN Nurse Educator and Nurse Administrator concentrations were closed to new admissions due to decreased student demand, and we are teaching out the remaining students. The only MSN concentration currently admitting students is the PMHNP. The MSN Program and PMHNP contributes to the SON mission by allowing us to remain eligible for HRSA funding for all our graduate nursing programs. It contributes to the university mission through the preparation of critically needed advanced practice nurses who enrich the quality of life for communities in Kentucky and Tennessee. The MSN program aligns with the CHHS mission and provides for the discovery and application of knowledge in health and human services.</p>						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>MSN students take core courses in common with the PMHNP certificate and FNP certificate students, and some of the DNP core courses are also shared, to increase productivity. The School of Nursing is also in the process of obtaining approval for a new JUMP program that should be very attractive to students, the Masters Entry Professional Nursing (MEPN). Again, the additional students will share core MSN level courses. The new concentration will be open to students who have a baccalaureate in a field other than nursing, and allow them to become a Master's prepared registered nurse in 2 years of full time study. Vanderbilt and University of Louisville both have MEPN programs with waiting lists for students trying to get a seat. No other university in our region offers the MEPN program at present. As this will be a generalist MSN, the MEPN courses will not require Nurse Practitioner certified faculty, who are currently commanding salaries much higher than WKU offers. Therefore, we should be able to maintain enough nursing graduate faculty to teach the MEPN coursework. The curriculum proposal is now in the Graduate Council Curriculum Committee.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	4	100%	27	92.6%	17	88.2%	14	71.4%	6	33.3%	82.2%
Progression											
150% Graduation Rate	6	83.3%	4	0%	27	77.8%	17	52.9%	14	42.9%	73.3%
Time to Degree											
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>The MSN SLOs are:</p> <ol style="list-style-type: none"> (1) Demonstrate proficiency in the utilization of research and quality improvement, including problem identification, awareness of outcomes, evaluation and dissemination of research; Assessment: Evidence Based Poster Presentation (2) Analyze emerging organizational, financial, political, and technological issues confronting nursing and society as a basis for enacting change; Assessment: comprehensive Examination (3) Practice from an ethical perspective that acknowledges conflicting values and rights; Assessment: Ethical Subjective, Objective, Assessment, and Plan for a clinical patient (4) Assume and develop practice and professional roles to meet societal needs to promote high quality, safe, patient care. (5) Integrate theory and research from nursing and related disciplines as a foundation for advanced practice; Assessment: Nursing Theory paper (6) Demonstrate an understanding and appreciation of human diversity. Assessment: Cultural Subjective, Objective, Assessment, and Plan for a clinical patient (7) Integrate theoretical knowledge of health promotion and maintenance and illness/disease prevention to achieve optimal health; Assessment: Comprehensive Examination <p>The MSN-PMHNP program is now unique for online course delivery and this change was implemented in 2017. Blackboard Collaborative allows for synchronous lectures and student clinical presentations with intervening asynchronous course work. Student input from course evaluations indicated a need for increased content related to their clinical experiences. Synchronous online experiential learning was added in each clinical course. Flexible sessions are offered allowing for evening and weekend completion. These changes have been well received by students and as the program is online given them an asynchronous online learning activity.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>Employment data is gathered through annual tracking of graduates through certification reports, licensure data, employer contacts, accreditation recommendation requests, and personal communication with the student. Over the past two years, the percentage of MSN Psychiatric Mental Health Nurse Practitioner graduates gaining employment is 100%. As of September 30, 2018, the Health Research and Service Administration report that only 29.6% of mental health needs are being met in Kentucky. Graduates of the MSN-PMHNP program can help to meet this need through the provision of psychiatric mental health services. A Bureau of Labor Statistics Report (2017) identifies the job outlook for advanced practice nurses as much faster than average (31%) and with 64,200 new advanced practice nurses needed by 2026. The current pass rate of MSN-PMHNP is 91% on the PMHNP national certification examination.</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
<p>Employer feedback surveys, conducted annually, indicate a high level of satisfaction with the MSN program. In 2017, 100% (5/5) reported the academic standards and students as excellent and reported that students were demonstrating program SLOs. Employer satisfaction is also demonstrated by direct recruitment from instructors of PMHNPs in Kentucky and Tennessee. During the past two years, this program has transitioned to online delivery to compete for students. Student</p>											

preceptors also provide feedback on student preparation. An opportunity for improvement was noted in the student's knowledge level of psychopharmacology. Content on psychopharmacology was added to all specialty courses and will be reevaluated by preceptors and instructors.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

The data on first year retention, persistence and graduation rates in the table above are based on fall admissions only and many graduate students are admitted in the summer. The data on enrollments and conferrals is a more accurate representation, as the numbers capture students admitted during other semesters than fall. The MSN-PMHNP program has grown from 5 students in 2014 to 20 students in 2018. The WKU School of Nursing also offers a Psychiatric Mental Nurse Practitioner Post-MSN Certificate (17 hours) which includes all of the specialty courses from the PMHNP MSN. The specialty courses are delivered once a year and students' progress in a sequenced manner. Students from the MSN and the post Master's certificate are taught in a combined section, making the program and the certificate cost-effective.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					2.5	12
Number of NTE Faculty					0.5	4
Cost per SCH					\$238	?
SCHP/FTF by MSN program.	468	344	330	260	264	?
% SCH by FTF by MSN program.	84.6%	86.9%	90.7%	88.5%	86.0%	75.8%
Median Class Size by Level	17 Lecture 6 Clinical	16 Lecture 6 Clinical	12 Lecture 6 Clinical	10 Lecture 6 Clinical	13 Lecture 6 Clinical	8
% Under-Enrolled Sections by Level	20% Lecture N/A Clinical	25% Lecture N/A clinical	47% Lecture N/A Clinical	55% Lecture N/A Clinical	41% Lecture N/A Clinical	58.2% N/A Clinical
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
<p>The Advanced Nursing Education Workforce (ANEW) grant, funded in AY2017/18 for \$286,262 and in AY2018/19 for \$355,997, provides for curricular enhancements, academic-practice partnership support, and student support. One curricular enhancement, Objective Structured Clinical Examinations (OSCE) will simulate health complexity related to the social determinants of health. The Patient Centered Assessment Method (PCAM) was added to the students' electronic clinical documentation in Fall 2017 and integrates the SDH into the clinical curricula. ANEW traineeship recipients must complete clinical practice hours in a rural and/or medically underserved county. MSN-PMHNP students have strong ties to medically underserved and rural counties and we have a demonstrated a high rate of returning psychiatric mental health nurse practitioners to practice in these areas. The ANEW grant was able to provide laptop computers for student use in academic-practice partnerships. Additional academic-practice partnership support includes the provision of preceptor education on the social determinants of health and the patient-centered assessment method. The Kentucky Board of Nursing offers a Nursing Incentive Fund Scholarship of \$3000 annually to all nurses licensed in Kentucky and MSN students are informed of the availability of this scholarship.</p>						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<p>Graduate clinical sections are limited to a maximum of 6 students by our accrediting body. Actual mean course sizes for non-clinical courses were calculated using Topnet data for the years above. Sections that were IVS or web to distance sites listed separately on Topnet, but taught as a combined section with the main campus class, were counted as one section. A total of 21 credit hours of coursework in the MSN-PMHNP program is also included in the DNP program allowing for efficient course delivery. The WKU School of Nursing also offers a Psychiatric Mental Nurse Practitioner Post-MSN Certificate (17 hours) which includes the specialty courses in the PMHNP MSN (43 credit hours). The specialty courses are delivered once a year and students' progress in a sequenced manner.</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)
Goal 3 of WKU's strategic plan, "to facilitate continuing education, retraining, and degree completion leveraging online resources and WKU's regional campus" is supported by the MSN-PMHNP program. Specifically, the program furthers lifelong learning and retraining through online course delivery (Goal 3, Strategy 9). BSN prepared nurses practicing in psychiatric nursing may receive educational preparation and training to provide care as a PMHNP.
b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)
The MSN program is aligned with the <i>2016 – 2021 Strategic Agenda for Kentucky Postsecondary and Adult Education</i> objectives. The DNP degree was developed to improve the career readiness and employability of postsecondary education graduates (Obj: 9) and through strategy 9.5 the MSN Psychiatric Mental Health Nurse Practitioner was identified to meet current and emerging workforce demands. Objective 11 is the expansion of regional partnerships, outreach and public service that improves the health and quality of life of Kentucky communities. The MSN program enhances the health of Kentuckians as a professional healthcare program (Strategy 11.1) through the training of psychiatric mental health nurse practitioners.
c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)
The MSN program graduates students with the preparation as psychiatric mental health nurse practitioners. The KY Future Skills Report (2018) indicates employment demand for nurse practitioners is very fast growing.
d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)
The MSN-Psychiatric Nurse Practitioner program is unique in online course delivery.
e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)
The MSN is accredited by the Commission on Collegiate Nursing Education and has full approval from the Kentucky Board of Nursing.

6. PROSPECTUS

<p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p>	
<p>In Summer 2018 the School of Nursing was awarded an additional administrative supplement for the ANEW grant. The priorities of these supplement included mental health, telehealth, and substance use disorder. Part of this funding will allow an additional psychiatric academic-practice partner and the funding of a laptop for student use at the facility. The use of telehealth by psychiatric-mental health nurse practitioners has grown exponentially and this administrative supplement will fund the creation of case studies for PMHNPs on the use of telehealth in practice.</p>	
<p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p>	
<p>According to the <i>Digest of Education Statistics</i> (2017) the number of all health professions and related programs have increased 22% from 2010-11 to 2015-16. In a report by the National Council for Behavioral Health (2017) identifies that expanding the use of psychiatric mental health nurse practitioners is one strategy to increase access to psychiatric care for adults, children, and families.</p>	
<p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p>	
<p>As previously mentioned this program has transitioned to online course delivery with synchronous and asynchronous delivery. Further, under-graduate faculty, trained and practicing as PMHNPs are utilized for clinical sections as well as part-time faculty who practice as Psychiatric Mental Health Nurse Practitioners.</p>	
<p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p>	
<p>One potential threat to program viability and quality is lack of ability to retain qualified PMHNP faculty. Due to the shortage of qualified faculty and subsequent high salaries offered (by other universities), we lost 2 of our 3 graduate PMHNP faculty last spring. Other problems are related to qualified preceptors for PMHNP clinical placements. Our students compete for site placement with other psychiatric mental-health nurse practitioner students and psychiatry medical students. Clinical placements must be in psychiatric and mental health facilities and clinics. WKU faculty network with past graduates and current preceptors to place the student as near to their home as possible. Barriers to facilities/providers accepting student placement include effects on preceptor productivity, electronic health record training, student orientation, lack of space, and time related to preceptor feedback and evaluation. One solution to mitigating this threat is to pay preceptors; however, this would increase student costs.</p>	
<p>e. What recommendation would you put forward for the program (check one)?</p>	
<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input checked="" type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Public Health
College:	CHHS

Program Name:	Masters of Public Health
Reference Number:	152
CIP Code:	51.2201
Degree Type (AB, BS, etc.):	MPH
STEM+H Degree (Y/N)	No
Minimum Hours Required:	42
List Concentrations (if any):	None

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The MPH is a professional practice degree. Our program, offered in both a campus based and 100% online format, is accredited through the Council on Education for Public Health (CEPH). We are currently the only accredited online MPH in the Commonwealth.

In fall 2016, CEPH tasked all MPH programs to create *practice-ready professionals*, and prescribed 22 required competencies that must be met **and assessed** didactically. We responded by radically revising the MPH and creating a 30 credit hour core curriculum that is competency-based, and focuses on applied and integrative learning. In doing so, we discontinued our two concentrations (environmental health and health education) and improved program efficiencies. Now, students may opt to complete a certificate to fulfill electives. The revised program launched in fall 2017.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	68	71	51	52	64	19
Conferrals	14	21	25	18	17	6
SCHP	945	991	813	730	834	212
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>Several MPH required core and elective courses serve and support multiple graduate programs and certificates within and outside of the department:</p> <ul style="list-style-type: none"> • 2 programs and 3 certificates <i>require</i> between 1 and 4 of our core courses. • 1 program and 3 certificates <i>require</i> 1 or more of our electives • 1 program and 7 certificate use 1 or more of our core courses as electives • 1 program and 6 certificates use 1 or more of our electives as electives. <p>In 2018, we were approved to begin a JUMP program. We have recently begun the process of recruiting, but at present have no data to report.</p>						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>The 2015/16 dip in enrollments is attributable to two factors: fewer international enrollments institutionally, and the creation of the Masters in Environmental and Occupational Health Science (EOHS), which attracted MPH students from our now-defunct environmental health concentration. Our campus-based program enrollments are still down, but the online MPH has grown rapidly and without active recruitment. We have seen a sharp increase in the proportion of military applicants, as well as applicants with professional/terminal degrees (e.g., MD, PhD).</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	8	75.0%	15	86.7%	14	85.7%	8	100.0%	15	86.7%	82.2%
Progression											N/A
150% Graduation Rate	14	71.4%	8	37.5%	15	80.0%	14	78.6%	8	75.0%	73.3%
Time to Degree	3.40 (N=14)		2.76 (N=14)		2.86 (N=19)		3.11 (N=15)		2.09 (N=11)		2.56
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>Our accreditor delineates 22 competencies which serve as de facto student learning outcomes. We are mandated to demonstrate how our required core courses meaningfully address (via course objectives) <i>and assess</i> (via specific assignments) each competency/student learning outcome. Thus, the stringent external review and validation by our accrediting agency is an indirect measure of student learning outcomes for students who successfully complete the required MPH core.</p> <p>The aforementioned competencies were announced by our accreditors in November 2016, with a compliance date set for January 2018. We assessed compliance internally: Faculty completed an extremely detailed course competency alignment which were then reviewed and rated individually by faculty to determine the extent to which course content/activities contributed logically and substantially to the stated competency. This allowed us to identify gaps and overlaps in our curriculum, which led to a program revision and several course revisions.</p> <p>Our January 2018 compliance report found complete compliance with 18 competencies. The four areas where we were unable to demonstrate complete compliance resulted in collaboratively restructuring two core courses, one of which is taught by faculty in another program within our department. We are hopeful that our January 2019 compliance report will find full compliance on all 22 competencies.</p> <p>Listing the 22 competencies would exceed our word count. Here are a few examples of competency requirements:</p> <ul style="list-style-type: none"> • Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels • Assess population needs, assets and capacities that affect communities' health • Communicate audience-appropriate public health content, both in writing and through oral presentation • Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate <p>In addition to competencies/SLOs, the MPH program assesses other indicators of student success relative to the program's MGOs and/or additional accreditation requirements. Example: At least 80% of MPH graduates will earn a composite score of at least 2 (of 3) or higher on their integrative learning experience paper as assessed by at least two faculty using a holistic rubric.</p> <p>The revised program began in AY 17/18, so we are just now beginning to gather student outcomes data.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>CEPH requires us to report post-graduation outcomes for all students at one year post-graduation. During the four academic years applicable to this review, 16% of students were lost to follow up at one year. Of those</p>											

contacted successfully, 77% were employed, 16% were continuing their education, and 7% were seeking employment.

Public health is multidisciplinary and is not represented directly on the hyperlinked website. Key areas of employment for graduates include public health agencies, healthcare facilities, foundations/non-profit organizations, for-profit organizations related to health/wellness.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The 22 competencies prescribed by CEPH were developed in concert with national agencies to ensure alignment with the core competencies for public health professionals.

The MPH conducts bi-annual advisory committee meetings to review and inform curriculum. We also gather feedback through involvement in two academic health department relationships and participation in a state-wide initiative to build epidemiologic capacity for the Commonwealth.

We triangulated data gathered from students, alumni, faculty, employers, and the curricular-transition advisory board when revising the MPH program. Based on findings, the two concentrations were phased out and replaced by a general MPH program. Additionally, we used a multi-level, modified nominal group technique with program stakeholders to identify critical skill areas needed for MPH students. Skills not represented by required competencies were used to create program-specific competencies and inform course changes.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

The majority of our online students work full-time and typically take no more than two courses per semester. Thus, we expect to see the mean time to graduation increase. We do, however, offer core courses staggered during summer, to facilitate quicker graduation, and also offer some core and elective courses through WKU-On-Demand.

Some of our students receive tuition reimbursement from their employer. Changes in UK's and KCTCS's tuition reimbursement policy may affect our persistence and/or graduation rates.

For accreditation purposes, our graduation rate is calculated based on maximal time to degree completion (six years).

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					3	12
Number of NTE Faculty					0	4
Cost per SCH					\$238	\$375
SCHP/FTF by Dept.	432	435	415	419	428	432
% SCH by FTF by Dept.	57.5%	60.0%	64.4%	66.6%	66.3%	57.5%
Median Class Size by Level	11	12	9	11	8	8
% Under-Enrolled Sections by Level (<10)	38.7%	34.4%	54.2%	46.0%	59.7%	58.2%

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

The online MPH is currently an incubated program through DELO.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

The MPH staffs – minimally - three required courses for the MHA program (21% of curriculum) and two required courses to EOHS (17% of curriculum). Adjusting our SCPH hours proportionately reduces the cost per SCH to a maximum of \$196. The MPH provides an additional four courses to the EOHS Worksite option.

To reduce under enrollment in face-to-face courses, we now limit online core course enrollment to online students. However, we are likely to still have enrollments under 10 in face-to-face courses specific to MPH as campus-based enrollments are low. Conversely, our online required courses frequently are over capacity and require offering a separate section for the E-MHA program.

Our FTEs have declined significantly since AY 15/16 due to transitional retirements, faculty FTE assigned to other programs, and accommodating online growth in the E-MHA program. We minimally meet accreditation standards for faculty FTE.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Our Students: The MPH/BSPH diversity plan directly addresses objectives 2.2 and 2.3, and the essence of Objective 4. We have program metrics to assess both the process of and success in recruiting both students and faculty/staff. Objective 5.1 is directly addressed through program our curriculum (competencies and courses) and high-impact program requirements (service learning, eportfolios, etc.)

Our Hill: The MPH program has well-defined policies and practices, and inclusive governance structure that directly addresses objective 1.3. Our value statement is based on H. H. Cherry's iconic "the Spirit Makes the Master" (objective 1.5). Objectives 3.2 and 3.3 are directly addressed through our tri-annual comprehensive curriculum alignment review and annual syllabi assessment. Objective 3.4 is directly addressed through out well-communicated sequence/format of course offerings, including offering high-demand course outside of the regular academic year. Although not relate to Colonnade, Objective 3.1 is addressed insomuch as the MPH allows students to tailor electives to meet their personal and professional goals.

Our Community and Beyond: Objective 1.1 is addressed through two accreditation requirements: applied practice experiences and workforce development. Objective 1.4 is addressed via our competency-based curriculum with courses that employ higher-order learning objectives and problem/case-based learning and teamwork to ensure students graduate with skills to think critically, solve problems, and engage effectively with others. Objectives 2.1, 2.2, and 3.4 are addressed through the diversity plan mentioned in the Our Hill section. The MPH program in toto addresses objective 3.2 and 4.1. Objective 4.3 is addressed through our applied practice experience which requires each student to develop a minimum of two competency-based products for the host partner.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Our program's diversity plan addresses attracting and maintaining a diverse body of students, faculty, and staff (objective 1.4), increasing post-secondary education to underserved populations (spirit of objective 3), and inclusive excellence (1.2). Various strategies and action plans have been implemented and are assessed annually. Cultural competence (objective 1.1) is addressed within our curriculum and program practices.

Our program promotes academic excellence through teaching (objective 8). We conduct comprehensive curriculum and syllabi reviews to ensure content and assessments are aligned with competencies and reflect applied and integrative learning. Relatedly, the MPH is designed to create practice-ready public health professionals (objective 9).

The MPH is an academic health department partner for two districts, provides and participates in workshops and trainings, and conducts service projects, all of which contributes to the health and quality Kentucky communities (objective 11).

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Public health is multidisciplinary and not represented as a single profession within the resource hyperlinked. However, the general areas in which public health fall all project growth.

Additionally, the public health workforce is greying, prompting the call by accreditors to create practice-ready graduates.

Furthermore, Kentucky has the unfortunate distinction of being ranked poorly on most health conditions and risk factors, thus highlighting the need for a well-educated and competent public health workforce.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

We offer the only general MPH in Kentucky and the only fully-online MPH.

We are a MPH + degree for students opting to use electives to complete a certificate that matches professional interests. Because most certificates can be achieved without additional coursework, the MPH is a value-added program.

We also provide myriad curricular and co-curricular options for fulfilling program and accreditation requirements, including applied practice experiences and comprehensives. This allows students to play to their interests and strengths, as well as providing the flexibility required for adult learners, especially those juggling multiple roles.

We cap course enrollment, per pedagogical best practices for competency-based applied learning.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The MPH's assessment plan is rigorous: Annually, we administer and analyze seven unique assessments. Data yielded are used to make program improvements as well as providing required information to our accrediting body.

The MPH has a strong organizational/committee structure and transparent and inclusive governance. We have a student governance organization that elects/selects students to serve on program committees. Search committees include a student and a public health practitioner, as well as faculty.

Our approach to applied practice experiences is novel, and best meets the needs of our practice community as well as students.

We actively engage with our community partners by providing professional development, engaging in academic health department partnerships, etc.

6. PROSPECTUS

<p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p>	
<p>Increase certificate programs: There is a need and student demand for an epidemiology certificate, and faculty interest in creating it. There is also a need for a health policy or health administration certificate. Additionally, there are numerous opportunities to collaborate with programs within and outside of CHHS to create inter-professional certificate programs.</p> <p>Cohort marketing of online MPH: Several potential market exist to develop cohort pricing models with DELO, including those for which public health is the primary mission (e.g. state departments of health) and those for whom the MPH is a value-added degree (e.g. UK medical students; hospital nursing staff).</p> <p>Marginalized populations: We are in the process of implementing a recruitment strategy to increase the diversity of our student population, especially among marginalized populations, as described in our MPH/BSPH diversity plan. Our goal is to foster the development of a public health workforce that mirrors the population served.</p>	
<p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p>	
<p>In AY 17/18 we officially became a general MPH, which is a MPH with no concentration areas. Between 1996 and 2016, enrollments in general MPHs grew by about 15%, and represent about 40% of all MPH enrollments.</p> <p>https://journals.sagepub.com/doi/pdf/10.1177/0033354918791542</p>	
<p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p>	
<p>The revised MPH curriculum added three core courses, but by discontinuing the concentrations, reduced the number of courses we have to offer routinely from 17 to ten.</p> <p>Students can now gain their required applied practice experiences in ways other than a required internship, which historically has affected graduation rates among employed students and those accepted into residency programs.</p> <p>MPH core courses are limited to 15 students to ensure student success in developing competencies.</p> <p>To improve efficiency, online core courses are restricted to online students to improve campus-based course enrollments, and electives are offered online only.</p>	
<p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p>	
<p>The online MPH has tremendous growth potential, especially in the continuing education market where the MPH is a value-added degree. Additionally, creating an epidemiology certificate and interdisciplinary certificates with related disciplines would increase marketability.</p> <p>The substantial impediment to online growth is MPH faculty FTE. The way in which FTE is calculated herein does not capture the criticality of our staffing needs.</p>	
<p>e. What recommendation would you put forward for the program (check one)?</p>	
<p><input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



Department/School:	School of Kinesiology, Recreation, and Sport
College:	CHHS

Program Name:	Nonprofit Administration
Reference Number:	422
CIP Code:	N/A
Degree Type (AB, BS, etc.):	Minor
STEM+H Degree (Y/N)	N
Minimum Hours Required:	21-24
List Concentrations (if any):	N/A

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Nonprofit Administration minor prepares students for careers in the nonprofit sector. Upon completion students work in variety of fields including sport/recreation, theater, social work, and others as they seek employment within local, national, and international organizations. The sector's diversity makes this an interdisciplinary minor complementing many disciplines. The 21-24 credit hour minor requires four core courses – one being a practicum. There are six credit hours of electives. The diversity associated with the organizations within the nonprofit sector allows students seeking the minor to select approximately 60 approved courses to fulfill the elective requirement. These courses provide students with a basic understanding of the sector before beginning their field experience.

The minor requires students complete at least fifty percent of their earned credit hours in upper level courses. Students may not earn more than 15 credit hours in any course prefix. This criterion helps students develop a basic understanding of and the skills required for those entering the nonprofit sector. The courses are primarily taught face-to-face although a variety of other modes are used in an accelerated manner through bi-term, web, summer and winter.

The minor was formally part of the National Leadership Alliance (e.g. American Humanics).

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	69	56	72	54	54	26
Conferrals	13	17	17	18	14	6
SCHP	244	276	382	301	271	187
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The Nonprofit Administration minor complements several degrees (Recreation Administration, Sport Management, Theater, Communication, etc.) offered at WKU by providing an understanding of business management concepts for those seeking to understand the sector. As local, state, and national government seeks to shift the provision of human services from the public to private sector, students with a Nonprofit Administration minor are better equipped to manage youth and human services agencies that improve communities by addressing social service needs. Whether students find themselves employed in the sector or partnering with nonprofit agencies they are fulfilling WKU’s mission to be “engaged and socially responsible citizen-leaders.” Climbing to Greater Heights 2018-2029 strategic plan, commits to ‘creating a well-educated citizenry and workforce’ and ‘work with other...not-for-profit agencies’. By offering this opportunity to immerse themselves in the study/practical application of nonprofit administration, we ensure the next generation of leaders are readily equipped to enter the sector. The minor also fulfills the University’s objective (#1.5) and CHHS’s 2016-2020 strategic plan goal to prepare students for lifelong learning, success, and expose students to service learning/ inter-professional collaboration as coursework within the minor allows students to work collaboratively with those from other disciplines building relationships, awareness, and inclusivity.</p>						
c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)						
<p>Totals in part 2a reflect both American Humanics and Nonprofit Administration students combined. A component of the internship is a project designed to benefit the student and organization. Students work with their agency and faculty supervisor to develop the project. As WKU strives to meet the needs of the region and create meaningful partnerships with community organization, it's important to consider the value students add to organizations and the value that the university gains from this important relationship. Students aid in program delivery directly affecting our community. The agency is made aware of the value of the WKU community.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	-	-	-	-	-	-	-	-	-	-	-
Progression	-	-	-	-	-	-	-	-	-	-	-
150% Graduation Rate	-	-	-	-	-	-	-	-	-	-	-
Time to Degree	5.67 (N= 2)/ 4.82 (N=11)		3.48 (N=16)		4.47 (N=17)		4.19 (N=18)		3.41 (N=14)		4.20
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>Course learning objectives focus on introducing students to the management of the diverse agencies that make up the nonprofit sector. Understanding the Nonprofit Sector course is designed to provide an overview of the historical/societal need for the sector, an understanding of potential career paths, trends and issues, and financial needs of nonprofits. The course's final project connects with course content by allowing students to theoretically create a nonprofit organization. A project component requires students to complete market research comparing their nonprofit organization to an existing organization. Building on this foundation, Managing Nonprofit Organizations continues to focus on issues facing nonprofit organizations while also examining leadership and governance. The course focuses on the development of management and leadership skills related to potential careers within the sector. Students explore volunteer leadership, budgeting, strategic planning, and board development. A main component of this course is a project in which students discuss these content areas with nonprofit sector professionals. A critical skill needed for employment in the sector is the ability to identify and develop grant applications. Students develop these skills in the REC 460 Grant Writing course. This course walks students through the grant writing process beginning with the identification of an agency, potential funding opportunity, and grant development. The completed grant application closes part of loop. A final aspect of the course, grant reviewing, provides the other perspective of the grant writing process. The internship experience completes the connection between course work and professional practice as students have the opportunity to work within the nonprofit sector. A main part of this experience is a project specifically identified by the student and the agency supervisor. This project benefits the agency by enhancing their services while also benefiting the students as they continue to develop skills initially introduced in the classroom.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>A main source of information related to the success of our students is through two evaluations completed during a student's internship. This measure provides us with a sense of how prepared our students are for their first entry-level experience in the sector as an intern. As a minor, tracking their continued success is a little more challenging. The school of KRS is developing a database of program graduates on an on-going basis. Since WKU began the inclusion of minors as part of academic program assessment, the minor will be added to this database. An annual survey will be sent to graduates with a minor in Nonprofit Administration collecting demographic, additional contact information, current employment, professional progress, and additional training/education obtained. This database will allow us to continually gather data relating to public sector trends, issues, and professional competencies that further enhance the minor.</p> <p>The diversity of the nonprofit sector provides many opportunities for students graduating with the minor. Graduates may work in many industries such as health care & social assistances, educational services, and public administration. Kentucky Center for Education and Workforce Statistics includes the aforementioned industries among the top five employment industries.</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
<p>Currently the minor uses two separate evaluations of the student's performance as part of the internships program. This provides the best means of collecting, and implementing, employer ideas to strengthen the program. Occurring at the mid-point and completion of the internship, these evaluations are completed by the student's agency supervisor. As part of the evolution process, agency supervisors assess each student's personal characteristics (i.e. motivation, attendance, judgment, etc.), professional relations (public relations, rapport with staff & participants, adaptability, acceptance of criticism) and professional proficiencies (ability to plan, implement, and evaluate programs, communication, professional growth). In the event agency</p>											

supervisors identify consistent need or skill misalignment, the minor's course content is evaluated and changed to meet the new skill set or area of weakness/skill misalignment. As previously stated, the improved means of collecting data on WKU graduates with minor's in nonprofit will also allow the program to survey those working in the field to gather data related to trends, challenges, and employment competencies. Finally, KRS faculty have conducted research projects in student employability. The first study examined the benefits of volunteer experiences and entry-level position attainment and the second examined the competencies of nonprofit CEOs.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Thoroughly understanding the success of our students within the nonprofit sector is an ongoing process. There was a growing phenomenon in which students from a variety of majors found themselves employed within the nonprofit sector, but have little preparation for, or awareness of, the unique nature of this realm. Opportunities to gather data to help faculty ensure course content and learning experiences provided the relevant content and employability skills will continue to be explored and implemented. The diversity of communities served by the sector allows students many opportunities to develop the skills needed to be successful using an interdisciplinary approach.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					.25	12
Number of NTE Faculty					0	4
Cost per SCH					\$55.63	\$128
SCHP/FTF by Dept.	534	496	491	449	502	375
% SCH by FTF by Dept.	81.1%	79.2%	76.9%	77.6%	55.63%	75.8%
Median Class Size by Level	26	24	25	25	24	19
% Under-Enrolled Sections by Level	27.2%	30.0%	31.3%	30.8%	24.8%	36.3
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
<p>Currently external revenue streams associated with the minor are linked with the annual nonprofit award luncheon. As part of this luncheon, the nonprofit student association honors area nonprofit organizations for their work in the community. This luncheon provides an opportunity for students to connect with nonprofit professionals and begin building their network. The students have the opportunity to explore organizations before deciding on internship locations through connections made at this luncheon. This luncheon provides the intangible value by building relationships with community partners and increasing the visibility of the university in various communities. It can also aid in the development of WKU's identity as an institution at the forefront of service learning, applied learning, and community partnerships. As part of this luncheon, Lost River Cave donates the use of their conference room, Nonprofit Administration Student Association foundation account (020052), and a student government association grant to pay for the awards, food, and basic decorations. Additionally faculty of KRS have secured funding from the WKU Center for Leadership Excellence to investigate competencies of Nonprofit CEOs in Kentucky.</p>						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<p>The interdisciplinary nature of the minor aids in helping to reduce program costs. When the program was developed only a few courses were added to the recreation program (i.e. REC 220 Understanding the Nonprofit Sector, REC 460 Grant Writing, and REC 496 Nonprofit Internship). Other courses needed to complete the minor already existed within The Gordon Ford College of Business. Additionally, courses selected to fulfill the 6 hours of electives also drew from pre-existing courses offered with a variety of disciplines.</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)
<p>Goal 4 seeks to improve the quality of life regionally by supporting economic diversification and promote values that ensure diversity, equality, and inclusion for all. Strategy 12 encourages the provision of opportunities for people of the region to be educated, entertained, assisted, and inspired outside the classroom. Strategy 14 seeks to develop intellectual capital and viable products through internships and partnerships. Students entering the nonprofit sector have the opportunity to support the quality of life in the community through work that promotes wellness, provides recreational and educational opportunities (i.e. the Y, Boys & Girls Club, 4H), and promotes safe family environments through programs that empower children/ families in domestic abuse crises (i.e. Family Enrichment Center). The nonprofit sector serves to enrich and develop communities. The minor's internship is one primary example of collaboration between the university and community agency. This partnership truly benefits both the student and agency through the development, implementation, and evaluation of an internship project completed under the guidance of the agency supervisor. The related product provides an enhanced service to the agency's constituents and an opportunity to connect classroom experiences to daily work in the nonprofit sector.</p>
b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)
<p>The Nonprofit Administration minor meets several aspects of Kentucky's statewide strategic agenda. Objective 6 seeks to increase persistence and timely completion for all students at all levels, particularly for low-income and underrepresented minority students. Objective 6f suggests a 6-year completion rate for undergraduate students in which the degree or certificate program is completed in 6 years. The time to degree completion for the minor consistently meets this objective with a high time to degree completion of 5.67 in 2013-2014AY and a low of 3.41 in the 2017-2018AY.</p> <p>The minor also fulfills Objectives 8 and 9 seeking improved academic excellence through improvements in teaching in learning and career readiness /employability of graduates respectively. Specifically, objective 8's emphasis on service learning and community outreach and objective 9's related to the inclusion of internships, co-ops, and clinical learning experiences. As part of the minor, all students must complete a 3-credit hour (150-contact hour) or 6 credit hour (300-contact hour) internship at a selected nonprofit organization. This internship is a standalone course. Part of the internship requires the completion of a project that benefits the agency's constituents while allowing the student to demonstrate skills in program design, implementation, and evaluation.</p>
c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)
<p>According to the Kentucky Future Skills Report, students graduating with the nonprofit minor have the opportunity to seek careers in some of the fastest growing fields in the Commonwealth. These fields include community and social service occupations, healthcare support occupations, education, training and library occupations, life, physical, and social science occupations, and management occupations. Additionally, according to the Kentucky Career Profiles, from the Kentucky Center for Statistics, the top industries of employment three years out include health care and social assistance 26% growth (28,523 jobs), educational services 21% growth (23,254 jobs), other industries 18% growth (20,160 jobs), and public administration 5% growth (5,164 jobs). An examination of one industry potentially employing students with a minor in Nonprofit Administration includes the Health & Human Service Sector. Median incomes for this sector at the 3, 5 and 7-year mark for certain positions includes Social Behavioral \$30,309, \$39,535, and \$38,889; Arts & Humanities \$25,092, \$28,669, \$31,888; or Health Majors \$44,105, \$47,563, \$47,563. Examining the national YMCA vacancy posting indicates, depending on location, entry-level positions average between \$30,000 to \$45,000. The employability in these fields by program graduates is a direct result of the diversity of the nonprofit sector.</p>
d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)
<p>One aspect of the minor that contributes to its uniqueness is the ability of regional campus students to participate. When the minor was developed courses included allowed for diversity of electives and the ability to take either on-line classes or traditional classes. For required courses there is a corresponding face-to-face or online course. The corresponding face-to-face course is either the same course or a face-to-face equivalent offered at WKU or the regional campus. The minor's large interdisciplinary selection of course electives allow students the flexibility to tailor their elective choices to meet the needs specific to their future career within the sector.</p>

Our minor's closest comparable program is Murray State University (21-hour minor). Both have similar hour requirements and foundation courses. Key differences within WKU's minor, which offer our students an advantage over MSU, is the Granting Writing and Nonprofit Practicum. These courses provide our students with a valuable skill i.e. grant writing, and professional experience connecting course work to the profession. The practicum has directly related to employment for students as a student was asked to apply for a newly created position at the organization they completed their practicum and landed the position.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

Growth within the nonprofit sector over the last decade places graduates with the minor in a unique position to fill a need locally, regionally, and nationally. Guide Star supports a claim by the John Hopkins Center for Civil Studies stating nonprofit employment outpaced for-profit employment gains in the last decade. In Kentucky this employment growth outpaced that national average (20% growth) and growth experienced in the for-profit sector (3%). Continued focus on ways to identify and implement community collaborations will help students better understand the sector and help develop the entry level skills sought by the nonprofit sector.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

According to the National Council of Nonprofits, top trends facing charitable nonprofits will continue to be limited resources, increased demands on nonprofits resulting from increased community needs, and the continually growing need for nonprofit board members to be advocates for their organization's mission. Other suggested trends facing nonprofit organizations include cyber security, changes in charitable giving, organizational sustainability, and moral leadership as it relates to diversity, inclusion, and equity. To ensure students graduating with the minor in Nonprofit Administration are prepared to meet these trends, KRS could facilitate new interdisciplinary connections that focus on board development and organizational advocacy, general development and fundraising skills, community need assessment, and community coalition building skills. Enhancing our student's ability to meet these challenges is only limited by our institution's willingness to further understand these challenges and make connections between current WKU disciplines, create new partnerships, and identify/develop skill sets that will help our graduates address these and future trends. KRS has in the past and will continue to take the lead on fostering new relations with units across campus.

b. How do program trends align with [national trends](#) over the last 5-10 years? (maximum 200 words)

National Center for Charitable Statistics reported approximately 1.5 million registered nonprofits in the U.S. including charities, private foundations, etc. Kentucky reported 16,933 nonprofit organizations. The nonprofit sector makes a significant contribution to the economy in the United States. Nonprofit organizations contributed \$878 billion to the economy in 2012 or approximately 5.4% of the GDP (National Council of Nonprofit Organizations). The Bureau of Labor Statistics reported that in 2016 there were 12.3 million jobs within the sector or approximately 10.2% of the U.S. private sector's employment. Kentucky's nonprofit sector employed 9.5% of the workforce in 2016. The John Hopkins Center for Civil Studies found that nonprofit employment has outpaced for-profit employment gains in the last decade (20% growth in nonprofit employment in KY [above the national average] and 3% growth in for-profit employment in KY from 2007-2016).

The fields our students seek employment within the sector align with trends in degree conferrals increases (National Center for Educational Statics). For instance, the number of degrees conferred in health professions and related programs increased by 67% between 2009-2010 and 2014-2015, public administration and social services increased 35% 2009-2010 and 2014-2015, and parks, recreation, leisure, and fitness studies also saw a 47% increase.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

To assist in completing the minor in Nonprofit Administration the changes within the minor have included changing the required credit hours from 22-25 to 21-24. This was the result of deleting REC 494 (Nonprofit Administration Conference). This change was implemented because of rising costs associated with student's attendance at the conference and growing concerns with the alignment of goals of National Leadership Alliance, the conference sponsoring organization, and the WKU Nonprofit Minor. Another policy change modified the number of allowable hours from one prefix from 12 to 15 credit hours. This small increase allowed students to continue to develop skills specific to the area of the nonprofit sector they desired to seek employment. A final modification added a face-to-face alternative for MGT 333 Management of Nonprofit Organizations. This occurred as students expressed the desire to have a traditional option for the on-line MGT 333 course.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

Increases in employment growth within the sector provides an opportunity to grow or enhance the minor and/or develop a major in Nonprofit Administration that could serve students and communities within WKU's region. The minor in Nonprofit Administration could expand required or elective course offerings to develop student's skills in volunteer management, board development, strategic planning, organizational advocacy, crisis management, international NGO development, and special topics such as use of social media in marketing and fundraising. The aforementioned courses could be added to potential electives available to minors or incorporated into an interdisciplinary major in Nonprofit Administration that is administered through KRS. The diversity of disciplines represented in the nonprofit sector facilitate students seeking a major in Nonprofit Administration with a minor in another discipline or vice versa. Exploration and implementation of this idea is limited only by a willingness to allocate the needed resources to study the need for the program's expansion (e.g. staffing), understand skills needed by WKU students entering the work force in local, regional, and national nonprofit organizations, develop and

implement any new course offers that may not be part of current WKU disciplines, and a willingness of WKU programs and departments to work together to share ownership of the program.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM
EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

Department/School:	School of Kinesiology, Recreation & Sport (PHY)
College:	College of Health and Human Services (HH)

Program Name:	Nonprofit Administration
Reference Number:	0463
CIP Code:	520206
Degree Type (AB, BS, etc.):	Graduate Certificate
STEM+H Degree (Y/N)	N
Minimum Hours Required:	12
List Concentrations (if any):	N/A

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The 100% online graduate certificate in Nonprofit Administration (started in Spring 2013) prepares students for careers in, and service to, the nonprofit sector. Guided by national curricular guidelines, the program was designed with the primary objective of providing students with specialized education and training relevant to current issues and skills in the nonprofit sector.

This twelve credit hour, online program was designed with three intended audiences:

- Students preparing for careers in the nonprofit sector.
- Nonprofit professionals interested in continuing their education.
- Community members interested in serving the nonprofit sector (e.g., board of directors, committees)

Although academic nonprofit education in the USA began about 60 years ago, many nonprofit sector employees have no formal educational background in the area and are often unprepared for the unique challenges associated with this sector.

The graduate certificate program includes the following courses:

- RSA 560 Issues in Nonprofit Administration
- RSA 565 Nonprofit Grant Writing and Fundraising
- RSA 570 Fiscal Administration in the Nonprofit Sector
- RSA 585 Nonprofit Practicum

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	18	20	17	16	14	4
Conferrals	6	9	2	5	11	5
SCHP	186	147	129	111	87	44

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

This program contributes to several WKU graduate programs and their masters/doctoral degree-seeking students. These students often use the nonprofit administration certificate course as electives in their programs, enabling them to gain an additional credential for no/little extra cost.

Among the Nonprofit Administration certificate students currently enrolled (Fall 2018) 17/19 are also enrolled in WKU graduate degree programs: Social Responsibility and Sustainable Communities (1), Organizational Leadership (11), Public Administration (2), Recreation and Sport Administration (1), and Public Health (2). The other two Fall 2018 students are certificate students.

The applied nature of the courses, and related course work, often facilitates interaction and relationship building between students and nonprofit agencies. RSA 585-Nonprofit Practicum requires students to work a minimum of 75 hours with a nonprofit agency. These experiences facilitate professional development for students who have varying degrees of previous nonprofit experience. The practicums often enable nonprofit agencies accomplish work not to be accomplished otherwise during the same time period or within the following six-month time period.

Program graduates, from the reporting period, contributed at least 2,475 hours to nonprofit organizations. These agencies greatly appreciate the assistance and, more importantly, our students gain valuable experience and knowledge.

c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)

This program's enrollment (WKU's 8th highest), degree conferrals (WKU's 14th highest), and SCHP (WKU's 17th highest) significantly exceed WKU medians.

Although Fall 2017 enrollment was 14, Fall 2018 enrollment is 19 students; second highest program enrollment so far. This enrollment increase will impact SCH and Conferrals. This bump was likely related to 2017-18 meetings with several WKU graduate program coordinators to better connect this program to their students.

There are several additional students (not in the Fall 2018 count of 19) not currently enrolled, who represent future degree conferrals. Efforts are underway to contact and assist these students.

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0	7	71.4%	5	40%	3	0%	2	50%	73.7%
Progression	-	-	-	-	-	-	-	-	-	-	-
150% Graduation Rate	-	-	-	-	-	-	-	-	-	-	-
Time to Degree	-	-	-	-	-	-	-	-	-	-	-
<p>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</p> <p>Our earliest student learning outcome (SLO) was, “Students in the RSA 585 Nonprofit Practicum course shall demonstrate the ability to work successfully with nonprofit agencies by developing and completing work plans, which assist the nonprofit agencies and the students in accomplishing their respective goals.” Means of Assessment: Evaluation of the RSA 585 practicum tasks contributing to the course grade: practicum proposal/revision, progress reports, final report, and agency supervisor evaluation. Criterion for success: 80% of students will earn an overall course grade of 80% or higher.</p> <p>Closing the loop example: In preparation for 2015-2016, we reviewed the SLO and results.</p> <p><u>Results:</u> Student performance during practicum experiences exceeded the criterion for success 21/21. Nevertheless, specific issues identified were that (1) the length of practicum (minimum 50 hours) was insufficient for students to gain adequate exposure to the workings of a nonprofit agencies, and (2) questions on the portion of the rubric completed by agency supervisors were not specific enough to elicit necessary details regarding students’ performance on particular aspects of their practicum experience.</p> <p><u>Follow-up Activities:</u> Recommendations: (1) Extend practicum length to 75 hours and monitor to ensure this is sufficient. Revise the agency supervisor section of the rubric and monitor the specificity and consistency of agency supervisors’ feedback. (2) Revise wording of the SLO slightly as follows: Students will demonstrate the ability to work successfully with nonprofit agencies. The means of assessment and criterion for success remained the same</p> <p><u>Actions taken:</u> (1) SLO wording was revised; (2) the practicum length was increased to a minimum of 75 hours; (3) the agency supervisor evaluation rubric was revised to better elicit necessary details regarding students’ performance on particular aspects of their practicum experience; and (4) the rubric was put in an online format for ease of data collection and data storage.</p>											
<p>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)</p> <p>A 2016 online survey, with email and phone call invitations, was sent to the 17 students graduating Fall 2013 through Spring 2016. In total, 13 or 75%, of the graduates submitted the survey.</p> <p>Results indicated that 7 students gained employment and 8 students continued employment in jobs they already had. Results also indicated that 3/3, 100%, of students seeking admission to graduate school were admitted. Graduates identified their employment agency type: 33.3% Government and 66.3% Nonprofit.</p> <p>Results revealed that 38.46% of respondents were extremely satisfied and 61.54% were very satisfied with the program. When asked an open-ended question, “what were the best aspects of the program?” 5/13 students discussed that as an online program, it was accessible to them. Four students commented on the value of the internship course (RSA 585 Nonprofit Practicum). A few other commons themes included: the grant writing & fundraising course (RSA 565); the professors; and course content.</p> <p>The report, Nonprofit Economic Data Bulletin #46, Lester M. Salamon, John Hopkins University illustrates the nonprofit employment scope: Nation’s third largest workforce. Exceeds manufacturing in most states. Considered a ‘major’ industry in most states. Major industry at local levels. Diverse industry with broad array of services.</p>											

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

Developed in 2016 for ongoing assessment efforts (see 3b), our online nonprofit practicum supervisor survey provides insight into employer satisfaction. This survey has been completed by 33 practicum supervisors.

Using a seven point Likert-scale, with 1= strongly disagree and 7=strongly agree, professionals indicate provide feedback on these six key items. It is quite rare for students to receive a rating less than 6 or 7.

- Practicum student demonstrated the ability to successfully work with a nonprofit agency;
- Student demonstrated appropriate oral communication skills;
- Student demonstrated appropriate written communication skills;
- Student's abilities demonstrated an appropriate level of preparedness expected of a nonprofit professional;
- Working with this graduate student enabled my nonprofit organization to accomplish work we would not have accomplished otherwise (within the next 6 months); and
- Working with this graduate student enabled my nonprofit organization to accomplish work we would not have accomplished otherwise (during the same time period).

They also rate student performance (0-100%); current average is 97.97%. Supervisors can also provide additional feedback.

We really haven't received any feedback indicating a need to improve the program. This may signal a need for us add items to solicit program improvement feedback.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

While not a result of the program, it has been interesting to discover that several students in the program work for other colleges and universities. Some of these students are employed as administrators/executives in the area of philanthropy/development. It helps illustrate the caliber of students attracted to the program.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					.25	12
Number of NTE Faculty					0	4
Cost per SCH					\$173.29	\$128
SCHP/FTF by Dept.	534	496	491	449	502	375
% SCH by FTF by Dept.	81.1%	79.9%	80.1%	81.9%	84.1%	75.8%
Median Class Size by Level	18	16	14	15	11	8
% Under-Enrolled Sections by Level	29.7%	24.6%	35.8%	22.6%	33.3%	58.2%

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

This online program was originally a DELO incubator program which was supposed to remain in that status for a few years. Due to some budget and other decisions made by DELO this certificate program, and others with student enrollment at that time, were turned over to academic units and provided with some financial resources to support the programs.

The Nonprofit Administration graduate certificate program currently has a scholarship endowed by M. Lee Yunt. Mrs. Yunt contacted us nearly thirty years after leaving WKU without completing her undergraduate degree. She wanted to finish her Recreation Administration degree and asked what she needed to do. We were able to help her complete the degree and the Nonprofit Administration minor. Not many years later, I was notified of the creation of this scholarship.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

This program was designed to have fall/spring courses taught by part-time instructors.

The cost of stipends + fringe to hire Level 3 part-time instructors for five courses (two fall, three spring) is \$13,243.20; about \$1,800 lower than the estimate .25 of a TE faculty.

There are normally two courses offered for this program each summer which generate SCH. Summer 2018 generated 57 SCH and Summer 2017 generated 66 hours.

Adjusting cost of instruction and considering summer SCH would lower the overall cost/SCH.

The rebound in program enrollment to 19 (Fall 2018) should raise the SCH and lower the overall cost/SCH.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of [WKU's strategic plan](#) are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words) ;

Our students:

(Affordability & Accessibility) The endowed scholarship in our program assists students in paying for school.

(A diverse body of students) The online delivery allows individuals with a greater range of circumstances to be students in this program (students not living in this area, full-time workers not able to attend face-to-face classes, etc.

Our Community and Beyond:

(A Regional Lighthouse) Program courses that integrate project-based learning facilitate student-community partnerships. The required student Nonprofit Practicum provide additional student-community engagement opportunities.

(Continuing Education) This is a quality graduate program which can be used to further lifelong learning and/or retraining.

b. What aspects of the [statewide strategic agenda](#) are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

CPE's Strategic Agenda Objective 9 encourages "improving career readiness and employability of graduates" through Strategies 9.4 "promote employer involvement in the development and evaluation of programs" and 9.5 "identifying workforce demands". The Nonprofit Administration program is asking nonprofit professionals (practicum supervisor) to provide an evaluation of each student completing a practicum with their agency. With continued practitioner participation and asking some additional questions we will be able to continually monitor and respond to needs.

This certificate program aligns with CPE's priority to "Increase degree and certificate completion, fill workforce shortages, and guide more graduates to a career path." This 12 credit hour program addresses valuable knowledge and skills in an important employment area.

In addition, the required field experience of the program is aligned with Strategy 9.3 to work with the employer community and agencies for experiential learning.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant [workforce](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

The report, [Nonprofit Economic Data Bulletin #46, Lester M. Salamon, John Hopkins University](#) illustrates the nonprofit employment scope: Nation's third largest workforce. Exceeds manufacturing in most states. Considered a 'major' industry in most states. Major industry at local levels. Diverse industry with broad array of services.

The report also described the distribution of nonprofit employment by major field: health 54.3%, social assistance 12.1%, education 15.6%, arts & recreation 2.5%, professional services 2.2%, management of companies 1.9%, other industries 4.8%, and other services 6.7%.

The diversity of the nonprofit sector provides many opportunities for students graduating with the minor. Graduates may work in many industries such as health care & social assistances, educational services, and public administration. Kentucky Center for Education and Workforce Statistics includes the aforementioned industries among the top five employment industries.

"America's 1.4 million nonprofits employ 11.4 million workers, approximately 10.3% of the private sector workforce, and pay them more than \$532 billion annually in wages" in [America's Nonprofit Sector - Impact](#)

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

At WKU's program creation/implementation, Northern Kentucky University was the only Kentucky public institution with a nonprofit graduate certificate; now Murray State University has one.

WKU was the only program available completely online; MSU's program is online.

Key differences (2016) between the WKU program and the programs at NKU and MSU

- WKU program is 12 credit hours and NKU program is 18 credit hours; MSU is 12 credit hours.
- WKU program is currently only available online while the NKU program is a mixture of online, evening, and weekend courses. Our student survey showed students appreciated the online format with its accessibility; MSU's program is available online.
- WKU program requires students to demonstrate professional competency through a practicum (internship) course with a nonprofit agency; NKU and MSU do not.
- WKU program requires the same four courses for all students; NKU and MSU provide more course options and flexibility, but what may be considered less consistency across educational materials being delivered to the students.
- WKU program requires a grant writing and fundraising course; MSU does not; NKU requires "Resource Acquisition & Management" which focuses on fundraising, budgeting, and financial reporting, but not grant writing.
- WKU program requires a Fiscal Administration course; MSU does not.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The WKU Nonprofit Administration graduate certificate program provides better access to education and training for the nonprofit sector. This program can provide a competitive advantage to graduates when seeking new jobs or trying to advance in current positions.

This is directly related to the CPE's agenda for more people to earn degrees or certificates and help improve their quality of life.

6. PROSPECTUS

<p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p>	
<p>Developing better connections with regional professionals in the nonprofit sector would strengthen our faculty in educating and connecting students to internships and jobs in those areas.</p> <p>Additional strategies for building relationships with stakeholders who might be able to direct students to our program and might provide work experiences for our students. This would likely include building a database and establishing a consistent communication strategy. Help from alumni who have great respect for our program and us is a key component.</p> <p>Communicating with Kentucky Nonprofit Network and other similar organizations around the country to market our program.</p> <p>Increased enrollment from 'external' individuals not pursuing a WKU masters/doctoral degree.</p>	
<p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p>	
<p>There are approximately 1.5 million nonprofit organizations in the USA. This sector has been estimated to make up for 9-10% of USA wages and salaries. 5.3% of GDP was attributed to the nonprofit sector in 2014. Quick facts about nonprofits. This graduate program is addressing educational needs in a key sector for our country.</p> <p>Since the creation of the WKU program we have seen the addition of another Kentucky university creating and implementing a nonprofit graduate program. This helps illustrate the growing interest in providing educational programs in this area.</p>	
<p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p>	
<p>The only real changes during the last three years were related to our assessment process already discussed (see 3b). Increased communication with WKU graduate program coordinators last year may have create some additional growth not yet realized.</p>	
<p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p>	
<p>With a curriculum that appears to be working well, and enrollment rebounding in Fall 2018, the program is poised to spend more work on identifying potential students outside of our masters/doctoral programs throughout our region and beyond. Impediments include accessing outside expertise/assistance with recruiting efforts.</p> <p><u>Five:</u> Grow enrollment to 40 students.</p> <p>Increase program awareness among campus and community stakeholders to help ensure prospective students and WKU students know about this program, as well as, recognize our profession and its many career opportunities.</p> <p>Comprehensive review of all program alumni to collect key data and identify Alumni Ambassadors and new/returning program donors.</p> <p><u>Ten:</u> Grow the M. Lee Yunt program scholarship. Endow an additional scholarship or fund for the nonprofit program.</p> <p>Additional enrollment growth to 60.</p>	
<p>e. What recommendation would you put forward for the program (check one)?</p>	
<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input checked="" type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Public Health
College:	College of Health and Human Services

Program Name:	Occupational Safety and Health
Reference Number:	1705
CIP Code:	512206
Degree Type (AB, BS, etc.):	Certificate
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	15
List Concentrations (if any):	

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Occupational Safety & Health (OSH) certificate is an independent certificate that may also be completed with a major program. The certificate program is designed to provide training for careers focused on the protection of workers health from occupational hazards in the built and natural environments. Courses required in the 15-hour certificate are ENV 120 Introduction to Occupational Safety and Health, ENV 221 Safety and Health Standards, Codes, and Regulations, ENV 321 Fundamentals of Industrial Hygiene, ENV 322 Physical Hazards Recognition and Control, and ENV 423 Safety Program Management.

Since 2013 the certificate has increased from 4 students to 19 students as of 2017-18 (See Table 2.a below). In addition, the SCHP of the certificate has more than doubled from 73 hours in 2015 to 187 hours in 2018.

Currently, the OSH certificate consists of two students who are enrolled independently while the rest are enrolled with the certificate and another major degree program. This certificate is currently being pursued by students in the following majors: Interdisciplinary Studies (558), Construction Management (533), Public Health (521) & Environmental Health Science (548).

Courses for the certificate may be completed entirely online or face to face. This certificate is also designated as one of the Kentucky Higher Education Assistance Authority's (KHEAA) Work Ready Programs.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	4	5	7	14	19	4
Conferrals	3	3	4	6	6	5
SCHP	72	69	73	182	187	44
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<ul style="list-style-type: none"> • Three of the five courses are required in the Environmental Health Science Major (548) with the other 2 courses being electives for this program • One of the five courses is required for the Worksite Health Promotion Minor (495) and Certificate Program (1707) • One of the five courses is an elective for the Public Health (521) major • Students completing the certificate as part of a bachelor’s program can also go on to complete the graduate program in Environmental and Occupational Health Science or the graduate certificate in Environmental Health & Safety 						
c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)						
<ul style="list-style-type: none"> • Visual analytics now list 17 students enrolled in the OSH certificate program (Fall Census 2018). • In 2017-18 there were a total of 19 students enrolled in the program. • Student credit hour production has more than doubled since 2013-14 and student enrollment has quadrupled. 						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0	0	0	0	0	0	0	1	0	73.7%
Progression	n/a	n/a	2	100	3	66.7	5	80	5	40	61.3%
150% Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Time to Degree	n/a		n/a		n/a		n/a		n/a		n/a
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<ol style="list-style-type: none"> 1. Students will be able to identify sources and compile relevant and appropriate environmental health written information when needed, and have the knowledge of where to go to obtain the information. 2. Students will be able to analyze data, recognize meaningful test results, interpret results, and present the results in an appropriate way to diverse audiences. 3. Students will be able to develop insight into and apply appropriate solutions to environmental health problems. 4. Students will be able to have the capacity to function effectively within the culture of the organization and to be an effective team player. 5. Students will be able to use information technology for data gathering, analysis, and communication. 6. Students will be able to communicate environmental health risks and exchange information through public speaking, written reports, and interpersonal skills. <p>Learning outcomes are assessed based on projects, quizzes, exams, and discussion boards completed in the required courses.</p> <p>Closing the Loop: (SLO 1) ENV 120 students showed a lack of knowledge about citing specific OSHA standards and how to find standards related to specific safety hazards. Additional instruction was given on this information and additional quiz and exam questions were created to ensure that the information was being fully understood.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>The program holds an annual advisory board meeting with alumni and professionals in the environmental and occupational health science fields. The program also incorporates both a LinkedIn page and a Facebook page to keep up with progress made by graduates from the program either in their careers or their acceptance into graduate schools.</p> <p>The key area of professional opportunity for students graduating from this program is in environmental health and safety, which includes occupational health and safety. The Bureau of Labor Statistics currently lists the projected job outlook as a growth of 8%-11% from 2016 to 2026, depending on the job category searched. The current employment change forecasts for environmental health and safety careers is projected to increase 8,600-9,900 employees. The median pay rate for an occupational safety and health specialist and technician was \$67,620 per year in 2017. Please see https://www.bls.gov/ooh/healthcare/occupational-health-and-safety-specialists-and-technicians.htm for more information.</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
<p>An external advisory board meeting is held annually by the Environmental Health Science program and the Occupational Safety and Health certificate is discussed during this meeting. Surveys have been administered to employers in the field to determine what they desire in future employees. One of the skills cited in this process was communication, both oral and written. This semester a project was added to ENV 321 (Fundamentals of Industrial Hygiene) that requires students to write a</p>											

proposal and then present the proposal in the class using a powerpoint presentation. Students are graded both on their oral presentation skills and written communication skills.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Examples of student successes from recent graduates include:

Spring 2017 Graduate – Safety specialist at a construction company in Louisville, KY and recently earned an Associate Safety Professional certification from the Board of Certified Safety Professionals

Spring 2017 Graduate – Currently working in the Kentucky Division for Air Quality in Frankfort, KY

Spring 2017 Graduate – Health & Safety Specialist for a safety & health training company in Louisville, KY.

Spring 2016 Graduate – Environmental Consultant for a corporation in Nashville, TN.

Spring 2015 Graduate – Vice President of Operations for an industry in Lewisport, KY, currently enrolled in a graduate program at WKU.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					0	12
Number of NTE Faculty					1	4
Cost per SCH					\$86	\$128
SCHP/FTF by Dept.	432	435	415	419	428	375
% SCH by FTF by Dept.	57.5%	60.0%	64.4%	66.6%	66.3%	75.8%
Median Class Size by Level	22	23	24	19	22	19
% Under-Enrolled Sections by Level	35.4%	28.6%	33.0%	44.8%	33.3%	36.3%
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
<p>CDC/ NIOSH Training Project Grant (TPG) \$250,000, Golla, V., PI, and Taylor, R., Co-PI - Five of the students in the OSH certificate are being supported by an external grant from the CDC. This funding is through the National Institute for Occupational Safety & Health (NIOSH) Training Program Grant which provides funding for student tuition, recruitment of students and student engagement in research.</p> <p>Hazmat Commodity Flow Study in Pike County, KY \$34,500, Taylor, R., PI - A student enrolled in the certificate program had the opportunity to work on a Hazardous Material Commodity Flow study funded by the US Department of Transportation Pipeline & Hazardous Materials Safety Administration, Kentucky Emergency Management and Pike County Emergency Management in the Summer of 2018.</p> <p>City of Bowling Green – Diesel Particulate Study, \$2,574 Taylor, R., PI - Four students enrolled in the certificate program had the opportunity to work on a research study with local firefighters to assess their exposure to diesel particulates. This study was funded by the City of Bowling Green.</p>						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<p>The certificate program is currently supported by 1 instructor (also instructs in a major program) and 1 adjunct faculty member while maintaining higher than average numbers in enrolled students, conferrals and SCHP when compared to the university median. All courses in the certificate can be utilized by the B.S. in Environmental Health Science.</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

1. Establish WKU as a regional lighthouse to provide resources, attract talent, and nurture intellectual capital in the communities we serve.
 - The OSH certificate provides students with the opportunity to engage with the southcentral Kentucky community by visiting local industries on class trips and working to benefit industries through safety internships.
 - Faculty and students associated with the certificate also conduct research that has a direct impact on occupational health in our communities.
2. Facilitate continuing education, retraining, and degree completion, leveraging online resources and WKU's regional campuses.
 - The OSH certificate program is available to adult learners as it can be entirely completed online.
 - Access to a bachelor program through the independent certificate.
3. Engage alumni as global ambassadors and cultivate ongoing relationships that last a lifetime.
 - Current students are able to learn from alumni by visiting industries where alumni are employed, interacting with alumni at meetings, and creating mentor contacts. In the Fall 2018 semester ENV 321 students were able to visit a local industry where an alumnus is employed as an Environmental Health & Safety Engineer.
 - An alumni advisory board meets annually, providing an opportunity for students to meet them.
 - EOHS faculty are developing a mentorship program to engage alumni with students.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

One of the main goals of the statewide strategic agenda is to “produce more certificates and degrees aligned with workforce needs.” The OSH certificate is deemed a Work Ready Program by the Kentucky Higher Education Assistance Authority under both the healthcare and advanced manufacturing areas. In order to earn this designation KHEAA has determined that the certificate is an industry recognized certification in a high-demand workforce sector within Kentucky.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

This certificate is designated as one of the Kentucky Higher Education Assistance Authority's (KHEAA) Work Ready Programs under the healthcare and advanced manufacturing areas. In order to earn this designation KHEAA has determined that the certificate is an industry recognized certification in a high-demand workforce sector within Kentucky. One of the classes within the certificate also supports the Worksite Health Promotion certificate which is another KHEAA Work Ready Program. https://www.kheaa.com/pdf/wrks_approved_programs.pdf

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

This program is distinctive in the fact that courses can be completed entirely online or if students are on campus courses may be taken on campus as well. In this way students at regional campuses are able to complete the certificate. In the Fall 2018

Census, seven of the certificate students were not on the Bowling Green campus. Three of the certificate students are on the Elizabethtown/Fort Knox Campus and another certificate student is on the Glasgow campus.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The program will continue to grow with the need for more occupational safety and health practitioners. In five to ten years the shortage of professionals in the field will create many employment opportunities. According to the Bureau of Labor Statistics (BLS) the employment rate for occupational health and safety technicians is projected to increase by 10% between 2016 and 2026 and the employment rate for occupational health and safety specialists for the same time period is projected to increase by 8%.

<https://www.bls.gov/ooh/healthcare/occupational-health-and-safety-specialists-and-technicians.htm#tab-6>

The certificate is also interdisciplinary in the fact that it can be used by students in a variety of majors as can be seen by the current demographic of students in the major including those in public health, environmental health, construction management, and interdisciplinary studies.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Referencing the national trends information given, programs related to the health profession have increased 67% between 2009-10 and 2014-15.

This can also be seen in our certificate program as the number of students enrolled in the program and the number of conferrals have continually increased during the study period.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Course sequencing has been implemented in the last few years in order to increase efficiency in the program and allow students a set schedule. Three courses are now offered in the fall semester and three courses are offered in the spring semester on a rotating basis.

In addition, recruitment efforts have also increased with the awarding of the CDC NIOSH TPG as this provides funding for recruitment of students in the field of occupational safety and health. Recruitment efforts have not just been at the university level but have been all the way to the national level by attending state-wide and national conferences.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

The program is expected to continue to grow in the next five to ten years. With the increase in demand the program could easily triple in size. Safety regulations are continually changing, such as the recent implementation of the Global Harmonization System (GHS) for hazardous material labeling implemented fully in December 2018. These changes warrant practitioners and employees in industry to seek additional occupational safety and health training.

To increase the program availability and impact we would need at least two full time instructors. This would increase marketing of the program and availability, as the program could then be offered and completed in a maximum of two semesters. Likewise, this program could easily be developed into a series of on demand courses and further increase availability and student demand. However, additional faculty will be needed to make this happen.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Kinesiology, Recreation and Sport
College:	Health and Human Services

Program Name:	Outdoor Leadership
Reference Number:	426
CIP Code:	N/A
Degree Type (AB, BS, etc.):	Minor
STEM+H Degree (Y/N)	N
Minimum Hours Required:	24
List Concentrations (if any):	N/A

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

During AY 2017-2018, the Outdoor Leadership Minor was revised and included a name change. The new name is Outdoor Experience Leadership, reference number #442. Most of the information in this self-study relates to the old program and the curricular changes.

All courses in the original program were taught in a face-to-face format, primarily by 2 faculty members. Occasionally one of the elective courses in the minor was taught by an additional full-time faculty member, graduate assistant, or part-time instructor (no more than 1 course per semester). In the new revision, all 4 Recreation Administration faculty members teach courses for the Recreation Administration major that count toward the minor.

As a minor, students must have a major, but there is no specified major tied to the program. While the minor itself does not have selective admission criteria, the field-based immersion semester (the only way to receive credit for 3 of the required courses prior to AY 2016-1017) had selective admission that included: GPA of 2.0, submission of an outdoor experience portfolio, and application essay.

The old program focused primarily on outdoor adventure leadership, but the revisions during 17-18 broadened the minor to include other areas of outdoor experience leadership such as natural resource management to appeal to a greater number of students.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	27	30	26	19	19	26
Conferrals	8	10	13	7	7	6
SCHP	432	385	322	316	241	187

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

The Outdoor Experience Leadership minor fulfills the Recreation Administration program’s mission of ‘creating a challenging, student-focused learning environment’ by tailoring course content to trends in our discipline, and potential career path of our students, which is providing high quality outdoor experiences. It meets the School of Kinesiology, Recreation & Sport’s (KRS) mission to ‘provide high quality education opportunities’ by focusing on high impact practices including: field-based courses, travel-based learning, applied learning courses, experiential education, peer teaching and evaluation. This supports the College of Health & Human Services’ core values of collaboration and interdisciplinary engagement. Further, students are engaging with community partners as part of their required course work in experience planning and facility management courses, building on the University’s strategy of becoming a ‘regional lighthouse’ by engaging with the communities we serve.

All of the courses taught in the minor count as electives in the Recreation Administration major.

High Impact Practices. Courses count toward the Recreation Administration major. Several graduate students were enrolled in the Outdoor Leadership immersion semester and took both 3XX level undergraduate courses as well as 4XXG courses.

The program sees a higher number of degree conferrals than the university median even though the enrollment is lower than the university median for academic minors.

c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)

Spring 2015 was the last year the Outdoor Leadership Semester (immersion) was conducted utilizing the old program format. The program underwent significant program revision in 17-18. During that time (Fall 2015-Spring 2018) several interested students decided to wait to declare the minor until the revisions were finalized based on conversations with faculty during academic advising meetings. During the transition time, several courses that were not officially part of the minor (but have been added to the revised minor) were used as course substitutions, while some of the required courses in the original minor were not taught. Those course substitutions likely led to decreased SCHP, especially in 2017-2018.

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	-	-	-	-	-	-	-	-	-	-	-
Progression	-	-	-	-	-	-	-	-	-	-	-
150% Graduation Rate	-	-	-	-	-	-	-	-	-	-	-
Time to Degree	6.00 (N=8)		5.17 (N=10)		5.72 (N=12)		4.57 (N=7)		5.00 (N=7)		4.20
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>In the original program that included the immersion semester, the SLOs included:</p> <ol style="list-style-type: none"> 1. 90% Achievement of Leave No Trace Trainer or Master Educator Certificate (REC 335) 2. 90% Achievement of American Canoe Instructor Certification (REC 337) 3. 80% of students will achievement a score of Competent or Exemplary on 18 of 20 items on the Student Competency Assessment Tool (SCAT) for outdoor leaders. (REC 437) 4. 80% of students will score 80% of better on the Outdoor Career Assignment (REC 330) <p>Students mentioned that extended field trips (overnight for 1-2 weeks at a time) where two of these assessments were completed, was becoming increasingly challenging for them financially, and personally because of work and family obligations. Because of this feedback, we reduced the Leave No Trace certificate from a 5-day Master Educator course to a 2-day Trainer course.</p> <p>Based on the careers explored in the Outdoor Career Assignment, we discovered that many of the students in the program have a greater interest in the broader field of outdoor experience leadership than in outdoor adventure leadership. This led to the significant revision of the academic minor. We have not yet determined the complete means of assessment for the new minor.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>The School of KRS is developing a database of program graduates on an on-going basis. Since WKU began the inclusion of minors as part of academic program assessment, the minor will be added to this database.</p> <p>Prior to the CAPE, very little has been done to systematically track students graduating from the minor. However, many students opting to work in the outdoor field have been very successful. Three recent graduates are working for the U.S. Army's Warrior Adventure Quest program providing adventure experiences as healthy coping strategies to soldiers returning from deployment. Four alumni have successfully gained employment in campus recreation outdoor programming and have been accepted into and/or completed M.S. degrees. Three opted to work in Adventure Therapy, 2 in Kentucky, and 1 out of state. Seven students have chosen to work in natural resource management as park rangers and environmental educators for the National Park Service, the U.S. Army Corps of engineers, Kentucky Fish & Wildlife Resources, and Kentucky State Parks. Several others have chosen jobs that more closely align with their academic major.</p> <p>The Kentucky Post-secondary feedback report only includes information on majors, not academic minors.</p>											

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

Very little systematic feedback has been undertaken specifically for the minor, however program faculty stay in contact with internship supervisors, members of professional associations and societies, and hold regular meetings with the Recreation Administration major's advisory committee. One good example is during the annual Recreation Administration Advisory committee meetings, we specifically asked the members to create a list of knowledge, abilities, experiences, and skills that would make students more employable. As a result, we revised the minor to include a broader number of options related to resource management leadership, since several minors opt to work for public land management agencies.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

While the time to degree for students in this minor is above the university mean, we have had several students who opted to stay at WKU for an additional semester or academic year simply to complete the minor even though they knew it would be adding "unnecessary" credits and time to their degree. They all said the extra time and money was worth the experience they received.

Program faculty have had several internship and practicum outdoor agency supervisors ask us if we have more students we can send them (Lost River Cave, Kentucky 4-H Camp, University of Northern Idaho, U.S. Army Corps of Engineers).

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					.25	12
Number of NTE Faculty					0	4
Cost per SCH					\$62.56	\$128
SCHP/FTF by Dept.	534	496	491	449	502	375
% SCH by FTF by Dept.	81.1%	79.9%	80.1%	81.9%	84.1%	75.8%
Median Class Size by Level	26	24	25	25	24	19
% Under-Enrolled Sections by Level	27.2%	30%	31.3%	30.8%	24.8%	36.3%
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
<p>There are very few external revenue streams: Kentucky Water Watch grant, 2 at \$400.</p> <p>WKU Challenge Course – A portion of the revenue generated through user fees gets returned to the School of KRS.</p>						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<p>All of the courses taught in the Outdoor Leadership and new Outdoor Experience Leadership minor also count as electives in the Recreation Administration major. Students enrolled in the minor add additional SCHP to Recreation Administration major courses. All of the courses but 1 are regularly taught by full-time tenured or tenure-track faculty.</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p>
<p>High Impact Practices in the classroom - Service Learning, Applied Learning, Peer instruction, Project-based learning, Travel-based learning (Our Students: Preparation for the Global Stage & Our Hill: Culture of Innovation)</p> <p>Certificates and certifications offered through the minor – Wilderness First Responder, ACA Canoe Instructor, LNT Trainer/Master Educator, Project Wild, Project Wet (Our Students: Preparation for the Global Stage)</p> <p>Warren Co. Blueways – boating access evaluation and labeling (Our Community: Quality of life)</p> <p>Practicum (Our Community: Quality of life)</p> <p>Weldon Peete Visitor Use Data Collection – assist with applied research project (Our Community; Regional lighthouse)</p>
<p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p>
<p>6.3. The courses in the minor include a wide variety of high-impact practices including: service learning, applied learning, peer instruction, project-based learning, and travel-based learning.</p> <p>9.2. Several outdoor recreation professionals sit on the Recreation Administration advisory board and provide suggestions for improvement to both the major and minor.</p> <p>9.3. Students have an opportunity to complete a 150 hour practicum as part of the curriculum. We also include service learning projects at different local, state and federal land management agencies.</p> <p>9.5. Students have the opportunity to earn several certificates and certifications through successful completion of coursework</p> <p>10.1. Approached by local government and nonprofit entities to conduct research and assist with applied projects to promote outdoor recreation activity and tourism</p> <p>10.4. Students involved in outdoor recreation visitor use data collection project.</p>
<p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p>
<p>This field is missing from the Kentucky Workforce data, however the Occupational Outlook Handbook estimates overall recreation worker employment to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations.</p> <p>The Outdoor Industry Association (2018) noted that outdoor recreation currently supplies Kentucky with 120,000 direct jobs, \$3.6 billion in annual wages and salaries, \$12.8 billion in annual consumer spending, and \$756 million in state and local tax revenue.</p> <p>Recent analysis of census data (Fifield, April 2018, Pew Trust) showed that rural communities with strong outdoor opportunities have greater economic success and growing populations. (Rural counties are those defined by the U.S. Office of Management and Budget as outside cities and their suburbs.) The population in rural counties grew by only about 33,000 during that time, to about 46 million. While counties with large mining and farming industries shrank, counties with large outdoor recreation industries grew the most, by about 42,000, to about 6.3 million. Many communities in Kentucky could benefit from outdoor resource professionals and businesses to help drive their economies.</p>

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The program is the only academic minor at Kentucky public institutions that focuses specifically on outdoor experience leadership, including the two broad areas of adventure-based and natural resource-based recreation.

WKU received an award from the Wilderness Education Association as their Outstanding Affiliate.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

In a meeting with a recent graduate during the fall 2018 semester, he said that he wanted to give back (financially and with his time) to WKU and specifically the Recreation Administration and Outdoor Leadership programs because we did so much for him.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The increasing focus on green space, blue space, and nature interactions for improved physical, cognitive, and emotional health, as well as a greater interest in sustainability and environmental education is a wonderful opportunity to draw students interested in an outdoor career. We have had a good relationship with the Biology department and the Environmental Education program through the years. For example, one of the academic advisors for Biology, Cassandra Cantrell, has referred several students to our minor. We have also worked with Biology Professor, Albert Meier and former Environmental Education Professor, Terry Wilson on a number of public outreach, facility development, and workshops for students. We would like to strengthen our ties with the following programs: Sustainability, Geology and Geography, Psychology, Public Health and Photojournalism.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

The outdoor industry is growing annually (Outdoor Industry Association, 2018), however, the program enrollment has decreased. Much of that is due to the halting of the immersion semester every spring, faculty changes, and people waiting to see what the new curriculum would look like.

The Occupational Outlook Handbook does not address the outdoor field specifically, but addresses recreation as a whole and projects job growth of 9% for 2016-2026.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

During the 2017-2018 academic year, the minor underwent a significant revision that broadened the focus of the minor to the entire outdoor field. We are allowing greater flexibility in completing the requirements and choices for students to select from a variety of adventure-based courses and natural-resource based courses. By teaching some adventure-based courses (which have a smaller class size for risk-management reasons and professional association and best-practices recommendations) on a less-frequent schedule, and teaching additional outdoor experience courses more regularly students will be able to complete the minor more efficiently.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

A realistic goal would be to see growth; 50% program enrollment in five years and another 15% in ten years. It would take some marketing expertise, close communication with academic advisors in ACDC, greater partnerships with ORAC and other divisions in Academic Affairs. The biggest challenge now is that most WKU students and many academic advisors on campus do not know that our academic program exists or what it is that we provide.

e. What recommendation would you put forward for the program (check one)?

<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input checked="" type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Allied Health
College:	CHHS

Program Name:	Paramedicine
Reference Number:	265
CIP Code:	510904
Degree Type (AB, BS, etc.):	Paramedicine, AAS (#265)
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	60-62
List Concentrations (if any):	

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

THIS PROGRAM WAS FORMALLY SUSPENDED AS OF JUNE 30, 2017.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students						
Conferrals						
SCHP						
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree											
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)											

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty						
Number of NTE Faculty						
Cost per SCH						
SCHP/FTF by Dept.						
% SCH by FTF by Dept.						
Median Class Size by Level						
% Under-Enrolled Sections by Level						
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p>
<p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p>
<p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p>
<p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p>
<p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p>

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)	
b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)	
c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)	
d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)	
e. What recommendation would you put forward for the program (check one)?	
<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students						
Conferrals						
SCHP						
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree											
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)											

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty						
Number of NTE Faculty						
Cost per SCH						
SCHP/FTF by Dept.						
% SCH by FTF by Dept.						
Median Class Size by Level						
% Under-Enrolled Sections by Level						
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p>
<p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p>
<p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p>
<p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p>
<p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p>

6. PROSPECTUS

<p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p>	
<p> </p>	
<p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p>	
<p> </p>	
<p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p>	
<p> </p>	
<p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p>	
<p> </p>	
<p>e. What recommendation would you put forward for the program (check one)?</p>	
<p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input checked="" type="checkbox"/> Suspend (Teach-out may be required)</p>

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students						
Conferrals						
SCHP						
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree											
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)											

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty						
Number of NTE Faculty						
Cost per SCH						
SCHP/FTF by Dept.						
% SCH by FTF by Dept.						
Median Class Size by Level						
% Under-Enrolled Sections by Level						
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p>
<p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p>
<p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p>
<p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p>
<p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p>

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)	
b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)	
c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)	
d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)	
e. What recommendation would you put forward for the program (check one)?	
<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input checked="" type="checkbox"/> Suspend (Teach-out may be required)



Department/School:	Kinesiology, Recreation and Sport (KRS)
College:	Health and Human Services (CHHS)

Program Name:	Physical Education
Reference Number:	587
CIP Code:	131314
Degree Type (AB, BS, etc.):	BS
STEM+H Degree (Y/N)	N
Minimum Hours Required:	72-75
List Concentrations (if any):	Teacher Education (PETE); Movement Studies (PEMS)

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Physical Education Program provides a diverse group of students with the knowledge and skills necessary to become highly effective physical education teachers and/or movement educators. PETE (Physical Education Teacher Education) is strongly connected to the WKU College of Education and all the mandates required by the State of Kentucky. Our faculty serve on CEBS committees such as the Professional Educational Council (PEC) and those related to national accreditation through National Council for Accreditation of Teacher Education (NCATE) now Council for the Accreditation of Educator Preparation (CAEP). Our program is accredited.

The primary employment setting is P-12 schools but others may include recreational agencies, social service agencies, and corporate wellness. Physical educators and/or movement educators are vital in providing and keeping a healthy workforce; employee wellness benefits all sectors of our society.

Teaching our majors the content and how to impart it is essential and necessitates a face-to-face delivery model. In addition, field experience is strongly emphasized throughout the program. During winter and summer terms, a few of our classes are WEB-based.

Majors in the PETE concentration typically minor in Health Education because it can lead to certification in two subject areas thus making them more employable within a school district. An Athletic Coaching minor creates an additional talking point for employment.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	102	105	102	101	80	89
Conferrals	13	14	14	20	16	22
SCHP	1,057	1,389	1,325	1,346	1,127	991
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The PE program serves other programs with both courses and research collaboration. For instance, majors from Early Childhood Education, Health Sciences, Psychology, and Exercise Science find the knowledge gained from PE 313 (Motor Development) beneficial not only to their specific program but also to their overall education. PE 354 is a mandatory course in the Elementary Education and quickly reaches capacity (24) in each of the 8 sections we offer throughout the year. These examples show the PE program enriches the quality of life and provides lifelong learning opportunities for all WKU constituents.</p> <p>The PE graduate MS also is involved as a JUMP program. Our MS in Kinesiology PETE works closely with not only the MAE PETE but also the MS in Kinesiology EXS, sharing many classes.</p> <p>The diminishing numbers in the above table are not surprising. Many parents and professionals steer students away from teaching; the reasons vary but poor pay, lack of societal respect, and concern about the teachers' retirement system are seen as part of the problem. However, the numbers suggest our program remains steady in terms of conferrals. WKU numbers in PE may rise because we are one of a few remaining physical education programs in the state.</p> <p>In addition, PE is currently collaborating with EXS in research on physical activity post pregnancy.</p>						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>Each year approx. 15-20 PE students attend the state PE convention, KAHPERD, and present 1-2 accepted sessions with a faculty member. In the past 5 years our faculty and students have been recognized for the hard work and dedication at this conference. This year a professional from Eastern Kentucky stated, "With so many of Kentucky universities cutting PE programs, I am so glad the state still has WKU's high quality program." Morehead and Eastern Kentucky have dropped their PETE program within the last 3 years. WKU is fast becoming known as the best undergraduate program in Kentucky to earn your physical education degree.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	14	64.3	13	92.3	13	61.5	14	92.9	11	54.5	69.4
Progression	---	---	93	67.7	83	59.0	87	69.0	69	59.4	61.3
150% Graduation Rate	7	42.9%	17	29.4%	21	19%	10	40%	14	28.6%	54.1%
Time to Degree	5.41 (N=13)		5.74 N= (14)		4.79 (N=14)		5.25 (N=19)		4.90 (N=19)		4.39
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>Kentucky Teacher Performance Standards (KTPS) P-12. These standards are used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers.</p> <ul style="list-style-type: none"> • Learner development • Learning differences • Learning environments • Content knowledge • Application of content • Assessment • Planning for instruction • Instructional strategies • Professional learning and ethical practice • Leadership and collaboration <p>Each KTPS is assessed throughout the PETE curriculum, but the primary and culminating source of assessment is the Teacher Work Sample (TWS). First administered at the program level as a practice Teacher Work Sample (TWS) and then as a final TWS as part of student teaching and a professional education requirement. Both the practice and the final TWS cover each of the KTPS. Another required assessment for certification at the state level is the Praxis (content area) standardized exam. The Praxis scores are available, but the specifics are not available soon enough to make changes for the fall of the next year. The practice TWS however is an in depth data-driven analysis of our students' teaching which they then reflect upon where they are and where they need to be prior to student teaching; this process is in conjunction with physical education faculty. We immediately use this information to make adjustments to the rest of that course based upon student needs. We also, use the information to assess our entire program introspectively to ensure we are not missing any of the components which our students struggled with in that particular semester.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>Every year the Physical Education Program keeps a mini-report regarding gainful employment, and every six years the program conducts an in-depth Qualtrics survey sent to the alumni on record from the foundation office. The six year study follows CAEP accreditation standards for teacher education which is a national accrediting body. Our previous 2 years mini-study showed we had 100% employment our PE Teacher Education concentration (PETE) graduates, and of the PE Movement Studies graduates a nearly 90% employment. Also there have been three students who pursued graduate school, then received jobs their second year of graduate school within the period of the min-studies.</p> <p>Another measurement of the quality of the program is that all of the PETE concentration students have to pass the national content area PRAXIS test in order to be teacher certified. We utilize the data we receive on the content areas in order to address minor course and major curricular changes.</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
<p>The Physical Education program gathers information from alumni on three levels. One, we gather information via social media surveys. We have a closed group Facebook page for our PE alumni in which lesson plans are shared, available jobs are posted, and overall teacher related information is given. We have also utilized the page to survey graduates on needed curricular changes and suggestions based upon areas which they felt they needed greater knowledge. Two, we send out Qualtrics surveys</p>											

regarding employment data to ensure our graduates are acquiring gainful employment in their major-specific area. Along with the survey we also ask questions related to how far they had to go to gain employment, and whether they were willing to move to gain employment in order to better understand our regional needs. Third, when we do make curricular or significant changes to courses we utilize a community advisory board which is comprised of stakeholders in our physical education program. This includes current and retired physical education teachers from local schools, school administrators, and physical education professors. An example of when we have utilized this information is with our many curricular changes. We have added an assessment and progression course.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Assessments in our course curriculum help set PE students apart in readiness for student teaching senior seminar because they have already completed Practice Teacher Work samples (in part or whole) prior to student teaching. This has helped tremendously with them focusing on their student teaching, rather than on learning the Teacher Work Sample for the first time in seminar.

Concerning time to degree percentages, it is necessary to take into consideration that approximately 90% of PE majors graduate with a health minor and/or an athletic coaching minor. In addition, successfully meeting Kentucky's stringent teacher education admission requirement (i.e. overall 2.75 GPA and/or Praxis CASE scores) may also delay student teaching/graduation for some of our majors.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					3	12
Number of NTE Faculty					2	4
Cost per SCH					\$245.35	\$128
SCHP/FTF by Dept.	534	496	491	449	502	375
% SCH by FTF by Dept.	81.1%	79.9%	80.1%	81.9%	84.1%	75.8%
Median Class Size by Level	26	24	25	25	24	19
% Under-Enrolled Sections by Level	27.2%	30.0%	31.3%	30.8%	24.8%	36.3%

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

The physical education program has no external revenue streams. We have had external benefactors who have given money (\$200-300) in support of our majors attending the state PE Conference -- Kentucky Association of Health, Physical Education, Recreation and Dance (KAHPERD) and the national convention – Society of Health and Physical Educators (SHAPE); this money has been used to help cover students’ registration costs and lodging

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

Although the data provided is correct, It should be noted that there is one faculty member under physical education who does not teach in our majors’ program. She coordinates all physical activity courses as well as teaching a number of them. She, therefore, does have a vital role in the overall wellness benefits available to all WKU students. Her SCHP, which is substantial (see chart below), was not calculated into the above data.

	Term									
	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
T.L.	437.0	422.0	413.0	392.0	415.0	347.0	359.0	363.0	388.0	402.0

In addition, although our PE faculty (4) supervise our own student teachers (1 to 3 each at 10 hrs. per semester per student teacher) we are not listed as instructors of record and therefore SCHP is not calculated into the above data.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Physical education majors are advised directly by physical education faculty, and may choose from two tracks (Physical Education Teaching or Movement Studies) ensuring the timely completion of a degree which will lead to a successful career path. (*Student Completion & Success*)

WKU's physical education major's degree program's diverse group of students reflects the general population of Kentucky. A sequential curriculum that applies differentiation in learning opportunities allows diverse learners to acquire skills needed for physical education career opportunities. (*A Diverse Body of Students*).

Physical education majors participate in Peer Teaching, Practicum Teaching and Student Teaching at both the elementary and secondary school levels. Students assist in community career related events such as Fitness Walks, Family Fitness Nights and Special Olympics. With the assistance of grants, alumni donations and fundraising, all majors have the opportunity to attend state and national conferences. (*Student Preparation for the Global Stage; Student Affordability & Accessibility; Community Quality of Life*)

The WKU Physical Education program has a working relationship with local Physical Education teachers, who allow our majors to participate in in-the-field experiences at their schools, who serve as guest speakers for our classes, and to whom WKU faculty provides in-service workshops (*Regional Lighthouse; Allen County*).

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

WKU Physical Education faculty provides in-service workshops addressing best practices for local physical education teachers with the goal of promoting quality and standards-based physical education in Kentucky. WKU Physical Education faculty are speakers at the annual KAHPERD (Kentucky Association for Health, Physical Education, Recreation and Dance) conference. (*Strategy 2.2*)

WKU physical education faculty meets bi-annually to assess the effectiveness of the majors' classes, to examine our students' performance and to develop a plan to promote student success. Over the past four years this plan has included sequential delivery of lesson plan content, ensuring that all major concepts and skills are being taught, elimination of similar content taught in more than one course, compilation of required course textbooks, and the promotion of Praxis exams beginning in 100 level classes. (*Strategy 6.2*)

Authentic assessments are used to evaluate physical education majors' peer teaching, practicum and student teaching performances. Practicum experiences are technologically coded to provide data that determines instruction time, transitional time, on task time, etc. (*Strategy 8.1*)

Physical education majors are provided "work and learn" opportunities through their practicum and student teaching experiences as well as volunteer opportunities in local schools. (*Strategy 9.3, Objective 11*)

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Students graduating with a Physical Education degree from WKU, regardless of which track chosen, will enter a favorable employment workforce. In the past 2 years, 100% of Physical Education Majors (Teaching Degree) have found employment. Available job openings in Physical Education related fields is reported to be an average of 3500+ (careerjet.com, careeronestop.org).

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The WKU Physical Education program is well known in the state for its student centered approach and, with the discontinuation of Physical Education programs at ECU and Morehead University, has been thrust into the limelight as one the premiere programs in the state. WKU student attendees at the KAHPERD conference have outnumbered all other Kentucky colleges and universities in the last 3 years and our students have won the Superstars competition three years in a row. The WKU students' annual presentation at the KAHPERD conference has earned rave reviews from participants and was given the coveted time slot following the general session at the 2018 conference.

Our majors' positive presence at the KAHPERD conferences has led to numerous professional opportunities. Two of our majors were asked to represent Kentucky at the national SHAPE America Student Leadership Conference in both 2017 and 2018. Two students represented WKU at the Lonnie Davis Student Leadership Conferences in 2017 and 2018. Two WKU Physical Education majors have been appointed as student representatives on the 2018-19 KAHPERD Board of Directors. We were thrilled to see one of our Physical Education majors be named KAHPERD Physical Education Major of the Year at the 2018 conference.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The following comments are from the report we received from our last NCATE/CAEP accreditation:

- The WKU Physical Education (PE) program has presented a strong case for continuance. The program is specifically tied to the university's mission and the goals of HB1. Positive quotes from both alumni and employers also point to the quality of the program. Teacher education is regulated by the state, so curricula are overall similar, but WKU's PE program has placed an emphasis on practical experience to bolster the coursework and student teaching.

Using this feedback as a benchmark, the PE program is dedicated to improving our program and continuing our strong alliance with CEBS/COE.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

There are opportunities for our program especially in terms of interdisciplinary connections. We are currently working with the College of Education (COE) in the realignment/transformation of their teacher education curriculum into a 5-course core that all education majors (regardless of content area) will take. This transformation of the teacher education curriculum is truly interdisciplinary across campus; all education content areas are part of this process. Therefore, in order to prevent duplication, our PE curriculum is in the process of being revised. The revisions of our PE program are not only the result of this collaboration with COE but also take into consideration suggestions from our recent graduates now in the field.

More emphasis on the interdisciplinary approach in P-12 educational settings, such as the vital role that physical education/movement has to students' cognitive growth, students' health and wellness, and social characteristics; each of these affect the workforce regardless of the field of employment.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

According to the NCES, degrees in fitness studies increased 47% between 2009-10 and 2014-15 while degrees in the field of education decreased 10% during the same time frames; this is reflected in our numbers. According to the U.S. Bureau of Labor Statistics (BLS), employment opportunities for elementary, middle and high school teachers (including physical education) are expected to increase 6% from 2014-2024 (www.bls.gov, 2018). Job opportunities vary by location and may be impacted by a state's budget. Student enrollment also influences the amount of job prospects available and varies by region. This data appears to make our program with both the Teacher Education and the Movement Studies concentrations well situated for our physical education graduates to secure future employment in the field.

The number of education majors overall, as well as our majors specifically, have decreased. This trend has already created a shortage of teachers throughout Kentucky but on the flip side is has increased the demand for teachers which leads to employment of education majors. Other factors beyond our control (salary, retirement, society's recognition) must also be factored into the national trend equation.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

The success of each of our PE majors is first and foremost our mission. The sequencing and scheduling of our courses is, as much as we are allowed with our faculty resources, state mandates, and various University restrictions, done with our students in mind. This is particularly true for transfer students and second-degree students coming into our program; for them, graduating in a timely manner is a major goal.

A significant revision that we made several years ago to enhance students' progress towards degree and also to keep our objective of producing highly effective physical educators was to sequence 4 of our courses (PE 111/123 and PE 211/212) into bi-terms; now students can take each of these pair of classes in a single semester rather than two semesters. In addition, the sequencing and presentation of course content flows seamlessly from one course to the other. The students find this very beneficial and uses our PE faculty resources efficiently.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

In five-years, I see our physical education program recognized as a leader in physical education; a vital part of the educational environment of WKU, the state of Kentucky, and throughout the US. In ten years, this reputation will continue. In order to see this vision come into focus we need to necessary resources – the ability to search, hire, and bring e exceptional faculty to WKU; the ability to collaborate with physical educators throughout Kentucky and the US at such events as KAHPERD and SHAPE National Convention. In addition, I see our majors delivering high-quality physical education curriculum not only in the WKU region, but also throughout the state of Kentucky and the United States.

Commitment (philosophical and financial) to the importance of quality physical education at the university level, state legislative level, and US Department of Education and congressional level Is crucial to the accomplishment of this vision. However, the profession of teaching must be respected and encouraged.

e. What recommendation would you put forward for the program (check one)?

<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input checked="" type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Physical Therapy
College:	College of Health and Human Services

Program Name:	Physical Therapy
Reference Number:	0013
CIP Code:	512308
Degree Type (AB, BS, etc.):	Doctoral
STEM+H Degree (Y/N)	N
Minimum Hours Required:	118
List Concentrations (if any):	DPT

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The DPT program is one of 3 physical therapy doctoral programs in KY and was established to meet the workforce demands for physical therapists in the state, especially in the service area of south central and western KY. The delivery model is a 3 year full-time "Lock-Step" cohort program in which one student cohort is admitted per year with a target class size of 30. Admission criteria includes a baccalaureate degree, prerequisite course completion, minimum undergraduate GPA of 3.0 and completion of the GRE. DPT coursework is offered over 9 consecutive semesters, including 3 summer semesters. There are 118 credit hours required for the degree, all of which offered as program core courses. Within the 118 hours, 93 are didactic and 25 are clinical. Didactic course are delivered via a classroom or classroom hybrid format at The Medical Center at WKU. Clinical education courses are provided at a clinical site where facility clinicians serve as clinical instructors. In addition to course requirements, students must complete a research project resulting in a written document, oral presentation and dissemination at a local, state or national conference. Upon program completion, students are eligible to sit for the national physical therapy exam (NPTE).

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	30	60	90	91	87	84
Conferrals	0	0	28	31	27	22
SCHP	990	1920	2640	2763	2763	1122

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

The DPT program contributes to the university mission by developing competent, engaged and productive physical therapists who develop an appreciation of clinical research and lifelong learning. DPT faculty are engaged in scholarly activity designed to expand the body of knowledge in physical therapy, exercise and movement science and to contribute to service in the university, community and profession. The educational experiences attained in both classroom and clinical coursework contribute to the college mission by providing diverse learning opportunities toward the delivery of excellence in health and human services. The program’s emphasis on cultural competence and improving the health of rural and underserved populations within its reach reflects the global society and global community emphasis of the university and college missions, respectively.

By not requiring a baccalaureate degree to be completed in a specific field of study as admission criteria, the DPT program is able to offer an interaction between multiple undergraduate programs and the DPT graduate program. In addition, graduates of both WKU and non-WKU institutions often enroll at WKU to complete program admission criteria related to prerequisite courses.

c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)

The data presented in the table provided in 2a includes SCHP from fall and spring semesters only. As mentioned, the DPT curriculum includes 3 summer semesters, with all summer courses being required core curriculum. SCHP for summer courses is 690 (based on 30 students) which is 24% of the total SCHP resulting from one cohort completing the 118 credit hour curriculum.

60% of the didactic courses include labs in which the student cohort is divided into 2 sections. This delivery format enhances the learning of clinical skills and increases faculty workload productivity to 164 contact hours to deliver the 118 credit hour curriculum.

Term	Year 1 Credit Hours	Year 1 SCHP	Year 2 Credit Hours	Year 2 SCHP	Year 3 Credit Hours	Year 3 SCHP	Credit Hour Totals	SCHP Totals
Summer	10	300	8	240	5	150	23	690
Fall	17	510	16	480	16	480	49	1470
Spring	19	570	17	510	10	300	46	1380
AY Total	36	1080	33	990	26	780	95	2850
Summer Total	10	300	8	240	5	150	23	690

AY=academic year
numbers based on n=30 student enrollment in each course

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0	0	0	0	0	1	100	0	0	73.9%
Progression	NA										
150% Graduation Rate					28	93%	31	103%	27	90%	
Time to Degree					3.0		3.03		3.00		3.4
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>DPT Program Student Learning Outcomes are:</p> <ol style="list-style-type: none"> 1. Program students/graduates will demonstrate competence in physical therapy knowledge and clinical skills. Assessment: pass rate on NPTE; Graduate Exit Survey, Clinical Education Survey 2. Program students/graduates will demonstrate integrity, ethics, professional behaviors, and empathetic attitudes in their practices. Assessment: Clinical Education Survey, Graduate Exit Survey, Post Graduate Assessment Survey 3. Program students/graduates will demonstrate habits of self-education related to physical therapy practice. Assessment: Post Graduate Assessment Survey 4. Program students/graduates will disseminate the results of scholarly activity at local, regional, national, and/or international venues. Assessment: Student Survey, Graduate Exit Survey 5. Program students/graduates will demonstrate active engagement and leadership in professional and community arenas, including rural and underserved areas. Assessment: Student Survey, Graduate Exit Survey, Post Graduate Assessment Survey <p>Example: First time pass rates on the National Physical Therapy Exam (NPTE) for the first graduating cohort (class of 2016) was 73%. Review of NPTE system and content scores attained by our graduates and comparisons of the scores to national averages identified curricular weaknesses in the areas of neurological, cardiopulmonary and integumentary systems. These areas were also student perceived weakness identified from a graduate exit survey. To address these weaknesses and to improve the NPTE pass rate to at least 85% as per accreditation standards, a comprehensive program review was undertaken resulting in curricular changes, implementation of a comprehensive exam delivered at the end of the third year, provision of an item-writing in-service to all faculty, and advisement of students on an individualized plan of study to prepare for the NPTE. Ultimate pass rate for this cohort improved to 100% and subsequent cohorts achieved a first time pass rate of 96.6% (2017 cohort) and 100% (2018 cohort).</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>Alumni surveys, licensure data, national board exam pass rates, personal communication and social media are methods used to gather employment data and student attainment of advance practice competencies (completion of residencies, fellowship programs and post-graduate certifications). 100% of the three graduating cohorts have successfully attained employment in the health-care field. While the employment statistics link provided above does not include information related to WKU DPT graduates, the future demand statistics provided on kystats.ky.gov website projects 973 job openings for physical therapists over the next 5 years and indicates physical therapy to be a 'very fast growing' occupation. In addition to employment, professional opportunities for students graduating from the DPT program include completion of residency programs. To date, 4 DPT graduates have successfully applied and completed orthopaedics (3 graduates) and sports (1 graduate) residencies.</p>											

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The DPT Assessment plan includes administration of 1-year and 3-year post graduation surveys to alumni and their employers. The first cohort graduated in 2016, thus only information from 1-year post graduation surveys have been collected. Employer feedback revealed that 97.9% of graduates always or often demonstrated competence in physical therapy knowledge and clinical skills (graduate outcome #1); 95.5% of graduates always or often demonstrated integrity, ethics, professional behaviors and empathetic attitudes in practice (graduate outcome #2); 80% of graduates always or often demonstrated habits of self-education related to physical therapy practice (graduate outcome #3); 86.67% of graduates always or often demonstrated active engagement and leadership in professional and community arenas (graduate outcome #5). Since the employer feedback of graduate outcomes exceeded the established threshold of 80% in all areas, no follow-up correction action was triggered.

Employer response rate was less than optimal, however, with 16.7% responding for the 2016 graduating cohort and 0% response rate for the 2017 graduating cohort. Action to improve the response rate is underway and includes consolidating the employer survey and implementing personal contact with employers to relay the importance of their feedback to assess program effectiveness.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

For the 3 cohorts that have completed the DPT program, a total of 90 students were admitted and 86 (96.6%) students graduated as of May 2018. Of the 4 students who did not graduate in the 2016-2018 timeframe, 2 students left the program (1 student self-withdrew and 1 failed to complete a remediation plan) and 2 students will graduate in May 2019. All graduating students have successfully completed the national board exam (NPTE) resulting in a 100% ultimate pass rate for the program. In addition, NPTE mean scores of WKU DPT 2018 graduates were higher than the national averages in 8 out of 9 system/content areas and 1 of our graduates scored 800 out of 800.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					7	12
Number of NTE Faculty					0	4
Cost per SCH					\$249	\$128
SCHP/FTF by Dept.	186	295	339	319	357	375
% SCH by FTF by Dept.	93.9%	93.7%	95.2%	97.7%	95.6%	75.8%
Median Class Size by Level	30	30	30	30	30	19
% Under-Enrolled Sections by Level	0%	0%	0%	9%	0%	58.2%

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

There are no external revenue streams directly associated with the program. External support for the program has been received from individuals and corporations resulting ~\$323,000 in WKU Foundation monies.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

The DPT curriculum that is offered in the 3 summer semesters comprises 23 credit hours. Using an in-state tuition rate of \$643/credit hour and an enrollment of 30 students per course, these courses generate \$443,670 additional revenue beyond that received during the academic year. In addition, program fees are acquired during the summer semesters, providing \$27,000 in revenue,
DPT faculty-student ratio is 12.4 overall and 15:1 for labs which slightly higher than published aggregate data for DPT programs (12.19 overall; 13.42 labs). Maintaining the 8 core faculty positions dedicated to the DPT program is essential in preserving efficiency at the faculty-student ratios of other DPT programs, which is monitored by our accrediting body through the Annual Accreditation Report.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

DPT faculty provide a comprehensive advising process whereby each student is assigned a faculty advisor with whom they meet minimally one time per semester with the goal of facilitating student success in the program, ultimately contributing to increasing the number of graduate and professional degrees awarded by WKU (Our Students, Goal 3: Metric 7). All DPT students work with a faculty mentor in completion of a research project which contributes to attainment of Metric 2 (Our Students, Goal 5). DPT faculty review teaching methodologies at a minimum of once per semester and more than 50% of faculty have attended workshops to learn best practices in teaching, contributing to Strategy 10 of Goal 3 (Our Hill). DPT coursework is offered on lock-step schedule which maximizes student progression and completion (Our Hill, Goal 3: Strategy 12). Clinical reasoning and critical thinking are integral components of all DPT coursework (Our Community and Beyond, Goal 1: Strategy 4). The varied and extensive clinical experience of the DPT core and adjunct faculty contributes to the quality of the DPT program (Our Community and Beyond, Goal 3: Strategy 9) by providing instruction that is supplemented with clinical examples and by offering professional models to whom the students can aspire.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The DPT program supports objectives 3, 6, 9 and 10 of the statewide postsecondary strategic agenda 2016-2021. A primary reason for the establishment of a DPT at WKU was to serve the needs of the south central and western Kentucky region which is aligned with Objective 3 (Strategy 3.3) in the areas of postsecondary access and workforce readiness in rural Kentucky. A student centered advising model is used in which each student meets with their DPT faculty advisor at a minimum once per semester to discuss academic progress, strategies to enhance success towards graduation and on the national board examination, career planning and lifelong learning which addresses Objective 6 (Strategies 6.1, 6.3) that focus on persistence, timely completion, retention and graduation. The use of clinical partners to provide clinical education experiences for DPT students contributes to the attainment of "work and learn" opportunities that improve career readiness and employability of DPT graduates (Objective 9). Research has been identified as a strength of the DPT program with all faculty and students involved in applied research projects (Objective 10, strategy 10.1). The health of Kentucky citizens is enhanced through DPT student and faculty community service activities (Objective 11, Strategy 11.1).

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

The DPT program contributes to filling the projected workforce demands for physical therapists in KY which is estimated to be 209 openings annually. Physical therapy is ranked 5th in KY in job openings for occupations requiring a doctoral, professional, or master's degree. The Bureau of Labor Statistics report physical therapists to be in the top 20 fastest growing occupations with an estimated growth rate of 28% (<https://www.bls.gov/ooh/fastest-growing.htm>). The average wage for physical therapists in KY is \$85,075 (kystats.ky.gov). Although the 3-year post-graduation employment outcomes will not be available for WKU DPT graduates until 2019, the median salary earned by DPT graduates of Bellarmine and UK 3-years post-graduation is \$67,376 and \$72,450, respectively (Postsecondary Feedback Report). Salary estimates for physical therapists employed in the West and South Central KY areas range from \$89,830 - &90,043 as predicted from the 5 year projected workforce demands.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The first DPT cohort graduated in 2016, with the subsequent 2 cohorts graduating in 2017 and 2018, respectively. For the 2016-2018 time period, WKU DPT program outcomes in the area of ultimate pass rate on the NPTE has exceed those of the 2 other DPT programs in KY. The average ultimate pass rate on the NPTE for WKU graduates is 100% as compared to 97.7% for Bellarmine and 97.6% for UK.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The DPT program is accredited by the Commission on Accreditation in Physical Therapy Education. The mission of the program is to serve the health care and preventative needs of the Commonwealth of Kentucky, including rural and under-served areas, by developing culturally competent, caring, and autonomous physical therapists who will engage in critical thinking, evidence-based practice, professional behavior, life-long learning, and community/professional service.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The current DPT program format follows a 4+3 model in which a student completes 4 years of undergraduate and prerequisite course work plus 3 years of professional DPT course work. Implementation of alternative program format models may provide potential new markets for students, increase student diversity and may increase application to WKU for undergraduate coursework. These models include a 3+3 track (3 years of undergraduate and prerequisite course work plus 3 years of professional DPT course work) and Direct Entry (students matriculate directly from high school into the pre-professional and profession phase of the DPT program).

The incorporation of elective certificates concurrently completed or initiated while in the DPT program, such as business administration, may contribute to improving career readiness and marketability of DPT graduates through the attainment of stackable credentials (Objective 9 Statewide Strategic Agenda).

Implementation of a holistic admissions process that looks beyond GPA and standardized test scores by considering the capabilities, experiences and attributes of applications is on the forefront of discussion within physical therapy education. Exploring adaption of holistic admissions may assist in increasing the diversity of students within the DPT program, contributing toward Goal 2 of WKU Strategic Plan.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

National trends in postsecondary education include conferring the greatest number of doctoral degrees in the fields of health professions and related programs (attained through national trends link). Since program inception, 6 admission cycles have been completed in which there were, at a minimum, 180 qualified applicants for 30 seats (applicants that completed all admissions components and criteria). This highly competitive application process supports the reported national trends for doctoral degrees and lends justification to the continuation of a DPT program at WKU.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

In 2015, 2 years after the inaugural cohort entered the program, the sequencing of DPT curriculum was revised to improve content delivery. These changes involved re-organizing the order of 5 courses within the 3-year sequence from placement in summer semesters to placement within the academic year. A secondary benefit to these curricular changes were increased faculty productivity within the academic year and reduced need for SIA to offer the courses during the summer semesters. A second round of curricular revision was implemented secondary to program assessment following results of NPTE scores from the first cohort. These changes included deletion of 2 courses (DPT 702 and 714) with absorption of course material/objectives in other classes and reduction of credit hours in 1 course (DPT 729). The credit hours unloaded from these courses contributed toward increasing content delivery in areas identified as weaknesses from program assessment (Cardiopulmonary and Neurological), to separating lifespan curricular into 2 separate courses related to Pediatrics (DPT 779) and Geriatrics (DPT 778) and to development of a new course related to foundational concepts of business principles (DPT 761). These changes, in combination with changes instituted from program assessment as outlined in 3b, have contributed to improvements in first time pass rates on the NPTE.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

The proximity of the DPT program to The Medical Center and UK School of Medicine Bowling Green Campus affords the opportunity for collaboration with both entities. Physical therapy clinical education placements in acute care facilities are becoming increasingly difficult to arrange. An alternative is integrated clinical experiences (ICE) in which students have short periods of clinical exposure integrated early in the curriculum throughout one or more didactic courses. Collaboration

with the physical therapy department at The Medical Center may facilitate the development of ICE, meeting the needs toward completion of acute care internships while further strengthening the relationship with this clinical partner. Another avenue of collaboration is the pro-bono clinic currently operated and staffed by The Medical Center. This potential collaboration would provide service learning experiences to DPT students and health care services to the under-served population in the surrounding community. Involvement of DPT faculty and students in a joint effort pro-bono clinic would require filling the 2 faculty vacancies and consideration of a clinical position that would facilitate the management of patient/faculty/student schedules. Although the UK School of Medicine enrolled its first cohort in August 2018, IPE is underway between first year medical students, DPT and DNP. Further collaboration could be developed over the next 5 years in the areas of adjunct teaching in anatomy and the development of an OSCE-based clinical skill education for both medical and physical therapy students.

e. What recommendation would you put forward for the program (check one)?

<input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

Department/School:	Nursing
College:	CHHS

Program Name:	Psychiatric Mental health Nurse Practitioner, CER
Reference Number:	0479
CIP Code:	513810
Degree Type (AB, BS, etc.):	Post MS Certificate
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	17
List Concentrations (if any):	None

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Psychiatric Mental Health Nurse Practitioner Post-MSN certificate is a 17-credit hour certificate that prepares students to practice as Psychiatric Mental Health Nurse Practitioner (PMHNP)s across the lifespan, following passage of a national certification examination. All of the courses in the PMHNP certificate are also included in the curriculum of the MSN-PMHNP degree. The coursework is delivered online and includes 540 clinical practice hours. Admission is selective depending on availability of space. This certificate and the related MS in PMHNP degree program are both relatively new. The first students were enrolled in Fall 2015.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	0	0	5	9	12	4
Conferrals	0	0	0	3	9	5
SCHP	0	0	65	94	120	44
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The Psychiatric Mental Health Nurse Practitioner (PMHNP) Post-MSN Certificate contributes to the university mission through the preparation of productive and engaged leaders and provides lifelong learning opportunities. Further, through the education of advanced practice nurses WKU enriches the quality of life for communities in Kentucky and Tennessee. The PMHNP certificate aligns with the CHHS mission and provides for the discovery and application of knowledge in health and human services.</p>						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>This certificate allows MSN prepared nurses who originally prepared for another nursing specialty to become psychiatric mental health nurses practitioners and provide psychiatric primary care services. As there is an acute shortage of PMHNPs, this specialty area has one of the highest salaries and is in very high demand.</p>						

3. SUCCESS OF STUDENTS N/A for Certificate programs

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	N/A										
Progression	N/A										
150% Graduation Rate	N/A										
Time to Degree											
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>Psychiatric Mental Health Nurse Practitioner Post MSN certificate students must complete all required specialty coursework as well as the APRN core (advanced health assessment, advanced pathophysiology, and advanced pharmacology). Students certified or trained as nurse practitioners in another population focus have completed the APRN core.</p> <p>The MSN SLOs are:</p> <ol style="list-style-type: none"> (1) Demonstrate proficiency in the utilization of research and quality improvement, including problem identification, awareness of outcomes, evaluation and dissemination of research; Assessment: Subjective, Objective, Assessment, and Plan (SOAP) for clinical patients. (2) Analyze emerging organizational, financial, political, and technological issues confronting nursing and society as a basis for enacting change; Assessment: comprehensive Examination (3) Practice from an ethical perspective that acknowledges conflicting values and rights; Assessment: Ethical Subjective, Objective, Assessment, and Plan for a clinical patient (4) Assume and develop practice and professional roles to meet societal needs to promote high quality, safe, patient care. (5) Integrate theory and research from nursing and related disciplines as a foundation for advanced practice; Assessment: Nursing Theory paper (6) Demonstrate an understanding and appreciation of human diversity. Assessment: Cultural Subjective, Objective, Assessment, and Plan for a clinical patient (7) Integrate theoretical knowledge of health promotion and maintenance and illness/disease prevention to achieve optimal health; Assessment: Comprehensive Examination <p>Assessment of SLOs is evidenced by successful completion of clinical hours, psychiatric SOAP notes, experiential learning discussions, midterm and final evaluations of the preceptors, on site faculty visit(s), and completion of PMHNP competencies in the electronic clinical tracking system. Student input from course evaluations indicated a need for increased content related to their clinical experiences. Synchronous online experiential learning was added in each clinical course. Flexible sessions are offered allowing for evening and weekend completion. These changes have been well received by students and as the program is online given them an synchronous online learning activity.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>Employment data is gathered through annual tracking of graduates through certification reports, licensure data, employer contacts, accreditation recommendation requests, and personal communication with the student. Over the past two years, 100% of PMHNP certificate awardees have gained employment. As of September 30, 2018, the Health Research and Service Administration report that only 29.6% of mental health needs are being met in Kentucky. PMHNP certificate awardees can help to meet this need through the provision of psychiatric mental health services. A Bureau of Labor Statistics Report (2017) identifies the job outlook for advanced practice nurses as much faster than average (31%) and with 64,200 new advanced practice nurses needed by 2026. The current pass rate of Post-MSN-PMHNP is 100% on the national certification examination.</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											

Employer feedback surveys, conducted annually, indicate a high level of satisfaction with the PMHNP certificate. In 2017, 100% (3/3) reported academic standards and students as excellent and that students demonstrated program SLOs. Employer satisfaction is demonstrated by direct recruitment from instructors of PMHNPs in Kentucky and Tennessee. During the past two years, this program has transitioned to online course delivery. Student preceptors also provide feedback on student preparation. An opportunity for improvement was noted in the student's knowledge level of psychopharmacology. Content on psychopharmacology was added to all specialty courses and will be reevaluated by preceptors and instructors.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

The data on first year retention, persistence and graduation rates in the table above are based on first-time graduate students only and post-MSN certificate students are not reflected in this data. The data on enrollments and conferrals is a more accurate representation. The Post-MSN-PMHNP program has grown from 5 students in 2015 to 17 students in 2018. The specialty courses are delivered once a year, students progress in a sequenced manner, and the certificate can be completed in 15 months.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					0	12
Number of NTE Faculty					0	4
Cost per SCH					\$238	\$128
SCHP/FTF by Dept.	468	344	330	260	264	375
% SCH by FTF by Dept.	84.6%	86.9%	90.7%	88.5%	86.0%	75.8%
Median Class Size by Level	17 Lecture 6 Clinical	16 Lecture 6 Clinical	12 Lecture 6 Clinical	10 Lecture 6 Clinical	13 Lecture 6 Clinical	8
% Under-Enrolled Sections by Level	20% Lecture N/A Clinical	25% Lecture N/A clinical	47% Lecture N/A Clinical	55% Lecture N/A Clinical	41% Lecture N/A Clinical	58.2% N/A Clinical
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
<p>The Advanced Nursing Education Workforce (ANEW) grant provides for curricular enhancements, academic-practice partnership support, and student support. ANEW traineeship recipients must complete clinical practice hours in a rural and/or medically underserved county. MSN-PMHNP students have strong ties to medically underserved and rural counties and we have a demonstrated a high rate of returning psychiatric mental health nurse practitioners to practice in these areas. The ANEW grant was able to provide laptop computers for student use in academic-practice partnerships. Additional academic-practice partnership support includes the provision of preceptor education on the social determinants of health and the patient-centered assessment method. The Kentucky Board of Nursing offers a Nursing Incentive Fund Scholarship of \$3000 annually to all nurses licensed in Kentucky and MSN students are informed of the availability of this scholarship.</p>						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<p>Clinical course sections are limited to 6 students by our accrediting body. Students in this certificate share all courses and faculty with other graduate nursing students and the MSN certificates are considered part of the MSN program for the cost estimation. MSN FTEF were allocated across all such programs and combined SCHP were generated. There were 2 doctorally prepared PMHNP faculty teaching the specialty courses in the PMHNP MSN concentration and Certificate until Jan 2018. Due to the national shortage of qualified faculty and subsequent high salaries offered (by other universities), we lost both of these faculty last spring. We were fortunate to have a MSN prepared PMHNP instructor who transferred teaching from the BSN program to the MSN so we were not forced to abruptly close our PMHNP program while we search for another qualified faculty member.</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)
Goal 3 of WKU's strategic plan, "to facilitate continuing education, retraining, and degree completion leveraging online resources and WKU's regional campus" is supported by the PMHNP Post MSN certificate. The certificate furthers lifelong learning and retraining through online and hybrid course delivery (Goal 3, Strategy 9).
b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)
The Psychiatric Mental Health Nurse Practitioner (PMHNP) Post-MSN Certificate is aligned with the <i>2016 – 2021 Strategic Agenda for Kentucky Postsecondary and Adult Education</i> objectives. The PMHNP Post-MSN Certificate was developed to improve the career readiness and employability of postsecondary education graduates (Obj: 9) and through strategy 9.5 meets current and emerging workforce demands. Objective 11 is the expansion of regional partnerships, outreach and public service that improves the health and quality of life of Kentucky communities. The PMHNP Post-MSN Certificate enhances the health of Kentuckians as a professional healthcare program (Strategy 11.1) through the training of PMHNP nurse practitioners.
c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)
The KY Future Skills Report (2018) indicates employment demand for nurse practitioners is very fast growing. The PMHNP is one of the highest demand Nurse Practitioner roles, due to the acute shortage of psychiatric providers of all types. PMHNP's can prescribe medications for those with all types of mental illness, including treatment of substance abuse. Salaries for PMHNPs are running over \$100,000 even in Kentucky.
d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)
The Psychiatric Mental Health Nurse Practitioner Post MSN certificate is unique in its online delivery of didactic coursework. Blackboard Collaborative allows synchronous experiential learning related to clinical coursework.
e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)
The Psychiatric Mental Health Nurse Practitioner Certificate is accredited by the Commission on Collegiate Nursing Education and has full approval from the Kentucky Board of Nursing.

6. PROSPECTUS

<p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p>	
<p>In Summer 2018 the School of Nursing was awarded an additional administrative supplement for the ANEW grant. The priorities of these supplement included mental health, telehealth, and substance use disorder. Part of this funding will allow an additional psychiatric academic-practice partner and the funding of a laptop for student use at the facility. The use of telehealth by psychiatric-mental health nurse practitioners has grown exponentially and this administrative supplement will fund the creation of case studies for Psychiatric Mental Health Nurse Practitioners on the use of telehealth in practice.</p>	
<p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p>	
<p>According to the <i>Digest of Education Statistics</i> (2017) the number of all health professions and related programs have increased 22% from 2010-11 to 2015-16. In a report by the National Council for Behavioral Health (2017) identifies that expanding the use of psychiatric mental health nurse practitioners is one strategy to increase access to psychiatric care for adults, children, and families.</p>	
<p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p>	
<p>The Psychiatric Mental Health Nurse Practitioner courses are now online and include synchronous experiential learning delivered through Blackboard Collaborate. Experiential learning is delivered in late afternoon, evenings, and on the weekend to accommodate working students.</p>	
<p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p>	
<p>As noted earlier, one potential threat to program viability and quality is inability to recruit and retain qualified PMHNP faculty. As we are unable to offer competitive salaries, we are not likely to recruit a qualified faculty from somewhere else to come to WKU. Our best chance is to "grow our own" using faculty who already work at WKU who are unlikely to move due to having significant community ties. Our current PMHNP instructor is working on her DNP so she can become fully qualified, and some other instructors are working on completing the PMHNP certificate, so they can assist. Other problems are related to qualified preceptors for PMHNP clinical placements. Our students compete for site placement with other psychiatric mental-health nurse practitioner students and psychiatry medical students. Clinical placements must be in psychiatric and mental health facilities and clinics. WKU faculty network with past graduates and current preceptors to place the student as near to their home as possible. Barriers to facilities/providers accepting student placement include effects on preceptor productivity, electronic health record training, student orientation, lack of space, and time related to preceptor feedback and evaluation. One solution to mitigating this threat is to pay preceptors; however, this would increase student costs.</p>	
<p>e. What recommendation would you put forward for the program (check one)?</p>	
<p><input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Public Health
College:	Health and Human Services

Program Name:	Public Health
Reference Number:	521
CIP Code:	51.2208
Degree Type (AB, BS, etc.):	BS
STEM+H Degree (Y/N)	Yes
Minimum Hours Required:	70
List Concentrations (if any):	N/A

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

This program is designed to equip students with skills suitable for employment in a variety of settings including government agencies, hospitals and other health-related fields including mental health agencies, employee health programs in business and industry, student health services on college campuses, long-term care, and many non-profit health agencies in communities.

Courses in the program are offered in diverse ways: face-to-face, online, blended and Interactive Video Services. The program does not require a second major, minor or certification, however; students are encouraged to seek a certificate in other areas to increase their competence/skills.

Required courses for the program are: PH 100 (Personal Health), SFTY 171 (Safety & First Aid), PH 261 (Foundations of Health Education), PH 381 (Community Health), PH 383 (Biostatistics), PH 384 (Epidemiology), PH 385 (Environmental Health), PH 483 (Administration of Health Programs), PH 484 (Community Organization), PH 485 (Methods of Community Health Education), PH 490 (Internship), ENV 460 (Environmental Management), BIOL 131 (Anatomy & Physiology), BIOL 207 & 208 (General Microbiology and Lab), CHEM 109 (Chemistry for Health Sciences), MATH 115 (Applied College Algebra or higher), COMM 145 (Public Speaking), PSY/PSYS 100 (Intro. Psychology) OR PSY/PSYS 220 (Intro Life Dev. Psychology) OR SOCL 100 (Intro. Sociology) plus 12 hours of electives (6 hours must be upper division).

Completion of 30 semester hours, including COMM 145, PH 100, PSY 100, BIOL 131 and CHEM 109, with an overall GPA of 2.3, qualifies a student for full admission. Students with 24 hours including COMM 145, PH 100 and PSY 100 / PSYS 100 OR PSY/PSYS 220 OR SOCL 100; with an overall GPA of 2.0 or better can pre-seek admission.

Students who complete the major are eligible for the CHES certification exam. Most health agencies are requiring CHES certification for employment. <https://www.nchec.org/ches-exam-eligibility>

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	68	58	57	60	63	89
Conferrals	17	27	19	19	23	22
SCHP	1288	957	1057	1092	1125	991

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

This program offers a Joint Undergraduate Master's (JUMP) program providing exceptional students the opportunity to earn a bachelor's and a master's degree in 5 years. Students who do not pursue the JUMP route and interested in the MPH degree easily transition and excel in that program as well.

The BSPH program has been used as a back-up option for prospective nursing students. With slightly lower admission criteria, unsuccessful applicants to the Nursing program find the BSPH program as a better fit for their earned hours. The program has also been a conduit for students who are not successful in the Nursing program. Earned hours in the Nursing program fit very well in the BSPH program and keep them on track for graduation.

7 out of the 18 required courses meet the Colonnade requirement (PH 100, BIOL 131, BIOL 207 & 208, CHEM 109, COMM 145, MATH 115, PSY/PSYS 100/PSY/PSYS 220, SOCL 100)

The BSPH program aligns well with the university's mission by preparing students to be productive citizens in their communities.

PH 100, SFTY 171, PH 383 support programs such as Exercise Science, Health Sciences, Health Care Administration and Biology.

c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)

This program supports other programs:

- Environmental Health Science
- Health Sciences
- Interdisciplinary Studies
- Health Care Administration
-

Service & Colonnade Courses

- PH 100
- SFTY 171
- PH 365
- PH 381
- PH 383
- PH 384
- PH 447

The BSPH program has established relationships with the community through internships and volunteer opportunities. These relationships and partnerships provide opportunities for students to strengthen their skills to be better prepared for the real world.

The flexibility of the BSPH program makes it easy for students who change their major towards the end their academic career to transition and graduate on time.

Students can sit for the CHES certification examination upon graduation. Many public health agencies require this certification before employment.

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0	3	33.3	2	100	2	100	4	75	2,513 (69.4%)
Progression	N/A	N/A	46	73.9	42	81.0	50	72.0	55	70.9	11,515 (61.3%)
150% Graduation Rate	2	0.0	0	0	3	3.33	1	100	0	0	2,128 (54.1%)
Time to Degree	5.14		4.26		4.28		4.40		4.36		4.39

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

Needs assessment, program design, implementation and evaluation; effective communication and interaction skills are essential in the public health profession. The BSPH program seeks to assist students to be able to:

1. Conduct needs assessment and identify priority health issues affecting populations.
2. Design programs to improve health or solve identified health problems.
3. Implement health programs effectively.
4. Evaluate implemented programs.
5. Communicate program reports and health information to stakeholders effectively.
6. Demonstrate the ability to effectively interact with other health care professionals.

Means of Assessment: Community needs assessments: students use secondary data from various governmental and health agencies to conduct needs assessments for various communities.

Program design: students design programs to reduce/prevent prevailing health issues among populations. A presentation is made to a panel of judges from the community members at the end of each fall semester.

Internship: Students are paired with various health agencies to be mentored in the health field. Direct supervision is provided by the preceptor at the agency.

Closing the loop: Feedback from students, graduates, panel of judges, community members, preceptors, employers and faculty have been used to improve on the program (Exit survey, preceptor evaluation, employer survey, alumni survey). A mandatory internship orientation was implemented to discuss the process, students and program's responsibilities by the 2nd or 3rd weeks of each semester.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

The Public Health External Advisory Board has provided feedback during their annual meetings, comments and competency review over time. This Public Health External Advisory Board was instrumental in the new Council on Education for Public Health (CEPH) competencies. The External Advisory Board is being reconstituted. The program will continue to seek feedback and comments from the new board.

Graduating students complete an Exit survey each semester and provide information on your plans after graduation. In addition, Alumni survey is administered periodically to collect information about program graduates. Such information has been helpful in internship placements and other opportunities. Information from Alumni helped a student land a Centers for Disease Control and Prevention 2-year Public Health Associate Program https://www.cdc.gov/phap/become_associate/application_process.html

The fellow's visit to campus to share her experience with other undergraduate and graduate students encouraged other students to apply to the Public Health Associate Program. One graduate student was accepted into the program that year.

The Kentucky Postsecondary Feedback Report (2011-2016) indicate that 26% of graduates were employed in the Health Care and Social Assistance Industry 3 years after graduation. Most graduates find employment with federal, state and local health departments and non-profit organizations. Currently, seven graduates from the BSPH program are working with the Barren River District Health Department (7 full time + one part-time). Other graduates are working as Court Appointed Special Advocates, with the American Red Cross, the American Cancer Society and other health agencies.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The program collects feedback through employer, external advisory board, alumni and exit survey feedback. Communication, presentation, and design skills to mention a few were identified as lacking among students. To remedy the situation, more presentation opportunities have been included in courses to help students improve on their public speaking skills as recommended by these groups.

The internship course has also be retained and the pre-internship orientation held the second or third week of each semester to give students enough time to find internship sites. Every intern is supervised at least once either face-to-face or through a conference call. Employers stressed the need to retain the internship course to help students experience real-world experiences on the field.

A technology/design training through the Technology Resource Center was included in PH 485 to help students improve on their skills.

The Health Insurance Portability & Accountability Act training (HIPAA) has also been included in PH 485 to provide students with the basic understanding of the laws before they start their internship.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

The Public Health Associate Program is a highly-competitive program opened to students with interest in public service and public health. Started in 2007 with over 300 associates, the BSPH can proudly say that one of the 300 associates is an alumni. Our graduates have also been very successful working with area health departments.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					3.8	12
Number of NTE Faculty					1	4
Cost per SCH					\$86	\$128
SCHP/FTF by Dept.	432	435	415	419	428	375
% SCH by FTF by Dept.	57.5%	60%	64.4%	66.6%	66.3%	75.8%
Median Class Size by Level	22	23	24	19	22	19
% Under-Enrolled Sections by Level	35.4%	28.6%	33%	44.6%	33.3%	36.3%
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
<p>Seven (7) courses from the program are offered through DELO (PH 100, 165, 261, 381, 365, 447, 468) to generate money for the university, college and department. Besides, PH 100, 365 and 447 are colonnade courses. Multiple sections of PH 100 and 365 are offered each semester. These courses have the potential of generating more money for the department when the new budget model is implemented.</p> <p>SFTY 171, PH 165, 381, 383, 384, 385 and 464 are service courses for other programs. These courses will generate additional income for the department in the future.</p>						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<p>The low student credit hour cost of \$86.00 makes the program affordable. Program courses support other programs such as the Health Sciences, Health Care Administration, Bachelor of Interdisciplinary Studies, Pre-Nursing and sometimes Biology through courses such as PH 100 (Personal Health), PH 381 (Community Health), PH 383 (Biostatistics), PH 384 (Epidemiology), and PH 385 (Environmental Health). Besides, PH 100 (Personal Health), PH 365 (Human Sexuality) and PH 447 (Health Values & Health Sciences) support the Colonnade program.</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p>
<p>Strategic Plan</p> <p>As part of WKU's mission, the BSPH program will</p> <ul style="list-style-type: none">• Ensure that WKU students graduate with skills to think critically, solve problems, and engage effectively with others. Critical thinking skills are crucial in today's world. The program seeks to incorporate critical thinking activities in courses to help develop this skill. Such course activities provide opportunities to students to design programs suitable for populations.• Engage with the communities we serve to be a resource and partner in finding innovative solutions to social, economic, and other challenges. The BSPH program has partnerships with agencies across the Commonwealth and beyond through agreements. These partner agencies have served as internship sites for our students. Students are exposed to real-world experiences through internships to prepare them for their future careers. Agency staff have served as guest speakers in a number of classes where they share their experience with students.• Align university priorities with communities, business and industry, educational institutions, and others to create mutually beneficial cultural, environmental, scientific, and social opportunities for all. Besides internship opportunities, students from the BSPH program have volunteered for a number of agencies within the immediate university's environs and beyond. The American Red Cross, American Cancer Society, Warren County Services Fair, Village Manor, United Way and the Salvation Army are a few agencies to benefit from the program's volunteer hours.
<p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p>
<p>Increase persistence and timely completion for all students at all levels, particularly for low-income and underrepresented minority students.</p> <p>Strategies:</p> <p>6.1. Improve student advising by focusing on effective, research-based practices that have been shown to increase retention and graduation. Program advisor communicate with all students at the beginning of each semester to welcome them and remind them of their responsibilities at students and the availability of support services. Link to these services are provided as well. A second communication is sent to students to schedule their advising appointments. All students have to meet with the program advisor before they can register for the subsequent semester's classes. This strategy helps the advisor to match students with specific services.</p> <p>6.2. Redesign the delivery of developmental education to reduce its duration and cost. This may include increasing access to co-requisite models of developmental education, shortening the sequence of required courses, or implementing other practices that have been shown to increase student success. The 70-program required hours is less than the minimum for degree completion. Besides, some program courses meet Colonnade requirements thereby creating more room for students to add a minor or certificate. Similar courses are also accepted as substitutions, e.g. MATH 183 or SOCL 300 is substituted for PH 383.</p> <p>6.5. Expand strategies like "15 to Finish" that encourage students to finish on time and at a lower cost. Students are enrolled in a minimum of 15 hours each semester to ensure on-time graduation.</p>
<p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p>
<p>The 5-year Projected Demand by Local Workforce Area (2017-2021) for Community Health Workers and Health Educators is 191. The BSPH program will help meet this demand.</p>

https://kystats.ky.gov/Reports/TableauReport?url=https%3A%2F%2Fkcewsreports.ky.gov%2Ft%2FKCEWS%2Fviews%2FKFSR2017UpdatedRelease%2FKFSR2_0%3F%3Aembed%3Dy%26%3AshowAppBanner%3Dfalse%26%3AshowShareOptions%3Dtrue%26%3Adisplay_count%3Dno%26%3AshowVizHome%3Dno

- The Kentucky Public Health Association communicate job openings to members daily. The information is passed on to students.
- Internship partnerships continue to grow within the area. Some internships have turned into full time jobs right after graduation.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The BSPH program is an accredited program, which sets it apart from other programs. The program complements other majors very well and opens many career opportunities to students. Pre-seeking admission nursing students and those from the Health Sciences easily fit into the BSPH program because of the similarities of courses. The diverse mode of delivery for some courses makes it flexible for regional campus and distant students to earn hours early in their academic career.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

Public Health is a very flexible, diverse and multidisciplinary field making it easier for students and graduates to realign their career goals and compete in the job market.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

There is growth potential for the BSPH program with collaborations and connections with other disciplines. With a 5-year Projected Demand by Local Workforce Area (2017-2021) for Community Health Workers and Health Educators at 191 for the Commonwealth, students pursuing second degrees, Health Sciences and those who do not meet the program requirements for Nursing would benefit from this program.

Adult Learners looking for a quicker certification path for promotion or career change can enroll in the Health Education & Promotion Certificate program and or the Environmental Health Certificate program. Courses included in these certificate programs meet the BSPH program requirement. A prospective Adult Learner completing these two certificates will earn 36 out of the 70 hours BSPH program requirement.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Health professions and related programs conferred the second highest number of bachelor degrees between 2014 and 2015 (216,000). While degree conferment numbers have decreased in certain fields, there has been an increase in health professions and other related programs conferred degrees: 61% from 2004-2005 and 2009-2010 and then by 67% from 2009-2010 and 2014-2015.

The health needs of the country will continue to rise with increase in life expectancy. Individuals with skills in specialized areas such as gerontology, women's health, sexuality will continue to rise. These are skills provided by the BSPH program to students.

While some students are interested in the clinical aspect of the health field, others prefer to stay away from the direct care. This is where the BSPH program will help fill the gap.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Changes to course offerings have improved on faculty efficiency over time. Some course in alternate semesters. A review will be conducted to determine if more courses should be included in the alternate semester schedule.

As an exploratory major, most students enroll in the program during their sophomore, junior or senior year. Restructuring the advising process has improved on student success and in track graduation.

The BSPH program was accredited for the first time in 2016. The process requires stringent data collection and reporting strategies to ensure compliance. Some changes made during the process include the design of additional minors and certificate programs. With certificate programs tied more to the Kentucky Higher Education Assistance Authority's (KHEAA) Work Readiness Programs, the BSPH program would suspend the other minor programs (Reference 373: Minor in Environmental Health; 387: Minor in Health Education and Promotion) **and utilize resources on the Health Education minor only (Reference 389).**

The program will continue to participate in recruitment fairs on campus, visits to local high schools during career days to expose the program more. Schools within the university's feeder counties will be targeted through mailing and occasional visits to recruit students.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

The need for health educators/community health workers continue to grow with increased life expectancy. The BSPH is likely to grow in 5-10 years. More health-related agencies would hire skilled health professionals for their open positions.

The 67% increase in degree conferment in the health professions and other related programs from 2009-2010 and 2014-2015 shows the future growth for the BSPH program. Graduates from the program will fill newly created and vacant positions due to the high demand and retirements.

e. What recommendation would you put forward for the program (check one)?

<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input checked="" type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM
EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

Department/School:	School of Kinesiology, Recreation & Sport (PHY)
College:	College of Health and Human Services (HH)

Program Name:	Recreation Administration
Reference Number:	589
CIP Code:	310301
Degree Type (AB, BS, etc.):	BS
STEM+H Degree (Y/N)	N
Minimum Hours Required:	48
List Concentrations (if any):	Outdoor Recreation Facility & Event Management Recreation & Tourism (<i>name change effective Fall 18</i>) Recreation and Sport Services (<i>name change effective Fall 18</i>) Nonprofit Administration

1. PROGRAM SUMMARY

<p>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</p>
<p>The Recreation Administration (REC) program, started in 1967, has a mission to provide students with a well-rounded education in the recreation field by creating a challenging, student-focused learning environment, and opportunities to apply skills and theories taught in the classroom through service to the campus, community, and recreation profession.</p> <p>It is one of only two baccalaureate recreation programs at public institutions in Kentucky; the other is at Eastern Kentucky University.</p> <p>The comprehensive major (48 credits) includes eight core courses (24 credits), 12 credits from one of five concentrations selected by the student, and an internship course requiring 480 hours of work (12 credits). The program is taught primarily face-to-face although there are hybrid and some completely online offerings.</p> <p>The program is accredited by The Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT). Among the first sixteen accredited recreation academic programs in the USA, and first accredited in 1980, our WKU program has continuously maintained its accreditation through adherence to sound industry practices and a willingness to adapt to a changing professional environment. The most recent review was successfully completed October 15, 2015. The accreditation is valid for seven years with the next review in fall 2022.</p>

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	85	90	87	83	71	89
Conferrals	23	36	29	23	32	22
SCHP	1,399	1,565	1,470	1,400	1,306	991
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>Service/community interaction/relationship building opportunities for students/program through: class projects, 150 hours of pre-internship experience with recreation-related agencies, and another 480 hours through an internship. The 32 (2017-18) graduates invested 4,800 hours: required pre-internship, and 15,360 hours: required internship into our communities.</p> <p>High impact practices: field-based courses, travel-based learning (abroad/domestic), applied learning courses, experiential education, peer teaching and evaluation.</p> <p>REC 200: Introduction to Recreation (renamed Recreation in Society – effective Spring 2019) is part of the Colonnade general education program in the Social and Behavioral Sciences category. The course is normally offered twice per semester (fall and spring) for WKU students and twice per year for WKU Dual Credit high school students.</p> <p>Beyond serving our own program students, the Recreation Administration program offers five minors open to all WKU students. Current minors offered include: Community Recreation, Tourism, Nonprofit Administration, Outdoor Leadership, and Facility and Event Management.</p> <p>Diversity/Inclusion: REC 328: Inclusive Recreation is a required program course to help our students understand the importance/value of diversity and how to provide recreation services to diverse populations.</p> <p>We offer 400G level courses which support the Recreation and Sport Administration graduate program and its students.</p> <p>Faculty involvement in interdepartmental search committees, joint project committees, interdepartmental committees.</p>						
c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)						
<p>REC degree conferrals (WKU’s 35th highest) and SCHP (WKU’s 43rd highest) exceed WKU medians.</p> <p>To provide WKU CAPE reviewers with an external context, comparable data were collected and analyzed from 10 of 12 WKU benchmark institutions with recreation majors. This process revealed two distinct productivity categories:</p> <p>a) n=7; enrollment of 19-110 (median=80, mean=66); degree conferrals of 0-35 (median=27, mean=20.3)</p> <p>b) n=3; enrollment of 280-290 (median=280, mean=285); degree conferral of 122-150 (median=122, mean=131.3)</p> <p>When compared to benchmark group ‘a’, WKU’s REC enrollment and degree conferrals were higher than the benchmark program means and higher than the benchmark degree conferral medians.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	5	80.0%	2	50%	3	33.3%	4	100%	4	25%	69.4%
Progression	-	-	78	79.5%	75	74.7	80	75	70	71.4%	61.3%
150% Graduation Rate	2	100%	4	75%	3	0%	2	50%	5	80%	54.1%
Time to Degree	5.85 (N=23)		5.19 (N=35)		5.06 (N=28)		5.15 (N=23)		4.79 (N=32)		4.39

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

Student learning outcomes and assessment procedures continually evolve to meet WKU needs and our national accreditation process. Our most recent report (2016-17) included the following three outcomes and means of assessment:

Outcome #1, REC students shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy. - Means of Assessment: Evaluation includes the REC 302 community leadership project: site visit, written plan, and evaluation from peers and faculty. Criterion for success: 80% of students will earn 70% or above on their community leadership project.

Outcome #2 REC students shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity. - Means of Assessment: Evaluation of the REC 306 recreation program plan may include: description, promotion, event schedule, timeline, budget, registration, legal forms, directions, & evaluation. Criterion for success: 80% of students will earn 70% or above on their recreation program plan.

Outcome #3 REC students shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions. - Means of Assessment: Evaluation of the REC 406 agency manual program may include: org. mission / vision/ goals / objectives; personnel recruitment/evaluation; budgets; policies; risk mgt. Criterion for success: 80% of students will earn 70% or above on their agency manual.

A recent 'closing the loop' strategy included developing an assessment calendar to prompt regular review SLOs. This prompted: discussions re: curriculum and professional competencies; identifying possible revisions to 15 other accreditation SLOs; assessment process awareness; and an additional internal curriculum review.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

A 2016 online survey, with email and social media invitations, was sent to the 135 graduates of our program. In total, 35 or 25.92%, of the graduates submitted the survey. Graduates not checking their permanent WKU email account and/or not having access to current non-WKU email addresses, likely contributed to the response rate. More institutional support for tracking graduates would be welcomed.

Results indicated that 71.43% of students seeking employment, gained employment. Results also indicated that 100% of students seeking admission to graduate school were admitted. Results indicated 61.11% of respondents were **extremely satisfied**, 30.56% were **very satisfied**, and 8.33% were **somewhat satisfied** with the program. When asked an open-ended question, "what were the best aspects of the program?" 21/35 students discussed the faculty. A few other common themes included: hands-on or experiential learning; a sense of community; outdoor leadership; and class sizes.

A recreation administration degree prepares students for a great variety of careers within government, nonprofit, and private organizations. In the survey, agency type was reported as 49% Government, 26% Private, and 18% Nonprofit.

According to the Bureau of Labor Statistics, Occupational Outlook Handbook, entry: Recreation Workers, a 9% projected growth outlook is expected from 2016-26.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The program's ongoing national accreditation process helps ensure alignment with national employability competencies. One best example of using information to improve the program occurred with the release of new accreditation standards and processes in 2013 and our subsequent 2014-15 accreditation review and curriculum/assessment adjustments.

During a recent three-year period, 66/71 students or 92.9% received an overall performance rating of 'very good' or 'excellent' from industry professionals at the conclusion of a 480-hour capstone work experience.

Annual meetings with our Recreation Administration Advisory Committee (program alumni and recreation professionals) are used to discuss program initiatives and curriculum, as well as, the strengths, weaknesses, opportunities, and threats.

Employers - A small sample of recreation industry employers (n=10) were asked to rate their satisfaction with program graduates on a five-point Likert scale: 9/10 employers reported "5 - very/extremely satisfied"; and 1/10 reported "4 - satisfied" with program graduates based upon academic/professional preparation. Employers represented a diverse selection of industry areas/sectors: Warren County Parks and Recreation; Bowling Green Parks and Recreation; US Army Corps of Engineers; Lost River Cave; Boys and Girls Club; The Core of Scottsville; WKU Athletics; 4-H; Kentucky Department of Fish and Wildlife Resources; and the WKU Raymond B. Preston Center.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Student recognitions: Natalie Shaner – KRPS Outstanding Senior (2015); Allie Bogard – KRPS Outstanding Senior (2013); Jennifer Ottersbach - Jane Jacobs Fellowship (2017). Ogden Scholar nominees (Chloe Carr, Kelsey Coleman)

Higher time to degree data may be explained by some of our students leaving WKU for a time period of 1-18 years. Moreover, Recreation Administration programs across the country are often characterized as 'discovery majors'. At WKU, many students declare the major as juniors or seniors and still have Colonnade coursework to complete. Due to late entry into our program, our program inherits whatever length of time the students bring with them.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					3.5	12
Number of NTE Faculty					0	4
Cost per SCH					\$161.62	\$128
SCHP/FTF by Dept.	534	496	491	449	502	375
% SCH by FTF by Dept.	81.1%	79.9%	80.1%	81.9%	84.1%	75.8%
Median Class Size by Level	26	24	25	25	24	19
% Under-Enrolled Sections by Level	27.2%	30.0%	31.3%	30.8%	24.8%	36.3%

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

The following are some examples of external revenue or support to our program:

The program has five endowed scholarships which support our students and receive ongoing contributions from donors. These scholarships represent additional philanthropic potential. Some donors have already arranged additional support to these scholarships through planned giving. A sixth endowed scholarship is in the planning stage.

The program currently has two WKU Foundation accounts to support initiatives. These foundation accounts provide another avenue for philanthropic support.

WKU Challenge Course – A portion of the revenue generated through user fees gets returned to the School of KRS.

McChesney field campus – This is a future potential source of external revenue streams. It also represents a significant example of past and current philanthropic giving by the McChesney family.

A few REC courses are delivered online which generate additional revenue through DELO. The Nonprofit Administration minor is included in WKU’s list of online programs.

Our faculty have also secured funding through external grants and/or corporate support. Some examples include:

- Cabela’s Outdoor Fund Grant, \$3,800
- Cabela’s Outdoor Fund Grant, \$2,056
- Cabela’s of Bowling Green direct financial support, approximately \$3,000
- Kentucky Water Watch, State, two \$400 grants
- Hampton Roads Foundation: Community Leadership Partners, Research grant of \$10,500

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

Per Academic Affairs, 100% of Dr. Ramsing’s faculty line has been placed in our program’s TFEF-TE for CAPE even though he is the School of KRS Director and certainly can’t spend 100% of his time with the Recreation Administration program.

Dr. Ramsing taught 7 credit hours for the Recreation Administration program during 2017-18. By substituting an over-estimated .25, instead of 1 for his time/effort, the resulting cost per SCH would be \$126.98 (instead of \$161.62). \$126.98 is below the 17/18 WKU median cost per SCH.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words) ;

Our students: (*Affordability & Accessibility*) The five endowed scholarships in our program assist students in paying for school. (*Completion and success*) The REC faculty advise all of the students in the major. They visit with our students and help them make career related decisions in addition to the regular advising for course selection. Sixty percent of our alumni survey respondents (2016) noted our faculty as a best aspect of our program.

Our Community and Beyond: (*A Regional Lighthouse*) Program courses that integrate service-learning or project-based learning facilitate student-community partnerships. Required student pre-internship work hours and student internships provide additional engagement. Faculty research, local park visitor study, involved students in applied research project. (*Global Learning*) Recreation Administration faculty-led Study Abroad programs in Costa Rica, New Zealand, and Ecuador; a Study Away program in Montana; and other field-based courses provide excellent teaching opportunities during those courses and afterward in other courses. (*Quality of Life*) An undergraduate degree in Recreation Administration provides access to a world of fulfilling careers helping individuals, families, and communities improve quality of life through recreation and leisure. One program project, Warren Co. Blueways, assisted our community through boating access evaluation and signage.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

CPE's Strategic Agenda Objective 9 encourages "improving career readiness and employability of graduates" through Strategies 9.4 "promote employer involvement in the development and evaluation of programs" and 9.5 "identifying workforce demands". The REC program has consistently responded to industry needs identified by professionals in the field who serve as internship supervisors (during student field experiences) and members of our Recreation Administration Advisory Committee who meet annually with the program to discuss strengths, weaknesses, opportunities, and threats to our academic program.

One of the areas in which the Recreation Administration program prides itself is in being student-centered. This includes being accessible to students outside the classroom, being responsive to student needs, and effectively mentoring students through their academic career, and participating in professional development related to academic and career advising. This closely aligns with CPE's priority to "Increase degree and certificate completion, fill workforce shortages, and guide more graduates to a career path." More specifically, Strategy 6.1. reads, "Improve student advising by focusing on effective, research-based practices that have been shown to increase retention and graduation". In addition, the required field experience of the program is aligned with Strategy 9.3 to work with the employer community and agencies for experiential learning.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

REC students find employment in many areas: Community Recreation and Leisure Services; Nonprofit Organizations; Armed Forces Recreation; Outdoor Recreation in Federal, State, and Local Parks; Campus Recreation; Event Management; Travel and Tourism; and Commercial Recreation and Leisure Businesses

While it is nearly impossible to find reliable estimates for the entire recreation industry, here are a few relevant estimates for parts of the industry.

According to the Bureau of Labor Statistics, Occupational Outlook Handbook, entry: Recreation Workers, a 9% projected growth outlook is expected from 2016-26.

The Outdoor Industry Association (2018) noted that outdoor recreation currently supplies Kentucky with 120,000 direct jobs, \$3.6 billion in annual wages and salaries, \$12.8 billion in annual consumer spending, and \$756 million in state and local tax revenue.

Census data (Fifield, 2018, Pew Trust) showed rural communities with strong outdoor opportunities have greater economic success and growing populations. The population in rural counties grew by only about 33,000 during that time, to about 46 million. While counties with large mining and farming industries shrank, counties with large outdoor recreation industries grew the most, by about 42,000, to about 6.3 million. Kentucky communities could benefit from outdoor resource professionals and businesses.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss

contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

One key indicator of the program's national reputation is the program's continuous national accreditation by the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions since 1980.

As noted earlier, WKU and ECU are the only recreation programs at public institutions in Kentucky. WKU has five concentrations while ECU has four. WKU offers a Nonprofit Administration concentration within the major uniquely positioning our WKU majors.

WKU Recreation Administration program faculty have been nationally recognized for their national service and contributions to the profession. Faculty have served on national boards and committees and started international academic, peer-reviewed journals.

Started in 1967, WKU's Recreation Administration program has over 50 years of experience training students and serving communities and the profession.

Another aspect of distinction is the program's five endowed scholarships.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

Our Hill (Research and Creative Activities) Program faculty have had numerous experiences involving and mentoring undergraduate and graduate students in research and creative activities. Many of these experiences have led to co-authorship for students and faculty on peer-reviewed publications and conference presentations.

Our Community and Beyond: (A Regional Lighthouse) Program faculty have had many positive experiences assisting students, who left without completing their degrees, to complete their degrees. One success story included a woman who left WKU nearly 30 years earlier and was finally able to graduate.

Supporting Statewide Plan, Objective 2, Strategy 2.5 through online dual credit course offerings.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

An emerging academic framework is 'Experience Design and Management' which examines the provision of experiences, rather than just the provision of recreation experiences. Some academic programs are completely converting, while others, like us, are watching to see what aspects we can adopt to improve what we are offering.

An online offering of the REC major could serve as an opportunity for enrollment growth. It would require some planning to work within our resources, but is worth serious consideration.

Developing better connections with professionals in the private recreation sector and the tourism industry would strengthen our faculty in educating and connecting students to internships and job in those areas.

Additional strategies for building relationships with stakeholders who might be able to direct students to our program and might provide work experiences for our students. This would likely include building a database and establishing a consistent communication strategy. Help from alumni who have great respect for our program and us is a key component.

Developing strategies to help educate others about our program and profession. Examples might include high school guidance counselors, advisors in the WKU Advising & Career Development Center, and other WKU faculty.

Increased program focus on key industry certifications.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

As noted earlier, program faculty continually adjust the curriculum in response to national trends shared with WKU through the national accreditation process. This is one of the most consistent strategies to stay responsive to changes and help ensure our students will be relevant and marketable in the workforce.

Our current faculty are all committed to the roots of our major, but also have expertise and interest in differing aspects of our profession. This broader awareness will help ensure we monitor trends and respond when appropriate.

Higher education in this field is experiencing growth. There was a 47% increase in the number of parks, recreation, leisure, and fitness studies degrees awarded from 2009–10 and 2014–15. (NCES 2017-094) Chapter 3. This reinforces the interest and relevance of the degree area within the USA.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

A 2017-18 curriculum revision (effective Fall 2018) included replacing the "Recreation Facility Management" core course with a new core course, "Parks, Recreation, and Quality of Life." Four of the five concentrations also received revisions: Recreation and Sport Services, Outdoor Recreation, Facility and Event Management, and Recreation and Tourism.

These changes are intended to help broaden the appeal of our program, accommodate students interested in transferring from other programs into the REC program, create greater flexibility for students, remove program aspects that were unintended barriers to some WKU students, realign course offerings (scheduling) due changing resources, and increase enrollment. We are starting to see early signs of positive impact from these changes.

Two new faculty were hired to replace three faculty no longer with the program full-time. These were the program's first new hires since 2005. They will play a significant role in helping move the program forward, build relationships in the profession, and energize our students.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

With curriculum revisions in effect Fall 2018 and continued consistency in degree conferrals, faculty are refocusing efforts on recruiting, enrollment, relationship building, certifications, and monitoring industry trends (see 6a). Impediments include accessing outside expertise/assistance with recruiting efforts.

Five:

Grow enrollment to 100 students; add ~10% annually. This achieves 2002 enrollment levels prior to two significant changes: a) 2005-06 curriculum revision of revising our 48 hour major and deleting 36 hour major and b) our hiring of faculty to design/launch Sport Management which draws students away from REC, but also generates tremendous growth in SPM.

Increase program awareness among campus and community stakeholders to help ensure prospective students and WKU students know about this program, as well as, recognize our profession and its many career opportunities.

Investigate the feasibility of online program delivery for at least one concentration in our major. Make implementation decisions based upon our feasibility analysis.

Submit and gain approval for including key REC courses in the Colonnade connections category.

Comprehensive review of all (1967-present) program alumni to collect key data and identify Alumni Ambassadors and new/returning program donors.

Ten:

Endow two new scholarships or funds.

Additional enrollment growth to 150.

e. What recommendation would you put forward for the program (check one)?

<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input checked="" type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	School of Kinesiology, Recreation and Sport
College:	College of Health and Human Services

Program Name:	Recreation and Sport Administration
Reference Number:	095
CIP Code:	310301
Degree Type (AB, BS, etc.):	MS
STEM+H Degree (Y/N)	No
Minimum Hours Required:	33
List Concentrations (if any):	Athletic Administration and Coaching, Facility and Event Management, General (on-campus), Intercollegiate Athletic Administration, and Sport Media and Branding

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The original Recreation Administration M.S. program (095) started in 1974. In 2005, the curriculum was revised to incorporate “sport” as an area of emphasis. In 2009, program faculty created a 100% online concentration in Athletic Administration and Coaching (AAC). Another online program in Facility and Event Management (FEM) was launched during the Fall 2011 term. The interdisciplinary Sport Media and Branding (SMB) concentration initiated its inaugural cohort in fall semester of 2012 in cooperation with WKU's School of Journalism and Broadcasting. Fall 2014 saw the creation of the newest RSA program entitled Intercollegiate Athletic Administration (IAA) with a focus on intercollegiate governance and rules compliance. Study away courses like the Sport Facility Symposium help expand students’ networks in large cities across the country (Dallas 2014, Indianapolis 2015, Charlotte 2016). Admissions criteria comply with Graduate School requirements and include a required Statement of Professional Intent. RSA graduates compete for the top recreation and sport jobs in the industry throughout their careers.

The core consists of eight courses plus three electives – many concentrations results in a certificate as value added for the students. The majority of courses are taught online; the on-campus program utilizes face-to-face and/or hybrid delivery modes.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	256	237	230	217	173	19
Conferrals	104	105	120	100	111	6
SCHP	3,117	3,021	2,952	2,733	2,153	212
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The RSA program has made a significant contribution to institutional efforts to attract, enroll, and graduate high quality students. Program faculty have been dedicated to having a presence at industry conferences and workshops. The annual study away courses, which rotated to large metropolitan areas, have served as great recruiting trips. The program requires practicums and field experiences which have significant community impacts. The RSA program serves as a continuing education option for students in the undergraduate Recreation Administration and Sport Management programs at WKU. It also provides elective course options for other graduate programs such as Organizational Leadership. The certificate and certification options have proved to be valuable asset for professionals with all levels of professional experience. The interdisciplinary Sport Media and Branding concentration has been a mutually beneficial partnership with the Department of Communication. The program continues to emphasize conference attendance, scholarly presentations and publications, and research projects to matriculating students.</p>						
c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)						
<p>The program has been fortunate to attract and retain award winning, internationally recognized faculty. These faculty lead students by example by securing leading industry certifications. Additionally, the RSA program refined its concentrations to specifically address industry needs. This focus on a higher quality program rather than the quantity of students has led to increased retention rates. The RSA program was the first of its kind and transformed graduate education delivery in the industry. Numerous universities are attempting to replicate the program’s structure.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	93	81.7%	100	76%	99	84.8%	75	84%	83	81.9%	82.2% (N=595)
Progression	-	-	-	-	-	-	-	-	-	-	-
150% Graduation Rate	66	78.8%	93	69.9%	100	67%	99	77.8%	75	77.3%	73.3% (N=505)
Time to Degree	1.88 (N=92)		1.87 (N=98)		1.87 (N=108)		2.00 (N=95)		1.95 (N=98)		2.56

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

The means of assessment were recently redirected to focus on two required courses taken by all students (RSA 501 and 517) so that assessments would be consistent across all concentrations.

Student Learning Outcomes: Students will demonstrate advanced knowledge of research techniques related to recreation and sport.

1st Means of Assessment: Students will be assessed through evaluation of a final project that will be worthy of possible submission for publication or funding request.

Criterion for Success: Students scores will average $\geq 85\%$ on assessment of RSA 501 final project based upon faculty approved scoring rubrics.

Analysis: One hundred percent of students exceeded the criterion for success. The RSA 501 class was redesigned to ensure a more practical focus. Students were given the choice of selecting a research project or grant proposal based upon their career objectives. Both projects ensure students can produce quality written projects that are grounded in relevant, current research.

2nd Means of Assessment: Evaluation of practical application of legal issues, terminology, and concepts through model situations related to recreation and sport.

Criterion for Success: Students scores will average $\geq 80\%$ on RSA 517 examinations based upon faculty approved scoring rubrics.

Analysis: Ninety percent of students exceeded the criterion for success. Legal issues instructors placed a great deal of emphasis on introductory course materials prior to the assessment of student comprehension. Students are then able to apply the knowledge to real world situations. Instructors also utilize cases, both recent and landmark, to ensure students stay abreast of important issues in their respective fields. In summary, assessment results suggest a positive impact of prior closing-the-loop initiatives. Faculty are providing feedback to students on all written assignments. Both means of assessment are contributing to the production of program graduates that are adequately prepared to enter and advance in their respective fields.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

Program faculty conduct a variety of course and program evaluations. Alumni surveys and other forms of data collection are also utilized. A recent RSA alumni survey found that 95% of surveyed graduates successfully gained employment within one year of program completion (2011-15). Industry partners are instrumental in helping identify new trends and areas of emphasis. Program graduates compete for the best employment opportunities in the areas of interscholastic athletics, coaching, intercollegiate athletics, municipal or public recreation, campus recreation, and professional sport. The Bureau of Labor Statistics projects continued growth in these employment categories in the coming years. Employment of entertainment and sports occupations is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations. Employment is projected to increase by about 79,600. Strong demand from the public for more movies and television shows, as well as the increasing popularity of sports, will contribute to job growth for the entertainment and sports occupations. There will also be an increased demand for recreation programming jobs for an aging national population. The

median annual wage for entertainment and sports occupations was \$42,010 in May 2017, which was higher than the median annual wage for all occupations of \$37,690. (<https://www.bls.gov/ooh/entertainment-and-sports/home.htm>)

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The RSA program surveys employers of recent graduates to determine the level of satisfaction with work readiness. We also interact with our professional partnering organizations to ensure that relevant core competencies are being addressed in our curriculum. We consult with these organizations on program issues much like a board of advisors. A recent example of these interactions would be faculty traveling to meet with National Collegiate Athletic Association (NCAA) to validate the need for specific coursework in intercollegiate athletic administration. This collaboration led to the creation of a concentration and certificate, restructuring of two core courses, a study away trip to Indianapolis, a partnership at their annual convention, and numerous employed graduates. Program faculty are also in constant contact with practicum site supervisors.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

RSA students have been recipients of national awards and scholarships such as the National Intramural-Recreational Sports Association's William N. Wasson Award, the Association of Outdoor Recreation and Education's Bill March Student Achievement Award, and the International Association of Venue Managers' Venue Management Institute Scholarship. Other indicators of student success include participation in peer-reviewed scholarship such as publications, presentations, and grants; professional association committee service and conference attendance; and nationally renowned internship and professional development opportunities.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					3	12
Number of NTE Faculty					.75	4
Cost per SCH					\$100.68	\$128.00
SCHP/FTF by Dept.	534	496	491	449	502	375
% SCH by FTF by Dept.	81.1%	79.9%	80.1%	81.9%	84.1%	75.8%
Median Class Size by Level	18	16	14	15	11	8
% Under-Enrolled Sections by Level	29.7%	24.6%	35.8%	22.6%	33.3%	58.2%
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
<p>The RSA program has been fortunate to be somewhat self-sufficient in terms of allocation of program personnel and fiscal resources during the review period as a result of multiple concentrations created and operated with support from WKU's Division of Extended Learning and Outreach (DELO). The tuition captured by these 100% online cohort programs has been funneled back to the School of Kinesiology, Recreation, and Sport and allocated at the discretion of the School Director. This has allowed the RSA program to maintain program stability. The DELO revenue has allowed the program to attract and hire some exceptional full and part-time faculty. The program has also obtained national grants that subsidize graduate assistantships and research projects.</p>						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<p>The revenue streams generated by the RSA program have also been directed to supporting program, department, college, and university expenditures and budgets each year.</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Goal 2 states enroll a diverse body of regional and global graduate and nontraditional students prepared for a rigorous and fulfilling WKU college experience. The program has seen an increase in minority student application and matriculation. The recent addition of quality minority faculty may certainly be a factor in these increases. The program's online course offerings and specialized concentrations seem to attract non-traditional students (many with full-time employment). Goal 3 refers to ensuring student completion and success. The RSA degree conferral rates display commitment to student success and completion of degrees and certificates.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The statewide strategic agenda Objective 6 promotes "enrollment and timely completion of students, particularly low income and underrepresented minorities". RSA minority students are retained in part due to emphasis place upon required face-to-face and online advising as recommended by Strategy 6.1 "improving student advising by focusing on retention and graduation". Advising sessions with faculty facilitate students' educational and professional development. The cohort model employed by the online concentrations helps ensure timely graduation.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

The RSA program responds to one of Kentucky workforce needs by expanding the pool of credentialed employees. The program's very specific concentrations and certificates have led to better qualified graduates competing for the best jobs in the industry. Non-traditional students select this program due to the benefits on their existing careers. Moreover, many graduates from the undergraduate Recreation Administration and Sport Management seek certificates and/or their graduate degrees through RSA.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

Although there are other graduate programs in Kentucky that offer curriculum in the fields of recreation and sport, there are none that offer the diverse areas of specialization such as Athletic Administration and Coaching, Facility and Event Management, Intercollegiate Athletic Administration, and Sport Media and Branding. Currently, there are no other programs in the state that offer 100% online cohort or certificate programs like the RSA program. Online program offerings make this program unique in the discipline. Undergraduate students are very often referred to the RSA program by faculty at other state institutions as well.

The majority of online courses are built off the principles and Higher Education rubric standards of Quality Matters (QM). The QM Rubric and principles we use assist us in assuring our classes are well-designed, and organized so we are more likely to see an increase in student engagement, learning, and overall satisfaction.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The addition of certificate programs associated with professional organizations provides dual credentials in the form of industry specific certifications. The certificates are also an excellent gateway for nontraditional students or those reentering higher education after many years.

6. PROSPECTUS

<p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p>	
<p>If the study away program is revived there is the potential to recruit from untapped geographic areas in major markets. The program already addresses emerging trends in the discipline with various professional organizations for continued adherence to evolving industry standards.</p>	
<p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p>	
<p>Emerging trends in the field are a focus and emphasized in all core courses across the program. Intercollegiate rules compliance course work mirrors current regulations that change annually. An increased emphasis on facility and event safety and security has added to the versatility and marketability of our students.</p>	
<p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p>	
<p>Program course sequencing and scheduling have been revised to enhance students' progress to degree completion. Each program concentration recently started the process of revising marketing/recruiting plans. The program is also reallocating faculty resources to provide connection to full-time faculty early in students' degree programs.</p>	
<p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p>	
<p>The program faculty are firmly committed to enhancing the current standards in the program. The program will continue to make influential impacts on the industry through the production of highest quality graduates. The program will also emphasize quality instruction over quantity of students. Although budgetary challenges exist, faculty are confident the program can remain as one of the top programs in the discipline.</p>	
<p>e. What recommendation would you put forward for the program (check one)?</p>	
<p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input checked="" type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Nursing
College:	CHHS

Program Name:	RN to BSN
Reference Number:	596
CIP Code:	513801
Degree Type (AB, BS, etc.):	BS Completion
STEM+H Degree (Y/N)	Yes
Minimum Hours Required:	36
List Concentrations (if any):	None

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Faculty in the RN to BSN program and the School of Nursing are recommending program suspension with teach out. This is due to decreasing program enrollment trends and insufficient faculty to continue this program along with our other nursing programs. More students are seeking enrollment in traditional BSN programs, hence the increase in our regular BSN program. ASN graduates are currently less interested in BSN completion programs, as the ASN graduates are being hired by local hospitals due to the nursing shortage. We only had 6 students enroll in this program for the Spring 2019 cohort, which will be the last cohort. The cost per SCH at present for this program is over \$300 per SCH, and will get worse as we teach out the program. By way of comparison, we have 120 students enrolling in the BSN for Spring 2019 with a cost of \$142 per SCH. Due to having 4 open temporary faculty lines at present with no interested applicants, the RN to BSN faculty will be transitioning to teaching assignments in our larger nursing programs starting Spring 2019, in addition to teaching out the remaining RN to BSN students. ASN students who still want to obtain a BSN can do so from one of many online BSN programs available, many of which have lower tuition costs than WKU.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students						
Conferrals						
SCHP						
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree											
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)											

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty						
Number of NTE Faculty						
Cost per SCH						
SCHP/FTF by Dept.						
% SCH by FTF by Dept.						
Median Class Size by Level						
% Under-Enrolled Sections by Level						
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<p>a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p>
<p>b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p>
<p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)</p>
<p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p>
<p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p>

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)	
b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)	
c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)	
d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)	
e. What recommendation would you put forward for the program (check one)?	
<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input checked="" type="checkbox"/> Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Communication Sciences and Disorders
College:	Health and Human Services

Program Name:	Speech-Language Pathology
Reference Number:	0466
CIP Code:	510204
Degree Type (AB, BS, etc.):	MS
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	60
List Concentrations (if any):	NA

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The speech-language pathology (SLP) program trains students to become speech-language pathologists who will provide services to adults and children by assessing and treating disorders of speech, language, and swallowing. A Master's degree is the entry-level degree for the profession. Graduates are eligible for **national certification** from the American Speech-Language-Hearing Association (ASHA) and **licensure** in Kentucky (and most other states).

There are two cohorts of students: **campus students** (traditional program with the classes meeting in Bowling Green) and **distance learning students** from around the country and the world who take classes using synchronous weekly lectures. All students take a total of 60 hours including core academic classes, electives, and clinical practicum. The **clinical practicum** has two components. On campus, the students complete an internship where they develop the skills needed for the second component, the externship where they work with clients in **medical and educational settings** as required by ASHA. Students are engaged in research and service learning activities.

The graduate program is **accredited** by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. An applicant for admission can have a Bachelor's degree in Communication Disorders (CD) or a Bachelor's degree in another area and eight specific CD courses.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	213	199	176	166	177	19
Conferrals	91	87	74	68	72	6
SCHP	3130	2858	2759	2800	3061	212
<p>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</p>						
<p>From service learning in Belize to participation in interprofessional education with Physical Therapy, the SLP program seeks to contribute to the CHHS mission and priorities. The clinical services are housed in the WKU-Graves Gilbert Health Services Building so it is accessible to the entire campus community. We also serve clients at the Clinical Education Complex, the Buddy House in downtown Bowling Green, and we provide support to students in the Bowling Green City Schools. Each semester, about 100 clients receive services from our students.</p> <p>Starting in 2012, the department laid the foundation to increase research opportunities for students. Each year since a thesis course has been offered, we've had at least two students completing a thesis, which helps support the college and university mission. There are preliminary plans to start a JUMP program. This will help with productivity because these students, along with our other campus based students, secure gainful and relevant employment upon graduation.</p>						
<p>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</p>						
<p>This is a consistently strong high-demand program that meets or exceeds all professional accreditation standards.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	55	98.2	39	94.9	58	89.7	65	98.5	65	96.9	82.2
Progression	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
150% Graduation Rate	45	88.9	55	92.7	39	87.2	58	84.5	65	92.3	73.3
Time to Degree	2.34 (N=80)		2.33 (N=77)		2.23 (N=60)**		2.21 (N=58)**		2.14 (N=65)		2.56
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>The graduate program uses several mechanisms to assess student performance. At the end of each semester, each faculty member notifies advisors when student knowledge competencies have been met. This is entered into a database in a record for each student. Students are required to meet specific competencies before assignment to a clinical placement, and clinical competencies before graduating. In the student's final semester, he/she is required to take and pass a comprehensive examination that verifies acquisition and retention of course and clinical knowledge. In 2017, the graduate program faculty reviewed the results from comprehensive exams and added new courses and electives to reflect areas that students were not achieving the desired results.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>Within the first year after graduation, graduates of the program are contacted and invited to complete a survey. In this survey, they report their employment status and whether the program properly prepared them for employment. The graduate faculty at the beginning of each AY reviews the results of the survey and decisions are made based on those results regarding curriculum or program changes. Pass rates on the national board exam are documented each year and the results are posted on our website along with employment rates: https://www.wku.edu/communicationdisorders/studentoutcomedata.php</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
<p>The department sends an online survey to employers of graduates from the program. The survey asks for feedback regarding the student's preparation for work place requirements. The graduate faculty reviews the results of the survey annually and changes to the curriculum/training are initiated if warranted. In 2016, we increased the number of credit hours from 49 to 60 required to complete the program in order to add additional courses that were deemed necessary to better prepare students for employment. These courses included speech science and electives that emphasized specialty areas for clinical practice.</p>											
e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)											
<p>The Master's degree program in speech-language pathology is offered in both a residential and distance learning format. Each year, we receive an average of 150 applications for the residential and over 300 applications for the distance. Graduates in both formats are successful in passing the national board exam and are eligible for national certification and state licensure as speech-language pathologists. The Bureau of Labor Statistics (2018) estimates an 18% growth in employment opportunities for speech-language pathologists, which demonstrates a viable predictor for continued attraction of high-qualified applicants to the graduate program.</p>											

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					8	12
Number of NTE Faculty					5	4
Cost per SCH					\$108.	\$128.
SCHP/FTF by Dept.	501	410	383	363	386	375
% SCH by FTF by Dept.	80.6	79.0	70.1	67.3	73.	75.8
Median Class Size by Level	14	10	6	22	23	8
% Under-Enrolled Sections by Level	40.0	48.1	55.2	38.5	34.8	58.2
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
<p>External revenue streams include a Bingocize grant shared with KRS, which provided 10% buy-out and a summer stipend for Neils-Strunjas in 17-18 and 18-19, and a summer stipend for Shackelford in 17-18. Two graduate students received research stipends and graduate tuition for the past two academic years (1 in 2017-18, 2 in 2018-19). DELO-CSD partnership for continuing education results in revenue of approximately \$5,000 per year. The Communication Disorders clinic generates \$20,000 in fees and supports a part-time office associate, equipment and supplies. Community grants and services enhance WKU-community relations.</p>						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<p>Graduate Median Class Size by Level includes clinical courses for which enrollment is based on the American Speech Language Hearing Association Certification Standards (2014) that require that the clinical faculty person supervise at least 25% of the student’s clinical experience. That 25% level is considered a minimum because the standard explains that the program has to demonstrate that the level can be increased if student or client needs require it.</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Goal 2, Strategy 4: Establish regional, national, and international conduits for attracting undergraduate and graduate students.

The online graduate program attracts students to WKU and was voted by a national review company as the number 1 graduate program in speech-language pathology in 2019. <https://www.early-childhood-education-degrees.com/top/speech-language-pathology-masters-and-post-bach-online-degree-programs/>

Goal 3, Strategy 12: Schedule course offerings to maximize student progression and completion.

The graduate program uses innovative technology to deliver a high quality online graduate program; the graduate program installed an \$80,000 observation and recording system in 10 therapy rooms in the campus clinic, which supports state of the art therapy services and graduate student clinical education. Greater than 80% of graduate students who enroll complete the curriculum in the recommended time frame of 2 years.

Goal 4, Strategy 14: Bolster the stature and fiscal support of WKU's Graduate School, and strengthen its external reputation.

See outcomes of the strategic plan posted on the CSD webpage [https://www.wku.edu/communicationdisorders/\(About Us\)](https://www.wku.edu/communicationdisorders/(About%20Us)), and the lower right hand portion of the homepage, which show an increase in publication, presentation, master's theses, and internal and external grant funding from 2015 to the present.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

- **8.1:** Promote the use of authentic assessments to evaluate student learning and provide data to inform pedagogy, assignment design, and curriculum review. The SLP program monitors the student's performance on the national board examination to determine the effectiveness of the program and to address the needs for performance metrics and targets. The program strives for a 90% or higher pass rate by its graduates on the national board exam. In addition, the program surveys recent graduates regarding program quality and employability, addressing the need to balance quality and quantity.
- **8.2:** Provide more pedagogical training and professional development opportunities for faculty members to strengthen learning and improve student success. The program is a member of the Council of Academic Programs in Communication Sciences and Disorders, an organization that supports pedagogical training in our profession. We send a representative to the conference each spring to ensure that we are current in teaching strategies and approaches for our profession.
- **9.6:** Advance Kentucky's STEM and health agendas through ongoing leadership, advocacy, and collaboration. Students are reporting 95% employment and high satisfaction with the program's ability to prepare them for the workforce. Faculty from our program work collaboratively with the UK Rehabilitation Sciences Doctoral program.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

The Kentucky Cabinet for Education and Workforce Development predicts that the number of jobs for speech-language pathologists in the Commonwealth will **increase at a rate 1.9 times faster** than the state's overall average job growth rate. It expects SLP jobs in the state to increase by 22.7% between 2012 and 2022. On average, 80 new SLP jobs are expected to become available each year during this ten-year period.

South Central Kentucky had the fourth highest number of jobs for SLPs of any nonmetropolitan area in the country in 2015 according to the US Bureau of Labor Statistics (2018). More than 11% of Kentucky's speech-language pathologists practiced in this area that year. As in most university communities, there is a tight job market in Bowling Green, but there are always

openings in both the medical and educational setting within an hour's drive. The employment rate among graduates of both the distance and residential formats is 100%.

Nationally, employment of speech-language pathologists is **projected to grow 18 percent** from 2016 to 2026. As the large baby-boom population grows older, there will be more instances of health conditions that can cause speech or language impairments, such as strokes or dementia.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

There are five graduate SLP programs in Kentucky. In 2014, our curriculum increased to 60 hours to be consistent and competitive with the other four. We differ in that we offer **distance-learning opportunities** to our students; none of the others do that. Our distance-learning program reaches students across the country and the world. Those distance-learning students come to Bowling Green during their first summer so we can measure their clinical skills in preparation for clinical practicum work. An exciting component of that summer experience is that the students get to experience Bowling Green and the Hill. While here, they can start to feel a **lifelong connection with WKU**. For some it is their only experience outside of an urban area like New York City or an extremely rural area in Wyoming. That opportunity for face-to-face interaction with their peers and faculty makes us all richer. The best part is when those students return to Boston or rural Eastern Kentucky and talk to colleagues about what they learned and saw here; this greatly **enhances WKU's reputation**. Our clinic director regularly hears from students who return home and make suggestions about clinical operations based on what they saw here.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The SLP program regularly reviews its strategic plan to ensure that it is meeting the program's needs as well as aligning with the college and university. The most recent version of the strategic plan is posted on the department's website <https://www.wku.edu/communicationdisorders/> under the homepage tab "About Us" and was last reviewed in November, 2018.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

We are excited about the opportunity to create a Joint Undergraduate Master's Program (**JUMP**) program that would allow specific students to enter the graduate program during their senior year at WKU. That could help not only attract highly qualified students in the graduate program in SLP while getting them to the community sooner thus being of service to more clients. The JUMP program would provide students with a more economical, faster track to professional employment.

b. How do program trends align with [national trends](#) over the last 5-10 years? (maximum 200 words)

Employment of speech-language pathologists is **projected to grow 18 percent** from 2016 to 2026, much faster than the average for all occupations. As the large baby boom population grows older, there will be more instances of health conditions that can cause speech or language impairments, such as strokes or dementia <https://www.bls.gov/ooh/healthcare/speech-language-pathologists.htm>. Furthermore, technological advances increase the survival rate of babies born with complex health challenges but often are in need of services of an SLP in the hospital, early intervention and later on in school.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Each Fall, the program surveys the first year graduate students to see if the program is **meeting their needs**. For the last two years, there were comments about having clinic assignments during the day and classes four nights a week. A CAA accreditation standard is that programs document assessment and the program's responses to student feedback. For the Fall 2019, in response to the Fall 2016 and Fall 2017 survey, we **moved the classes to morning** time slots. The Fall 2018 survey showed a more positive response. Faculty are reporting **more attentiveness in class**, which may in turn stimulate better performance in the external clinical settings.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

In 5 years, we hope to be continuing to produce outstanding SLPs to work in a range of employment settings. We would like to have **increased funding** to support those students. We would need additional resources. The current impediment is lack of time and options to seek extramural funding. We also want a student population that has more **underrepresented** populations. To get there, we need the ability to compete for students who may have options where there might be more financial support. Along that line, we would like to develop a **specialty track**, which could help our program establish a national presence.

In 10 years, we would love to have satellite clinics around the country to accommodate our distance students. These clinics would serve local communities while being a place for WKU graduate students to demonstrate skills before going to external placements. The impediment is financial as well as time involved in determining locations that would be available and convenient for students who live all over the world.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



Department/School:	KRS
College:	CHHS

Program Name:	Sport Management
Reference Number:	572
CIP Code:	310508
Degree Type (AB, BS, etc.):	BS
STEM+H Degree (Y/N)	N
Minimum Hours Required:	57
List Concentrations (if any):	N/A

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Sport Management Program (SPM) prepares students for careers within the sport industry at local, national, and international levels. Students have opportunities within professional, collegiate, and community sport organizations. They work in sport marketing, game operations, campus recreation, athletic academic success, facility management, community sport programming, sport media relations, ticket operations, event planning, and league governance.

The program is delivered as a traditional face-to-face program with online options. SPM is an admission based program. Entry requires an overall GPA of 2.5 and a "C" or higher in the following prerequisites; ACCT 200, COMM 145, ECON 202, MGT 210, MKT 220, and SPM 200. SPM core course requirements are; SPM 290 Seminar, SPM 452 Leadership and Management, SPM 450 Sport Law, SPM 454 Sport Governance, SPM 402 Fiscal Practices, SPM 404 Facility/Event Management and SPM 490 Internship. SPM electives examine areas of sport ethics, public policy, communication, and event management. The electives and SPM 200 are offered online in the summer.

The program allows students the opportunity to select minors. Complementary minors include, business administration, marketing, coaching, event management, and nonprofit administration. SPM students have opportunities in the sport management club and to seek employment and/or volunteer opportunities.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	247	252	246	225	218	89
Conferrals	39	59	44	50	48	22
SCHP	2,445	2,585	2,332	2,563	2,460	991
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<p>The SPM program aligns with the university's mission to prepare students of all backgrounds to be productive and engaged leaders in a global society. Our students are active in the local and campus community, especially WKU athletics, as volunteers, interns, and student employees. Many sport organizations frequently reach out to our students for support. SPM students also complete international internships, one at the International Cricket Council in Dubai for example. We are an inclusive major that values diversity and equity, qualities that our major demands. As noted above, the SPM program produces a large # of SCHP, with consistent enrollment numbers and conferrals. (SPM-prep students are included in the number of enrolled students).</p> <p>Our students are also required to take courses from other departments as core courses. Further, many SPM students are pursuing minors in fields outside of the program including marketing, business-related minors, non-profit administration, organizational leadership, and others. Paired with the Sport Management degree, these minors enhance education and experiences that can help cultivate well-rounded, more knowledgeable, creative leaders within the sport industry. After completing their degree, many SPM students have continued their education at WKU by enrolling in the Recreation and Sport Administration graduate program.</p>						
c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)						
<p>The SPM program supports other disciplines. The Facility/Event Management minor includes SPM 404/SPM 450, the Athletic Coaching minor includes SPM 200, and the Nonprofit Administration minor includes SPM 200/SPM 452. Students have also completed over 81,600 hours of internship experiences (last five years). Beyond those required hours, our students have an impact on the community through classroom projects, practicums and volunteer opportunities that are not always quantitatively measured.</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	48	66.7	41	53.7	45	64.4	48	64.6	46	56.5	69.4
Progression	-	-	237	63.7	216	63	210	60	209	61.7	61.3
150% Graduation Rate	24%	37.5%	30%	43.3%	34%	38.2%	27%	33.3%	48%	45.8%	54.1
Time to Degree	4.41 (N= 37)		4.27 (N = 59)		3.95 (N=44)		4.20 (N=49)		4.34 (N=47)		4.39
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<p>SPM program learning outcomes are designed to address entry level knowledge of the industry, promote understanding of ethics/culture, and explain financial/public policy management. The following means of assessment were used to address program SLOs in AY 2017-18.</p> <p>Outcome- Students will demonstrate knowledge of governing bodies in amateur and professional sport. SPM 200 requires an individual presentation/paper showing the in-depth analysis of a sport organization. The analysis includes the history, administrative structure, funding, facilities, legal issues, sponsorships, etc. of a variety of organizations/teams. 92% of students met the goal of an 80% score on this project. This is a successful indicator of entry level understanding of governance, a critical foundation for a successful career in sport. This project was maintained.</p> <p>Outcome-Students will demonstrate competence and the ability to manage budgets and write financial proposals. SPM 300 students completed a demanding assignment requiring group interaction to propose, defend and present a plan related to financial policy. Students fell 3% short of the 90% target to defend their positions. The assignment is appropriate for the class, and will be retained, but was modified to improve understanding. The current assessment is using a specific assigned example, justification of Olympic bids, to improve outcomes.</p> <p>Outcome- Students will exhibit understanding and appreciation of the diverse microcosm of sport and its effects upon society and culture. SPM 310 students met the target of an 80% score by achieving 94% success on a reflection paper demonstrating the understanding of race and/or gender issues in collegiate and professional sport. Students explained the role of administrators in addressing racial and gender considerations, such as student athlete exploitation and Title IX. The successful outcome demonstrated student’s awareness for diversity, understanding of complex ideas, and the presentation of potential solutions. The assessment will be kept, but modified to include a group presentation.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, and graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>In 2016, we sent 197 surveys to former students and received 47 completed responses for a response rate of 24%. 95% of the respondents were extremely or somewhat likely to recommend the program and somewhat or extremely satisfied with the program. Other findings included: 1. Faculty cared about the success of students; 2. Faculty taught every aspect of the sport industry in order to prepare students; 3. Diverse faculty and students; 4. Outstanding teacher-student relationships. One comment from a graduate was particularly meaningful, <i>“I have been a full-time manager at two Division I universities, and currently work in management at one of the nation’s premier youth sports facilities... WKU left me well-prepared for a career in athletics and gave me the tools to succeed.”</i></p> <p>The SPM 490 Internship class now contains an exit interview to assess employment and/or graduate school acceptance. According to the Bureau of Labor Statistics, “Employment of entertainment and sports occupations is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations...Strong demand from the public as well as the increasing popularity of sports, will contribute to job growth for the entertainment and sports occupations.”</p>											
d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, and national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)											
<p>SPM 290 is a seminar class taken prior to the 400-hour SPM 490 Internship. In SPM 290, instructors utilize professionals to discuss opportunities, examine what organizations are looking for in future employees, discuss workforce trends, and assist with mock interviews. In Fall 2016, faculty met with these professionals to get feedback on the preparedness of the students, potential employability, and suggestions for continuing education. After the feedback, several modules were added, a section</p>											

on social media usage, an additional mock-interview, and utilization of the WKU Career Services to partner on professional development.

The 490 course provides experience and gives students a chance to work with a variety of organizations. The course requires midpoint/final supervisor evaluations of all students. The program coordinator considers the feedback, shares with faculty, and adjustments within curricula are made as appropriate. This is a large amount of feedback from many different local and national sport organizations.

SPM faculty utilize relationships with professionals in the field each semester in many of our classes and we consult continuously in an effort to provide the most up-to-date and relevant material for our students. A newly formed advisory board has a meeting planned in the spring 2019 semester.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Three students have completed honors college theses, one of which included a FUSE grant and subsequent international presentation (2014). Another honors student attended and won a student presentation competition in Dublin, Ireland, the only US student to do so (2015). Other students have been recognized as outstanding the field, one winning the outstanding KRPS senior (2014) and the other selected to the NCAA Emerging Leaders Seminar (2015).

Due to our 400-hour internship, many employers in the region recruit our students. Our students have an impact on the community, in which they live, work, and learn, via these opportunities.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					3.25	12
Number of NTE Faculty					.75	4
Cost per SCH					\$94.25	\$128
SCHP/FTF by Dept.	534	496	491	449	502	375
% SCH by FTF by Dept.	81.1%	79.9%	80.1%	81.9%	84.1%	75.8%
Median Class Size by Level	26	24	25	25	24	19
% Under-Enrolled Sections by Level	27.2%	30.0%	31.3%	30.8%	24.8%	36.3%
<p>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buyout time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</p> <p>Kentucky Golf Hall of Famer and distinguished WKU alum Kenny Perry and PGA Executive Director Mark Hill presented a \$90,000 check to WKU and the School of KRS in 2008. The donation, part of the Ryder Cup Outreach Program, was used to launch a Play Golf America University program. Our students used the funds to develop an ongoing golf expo and tournament at Bowling Green Country club. The tournament is incorporated into the SPM 305 Sport Event Management class. SPM has established a partnership and secured gift agreements with Kentucky Orthopedic Rehabilitation (KORT) totaling approximately \$415,000 which directly benefit KRS graduate students and the university. The gift agreement provides students with practical experience and a strong educational background.</p> <p>The SPM program generates DELO revenue through online summer/winter courses with several offerings in the fall/spring semester. Enrollments are large (SP 2108, 81 students; SUM 2108, 71 students and 10 students enrolled in SPM 490 for 12 credit hours).</p> <p>As students establish themselves in the workforce, (the program is only 10 years old), new opportunities for relationships are being cultivated.</p>						
<p>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</p> <p>The SPM program is efficient and productive requiring minimum program costs. We operate the program at a cost of \$94.25 per student credit hour, compared to 2017-18 university median of \$128 cost per SCH. Even though we operate at a lower cost per SCH, we have significant credit hour production by full-time faculty in our department, producing 502 SCHP/FTF in 2017-18 compared to 375 at the university level. Additionally, our percentage of under-enrolled sections by level is lower than the university median. We are efficient with our course offerings with student success in mind.</p>						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)
<p>The program supports the <i>Climbing to Greater Heights</i> plan by preparing students to be engaged leaders who positively impact our industry. We strive for innovative pedagogy and implementation of HIP practices that we learn at various trainings in our courses. We provide networking, professional development, applied research, and practical work experiences in our courses. The faculty consistently present and publish at all levels. SPM students have been awarded WKU grants and have presented research projects with faculty. SPM is devoted to diversity, equity, and inclusion. Approximately 20% of the graduates in our program are minority students. We aim to improve the quality of life in our region. SPM students regularly volunteer/intern on campus and in surrounding communities. We focus on student completion and success. Faculty have completed advising and retention seminars/programs and won awards for advising. We offer core classes both fall/spring semesters and our internship is offered year-round, including the summer term, to retain and matriculate our students. We work directly with ACDC on any advising issues. We prepare students for success on the global stage. The faculty participates with the IYO and other international programs on campus. This fall Cuba was integrated in 4 SPM courses.</p>
b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)
<p>The SPM program aligns with the state's mission to excel in a global environment and enhance the health, well-being and quality of life in Kentucky. We are an inclusive major that values diversity and equity, qualities that our major demands. The SPM program directly contributes to the goals of student success and research, economic and community development. We graduated a high number of minority students and the majority of SPM students who sought employment obtained job placement or pursued graduate education. These aspects support Objective 1 for diversity and inclusion. Our students also serve local and surrounding communities as volunteers, interns and full time employees within a variety of sport organizations. Many local organizations frequently reach out to our students for support. These aspects support Objective 9 to improve career readiness of graduates and Objective 11 to improve the quality of life of Kentucky Communities. Students from rural areas will also frequently return home to work in youth sport organizations. The SPM faculty take pride in our approach to student learning and place a priority on pedagogical training and professional development as mentioned by Objective 8 to promote academic excellence and success.</p>
c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)
<p>The estimated size of the sport industry in the U.S. was \$498.4 billion in 2015 (Plunkett Research). By 2019, Forbes projects this figure will reach \$72.5 billion.</p> <p>Strong growth is expected in performing arts, sports events, agents/managers for artists, athletes, entertainers, and other figures, and meeting/event planners (Bureau of Labor). The KCEWS includes marketing, management, and occupations associated with artist, design, entertainment, sports and media occupations as the fastest growing and growth career fields respectively. Referencing state workforce, the projected number of jobs in the next 5 years is 3,509 with an average starting salary of \$34,535. Statewide, there are currently 16,349 professionals employed in the industry.</p> <p>Graduates impact workforce needs within various areas of the sport industry. For example, we received the following comment, "I have been a full time administrator in our athletic department and have hired at least 20 students from the SPM program. More than half of those students are now employed by power 5 athletic departments." Our graduates impact the larger sport industry by taking positions with other universities, sport marketing firms like IMG, and work in areas such as convention and event planning.</p>
d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)
<p>There are six SPM programs in the state of Kentucky. The curriculum of the program at WKU is similar to the University of Louisville and the Morehead State University programs. As we follow accreditation recommendations for our curriculum, we have similar expectations and coursework. U of L requires 50 credit hours and WKU requires 57. WKU is different from other programs in that we leave elective hours open for a minor of the student's choosing to complement an area of interest. We do not combine our course with exercise science, coaching or related fields unless a student chooses to do so in conjunction with a minor. Our core classes are only offered face-to-face in an effort to better serve our students. We have a diverse faculty, both in gender and race, and we pride ourselves on our connections with our students.</p> <p>Our students have an immense impact on the community through informal internships and volunteer opportunities. Our alumni work all over the country but many remain in the state of Kentucky. The SPM degree has a large impact on the community in which the students live, work, learn, and play.</p>

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The statewide implementation plan and the WKU mission both emphasize academic opportunities for minority students. Supporting Objective 1 Strategy 1.4 we actively recruit and welcome minority and underrepresented students and faculty. The curricula also supports Strategy 1.1 as cultural competence is emphasized in core coursework as critical to success in the global marketplace of sport. The SPM program supports Objective 2 Policy Strategy 2.5 through the implementation of dual credit courses in local high schools. Faculty work directly with high school teachers to plan and develop the course and understanding of the field.

6. PROSPECTUS

<p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p>	
<p>ESports (electronic sports) is an expanding sector with an exponential growth rate that already has official competitions, professional teams, specific sponsors (with growing interest from companies outside the sector), its own channel on the internet (twitch.tv) and, above all, a remarkable number of followers.</p> <p>Data/analytics/statistics is impacting the sport world from performance, administration, and health aspects. Smart arenas/mobile devices are changing marketing and fan engagement/experiences. Social media impacts are key and this is another opportunity to make interdisciplinary connections with the business college. Related to technology, the globalization of sport markets and academic programs becomes important.</p> <p>As a program, we plan to create and offer new elective course options to address the growing trend of globalization in sport. We will also continue to embed global policies, practices, and trends into our existing courses. SPM faculty remain invested in researching and offering students with relevant and timely examples of trends and challenges in sport. We have always approached these opportunities from an applied learning standpoint; our students have several opportunities in each course we offer to learn about new opportunities and markets and then apply it to outside opportunities.</p>	
<p>b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)</p>	
<p>Listed in the most popular majors, degrees in parks, recreation, leisure, and fitness studies, which includes many sport management programs, conferred over 5000 degrees in 2014-15. Despite the enrollment challenges in Kentucky, our program has maintained strong numbers and interest due to strong economic drivers within the field. Sport related degrees are expected to remain relevant for many years to come. And while the national average for degrees awarded to black students in the field is at approximately 8.7%, our number is approximately 20%.</p> <p>We also stay current with emerging trends in the industry by adjusting course material and internship opportunities to reflect the dynamic nature of the sport industry. For example, a recent student completed his internship in Las Vegas with the World Series of Poker. By integrating emerging trends from the industry into the SPM coursework, we provide the skills and foundation to secure this unique and emerging opportunity within sport.</p> <p>Trends in marketing, labor, monetary, and fiscal relations are very complex and quickly changing. As a program, we strive to keep up with these trends so that we can better prepare our students for gainful employment in the industry by incorporating HIPs into the coursework.</p>	
<p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p>	
<p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p>	
<p>After researching trends and accounting for the needs of our students, we plan to eliminate the pre distinction on our major to streamline the program. Additionally, we plan to examine changes in the core courses we offer, the prerequisites for those core courses, and investigate additional electives that would benefit our students. We are also in the process of recruiting professionals for a program advisory board.</p> <p>Our five-year plan is to continue to develop our relatively new program to meet the needs of both our students and their future employers. We will do this through continued edits and enhancements to our program, evaluation of delivery methods, potential formal partnerships, and continuing education and professional development for our faculty. In the next 10 years, we see our program as one of the top programs in the state and nation in regards to student satisfaction, employability, and reputation.</p> <p>Current impediments include a shortage of full-time faculty to teach courses and the curriculum freeze limited our ability to make changes to the program this year. Our program attracts a diverse portrait of students and will continue to do so as careers in sport continue to be a growing desire nationally.</p>	
<p>e. What recommendation would you put forward for the program (check one)?</p>	
<p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input checked="" type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Public Health
College:	Health and Human Services

Program Name:	Workplace Health Promotion (WHP) Graduate Certificate
Reference Number:	1746 (previously 0465)
CIP Code:	512207
Degree Type (AB, BS, etc.):	Graduate Certificate
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	18 (plans to decrease to 15 in 2019)
List Concentrations (if any):	

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

- The WHP Graduate Certificate enables students to blend health education, program planning, communication, and occupational health and safety in a unique way, providing graduates with a comprehensive skill base for program planning, effective communication techniques and a basic understanding of workplace hazards. Curriculum is offered completely online and through DELO. Applied learning projects within this certificate involves critical thinking skills and civic knowledge capacity when designing a WHP program for community workplaces. This certificate prepares students for professions in occupational safety and health positions as well as management in workplace health promotion.
- This certificate is in the process of becoming an official Total Worker Health (TWH) Certificate, which is a new initiative of Centers for Disease Control and Prevention (CDC)'s National Institute of Safety and Health (NIOSH) program. It would be one of the first official TWH Certificates in the nation.

Courses required:

- EOHS 502 Health Promotion in Workplace
- EOHS 503 Health Assessment in Workplace
- EOHS 550 Principles of Occupational Safety and Health
- PH 575 Program Planning
- PH 587 Health Behavior
- PH 576 Communication Techniques

Admission:

U.S. baccalaureate degree or higher, or equivalent international degree, from an accredited institution
Baccalaureate degree cumulative Grade Point Average of 2.75 or greater



2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	0	0	6	4	3	4
Conferrals	1	1	2	2	0	5
SCHP	0	15	36	30	9	44
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<ul style="list-style-type: none"> The WHP Certificate contributes to the departmental, college, and university mission and priorities by providing an innovative certificate that is unique in a growing field of health prevention and promotion. The area of WHP training/education has become increasingly sought after by both employers and employees. Benchmarks and other Kentucky institutions were reviewed to determine need and program content. No programs in Kentucky and few in the nation exist, although the trend is growing. A survey was conducted in 2012 throughout Kentucky to review the interest in a graduate certificate in WHP. Out of an estimated 80 worksites, 41 worksites answered the survey with the following results: Yes – 70.7% No – 29.3% Environmental & Occupational Health Science, Public Health and Kinesiology students have taken this certificate to enhance their skills and marketability in a specific area of workplace health. This certificate would benefit Business students as Human Resource Managers are often responsible for their company’s wellness programs Several students in the undergraduate Public Health Major took the undergraduate WHP Certificate or WHP Minor and went into either the M.S. in Environmental and Occupational Health & Safety with an emphasis in WHP or the Master of Public Health with the WHP Graduate Certificate. 						
c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)						
<p>Faculty and student research has been generated from this certificate. I received an applied research grant from NIOSH’s Environmental Research Center at University of Kentucky. Two students were included in this grant. Results were published in the Journal of Occupational and Environmental Medicine.</p> <p>Watkins, C., Macy, G., Golla, V., Lartey, G., Basham, J., (2017). The “Total Worker Health” Concept: A Case Study in a Rural Workplace. <i>Journal of Occupational and Environmental Medicine</i>, (2017) doi:10.1097/JOM.0000000000001273</p>						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0	0	0	0	0	1	100%	0	0	73.7%
Progression	0	0	0	0	0	0	1	100%	0	0	n/a
150% Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Time to Degree	n/a		n/a		n/a		n/a		n/a		n/a
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<ul style="list-style-type: none"> • Develop the capacity to identify sources, compile relevant and appropriate information when needed and the knowledge of resources to obtain information. • Analyze data, interpret and recognize meaningful results and present the information in an appropriate way to different types of audiences. • Evaluate the effectiveness or performance of procedures, interventions and programs. • Develop insight into and appropriate solutions to occupational safety and health problems. • Understand and appropriately utilize information concerning the economic and political implications of decisions. • Function effectively within the culture of the organization and to be an effective team player. • Plan, implement and maintain fiscally responsible programs/projects using appropriate skills and prioritize projects across the employee's entire workload. • Utilize information technology as needed to produce work products. • Produce reports to document actions, keep records and inform appropriate parties. • Form partnerships and alliances with other individuals and organizations in order to enhance performance on the job. • Communicate risk and exchange information with colleagues, other practitioners, clients, policymakers, interest groups, media and the public through routine activities, public speaking, print and electronic media and interpersonal relations. • Facilitate the resolution of conflicts with the agency, in the community and with regulated parties. • Articulate basic concepts of health promotion and public health and convey an understanding of their value and importance to clients and the public. <p>Students must complete a WHP Program for a local company. The student must interview the individual over wellness and benefits. The end product must have components of assessment, program planning, implementation and evaluation. The most challenging component of the project for students is the initial communications. Required contact with companies have enabled student to improve on communication and social skills. Removing the communication requirement was considered, through fabricated companies. This consideration has been rejected as the communication skills that are acquired are extremely beneficial to the students.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)											
<p>External Advisory Committees are surveyed annually for feedback on their needs and comments about the knowledge and skills students' acquire in the program. The worksite health promotion is unique in the fact that it contributes to two programs in the department (M.S. in EOHS and MPH in Public Health), so feedback is available through two external advisory committees. Alumni Surveys have been sent out through Linked-In to capture graduates employment status and their feedback.</p>											

At the end of the certificate, students will be able to perform as:

- Health Coach
- Wellness Coordinator/Manager
- Health promotion Specialist
- Public Health Educator
- Community Educator
- Wellness Program Designer
- Ergonomist,
- Health Fitness Specialist
- Fitness Center Manager
- Human Resource Benefits
- Safety Engineer
- Medical, Wellness Director, etc..... These key areas are found at all levels of the workforce including local, state, national and global.

Students graduating from this certificate work as:

- Senior Health Fitness Specialist
- Health Educator
- Public Health Associate, CDC
- Clinical Administrative Coordinator
- Program Manager for AHEC
- Safety Engineer
- Worksite Wellness Manager

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The External Advisory Committee Meeting this past year (2018) produced feedback that communication skills were lacking for many new graduates they employed. This feedback has prompted more emphasis on presentations and effective dissemination of messaging to diverse audiences. In their applied project students must conduct interviews with employers to determine their needs at the workplace. The option of conducting a communication workshop for students, funded from the CDC/NIOSH Training Grant awarded for our graduate students will be discussed for the upcoming year (2019).

As NIOSH's TWH Program continues to grow, this certificate, (a certified TWH certificate in 2019) will be one of the few TWH certified programs in the country. University of Colorado and University of North Carolina as well as Western Kentucky University will be the catalysts Universities for this initiative.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

A recent decline in enrollment in the certificate could be attributed to the following:

- Increase from 15 to 18 hours (plans to return to 15 hours in 2019)
- Increase in marketing of several certificates by the MPH Program

A marketing plan has been designed to launch in 2019 to promote the certificate:

- Target alumni graduating with specific degrees through email campaigns
 - Target health professionals through a combination of email campaigns, print and online ads
 - Target those who have shown interest in this program, but not applied
 - Target those who have applied, but not registered
- By Mid-January
- Evaluate efforts and enrollment for spring. Make adjustments accordingly.
 - Call or each inquirer who has not applied to follow-up
 - Call each applicant who has been admitted, but not yet registered for courses
 - Call each graduate of the non-credit course to talk with them about possibility of entering credit program
 - Send first email to group of alum identified above
 - Order promo items to be given away at info fairs (is this needed?)
- By Mid-March
- Run ads in remaining publications, as budget allows
 - Send personalized letter to admitted, but not enrolled
 - Follow-up with email to admitted, but not enrolled when registration begins
 - Add featured students to website
 - Wrap-up google adwords campaign, evaluate effectiveness by looking at CPC, website traffic and number of new applicants
 - Seek opportunities to market with MS in Environmental and Occupational Health Science, a newly developed online MS (program currently pending final approval)
- By End of April
- All print and electronic ads should have run or be scheduled to run
 - Email to those subscribing to specific listservs should have gone out or be scheduled
 - Evaluate efforts, results, budget and additional possibilities
 - Send second email to group of alum identified above

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					3	12
Number of NTE Faculty					0	4
Cost per SCH					\$86	\$128
SCHP/FTF by Dept.	432	435	415	419	428	375
% SCH by FTF by Dept.	57.5%	60%	64.4%	66.6%	66.3%	75.8%
Median Class Size by Level	22	23	24	19	22	19
% Under-Enrolled Sections by Level	35.4%	28.6%	33%	44.8%	33.3%	36.3%
b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)						
<ul style="list-style-type: none"> • CDC/ National Institute for Occupational Safety & Health (NIOSH) Training Project Grant (TPG) for graduate students (\$200,000) per year for 5 years has been applied for the M.S. in Environmental and Occupational Health & Safety Major, which is associated with this certificate. This funding grant supports student tuition, recruitment of students and student engagement research. • CDC/NIOSH Central Appalachian Regional Education and Research Center \$12,000. Total Worker Health in Rural Workplaces: Challenges of Implementation and Follow-up. Watkins, C., PI. 08/2016 – 06-2017. This grant involved worksite health promotion students participating in the research efforts. • Potential for fee for service from local industry for TWH Assessment Projects. Three industries have participated as part of a pilot study in TWH. The opportunity for these services are increasing as the TWH Initiative is growing. 						
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)						
<ul style="list-style-type: none"> • Supported by 3 FTE Faculty. All courses in this certificate can be utilized toward the M.S. in Environmental and Occupational Health Science and the Master in Public Health. • The certificate is not an extra burden on financial resources due to overlapping courses and DELO courses. 						

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

WKU's Strategic Plan

In accordance with the Western Kentucky University Mission, the WHP Graduate Certificate will:

- Engage with the communities to be a resource and partner in finding innovative solutions to social, economic, and other challenges.
- Align university priorities with communities, business, industry, educational institutions, and others to create mutually beneficial cultural, environmental, scientific, and social opportunities.
- Ensure that WKU students graduate with skills to think critically, solve problems, and engage effectively with others.
- Provide certificate programs to match job market opportunities.

Objectives

- Utilize effective communication techniques with employees and employers
- Design an evidence-based worksite health promotion program
- Manage a worksite health promotion program, including personnel supervision and the most effective program structure.
- Design and implement effective interventions within the worksite health promotion program.
- Design program evaluation for quality and effectiveness.

Strategies

- Students will develop skills and knowledge through applied projects, critical thinking activities and exams which will prepare them to plan, design, implement and evaluate an evidence-based WHP program and safety programs for workplaces at the local, state and national levels.

Metrics

- Seven students have graduated with jobs in safety, health promotion, public health, health education, fitness and health administration.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

- Graduates of this certificate will have the skills to produce evidence-based comprehensive WHP programs which can change employees' health behaviors and reduce their risk of disease.
- Healthy employees boost a company's bottom line by reducing health care costs, Workman's Compensation and disability claims and absenteeism, while increasing morale and productivity.
- The cost of health care to employers will likely be the single most significant detriment to recruitment of businesses to the state of Kentucky and the viability and profitability of existing businesses.

Several of the courses within this certificate are common to the Council on Education for Public Health (CEPH) accredited Master of Public Health (MPH) programs across the state. These courses could be transferred from one institute in Kentucky to another, making the flexibility attractive to students that may need to change universities within the state. The values found in the statewide strategic agenda supported by these aspects of this certificate are:

- Academic Excellence and student success
- Broad access to adult and higher education
- Postsecondary education's ability to catalyze economic and community development

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

This certificate is designated as one of the Kentucky Higher Education Assistance Authority's (KHEAA) Work Ready Programs under the healthcare and advanced manufacturing areas. In order to earn this designation KHEAA has determined that the certificate is an industry recognized certification in a high-demand workforce sector within Kentucky. Health educators and safety managers are needed at both the local and state levels. This certificate's graduates are trained for these professions. https://www.kheaa.com/pdf/wrks_approved_programs.pdf

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

- This certificate is offered online and through DELO or if preferred can also be taken in class.
- This certificate aligns with the CDC's NIOSH Program. The Total Worker Health Initiative was conceived by NIOSH to integrate health promotion and health protection, which would promote a culture of health in the workplace. The Workplace Health Promotion Graduate Certificate builds on the skills of communication and leadership to be a catalysts to this new initiative in the workforce of integration of health and safety. Few other universities provide the training in both health protection and health promotion in one certificate. This certificate has been recognized by NIOSH as a contributor to the efforts of academia in the promotion of The Total Worker Health Initiative.
- WKU has been a TWH Affiliate for the past four years and is listed as an affiliate on the CDC's website.

"This indicates that WKU is advancing an integrated approach to worker safety, health, and well-being through its research, curriculum, and internal employee programs. WKU is developing new interdisciplinary coursework, building capacity for a new generation of Total Worker Health professionals. WKU is also committed to providing a culture of safety and health for its faculty, staff, and students through collaborations among its campus programs".

<https://www.cdc.gov/niosh/twh/affiliate.html>

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

Wellness and health promotion at the workplace is a relatively new concept. Forbes (2017) reports that wellness programs are growing which includes the expansion of program content, a more personalized approach, (which requires good communication skills), an emphasis on mental health, as well as traditional health promotion programs. Another trend that Forbes reported included, as the wellness industry grows wellness providers are beginning to merge making larger companies, which will require a larger workforce with skills and knowledge in health promotion.

Kohil, A., 2017. Eight Trends That Will Impact Worksite Wellness In 2018. Retrieved November 30, 2018 from <https://www.forbes.com/sites/alankohl/2017/12/13/8-trends-that-will-impact-worksite-wellness-in-2018/#53174846227a>

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The CDC work with employers and other key groups who are planning for the future of creating healthier workplaces. The CDC Workplace Health Program includes the following goals:

- Increase the number of employers that provide workplace health promotion programs.
- Improve the quality of employers' efforts.
- Set the standard for best practices for workplace health and encourage their adoption.

To achieve these goals, the workforce must be trained to provide evidence-based programs. As I highlighted in my publication, *Moving the worksite health promotion forward: (2015)*, this is an unprecedented opportunity in the field of worksite health promotion. Never before has there been such a serious focus on primary prevention efforts. As federal, state and local organizations recognize the importance of prevention over treatment and the opportunity to utilize the worksite to raise awareness, educate and positively influence the health behaviors of the American workforce, the field of health promotion is summoned to implement health promotion programs that will be consistently successful and sustainable.

CDC, (nd) Workplace Health Promotion, Retrieved November 30, 2018 from <https://www.cdc.gov/workplacehealthpromotion/about/index.html>

Watkins, C., & English, G. (2015). Moving the worksite health promotion profession forward: is the time right for requiring standards? *Health Promotion Practice*. 2015 Jan;16(1):20-7. doi: 10.1177/1524839914547759.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

At the master degree level, the third greatest numbers of degrees were conferred in the fields of health professions and related programs (110,338).

- The number of degrees conferred in health professions and related programs increased by 61 percent between 2004–05 and 2009–10 and then by 67 percent between 2009–10 and 2014–15.
- With this trend the health profession will required a major growth in its workforce.
- With the rising costs of healthcare in the United States, health promotion and prevention will not be a choice, but a requirement to stabilize the markets.

This certificate also aligns with the CDC's NIOSH Program. The Total Worker Health Initiative was conceived by NIOSH to integrate health promotion and health protection. This certificate has been recognized by NIOSH as a contributor to the efforts of academia in the promotion of The Total Worker Health Initiative.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

The previous certificate title, Advanced Worksite Health Promotion Certificate made it difficult for students to locate when doing a search. Likewise, worksite is being replaced with workplace to reflect that state of practice identified by the National

Institute of Occupational Safety and Health (NIOSH). EOHS 503, Assessment in Workplace is proposed to be included in the program to expose students to specific assessments tools and enhance their skills to identify and address workplace needs. Additionally, EOHS 550, Principles of Occupational Safety & Health is being added to the certificate to provide students a foundation to develop occupational safety and health programs, assess occupational hazards, evaluate potential workplace exposures, and promote organization safety and health. These changes will more closely align student skills with the needs of the Occupational Safety & Health and Workplace Health Promotion workforce. Also, reducing the number of hours required to 15 will attract more students. A marketing plan mentioned in section 3 e. will be administered in 2019.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

Workplace Health Promotion (WHP) is a field that has seen phenomenal growth in the past few decades:

In 2019 the Workplace Health Promotion Certificate will become a designated TWH Certificate. With this designation, graduates of this certificate will directly contribute to the issues relevant to advancing Worker Well-being through Total Worker Health as follows:

- Control of Hazards and Exposures
 - Organization of Work
 - Built Environment Support
 - Leadership
 - Compensation and Benefits
 - Community Support
 - Changing Workforce Demographics
 - Policy Issues
 - New Employment Patterns
-
- Results from the Towers Watson/National Business Group on Health 2011/2012 Staying@Work study reveals that essentially all respondents (U.S. and Canada) expect their organization's support of health and productivity programs to increase over the next two years. The high cost of health care, loss of productivity due to occupational related illness and injury, and chronic diseases, resulting from poor health habits of employees are forcing American businesses to consider prevention strategies over the more traditional medical, or treatment model, to stay competitive in a global marketplace.
 - According to Buck Consultant's 2010 Global Wellness Survey, **health promotion programs are most prevalent in North America, where they are offered by 74 percent of surveyed employers, but health promotion programs are increasing throughout the world, with 41 to 49 percent of surveyed employers providing programs to their employees in all regions outside North America.**

Towers Watson/National Business Group on Health. (2012). *Staying@Work Survey Report*. Retrieved from: <http://www.towerswatson.com/assets/pdf/6031/Towers-Watson-Staying-at-Work-Report.pdf> .

Buck Consultants (2010). *Working Well: A Global Survey of Health Promotion and Workplace Wellness Strategies. Executive Summary November 2010*. Retrieved from: http://www.huschblackwell.com/files/Event/834bd3fb-27eb-4e79-96f0-b776c74492a6/Presentation/EventAttachment/607fc436-c994-4769-b279-3199b0177e9f/Global%20Wellness%202010_ExecSummary.pdf.

e. What recommendation would you put forward for the program (check one)?	
<input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

Department/School:	Public Health
College:	Health and Human Services

Program Name:	Worksite Health Promotion (WHP) Certificate
Reference Number:	1707
CIP Code:	512207
Degree Type (AB, BS, etc.):	Undergraduate Certificate
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	18
List Concentrations (if any):	

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

This certificate prepares students for:

- Educational opportunities of students and professionals in the field of health promotion and prevention at the workplace.
- Health promotion duties required for Wellness managers, human resource managers, occupational nurses, personnel directors, union personnel and safety department personnel serving in health and wellness roles.
- Utilizing effective communication techniques with employees and employers.
- Skills required for program planning, which includes assessment, design, implementation and evaluation of programs.
- Critical thinking skills as well as civic knowledge capacity when designing a WHP program for community workplaces.

The courses required to complete this certificate includes:

- PE 100 (Physical Education)
- ENV 120 (Environmental Health)
- CFS 111 (Nutrition)
- PH 100 (Personal Health)
- PH 261 (Health Education)
- PH 402 (Worksite Health Promotion)

- The majority of the curriculum is offered in class and online and through DELO.

2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	n/a	3	0	0	5	4
Conferrals	n/a	3	0	1	4	5
SCHP	n/a	52	0	15	51	44
b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)						
<ul style="list-style-type: none"> This certificate cuts across majors and provides both broad knowledge and skills as well as field specific skills. <p>The certificate has the potential to increase the marketability of students in several other majors including:</p> <ul style="list-style-type: none"> Business – Many wellness programs are managed by human resources Environmental & Occupational Health – Occupational Health and Safety often partner with wellness Family and Consumer Science – Skills sought in health promotion programs (overlapping course) Health Education – Skills needed in program planning (overlapping courses) Kinesiology – Skills sought in health promotion programs Leadership Studies – Skills sought in health promotion program Nursing – Occupational nurses often manage wellness programs Physical Education – Skills sought in health promotion programs (overlapping course) Public Health – Skills needed in health promotion courses (overlapping courses) Safety – Safety and health should be integrated (overlapping course) <p>The WHP Certificate directly to the departmental, college, and university mission and priorities by providing an innovative certificate that is unique in a growing field of health prevention and promotion.</p> <ul style="list-style-type: none"> Faculty and student research has been generated from this certificate. I received an applied research grant from NIOSH’s Environmental Research Center at University of Kentucky. Two students were included in this grant. Results were published in the Journal of Occupational and Environmental Medicine. <p>Watkins, C., Macy, G., Golla, V., Lartey, G., Basham, J., (2017). The “Total Worker Health” Concept: A Case Study in a Rural Workplace. <i>Journal of Occupational and Environmental Medicine</i>, (2017) doi:10.1097/JOM.0000000000001273</p>						
c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)						
<ul style="list-style-type: none"> This certificate aligns with the Centers for Disease Control and Prevention (CDC)’s NIOSH Program. The Total Worker Health Initiative was conceived by NIOSH to integrate health promotion and health protection, which would promote a culture of wellness. The undergraduate Worksite Health Promotion Certificate is the student’s introduction to this concept and builds on the skills of communication and leadership to be a catalysts to this new initiative in the workforce of health and safety. This certificate has been recognized by NIOSH as a contributor to the efforts of academia in the promotion of The Total Worker Health Initiative and will be a designated TWH Certificate in 2019. Worksite Minor will be suspended, which will increase enrollment in this certificate. 						

3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0	0	0	0	0	1	0	0	0	73.7%
Progression	0	0	0	0	0	0	1	100%	0	0	61.3%
150% Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Time to Degree	n/a		n/a		n/a		n/a		n/a		n/a
b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)											
<ul style="list-style-type: none"> Integrate the program into the company’s mission and create a "healthy culture" Assess the worksite for appropriate health data and employee needs Design best-practice programs Apply effective communication & marketing techniques Maintain relevance of the health promotion program as business needs change <p>Closing the loop: The presentations of applied learning projects, revealed a lack of effective communication skills for some of the students. These deficiencies exposed the need for more in-class opportunities of effective communication techniques. Also, students are required to interview company wellness program managers, take the information and formally present in class. This exercise allows students to develop better one-on-one communication skills and presentation skills.</p>											
c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)											
<ul style="list-style-type: none"> External Advisory Committees are surveyed annually for feedback on their needs and comments about the knowledge and skills students’ acquire in the programs of the Department of Public Health. The worksite health promotion is unique in the fact that it contributes to two programs in the department (B.S. in Environmental Health and B.S. in Public Health), so feedback is available through two external advisory committees. Alumni Surveys have been sent out through Linked-In to capture graduates employment status and their feedback. In 2015 three students that took the certificate in worksite health promotion went on to apply and graduate from the Master of Science in Environmental and Occupational Health Science. Those students are now working in the field of safety or health promotion. According to the National Center for Chronic Disease Prevention and Health Promotion, (2017) workplace programs that promote and protect health and help prevent disease could potentially reach more than 159 million workers across the United States. https://www.cdc.gov/chronicdisease/resources/publications/aag/workplace-health.htm The key areas of professional opportunity for students graduating with the Worksite Health Promotion Certificate expand across professions including, but not limited to Health Coach, Wellness Coordinator/Manager, Health promotion Specialist, Public Health Educator, Community Educator, Wellness Program Designer, Ergonomist, Health Fitness Specialist, Fitness Center Manager, Human Resource Benefits, Medical, Wellness Director, etc..... These key areas are found at all levels of the workforce including local, state, national and global. 											

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The External Advisory Committee Meeting this past year (2018) produced feedback that communication skills were a challenge for many new graduates that they employed. This has prompted more emphasis on presentations and effective dissemination of messaging to diverse audiences. In their applied project students will also have the opportunity to conduct interviews with employers to determine their needs at the workplace. The option of conducting a communication workshop for students, funded from the CDC/NIOSH Training Grant awarded for our undergraduate students will be discussed for the upcoming year (2019).

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

The Worksite Health Promotion Certificate makes students more marketable in the workforce. An example is a company often has the human resource manager also be in charge of benefits and wellness. If a student has training in business and health promotion, they would be much more qualified for this position than someone with only a business degree.

4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					2	12
Number of NTE Faculty					1	4
Cost per SCH					\$86	\$128
SCHP/FTF by Dept.	432	435	415	419	428	375
% SCH by FTF by Dept.	57.5%	60%	64.4%	66.6%	66.3%	75.8%
Median Class Size by Level	22	23	24	19	22	19
% Under-Enrolled Sections by Level	35.4%	28.6%	33%	44.8%	33.3%	36.3%

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

- CDC/ NIOSH Training Project Grant (TPG) \$250,000, Golla, V., PI This grant is for students in the Environmental and Occupational Health Majors, which associates with the Worksite Health Promotion Certificate. This funding grant supports student tuition, recruitment of students and student engagement research.
- CDC/NIOSH Central Appalachian Regional Education and Research Center \$12,000. Total Worker Health in Rural Workplaces: Challenges of Implementation and Follow-up. Watkins, C., PI. 08/2016 – 06-2017. This grant involved worksite health promotion students participating in the research efforts.
- Fee for service from local industry for Total Worker Health (TWH) Assessments will grow as the demand for efficiency within the workplace trends upward. Three local industries have participated as part of a pilot study in TWH Assessments. The opportunity for these services are increasing as the TWH Initiative is growing. This certificate provides the skills needed to administrator these assessments.
- Online cohorts for certificate could be marketed to companies that require wellness committees whose main goal is to manage a successful wellness program. The capacity to train 7-16 individuals in the skills needed to be successful in managing an evidenced-based worksite health promotion program is well within the scope of this certificate. It would be economically advantageous to train these individuals that already work at a company than to hire a full time manager.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

Supported by 2 FTE Faculty. All courses in this certificate can be utilized toward the B.S. in Public Health.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of **WKU's strategic plan** are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

WKU's Strategic Plan

- In accordance with the Western Kentucky University Mission, the Worksite Health Promotion Certificate will prepare students to serve the community as a resource for health and safety information which will create opportunities for citizens to improve their quality of life and well-being. The certificate will also instill within each student the desire to create an environment that promotes a culture of health for communities, businesses, industries and institutions. These students will graduate with skills conducive to critical thinking which leads to problem solving and positive social interaction. This certificate also provides the techniques of effective communications, including problem solving and effective negotiation skills with employers and employees. When students graduate with this certificate, they will be prepared to design, implement and evaluate an evidenced-based WHP program. Evidence-based programs produce results that lead to healthier individuals, workforces and communities.

Strategies

- Students will develop the skills and knowledge through applied projects, critical thinking activities and exams which will prepare them to plan, design, implement and evaluate an evidence-based worksite health promotion program.

Metrics

- All of the students that have graduated with the undergraduate WHP certificate are working as professional health coaches or health educators. These positions require effective communication skills, and the ability to plan evidenced-based health promotion programs.

b. What aspects of the **statewide strategic agenda** are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

There is strong evidence that comprehensive programs can change employee health behaviors and reduce their risk of disease. Healthy employees boost a company's bottom line by reducing health care costs, Workman's Compensation and disability claims and absenteeism, while increasing morale and productivity. At the current rate of increase, the cost of health care to employers will likely be the single most significant detriment to recruitment of businesses to the state of Kentucky and the viability and profitability of existing businesses.

Public agencies are feeling the sting as well as health insurance costs skyrocket. Health care costs contributable to obesity alone are projected to be \$2.3 billion in 2013 and \$6 billion in 2016 for the state of Kentucky (American Public Health Association/Partners in Prevention, 2011).

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

This certificate is designated as one of the Kentucky Higher Education Assistance Authority's (KHEAA) Work Ready Programs under the healthcare and advanced manufacturing areas. In order to earn this designation KHEAA has determined that the certificate is an industry recognized certification in a high-demand workforce sector within Kentucky.

https://www.kheaa.com/pdf/wrks_approved_programs.pdf

- The skills acquired from physical education enhances the student's ability to educate employees and employers the importance of staying physically active and how that can effect long range health status and productivity.
- The Environmental Health course is critical for skill building that will allow students to assimilate how environmental health can influence human health.
- The nutrition course develops skills that students can use in awareness and educational programs as workplaces experience the increase in obesity and the chronic diseases that result from it.
- Personal health covers many health topics and lays the foundation for students to better appreciation how health influences our ability to function at an optimal level.
- Health education provides the skills desirable to promote and communicate the need for health education and awareness in the workplace and community.
- Worksite health promotion provides specific concepts and skills needed in workplace health promotion using comprehensive health promotion and education techniques.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

As mention earlier, this certificate aligns with the CDC's NIOSH Program. The Total Worker Health Initiative was conceived by NIOSH to integrate health promotion and health protection, which would promote a culture of wellness. The undergraduate Worksite Health Promotion Certificate is the student's introduction to this concept and builds on the skills of communication and leadership to be a catalysts to this new initiative in the workforce of health and safety. Few other universities provide the training in both health protection and health promotion in one certificate. This certificate has been recognized by NIOSH as a contributor to the efforts of academia in the promotion of The Total Worker Health Initiative.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

Wellness and health promotion at the workplace is a relatively new concept. Forbes (2017) reports that wellness programs are growing which includes the expansion of program content, a more personalized approach, (which requires good communication skills), an emphasis on mental health, as well as traditional health promotion programs. Another trend that Forbes reported included, as the wellness industry grows wellness providers are beginning to merge making larger companies, which will require a larger workforce with skills and knowledge in health promotion.

Kohil, A., 2017. Eight Trends That Will Impact Worksite Wellness In 2018. Retrieved November 30, 2018 from <https://www.forbes.com/sites/alankohl/2017/12/13/8-trends-that-will-impact-worksite-wellness-in-2018/#53174846227a>



6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The CDC work with employers and other key groups who are planning for the future of creating healthier workplaces. The CDC Workplace Health Program includes the following goals:

- Increase the number of employers that provide workplace health promotion programs.
- Improve the quality of employers' efforts.
- Set the standard for best practices for workplace health and encourage their adoption.

To achieve these goals, the workforce must be trained to provide evidence-based programs. As I highlighted in my publication, *Moving the worksite health promotion forward: (2015)*, this is an unprecedented opportunity in the field of worksite health promotion. Never before has there been such a serious focus on primary prevention efforts. As federal, state and local organizations recognize the importance of prevention over treatment and the opportunity to utilize the worksite to raise awareness, educate and positively influence the health behaviors of the American workforce, the field of health promotion is summoned to implement health promotion programs that will be consistently successful and sustainable.

CDC, (nd) Workplace Health Promotion, Retrieved November 30, 2018 from <https://www.cdc.gov/workplacehealthpromotion/about/index.html>

Watkins, C., & English, G. (2015). Moving the worksite health promotion profession forward: is the time right for requiring standards? *Health Promotion Practice*. 2015 Jan;16(1):20-7. doi: 10.1177/1524839914547759.

b. How do program trends align with **national trends** over the last 5-10 years? (maximum 200 words)

- The second highest numbers of B.S. degrees are in health professions and related programs. The number of degrees conferred in health professions and related programs increased by 61 percent between 2004–05 and 2009–10 and then by 67 percent between 2009–10 and 2014–15. With this trend the health profession will require a major growth in its workforce. With the rising costs of healthcare in the United States, health promotion and prevention will not be a choice, but a requirement to stabilize the markets.

National Center for Education Statistic. Fast Facts. Retrieved December 14, 2018 from: <https://nces.ed.gov/fastfacts/display.asp?id=37>

- A Towers Watson/National Business Group on Health 2011/2012 Staying@Work study reveals that essentially all respondents (U.S. and Canada) expect their organization's support of health and productivity programs to increase over the next two years. The high cost of health care, loss of productivity due to occupational related illness and injury, and chronic diseases, resulting from poor health habits of employees are forcing American businesses to consider prevention strategies over the more traditional medical, or treatment model, to stay competitive in a global marketplace.

Towers Watson/National Business Group on Health. (2012). *Staying@Work Survey Report*. Retrieved from: <http://www.towerswatson.com/assets/pdf/6031/Towers-Watson-Staying-at-Work-Report.pdf>.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

- Many of the students that took the minor in worksite health promotion, were advised to do so, due to the perception that a minor was more credible than a certificate. This perception has now changed with more students wanting a certificate rather than a minor. With the suspension of the Minor in Worksite Health Promotion, more students will gravitate toward the Worksite Health Promotion Certificate.
- Classes in Exercise Science, Personal Health, and Introduction to Health Education will be targeted to promote the undergraduate WHP certificate. A trained Master of Science in Environmental and Occupational Health and Safety graduate student will go to these classes and present the benefits of getting the certificate.
- Informational materials about the certificate will be made available at all WKU recruiting events.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

The Worksite Health Promotion Certificate will grow for several reasons listed below:

- The Health Profession and related programs are growing significantly above average of other professions. The number of degrees conferred in health professions and related programs increased by 61 percent between 2004–05 and 2009–10 and then by 67 percent between 2009–10 and 2014–15.

National Center for Education Statistic. Fast Facts. Retrieved December 14, 2018 from:

<https://nces.ed.gov/fastfacts/display.asp?id=37>

- Health Promotion and Prevention will continue to grow due to rising and unsustainable health care costs. A Towers Watson/National Business Group on Health 2011/2012 Staying@Work study reveals that essentially all respondents (U.S. and Canada) expect their organization's support of health and productivity programs to increase over the next two years. The high cost of health care, loss of productivity due to occupational related illness and injury, and chronic diseases, resulting from poor health habits of employees are forcing American businesses to consider prevention strategies over the more traditional medical, or treatment model, to stay competitive in a global marketplace.

Towers Watson/National Business Group on Health. (2012). *Staying@Work Survey Report*. Retrieved from:

<http://www.towerswatson.com/assets/pdf/6031/Towers-Watson-Staying-at-Work-Report.pdf> .

- The CDC/NIOSH Program recognizes and supports academic programs that provide skills and training in their Total Worker Health Initiative. This is confirmed through our award of the NIOSH TPG Grant (\$300,000). As NIOSH's TWH Program continues to grow, they will be certifying certificate as Total Worker Health Certificates. This would mean they meet the criteria of teaching skills and trainings in both health promotion and health protection. The undergraduate WHP certificate, (if certified in 2019) will be one of the few TWH certified certificates in the country. University of Colorado and University of North Carolina as well as Western Kentucky University will be the catalysts Universities for this initiative.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)